

## **RO53 – LO1**

### **Captain**

A captain is the leader of a team and they lead players on the pitch, this includes motivating them throughout the game before and after, the captain will also hold the position of the team to keep shape and maintain the strategy of what the manager set. A captain is usually chosen by the manager or sometimes a team vote, this means trust is set upon them to deliver in vital times and to lead the rest of the team. A captain in football needs to be loud and have good vision to allow them to guide their team to win but to also play by the rules.

### **Coach**

A coach will lead sessions every week and look at weakness in the team and will build on them in drills to bring the best out of the team. A football coach will provide motivation and advice during gameplay for example evaluate how the team is playing and at the half-time interval may speak to the team and staff on how to improve how they are playing or how to hold their form if it's going well. Coaches will schedule team meetings to discuss sessions, progression and discuss the team in general and some business.

### **Teachers**

A teacher will deliver appropriate sports activities as not every student will be advanced in a certain sport such as football so to help maintain enjoyment and improvement different drills of different levels will need to be created. A teacher will also be responsible for grading students to give them an idea of where they are at and what areas they need to improve on. Helping skills grow is the main part of a teacher's job but sometimes it's a gradual process or even to slow in some cases, this is where the teacher may set a variety of different level tasks to help each student growth at their own pace.

### **Manager**

A manager will select the team in football based on a number of factors such as the oppositions style of play, who's on form, who's been putting in work etc. Motivating your squad is key and how you do this as a manager could be paying the players their worth, provide them with a good environment, don't be unnecessarily harsh and treat everyone fairly. A football manager needs to plan strategies based on evaluations of pitch, weather conditions, oppositions and what type of game it is.

## **Role models**

A role model needs to set examples because as a role model people look up to you so behaving well will rub off on those who look up to you. Role models need to accept when they are wrong as it will teach people it's okay to make mistakes which will better them as a person and will better their morals. Carles Puyol is arguably the best defender of his time but his stand out quality was his leadership skills, he made sure the team was never lacking and was always up to the standard that they should of in both Barcelona's first team and Spain's national first team. Another example of strong leadership is Cristiano Ronaldo when he went of injured at the 2016 Euros but still helped manage and motivate the team from the sidelines.

## **Expeditions leader**

An expeditions leader has to maintain control of the expedition as anything can happen, they need to teach the skills needed either verbally or practically to form the students in to good expeditioners. They will also need to motivate everyone to keep pushing and to have self-belief. An example of a great expeditioner who has shown this is Charles Darwin's Journey on the HMS Beagle at just 22 years old inspired millions of people through generations. Another example would be Bear Grylls who taught hundreds of people on tv shows how to journey and survive in some harsh conditions which taught them skills they could use for life.

## **Role-related responsibilities in Sports**

### **Knowledge of activity**

Having knowledge of the activity is key as it allows you to plan and execute methods effectively and allows you to pinpoint the areas an athlete or team need to improve and implement the necessary course of action is also an essential part. If a player asks how to mark you need to know how to demonstrate the skill in order to be an effective leader. If you can't demonstrate the skills yourself you will need to be able to use your knowledge to demonstrate verbally or using another player.

### **Enthusiasm for activity**

Having passion and motivation to encourage participants is essential as training and playing can be tough and stressful so to keep players engaged is important. It also shows it's a good place for learning and that you can thrive in a place where your pushed to do better. In football many times throughout the game and training can be tough and can get to points where you would want to give up but having leaders and players who are enthusiastic can make a difference.

### **Knowledge of safety**

Having knowledge of safety is vital as players want to feel safe and secure in the environment they play and train in. It is important as it prevents injury probabilities, upholds standards and will provide enjoyable learning and play knowing that you're safe. This relates in football having right size shoes, checking for hazards on the pitch and checking shin pads are all examples of knowledge of safety.

### **Knowledge of child protection issues**

Having knowledge of child protection issues is important as it allows you to know how to protect the players you are training. It's important to know safe guarding as the children are one of the most vulnerable groups being so young and lacking experiences. In children's football as the leader you need to involve safe people, create a safe environment and recognise and report any concerns. If you're on a park training it is important to keep an eye on the students as the park is a public place and usually a large place so it's important to know how to keep them safe.

### **Knowledge of basic first aid**

Having knowledge of basic first aid is key as in football there is many ways players can become injured and in games at grassroots level there's a high chance there is no qualified physio so knowing basic first aid is key to helping injured players. Having the training allows people to place trust in you to lead them into sessions and games. Knowing these skills in first aid can cover minor injuries, sprains, concussions to cardiac arrest and other possible life-threatening injuries.

### **Personal qualities which relate to leadership roles**

#### **Reliability and Punctuality**

The football leader should make sure all players are in correct kit and if it is matchday all substitutes have their track suits on. The leader should be arriving early to set up for sessions and bringing the equipment if needed. The leader should be getting involved every time the team is playing and training and be on time at scheduled times to show they are committed.

#### **Confidence**

Confidence in leaders is needed to push the team and achieve set goals. In Hockey any team has the chance to win, but some teams are favored to win games so as underdogs a confident leader is needed, this means being confident in trying new tactics and showing new methods to your team to try and get the advantage on your opponents. This can be done at the game or in training prior.

## Communication

Communication is important in a leader as it's needed to motivate and give your ideas to your team. In a football game you need to be able to communicate certain things like formations, shape and if strategies change. Communication is also needed in training and at half time to criticise or condemn efforts on the pitch to benefit the players.

## Creativity

Creativity is needed in a leader as having creativity opens up opportunities for problem solving and new ideas. In football a leader with creativity can give the team an upper hand in set pieces like corners and free-kicks. This creativity can throw off the oppositions and help you win games.

## Leadership styles

### Autocratic Leadership style

This leadership style is where the leader/boss makes all the decisions based on what they think is right and has no input from the rest of the group, what they say is what the group must follow. This can apply in a sport setting such as Baseball, for example the field manager is in charge of all the final decisions on all aspects of the on-field team including line-up, training and team strategies. **Advantages** to this leadership style would be that the instructions would be clear, everyone will be focused on the leader and this is effective when quick decisions are needed to be made. **Disadvantages** to this leadership style would be that the responsibility of the team failing would solely down to the leader and there may be a better idea or solutions that would fit the team but the leader may not agree therefore the optimum capability of the team can't be utilized.

### Democratic Leadership style

This leadership style is where the leader/boss makes all the decisions based on what the group has come up with but the decision they make is final. This can apply to a sport setting such as Athletics, for example before an event a team is training for a 4x100m relay and the coach of the team may ask for the teams input on positions in the race depending on who feels confident in certain positions or who may be the best starter for the race and who is the best to finish the race. **Advantages** to this leadership style would be that the responsibility and decisions are shared as a group, it develops relationships and boosts moral, it allows more people to get involved and brings new ideas from different personalities to the table that may help a team in a way that may never have been possible with different leadership styles. **Disadvantages** to this leadership style is that it requires extra time to implement decisions, it can cause conflict as people's opinions may differ, it relies on the team being useful to put

forward good ideas and it can often lead to unclear instructions which can cause confusion in certain scenarios.

### **Laissez Faire leadership style**

This leadership style is where the leader/boss is hands-off and allows the group to come up with the ideas and decisions. This can apply in a sport setting such as PE, the PE teacher may give a list of activities and roles to delegate but the students have to decide who to delegate the roles to based on personality and traits they think would suit each role and then also plan a drill or formation themselves with no input from the teacher. **Advantages** to this leadership style would be that it creates an environment of independence, it allows members with skill and knowledge to shine and it may open up new learning for some members. **Disadvantages** to his leadership style would be that it leads to the least amount of productivity, some members may overshadow others and not letting them get their own say, it can lead to arguments, it allows leaders to avoid leadership and it requires the group to be skilled to reap any benefits.

### **Leaders who use different approaches but who are successful (Jose Mourinho and Harry Kane)**

#### **Roles and Responsibility**

Having passion and motivation to encourage participants is essential and both Jose and Kane display this in games and training sessions, their **enthusiasm for the sport** is what makes them such good leaders as they can pick up their team's morale and make them strive to become better and/or work harder. Having **knowledge of the activity** is key as it allows you to plan and execute methods effectively which is used between both Jose and Kane but in slightly different ways, Jose may use his knowledge to create complex drills to better the team's capability whereas Kane may use his knowledge in game situations to tell his team to use certain set piece tactics or even something simple like watching players runs. One of Jose's roles is to create a formation based on who he thinks deserves to play and who is performing well, one of Kane's jobs is to make sure that formation holds in game.

#### **Personal Qualities**

**Confidence** in leaders is needed to push the team and achieve set goals, this quality is within both Jose and Kane as Leaders they need this to help clarity of speech when delivering tactics and demands to their team. **Creativity** is needed in a leader as having creativity opens up opportunities for problem solving, this is a very important trait to both Jose and Kane as creativity enables you to try new strategies, plan new styles of drills and also allows you to think quickly. Being **decisive** this links in with quick thinking and in game situations it is needed the most, a tactic you planned for the game may not be as effective as you thought so quick thinking and decisiveness is needed for new plans to help better the performance and to try win the game.

### Leadership styles used

Jose seems to use **autocratic** leadership methods the most but sometimes may implement **democratic** leadership under certain circumstances. This may occur before a game, Jose may use the **autocratic** method by laying out his plan, his formation and saying use this but then it may fail in the first half so at the interval he may use **democratic** for his players to give some input on why they think it's not working and what they would change. Kane seems to be the opposite of Jose and use **democratic** the most and then on the odd chance he may use **laissez faire**. This may occur in a game situation when there is a free kick just outside the oppositions box, Kane and another set piece specialist on the team may decide to work together for the best way to tackle it and then Kane will make the final decision, this is **democratic style**. Kane may use **laissez faire** when it is an area he isn't good in such as goalkeeping, he will let the goalkeeper decide who goes where in a wall for a free kick.

