# Sport and Physical Activity

# Unit 3 – Sports organisation and development

# Scheme of work

# (60 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Sport and Physical Activity. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice.

# Overview of Allocation of GLH per Topic

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| LO1: Understand how sport in the UK is organised | 12 GLH |
| LO2: Understand sports development | 20 GLH |
| LO3: Understand how the impact of sports development can be measured | 12.5 GLH |
| LO4: Understand sports development in practice | 15.5 GLH |
| Total | 60 GLH |

# Scheme of Work in Detail

| **Unit 3 Sports organisations and development** | | |
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| **Number of hours** | **Learning outcomes** | **Unit content to be covered, activities, links to useful resources** |
| **1 hour** | Introduction and unit orientation   * Maximising your chances of Distinction * GBV respect and tolerance * Links to equality and diversity   Sequencing of delivery (opportunity to cover LO2 first lays the understanding and foundation for LO1)  All learning outcomes are best supported by a centre produced work booklet that will support revision. | **Unit content:**  Establish course expectations and classroom conduct.  Requirement of study outside of the class and independent learning such as and ability to develop effective research skills and comprehension skills, highlighted.   * **Activity 1 (10 minutes):** What skills and resources will you require to achieve a high grade in unit 3 Sports organisations and development. * **Activity 2 (30 minutes):** Class debate. * Motion: In the year 2075 Chelsea FC recruited a female centre forward on a full-time contract to play in the men’s premier league. Discuss the **possibility** of this happening. * Maintain learner positivity and respect. |

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| **Number of hours** | **LO1 Understand how sport in the UK is organised** | **Unit content to be covered, activities, links to useful resources** |
|  |  | Organise debate teams and guide the learners on the key arguments especially in the defence of the motion, both teams can have the following resources to develop their arguments:  <https://www.theguardian.com/commentisfree/2018/nov/08/schools-ban-girls-playing-football> Article that highlights lack of opportunities for females in football helps learners understand barriers and how they could be solved.  <https://www.theguardian.com/football/2019/oct/28/grassroots-womens-football-booming-uk-lack-pitches> Article highlights the lack of opportunities including pitch space.  <https://www.bbc.co.uk/news/uk-45983882> An article to support the argument that females have the physical capacity for sport.  <https://www.theguardian.com/sport/2019/aug/26/carli-lloyd-nfl-female-kicker> This article highlights a female role model in a male orientated sport.  <https://www.telegraph.co.uk/news/science/science-news/10529134/Girls-really-do-mature-quicker-than-boys-scientists-find.html> Physical development  <https://researchbriefings.files.parliament.uk/documents/CBP-8181/CBP-8181.pdf>  Sports participation in England UK Government briefing  <https://www.bbc.co.uk/news/science-environment-24645100> An article that demonstrates females can multi task more effectively than males.  Close debate Activity: Develop a plan that would close the gap between male and female football. Guidelines- Opportunity coaches role models and media. |

| **Number of hours** | **LO1 Understand how sport in the UK is organised** | **Unit content to be covered, activities, links to useful resources** |
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| **2**  **hours** | **1.1 Organisations involved in sport in the UK**  Government, i.e.   * Department for Culture, Media and Sport * Department of Health * Department for Education.   **Knowledge**  Be able to name accurately the 3 relevant government departments.  **Understanding**  Recall 5 key points of what each department’s role is in relation to sport.  **Skills**  Revision skills produce resource and check knowledge with partner. | **Group Activity (45 minutes): A question of politics**  Produce a list of 10 government departments including the relevant three.  Ask groups to act as chancellor and allocate budgets according to importance. produce a league table of how important they consider each department.  Discuss the outcomes and compare findings**.** Does sport sit high on the agenda compared to defence, transport, justice, and housing. Ensure that learners connect sport to Department of health and social care, Department of digital culture media and sport and Department for education.  **Learner Research task (45 minutes):** Visit each government department website. Investigate and attempt to highlight 5 key points on what they do, and how this could link into sport and activity in the UK. Teacher using previous mark scheme information from past papers provide 5 key point answers to compare with research.  **Learner Activity (30 minutes) :** Produce a cue card revision resource for each government department. Have a partner check knowledge.  **Useful Resource:**  Research Skills (<https://www.ocr.org.uk/Images/168841-the-ocr-guide-to-research.pdf>) document should be provided for students to support their independent research skills. |

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| **Number of hours** | **LO1 Understand how sport in the UK is organised** | **Unit content to be covered, activities, links to useful resources** |
| **1.5 hours** | **1.1 Organisations involved in sport in the UK**  **1.2 Roles and responsibilities of sports organisations in the UK**  Sport England and UK sport (sports agencies)  **Knowledge**  Know each agency, be able to name it and which aspect of the performance pathway it supports.  **Understanding**  Be able to describe 6 points of what each organisation does to support its participants/performers.  Understand how both agencies interact with the DCMS, DFE and DOH  **Skills**  Revision skills, be able to answer 5-mark question on the roles of the 2 agencies. | **Teacher led (30 minutes):** Introduce/ revisit the concept of the performance pathway  Provide resources for learners to research both agencies.  **Learner Activity (30 minutes)**: Learners produce mind map representations of how the agencies support athletes and where they support them in relation to the performance pathway. Teacher provides past paper mark scheme answers to enable accuracy of knowledge.  **Learner Activity (30 minutes):** Produce a cue card revision resource for each government department. Have a partner test knowledge.  **Useful Resources:**  Sport EnglandBuilding an active nation: <https://www.sportengland.org/>  Sport England’s Five Billion Stories Video: <https://www.youtube.com/watch?v=CmoVPtHu794>  Sport England has 250m strategy to target inactivity - Case study: <https://www.bbc.co.uk/sport/get-inspired/36328670>  UK sport: <https://www.uksport.gov.uk/>  About UK Sport Video: <https://www.youtube.com/watch?v=H5LfsGcon0A>  Performance pathway Video: <https://www.youtube.com/watch?v=D5Ftu9_8ros>  Funding case study: <https://www.bbc.co.uk/sport/37823821>  Talent ID UK sport  <https://www.uksport.gov.uk/our-work/talent-id/how-we-find-the-talent>  **Homework**: Research using the internet and resource websites above how much and where does the funding come from for sport for each agency? |

