



PE

GCSE (9-1) | AQA | 8582



Structured Cover Lessons for GCSE AQA PE

Paper 2: Socio-cultural Influences and Wellbeing in Physical Activity and Sport

D Embleton

zigzageducation.co.uk

POD
11866

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Follow us on Twitter [@ZigZagPE](https://twitter.com/ZigZagPE)

Contents

Product Support from ZigZag Education	ii
Terms and Conditions of Use	iii
Cover Setter’s Introduction	1
Specification Reference Table	2
Lesson Outline	3
Lesson Plans	10
Lesson 1: Classification of Skills.....	10
Lesson 2: Goal-setting and SMART Targets.....	13
Lesson 3: Basic Information Processing	17
Lesson 4: Guidance and Feedback	20
Lesson 5: Arousal and Stress Management Techniques.....	23
Lesson 6: Aggression and Personality	27
Lesson 7: Motivation.....	30
Lesson 8: Engagement Patterns	33
Lesson 9: Commercialisation and Technology	37
Lesson 10: Conduct of Performers and Prohibited Substances	42
Lesson 11: Spectator Behaviour	47
Lesson 12: Health, Fitness and Well-being.....	50
Lesson 13: Consequences of a Sedentary Lifestyle	54
Lesson 14: Energy Use, Diet, Nutrition and Hydration.....	59
Answers	64
Lesson 1: Classification of Skills.....	64
Lesson 2: Goal-setting and SMART Targets.....	65
Lesson 3: Information Processing	66
Lesson 4: Guidance and Feedback	67
Lesson 5: Arousal and Stress Management	68
Lesson 6: Aggression and Personality	69
Lesson 7: Motivation.....	70
Lesson 8: Engagement Patterns	71
Lesson 9: Commercialisation and Technology	72
Lesson 10: Conduct of Performers and Prohibited Substances	74
Lesson 11: Spectator Behaviour	77
Lesson 12: Health, Fitness and Well-being.....	78
Lesson 13: Consequences of a Sedentary Lifestyle	80
Lesson 14: Energy Use, Diet, Nutrition and Hydration.....	82

Cover Setter's Introduction

This resource contains a series of 'pick up and go' cover lesson plans covering topics within the **AQA GCSE PE** specification. It is designed for use by any teacher, including non-specialists, who may be unfamiliar with the subject area of PE and Sport, as is commonplace in the event of covering for fellow teacher absence. Each lesson focuses on a different topic covering the entire range across **Paper 2**, ensuring that teachers will always have a cover lesson available to them that is relevant to the content they are teaching at that moment of time.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Unlike most regular cover lessons, where students are aware that the work they are completing is unlikely to be marked, this resource incorporates the marking and feedback cycle within the lesson to ensure that students are still being exposed to the best learning opportunities despite the absence of their regular teacher. Some plenary activities suggest students self- or peer-mark their work, while other lessons may not directly instruct self- or peer-marking. Clear answers and mark schemes are provided and these should always be handed out to students on completion of the activities to mark their work either in class or as homework (if no time in the lesson).

Each of the lessons contains the following:

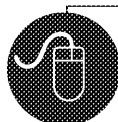
- ✓ Learning objectives to make learning outcomes easy to assess.
- ✓ Brief instructions for each lesson for the cover setter / cover teacher (*See outline of all cover lessons*)
- ✓ Self-guided student worksheets with clear and concise instructions, each containing:
 - ↳ Background information – engaging concepts in an approachable way, without giving away too much information that will be expected in the activities.
 - ↳ Starters and plenaries (non-write-on*) – engage students from the moment they enter the class to the moment they leave.
 - ↳ Varied and progressive write-on student tasks – stimulate students' interests and encourage knowledge comprehension.
 - ↳ Extension activities (non-write-on*) to ensure students don't run out of work (or could be given as homeworks), ensuring students stay motivated for the full lesson.
- ✓ Answers and mark schemes to allow self-/peer-marking if desired.

** Most starters, plenaries and extension tasks are non-write-on to save photocopying costs, but some may be write-on if deemed more suitable for the student, e.g. labelling diagrams. Students should complete these on a piece of A4 paper or in their exercise books. You could also print double-sided to save photocopying costs.*

Some starter activities utilise videos and/or links to YouTube or external websites. If completing as cover lessons, display these on the interactive whiteboard or on in-class devices such as iPads. The videos are intended to be optional, in case either of the above is not possible. If completing worksheets as homeworks, students can access these links at home on their personal devices.

The resource is designed for non-specialist use; however, depending on the cover teacher, opportunities have been included for variety, such as through diagrammatic representations, some YouTube links, and opportunities for group- and peer-marking that could be used for discussion.

D Embleton, December 2022



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/11866

You may find this helpful for accessing the websites rather than typing in each URL.

Specification Reference Table

The reference table below shows in which cover lessons each area of the specification is covered.


Cover lesson	Topic
1.	Classification of Skills a) Skill and ability b) Classifications of skills
2.	Goal-setting and SMART Targets a) Types of goals b) Evaluating types of goals c) SMART principles
3.	Basic Information Processing a) Basic information processing model
4.	Guidance and Feedback a) Evaluating types of guidance b) Evaluating types of feedback c) Examples of guidance and feedback for beginners / elite performers
5.	Arousal and Stress Management Techniques a) Arousal b) Inverted-U theory c) Influence of skill on optimal arousal d) Stress management techniques
6.	Aggression and Personality a) Types of aggression b) Types of personality c) Sporting examples of aggression and personality types
7.	Motivation a) Types of motivation b) Sporting examples c) Evaluating the merits of motivation
8.	Engagement Patterns a) Social groups b) Factors contributing to engagement patterns in different social groups
9.	Commercialisation and Technology a) Golden triangle b) Types of sponsorship and the media c) Positive and negative impacts of sponsorship, the media and technology
10.	Conduct of Performers and Prohibited Substances a) Conduct of performers b) Positives and negatives of prohibited substances (PEDs) c) Prohibited methods and drugs subject to restrictions d) Types of performers using PEDs e) Advantages and disadvantages of PEDs
11.	Spectator Behaviour a) Positive and negative influences of spectators b) Reasons for hooliganism c) Strategies to reduce hooliganism
12.	Health, Fitness and Well-being a) Physical, mental and social health and well-being b) Fitness
13.	Consequences of a Sedentary Lifestyle a) Possible consequences b) Obesity c) Somatotypes
14.	Energy Use, Diet, Nutrition and Hydration a) Factors affecting energy use b) Reasons for a balanced diet c) Diet components d) Hydration and dehydration

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Outline

Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
1	<p>Classification of Skills</p> <ul style="list-style-type: none"> Define skill and ability Identify the characteristics of different skills classifications Justify skill classifications for a range of sporting activities 	<p>Starter: Students to work in pairs to identify different skills that occur in a range of sports.</p> <p>Main: Task 1 – Match up the different classifications of skills with a range of sporting activities. Task 2 – Place examples of sports skills onto the different classifications.</p> <p>Plenary: Students to check examples in Task 2 against a peer’s work with their peer’s responses.</p> <p>Extension: Students should use four examples of skills they came up with on all four classifications, providing justifications to support their choices.</p>
2	<p>Goal-setting and SMART Targets</p> <ul style="list-style-type: none"> Understand performance and outcome goals Evaluate the use of performance and outcome goals for different performers Apply SMART targets in order to optimise performance 	<p>Starter: Provide an example of a goal that satisfies each SMART target.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Identify performance and outcome goals for different performers. Task 2 – Provide advice for a beginner and an expert performer. Task 3 – Create SMART targets for each of the goals created. <p>Plenary: Peer-checking of work.</p> <p>Extension: Students to create SMART targets for their own sport or activity.</p>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
3	<p>Basic Information Processing</p> <ul style="list-style-type: none"> Identify the different stages of the information processing model Explain what happens in each stage of the model Apply the model to different skills in sport 	<p>Starter: Students to work in pairs to come up with at least five examples of skills.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Complete flow diagram to show the stages of the information processing model. Task 2 – Give examples of how each stage is involved in a skill. <p>Plenary: In pairs, discuss how repeated use of feedback could develop a skill.</p> <p>Extension: Students to describe an example in a sport or an activity which uses the information processing model without knowing it.</p>
4	<p>Guidance and Feedback</p> <ul style="list-style-type: none"> Understand the different types of guidance and feedback in sport Give examples of how the different types of guidance and feedback are given or used in sport Evaluate the effectiveness of the different types of guidance and feedback for beginners and elite-level performers 	<p>Starter: Students to work in pairs and come up with examples of guidance and feedback.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Students to categorise the examples of guidance and feedback into different types provided. They should then add additional examples. Task 2 – Write two reports from the same sport: one directed to a beginner and the other to an elite performer. Students to compare and contrast. <p>Plenary: Peer-check work and compare responses.</p> <p>Extension: Students should write down examples of guidance and feedback from professional sports and evaluate the effectiveness of the provided feedback.</p>

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
5	<p>Arousal and Stress Management</p> <ul style="list-style-type: none"> Understand the relationship between arousal and performance through the inverted-U theory Give examples of different sporting actions that require different levels of optimal arousal Describe the different management techniques that can be used to control arousal and how they can be carried out using sporting examples 	<p>Starter: Students work in pairs to come up with a definition of arousal.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Draw the inverted-U theory of arousal and describe the optimal level of arousal for a given skill. Task 2 – Identify a skill that requires a low or high optimal level of arousal and describe the level needed to perform successfully in the sport. Task 3 – In pairs, one person should play the role of a performer and the other a sports psychologist looking to control their arousal levels. Each to be allowed 2 minutes to prepare. The 'performer' should provide examples of how an individual's arousal levels affect their performance and the sports psychologist should explain management techniques. <p>Plenary: In pairs, students to discuss examples from sport where under-arousal or over-arousal has affected performance.</p> <p>Extension: Design an instruction card or a poster that could be placed in a sports hall to help athletes carry out each stress management technique covered in the lesson.</p>
6	<p>Aggression and Personality</p> <ul style="list-style-type: none"> Understand the meaning of the terms 'direct aggression' and 'indirect aggression' and give examples of each in sport Identify characteristics of introvert and extrovert personality types Justify the types of sports that introverts and extroverts tend to play based on their characteristics 	<p>Starter: Students to make a list of examples of where performers have shown aggression.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Categorise the examples from the starter into direct and indirect aggression and give additional examples to each. Task 2 – Identify the personality type of different performers and justify why they are suited to different sports that might suit them. <p>Plenary: Competition. Students to be paired with a partner and add any additional examples of aggression to their list.</p> <p>Extension: Students to be given 5 minutes to give examples from professional sport to come up with performance techniques that might be used for different personality types and to give possible reasons why.</p>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
7	<p>Motivation</p> <ul style="list-style-type: none"> Define intrinsic and extrinsic motivation and know the difference between tangible and intangible forms Give examples of how intrinsic and extrinsic motivation can be used in sport Evaluate the strengths and limitations of different types of motivation for members in sport 	<p>Starter: Students to identify different aspects which motivate them</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Use the case studies to identify the type of motivation and give examples of case studies for the additional types. Task 2 – Students to write a response to the different case studies on motivation in sport and to provide suggestions on whether they would use them. <p>Plenary: Compare responses with a partner and add to worksheets.</p> <p>Extension: Answer the exam-style questions on motivation.</p>
8	<p>Engagement Patterns</p> <ul style="list-style-type: none"> Understand factors that contribute to engagement patterns in the different social groups Justify how the different factors are relevant to influencing the engagement patterns in each social group Analyse graphs representing engagement patterns in different social groups 	<p>Starter: Students should work in pairs to discuss the different social groups and what comes to participation in sport and physical activity.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Using the list of user groups provided, work in pairs to discuss engagement patterns with physical activity and sport in each social group. Task 2 – Analyse the different graphs showing engagement patterns in different social groups. <p>Plenary: Peer-check work and compare responses.</p> <p>Extension: Write a letter as the manager of a leisure centre to members of the public to improve the accessibility of facilities, clubs and activities on the premises.</p>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
9	<p>Commercialisation and Technology</p> <ul style="list-style-type: none"> Define commercialisation and understand the 'golden triangle' Identify types of sponsorship and the media in sport and discuss the impact they have on a range of users Give examples of terms used in sport and discuss the impact they have on a range of users 	<p>Starter: Students to produce a bingo card using different sponsors in which they can cross them off.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Students to complete gap-fill activity on the golden triangle Task 2 – Using the notes taken from the starter, students to use a range of media and sponsorship to show how a chosen club or major event. Task 3 – Students to work in groups of three to list the different stakeholders in sport, as well as the sport itself. Task 4 – Students to write an account from the perspective of a representative of the sport to discuss the positive and negative aspects. <p>Plenary: Peer-check work and compare responses.</p> <p>Extension: Students to select a professional sporting organisation or club and discuss the media associated as they can.</p>

