

Cambridge National in Sport Studies

Units and guided learning hours

Here is a reminder of the four units. There are two mandatory and two optional units (you must complete one of the optionals) in the redeveloped Cambridge National in Sport Studies.

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
R184	Contemporary issues in sport	48	External examination	Mandatory
R185	Performance and leadership in sports activities	48	Non-examined assessment	Mandatory
R186	Sport and the media	24	Non-examined assessment	Optional
R187	Increasing awareness of Outdoor and Adventurous Activities	24	Non-examined assessment	Optional

First year of teaching

Summary of what you will cover from the curriculum planner :						
Topic Area 2: Applying practice methods to support improvement in a sporting activity						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	2.1 Strengths and weaknesses of sports performance 2.1.1 Key components for assessing strengths and weaknesses in an activity	<p>Introduction to unit – key components of individual and team performance</p> <p>You could inform students about the key components of individual performance, for example:</p> <ul style="list-style-type: none"> • skills and techniques • creativity • tactics and strategies or compositional ideas • decision making • management/maintenance of own performance. <p>Key components of team performance</p> <p>You could inform students about the key components of team performance, for example:</p> <ul style="list-style-type: none"> • skills and techniques • creativity • tactics and strategies • decision making • awareness of role within the team 	Skills Techniques Creativity Tactics Strategies Compositional ideas Decision making Management/maintenance of own performance	Understand key components of performance	OCR Introductory presentation* OCR Topic exploration pack* Access to governing body websites e.g.: Badminton England (badmintonengland.co.uk) About Trampoline Gymnastics (britishgymnastics.org) Similar YouTube clips: Table Tennis : How to Play Table Tennis, Including Strokes (3min 30sec video)	

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		<ul style="list-style-type: none"> contribution to the team. <p>You could ask the students to give suggestions as to what they think each of these key components means.</p> <p>Ideas can be discussed and a whole group consensus can be reached in order for each key component to have a clear definition.</p> <p>Students could work in pairs and be given a sport where they make a list of the main skills needed to perform this sport. Once completed, the sheets can be passed to another group to see if they can add anything.</p> <p>Students could watch video clips of different sports and physical activities and list the different skills that they observed in action.</p>			<p>How to Master 3 Basic Tennis Strokes (4min 35sec video)</p> <p>OCR Lesson element: Key components of sports performance* Task 1, 3 and 4</p> <p>OCR Lesson element: Improving sports performance* Task 1</p>	
2	<p>2.1 Strengths and weaknesses of sports performance</p> <p>2.1.1 Key components for assessing strengths and weaknesses in an activity</p>	<p>The effect of key components on individual sporting success</p> <p>You could help students to see the relationship between key components and optimum individual sporting performance.</p> <p>Students could be asked questions such as:</p> <ul style="list-style-type: none"> How might an individual performance be improved if this key component is carried out successfully? 	<p>Skills</p> <p>Techniques</p> <p>Creativity</p> <p>Tactics</p> <p>Strategies</p> <p>Decision making</p>	<p>Understand key components of performance</p>	<p>Access to governing body websites:</p> <p>How to play rugby (rugbyhow.com)</p> <p>How to Play Netball (howtoplaynetball.com)</p> <p>Similar YouTube clips:</p>	

