

Cambridge National in Sport Science

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 Science.

| Unit | Unit title | Guided learning hours (GLH) | How are they assessed? | Mandatory or optional? |
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| R180 | Reducing the risk of sports injuries and dealing with common medical conditions | 48 | External examination | Mandatory |
| R181 | Applying the principles of training: fitness and how it affects skill performance | 48 | Non-examined assessment | Mandatory |
| R182 | The body's response to physical activity and how technology informs this | 24 | Non-examined assessment | Optional |
| R183 | Nutrition and sports performance | 24 | Non-examined assessment | Optional |

| Summary of what you will cover from the curriculum planner : | | Topic Area 1: Different factors which influence the risk and severity of injury | | | | |
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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? |
| Introduction | Introduction to new qualification, features of unit and assessment. | <p>Introduce the different types of questions that will be used, ranging from multiple choice, short to medium response, extended response analysis and evaluation questions.</p> <p>Introduce all of the different sports injuries students are aware of (this can be through their own personal injuries or what they have seen when watching sport).</p> <p>How did the injuries occur? Could the injuries have been prevented?</p> <p>Use the Cambridge Nationals Approved Sporting Activity list and identify possible injuries that occur and how they could happen.</p> <p>What do we mean by the term 'influence'? How can injury be caused? How can injury be prevented?</p> <p>What treatment methods of injury are we already aware of?</p> | Influence Cause Prevent Injury Severity Risk Treatment | Become familiar with the new specification and the units. Particular focus on Unit R180 and externally assessed exam | OCR Sport Science web page | |
| 1 | 1.1 Extrinsic factors | Lessons 1-2 can be merged with each other to cover all extrinsic factors. This will allow for compare and contrast to take place as well as interleaving of information. For example, | Extrinsic Severity | Identify, describe and explain how different sports/physical activity and coaching/ | Use the two activity links below to stimulate discussion on how | Knowledge and understanding from the different factors delivered in R180 |

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| | 1.1.1 Types of sports activity 1.1.2 Coaching/instructing/leading | <p>type of activity can be covered again within lesson 2 and can link to both environment and equipment. This also allows specification breadth and depth and links to be covered.</p> <p>At the start of this lesson, you could show a range of pictures/short video clips that cover all categories of sport. Discuss:</p> <ul style="list-style-type: none"> How can performers become injured participating in that sport? Which sport do you consider to be the most dangerous? Justify responses. Which sports could have the most severe injuries? Justify responses. <p>Consider using sports in the following areas: team games/individual activities/fitness/combat/contact/gymnastic/extreme/water/athletics.</p> <p>Students can work in pairs/small groups to create a mind map discussing the following areas relating to a coach:</p> <ul style="list-style-type: none"> knowledge of techniques, rules and regulations experience communication supervision ethical standards/behaviour. | <p>Activity type</p> <p>Knowledge</p> <p>Techniques</p> <p>Rules</p> <p>Regulations</p> <p>Experience</p> <p>Communication</p> <p>Supervision</p> <p>Ethical standards</p> <p>Behaviour</p> | <p>instructing/leading can reduce or increase the risk and severity of injury</p> | <p>different activity types can influence injury:</p> <p>OCR Approved Sporting Activity list (note, other sporting activities can be used in the R180 exam)</p> <p>Sporting Activities and Governing Bodies Recognised by the Sports Councils</p> <p>This video explains what coaches can do to help reduce the risk of different injuries with a focus on coaching correct technique:</p> <p>Coaching Webinar - Keeping Your Athletes Healthy and Preventing Injuries (47min 55sec video)</p> <p>How Much Force to Rupture a Spleen: Sport Science (3min 12sec video) (Note, a ruptured spleen is not on the</p> | <p>TA1 are closely linked to the R181 unit that is based on factors to take into consideration when designing a fitness training programme such as equipment and environment.</p> <p>R183 Nutrition and sports performance</p> <p>A coach having good knowledge of nutrition planning and sharing correct information to performers to make sure the nutrition plan does not put them at risk of injury or developing medical conditions links with the extrinsic coaching/instructing/leading factors.</p> |

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| | | | | | <p>specification but the clip is used to demonstrate how force used in activity types can influence injury.)</p> <p>You could discuss with students what injuries on the specification could be caused from direct impact punches such as contusions.</p> <p>Watch a range of amateur and professional coaching videos on YouTube such as:</p> <p>Amateur: Youth soccer coaching clinic part 3: passing drills (4min 29sec video)</p> <p>Professional: Pressing Masterclass With David Moyes - Small Sided Game (9min 17sec video)</p> <p>Use material based on 'All or Nothing' sports</p> | |

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| | | | | | <p>documentaries and link to the different areas on the specification. How can some of the clips influence injury to players?</p> <p>Communication: MANCHESTER DERBY: Man City HEATED Dressing Room Scenes After Man Utd 3-2 Derby Loss (4min 22sec video)</p> <p>Technique/behaviour: Jose Mourinho Gives An Inspiring Speech (1min 20sec video) (Please be aware there is some offensive language in this clip.)</p> <p>Supervision: Coach Catches 9-Year-Old Gymnast Just in the Nick of Time (1min 09sec video)</p> <p>Watch This Quick-Thinking Coach Save</p> | |

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| | | | | | Gymnast From Life-Threatening Fall (1min 34sec video) | |
| 2 | 1.1 Extrinsic factors 1.1.3 Environment 1.1.4 Equipment | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on the different ways a coach can influence injury but then focus on what coaches would do in different scenarios such as changes in weather conditions. Use different sporting environments to discuss the different environmental factors that can influence injury: <ul style="list-style-type: none"> weather/temperature conditions playing surface (natural and artificial) and surrounding area. <p>Watch sports with different barriers, e.g. F1, cycling, football (elite and grassroots level), ice hockey, water polo.</p> <p>Human interaction:</p> <ul style="list-style-type: none"> other performers/participants officials spectators. <p>Watch different sports (this could be the same videos as type of activity lesson) and make a list of the following:</p> <ul style="list-style-type: none"> protective equipment | Environment Weather Temperature Playing surface Natural Artificial Surrounding area Human interaction Performers Participants Officials Spectators Equipment Protective | Identify, describe and explain how different environmental factors and types of equipment can reduce or increase the risk and severity of injury | What do temperatures of 20°C or more do to your running performance? (runnersworld.com) Why Are Football Matches Abandoned and What Happens When They Are? (football-stadiums.co.uk) Different weather conditions: History of NFL's WORST Weather Games: Snow, Rain, Heat, & More (38min 46sec video) Sports Matches with Crazy Weather (10min 30sec video) Sport Science - Turf vs. Grass (2min 42sec video) | Linked to R181 unit that is based on environmental factors to take into consideration when designing a fitness training programme. |

