

User Groups

- Ethnic Minority
- Retired people
- Families with young children
- Single parents
- Children
- Teenagers
- Disabled
- Unemployed/socially disadvantaged
- Working singles and couples



Possible Barriers

- Not much free time
- Work/Family commitments
- Not enough money to participate
- Accessibility of facilities/equipment (no disabled access/ no transport)
- Lack of role models
- Limited activities that aren't suitable for participants.
- Don't know what is available in the area.
- Portrayal of gender issues (football – boys)



Solutions

R051 – Contemporary Issues in Sport

LO1: Understand the issues which affect participation in sport

P

rovision

- ❖ Provide appropriate activity options for the demand of specific user groups (e.g. teenagers different to retired) (sessions for wheelchair sports)
- ❖ Appropriate times for different user groups (mid-morning sessions for those with young children)

Popularity

- Participation
- Provision – Tennis lacks easily accessible courts impacting starter participation.
- Environment – Snow sports in UK?
- Spectatorship – Live football matches are easily accessible
- Media Coverage
- Role Models – lack of role models for some user groups.
- Success for teams and individuals – Chris Hoy's cycling success has increased participation in cycling.
- Acceptability – Is horse racing accepted by all? Or is animal cruelty?

Swimming most popular activity in UK in terms of participation – why?

P

romotion

- ❖ Advertise in appropriate places for user groups. (schools for teenagers)
- ❖ Use of role models
- ❖ Initiatives at user groups (free swimming for under 16's and over 60's)

Emerging sport (new and upcoming) – Ultimate Frisbee.

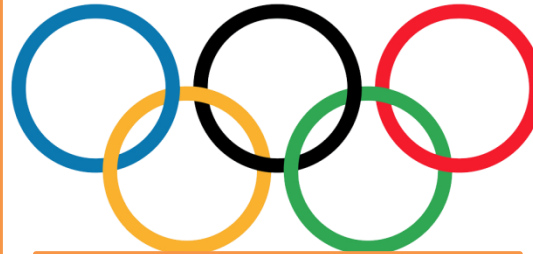
A

ccess

- ❖ Access to facilities (transport, ramps)
- ❖ Access to equipment (hoist for swimming)
- ❖ Sensible pricing (reduced price for unemployed/children)

Olympic and Paralympic Values:

- Inspiration
- Respect
- Friendship
- Courage
- Excellence
- Equality
- Determination



Represents the union of the five continents

Values promoted through sport:

- Team Spirit (*Work together*)
- Fair Play (*Following rules*)
- Citizenship (*Involved in community through sport*)
- Tolerance and Respect
- Inclusion (*involving all in sport*)
- National Pride (*Uniting behind country at international event*)
- Excellence

"The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well" **Pierre De Coubertin** (Olympic Creed)

R051 –
Contemporary
Issues in Sport

**LO2 - Know about the role
of sport in promoting
values**

Performance-enhancing drugs

- For (fame, money, success, pressure)
- Against (reputation of individual/sport, loss of sponsors, poor long-term health.
- WADA - whereabouts rule.
- Dwain Chambers (steroids), Lance Armstrong (blood doping), Marion Jones (Steroids), NESTA Carter (stimulants).
- Consequences – bans, removal of medals, prison.

Etiquette and Sporting behaviour

- Spectator Etiquette – quiet at tennis, stand for national anthem, applaud opponent.
- Sportsmanship – fair play and playing by the rules.
- Gamesmanship – Bending the rules to gain an advantage.
- Breaking the rules (deviance) – illegal actions.

Sports Initiatives

- FIFA for Hope campaign
- Sport Relief
- Sky Sports Living for Sport
- This Girl Can
- Kick racism out of football.

