



2021-22 CURRICULUM MAP

BTEC Sport- Year 11

Year 11 BTEC Sport

<p>HALF TERM 1: Component 3- Applying the Principles of Sport and Activity</p> <p>KQ1) What are the attributes of a sports leader? (Skills)</p> <ul style="list-style-type: none"> <i>Communication</i> – verbal communication – tone of voice, volume, appropriate vocabulary for the audience; non-verbal communication – appropriate body language, gestures, demonstrations, eye contact; adapting communication style to meet the needs of the different target groups <i>Listening</i> – active listening <i>Organisation</i> – pre-session (setting up of equipment, planned session to demonstrate structure), post-session (replacing equipment to appropriate area) <i>Activity structure</i> – progression through the session to motivate participants in increasing their physical health <i>Knowledge</i> – of the activities being delivered, including warm-up and cooling-down techniques and current advances in technology <i>Evaluation</i> – own delivery and participants’ development and engagement <i>Target setting</i> – for own future sessions, for participants’ development. <p>KQ2) What are the qualities of a sports leader?</p> <ul style="list-style-type: none"> <i>Encourages enthusiasm</i>- increase intrinsic motivation – leading to fun and enjoyable sessions/ provide extrinsic motivation – using praise, goal setting, rewards and feedback. <i>Inspires confidence</i> – in meeting the government expectations of involving people in Physical activity to increase their physical and mental health <i>Personality</i> – introvert, extrovert, type A, type B <i>Leadership style</i> – autocratic, democratic, laissez-faire. <p>KQ3) What are the benefits of taking part in sport and activity sessions? (Physical and Psychological benefits)</p> <p>Short term</p> <ul style="list-style-type: none"> Increased blood flow to the working muscles, increased muscle temperature, increased Range of movement at a joint, increased heart rate to promote improved delivery of oxygen to the working muscles and transport waste materials, the cool down aids in removal of lactic acid from working 		<p>https://leaderonomics.com/personal/mourinho-guardiola-conte</p> <p>https://wheecorea.com/sports-column/leader-and-leadership-pep-guardiola-effect-to-the-world-football/</p>
		<p>Practice Mock assignment</p> <p>Students will successful sports leaders and explore their key attributes and qualities. Assessed and feedback given</p>
		<p>What is the job of a sports leader? What makes an effective sports leader? Think of someone involved in sport (who you respect) a local or famous sports coach, A PE teacher, a personal trainer. What skills and qualities do they have which makes them successful?</p>
		<p>PSE- Values Biology- Effects of exercise on body systems.</p>



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<p>muscles and decreases the heart rate to return the</p> <ul style="list-style-type: none"> • Cardiorespiratory system to resting state. <p>Long term</p> <ul style="list-style-type: none"> • Cardiorespiratory benefits – reduced risk of diabetes due to improved insulin sensitivity and glucose regulation; reduced risk of hypertension due to lowering of blood pressure; heart is larger and stronger, taking more oxygen to the working muscles. • musculoskeletal benefits – reduced risk of osteoporosis due to increased bone density; • reduced risk of joint injury due to increased strength of tendons and ligaments increasing joint stability; reduced risk of poor posture through increased strength of core • benefits to flexibility: improvement in the ability of the joint to have a greater range of movement. <p>Psychological benefits</p> <ul style="list-style-type: none"> • Increased intrinsic motivation to continue participating • Improved concentration and effort in the session • Increased motivation, ensuring that intensity of effort during participation is higher • extrinsic motivation provided by the leader increases enjoyment levels release of serotonin and endorphins, which make performer ‘feel good’ • Increased self-confidence after completing a session, which could result in the participant continuing to exercise. 		
<p>HALF TERM 2: Component 3- Applying the Principles of Sport and Activity</p> <p>KQ1) Who are the different target groups that take part in sport and physical activities?</p> <ul style="list-style-type: none"> • Children and young people. • People with disabilities. • Older people. • People from a particular ethnic group. • Women. • LGBTI. <p>KQ2) What different types of sessions can be used to engage different target groups?</p> <ul style="list-style-type: none"> • Fitness – providing fitness sessions to enable participants to meet a specific goal, e.g. weight loss 		<p>https://www.sportengland.org/know-your-audience Click on demographic Knowledge- scroll down to target groups.</p> <p>https://www.ukcoaching.org/resources/topics/videos/how-to-plan-and-organise-a-coaching-session</p> <p>https://footballdna.co.uk/planning-structuring-coaching-sessions/</p>