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| | | <ul style="list-style-type: none"> • performance equipment • clothing • footwear. <p>Extension Discuss the following:</p> <ul style="list-style-type: none"> • How can protective equipment cause injury? • Compare different types of footwear used for different weather conditions or playing surfaces. • Compare pictures of different performers playing different sports or in different positions such as: <ul style="list-style-type: none"> ○ American football player and rugby player ○ cricket batter and baseball batter ○ field hockey goalkeeper and outfield player. <p>Research into the following types of equipment:</p> <ul style="list-style-type: none"> • performance, e.g. goal posts and fitness machines • protective, e.g. helmets • clothing, e.g. spandex material • footwear, e.g. studs for different surfaces. | Performance Clothing Footwear | | Official/referee/umpire videos and what can occur if incorrect decisions are made, or rules not enforced, e.g. bad tackles. Roy Keane reflects on his famous tunnel spat with Patrick Vieira (4min 28sec video) Player and spectator violence: Footballer Eric Cantona fights insulting Hooligan (1min 34sec video) Jack Grealish punched from behind by Birmingham City pitch invader (1min 15sec video) Sports Protective Equipment : Sports Injury Prevention (medic8.com) Sport Injuries: Sport Science (3min 14sec video) | |

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| | | | | | Goal post safety (thefa.com) | |
| 3 | 1.2 Intrinsic factors 1.2.1 Individual variables | <p>Lessons 3-4 can be merged to cover all intrinsic factors and individual variables. This will allow for compare and contrast to take place as well as interleaving of information.</p> <p>For example, individual variables such as age and experience can be covered again in lesson 4 when covering aggression. It is also possible to cover extrinsic factors within intrinsic factors and discuss differences. For example, fitness levels (intrinsic) may be a result of coaching (extrinsic).</p> <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Discuss the difference between extrinsic and intrinsic factors. • Ask students to work in pairs and, using a cut out of a performer template, list as many individual variables as they can that can influence injury. • Teach the following individual variables: <ul style="list-style-type: none"> ○ gender ○ age ○ experience ○ weight ○ fitness levels. | <p>Intrinsic</p> <p>Individual variable</p> <p>Gender</p> <p>Age</p> <p>Experience</p> <p>Weight</p> <p>Fitness levels</p> | Identify, describe and explain how different intrinsic factors and individual variables can reduce or increase the risk and severity of injury | <p>Research into the different individual variables, e.g. fitness level – how does it help increase or reduce chances of injury? What can the individual do to reduce the chances of injury? For example, elderly, more obese, low fitness levels may participate in walking football rather than a full 11-a-side match as the intensity is more suited to their needs.</p> <p>Age: Preventing Sports Injuries- Nemours Sports Medicine Advice from the Pros (1min 55sec video)</p> <p>Sport Science testing: CRISTIANO RONALDO - Tested To The Limit (45min 52sec video)</p> | <p>Linked to the R181 unit that is based on factors to take into consideration when designing a fitness training programme such as current fitness levels.</p> <p>R182 The body's response to physical activity and how technology informs this</p> <p>The long-term effects of exercise will give students knowledge on how some adaptations to individual variables are altered that can then influence the risk of injury.</p> |

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| | | | | | Experience: Sports Science: NFL Defensive Tackle Kris Jenkins Vs. Average Joe (8min 20sec video) | R183 Nutrition and sports performance Meeting the nutritional requirements of the performer can be linked to the individual variable of nutrition and hydration and how this can influence injury. For example, the use of vitamins and minerals in the diet to strengthen bones and maintain a healthy immune system or the importance of hydration before, during and after different activities. |

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| <p>4</p> | <p>1.2 Intrinsic factors</p> <p>1.2.1 Individual variables</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Recap on the individual variables covered last lesson. Then focus on: <ul style="list-style-type: none"> ○ technique/ability ○ nutrition/hydration ○ medical conditions ○ sleep ○ previous/recurring injuries. • In pairs, create some scenarios involving individual variables covered such as 8 hours' sleep. Decide whether the scenario is more or less likely to cause injury. If it is more likely, how could it be changed to reduce chances of injury? | <p>Technique</p> <p>Ability</p> <p>Nutrition</p> <p>Hydration</p> <p>Medical condition</p> <p>Sleep</p> <p>Previous</p> <p>Recurring</p> | <p>Identify, describe and explain how different intrinsic factors and individual variables can reduce or increase the risk and severity of injury</p> | <p>Research into the different individual variables of professional athletes, e.g. a boxer's diet plan before a fight – how does it help reduce chances of injury?</p> <p>Research into different sporting techniques that may be performed incorrectly and cause injury, e.g. somersault and high jump landings. What are the faults and how can they be corrected? This could be linked to the topic of coaching.</p> <p>Fitness levels: Top Strength and Conditioning Tips from Manchester United (1min 46sec video)</p> <p>Nutrition and hydration: Fuelling Half Time Like A Professional Tips from Manchester United (1min 12sec video)</p> | <p>Linked to the R181 unit that is based on factors to take into consideration when designing a fitness training programme such as previous or recurring injuries.</p> <p>R182 The body's response to physical activity and how technology informs this</p> <p>The long-term effects of exercise will give students knowledge on how some adaptations to individual variables are altered that can then influence the risk of injury.</p> <p>R183 Nutrition and sports performance</p> <p>Meeting the nutritional requirements of the performer can be linked to the individual variable of nutrition and</p> |
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| | | | | | | hydration and how this can influence injury. For example, the use of vitamins and minerals in the diet to strengthen bones and maintain a healthy immune system or the importance of hydration before, during and after different activities. |
| 5 | <p>1.2.2 Psychological factors</p> <p>1.2.3 Reasons for aggression</p> <p>1.2.4 Mental strategies</p> | <p>At the start of this lesson, you could recap on individual variables with focus on how some may impact on performers psychologically such as previous injuries.</p> <p>Focus discussion on:</p> <ul style="list-style-type: none"> • motivation • arousal • anxiety/stress • confidence • aggression • direct • channelled. <p>Discuss reasons why performers may become aggressive:</p> <ul style="list-style-type: none"> • level of performance • retaliation • pressures to win (performer/coach/spectators) • decisions of officials | <p>Psychological</p> <p>Motivation</p> <p>Arousal</p> <p>Anxiety</p> <p>Stress</p> <p>Confidence</p> <p>Aggression</p> <p>Direct</p> <p>Channelled</p> <p>Level of performance</p> <p>Retaliation</p> <p>Pressures</p> | <p>Identify, describe and explain how psychological factors and mental strategies can reduce or increase the risk and severity of injury</p> | <p>Aggression:</p> <p>When athletes lose their cool (9min 54 sec video)</p> <p>When players lose control (10min 23sec video)</p> <p>Use of mental strategies in sport:</p> <p>The Athletes Mental Performance (6min 47sec video)</p> <p>Scientific Benefits of Visualization for Athletes (5min 49sec video)</p> | <p>The planning of a training programme in R181 also incorporates monitoring of the programme to help maintain motivation levels and avoid injury through overtraining.</p> |

