

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

Unit 3 – Sports organisation and development
DELIVERY GUIDE

Version 1

Cambridge
TECHNICALS
2016

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, both to improve the health of the nation but also to aid the development of elite athletes who can compete and achieve on an international level.

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

Unit 3 Sports organisation and development

LO1	Understand how sport in the UK is organised
LO2	Understand sports development
LO3	Understand how the impact of sports development can be measured
LO4	Understand sports development in practice

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>

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2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Sport and Physical Activity units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 3)	Title of suggested activity	Other units/LOs
LO1	The organisation of sport in the UK – roles and responsibilities	Unit 3 Sports organisation and development LO2 Understand sports development
	The interactions between different organisations involved in sport – elite level	Unit 3 Sports organisation and development LO4 Understand sports development in practice
LO2	The purpose of sports development – the benefits of hosting the Olympics	Unit 3 Sports organisation and development LO4 Understand sports development in practice
	Target groups – the story of David Weir	Unit 3 Sports organisation and development LO4 Understand sports development in practice
		Unit 11 Physical activity for specific groups LO1 Know about the provision of physical activity for specific groups LO2 Know the benefits of and barriers to participating in physical activity for specific groups
LO3	Impact of sports development – performance levels	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised LO4 Understand sports development in practice
	Impact of sports development – participation levels	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised LO4 Understand sports development in practice
	Impact of sports development – impact on society	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised LO4 Understand sports development in practice
		Unit 20 Sport and exercise sociology LO3 Understand issues in society that affect sport LO4 Know how sport and exercise can impact on society
LO4	Sports development initiatives – 1 Million Kids Challenge	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised
	Sports development initiatives and events	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised
		Unit 8 Organisation of sports events LO1 Know the different types of sports events and their purpose
	Advantages and disadvantages of sports development – hosting a major sporting event	Unit 3 Sports organisation and development LO3 Understand how the impact of sports development can be measured
	Benefits of sports development – the Mo Farah effect	Unit 3 Sports organisation and development LO1 Understand how sport in the UK is organised LO2 Understand sports development LO3 Understand how the impact of sports development can be measured
		Unit 20 Sport and exercise sociology LO3 Understand issues in society that affect sport LO4 Know how sport and exercise can impact on society

