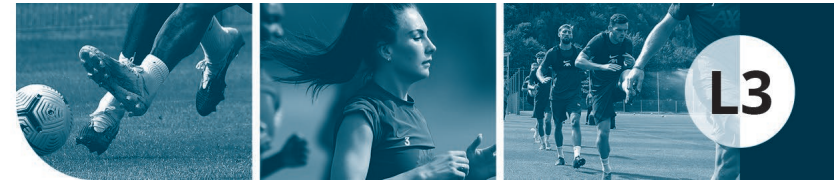
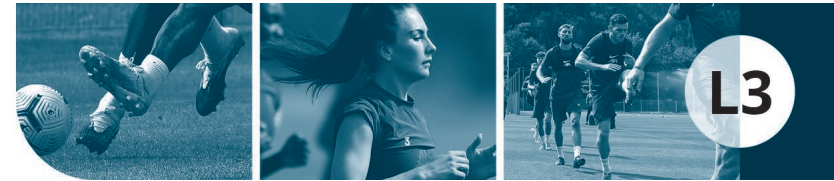


Unit title	Unit 4: Ethics, Behaviours and Values
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> ● Unit 2: Careers in Sport and Active Leisure ● Unit 5: Self-employment in Sport and Physical Activity ● Unit 11: Business in Sport ● Unit 12: Sports Tourism ● Unit 15: Developing Coaching Skills ● Unit 17: Inclusive Coaching ● Unit 20: Large Sports Spectator Events ● Unit 30: Organising Events in Sport and Physical Activity 	

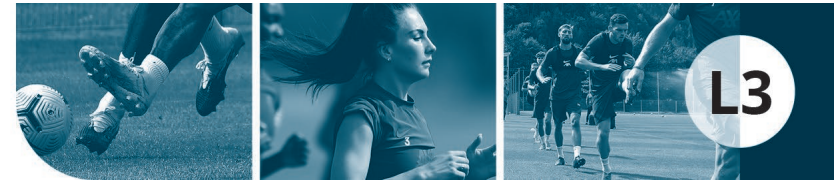
Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



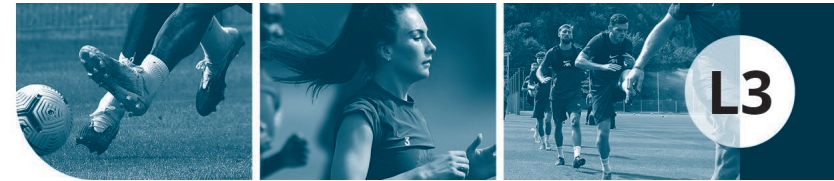
Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Explore ethics and values in sport				
1	Unit introduction	IS	<ul style="list-style-type: none"> • Introduce the unit: outline the nature of the topics and the examination that learners are expected to complete for this unit. • Whole-class activity: learners to work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). 	A3 paper
2-3	A1 Ethics in sport	IS, GW	<ul style="list-style-type: none"> • Tutor presentation: definition of ethics and introduce the key terms: fairness, integrity, responsibility and respect. • Paired activity: learners should work in pairs to highlight how the four key terms could be observed in their sport. They will share their findings with the class to prompt discussion about different examples in different sports. • Group activity: in a class discussion learners should create a game day code of conduct for participants at a sports club that takes into account ethics. • Individual activity – learners are directed towards a ‘respect’ campaign such as the English FA’s (https://www.thefa.com/get-involved/respect). Learners should research the answers to three questions: <ul style="list-style-type: none"> - Why was the campaign introduced? - What are the main activities in the campaign? - What is the importance of campaigns like this? 	Tutor presentation Internet access



