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Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 4 Leading sport and physical activity sessions

Version 1

ocr.org.uk/sport

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons and covers all the units within this pathway.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

This pathway includes the following units:

Unit no.	Unit title	GLH	How are they assessed?
Unit 1	Physical activity, health and wellbeing	60	Examined by OCR
Unit 2	Physical preparation and readiness for sport and physical activity	30	Examined by OCR
Unit 3	Inclusivity, equality and diversity in delivering sport and physical activity	30	Centre assessed, moderated by OCR
Unit 4	Leading sport and physical activity sessions	60	Centre assessed, moderated by OCR
Unit 5	Customer service in sport and physical activity	30	Centre assessed, moderated by OCR
Unit 6	Components and principles of fitness training for sport and physical activity	60	Centre assessed, moderated by OCR
Unit 9	Fitness induction and testing	30	Centre assessed, moderated by OCR
Unit 10	Using fitness equipment	30	Centre assessed, moderated by OCR
Unit 11	Assisting in the delivery of exercise and fitness sessions	30	Centre assessed, moderated by OCR

Delivery Guides for all the units listed above are available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

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UNIT 4 LEADING SPORT AND PHYSICAL ACTIVITY SESSIONS

UNIT AIM

Delivering a successful sport or physical activity session is a skill that requires practice. An activity leader can have a huge impact on participant motivation, enjoyment and, therefore, progress and lifelong participation.

Through this unit learners will develop a good understanding of the role of an activity leader and put that into practice. The role of an activity leader varies greatly depending on the activity, group and situation. To ensure that the participants' needs and goals are met, the activity leader will need to plan, deliver and review each session.

This unit gives you the skills to plan, lead and review the success of an activity session(s), you will also develop skills such as teamwork, organisation, communication and adaptability, which will underpin needed for a successful career within the sports industry.

http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

LO1	Know the roles, responsibilities, skills and behaviours of activity leaders
LO2	Be able to plan sport and physical activity sessions
LO3	Be able to lead sport and physical activity sessions
LO4	Be able to review sport and physical activity sessions

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Behaviours	These refer to the way the sports leader presents themselves to others e.g. approachable
Progression	Making the session more complex or difficult to meet the needs of the group
Regression	Adapting the session to decrease the difficulty of the task
Responsibilities	These are the specific duties of the sports leader e.g. assessing risk
Risk assessment	The process of checking and removing potential risks in sport
Roles	These are the functions or purpose of the sports leader e.g. mentor
Skills	These refer to the ability of the sports leader to perform a task e.g. communication

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COMMON MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Understanding the differences between roles, responsibilities, skills and behaviours	The group could, using the descriptions contained in the 'key terms' section; come up with their own definitions of these terms and examples from their own experience in sport. Alternatively, the tutor could investigate a range of suitable sports leaders, and provide a list of roles, responsibilities, skills and behaviours that are displayed. The learners could then discuss why these fall into each category.	BrianMac sports coaching website contains a detailed description of many common roles, responsibilities, skills and behaviours of different sports leaders: https://www.brianmac.co.uk/coachsr.htm

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SUGGESTED ACTIVITIES

LO1 Know the roles, responsibilities, skills and behaviours of activity leaders

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding the key differences between roles, responsibilities, skills and behaviours	In pairs, learners could identify examples of different activity leaders (sports coach, PE teacher, sports leaders etc.). Using sticky labels, learners could then list the key attributes of each. These labels could then be organised into roles, responsibilities, skills and behaviours. Learners could then discuss why their key terms have been placed into the corresponding categories. BrianMac sports coaching website contains a detailed description of many common roles, responsibilities, skills and behaviours of different sports leaders: https://www.brianmac.co.uk/coachsr.htm	30 minutes	
Practical demonstration of the roles, responsibilities, skills and behaviours	The tutor could demonstrate activity leadership (any suitable activity), to make this a little more interesting for the learners, the tutor could mix up their leadership styles, could demonstrate behaviours associated with poor leadership, as well as those which are associated with good leadership. The learners could then analyse the tutor's session and discuss the importance of demonstrating positive roles, responsibilities, skills and behaviours. Sports Coach UK has an interesting factsheet on some of the skills and qualities of a Sports Coach: https://www.sportscoachuk.org/sites/default/files/top-tips-skills-and-qualities.pdf	1 hour	
	English extension activity Working in pairs or small groups, learners could be given a relevant scenario by the tutor, e.g. 1. A member of the club/team is suspected of bullying others and using illegal tactics. 2. A member of the club/team refuses to follow health and safety advice given by the activity leader. This may negate the group's insurance. 3. A member of the team openly contradicts advice or instructions given by the leader. Each pair or small group can discuss what skills and behaviours are needed by the activity leader to deal with each situation. Key points from this discussion could be presented to the whole group and questions could be answered.	45 minutes	
	Maths extension activity In small groups, learners could record information whilst observing a good session by their tutor and a poor session. This could take the form of the time participants spend idle and active. This is similar to how professional sports people (especially footballers) are observed in training and in matches. The recording, depending on the type of session, could take the form of each group observing the same person in each session and they could record number of engagements, sprints, passes, touches, goals, fouls etc. This data can then be collated and/or grouped and displayed to show the effectiveness of the sessions.	1 hour	