| **Number of hours** | **LO1 Understand how sport in the UK is organised** | **Unit content to be covered, activities, links to useful resources** |
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| **2 hours** | **1.2 Roles and responsibilities of sports organisations in the UK**  National Governing Bodies  **Knowledge**  Learners will be able to accurately name 3 different national governing bodies (NGBs) and describe their roles and responsibilities in sports development.  **Understanding**  Know 7 key roles and responsibilities of national governing bodies**.**   * Sports development * Setting of rules and regulations * Organising competitions and tournaments * Increasing participation * Education * Training coaches * Providing funding (e.g. for facilities)   **Skills**  Effective presentation skills. | **Teacher led (30 minutes):** What are National governing bodies, how many and how do they work with the sports agenciesModel an effective presentation of a national governing body, deliver to learners.  **Learner activity (1 hour 30 minutes):** Research a national governing body and provide a power point or Prezi 5-10-minute presentation, emphasis on the roles of what they do, (see Understanding for examples**)**  **Extension activity:** how does your selected NGB work positively or negatively with other sports organisations?  Factors you may want to provide for learners are:    Financial – Does the organisation use its funding sensibly and transparently  Political – Does the organisation allow political promotion  Welfare – Are the athletes protected from bullying  Ethics- Do the organisations play fairly and stop cheating e.g. anti-doping  **Learner activity:** Produce revision resource to summarise 6 key points of how NGBs support athletes.  **Homework:** Link 5 National governing bodies with their International governing body.  **Suggested resource:** <https://www.ocr.org.uk/Images/168829-the-ocr-guide-to-presentation-skills.pdf> |

| **Number of hours** | **LO1 Understand how sport in the UK is organised** | **Unit content to be covered, activities, links to useful resources** |
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| **2 hours** | **1.1 Organisations involved in sport in the UK**   * National Disability Sports Organisations (NDSOs) Activity alliance * National Lottery * Sport and Recreation Alliance * Active Partnerships * Local councils * Other organisations (e.g. Youth Sports Trust, Association for Physical Education (AfPE), Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), Activity Alliance).   **1.2 Roles and responsibilities of sports organisations in the UK, i.e.**   * Sports development * Setting of rules and regulations * Organising competitions and tournaments * Increasing participation * Education * Training coaches * Providing funding (e.g. for facilities)   **Knowledge**  Learners will know the roles and responsibilities of the sports organisations in the UK. | **Learner activity (2 hours): Marketplace**  Assign the organisations to groups. Groups produce an information leaflet (1 hour) Note: it is important that the teacher ensures correct information at this point. The learners then ‘shop around’(30 minutes) to find the key roles of the organisations. The teacher must ensure that they are directed to accurate information that has been included in past papers. The activity is assessed by a short answer test to check progress. (30 minutes).  **Useful resources:**  **Websites for the named organisations.**  Activity Alliance (Disability Sport)  <http://www.activityalliance.org.uk/together/ndsos>  National Lottery  <https://www.lotterygoodcauses.org.uk/funding/distributors/sport-england>  Sport and Recreation Alliance  <https://www.sportandrecreation.org.uk/>  Active Partnerships  <https://www.activepartnerships.org/about-us>  Youth Sports Trust  <https://www.youthsporttrust.org/>  Association for Physical Education  <https://www.afpe.org.uk/>  Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)  <https://www.cimspa.co.uk/> |
|  | **Understanding**  Know and accurately name the organisations and understand their roles and responsibilities in developing sport.  **Skills**  Produce an information leaflet. | **Extension activity**: Independent research for the remaining organisations which are presented as an e.g. within the specification. |
| **3.5 hours** | **1.3 International organisations which impact UK Sport**   * International Governing Bodies, Committees and Federations (e.g. Fédération Internationale de Football Association (FIFA), International Olympic Committee (IOC)) * European Governing Bodies, Committees and Federations (e.g. European Cricket Council (ECC), European Boxing Union (EBU) * The European Union.   **1.4 How the different organisations interact, i.e.**   * within the UK * between UK and international organisations * positive and negative interactions.   **Knowledge**  Learners will know how the International and UK Organisations interact. Including financial, ethical, fixtures and planning.  **Understanding**  Learners should be able understand the interactions between international and UK sports organisations.  **Skills**  Be able to discuss (identify positive and negative arguments) impacts whether positive or negative. | **Teacher led Introduction (30 minutes):** Recap what the roles of NGBs are and how this can be extended to international governing bodies**.**  **Learner Activity 1 (30 minutes): Research task**  Teacher allocates an International governing body and in small groups they should research how that organisation works and create a short presentation to deliver back to the class.  Guide learners to highlight:   * Financial factors and funding * Ethical factors such as equality and anti-doping and welfare of athletes * Fixtures and scheduling of tournaments.   **Suggested resources:**  FIFA – <https://www.fifa.com/>  International Olympic committee - <https://www.olympic.org/the-ioc>  International Cricket council - <https://www.icc-cricket.com/about/members/europe>  European Boxing union – <https://www.boxebu.com/>  **Learner Activity 2 (30 minutes preparation/30 minutes debate):**  Debate. Are international Governing bodies ethical and behaving appropriately to develop sport?  **Suggested resources:**  FIFA – a timeline of corruption – in 90 seconds  <https://www.youtube.com/watch?v=Bw-bcnSivmM>  Rio Olympics – rigged bidding process  <https://www.theguardian.com/sport/2017/sep/05/head-rio-2016-organising-committee-questioned-vote-buying-investigation>  **Learner Activity 3 (30 minutes)**: Produce a poster to visualise your discussion points that you have researched and discovered from the debate.  **Learner activity 4 (1 hour): Case studies findings**  Using the website resources provided learners should consider the following points to scaffold their information.   * Financial factors and funding * Ethical factors such as equality and anti-doping and welfare of athletes * Fixtures and scheduling of tournaments. * Laws of the sports   Learners should produce mind maps on each of the 4 resources below indicating how they interact  **Suggested resources:**  FIFA and FA  [https://www.theguardian.com](https://www.theguardian.com/football/2017/sep/24/fifa-poppy-ban-armistice-day-home-nations-england)  [/football/2017/sep/24/fifa-poppy-ban-armistice-day-home-nations-england](https://www.theguardian.com/football/2017/sep/24/fifa-poppy-ban-armistice-day-home-nations-england)  This link covers political aspects of dispute between the FA and FIFA  IOC and NGB  <https://www.theguardian.com/sport/blog/2017/sep/06/ioc-rio-2016-corruption-vote-buying>  This link explores the corruption between the IOC and some of its members  FINA and ISL  <https://www.sportspromedia.com/news/isl-fina-independent-swimming-peaty-independent>  This link covers the dispute in scheduling between FINA and the ISL  WADA and IOC  <https://www.wada-ama.org/en/media/news/2018-02/wada-statement-regarding-the-iocs-decision-not-to-reinstate-the-russian-olympic>  This link explores the relationship between the IOC and WADA |
| **1 hour** | **Test: end of LO1 Understand how sport in the UK is organised**  **Knowledge and understanding**  LO1 content  **Skills**  Exam technique  Revision strategies | **End of LO1 test (1hour)**  <https://exambuilder.ocr.org.uk/marketing/Security/login>  Useful resources: <https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf> |

