

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

Summary of what you will cover from the curriculum planner :		Topic Area 1: The different sources of media that cover sport				
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 the new features of the unit and assessment. 1.1 Distinguish between different media sources and how they cover sport	<p>Students should be shown the assignment brief so that they understand what they are working towards and the relevant information they will be collating.</p> <p>Introduce all of the different types of media sources that the student will be learning about.</p> <p>Students will need to be able to relate how the sporting activity they choose to discuss relates to different types of media and why. They will also need to know the benefits and potential negative impact of the media on their sporting activity and/or club.</p> <p>Students need to be able to apply their knowledge to participants and spectators as well as the sporting activity itself.</p> <p>What sports do they watch and/or participate in? In what medium do they watch these sports? How</p>	<p>Subscriptions</p> <p>Satellite</p> <p>Freeview</p> <p>Streaming</p> <p>Print</p> <p>Broadcast</p> <p>Traditional</p>	<p>Become familiar with the new specification for this unit</p> <p>Students will be aware that there are three topic areas and three different tasks to complete.</p> <p>Students will be aware of the wide range of different media sources that cover sport.</p>	<p>Cambridge National in Sport Studies specification</p> <p>OCR Topic exploration pack* Slides 3-8 for TA1</p> <p>OCR Topic exploration pack* Slides 9-13 for TA2</p> <p>OCR Topic exploration pack* Slides 14-18 for TA3</p>	<p>Sporting values</p> <p>Emerging sports</p>
* Please note, this resource is for the current specification but is also relevant for this specification. Resources will be updated for J829 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?
		many students have Freeview television or read a newspaper?				
1-3	<p>TA1 The different sources of media that cover sport</p> <p>1.1.1 Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want</p>	<p>Lessons 1-3 can be merged with each other to cover all digital and social media. This will also allow students to compare and contrast sources and identify which sources are more popular and discuss possible reasons why.</p> <p>It would be really useful for students to have access to the internet to complete research or be shown a range of websites/pictures/clips that cover all sources of digital and social media. (Note: this may prove difficult for students in some settings due to their firewall.)</p> <p>Share:</p> <ul style="list-style-type: none"> • social networking • media sharing sites • live streaming sites • technology on the move • websites/blogs <p>Discuss:</p>	<p>Twitter</p> <p>Facebook</p> <p>Instagram</p> <p>YouTube</p> <p>Twitch</p> <p>Tablets</p> <p>Smart phones/iPhones</p> <p>Follow (followers/following)</p> <p>Accounts</p> <p>Networking</p> <p>Promotion</p>	<p>Recognise different sources of digital and social media and how they are used by sport (teams, individuals, organisations, etc.). Also identify by their logo.</p>	<p>(2006) Twitter (twitter.com)</p> <p>(2004) Facebook (facebook.com)</p> <p>(2012) Instagram (owned by Meta) (instagram.com)</p> <p>(2005) YouTube (youtube.com)</p> <p>(2011) Twitch (subsidiary of Amazon) (twitch.tv)</p> <p>Websites/blogs: Caught Offside F1 Fanatic Sky Sports The Sporting Blog</p>	<p>R184: 5.1.1 To enhance performance</p> <p>5.1.4 To enhance spectatorship</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"> • How digital and social media has become prevalent in the last two decades. • Who uses this type of media source? • Pros and cons of the source? • How do teams/organisations use these sources? • How do individual sports performers/officials/leaders use these platforms? <p>Extension activities/home study activities: students could be asked to research a specific sporting activity and/or performer. They could be asked to see what digital/social media accounts there are for the activity/performer and gather examples of what they use it for. This could be presented back to the class and then saved as information they may need for their task.</p>				
4-5	<p>TA1 The different sources of media that cover sport</p> <p>1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:</p>	<p>Lessons 4-5 can be merged with each other to cover all broadcast media. This will also allow students to compare and contrast sources and identify which sources are more popular.</p>	<p>Freeview</p> <p>Satellite</p> <p>Subscriptions</p> <p>Traditional</p>	<p>Identify the different types of TV, that shows sport: Freeview, satellite and subscription channels with examples</p>	<p>ESPN Radio (espn.co.uk)</p> <p>Fox Sports (foxsports.com)</p> <p>Talk Sport (talksport.com)</p>	<p>R184: 3.1.1 The types and scheduling of major sporting events</p>