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<ul style="list-style-type: none"> • Sport – to develop skills to be able to interact in a competitive or non-competitive environment • Multi-activity – to prevent boredom and engage all participants in physical activity. <p>KQ3) How can we structure a session plan, so it meets the needs of a chosen target group?</p> <p>Plan: use of personal information/ aim of session – target setting, expected outcomes.</p>		<p>Split students up in small groups and give each group a specific target group. Each group will have to design a suitable session that will engage their allocated target group. Live marked/ assessed during the lesson.</p>
<ul style="list-style-type: none"> • Participants – age, gender, numbers, medial and special needs. • Resources – facility, location, equipment, clothing, technology • Health and safety issues – risk assessment and informed consent methods to reduce risks and hazards, including injuries and control measures put in place. 		<p>What are certain target groups more inactive than others? What are some of the barriers to taking part in sport and activity sessions? How might we encourage people from different target groups to take part?</p>
<p>Components of session planning:</p> <p>Warm-up</p> <ul style="list-style-type: none"> • Pulse raiser – activities that can be used to gradually increase the pulse rate/ mobilise – activities to mobilise the main joints of the body, such as knees, hips, shoulders, ankles and wrists, including stretching (different types of stretches for the main muscles used in sports activity sessions – deltoids, triceps, erector spinae, obliques, quadriceps, hamstrings, gastrocnemius. <p>Main component</p> <ul style="list-style-type: none"> • Type, e.g. fitness for playing sport, fitness through fun, fitness through interactive activities/ Physical activities, e.g. running, walking, exercise classes • Sports-specific drills – drills to improve specific techniques in sport/ Adapted games – modified and conditioned games, and how these can be used to focus on developing specific techniques in a full game for a selected sport • consideration of methods of training • Components of a cool down • Pulse lowering – activities that gradually decrease in intensity • Stretch – carry out maintenance and developmental stretches with the main muscles that were used in the activity session, including deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius. 		<p>PSE- Diversity/ Inclusion Science- Biology- Muscles of the body/ Anatomy and Physiology.</p>
<p>HALF TERM 3: Component 3- Applying the Principles of Sport and Activity</p> <p>KQ1) What are the key considerations for delivery and success of a sport and activity session?</p> <p>Methods of delivery/success</p>		<p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>



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<ul style="list-style-type: none"> Practical application of the main content of the planned session/ meeting set aims and objectives/ Organisation Appearance – appropriate to delivering a physical activity session Health and safety checks: participant – identifying previous injuries and how this could affect participation in the session/ identification of hazards/ methods to reduce risks/ implement control measures. Adapting the session to participants’ need Use of equipment and technology 		https://www.livingsport.co.uk/safe-sport/for-sports-coaches-leaders/coaching-delivery-checklist/
<p>KQ2) What are the different types of review methods? (Reflection/ Future development)</p> <ul style="list-style-type: none"> Methods of reviewing methods – questionnaires, video, comment cards, direct verbal feedback feedback from participants feedback from supervisor self-reflection – appropriateness of planning and delivery identify strengths and areas for improvement actions and targets for future sessions. 		<p>Students will write up their proposed aims and objectives of their sessions, along with a short concise session plan that outlines their proposed activities.</p> <p>Live marked</p>
<p>Considerations for review:</p> <ul style="list-style-type: none"> Did the session meet the participants’ needs? The physical and health benefits of the chosen activity Physiological impact of exercise on the body systems during the delivered session Psychological impact of exercise on participants, including mental health Use of technology in the session The appropriateness of components of fitness 		<p>What are the key steps to success when delivering a sports session?</p> <p>What sports sessions in/out of school can you remember most clearly? Why can you remember certain sessions and not others?</p> <p>How can we provide constructive feedback when reviewing each other’s sessions?</p>
<p>KQ3) How did the session meet the aims and objectives of the session?</p> <ul style="list-style-type: none"> What went well? What could be improved? Using review methods to gain information relating to the delivered session Using information to make the session better in the future Justifying skills used and decisions taken How can the session can be adapted, changed and/or improved in the future? Recommendations for the diet of participants. 		
<p>HALF TERM 4: Component 3- Applying the Principles of Sport and Activity Student Sessions and Evidence capture Learners will:</p>		



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<ul style="list-style-type: none">• Demonstrate the main component of the activity session, which should include a demonstration of the attributes expected of a leader during the delivery of a session• Collect feedback from participants, using feedback sheets to support the reflection of the session• Reflect on their strengths and weaknesses during the session, and the delivery of the session, to identify areas for improvement and future targets set. There should be links to how future sessions would encourage regular participation and physical/ psychological benefits.		
<p>Evidence Capture- Evidence must fully meet the requirements of the assessment criteria and could include:</p>		
<ul style="list-style-type: none">• Demonstration of the main component of the activity session, which should be recorded and include an assessor observation form to demonstrate the learner's ability to meet the expectations as defined by the learning outcomes• A piece of extended writing, a blog or a recorded presentation, this would be appropriate evidence for the review of the session.	