

Y13 Diploma Sport summer work (SIL)

## Overview of six compulsory tasks

### Tasks to complete...

- **Task 1:**
  - What to consider when planning a session?
- **Task 2:**
  - Principle of Training task.
- **Task 3:**
  - Session Planning Task.
- **Task 4:**
  - What do you have to consider when teaching a lesson?
- **Task 5:**
  - Training posters.
- **Task 6:**
  - Risk Assessment Task.

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## Compulsory Task 1:

What do you have to consider when planning a session?

### Try to think of 10...

1. E.g. How much space is available for the session.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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## Compulsory Task 2:

### Principles of training!

**Research the following training principles and create a poster summarising these. Include examples / diagrams / summarise key info etc...**

**FITT Principle / Specificity / Progression / Overload / Reversibility / Variance...**

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## Compulsory Task 3:

### Session Planning!

**Scenario: You have just secured a job in a new sport and leisure centre. Your first task is to plan a series of sports sessions for a 6 week programme you will be delivering.**

#### What you need to do...

- Pick a sport that you **do not** currently play.
- Plan a series of 6 lessons focussing on a different skill each week.
  - E.g. Cricket...
  - Week 1: Bowling (Fast)
  - Week 2: Batting (Defensive)
  - Week 3: Batting (Attacking)
  - Week 4: Bowling (Spin)
  - Week 5: Fielding (Ground fielding)
  - Week 6: Fielding (Catching / Wicket Keeping)
- Use the template provided to complete this or make your own.
- Make sure each lesson plan fits onto 1 page of A4. This will help you be concise, but don't think this means it can lack detail!!!

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## Session Plan: Example

Date:	1/5/20	Equipment:	Space required:	Sports Hall / Field
Time:	12:00-1:00	<ul style="list-style-type: none"><li>Cones</li><li>Tennis Balls</li><li>Cricket Balls</li><li>Wickets</li><li>Hoops</li></ul>	Other considerations:	
Number of Participants:	24			
Sport:	Cricket			
Learning Aims:	<ul style="list-style-type: none"><li>To learn how to perform an overarm bowl in cricket.</li><li>To mark out an appropriate run up for your bowling.</li><li>To practice bowling at different lines and lengths.</li></ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b> 2x jog round the sports hall. Static and dynamic stretches.	Demonstrate stretches for students to copy.	N/a	N/a	Done to reduce injury risk. Check sports hall floor for risks first.
10 minutes	<b>Activity 1:</b> Overarm throw to a partner. Overarm throw at the wickets.	Demonstrate throw and give feedback to participants on technique.	Move further away from partner / target. More power on throws.	Move closer to partner / target.	Spread out to avoid contact. All collect balls at the same time.
10 minutes	<b>Activity 2:</b> Cricket overarm bowl. Bowl at wickets. Then add in run up to complete the skill.	Demonstrate bowl technique. Give feedback.	Add a batter to bowl at. Add hoops to bowl the ball into.	Move closer. Use 2 sets of wickets to aim at.	Each group spread out so balls don't fly into others space.
15 minutes	<b>Game-Based Activity:</b> In groups of 6, 1 person bats, the others take it in turn to bowl 1 ball each. See who gets the most wickets in 5 minutes. Rotate.	Set up 4 pitches and start the games. Give feedback on technique throughout.	Bowl at 1 wicket only. Bowl from further away.	More wickets to aim at. Bowl from closer. Remove batter.	Batting pads if needed. Wicket keeping gloves. Fielders stand back.
5 minutes	<b>Cool Down:</b> Lap of sport hall into a walk. Static stretches.	Demonstrate stretches. Pack away equipment.	N/a	N/a	Done to reduce muscle soreness the next day.

