

Unit 2: Practical Sports Performance

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 20

Duration of lessons: 90 minutes

Learners should spend lesson time and non-supervised time working on assignments.

This scheme of work is provided to help you make the most of your planning time. Customise this by adding your own activities/lesson ideas to the 'Activities' column.

Lesson	Unit content*	Activities	Links to other units
1	Unit introduction	<ul style="list-style-type: none"> Teacher presentation (approx. 10 minutes): outline the nature of the learning aims and the number of assignments that learners will be expected to complete. 	
Learning aim A: Understand the rules, regulations and scoring systems for selected sports			
1 cont.	<p>Topic A.5 Sports: For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.</p> <p>Topic A.1 Rules (or laws): Rules (or laws) as regulated by the national or international governing body for the sport.</p>	<ul style="list-style-type: none"> Teacher presentation: summary of sports and the rules that govern them. Individual activity: learners to classify sports. Paired activity: learners to outline the organisation for a selected sport from grass-roots participation to international governing body. 	
2	<p>Sport A</p> <p>Topic A.1 cont.:</p>	<ul style="list-style-type: none"> Teacher demonstration: select a specific sport (Sport A) and demonstrate the basic rules/laws of the sport in a 	Topic A.1, A.2, A.3 & A.4 have

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Unit 2: Practical Sports Performance

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	<p>Rules (or laws) for a specific sport.</p> <p>Topic A.2 Regulations: For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).</p> <p>Topic A.3 Scoring systems: For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Topic A.4 Application of the rules/laws of sports in different situations: For example, when a goal is scored when a player is in an offside position in football, lbw in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.</p>	<p>practical environment</p> <ul style="list-style-type: none"> Learners to take turns in officiating and applying the rules. Record the applications of rules. Group activity 1: summarise the major rules of Sport A. Group activity 2: summarise the major regulations of Sport A. Group activity 3: summarise the methods of scoring and methods of victory for a different sport and specific to Sport A. Teacher presentation: summary of regulations, scoring systems, methods of victory and application of rules/laws. Homework or individual activity: learners to describe the decisions a football official should make and their sanctions/actions for each situation. 	<p>partial links with:</p> <ul style="list-style-type: none"> Unit 10: Injury and the Sports Performer (Topic D.1 & D.2)
3	<p>Sport A</p> <p>Topic A.6 Roles of officials: For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p>Topic A.7 Responsibilities of officials: For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).</p>	<ul style="list-style-type: none"> Learners to observe officials in action for Sport A and make note of specific rules each official applies. Practical activity: methods of communication for officiating in Sport A and effective methods of communication. Teacher presentation: summary of the roles and responsibilities of officials. Homework or individual activity (if classroom based): learners to identify the different responsibilities of officials for Sport A. 	
4	<p>Sport A</p> <p>Assignment 1 Tasks for Learning aim A</p>	<ul style="list-style-type: none"> Assessment: evidence could be in the form of a presentation, video, report or information booklet. 	

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	Use centre-devised assignment. Alternatively, use the authorised assignment from www.btec.co.uk/sport2012 <i>NB Criteria cannot be achieved in full until assignment for Sport B has also been completed. No assignment should split the learning aim. They could be separate tasks within one assignment brief</i>		
5–6	Repeat lessons 2–3, but in the context of <u>Sport B</u>		
7	Sport B Assignment 1 Tasks for Learning aim A Use centre-devised assignment. Alternatively, use the authorised assignment from www.btec.co.uk/sport2012	<ul style="list-style-type: none"> • Assessment: evidence could be in the form of a presentation, report or information booklet. 	
Learning aim B: practically demonstrate skills, techniques and tactics in selected sports Learning aim C: be able to review sports performance			
8	Sport A Topic B.1 Technical demands: These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, interaction, other demands specific to sport. Topic B.4 Relevant skills and techniques: The skills and techniques relevant to the selected sport and practice. Topic B.3 Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays.	<ul style="list-style-type: none"> • Teacher presentation: summary of skills in sport, using PS 14. • Group activity: introduction to techniques within various sports, using AS 5. • Individual activity: learners to complete TF 2 prior to participating in Sport A. • Group activity: learners to be introduced to Sport A through practical participation. For each skill, learners to be introduced to the different stages of application of the skill. • Homework: learners to look at the different components of a skill, by completing AS 6. 	Topics B.1, B.4, & B.3 have links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topics A.1 & A.2) • Unit 13 Profiling Sports Performance (Topic A.1, A.2 & A.3)
9	Sport A	<ul style="list-style-type: none"> • Teacher presentation: summary of tactics in sport. 	Topics B.2, B.5,

