



<b>Unit title</b>	Unit 30: Organising Events in Sport and Physical Activities
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
Unit 2: Careers in the Sport and Active Leisure Industry Unit 5: Self-employment in Sport and Physical Activity Unit 12: Sports Tourism Unit 14: Marketing Communications Unit 19: Sport and Leisure Facility Operations.	

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



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim, A: Explore considerations of sport and physical activity events</b>				
1	Unit Introduction	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> 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.</li> <li>• <b>Key command verbs:</b> 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.</li> <li>• <b>Whole-class activity:</b> 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). Learners to feed back with directed Q&amp;A.</li> </ul>	Unit specification Computers for internet research A3 paper and pens
2	<b>A1</b> Sports and physical activity events considerations	IS GW	<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners to complete a mind mapping activity for perceived key words associated with this unit (ice-breaker activity).</li> <li>• <b>Tutor presentation:</b> explore the different types of sports event or physical activity.</li> <li>• <b>Whole-class activity:</b> learners work individually, in pairs or in small groups, to discuss the types of sports event or physical activity such as: <ul style="list-style-type: none"> <li>○ Competitions, tournaments</li> <li>○ training camps, coaching courses</li> <li>○ school sports day</li> </ul> </li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ outdoor activities, expeditions</li> <li>○ fun runs (park run, charity runs etc.), obstacle-based fun runs</li> <li>○ sponsored events, charity walks</li> </ul> <p>Learners to provide their own viewpoints to contribute to group discussion (pyramid to group learning).</p> <ul style="list-style-type: none"> <li>● <b>Individual activity:</b> learners investigate different types of sport event or physical activity that they have knowledge of from their sport or experience and collate some information to share with the group at the next lesson.</li> <li>● <b>Plenary:</b> ask learners questions about the key aspects covered in the lesson.</li> </ul>	
3	<b>A1</b> Sports and physical activity events considerations	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> remind learners of the different types of sports and physical activity events.</li> <li>● <b>Whole-class activity:</b> learners share their findings about types of sports and physical activity events.</li> <li>● <b>Small-group activity:</b> get learners to work in small groups. Ask each group to research one of the types of sports and physical activity events below: <ul style="list-style-type: none"> <li>○ competitions, tournaments</li> <li>○ training camps, coaching courses</li> <li>○ school sports day</li> <li>○ outdoor activities, expeditions</li> <li>○ fun runs (park run, charity runs etc.), obstacle-based fun runs</li> <li>○ sponsored events, charity walks</li> </ul> </li> </ul>	Computers for internet research Poster paper and pens



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>Learners will present their findings to the whole group in the next lesson as an annotated poster.</p> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> check learners' understanding of the different types of sports and physical activity events.</li> </ul>	
4	<b>A1</b> Sports and physical activity events considerations		<ul style="list-style-type: none"> <li>● <b>Small-group presentations:</b> ask learners to present the information about their chosen examples of types of sport event or physical activity.</li> <li>● <b>Tutor-led discussion:</b> talk about the purpose of a sports or physical activity event, e.g. educational, environmental awareness, development (physical/social/personal), social inclusion or fundraising.</li> <li>● <b>Small-group activity:</b> each group could be assigned a different purpose of a sport event or physical activity to investigate. Groups feedback their findings to the whole class before the end of the lesson.</li> <li>● <b>Plenary:</b> check learners' understanding of the purpose of a sports or physical activity event.</li> </ul>	Computers for internet research
5	<b>A1</b> Sports and physical activity events considerations	IS GW V	<ul style="list-style-type: none"> <li>● <b>Visit:</b> to a sporting tournament, outdoor activity competition or any other type of sports or physical activity event that they have investigated in previous lessons. Learners will see first-hand the purpose of the event or activity. Offer opportunity for discussion after the event, addressing the type and purpose of the event.</li> <li>● <b>Individual activity:</b> learners to summarise key aspects of the visit. Evidence should be produced to aid formative and summative assessment.</li> <li>● <b>Plenary:</b> ask learners questions about sports and physical activity</li> </ul>	Computers for internet research Visit