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## Session Plan 1:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b>				
10 minutes	<b>Activity 1:</b>				
10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				

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## Session Plan 2:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

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10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				

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## Session Plan 3:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b>				
10 minutes	<b>Activity 1:</b>				
10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				



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## Session Plan 4:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b>				
10 minutes	<b>Activity 1:</b>				
10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				

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## Session Plan 5:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b>				
10 minutes	<b>Activity 1:</b>				
10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				

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## Session Plan 6:

<b>Date:</b>		<b>Equipment:</b>	<b>Space required:</b>	
<b>Time:</b>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Other considerations:</b>	
<b>Number of Participants:</b>				
<b>Sport:</b>				
<b>Learning Aims:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Times	Activity	Teachers Role	Progression	Regression	Health & Safety considerations?
5 minutes	<b>Warm-up:</b>				
10 minutes	<b>Activity 1:</b>				
10 minutes	<b>Activity 2:</b>				
15 minutes	<b>Game-Based Activity:</b>				
5 minutes	<b>Cool Down:</b>				

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## Compulsory Task 4:

**What do you have to consider when teaching a session?  
Answer all questions below...**

Describe the different leadership styles below.

Leadership Style	Define
Autocratic	
Democratic	
Laissez Faire	

Why do you have to consider learner positioning when giving a demonstration?

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Who should give the demonstration and why?

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What is a risk assessment and why is it used?

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Define whole-part-whole practice?

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Define progressive-part practice?

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## Compulsory Task 5:

### Create a poster for each type of training.

For each one, explain: What it is? Who uses it? Example session / activities? Why is it used? Advantages? Disadvantages? Etc...

#### HIIT Training

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**Continuous Training**

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**Fartlek Training**

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## Compulsory Task 6:

### Perform a risk assessment for the 2 following scenarios...

#### Scenario 1:

You have been asked to perform a risk assessment of a gym with a swimming pool inside for the manager. Consider what risks could be present and how you would go about minimising and controlling these. The risk assessment should include the following...

##### Risk:

Explain what the risk of harm is...

##### Likelihood:

How likely is it that the risk will occur? Not likely = 1. Very likely = 10.

##### Severity:

If the risk does occur and causes harm, how severe will the harm be? Very little harm = 1.  
Death = 10.

##### Control Measures:

What can be / is put in place to prevent and to minimise the risk of harm.



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Risk Number	Risk	Likelihood (1-10)	Severity (1-10)	Control Measures (How to reduce the risk / harm?)
E.g.	Incorrect technique while using gym / exercise equipment.	4	6	All members have an induction, where they are shown how to use equipment safely. Instructions can also be found on the side of each machine.
1				
2				
3				
4				
5				
6				
7				

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**Scenario 2:**

**You have been asked to perform a risk assessment of an outdoor multi-sports session the day after it had rained a lot. Consider what risks could be present and how you would go about minimising and controlling these.**

Risk Number	Risk	Likelihood (1-10)	Severity (1-10)	Control Measures (How to reduce the risk / harm?)
1				
2				
3				
4				
5				
6				
7				

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**Strongly Recommended task** – Expanding your Subject Knowledge. This section is designed to develop your understanding of a sporting context and recent contextualisation in Sport and Leisure settings.

Choose 1 Option from the lists above and write a report (minimum 1 xA4) which;

(A01) Describes an overview of the Video/Book




(A02) Explains the relationship between the video/book and your BTEC Sport Course

(A03) Analyses the video/book and discuss your opinion and conclusion



























































































Tick the boxes of the ones you are completing. Feel free to watch as many as you want if you have time

