



Unit title	Unit 36: Functional Sports Massage
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 24: Applied Sports Anatomy and Physiology • Unit 25: Sports Injuries Management • Unit 27: Sports Psychology. 	

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 the importance of the sports massage profession for sports performers				
1	Unit Introduction	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: 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. ● 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. ● Whole-class activity: 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&A. 	Unit specification Computers for internet research A3 paper and pens
2	A1 Industry standards of practice	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: The sports massage profession should be discussed with regard to the industry standards of practice required within the learners' country and how these standards are applied to all working environments, including clinical, non-clinical, events and sports clubs. ● Whole-group discussion: instigate learner discussion on 'What are industry standards of practice and what are the ones that relate to the sports massage profession?' Tutors could steer the discussion to include health and safety, insurance, safeguarding, environment, equipment, protocol in emergency situations and therapists' conduct. 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Small-group activity 1: Learners could use any relevant videos and appropriate TED Talks, YouTube clips and podcasts to research one of the industry standards of practice for the sports massage profession in their country. ● Small-group activity 2: Learners to present their findings to the rest of the group, either as a PowerPoint presentation or using handouts. ● Plenary: ask learners questions about the importance of the industry standards of practice for the sports massage profession in their country that have been discussed. 	
3	A1 Industry standards of practice	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: revise the key industry standards of practice for the sports massage profession discussed in the last lesson. Take a more in depth look at the following ones: <ul style="list-style-type: none"> ○ health and safety – current legislation in health and safety at work, employers’ liability and compulsory insurances, health and safety and first-aid regulations, management of safety at work, manual handling operations and data protection legislation. ○ insurance – professional indemnity, malpractice, public liability. ○ safeguarding – child protection legislation, safeguarding minors and vulnerable adults, chaperoning (relevant to the country where this is delivered). ● Pair activity 1: allocate to pairs one of the industry standards of practice from the list above. Pairs should create an information poster to show what it is, why it was established and the current legislation. 	Computers for internet research



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			<ul style="list-style-type: none"> ● Paired work 2: learners can report their findings by giving a brief presentation of their posters to the class. ● Plenary: the information posters can be collated to form a class workbook for all the learners to keep. Tutor can add information too if not covered in the posters. 	
4	A1 Industry standards of practice	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: recap the main industry standards of practice for the sports massage profession discussed in the last lesson. Now look more closely at the remaining ones: <ul style="list-style-type: none"> ○ environment – comfortable, safe, secure, spacious, clean, private, ventilation, modified to venue as appropriate, first-aid kit, access to a phone. ○ equipment – massage couch, mediums (base oil, talc, cream), bolster, towels, pillows, cleaning/hygiene materials. ○ protocol in emergency situations – organisational establishment, health and safety. ○ therapists’ conduct – personal hygiene, appropriate dress, appearance, attitude, code of conduct, ethics, qualifications required. ● Small-group activity: create four information packs, each representing the key industry standards of practice from the list above. Give learners a pack each and allow them time to read and annotate the packs. On completion, learners become the tutor to create a ‘knowledge cafe’, where learners teach among themselves. ● Plenary: Tutor led mini quiz to check learner knowledge of all the key industry standards of practice for the sports massage profession discussed in the last lessons. 	Computers for internet research Tutor-prepared information pack



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5	A1 Industry standards of practice	IS GW V	<ul style="list-style-type: none"> • Tutor-led discussion: revisit previous lessons work on industry standards of practice for the sports massage profession. Tutor to ask probing questions around the essential terminology. • Small-group activity: learners discuss and write questions for the visit. • Visit: organise a visit to a professional sports club. Arrange for one of the sports massage practitioners on staff to answer questions about the importance of understanding and adhering to the industry standards of practice for the sports massage profession. It would be ideal if they could tour the learners around the facilities highlighting the environment, equipment, protocol in emergency situations aspects etc that have been covered in previous lessons to reinforce learning. • Plenary: after the visit, use a plenary discussion to agree which aspects and considerations were covered. 	Computers for internet research Visit
6	A2 Professional associations	IS GW	<ul style="list-style-type: none"> • Tutor presentation: explore the professional associations with regards to their role, function, benefits, continuing professional development (CPD) requirements and professional standards. Describe the key characteristics of the professional associations relevant to the country of delivery or world-wide associations, e.g. Society of Sports Therapists (SST), Sports Massage Association (SMA), Sports Therapy Organisation (STO), the International Massage Association. • Small-group activity: groups are given a different professional association to research independently. Their task is to identify the main role, function, benefits, continuing professional development 	Computers for internet research