Lesson	Topic	Lesson type	Suggested activities	Resources
			events considerations in the style of a mini quiz.	
6	<b>A1</b> Sports and physical activity events considerations	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> to examine the participants of a sports and physical activity event. Explore the different types of participants that could be involved, such as professionals, school children, peers and the public.</li> <li>• <b>Small-group activity:</b> each group could be assigned one of the four types of participants discussed. Learners should produce a PowerPoint presentation or a set of notes, which they can share with the group at the end of the lesson.</li> <li>• <b>Plenary:</b> check learners' understanding of the types of participants of sports and physical activity events.</li> </ul>	Computers for internet research
7	<b>A2</b> Roles and responsibilities in delivering sport and physical activity events	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> highlight the roles utilised in delivering sport and physical activity events. Explore the following: secretary, finance officer, publicity officer, marketing officer, steward, specialist coach/trainer and promoter.</li> <li>• <b>Small-group activity:</b> each group could be assigned a different type of role and should investigate various examples of the role in action and feedback findings to the class.</li> <li>• <b>Individual activity:</b> using the command word 'evaluate', ask learners to produce a short 500-word summary on what roles are needed in delivering a successful sport and physical activity event and their key recommendations for effective deployment of these roles.</li> <li>• <b>Plenary:</b> check learners' understanding of the roles in delivering</li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			sport and physical activity events.	
8	<b>A2</b> Roles and responsibilities in delivering sport and physical activity events	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> recap previous lesson. Tutor to ask probing questions around the key terminology from the last lesson. Collect in 500-word summaries and discuss the information on key recommendations. Introduce the topic of the responsibilities associated with sport and physical activity events, e.g. <ul style="list-style-type: none"> <li>○ project management</li> <li>○ logistics</li> <li>○ equipment</li> <li>○ health and safety</li> <li>○ co-ordination and administration</li> <li>○ marketing</li> <li>○ publicity</li> <li>○ raising finances.</li> </ul> </li> <li>• <b>Small-group work:</b> each group could be assigned a different responsibility associated with sport and physical activity events from the unit content. Each group could then prepare a mini presentation/ 'show and tell' for their peers, outlining their ideas related to their chosen responsibility. This could be followed by a 'question and answer' session.</li> <li>• <b>Plenary:</b> Recap the main learning points covered in the lesson. Ask learners to explain back to you the responsibilities associated with sport and physical activity events.</li> </ul>	Computers for internet research



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9	<b>A2</b> Roles and responsibilities in delivering sport and physical activity events	IS GS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> brief recap on previous lessons work about the responsibilities associated with sport and physical activity events.</li> <li>• <b>Small-group activity:</b> learners discuss and write questions for a guest speaker.</li> <li>• <b>Guest speaker:</b> a sports event organiser from Parkrun or a Coaching course company discusses the roles and responsibilities in delivering sport and physical activity events.</li> <li>• <b>Plenary:</b> focus on what the guest speaker has said about the roles and responsibilities in delivering sport and physical activity events.</li> </ul>	Computers for internet research Guest speaker
10-12	Assessment of learning aim A	RS AW	<ul style="list-style-type: none"> <li>• <b>Assignment brief:</b> 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.</li> <li>• <b>Individual activity:</b> allocate time for learners to write notes and to complete assignment 1, which covers learning aim A.</li> <li>• <b>Summative assessment activity:</b> learners produce a small group presentation or report that evaluates the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity events.</li> </ul> <p>Dependent on class size for this assessment learners will need to work in groups of no more than four.</p>	Assignment brief Computers and internet access
<b>Learning aim B: Plan and promote a sport or physical activity event</b>				
13	<b>B1</b> Planning a sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> talk about the importance of establishing event aims and objectives (such as profit, fundraising, education and environmental), participants' needs (such as age, interests, ability or fitness level and availability) and necessary resources (such as</li> </ul>	Computers for internet research





Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>facilities, equipment, clothing and refreshments).</p> <ul style="list-style-type: none"> <li>• <b>Small-group activity 1:</b> ask learners to work in three groups. All groups should be given the same sport or physical activity event chosen by the tutor. One group should discuss and identify the event aims and objectives relevant to the sports event. One group should discuss and identify the participants' needs and one group should discuss and identify the necessary resources for the event. Each group should record this information as an annotated poster or spider diagram.</li> <li>• <b>Small-group activity 2:</b> ask the groups to present their findings to the class.</li> <li>• <b>Plenary:</b> check learning and understanding of the importance of establishing event aims, objectives, participants' needs and necessary resources.</li> </ul>	
14	<b>B1</b> Planning a sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap on previous lesson then introduce and discuss the use of appropriate planning documents, (including risk assessments, checklists for the event and appropriate documents to record financial information) and the importance of allocating roles to people and recording role allocation (such as skills types required and specific roles and responsibilities). Ensure learners understand the key considerations when recording.</li> <li>• <b>Paired research:</b> learners should be allocated one of the recording key considerations below and research what it is, how it has to be implemented and its impact on an event. Learners should produce a PowerPoint presentation or a set of notes, which they can share with the group in the following lesson:</li> </ul>	Computers for internet research





Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ booking, planning or setting up the area and/or infrastructure to be used for the event</li> <li>○ delivery and installation of equipment and/or services to be used for the event</li> <li>○ allocation of resources required for the event</li> <li>○ safe removal of equipment and services for the event</li> <li>○ managing rubbish and waste disposal in line with sustainable practices.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> verify learning of the use of appropriate planning documents, the importance of allocating roles to people, recording role allocation and the recording key considerations.</li> </ul>	
15	<b>B1</b> Planning a sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>● <b>Whole-class discussion:</b> learners collaborate in a class discussion on what they think are the key financial costings for a sport or physical activity event, with the result being a list of key costings.</li> <li>● <b>Paired activity:</b> learners investigate a wide range of different financial costings, such as monitoring and managing the budget, including financial contingencies and actions if overspend occurs, focusing on key areas of spend and income (e.g. resources, attendance and entry costs), sources of funding, costs of event (e.g. hiring, buying, facilities), allocating financial resources (e.g. allocating and managing budgets in line with the event plan, including breakdown of different areas of income and spending.).</li> <li>● <b>Learner presentations:</b> learners present their research findings to the whole group, answering questions about what they have researched.</li> <li>● <b>Knowledge quiz:</b> recap the key financial costings for a sport or physical activity event.</li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
16	<b>B1</b> Planning a sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> investigate the importance of effective visitor/customer management strategies for a sport or physical activity event and the procedures for dealing with fire, first aid, contingencies and major incidents. Discuss the health and safety requirements and mitigating risks, such as: <ul style="list-style-type: none"> <li>○ risk assessments</li> <li>○ first aid</li> <li>○ regulations</li> <li>○ informed consent</li> <li>○ legislation, e.g. health and safety.</li> </ul>                     It will be useful to show learners examples of these.                 </li> <li>• <b>Key command verbs explain/analyse/evaluate</b> in the context of exploring the importance of effective visitor/customer management strategies and the health and safety requirements and mitigating risks, and the impact they have on an event's success.</li> <li>• <b>Individual activity:</b> give learners a specific strategy, procedure or requirement for a sport or physical activity event (discussed earlier in the lesson) and ask them to consider the positives and negatives of it for the event.</li> <li>• <b>Plenary:</b> ask learners questions about the importance of the strategies, procedures or requirements for a sport or physical activity event that have been discussed.</li> </ul>	Computers for internet research
17	<b>B1</b> Planning a sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> investigate the different communication methods, indicators to measure success (e.g. money raised, number of participants) and legal considerations (e.g. child protection, data protection) required in planning a sport or physical activity event.</li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> ask learners to research the types of communication methods, indicators to measure success and legal considerations. Then feedback their findings to the whole class.</li> <li>● <b>Whole-group discussion:</b> The tutor should encourage group discussion about the different examples and findings discovered by the pairs. For example, what similarities did they share? What was the most common findings? Draw together the information learned from the paired activities.</li> <li>● <b>Plenary:</b> re-examine the learners' understanding of the main concepts explored in this lesson.</li> </ul>	