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	<ul style="list-style-type: none"> • TV • Radio • Podcasts 	<p>Broadcast media should be identified as TV, radio and podcasts. These sources provide a crossover between traditional sources and newer technologies. For example:</p> <ul style="list-style-type: none"> • Students should be shown the differences between 'traditional' channels, Freeview and satellite/subscription TV. • Identify examples of major sporting competitions and the top (most popular) UK sports and where they are shown. • Identify examples of sport specific channels and general costs of subscription or potential pay-per-view aspects. • Students should see there are sports documentaries and other programmes, not just live sport. They could work in pairs to identify examples. • Give students the opportunity to listen to different sports specific radio stations. What do they cover? 	<p>Newer technologies</p> <p>Pay-per-view</p> <p>Smart TV</p> <p>Podcasts</p> <p>iTunes</p> <p>Amazon Music</p> <p>Spotify</p> <p>BBC</p>	<p>They will be able to discuss how some are traditional and some newer technologies. (Note: they may struggle with the traditional as some households only stream TV channels and do not have access to Freeview.)</p> <p>Students will know how sport is covered on different radio stations; both national and local stations as part of their news coverage and specific sports radio stations that offer coverage, punditry programmes, interviews with sports participants.</p>	<p>Radio 5 Live (bbc.co.uk)</p> <p>That Peter Crouch Podcast (bbc.co.uk)</p> <p>Formula 1 Beyond the Grid (formula1.com)</p> <p>Football Ramble (stak.london)</p> <p>Match of the Day podcast (bbc.co.uk)</p>	

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		<ul style="list-style-type: none"> • They should understand that sport is often covered on national and local stations, mainly on their news bulletins or if there is a major competition that is being discussed. • Internet radio should be covered and how it allows listeners to be a part of international sport, e.g. World Cups, The Ashes, ATP tour, Olympics, etc. in real time. • Students should be shown what a podcast is and where they could access one about sport. There are sport specific, 'funny' sports podcasts. • Discuss why podcasts are now so popular. 		Students may already understand podcasts but not specifically sports. They should know where to find sports podcasts and examples. They should be able to highlight information discussed; topical issues, major events for example.		
6-7	TA1 The different sources of media that cover sport 1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources: <ul style="list-style-type: none"> • Newspapers • Magazines 	Lessons 6-7 can be merged with each other to cover all print media. This will also allow students to compare and contrast sources and identify which sources are more popular (note: students could potentially find this area the most difficult as it is the	Broadsheet Tabloid Supplements Magazine Fanzine	Research and discuss the different types of print media They will be able to explain why these are more traditional forms	Differences Between Broadsheet and Tabloid Newspapers (thoughtco.com) Fanzines: They Fly So High (theyflysohigh.co.uk)	R184: 1.2.1 possible barriers which affect participation in sport

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	<ul style="list-style-type: none"> Books 	<p>more traditional source of media and have less exposure to it).</p> <p>At the start of the lesson, ask students what do they know about sport in this source of media? Do their parents/grandparents use these more – if so, why do they think that is?</p> <ul style="list-style-type: none"> Students must be shown examples of how newspapers, magazines and books have been used as sources of media to report about, promote and communicate sports before the advances in new technologies. Students could analyse how newspapers can be broadsheet or tabloid, how they use the back pages to report sports news and generally what sports they tend to cover. They could discuss how newspapers may include weekend or special supplements about major sporting events. 	<p>Subscriptions</p> <p>Autobiography</p> <p>Generational</p>	<p>of media source, but still have their place for a certain demographic.</p> <p>They will understand how these more traditional sources compare to newer technologies and the positives and negatives.</p>	<p>Sport history books: Sport History Books (historic-newspapers.co.uk)</p>	

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		<ul style="list-style-type: none"> • They should also be shown how newspapers are trying to keep up with new technologies and can now be found on the internet as well as in paper form in a shop. • Discuss generational changes and the limitations that may come from sport in this media format. • Students should be shown/given opportunity to research different examples of sporting magazines (potentially fanzines also). These will also include those that cover the health and fitness industry. • Students should be made aware that magazines can be through a subscription and be generic or very sport specific. Students could work in pairs to identify the content of these magazines. Who are they aimed at? What type of information will they find/type of articles? 				