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| | <ul style="list-style-type: none"> performance enhancing drugs. <p>Discuss how the following strategies can impact on psychological factors and reduce risk of injury:</p> <ul style="list-style-type: none"> mental rehearsal imagery selective attention. | <p>Performer</p> <p>Coach</p> <p>Spectators</p> <p>Decisions of officials</p> <p>Performance enhancing drugs</p> | <p>Sport psychology - inside the mind of champion athletes (12min 01sec video)</p> <p>Mental Imagery in Sport (7min 18sec video)</p> | |
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| Summary of what you will cover from the curriculum planner : | | Topic Area 2: Warm up and cool down routines | | | | |
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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? |
| 1 | 2.1 Key components of a warm up | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Watch a video clip of a warm up or use pictures to show the different components. • In groups, design a warm up routine for a chosen sport using different examples for each component. • Discuss possible negative effects if no warm up is performed. | <p>Warm up</p> <p>Components</p> <p>Routine</p> <p>Pulse raising</p> <p>Mobility</p> <p>Dynamic stretching</p> <p>Skill rehearsal phase</p> | Identify, describe and explain how key components of a warm up can reduce or increase the risk and severity of injury | <p>Understanding the Components of a Proper Warm Up (2min 17sec video)</p> <p>The Most Effective Science-Based Warm Up & Mobility Routine (9min 16sec video)</p> <p>What Happens in a Premier League Warm Up? (2min 38sec video)</p> <p>Manchester City pre – game warm up (20min 41sec video)</p> <p>The 5 Minute Ball Handling Warmup with NBA Skills Coach Drew Hanlen (3min 36sec video)</p> <p>FIFA 11+: A Complete Warm Up Programme To Prevent Injuries (thecoachingmanual.com)</p> | The planning of a training programme in R181 also incorporates the use of warm up. |
| 2 | 2.2.1 Physiological | At the start of this lesson, you could: | Physiological | Identify, describe and explain the | | The planning of a training programme in |

| 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? |
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| | benefits of a warm up | <ul style="list-style-type: none"> Recap on the components of a warm up with focus on the main benefits of each component. Using warm up routine from last lesson, discuss the physiological benefits each of the different exercises may have. Discuss possible negative effects if no warm up is performed. Compare and contrast the warm up components and the benefits on the cardio-respiratory and musculoskeletal systems. | Muscle temperature Heart rate Flexibility Pliability Tendons Ligaments Blood flow Oxygen Speed Muscle contraction | physiological benefits of a warm up | | R181 also incorporates the use of warm up. |

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| 3 | 2.2.2 Psychological benefits of a warm up | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on the differences between physiological and psychological. Show images/video clips of performers wearing headphones or participating in mental strategies before they play – discuss the psychological benefits of performers getting into the zone. | Psychological | Identify, describe and explain the psychological benefits of a warm up | | The planning of a training programme in R181 also incorporates the use of warm up as well as monitoring of the programme to help maintain motivation levels and avoid injury through overtraining. |
| 4 | 2.3 Key components of a cool down 2.4 Physiological benefits of a cool down | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on the components and benefits of a warm up before the game with focus on what should happen after the game. Discuss the differences between the components and benefits between a warm up and cool down. Discuss possible negative effects if no cool down is performed. | Cool down Components Routine Physiological | Identify, describe and explain how key components of a cool down can reduce or increase the risk and severity of injury | General cool down - 10 minutes NHS (10min 07sec video) Complete cool down and stretching - FC Bayern Munich training (5min 28sec video) | The planning of a training programme in R181 also incorporates the use of a cool down. |

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| 5 | TA2 Warm up and cool down routines | <p>At the start of this lesson, you could, using the different components and examples, design a warm up and cool down routine for an activity of your choice. Exercises/stretching should target different muscles/joints in the body.</p> <p>Discuss the links with:</p> <ul style="list-style-type: none"> • coaching/instructing/leading (1.1.2) • equipment (1.1.4) • physiological and psychological benefits • safety checks (4.1.1). | Use key words in lessons 1-4. | <p>Plan and design warm up and cool down routines using named components and exercises that target different parts of the body</p> <p>Apply links to TA1 and TA4</p> | | The planning of a training programme in R181 also incorporates the use of a cool down. |
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| Summary of what you will cover from the curriculum planner : | | | | | | |
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| Topic Area 3: Different types and causes of sports injuries | | | | | | |
| 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 | 3.1 Acute injuries 3.1.1 Overview of acute injuries 3.1.2 Soft tissue and hard tissue injuries 3.1.3 Strains 3.1.4 Sprains | At the start of this lesson, you could: <ul style="list-style-type: none"> List as many sporting injuries students in class have suffered or witnessed. Introduce acute and chronic injuries and classify the named injuries on board as acute or chronic. Explain the difference between soft and tissue injuries and classify the named injuries as soft or hard tissue injuries. Describe the difference between sprains and strains. Use joint images to show differences between sprains and strains and how they occur. | Type Acute Hard tissue Soft tissue Strains Sprains | Identify, describe and explain acute injuries, soft and hard tissue injuries | NHS Health A-Z (nhs.uk) Sprain vs Strain (1min 07sec video) | R182 The body's response to physical activity and how technology informs this Knowledge of bones and muscles can be applied to the different types of sports injuries and the need for examples of different body parts that are susceptible to different acute injuries. Different injuries can also be linked with synovial joints and connective tissue as well as different injuries that are specific to parts of the body such as concussion. |

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| 2 | 3.1.5 Skin damage | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on hard and soft tissue injuries and the difference between sprains and strains. Focus discussion on soft tissue injuries and the skin. Students to list as many skin injuries they can think of and different ways they could be caused in sport: <ul style="list-style-type: none"> abrasions/grazes cuts/lacerations contusions (bruises) blisters. | <p>Skin</p> <p>Damage</p> <p>Abrasions</p> <p>Grazes</p> <p>Cuts</p> <p>Lacerations</p> <p>Contusions</p> <p>Bruises</p> <p>Blisters</p> | Identify, describe and explain different skin injuries | <p>Information on different injuries:</p> <p>Cuts and grazes (nhs.uk)</p> <p>Lacerations (cks.nice.org.uk)</p> <p>Bruising (nhs.uk)</p> <p>Bruises (sja.org.uk)</p> <p>Black eye (nhs.uk)</p> <p>Blisters (nhs.uk)</p> | |
| 3 | <p>3.1 Acute injuries</p> <p>3.1.6 Fractures</p> <p>3.1.7 Dislocations</p> <p>3.1.8 Head injuries</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on soft and tissue injuries with focus on hard tissue injuries. Show different X-rays of open/closed fractures and dislocations. Use the X-rays to help explain the difference. Introduce head/brain X-ray and discuss types of injury that can occur when a performer is hit on | <p>Fractures</p> <p>Dislocations</p> <p>Cranium</p> <p>Concussion</p> | Identify, describe and explain different hard tissue and head injuries | <p>Fractures (broken bones) (bupa.co.uk)</p> <p>Bone Stress Injuries and Stress Fractures (nhs.uk)</p> <p>Fractures (leicestershospitals.nhs.uk)</p> <p>Dislocated shoulder (nhs.uk)</p> | Links to previous lesson. |

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| | | <p>the head (this could recap on some injuries from lesson 2). Focus on concussion and introduce the possible links with the onset of dementia and Alzheimer's.</p> | | | <p>Sport Science NFL Concussions and helmet to helmet collisions (1min 28sec video)</p> <p>A New Helmet For The NFL's Concussion Problem (6min 37sec video)</p> <p>NGBs' information on concussion: Concussion in Cricket (ecb.co.uk)</p> <p>Concussion prevention: can concussion in rugby be prevented? (englandrugby.com)</p> <p>Football: Head injuries in football (thefa.com)</p> <p>FA Concussion Guidelines (thefa.com)</p> <p>News stories, field studies and information involving sport and dementia/Alzheimer's: Contact sports, head injury and dementia risk</p> | |