18	<b>B2</b> Promoting a sport and fitness event	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led discussion:</b> explore the requirements for promoting a sport and fitness event. Learners need to understand the purpose of promotional material: <ul style="list-style-type: none"> <li>○ providing key information</li> <li>○ attracting participants</li> <li>○ attracting audience/ spectators</li> <li>○ attracting donations or financial support.</li> </ul>                     and methods of using the promotional material: <ul style="list-style-type: none"> <li>○ advertisements – local paper, local radio</li> <li>○ social media platforms</li> <li>○ posters</li> <li>○ leaflets and flyers</li> <li>○ promotional emails.</li> </ul> </li> <li>● <b>Paired activity:</b> learners to work in pairs to explore examples of well-compiled promotional materials. Examples could be provided by the tutor. Learners should produce a PowerPoint presentation or</li> </ul>	Computers for internet research Examples of promotional materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>a set of notes to present their findings, which they can share with the group at the start of the next lesson.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> check learning and understanding about the importance of using promotional materials for the success of a sport and fitness event.</li> </ul>	
19	<b>B2</b> Promoting a sport and fitness event	IS GW	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> pairs to deliver their PowerPoint presentations or set of notes from the last lesson.</li> <li>• <b>Tutor-led knowledge quiz:</b> quiz learners to check their knowledge of promoting a sport and fitness event.</li> <li>• <b>Tutor presentation:</b> explore the value of establishing a plan and a promotional campaign for a sport or physical activity event, include concepts such as target audience, logo, branding, promotional budget and sponsorship. Discuss designing and creating material e.g. types of poster or leaflet design, creating copy for audio or print advertisements. Highlight the need for the promotional material to have a theme (e.g. raising awareness, promoting campaign).</li> <li>• <b>Paired activity:</b> learners investigate a range of different promotional campaign case studies for sport and fitness events. They should consider and assess the characteristics of the campaigns.</li> <li>• <b>Learner presentation:</b> learners present their research findings to the whole group, answering questions about what they have researched.</li> <li>• <b>Plenary:</b> revisit the main points about the significance of using promotional materials for the success of a sport and fitness event.</li> </ul>	<p>Computers for internet research</p> <p>Examples of promotional materials</p> <p>Case studies</p>
20	<b>B2</b> Promoting a sport and fitness event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> recap previous lesson. Tutor to ask probing questions around the key terminology from the last lesson. Introduce learners to the impact of promoting a sport and fitness</li> </ul>	<p>Computers for internet research</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
		GS	<p>event, including the benefits, constraints, effects and repeat business opportunities.</p> <ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners discuss and write questions for a guest speaker.</li> <li>• <b>Guest speaker:</b> a marketing and communications manager from a charity (such as Cancer Research UK) discusses how they promote and plan their sport and fitness challenges and events (e.g. Race for Life).</li> <li>• <b>Plenary:</b> focus on what the guest speaker has said about the importance of using promotional materials for the success of a sport and fitness event.</li> </ul>	Guest speaker
<b>Learning aim C: Deliver a planned sport or physical activity event</b>				
21	<b>C1</b> Implementing a promotional campaign for a planned sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the key considerations for implementing a promotional campaign for a planned sport or physical activity event.</li> <li>• <b>Individual activity:</b> ask learners to research sporting or physical activity events and identify common success factors. Ask them to consider the following factors: <ul style="list-style-type: none"> <li>○ running a promotional campaign (e.g. campaign launch, initial publicity, marketing, registration and confirmation of participants).</li> <li>○ reviewing and adjusting a campaign to ensure aims and objectives are met.</li> <li>○ taking on a specific role to promote an event.</li> </ul> </li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Plenary:</b> summarise the implications for an event if thorough planning and promotion is not carried out and all aspects are not considered.</li> </ul>	
22	<b>C1</b> Implementing a promotional campaign for a planned sport or physical activity event	IS GW V	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> brief review of the work covered in the last lesson.</li> <li>● <b>Small-group activity:</b> learners discuss and write questions for the visit.</li> <li>● <b>Visit:</b> organise a visit to a local sports club. Arrange for a manager or senior member of staff to answer questions about how the club plans and promotes their sporting events such as training camps, competitions etc.</li> <li>● <b>Plenary:</b> after the visit, use a plenary discussion to agree which aspects and considerations were covered.</li> </ul>	Computers for internet research Visit
23	<b>C1</b> Implementing a promotional campaign for a planned sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> outline the key aspects of implementing a promotional campaign for a planned sport or physical activity event. Remind learners of the types of considerations a campaign should contain.</li> <li>● <b>Small-group activity 1:</b> learners work together to plan a promotional campaign for a planned sport or physical activity of their choice. Identify parameters within which their campaign must stay (in terms of timescales, costs, available materials, appropriateness of the activities etc.).</li> <li>● <b>Small-group activity 2:</b> learners present their campaign plan to the rest of the group, answering any questions that are posed by their peers.</li> </ul>	Computers for internet research





Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Plenary:</b> confirm with the learners the key aspects of implementing a promotional campaign for a planned sport or physical activity event.</li> </ul>	
24	<b>C2</b> Delivering a planned sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce learners to the main considerations for the successful implementation of planning and delivery for a sports event, for example: <ul style="list-style-type: none"> <li>○ preparation in advance of start of event.</li> <li>○ following a plan.</li> <li>○ undertaking a specific role in an event.</li> <li>○ fulfilling responsibilities of a specific role.</li> </ul> </li> <li>● <b>Paired activity:</b> learners to work in pairs to explore examples of well- compiled plans. Examples could be provided by the tutor.</li> <li>● <b>Plenary:</b> collate learners' suggestions and ideas about effective ideas around delivering a planned sport or physical activity event.</li> </ul>	Computers for internet research
25	<b>C2</b> Delivering a planned sport or physical activity event	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> Establish the key points for implementing the plan for the event. Discuss the importance of the following aspects: <ul style="list-style-type: none"> <li>○ making adjustments and contingencies to ensure aims and objectives are met.</li> <li>○ decision-making.</li> <li>○ leadership skills (where appropriate).</li> <li>○ customer service skills.</li> <li>○ clear communication.</li> <li>○ effective teamwork.</li> <li>○ after event responsibilities – clear up, de-rigging and equipment storage.</li> </ul> </li> <li>● <b>Whole-class discussion:</b> engage learners in a discussion pulling out the major points regarding delivering a planned sport or physical activity event.</li> </ul>	Computers for internet research





Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to work together with their partner to investigate examples of well- delivered events. Examples could be provided by the tutor. Encourage the learners to comment on what aspects made the events successful.</li> <li>● <b>Plenary:</b> assemble the learners’ findings from their research and discuss them with the whole class.</li> </ul>	
26-30	Assessment of learning aims B and C	RS AW	<ul style="list-style-type: none"> <li>● <b>Assignment brief:</b> 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.</li> <li>● <b>Individual activity:</b> allocate time for learners to write notes and to complete assignment 2, which covers learning aims B and C.</li> <li>● <b>Summative assessment activity:</b> learners to produce as a team: a plan for a sport or physical activity event, promotional materials, and a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief, individual evidence of their involvement in the promotion and delivery of a sport or physical activity event. Dependent on class size for this assessment, learners may produce one whole class event or split up to produce two class events.</li> </ul>	Assignment brief Computers for internet research

*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.*