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		<ul style="list-style-type: none"> How might an individual performance suffer if this key component is not carried out successfully? <p>Students can discuss their suggestions with each other and offer feedback to the whole group.</p> <ul style="list-style-type: none"> How might team performance be improved if this key component is carried out successfully? How might team performance suffer if this key component is not carried out successfully? <p>Students can discuss their suggestions with each other and offer feedback to the whole group.</p> <p>'Ideally my skill would...'</p> <p>Students can select one of the skills that was identified as being in need of improvement and can think about:</p> <ul style="list-style-type: none"> What it would look like if it were to be carried out more effectively – would it be more accurate, achieve success more often, be done faster, etc.? What effect it would have on their overall performance if they could carry out this skill more successfully – would they win more tackles, convert more shots into points, score more runs, etc? 	<p>Awareness of role within the team</p> <p>Contribution to the team</p>		<p>How to play cricket: The Basics (7min 6sec video)</p> <p>Field Hockey for Beginners (21min 31sec video)</p> <p>OCR Lesson element: Key components of sports performance* Task 1, 3 and 4</p> <p>OCR Lesson element: Improving sports performance* Task 1</p>	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
3	2.1 Strengths and weaknesses of sports performance 2.1.1 Key components for assessing strengths and weaknesses in an activity	<p>Observation of key components in an individual sporting activity</p> <p>You could set up a series of individual sports, e.g. tennis, badminton, trampolining would be fine, but any activity that allows students to participate individually would work.</p> <p>Students should be put into pairs. One student can then observe their partner while they participate in the individual sport. The observing students can complete Task 2 on Lesson element: Key components of sports performance, to record which of the key components they saw in use during the practical activity. Students should then swap roles with the participating student now observing and vice versa.</p> <p>Alternatively, students could use an analysis of performance app to record and play back performance. Afterwards students can feed back and discuss their findings with each other.</p>	Strength Weakness Ability	Know how to assess strengths and weaknesses	OCR Lesson element: Key components of sports performance* Task 2	
4	2.1 Strengths and weaknesses of sports performance 2.1.1 Key components for assessing strengths and	<p>Observation of key components in a team sporting activity</p> <p>You could set up any team sport, e.g. 3 v 3 basketball or small sided rounders would be fine but any activity that allows students to participate as part of a team would work. Half the group take part while the other half each observe one student participating.</p>	Strength Weakness	Know how to assess strengths and weaknesses of performance	OCR Lesson element: Improving sports performance* Task 1	

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	weaknesses in an activity	<p>The observing students record which of the key components they saw in use during the practical activity. Students should then swap roles with the participating students now observing and vice versa.</p> <p>Alternatively, students could use an analysis of performance app to record and play back performance. Afterwards students can feed back and discuss their findings with each other.</p> <p>Students could select a sport that they take part in and identify the main skills that are used in that sport. For example, basketball would include running, dribbling the ball, throwing, catching, shooting, dodging, etc.</p> <p>Students can then give themselves points (from 1 to 10) to represent how successful they feel they are at each of the identified skills. From the allocation of these points, students can highlight their strengths and those skills which they feel are in need of further development.</p>				
5	2.2 Methods to improve performance	<p>In order to understand the different approaches to skill improvement, students could take the skill that is in need of development and design/find ideas for different types of practices. Students could describe (using diagrams as appropriate) a practice:</p> <ul style="list-style-type: none"> • where the whole skill is performed at once • which breaks the skill down into parts which are performed separately 	Progressive practice Drill Fixed Whole practice Part practice	Understand different practices that can be used to improve performance	OCR Introductory presentation* Types of Practice (6min 42sec video) Types of Practice (10min 55sec video)	

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		<ul style="list-style-type: none"> which puts the skill into a range of different situations (like those that might be experienced in a game/performance situation). <p>Practice makes perfect</p> <p>Students could select the most appropriate type of practice for the skill they have highlighted as needing development and plan two different drills or practices that they think will help them improve this. They can think about the space and equipment they will need for their drills/practices. They can also introduce the main 'teaching points' for their skill. If appropriate, students may lead their peers through their practices.</p>	<p>Variable practice</p> <p>Altering context</p>		<p>Whole practice vs. Part practice (4min 17sec video)</p> <p>Training Articles - Skill Development (brianmac.co.uk)</p> <p>OCR Lesson element: Key components of sports performance* Task 4 and 5</p>	
6	2.3 Measuring improvement in performance	<p>Measuring improvement</p> <p>Students can mind map the different strategies that could be used to measure how much and in what way they improve their identified skill. Students can use Task 6 on Lesson element: Improving sports performance, to record their thoughts. Students could select one or more evaluation methods/tools and employ it/them to measure how much improvement has been made and what still needs to be done.</p>	<p>Video analysis</p> <p>Quantitative activity trackers</p> <p>Monitoring competition results</p> <p>Proficiency awards</p> <p>Logs of performance</p> <p>Video diaries</p> <p>Peer observation</p>	<p>Understand how improvements in performance can be measured</p> <p>Know a variety of methods that can be used to measure improvements in performance</p>	<p>OCR Lesson element: Improving sports performance* Task 6</p>	<p>R184 TA5 The use of technology in sport</p> <p>The role of technology in sport and the positive and negative effects of the use of technology in sport.</p>