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Active People Survey	The Active People Survey is a telephone survey of sport and physical recreation, commissioned by Sport England. The survey aims to measure participation levels in sport and physical recreation. It also provides details of how participation varies from place to place and between different groups within the UK. The information is then used to measure the impact of current initiatives and policies. It also helps to inform future sport and physical recreation initiatives and policies.
British Olympic Association (BOA)	The British Olympic Association is the National Olympic Committee for the UK. It represents the Olympic movement and organises Team GB at the summer, winter and youth Olympic Games. The organising of Team GB involves working with the NGBs of each sport to select the best athletes for the Games. The BOA is independent and receives no funding from the government. All of its income comes from fundraising and events.
Clubmark	Is a cross sport accreditation scheme for community sports clubs, and is a Sport England sports development initiative. In order for a club to receive Clubmark status it must fulfil specific criteria related to the quality of sports provision at the club. These criteria are then assessed by the sport's NGB. Many sports have now developed their own versions of the Clubmark accreditation scheme.
County sports partnerships	<p>There are 45 county sports partnerships (CSPs) covering England. They are networks of local agencies:</p> <ul style="list-style-type: none"> • Local authorities • National governing bodies • Sports clubs: professional and community • Education: schools, colleges and universities • Health care. <p>All agencies are committed to working together to increase the number of people taking part in sport and physical activity through delivering policies and initiatives.</p>
Department for Culture, Media & Sport (DCMS)	The DCMS states its roles are to improve the quality of life for all through cultural and sporting activities and through strengthening of the creative industries. Sport is one area in which these aims are pursued. As a result, the DCMS promotes the government's policies, for example, the Sporting Future strategy, aiming to widen access to sport and physical activity. It therefore has two main agendas: promoting mass participation and developing sporting excellence. The DCMS develops policies aimed at fulfilling these two agendas. It also supplies the funding to achieve the policy aims. The actual implementation of these policies is then in the hands of other organisations, such as UK Sport and Sport England. These organisations are directly accountable to the DCMS. The DCMS was responsible for the delivery of the 2012 Olympic Games and Paralympic Games.
Department for Education (DfE)	The DfE is responsible for education and children's services in England. In terms of sport, the DfE has responsibility for many of the government's policies and strategies aimed at using physical education and school sport to achieve many educational aims. For example, the DfE was responsible for the delivery of the very successful PE, School Sport and Club Links (PESSCL) strategy in 2002. More recently, the DfE works alongside other key governmental departments in delivering the Primary PE and Sport Premium. This initiative aims to use £150 million per annum to improve the provision of physical education and sport in primary schools in England.
English Institute of Sport (EIS)	This organisation helps athletes to improve their sporting performance through the delivery of science, medicine, technology and engineering support. It is an owned subsidiary of UK Sport and receives over £60 million from them every four years to provide world class services to elite athletes and their coaches. Support is delivered through a network of nine high-performance centres across England. Loughborough University and Holme Pierrepont are examples of these centres.
International Olympic Committee (IOC)	The IOC is an international, non-profit, non-governmental organisation. It is the supreme authority of the Olympic movement. The IOC organises the modern Olympic Games and Youth Olympic Games, held in summer and winter, every four years.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
International Sports Federations (IFs)	IFs are responsible for the administration and organisation of their sports at a world level. This often includes establishing and reinforcing rules and regulations; developing players; organising events and championships as well as promoting the sport to fans and spectators. International Sports Federations form an integral part of the Olympic movement. Each Olympic sport is represented by its respective IF, which in turn helps administer its sport during the Games. Examples of IFs include the International Association of Athletics Federations (IAAF), Federation Internationale de Football Association (FIFA) and World Rugby.
National governing bodies of sport	Across the UK there are many different NGBs who have responsibility for managing and governing their specific sport. They have many roles and responsibilities. For example, they develop initiatives to promote their sport and to increase participation. They also set the rules and regulations, including sanctioning and disciplining players/athletes. NGBs also organise competitions and tournaments from grass roots to the elite level. A key area they are responsible for is the training of coaches/officials. Finally, they also provide funding for facilities and equipment. Examples of NGBs include: British Athletics, The FA, Badminton England, England Cricket Board and British Gymnastics.
National Lottery funding	National Lottery money is distributed by 12 independent organisations, each with specialist knowledge of its particular sector. In terms of sport, UK Sport and Sport England are the organisations responsible for distributing National Lottery funding to support their specific agenda: sporting excellence and mass participation. Of all money spent on National Lottery games, 28% goes towards 'good causes' of which sport is one.
Sainsbury's School Games	Organised by the Youth Sport Trust and sponsored by Sainsbury's, this initiative is an inter- and intra-school competition for young people aged 7–18. It uses competitive sport to inspire young people to engage in high quality sport on a more regular basis. It is delivered at four levels: Level 1: Intra-school competition – sporting competition for all students held within the school; Level 2: Inter-school competition – individuals and teams are selected to represent their schools against other local schools; Level 3: School Games Festival – regional or countywide festivals and competitions usually held twice a year to find the best performers in the area; Level 4: National multi-sport event – the 2015 School Games saw 1,600 of the most talented young people in the UK selected to compete.
Sport England	This organisation is responsible for increasing the number of people participating in sport and physical activity. In contrast to UK Sport, it therefore focuses very much on mass participation as opposed to elite level sports development. Sport England is a key organisation responsible for delivering the government's Sporting Future strategy.
Sports development	Is a term used to describe the policies and initiatives that are designed to get more people active more often. It can range from an NGB's coach education programmes to a mega global sporting event such as the Olympic Games. Sports development often involves many different organisations including governments and private companies. Sport development is seen to address many agendas beyond sport, including: tackling obesity and improving health, improving social inclusion within communities, and of course developing and producing world class talent. It is for this last reason that so much investment is made into sports development programmes.
Sports development continuum	The Sports development continuum is a model that reflects a person's involvement in sport by what stage they are at. The model has four stages: Foundation, Participation, Performance, and Excellence. These stages are often depicted within a pyramid design: the sports development pyramid. Greatest level of participation is at the Foundation stage of the continuum. Progression up through the pyramid is linked to opportunity, provision and esteem. At each level of the pyramid, there are specific initiatives and schemes designed to increase participation for each target group. As a performer progresses up through the sports development pyramid, fewer and fewer people can participate at each level.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Sports development roles	<p>Within the concept of sports development there are various roles that must be fulfilled in order to successfully deliver sports development initiatives and programmes at all levels of the sports development continuum. These include, for example:</p> <ul style="list-style-type: none"> • Coaches • Leaders • Sports development officers • PE teachers • Officials.
Target groups	<p>Target groups include: young people, women, obese and overweight people, the elderly, ethnic minority groups, disabled people and elite athletes. Sports development initiatives are specifically designed to help these target groups get involved in sport and physical activity as they are often at risk of not participating or not fulfilling their potential due to certain barriers they may face.</p>
UK Sport	<p>Founded in 1997, this organisation is responsible for the development of elite level sport in the UK. It uses over £100 million every year of public taxes and National Lottery funding to support the nation's Olympic and Paralympic athletes in their pursuit of medals on the international stage. UK Sport works very closely with NGBs of sport to ensure that the support given operates as effectively as possible. It is accountable to the Department for Culture, Media & Sport (DCMS).</p>
Whole sport plans	<p>Sport England is investing over £400 million of public money and National Lottery funding into 46 NGBs of sport between 2013 and 2017. In order to receive this funding, each NGB is required to produce and submit whole sport plans detailing how they would use this money to help them increase the number of people playing their sport and how they would nurture and develop talent. Sport England then assesses the plan, and if the NGB meets the criteria, they receive funding.</p>
World Anti-Doping Agency (WADA)	<p>WADA is an international independent agency funded by the sport movement and governments of the world. Its key activities include scientific research, education, development of anti-doping capacities, and monitoring of the World Anti-Doping Code. WADA was founded with the aim of bringing consistency to anti-doping policies and regulations within the world of sport. Ultimately, WADA aims to create a world where all athletes can compete in a drug-free sporting environment.</p>
World Class Programme	<p>UK Sport created the World Class Programme to provide world class support to elite level athletes in this country. It covers all funded summer and winter Olympic and Paralympic sports and is delivered by the NGBs for sport. It operates at two levels: Podium – supports athletes with a realistic medal winning chance at the next Olympic/Paralympic Games (four years away); Podium Potential – supports athletes who have a realistic chance of winning a medal at the subsequent Olympic and Paralympic Games (eight years away).</p>
Youth Sport Trust	<p>Is a charity that aims to get young people active through developing high quality physical education and school sport programmes. These programmes are often delivered in close partnership with other key sports development organisations such as Sport England. Current successful initiatives include: 'This Girl Can' and the School Games.</p>