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			<p>(CPD) requirements and professional standards of the association. On completion, ask the groups to feed back to the rest of the class.</p> <ul style="list-style-type: none"> • Individual task: learners to create an information sheet illustrating 3 or 4 of the major professional associations that have been investigated in the lesson. • Plenary: check learning and understanding about the importance of the professional associations examined. 	
7	A3 Sports massage practitioner role	IS GW	<ul style="list-style-type: none"> • Whole-class activity: learners collaborate in a class discussion on what they think is the role of a sports massage practitioner. • Tutor presentation: discuss the following aspects of the role of a sports massage practitioner: – deliver safe and effective massage to meet the client’s needs, pre-, inter- and post-event massage, injury prevention, and maintenance, enhance athletic performance, optimising recovery, when to refer to other practitioners. • Paired activity: learners investigate the tutor-provided case studies that illustrate the aspects of the role of a sports massage practitioner covered in the tutor presentation. For example, a case study looking at how sports massage has enhanced athletic performance. • Learner presentations: learners present their research findings to the whole group, answering questions about what they have researched. • Plenary: carry out a quick-fire quiz to check learning of the key concepts covered in the lesson. 	<p>Computers for internet research</p> <p>Case studies</p>



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8	A3 Sports massage practitioner role	IS GW	<ul style="list-style-type: none"> • Tutor presentation: clearly define the role of a sports massage practitioner explored in the previous lesson. Discuss the role in relation to working as part of a multidisciplinary team - physiotherapist, doctor/general practitioner, sports psychologist, sports scientist (e.g. physiologist or biomechanist), nutritionist, podiatrist and coach. • Individual activity: Learners could complete a mix-and-match task, followed by several tutor-created questions to investigate each of the roles in the multidisciplinary team above. This can be developed via the snowball technique. This involves learners moving into pairs, taking it in turns to explain their research and make notes, then joining another pair to do the same. Ask learners then to feed back to the rest of the class in their groups. • Small-group activity 1: learners investigate examples of sports massage practitioners working as part of a multidisciplinary team. For example, Liverpool Football Club highlight the multidisciplinary roles of their first team staff and give role profiles at www.liverpoolfc.com • Small-group activity 2: learners present their research findings to the whole group, answering questions about what they have researched. • Plenary: draw together the information learned from the lesson about the role of a sports massage practitioner and the multidisciplinary team explored in the lesson. 	Computers for internet research
9	A3 Sports massage practitioner role	IS GW	<ul style="list-style-type: none"> • Tutor presentation: recap work on the role of a sports massage practitioner. Tutor to ask probing questions around the key terminology. 	Computers for internet research Guest speaker



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		GS	<ul style="list-style-type: none"> • Small-group activity: learners discuss and write questions for a guest speaker. • Guest speaker: invite a local sports massage practitioner from a sports club or private practice to discuss their role and how it might fit in relation to working as part of a multidisciplinary team. Also, question then on the importance of the sports massage profession for sports performers. • Plenary: focus on what the guest speaker has said about the significance of the role of a sports massage practitioner. 	
10	A4 Physical and therapeutic benefits	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce and discuss the physical and mechanical benefits in relation to massage techniques and sports performers from a contrasting range of sports, using specific examples: <ul style="list-style-type: none"> ○ Physical benefits – stimulating blood and lymphatic flow, increasing tissue permeability, removal of waste products and promotion of recovery, autonomic, sympathetic and parasympathetic nervous system, muscle stimulation, reduction in delayed onset of muscle soreness. <p>Tutors could use any relevant videos and appropriate TED Talks, YouTube clips and podcasts etc to explain the physical and mechanical benefits and use identifiable sporting examples as much as possible.</p> • Individual activity: Give learners a worksheet with questions to answer about the physical and mechanical benefits and ask them to write down two further questions to test the rest of the group. Q&A and discussion to follow. 	Computers for internet research Tutor-created worksheets



