



Unit title	Unit 35: Practical Sports Performance
Guided learning hours	30
Number of lessons	15
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • Unit 24: Applied Sports Anatomy and Physiology • Unit 25: Sports Injuries Management • Unit 26: Nutrition for Physical Performance • Unit 27: Sports Psychology • Unit 29: Technical and Tactical Skills in Sport • 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: Explore skills, techniques and tactics required in selected sports				
1	<p>A1 Individual and team sports</p> <p>A2 Classification of skills required in sport</p> <p>A3 Skills and techniques required to perform in a sport</p>	IS	<ul style="list-style-type: none"> • Lead in: introduce learners to the technical demands required to perform in a sport, and the skills needed for effective participation. • Tutor presentation: explain to learners the different types of skill used to perform different sports. Give learners examples of team and individual sports, in order to explain continuous skills (e.g. running), serial skills (e.g. pole vault), discrete skills (e.g. golf swing), attacking skills and defensive skills. Tutors should provide a breakdown of how the techniques of the skill are applied for effective participation, to include continuous, serial, discrete, attack and defence. • Individual activity: ask learners to prepare notes about the different types of skills for a sport of their choice. They must include information with examples of each skill, linked to their chosen sport. • Q&A: ask learners to provide sports specific examples for the different types of skill. 	Presentation
2	<p>A1 Individual and team sports</p> <p>A2 Classification of skills required in sport</p> <p>A3 Skills and techniques required to perform in a sport</p>	IS	<ul style="list-style-type: none"> • Practical activity: learners should be given the opportunity to participate in individual or team sports. Using their notes from lesson 1, ask learners to lead short skills sessions to demonstrate and explain key skills (the technical demands) needed to perform in the sport (these can be individual or team). For example, a learner who competes in hockey could show the group how to perform the key skills and ask them to carry them out during a practice session. They can then use these key skills in a competitive situation (such as a small-sided or full-sided game, depending on the skills level of the group and time available). 	Sports facilities for participation in individual or team sports.



Lesson	Topic	Lesson type	Suggested activities	Resources
3	A4 Tactical demands applied in sports performance	IS	<ul style="list-style-type: none"> • Lead in: introduce learners to tactics and how they can be used in different individual and team sports in order to increase the performance of the individual or team. • Class discussion: allow learners to give examples of any tactics that they have used in specific sports. It would be useful for learners to explain why the tactic was a success or not in the given situation. • Paired activity: ask learners to work in pairs and examine tactics used in the sport they used in lessons 1 and 2 (team or individual). Learners should select examples that are relevant to their specific sport and include defending and attacking tactics (e.g. formations, shot selections, movement, body position, phases of play, use of space, decision making, communication, e.g. gestures, non-verbal and cues, and how environmental conditions can be used as a tactical advantage). • Q&A: ask learners about different tactics and to give examples of how these are used and adapted to achieve success in selected sports. • Formative assessment activity: learners to produce a written report about how tactics are used in their sport in competitive situations to give teams or individuals an advantage. 	
4	A4 Tactical demands applied in sports performance	IS	<ul style="list-style-type: none"> • Practical activity: learners should be given the opportunity to participate in individual or team sports covered in lessons 1-3. Ask learners to lead activities and help to demonstrate and explain different tactics (the tactical demands) and how they can be applied in the sport. 	Sports facilities for competitive participation in individual and team sports



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			<ul style="list-style-type: none"> For example, a learner who competes in the high jump could explain to the group the tactics that they use and how they can influence their competitors in a competitive situation. 	
5	<p>A1 Individual and team sports</p> <p>A2 Classification of skills required in sport</p> <p>A3 Skills and techniques required to perform in a sport</p> <p>A4 Tactical demands applied in sports performance</p>	RS	<ul style="list-style-type: none"> Individual activity: allocate time for learners to write notes and to prepare for assignment 1, which covers learning aim A. 	<p>Computers and internet access</p> <p>Textbooks, journals and magazines</p>
6	Assessment of learning aim A	AW	<ul style="list-style-type: none"> Summative assessment activity: learners work to complete assignment 1 . 	Assignment brief
Learning aim B: Use skills, techniques and tactics in an individual or a team sport				
7	B1 Safe and appropriate practical performance demonstration and participation	IS	<ul style="list-style-type: none"> Lead in: introduce learners to the need for safe and appropriate practical performance demonstration and participation in sport. Practical activity: tutor (or learners who have the appropriate skill level in the selected activity) should demonstrate the skills, techniques and tactics of the selected sports in a controlled environment. Demonstrations should take place in isolated practices/conditioned practices and competitive situations. Learners should be given the opportunity to observe and practise using skills, techniques and tactics in isolated/conditioned and competitive situations. They should use effective decision making 	Access to sports equipment and facilities