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Summary of what you will cover from the curriculum planner :		Topic Area 1: Key components of performance				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-6	<p>1.1 Performance in two selected activities</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.5 Your role and contribution to team activities</p>	<p>Taking part in an individual sporting activity</p> <p>Students could participate in an individual sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> perform the key skills and techniques necessary for their chosen individual sporting activity demonstrate creativity use strategies and tactics or compositional ideas show that they can make correct decisions manage and/or maintain their own performance. <p>Or:</p> <p>Taking part in a team sporting activity</p> <p>Students could participate in a team sporting activity, showing that they are able to:</p>	<p>Skills</p> <p>Techniques</p> <p>Creativity</p> <p>Tactics</p> <p>Strategies</p> <p>Compositional ideas</p> <p>Decision making</p> <p>Management/maintenance of own performance</p>	<p>Understand how to manage and maintain performance in activities</p>	<p>Access to governing body websites:</p> <p>Badminton England (badmintonengland.co.uk)</p> <p>About Trampoline Gymnastics (britishgymnastics.org)</p> <p>Similar YouTube clips:</p> <p>Table Tennis : How to Play Table Tennis, Including Strokes (3min 03sec video)</p> <p>How to Master 3 Basic Tennis Strokes (4min 35sec video)</p> <p>How to play rugby (rugbyhow.com)</p> <p>How to Play Netball</p>	<p>R184</p> <p>Emerging/new sports in the UK</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> • perform the key skills and techniques necessary for their chosen team sporting activity • demonstrate creativity • use strategies and tactics • show that they can make correct decisions • contribute effectively to the team. 			<p>(howtoplaynetball.com)</p> <p>Similar YouTube clips:</p> <p>How to play cricket: The Basics (7min 6sec video)</p> <p>Field Hockey for Beginners (21min 31sec video)</p>	

Summary of what you will cover from the curriculum planner :		Topic Area 1: Key components of performance				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-6	<p>1.1 Performance in two selected activities</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.5 Your role and contribution to team activities</p>	<p>Taking part in an individual sporting activity</p> <p>Students could participate in an individual sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> perform the key skills and techniques necessary for their chosen individual sporting activity demonstrate creativity use strategies and tactics or compositional ideas show that they can make correct decisions manage and/or maintain their own performance. <p>Or:</p> <p>Taking part in a team sporting activity</p> <p>Students could participate in a team sporting activity, showing that they are able to:</p>	<p>Skills</p> <p>Techniques</p> <p>Creativity</p> <p>Tactics</p> <p>Strategies</p> <p>Compositional ideas</p> <p>Decision making</p> <p>Management/ maintenance of own performance</p>	<p>Understand how to manage and maintain performance in activities</p>	<p>Access to governing body websites:</p> <p>Badminton England (badmintonengland.co.uk)</p> <p>About Trampoline Gymnastics (britishgymnastics.org)</p> <p>Similar YouTube clips:</p> <p>Table Tennis : How to Play Table Tennis, Including Strokes (3min 03sec video)</p> <p>How to Master 3 Basic Tennis Strokes (4min 35sec video)</p> <p>How to play rugby (rugbyhow.com)</p>	<p>R184</p> <p>Emerging/new sports in the UK</p>

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		<ul style="list-style-type: none"> • perform the key skills and techniques necessary for their chosen team sporting activity • demonstrate creativity • use strategies and tactics • show that they can make correct decisions • contribute effectively to the team. 			<p>How to Play Netball (howtoplaynetball.com)</p> <p>Similar YouTube clips:</p> <p>How to play cricket: The Basics (7min 06sec video)</p> <p>Field Hockey for Beginners (21min 31sec video)</p>	

Summary of what you will cover from the curriculum planner :		Topic Area 1: Key components of performance Topic Area 2: Applying practice methods to support improvement in a sporting activity				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	2.3 Measuring improvement in performance	<p>Discuss and review progress made in students two activities:</p> <ul style="list-style-type: none"> • Are practices working? • Do they need to be adapted? <p>You can recap the information on types of practices and give students the opportunity to amend practices or drills if required.</p>	<p>Video analysis</p> <p>Quantitative activity trackers</p> <p>Monitoring competition results</p> <p>Proficiency awards</p> <p>Logs of performance</p> <p>Video diaries</p> <p>Peer observation</p>	<p>Understand how improvements in performance can be measured</p> <p>Know a variety of methods that can be used to measure improvements in performance</p>	<p>OCR Lesson element: Improving sports performance*</p> <p>Task 6</p>	
2-5	<p>1.1 Performance in two selected activities</p> <p>1.2 Participating in your activities</p>	<p>Taking part in an individual sporting activity</p> <p>Students could participate in an individual sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> • perform the key skills and techniques necessary for their chosen individual sporting activity 	<p>Skills</p> <p>Techniques</p> <p>Creativity</p> <p>Tactics</p> <p>Strategies</p>	<p>Understand how to manage and maintain performance in activities</p>	<p>Access to governing body websites:</p> <p>Badminton England (badmintonengland.co.uk)</p> <p>About Trampoline Gymnastics (britishgymnastics.org)</p>	