# R053 – LO4

## Evaluation

### The Plan

#### What went well:

Starting with the layout of my plan, it flowed smoothly from tasks to task as my organisation was on point from headings; subtitles and detail of drills were clearly shown. This included what I needed to do and when I needed to do it, which was all clear because of my organisation of my plan. The detail itself was quality rather than quantity in order for me to visualize the plan and use it effectively on the day of the session. In my session plan I created allocated time frames for each part of my session which enabled me to stick to the plan as I was provided with a stopwatch, this helped massively as pressure can build when performing a session but my confidence with my plan and my detail in my plan gave me the confidence boost I needed.

The leadership role I took on was that of a coach. Whilst planning I thought of and documented my considerations of the session. This include an array of scenarios such as time for pupils to get changed, equipment issues, the venue I would use in all circumstances- including a contingency-, how players of abilities may react and how I would handle their reactions to the drills (simplifying or adapting). Finally demonstrating the technique of a pass for all abilities to get a basic grasp of the skill needed for the majority of my drills. I made sure I included this passing technique as I knew it would be a key aspect of my session but also due to the mix of abilities in the group I wanted to make sure everyone-especially the lower ability people-could understand the basics beforehand so the chance of struggling in the session is reduced straight away.

For roles of responsibility I had ensured my plan had my way of tackling this problem if a pupil/pupils had no kit, this was to ensure every pupil no matter what, could still engage with the lesson despite not being able to physically get involved. My way of tackling it would be to give them a role similar to mine with certain command words, this may include “switch” in a warm-up or game to change direction or even give guidance and oversee the rest of the pupils whilst they were performing the drills. This may be giving recommendations or ways to pass better or even telling pupils (who are doing the drills) to follow the adaptation which I would provide the knowledge to the pupil who is for-filling a secondary coach role. These roles stated here also applied to myself but additional roles like checking for jewellery or medical needs was also factored in in my risk assessment and considerations as having this knowledge allows me as a coach to maximise the safety of my pupils throughout the session and overall reduce chances of injury or panic.

The objectives of the session in my plan was to teach the pupils the effective way of passing and then using that knowledge to apply it to specialised drills that catered to the knowledge I have just provided. The objective was not to produce the next Cristiano Ronaldo or Paul Scholes but instead was to harness the basics and being able to apply them to different circumstances. I planned for this, as I knew the group had strengths and weakness and my drills and opportunities for a variety of adaptations ensured

that the basics could be harnessed no matter your ability, as there was something for everyone to improve on. This mind-set and planning was proven to cater for the groups abilities.

The venue I was allocated was the artificial grass turf (astro-turf) this pitch is open to outside weather conditions. Because of this reason, I had a slot in my plan which stated my contingency would be the sports hall. This is because the sports hall is enclosed and immune to any rain or snow that the outside turf is not, in turn this allowed my session to still be able to go ahead even if the weather was not favourable. This is key as British weather tends to be rainy especially in the season that we are in so a factor such as this needed to be taking into consideration so that is why I did so which is evident in my plan in both the starting page and the final page.

Equipment used was a variety: Goals, coloured cones, flat cones and footballs. The reason for this was to ensure that the pupils could clearly see what areas required what skill and where to stop and/or where to pass. For the final drill I split the group into two teams based off my self-assessment of how they performed in the drills prior. Each team was allocated to colours that was clearly stated in my session plan. This was vital as it allowed me to gauge different abilities and see how they would react to my final drill/game.

In the introduction of my session, I decided to start with my warm-up. First, I planned for the pulse raiser and gave a description of what to perform in the pulse raiser that helped me memorise it and carry it out in my session. This occurred across all the stretches and parts of the warm-up, my description of the warm-up and stretches in my plan really allowed me to visualise and remember the specifics in which I needed to carry out to the group. Similar specifics apply to the cool down and special emphasis was put on there being a "light jog" which is evident in my plan. This is good as it enabled the group to further widen their knowledge of safe practice for future sessions but also gave them a deeper insight on how they can protect and slim down the chance of injuries. In addition, I planned for all types of scenarios of emergencies and went through what procedures I would perform to make sure everyone was calm and safe. This was effective as I gained knowledge I previously didn't have which would help in any emergency case as I now could be faster and calmer myself due to this planning and new found knowledge.

The skills I had set out to teach involved passing to a teammate, dribbling through small gaps and then passing into specifics. I had planned the drills with adaptations/progressions that fit all types of abilities. This important factor was key in my plan and entered my considerations box, as it was the main point of developing and understanding the students. I planned for this as I knew my fellow students ranged in capability in understanding tasks but also being able to perform them. I planned for the students to find the first drills easy and knew an adaptation was needed, however, I was open to letting them change width and space to best fit their own style as I felt they knew their own capabilities and strengths the best and my job was to find weaknesses and help them convert these weaknesses into solid strengths or less of a weakness. Furthermore, I know people can feel down and even question themselves when surrounded by players who seem better at a sport. For this reason, I planned to go round the groups and give words of encouragement and even just hover and watch to ensure they are confident and getting on well. All of this can be seen in my plan in the considerations box.



For safety considerations before I even set up my drills I planned to check for any damage or faulty equipment to make sure it is safe to use. I did this as I wanted to ensure the safety of the pupils and myself but also to prevent us having to stop and waste valuable time that could be spent on bettering their football skills.

For the reason of varying capabilities, I wanted to ensure I covered all basis of the basics by creating a specific section on my plan that stated the movement and way someone should pass a ball. The reasoning behind this was not just to cover the basics but because it was the foremost genre my drills were based off.

## **The Plan**

### **Even better if:**

There were some key factors that my plan lacked and this was solely based on the fact I knew I could remember these factors off the top of my head but also that some factors may have changed due to the mood or morale of the pupils. For example, I did not involve or mention the type of leadership style I would have used on the day but this was because it would of differed depending on morale of the pupils, my own morale and the tasks I were going to actually carry out on the day e.g. the size of groups or even the layout of the drills based off the turnout of pupils. This nicely leads me onto my next major flaw, which is, I over planned/over complicated certain drills and under estimated the amount of time certain drills would take to prepare which ultimately made me completely ditch some drills on the day of the session. This affected my thought process and could have threw me off completely but I luckily managed to regain focus in time. For future planning I would improve this flaw by trialling my sessions with a practice group to ensure I don't over-run the time frames or lose my head on the day of the real session.

Other aspects of flaws such as lack of detail in certain areas such as delivery style and venue considerations were also areas of improvement for future planning but I feel as if the rest are down to myself and my trust in my remembrance. I also planned to use a pulse raiser line that would have been marked out by cones but for time reasons I ditched the idea. For next time I will make sure not to overcomplicate my session and make sure I cover all aspects of the session in better detail by either researching or using my knowledge after running the session to help better future plans.

I did consider if people would be off in my plan, however, I did not have enough detail on the matter, which could have caused me to panic or not be ready if it actually occurred. Luckily, the numbers remained as planned but for sure, my next plan will contain much more detail of this situation to make sure I am as prepared as I could possibly be. I would add this detail by either looking how others deal with this situation or by setting up my drills as a practice and then creating the situation in my head and go over it that way.

Finally, my last flaw was to do with questioning and more specifically targeted questioning. I had no planning for what questions I would ask and to who I would ask them too, this could of became an issue

if certain people were struggling and I wasn't ready to help them as I did not plan for them to not understand. However, on the day, I was able to answer questions but next time I shall plan for targeted questions especially as not everyone learns at the same pace so this planning will help me cater for them.

## **The Session**

### **What went well:**

Before the session even began I made my way down to the playing field. Here I checked for any damage to the goal posts because I knew that I was going to be using them in the game I had planned. If they were faulty I knew I could use an alternative such as additional cones or another set of goals however it would take up time as I would need to remove the faulty goals safely and this would eat into time and could impact the whole session dramatically. After checking and being confident they could be used, I turned to my equipment and began checks on all of them to make sure there was no faulty balls, cones or sharp objects in the equipment that may cause injury to my participants. I noticed some parts of the turf had slippery mud patches that I knew would be a likely cause of fall and injury so I moved the goal posts in the safe way and moved all cones to a new area that I knew would be suitable for the session. I knew the organisation of my session would be able to go ahead anywhere so once I was happy I started the first drill/skill rehearsal. After completing the first drill none of the participants were out ready to begin so I moved onto the main game. I started to set it up and then the pupils arrived sooner than expected.

The first part of my session was to carry out a warm-up but I knew from my risk assessment and plan I needed to check for any medical and jewellery issues. I ensured all medical problems have been identified and I made sure that the person with the medical problems had their medication on hand in case that medical problem came to light. I lined all the pupils on the line we were going to use for the pulse raiser and gave each person an inspection on the correct footwear and to see if they were hiding any jewellery. This was effective as I found 2 pupils with chains on so for safety reasons I told them to take it off and hand it to miss which they did swiftly so we could start with the warm-up.

I lead the warm up that included all the main parts a warm up should include such as pulse raiser, mobility, stretches, dynamic movement's and then progressed into the skill rehearsal. This warm up was efficient and effective as it massively reduced the chances of injury. During the warm-up and specifically the stretches I decided to quiz the students on their knowledge of muscles and what muscles certain stretches utilize. This demonstrated both my knowledge and their knowledge of muscles which ultimately helped reduce injury and highlighted safe practice.