INSPECTION COPY



INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
10	<p>Conduct of Performers and Prohibited Substances</p> <ul style="list-style-type: none"> Define the different terms relating to the conduct of performers in sport and give examples of each Identify the positive effects and negative side effects of different prohibited substances and explain why they should not be used Explain how blood doping is carried out and the positive effect and negative side effects it has for the performer Discuss the advantages and disadvantages of using PEDs in sport for the performer and the disadvantages for the sport or event 	<p>Starter: Watch the optional video on the 2016 Rio Olympics and note any instances of poor conduct and sportsmanship behaviour. http://www.bbc.com/sport/olympics/2016/08/160816-rio-olympics-11866-rio2016</p> <p>Alternative: Select a sport and work with a partner to discuss the positive and negative effects of that sport.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Students work in pairs to come up with their own list of sportsmanship behaviours from the world of sport. Task 2 – Categorise the positive effects on performance into categories of prohibited substances in sport. Task 3 – Complete the stages involved in blood doping and explain the positive and negative effects it has for the performer. Task 4 – Identify reasons why performance-enhancing substances are used and the impact of taking PEDs. <p>Plenary: Self- or peer-checking of work and marking of answers.</p> <p>Extension: Students to research different performers in elite sport who have used PEDs, identify the PEDs they used and the sanctions they faced, then discuss the reasons why they might have used PEDs given their specialisation on themselves and the sport.</p>
11	<p>Spectator Behaviour</p> <ul style="list-style-type: none"> Understand the positive and negative influence that spectators can have at matches and events Give reasons as to why hooliganism occurs in sport Evaluate the effectiveness of different strategies to combat hooliganism from the perspective of a spectator 	<p>Starter: Optionally, watch the video to help answer the questions on http://www.bbc.com/sport/football/2016/08/160816-hooliganism-11866-hooligan</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Complete a spider diagram to explain the reasons why hooliganism occurs in sport. Task 2 – Write a letter from the perspective of a security guard evaluating the effectiveness of strategies to combat hooliganism. <p>Plenary: Compare worksheets with a peer and provide feedback on responses.</p> <p>Extension: Compare two different sports and discuss the positives and negatives of each and evaluate the strategies employed to combat hooliganism for each.</p>

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and
12	<p>Health, Fitness and Well-being</p> <ul style="list-style-type: none"> Identify different reasons why people participate in physical activity, exercise and sport Describe how participation in physical activity and sport can improve fitness and increase physical, mental and social health and well-being 	<p>Starter: Discuss in pairs the reasons students have for themselves participating in physical activity.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Cut out the different benefits of physical activity and create a poster. Task 2 – Students take the role of a healthcare professional and explain the benefits of leading a healthy lifestyle. <p>Plenary: Complete a glossary to define the key terms associated with physical activity.</p> <p>Extension: Complete the true or false quiz to summarise lesson content.</p>
13	<p>Consequences of a Sedentary Lifestyle</p> <ul style="list-style-type: none"> Define the terms 'sedentary' and 'lifestyle' and describe the possible consequences of a sedentary lifestyle Define obesity and explain how it affects performance in physical activity and sport, as well as how it can cause physical, mental and social ill health Define the different body types and justify sports suited for each 	<p>Starter: Recap the reasons why people participate in sport for physical activity.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Students to complete a FAQ section on sedentary lifestyle. Task 2 – Students to discuss how obesity affects the different consequences of a sedentary lifestyle. Task 3 – Students to create a fact file on the different consequences of a sedentary lifestyle. <p>Plenary: Compare responses to task with a peer.</p> <p>Extension: Complete the crossword on the different consequences of a sedentary lifestyle.</p>
14	<p>Energy Use, Diet, Nutrition and Hydration</p> <ul style="list-style-type: none"> Know the different types of nutrients in the diet and the functions of each Understand the different reasons for maintaining a balanced diet and hydration Evaluate the consequences of dehydration on performance in different sporting activities 	<p>Starter: Estimate the energy requirements required by the different people involved in different activities.</p> <p>Main:</p> <ul style="list-style-type: none"> Task 1 – Complete the worksheet on sources of energy and hydration. Task 2 - Students to create an advert highlighting the negative impact of dehydration in different activities. <p>Plenary: Self- or peer-checking of work.</p> <p>Extension: Students to create a three-day food diary for a peer or a parent.</p>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson 1: Classification of Skills

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Define skill and ability
- ✓ Identify the characteristics of different skills classifications
- ✓ Justify skill classifications for a range of sporting examples

Background

Skill and ability are two terms used throughout sport in physical activity, although their distinctly different meanings.

Skill can be defined as the combination of ability to perform a movement in sport, where someone has to improve their chance of being able to learn a skill. Therefore, you're born with ability, but skill is what you learn.

Skills can fit into a number of different classifications. There are four classifications:

Basic skills (those which are easy to perform)	↔	Complex skills (those which are difficult to perform)
Open skills (to deal with an unpredictable environment)	↔	Closed skills (performance environment is fixed)
Self-paced skills (started and executed in the performer's own time)	↔	Externally paced skills (start and time of execution depend on others)
Gross skills (those which involve large muscle groups to perform large movements)	↔	Fine skills (those which involve small muscle groups to perform small, precise movements)

Some skills can fit into multiple classifications, and you should be able to justify your selection for these. For example, the high jump is **complex** (due to the technique involved in performing the Fosbury flop), **closed** (as the height needed to jump is known each time), **self-paced** (as the performer decides when they will start their run-up), and **gross** (as it requires a contraction of the large muscle groups in the legs to generate power).



Starter:

Work in pairs to come up with a list of different skills that can occur in a chosen sport. In tennis, skills would include serving, playing forehand shots, backhand shots, drop shots, volleying, net shots, lob shots, slices, spin shots, volleying, half volleying, etc.

COPYRIGHT
PROTECTED



Task 1 – Match Up

Match up the different classifications of skills with their descriptions.

Open	The timing of the skill is dependent on the actions of opponents.
Closed	Consists of multiple subroutines which are linked, making a single skill.
Basic	Involves small muscle movements.
Complex	Performer must adjust to changing environmental conditions.
Self-paced	Requires little coordination.
Externally paced	The performer moves in response to external stimuli.
Gross	Performer repeats the skill so they know what to expect.
Fine	Large muscle movements.

* Subroutines refer to the different aspects of a skill which are linked as part of the skill. For example, the triple jump consists of hop, skip and jump subroutines.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Task 2 – Classified Skills

Give one example of a skill in sport at each end of each of the different continua, a

← **Basic**

Example	Justification	Example

← **Open**

Example	Justification	Example

← **Self-paced**

Example	Justification	Example

← **Gross**

Example	Justification	Example

Plenary

Check examples in Task 2 against a peer's worksheet. Discuss whether you agree or

Extension:

Use **four** examples of skills you have come up with in Task 2 and identify where four classifications. Justify your answers.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 2: Goal-setting and SMART

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Understand performance and outcome goals
- ✓ Evaluate the use of performance and outcome goals for different performers
- ✓ Apply SMART targets in order to optimise performance

Background

Just like goals are set in everyday life to help achieve whatever it is you may be a sport for the same reason. However, not all goals are the same and some will work better than they would with others. There are two types of goals you should know about:

- **Performance goal** – this focuses on the personal standards the individual looks for during a set, compared to previous performances, without making comparisons of other performers.
- **Outcome goals** – these are solely focused on the end result, which by nature is out of one's control. They would especially be avoided for beginners, who are more likely to 'fail' to achieve their goal, whereas performance goals focus on the individual and their performance, regardless of how others might be performing.

Outcome goals tend to be avoided because their achievement is dependent on the performance of others, which is out of one's control. They would especially be avoided for beginners, who are more likely to 'fail' to achieve their goal, whereas performance goals focus on the individual and their performance, regardless of how others might be performing.

When deciding goals, it is important to use SMART targets. These ensure goals are:

Specific	detailed enough to relevant aspects of the performer's role in the sport
Measurable	have some way of being tracked over time
Accepted	agreed with a significant other such as a team captain or coach
Realistic	within reach of the performer and have relevance to their performance
Time-bound	set to be achieved within a given time frame

Starter:

Provide an example of a goal that meets each SMART target of goal-setting.

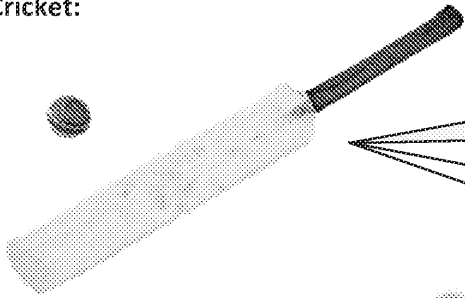
COPYRIGHT
PROTECTED



Task 1 – Performance/Outcome

For each of the sports below, identify a performance goal and an outcome goal to use. One has been done for you.

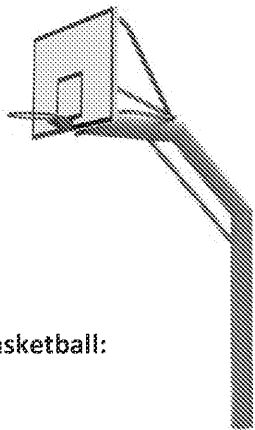
Cricket:



Performance goal:
*e.g. for a batter to score
innings*

Outcome goal:
*e.g. limit the opposition
to increase the chances*

Performance goal:
Outcome goal:



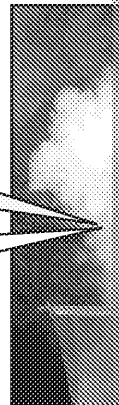
Basketball:

Performance goal:

Outcome goal:

Performance goal:
Outcome goal:

Gymnastics




COPYRIGHT
PROTECTED




INSPECTION COPY

Task 2 – Goal Advice

Provide advice for the beginner and expert performer below on the type of goals to avoid, and explain why.



Beginner



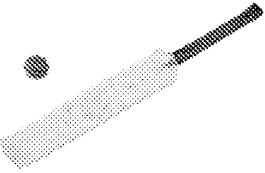
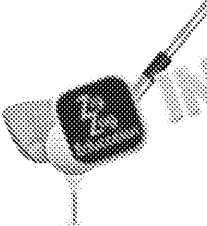
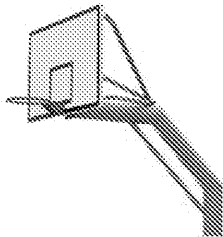
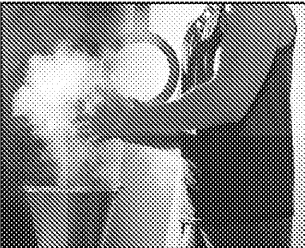
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 3 – Prove Your SMARTness

For each of the sports you provided goals for in Task 1, select either the outcome or the goal so that it meets the SMART targets of goal-setting. One has been done for you.

Sport	Updated SMART goal
	<p>e.g. in cricket, a player could use the performance target of 100 runs if they are capable of scoring that many (realistic) that is the game plan of the team (accepted). It is specific as they want to achieve and measurable as it is a quantity that can be counted. It can be made time-bound and more specific by saying 'in the next 100 balls the player must score 100 runs in.'</p>
	
	
	

Plenary:

Peer-check a partner's work and compare your responses.

Extension:

Come up with **two** SMART targets for yourself, in a sport or an activity you may enjoy.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 3: Basic Information Processing

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Identify the different stages of the information processing model
- ✓ Explain what happens in each stage of the model
- ✓ Apply the model to different skills in sport

Background

Skills in sport vary greatly in how easy or difficult they are to perform. Some basic decision-making and feedback to correct mistakes are not too complex. For example, to evade opposition players, then it becomes a lot more complex. This is where the model comes into play. Many skills are obvious, but all skills in sport involve the information processing model. Each stage is playing a role in the outcome.

These stages are:

1. **The input** – this is the information received by the senses, such as sight, sound

Selective attention is used to ignore irrelevant stimuli and focus only on information that is relevant. For example, in rugby a player would ignore crowd jests or movements from the crowd, but would be attentive to the location of the ball and the current phase of play.

2. **Decision-making** – this is the stage where the individual selects an appropriate response based on the input (stored in the short-term memory) with past experiences (stored in the long-term memory)
3. **The output** – this is the muscular response as a result of information about the current situation being processed by the brain to the muscle
4. **Feedback** – the performer then assesses the outcome of the skill, using their own feedback (intrinsic feedback) and/or the views and information received from others (extrinsic feedback) to improve performance in future similar situations

Starter:

Work in pairs to come up with at least five different examples of decision-making skills that might be used for some ideas.