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	<p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.5 Your role and contribution to team activities</p>	<ul style="list-style-type: none"> demonstrate creativity use strategies and tactics or compositional ideas show that they can make correct decisions manage and/or maintain their own performance. <p>Or:</p> <p>Taking part in a team sporting activity</p> <p>Students could participate in a team sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> perform the key skills and techniques necessary for their chosen team sporting activity demonstrate creativity use strategies and tactics show that they can make correct decisions contribute effectively to the team. 	<p>Compositional ideas</p> <p>Decision making</p> <p>Management/maintenance of own performance</p>		<p>Similar YouTube clips:</p> <p>Table Tennis : How to Play Table Tennis, Including Strokes (3min 03sec video)</p> <p>How to Master 3 Basic Tennis Strokes (4min 35sec video)</p> <p>How to play rugby (rugbyhow.com)</p> <p>How to Play Netball (howtoplaynetball.com)</p> <p>Similar YouTube clips:</p> <p>How to play cricket: The Basics (7min 06sec video)</p> <p>Field Hockey for Beginners (21min 31sec video)</p>	
6	2.3 Measuring improvement in performance	<p>Discuss and review progress made in students two activities:</p> <ul style="list-style-type: none"> Did practices work? Did the drills effectively improve performance? 	<p>Video analysis</p> <p>Quantitative activity trackers</p>	Understand how improvements in performance can be measured	<p>OCR Lesson element: Improving sports performance* Task 6</p>	

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			Monitoring competition results Proficiency awards Logs of performance Video diaries Peer observation	Know a variety of methods that can be used to measure improvements in performance		

Summary of what you will cover from the curriculum planner :						
Topic Area 3: Organising and planning a sports activity session						
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-3	3.1 Organisation of a sports activity session	<p>Ask students to think back to their last PE lesson or training session at a sports club and list the different things that needed to be thought about when planning for those sessions. Think about why these are important.</p> <p>Show them an example of different sessions being run through video and ask them what they can see in each of them that they had to plan for.</p> <p>Or:</p> <p>Give a practical lesson and get them to write down what they noticed when you were leading the session.</p> <p>You could demonstrate different sessions and show a good and bad example of each component below (i.e. do a session with only 2 tennis rackets for a group of 20, etc):</p> <ul style="list-style-type: none"> • appropriate venue <ul style="list-style-type: none"> ○ type 	Venue Equipment Timing Supervision Contingency plan	Understand how to organise and plan a sports activity session	OCR Topic exploration pack* Coaching sessions: What makes a good coaching session? (3min 23sec video) Structure of a coaching session (6min 12 sec video)	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> ○ size ○ weather • equipment <ul style="list-style-type: none"> ○ type ○ amount required • supervision needs <ul style="list-style-type: none"> ○ number of participants ○ size of groups • timing <ul style="list-style-type: none"> ○ appropriate ○ allowing for progression • contingency plan. <p>Discuss.</p>				
4	3.2. Safety considerations when planning a sports activity session	<p>Lay out the sports hall/classroom with lots of safety issues (e.g. equipment left out dangerously, water on floor, etc.) and get students to view from a safe position and discuss how to make the area safe. Or list on the board a variety of common hazards and ask students to identify them and discuss how they could reduce the risks.</p> <p>Give demonstrations and ask students to say if the session was run safely or not and why. Get them to compare different sessions.</p> <p>Students discuss how the session could be improved using the factor being identified.</p>	<p>Risk assessment</p> <p>Corrective action</p> <p>Emergency procedures</p> <p>Risk assessments</p> <p>Hazards</p>	Understand safety considerations that are required when running a sports activity session	<p>Preventing injury in sport (bbc.co.uk)</p> <p>How To Conduct A Risk Assessment For A Football Coaching Session (insure4sport.co.uk)</p>	R184 Sport values

