



Unit title	Unit 20: Large Sports Spectator Events
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> ● Unit 5: Self-employment in Sport and Physical Activity ● Unit 12: Sport Tourism ● Unit 13: Sports Journalism ● Unit 14: Marketing Communications ● Unit 18: Sport and Leisure Facilities Management ● Unit 19: Sport and Leisure Facility Operations ● Unit 30: Organising Events in Sport and Physical Activities ● Unit 31: Influence of Technology 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: Investigate types of large sports spectator events				
1	Introduction A1 Different types of large sports spectator events	IS GW	<ul style="list-style-type: none"> • Tutor presentation to introduce unit: provide learners with unit information so that they understand the assessment criteria and the expectations of achievement. Outline the nature of the topics and learning aims, and the summative assessments that learners will be expected to complete for this unit. • Ice breaker activities. learners to complete mind mapping activity for perceived key words associated with this unit. (group activity). • Key command verbs: describe/explore/explain/ assess/produce/analyse/evaluate. • Discuss with learners what these mean and how they can be applied in the context of the unit learning aims and learning aim A. • Whole-class activity: learners work individually, in pairs or in small groups, to demonstrate any prior knowledge in the subject area. Discuss the reasons why event planning in sports is important and what different large-scale sporting events there are. Learners to provide their own viewpoints to contribute to group discussion (pyramid to group learning). • Plenary: check learners' understanding of large-scale sporting events and their importance in the country/region and globally. • Tutor presentation: explore one-off large sporting events giving examples and international tournaments. • Formative assessment activity: learners to start to investigate large- scale events in their own sports and collate some information to share with the group at the next session. 	Tutor presentation Research materials Command verb prompts



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2	A1 Different types of large sports spectator events	IS GW V	<ul style="list-style-type: none"> • Visit: to a sporting venue to experience a large-scale sporting event. Offer opportunity for discussion after the event, addressing enjoyment and experience of being a spectator at the event. • Individual activity: learners to summarise key aspects of the visit. Evidence should be produced to aid formative and summative assessment. 	Pre-planned visit
3	A2 Venues	IS GW	<ul style="list-style-type: none"> • Tutor-led presentation/discussion: to discuss venue requirements and considerations from a spectator perspective. Explore the different types of venue that could be used for different sports and go onto to discuss venue requirements and considerations from a spectator perspective. Ask learners to consider six key questions: <i>How, where, what, when, why, where and who?</i> in relation to venue choice for a large sporting event and how these may impact on the success of the event. • Small-group activity: issue a case study of the Rio 2016 Olympics, backed up with delivery and discussion. <ul style="list-style-type: none"> ○ Use question and answer sessions to determine learners' understanding about the event and its scale. ○ Allocate different learners different aspects of the Rio 2016 Olympics, which they should research, including its initial planning, promotion and delivery. They could then give feedback to the whole group. ○ Learners could also produce a spider diagram comparing the Rio 2016 Olympics with other types of sports event. • Small-group activity: each group could be assigned a different type of sports event, covering a variety of events, and determining the purpose of their chosen event. 	Case studies Research materials



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			<ul style="list-style-type: none"> • Plenary: check learners' understanding of types of sporting event and the choice of venues and the need to consider demographics and the types of audience attending these events. • Formative assessment activity: using the command word 'analyse', ask learners to produce a short 500 summary on what makes a large-scale sporting event successful and their key recommendations for effective large-scale sports event planning. 	
4	A2 Venues	IS GS GW	<ul style="list-style-type: none"> • Small-group activity: learners discuss and write questions for a guest speaker. • Guest speaker: a sports event organiser from a sporting venue discusses the requirements of a venue when staging large-scale sporting events. • Formative assessment activity: focus on what the guest speaker has said about the venue. Learners think about potential ways to improve provision or ideas to improve spectator experience. 	Questions for visiting speaker
5	A3 Purpose of sporting event	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: recap previous lesson. Tutor to ask probing questions around the key terminology from the last lesson. Collect in 500-word summaries and display with the information on key recommendations. Introduce the topic of the purpose of events. <ul style="list-style-type: none"> ○ Entertainment ○ Competition ○ Promotion of sports in the country, e.g. engaging with the sport itself, raising awareness of the sport ○ Education ○ Revenue generation • Small-group work: each group could be assigned a different purpose for a sporting event from the unit content. 	Tutor presentation Research materials