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| | | | | | <p>(alzheimers.org.uk)</p> <p>Sport and dementia (alzheimersresearchuk.org)</p> <p>Glasgow Brain Injury Research Group: The Field Study (gbirg.inp.gla.ac.uk)</p> <p>Dementia in football: New charity set up to help support victims in sport (skysports.com)</p> <p>Shane Williams and Ben Kay sign up for research into dementia links with sport (skysports.com)</p> <p>Dementia and Rugby - An Investigation and debate ITV Sport (12min 47sec video)</p> <p>Rugby union and dementia: is the sport facing a crisis? (6min 15sec video)</p> <p>Football, Dementia, and the Future of Sports (11min 38sec video)</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? |
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| 4 | 3.2 Chronic injuries 3.2.1 Overview of chronic injuries 3.2.2 Tendonitis 3.2.3 Epicondylitis | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on acute injuries and give an overview of chronic injuries. The difference between acute and chronic can then be introduced. Ask students, in pairs, to think of sporting examples that may involve repetition of the same action that may result in chronic injuries. Show practice of marathon running, swimming, golf swings and tennis serves as examples. Deliver specific examples of tendonitis (Achilles, rotator cuff and patellar) and epicondylitis (lateral epicondylitis – tennis elbow and medial epicondylitis – golfer's elbow). | <p>Chronic</p> <p>Tendonitis</p> <p>Epicondylitis</p> <p>Overuse</p> <p>Gradually</p> <p>Repetitive movement</p> <p>Achilles</p> <p>Rotator cuff</p> <p>Patellar</p> <p>Lateral epicondylitis – tennis elbow</p> <p>Medial epicondylitis – golfer's elbow</p> | Identify, describe and explain tendonitis and epicondylitis as chronic injuries | <p>Tendonitis (nhs.uk)</p> <p>Tennis elbow (nhs.uk)</p> <p>Patellar Tendinopathy (tims.nhs.uk)</p> | <p>R182 The body's response to physical activity and how technology informs this</p> <p>Knowledge of bones and muscles can be applied to the different types of sports injuries and the need for examples of different body parts that are susceptible to different chronic injuries. Different injuries can also be linked with synovial joints and connective tissue as well as different injuries that are specific to parts of the body such as tennis elbow.</p> |

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| 5 | 3.2.4 Shin splints 3.2.5 Stress fractures | At the start of this lesson, you could: <ul style="list-style-type: none"> Recap on the chronic injuries and different parts of the body affected and sporting movements that can lead to these chronic injuries. Recap on soft and hard tissue injuries with focus on shin splints (soft connective tissue) and stress fractures (hard tissue). | Shin splints Stress fracture | Identify, describe and explain shin splints and stress fractures as chronic injuries | Shin splints (nhs.uk) Stress Fractures in Runners – Risk Factors & Prevention (10min 56sec video) | R182 The body's response to physical activity and how technology informs this Knowledge of bones and muscles can be applied to the different types of sports injuries and the need for examples of different body parts that are susceptible to different chronic injuries. Different injuries can also be linked with synovial joints and connective tissue as well as different injuries that are specific to parts of the body such as shin splints. |
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| Summary of what you will cover from the curriculum planner : | | Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions | | | | |
|--|---|--|---|---|--|---|
| 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 | <p>4.1 Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions</p> <p>4.1.1 Safety checks</p> <p>4.1.2 Strategies to help reduce the risk of sports injuries and medical conditions</p> <p>4.1.3 Emergency Action Plans (EAP)</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Show different images of sporting environments such as sports hall, swimming pool and astroturf. In pairs, devise a safety check/risk assessment of the hazards for each sporting environment. Describe the importance and benefits of safety checks with focus on characteristics of individual/group and group size. Discuss the strategies of medicals, screening and NGB policies to help reduce the risk of sports injuries and medical conditions. In pairs/groups develop an EAP for a sporting competition with focus on personnel, communication and equipment. | <p>Measures</p> <p>Reduce</p> <p>Safety</p> <p>Risk assessment</p> <p>Level of risk</p> <p>Control measures</p> <p>Hazards</p> <p>Strategies</p> <p>Medicals</p> <p>Screening</p> <p>Policies</p> <p>Emergency Action Plans (EAP)</p> <p>Personnel</p> <p>Communication</p> | <p>Identify, describe and explain the benefits of safety checks and strategies to help reduce the risk of injury/medical conditions</p> | <p>Creating a risk assessment for sports clubs (Sport England).</p> <p>Use this Sport England document to design a risk assessment for a sports club of your own choice.</p> <p>FIFA: Protecting player health and well-being (fifa.com)</p> <p>Screening in sport: Screening in Sport (physio-pedia.com)</p> <p>Which Factors Are Considered in Sports Screening? (cardiacscreen.co.uk)</p> <p>Cardiac screening in Sport (c-r-y.org.uk)</p> <p>Creating an EAP for a sports club: How to create an EAP for your sports club (reactfirst.co.uk)</p> | <p>The use of technology such as wearing of smart watches to gather data when performing different fitness and skill-based tests (R181) as well as being aware of the use of such technology for medicals and screening (R180).</p> <p>This links to the information such technology can give sports performers on their long-term participation in physical activity along with the benefits and</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? |
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| | | | Equipment | | Sheffield F.C. - Team First Aid Emergency Action Plan (sheffieldfc.com) | drawbacks of technology. |
| 2 | 4.2 Responses and treatment to injuries and medical conditions in a sporting context 4.2.1 SALTAPS 4.2.2 DRABC 4.2.3 Recovery position 4.2.4 PRICE | At the start of this lesson, you could: <ul style="list-style-type: none"> Have different words for each acronym and in pairs/groups the correct words to be linked for SALTAPS, DRABC and PRICE. Apply SALTAPS, DRABC and PRICE in a sporting context. Use pictures to identify correct sequence of the recovery position. In pairs, practice the steps of the recovery position. | Response Sporting context Acronym SALTAPS See/Ask/Look/Touch/ Active/Passive/ Strength DRABC Danger/Response/ Airway/Breathing/ Circulation Recovery position PRICE Protection/Rest/Ice/ Compress/Elevate | Identify, describe and explain the responses of SALTAPS, DRABC, recovery position and PRICE | SALTAPS: First Aid Acronyms Explained – SALTAPS (firstaidtrainingcooperative.co.uk) DRABC: How to do the primary survey (DRABC) – St John Ambulance (4min 03sec video) Learn first aid for someone who is unresponsive and not breathing (redcross.org.uk) Recovery position: How to put an adult in the recovery position – St John Ambulance (2min 32sec video) Recovery position – NHS (nhs.uk) PRICE therapy: PRICE therapy (nhs.uk) | |