Features

Regularity (how often they happen)

- 'one off' – *occurs in country/city once in a generation e.g. Olympic and Paralympic Games.*
- Regular – *happens every year but is shared around as a rule e.g. UEFA Champions League Final.*
- Regular and recurring – *happens each year in same place e.g. Formula 1 Grand Prix.*
- International element – *involves competitors/spectators from more than one country e.g. FIFA World Cup.*

Legacy (Explain how – increase/decrease)

- ✓ **Social** – Status of country, national pride, improved transport, improved/cheaper housing, facilities used after the event.
- ✓ **Sporting** – participation, facilities, media coverage, attract more sponsorship/funding, sustain success at elite level.
- ✓ **Economic** – Jobs, investment (area/facilities), new facilities (create money/jobs), money from sponsorship, increased tourism.

LO3 – Understand the importance of hosting major sporting events

Each potential benefit and drawback links to a legacy

R051 – Contemporary Issues in Sport

Advantages (Benefits)

- Improved transport system.
- Increased direct and indirect tourism.
- Commercial benefit
- Increase in participation in some sports.
- Facilities used can be used by the community the event.
- Raise the status of the country 'shop window effect'.
- Raised moral of the country

Drawbacks (Disadvantages)

- Bidding to host the games can be expensive and you may not get the event.
- Can cost the host country more than it raises.
- Facilities are not used after the event if it is not used properly.
- If event is ran poorly it can have a negative impact on the status of the country.
- Event may only promote one area of sport, this can negatively impact participation in other sports.
- Terrorism



Promotion

- Promoting participation (equal opportunities policies)
- Increase popularity of the sport (schemes for schools)
- Exposure in media



R051 – Contemporary Issues in Sport

Infra-structure

- ❑ Structure of the sport
- ❑ Organise competitions and tournaments.
- ❑ Creates rules and disciplinary procedures

Support

- Provide technical advice (England Hockey provide information on playing surfaces)
- Provides location and contact details for local clubs.

Funding

- Lobby for and receive funding.
- Distribute funds e.g;
 - Grants
 - Membership
 - Lottery funding
 - Income from media/sponsorship
 - Merchandising
 - Admissions Charges
 - Fund raising
- Provide members with advice about funding.



LO4- Know about the role of National Governing Body's (NGB) in sport.

PISFID

Implement initiatives and policies

- Anti-doping policies
- Promote etiquette and fair play
- Information and guidance on safeguarding



Develop

- ✓ Elite training and development (national performance squads)
- ✓ Coaching awards (Level 1 and 2)
- ✓ Training of officials.

LO1 – Be able to use skills, techniques, tactics/strategies/compositional ideas as an individual performer in a sporting activity

- Performance of skills and techniques

Individual sport – Involves a single performer competing against one or more other performers, e.g. Badminton, Table Tennis

Skill – Learned combination of movements

Technique – Method used to perform a skill

- Creativity - Ability to create or react to a situation in a unique or unusual way
- Appropriate use of tactics/strategies/compositional ideas

Tactics – Plans used against opponents' weaknesses and for own strengths

Strategies – Overall plan of how best to perform

Composition – Art of creating and arranging

- Decision making during performance – making decisions based on what you see hear, touch and feel.
- Ability to maintain own performance

Arousal – Physical and mental state of excitement

Mental Rehearsal – Picturing perfect performance to control arousal.



Delivered through practical elements



R052 – Developing Sports Skills



LO2 – be able to use skills, techniques, tactics/strategies/compositional ideas as a team performer in a sporting activity

- Performance of skills and techniques

Team sport – Involves a two or more players working together towards a shared goal of winning, e.g. Basketball, Football, Netball

Skill – Learned combination of movements

Technique – Method used to perform a skill

- Creativity - Solving a problem using different ideas
- Decision making during performance

Reaction Time – Time taken to decide what to do

- Appropriate use of tactics/strategies/compositional ideas

Tactics – Plans used against opponents' weaknesses and for own strengths

Strategies – Overall plan of how best to perform

Composition – Art of creating and arranging

- Awareness of role within/contribution to team – positioning, leadership, job role.