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			<p>Each group could then prepare a mini presentation/ 'show and tell' for their peers, outlining their ideas related to their chosen purpose of staging an event. This could be followed by a question and answer session.</p> <ul style="list-style-type: none"> • Plenary session: Recap the main learning points covered in the lesson. Ask learners to explain back to you purposes of events. 	
6	A3 Purpose of sporting event	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: continue to explore the purposes of events, exploring aims and objectives of a large sporting event. Learners need to fully understand why any large sports event is being proposed/staged and what makes an event successful. Relevant video clips could be used to enhance the content and reinforce learning. • Small-group activity:, learners are given a journal article or case study relating to a variety of international large-scale sporting events and instructed to read it through and summarise the key points. The groups could rotate around the teaching space to enable them to read and take notes from all the articles/case studies. • Formative assessment: learners write up their notes from each article/case study. • Plenary session: recap the main learning points covered in the lesson. 	<p>Internet access/key textbooks</p> <p>Case studies</p>
7	A4 Economic and environmental impact	GS IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: consider the relationship between large sports events and the economy and environment. • Small-group activity:, learners prepare a list of questions prior to the visit from a guest speaker. • Guest speaker: organise a visit from a sports event organiser or 	<p>Guest speaker</p>



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			<p>local business owner to talk about their experiences and perspectives of how large-scale events impact on the economy and the environment.</p> <ul style="list-style-type: none"> • Group discussion: give learners time to ask their pre-prepared questions. • Formative assessment: learners write up their findings from the guest speaker visit, detailing their new-found knowledge of the relationship between large sports events and the economy/environment offering as many real-life examples as possible. • Plenary session: recap the main learning points covered in the lesson. 	
8	A4 Economic and environmental impact	IS GW	<ul style="list-style-type: none"> • Tutor presentation: recap on previous sessions introduce and discuss some of the ideas and potential impacts on the economy / environment of a large sporting event. Show a relevant video clip. You could show the YouTube clip - https://www.youtube.com/watch?v=xAc0DCxojP8, which will initiate some interesting discussion on whether developing countries should be allowed to host sporting events. • Group debate 1: issue a case study to all learners. Split learners into two groups- one will be debating and discussing the positive impacts on the economy of the event in the case study, the other will be debating the negative impacts on the economy. Lay some ground rules regarding debating, let everyone speak, respect each other's views. • Group debate 2: issue a different case study focused on environmental impacts. Again, divide the class but mix the groups, 	Case studies YouTube clip



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			<p>one will be debating and discussing the positive impacts on the environment of the event in the case study, the other will be debating the negative impacts on the environment. Lay some ground rules regarding debating, let everyone speak, respect each other's views.</p> <ul style="list-style-type: none"> • Plenary session: recap the main learning points covered in the lesson. <p>Learners write up their notes on examples from the tutor-led activity and debates.</p>	
9-11	Assessment of learning aim A	AW	<ul style="list-style-type: none"> • Learners produce a presentation or report that explores the variety and types of large sporting spectator event relevant to your country/region. 	Assignment brief
Learning aim B: Understand considerations for running large sports spectator events				
12	B1 Resources	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: the resources required for a large sports event: human, physical and financial. • Class discussion: discuss with learners why sports events need to consider resources when planning, staging and reviewing events. • Small-group activity 1: ask learners to work in small groups. Each group should discuss and identify resources relevant to a large sports event. You could have six groups, two for human resources, two for physical resources and two for financial resources. Each group should record this information as an annotated poster or spider diagram. • Small-group activity 2: in their groups, ask learners to extend their poster/spider diagram to include additional resources and to look at 	Internet access/key textbooks/leaflets



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			<p>each other's posters/diagrams so they are familiar with all the resources that require consideration for successful sports events.that are not featured in their local area. Learners should explore why these resource considerations would ensure a successful event.</p> <ul style="list-style-type: none"> • Key command verbs explore/describe/assess/evaluate: in the context of understanding what resources are required and how these will be organised. • Plenary: prepare for the group's visit to a sports venue next week. Ask learners to consider how different resources are sourced and organised and the impact these resources could have on the audience and spectators. 	
13	B1 Resources	V GW IS	<ul style="list-style-type: none"> • Visit: arrange to visit a large sporting venue. Arrange for a manager or senior member of staff to answer questions about how the venue resources the sporting events its stages. It would be particularly useful to find a venue that hosts international events. • Plenary: after the visit, use a plenary discussion to agree which aspects and resources were covered. 	Pre-planned visit
14	B2 Health and safety and security	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to health, safety and security relevant to large sports spectator events. Ensuring that learners understand who within the organising team will be responsible for security, health, and safety matters. The scale of the event will determine the level of security, health, and safety and those who must be involved. • Paired research: , learners should be allocated one of the safety/security aspects below and research what it is, how it has to be implemented, its impact on an event and the consequences of 	Internet access/key textbooks/leaflets