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		<ul style="list-style-type: none"> Students will be less aware of sports books and should be shown sporting skills, sports history and autobiographies. 				
Lesson 8-10	Task 1	Potentially Task 1 would go here. This would allow students to immediately apply their knowledge and understanding of Topic 1 to the task required to assess it. It is estimated this would be 2-3 hours and in supervised (lesson) time.				

Summary of what you will cover from the curriculum planner :		Topic Area 2: Positive effects of the media in sport				
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	TA2 Positive effects of the media in sport 2.1 The positive relationship between the media and sport 2.1.1 Participation	<p>You can merge these lessons to be able to make links back to R184 and fully cover the positive relationship that the media has with raising sports participation.</p> <p>It would be good to link back to R184 and get students to recap their knowledge about user groups, barriers to participation and then discuss how the media can be used to overcome/find solutions.</p> <p>Students should have access to examples of how the media promotes national success and role models, which has led to an increase in participation, e.g.: Sir Bradley Wiggins, Max Whitlock, Adam Peaty, England Lionesses, Red Roses, Vitality Roses.</p> <p>They should discuss how these have created positive role models for others to aspire to be. They could work in small groups. Can they think of individuals who have</p>	<p>Exposure</p> <p>Coverage</p> <p>Influencers</p> <p>Barriers</p> <p>Solutions</p> <p>Participation</p> <p>Initiatives</p>	<p>Identify role models who have had a positive impact on participation through their success and/or use of media sources to promote their activity</p> <p>Students should understand how the media is being used to help overcome any potential barriers to participation.</p>	<p>Bradley Wiggins London 2012 triumph brings boost to British cycling (theguardian.com)</p> <p>MAX WHITLOCK GYMNASTICS Find a club (maxwhitlockgymnastics.co.uk)</p> <p>Tokyo Olympics: Adam Peaty makes history as he wins Great Britain's first gold of Games (bbc.co.uk)</p> <p>Vitality Roses seal Vitality Roses Reunited Series (englandnetball.co.uk)</p> <p>England's World Cup success inspires growth in women's football participation (thefa.com)</p> <p>Dame Kelly Holmes backs parkrun for the NHS's 70 birthday on June 9 to get the nation active</p>	R184; 1.3.1 Possible barrier solutions

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>become good role models without huge success?</p> <p>Discuss with students what an 'influencer' is. Show students how Dame Kelly Holmes has used her social media platforms to encourage participation in health and fitness, in particular park run. Can students identify any other examples? (Marcus Rashford?)</p> <p>Students should be shown and be able to discuss role models from different user groups: female, ethnic minorities, disabled. Being able to spectate sport, follow their idols on social media helps encourage participation.</p>			(england.nhs.uk)	
3-4	2.1.2 Raising profile of the sport	<p>Lessons 2-3 can be merged as there is a lot of content that can be covered, researched, discussed in order for students to gain a broad and detailed overview of how the media helps to raise the profile of sport.</p> <p>Students should be taught about positive messages and how to break down barriers using the media to promote sports initiatives, role models. Parkrun, Sport England's #ThisGirlCan. They could analyse how they also</p>	Initiatives NGB Demographic Health Fitness Wellness Zoom TikTok	<p>Identify how the media has raised the profile of sporting activities</p> <p>They should be able to give examples of those who have had their profiles raised and the impact of that.</p>	<p>A year of Uniting the Movement (sportengland.org)</p> <p>Sport for Good (network.streetgames.org)</p> <p>Coronavirus creates boom in digital fitness (bbc.co.uk)</p> <p>The Rise of On-Demand Fitness (hfe.co.uk)</p>	R184: 2.3 Sporting initiatives and campaigns 2.1 Sport values 4.1 National Governing Bodies