LO3 - Be able to officiate in a sporting activity

- How to apply rules and regulations relevant to the activity

Rules – Defines how to win fairly

Regulations – Define the playing area

- The importance of consistency
 - Consistency is making the same decision in the same kind of situation.
- The importance of accuracy
 - Officials need to make accurate decisions according to the ‘letter’ and the ‘spirit’ of the law.
- The use of signals
 - Hand signals are used to indicate to players and spectators what infringement or foul has occurred.
- How to communicate decisions
- Importance of positioning

LO4 – To be able to apply practice methods to support improvement in a sporting activity

- How to identify areas of improvement in own performance in a sporting activity.
 - Identifying and discussing your own strengths and weaknesses in your performance.
- Types of skill
 - Simple skill** - skill made with few decisions, e.g. running.
 - Complex skill** – skill made with many decisions, e.g. passing.
 - Open skill** – skill made within a changing environment.
 - Closed skill**- Skill made within an unchanging/stable environment.
- Types of Practice
 - Whole practice** – skill performed in its entirety.
 - Part practice**- skills broken down and only part of it practised.
 - Variable practice** – changing the practice – best for open skills
 - Fixed practice** – Repetitive practice, best for closed skills
- Methods to improve own performance
 - Evaluation** – Judging something’s worth, appropriateness and level of success
 - Video Analysis** – Use of motion recording to analyse individual techniques
 - Match Analysis** – Use of motion recording to analyse tactics and team performances
- How to measure improvement in skills, techniques and strategies developed

LO1 – Know the personal qualities, styles, roles and responsibilities associated with effective leadership

Leadership – The action of leading a group of people

Leader – A person who holds responsibility and respect and has followers they can influence

Different leadership roles and opportunities within sport

- ❖ Captains, Managers, Teachers, Coaches, Expedition leaders, Role Models

Role Related Responsibilities

- ❖ Knowledge of activity
- ❖ Enthusiasm for activity
- ❖ Knowledge of safety
- ❖ Knowledge of Child Protection
- ❖ Knowledge of basic first aid

Personal Qualities that relate to leadership roles

- ❖ Knowledge, resilience, reliability, punctuality, confidence, communication, creativity, charisma, fairness, reliability

Leadership Styles

- ❖ Democratic – where a leader consults a group when making decisions
- ❖ Autocratic – where a leader does not value opinion of others. They do not ask for opinion or welcome suggestions
- ❖ Laissez-Faire – where a leader does not intervene and allows an activity to follow its own natural course



LO2 – Be able to plan a sports activity session

Key considerations when planning sports activity sessions

- ❖ Objectives – what you hope to achieve
- ❖ Appropriate venue
- ❖ Equipment needs – fixed or portable that can be moved
- ❖ Supervision needs
- ❖ Timing of activities
- ❖ Introduction and conclusion of session
- ❖ Basic warm up - to include:
 - Pulse raising activity, stretches and familiarisation or skill based activities
 - Mobility exercises: moving a limb through its full range of movement
 - Cool down – Gradually reducing the pulse and breathing rate whilst stretching muscles to remove waste products
- ❖ Skills and technique development
- ❖ Engagement – how well the session will hold the participants attention
- ❖ Organisation

Safety considerations when planning sports activity sessions

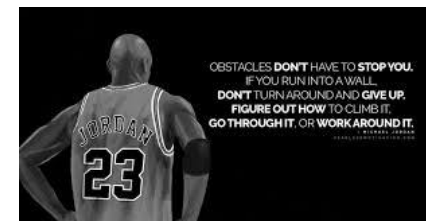
Risk assessment – Used to identify and eliminate risks where possible, protecting participants from harm

Corrective actions – Actions taken

- ❖ Risk assessments – faculties, equipment/clothing checks, activity specific risks
- ❖ Emergency procedures

Theoretical Elements

R053 – Sports Leadership



LO3 – Be able to deliver a sports activity session

Safe Practice

- ❖ Organisation of group / activity – your positioning when delivering session, equipment prepared in advance, suitable group size, timing
- ❖ Safe supervision – rehearse session prior to event, know the safety procedures

