



Unit title	Unit 34: Sport Development
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
• Unit 1: Health, Wellbeing and Sport • Unit 3: Research Project in Sport • Unit 4: Ethics, Behaviours and Values • Unit 10: Business and Technology in Personal Training • Unit 12: Sports Tourism	

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: Examine key concepts in sport development				
1	Unit introduction	IS/GW	• Introduce the unit: outline the nature of the unit, the way they will be assessed and the kinds of evidence they will need to produce to meet the unit requirements. • Whole group activity: learners to work in small groups to discuss what they understand 'sport development' to be. Emphasise that no one is allowed to simply say 'development of sport' or anything similar! Key prompts might be: <i>what roles are involved in sport development, what are the key aims of sport development, in what way can sport be 'developed'</i> etc. A nominated speaker for each group can feed back to the whole group and thoughts can be collated, along with tutor-led Q&A and input, to create a well-rounded picture of the sport development landscape. http://www.sportdevelopment.org.uk/index.php/rgsd includes some useful resources on a range of sport development topics. • Individual activity: learners can create a four-part mind map with 'sport development' in the middle and headings of 'what', 'why', 'who' and 'how' around the edge. They can fill in the relevant detail under each heading, each in a quarter of the paper.	Unit specification and assessment criteria
2-3	A1 Sport development continuum	IS/GW	• Tutor presentation: the basic premise of the sport development continuum along with its four levels and the key characteristics of participants at each level https://slideplayer.com/slide/6421452/ this slideshow includes relevant information about sport development, as well as a visual representation of the sport development continuum pyramid. • Pairs activity: each pair is given a picture of the sport development continuum as a triangle, split into four horizontal levels. They must 'fill' each level with appropriate content. This	Tutor presentation – the sport development continuum Blank sport development continuum triangle



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			might include: photos, pictures, other visuals (diagrams, clip art, screenshots etc.) words, phrases, descriptions and so on. Learners should be encouraged to make each level as varied and interesting as possible (rather than just using text). Learners may benefit from having access to a computer for this activity. https://quizlet.com/au/390580882/sports-development-flash-cards/ includes various quizzes and flashcards that may help to explain and test knowledge of the sport development continuum. • Individual activity: learners select a famous, professional sports person (or the tutor can allocate at random in order to ensure a range of people) and explore their route from the foundation to excellence levels on the continuum, identifying key moments, when they moved from one level to another etc. Learners can deliver mini-presentations of their findings within small groups. • Small-group activity: allocate each group a specific level of the continuum to focus on. For their level they must discuss the 'external' requirements such as coaching levels, equipment, facilities, finances etc. Learners could complete a worksheet with columns headed 'levels of leadership/coaching', 'equipment/facilities', 'financial cost' and 'other' and one row for each of the levels on the sport development continuum. Learners can share and compare with the rest of the group once completed.	External requirements worksheet/pro forma
4-5	A2 Purpose of sports development	IS/GW	• Small-group activity: learners can be introduced to the phrase 'sport for all' and be asked to define what they think this means (a minimum word limit can be stipulated if appropriate). One delegate from each group can read out their definition.	Tutor presentation



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			• Tutor-led discussion: regarding the importance of 'sport for all' and the role that sport development plays in maximising opportunities for participation. • Small-group activity: learners can play 'scattergories' – each group must write down eight benefits of taking part in regular sport or physical activity. Each group takes it in turn to read out one of their highlighted benefits at a time, taking it in turns. If another group/s have the same benefit written down then both/all groups (with this as one of their benefits) are awarded 5 points. If no other group/s has the same benefit then the group gets 10 points. Keep going until all benefits have been shared and count up to find which group has the most points. • Individual task: using the benefits identified by the previous activity, plus any others that the tutor adds, learners can make a comprehensive list of the benefits of regular participation in sport or physical activity. • Tutor presentation: on the differences between physical, mental and social benefits and the ways in which regular participation can benefit these different areas. • Individual activity: learners can create a poster, leaflet, vlog or similar to 'advertise' participation in sport or physical activity, including what they consider to be the key physical, mental and social benefits. • Tutor-led discussion: to consider the ways in which sport development can support participation in sport or physical activity. • Tutor-led discussion: on the role that sport can play in cross-cutting agendas such as those identified in the unit content. Learners can input their opinions and experiences of sport and physical activity as a positive vehicle for change.	