Onto the first drill which was a simple pass between cones and keeping on your toes I decided it would be right to demonstrate the basics of passing and receiving. This was key as I knew my group ranged in

ability. I and two other pupils- who I chose due to knowledge of their abilities- demonstrated the pass and receive. I ran through it twice over and asked the group if they understood and everyone agreed but to make sure I targeted some questions at pupils I felt didn't want to say they were confused but after questioning they understood and was able to perform the drill. This was good as I was able to give confidence in the pupils and reassured them that asking questions is fine and actually is a valuable part of understanding. It also allowed me to know who may be shy to speak about when they are confused which caused me to hover more around them and always check up on them to make sure they are getting to grip with the tasks.

Adaptation is key to growing abilities and making sure drills cater to your current abilities. For this reason, I told the participants what adaptations they could choose from but in their own little groups of 3 allowed them to modify their own drill to suit them but I observed to make sure they were right and fitted with my criteria. This impacted the session well as it allowed everyone to go at their own pace and truly get the most out of their ability and the session itself which is a good thing when growing skills and learning in general. This approach differed to the final game were I decided I would be the only one to modify the equipment but for the start I allowed them to be free and just match my criteria. This was because I wanted to make them feel as if they have a say and aren't just being demanded to do tasks as I found in previous sessions that causes the pupils to go off task as they find the teacher modifications too easy. All of my instructions were clear and my movement between groups was equal, my body language and motivational speaking was excellent and all demonstrations performed were clear, concise and easily visible to the group. This ensured everyone got the best chance of understanding that they could and gave them confidence in me as a coach as they could see I was there for them due to my presence was confident and welcoming.

For engagement reasons I decided to up the volume in my voice to how I usually would speak and asked participants to take their hands out of their pockets, focus on me only and not to speak whilst I am explaining drills and techniques. This was to ensure I was in control and was there to teach them skills and not just for a laugh, this commanding nature allowed the pupils to focus and know that they cannot slack in my lesson as they needed to focus fully or they would have been left behind. I also took the time to make sure every area we used was safe with no distractions by removing any equipment such as balls that rolled in the way or any extra cones that didn't need using. Again, this to maintain focus with the task at hand and not loose time due to distractions also to prevent injury as unwanted equipment does not need to be there. Furthermore, my drills and game was tailored to ensure no participants are too close which may result in injury or causing distractions for myself and other pupils. I made sure all pupils stayed in their allocated spots by hovering and observing, this proved to be effective as there was no injuries throughout, minimal distractions and allowed pupils to maximize their potential in my session in a safe and calm environment. Using the stopwatch I was provided with seemed to be an important factor in maintaining control and lack of boredom in the group. When I noticed some heads seem to switch off I decided to check my timing and progress groups onto a more challenging phase/progression. This timing proved to be effective throughout as my session didn't overrun or even stop too short which enabled me to maintain control of the group and them not get distracted or bored.

I used a mix of leadership styles, this is because the type of drill or activity needed to be specific to a certain type and not all fitted the same one. For the warm-up I used autocratic leadership style as I needed to ensure I could reduce injury and any problems that may occur so I needed to take full control no matter what. For the first drill I used democratic and gave them my advice on what to do but also allowed them to have their own say but the decisions were down to me at the end, this could be evident when I asked a certain group if they found it easy and they said yes, I gave the idea that they should move the cones back and they agreed. However, they wanted to move it to a ridiculous amount apart but I told them they could not go past a certain point, by using this leadership style I was able to gain insight in how pupils would adapt my own drills but also was able to engage with them myself, which is an important part of teaching. This gave me further insight on how I could further improve my sessions for the future. For the final drill, I decided to use autocratic again, as I did not want my session to become overcomplicated and too wild so I made sure I was in complete control. This was also effective as the last game was a team game and if I changed the drill for one person it may affect the others in a negative way so I kept it fair by adapting it by my own accord.

My communication skills and motivational techniques were clear and confident in my session; this was a vital part of my teaching as it allowed the pupils to feel more engaged and get involved. This was done by just words or sentences of encouragement, constructive criticism and help. My personality off the pitch shone through onto the pitch and my joyful characteristics allowed the pupils to resonate and partake in the drills I needed them to do. Despite this joyful personality, they knew I was there to do a job and that needed to be done to I still had a firm and determined manner also. I was extremely confident in my delivery that I didn't feel the need to look at my plan at all during the session, my loud voice and clear tone was effective as it allowed all the pupils to understand the drills I was putting ahead of them.

My sports vocabulary and terminology was used with confidence during my session from start to finish. This allowed the participants to understand their learning clearly and make the expected progress in the lesson. I used my knowledge and connection with the pupils to be able to direct certain questions at the pupils whilst checking their understanding and capabilities with the tasks. Which influenced the way taught or helped them the next time but also how I could change certain aspects to fit their desires/needs.

Whenever I hovered around, I was constantly reiterating the basics and giving clear and good motivational words to everyone. If I saw a pupil or team of pupils finding something challenging I intervened and gave extra guidance to improve the progress which seemed to be very effective as all the pupils at the end of each drill was able to grasp the foundations no matter their ability.

During the Q+A session after the lesson I was able to give clear answers and what I thought I performed effectively in the session. This further demonstrated my skill in being able to handle myself under pressure and this occurred all throughout my session. I was also able to explain what I would do if I noticed the area my drills were on became hazardous to my participants. This further shows my knowledge of safe practice. Moreover, I knew what I would have changed if a pupil was finding a task too difficult or too easy which further highlighted my confidence in this subject and my abilities to create a multitude adaptations depending on the circumstances.

## **The Session**

### **Even better if:**

In my session I managed to gain full marks across my session. Despite this, I still managed to find areas I could improve in my session.

In the Q+A I was able to say what I could have done even more than I was to ensure participants were motivated and enjoying the session, despite this showing my strength in knowledge it is a flaw which I could have done inside the session or in a future session.

I also noticed that before the pupils came out I set out too many cones as I miss counted the pupils so I had to re adjust across the pitch with the right cones which cost me valuable setting up time.

Next time I would make sure, I am 100% correct with the numbers and bring the right amount of equipment out instead of overflowing and possible causing distractions and interferences.

If I was not 100% sure with numbers and amount of equipment I needed I would be able to adapt in the warm up/drills as I knew I could either just stack the equipment if it was cones or just place the ball in the net or safely to the side where they would not interfere.

Next time in my session, I would have a multitude of ways to teach the pupils. Not everyone can learn from demonstrations so I would ensure that I have backup/secondary plans such as a detailed description and diagram on a white board or large paper. This would ensure I am able to teach all types of pupils depending on how they take information and what best suits them. This is key as it will accommodate everyone's needs, which ultimately will enable them to gain the most from my session.

# RISK ASSESSMENT – TASK 2

<b>CANDIDATE NAME:</b>					
<b>SPORTING ENVIRONMENT:</b>		Astro Turf / Sports Hall			<b>Date co</b>
<b>Had some tutor support</b>			<b>Had little tutor support</b>		<b>Produc</b>
<b>STEP 1</b> Identify significant hazards below	<b>STEP 2</b> State the severity of the hazard (high, low, medium)	<b>STEP 3</b> State the probability of the hazard occurring (high, low, medium)	<b>STEP 4</b> List the people who are at risk from the hazards you have identified	<b>STEP 5</b> List what action th	
Pupils shoe laces untied	Low	Medium	Pupils	As we e I will che their sho allow the the side with the any balls	
Frozen pitch	High	Low	Pupils, Staff, Audience, Supervisors	Before th all and if will be m if I check additional must hav support	
Equipment faults (Before the session)	Medium	Medium	Pupils	Checks use to e equipme during th injury su during th move co football a	

Wet ground (outdoors)	Medium	Medium	Pupils	Before the start of the match, see how the pitch is prepared, plan, develop and carry out covers a plan about the pitch, flooded areas, where they play, stop the play, original amount of water, parts of the pitch
Wet floor (indoors)	Medium	Low	Pupils, Supervisors	Water on the floor, using a mop, still run a mop, slippery, thorough, person who has, have focused, the pitch, session, neighbour, away from, sure its safe
Goal posts in the wrong spot	Medium	Low	Pupils	If the goal posts are in the wrong spot, pupils to move them to each side of the goal, requires a permit, and then release them, with both sides, if your pitch is not
Sharp objects and litter on the pitch	High	Medium	Pupils	The astro turf, night, holed, litter or sharp objects, injuries to the players, across the pitch, if it is clear, by picking up, prevent injuries, I may come

Equipment(Left out from a previous session)	Medium	Medium	Pupils	This pro equipme all equip positions equipme is left ou it at som remove
Equipment faults (During the session)	Vary on what becomes faulty but Medium	Vary on what becomes faulty but Medium	Pupils	If it is a f is easily goal pos likelihoo on equip safety fo removed high pro not be u the sess danger.
Bad weather	Medium	Medium	Pupils, Staff, Supervisors, Audience	If the we be left a warned is flood then we play on t the weat causes t move inc uncontro
Incorrect clothing and footwear/jewellery	Medium	High	Pupils	Everyon as it pos unneces place. A uses the multitud on, your make it t support then som cannot b supervis
Drinks/Water bottles brought to the session	Low	Medium	Pupils, Supervisors	Bottles a to preven everyone safe loca order to the pitch they will



				see even spaced
Torn surface/Chipped and splints	High	Medium	Pupils	If they s can beco can reac when ad cause th in severi faulty pit chipped skin and will be d check to tarnish t

Emergency Procedures

First Aid

<p><b><u>First Aid- Major incidents</u></b>  If a major emergency occurs such as the breaking of a leg or arm you would need to walk over and check they are okay, talk to a member of staff and they can get in touch with the emergency services.</p> <p><b><u>First Aid- Minor incidents</u></b>  If a minor injury occurs such as getting hit with a ball in the face, depending on how bad the injury is they may resume playing or sit out and collect a tissue. If it is slightly worse than they expected they will be sent by the teacher to the medical room or the teacher may handle it.</p> <p><b><u>First Aid- Minor incidents</u></b>  If a minor injury occurs such as someone having an asthma attack they will be asked to get their inhaler. They should know how to use their inhaler independently</p>	<p>Make sure all the other participants are safely away and give the injured person some room.</p> <p>Make sure all the other participants are safely away and give the injured person some room.</p> <p>Make sure all the other participants are safely away and give the injured person some room. They should bring out their inhaler with them.</p>	<p>All issues will be dealt with by medical staff and they have the needed equipment.</p> <p>All issues will be dealt with by medical staff and they have the needed equipment or the person can handle it themselves and continue.</p> <p>All issues will be dealt with by medical staff and they have the needed equipment or the person can handle it themselves and continue.</p>
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Parents will be informed with what has happened and a formal accident form will be filled in.