| 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? |
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| | | | | | <p>PRICE – The protocol for immediate treatment of injury (firstaid4sport.co.uk)</p> <p>How to Treat Sprains and Strains First Aid Training St John Ambulance (2min 26sec video)</p> <p>How to Bandage A Sprain - First Aid Training - St John Ambulance (2min 35sec video)</p> | |
| 3 | <p>4.2 Responses and treatment to injuries and medical conditions in a sporting context</p> <p>4.2.5 Use of X-rays to detect injury</p> <p>4.2.6 Overview of treatments/therapies</p> | <p>Lessons 3 and 4 can be merged to cover all treatments and therapies. This will allow for compare and contrast to take place as well as interleaving of information.</p> <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Recap on fractures and dislocations and then focus on X-rays to detect injury. • Present therapies through use of YouTube videos or images. In pairs/groups match the following therapies to the videos/images: <ul style="list-style-type: none"> ○ massage | <p>X-rays</p> <p>Treatment</p> <p>Therapy</p> <p>Detect</p> <p>Massage</p> <p>Ultrasound</p> <p>Electrotherapy</p> <p>Hydrotherapy</p> <p>Cryotherapy</p> | Identify, describe and explain different treatments and therapies | <p>Sports therapy – use the following links to research different types of therapies:</p> <p>Treatments Index (physio.co.uk)</p> <p>Sports therapy treatments (therapy-directory.org.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? |
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| | | <ul style="list-style-type: none"> ○ ultrasound ○ electrotherapy ○ hydrotherapy ○ cryotherapy ○ contrast therapy. | Contrast therapy | | | |
| 4 | <p>4.2 Responses and treatment to injuries and medical conditions in a sporting context</p> <p>4.2.6 Overview of treatments/therapies</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> ● Recap on treatments/therapies from previous lesson. ● Present treatments through use of YouTube videos or images. In pairs/groups match the following treatments to the videos/images: <ul style="list-style-type: none"> ○ painkillers – ibuprofen ○ support – kinesiology taping, neoprene, bandaging ○ immobilisation – S cast/splint/sling. | Painkillers Ibuprofen Support Kinesiology Taping Neoprene Bandaging Immobilisation Cast Splint Sling | Identify, describe and explain different treatments and therapies | How to Treat Cuts and Grazes - First Aid Training - St John Ambulance (1min 28sec video) How to Make A Sling - First Aid Training - St John Ambulance (2min 59sec video) How To Treat A Fracture & Fracture Types - First Aid Training - St John Ambulance (2min 52sec video) | |

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| 5 | 4.2.7 Different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on psychological factors from TA1 (motivation, arousal, anxiety/stress, confidence, aggression) and how these can influence injury. Ask students to discuss in pairs/groups how each psychological factor may change (positive and negative) in a performer dealing with injury/medical condition and during their long-term rehabilitation. Ask students to consider what setbacks there might be during treatment and rehabilitation. And what impact could these setbacks have on each of the psychological factors? Ask students to research some injury case profiles of sports performers and their rehabilitation programmes. | Psychological Rehabilitation Motivation Arousal Anxiety Stress Confidence Aggression | Identify, describe and explain different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation | <p>'Mental toughness is the secret to success' BBC Ideas (3min 17sec video)</p> <p>5 Phases of Psychological Rehab from Sports Injury (1hr 1min video)</p> | |
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| Summary of what you will cover from the curriculum planner : | | Topic Area 5: Causes, symptoms and treatment of medical conditions | | | | |
|--|-----------------------------|--|---|--|--|---|
| 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 | 5.1 Asthma | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Watch a short video clip on asthma. • Ask students to work in pairs/small groups to create a mind map that shows the causes/triggers, symptoms and treatment for asthma. | <p>Asthma</p> <p>Causes</p> <p>Triggers</p> <p>Environment</p> <p>Exercise</p> <p>Coughing</p> <p>Wheezing</p> <p>Shortness of breath</p> <p>Tightness in the chest</p> | Identify, describe and explain different causes, symptoms and treatment for asthma | <p>A number of websites covering research into the causes, symptoms and treatment of asthma:</p> <p>Asthma (nhs.uk)</p> <p>Asthma UK website (asthma.org.uk)</p> <p>World Health Organization: Asthma (who.int)</p> <p>British Lung Foundation: Asthma (blf.org.uk)</p> <p>How to Treat an Asthma Attack - First Aid Training - St John Ambulance (3min 01sec video)</p> | <p>R182 The body's response to physical activity and how technology informs this</p> <p>Exercise as a trigger for asthma, intense physical activity as a cause of sudden cardiac arrest (SCA) and strenuous physical activity as a cause of heat stroke, as well as linking the effects of each medical condition on the heart and the respiratory system. Students are also required to have knowledge of how diet, exercise and lifestyle can be a cause and a treatment of different medical conditions.</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? |
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| 2 | 5.2 Diabetes | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on asthma with focus on similarities/differences between asthma and diabetes. Watch a short video clip on diabetes. In pairs/small groups create a mind map that shows the causes, symptoms and treatment for diabetes. | Diabetes Type 1 Type 2 Age Lifestyle Insulin | Identify, describe and explain different causes, symptoms and treatment for diabetes | A number of websites covering research into the causes, symptoms and treatment of diabetes: Diabetes (nhs.uk) This is diabetes (diabetes.org.uk) Welcome to the global diabetes community (diabetes.co.uk) What To Do If Someone Is Having A Diabetic Emergency - First Aid Training - St John Ambulance (4min 46sec video) | |
| 3 | 5.3 Epilepsy 5.4 Sudden Cardiac Arrest (SCA) | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on asthma and diabetes with focus on similarities/differences between asthma/diabetes and epilepsy and SCA. Watch a short video clip on epilepsy and SCA. | Epilepsy Seizures Fits Sudden cardiac arrest Defibrillator | Identify, describe and explain different causes, symptoms and treatment for epilepsy and SCA | A number of websites covering research into the causes, symptoms and treatment of epilepsy: Epilepsy (nhs.uk) Epilepsy Action website (epilepsy.org.uk) | |

| 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? |
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| | | <ul style="list-style-type: none"> In pairs/small groups create a mind map that shows the causes, symptoms and treatment for epilepsy and SCA. | | | <p>Epilepsy Society website (epilepsysociety.org.uk)</p> <p>World Health Organization: Epilepsy (who.int)</p> <p>What To Do If Someone Has A Seizure - First Aid Training - St John Ambulance (2min 58sec video)</p> <p>A number of websites covering research into the causes, symptoms and treatment of sudden cardiac arrest:</p> <p>Cardiac arrest (bhf.org.uk)</p> <p>UK Coaching: Cardiac Arrest eLearning course (ukcoaching.org)</p> <p>How to Use a Defibrillator (AED) - First Aid Training - St John Ambulance (4min 12sec video)</p> | |