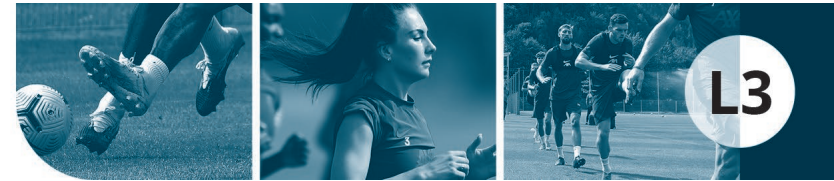
Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Pair or small-group activity: learners are given case studies based on ethics in sport. They should interpret the main issues in the scenario and then suggest ethical solutions. • Individual activity: learners should complete a piece of extended writing to summarise the extent to which ethics has impacted upon their sport. 	
4-5	A2 The values of sport	IS	<ul style="list-style-type: none"> • Tutor presentation: definition of values. • Group discussion: learners to contribute what their personal values are and reflect on why they have those values. • Lead in: play the following video for learners to watch https://www.youtube.com/watch?v=AAXZB1Vbr7o&list=PLC2F45B25B5D5174D • Group discussion: learners to highlight the values the video highlighted. • Individual activity: learners are directed to the Olympic website https://www.olympic.org/the-ioc/promote-olympism and given a research task to summarise the values the Olympics are aspiring to uphold in sport. • Tutor presentation: the values of sport. • Paired activity: each pair to identify a sport and then suggest how each value would be implemented in their chosen sport. A group discussion should follow to allow learners to share ideas. 	Tutor presentation Internet access
6-7	Assessment of learning aim A	AW	<ul style="list-style-type: none"> • Assignment brief – tutor to give out the assignment brief and discuss the main features, including: assessment deadline, 	Assignment brief Internet access



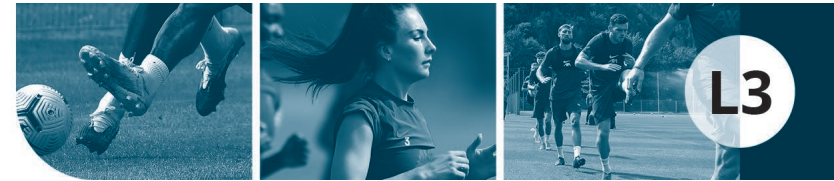
Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>scenario and tasks. At this point learners can ask for clarification on the requirements of the assessment.</p> <ul style="list-style-type: none"> ● Individual activity: learners work independently on the tasks on the assignment brief. Learners may also choose to work independently on the tasks outside of the classroom. Tutors should facilitate learners completing the assessment before the submission deadline. 	
Learning aim B: Examine the impact of ethics and values on the organisation of sport				
8-9	B1 Organisations responsible for enforcing positive ethics and values	IS, GW	<ul style="list-style-type: none"> ● Tutor presentation: introduce organisations responsible for enforcing positive ethics and values. ● Carousel: class is split into six groups. Each group is given an organisation to research. They must highlight: <ul style="list-style-type: none"> - the role of the organisation - its key work in sport - how it promotes positive ethical practice - ways it sanctions organisations who are found to have unethical practices. <p>Once the research is complete, one learner stays on the table whilst the rest of the group moves round so they can inform the 'new' group about their organisation. The learner should change each time so everyone has a chance to move round.</p> ● Individual activity: learners to summarise the work of six key organisations that are responsible for enforcing positive ethics and values. 	Poster paper and marker pens



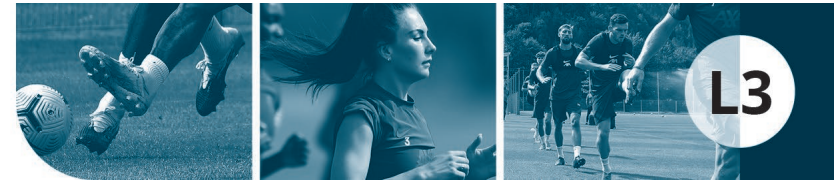
Lesson	Topic	Lesson type	Suggested activities	Resources
10	B2 The importance of positive ethics and values to sporting businesses	IS	<ul style="list-style-type: none"> • Small-group activity: learners are given a scenario in which a sports business has the option to be more ethical or get gains from being unethical. The learners should identify reasons the business should employ ethical practices. • Class debate: the class is split into two sides. The class should debate the scenario with one side of the room supporting ethical practice and the other side being against it, in favour of gains. • Tutor presentation: the importance of positive ethics and values to sporting businesses. • Paired activity: learners are given a case study focused on a local sports club. They should create a spider diagram that highlights the importance of positive ethics and values to the sports club and suggest ideas of how it could benefit from more ethical practice. • Individual activity: the learner should write an extended piece of work that discusses how important positive ethics and values are to their sports club. This should be backed up by references and local demographic data. 	Scenarios Case studies
11-12	B3 Influences affecting ethical values in sport	IS	<ul style="list-style-type: none"> • Lead-in: learners to watch the video: https://www.youtube.com/watch?v=f19i73tGk4E • Group discussion: learners to discuss the main themes of the video clip. • Video: learners to watch https://www.youtube.com/watch?v=z466itSHE58. Tutor to facilitate discussion focused on: <ul style="list-style-type: none"> - Why athletes take part in doping? - What agencies were involved? 	