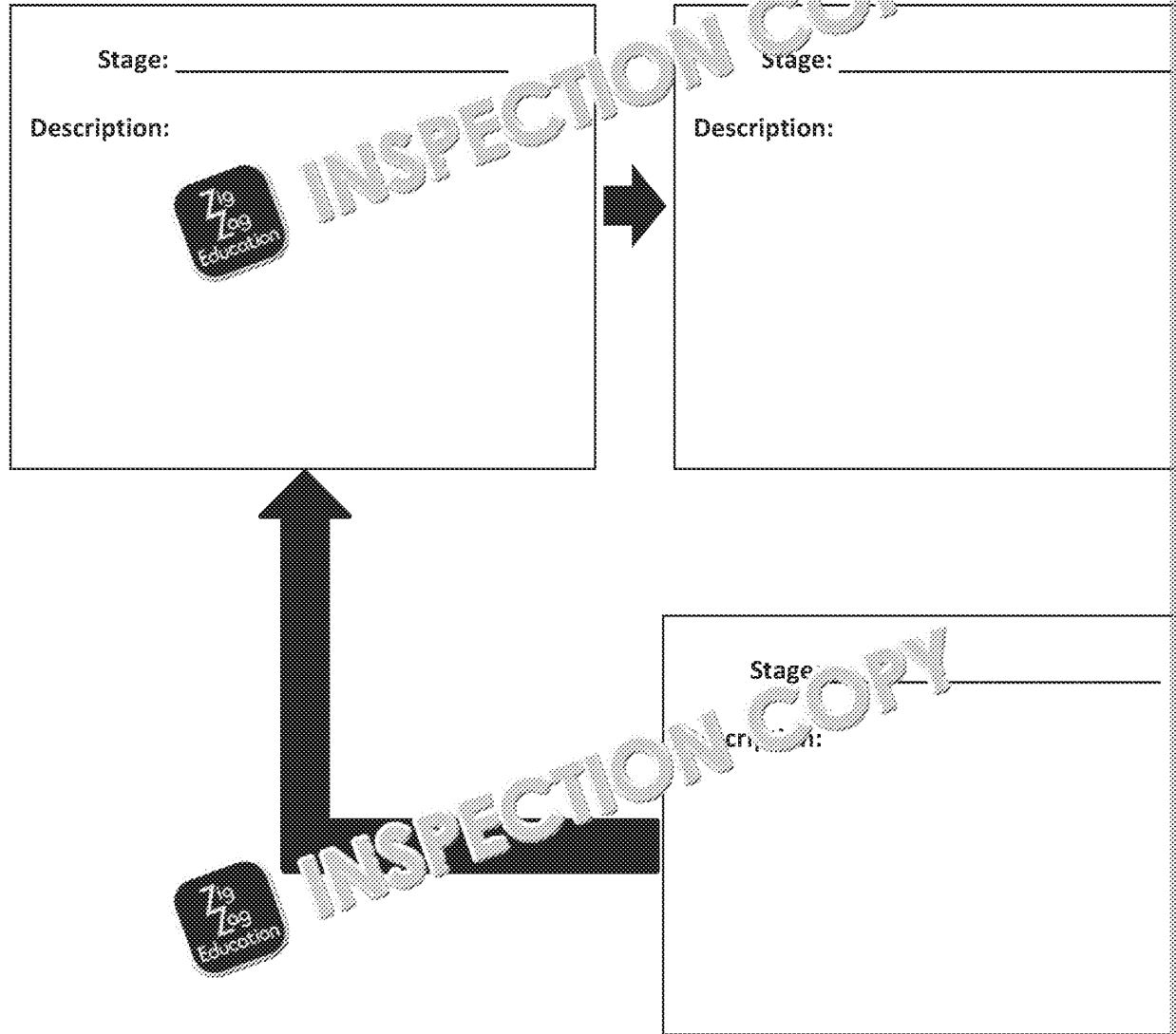
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 1 – Diagram Fill

Complete the diagram to show the stages of the basic information processing model and describe each help you remember the key points for each stage.



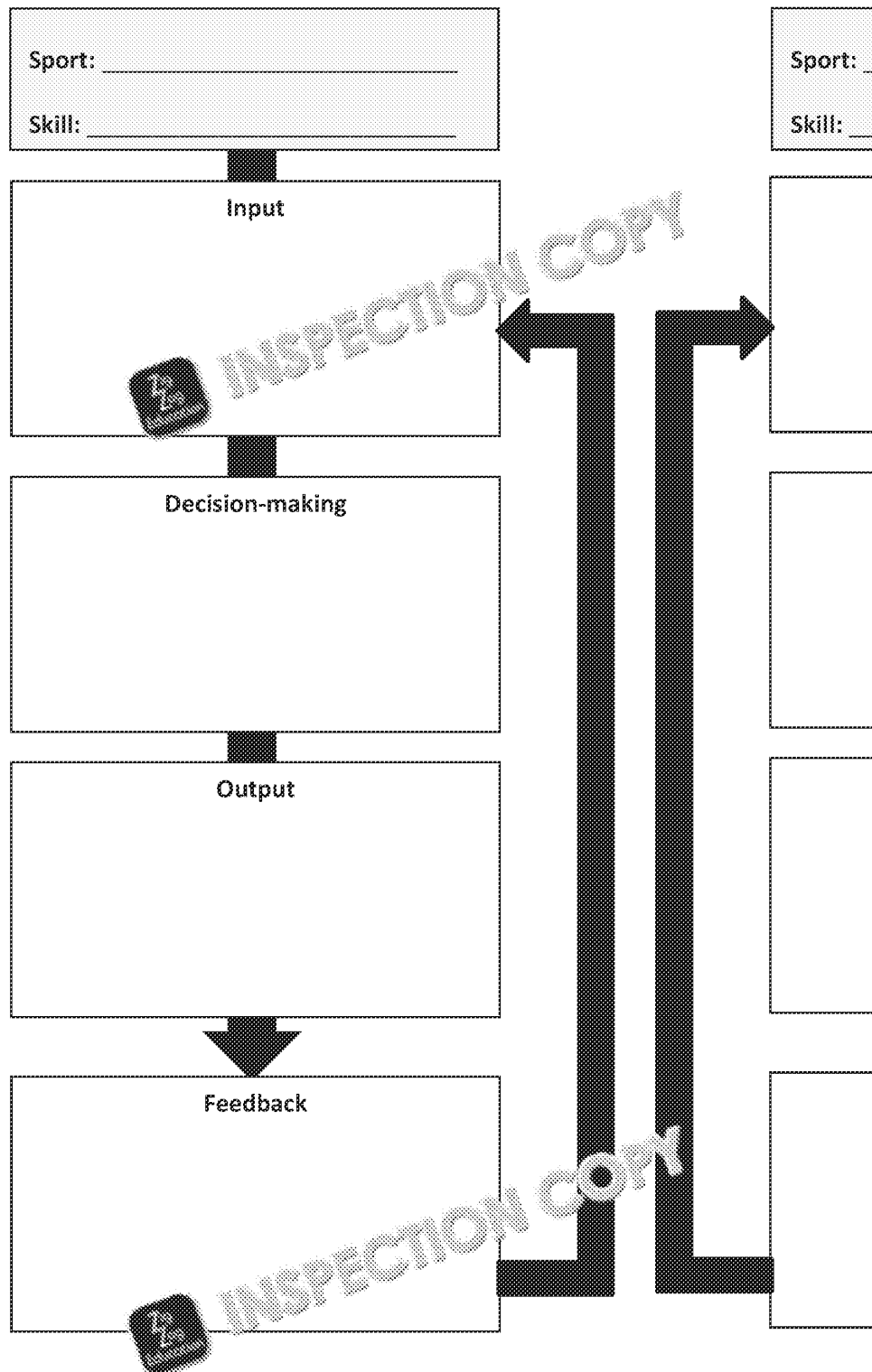
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – Apply the Model

Pick two different sports. For each identify a skill and describe the role of each stage of the information processing model in performing that skill.



COPYRIGHT
PROTECTED



Plenary:

In pairs, discuss how repeated use of feedback could help develop the decision

Extension:

Now that you have a better understanding of how the basic information process describe an example of where you have applied the model when performing a

Lesson 4: Guidance and Feedback

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Understand the different types of guidance and feedback in sport
- ✓ Give examples of how the different types of guidance and feedback are given or used in sport
- ✓ Evaluate the effectiveness of the different types of guidance and feedback for beginners

Background

As mentioned in an earlier topic, skills are learnt - you're not born with the ability to perform a handstand or perform an overhead kick in football. You need to be able to perform sporting skills. You need a model, e.g. a coach or a teacher. The model either shows us, tells us or moves us through the skill. They would also provide feedback that helps us distinguish right from wrong, success from failure. Feedback helps us to make things the same or change completely.

There are four types of guidance and six types of feedback you should be aware of.

Guidance

- Visual (through seeing)
- Verbal (through hearing)
- Manual (through feeling)
- Mechanical (using equipment)

Feedback

- Positive (highlighting things done well)
- Negative (highlighting things done poorly)
- Intrinsic (obtained from the performer)
- Extrinsic (obtained from other sources)
- Knowledge of performance (focusing on the process)
- Knowledge of results (focusing on the outcome)

Different performers of different abilities respond to some types of guidance and feedback better than others. Take beginners, for example: they benefit more from clear demonstrations of a skill (i.e. through visual guidance), a supporting hand (manual guidance), or a piece of equipment (mechanical guidance). The use of instructions alone (i.e. verbal guidance) must be simplified in order for beginners to understand. Beginners also need positive feedback to build confidence and it must be received extrinsically (i.e. from others), as they are not yet skilled enough to feed back to themselves on how movements should feel (intrinsic feedback). Their confidence may be knocked if they receive negative feedback or they have knowledge of results which compare their performance against others.

From the example above, it is clear that guidance and feedback should be individualised to the performer in question.

COPYRIGHT
PROTECTED

Starter:

Work in pairs and come up with examples of where coaches or teachers may have used each type of guidance and feedback in sport.



Task 1 – Categorise your Examples

Categorise the examples of guidance and feedback you came up with in the start of the lesson. Try to add an additional example for each, thinking beyond your own personal experience.

Visual guidance	Verbal
Manner	Mechanics
Positive feedback	Negative
Knowledge of results	Knowledge of effort
Verbal feedback	Intrinsic

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – Beginner and Elite Reports

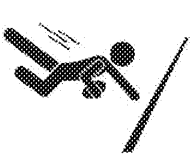
For one sport of your choice, write two reports to discuss the types of guidance and feedback used.

1. A beginner / novice performer
2. An elite performer

Justify your choices to evaluate the different types of guidance and feedback that you used. For example, a report for a beginner in gymnastics may look like this:

For a group of beginners in gymnastics, the coach made full use of visual guidance such as the handstand, the splits, the cartwheel and a forwards and backwards roll. The coach used a variety of forms of guidance with simple verbal guidance, using easy-to-understand instructions. The coach also used 'head' when participants were practising the forwards roll. The coach then helped participants with the handstand using manual guidance by providing a supporting hand to help with balance. The coach also used mechanical guidance by providing hand grips on the bars to aid grip.

The coach made sure to provide a plenty of positive feedback through praising performance. The coach also provided encouragement and stayed well away from negative feedback, which helped to build the confidence of the participants. As well as positive feedback, the coach gave the performers constructive feedback on their performance, in order to inspire repeat performances.



Elite performer

Plenary

Peer-check work and compare responses.

Extension:

Write a list of examples from professional sport where coaches, performers and spectators use feedback and guidance.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 5: Arousal and Stress Management

INSPECTION COPY

Learning Objectives

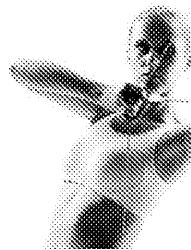
By the end of this lesson, you should be able to:

- ✓ Understand the relationship between arousal and performance through the inverted-U
- ✓ Give examples of different sporting actions that require different levels of optimal arousal
- ✓ Describe the different stress management techniques that can be used to control arousal and how they can be carried out, using sporting examples

Background

Arousal is a term used to describe the state of readiness of a participant. It involves psychological factors and exists on a continuum of low arousal (e.g. deep sleep) to high arousal (e.g. alertness and excitement). Performing at optimal arousal allows the performer to be psychologically prepared, as limiting anxiety and stress, controlling aggression, and focus towards the sporting goal.

The optimal arousal level differs depending on the skill performed in a sport or activity. Skills like tackling in rugby require high levels of arousal as the performer must be aggressive and inspired by the audience to tackle hard but fairly. However, skills like archery require low levels of arousal as the performer must focus on being as accurate as possible and therefore, must shut out any external distractions.



It is possible to be under- and over-aroused for a skill, with both leading to low level performance. For example, over-arousal with the rugby tackle may lead to a reckless challenge, while under-arousal may lead to the performer jumping out of the way of the tackle at the last minute. This relationship between arousal and performance can be visualised on a graph as an inverted U.

Arousal can be controlled using various **stress management techniques**. These can be used before, during or after a performance, such as during the warm-up, or during competition, such as when stepping up to a higher level of competition. These techniques help to control arousal by reducing anxiety and improving focus. The main techniques are:

- **Deep breathing** – slow, deep breaths to calm the performer down when arousal is too high
- **Visualisation techniques** to get to peak arousal:
 - e.g. mental rehearsal – going through the different aspects of a skill in the mind
 - e.g. imagery – picturing what a successful outcome looks like
- **Positive self-talk** – reassuring comments when arousal is too low (e.g. ‘come on, you can do it’) or too high (e.g. ‘I’m going to perform well, just stay calm’).

COPYRIGHT
PROTECTED

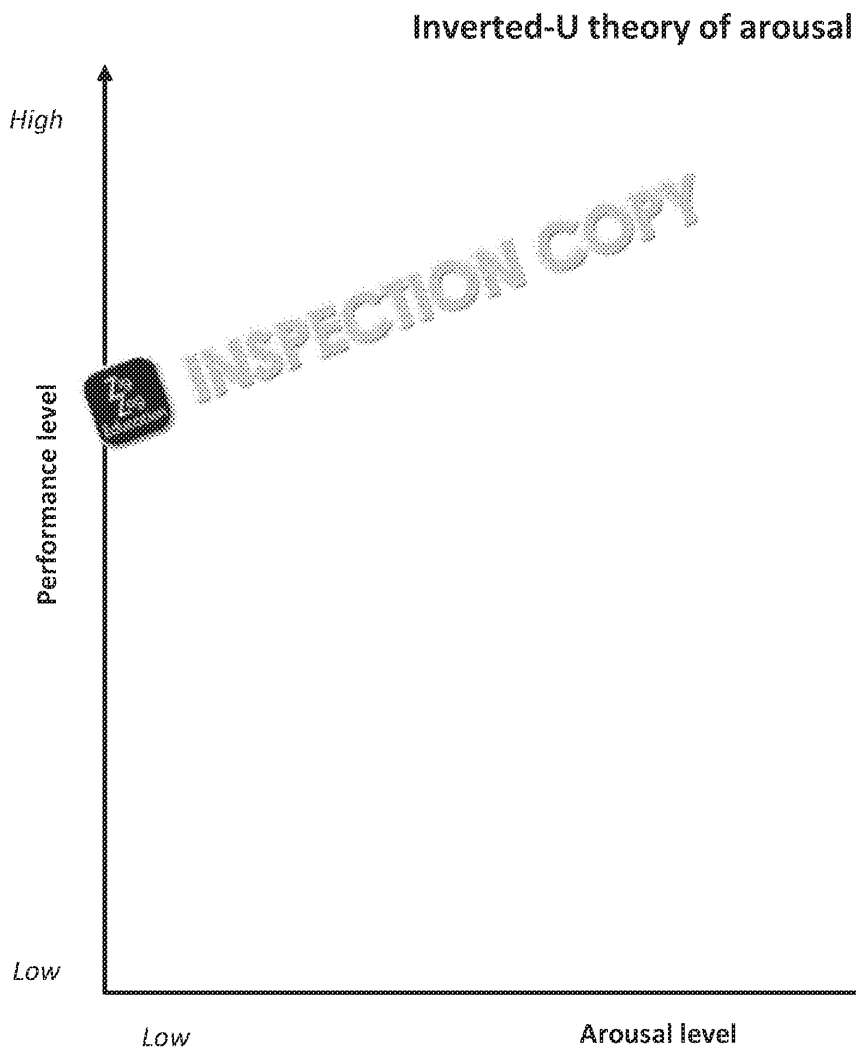


Starter:

Work in pairs to come up with a definition of arousal.