### LEVEL 3 BTEC SPORT

#### DEVELOP YOUR KNOWLEDGE OF SPORTING CONTEXT IN PREPARATION FOR YEAR 2 OF YOUR COURSE

Books to Read

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>The English Game (Sport and Society)</td><td></td></tr> <tr><td>Unstoppable (Sport Psychology)</td><td></td></tr> <tr><td>Icarus (Drugs/Performance)</td><td></td></tr> <tr><td>Stop at Nothing (Doping in Sport)</td><td></td></tr> <tr><td>Couch Carter (Sport Psychology)</td><td></td></tr> <tr><td>The Game Changers (Diet and Nutrition)</td><td></td></tr> <tr><td>Supersize Me (Diet and Nutrition)</td><td></td></tr> <tr><td>Blindside (American Football)</td><td></td></tr> <tr><td>Last Chance U (American Football)</td><td></td></tr> <tr><td>The Last Dance (Michael Jordan)</td><td></td></tr> <tr><td>Losers (Adversity in Sport)</td><td></td></tr> <tr><td>Moneyball</td><td></td></tr> <tr><td>Formula 1 Drive to Survive</td><td></td></tr> </table>	The English Game (Sport and Society)		Unstoppable (Sport Psychology)		Icarus (Drugs/Performance)		Stop at Nothing (Doping in Sport)		Couch Carter (Sport Psychology)		The Game Changers (Diet and Nutrition)		Supersize Me (Diet and Nutrition)		Blindside (American Football)		Last Chance U (American Football)		The Last Dance (Michael Jordan)		Losers (Adversity in Sport)		Moneyball		Formula 1 Drive to Survive		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>All or Nothing Manchester City</td><td></td></tr> <tr><td>All or Nothing New Zealand All Blacks</td><td></td></tr> <tr><td>This is Football</td><td></td></tr> <tr><td>4 Minute Mile</td><td></td></tr> <tr><td>The Program (Lance Armstrong)</td><td></td></tr> <tr><td>Andy Murray-Resurfacing (Injury/Rehabilitation)</td><td></td></tr> <tr><td>Dan Carter - Perfect 10</td><td></td></tr> <tr><td>The Unknown Runner</td><td></td></tr> <tr><td>The Race to Dope (Doping System in Sport)</td><td></td></tr> <tr><td>Muscle and Medals</td><td></td></tr> </table>	All or Nothing Manchester City		All or Nothing New Zealand All Blacks		This is Football		4 Minute Mile		The Program (Lance Armstrong)		Andy Murray-Resurfacing (Injury/Rehabilitation)		Dan Carter - Perfect 10		The Unknown Runner		The Race to Dope (Doping System in Sport)		Muscle and Medals		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Subscribe to the Body Coach (Joe Wicks) (Types of Training/Nutrition)</td><td></td></tr> <tr><td>Kobe Bryant Black Mamba Doc</td><td></td></tr> <tr><td>Being Serena Series</td><td></td></tr> <tr><td>"Is Professionalism Killing Sport" BBC Documentary</td><td></td></tr> <tr><td>The Psychology of a Winner 2020 Documentary</td><td></td></tr> <tr><td>Trent Alexander Arnold Living the Dream</td><td></td></tr> <tr><td>Tyson Fury Road to Redemption</td><td></td></tr> <tr><td>Crossing The Line Australian Cricket</td><td></td></tr> <tr><td>Jürgen Klopp Journey to Tap</td><td></td></tr> <tr><td>Strive for Greatness LeBron James</td><td></td></tr> </table>	Subscribe to the Body Coach (Joe Wicks) (Types of Training/Nutrition)		Kobe Bryant Black Mamba Doc		Being Serena Series		"Is Professionalism Killing Sport" BBC Documentary		The Psychology of a Winner 2020 Documentary		Trent Alexander Arnold Living the Dream		Tyson Fury Road to Redemption		Crossing The Line Australian Cricket		Jürgen Klopp Journey to Tap		Strive for Greatness LeBron James	
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Keep up to date with all the latest news in the world of sport, there is always something happening that links to the course.....

*Shoe Dog - Phil Knight History/Story of Nike*

*Bounce - Matthew Syed Neuroscience/Psychology*

*Black Box thinking Matthew Syed Psychology*

*Unbeatable - Jessica Ennis*

*No Limits - Michael Phelps*

*My Time - Bradley Wiggins*

*Between the lines - Victoria Pendleton*

*Legacy - James Kerr All Blacks (New Zealand Rugby)*

*The Secret Race - Tyler Hamilton and Daniel Coyle Drugs/Energy Systems/Deviance*

Y12 Extended Diploma in Sport SIL

## Expanding your subject knowledge Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could watch/read/

Date	Title	Summary of content	My thoughts