MISCONCEPTIONS



Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
The organisation of sport in the UK	<p>Learners may initially find it difficult to fully understand the complexity of the organisation of sport in the UK. There are a wide range of organisations involved in sport within the UK all with distinct roles and responsibilities. These roles and responsibilities do overlap which can cause confusion.</p> <p>Learners could overcome this by reading an article written by key researchers in this area. This article provides a very in-depth analysis of elite sport development in terms of systems, structures and policies. The relevant information can be found on pages 16–25.</p>	<p>Organisation: Elsevier: B, Houlihan and M Green Resource Title: Comparative Elite Sport Development: systems, structures and public policy Website Link: http://www.imd.inder.cu/adjuntos/article/394/Comparative%20Elite%20Sport%20Development.pdf Description: Provides a detailed review of the organisation of elite sport in the UK.</p>
The concept of sports development	<p>Learners may find it difficult to fully understand the concept of sports development. This is due to the fact that it is a very complex area and therefore difficult to define.</p> <p>This could be overcome by the learners researching the term 'sport for all'. This is essentially what sports development aims to achieve. A report produced by the Labour Party provides a thorough analysis of sports development in this country and the various policies and initiatives that are currently designed to achieve this aim. Through reading this report learners should have a thorough knowledge and understanding of the concept of sports development.</p>	<p>Organisation: Labour Party Resource Title: More Sport for All Website Link: http://www.sportsthinktank.com/uploads/the-labour-party-more-sport-for-all-labours-consultation-on-government-backing-for-more-sport-and-physical-activity-for-all-ages-in-all-areas-july-2014-2.pdf Description: Labour's Consultation on Government backing for more sport and physical activity for all ages in all areas.</p>
How an athlete progresses up through the sports development pyramid	<p>Learners may benefit from researching further real-life examples of athletes who have successfully progressed from a foundation level to an excellence level in their sport.</p> <p>Learners could watch engaging documentaries detailing the life stories of Paula Radcliffe and Lionel Messi. These documentaries chart the progress that these athletes made from being a talented youngster to being a professional athlete.</p>	<p>Organisation: ITV Resource Title: Sports Life Stories: Paula Radcliffe Website Link: https://www.youtube.com/watch?v=ww0K09GFxW8 Description: Documentary about distance runner Paula Radcliffe</p> <p>Organisation: Sky Sports Resource Title: The Making of Messi Website Link: https://www.youtube.com/watch?v=2zmapfQJFyA Description: Lionel Messi from early life to international stardom.</p>


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
The funding of sport in the UK	<p>Understanding the history of funding for sport in the UK will allow the learners to better understand how sports are funded today, and the role organisations, such as Sport England and UK Sport, play in distributing this funding.</p> <p>Learners could overcome this by reading several articles discussing the history of funding and how this has impacted on sports development in the UK, specifically at the elite level.</p>	<p>Organisation: UK Parliament Resource Title: High Performance Sport Website Link: http://www.publications.parliament.uk/pa/ld201314/ldselect/ldolympic/78/7808.htm Description: Explains how funding for high performance sport has resulted in an increase in medals won at the Olympics.</p> <p>Organisation: History and Policy Resource Title: On your marks... formulating sports policy and Britain's Olympic legacy Website Link: http://www.historyandpolicy.org/policy-papers/papers/on-your-marks-formulating-sports-policy-and-britains-olympic-legacy Description: Explains the history of funding for elite level sport and how this funding has been influenced by policy development.</p> <p>Organisation: The Guardian Resource Title: The great funding debate: has Britain's medal chase gone too far? Website Link: https://www.theguardian.com/sport/blog/2014/mar/18/funding-britain-medal-chase-uk-sport Description: Provides a current analysis of funding policy for elite level sport in the UK.</p>
Target groups – disabled people	<p>Learners may find it challenging to identify the various barriers disabled people may face when participating in sport and physical activity.</p> <p>This could be overcome by encouraging learners to research Sport England's website on this topic. There are a number of reports which review disabled people's participation in sport.</p>	<p>Organisation: Sport England Resource Title: Why disability sport matters Website Link: https://www.sportengland.org/our-work/disability-sport/why-disability-sport-matters/ Description: Discusses what Sport England is doing to increase participation among this target group.</p>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
Sports development roles	<p>Learners may require further information on the different roles within sports development, especially in terms of the roles and responsibilities they have in creating positive sporting experiences that sustain involvement in sport.</p> <p>Learners could be encouraged to view a short documentary on the roles and responsibilities of a sports development officer. Following this, learners could also read an article by Sports Coach UK detailing how to become a sports coach. Both resources may be useful in creating a clearer picture of the various roles in sports development.</p>	<p>Organisation: icloud.com Resource Title: Career Advice on becoming a Sports Development Officer Website Link: https://www.youtube.com/watch?v=J2v9gj4aU8s Description: Explains the role of a sports development officer</p> <p>Organisation: Sports Coach UK Resource Title: How to Become a Coach Website Link: https://www.sportscoachuk.org/sites/default/files/How-to-Become-Coach-top-tips.pdf Description: Explains how to become a sports coach.</p>
The interactions between different organisations involved in sport	<p>Learners may require further applied examples of how different sports organisations interact on an international level, and then how this filters down to impact on a national and local level.</p> <p>Learners could be encouraged to research about the doping scandal surrounding the Russian athletes. Russian athletes are currently banned from competing in any international competitions. Such a ban involves the interaction of a variety of sports organisations, such as the World Anti-Doping Agency, the International Olympic Committee and the IAAF. This example could easily be applied to the UK if a similar scandal was revealed.</p>	<p>Organisation: BBC Sport Resource Title: Russia should remain banned, says leading IOC official Website Link: http://www.bbc.co.uk/sport/olympics/36557009 Description: An article detailing the drugs scandal surrounding Russian athletes.</p> <p>Organisation: The Telegraph Resource Title: Russia Olympic ban: Russian athletes will miss Rio Games as doping ban upheld – but some could compete under neutral flag Website Link: http://www.telegraph.co.uk/athletics/2016/06/17/russian-olympic-ban-decision-and-doping-scandal-live/ Description: Reviews the current doping scandal engulfing the sport of athletics.</p>