Delivery Style

- ❖ Delivery Style – The style and manner in which you lead the session
- ❖ Proactive – Making decisions to eliminate any problems before they happen
- ❖ Reactive – Reacting to problems by changing what you are doing
- ❖ Demonstrations – A visual way to show the group how to do something

Communication Skills

- ❖ Verbal – needs to be loud and clear. Pronounce words properly and accentuate key words
- ❖ Non verbal – involves gestures, hand signals, facial expressions and movement
- ❖ Appropriate Language – avoid patronising or demeaning language and use plenty of praise
- ❖ Technical terms – use words specific to sport and if students struggle to understand, break it down using simpler words

Motivational techniques

- ❖ Motivation – The desire to drive to accomplish something
- ❖ Extrinsic motivators – Something is offered to create motivation from an external source. Tangible rewards can be touched e.g. a certificate. Intangible rewards cannot be touched e.g. praise from a coach

Activity Specific Knowledge

- ❖ Know how to perform techniques and how to break them down

Adaptability

- ❖ Be flexible with plans and willing to make changes if necessary

LO4 – Be able to evaluate own performance in delivering a sports activity session

Key aspects to consider in evaluation, planning and delivery of a sports session

Evaluation – is to make a judgement about something's worth, appropriateness and level of success. Want went well and even better ifs.

- ❖ **The Objectives** – were they too easy, hard or just fine

Ambition – Hoping and expecting to achieve

❖ **The Plan**

Was the plan clear enough and easy to follow?

Did the plan contain enough detail?

Would you need to include more or less detail in the next session?

Are there specific aspects that the plan lacked?

❖ **The Activities**

Were length of activities too short, too long, just right?

Did they challenge?

Did they show progression?

Were all students active?

❖ **Motivation**

Were the group motivated in the session?

How did they respond to praise?

How did you motivate?

What might you change?

Were the group interested?

❖ **Organisation**

Was group size suitable?

Did you organise the equipment well?

Was the working area appropriate?

Did the warm up prepare the students for main activity?

Were your instructions clear?

❖ **Equipment**

Did you choose appropriate equipment to support your session?

❖ **Communication**

Did you project your voice?

Did you speak clearly?

Were you loud enough?

Did you use verbal and non verbal communication?

Was your language appropriate and suit knowledge and age of group?

❖ **Positioning**

Could you see the students at all times?

Did the group behave?

❖ **Safety**

How did you ensure safety and were all students safe?



Practical Element

Theoretical Element



R053 – Sports Leadership

LO1 – Know about different types of outdoor activities and their provision

- Definition of an outdoor activity
- Examples of outdoor activities

Canoeing – Paddling a water craft with a single paddle.

Kayaking – Paddling a water craft with a double paddle.

Sailing – Floating water craft propelled by wind

Windsurfing – Floating flat board propelled by wind.

Trekking – Walking in the natural environment

Hill walking – Walking in a hilly natural environment

Orienteering – Using a map and compass to follow a route

Mountaineering – Climbing or trekking in mountains.

Abseiling – Using a climbing rope to descend

Caving – Exploration of caving systems, also called **potholing**.

Mine Exploration – Walking through mines and quarries.

Mountain Biking – Off-road cycling on specialised bikes

Trail Biking – Mountain biking on specialised trails

- Provision of outdoor activities in the UK

Outdoor activity providers – provides opportunities for participation.

National sports centres – Part of Sport England to create elite world-class sporting talent.

Voluntary Organisations – Provide participation opportunities for people under the age of 18.

- Example of local and national providers of different outdoor activities identified

R056 – Developing knowledge and skills in outdoor activities

LO2 – Understand the value of participating in outdoor activities.

- General benefits of participating in outdoor activities
- How participating in outdoor activities can help skills development

LO3 – Be able to plan an outdoor activity

- Key considerations to make when planning an outdoor activity
- Hazards to be aware of when planning outdoor activities

LO4 – Be able to demonstrate knowledge and skills during outdoor activities

- Care and use of equipment
- Team-working skills
- Problem-solving skills
- Safe practice
- Communication skills
- Decision-making skills