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>promote sporting values such as inclusion, citizenship and tolerance and respect.</p> <p>You could get students to discuss if NGBs embrace new technologies. Many have a website, but are they now promoting through social media to reach a wider, younger demographic which may recruit more members?</p> <p>Students should be taught about how the media has made a huge impact on promoting the health and fitness industry. Discuss how external factors such as pandemics, recession but also a rise in social media platforms (Instagram, TikTok, Zoom) have promoted online/remote classes (Les Mills, PE with Joe Wicks, YouTube, Peloton). Most leisure centres/gyms offer this platform too as part of their membership, creating flexibility and a rise in participation.</p> <p>You could analyse how the concept of health and wellness has also changed in the last 5 years for the positive and the</p>	<p>Remote</p> <p>Pandemic</p> <p>Recession</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?
		media is largely responsible for the promotion of this.				
5	2.2 Positive impacts of the media in sport 2.2.1 Education	<p>Students could recap and discuss in small groups about emerging/minority sports in the UK and examples of them. They could analyse how media exposure and different sources can easily promote new initiatives, new sporting activities and improve popularity, understanding and participation and potential revenue.</p> <p>Students could identify any changes to existing sports that they are aware of and research others in pairs. These changes need to be explained to the spectators and use the media to do so. They could include: new rules, technologies (e.g. how VAR works), new variants of the activity to gain more spectators/participants (e.g. Fast5 netball, T20, The Hundred).</p>	Revenue Emerging Minority Exposure Education	Discuss the importance of the media and how it is a positive tool for educating spectators about emerging sports, minority sports and the changes in rules and structure to existing sports	<p>New Tokyo Olympic sports inspiring the next generation (uk sport.gov.uk)</p> <p>Padel Tennis - An Emerging Sport in the UK (sportsthinktank.com)</p> <p>2021/22 law changes explained (thefa.com)</p> <p>What is The Hundred? (thehundred.com)</p>	R184: 1.5 Emerging/new sports in the UK
6-8	2.2.2 Revenue	You could merge these lessons across three so that students have opportunity to discuss and research the various sub headings within this Revenue	Revenue Bidding Subscriptions	Identify why revenue is such an important part of the positive impact the media has in sport.	The Commodity of Sport – Investment opportunity in Manchester United PLC (MANU) (wordpress.com)	

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		<p>element and be able to discuss their findings with the group.</p> <p>You may want to start the lesson by discussing what revenue is and how important it is in the world of sport (funding of NGBs, clubs and paying for players/facilities).</p> <p>Students should be shown examples of how the media bid for TV rights to certain sports games and competitions. You could identify specific examples and costs involved (boxing, football, F1). They should know that this is beneficial for both the sport and the media through more subscribers, more subscriptions and greater ability to attract sponsorship (Sky Sports, Virgin, BT Sport, ESPN).</p> <p>Students could then work in pairs to research how sport performers also use the media to promote themselves (mainly social media accounts).</p> <p>Students to be shown how many promotional opportunities (professional/commercial) there are. Identify examples of how</p>	<p>Sponsorship</p> <p>Subscribers</p> <p>Commercial</p> <p>Investors</p> <p>Agents</p> <p>Merchandising</p>	<p>They should be able to evaluate the different sources of revenue and how sport is used by the media to sell their own products.</p> <p>They must know the importance of the golden triangle and the relationship.</p>	<p>The inside story of why Hollywood picked Wrexham Football Club (itv.com)</p> <p>Globalisation of sport (bbc.co.uk)</p> <p>Official Olympic Sponsors for Tokyo 2020 (kreedon.com)</p> <p>Commercialisation in sport (bbc.co.uk)</p> <p>What is the Golden Triangle in sport? (bbc.co.uk)</p>	

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		<p>clubs, teams and individuals use the media to promote.</p> <p>Sport is a commodity – brings in revenue for sport, owners, investors, agents.</p> <p>Define commodity to students and give examples of celebrities and wealthy individuals purchasing sports clubs (this happens mainly in football, for example: Ryan Reynolds – Wrexham, Robbie Savage – Macclesfield FC, Fenway Sports Group LLC – Liverpool). Why do these people 'purchase'? Discuss how globalisation has enhanced this.</p> <p>Look at the extortionate amount of money that is paid to sports agents; Eddie Hearn, Jorge Mendes. This money comes from sponsorship and media TV rights. The TV companies also benefit from this relationship.</p> <p>Students can research the extent of merchandising at a sporting club of their choice – identify what they sell, the amount of money charged and how this is now available on an international level (fans from across the world who</p>				