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand how sport in the UK is organised		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>The organisation of sport in the UK – an overview</p>  <p>See Lesson Element: The organisation of sport in the UK</p>	<p>In order to provide an overview of this topic, tutors could task the learners with reading a BBC Sport article about the organisation of sport in the UK. This article can then provide an opportunity for the tutor to clarify and elaborate on some of the points discussed within the article. Learners could be encouraged to identify some of the roles and responsibilities of each of the organisations identified. These discussions could be recorded on a whiteboard for the tutor/learners to refer back to, if required.</p> <p>The article can be found at:</p> <p>Organisation: BBC Sport Resource Title: British sport - structurally unsound? Website Link: http://news.bbc.co.uk/sport1/hi/front_page/4269510.stm Description: Provides an outline of the organisation of sport in the UK</p>	30 minutes	
<p>The organisation of sport in the UK – roles and responsibilities</p>  <p>See Lesson Element: The organisation of sport in the UK</p>	<p>Tutors could task the learners with researching the various organisations involved in sport in the UK. This could involve the learners working in pairs to research one of the sports organisations with the aim of producing a one-page essential guide about this organisation. The essential guides could then be presented by the learners and offered as a revision resource for the other learners in the group.</p> <p>The following are suggested organisations to research and links to their websites:</p> <ul style="list-style-type: none"> • Department for Culture, Media & Sport (DCMS): https://www.gov.uk/government/organisations/department-for-culture-media-sport • UK Sport: http://www.uk sport.gov.uk/ • Sport England: https://www.sportengland.org/ • National governing bodies of sport (e.g. FA, British Athletics, RFU): http://www.thefa.com/ <p>The essential guide could include the following information:</p> <ul style="list-style-type: none"> • Who the organisation is • An overview of what it does • Examples (at least three) of its roles and responsibilities (e.g. training of coaches, providing funding, setting of rules and regulations) • An example of a current sports development initiative delivered by this organisation. <p>A similar task could also be undertaken when discussing other organisations such as: National Disability Sport Organisations, County Sports Partnerships and Youth Sport Trust.</p>	1 hour	Unit 3 LO2

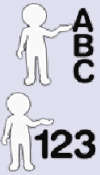
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>The interactions between different organisations involved in sport – elite level</p>  <p>See Lesson Element: The organisation of sport in the UK</p>	<p>The interactions between the different organisations involved in sport in the UK can best be understood by analysing the support an elite athlete receives in preparation for the Olympic Games. Learners could be tasked with producing a process/flow diagram outlining the roles of each of the organisations involved in supporting an athlete in their pursuit of Olympic glory. In this task it is very important that the learner identifies how each of the organisations interacts to support the athlete.</p> <p>For example, in supporting Jessica Ennis-Hill the following organisations are involved:</p> <ul style="list-style-type: none"> • Department for Culture Media & Sport: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/450712/1619-F_Sports_Strategy_ACCESSIBLE.pdf (pages 33–36) • National Lottery funding: http://www.lotterygoodcauses.org.uk/campaign/athlete-funding • UK Sport and the English Institute of Sport: http://www.ukssport.gov.uk/our-work/world-class-programme • British Athletics: http://www.britishathletics.org.uk/world-class/ • Jessica Ennis-Hill and Toni Minichiello (coach). <p>This task would work best in pairs or small groups with the learners presenting their diagrams to the rest of the group. It would be more interesting if the pairs/groups were assigned different athletes/sports so that comparisons can be made between the different support pathways.</p>	1.5 hours	Unit 3 LO4
<p>The interactions between different organisations involved in sport – grassroots level</p> 	<p>Building on the previous task, the interactions between the different organisations involved in sport in the UK can be further understood by analysing the initiatives designed to increase participation among children and young people. Learners could be tasked with producing a process/flow diagram outlining the roles of each of the organisations involved in increasing participation in this particular target group. In this task, it is very important that the learners identify how each of the organisations interacts to deliver such initiatives. For example:</p> <ul style="list-style-type: none"> • Department for Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/450712/1619-F_Sports_Strategy_ACCESSIBLE.pdf (pages 19–23) • Sport England and Youth Sport Trust: https://www.sportengland.org/our-work/children-and-young-people/primary-school-sport/ • Primary and secondary schools: http://www.afpe.org.uk/advice-on-new-national-curriculum/advice-on-sport-premium • School pupil. <p>This task would work best in pairs or small groups with the learners presenting their diagrams to the rest of the group.</p>	1.5 hours	