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>Give students risk assessments and ask them to discuss the corrective actions they would undertake to minimise/reduce the risk.</p> <p>Cover activity-specific risks:</p> <ul style="list-style-type: none"> • facilities • equipment • clothing. <p>Give students a blank risk assessment and ask how it could be filled in using information given.</p> <p>Students to go to different sporting venues in school or from pictures shown and complete a risk assessment for each venue.</p>				
5	3.2 Safety considerations when planning a sports activity session	<p>Ask students to mind map what they need to consider when they plan their sports activity session.</p> <p>Give students examples of accidents that could happen and discuss what they would do in each instance. Some that would need basic first aid and others where they need to summon help.</p> <p>Answers will cover:</p> <ul style="list-style-type: none"> • checking of equipment • basic first aid and child protection • emergency procedures • what to do in the event of an accident or other emergency, summoning qualified help. 	First aid emergency procedures	<p>Understand safety considerations that are required when running a sports activity session</p> <p>Know how to prevent, and what to do in case of, an accident</p>	<p>How Can Poor Coaching Cause Injuries in Youth Sports? (rookiementor.com)</p>	R184 Sport values

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
6	3.3 Objectives to meet the needs of the group	<p>Ask students to mind map what a sports activity session should include.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • introduction and conclusion • introduce self • aim of session • check for injuries • summary • basic warm up and cool down • make it relevant. <p>Get students to think about the session they will lead and what the aim could be and how they will start it when talking to the group.</p> <p>Mind map in groups what is required in a warm up and cool down. Or give the different stages of each and ask them to come up with examples of each stage that they could use.</p> <p>You could practically demonstrate some examples and ask them to put them in the correct stage.</p>	<p>Warm up</p> <p>Cool down</p> <p>Stretching</p> <p>Pulse raiser</p>	<p>Know the objectives that meet the needs of a group</p>	<p>The effects of the warm up and cool down process (bbc.co.uk)</p>	<p>R184 Sport values</p>

Summary of what you will cover from the curriculum planner :		Topic Area 3: Organising and planning a sports activity session Topic Area 4: Leading a sports activity session Topic Area 5: Reviewing your own performance in planning and leading a sports activity session				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	3.3 Objectives to meet the needs of the group	<p>Get students to think about the sport they want to lead sessions in and a skill they could carry out.</p> <p>How can the skill be progressed throughout the session?</p> <p>How could they make different drills easier or harder if needed?</p> <p>Look at other students' examples and provide feedback if progression is occurring or not.</p> <p>Practically demonstrate a skill that's progressed properly and then one that is not and ask students to discuss issues that are caused by lack of appropriate progression.</p>	<p>Skill</p> <p>Technique development</p> <p>Progression differentiation</p>	Know the objectives that meet the needs of a group	Coaching Workshop: Planning and Running a Training Session (12min 40sec video)	R184 Sport values
2	4.1 Organisation of a sports activity session	<p>You could demonstrate different aspects across different sessions and show a good and bad example of each component below:</p> <ul style="list-style-type: none"> • safe practice – i.e. reduce the space/ increase equipment to show them • timing – be late (keep them waiting to start), do not have equipment ready, etc. • adaptability – keep an easy or hard drill going too long 	<p>Safe practice</p> <p>Adaptability</p> <p>Reliability</p>	Understand how to organise a sports activity session	Leadership and Coaching Styles (6min 18sec video)	R184 Sport values

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> • reliability. <p>Get students to come up with solutions:</p> <ul style="list-style-type: none"> • safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used: <ul style="list-style-type: none"> ○ organisation of group/activity ○ safe supervision (e.g. as a leader, coach) • timing – being punctual and prepared for the session, considering the length of activities • adaptability – making changes to the session if people find it too easy or too hard • reliability – turning up when you say you will and running to time. 				
3-4	4.2 Leading a sports activity session	<p>You could demonstrate different aspects across different sessions and show a good and bad example of each component below:</p> <ul style="list-style-type: none"> • activity-specific details <ul style="list-style-type: none"> ○ showing the skills, techniques and tactics appropriate to the needs of the participant • leadership style <ul style="list-style-type: none"> ○ democratic ○ autocratic ○ laissez-faire • delivery style <ul style="list-style-type: none"> ○ proactive 	Democratic Autocratic Laissez-faire Proactive Reactive Adaptability Communication Verbal	Understand how to lead a sports activity session	Leadership and Coaching Styles (6min 18sec video) Coaching Workshop: Planning and Running a Training Session (12min 40sec video)	R184 Sport values

