OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 2 Physical preparation and readiness for sport and physical activity

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 2 PHYSICAL PREPARATION AND READINESS FOR SPORT AND PHYSICAL ACTIVITY

UNIT AIM

As well as knowing why it is important for people to be physically active and participate in sport and physical activity, it is also important to understand how to select appropriate sports or activities for people dependent on their individual circumstances and how to keep them safe whilst they are participating in order for them to experience, and benefit from, the short and long term effects.

This unit will teach you the short and long term effects of participation in sport and physical activity and how to maintain safety during participation through appropriate warm ups and cool downs and how to identify and treat injuries when they occur. During this unit you will also learn about the different types of sport and physical activity that are available and how a person's individual circumstances might influence the type of sport or activity that they can or want to participate in.

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

LO1	Understand the short term effects of sport and physical activity on body systems
LO2	Understand the long term effects of sport and physical activity on body systems
LO3	Understand the use of warm ups and cool downs
LO4	Understand the needs of different participants in sport and physical activity
LO5	Understand sports injuries, causes and their treatment for rehabilitation

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Acute injury	Damage to the body which is caused by sudden impact or trauma
Aerobic exercise	Any physical activity that lasts a prolonged period of time, which raises heart rate and breathing rate. This allows oxygen to reach the working muscles to help provide energy
Anaerobic exercise	A physical activity that is short duration but high intensity. The working muscles do not require oxygen to function during this exercise
Chronic injury	Sometimes referred to as overuse injuries, where damage occurs as a result of continual stress on the body
Extrinsic factors	Factors which are outside your control or responsibility e.g. the weather
Intrinsic factors	Factors that are within your body or within your control e.g. not warming up
Rating of Perceived Exertion (RPE) Scale	A simple scale which is used to measure the intensity of exercise. This could be a 0-10 scale, or a more common 6-20 scale, known as the Borg scale.

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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**
Learners may not fully understand short term and long term effects of exercise	Learners can overcome this by taking part in some common activities to assess the short term or immediate effects of exercise on the body systems. Learners will be able to take some simple measurements of heart rate, breathing rate etc. and will be able to compare these to resting levels. The tutor could then lead a discussion about how long (weeks/months) it would take to see some long term adaptations.	The BBC Bitesize website contains detailed information on the effects of training and exercise on the body systems: http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/2_exercise_effectsoftraining_rev1.shtml

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SUGGESTED ACTIVITIES

LO1 Understand the short term effects of sport and physical activity on body systems			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Aerobic exercise	Learners could plan and carry out a short aerobic based exercise session. This should include a suitable method of training (running, cycling etc.) which will increase heart rate, breathing rate etc. but, will not be so intense as to generate lactic acid. Intensity could be measured using a simple Rate of Perceived Exertion (RPE) scale or using the 'talk test' where the participants should be able to hold a conversation whilst taking part in the activity. Before participating in the exercise, learners should also take a base-line measurement of heart rate, breathing rate, blood pressure etc. to allow comparisons to be made later on. Learners could then measure short term physiological effects of exercise, such as; heart rate, breathing rate, blood pressure etc. The findings of this could be presented in graphical format, which could be displayed in the classroom. The Teach PE website contains some detailed information about the effects of exercise (both short and long term) http://www.teachpe.com/anatomy/short_term_effects.php	1 hour	Unit 6, LO2, LO3
Anaerobic exercise	In pairs learners could produce a revision booklet which explains both the short term and long term effects of exercise on the various body systems. Learners should also aim to identify the type of exercise which would benefit each system. Learners could present this to the larger group, and the tutor could ask questions about the effects of exercise to assess the knowledge and understanding gained. BBC Bitesize details the effects of training on the various body systems: http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/2_exercise_effectsoftraining_rev1.shtml	1 hour	Unit 6, LO2, LO3

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SUGGESTED ACTIVITIES

LO2 Understand the long term effects of sport and physical activity on body systems			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Long term adaptations (physiological)	In pairs, learners could research the long term effects of sport and physical activity on the body systems. One learner could research the musculoskeletal system, the other learner could research the cardiorespiratory system. From this research, the learners could produce a poster, which aims to identify the long term effects of exercise on the various body systems. This poster could then be presented to the class/tutor who could ask questions to explore the learners understanding of the effects. The following YouTube video contains some useful information about the long term effects of exercise: https://www.youtube.com/watch?v=mX6thvUns08 **English extension activity** One learner could present the poster created in Activity 1. The rest of the group could ask (i) closed questions and (ii) open questions about the information given on the poster. The learner could respond to both types of questions, selecting an appropriate length and detail to meet the needs of the questioner.	1 hour 30 minutes	
Health benefits of physical activity	In small groups, learners could produce a leaflet, which could be displayed at a local gym/leisure centre. This leaflet should explain all the benefits to health of regular physical activity/exercise. The Bupa website contains some detailed information about the health benefits: http://www.bupa.co.uk/health-information/directory/b/benefits-of-exercise	1 hour 30 minutes	Unit 1 LO2