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SUGGESTED ACTIVITIES

LO2 Be able to plan sport and physical activity sessions			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Gathering participant information	The tutor could lead a quick discussion, whereby learners identify what information would be important before taking part in sport or physical activity. Findings could be recorded on a flipchart; learners should be encouraged to develop their ideas to explore all the key information.	15 minutes	
Group planning	The whole group can be tasked with planning a sport or physical activity session (the tutor could choose a suitable activity. The group should be divided into pairs or smaller groups and each pair or group being given an element of the activity to plan (e.g. timing, equipment, health and safety, warm up). The pairs or groups will need to work with others to ensure that the whole group covers all of the key sections as listed in the unit specification (LO2.3). Learners should then put all the sections together to form one large session plan. Learners could be asked to explain their section of the planning and justify their decisions. Sports Coach UK has developed an interesting eLearning module which details how to plan, deliver and evaluate coaching sessions: http://www.sportscoachuk.org/coaches/i-want-coach/elearning/how-coach-plan-do-review	30 minutes	

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SUGGESTED ACTIVITIES

LO3 Be able to lead sport and physical activity sessions			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Setting up an activity area	Learners could produce a checklist that could be used by a sports coach, which identifies the steps which need to be taken in order to set up an activity area. Learners could choose from a range of suitable activities, or this could be nominated by the tutor. Learners should aim to outline all the steps needed. The tutor could then ask the learner questions in order to assess understanding of these processes. The Footy4kids website contains some interesting information about the steps needed to consider when organising a typical spots coaching session: http://www.footy4kids.co.uk/how-to-coach-youth-soccer/planning/how-to-plan-organise-and-run-a-youth-soccer-coaching-session/	20 minutes	
Leading a session	The tutor could lead a session for the group; if possible all the steps identified in the unit specification (LO3.3) should be followed. Upon completion of this session learners should be asked to evaluate the session, identifying strengths and weaknesses of the session as a whole, and also of the leader. The tutor could then ask the learners to explain any areas of development. The learners could then write an action plan of things they should do before writing their own session plans.	1 hour	Unit 2, LO3

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SUGGESTED ACTIVITIES

LO4 Be able to review sport and physical activity sessions

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Steps needed to review sessions	The tutor could lead a discussion about what steps need to be taken when reviewing physical activity sessions. The findings of the group could be displayed on a flip chart. Questions should be asked to assess the learners' understanding of the importance of reviewing performance. Learners should then be tasked with reviewing a practical session that they have either led themselves or participated in. The blog below, identifies some useful key points to follow when reviewing performance in sports coaching: http://www.performanceinnovation.net/blog?id=Reviewing_Your_Own_Performance_As_A_Coach_10	10 minutes	Unit 8, LO4
Reviewing performance	Learners could be asked to review their own performance of a recent sport or physical activity session that they have led; they should reflect on the session (identifying strengths and areas for development) and make recommendations for improvement in the future. Learners should be able to explain their analysis; this could be assessed via questioning the learner.	20 minutes	Unit 8, LO4
	English extension activity Using information gained from Activities 1 and 2, learners, in pairs or small groups, could create a generic review chart (agreeing the content and number of sections) to be used when evaluating performance at an activity session. Learners could be given a letter each – A, B, C etc. Person A conducts a short activity session. B and C watch and complete the review chart individually. At the end of the activity, A, B and C compare the results and discuss any differences. This could lead to making changes to the review chart.	1 hour	
	Maths extension activity Learners could analyse each of the plans to calculate what percentage of each session was allocated to, for example, introduction, instruction, activity, and review. Analysis could include thing such as did the best sessions contain more or less of particular areas, or did the sessions with most varied activity produce the most engaging sessions. The participants could be asked to complete a short questionnaire to ascertain the most enjoyable or interesting session, or part of a session, and this data compared to the percentage data. All this may support preconceived ideas of more activity vs. less instruction, or not.	30 minutes	

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RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

Unit 2	Title of suggested activity	Other units/LOs	
LO3	Leading a session	Unit 2 Physical preparation and readiness for sport and physical activity	LO3 Understand the use of warm ups and cool downs
LO4	Steps needed to review sessions	Unit 8 Assisting sports coaching	LO4 Be able to assist in the delivery of an inclusive sports coaching session
	Reviewing performance	Unit 8 Assisting sports coaching	LO4 Be able to assist in the delivery of an inclusive sports coaching session

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The small print

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