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| 4 | <p>5.5 Other medical conditions</p> <p>5.5.1 Overview of hypothermia</p> <p>5.5.5 Overview of heat exhaustion</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on medical conditions covered so far with focus on similarities/differences between these and hypothermia and heat exhaustion. Watch a short video clip on hypothermia and heat exhaustion. In pairs/small groups create a mind map that shows the causes, symptoms and treatment for heat exhaustion. | <p>Hypothermia</p> <p>Heat exhaustion</p> | <p>Identify, describe and explain different causes, symptoms and treatment for hypothermia and heat exhaustion</p> | <p>Hypothermia (nhs.uk)</p> <p>Heat exhaustion (nhs.uk)</p> <p>How To Treat Heat Exhaustion, Signs & Symptoms - First Aid Training - St John Ambulance (2min 11sec video)</p> | <p>R183 Nutrition and sports performance</p> <p>The management of medical conditions such as nutrition and hydration is also taught for diabetes along with the use of a ketogenic diet as a treatment for epilepsy.</p> <p>The management of heat exhaustion and dehydration when participating in physical activity (R180). This links with the knowledge and understanding of nutrients in sports and their sources – water keeps the body hydrated and regulates temperature. Maintaining hydration and rehydration is also covered in TA2 Applying differing dietary requirements to varying types of sporting activity.</p> |
| 5 | <p>5.5.9 Overview of dehydration</p> | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on medical conditions covered so far with focus on similarities/differences between these and dehydration. Watch a short video clip on dehydration. | <p>Dehydration</p> <p>Hydration</p> | <p>Identify, describe and explain different causes, symptoms and treatment for dehydration</p> | <p>Dehydration (nhs.uk)</p> <p>Sports Science: Effects of dehydration on athletes? (9min 36sec video)</p> <p>Hydration: Unsung Hero of Football Performance Science in Sport (1min 32sec video)</p> | <p>R183 Nutrition and sports performance</p> <p>The management of medical conditions such as nutrition and hydration is also taught for diabetes along with the use of a ketogenic diet as a treatment for epilepsy.</p> |

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| | | <ul style="list-style-type: none"> In pairs/small groups create a mind map that shows the causes, symptoms and treatment for dehydration. | | | | <p>The management of heat exhaustion and dehydration when participating in physical activity (R180).</p> <p>This links with the knowledge and understanding of nutrients in sports and their sources – water keeps the body hydrated and regulates temperature. Maintaining hydration and rehydration is also covered in TA2 Applying differing dietary requirements to varying types of sporting activity.</p> |
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| Summary of what you will cover from the curriculum planner : | | Topic Areas 1-5 revision | | | | |
|--|-----------------------------|--|------------------|---|--|------------------------------------|
| 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 | TA1 Recap and revision | <p>This recap and revision lesson could be introduced by:</p> <ul style="list-style-type: none"> Watching different sports being played and discuss the different extrinsic and intrinsic factors that can influence injury. Students answering a range of different questions on this TA. | Revision TA1 | Recall the key points relating to different extrinsic and intrinsic factors that can influence injury | OCR Topic exploration pack* ExamBuilder | |
| 2 | TA2 Recap and revision | <p>This recap and revision lesson could be introduced by:</p> <ul style="list-style-type: none"> Showing the class different warm up/cool down routines either on hard copy or on YouTube and describing the different components that can be seen. Linking the physiological benefits of the components of a warm up and cool down. Linking the psychological benefits of a warm up. | Revision TA2 | Recall the key points relating to warm up and cool down routines | OCR Topic exploration pack* ExamBuilder | |
| 3 | TA3 Recap and revision | <p>This recap and revision lesson could be introduced by:</p> | Revision TA3 | Recall the key points relating to | OCR Topic exploration pack* | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| 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? |
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| | | <ul style="list-style-type: none"> Showing a range of different injuries and students need to match the pictures to the correct injury and state if hard or soft tissue injury. Showing different sporting scenarios (e.g. horse racing towards a jump, sprinter in blocks, etc.) that lead to injury. In pairs/small groups try to predict what is going to happen to cause the injury along with the types of injury that could be sustained. | | different acute and chronic injuries | ExamBuilder | |
| 4 | TA4 Recap and revision | <p>This recap and revision lesson could be introduced by:</p> <ul style="list-style-type: none"> Matching correct words to the acronyms. Producing a risk assessment for a sport of your choice before the game starts. Mixing and matching different treatments/therapies based on descriptions. In pairs/groups link the treatment/therapy to different injuries it can help with. | Revision TA4 | Recall the key points relating to different responses and treatment of injury | OCR Topic exploration pack* ExamBuilder | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

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| 5 | TA5 Recap and revision | <p>This recap and revision lesson could be introduced by:</p> <ul style="list-style-type: none"> • Mixing and matching different medical conditions, symptoms and treatments. In pairs/groups link the symptoms and treatment to the correct medical condition: <ul style="list-style-type: none"> ○ asthma ○ diabetes ○ epilepsy ○ sudden cardiac arrest (SCA) ○ hypothermia ○ heat exhaustion ○ dehydration. | Revision TA5 | Have an awareness of each of the medical conditions listed on the specification | OCR Topic exploration pack* ExamBuilder | |
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* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| Summary of what you will cover from the curriculum planner : | | Examination revision (revision of Topic Areas 1-3) | | | | |
|--|---|---|------------------|---|---|--|
| 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 | Revision TA 1 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Introduce how some extrinsic factors can influence other extrinsic factors or part of the same extrinsic factor, e.g. the effects that playing surfaces (1.1.3) can have on appropriate footwear (1.1.4); the effect officials (1.1.3) can have on participants (1.1.3). Get students to work in pairs/small groups to create a mind map of different ways extrinsic factors can influence each other and increase or reduce the risk and severity of injury. | Revision TA1 | <p>Recall TA1 and consider links with other TAs</p> <p>Compare and contrast how different extrinsic factors can influence the risk and severity of injury</p> <p>Explain how some extrinsic factors can influence other extrinsic factors</p> | OCR Topic exploration pack* Slides 5-8 | <p>Warm up and cool down routines (TA2)</p> <p>Human interaction (1.1.3), psychological factors (1.2.2) and reasons for aggression (1.2.3)</p> <p>Different types and causes of sports injuries (TA3)</p> <p>Safety checks (4.1.1)</p> <p>How weather conditions can affect medical conditions (TA5)</p> |
| 2 | TA1 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> Recap on types of activity and introduce the different ways that coaching/instructing and leading can occur in the different sports, e.g. outdoor and adventurous activities refer to the term instructors. | Revision TA1 | <p>Recall TA1 and consider links with other TAs</p> <p>Compare and contrast how different intrinsic factors can influence</p> | OCR Topic exploration pack* Slide 11 | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| 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? |
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| | | <ul style="list-style-type: none"> • Compare and contrast how different intrinsic factors can influence the risk and severity of injury. • Consider how some individual variables (1.2.1) can influence other individual variables, e.g. weight of a participant can influence their fitness levels. • Get students to work in pairs/small groups to create a mind map of different ways intrinsic/individual variables factors can influence each other and increase or reduce the risk and severity of injury. • Consider the links with other topic areas: <ul style="list-style-type: none"> ○ 1.2.1 links with medical conditions (TA5) ○ 1.2.2 and 1.2.3 links with coaching (1.1.2) and human interaction (1.1.3) ○ different types and causes of sports injuries (TA3) ○ safety checks (4.1.1) ○ links with warm up (2.1). | | <p>the risk and severity of injury</p> <p>Explain how some intrinsic factors can influence other intrinsic factors</p> | | |
| 3 | TA2 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Get students to design warm up routines and exercises/stretchers that target different muscles/joints in the body. | Revision TA2 | Recall TA2 and consider links with other TAs | OCR Topic exploration pack* Slides 18-20 | |

