



Unit title	Unit 29: Technical and Tactical Skills in Sport
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • Unit 16: Applied Coaching Skills • Unit 35: Practical Sports Performance 	

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
			<ul style="list-style-type: none"> ● Paired activity: The pair should choose two sports they are familiar with. They should be contrasting sports e.g. netball and high jump. They will identify continuous, discrete and serial skills in both sports (if there are any). Each learner should take a type of skill and discuss the similarities and differences between the two sports. They can work on the third skill together. ● Peer review: The pair should swap their work with another pair and give constructive criticism on their comparison, highlighting any areas they feel they could add. ● Individual activity: learners are given a sport at random. They should consider continuous, discrete and serial skills in that sport and then prioritise them in terms of importance to successful performance. Each learner should reach a conclusion to decide which type of skill is most important to that sport. 	
6-7	A2 Types of tactical skills	IS GW	<ul style="list-style-type: none"> ● Practical activity: facilitate learners participating in a racket sport like badminton or tennis. They should be taught key skills and the skills should be transferred into game play. In the plenary, the learners should review the importance of the tactical skill to successful participation in the sport. ● Role-play activity: Learners to work in small groups. They are given the scenario that they are the manager of a team who is losing at half time in a cup final. They must make a tactical change and explain the change to their players. Depending on the confidence levels of the individuals, they could share this with the class. ● Individual activity: Each learner should select two sports. They should then identify at least 4 different tactical skills appropriate to their selected sports. 	Practical facility with sports equipment



Lesson	Topic	Lesson type	Suggested activities	Resources
8-9	A2 Types of tactical skills	IS GW	<ul style="list-style-type: none"> • Practical activity: facilitate learners participating in an invasion game like handball or basketball. They should be taught key skills and the skills should be transferred into game play. In the plenary, the learners should review the importance of the tactical skill to successful participation in the sport. • Research activity: learners should be given the opportunity to find three examples of where tactics have won a game. They will be asked at random to share these with the class. They can be all from one sport or from a range of different activities. • Group activity: facilitate the learners watching the following video - Jurgen Klopp's Liverpool Pressing and How to Break it Tactical Analysis - YouTube <ul style="list-style-type: none"> - Ask the class to define the term 'press' - What are the advantages of this tactic? - What are the disadvantages of this tactic? • Tutor presentation: phases of play. • Small group activity: each group should identify phases of play in a sport of their choice. 	<p>Practical facility with sports equipment</p> <p>Access to the internet to research</p> <p>Access to video sharing website</p> <p>Tutor presentation</p>
10	A1 Types of technical skills A2 Types of tactical skills	IS	<ul style="list-style-type: none"> • Practical activity: Tutor to lead a sports coaching session that develops a technical skill(s) and progresses the skill into an opposed game where the learners can apply the skill. • Paired activity: The pair should choose two sports they are familiar with. They should be contrasting sports e.g. netball and high jump. They will identify formations, attacking tactics and defensive tactics in each sport. Each learner should take a type of 	<p>Practical facility with sports equipment</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>tactic and discuss the similarities and differences between the two sports. They can work on the third tactic together.</p> <ul style="list-style-type: none"> ● Individual activity: learners are given a sport at random. They should consider key tactics in that sport and then prioritise them in terms of importance to successful performance. Each learner should reach a conclusion to decide which tactic is most important to that sport. 	
Learning aim B: Investigate the technical and tactical ability of elite sports performers				
11-12	B1 Observation checklist	IS GW	<ul style="list-style-type: none"> ● Practical activity: Learners to work in groups. Some will be playing a competitive game and the others will be observing at the side. The observers will keep a count of successful passes or shots and feedback the information to the player after the performance. All learners should experience the observing role. A group discussion should highlight what classed as 'successful' and 'unsuccessful' and if the data was reliable. ● Individual activity: Each learner should be given a performance profile and fill in the outer edge with technical and tactical skills from their sport. They can then rate themselves based on their position. ● Group activity: facilitate learners creating a basic notational analysis form for a sport of your choice. Learners should then watch 20 minutes of a match and record data for a selected player. When the game has finished the learners should compare their statistics and discuss the reliability and validity of the data. 	<p>Practical facility with sports equipment</p> <p>Performance profile videos. e.g. https://www.researchgate.net/figure/Blank-performance-profile_fig5_239794491</p>
13-14	B2 Elite performer	IS	<ul style="list-style-type: none"> ● Practical activity: Learners should perform a range of skill tests in a selected sport e.g. how many times can they serve into a hoop in 	Practical facility with sports equipment