**All pupils will be asked if they have a medical condition and asked to also bring out any medication or medical equipment with them e.g. inhaler.**

Fire alarm

<p><b><u>Fire Alarm</u></b>  <b>It is essential that everyone remains calm and immediately stops whatever task they were doing and line up in a single filed line. They will be asked to remain silent and follow the teacher to the set destination for fire emergencies.</b></p>	<p><b>Single filed line and silently walking to the fire meet up spot which then they will have a register taken so we know everyone is accounted for and safe.</b></p>	<p><b>Register will be will staff members and all equipment is left out on the pitch not to be collected.</b></p>
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Lockdown

<p><b><u>Lockdown</u></b>  <b>In the case of a lockdown, being calm is vital, immediate stoppage of activities will occur and the participants will line up in single file and head to the nearest building which in this case will be the indoor sports block, all doors will be locked and covers will be placed over the windows.</b></p>	<p><b>Single filed line into the nearest building and all will go into the most hidden corner which in this case will be the back left of the PE block if you were entering from the changing room corridors.</b></p>	<p><b>Paper to cover all windows will be provided already.</b></p>
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Facility- If the facility we want to use is unavailable due to conditions of weather or other people are occupying it, then as first back-up the PE sports hall will be used and my sizes of activities will be downsized but still have the same techniques incorporated. If the sports hall isn't available, then the field will be my second back up. All pupils will be notified and advised to bring both boots and trainers just in case this occurs. The weather forecast will be checked prior also. All equipment will be checked before the session and all faulty equipment will be dealt with by either swapping or removing. The facility will be checked other for factors such as litter, weather or pitch imperfections.

## **RO55: LO1**

### **Administration/Organisation.**

Administration and organisation is when you are making sure everything is going well in your area, and making sure everything is going smoothly could be at a desk or a standing up job more than sitting down. An example is that you could be a Receptionist at a gym, if you became this you would be taking phone calls, welcoming customers when they walk through the doors, you would also be signing people in checking if their membership is valid, organising classes what the gym have available and finally you would need to answer any questions anyone has for you. Another job in this area could be a health and safety officer at a football club such as Liverpool F.C. In this job you would need to make sure everything was safe for the players and the fans who come watch the game, also make sure all the machinery and equipment is all safe for the people who come visit the stadium and they weren't hurt themselves while using. Finally another example of a job you could do in this area is an Athletic Director such as for the Olympics athletic games, their job is to supervise the whole of the athletic programs that are sponsored by a school or an organization. They would need to hire staff and coaches, order the equipment for the teams, also promote events, matches and the meets they do. These are just a couple of examples there are a lot more jobs in this area.

### **Advertising and Marketing.**

Advertising and marketing is when you promote and sell a product. A job in this area is a graphic designer for a basketball team. In this job you would be designing the team's logo, the kit they should be wearing, also they would need to design adverts and a lot more designing. Another job you could do in this area is account coordinator for the Formula E Motorsport, their role in this job is to provide day to day customer service and support to make sure the customer objectives in marketing and advertising are completed by the due date. You could also be a sports marketing account executive for the English cricket team, so you would be

in charge for the servicing of existing purchaser, you will also need to secure and follow new sponsors. There are more jobs in this area that you could do.

### **Coaching, Leading, Instructing.**

Coaching, leading and instructing is when you teach people a certain sport, could be to improve their playing or teaching them the rules of a certain sport. Also when you are leading an activity, or trying to improve someone else's fitness. A job in this area could be a local national governing body (NGB) Netball coach, in this job you would be qualified in netball and you would be teaching someone about the rules of the game and how to improve their game playing. Another job they could do is a qualified fitness instructor. Their role in the job is basically a personal trainer so you would need to improve your client's fitness, and put a plan of exercises and targets for your client what they could achieve in weightlifting. Another job in this role is a cross country running group leader, so your role in this job would be planning when your group will be meeting up, to improve their fitness and motivate them also give them tips how they could improve.

### **Facilities.**

Facilities are the equipment, place for a certain team, or club also people who work there. A job you could get in this area is a steward at a baseball game. Your role in this job would be to make sure no one is getting hurt in the seating area, making sure no one will run onto the pitch, people are in the right seats, and finally remove people out of the stadium if you need to. Another job in this area would be a facility supervisor for the university of Manchester sport, your role in this job is that you are in charge of the operations of a site or office building. You would need to supervise the facility to make it is running smoothly and making progress, you would also be managing both staff and the equipment. Another job you could do in facilities is being a bar staff for a cricket venue. Your role in this job is to serve and take orders of customer's food and drinks, make sure your

surfaces are clean, to greet the customers politely so the business can hopefully make more money. There are loads of other jobs you can do in this area though.

### **Finance.**

Finance is the main operation in a company or club, to make sure it is not going to run out of money and make sure they have money to buy equipment, clothing, and also to be able to pay for their employees. You would get a job in this area of the sports if you like working with money and have strong numeracy skills. A job in this area you could get is a sports auditing in a leisure centre, your role in this job is to make sure there is enough equipment for the customers and workers, physically count every single equipment and if there is a shortage of something go order it to come in. Another job in this area could be a sports finance lawyer for English cycling, your role in this job would be to do all the legal transactions of money between the employees, also would read other legal documents making sure the company won't get a court case against them and loads of other law legislation. Another job you could do in finance is finance officer for a basketball team, your role in this job would be to keep track of the money the basketball team have so the club can be able to pay their basketball players wages, all the bills to run the court, to pay the wages for all the employees who all work for the basketball team.

### **Government.**

The government is the people who make the laws, but also put money into local sport clubs, leisure centres and sports in schools, you would get a job in this area if you are interested in getting sports more important in communities. A job you could get in this area could be a senior policy adviser or social impact for softball. Your role in this job is to lead the strategy on social impact of investing money in the connection to charities and social enterprises to get more people into sports. Another job you could get in this area is a local council/ local authority sport. Your

role in this job is to go into communities and also hold events in the community, or in local schools, to get more people into sports such as baseball or sprinting. Finally another example of a job in government is the department for culture, media and sport, your role in this job is to put money into sports to try and boost them, you would put money into for horse racing for example coaches and equipment for the club.

### **Media.**

The media is the way people find out the sports news etc. This could be on newspapers, radio, television, mobile phones and a lot more. An example of a job in media is a football commentator, their role in this job is to tell us everything what is happening in the game, shout out the players name when they pass the ball, try score a goal etc. Another job you could do in this job is a sports digital journalist, their role in this job is basically to write about the game such as the netball game what has happened, on an online newspaper, or any social media. They write about the positives and the negatives of the game. Finally another job you could do in media is a photographer for a newspaper for example The Sun. Your role in this job would be to go to sport games like the world champion's snooker games and take photos of the players walking onto the court or field, when they score a goal, and when they are playing the game.

### **National Governing Body (NGB)**

NGB make the rules of the game and make sure rules are updated as well. A job you could get in NGB is regulation in football, there role in this game is to check on people who are playing a sport to make sure they are playing and following all the rules correctly. Another job you could get in NGB is a sports development officer, their role in this job is that they oversee the generating interest and try increase the involvement in a certain sport such as table tennis. They would do this by running events in communities or schools to try inspire more people to



take part in sports. Another job you could do in this area of sports is fund raising. Your role in this job is to be able to raise a certain amount of money to help out a sport who needs it like volleyball, you would need to organise the event, advertise and also workers to help you out if needed but there are loads of other stuff you will need to do. There are more jobs in NGB there isn't just these three.

### **Retail.**

Retail is the place you would go to buy the clothing, accessories etc. for you. An example of a retail store you could go to is Adidas, or Nike. There are lots of other retail stores though. A job you could get in retail is working for Footasylum as an internet sports store. Your role in this job is to make sure your website where you sell your merchandise to be sold is updated for everyone to use, you would also need to make sure everything is packed up to get delivered. Finally you would need to try get people to buy your products. Another job you could get in retail is, working as a sales assistant in the Chelsea F.C, your role in this job is to serve customers, help them out if they need help with getting something ordered or to see if they have the right shoe size for them in the store room, you will also need to stack your shelves so the merchandise will be able to be sold. You will need to be polite and welcoming to your customers as well, also to make sure the mannequins and the display of the shelves are neat and tidy. Finally another job you could do in retail is a store manager for JD Sports. Your role as a store manager is to hire and train your employees, make sure your staff are doing their job correctly, you are the overall manager in the store so you will have to dress smartly in some companies and make sure you are helping staff and customers who need the help.

### **Professional Sport.**

Professional sport is what you will see on TV it isn't just the players though, it is everything what go on in the background they are professional jobs as well. A job in professional sport you could do is a professional coach in cycling. Your role in this job is to improve their cycling, you would need to improve their knowledge, their tactics of cycling, and the rules of the game as well so they do not get disqualified. Another job you could do in this job is a professional referee in football. Your role in this job is to take control of the game and make decisions if the players are offside, onside, did a bad tackle, or if they should get a yellow or red card for their bad tackle or not. Finally another job you could do in this job is professional physical therapy assistant in wrestling. Your role in this job is to help a physical therapist, the physical therapist in supervising you. You will also treat patients through exercises, massages and other sort of trainings to help them.