| 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? |
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| | | <ul style="list-style-type: none"> • Compare and contrast the warm up components and the benefits on the cardio-respiratory and musculoskeletal systems. • Describe the possible negative effects if no warm up is performed. • Consider the links with: <ul style="list-style-type: none"> ○ coaching/instructing/leading (1.1.2) ○ equipment (1.1.4), e.g. resistance bands ○ physiological and psychological benefits of a warm up (2.2) ○ safety checks (4.1.1) ○ key components of a warm up (2.1.1) ○ psychological benefits (2.2.2) and mental strategies (1.2.4). | | | | |
| 4 | TA2 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Describe the use of suitable components and examples, in the design of cool down routines. • Compare and contrast the cool down components and the benefits | Revision TA2 | Recall TA2 and consider links with other TAs | OCR Topic exploration pack* Slides 21-24 | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| 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? |
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| | | <p>on the cardio-respiratory and musculoskeletal systems.</p> <ul style="list-style-type: none"> • Describe possible negative effects if no cool down is performed. • Consider the links with: <ul style="list-style-type: none"> ○ coaching/instructing/leading (1.1.2) ○ physiological benefits of a cool down (2.4) ○ safety checks (4.1.1) ○ key components of a cool down (2.3). | | | | |
| 5 | TA3 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Compare and contrast causes, symptoms and treatments of each acute injury. • Consider ways of reducing risk of acute injuries. • Give examples of different body parts (bones/muscles/joints/tissue) that are susceptible to acute injuries. • Consider the links with: <ul style="list-style-type: none"> ○ extrinsic factors (1.1) and intrinsic factors (1.2) ○ reducing risk, treatment and rehabilitation of sports injuries and medical conditions (TA4) | Revision TA3 | Recall TA3 and consider links with other TAs | OCR Topic exploration pack* Slides 25-31 | |

* Please note, this resource is for the current specification (J828) and is not relevant for this specification. Resources will be updated for J828 in due course.

| 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">○ stress fractures (3.2.5) as chronic○ 3.1.8 types of sports activity (1.1.1). | | | | |

| Summary of what you will cover from the curriculum planner : | | Examination revision (revision of Topic Areas 3-5) | | | | |
|--|--|---|------------------|--|---|------------------------------------|
| 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 | TA3 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Compare and contrast causes, symptoms and treatment of each named chronic injury. • Describe ways of reducing risk of chronic injuries. • Consider the links with: <ul style="list-style-type: none"> ○ stress fractures and acute injuries (3.1.6) ○ 3.2 Individual variables (1.2.1) ○ reducing risk, treatment and rehabilitation of sports injuries and medical conditions (TA 4). | Revision TA3 | Recall TA3 and consider links with other TAs | OCR Topic exploration pack* Slides 25-31 | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| 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? |
|------------|--|--|------------------|--|---|------------------------------------|
| 2 | TA4 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Give examples of measures and responses for different injuries (3.1 and 3.2) and medical conditions (TA5). • Consider the links with: <ul style="list-style-type: none"> ○ extrinsic factors (1.1) and intrinsic factors (1.2) ○ interpreting and planning a risk assessment ○ 4.2 advantages of using different types of responses and treatment for different injuries/medical conditions and the different times when treatment can be used: <ul style="list-style-type: none"> - prior to performance - during performance - immediately after injury - as part of the longer-term rehabilitation process. <p>Do not include a technical understanding of how X-rays work.</p> | Revision TA4 | Recall TA4 and consider links with other TAs | OCR Topic exploration pack* Slides 32-36 | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| | | | | | | |
|---|--|---|--------------|--|---|--|
| 3 | TA4 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could describe examples of different types of treatment/therapy and the benefits of each.</p> <p>Consider the links with:</p> <ul style="list-style-type: none"> • warm up and cool down routines (TA2) • stretching which can also be a form of treatment (2.3.2) • psychological factors (1.2.2) and mental strategies (1.2.4). | Revision TA4 | Recall TA4 and consider links with other TAs | OCR Topic exploration pack* Slides 32-36 | |
| 4 | TA5 Breadth and depth and links with other TAs | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Compare and contrast causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditions – asthma, diabetes, epilepsy and sudden cardiac arrest (SCA). • Look at how to manage these conditions when participating in sport/exercise. • Consider the links with: <ul style="list-style-type: none"> ○ diabetes – links with dehydration (5.5.9) ○ epilepsy: <ul style="list-style-type: none"> - eyes – for example, staring blankly and fluttering - mouth – for example, biting tongue and random noises - limbs – for example, stiffness and jerking movements ○ SCA – know the difference between cardiac arrest and a heart attack. | Revision TA5 | Recall TA5 and consider links with other TAs | OCR Topic exploration pack* Slides 37-43 | |

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| | | | | | | |
|---|---|---|--------------|--|---|--|
| 5 | TA5 Breadth and depth and links with other medical conditions | <p>At the start of this lesson, you could:</p> <ul style="list-style-type: none"> • Compare and contrast causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditions – hypothermia, heat exhaustion and dehydration. • Look at how to manage dehydration (5.5.9) when participating in sport/exercise. • Consider the links with: <ul style="list-style-type: none"> ○ changing weather/temperature conditions (1.1.3) ○ clothing (1.1.4). <p>5.5.4 Know how hypothermia should not be treated – do not use a hot bath or hot water bottle or rub body parts.</p> <p>5.5.9 Dehydration:</p> <ul style="list-style-type: none"> • Links with diabetes (5.2). • How to manage dehydration (5.5.9) when participating in sport/exercise. | Revision TA5 | Recall TA5 and consider links with other TAs | OCR Topic exploration pack* Slides 37-43 | |
|---|---|---|--------------|--|---|--|

* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J828 in due course.

| Summary of what you will cover from the curriculum planner : | | | | | | | | | | | | | |
|--|--------------|--|--------------|--|--|------------------|--|-------------------|--|------------------------|--|------------------------------------|--|
| Lesson no. | | Topic areas/sub topic areas | | Lesson ideas and activities | | Lesson key words | | Lesson outcome(s) | | Useful links/resources | | How does this link to other units? | |
| | | R180 External examination (practice sitting, no opportunity for late certification if all moderated units are not completed. If you wish to use this for the actual final exam you would need to have all NEA moderated either before or in this session) | | | | | | | | | | | |
| 1 | Revision TA1 | You could use worksheets and quizzes to test student knowledge and understanding across TA1. | Revision TA1 | Using sporting examples, recall the key extrinsic and intrinsic factors that influence the risk and severity of injury | OCR Topic exploration pack* ExamBuilder | | | | | | | | |
| 2 | Revision TA2 | You could use worksheets and quizzes to test student knowledge and understanding across TA2. | Revision TA2 | Using sporting examples, recall the key components and benefits of warm up and cool down routines | OCR Topic exploration pack* ExamBuilder | | | | | | | | |

