

Unit 2: Practical Sports Performance

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 20

Duration of lessons: 90 Minutes

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"> Tutor 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, wheelchair basketball, golf, table tennis, archery, judo, cross-country running, boccia, fencing, 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"> Tutor presentation: using PowerPoint or other presentation materials, followed by group discussion. Individual activity: learners to categorise a variety of sports into team/individual/outdoor pursuits. Paired activity: learners to outline the organisation of a selected sport from grass roots to International Governing Body. 	
2	<p>Sport A</p> <p>Topic A.1 cont.</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, etc.).</p>	<ul style="list-style-type: none"> Tutor-led activity: select a specific sport (this will be Sport A) and demonstrate the basic rules/laws of the sport in a practical environment. Group activity: learners to take turns officiating and applying the rules of Sport A. 	

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	<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, leg before wicket (lbw) in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.</p>	<p>Record the applications of rules.</p> <ul style="list-style-type: none"> ● 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 Sport A and for one other sport. ● Tutor presentation: (if classroom based) using PowerPoint or other presentation materials. ● Homework or individual activity: describe the sanctions given and actions taken by a football referee when the following situations occur: <ul style="list-style-type: none"> ○ ball out of play ○ player offside ○ bad tackle. 	
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"> ● Individual activity: learners to observe officials in action for Sport A and make notes on specific rules each official applies. ● Practical activity: methods of effective communication for officiating in Sport A. ● Tutor presentation: the roles and responsibilities of officials, using PowerPoint or other presentation materials. ● Homework or individual activity: learners to identify the different responsibilities of officials for Sport A. 	

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4	<p>Sport A</p> <p>Assignment 1 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1.</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p> <p><i>NB. Assignment not complete until completed for Sport B, as well as Sport A.</i></p>	<ul style="list-style-type: none"> ● Assessment: evidence could be in the form of a presentation, report, information booklet or video. 	
5-6	Repeat lessons 2–3, but in the context of Sport B		
7	<p>Sport B</p> <p>Assignment 2 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1 and 2A.D1.</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment available from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> ● Assessment: evidence could be in the form of a presentation, report or information booklet or video. 	
<p>Learning aim B: practically demonstrate skills, techniques and tactics in selected sports</p> <p>Learning aim C: be able to review sports performance</p>			
8	<p>Sport A</p> <p>Topic B.1 Technical demands:</p> <p>For example, continuous skills (such as running), serial skills (such as a high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, interaction, etc.</p> <p>Topic B.4 Relevant skills and techniques:</p> <p>The skills and techniques relevant to the selected sport and practice.</p> <p>Topic B.3 Safe and appropriate participation:</p> <p>For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays.</p>	<ul style="list-style-type: none"> ● Tutor presentation: the different kinds of skill in sport. ● Paired activity: list the skills needed for three different sports, and whether each skill is discrete, serial or continuous. ● Prior to participating in Sport A, learners should summarise two technical demands of this sport, describing the skills and techniques needed to meet these technical demands. ● Group activity: learners to be introduced to Sport A through practical participation. For each skill, learners should be introduced to the different stages of its application. 	<p>Topics B.1, B.3 and B.4 have links with:</p> <ul style="list-style-type: none"> ● Unit 1: Fitness for Sport and Exercise (Topic A.2)

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		<ul style="list-style-type: none"> ● Homework: learners to identify the three stages of a skill (preparation, action and recovery) for another sport. 	
9	<p>Sport A</p> <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"> ● Tutor presentation: tactics, and isolated and conditioned practices in sport. ● Individual activity: learners to provide a summary of two attacking tactics and two defending tactics for Sport A. 	<p>Topics B.2, B.3 and B.5 have links with:</p> <ul style="list-style-type: none"> ● Unit 1: Fitness for Sport and Exercise (Topic A.2)
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 kicking/non-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, 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"> ● This lesson should be used for learners to demonstrate their ability to apply the skills, techniques and tactics of Sport A effectively. ● Individual activity: learners to summarise one isolated practice and one conditioned practice that could be used to help KS3 PE students learn Sport A. ● Tutor presentation: skills, tactics and practices in sport. 	<p>Topics B.6, B.7, B.8, B.9 and B.10 have links with:</p> <ul style="list-style-type: none"> ● Unit 1: Fitness for Sport and Exercise (Topics A.2 and A.3)

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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>Sport A</p> <p>Assignment 3 Tasks for 2B.P4, 2B.P5 and 2B.M2. Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p> <p><i>NB. Criteria cannot be achieved in full until assignment for Sport B has also been completed (see Lesson 17).</i></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. 	
12	<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 • production of a checklist suitable for self-analysis of performance in selected sports • tactical demands of sport. <p>Topic C.2 Review performance:</p> <ul style="list-style-type: none"> • Strengths and areas for improvement: skills and techniques, etc. • 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 	<ul style="list-style-type: none"> • Tutor presentation: physical, tactical and technical demands in sport. • Group activity 1: learners to produce an observation checklist for a sport (choose different sport from Sport A) and analyse the performance of a performer/team in action. • Group activity 2: learners to summarise the skills, techniques and tactics required to perform successfully in the selected sport. • Tutor presentation: strengths, areas of improvement and activities to improve performance. 	<p>Topics C.1 and C.2 have links with:</p> <ul style="list-style-type: none"> • Unit 1: Fitness for Sport and Exercise (Topics A.1, A.2 and A.3)

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	and long-term goals), e.g. training programmes, use of technology, etc.		
13	<p>Sport A</p> <p>Assignment 4 Task for 2C.P6, 2C.P7, 2C.M3 and 2C.D2</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p> <p><i>NB. Assignment not complete until completed for Sport B, as well as Sport A.</i></p>	<ul style="list-style-type: none"> • Individual activity: learners to observe their performance from Lesson 10 and use an observation checklist to assess their own performance. • Individual activity: learners to complete a review of their performance considering: <ul style="list-style-type: none"> ○ strength of skills and techniques ○ areas for improvement of skills and techniques ○ strengths in application of tactics ○ areas for improvement in application of tactics. 	
14–16	Repeat lessons 8–10, but in the context of Sport B		
17	<p>Sport B</p> <p>Assignment 5 Tasks for 2B.P4, 2B.P5, 2B.M2</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> • Assessment: learners assessed in each of the areas. Assessor to make valid judgement on their performance within each situation. • This session should be visually recorded. 	
19	<p>Sport B</p> <p>Assignment 6 Task for 2C.P6, 2C.P7, 2C.M3, 2C.D2</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p>	<ul style="list-style-type: none"> • Individual activity: learners to observe their performance from Lesson 10 and use an observation checklist to assess their own performance. 	
20	Unit summary	<ul style="list-style-type: none"> • Tutor presentation: recap on unit content. 	
TOTAL: 30 hours			