### **Sports Development**

Sports development is to try promote sport activities in the community to try get more people into sports and to get into professional sports hopefully. A job in this area is an elite sports development officer for a university, their role in this job is to look for the best people in university and to look for the best people for a certain sport, you will need to go to the university to come and watch the people. Another job you could do in this area is a sports development officer for a council, your role in this job is to get more people in your council to do sports such as tennis. Another job you could do in this area is a sports participation officer for the University of Manchester, your role in this is to increase the participation in sports like handball.

### **Sports Events.**

Sport events are the way to get more people into sports, raise money for charity e.g. charity matches. A job you could do in this area is an event organising committee, your role in this job is to plan the events such as a charity football match, and you will also need to check how much everything will be, see what type of people you will need to work there for your event as well. Another job you could do in this area is an volunteer sports event coordinator, your role in this job

is that you are responsible for arranging the details involved in preparing for an event in a triathlon. Another job you could get in this area is, an event promoter, your role in this is to spread the word of the event so people will come and watch your event for swimming otherwise your event will not go very well.

### **Sports-Related Gambling.**

Sports-related gambling is the way people can bet on sports to win or lose money. A job you could get in this area is an online betting site developer for Betfred, your role in this job is to make the gambling site and make sure it is accessible for everyone and to be able to keep it updated. Another job you could do in this area is a software product analyst for Bet365, your role in this job is to contribute to the software development and work with the software developers. Another job you could do in this area is, head of development in a casino. Your role in this job is that you are in charge of the whole development of the casino and make sure everything is up to scratch with the design and make sure all the casinos are up to date as well and it is all working perfectly fine.

### **Sports Science.**

Sports science is the way to improve or help with your health. A job you could get in this area is a personal trainer for rugby players, your role in this job is to improve someone's health and to improve their exercises. Another job you could do in this area is, a sports psychologist for an mixed martial arts player, their role

in this job is to help you to get negative information out of an athletes mind, for example if they have a very bad experience they went through. Another job you could do in this area is an exercise physiologist for handball players, their role in this job is to check on their patients fitness to help them improve their health and to keep a good health.

**RO55: LO2**

**Job title- Receptionist at a gym**

<b>Skills and knowledge requirements</b>	<b>Job title- Receptionist at a gym</b>
<b>Job description</b>	A Receptionist at a gym gives information, does bookings, and helps sign up memberships and direct and help guide new members of a gym.
<b>Sport specific skills</b>	Be able to handle pressure and deadlines and work well with large sums of equipment and to manage them all safely and deal with money.
<b>Literacy and numeracy skills</b>	Be able to use literacy and numeracy skills manage time tables, record who's in and out of the gym and manage the area so it doesn't fill up or become crowded. Also handle membership money and record data in written form
<b>Information technology skills</b>	Need to be able to understand certain technological systems linked to recording data, managing lists and certain register systems. Certain promotional screens could also need updating manually.
<b>People skills</b>	People skills are key when being a receptionist as you will need to be able to welcome, speak well, guide and encourage using your voice.
<b>Communication skills</b>	Need to be able to speak verbally and non-verbally well. To be able to confirm memberships and times for certain things that need to be done, for example safety checks of the building/facility, electricians fitting in new technology.
<b>Organisational skills</b>	Need to be organised and set to be ready for any questions asked, to be able to use given information to clients or members well such as times the pool is open for use or what times a group workout taking place.
<b>Team working skills</b>	You and other staff at the gym need to work well together in order to make the gym your working at, professional and respectable.

<b>Rules and regulations</b>	Know the rules and regulations of allowing people to go into certain areas and keeping them safe. Being strict but fair if a breach of gym rules occurs.
<b>Consumer market</b>	Many people now use the gym more than ever due to media and the idea of a healthy looking body so promoting certain aesthetics which could improve appearance whilst at the gym is a good way of marketing. This will lead to an increase in memberships which could also lead to promotion for the receptionist and/or a pay rise.
<b>Education and training</b>	No education is needed, just knowledge of what to do, good work ethic and good time management however basic GCSE's of certain levels are normally wanted by employers. An induction of the facility will be provided and training would also be preferred or they may offer you some.
<b>Legislation</b>	No real checks will be done regarding your job role but the gym itself will have high safety expectations so being presentable as possible is a good look. An understanding of the equipment in the gym to be able to contact a service that can fix them if they are damaged is key as it can save time and money if you can do it alone without pulling someone else in as you don't know how to deal with it.
<b>Role-related experiences</b>	Ability to use your prior experiences as in times you may have worked in a job where you are used to working with different people with different ages, personalities and needs and able to apply them with new knowledge in order to make you the best suitable employee.
<b>Health and safety</b>	Have a full first aid certificate. Be able to undertake a risk assessment of the facility that you work in and to make sure all equipment used is safe.

**Job title- Physiotherapist**

<b>Skills and knowledge requirements</b>	<b>Job title- Physiotherapist</b>
<b>Job description</b>	A <b>physiotherapist</b> is a health care professional who helps patients achieve maximum range of movement and physical ability, either by developing it in the first place or restoring it after loss of physical ability due to illness, injury or aging.

<b>Sport specific skills</b>	Be able to locate and treat an illness or injury that an athlete endures. Know why the injury occurred and help the athlete physically get better.
<b>Literacy and numeracy skills</b>	Be able to use literacy and numeracy skills to record data and injury backgrounds. Set out a routine for the athlete as they recover, this can include setting out a diet, telling them to withdraw from certain activities.
<b>Information technology skills</b>	Need to be able to understand certain technological systems linked to recording data, managing lists and certain high-end technology such as an x-ray. To give feedback to a team's manager or coach to make them aware of what's happened.
<b>People skills</b>	To communicate efficiently whilst also being aware of medical backgrounds and able to reach out and help develop the athlete back to their natural performance.
<b>Communication skills</b>	Need to be able to speak verbally and non-verbally well. To be able to confirm set medication or treatment and rehabilitation methods to get back to full potential.
<b>Organisational skills</b>	Physiotherapists have a lot of things happening at once. They have to care for their clients, they have to balance their time and they need to keep documents and schedules ordered.
<b>Team working skills</b>	Physiotherapists work close with medical professionals like themselves such as doctors to ensure the right medication is and the right amount is prescribed.
<b>Rules and regulations</b>	Need to know how certain things such as steroids aren't aloud to be used in treatment as if the athlete returns to their sport with it in their system it can enhance their performance and give them unfair advantage which is illegal and can put their job at risk.
<b>Consumer market</b>	Able to get yourself known and provide promotions and better prices to attract athletes to yourself and get your name out there.
<b>Education and training</b>	To become a physiotherapist you need to either take an undergraduate degree in physiotherapy, or a degree in another subject followed by a master's degree in physiotherapy. Your degree will combine theory with work placements to give you practical experience.

<b>Legislation</b>	Have to be qualified and registered and be able to undertake assessments to ensure your giving the right advice.
<b>Role-related experiences</b>	Ability to use your prior experiences and able to apply them with new knowledge in order to make your presentation better and to help you get the job over someone less experienced.
<b>Health and safety</b>	Have a full first aid certificate. Be able to undertake a risk assessment of the facility that you treat with and to make sure all equipment used is safe.

**Job title- High street sports assistant**

<b>Skills and knowledge requirements</b>	<b>Job title- High street sports assistant</b>
<b>Job description</b>	A High street sports assistant needs to promote goods, sell items to public, show brand deals and communicate efficiently in order to try and sell sporting goods.
<b>Sport specific skills</b>	Be able to handle pressure and deadlines and work well with large sums of equipment and to manage them all safely and be able to sell them.
<b>Literacy and numeracy skills</b>	Be able to use literacy and numeracy skills to record sales and be able to price certain equipment if new deals are released and to have good knowledge of prices and shoe sizes and clothe sizes.
<b>Information technology skills</b>	Need to be able to understand certain technological systems linked to recording data, managing lists and billing and card systems e.g. money card machine. In addition use different voice systems to communicate across stores and check if certain items such as black North Face t-shirt in an adults size XXL is in stock.
<b>People skills</b>	People skills is huge as you need to be able to entice people to your shop and use persuasive techniques to ultimately sell what's inn your shop.
<b>Communication skills</b>	To be able to confirm set amounts or things that are in or not in stock efficiently wasting as little time possible to try make service quick for customers to want to come back. Working effectively with other colleagues is also important as many people may require services at the same time.
<b>Organisational skills</b>	Need to order and handle mass amounts and small amounts well, know where things are in the store to guide the public to where they need to go to find the product they are looking for.



<b>Team working skills</b>	You and staff at the ground will need to co-operate well in order to achieve goals together and maintain a smooth flowing system that ensures customers are satisfied.
<b>Rules and regulations</b>	Know basic health and safety rules linked to certain areas in the store such as equipment for golfing and not just letting people swing a golf club around or using boxing gloves to punch people.
<b>Consumer market</b>	Many sports companies or teams represent their logo on clothe items to engage their supporters. Some products may be of the companies itself and this is to ultimately promote itself for the company's benefits and to increase sales.
<b>Education and training</b>	No education is needed, just knowledge of what to do, good work ethic and good time management. Most employers look for GCSE's and want some show of qualifications in core subjects. Some basic training may be given to ensure the employers are getting the best out of their employee's.
<b>Legislation</b>	Need to know if your able to work with money or goods so the stock is safe as if you have a history of shoplifting or stealing then you will not be employed based on the circumstances.
<b>Role-related experiences</b>	Ability to use your prior experiences if you may have worked in a similar job sector before such as a sales assistant for a fishing shop store and able to apply them with new knowledge in order to make your presentation of yourself more professional and eye grabbing for employee's.
<b>Health and safety</b>	Have a full first aid certificate. Be able to undertake a risk assessment of the facility that you work place and to make sure all equipment used is safe for example clubs and bats you may sell.