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			• Small-group activity: working in pairs or small groups, learners can research a sports-based project that has been established and implemented with the direct aim of bringing about social change. They can feed their findings back to the rest of the group. https://www.grassrootdiplomat.org/news/7-ways-how-sports-is-a-tool-for-social-change gives an overview of some ways in which sport can support social change. • Small-group activity: learners can look back at their thoughts on 'what is sports development' from session 1. Do they still agree with their definition? Would they change or add anything to this now that they have a better understanding of the term and role? Discuss as a whole group.	
6–7	A3 Barriers to participation	IS/GW	• Tutor-led discussion: including Q&A regarding barriers to participation. Learners can draw on their own experiences as well as consider barriers that others might face • Small-group task: in groups of four or five, learners can work on a large piece of paper (flip chart, sugar paper or similar) to mind map the barriers to participation, using sub-headings as included in the unit content. Each piece of paper can be put up on the wall and learners can mix around the room, reading each other's mind maps. Whole-group discussion can cover any queries or disagreements and consolidate factors as necessary. • Small group activity: working in pairs, learners are given a case study that includes an imaginary person, along with relevant information about them. For example, their age, sex/gender, lifestyle, job, attitude to activity etc. Based on their allocated case study, learners can suggest potential barriers to participation that may prevent or reduce the likelihood of their 'person' taking part	Barriers to participation case studies Barriers to participation worksheet/pro forma



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			in sport or physical activity. Learners can record their thoughts on a pre-prepared worksheet. • Small-group activity: each group can swap their worksheet from the previous activity with another group. The second group must discuss ways that the identified barriers might be minimised or removed, therefore increasing the chances of/opportunities for the 'person' to participate. Each group can feed back to the whole group, outlining the barriers that were identified and the solutions suggested. • Individual activity: create a questionnaire to explore barriers to participation amongst family and friends. Learners can consider questions that they can ask a range of family and friends to explore the elements they consider prevent them from participating at all/as much as they would like. Learners can record the results and display/feed back to the whole group. Common themes can be identified. Additional questions regarding the benefits of participating (from the previous session) could be included in the questionnaire if appropriate. • Tutor-led discussion: to bring all of the information discussed about barriers and potential solutions together. Include the role of sport development in identifying and overcoming barriers in order to raise participation levels. • Extension activity: set learners extended open answer questions, in line with the distinction criteria. This is an opportunity to develop extended writing skills.	
8	A4 Target groups	IS/GW	• Tutor-led presentation: on target groups as per the unit content. • Small-group task: split the group into six and allocate each group one of the target groups identified in the unit content. Each group must explore the reasons why their allocated group might be	Tutor presentation



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			thought of as a 'target group' and therefore require specific intervention in order to fully participate. Feed back to the whole group and discuss. https://www.sportengland.org/know-your-audience/demographic-knowledge includes information about each of the target groups that may be useful to learners. • Individual task: learners can create a slide show to include: each target group, in what way the identified group might benefit from participating in sport or physical activity, why they are identified as being a 'target', what are their main barriers to participation, what can be done and/or is being done (including the role of sport development) to minimise barriers and encourage participation. Learners can present their slide show to the rest of the group.	
9–10	Assessment of learning aim A.	AW	• Individual activity: learners work independently on the tasks on the assignment brief.	Assignment brief
Learning aim B: Explore the key providers of sport development				
11–13	B1 The organisation of sport development B2 Providers of sport development	IS/GW	• Tutor-led presentation: the organisation of providers of sport development as identified in the unit content B1. • Small- group task: working as four separate groups, each is given one of the four sectors (public, health provider, private and voluntary) to research. Using online sources, each group must explore the groups/types of organisation that make up their allocated sector and how the sector supports or facilitates sport development. Each group can produce a visual representation of their findings, this may take the form of a slide show, annotated poster etc. and use this to present to the rest of the group. • Individual activity: each learner must research a local sports provider (they can select or be allocated to stop repetition) and complete a pro forma that requires them to find out: where the	Tutor presentation Local sports provider proforma.



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			facility is, what kind of facility it is (private, local authority, etc.), what kind of activities are held there, contact details, opening times etc. Pro forma can be compiled and displayed as an information board for other members of the organisation/ community to access. • Individual activity: like the previous activity, learners can individually gather information about local opportunities to display and share with others, however this time they could find out about the provision of a specific sport or activity. They could find out where the activity takes place, when, how much it costs, contact details etc. • Whole-group activity: a relevant professional could be invited to speak to the group in person or remotely. This could be someone from the local council, health authority, sports development unit, leisure facility etc. They could share with learners their organisation's mission and vision, key role and responsibilities etc. • Tutor-led presentation: on national sporting organisations relevant to the home country: what is their role with regards to sport development etc. • Whole-group activity: learners could list as many sports as they can think of. Once a reasonably comprehensive list has been compiled, learners can add the names of the relevant National Governing Body against each one, with any gaps being filled by the tutor or researching online. • Whole-group discussion: what are the roles and responsibilities of NGB's? How important are they to the uptake and continued success of a sport? • Individual activity: allocate one (or more) sport to each learner and ask them to find out the performance pathway: what is	