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SUGGESTED ACTIVITIES

LO3 Understand the use of warm ups and cool downs

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Warming up and cooling down	To introduce this topic the tutor could lead the group through a simple warm up and cool down, using the stages listed in the unit specification. Using this model the learners could then split down into smaller groups to plan their own warm ups and cool downs. These groups could then lead their peers, at the end of each session the tutor could ask each group questions about the correct structure of a warm up/cool down, the purpose of a warm up/cool down etc. The BrianMac Sports Coaching website contains some useful information about warming up and cooling down. https://www.brianmac.co.uk/warmup.htm	1 hour 30 minutes	Unit 4, LO3 Unit 8, LO4
Warm ups and cool downs for different participants	Learners could work in pairs to develop a suitable warm up and/or cool down for a selected participant group (these could be taken from the list found in LO4 from the unit specification). Learners must then present their specific warm up/cool down idea to the group/tutor. The Australian Sports Commission has some ideas about warm ups and cool downs, as well as investigating the ideas of inclusion in sports: http://www.ausport.gov.au/participating/resources/coaches/tools/the_training_session/Warmup-Cooldown **English extension activity** Once learners have developed a warm up or cool down in Activity 2, the tutor could give each small group or pair a different audience that they might come across e.g. Primary school children, adults with special needs, learners they do not know etc. Each group could then present and explain their warm up/cool down idea using appropriate language to meet the needs of their audience.	1 hour 30 minutes	Unit 4, LO3 Unit 8, LO4

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SUGGESTED ACTIVITIES

LO4 Understand the needs of different participants in sport and physical activity

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Pairing task – participant and activity	The tutor could produce a series of dominoes, which have various participation groups (taken from LO4.1 in the unit specification) on one half of the domino, one the other half there could be one or a number of suitable activities (taken from LO4.3 in the unit specification). The learners could then play this game of dominoes to better understand the needs of participant groups, and suggest why these activities may be best suited to the target groups. You can find a domino template on the following website: http://www.twinkl.co.uk/resource/t-n-1465--blank-domino-template **Maths extension activity** Learners could investigate the participation of different groups of people in various sports. Choose two or three groups of people; this could be by age, gender, or even by a course fellow students are on. Design a questionnaire that will collect and record data on what sport and how often they participate. It could be as diverse as an art group, a child care group and a bricklaying group. There may well be pre-conceived ideas about what type of sport and frequency of participation certain people do so this activity could either dispel or reinforce this perception. The results could then be compared to the work done in activity 1 to see any correlations.	20 minutes 1 hour	
Spider diagram	Learners could be given one or a number of participation groups (from LO4.1 in the unit specification. They could then produce a large scale spider diagram which identifies the needs to these participants. To aid the learner in this task, the tutor could provide a list of needs (taken from LO4.2 in the unit specification). Learners can select from this list, or can add any suitable needs, which they can identify. At the end of this task, learners should identify a suitable activity which would be best suited to their participant(s), and should state how this activity would meet the needs identified. You can find a spider diagram template on the following website: http://www.twinkl.co.uk/resource/t-l-1984-spider-diagram-organiser-template	45 minutes	

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SUGGESTED ACTIVITIES

LO5 Understand sports injuries, causes and their treatment for rehabilitation			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Sports injuries	In pairs learners could produce a presentation slide which examines the type of sports injury, their causes and possible treatments. Where possible images should be used to highlight different injuries. The pairs could then present their completed slide to the group/tutor where a quick question and answer session could be used to identify the pair's knowledge about this topic area. BBC Bitesize has a quick multiple choice quiz to help assess knowledge: http://www.bbc.co.uk/bitesize/quiz/q45104777 **Maths extension activity** In small groups or in pairs, learners could investigate the most common types of injuries sustained within different sports. Groups within the centre, or other sports clubs or organisations could be surveyed about injuries sustained during participation in specific sports. This could be, for example, a full contact sport compared to a non-contact activity. Data collected could be grouped into, for example, skeletal, muscular, ligament categories and then recovery periods. The results could be displayed in charts and diagrams to compare sports, the effects and the possible precautions that could be taken.	1 hour 1 hour	Unit 8, LO1
Role play	The tutor could select learners to 'play' the injured sports person. The tutor could brief the learner on their signs/symptoms. Other learners could be asked to 'treat' these sports injuries, using the correct procedure from the unit specification. Images of common sports injuries could be used to illustrate the signs and symptoms. Information about sports injury treatments can be found on the NHS website: http://www.nhs.uk/conditions/Sports-injuries/Pages/Introduction.aspx	2 hours	

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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	
LO1	Aerobic exercise	Unit 6 Components and principles of fitness training for sport and physical activity	LO2 Be able to analyse the use of different components of fitness in a range of sports and physical activities
			LO3 Be able to identify training methods for components of fitness
	Anaerobic exercise	Unit 6 Components and principles of fitness training for sport and physical activity	LO2 Be able to analyse the use of different components of fitness in a range of sports and physical activities
			LO3 Be able to identify training methods for components of fitness
LO2	Health benefits of physical activity	Unit 1 Physical activity, health and wellbeing	LO2 Know the effects and benefits of participation in sport and physical activity on the cardio-respiratory system
LO3	Warming up and cooling down	Unit 4 Leading sport and physical activity sessions	LO3 Be able to lead sport and physical activity sessions
		Unit 8 Assisting sports coaching	LO4 Be able to assist in the delivery of an inclusive sports coaching session
	Warm ups and cool downs for different participants	Unit 4 Leading sport and physical activity sessions	LO3 Be able to lead sport and physical activity sessions
		Unit 8 Assisting sports coaching	LO4 Be able to assist in the delivery of an inclusive sports coaching session
LO5	Sports injuries	Unit 8 Assisting sports coaching	LO1 Be able to support the lead coach in ensuring the health and safety of participants within a sporting environment

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