### Job Title – Football Coach

<b>Skills and knowledge requirements</b>	<b>Job title- Football coach</b>
<b>Job description</b>	To coach a football player/s so they can improve their game, skills and knowledge to apply it in a match situation. In addition coach them skills and tactics in order to perform well individually and as a team.

<b>Sport specific skills</b>	Knowledge of different styles of play linked with football, various ways to kick a ball to get a certain affect such as top spin or curl. Understand rules and regulations linked to football.
<b>Literacy and numeracy skills</b>	Be able to use literacy skills in administration and feedback and tactics and to also use numeracy for keeping scores, setting formations and handling analysis of training.
<b>Information technology skills</b>	Need to be able to understand certain technological systems linked to football such as VAR which is a video assistant for the referee. Multiple new devices which will help improve training and keeping data of certain people or areas of football.
<b>People skills</b>	Need to be able to work well with players and all staff for the benefit of yourself and the working environment, therefore you will need to be able to work with different personalities efficiently and effectively.
<b>Communication skills</b>	Need to be able to speak verbally and non-verbally well. To be able to give constructive criticism and to be positive and enthusiastic also. Give orthodox feedback to a group and/or individuals.
<b>Organisational skills</b>	Need to be able to plan out sessions and bring in equipment ready for set times. Have planned sessions and follow them well, organise your time management well e.g. bring cones and set them out for a dribbling and shooting drill.
<b>Team working skills</b>	Yourself and the team/player you are coaching need to respect and listen to each other and need to work well as a team. Need to be able to assess the team and appoint the right person to be the cap and to encourage each other to do better.
<b>Rules and regulations</b>	Know the rules and regulations involving football such as bookings, offside, handballs, throw-ins, free kicks, fouls, sportsmanship and respect and to coach your team on how to use tactics to overcome these rules or to use them to your advantage e.g. offside trap.
<b>Consumer market</b>	If the team or individual you are coaching is successful many brand companies will approach for sponsorship which will boost popularity and expose them to new people and the more they are put out the more money they will earn. You as a coach will be able to receive more money and gain a higher profile to be able to move up the ranks.

<b>Education and training</b>	Football coaches are required to have recognised coaching qualifications from The Football Association (FA). This starts from level 1 and goes all the way up to semiprofessional and professional levels. You could also take a <b>sports degree such as sports science</b> .
<b>Legislation</b>	A DBS check will be carried out before you start to coach to ensure employers are making the right choice and to make sure you are safe and this is to prevent vulnerable people getting exposed to someone who shouldn't be coaching them for certain reasons.
<b>Role-related experiences</b>	Ability to use your prior experiences and able to apply them with new knowledge in order to make your coaching better and to help you get the job over someone less experienced.
<b>Health and safety</b>	Have a full first aid certificate. Be able to undertake a risk assessment of the facility that you coach in and to make sure all equipment used is safe.

### **Job Title - Bookmaker**

<b>Skills and knowledge requirements</b>	<b>Job title- Bookmaker</b>
<b>Job description</b>	A bookmaker is someone who facilitates gambling, most commonly on sporting events. A bookmaker sets odds, accepts, and places bets, and pays out winnings on behalf of other people.
<b>Sport specific skills</b>	Be able to handle pressure and confrontation, to learn and know how bets work and what to reward a customer if their bet is in their favour.
<b>Literacy and numeracy skills</b>	Be able to use literacy and numeracy skills to place bets and record them down, present them in an appealing way to gain interest to the set odds. Be able to work well with money and handle it and know basic math skills. Be able to work with masses of numbers if the odds change before the event starts due to inevitable circumstances and to be able to promote it the same way but in a shorter time.

<b>Information technology skills</b>	Need to be able to understand certain technological systems linked to betting and the sports the odds are set on to provide more exiting odds. Also need to know how to record the data on a computer and navigate across it well, also reach out to people online via website.
<b>People skills</b>	People skills is key, the ability to gain interest into your betting station/shop/store is vital to make the most money and gain popularity, you will need to be welcoming, useful & knowledgeable.
<b>Communication skills</b>	Need to be able to speak verbally and non-verbally well. To be able to be firm but fair and to entice the public to place certain odds, be able to verbally promote bets, communicate with certain customers and different personalities.
<b>Organisational skills</b>	Need to be orderly and able to plan out bets in and out the store, be able to plan for certain fixtures or matches. The primary elements in the promotional mix are advertising, personal selling, direct marketing and publicity/public relations. Sales promotion uses both media and non-media marketing communications for a pre-determined, limited time to increase consumer demand, stimulate market demand or improve product availability
<b>Team working skills</b>	Yourself and customers you are taking the bet money from need to respect each other and the people around them to ensure a fun, welcoming environment and make the place more enthusiastic.
<b>Rules and regulations</b>	Know the rules and regulations placing bets and taking over someone else's money and the legal issues if money is taken from the store for personal benefit or changing bets in your favour. Need to be able to analyse the customers and use their power to intervene with someone who is gambling beyond their means.
<b>Consumer market</b>	Many betting companies sponsor football teams or sports personal to promote their brand to wider ranges of audiences who may normally place bets.
<b>Education and training</b>	There are no minimum academic entry requirements to start work as a trainee manager, however, many employers will prefer you to have GCSEs (A-C) including English and maths. Some off-course bookmakers may want you to have qualifications such as a BTEC HND or degree

<b>Legislation</b>	Any past records of stealing or taking money will put your chances very low or completely out the window depending on what office took place. This to ensure the safety of the company's money and the customers. Not change or twist odds prior to the match/event for your own benefits or the benefits of someone related to you.
<b>Role-related experiences</b>	Ability to use your prior experiences such as past jobs in finance and able to apply them with new knowledge in order to make your betting much easier and maybe help you get the job over someone less experienced.
<b>Health and safety</b>	Have a full first aid certificate. Be able to undertake a risk assessment of the facility that you work in and to make sure all equipment used is safe and all money and people are safe as well.

## **R055 L03**

### **Criteria 1 – Part 1: Task – Sources of information regarding job vacancies.**

#### **Local Newspapers:**

Local newspapers can help you get a job in the sports industry because they advertise jobs in the newspaper so they are able to show they have a job for you to get. You would be able to look for a job to apply for it, if there is a position available such as a swimming coach.

#### **Job Centre:**

A job centre could help you get a job in the sports industry because when you go into a job centre they will be able to help you find a job what you would be able to get in the industry you want to go into like a retail sport store manager.

#### **Internet:**

The internet could help you find a job in the sports industry because you would be able to search up on google a job board. Once you get onto a job board such as 'indeed' you would be able to start to search up jobs to apply for in the sports industry like a tennis coach.

#### **Careers Advisers:**

Careers advisers would help you find a job in the sports industry because they can tell you the type of qualifications you would need for the job you are looking for also they would be able to help you find other jobs you may be suitable for. Then after doing this you can use one of the other options to start applying for jobs you could get a job like a personal trainer.

#### **Notice boards at sports centre:**

Notice boards at sports centre can help you find a job in the sports industry because if there is a job available in the sport centre, they would put it up on the notice board, then you would be able to apply for the job like a receptionist at the sports centre.

### **People employed in the workplace:**

Some employed in the workplace could help you find a job in the sports industry because, if you go in and they like you and think you would be a good fit in the company they may apply you if there is a job available. Also they could tell you how to get where they are right now and how you could improve for the future, you could get the information from an agent.

### **Specialist agencies:**

Specialist agencies would help you find a job because they can find a job for you easily with others who work in the sports industry.

### **Sports organisations:**

Sports organisations can help you get into a job in the sports industry because, if they are hiring they could employ you also they would be able to help you get into the job you want to do by giving you tips such as how to present yourself to others.

### **Library:**

The library could help you find a job in the sports industry because you could research about the job you want to do, find out the qualifications and experience you may need to be able to apply for jobs in the future time.

### **National Governing Bodies:**

NGB's can help you find a job in the sports industry because they would be able to help you gain your way up to the job you want to do. They would be able to put you into another job what might sort you better also you can look on their websites to be able to apply for jobs. They may also tell you the experience, training and qualifications you will need for that job.

### **Connexions service:**

Connexions service can help you find a job in the sports industry because they would be able to give information, advice, guidance for young people to find out

how they could get into the job they want to do they would give you support for you to do that.

## **Key Aspects To Consider When Researching A Job Role**

### **Job Description:**

Job description is important when applying for a job because this would tell you what you would need to do in the job, and everything about the job. This would also help you to realise if this job is a good match for you for example for a manager position.

### **Company/Organisation the job role is with:**

Company or organisation the job role is with is important because if you are applying for a job, you would want to know if the company or organisation has a good or a bad reputation such 'sports direct'.

### **Skills And Knowledge Required:**

Skills and knowledge is important when applying for a job because this would be telling you what you would need to be able to do in your job. If you don't have what they are asking, you would need to think if that job is good enough for you or not such as a 'physical education teacher'.

### **Progression Available:**

Progression available is important when applying for a job because, you would need to look if there is any chances of being able to get into higher jobs from the job you are applying for. For example a PE teacher, to a head of the department.

### **Consideration Of Own Suitability For The Role And Identification Of Own Strengths And Weakness:**

You should be looking at your weaknesses if they are essential for the job you are doing. If they are you should be looking to see if that job is a good fit for you if not you should look for other options such as cyclist coach.



## **Criteria 1 – Part 2**

### **PE Teacher**

#### **Where and when will you be working?**

PE teachers would be working in a school and you would be working from about 8am to 3pm but need to do afterschool activities and also marking and planning what you might need to take work home with you.