| **Number of hours** | **LO2 Understand sports development** | **Unit content to be covered, activities, links to useful resources** |
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| **1 hour** | **2.1 What sports development is, i.e.**   * definitions (e.g. the development of a sport, the development of performance and participation, the use of sport for social benefit).   **Knowledge**  Learners will know what sports development is and be able to produce definitions with examples relating to the development of a sport, the development of performance and participation, the use of sport for social benefit.  **Understanding**  Development of a sport, the development of Participation/Performance/ Social.  **Skills**  Be able to define sports development. | **What is sports development**  **Learner Activity 1 (30 minutes):** Read the case studies and watch video clips on links below and identify ways that sports have been developed.  Learners should include factors such as:   * Facilities * Coaches * Funding.   Case study: how the FA are developing football  <https://www.theguardian.com/football/2014/oct/10/fa-football-hubs-3g-pitches-grassroots>  Case study: National lottery and grassroots funding  <https://www.lotterygoodcauses.org.uk/news/view/sport-stars-say-thank-you-to-the-national-lottery-players-for-helping-fund-grassroots-sport-activities-across-the-uk>  Case study: Economic value of sport <https://www.uksport.gov.uk/news/2017/11/09/olympic-and-paralympic-sports-worth-19bn-to-uk-economy#:~:text=New%20research%20has%20shown%20that,now%20stands%20at%20%C2%A319bn.&text=This%20level%20of%20economic%20activity,agriculture%2C%20forestry%20and%20fishing%20sector.>  **Learner Activity 2 (30 minutes): Group work – the interview**  **Stage 1:**Learners produce a definition of sports development and they should attempt to memorise it.  **Stage 2:** They then have to repeat the definition to each member of their group individually.  **Stage 3**: When each learner has completed the definitions to the members of their group they can hold a discussion to finalise the key words and their best definition using collaborative learning.  **Stage 4:** The final definition can be recorded for revision purposes. |
| **2 hours** | **2.1 What sports development is, i.e.**   * Sports development roles   **Knowledge**  Learners will know the roles of specific jobs in sports development (e.g. coaches, leaders, sports development officers, PE teachers, officials)  **Understanding**  Understand the job roles in each area  **Skills**  Be able to describe/explain 3 roles and responsibilities in each job area. | **Learner activity: PE teacher:** Ask the learners to discuss their previous schools PE teachers and their good practice. Define their roles, include additional if necessary**.**  **Sports development officer** (SDO) Guest speaker. Organise for a Local SDO to visit college and talk about the roles of an SDO. Use disability SDO if possible as inclusivity sports can engage all learners in group.  **Sports Coach** guest speaker local professional team coach and or a local voluntary coach. Ask them to deliver a 30 minute warm up and skill session each. Learners will be able to discuss any differences in delivery content and approach. Other possibilities include former learners who have progressed to study a sports coaching degree or has completed an NGB award in sports coaching could provide the necessary information from experience.  **Official:** Guest speaker a local premier league/ super league official**. If not possible the schools/college regular official. The local sport county governing body officiating department may be able to assist with this.**  **Activity 1:** Throughout the guest speakers visits students should be completing a revision template on the roles and responsibilities that the 4 jobs undertake.  **Activity 2:** Create a revision aid – mind map or cue card from the above template.  2.1 activities have strong links with employability skills and future career progressions.  2.1 also has a strong link with inclusivity if a Disability/ female/BAME SDO is invited to speak. |
| **1 hour** | **2.2 The purpose of sports development**   * increase participation (e.g. for particular target groups) * progression in sport (e.g. develop elite athletes) * promotion of values through sport (e.g. fair play, teamwork, tolerance and respect, inclusion, citizenship) * support social policy (e.g. anti-discrimination, crime reduction, health initiatives (e.g. obesity).   **Knowledge**  Learners will know the purpose of sports development.  **Understanding**  Be able to describe accurate examples for the 4 areas of content Participation progression promotion of values and supporting social policy.  **Skills**  Revision and exam technique. | **Activity 1 (30 minutes): recall definition of Sports Development.**  **Introduce the purpose of Sports development. Recap learning activity** Using a template complete with the headings: Participation/ Progression/ Promotion of values/ Social policy. Learners to record the information and provide relevant examples. Teacher guides learners to describe each section through questioning techniques.  **Content Structure:**  **Who are the target groups and briefly why?** Females, BAME, elderly, children, disability.  **How do people become elite athletes** (progression)?  (focus on quality of facilities, quality of coaches, club opportunities, sports science support)  **What are the values sport can bring to the community /individual?**  Can learners provide examples in sport for the values (fair play, teamwork, tolerance, respect inclusion and citizenship)  **What is social policy and How can sport support social policy** (discrimination, Health, crime)  **Activity 2 (15 minutes): Practice revision activity.**  Partner test and check  Name the target groups?  What factors enable progression to elite level in sport?  Name the 6 values?  How can sport effect social factors?  **Activity 3 (15 minutes): Teachers produce a** Short answer /Multi choice question Test. to check content and learner understanding of 2.2**.**  **Learners complete the short answer test to check progress and understanding.**  **Suggested resources:** <https://forms.office.com/>  Teachers can use Microsoft forms to create a short question or multi choice test that can check learner’s knowledge providing excellent analysis of performance, alternatively they could do this via a written test. |
| **4.5 hours** | **2.2 The purpose of sports development**   * increase participation (e.g. for particular target groups) * progression in sport (e.g. develop elite athletes) * promotion of values through sport (e.g. fair play, teamwork, tolerance and respect, inclusion, citizenship). * support social policy (e.g. anti-discrimination, crime reduction, health initiatives (e.g. obesity)   **Knowledge**  Learners will know how participation can be increased for specific groups and how social policy is supported through health/ anti-discrimination / and anti-social behaviour initiatives.  **Understanding**  Understand the different age groups requirements and how it decreases the strain on the NHS.  **Skills**  Be able to answer questions based around the benefits of activity and health in society. | **Learner activity 1 (1hour):** In groups investigate the exercise requirements for specific age groups. Make a short presentation from the info graphics.  <https://www.gov.uk/government/publications/physical-activity-guidelines-infographics>  Infographics explaining the physical activity needed for general health benefits for all age groups and disabled adults.  Produce revision aids to support this information.  **Learner activity 2 (30 minutes):** Invite an older person into centre or visit an age UK centre and discuss the impact of physical activity on the elderly.  Alternatively invite of visit Local sports disability officer and discuss the impact of physical activity on the disabled.  **Learner activity 3 (1 hour): Health initiatives**  Learners investigate the couch to 5k app designed to increase activity and reduce obesity.  **Suggested resources**  Learners investigate the levy on soft drinks industry explained in this link:  <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action/childhood-obesity-a-plan-for-action>  <https://www.theguardian.com/society/2019/oct/10/severe-obesity-among-children-aged-10-to-11-record-high-england>  This link explains the obesity statistics in England.  **Learner Activity 4 (1 hour): Crime reduction**  Learners investigate the initiatives that have been used to reduce crime and introduce sport.  **Suggested resources:**  <https://network.streetgames.org/our-work-changing-lives/youth-crimeand>  A link that explains the work of street games and how it decreases crime rates.  <https://www.sportandrecreation.org.uk/pages/gol-anti-social>  A link that explains the reasons and costs of anti-social behaviour and crime.  **Learner activity 5 (1 hour): Anti-discrimination**  **Suggested resources:**  Learners watch the BBC sport video regarding discrimination  <https://www.bbc.co.uk/sport/football/47129028>  Learners discuss anti-discrimination and any experience they have and where it can occur.  **How do learners believe these problems can be solved?**  They can then make notes on the following initiative:  <https://www.skysports.com/football/news/11686/11843329/watford-launch-we-anti-discrimination-initiative> |
| **2 hours** | **2.3 The sports development continuum/ performance pathway**   * Foundation (e.g. developing basic skills such as running, jumping, hitting a ball) * Participation (e.g. being able to take part in a sport or activity) * Performance (e.g. opportunity to improve sporting ability) * Excellence (e.g. development of performance excellence)   **Knowledge**  Students will know the 4 different levels of the continuum, be able to describe them and how a person can progress through the levels from foundation to excellence.  **Understanding**  Detailed information and accurate examples from each section of the pathway**.** Learners must be familiar with the concept of talent ID.  **Skills**  Exam Question from exemplar paper on the continuum. | **Teacher led introduction: (30 minutes):** Explain the 4 levels of the continuum. Provide structure for learners using this template: *Who, Where, When, What Why*. Explain and discuss the movement between the 4 levels. How is progression achieved.  **Learner Activity 1 (30 minutes):** Based on the above information learners should indicate where they currently sit on the continuum in their own sport**,** they must justify this selection.  They must also indicate how and why they got to that level.  **Learner Activity 2 (30 minutes):** Speed interview. Structure the class so that each learner has to talk to all the class individually. Produce an audit where the whole class is in terms of who is at which level. Also ask the learners to identify the how and why and to summarise their findings.  **Learner activity 3 (30 minutes): Exam Question practice, Peer marking practice.**  **Suggested resources:**  <https://www.youtube.com/user/ExpertTableTennis>  A table tennis player moves through the performance pathway in a year.  <https://www.youtube.com/watch?v=dPxtU3iJGjM>  A day in the life of a professional footballer – linking to World Class Facilities coaching and sports science support.  <https://www.youtube.com/watch?v=3APmYYybnHA>  A Sport England videos that highlights learning of fundamental motor skills.  <https://www.youtube.com/watch?v=R8PIXqp3JpA> (physical literacy)  PE in schools /foundation  <https://www.uksport.gov.uk/our-work/talent-id/how-we-find-the-talent>  Talent ID UK sport |
| **3.5 hours** | Progression in sport (e.g. develop elite athletes)  **Knowledge**  Know the role and importance of effective Talent Identification in the development of athletes and progression on the continuum i.e.:   * foundation (e.g. developing basic skills such as running, jumping, hitting a ball) * participation (e.g. being able to take part in a sport or activity) * performance (e.g. opportunity to improve sporting ability) * excellence (e.g. development of performance excellence).   **Understanding**  Know what talent ID is and how it can be carried out.  **Skills**  Develops coaching skills and organisational skills. | **Learner activity 1 (30 minutes):** The teacher models fundamental movement skills, running jumping throwing catching striking and kicking. Learners breakdown the perfect model of preparation, execution and follow through.  **Learner Activity 2 (1 hour):** The learners film themselves taking part in the 6 activities and the footage is assessed afterwards. During this review, the learners take on the role of talent ID scouts and rank the top 3 performers in each activity.  **Learner Activity 3 (2 hours):** Practical activity, in sport specific groups learners devise a talent ID test and each other group is assessed in their particular sport test, they then identify who they would select. Link the above activities with the UK sport talent ID methods.  <https://www.uksport.gov.uk/our-work/talent-id/how-we-find-the-talent>  A link providing the UK sport talent ID programme |
| **5 hours** | **2.4 Target groups, i.e.**   * Male and female * Disabled people * Different ethnicities and cultures * Different age groups, i.e. * young children (e.g. 0-10 year-olds) * children/adolescents (e.g. 11-15 year-olds) * young adults (e.g. 16-24 year-olds) * adults (e.g. 25-50-year-olds) * Over 50-year-olds and retired people * physically inactive people   **Knowledge**  Learners should know the reasons for participation and non – participation (barriers) for each of the target groups. Learners should also know strategies for each target group on how it is possible to overcome these barriers.  **Understanding**  Identify the reasons for participation key barriers for each target group.  **Skills**  Extended writing skills  Revision skills. | **Learner Activity 1 (1 hour):** Identify the target groups from the knowledge section and distribute to groups to research and create a short presentation. The detail of the presentation should be ‘Barriers’ to the target group and how to overcome them. Barriers can be classified as Lack of Opportunities, Provision and Esteem.  Each group should present and record the findings of the other presentations so that a full understanding of each target group is recorded.  Suggested resources: A good starting point <https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/1>  **Learner Activity 2 (30 minutes):** Carousel activity, place pictures of target groups around the class and use carousel method for groups to annotate first barriers then possible methods to overcome the barriers**.**  **Learners will build up information on each target group:**  **Learner Activity 3 (2 hours):** Use each target group as an extended \* answer and allow students to peer mark.  The titles of the questions could be: What are the barriers to xxxxx Target group and how could they be overcome.  Past paper mark schemes are useful to help with structure and guidance.  This is a good opportunity to look at how learners are developing their extended writing and the content of Opportunity Provision and Esteem.  **Learner Activity 4 (30 minutes):** Produce a revision cue card on each target group.  Learners should highlight several barriers and several methods that can be used to overcome the barriers to participation for each target group listed.  **Suggested resources:**  **Elderly:** <https://www.ageuk.org.uk/information-advice/health-wellbeing/exercise/simple-exercises-inactive-adults/>  Information from age UK to highlight barriers to activity  **Females:** <https://funding4sport.co.uk/downloads/women_barriers_participation.pdf>  Link provides information for female barriers to activity  **Young people:** <https://www.youthsporttrust.org/removing-barriers-sport>  Link provides information for young people’s barriers to activity. |
| **1 hour** | **Test: end of LO2 Understand sports development**  **Knowledge and understanding**  LO2 content.  **Skills**  Exam technique  Revision strategies  End of LO2 test -1 hour. | **End of LO2 test (1 hour)**  <https://exambuilder.ocr.org.uk/marketing/Security/login>  Useful resources: <https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf> |