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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 | Revision TA3 | You could use worksheets and quizzes to test student knowledge and understanding across TA3. | Revision TA3 | Using sporting examples, recall the different acute and chronic injuries and how they can be caused | OCR Topic exploration pack* ExamBuilder | |
| 4 | Revision TA4 | You could use worksheets and quizzes to test student knowledge and understanding across TA4. | Revision TA4 | Using sporting examples, recall the different ways of reducing risk and the treatment and rehabilitation of sporting injuries and medical conditions | OCR Topic exploration pack* ExamBuilder | |
| 5 | Revision TA5 | You could use worksheets and quizzes to test student knowledge and understanding across TA5. | Revision TA5 | Recall the key causes, symptoms and treatment of different medical conditions | OCR Topic exploration pack* ExamBuilder | |

| Summary of what you will cover from the curriculum planner : | | R180 External examination Examination revision (revision of Topic Areas 1-5) | | | | |
|--|-----------------------------|---|------------------|---|--|------------------------------------|
| 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 | Revision TA1-5 | <p>You could reserve the final series of lessons for examination revision using practice questions:</p> <ul style="list-style-type: none"> • Give students different types and styles of questions to practise answering, including short and long answer questions. • Show students how to analyse and decompose the requirements of question, including how command verbs are used. • Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper. • Get students to attempt questions, peer mark others' answers and discuss. | Exam revision | <p>Analyse and practise exam style questions. Be able to provide responses to a selection of different types of exam question</p> <p>Use teacher and peer review to inform further revision</p> | <p>OCR's guide to understanding the assessment – examined and moderated:</p> <ul style="list-style-type: none"> • p 9 command words • pp 12-18 exam question types. <p>ExamBuilder</p> | |
| 2 | Revision TA1-5 | <p>Examination revision questions continue.</p> <p>Focus on short answer questions – 1-2 mark questions including MCQ, true and false and other types of questions.</p> | Exam revision | Understand and answer 1-2 mark questions | <p>ExamBuilder</p> <p>Past question papers and examiners' reports*</p> | |
| 3 | Revision TA1-5 | <p>Examination revision questions continue.</p> <p>Focus on 3-4 mark questions including identify, describe and explain.</p> | Exam revision | Understand and answer 3-4 mark questions | <p>ExamBuilder</p> <p>Past question papers and examiners' reports*</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? |
|------------|-----------------------------|---|------------------|--|---|------------------------------------|
| 4 | Revision TA1-5 | Examination revision questions continue. Focus on 5-7 mark questions including complete tables, differences. | Exam revision | Understand and answer 5-7 mark questions | ExamBuilder Past question papers and examiners' reports* | |
| 5 | Revision TA1-5 | Examination revision questions continue. Focus on Level mark questions. | Exam revision | Understand and answer Level mark questions | ExamBuilder Past question papers and examiners' reports* | |

| Summary of what you will cover from the curriculum planner : | | Examination revision (revision of Topic Areas 1-5) | | | | |
|--|-----------------------------|--|------------------|---|---|------------------------------------|
| 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 | Revision TA1-5 | You could reserve the final series of lessons up until the exam for examination revision using practice questions and past papers. Use examiners' reports across different series to highlight common misconceptions. | Exam revision | Analyse and practise exam style questions. Be able to provide responses to a selection of different types of exam question | ExamBuilder Past question papers and examiners' reports* | |
| 2 | Revision TA1-5 | You could reserve the final series of lessons up until the exam for examination revision using practice questions and past papers. Use examiners' reports across different series to highlight common misconceptions. | Exam revision | Analyse and practise exam style questions. Be able to provide responses to a selection of different types of exam question | ExamBuilder Past question papers and examiners' reports* | |
| 3 | External exam | Dependent on exam date, you may include additional lessons as detailed in the revision lessons above. | | | | |

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Teaching over three years

| Topic Area | Warm up/introductory activities | Length of time activity may take | Useful resources |
|---|--|--|--|
| TA1 Different factors which influence the risk and severity of injury | <p>Students could start to become familiar with extrinsic and intrinsic factors which can influence the risk and severity of injury.</p> <p>You could analyse different sports and discuss with students how players could become injured.</p> <p>These factors can then be classed as extrinsic or intrinsic.</p> <p>In small groups, students can prepare a presentation where they have to choose or are given different sports from categories such as team, individual, combat, etc. and they have to present the different extrinsic and intrinsic factors that influence injury.</p> <p>Extension: You could ask students to focus on risk assessments to minimise the risk of injury from the factors identified (links with TA4) and the different types of injury that can be caused (links with TA3).</p> | 5-6 hours with additional time for working in small groups to create a presentation on the different factors which influence injury. | <p>Sport Science online resource</p> <p>Use a variety of video clips from a range of sports.</p> |
| TA2 Warm up and cool down routines | <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> <p>Extension: 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 design and implement suitable warm up and cool down routines. | <p>Research into different NGB websites and the use of warm up and cool downs.</p> <p>The Boot Room (thebootroom.thefa.com)</p> <p>Sportplan (sportplan.net)</p> |

| Topic Area | Warm up/introductory activities | Length of time activity may take | Useful resources |
|---|--|--|--|
| TA3 Different types and causes of sports injuries | <p>Students could discuss the different types of injuries they are already familiar with. You can ask students about their own experiences either from watching or participating in physical activity and sport.</p> <p>You could introduce them to the other injuries on the specification by naming specific injuries and in small groups they need to decide how the injury can occur and the different parts of the body where it can occur. You could watch different sporting scenarios and each group needs to predict how injury can occur.</p> <p>Extension: Discuss how each injury can be treated (links with TA4).</p> | 5-6 hours with additional time for working in small groups to create a poster. | Sportsinjuryclinic (sportsinjuryclinic.net) |
| TA4 Reducing risk, treatment and rehabilitation of sports injuries and medical conditions | <p>Students could develop their knowledge from different types of sports injuries and consider the different ways of treating the injuries.</p> <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> <p>Extension: Create hazardous sporting environments and ask students to complete a risk assessment that highlights the risk but also safety measures to reduce the risk.</p> | 5-6 hours with additional time for working in small groups on practical delivery of ways to reduce risk such as risk assessments and treatment methods such as SALTAPS, recovery position, bandaging, etc. | St John Ambulance (sja.org.uk) British Red Cross (redcross.org.uk) |
| TA5 Causes, symptoms and treatment of medical conditions | <p>Students could research into the different medical conditions on the specification.</p> <p>Groups to work on creating a poster to highlight the different causes, symptoms and treatment of each medical condition.</p> <p>Extension: You could introduce key words of symptoms and groups need to guess the medical condition. Some</p> | 5-6 hours with additional time for working in small groups to create a poster for each medical condition that highlights the causes, symptoms and treatment for each. | NHS Health A-Z (nhs.uk) |

| Topic Area | Warm up/introductory activities | Length of time activity may take | Useful resources |
|------------|--|----------------------------------|------------------|
| | symptoms may apply to a number of medical conditions, so groups need to decide which it could be and rule out those it couldn't be. Groups need to be able to justify their answers. | | |

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