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>badminton from the same position, out of ten. The group should collate their results. The groups can then make a decision on what 'excellence' in each skill test would be and how far they are away from achieving this standard.</p> <ul style="list-style-type: none"> ● Tutor presentation: types of elite performer. Show a range of images that depict different types of elite performer so the learners can identify their level of excellence. ● Individual activity: learners are given time to compile a list of key qualities of an elite performer. ● Individual activity: complete a performance profile for a selected elite athlete. ● Group discussion: How does the performance profile for an elite athlete compare to your performance profile. 	<p>Presentation</p> <p>Performance profile diagram</p>
15-16	B3 Assessment and performance profiling	IS GW	<ul style="list-style-type: none"> ● Practical activity: learners work in pairs. One of the pair will observe and one will play a competitive sport. The observer will feedback their partners strengths and areas for improvement following the performance. Selected learners should be chosen to be the manager of a team. They must give a pre-match team talk, half-time team talk and an end-of-game review. ● Individual activity: Learners should list key technical and tactical skills in their sport. They should identify 3 areas they need to improve in this sport. ● Individual activity: The learners should plan to improve their 3 areas for improvement by identifying: <ul style="list-style-type: none"> - a training session they could participate in - what they need to do in competition 	Practical facility with sports equipment



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> - who would help them improve • Group activity: Place the class into 4 groups. Each group receives a topic (technical guidance, nutritional guidance, psychological guidance, and fitness guidance). They must explain how their topic can develop players and who would action this type of improvement in a professional sports club. Could it be done at grassroots level? 	
17-20	<p>Assignment for learning aims:</p> <p>A: Explore the technical and tactical skills demanded by selected sports</p> <p>B: Investigate the technical and tactical ability of elite sports performers</p>	AW	<ul style="list-style-type: none"> • Assignment brief – tutor to give out the assignment brief and discuss the main features, including: assessment deadline, scenario and tasks. At this point learners can ask for clarification on the requirements of the assessment. • 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 the learners completing the assessment before the submission deadline. 	Assignment brief



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim C: Review own technical and tactical ability for a selected sport				
21-22	C1 Assessment and development of own performance	IS	<ul style="list-style-type: none"> ● Practical activity: learners to participate in a competitive sporting activity. This should be a different sport than the one they will use in their summative assessment. Officials should be present, and the activity should be video recorded. ● Individual activity: learners should be given the opportunity to review the video of their performance in the practical activity. They will need to be able to stop and pause the video to use it effectively. They should: <ul style="list-style-type: none"> - complete the observation checklist they created in the previous assignment whilst watching the performance - identify strengths and areas for improvement in their performance 	Practical facility with sports equipment Access to video footage
23-24	C2 Logbook	IS	<ul style="list-style-type: none"> ● Independent activity: learners should be given the opportunity to create a logbook to record the content of their training sessions and competitive analysis. This could involve researching logbooks used in different sports. ● Tutor presentation: open vs closed questions and qualitative (Likert scale) vs quantitative feedback. ● Individual activity: learners should create a coach feedback form and give it to their coach to review a recent performance. A peer should review their form before they send it to their coach to see if the document could be enhanced in either way. 	Access to the internet Access to computers



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Individual activity: learners should create a performance profile and give it to their coach for them to rate their current levels of performance. 	
25-26	C3 Development plan	IS GW	<ul style="list-style-type: none"> ● Practical activity: learners to be given a sport and a technical skill. They must design a coaching session to improve that skill and lead half of the group through that practice. ● Tutor presentation: SMART targets. ● Paired activity: learners work with a partner to set them targets to improve technical and tactical skills. Once they have created the targets, they should review them using the SMART acronym and amend as necessary. ● Individual activity: learners should research definitions of physical, human and fiscal resources. They then identify two examples that would apply to each term e.g. fiscal could be funding for video technology and the cost of a more qualified coach. ● Group discussion: ask the learners: <ul style="list-style-type: none"> - how could coaches help them to develop technically and tactically? - reflect on their current level of coaching - what level they would need to really improve their performance? - wWhat sort of competitions do they need to enter? ● Research activity: learners should research courses that would develop their tactical and technical awareness. 	<p>Practical facility with sports equipment</p> <p>Tutor presentation</p> <p>Access to the internet</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
27-30	<p>Assignment for learning aim:</p> <p>C Review own technical and tactical ability for a selected sport.</p>	AW	<ul style="list-style-type: none"> • Assignment brief – tutor to give out the assignment brief and discuss the main features, including assessment deadline, scenario and tasks. At this point learners can ask for clarification on the requirements of the assessment. • 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 the learners completing the assessment before the submission deadline. 	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.