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			<ul style="list-style-type: none"> ● Whole-class activity: as a summary, get learners to create a short presentation on one of the physical benefits to feed back to the group. They should find two sports performers of their choice from contrasting sports to illustrate the benefit, for example, one from a team sport and one from an individual sport. ● Plenary: ask learners questions about the physical and mechanical benefits in relation to massage techniques and sports performers, that have been discussed. 	
11	A4 Physical and therapeutic benefits	IS GW	<ul style="list-style-type: none"> ● Whole-class activity: learners collaborate in a class discussion on what they think are the key therapeutic benefits in relation to massage techniques and sports performers from a contrasting range of sports. Aim to collate a common list of them to include: <ul style="list-style-type: none"> ○ improve mobility and range of movement, ○ breakdown of adhesions, ○ mobilise muscle fibres, ○ reducing and remodelling scar tissue. ● Tutor presentation: Tutors could find specific case studies from contrasting sports to illustrate each of the four bullet points. Ask probing questions around the key terminology. Use any relevant videos, YouTube clips etc to explain the benefits. ● Paired activity: learners investigate examples of elite athletes from different sports discussing the part sports massage techniques played in their return to top level sport. They could try to record their findings by listing the discussed benefits and then sorting these into physical or therapeutic. 	Computers for internet research Case studies



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			<ul style="list-style-type: none"> ● Paired learner presentation: learners present their research findings to the whole group, answering questions about what they have researched. ● Plenary: in the style of a mini quiz. test learners' knowledge about the physical and therapeutic benefits in relation to massage techniques and sports performers. 	
12	A4 Physical and therapeutic benefits	IS GW GS	<ul style="list-style-type: none"> ● Tutor presentation: recap work on the physical and therapeutic benefits. Tutor to remind learners of the key terminology. ● Small-group activity: learners discuss and write questions for a guest speaker. ● Guest speakers: invite two current or retired sports performers (amateur or professional), from contrasting sports, to discuss how the sports massage profession helped their career. What were the physical and therapeutic benefits they gained? Try to get them to be specific in their answers. ● Plenary: discussion to agree which aspects and considerations were covered by the guest speakers. 	Computers for internet research Guest speakers
13	A5 Psychological benefits	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: introduce the psychological benefits of massage techniques for sports performers from a contrasting range of sports, include specific examples where possible: <ul style="list-style-type: none"> ○ Improved performance behaviour, reduced feelings of exhaustion, reduced stress, enhanced emotional wellbeing, improved body awareness, pain reduction, relaxation, reduced anxiety, promotion of recovery, psychological preparation for physical activity. 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>Tutors could use relevant internet evidence etc to explain and illustrate the psychological benefits of massage techniques for sports performers.</p> <ul style="list-style-type: none"> ● Paired activity: learners to work in pairs to produce a podcast-type interview for a sporting performer of their choice. Encourage the pairs to use examples of elite athletes from a range of contrasting sports. They should write and answer questions about the psychological benefits of massage techniques that their athlete experienced. Elite performer examples could be provided by the tutor if necessary. Learners should present their podcasts to the group at the end of the lesson. ● Plenary: ask learners questions about the psychological benefits of massage techniques for sports performers, that have been discussed. 	
14-16	Assessment of learning aim A	RS 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: allocate time for learners to write notes and to complete assignment 1, which covers learning aim A. ● Summative assessment activity: Learners produce an extended essay, focused on discussing industry standard practices, professional associations and the role of the sports massage practitioner. A report evaluating the importance of sports massage and assessment in ensuring optimum performance of the sports performer. 	Assignment brief Computers and internet access
Learning aim B: Undertake client consultation and assessment for a sports performer				



Lesson	Topic	Lesson type	Suggested activities	Resources
17	B1 Assessment	IS GW	<p>Practical application of consultation and assessment skills should be explored to allow confident and effective application.</p> <ul style="list-style-type: none"> Tutor presentation: establish what is subjective assessment and the importance of it for a sports performer: <ul style="list-style-type: none"> personal details – date of birth, occupation, past medical history, medical conditions, medication, activity and lifestyle history, client aims, training history condition – when, cause, symptoms, pain, aggravating easing factors informed consent awareness of contraindications. Individual activity: each learner should produce a questionnaire to cover the subjective assessment bullet points above. When complete they should answer the questionnaire themselves. They could then contrast their answers with that of another member of the class and/or an elite sports performer of their choice. Whole-class activity: learners should be encouraged to contribute their findings to the class. Plenary: check learning and understanding of the significance of subjective assessment for a sports performer covered in this lesson. 	<p>Computers for internet research</p> <p>Tutor-created elite performer profiles</p>
18	B1 Assessment	IS GW	<ul style="list-style-type: none"> Tutor presentation: recap on previous lesson then introduce and discuss the importance of objective assessment for a sports performer: <ul style="list-style-type: none"> postural assessment – asymmetrical, kyphosis, lordosis, scoliosis, flat back, winged scapula, observation pelvic tilt – anterior, posterior, lateral, palpations of area, range of active movement. 	<p>Computers for internet research</p> <p>Practical space</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ understanding of consultation and assessment findings should be confirmed in order to develop safe and appropriate treatment plans, applying professional standards at all times. ● Small-group practical activity 1: in groups of three, learners could undertake postural and pelvic tilt objective assessments from the unit content above. They could take it in turns to carry out the three roles of the sports performer, the sports massage practitioner and an observer to assist in the correct positioning and safety etc. ● Small-group activity 2: Each group could then prepare a mini presentation/ 'show and tell' for their peers, outlining their ideas related to objective assessment. This could be followed by a 'question and answer' session. ● Plenary: Recap the main learning points covered in the lesson. Ask learners to explain back to you the importance of objective assessment. 	
19	B1 Assessment	IS GW V	<ul style="list-style-type: none"> ● Tutor-led discussion: revise previous lessons work on subjective and objective assessment. Tutor to ask probing questions around the essential terminology. ● Small-group activity: learners discuss and write questions for the visit. ● Visit: organise a visit to a private sports massage practice. Arrange for one of the sports massage practitioners on staff to answer questions about the importance of consultation and assessment skills. This will help to reinforce learning covered in previous 	Computers for internet research Visit