Task 1 – Drawing

Draw an inverted-U on the graph below to represent the inverted-U theory of arousal and add different points on the graph to describe what it shows.



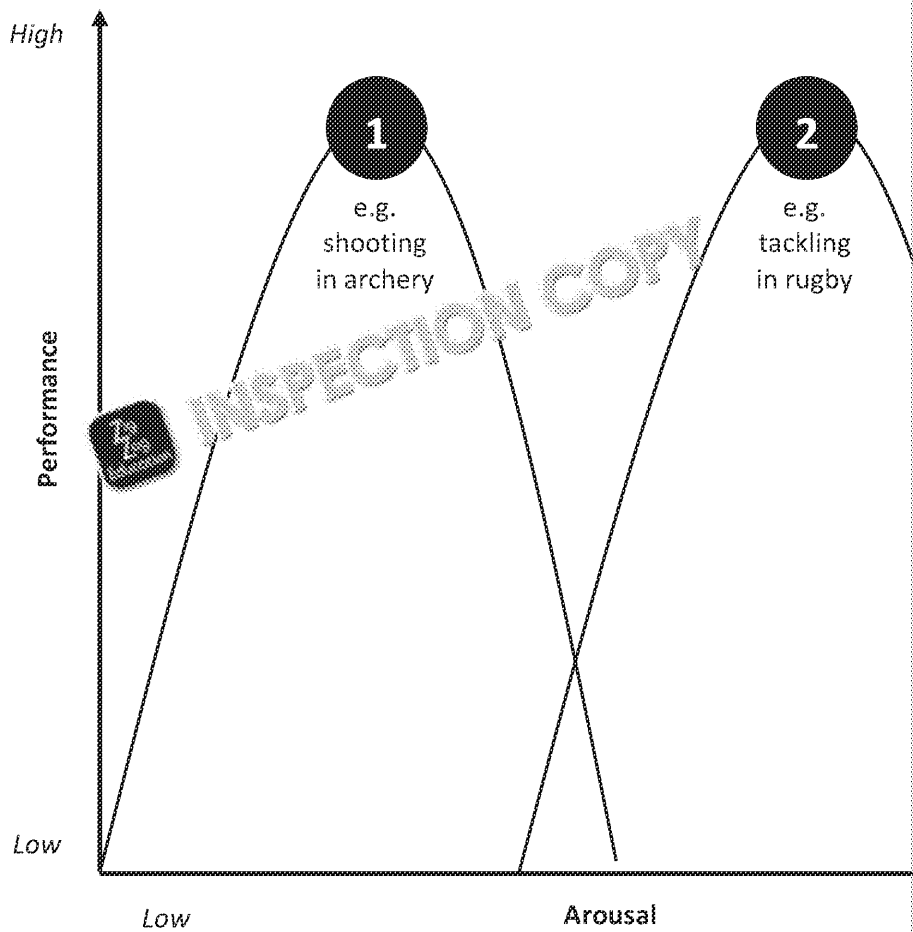
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – High or Low, Gross or Fine

Identify two or three other skills that require a low or high optimum level of arousal. Arousal is needed to perform successfully in the sport.



Skills where **low** optimum arousal levels are required:

- 1.
- 2.
- 3.

Why **low** levels of arousal are needed:

Skills where **high** optimum arousal levels are required:

- 1.
- 2.
- 3.

Why **high** levels of arousal are needed:


INSPECTION COPY

COPYRIGHT
PROTECTED



Task 3 – Psychology Role Play

In pairs, you are going to take part in a hypothetical meeting. One person should be a psychologist and the other a sports performer looking to control their arousal level. You have 10 minutes to get into role and plan your talking points. The 'performer' should provide an example of how an inappropriate arousal level is affecting their performance, and the 'sports psychologist' should suggest stress management techniques that they can carry out.

Notes for Meeting	Sports Performer (✓)
	Sports Psychologist (✓)
	

COPYRIGHT
PROTECTED



Plenary:

Work in pairs to discuss examples from sport where under- or over-arousal has previously affected performance. Discuss situations where arousal levels could have been the reason for a poor performance.

Extension:

For each of the stress management techniques covered in the background information, create an instruction card or a poster that could be placed in a sports changing room to help athletes use each technique to help them control their stress levels.

Lesson 6: Aggression and Personality

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Understand the meaning of the terms 'direct aggression' and 'indirect aggression' and
- ✓ Identify characteristics of introvert and extrovert personality types
- ✓ Justify the types of sports that introverts and extroverts tend to play based on their characteristics

Background

The personality traits of an individual can have a significant bearing on their respective choice of sports. Most people can be categorised into one of two personality types:

- **Introverts** tend to be deep thinkers and reflectors, and, therefore, shy and do not like to be in the company more than necessary.
- **Extroverts**, on the other hand, are enthusiastic and talkative, and encourage others to join in, rather than being bored on their own.

From these characteristics, it is easy to see how introverts and extroverts might choose different sports. For example, introverts tend to participate in low-arousal, individual sports where concentration and precision may be needed. In contrast, extroverts tend to play team sports at a fast pace and involve a variety of gross skills that require high levels of arousal.



An individual's personality might also factor into how aggressive they tend to be. Factors such as the nature of the sport, frustration, past experiences, arousal levels and the level of competition can all influence a player's score in a final.

Aggression in sport can be exhibited in different ways, with two common ways being:

- **Direct aggression** is aimed directly at the source of frustration and involves physical contact. For example, a rugby player might retaliate to a hard tackle by slapping an opponent to the face.
- **Indirect aggression** is taken out on someone or something else in order to intimidate the opponent. For example, a bouncer in cricket can be used as a form of indirect aggression.

Starter:

Make a list of examples of where performers have acted aggressively in sport.

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 1 – Direct or Indirect

Categorise the examples from the starter into direct aggression and indirect aggression examples to each.

Direct aggression	Indirect aggression
e.g. retaliating to a hard tackle in rugby by shoving an opponent to the floor	e.g. bowling

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – First Impressions

Identify the personality type of the performers below based on their characteristics that might be best for each.

<i>I am quite a quiet individual who is often too shy to take the lead in sport. I consider myself thoughtful and reflective and enjoy my own company.</i>
Personality type:
Sport recommendation:
Reasons for this sport:

<i>I am a social person who enjoys interaction. I would just get bored if I didn't have a lot of enthusiasm.</i>
Personality type:
Sport recommendation:
Reasons for this sport:

<i>One of the main reasons I participate in sport is because I just get bored with other activities. However, there must be some sort of interaction with others.</i>
Personality type:
Sport recommendation:
Reasons for this sport:

<i>I really want to be a professional. I've heard it helps with your mental health and will also give you a good income. I prefer to spend my money on myself.</i>
Personality type:
Sport recommendation:
Reasons for this sport:

Plenary:

Compare responses with a partner and add any additional answers to your own.

Extension:

Work in pairs to come up with examples of professional sports performers who use their sport/activity to provide possible reasons why.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 7: Motivation

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Define intrinsic and extrinsic motivation and know the difference between tangible and intangible factors
- ✓ Give examples of how intrinsic and extrinsic motivation can be used in sport
- ✓ Evaluate the merits and limitations of the different types of motivation for performers in sport

Background

Motivation is the drive to succeed in sport. This drive can come from either internal or external sources, thereby paving the way for two types of motivation: intrinsic and extrinsic.

- **Intrinsic motivation** are the internal drives to succeed, such as a desire for self-satisfaction someone gets out of participating in sport and performing well.
- Conversely, **extrinsic motivation** refers to the external factors that drive someone to succeed. These can be either tangible factors (which can be touched), such as praise or progressing to a new level, or intangible factors (which have no physical properties) such as trophies or prize money.

Both types of motivation have different merits when it comes to using them in sport. Intrinsic motivation is generally considered most effective as it can lead to a sustained commitment towards participation, whereas persistent use of extrinsic motivation reliant on external factors to the extent that if they were no longer achieving them entirely. Therefore, careful consideration must be taken when using the different types of motivation for performers in sport.



Starter:

Identify different ways in which you yourself are motivated to participate or compete in sport.

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 1 – Intrinsic or Extrinsic

Use the case studies to identify the type of motivation that different performers use in their case studies to show how they might use the different types of motivation assigned to them.



Type of motivation: _____

Case study 1:

I work best when I reflect on my own goals. I use a lot of self-talk and goal-setting, and I am motivated from the enjoyment of my sport.

Type of motivation: _____

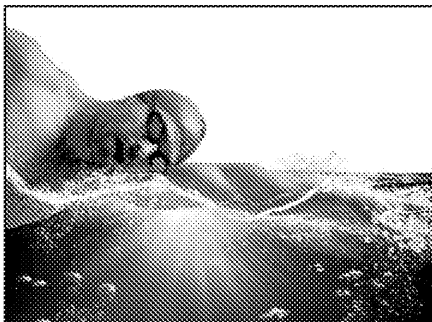
Case study 2:

I really rely on motivation from my coach in order to complete training sessions to the best of my ability. Things like praise and positive feedback after a session, and applause when I do something well, help me to keep going and really give my all with a task.



Type of motivation: Intrinsic

Case study 3:



Type of motivation: Extrinsic (task)

Case study 4:



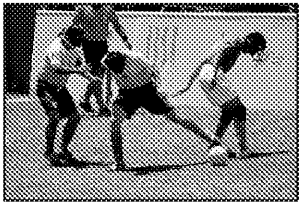
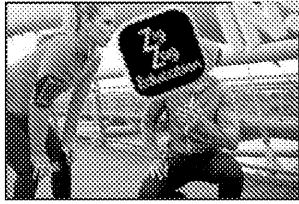
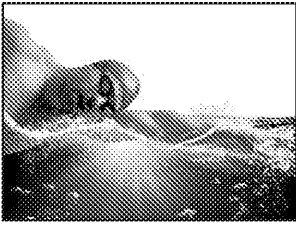
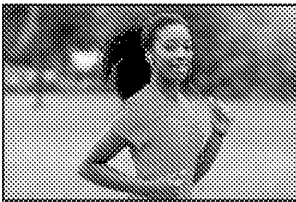
INSPECTION COPY

COPYRIGHT PROTECTED



Task 2 – Evaluation of Merits

Write a response to the different case studies (p. 31) to evaluate the merits of the and to provide suggestions on whether different types should be used.

Case study	Type of motivation	Evaluation
	Answer to Case Study 1 (Task 1)	e.g. the performer is not reliant on feedback such as trophies or money. The performer to lose sight of the value of participating in sport for reasons that are not purely for the sport). They do not have to rely on others (e.g. coaches) to spur them on.
	Answer to Case Study 2 (Task 1)	
	Intrinsic	
	Extrinsic (tangible)	

Plenary:

Compare responses with a partner and add any useful missing responses to your notes.

Extension:

Answer the exam-style question on motivation.

- Which of the following is an example of extrinsic motivation when learning to cycle?
 - Receiving praise when cycling without manual guidance
 - Sense of achievement when progressing from stabilisers
 - Self-satisfaction from commuting to school instead of relying on parents
 - Pride from being able to cycle without supervision
- Define extrinsic motivation. Use a sporting example in your answer.
- Name **two** tangible rewards that could be used as a form of extrinsic motivation.
- Evaluate the use of enjoyment as a form of intrinsic motivation.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 8: Engagement Pat

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Understand factors that contribute to engagement patterns in the different social groups
- ✓ Justify how the different factors are relevant to influencing the engagement patterns in
- ✓ Analyse graphs representing engagement patterns in different social groups

Background

Not all groups in society are uniform in their participation in physical activity and sport. This is due to the various factors that can influence a person's ability to participate. Moreover, engagement patterns may vary between sports and in different areas of the UK. This highlights the issue with improving levels of participation across the whole population of the UK and the need for solutions at a national, regional and local level.

Some of the key social groups where engagement patterns in sport and physical activity differ include:

- **Gender** – male, female, transgender, non-binary, etc.
- **Race, religion and culture** – people, groups and their classifications in society
 - Race – the distinct physical characteristics that distinguish individuals (e.g. the colour of someone's skin)
 - Religion – the beliefs or traditions that someone follows or may worship (e.g. Christianity, Buddhism or Islam)
 - Culture – the way in which a certain group of people live their lives (e.g. customs form part of their culture, as does the way they have been raised)Someone's ethnicity is similar to their race, but ethnicity also involves the influence of culture. For example, people may be described as the same race if they both have black skin, but their ethnicity may be different (such as black African and black British).
- **Age** – From a young child to an elderly pensioner.
- **Family, friends and peers** – Our social networks at home, at school and in our communities.
- **Disability** – Individuals with physical or mental impairments that have a substantial long-term (more than 12 months) negative effect on ability to do normal day-to-day activities.