#### **What you'll be doing?**

As a PE teacher you would be planning lessons then delivering the lessons to the students you will be teaching. You will need to get all the equipment ready for the lessons you are doing also you will be marking all of the student's coursework. You will also need to organise afterschool activities. You will also be encouraging students to do their best.

#### **What you will need?**

The qualifications you will need depends on the way you go to become a PE teacher. If you go the university way you will need GCSEs in English, Maths and Science at grade 9 to 4, 2 to 3 A levels for a degree and a degree in a suitable subject for postgraduate study. You could also do it through an apprenticeship, you would need 5 GCSEs at grades 9 to 4 including English and Maths, and a degree. Qualities you would need to bring to this job is the knowledge of the course you are teaching, communication, leadership skills, sensitivity and understanding, also the ability to teach students how to do something. If you studied GCSE's PE or Sport Studies at school, A level or College you will have more of an advantage compared to someone who hasn't.

### **Other Information**

#### **Uniform:**

There's a dress code for PE teachers in schools it would usually be trainers, and the school's tracksuit, you are representing the school you are working with. This is because you will look professional in your work place also a corporate image.

### **Progression:**

You can always progress in this job into becoming a specialist leader of education, become a Curriculum Leader, Head of Department, Deputy Head or even the Head Teacher with the right amount of experience in teaching.

### **Criteria 2- Create a Curriculum Vitae.**

Name and address

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

### **Key Achievements**

- Leading events such as 'Party at the Palace', having the ability to communicate, and organise.
- Taking part of a cycling tournament having the ability to work in a team of people and communicating.

### **Experience**

- March 2017 to January 2018. PSYV, leading a group of 20 people, organising roles, being able to communicate with a large group of people.

### **Employment History**

- PSYV Volunteer March 2017 to January 2018.  
The duties of this role was to help out at events when needed to.  
Responsibilities in this role was to organise roles to other volunteers, be organised on wearing the right uniform and coming on time. Also, willing to give up your spare time when needed. Communicating with a large group of volunteers.

### **Education and qualifications**

## **St Mary's Catholic High School (April 2019 – Present)**

Predicted Target Grades:

- English – 5
- Maths – 4
- Sociology – 4
- Science – 4
- PE – TBC
- Sport Studies – TBC
- Music – 6
- Religious Studies – 4

Have no qualifications in this area.

### **Personal Qualities**

- Persuasive I can persuade people into my ideas when in the PSYV.
- Also confident to be able to speak in groups when in the PSYV.
- Also passionate about the job and can motivate people to make them do their best also myself was done in the PSYV.
- I am thoughtful about other people in friend groups and others and self-discipline to push myself to do the best I can when in the gym and also were in the PSYV.

### **Interests and hobbies**

Cycling links in with the job by being active out of school and work also going to the gym makes me more active always pushing to go further and in any other sports what I participate in.

### **Reference**

- Mr Walsh – PE teacher – [m.walsh@ismchs.co.uk](mailto:m.walsh@ismchs.co.uk)
- Miss Silcock – Form Tutor – [s.silcock@ismchs.co.uk](mailto:s.silcock@ismchs.co.uk)

**Cover Letter:**

Graham Paris  
HeadTeacher  
Armadale Academy  
West Main Street  
Armadale  
EH48 3LY

11<sup>th</sup> November 2019

Dear Mr Paris,

I would like to consider my application for your Physical Education teacher vacancy which I have saw on your school's website on the 11<sup>th</sup> November.

I am applying for this job because I am wanting to get more young people involved, more active and to enjoy PE. I love to see young people achieve in my lessons and seeing the young children loving exercise.

I have the ability to communicate to young people to get them more involved in sports. I have patience. Organisation to help young people during lessons. As you saw on my attached CV you can see that I have good fitness level and communicating skills. I can also use an iPad to video sports, to show how the students can improve also to give them positive feedback.

From March 2017 to January 2018 I was volunteered at PSYV where I was responsible for planning and organising roles for events we held, I also needed to communicate to the whole group at meetings and events. At events I mostly spoke to vulnerable groups

such as children, disabled people and elderly helping them with whatever they needed done. Through this role I have gained, organisational, communication and time keeping skills.

On a personal level, I consider myself as a hard-working and responsible person. I always find a solution to a problem and my communication skills will allow to share my experience with others even if I have just met them.

Thank you for looking over my application. I would welcome the opportunity to discuss this with you further at the interview.

Yours Sincerely,

Name

[REDACTED]  
[REDACTED]  
[REDACTED]

### **How to prepare for an interview.**

#### **Why do you want to work in our organisation?**

I want to work for your organisation because I think it is a fast pace environment what I like to work in, I like to teach younger students so they can enjoy PE as much as I do and I want the kids to pass their exams the best they can.

#### **What qualities do you have?**

I am very confident while communicating to people what you would need for this job when you are speaking to students and staff, I can motivate people to get them to push their self-further.

#### **How have you dealt with a difficult situation or circumstance?**

I have dealt with a difficult situation when the cycling team I lead, wasn't listening well and someone got injured by it, I have learned that I need to take control of the team I am leading.

#### **Do you work well in a team?**

I work well in a team when playing basketball in the highschool, I always communicated very well in the team and made game changing decisions. The importance of this is that my communicating skills have got a lot better.

**What makes you different from other applicants?**

I think that my fast decision making, confident communicating skills and leading a cycling team in my old school.

**What do you check with regard to health and safety before you start a session?**

I always check if the pitch isn't slippery or harmful for anyone to play on, make sure everyone is wearing the right outfit for the sport we are playing.

**Criteria 2 – Part 2 continued – Research undertaken about the dream job**

If I was preparing for my dream job I would prepare what I would say to the interviewer because I want to make a good impression to them. I would also phone up to the company a week before my interview asking them if they would want me to wear my formal clothes or a tracksuit, this would show them that I am being organised and wanting the job. Another way I could prepare for this job is by researching about the company to show that I have interest for the place I am applying for also research the role of the job and what you are expected to do. When I walk into the interviewer room I should look formal, smile at the interviewer, and shake the person's hand also greet them formally. You could also phone up the company and ask them for a tour of the place before your interview this would show them that you are very interested in the job you are applying for it also shows the employer your face before your interview and personality.

**Prepare for my own questions**

1. How many students would be in the classes I work with?
2. Would all the equipment be required?
3. What equipment do you have?
4. What facilities do you have?

5. What could I progress to from this job?
6. What time would I finish on this job?
7. What training do I get while on this job?
8. How many lessons a week would I need to do?
9. Would I need to do extra-curriculum clubs for afterschool and lunches?
10. How many staff members would I be working with?
11. How much work would I be expected to do at home?

### Careers Plan

Year	What I want to achieve	Skills gap and training need	SMART
1	Stay in St Mary's Catholic High School to get 5 GCSE's at grades 9 to 4 In Science, Music, Sociology, English and Maths and aim to get a distinction in Sport Studies.	At the same time to get essential First Aid Training with the St John Ambulance completed and a certificate to prove the training has been completed.	Specific – It is because the certificate will help with the PE teacher. Measurable – It is because it is only for one weekend. Attainable – yes because I can complete the training course in one weekend. Realistic – Yes, it isn't something too difficult to get my certificate. Time – Manageable because I can give up one weekend to do the course.

2	Go in College in Preston to get A levels in PE.	I would also volunteer at a junior sports club in the local area also get DBS check done. Apply for rugby referee course (RFU Level 3 Coaching Award)	Specific – It is specific to a PE teacher because it's working with young people and learning rules of a new sport which will help getting in. Measurable – yes because I can work alongside course work. Attainable – Yes, because it's only a 4 day course, and after college. Realistic – Yes, because I can do my coursework alongside and spread everything else out through the year. Time – its manageable.
3-5	Stay at Preston College for the year and pass my A levels and get a Bachelor's Degree in Physical Education at university.	I need to also get a DBS check to make sure I can work with young people, volunteer at a High School and also be a volunteer referee for the rugby in semi-professional rugby.	Specific – yes because it's going to help for the PE teacher vacancy. Measurable – yes because I can work alongside coursework and do after college. Attainable – yes can achieve in 3-5 years. Realistic – Yes because I can do coursework while achieving all of this. Time – Manageable with everything else.

**Evaluate and Review.**

Evaluate and review every 6 months.



## RO55 – LO4

### Understand the impacts which the sports industry has in the UK.

#### Economics

Economics is the study of production, distribution.

Economic has five key words associated with economic impact which are;

- 1) Tourism
- 2) Employment
- 3) Consumer Expenditure
- 4) Foreign Investment
- 5) Productivity

#### Employment:

The sports industry has a positive impact on employment on the UK, by the increase in sales by internet shopping for example JD Sport has their online shopping increasing by more people wanting to buy off their website instead of going into their stores. However the sports industry has a negative impact on employment on the UK, by the increase of internet shopping the high streets stores would be closing down for example payless shoesource shut down around 2,500 stores. Another positive impact the sports industry has on employment in the UK is that if more facilities are built such as bigger stadiums there will be more jobs available for people to get for example the London 2012 Olympics, they would have needed more security guards, camera men and so much more vacancies to be hired for. Another negative impact the sports industry has on employment in the UK is that by facilities moving to green areas what will be further away from the city or town centres people will have to travel further which will also and of course some people may not be able travel there and lose their jobs by the facility moving.

### Productivity:

The sports industry has a positive impact on productivity on the UK, as a participant by the success through teamwork by the sports success as either a participant or spectator can increase in the work place by all of the money the spectators will be spending on merchandise and food at or near the stadiums. However the sports industry also has a negative impact on productivity because if a derby game was happening such as Manchester United vs Manchester City you will most likely have people reducing hours to go watch the match, or people pulling a sickie and not showing up for work what will have a negative impact on the businesses. Another negative impact on productivity on the UK is injury caused to participation or even spectating, if you are at a football game and a brawl starts to happen and you get involved in it, you may get injured by it and need to take time off work what will affect the business. If you are playing in the game and get injured you may need to take time off and it may also affect the team's performance by not playing their strongest players what may lead to the other team scoring more goals or less goals scored for your team.