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			<p>non-compliance for a large event business. Learners should produce a PPT presentation or a set of notes, which they can share with the group in the following lesson:</p> <ul style="list-style-type: none"> ○ health and safety policies, legislation and laws related to own country ○ safety plan: determined by the scale, type and scope of the event, audience, location, duration, time of day and year the event will be held ○ risk assessment ○ staff information and training ○ liaising with others such as contractors, venue owners, ministry, government departments, business owners, sporting bodies, coaches ○ awareness of safety and security procedures – creating security checkpoints, identification badges ○ planning for incidents and emergencies, e.g. effective emergency response ○ crowd control ○ amount of security staff required to include special event security, staff training, use of equipment, radio, use of technology ○ reporting procedures. <ul style="list-style-type: none"> ● Plenary: check learning of the impact of key legislation on a large sports spectator event and the impact on and the consequences for the event of non-compliance. 	
15	B2 Health and safety and security	GW	<ul style="list-style-type: none"> ● Paired activity: pairs to deliver their PowerPoint presentations or set of notes on safety and security factors for events. ● Knowledge quiz: quiz learners to check their knowledge of the concepts taught by the group 'experts'. 	Internet access



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			<ul style="list-style-type: none"> ● Plenary: check learning and understanding about the different legislation, safety and security measures in event management, their purpose, and effects on the sports spectator event. 	
16	B3 Staffing roles and responsibilities	IS GW	<ul style="list-style-type: none"> ● Tutor-led presentation/discussion: recap previous lesson. Tutor to ask probing questions around the key terminology from the last lesson. Introduce learners to the roles and responsibilities of those involved in the organising and running of large sports spectator events. ● Lead-in: discuss the varied roles of the internal and external stakeholders that would impact and be required for large sports spectator events. Roles to include: <ul style="list-style-type: none"> ○ volunteers ○ organiser ○ finance team ○ publicity, advertising, and marketing ○ stewards and grounds people ○ specialist coach or trainer ○ announcer and master of ceremonies ○ security. ● Tutor-led discussion: on the importance of these roles in a large sports spectator event Use the six key questions <i>how, where, what, when, why and who?</i>: What are potential roles? Who decides these? Why do we need these? Once we have established what these are how do we recruit for them? How can this impact on an event? Where is information to recruit/train available? What barriers may occur regarding these roles? 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Group activity: learners use accessible resources to research roles. Discuss in small groups to get learners' views on the roles. Learners to research, using articles and academic research, around roles involved in sporting events. Learners feed back with a directed question and answer session. ● Extension activity: learners may try to suggest responsibilities for each of the roles identified and explored. To conclude this activity, they need to provide feedback to their peers. 	
17	B3 Staffing roles and responsibilities	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: continue to explore job roles but focus now on responsibilities. Discuss how each role identified in last week's session will have certain duties and responsibilities. It will be useful to show learners examples of job adverts that contain job roles and responsibilities. ● Key command verbs explain/analyse/evaluate in the context of exploring roles and responsibilities and the impact they have on an event's success. ● Individual activity: give learners a specific job role and ask them to identify the related responsibilities they would have for the event. Ask them to consider the positives and negatives of the job role and responsibilities involved. <p>Responsibilities associated with sports events:</p> <ul style="list-style-type: none"> ○ project management ○ logistics and transportation ○ equipment ○ health and safety ○ security ○ administration ○ publicity, advertising, and marketing 	Internet access Job roles Job adverts



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ finances ○ customer service. ● Plenary: ask learners questions about the importance of meeting responsibilities and the impact this may/may not have on the event. 	
18	B4 Marketing and promoting	IS GW	<ul style="list-style-type: none"> ● Tutor-led discussion: the role of marketing and promoting in ensuring maximum attendance and maximising profit. The different methods used to market large sporting events and whether these are likely to be the same in the near future or are they changing. Help learners to identify trends towards mobile marketing and impact of social media on marketing. ● Paired activity: discuss and decide on the marketing aims of a large sports spectator event, then discuss definitions as a whole group and come to a group conclusion. Marketing aims, e.g. <ul style="list-style-type: none"> ○ attract participants and spectators ○ raise awareness ○ generate income, fundraising, sales ○ attract sponsorship ○ promote community, groups, organisations. ● Small-group activity: learners discuss and list what they consider to be the three key ingredients for successful marketing of a large sporting event business success. ● Class discussion: learners collaborate in a class discussion on what they think are the key ingredients for marketing success, with the result being a list of key ingredients. ● Paired activity: learners investigate a wide range of different media (e.g. television, radio, print, internet, signage, digital media, sponsorship). They should consider and assess the characteristics of 	Internet access/key textbooks/leaflets