Each is affected by a variety of different factors, some that often apply to multiple groups. For example, minority media coverage of disability and women's sport can partly explain the different engagement patterns within these social groups, as media coverage plays a key role in increasing awareness and participation.

Additional barriers include:

- Attitudes to sport
- Number of role models
- Access to facilities, clubs or clubs
- Sexism and stereotyping
- Culture and religious festivals
- Family commitments
- Available leisure time
- Familiarity
- Education
- Disposable income
- Adaptability/inclusiveness

Starter:

Work in pairs to discuss the different social groups that may be at a disadvantage participating in sport and physical activity. Use examples in your discussions.

INSPECTION COPY





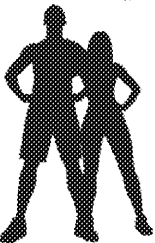
COPYRIGHT
PROTECTED



Task 1 – Social Trends

Using the list of social groups provided, work in pairs to describe different factor patterns with physical activity and sport in each group. One has been started for

To help you, refer back to the background notes and apply the factors to the soc

<p>Family, friends and peers</p> 	<p>Children are more likely to take part in sports and activities. Peers at school participate in</p>
<p>Disability</p> 	
<p>Age</p> 	
<p>Race, Religion and Culture</p> 	
<p>Gender</p> 	

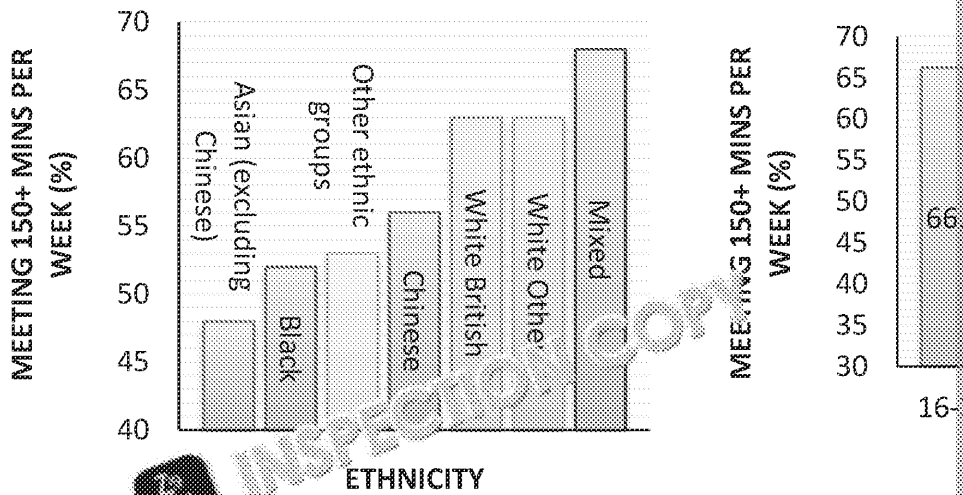
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – Barriers and Solutions

Analyse the different graphs showing engagement patterns of user groups in physical activity.



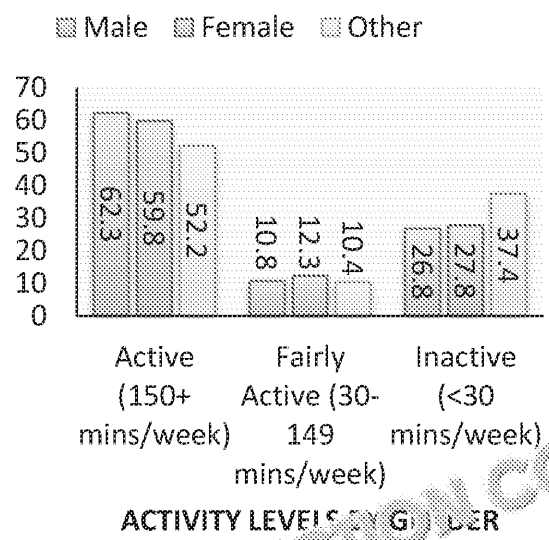
e.g. the lowest percentage of people participating in sport and physical activity are of Asian ethnicities (excluding Chinese)

INSPECTION COPY

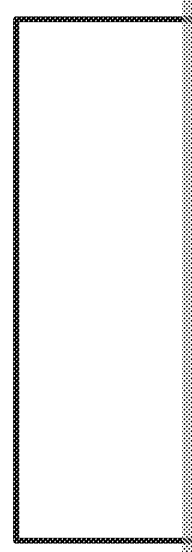
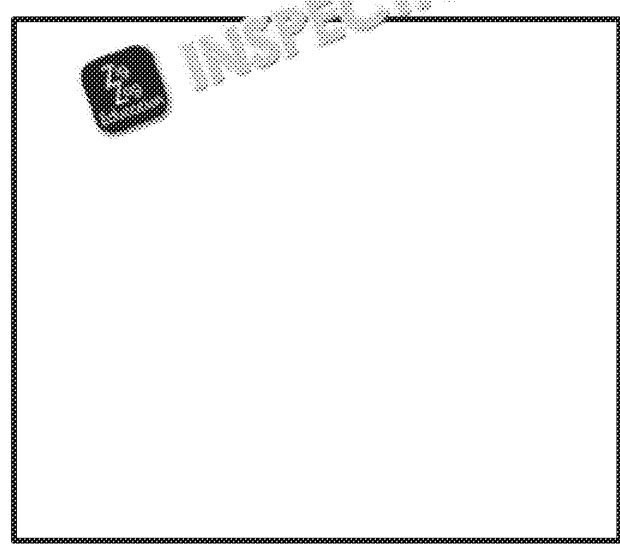
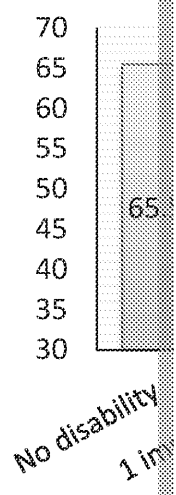
COPYRIGHT PROTECTED



MEETING 150+ MINS PER WEEK (%)



MEETING 150+ MINS PER WEEK (%)



Plenary:
Peer-check work and compare responses.

Extension:
Write a letter as the manager of a leisure centre to members informing them of improve the accessibility of facilities, clubs and activities. Offer to the different

COPYRIGHT PROTECTED



Lesson 9: Commercialisation and

INSPECTION COPY

Learning Objectives

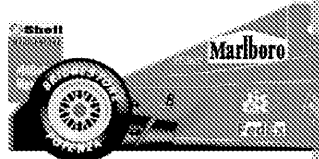
By the end of this lesson, you should be able to:

- ✓ Define commercialisation and understand the 'golden triangle'
- ✓ Identify types of sponsorship and media in sport and discuss the impact they have on a range of stakeholders
- ✓ Give examples of technology used in sport and discuss the impact they have on a range of stakeholders

Background

Commercialisation involves the use of sport as a commodity, something that can be bought and sold. Commercialisation in sport is a relatively recent concept which has gathered speed in the 21st century. Sponsorship and the media have been significant drivers for what is now a multi-billion industry.

Sponsors provide financial backing or other support in return for performers, clubs, competitions and organisations promoting their brand by advertising the sponsor on shirts, in stadiums or through social media posts. The media provides the platform for sport to be broadcasted and discussed through its various channels (the press, the Internet, social media), all the while providing exposure to the commercial sponsors of the performers/clubs/competitions in that sport. This is the three-way relationship between sponsorship and the media – known as the golden triangle.



Advances in sports technology have gone hand in hand with increases in commercialisation. Both take advantage of the technological industry to ensure the product is the best available with the latest technological designs and innovations.

Commercialisation through sponsorship and the media has undoubtedly had a positive impact on the sport, generating significant revenue to enhance performance and spectatorship, and promote the growth of the sporting pyramid, and in society as a whole. Likewise has technology. However, commercialisation and technology have also had a negative impact. These positive and negative impacts of sponsorship and the media, and of technology, are apparent across numerous stakeholders.

- Performers
- Officials
- Audience/spectators
- Sponsors / companies themselves
- The sport itself

Starter:

Work in pairs to play a game of sponsored bingo. Produce your own bingo card with names of sponsors in sport and make a list of clues that you will ask to see if they can cross off each name. The person who crosses off all their sponsors first wins. For example, a clue for the FA Cup, in which case the partner would cross off Emirates.

COPYRIGHT
PROTECTED



Task 1 – Golden Triangle Gap Fill

Complete the gap-fill activity below on the golden triangle, using the words provided. Some words will not be used.

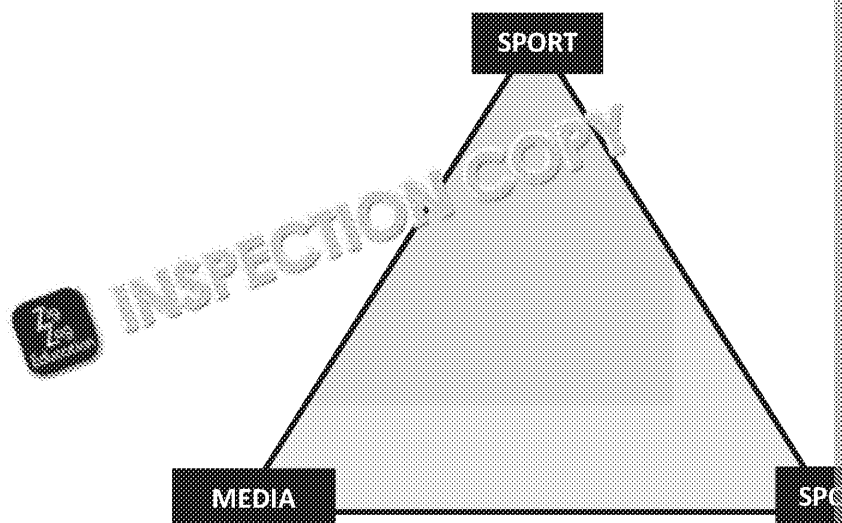
commercial	products	media
advertise	performers	sponsorship
sport	viewership	insurance
money	local	global

There is a mutually benefiting relationship that exists between sport, _____, the media, known as the golden triangle. In all aspects of this triangle work together to benefit _____ sport.

The _____ provides coverage of sport through medium and social media, and the _____. Widespread coverage is _____ at the same time as providing a source of sports _____ audience.

_____ provide _____ or goods such as clothing or footwear and, in return, receive increased exposure as a result of sport, who will become aware of the sponsor's name and their _____. At the same time, sponsors pay media companies, such as TV broadcasters, for _____ their products to the audience, such as during the _____.

This all benefits the _____ itself, which receives money from _____ sponsors and the media to increase revenue and make the organisation a profit.



INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – Marketing Strategy

Write a marketing strategy using the examples of media and sponsorship below to commercialise an organisation or a club of your choice.


Types of Media	Types of Sponsor
<ul style="list-style-type: none"> • Television • Radio • The press • Internet • Social media 	<ul style="list-style-type: none"> • Financial • Clothing • Footwear • Equipment

For example, England Hockey may want to advert on a television channel such as where a game is being played in the South East if they are playing at the Milton Keynes Arena. They could also work with sponsors such as Adidas to sell merchandise and other clothing products.

Your strategy should include how the organisation or club aims to employ their advertising leading up to a major sporting event, e.g. the first game of a season or a cup final. This could be through social media posts at peak times, e.g. at a weekend, or radio adverts on people's commutes.

Use the space below to describe your marketing strategies and create a timeline lead-up to your chosen event.

Club or organisation:	Major sporting event:
-----------------------	-----------------------

<p>Marketing strategies used to increase attention around the organisation or club:</p> <div style="text-align: center; font-size: 2em; opacity: 0.3; transform: rotate(-15deg);">INSPECTION COPY</div>	<p>Timeline lead-up to sporting event:</p> <div style="text-align: center;">  </div>
---	---

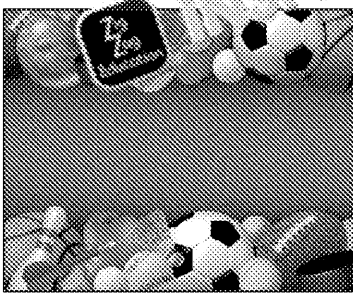

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Task 3 – Positives and Negatives

Work in groups of three to list the positive and negative impacts of commercialisation on officials, audience/spectators and sponsors. Some have been given for you.

		Positives	
	Performers	+ Increased income streams	
	Sport		-
	Officials	+ More specialist training	
	Audience/spectators		-
	Sponsors	+ Increased brand exposure	

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 4 – Technological Perspectives

Write an account from the perspective of a spectator, performer, sponsor and representative of a sport and discuss the positive and negative impacts that technology has had on them.

Official	
<p>I have benefited greatly from technology that has been introduced into football to assist me in improving the fair outcomes of the sport. For example, VAR has allowed me to review key events in a game from different angles to come to the right decision, whereas goal-line technology has reduced the reliance on me and my assistants as a simple 'goal' or 'no goal' now shows up on my lined smartwatch. However, it has not all had a positive impact. I feel that technology has diminished my role in the game and taken some of the power out of my own hands. I also feel that it gives the fans more opportunity to scrutinise our decisions, especially when technology may not always appear to help make the correct decision.</p>	
Performer	
Representative of a sport	

Plenary:

Peer-check and compare responses, adding to your worksheets if you find any of

Extension:

Select a professional sporting organisation or club and list as many different sports are associated to your chosen club/organisation as you can. You may use the In

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 10: Conduct of Performers and Prohibited Substances

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Define the different terms relating to the conduct of performers in sport and give examples
- ✓ Identify the positive effects and negative side effects of different prohibited substances and why they might be used by different types of performers
- ✓ Describe how blood doping is carried out and the positive effect and negative side effects
- ✓ Discuss the advantages and disadvantages of using PEP in sport for the performer and the sport or event

Background

Close attention must be played to ethical and sociocultural issues in sport. This includes the appropriate conduct of performers, and avoiding the use of prohibited substances, methods and performance-enhancing drugs (PEDs).