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>lessons. It would be beneficial if they could offer a tour of the practice too.</p> <ul style="list-style-type: none"> ● Plenary: after the visit, use a plenary discussion to agree which aspects and considerations were covered. 	
20	B2 Treatment plan	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: determine what is a treatment plan and the importance of it for a sports performer. Introduce the concept of clinical reasoning and planning, include: <ul style="list-style-type: none"> ○ contraindications, aim, type of treatment, benefits and effects, treatment duration, massage techniques and considerations, medium, explanation to performer. ● Paired activity: learners investigate a range of different case studies provided by the tutor regarding the issues with clinical reasoning and planning. They should consider and assess the range of issues discussed. ● Learner presentations: learners present their research findings to the whole group, answering questions about what they have researched. ● Tutor presentation: introduce the concept of criteria for proceeding with treatment and include: <ul style="list-style-type: none"> ○ pain-free movement patterns, free from disease, aches and pains that are not injury related, areas of scar tissue, areas of tension or tightness, sport performance enhancement, non-pathological tissue, modifying contraindications. ● Paired practical activity: learners to work in pairs to explore the concept of criteria for proceeding with treatment. Learners should take turns to play the roles of sports massage practitioner and 	<p>Computers for internet research</p> <p>Case studies</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>sports performer. Application of consultation skills should be practiced allowing confident and effective application.</p> <ul style="list-style-type: none"> ● Plenary: ask learners to share with the group what they discovered about consultation skills and criteria for proceeding with treatment that have been discussed. 	
21	B2 Treatment plan	IS GW	<ul style="list-style-type: none"> ● Whole-class activity: revisit the concepts of clinical reasoning and planning as well as the criteria for proceeding with treatment learnt in the previous lesson. <p>Learners collaborate in a class discussion on what they think are the key need for referral factors, with the result being a common list of them to include:</p> <ul style="list-style-type: none"> ○ red flag symptoms (e.g. cancer, open wounds), pathological tissue, without chaperone if a minor or vulnerable adult, global contraindications, local contraindications, exceeds boundaries of scope of practice, inflammation present, coexisting pathology. <ul style="list-style-type: none"> ● Individual task: get learners to write 3 multiple choice questions each about the need for referral factors outlined above. Then in small groups they can test the questions on each other. ● Paired activity: learners to consider how treatment plans may vary for sports performers from different sports. Ask pairs to outline appropriate treatment plans for two contrasting sports performers based on two case studies provided by the tutor. ● Plenary: check learning and understanding of the main points covered in the lesson. Ask learners to explain back to you the importance of the need for referral factors. 	Computers for internet research Case studies
Learning aim C: Carry out sports massage on a sports performer				