### Consumer Expenditure:

Consumer Expenditure is the household spending on goods and services. The sports industry has a positive impact on consumer expenditure on the UK this will have loads of positive impact to businesses and sport clubs because people will be buying sport wears, equipment, tickets and to watch events on Sky Sports or BT sport, for example the Anthony Joshua Boxing match was only shown on Sky Sports in December 2019. You could only watch the fight on TV if you paid extra. However the sports industry has a negative impact on consumer expenditure on the UK because of the online shopping stores may be shutting down by it, For example JJB used to be a sports shop but it ran out of money and had to close.

### Foreign Investment:

The sports industry has a positive impact with foreign investment in the UK because more people buying our sport clubs out of the UK they will be bringing in money into our economy. For example Marwan Koukash was the owner of the

Salford Red Devils rugby league club until 2018. This will also attract more foreign people to support the teams. A negative impact the sports industry has on foreign investment in the UK is that the sport teams and leagues are not immune from economic shocks, so this means that the money is unexpected and unpredictable and may make a negative or positive thing which may happen. For example, Bury football club ran out of money in 2019 and had to leave the EFL. Bolton Football club were very close but were able to gain money at the last minute.

### Tourism:

The sports industry has a positive impact on tourism on the UK, because when we held The Olympics in 2012, this would have had a ton of positive impacts to our economy. For example we got a new stadium by it, the businesses got more money by the more people being in London, the money The Olympics brought into our country didn't just effect London it effected the whole of England everyone felt the impact of it in a shape of form. However the sports industry has a negative impact in tourism on the UK because when the cricket world cup was held in England, not as many places felt the impact of the money, the impact of the money would never go that far compared to the Olympics. Another positive impact the sports industry has on tourism in the UK is that by more tourist coming in to watch our sport teams plays the club or business the people buy the tickets for the game and aeroplanes tickets or any other travel they will see the increase of money coming in as well. However another negative impact the sports industry has on tourism on the UK is the congestion the tourist will cause other workers who are going to work, by the congestion they may make on the road or other transport will make it harder for people to get from and to work.

### Social Impacts

Social is relating to a society or its organisation.

There is 6 key words to associate with social impact which are:

- 1) Crime/antisocial behaviour
- 2) Public Services

- 3) Education
- 4) Culture
- 5) Identity
- 6) Environment

#### Crime/antisocial behaviour:

The sports industry has a positive impact to the crime and antisocial behaviour by having youth clubs in the area by having these in the area, young people will have a place to go instead of doing crime or antisocial behaviour. If they have a youth club there will be more things for the kids to do as well. However the sports industry does have a negative impact on crime and antisocial behaviour by sport gambling debt for example, Charles Barkley was estimated that he lost £22,821,000 million gambling. There are loads of examples of people who lost less or even more than him, even though he didn't get into crime by losing so much money some people will only see the choice of selling drugs on the streets or even get into more debt and use those drugs for themselves. Another positive impact the sports industry has on crime and antisocial behaviour is that football at sport games they have increased security this will help to decrease violence and racist chants since they can ban people from the stadium if they are caught doing any crime and antisocial behaviour.

#### Public Services:

The sports industry has a positive impact on public services because when the police are at a derby game such as Liverpool vs Everton you will see a higher present of police at the game compared to a non-derby game this will have a positive impact because the more police present there is, the less violence will hopefully happen. However this has a negative impact, by having a load of police at the match trying to prevent violence, there will be less police in the public to help other people who will need help it will be a longer wait for the dispatcher to send someone to the address given. This is the same for the ambulance service their positive impact is to be at the match because they can prevent serious injuries which may happen while they are at the match. However this has a negative impact on the public services because while they are at the game, there will be less paramedics and

drivers for the rest of the public, so if someone phoned the emergency service number '999' for an ambulance the wait for someone to come will increase the wait for the patient because of the decrease of the availability of paramedics.

### Education:

The sports industry has a positive impact on education because professional football clubs help players to get qualifications even when they are part of a massive team such as Chelsea, the player Fikayo Tomori is using his intelligence alongside playing football he has three A-levels and three years into a business management degree what the football club helps him with to let him complete it. However, there is a negative impact because everyone has the dreams of becoming an athlete one day making a lot of money, most people will start to not focus on education as much by doing this, and they won't be able to succeed in life if they don't get their qualification alongside their dreams of becoming an athlete. Another positive impact the sports industry has on education in the UK is that learners learn better in sport by this people may get better qualifications.

### Culture:

The sports industry has a positive impact on culture in the UK because when we are going in or going past the leisure centre in our local area there is always advertisement on their walls, we will see them targeted at a young person or even older people. For example most of the time, most leisure centres will show have discounts for students who want to use the gym this will let more people exercise since everyone likes it to be cheaper and not pay full price for it. However the sports industry has a negative impact on culture in the UK because the facilities we have aren't always going to be the best for. For example ice climbing we wouldn't be able to compete as well as a country with a lot of ice and snow. Most people would have to go to Scotland, leave the UK, use a dry slope or fake snow e.g chill factor to practice skiing as most places in the UK don't have real snow. We may have an alternative facility to train for it but we wouldn't do as well.

### Identity:

The sports industry has a positive impact on identity because when we hold Wimbledon every year we are getting good reputation from that, we get tourists

coming to watch the event and everyone enjoys the matches what are played here every year. However the sports industry has a negative impact on identity because when Stirling was playing a match, he started to get racially abuse by a Chelsea fan, by that fan making racial comments to him, the fan has now got all of the supports of Chelsea in a brackets of “racist people”. This has caused a bad reputation to Chelsea and even England as a whole. Another positive impact the sports industry has on identity is when we held the London 2012 Olympics was apparently one of the best Olympics to happen according to ‘The Guardian’, the IOC said “The final Olympic Games of my 12-year term as president of the International Olympic Committee were received with great fanfare this summer in London. Evidence of their success continues to reach me almost daily, as people ask were they the best games in history?” By this quote this shows that we had a good reputation after the Olympics and it has changed people’s life positively.

### Environment:

The sports industry has a positive impact on the environment in the UK by building new stadiums which reduce the carbon footprint by having solar panels to save electricity for example Chelsea keep pledging to continually reduce their carbon emissions by what they have done they won the Sustainability in Sport by their low energy solutions. By having the award it would courage other clubs to do the same as them and help to reduce the carbon footprint. However the sports industry has a negative impact on the environment in the UK, by clubs wanting to upgrade their facilities and increase the size of their facilities to get more people into the stadium but by doing this they could be disturbing the wildlife or building in a green place but it might also cause more congestion on the road as well.

### Health

Health isn’t just the absence of disease but a state of overall well-being. There are three key words associated with “health impact” which are:

- 1) Awareness
- 2) Research
- 3) Participation

### Awareness:

The sports industry has a positive impact on the awareness of health in the UK because, when we have the firefighters coming into local schools it will help the students learn how to save someone's life for example when we had an hour off saving a heart day in school. Just by doing this activity it will help us to do CPR on someone until someone more qualified such as a paramedic can take over for us. The sports industry has loads of positive impact on the awareness of health in the UK, another example is the NHS doing sport events to keep people active, for example they are holding an event called 'Stride4Life' on 5<sup>th</sup> July 2020 at Darent Valley Hospital.

### Research:

The sports industry has a positive impact on the research of health in the UK, is by using heart monitor's which analyse your heart to try figure out how to make it better. When professional athletes get their heart monitored it will be done by a professional person who is specialised in this, the professional person will analyse their heart to try predict if they have diabetes or poor health conditions and will detect if they are under or overweight by the results they get they will be able to improve their performance and do better for the club they play for. However the sports industry has a negative impact on the research of health in the UK, is by sport injuries, if a player gets hurt they will need time to recover from the injury if they are a main player in the team such as Firminio this would affect the team performance negatively since Firminio is a main player to the squad and makes the team performance better and scores more goals. The sports industry has a positive impact on the research of health in the UK by having prosthetics limbs by having these this can increase the participation of para-sports, they can also help the para-sports for people who may want to break world records in sports.

### Participation:

The sports industry has a positive impact on participation regarded to health in the UK by having good play parks for kids, by having a good clean park more children at an early stage will be playing in parks and getting exercise while having fun at the same time. However the sports industry can have a negative impact on participation regarded to health in the UK because if we have a horrible,

vandalised, dirty play park for the kids, less parents will let them go there so by this kids won't be doing as much exercise anymore compared to having a good play park. Another positive impact the sports industry has on participation regarded to health in the UK is swimming pools, by having these this will increase exercise level for all ages, kids can go to have fun, adults can go to swim and it will just be a place for people to do exercise in other shapes of form instead of running. However there is another negative impact the sports industry has on participation regarding to health in the UK, is the bad conditions of cycle paths. In the UK we don't have very good cycle paths for the cyclist compared to the Netherlands, by having really poor conditions to our cycle paths this will decrease the participation of cycling which will also decrease people who do exercise since roughly only 2 million people cycle in the UK at least once a week. A positive impact the sports industry has on participation with regards to health in the UK is by having after-school clubs, when we have these clubs it gives the opportunity to people to do more exercise after school if wanted this would also increase the participation in the UK which would help people's health. A negative impact the sports industry has on participation regarding to health in the UK is not having after-school clubs if we don't have these clubs the participation will decrease and the health in the UK will get poorer than it already is, this is not giving the opportunity for people to get the exercise they need to improve their health.