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			<p>to select relevant skills, techniques and tactics when under pressure from opponents.</p> <ul style="list-style-type: none"> ● Plenary: check learner understanding about the importance of safe practical performance demonstration and participation. 	
8	B1 Safe and appropriate practical performance demonstration and participation	IS	<ul style="list-style-type: none"> ● Practical activity: learners should be given the opportunity to participate in individual or team sports. Ask learners who have experience of participating in sports to set-up a controlled environment that will allow learners to demonstrate isolated practices and conditioned practices. Learners should have the opportunity to carry out isolated practices (e.g. using skills and techniques demonstrated independently without any pressure or external forces) that are completed successfully and without fault. For example, this could be using the cricket nets to practise bowling or carrying out a set routine in trampolining. Learners must also take part in conditioned practices (e.g. small-sided games of basketball, a limited number of touches in football or a set number of defenders/attackers in rugby). ● NB: evidence from this practical lesson should be recorded and submitted as evidence for B.P2 (see lesson 30). 	Sports facilities for competitive participation in individual and team sports
9	B1 Safe and appropriate practical performance demonstration and participation	IS	<ul style="list-style-type: none"> ● Practical activity: learners should be given the opportunity to participate in an individual or team sports. Learners should be given the opportunity to use skills, techniques and tactics in competitive situations. They should also demonstrate effective decision making and the ability to select appropriate skills, techniques and tactics when under pressure from opponents. For example, learners could play a small-sided game and as the game progresses, more rules are added or rules are taken away. 	Sports facilities for competitive participation in individual and team sports



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			<p>Different skills can be required (or taken away) and learners must demonstrate the use of different tactics.</p> <p>NB: evidence from this practical session should be recorded and submitted as evidence for B.M2/B.D2 (see lesson 30).</p>	
Learning aim C: Review own performance in an individual or team sport to inform future development				
10	C1 Assessment methods to review the performance of the skills, techniques and tactics in the selected sport	IS	<ul style="list-style-type: none"> • Lead in: introduce learners to the assessment methods that can be used to review the performance of skills, techniques and tactics in their chosen sport. • Tutor presentation: explain to learners the different types of assessment methods (unit content C1) that are used to review performance. Give learners examples of assessments that have been completed on athletes from both team and individual sports. Using these examples, tutors should provide a breakdown of how assessment methods are designed and used and the advantages and limitations of each method. • Individual activity: learners should be given the opportunity to design and produce plans for assessment methods to review performance, e.g. they could watch a video of elite sports performers and carry out a SWOT analysis (strengths, weaknesses, opportunities, threats) and design a performance profile tool to review the performance of an elite athlete in a sport of their choice. • Q&A: lead learners in a discussion about the use of SWOT, technology, testing, interviews and observations that can be used to review sports performance to check understanding of assessment methods. 	Presentation
11	C1 Assessment methods to review the	V	<ul style="list-style-type: none"> • Visit: arrange to visit a local sports club or sports centre. This could be a rugby club, tennis club or swimming pool. Arrange for a 	Pre-planned visit



Lesson	Topic	Lesson type	Suggested activities	Resources
	performance of the skills, techniques and tactics in the selected sport		sports coach to answer questions about the assessment methods that they use to review their athlete's skills, techniques and tactics. It would be useful to be able to observe technology (e.g. Dartfish®, video recordings) as well as testing, interviews and observations.	
12	C2 Reviewing performance in selected sport	IS	<ul style="list-style-type: none"> ● Lead in: introduce learners to how to review performance in sport. ● Individual activity: allow learners to review the performance of a peer in a selected sports. Learners should practise using assessment methods to review the performance of a peer and must identify their strengths and areas for improvement. Learners must use the following categories for their peer assessment/review: skills and techniques, tactics, application of rules and effectiveness of decision-making. ● Q&A: ask learners about their performance reviews and check their understanding regarding their peer's strengths and areas for improvement. 	
13	C3 Developments to improve performance	IS	<ul style="list-style-type: none"> ● Lead in: introduce learners to how you can improve sports performance through carefully designed development plans. ● Tutor presentation: explain to learners how to improve sports performance and the activities that can be used to improve performance. Cover aims and objectives, short- and long-term goals, SMART (specific, measurable, achievable, realistic, timebound), opportunities, e.g. training programmes, attending courses, qualifications, and where to seek help and advice. ● Paired activity: ask learners to work in pairs to discuss one of their strengths and one area for improvement in a sport of their choice. Learners should produce a page of notes or a mind map that can highlight the different activities that the learner can do in order to improve any areas required and to maintain their 	Presentation



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>strength. Learners should consider goals, qualifications and other opportunities.</p> <ul style="list-style-type: none"> ● Plenary: check learner understanding of the activities used to improve sports performance. ● Formative assessment activity: learners to explain how to improve sports performance, including the use of aims/objectives, targets and goals in a written report. 	
14-15	Assessment of learning aims B and C	AW	<ul style="list-style-type: none"> ● Summative assessment activity: learners complete the assessment, using evidence of performance gathered in lessons 8 and 9. 	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.