Performers in sport are in a unique position where they act as role models for millions of people watching from afar around the world. Therefore, they must set a positive example in and out of sport to ensure that young fans grow up with the aspiration to emulate their positive example.

Performers can set a positive example in sport by displaying etiquette (i.e. showing respect and being fair) and by performing acts of sportsmanship (i.e. conforming to the rules and spirit of sport), while avoiding gamesmanship (i.e. bending the rules to gain an advantage) and deviance (i.e. 'breaking' the rules to gain an advantage). This is all part of their contract to compete – an expectation of performers to play within the rules and be respecting towards the opposition.

As the rewards that come with winning are forever increasing in value (e.g. fame) the gap between winning and losing is becoming ever more fine, some performers have sought a competitive advantage over their rivals. There are a variety of prohibited substances used by a performer, depending on their needs. These include stimulants, narcotic analgesics, hormones, diuretics, beta blockers and blood doping. The positive effects these substances give someone the boost they need to get an edge over their opponents. However, they could have a serious negative impact on health, and also the potential of severe damage to themselves, but the sport or event they represent.

Starter:

Optionally, watch the video on the 2016 Rio Olympics and note down the different types of cheating and sportsmanship behaviour. zzed.uk/11866-rio2016

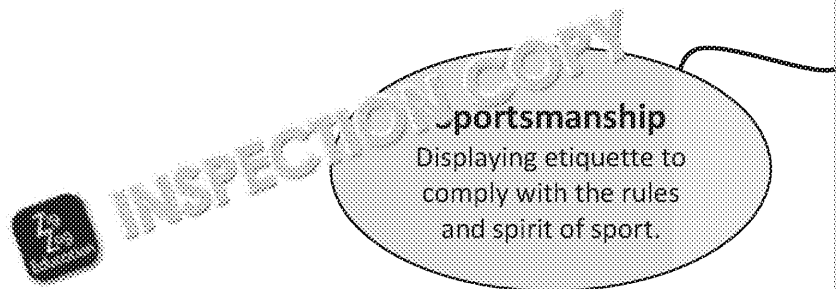
Alternatively, select a single sport and work with a partner to make a list of all the types of cheating and deviance you can think of from that sport.

COPYRIGHT
PROTECTED



Task 1 – Performer Conduct

Work in pairs to come up with your own real examples of sportsmanship and gamesmanship in the world of sport.



INSPECTION COPY



COPYRIGHT
PROTECTED



Task 2 – Positives and Negatives

Categorise the positive and negative effects of the different categories of pro then identify a sporting example of how a sports performer would benefit from

	Benefit to performer	Positive effects on performance
Stimulants		
Narcotic analgesics		
Anabolic agents		
Diuretics		
Peptide hormones (EPO)		
Beta blockers		

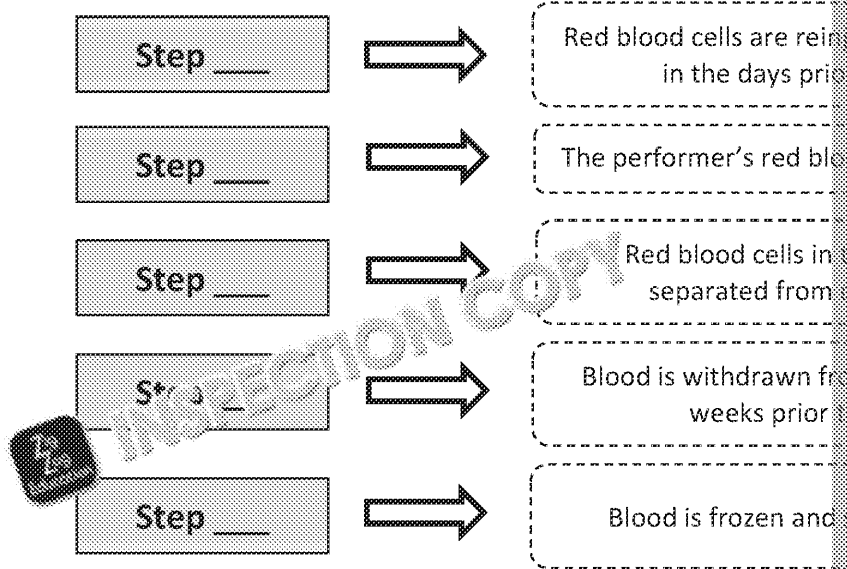
INSPECTION COPY

COPYRIGHT
PROTECTED



Task 3 – How (not) to Carry out Blood Doping

Rearrange the stages involved in blood doping and identify the positive and negative effects as well as which performers are most likely to benefit.



<i>Blockage of the blood vessel (embolism)</i>	<i>Increased oxygen-carrying capacity of the blood</i>
<i>Greater time to fatigue</i>	<i>Risk of blood-borne illness (e.g. hepatitis)</i>
<i>Risk of heart attack</i>	<i>Improved aerobic performance</i>

Positive effects	Negative effects

Evaluate which performers are most likely to benefit:

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Task 4 – Why do it?

Identify reasons why performance-enhancing drugs (PEDs) are used by elite performers taking PEDs.

Advantages for the performer	Disadvantages for the performer
	
Disadvantages for the sport/event	

Plenary

Self- or peer-check work and mark answers.

Extension:

Research different performers in elite sport who have tested positive for taking PEDs used and the sanctions they faced. Share your findings with a partner and discuss how they have used PEDs given their specific situation and the impact being found out has.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 11: Spectator Behaviour

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Understand the positive and negative influence that spectators can have at matches and events
- ✓ Give reasons as to why hooliganism occurs in sport
- ✓ Evaluate the effectiveness of the different strategies used to combat hooliganism and behaviour

Background

Like performers in sport, spectators are expected to maintain a certain level of behaviour in order to have a positive influence at matches and events. Spectators are the heartbeat of sporting events. Not only do they bring in essential revenue to a club or an organisation and provide an added impetus to a team through home-field advantage, but without them there would be no atmosphere. We saw how much this was the case with the banning of fans at stadiums for most of 2021 due to the ongoing coronavirus pandemic, with players and coaches looking forward to their return.



However, spectators don't always have a positive influence. Spectators can have a negative influence through added pressure and criticism, leading to a decline in participation numbers. There have also been many occasions in elite sport, particularly in football, where spectators have caused hooliganism, leading to safety concerns and increased costs incurred in putting

There are many reasons for, or causes of, hooliganism, from team rivalries to the influence of alcohol and drugs. Likewise, there are many strategies to combat hooliganism and spectator behaviour. These include alcohol restrictions in venues, imposing strict kick-offs, and segregating fans if necessary.

Starter:

Optionally, watch the video for an introduction to hooliganism in football. [zzed](#)

You can use this to help answer the questions on spectator behaviour. Alternatively, you can answer the questions without watching the optional introduction video.

- In what decade did football hooliganism become prevalent in the UK?
- What fuels hooliganism?
- How can police stop fans without the possession of Class A drugs?
- What is the concern about youngsters being without the supervision of adults?
- Where are the best locations where police should be stationed for football matches?
- What award is presented for football players and spectators once a game has finished?
- What methods could be used to safeguard fans on their way home?

INSPECTION COPY

COPYRIGHT
PROTECTED

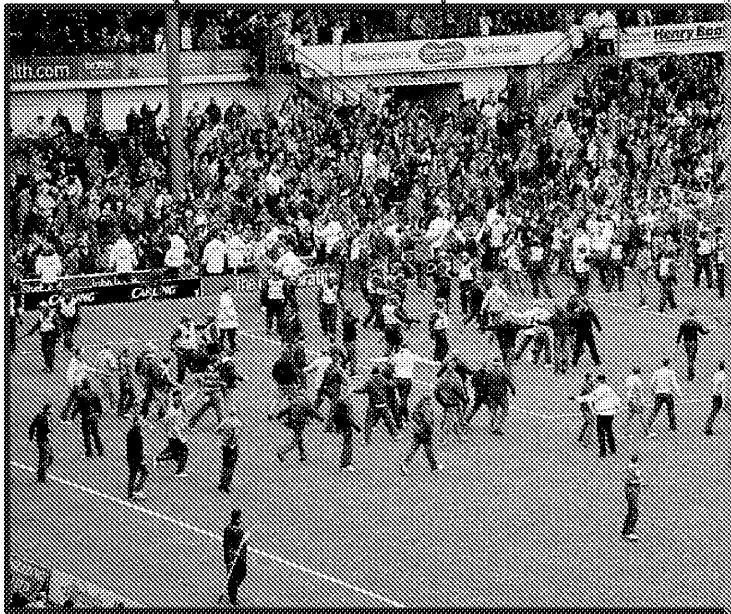


Task 1 – Reasons Why

Explain the different reasons for hooliganism below.

Rivalries between teams
e.g. long-standing rivalries exist between teams occupying the same city (e.g. Liverpool and Everton) or because of religion (e.g. Celtic and Rangers), adding tension between sets of fans that could lead to violence

Hype of the event



Gang culture

Frustration at performance or a referee's decisions

INSPECTION COPY

COPYRIGHT PROTECTED



Task 2 – Letter Strategy

Write a letter from the perspective of a security team at a sports venue to evaluate strategies used to combat hooliganism.

To the Sports Venue Organiser,

I am writing this letter to report back on the effectiveness of the different strategies used to combat hooliganism...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

INSPECTION COPY

Need more space? Continue your answer on a piece of lined paper.

Plenary.
Compare worksheets with a peer and provide feedback on responses.

Extension:
Compare two different sports, e.g. football and rugby, and discuss the positives at these events and evaluate the strategies employed to combat hooliganism for

INSPECTION COPY

COPYRIGHT PROTECTED



Lesson 12: Health, Fitness and Well-being

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Identify different reasons why people participate in physical activity, exercise and sport
- ✓ Describe how participation in physical activity and sport can improve fitness and increase social health and well-being

Background

There are many reasons why a performer may choose to participate in physical activity, exercise and sport. Many people who participate in sport from a young age do so because they find it fun. In addition to the competitive aspect, the opportunity to play alongside friends, or enthusiasm for sport or activity itself. As participation becomes more sustained, the reasons for participating may change. For example, participants may look to sport and exercise as a means of improving their fitness levels so that they can improve their ability level in a particular sport or exercise. Others may look to sport and physical activity as a way of improving health and well-being, whether that be physical, mental or social. It is clear from this that the sport, activities or exercise that someone participates in has the potential to meet the wide-ranging needs of a variety of people.



The terms 'health' and 'fitness' are heavily interrelated. To start with, let's remind ourselves of their definitions:

Health is a complete state of physical, mental and social well-being, not merely the absence of disease or infirmity

Fitness is the ability to perform physical activity

Improving fitness can have a positive impact on one's health, both physically and mentally. Many people who have experienced the endorphins from a bout of exercise or the greater ease with physical tasks following a period of training. At the same time, improving health can also have a positive impact on fitness. For example, cutting out unhealthy dietary habits can improve the functioning of our bodies, which in turn demonstrates the multifaceted relationship between health and fitness.

Starter:

In pairs, discuss the reasons why you yourself participate in sport, physical activity or exercise.

COPYRIGHT
PROTECTED



Task 1 – Multi-aspects of Health

Cut-out the different benefits of physical activity and categorise them as improving mental well-being.

Improves teamwork skills	Greater efficiency of the body systems	Health
Provides opportunities to socialise with friends	Reduced risk of some illnesses	Stimulating
Increased ability to carry out everyday tasks	Reduced stress and tension	Inspiring
Improves ability to cooperate with others	Increased likelihood of avoiding obesity	Talented

Physical health and well-being	Social health and well-being	None

INSPECTION COPY

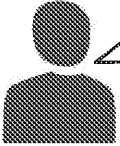
COPYRIGHT
PROTECTED



Task 2 – Role Play

Adopt the role of a client and of a healthcare professional and answer the questions leading a healthy, active lifestyle through participation in sport, exercise and physical activity.

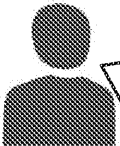
Do you participate in sport, exercise, or physical activity?



Blank response area for the client's answer to the question: "Do you participate in sport, exercise, or physical activity?"

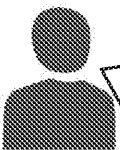
If yes, what is/are your reason(s) for participating?

If no, what are your reason(s) for not participating?



Blank response area for the client's answer to the question: "If yes, what is/are your reason(s) for participating? If no, what are your reason(s) for not participating?"

How does exercising achieve the different physical health and well-being benefits?



Blank response area for the client's answer to the question: "How does exercising achieve the different physical health and well-being benefits?"

How might exercise improve my mental health and well-being?



Blank response area for the client's answer to the question: "How might exercise improve my mental health and well-being?"

INSPECTION COPY

COPYRIGHT
PROTECTED



What social health benefits are there of exercising or participating in sport?



Blank space for student response.

Will exercising help to improve my fitness, and what impact would that have?



Blank space for student response.