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		<p>spectate because of 24/7 access by the media).</p> <p>Students to work in groups to discuss the links between the three aspects of the golden triangle: media, sponsorship, sport. They could produce a visual piece of work about a particular sport and/or performer to demonstrate the relationship and the 'commercial' side of sport (e.g. sponsors of stadiums, leagues, competitions. Individual performers' sponsors and endorsements. Logos, branded endorsements, team kit).</p>				
9-12	Task 2	<p>Potentially Task 2 would go here. This would allow students to immediately apply their knowledge and understanding of Topic 2 to the task required to assess it. It is estimated this would be 4 hours of supervised (lesson) time.</p>				

Summary of what you will cover from the curriculum planner :		Topic Area 3: Negative effects of the media in sport				
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	<p>TA3 Negative effects of the media in sport</p> <p>3.1 A range of negative effects of the media on sport in relation to spectators and live sport</p> <p>3.1.1 External factors affecting decline in live spectatorship</p> <p>3.1.2 Ethical appropriateness of sponsors</p> <p>3.1.3 How the media is assisting a widening wealth divide in sport</p>	<p>Lessons 1-2 can be merged with each other to cover the range of negative effects of the media on sport (spectators and live sport).</p> <p>It would be a good idea to draw students' attention back to Task 1 and the sources of media available and what they know about them, what demographic they reach.</p> <p>Students could research the rise in pay-per-view, live streaming, social networks, increased technologies.</p> <p>Discuss with students about the negative side of the media and their constant promotion of online gambling associated with sport and the impact that can have. Students to find examples of this. Do students think there is any negative impact on the traditional side of watching sport (e.g. families going to live games,</p>	<p>Pay-per-view</p> <p>Gambling</p> <p>Controversial</p> <p>Unethical</p> <p>Supplements</p> <p>Wages</p> <p>Lucrative</p>	<p>Make the links between the rise in newer technologies and the negative impact of live spectatorship</p> <p>They should be able to give examples of the newer technologies and how they allow spectators to access sport 24/7 and on the move without attending live games.</p> <p>Students will be able to verbalise the widening wealth divide between top flight clubs, sports and those in lower leagues, minority sports and the impact of this on future wealth.</p> <p>Students should recognise there is still a gender gap in wages in most sports and explain</p>	<p>Sky Sports Box Office (sky.com)</p> <p>Boxing, UFC & WWE (virginmedia.com)</p> <p>Boxing schedule 2022: All major fights, dates and results including Tyson Fury vs Dillian Whyte, Oleksandr Usyk vs Anthony Joshua, Canelo Alvarez, Floyd Mayweather and Jake Paul (talksport.com)</p> <p>Compare 2022 Reviews of UK's Best Sports Betting Sites (playright.co.uk)</p> <p>Unhealthy sport sponsorship continues to target kids (theconversation.com)</p> <p>Gambling sponsorship ban: who can replace sport's sugar daddy? (caytoo.co.uk)</p>	<p>R184: 1.1 User groups</p> <p>4.1.1 What NGBs do for their sport</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?
		<p>spectating together at home, watching in the pub with friends)?</p> <p>We are now becoming more ethically aware about who is sponsoring our sporting events and professionals. We are also aware of who they are endorsing for their own personal financial gain.</p> <p>Show students examples of sponsors that could be considered unethical (alcohol, tobacco, online gambling, fast food, energy drinks, diet supplements). Students could work in pairs to research examples and feedback to the class. Discuss why this is an important issue and how it might seem that whoever pays the most wins the deal.</p> <p>Discuss wages of Premiership footballers compared to EFL, female Premiership players. Demonstrate how this is common across many sports (rugby union, tennis, cricket).</p> <p>Link this to media rights (this is often where the money comes from). Students to research money gained by football clubs in</p>		<p>potential reasons why. They should link back to the golden triangle.</p>	<p>Time to blow the whistle on alcohol sport sponsorship (alcohol-focus-scotland.org.uk)</p> <p>F1 Team Sponsors: Companies investing in Formula 1 teams this season (thesportsrush.com)</p> <p>Premier League TV rights: Five of seven live packages sold for £4.464bn (bbc.co.uk)</p> <p>Premier League facing backlash over \$19 pay-per-view charge (edition.cnn.com)</p>	