| **Number of hours** | **LO3 Understand how the impact of sports ‘ development can be measured** | **Unit content to be covered, activities, links to useful resources** |
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| **4 hours** | **3.1 Possible measures, i.e.**   * levels of performance * levels of participation * impact on society (e.g. in context of a specific social policy such as reducing obesity).   **Knowledge**  **Please describe what knowledge learners will gain from the delivery of this lesson**  **Understanding**  Know how sport can be measured within the continuum and its wider impact on society.  **Skills**  Interpretation and presentation of data  *Approximately 4 hours* | **Teacher led activity (1 hour)**  **Measuring Excellence**  Present learners with Team GBs medal totals for 2016,2012,2008,2004 Olympics. Discussion point: how has this transformed GB Olympic sports. Populate a table and plot a graph for the rise in medals.  <https://www.youtube.com/watch?v=jI0d44d45uc>  ITV news report highlighting medal success and funding in UK sport. If a sport is successful more funding is allocated. If a sport does not qualify for the Olympics such as basketball or underperforms against medal targets such as badminton then funding is reduced or cut altogether form UK sport.  **Learner Activity 1 (1 Hour)**  **Measuring Participation**  Guide learners to estimate their own opinion on what the most participated activities in the UK are and make a league table 1-10.Comapare their findings.  Using the active lives report types of activities, select activities twice in the last 28 days, provide this information in the excel format to learners. The learners can then compare the Active lives data with their own estimates of the most participated sports in England.  **Suggested resource**  Active lives survey report 2019 page 13.  <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-adult-may-18-19-report.pdf?3kqSaXlm5G9zlKHNfz3OSO6sWK614Q_e>  **Learner activity 2 (1hour)**  **Sport England Funding**  Learners take on the role of Sport England funding. Allocate a budget and provide 5 sports for learners to estimate their funding. In groups learners discuss how they should measure the success of the NGB to justify the funding. How will they make NGBs accountable? Sport England: funding is a privilege not an entitlement.  **Areas to suggest:**   * Growth – participation rates of Adults, * Participation rates 14-25 (lifelong healthy lifestyles) * High quality talent development * Growth in disability participation and talent   Ensure that leaners understand How NGBs justify the funding through the whole sports plan and the world class programme.  **Suggested resources**  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/79233/NGB_2013_17_Whole_Sport_Plan_Investment_Guidance.pdf>  Sport England whole sport plan guidance (page 8 points 1-5.)  <https://www.bbc.co.uk/sport/badminton/39226814>  Badminton Funding cut by UK sport  <https://researchbriefings.files.parliament.uk/documents/CBP-8181/CBP-8181.pdf>  Sports participation in England UK Government briefing  **Learner Activity 3 (1 hour):**  **Measuring impact on society**  **In groups discuss the problems in local society. Identify what they are and how sport and activity can reduce these issues.**  Suggested resources  Reducing Obesity**:** <https://www.activecumbria.org/peschoolsport/spark-start/>  Initiative to promote lifelong healthy activity and to positively impact obesity levels.  <https://www.streetgames.org/what-we-do>  Reducing anti-social behaviour and promoting sporting values, Street games is an organisation that positively enhances the lives of young people.  **Homework:** How do you measure if your club /sports centre is performing well? |
| **4 hours** | **3.2 Methods, i.e.**   * for measuring performance, i.e. * benchmarks and quality schemes (e.g. Clubmark) * self-assessment * external assessment.   **Knowledge**  Please add information on knowledge learners will have after this session of learning  **Understanding**  How quality schemes in sport development operate  **Skills**  Be able to apply a quality scheme to a sports/leisure centre and evaluate its effectiveness. | **Learner Activity 1 (2 hours)** : Distribute the Clubmark criteria from the website (link in resources). In small groups learners design a poster that represents a voluntary sports club of their choice and deliver a warm up to the class. Planning the warm up and designing the poster based on the criteria is all self-assessment. The other groups then consider the quality of the warm up and content of the poster using the Clubmark criteria and give an external assessment of the club. Did it pass or fail based on the criteria?  **Suggested resources**  Clubmark <https://www.sportenglandclubmatters.com/club-mark/>  Clubmark benefits: <https://www.livingsport.co.uk/club-development/benefits-to-obtaining-clubmark/>  Clubmark – Taekwondo example - <https://www.youtube.com/watch?v=wViQ-e7WdKY>  **Homework:** Visit your local sports centre and make a judgement on how good it is. Use These headings to help you make an informed judgement: Score each area from 1-10.  Cleanliness  Staffing (are they visible and helpful)  Range of activities  Quality of equipment  **Learner activity 2 (2 hours)**: Introduce QUEST and benchmarking.  Learners are guided to use the following categories to assess their college or schools sports facilities.   * Cleanliness * Staffing (are they visible and helpful) * Range of activities * Quality of equipment.   The learners grade their college gym and facilities using the criteria and score them from 1-10. Collate the information and convert to a percentage. Create a pass grade for example 60%. Using their homework information compare the class scores around the local area, which sports centre is at the top of the table and which is at the bottom. This task introduces benchmarking to the learners in a practical and engaging method that also includes numeracy skills and evaluative thinking. |
| **2.5 hours** | * 1. **Methods, i.e.** * for measuring participation, i.e. * surveys (e.g. Active Lives) * uptake of NGB schemes (e.g. SwimMark) * for measuring impact on society (e.g. against the policy or initiatives target such as obesity levels).   **Knowledge**  Learners will know how to create and evaluate surveys and their methods.  **Understanding**  Sampling and questionnaire methods impacts on health and society.  **Skills**  Be able to discuss questionnaires and their effectiveness. | **Learner Activity 1 (1.5 hours):** In small groupsusing a method of your choice produce a survey sample to establish the participation in sport at your college. Complete the survey and discuss the findings, compare methods with the Active lives survey feedback to the teacher and class.  <https://www.sportengland.org/know-your-audience/data/active-lives>  **Suggested resources:**  <https://www.surveymonkey.com/>  Online Survey generator, will help learners devise and construct simple surveys  <https://forms.office.com/>  Online form generator that can help learners develop surveys quickly with useful feedback and analysis options.  <https://activelives.sportengland.org/>  Active lives survey  <https://www.swimming.org/swimengland/swimmark-accreditation-for-clubs/>  Link to SwimMark formerly swim 21  **Homework:** Using the internetIdentify and describe 4 Advantages and 4 disadvantages of using questionnaires  <https://www.tutor2u.net/psychology/reference/questionnaires>  **Learner activity 2 (1 hour):** Research initiatives and Produce a poster or PPT. Present information to class how sports events can impact on societies health and crime rates.  **Examples of initiatives for case studies:**  Kickz: <https://footballfoundation.org.uk/news/kickz-programme-lands-prestigious-sports-industry-award>  Street games/ <https://www.streetgames.org/> |
| **1 hour** | **3.3 Purpose of measurement** (e.g. demonstrate success, justify funding, identify areas to improve, illustrate best practice)  **Knowledge**  Please add information on knowledge learners will have after this session of learning  **Understanding**  Effectiveness of organisations in sports development using the 4 knowledge factors, they can work in negative ways too.  **Skills**  Analytical and evaluative writing skills.  *Approximately 1 hour* | **Learner Activity (1 hour)**: the various schemes and initiatives can link the learners to how success is demonstrated. For instance, the World class programme and medal success.  How to justify funding, the funding cuts for badminton and basketball from UK sport.  Club mark and Quest identify areas to improve and also demonstrate best practice.  UK sport also has a side effect from success and the ethics driving this success and it has value to bring to learners attention the deviance and ethical complaints surrounding its success.  **Suggested resources:** Contact local authority spots department and ask them to kindly supply a guest speaker or some information on their experience of Quest. |
| **1 hour** | **Test: end of LO3 Understand how the impact of sports development can be measured**  **Knowledge and understanding**  LO3 content  **Skills**  Exam technique  Revision strategies  End of LO3 test -1 hour  *Total time for LO3 - 14 hours approximately* | **End of LO3 test**  <https://exambuilder.ocr.org.uk/marketing/Security/login>  Useful resources: <https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf> |