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	<p>Topic B.2 Tactical demands: For example, decision making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space.</p> <p>Topic B.5 Relevant tactics: The tactics relevant to the selected sport and practice/situation.</p> <p>Topic B.3 Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays.</p>	<ul style="list-style-type: none"> • Group activity: learners to be introduced to the tactics in Sport A. • Teacher: show videos on tactical analysis by coaches and players in basketball. 	<p>& B.3 have links with:</p> <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topic s A.1 & A.2) • Unit 13 Profiling Sports Performance (Topic A.1, A.2 & A.3)
10	<p>Sport A</p> <p>Topic B.6 Effective use of skills and techniques, and the correct application of each component: For example, rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.</p> <p>Topic B.7 Effective use of skills, techniques and tactics: The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Topic B.8 Isolated practices: For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</p>	<ul style="list-style-type: none"> • Session to be used for learners to demonstrate their ability to apply the skills, techniques and tactics of Sport A effectively. • Teacher presentation: summary of practices in sport. 	

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	<p>Topic B.9 Conditioned practices: For example, small-sided games, a limited number of touches, a set numbers of defenders or attackers.</p> <p>Topic B.10 Competitive situations: For example, full-sided games, with appropriate opposition, with match officials.</p>		
11	<p>Topic C.1 Observation checklist: For example, to review performance in selected sports using video analysis:</p> <ul style="list-style-type: none"> technical demands of sport (skills and techniques) production of a checklist suitable for self-analysis of performance in selected sports tactical demands of sport. <p>Topic C.2 Review performance: Strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness. Self-analysis: completion of observation checklist, e.g. use of video. Strengths and areas for improvement: tactics, the effectiveness of decision making. Activities to improve performance: (short-term and long-term goals), e.g. training programmes, use of technology, attending courses, where to seek help and advice.</p>	<ul style="list-style-type: none"> Teacher presentation: to introduce learners to observation analysis and methods of analysis. Demonstrate this to learners with examples. Group activity 1: learners to produce an observation checklist for a sport (in this case, choose different sport to Sport A) and analyse the performance of performers/a team in action. Group activity 2: learners to summarise the skills, techniques and tactics required to perform successfully in the selected sport. Teacher presentation: ways to improve performance. 	<p>Topics C.1, & C.2 have links with:</p> <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topic C.4)
12	<p>Sport A</p> <p>Assignment 3 Tasks for Learning aim B Use centre-devised assignment. Alternatively, use the authorised assignment from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> Assessment: learners to be assessed in each of the areas and assessor to make a valid judgement on each learner's performance within each situation. This session should be visually recorded. 	

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	<p><i>NB Criteria cannot be achieved in full until assignment for Sport B has also been completed (see Lesson 17). No assignment should split the learning aim. They could be separate tasks within one assignment brief</i></p>		
13	<p>Sport A Assignment 3 Task for Learning aim C</p> <p>Use centre-devised assignment. Alternatively, use the authorised assignment from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> • Learners to observe their performance from Lesson 10 and use observation checklist to assess their performance. • Learners to complete a review of their performance considering: <ul style="list-style-type: none"> ○ strengths of skills and techniques ○ areas for improvement of skills and techniques ○ strengths in application of tactics ○ areas for improvement in application of tactics. 	
14–17	<p>Repeat lessons 8–11, but in the context of <u>Sport B</u></p>		
18	<p>Sport B Assignment 5 Tasks for Learning aim B</p> <p>Use centre-devised assignment. Alternatively, use the authorised assignment from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> • Assessment: learners to be assessed in each of the areas and assessor to make a valid judgement on learner's performance within each situation. • This session should be visually recorded. 	
19	<p>Sport B Assignment 3 Task for Learning aim C</p> <p>Use authorised assignment briefs from the awarding organisation. Alternatively, use adapted or centre devised assignment briefs.</p>	<ul style="list-style-type: none"> • Learners to observe their performance from Lesson 10 and use the observation checklist to assess their own performance. 	
20	<p>Unit summary</p>	<ul style="list-style-type: none"> • Teacher-led: recap on unit content. 	
<p>TOTAL: 30 hours</p>			

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