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How international organisations impact on sport in the UK</p>  <p>See Lesson Element: The organisation of sport in the UK</p>	<p>To introduce this task the tutor could use the following case studies to highlight how international organisations impact on sport in the UK:</p> <ul style="list-style-type: none"> • Football – Goal-line technology: http://quality.fifa.com/en/Goal-Line-Technology/ • Rugby – Head injuries: http://www.worldrugby.org/news/70796 • Swimming – Hi-tech suits banned: http://news.bbc.co.uk/sport1/hi/other_sports/swimming/8161867.stm • Athletics – Minimum entry standards for the Olympics: https://www.rio2016.com/en/news/and-they-re-off-qualification-for-athletics-events-at-rio-2016-olympic-games-begins <p>Learners could be assigned one of the case studies and tasked with identifying how the matter presented in the case study impacts on sport in the UK. It is important that the learners consider the positive and negative implications of the impacts. Learners could record their findings in a table format, and share this information with the rest of the group. This task could work well as a paired activity.</p>	1 hour	


SUGGESTED ACTIVITIES


LO No:	2		
LO Title:	Understand sports development		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>What is sports development? – establishing a definition</p> <p>See Lesson Element: Sports development in the UK</p>	<p>Tutors could introduce the concept of sports development by using the London 2012 Olympics as a point of discussion. London hosting the Olympics provides an excellent case study for understanding sports development at all levels of the sports development continuum.</p> <p>Tutors could use the following video clip to connect learners to the topic:</p> <p>Organisation: Olympic channel Resource Title: Best Bits of the London 2012 Olympics Highlights Website Link: https://www.youtube.com/watch?v=TbsXUJITa40 Description: Provides a video montage of the best moments from London 2012.</p> <p>Following on from this clip, the tutor could task the learners with devising their own definition of what sports development is. The definitions could be written on sticky notes from which the learners could be encouraged to share their definitions with the rest of the group. The sticky notes could then be placed on the whiteboard/wall for the tutor/learners to refer back to, if required.</p> <p>Further knowledge and understanding could then be gained by encouraging the learners to undertake independent research on the concept of sports development.</p> <p>The following web resource provides a wide range of resources on the area of sports development:</p> <p>Organisation: Sportanddev.org Resource Title: What is Sport and Development? Website Link: http://www.sportanddev.org/en/learnmore/what_is_sport_and_development/ Description: Discusses the concept of sports development.</p> <p>Findings could then be shared with the rest of the group and compared to the learners' earlier definitions.</p>	45 minutes	




Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>The purpose of sports development – the benefits of hosting the Olympics</p>  <p>See Lesson Element: Sports development in the UK</p>	<p>The following report provides an excellent resource for understanding the wider benefits of hosting the Olympic Games for the UK:</p> <p>Organisation: UK Government and Mayor of London Resource Title: Inspired by 2012: The legacy from the London 2012 Olympic and Paralympic Games Website Link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/224148/2901179_OlympicLegacy_acc.pdf Description: Provides a detailed analysis of the impact of hosting the Games.</p> <p>Using this report, tutors could task the learners with researching the following topics related to the benefits:</p> <ul style="list-style-type: none"> • Sport and healthy living (pages 21–30) • Regeneration (pages 32–39) • Economic growth (pages 41–49) • Bringing communities together (pages 51–63). <p>This could take the form of a paired task where the learners present their discussions to the whole group in the form of a PowerPoint presentation. Learners could produce a handout of their presentation so that the other learners have revision resources covering all aspects of this topic.</p>	1.5 hours	Unit 3 LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Sports development roles</p>  <p>See Lesson Element: Sports development in the UK</p>	<p>This task could be introduced with the tutor leading a discussion on identifying the different roles that individuals can undertake when involved in sports development. The ideas gathered from the learners could be recorded on a whiteboard and used as a point of discussion. Examples of roles include:</p> <ul style="list-style-type: none"> • Coaches • Leaders • Sports development officers • PE teachers • Officials. <p>The tutor could use the follow website resource to provide real-life examples of the different roles within sports development and the important work they do in creating high quality sporting experiences:</p> <p>Organisation: Pride of Sport Awards Resource Title: Pride of Sport: Winners 2015 Website Link: http://www.prideofsportawards.co.uk/winners-2015 Description: Provides examples of sports development roles.</p> <p>Building on this task, the tutor could challenge the learners to identify the important work each of these roles accomplish in encouraging and sustaining participation in sport and physical activity. This task would work particularly well as a group task with each group being given one of the roles to discuss. Groups could be provided with paper and coloured pens to produce a mind map/spider diagram on their particular role. Each group then takes it in turns to present their findings to the rest of the group.</p>	1 hour	