| **Number of hours** | **LO4 Methods of delivering sports development** | **Unit content to be covered, activities, links to useful resources** |
| --- | --- | --- |
| **2 hours** | **4.1 Methods of delivering sports development, i.e.**   * initiatives (e.g. Great British Tennis Weekend, SwimMark Chance to Shine) * events (e.g. International (e.g. Olympic Games, World Championships/Cups, Wimbledon), National (e.g. FA Cup, Twenty20 cricket, British Swimming Championships), regional (e.g. regional NGB competition), local (e.g. city/district competitions)).   **Knowledge**  Learners will know specific initiatives and events and be able to identify the scale of the event or initiative.  **Understanding**  Have a geographical understanding of the country and how events and initiatives can be classified.  **Skills**  Analytical Extended writing skills. | **Learner Activity 1 (30 minutes):** Investigate Local and regional initiatives and events in your area. Make notes of your findings and produce descriptions.  Regional map of England:  **Learner activity 2 (30 minutes):** Produce 4 information leaflets of a local /regional /national/ and international event. Focus the learners to understand the geographical scale of events and initiatives from Local/Regional/national/International.  <http://projectbritain.com/regions/index.htm>  Regions and Cities of England  <https://www.bbc.co.uk/sport/get-inspired/40644965>  Great British tennis weekend national initiative  <https://www.swimming.org/swimengland/swimmark-accreditation-for-clubs/>  SwimMark information  <https://www.chancetoshine.org/>  Chance to shine information  **Learner activity 3 (30 minutes):** Create a template of factors that can help define and describe events and initiatives, what makes the events national as opposed to regional.  **Learner activity 4 (30 minutes)**: Revision reflection. Learners Audit the learning outcomes and test results and identify where their gaps in knowledge and areas to develop are. |
| **2.5 hours** | **4.2 Characteristics of sports development initiatives and events, i.e.**   * purpose and aim (e.g. specific target areas, meeting social needs, Government initiatives, public awareness, fashion) * scale, i.e. * international * national * regional * local * organisations involved (e.g. international federation, NGB, local authority, voluntary sports clubs, partnerships) * funding and investment, i.e. o levels/amount of money o sources (e.g. government, NGB, sponsorship) * duration (e.g. ‘one-off’ event or a longer term initiative) * methods of promotion (e.g. TV advertising campaign, social media, local newspaper/radio).   **Knowledge**  Learners will know how to describe events and initiatives using a clear structure. They will also gain knowledge of several specific sporting events and initiatives  **Understanding**  For the purpose of the exam learners should be able to describe several different events at local national international using the above factors.  **Skills**  Be able to develop detailed and methodical descriptions of events. | **Activity 1 (30 minutes):** Teacher model, describe a well-known sports event using the bold sections opposite. Explain each characteristic. Develop a template for learners to use to record knowledge headings.  Learners complete each Characteristic for the given model for instance the Great British tennis weekend so they have a clear understanding of:  Purpose and Aim  Scale  Organisations involved  Funding and investment  Duration  Methods of promotion  **Activity 2 Events (1hour):** Small group work: The teacher provides an example of an event which the learners will investigate. They will then present their findings back to the group so depth and breadth of information can be shared.  **Suggested resources**  The hundred<https://www.thehundred.com/>  Toronto wolf pack:<https://www.telegraph.co.uk/rugby-league/2019/11/07/sonny-bill-williams-move-totoronto-wolfpack-confirmed-signing/>  Birmingham commonwealth games:<https://www.birmingham2022.com/>  International swimming league:  <https://www.theguardian.com/sport/blog/2019/dec/01/international-swimming-league-tasty-morsal-masses>  The park run: <https://www.parkrun.org.uk/>  **Activity 3 Initiatives (1 hour):** Approach with same method asactivity 2Small group work: The teacher provides an example of an initiative which the learners will investigate. They will then present their findings back to the group so depth and breadth of information can be shared.  Kickz:<https://footballfoundation.org.uk/news/kickz-programme-lands-prestigious-sports-industry-award>  Chance to shine: <https://www.chancetoshine.org/>  The PE and Sport Premium: <https://www.afpe.org.uk/physical-education/advice-on-sport-premium/>  Rising stars:<https://www.risingstars-uk.com/media/Rising-Stars/27591-Nutshell-sports-premium-v4_FINAL.pdf>  Doorstep clubs/sport initiative: <https://www.streetgames.org/doorstep-sport>  IOC sports kit initiative: <https://www.olympic.org/news/ioc-unhcr-samsung-sports-kits-programme>  Homework: Learners complete description of any event/ initiative that they do not complete in class. |
| **3 hours** | **4.3 Advantages and disadvantages of sports development initiatives and events, i.e.**   * cost (e.g. upfront cost, on-going investment, financial benefits/gain) * time (e.g. time to organise, time to carry out, time to see/measure results) * expertise/ability required (e.g. pool of talent available, ability required to plan and deliver as well as perform) * human resource (e.g. staff required, volunteers required, training needs) * levels of accountability (e.g. who is accountable, who are they accountable to?) * success measures (e.g. timescale, clarity of cause and effect).   **Knowledge**  Learners will know how to describe the advantages and disadvantages of several events and initiatives using the 6 areas above as structure. They will also build on their knowledge of Events and initiatives locally to nationally.  **Understanding**  Understand how the 6 factors above can influence the success of events and initiatives.  **Skills**  Apply the 6 factors accurately being able to place them as an advantage or a disadvantage. | **Learner Activity 1 (30 minutes):** Advantages and disadvantages ofusing Volunteers  Through discussion the teacher leads learners to build a bank of information for advantages and disadvantages of using volunteers. This information could be recorded on a revision cue card.  The London games makers could be portrayed as a positive example to investigate. This links with the Human resources content of the specification.  **Learner Activity 2 (30 minutes):** Finance in the sport sector. Introduce Public funding, Private funding and Voluntary sport funding. Teacher guides Learners to examples of:  Public (Lottery and government funding)  Private (sponsorships)  And voluntary funding (charity and voluntary sport funding)  Upfront costs/ on-going investment should also be discussed and defined.  Learners should produce a revision resource from this information, such a mind map.  