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			<p>the media, paying attention to creative and costs, the market reach of the media (e.g. audience numbers and demographic scope), channels served, length of exposure, ability to track responses and suitability of the message.</p> <ul style="list-style-type: none"> ● Presentation: learners present their research findings to the whole group, answering questions about what they have researched. Marketing media, e.g.: <ul style="list-style-type: none"> ○ print-based media: flyers, leaflets, posters, brochures, tickets, newspaper, billboard, programmes, signage ○ digital media: videos, social media, email, websites, SEO, blogs ○ content: venue information, directions, transport links, pricing, registration and booking instructions, add-ons, promotional offers, sponsor, and partner information, QR codes. ● Knowledge quiz: recap the purpose and benefits of marketing for the event. 	
19	B4 Marketing and promoting	GS GW	<ul style="list-style-type: none"> ● Small-group activity: learners discuss and design questions for a guest speaker. ● Guest speaker: a sports events marketing expert to discuss marketing strategies techniques and tools related to promoting large-scale sports spectator events -discusses real-life examples of marketing and promotion and the positive effects this may have on an event's success. 	Guest speaker
20-22	Assessment of learning aim B	AW	Learners produce a portfolio that would include considerations when planning large-scale sports spectator events relevant to their country/region.	Assignment brief



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim C: Create a proposal for a large sports spectator event				
23	C1 Researching a one-off event		<ul style="list-style-type: none"> ● Lead in: recap the previous lesson and introduce the lesson aims and objectives. ● Tutor presentation: introduce the importance of success factors in one-off large-scale sporting events. Use current resources to support the delivery of this learning aim https://www.youtube.com/watch?v=qiayl0Ca4hQ The world of sport and events has changed irrevocably in the wake of the global COVID19 pandemic. ● Group activity: ask learners to research large one-off sporting events and identify common success factors. Ask them to consider the factors from the unit content: <ul style="list-style-type: none"> ○ popularity of the sport, the number of fans the sport currently has ○ amount of revenue the sport receives each year ○ how the sport has impacted on communities ○ location: venue and facilities ○ logistics: transportation, e.g. for sports players, coaches, team members and spectators ○ resources and budget: proposed revenue and costs of the event, sources of funding, e.g. from investors, donors, and sponsors ○ . ○ health and safety, and security ○ marketing ○ ethical considerations 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: summarise the implications for an event if thorough research is not carried out and all aspects are not considered and the positives of robust research. 	
24	C1 Researching a one-off event	IS GS GW	<ul style="list-style-type: none"> • Guest speaker: enlist the help of a visiting speaker, such as someone from a sports club or organisation who has the responsibility of organising events, to explain the research that they need to undertake pre-event to organise a one-off large sports event and the information and data they need to gather post-event to inform future event planning and to ascertain the success of an event. • Class discussion: question and answer session with the speaker using prepared questions. 	Guest speaker
25	C2 Creating a proposal		<ul style="list-style-type: none"> • Tutor presentation: outline the nature of proposals for events and what purpose they play in planning a potential event. Bringing an “idea to life”, fulfilling a need or gap in the market, promoting a sport/s, contributing to a region/country’s economy. • Lead in: introduce learners to the types of information a proposal should contain, for example: <ul style="list-style-type: none"> ○ Develop Your Event Goal and Objectives. ○ Organise Your Team. ○ Establish Your Budget. ○ Create an Event Master Plan. ○ Set the Date. ○ Book Your Venue. ○ Brand Your Event. ○ Identify and Establish Partnerships and Sponsors. • Class discussion: engage learners in a discussion pulling out the key points regarding event proposals. 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Paired activity: learners to work in pairs to explore examples of well- compiled proposals. Examples could be provided by the tutor. ● Plenary: collate learners' suggestions and ideas about effective ideas around proposals to stage a one-off large sporting event that takes into consideration spectators. 	
26	C2 Creating a proposal		<ul style="list-style-type: none"> ● Tutor presentation: proposal writing -review key factors of an effective event proposal. You could use any relevant videos and appropriate TED Talks YouTube clips and podcasts to support the delivery of this content, addressing the variety, potential and scope of large-scale sports events and their potential to reach global audiences. <ul style="list-style-type: none"> ○ Name and details of sports event, e.g. date, location, facilities, and estimated attendance numbers. ○ Purpose of event, aims and objectives, target audience. ○ Budget: estimated costs and revenues. ○ Timeline, organisation and scheduling. ○ Publicity. ○ Purpose of proposal: type and amount of support requested. ○ Benefits to investor, donor, or sponsor. ● Class discussion: again, the use of case studies will assist in offering examples of previous and ongoing events. Encourage learners to be critically reflect in their analysis of event case studies. Key aspects could be raising awareness of sports, making a profit, boosting the economy, regeneration, entertainment. ● Plenary: collate and acknowledge learners' suggestions and ideas about effective ideas around proposals to stage a one-off large sporting event that takes into consideration spectators. 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
27-30	Assessment of learning aim C	AW	Learners prepare a presentation with supporting written evidence to include an event proposal for a large-scale sporting spectator event either individually or as part of a small group.	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 learners to access them through the school/college intranet.