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		<p>the Premiership, Champions League, Europa League, FA Cup and the different stages in the competition (e.g. for some lower league teams, getting a home draw against a Premiership team can be very lucrative). Lower teams also struggle to stay afloat without TV rights of the higher leagues.</p> <p>Identify the wealth divide and investment levels between top flight sports and growing/minority sports. How success at major events can attract more funding, more sponsorship, media attention. This money goes back into performance pyramid for each NGB.</p> <p>You could also discuss the proposals of the PPV for a European Premiership League. Can students find examples of the backlash in the media – why did this happen? Can they find any more current examples?</p>				
3	3.1.4 Impact of wider global issues on sport/ performers and spectators	This lesson will look at the wider global issues and so students should discuss what they think this means. Highlight to them the unprecedented impact of a global pandemic.	Pandemic Global Restrictions	Gain a broad understanding of wider issues that impact the participation and spectating of sporting activities	Absence of live sport had 'significant' impact on disabled fans' mental health, study finds (bbc.co.uk)	R184: 3.2 Positive and negative pre-event aspects of hosting a major sporting event

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?
	3.1.5 Media demands affecting sport fixture scheduling	<p>Students to discuss the impact on live spectating, travel restrictions. How has the media adapted to these events?</p> <p>Also highlight to students the media scrutiny of certain competitions and Countries (Beijing 2022 Winter Olympics and human rights, Qatar).</p> <p>Show students examples of how the media dictates scheduling of fixtures and how this can put pressure on performers, family life. (e.g. Christmas Premiership calendar, major games/international duties and the impact on domestic leagues and clubs). Students to identify the added pressure by researching examples of performers, officials.</p>	<p>Scheduling</p> <p>Human rights</p> <p>Domestic</p>	Students should be able to identify current examples but also refer to pandemics and whole world issues.	<p>Human Rights Abuses Will Taint the Olympics and the World Cup. It's Time to End 'Sportswashing' Now (hrw.org)</p> <p>Qatar World Cup controversy: bribes, slavery and alcohol (theweek.co.uk)</p> <p>Premier League Christmas fixtures: Is the festive schedule as significant as we might think? (bbc.co.uk)</p>	3.3 Potential positive and negative aspects of hosting a major sporting event
4-5	<p>3.2 Negative impacts of the media on sports and sports performers</p> <p>3.2.1 Coverage of inappropriate behaviour: On-field Off-field</p>	The next two lessons can be amalgamated to allow students time to research and feed back to the class about their findings. It is important that students have a really clear grasp of the negative side of the media coverage and how it is then available to be replayed at any point, over and over again.	<p>Deviance</p> <p>Gamesmanship</p> <p>Disregard</p> <p>Inappropriate</p> <p>Rejection</p>	<p>Give examples of inappropriate behaviour both on and off the field and link it to the media's portrayal of them</p> <p>Images are now proof of poor behaviour which can affect participation</p>	<p>What is the worst behaviour you have seen on a sports field? (theguardian.com)</p> <p>When Paolo Di Canio pushed over a referee - and shocked world football (inews.co.uk)</p>	<p>R184:</p> <p>2.1.1 Sport values</p> <p>2.4.1 The importance of etiquette AND sporting behaviour of performers</p> <p>2.4.2 The importance of etiquette AND sporting behaviour of spectators</p>

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	3.2.2 Rejection of sporting heroes	<p>Students should be shown examples of inappropriate behaviour both on and off the field of play. This could include deviant behaviour and disregard for sporting values (e.g. gamesmanship, diving, sledging, drugs scandals for individual performers, teams, sports,). Ask students what they consider to be acceptable behaviour.</p> <p>Discuss as a class the impact of seeing inappropriate behaviour in the mainstream media, of being able to replay the incident and scrutinise. Discuss if they have seen examples at grassroots level during their own games. How might this impact on participation levels and/or officials/coaches wanting to run these teams? How does the level of respect in football towards officials compare to other sporting activities?</p> <p>Give students examples of sports performers/clubs who have previously been successful, seen as role models and 'heroes' who have then been rejected by the media (e.g. Tiger Woods, Lance</p>		and spectator levels in their sport. It also affects the sport's reputation in some instances.	<p>Refereeing abuse at grassroots: 'A disease ruining our game' (bbc.co.uk)</p> <p>Sports stars who went from hero to zero (1min 35sec video)</p> <p>Lance Armstrong: Fall of a sporting hero (bbc.co.uk)</p> <p>The downfall of Tiger Woods: A look back at when it all started to unravel (sportingnews.com)</p>	