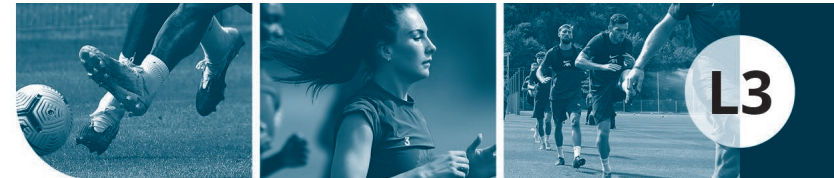
Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> - What did the agencies do? - Did it work? ● Individual activity: learners to research 'doping' and the drugs and methods involved. ● Paired activity: pairs to be given a sport to research. They must try to find athletes in that sport who have taken part in doping. The pairs share their research with the rest of the group. ● Individual activity: learners should be given access to the following website https://www.pledgesports.org/2017/11/biggest-athlete-sponsorship-deals-in-sport-2/ . Learners need to read the article and then answer the following questions: <ul style="list-style-type: none"> - What pressures does a sponsorship deal put on an individual? - What do sponsors expect for their money? - Can sponsorship encourage positive or negative ethics/values? - What is the relationship between the media and sport sponsorship? 	
13-14	B3 Influences affecting ethical values in sport	IS	<ul style="list-style-type: none"> ● Individual activity: learners should be given the opportunity to research betting and bribery scandals in sport. ● Group discussion: learners feed back their findings to the whole class. Tutor to discuss the scale of the betting and bribery. ● Brand quiz: learners to be shown a number of sports brands logos (with their names removed) to see how many they know. ● Tutor presentation: globalisation of sport and physical activity. ● Individual activity: learners to research profit made by organisations involved with sport. Examples could include: Nike, Adidas, Coca Cola, Redbull, IronMan, ESPN, EA Sports. 	Internet access Logo quiz



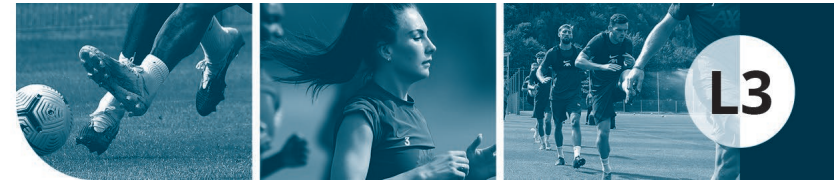
Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Paired activity: learners are given a case study based on a local sports team. They must suggest ways of strengthening its brand in the local community and discuss ways to maximise its commercial opportunities. ● Individual activity: learners to be given access to https://www.theguardian.com/sport/sport-politics. They should use the website to: <ul style="list-style-type: none"> - list the articles on the site - highlight which sports they are about - identify the issues in each article. ● Group activity: learners to watch the following video https://www.youtube.com/watch?v=obL0tv3_fW4 . Group discussion related to politics in sport within their own country. 	
15-16	B4 Methods to uphold and promote ethics and values in sport	IS	<ul style="list-style-type: none"> ● Paired activity: learners are given a campaign to research. They should be given a handout that directs them to investigate how the organisation upholds ethics and values. The organisations could include: <ul style="list-style-type: none"> - World Anti-doping Code (World Anti-Doping Agency) - No To Racism (UEFA) - FARE Network (Netherlands). - Human rights marches – Amnesty International - Play by the rules (Australia) - IOC gender equality campaign. ● Group discussion: learners should feed back their findings to the rest of the class. The tutor will then lead a discussion on the scale 	Handout Tutor presentation