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			available and how is it organised at grassroots level, right through to performance and professional/podium levels. Learners can present their findings to a partner who must pay sufficient attention to be able to report back to the rest of the group on what their partner found.	
14	B3 Structure of sport development organisations	IS/GW	• Tutor led presentation: the structure of organisations. • Individual task: learners could be given the six elements identified in the unit content (B3) plus a definition of each one and they must match the word to its correct definition. Compare and ensure that all learners have the correct matches by the end of the activity. • Group discussion: why might different types of organisation have different structures? Reflect back on the types of organisation that work within sport development (from previous sessions) and consider which type of structure each might have and why. • Individual task: research the key personnel who are likely to sit on a committee and/or be involved in the structure of an organisation. For each, outline their role and responsibilities. This may include roles such as chairperson, secretary, treasurer etc. https://www.iow.gov.uk/azservices/documents/2843-How-to-form-a-committee-for-your-group.pdf includes information on the roles and responsibilities of committee members. • Small-group task: working in pairs or small groups, explore the structure of a local sports club, organisation, facility, department or other body that works within the sport and physical activity landscape. This may be available online or learners may need to make contact with a representative of the organisation to find the answers they need. Learners can also explore the reason/s for the organisation having the personnel and structure that it does,	Tutor presentation Pre-prepared matching activity for B3



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			either by discussing it with their contact or drawing their own conclusions based on previous work.	
15–17	B4 Roles and responsibilities of job roles in sport development	IS/GW	• Individual task: learners can write down the job roles of people who have helped them in their sporting endeavours. They might like to consider those who they encounter in any sports teams or clubs they are involved with etc. • Whole-group activity: the tutor throws a tennis ball (or similar) to learners at random, when a learner catches the ball, they must call out a job/role that is relevant to sport development. Remind learners that any job role that enables or supports people to participate can be thought of as a 'sport development' role, including voluntary positions. • Small-group task: learners can discuss the responsibilities associated with the roles that have been identified, as well as suggesting the kind of environment (sector, organisation, facility etc.) that the role may be relevant within. • Whole-group activity: a sport development officer or similar could be invited to speak to learners (face-to-face or remotely) to explain their role and the responsibilities they have. They could also cover their route into the role – qualifications etc. – as well as the kinds of character traits, skills and behaviours that they feel are necessary/useful as an SDO. • Individual task: learners could be allocated a specific job role and write an imaginary job description for that role. They should include the main responsibilities as well as qualifications and/or experience and essential/desirable skills. https://www.prospects.ac.uk/job-profiles/sports-development-officer is a job profile for a Sports Development Officer, other job profiles are also available.	Tennis ball



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			• Small-group activity: working in pairs, learners role play a job interview for a specific role. • Individual task: learners interview someone who works (paid or unpaid) in sport development to find out what their role and responsibilities are, what they bring to/get out of the role. • Extension activity: set learners extended open answer questions, in line with the distinction criteria. This is an opportunity to develop extended writing skills.	
18–19	Assessment of learning aim B	AW	• Individual activity: learners work independently on the tasks on the assignment brief.	Assignment brief
Learning aim C: Investigate sport development in practice				
20–22	C1 Local and national sport development initiatives	IS/GW	• Tutor-led discussion: what is a sport development 'initiative'? Establish with that it can be any project, scheme or enterprise that is designed to encourage and support people to participate. • Individual task: learners can consider any local or national initiatives they are already aware of. This may include award schemes (e.g. swimming certificates), high profile campaigns (e.g. <i>This Girl Can</i>), local projects (e.g. female only gym sessions) and/or any other initiatives they can think of that encourage participation. Learners can share these with the group to see the range and depth of background knowledge that already exists. • Small-group activity: learners can discuss and answer questions on a pre-prepared worksheet to consolidate their understanding of initiatives. This may include questions such as: what is a sport development initiative? Why might an initiative be necessary/conceived? What are the likely aims of initiatives? What type of organisation/s develop initiatives? Learners can share their thoughts and discuss with the group.	Tutor presentation Initiatives worksheet/pro forma