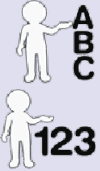
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Sports development continuum – the rise and rise of Tom Daley</p>  <p>See Lesson Element: Sports development in the UK</p>	<p>Tutors could use the following website resources to highlight the stages that a professional athlete goes through as they progress in their sport. The tutor could task the learners with viewing a documentary on Tom Daley to understand the progress he has made up to this point in his career:</p> <p>Organisation: BBC Resource Title: Tom Daley – Diving for Britain Website Link: https://www.youtube.com/watch?v=LfXLlrseAyg Description: A documentary on the life of Tom Daley.</p> <p>Viewing this documentary should now provide a prompt for the learners to reflect on progress within their own sport. At this point tutors could introduce the concept of the sports development pyramid. A diagram of the pyramid would work really well as a focus point for explanations and discussions about this topic. Learners could be encouraged to identify where on the pyramid they are.</p> <p>The following website provides a suitable diagram of the sports development pyramid:</p> <p>Organisation: Studynotes.com Resource Title: Sports development pyramid Website Link: https://www.acceleratedstudynotes.com/wp-content/uploads/2012/10/PYRAMID.png Description: Provides an image of the sports development pyramid.</p>	1.5 hours	

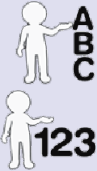
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Sports development continuum – where are you at?</p> 	<p>Learners could now be tasked with providing a detailed analysis of the sports development pyramid in relation to their own sport. This could be an individual task involving learners researching and collecting information on the player pathway for their sport. Learners could then pair up with another learner and take it in turns to share the information they have found.</p> <p>Learners need to consider the provision and opportunities on offer at each stage of the pyramid: Foundation, Participation, Performance and Excellence. This consideration could involve researching and collecting information on the following areas:</p> <ul style="list-style-type: none"> • School pathway • Club pathway • Funding available (e.g. TASS, SportsAid, World Class Programme) • NGB role • Role of UK Sport and Sport England. <p>The following website could be used to aid in the completion of this task:</p> <p>Organisation: Sport England Resource Title: 2013-17 whole sport plan investments Website Link: https://www.sportengland.org/our-work/national-governing-bodies/sports-we-invest-in/2013-17-whole-sport-plan-investments/ Description: Provides sport by sport details of Sport England's investment.</p> <p>NGBs' websites will also be very useful for completing this task.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Target groups – the story of David Weir</p>  <p>See Lesson Element: Sports development in the UK</p>	<p>Tutors could introduce the concept of target groups by showing a documentary about the story of David Weir. In this documentary Paralympic athlete David Weir tells the story of his journey from being a youngster with a disability to his crowning glory at London 2012.</p> <p>This documentary can be found at:</p> <p>Organisation: ITV Resource Title: Sports Life Stories: David Weir Website Link: https://www.youtube.com/watch?v=dJTDD3FVy70 Description: Tells the story of Paralympian David Weir.</p> <p>The purpose of viewing this documentary is to encourage the learners to think critically about the reasons for participation and non-participation by people with a disability. Tutors could encourage a whole group discussion exploring the barriers to participation for disabled people at different levels of the sports development continuum.</p> <p>The tutor could then open up the discussion to include the following target groups:</p> <ul style="list-style-type: none"> • Women: http://funding4sport.co.uk/downloads/women_barriers_participation.pdf https://www.sportengland.org/media/3285/gowherewomenare_final_01062015final.pdf • Minority groups: http://sport.wales/media/1481343/bme_summary_-_english.pdf • Young people: http://sport.wales/media/346127/update_65(62)_e.pdf • Over 50s: https://www.sportengland.org/media/3699/understanding-participation-among-recently-retired-people-summary-report.pdf • Elite athletes: http://theconversation.com/spend-big-to-win-big-funding-and-success-at-the-olympics-8703 <p>Learners could be tasked with working in pairs to provide a summary of the information they find on each of the target groups. This information could be best summarised in a table format.</p>	2 hours	Unit 3 LO4 Unit 11 LO1, LO2



SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand how the impact of sports development can be measured		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Impact of sports development – performance levels	<p>Tutors could use UK Sport's Olympic and Paralympic funding policy as an applied example for understanding how the impact of sport development on elite level performance can be measured. To begin, learners could be tasked with researching UK Sport's funding policy. This can be found at: UK Sport funding: http://www.uk sport.gov.uk/our-work/investing-in-sport/how-uk-sport-funding-works</p> <p>This knowledge and understanding could then be applied to analysing the performance, and therefore funding, of a range of Olympic sports. Learners could be tasked with selecting four sports. For example:</p> <ul style="list-style-type: none"> • Boxing • Basketball • Cycling • Diving. <p>Tutors could task the learners with researching the following information on each of the four sports:</p> <ul style="list-style-type: none"> • Medal target for London Olympics? • Did they achieve this target? • What happened to their funding? • What is their funding for the Rio Olympics? • How does this impact on the athlete (e.g. funding and targets)? <p> This task would work best with learners in pairs. The information could be presented as a mini report. A table format would be an effective method for making comparisons between the different sports.</p> <p> The following websites provide excellent analyses of the winners and losers in the race for funding:</p> <ul style="list-style-type: none"> • BBC Sport: http://www.bbc.co.uk/sport/olympics/20780450 • UK Sport: http://uksport.gov.uk/our-work/investing-in-sport/current-funding-figures 	1 hour	Unit 3 LO1, LO4