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> ○ reactive ○ demonstration by leader or participant ○ explanation ● adaptability <ul style="list-style-type: none"> ○ making adjustments in an activity that isn't working ○ addressing issues you hadn't prepared for ● communication <ul style="list-style-type: none"> ○ verbal ○ non-verbal ○ appropriate language ○ technical terms ● positioning <ul style="list-style-type: none"> ○ where to stand when demonstrating ● enthusiasm for the activity and motivation of the group <ul style="list-style-type: none"> ○ encouragement ○ extrinsic motivators (e.g. rewards, prizes) ● confidence and creativity <ul style="list-style-type: none"> ○ design of activities related to the group ○ how they demonstrate and explain. <p>Students can discuss positives and negatives of each aspect and their preference as to the style that suits them and how they will include others in their session plan.</p>	Non verbal Confidence Creativity			

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>Ask what went well, and what could be improved in the future in the following areas:</p> <ul style="list-style-type: none"> • planning <ul style="list-style-type: none"> ○ suitability of activities ○ differentiation for different abilities ○ order of activities ○ equipment • leading <ul style="list-style-type: none"> ○ appropriate amount of time ○ motivation of participants ○ using working space ○ positioning for effective communication. <p>In groups, students mind map ways that improvements could be made to each and opportunities that could be used to develop leadership skills in the future for 3 minutes then pass sheets onto next group who will add ideas in a different colour.</p>		leadership skills for the future		

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
Topic Area 1: Key components of performance	<p>Students could start to select the two sports they will perform in over the duration of the course by trying out a variety of activities.</p> <p>Students could start to link skills within the different activities to the key concepts involved in both individual and team sports and produce a poster or presentation based on their chosen activities.</p>	10-12 hours of performing in sports with additional time to produce a poster or presentation.	<p>National governing body websites</p> <p>NGB website (sportengland.org)</p> <p>OCR Approved Sporting Activity list</p> <p>Internet</p>
Topic Area 2: Applying practice methods to support improvement in a sporting activity	<p>You can play a variety of video clips of sports matches/performances and ask students to come up with the strengths and weaknesses in terms of:</p> <ul style="list-style-type: none"> • skills and techniques • tactics and strategies • compositional ideas. <p>Or while other students are playing in their activities, get others to watch and come up with the strengths and weaknesses in performance.</p> <p>Students can work in groups to produce an observation sheet and poster of strengths and weaknesses and how they could be corrected.</p>	5-6 hours with additional time for producing observation sheet and poster.	<p>National governing body websites</p> <p>Bitesize GCSE (bbc.co.uk)</p> <p>YouTube</p>
Topic Area 3: Organising and planning a sports activity session	<p>You could create sporting injury scenarios with each group analysing what they think has happened, the type of injury sustained and recommended treatments (in order). This could also be done as a practical lesson.</p>	5-6 hours with additional time for working in small groups to design suitable warm up and cool down routines and risk assessments.	Research into different NGB websites looking at coaching awards and suggested content of sessions.

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
	<p>Show hazardous sporting environments and ask students to complete a risk assessment that highlights the risk but also safety measures to reduce the risk.</p> <p>Students could start to develop their knowledge of the different warm up and cool down components.</p> <p>You could ask students to work in small groups to design their own warm up and cool down routines. Each component must have a set number of exercises that are suitable.</p>		
Topic Area 4: Leading a sports activity session	<p>You could get students to deliver their planned warm up and cool down routines and focus on the physiological and psychological benefits of doing such routines before and after physical activity. You could also discuss the consequences for a performer if they don't warm up or cool down.</p>	5-6 hours with additional time for working in small groups to implement suitable warm up and cool down routines.	Research into different NGB websites, looking at coaching awards and suggested content of sessions with examples of good and bad practice.
Topic Area 5: Reviewing your own performance in planning and leading a sports activity session	<p>Students could research opportunities for coaches within their chosen activities to improve their skills and knowledge.</p>	2-3 hours with additional time to produce a presentation.	Research NGB websites in their chosen activities as to how they review coaches' performances and opportunities to become a better coach.

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