Plenary:

Complete a glossary for the key terms associated with health, fitness and well-being to define include: *health, fitness, cooperation, emotions, hormones, obesity, serotonin, teamwork, tension, plus any others you feel are important.*

Extension:

Complete the true or false quiz to summarise the lesson content. Write true or false.

- 1. An increase in fitness is a valid reason for someone not participating in exercise.
- 2. Participation in physical activity helps to reduce the risk of illness.
- 3. Improvements in teamwork skills is a physical health and well-being benefit.
- 4. An increase in fitness level can reduce the risk of injury.
- 5. Reduced stress is a mental health and well-being benefit of participating in exercise.

COPYRIGHT
PROTECTED



Lesson 13: Consequences of a Sedentary Lifestyle

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Define the terms 'sedentary' and 'lifestyle' and describe the possible consequences of a sedentary lifestyle
- ✓ Define obesity and explain how it affects performance in physical activity and sport, as well as physical, mental and social ill health
- ✓ Define the different body types and justify sports suited to each

Background

A lifestyle is how one chooses to live one's life. This could be a healthy, active lifestyle involving regular physical activity and avoiding negative behaviours such as smoking and stress. A sedentary lifestyle – one characterised by little or no physical activity. A sedentary lifestyle is living, as the name suggests, possible consequences that can have a negative impact on health.

One such consequence is obesity. Obesity is clinically defined as a BMI of over 30 kg/m² (weight (in kg) for a given height (in metres)). Most performers in sport will look for negative impacts on the different components of fitness that are important to sport performance, such as reduction in stamina, flexibility, agility and power.

It is also important for the general population to avoid obesity due to its diverse impacts on physical, mental and social health and well-being. These include, but are not limited to:

- Increased risk of certain types of cancer
- Increased risk of heart disease / heart attacks
- Increased risk of type II diabetes
- Reduction in self-esteem and confidence
- Lethargy and tiredness
- High cholesterol
- Depression
- Inability to socialise

Sports performers who are obese are likely to have a body shape classed as endomorphs, characterised by a high percentage of body mass resulting in a rounded appearance. This is contrasted to two further body types: mesomorphs (who are of a muscular build with a high muscle mass and low fat mass), and ectomorphs (who are tall and thin).

These body shapes are called somatotypes, and different somatotypes are suited to different sports. Mesomorphs are suited to explosive, power-based sports such as sprinting and the throwers in athletics, while ectomorphs are suited to endurance-based activities such as long-distance running or basketball. Endomorphs, however, are suited to sports such as weightlifting, or positions in some sports such as rugby scrum half.

Starter:

Recap the reasons why people participate in sport for physical, mental and social reasons.

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 1 – FAQ

Complete answers to the list of frequently asked questions (FAQs) concerning the sedentary lifestyle.

1. What is meant by a sedentary lifestyle?

.....
.....

2. What are typical sedentary activities I should aim to avoid?

.....
.....

3. I don't play any sport or exercise or sport but do spend a few hours per day doing chores. Does this still mean I am sedentary?

.....

4. Will being sedentary increase the chances of me gaining weight?

.....

5. Am I at risk of any diseases if I am sedentary?

.....

6. My doctor says I have hypertension (high blood pressure) as a result of a sedentary lifestyle. What does this mean?

.....
.....

7. Is a sedentary lifestyle as big a risk factor as an unhealthy diet in developing heart disease?

.....

8. Will being sedentary impact my sleep?

.....

9. I don't perceive myself as having more energy. Could this be a consequence of being sedentary?

.....
.....

10. I thought that if I avoided physical activity I would have more energy, but why not?

.....
.....

INSPECTION COPY

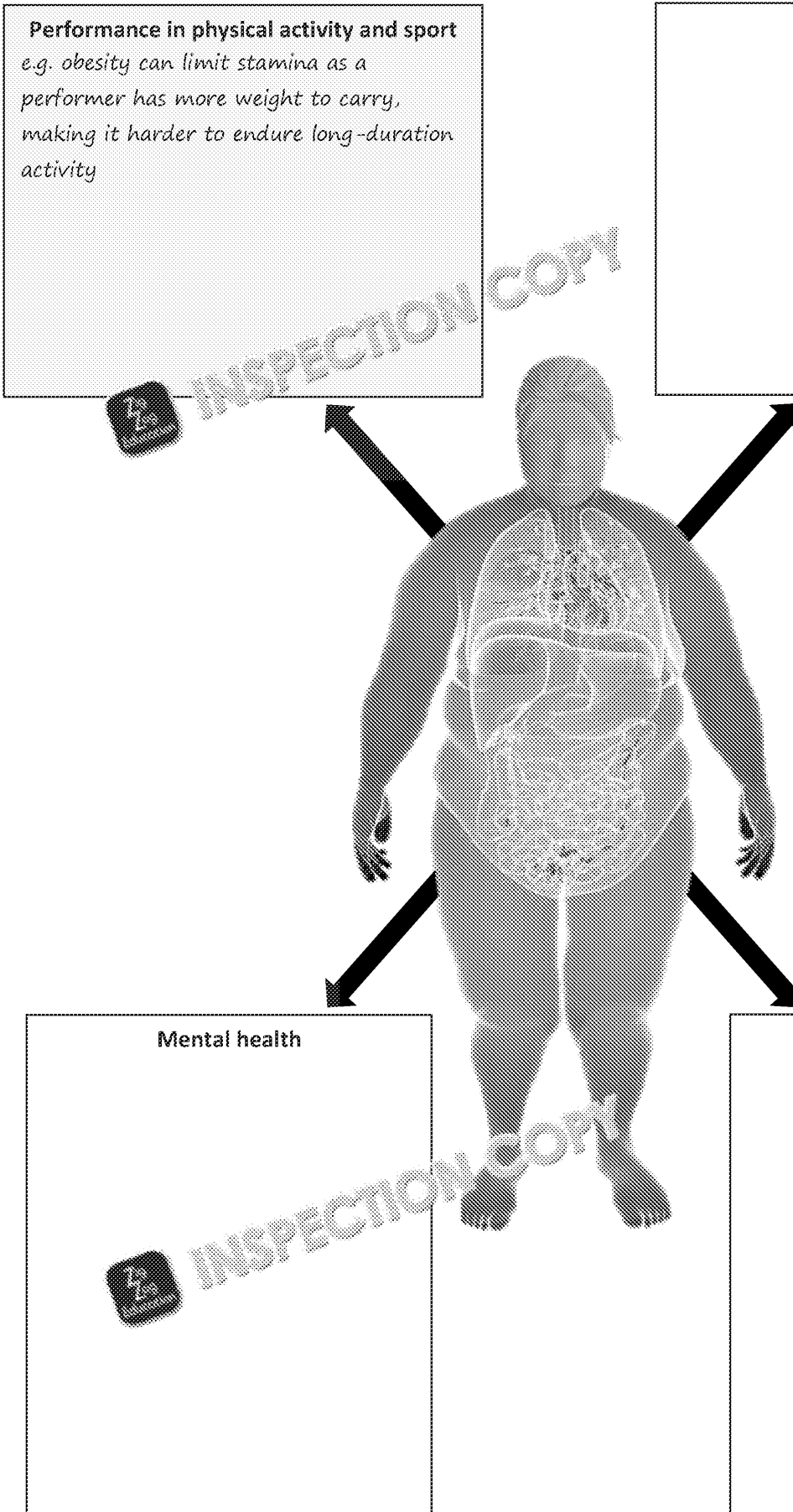
**COPYRIGHT
PROTECTED**



Task 2 – Effects of Obesity

Discuss how obesity affects the different aspects of health and performance.

INSPECTION COPY

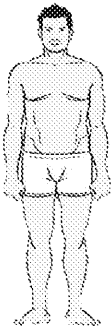


COPYRIGHT
PROTECTED

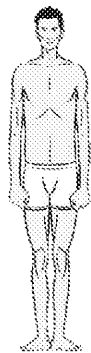


Task 3 – Fact File

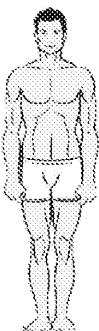
Create a fact file on the different somatotypes in sport. One justification has been provided. You should provide another for this body type.



Body type	
Characteristics	
Sports suited to (with justifications)	e.g. sprint events as they have a large muscular explosive, powerful actions such as acceleration maintain high top speed for a limited
Provide another justification for this body type.	



Body type	
Characteristics	
Sports suited to (with justifications)	



Body type	
Characteristics	
Sports suited to (with justifications)	

Plenary

Compare your work to the task with a peer.

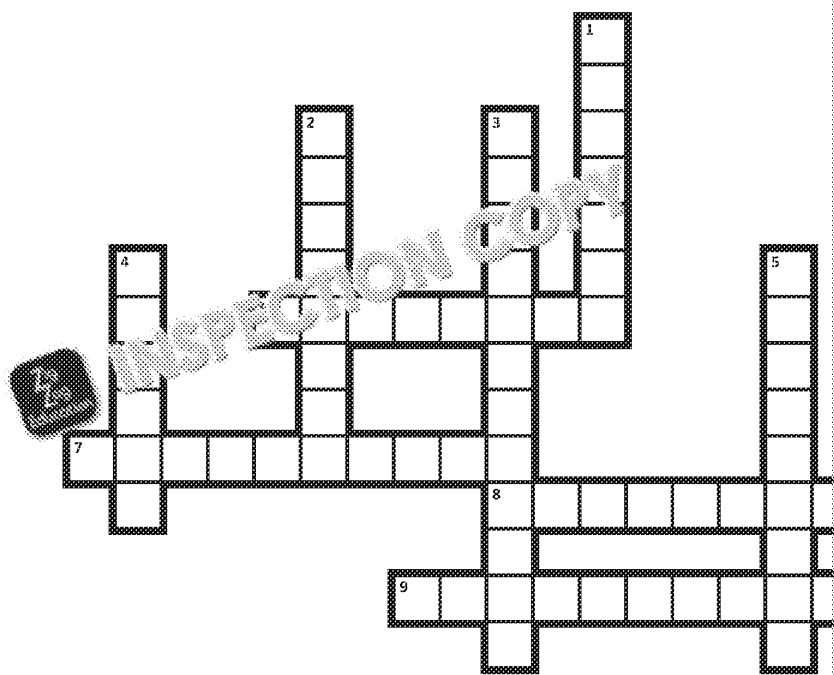
INSPECTION COPY

COPYRIGHT
PROTECTED



Extension:

Complete the crossword on the different consequences of leading a sedentary impacts of obesity.



Across

- 6 Feelings of tiredness and lack of energy (8)
- 7 Persistently feeling low (10)
- 8 The value that a person perceives of themselves (4-6)
- 9 A large concentration of low-density lipoproteins (bad fats) in the blood and a low concentration of high-density lipoproteins (good fats) results in high... (11)

Down

- 1 Classified as a BMI (5)
- 2 A condition characterised by low insulin production or sensitivity (8)
- 3 High blood pressure (5)
- 4 Uncontrollable diabetes resulting in an abscess or an organ (6)
- 5 A lifestyle characterised by low physical activity (5)

COPYRIGHT PROTECTED



Lesson 14: Energy Use, Diet, Nutrition

INSPECTION COPY

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ Name the different types of nutrients in the diet and the roles of each
- ✓ Understand the different reasons for maintaining a balanced diet and hydration
- ✓ Evaluate the consequences of dehydration on performance in different sporting activities

Background

The human body requires energy in order to carry out its basic bodily functions to basal metabolic rate, which is the minimum amount of energy required to sustain energy need will differ between individuals, depending on a range of factors such as age, sex, body mass and level of activity. Additional energy is also required to account for energy expenditure through all of the carrying out of daily tasks and engaging in physical activity and sport. Again, the energy need will differ between individuals, depending on the level of activity each is involved in, but a daily average value of 2,500 kcal is recommended for adult males, and 2,000 kcal for adult females.

Energy comes from food we eat. Having a balanced diet is significantly important for health. Excess energy is stored as fat, which may lead to obesity if not balanced out over time. It is recommended that energy intake should comprise 55–60% carbohydrates, 25–30% fats and 10–15% protein. Carbohydrates, fats and protein are known as macronutrients as they are required in large quantities, whereas vitamins and minerals are required in smaller quantities. All nutrients play key roles in the body.

- **Carbohydrates** – the main source of energy for the body during exercise of low to moderate intensity
- **Fats** – a secondary source of energy for low-intensity activity or when carbohydrates are depleted
- **Protein** – used for muscle growth and repair in order to accelerate recovery
- **Vitamins and minerals** – maintain the effective functioning of the body's systems

Another important role of nutrients is hydration, which can be achieved by mainly through drinking water (and replacing fluids lost as sweat, through respiration or in urine). Hydration prevents dehydration, which is a water balance that has a range of negative consequences to both health and performance. These include increased blood viscosity, increased heart rate, irregular breathing, increased body temperature, overheating, impaired decision-making, slower reactions, muscle fatigue and cramping.

Starter:

Estimate the number of calories required for each scenario below by placing each scenario on the scale.

18-year-old female	Inactive 18-year-old female		
Highly active 30-year-old male	30-year-old male		

COPYRIGHT
PROTECTED




Task 1 – Food Information

Complete the food information sheets for different types of nutrition in the diet.