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>of the organisation's work and the impact it has had internationally.</p> <ul style="list-style-type: none"> ● Tutor presentation: introduce the concept of role models and what it means to be a role model. ● Group discussion: learners to discuss who are their role models and why they have chosen that person. ● Individual activity: learners to research role models and ambassadors in sport. They should identify the projects they have worked on and the impact of those projects on sport. 	
17-18	B4 Methods to uphold and promote ethics and values in sport	IS	<ul style="list-style-type: none"> ● Tutor presentation: introduce NGB Laws and legislation linked to ethical practice with links to a range of sports. ● Individual activity: learners given research time to investigate the laws and legislation of their sport that can be used to sanction players, spectators and organisers if unethical practices are followed. ● Group discussion: learners feed back their findings and comparisons should be made between sports. ● Tutor presentation: methods of promoting ethical practices. ● Paired activity: learners are given a scenario from sport and asked to implement suitable methods of promoting ethical practices. They should then review the advantages and disadvantages of the methods they have implemented. They should also be encouraged to find examples of where this method has been used successfully in other sports. 	Tutor presentation Scenarios
19-20	Assessment of learning aim B	AW	<ul style="list-style-type: none"> ● Individual activity: learners work independently on the tasks on the assignment brief. 	



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim C: Investigate how sporting events implement ethics and values.				
21-22	C1 Reviewing the organisation of sports events	V	<ul style="list-style-type: none"> ● Visit: use an educational trip to allow learners to perform research into a sports event within their local area. This could be as an observer or as a volunteer at the event. Give learners a tutor-devised worksheet to complete during the event. 	Visit worksheet
23-24	C1 Reviewing the organisation of sports events	IS	<ul style="list-style-type: none"> ● Tutor presentation: types of event. ● Individual activity: learners to identify a local and national sporting event in each of the categories of event. Tutor to use directed questioning to highlight the different types of event found by the learners. ● Think, pair, share: learners to list the key characteristics of sports events. They share this list with a partner to make a more comprehensive list and then eventually share it with another pair. This should lead to whole-class discussion on key characteristics. ● Tutor presentation: key characteristics of a sporting event. ● Paired activity: learners are given a local and national sporting event to focus on. They should use the list of key characteristics to identify how ethics and values are implemented. ● Group discussion: the pairs will feed back their findings to the whole class and they should summarise: <ul style="list-style-type: none"> - how easy the information was to find - how ethical the event is - key areas that could be improved. ● Individual activity: learners should review the key characteristics of the sport event they visited 	Tutor presentation



Lesson	Topic	Lesson type	Suggested activities	Resources
25-26	C2 Methods of increasing personal and organisational ethics and behaviours to enhance a sports event	IS	<ul style="list-style-type: none"> • Guest speaker: were possible an event coordinator should be brought in to discuss ways they have ensured ethical behaviours have been maintained during the event they are responsible for. • Tutor presentation: methods of increasing personal and organisational ethics and behaviours to enhance a sports event. • Paired activity: learners should use the local and national sporting event they used in the previous weeks to focus on again. They should identify methods of increasing competitor and organisational ethics and behaviours to enhance the event. • Group discussion: the pairs will feed back their findings to the whole class and they should summarise: <ul style="list-style-type: none"> - how ethical the event was? - what they would do to increase competitor behaviours - what they would do to increase the organisers ethics. • Individual activity: learners to suggest what methods could be implemented to increase ethical behaviour at the event they attended, 	Guest speaker Tutor presentation
27-30	Assessment of learning aim C	AW	<ul style="list-style-type: none"> • Individual activity: learners work independently on the tasks on the assignment brief. 	Assignment brief

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.