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		<p>Armstrong, Mike Tyson, Oscar Pistorius, Maria Sharapova).</p> <p>Students to discuss impact of their actions, did they deserve the rejection, what do they think or know was the wider impact of the media's actions? Link back to appropriate behaviour on and off the field.</p>				
6	3.2.3 Scrutiny and criticism of participants: Performers Officials Leaders	<p>In this lesson, you could supply students with case studies of participants that have faced scrutiny and criticism. Discuss how hard it is to police social media and fake accounts, keyboard warriors. Is that the risk of using the media to promote sport?</p> <p>Football managers, Nigel Owens, Alex Scott.</p> <p>Discuss in pairs if they feel the intrusive nature of the media and the accessibility to the person and their personal lives and jobs is acceptable and 'part of the job of being in the public eye'. Discuss the pressure from fans, trolling online.</p> <p>Identify each of: performers, officials, leaders and how the</p>	Scrutiny Criticism Accessibility	Discuss a range of examples of how scrutiny and criticism of participants through the media has had a negative impact and is becoming an issue	<p>BBC explain subtitle gaffe in Six Nations rugby coverage (express.co.uk)</p> <p>David Moyes' 'Chosen One' banner removed after his sacking (sports.ndtv.com)</p> <p>Novak Djokovic tells trolls to stop sick threats at US Open line judge (dailymail.co.uk)</p> <p>Social media vs athletes (crossingthelinesport.com)</p>	

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		media contributes to fans' criticism. How do 'pundits' and talk shows add to this?				
7-8	3.2.4 Increased pressure on athletes to look a certain way and links to mental health	<p>This topic could potentially take two lessons if the students were to be given time to research examples and present back to the class. This could ensure their understanding of the pressures experienced by some performers due to the increased media scrutiny and rise of social media expectations.</p> <p>Students could research individual examples (e.g. Simone Biles, Serena Williams, Andrew Flintoff, Caster Semenya, Norwegian beach volleyball team).</p> <p>Class discussion could focus around how the media could use their power and reach to promote positive messages and images of body size and celebrate achievement over looks.</p> <p>Do students think there are wider links to younger, impressionable athletes choosing alternative methods to stay 'slim'? What is the wider impact on society?</p>	Discriminate Expectations Conform	<p>Understand how the media is creating more pressure for athletes to conform to what society considers 'beautiful'</p> <p>Students should also understand that to be successful in certain sports, athletes require specific body types that do not always 'conform' to the slim, waif like images we are systemically pressurised to adopt.</p>	<p>Simone Biles pulls out of Olympics all-around gymnastics final to focus on mental health (theguardian.com)</p> <p>Caster Semenya ruling unfair and targeted (yahoo.com)</p> <p>Norwegian Women's Beach Volleyball Team Refuses to Wear Bikini Bottoms at 2020 Tokyo Olympics (essentiallysports.com)</p> <p>Women's 400m runners go viral on Chinese social media (scmp.com)</p>	

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9-11	Task 3	Potentially Task 3 would go here. This would allow students to immediately apply their knowledge and understanding of Topic 3 to the task required to assess it. It is estimated this would be 3 hours of supervised (lesson) time.				

Students are able to resubmit this internal unit in Year 2, however, they must be made aware that this will be sitting a different assignment.

See specification for details about submission and resubmission: set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

Topic area	Warm up / introductory activities	Length of time activity may take	Useful resources
TA1	Point students to different sources of media for research. How many different sources can they find? What sports are dominant in these sources?	Can be set as homework tasks. Could be a couple of lessons (45 min average). Could be remote learning tasks.	30 Biggest Social Media Accounts in Sport (90min.com) YouTube
TA2	Share positive examples of how the media promotes sporting activities, improves revenue on a regular basis in PE departments. This could be through students being given the responsibility to update on a display board. Students could research their sporting activity and the websites that relate (NGB, club, league). What information do they find?	No specific time.	Twitter Newspapers online Sky Sports News
TA3	Get students to look out for negative articles in the press about sports performers, clubs, events.	No specific time.	Twitter Newspapers online Sky Sports News National and local news

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