Lesson	Topic	Lesson type	Suggested activities	Resources
22	C1 Massage techniques and application	IS GW	<ul style="list-style-type: none"> • Tutor presentation: demonstrate the different types of massage and application, such as: <ul style="list-style-type: none"> ○ pre-event, post-event, maintenance, injury prevention. • Small-group practical activity: in groups of three, learners could undertake the different types of massage and application demonstrated by the tutor above. They could take it in turns to carry out the three roles of the sports performer, the sports massage practitioner and an observer to assist in the correct positioning and safety etc. Practical application of sports massage should be explored to enable confident and effective application. Tutor to ensure that professional standards are always applied, where necessary this can be over clothing/towel to maintain modesty. • Plenary: ask learners questions about the different types of massage and application, that have been conducted. 	Computers for internet research Practical space Equipment e.g. towels
23	C1 Massage techniques and application	IS GW	<ul style="list-style-type: none"> • Tutor presentation: show and explain the different types of massage techniques and application, such as: <ul style="list-style-type: none"> ○ effleurage, petrissage, frictions – linear, cross-fibre, tapotement, myofascial release, compressions, stretching. • Small-group practical activity: in groups of three, learners could undertake the different types of massage techniques and application demonstrated by the tutor above. They could take it in turns to carry out the three roles of the sports performer, the sports massage practitioner and an observer to assist in the correct positioning and safety etc. Practical application of sports massage 	Computers for internet research Practical space Equipment e.g. towels



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>techniques should be explored to enable confident and effective application.</p> <p>Tutor to ensure that professional standards are always applied, where necessary this can be over clothing/towel to maintain modesty.</p> <ul style="list-style-type: none"> ● Plenary: check learning and understanding about the different massage types, techniques and application, that have been explored in this and the previous lesson. 	
24	C1 Massage techniques and application	IS GW	<ul style="list-style-type: none"> ● Whole-class discussion: engage learners in a discussion pulling out the key points regarding massage types, techniques and application. ● Individual activity: Give learners a worksheet with questions to answer about the different massage types, techniques and application and ask them to write down two further questions to test the rest of the group. Q&A and discussion to follow. ● Paired activity: as a summary, get learners to create a short presentation on one of the massage types and/or techniques and application to feed back to the group. They should explore the advantages and disadvantages of their chosen type and/or technique. ● Plenary: ask learners questions about the different types and techniques of massage and application that have been explored in the last lessons. 	Computers for internet research Tutor-created worksheets
25	C2 Considerations for treatment	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: describe and demonstrate the factors that must be considered for treatment, such as: <ul style="list-style-type: none"> ○ techniques – sequence of techniques, direction, depth of pressure, speed, differing application to muscle groups, appropriate mediums for technique and client. 	Computers for internet research Practical space



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ client position – prone, supine, side lying, seated. ○ body positioning – body weight transfer, therapist posture. ○ factors to be considered during the application of sports massage should be understood and demonstrated confidently and effectively. ● Small-group practical activity: in groups of three, learners could practice the factors demonstrated by the tutor and outlined in the three bullet points above. They could take it in turns to carry out the three roles of the sports performer, the sports massage practitioner and an observer to assist in the correct positioning and safety etc. ● Plenary: ask learners questions about the different factors considered for treatment that have been explored in the lesson. 	Equipment e.g. towels
26	C2 Considerations for treatment	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: recap previous lessons work on the considerations for treatments. Tutor to ask probing questions around the key terminology. Then introduce the remaining factors to be considered: <ul style="list-style-type: none"> ○ professional responsibilities – legislation, accurate record keeping and storage, informed consent and insurance. ○ adverse reactions – rash, allergic reaction. ○ contra-action – erythema. ○ aftercare advice – rest, hydration, possible treatment effects, stretches, opportunity for client feedback. ○ contraindications – when to refer a client, when a sports massage is ill-advised, when and how a treatment plan should be modified. 	Computers for internet research Tutor-created worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Small-group activity: split the class into five groups and allocate each group a different factor from the list above. Groups investigate the factor and complete the related tutor-created worksheet. ● Small-group presentations: the groups present their research findings to the whole group, answering questions about what they have discovered about their allocated factor. ● Plenary: check learning and understanding about the importance of the factors considered for treatment that have been explored in this and the previous lesson. 	
27	C2 Considerations for treatment	IS GW GS	<ul style="list-style-type: none"> ● Tutor presentation: outline the key considerations for treatment. Remind learners of the types of factors that should be remembered. ● Guest speaker: a sports massage practitioner could be invited to discuss considerations for treatment. They could be asked about how they construct appropriate treatment plans for their sports performers based on a consultation and assessment. ● Plenary: summarise what the guest speaker has said about the key considerations for treatment. 	Computers for internet research Guest speaker
28-30	Assessment of learning aims B and C	RS 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: allocate time for learners to write notes and to complete assignment 2, which covers learning aims B and C. ● Summative assessment activity: Appropriate treatment plans for two contrasting sports performers based on a consultation and assessment. Record of practical activity in accordance with treatment plan with written justification addressing the treatments 	Assignment brief Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			administered and discussing the physiological, mechanical and psychological responses to sports massage. Effectiveness, recommendations and considerations will also be justified.	

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.