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Impact of sports development – participation levels</p> 	<p>Tutors could use the Sainsbury's School Games as an applied example for understanding how the impact of sport development on participation at a grassroots level can be measured:</p> <p>Organisation: Youth Sport Trust Resource Title: Sainsbury's 2015 School Games – Are You Ready? Website Link: https://www.youtube.com/watch?v=ptin4_7dDQc Description: A promotional video for the Sainsbury's School Games.</p> <p>Learners could then be tasked with researching about the School Games. Information can be found at: School Games: https://www.yourschoolgames.com/about-the-games/levels-of-competition-explained</p> <p>Information having been gathered on the School Games, tutors could task the learners with producing a one-page written report on the delivery and impact of the School Games so far. This task would work best with learners working on their own to produce the report.</p> <p>The following resources could be used to aid the learners in this task:</p> <ul style="list-style-type: none"> • Sport England report 1: https://www.sportengland.org/media/4583/school-games-executive-summary-2012.pdf • Sport England report 2: http://www.sportengland.org/media/4252/school-games-executive-summary-2013.pdf 	1.5 hours	Unit 3 LO1, LO4


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Impact of sports development – impact on society</p> 	<p>Tutors could use the hosting of the London 2012 Olympics as an applied example for understanding how the impact of sport development on society can be measured. Learners could be tasked with researching the impact of hosting the Games post-2012.</p> <p>The following resource could be used to introduce the learners to this topic:</p> <p>Organisation: BBC Sport Resource Title: London 2012: UK public says £9bn Olympics worth it Website Link: http://www.bbc.co.uk/sport/olympics/23434844 Description: An article discussing whether hosting the Olympics was value for money.</p> <p>Building on this task, tutors could use the following report for understanding the impact of hosting the Olympic Games:</p> <p>Organisation: Department for Culture, Media & Sport Resource Title: Post-Games Evaluation Website Link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/224181/1188-B_Meta_Evaluation.pdf Description: An evaluation of the impacts and legacy of London 2012.</p> <p>Learners could then be challenged with producing a mind map/spider diagram to summarise a chapter from the report. This could then be presented to the rest of the group. This task would work well as a small group activity:</p> <ul style="list-style-type: none"> • Participation levels (pages 8–13) • Economic benefits to the UK (pages 5–7) • Attitudes towards disabled people (pages 22–24) • Regeneration of East London (pages 30–35). 	2 hours	Unit 3 LO1, LO4 Unit 20 LO3, LO4