Other relevant resources:  <https://www.sportengland.org/how-we-can-help/our-funds>  A guide to sport England public funding  <https://www.youtube.com/watch?v=dZLxz1GHCjA>  How the national lottery had developed UK sport.  **Learner activity 3 (30 minutes):** failure of international events case studies provided. Present to learners the Olympic and world cup failures.  Expertise: Mexico City 1968 altitude  <https://globalsportmatters.com/mexico/2018/10/11/altitude-major-impact-performances-mexico-city-olympic-games/>  1972 Munich  <https://www.history.com/this-day-in-history/massacre-begins-at-munich-olympics>  Cost: Montreal 1976  <https://www.theguardian.com/cities/2016/jul/06/40-year-hangover-1976-olympic-games-broke-montreal-canada>  Time: Brazil stadiums<https://www.bbc.co.uk/sport/football/26861776>  Expertise/ ability/ Human resources**:** <https://www.bbc.co.uk/news/uk-19201329> London games makers.  **Extension activity (30 minutes):** learners produce mind maps to visually represent the information on each of the above mentioned Olympic games (Mexico city 1968 Munich 1972 Montreal 1976) which produces a valuable revision resource.  **Learner Activity 4 (1 hour): Advantages and disadvantages of initiatives**  Learners investigate the following initiatives to explore their advantages and disadvantages:  **Areas to investigate that can help scaffold a learners understanding are:**   * Cost * Time * Expertise * Human resources * Levels of ability * Accountability   **Initiative case studies**  The school games (local and national initiative): Advantages and benefits: <https://www.yourschoolgames.com/>  Potential disadvantages the school:  <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/school-games-review-exec-summary.pdf>  PE and school sport premium:  <https://www.risingstars-uk.com/media/Rising-Stars/27591-Nutshell-sports-premium-v4_FINAL.pdf>  Free Table tennis initiative:  <https://tabletennisengland.co.uk/programs/ping/> |
| **2 hours** | 4.4 Benefits of sports development, i.e.   * to the sport (e.g. raise profile) * to the performer(s)/participant(s) (e.g. possible financial gains, provide coaching) * to the providing organisation(s) (e.g. enhance reputation, develop talent) * to society (e.g. improved public health, promote values).   **Knowledge**  Learners will know and be able to describe how sports events and initiatives benefit the sport as a whole in terms of increasing participation /awareness and funding to raise the profile.  Learners will know the benefits to the performer/participants such as financial gains sponsorships and access to coaching and sports science support.  Learners will know the specific organisations that are involved in sport and how they benefit such as improve reputation.  Learners will know how society benefits from sport development.  **Understanding**  Build up a bank of benefits for each sub section relating to different events and initiatives. The more diverse selection the more diverse the understanding.  **Skills**  Research and extended writing. | **Learner Activity 1 (1 hour):** With teacher support and a template, learners investigate and explore local regional and national events and how they benefit Sport/ participants/organisations and society**.**  **Learner activity 2 (1 hour):** From the content researched in activity 1 learners develop a power point or Prezi and present their findings back to the class so that at least 4 types of events have been covered from local – international.  **Suggested resources:**  **Events:**  The rugby league world cup:  <https://www.rlwc2021.com/the-tournament/mens>  Birmingham commonwealth games:  <https://www.birmingham2022.com/>  Leeds 10km:  <https://www.runforall.com/events/10k/leeds-10k/>  **Initiatives:**  Cardio tennis LTA  <https://www.lta.org.uk/play-compete/getting-started/adult-tennis/cardio-tennis/>  Tag Rugby  <https://www.bbc.co.uk/sport/av/get-inspired/33279690>  Couch 2 5K  <https://www.nhs.uk/live-well/exercise/couch-to-5k-week-by-week/>  Street cricket – Chance to shine  <https://www.chancetoshine.org/street>  **Homework:** Create revision Cue cards to summarise the information. |
| **5 hours** | **4. Understand sports development in practice**  **Knowledge**  **Know how the key learning outcomes effect the delivery of sports development.**  LO1: in the planning stages learners will know which Organisations they can seek help or guidance from, i.e coaching advice and planning, safety guidance and funding.  LO2: During this task learners will experience the role (s) of a sports development officer a coach /teacher and an official.  They will also know the physical literacy attributes of their target group in the planning stages in relation to the sports development continuum.  LO3: Learners will know how to measure their success and produce promotion that displays this success around school/college/social media platforms.  LO4: Learners will understand methods of promotion and how to evaluate success of promotion.  Learners will know and have first-hand experience of delivery of a sporting event including organising the structure of the event and the levels of ability. Essentially, they will evaluate the event against the 6 factors: Cost Time, Expertise, Human resources, Levels of ability, Accountability.  **Understanding**  LO1 Organisations involved and funding  LO2 Specific Job roles in sports development  LO3 Measurement of sports development/ was it a success  LO4The advantages and disadvantages of practical sports development, such as Time, cost, accountability, expertise human resources and ability.  **Skills**  Practical coaching and event organisation skills. | **Learner activity:** synoptic activity. Learners research promote and deliver an in-house sports development project to raise participation to a target group within their college. They must also make a system to check success and develop some publicity within their college or school.  **The activity could be a coaching session or a taster session in a new sport. It could be a lunch time knockout tournament or after school/college training session.**  **Areas to consider for the learners:**   * The levels of participants * The number and specific needs of participants * Job roles * The methods of in-house promotion   **To give the event/initiative more complexity the learners could be guided to use basic income expenditure tables to help them understand the funding process**  **The final lesson could be a dragon’s den style competition where the learner’s groups present to a panel, head of PE/ member of SLT/ Principal. The presentation of their evaluations. The panel could then base their judgements on which group was most successful with the criteria of**  This activity should enable learners to reflect on the content of the unit and have direct practical experience. |
| **1 hour** | **Test: end of LO4. Understand sports development in practice**  **Knowledge and understanding**  LO4 content  **Skills**  Exam technique  Revision strategies  End of LO4 test -1 hour | **End of LO4 test**  <https://exambuilder.ocr.org.uk/marketing/Security/login>  Useful resources: <https://www.ocr.org.uk/Images/267056-the-ocr-guide-to-revision.pdf> |
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