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			• Individual task: learners can explore local sport development initiatives. They could be allocated a local initiative (to ensure a range within the group) or could self-select (for a specific target group (e.g. an initiative that targets those who are 50+) or with no restrictions) and must research to find out details such as: who it is for, how it works, who runs it, how it is funded, how successful it have been etc. Learners can present their findings as a slide show, annotated poster, presentation or some other way. • Small-group task: working in pairs or small groups, learners could be tasked with finding one initiative under each of a range of headings, e.g. award scheme, sport specific, target group specific, local, national, government led, health led etc. Learners can present their findings as a mind map or similar. • Small-group activity: working individually, in pairs or small groups, learners can be allocated a specific NGB. They must find out about the initiatives employed by their given sport to support grassroots involvement, development pathways, performance etc. They should include as much information as they can find regarding facts and figures (launch date, costs, number of people involved etc.). • Whole-group activity: a representative of an outside agency could be invited in to speak to learners (face to face or remotely) about initiatives that they are/have been involved in. This may be someone from an NGB, sport development organisation, local sport facility etc. Learners can pre-prepare questions to ask their guest in a Q&A session at the end of their talk. • Small-group activity: learners can look at a specific national initiative, exploring its aims and objectives, campaign strategy, advertising and marketing etc. Each group can nominate an envoy	



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			who will travel around the other groups in turn presenting their group's findings. • Whole-group activity: the group could be split into two to debate the statement 'sport and health initiatives don't work and are a waste of public money'. Each side can be given time to research and prepare their arguments before the debate is held.	
23–26	C2 Project planning	IS/GW	• Tutor-led presentation: tell learners that they will be working in small groups to plan a sport development initiative of their choice. Identify parameters within which their project must stay (in terms of timescales, costs, available resources, appropriateness of the activities etc.) • Small-group task: learners work together to plan (and implement where practicable) an initiative to encourage, support and/or increase participation in sport or physical activity. Learners can: - Audit current opportunities, participation levels, barriers and needs, to inform the kind of initiative they might select. - Decide on the focus, aims and objectives of their initiative, including the target group/s it will support. - Establish additional details, including the format of the initiative, the sport/s and/or activities that will be included, the target market (which level/s on the sport development continuum), resource needs etc. - Produce an action plan to identify the jobs that need doing, when, by whom, how etc. (https://www.smartsheet.com/develop-plan-action-free-templates action planning templates are available here.) - Explore funding: what will it cost? How will it be funded? Will it produce revenue?	Tutor presentation



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			- Decide on staffing requirements: roles and responsibilities, qualifications and/or experience necessary, recruitment etc. - Consider the safety of those involved, including: risk assessment, first aid provision, safeguarding of staff and participants, child protection etc. - Explore other considerations, e.g. timescales, culture, demographics, barriers etc. ● Small-group task: learners present their project plan to the rest of the group, answering any questions that are posed by their peers. If the project is going to be implemented for real, it may also be necessary to seek approval from senior managers or similar.	
27-28	C3 Measures of success	IS/GW	● Tutor-led presentation: to introduce the concept of measuring the success of sport development initiatives. ● Whole-group activity: learners can take part in an open discussion on the importance of measuring success. Tutor-led questioning may be necessary to support learners' consideration of: the need to measure success; ways to measure success; what to do with the results; ways in which these findings might impact the project, who the findings should be shared with, etc. https://www.mybeeye.com/blog/how-to-measure-project-success-and-avoid-the-top-6-pitfalls includes useful information regarding why and how to measure the success of a project. ● Small-group activity: working in pairs, learners can explore the success of a local or national initiative. Reflecting back on an identified initiative from previous sessions, learners can focus on its aims and objectives, and its achievements and outcomes. They can make a judgement on how successful the initiative was in the short, medium and longer term (timescales dependant).	Tutor presentation



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			• Whole-group activity: learners can discuss the different ways in which the success of an initiative can be shared. The link between the audience and method of sharing can be made (e.g. giving results to the Board may be done in a different way to sharing news on social media or as part of an advertising campaign). Learners can explore the different ways of sharing quantitative data (e.g. use of charts, graphs etc.) and qualitative information (e.g. verbally, written report, slideshow etc.) and the pros and cons of each. • Individual task: learners can take the results of their previous research into the achievement/s of a local or national initiative and display them in the manner of their choice. This may include charts, graphs, tables etc. The display should be bold, eye-catching and clearly show the initiative's achievements, ideally compared to its aims and objectives. Learners can then write a conclusion that sums up the success (or otherwise) of the initiative. • Small-group task: working in the same groups as for their project planning, learners explore the ways in which they might measure the success of their project. Questions might include: ways in which they could measure success (linked to the project aims and objectives), how they would judge success (against set criteria etc.) who they would share their findings with, how they would record, collate and display their findings with identified audiences etc. • Small-group task (optional): if the learner's planned initiative was implemented for real, measures of success can be used and findings recorded and shared as appropriate. Learners can also reflect on how their findings might impact the initiative.	



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			• Extension activity: set learners extended open answer questions, in line with the distinction criteria. This is an opportunity to develop extended writing skills.	
29–30	Assessment of learning aim C	AW	• 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 learners to access them through the school/college intranet.