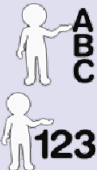

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Methods for measuring the impact of sports development – Clubmark initiatives</p> 	<p>One method for measuring the impact of sports development is the Sport England Clubmark accreditation scheme. The scheme has been adopted and adapted by a number of NGBs of sport.</p> <p>Tutors could task the learners with producing a promotional leaflet about a Clubmark accreditation scheme. Learners could select from a wide range of NGBs as most now have their own version of this scheme. For example:</p> <ul style="list-style-type: none"> • British Gymnastics: https://www.british-gymnastics.org/clubs/club-support/gymmark • England Rugby: http://www.englandrugby.com/governance/legal-and-admin/club-accreditation/ • Volleyball England: https://www.volleyballengland.org/getintovolleyball/clubs/volley_123_clubmark • England Athletics: http://www.englandathletics.org/clubs--community/club-management/club-accreditation-clubmark <p>The leaflet could include the following information:</p> <ul style="list-style-type: none"> • Background information about the scheme • How to apply for the accreditation • The criteria involved to achieve accreditation • The benefits of the scheme to the club. <p>This would work best as an individual or a paired task with the learners producing a leaflet that can then be used as a revision resource.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Methods for measuring the impact of sports development – participation survey</p>	<p>Another method for measuring the impact of sports development is through the use of surveys. To connect learners to this topic, tutors could task them with researching the Active People Survey. The following questions could be used as a tutor-led discussion:</p> <ul style="list-style-type: none"> • What is the Active People Survey? • How does it work? • What does it measure? <p>Tutors could direct learners to the following resource: https://www.sportengland.org/research/about-our-research/what-is-the-active-people-survey/</p> <p>Building on this activity, tutors could then task learners with creating their own participation surveys for their centre. Learners could be encouraged to research the Active People Survey to create appropriate questions.</p> <p>The following website resource contains helpful information to complete this task: https://www.sportengland.org/media/3281/aps-questionnaire.pdf</p> <p>As a general guidance, questions should cover the following topics:</p> <ul style="list-style-type: none"> • Number of people participating in sport • How often people participate in sport • Type of sport participated in • Level that they compete at e.g. recreational, club, elite • Any differences in gender, ethnicity, age, etc. <p>Having completed the survey, learners could then analyse the results for each of the questions asked, making appropriate explanations and recommendations. The results obtained could also be compared to the Active People Survey results.</p> <p> This activity could be presented as a mini research project, with the learners working in pairs or small groups to complete the task.</p> <p> The following websites could also be useful for when creating a participation survey: https://www.surveymonkey.co.uk/ https://surveyplanet.com/</p>	2 hours	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Understand sports development in practice		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Sports development initiatives – 1 Million Kids Challenge</p>  <p>See Lesson Element: Sports development initiatives</p>	<p>Tutors could introduce this task by leading a group discussion on a past, successful sports development initiative: Sainsbury's 1 Million Kids Challenge. This initiative aimed to get one million children from around the UK involved in the Paralympics by giving them the opportunity to try out a Paralympic sport.</p> <p>The following video could be used to connect learners to this task: https://www.youtube.com/watch?v=uQcmp5GkzFA</p> <p>Following on from this activity, learners could then be given 20 minutes to research as much information as they can about the initiative. The following website articles could be a good starting point for this activity:</p> <ul style="list-style-type: none"> • 1 Million Kids Challenge explanation: http://www.j-sainsbury.co.uk/media/latest-stories/2011/20110411-sainsburys-launches-1-million-kids-challenge/ • 1 Million Kids Challenge success: http://www.insidethegames.biz/articles/109692/sainsburys-hit-double-target-for-1-million-kids-challenge <p>The learners having read these articles, the tutor could then lead a whole group mind map on identifying key characteristics of this initiative. Key characteristics could be written on the whiteboard as focus points for a whole group discussion. For example:</p> <ul style="list-style-type: none"> • Purpose and aims of the initiative • Scale of the initiative • Organisations involved • Duration of the initiative • How it was promoted. 	1 hour	Unit 3 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Sports development initiatives and events</p>  <p>See Lesson Element: Sports development initiatives</p>	<p>Building on the previous task, the tutor could task the learners with producing a one-page written report on a current/recent sports development initiative and event.</p> <p>This task could work well as a paired task, with one member of the pair completing the 'initiative' part and the other member completing the 'event' part.</p> <p>The written report should include the following information:</p> <ul style="list-style-type: none"> • Purpose and aims of the initiative/event • Scale of the initiative/event • Organisations involved • Duration of the initiative/event • How it was promoted. <p>Examples of initiatives:</p> <ul style="list-style-type: none"> • UK Sport Talent ID initiatives: http://www.uk sport.gov.uk/our-work/talent-id • This Girl Can: https://www.sportengland.org/our-work/women/this-girl-can/ • Barclay's Spaces for Sports: https://www.home.barclays/citizenship/citizenship-in-action/barclays-spaces-for-sports.html • StreetGames: http://www.streetgames.org/about-us/about-streetgames • FA Skills Programme: http://faskills.thefa.com/ <p>Examples of events:</p> <ul style="list-style-type: none"> • Rio Olympics: https://www.olympic.org/rio-2016 • English Schools' Athletics events: http://www.esaa.net/ • The FA Cup: http://www.thefa.com/thefacup/more/fa-cup-round-dates • Parkrun weekly events: http://www.bbc.co.uk/news/uk-england-36023503 	1.5 hours	Unit 3 LO1 Unit 8 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Advantages and disadvantages of sports development – hosting a major sporting event</p>  <p>See Lesson Element: Sports development initiatives</p>	<p>This task could be introduced by tasking the learners with considering the advantages and disadvantages of hosting the Olympic games. The tutor could use the following video resources to encourage analysis of hosting the games:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=mUohWCogVek • https://www.youtube.com/watch?v=agLeiq--Gic • http://www.bbc.co.uk/news/uk-17747643 <p>During this activity, learners could note down any advantages and disadvantages presented. This could be recorded in a table format. The tutor could then encourage a whole group discussion using the advantages and disadvantages identified by the learners.</p> <p>The tutor could then task the learners with identifying the advantages and disadvantages of the initiatives they discussed during the activity above.</p>	1 hour	Unit 3 LO3
<p>Benefits of sports development – the Mo Farah effect</p>  <p>See Lesson Element: Sports development initiatives</p>	<p>The tutor could use the success of Mo Farah as a case study for understanding the benefits of sports development. Learners could be tasked with analysing the journey Mo Farah has undertaken to become the 5000m and 10000m Olympic and World Champion.</p> <p>The following resources could be used to connect learners to this topic:</p> <ul style="list-style-type: none"> • https://www.theguardian.com/sport/2012/aug/11/mo-farah-london-2012-olympics • http://www.bbc.co.uk/sport/athletics/36456326 <p>This task could be completed as a mind map/spider diagram with learners working individually to find information on how Mo Farah's success has benefitted:</p> <ul style="list-style-type: none"> • Him (e.g. financial gains, increased profile): http://www.dailymail.co.uk/news/article-2286297/Mo-Farah-VERY-ambitious-wife-dash-cash-risks-tarnishing-Olympic-hero.html • The sport of athletics (e.g. increase participation): http://www.theguardian.com/news/datablog/2015/jul/05/olympic-legacy-failure-sports-participation-figures • Providing organisations (e.g. DCMS, National Lottery, UK Sport, NGB – British Athletics): http://www.bbc.co.uk/sport/34925048 • UK society (e.g. improved public health, feel-good factor): http://www.independent.co.uk/sport/general/athletics/mo-farah-on-a-mission-to-inspire-a-generation-to-get-off-the-couch-8193115.html <p>This task could work well with any of the Olympic medallists from London 2012. For example:</p> <ul style="list-style-type: none"> • Greg Rutherford • Jessica Ennis-Hill • Bradley Wiggins • Anthony Joshua • Nicola Adams. 	1 hour	Unit 3 LO1, LO2, LO3 Unit 20 LO3, LO4



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