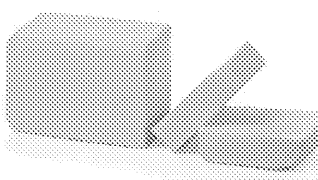
Food information sheets

Carbohydrates



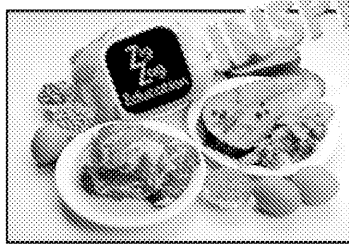
% needed in a balanced diet	
Sources	e.g. potatoes...
Function	
Example of use in sport	

Fats



% needed in a balanced diet	
Sources	e.g. cheese...
Function	
Example of use in sport	

Protein



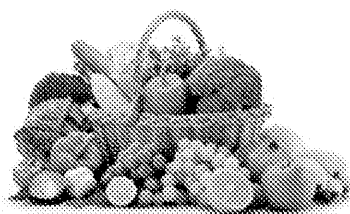
% needed in a balanced diet	
Sources	e.g. chicken...
Function	
Example of use in sport	

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Vitamins and minerals



Examples	Vitamins – e.g. Vitamin Minerals – calcium, iron
Sources	e.g. fruits, vegetables and
General function (with some specific examples)	
Examples of use in sport	

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2 – Reasons Why

Create an advert highlighting the reasons for maintaining water balance and the
You should include an evaluation of the consequences of dehydration in differen

HYDRATION

[INSERT CATCHY STATEMENT]

Reasons for maintaining hydration in sport

Maintaining hydration has a number of physiological and mental benefits

Consequences of dehydration

Dehydration can affect both health and performance...

The effects of dehydration are most likely to affect some sports more than

INSPECTION COPY

COPYRIGHT
PROTECTED



Plenary:

Self- or peer-check work.

Extension:

Create a three-day food diary for a peer and justify your choices. Use the example what is expected, or create your own.

You can use the following website, or similar, to calculate the calories for each
<https://www.myfitnesspal.com/>

Personal information		Gender	Age	Height
Date	Balanced diet			Dietary supplements
	<i>Breakfast: Porridge with semi-skimmed milk and strawberries</i> <i>Lunch: Roasted vegetable pasta with tomato sauce</i> <i>Dinner: Chicken breast, sweet potato, and broccoli</i> <i>Snacks: Apple, banana, nuts</i>			1 protein
1	Breakfast:			
	Lunch:			
	Dinner:			
	Snacks:			
2	Breakfast:			
	Lunch:			
	Dinner:			
	Snacks:			
3	Breakfast:			
	Lunch:			
	Dinner:			
	Snacks:			

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Answers

Lesson 1: Classification of Skills

Task 1

Students to correctly match up the classifications of skills.

- **Open** – Performer must adapt their skill due to constantly changing environmental conditions
- **Closed** – Performer repeats the same skill over and over as they know what to expect
- **Basic** – Requires little concentration so easy to perform
- **Complex** – Consists of multiple subroutines that must be linked, making it difficult to perform
- **Self-paced** – The performer decides when to initiate the movement themselves
- **Externally paced** – The timing of the skill is influenced by external factors, such as actions of other people
- **Gross** – Large muscle movements bringing about wide-body actions
- **Fine** – Involves small muscle movements bringing about precise movements

Task 2

Students to provide their own examples of skills and place them on each classification with justification.

- **Basic skill** – e.g. running as it requires little concentration on getting the technique right
- **Complex skill** – e.g. diving as the performer must link together a number of different skills
- **Open skill** – e.g. passing in basketball as the decision to pass will be influenced by the opposition players
- **Closed skill** – e.g. swimming as the performer is designated their own lane and knows what to expect each time
- **Self-paced skill** – e.g. shot-put as the performer decides when they start the movement
- **Externally paced skill** – e.g. 100 m sprint as the start is dictated by the official with the gun
- **Gross skill** – e.g. the triple jump as it requires large movements to cover a great distance
- **Fine skill** – e.g. a golf putt as the performer must use precise movements to cushion the ball

Extension

Students' answers will vary depending on the skills they choose.

Examples:

- A tennis serve would be classified as a complex, closed, self-paced, and gross skill
- Running in the 400 m sprint would be classified as a simple, closed, externally paced, and gross skill
- A golf putt would be classified as a simple, closed, self-paced, and fine skill
- A chest pass in netball would be classified as a simple, open, externally paced, and gross skill

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 2: Goal-setting and SMART Targets

Starter

Students' examples may differ, but should apply the SMART principles in a similar way

- Specific – A 100 m backstroke swimmer who sets a goal to improve their backstroke
- Measurable – A football player looking to improve their 12-minute Cooper run distance
- Accepted – A gymnast who agrees with their coach that they need to improve their vault
- Realistic – A tennis player who sets a goal to increase their first serve success rate from 60% to 70%
- Time-bound – A sprinter who looks to set a personal best time within 12 weeks of training

Task 1

Students to identify a performance and outcome goal for each sport, similar to the example provided.

Sport	Performance goal	Outcome goal
Golf	e.g. to score a birdie on every hole	e.g. to have a lower handicap
Basketball	e.g. to have a shooting accuracy greater than 80%	e.g. to score more points
Gymnastics	e.g. to successfully attempt a 5 point difficulty skill on the vault	e.g. to score more points across each event

Task 2

Students should include the points below in their advice for each performer.

Beginner:

- Avoid overuse of outcome goals as it can make the performer lose sight of personal development
- Overuse of outcome goals can take away self-enjoyment of the sport
- Use of performance goals is important for development in a beginner

Expert:

- Outcome goals can be used alongside performance goals as there is a bigger emphasis on personal development
- Experts are more likely to take initiative with their own personal development through them to achieve outcome goals

Task 3

Students to use the goals they identified in Task 1 and adapt them to include the SMART example provided.

Extension

Students' answers will vary depending on their sport or activity, but answers should follow the lesson.

INSPECTION COPY

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 3: Information Processing

Task 1

Students to complete the diagram to show each stage. Accept other suitable descriptions.

Stage 1 – Input

- Where the relevant information is picked up from the body's senses through selection. Irrelevant information is ignored.

Stage 2 – Decision-making

- Where the performer compares the information in the short-term memory (i.e. the information currently available) with long-term memory (i.e. past experiences) and selects an appropriate response.

Stage 3 – Output

- Where information is sent to the muscles and the muscles carry out the response.

Stage 4 – Feedback

- Where the outcome is assessed by oneself (intrinsic feedback) and/or by others (extrinsic feedback) to improve future responses.

Task 2

Students to describe the input to skills in two different sports of their choice.

e.g. a drop shot in tennis

- Input – a player would use their sight to focus on relevant information (selective attention) – the position of the opponent on the court and the type of shot they have returned, but would ignore distractions such as people moving or calling out.
- Decision-making – the player would use this information and compare it with past information to decide when to play the drop shot.
- Output – the player would approach the net and execute the drop shot.
- Feedback – if the point is won, the player is likely to use the same approach in similar situations.

Plenary

Students should discuss the fact that feedback on performance outcomes can be stored in long-term memory. When a similar situation arises again, the performer has more experience to make decisions on how best to perform. Feedback helps to continuously build experience so that muscular output is more efficient in subsequent attempts of a skill.

Extension

Students should describe an example from their own participation in sport. For example, a player deciding whether to shoot or pass, which would use basic information processing.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 4: Guidance and Feedback

Task 1

Students to use their examples of guidance and feedback from the starter and place them

Task 2

Students to write a report for a beginner and an elite performer in the same sport. They should write the below:

Beginner:

- Best to learn from visual guidance for simple skills as beginners are able to mimic movements
- Use of simple verbal guidance alongside visual guidance could support learning, but not used alone
- Manual and mechanical guidance are both advantageous for a beginner to help them learn
- Beginners will need positive and extrinsic feedback in order to keep motivated
- Negative feedback will demotivate beginners and is likely to put them off the sport
- Beginners are unable to effectively use intrinsic feedback so this is not recommended
- Knowledge of results is preferred over knowledge of performance as it gives beginners a sense of achievement in sport, without overloading them with information or making them feel self-conscious. It should focus primarily on successful outcomes

Expert:

- Verbal guidance is effective as experts are able to understand instructions
- Visual guidance can help advance more complex skills
- Experts should not rely on manual or mechanical guidance as it takes away the feeling of control
- Experts are able to use intrinsic motivation so this is encouraged as it takes away reliance on external feedback
- Experts should be exposed to negative feedback as well as positive feedback to identify areas for improvement
- Knowledge of performance is preferred for expert performers as they need to understand what they are doing wrong

Extension

Students' examples will vary, but may include:

- Teammates in football giving verbal guidance on where opposition players may be positioned
- Teammates in netball giving visual guidance on a tactic they are going to use
- A swim coach giving knowledge of performance on the swimmer's position in the race
- Spectators in rugby providing negative feedback if a player makes a poor pass

INSPECTION COPY



INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 5: Arousal and Stress Management

Starter

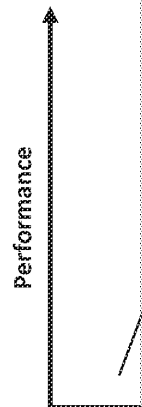
Students should define arousal similarly to the recognised definition below:

'A physiological and psychological state of readiness, which exists on a continuum from a

Task 1

Students to draw the inverted-U diagram and label the axes:

- When arousal is low, performance levels are low due to a lack of stimulation
- At optimum arousal levels, peak performance is experienced
- If arousal levels are too high, performance levels are low due to overexertion



Task 2

Students to identify skills that require low, optimum and high levels of arousal. For example:

Low levels of arousal are needed to perform fine, controlled movements.

For example:

- Putting a snooker ball
- Sliding a stone in curling
- Potting a ball in snooker
- Throwing a dart

High levels of arousal are needed for gross, large muscle movements. For example:

- Shooting/striking in football
- Batting/bowling/throwing in cricket
- Jumping to make a block in basketball
- Serving in tennis

Task 3

Students to make notes as the performer to suggest how inappropriate arousal levels can control arousal levels, or as a psychologist to explain different stress management techniques using the background information.

Plenary

Examples of over-arousal may include:

- A football player who blasts a penalty over the crossbar
- A rugby player who performs a dangerous tackle
- A long-distance runner who sets off too fast

Examples of under-arousal may include:

- A hockey defender who lets an attacker get the better of them
- A gymnast who doesn't put enough effort into the run-up to the vault
- A cricket player who steps out of the way of a fast ball and lets it hit their wicket

Extension

Instruction cards or posters should contain similar instructions/guidance on the following techniques:

Deep breathing

- Block out any external distractions
- Get yourself into a comfortable position, e.g. lying down
- Focus on long, slow and deep inhalation through the nose, and feel the chest fill with air
- Follow this with long, slow and deep exhalations through the mouth, and feel the air leaving the body
- Continue repeating this until the breathing rate has steadied and arousal levels have been lowered

Visualisation techniques

- Clear the mind and block out any external distractions
- Focus, with the eyes either closed or fixed on something unmoving
- Begin to visualise what a successful performance looks like, or how a skill might be carried out
- Think only about success and triumphing over obstacles
- Use all senses to gain a heightened sense of reality
- Continue to replay this image or rehearsal until confidence levels have increased

Positive self-talk

- Block out any external distractions
- Think about positive things that you want to say to yourself that will increase your motivation
- Think about the negative things you might say and counteract them with positive words
- Give yourself positive affirmations and feel your motivation levels rise

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 6: Aggression and Personality

Starter

Students' examples will vary, but may include:

- A rugby player who reacts to a hard tackle by grabbing or pushing their opponent
- A tennis player who smashes their tennis racquet out of frustration
- A hockey player who insults the umpire if they disagree with their decision
- A football player who throws a water bottle if they feel they were wrongly substituted

Task 1

Students to come up with their own examples of direct and indirect aggression. For example:

Direct aggression:

- Performing a late tackle in rugby
- Going up for a header in football with the elbows
- Pushing a player who has been fouling from the back
- Throwing a ball at an opponent in football or basketball

Indirect aggression:

- Kicking away in football
- Throwing the bat down in cricket after being bowled out
- Performing a smash shot in tennis to intimidate the opponent

Task 2

Students to identify the personality types of the different performers and justify the sports they play. Accept any suitable sport linked to personality types.

- 'Quiet individual', 'shy', 'thoughtful' – Introvert
- 'Sociable individual', 'interaction with others' – Extrovert
- 'Individual who gets bored with other activities' – Extrovert
- 'Individual who wants to reflect on thoughts' – Introvert

Introverts tend to participate in sports that require high levels of concentration (e.g. darts) or low levels of arousal (e.g. curling).

Extroverts tend to participate in sports that are played at a fast pace (e.g. tennis), where gross skills are used (e.g. cricket, football, hockey and rugby).

Extension

Students' examples will vary, but could include examples similar to:

- **Andy Murray (tennis player)** – Could be classed as an introvert for playing an individual sport
- **Nicola Adams (boxer)** – Could be considered an introvert for playing an individual sport participating in a sport that requires high levels of arousal
- **Beth Mead (football player)** – Could be considered an extrovert for participating in a team sport
- **Ronnie O'Sullivan (snooker player)** – Could be considered an introvert for playing a sport that requires high levels of concentration

It is likely athletes will be chosen based on the sports they choose, as many elite athletes are featured in the media, although not always.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 7: Motivation

Task 1

Students to identify the type of motivation from the first two case studies and come up with other types of motivation given.

Case study 1 – intrinsic motivation

Case study 2 – extrinsic (intangible) motivation

Task 2

Students to provide an example evaluation of the types of motivation used in the case study example provided.

Extension

Students to use the mark scheme below to assign the case study a mark out of 8.

- 1 × AO1 mark for:
 - A – Receiving praise when coaching without manual guidance
- 1 × AO2 mark for explanation, 1 × AO2 mark for example:
 - (AO1) Motivation that comes from outside the performer
 - (AO2) e.g. a tennis player using prize money as motivation to win matches in a tournament
 - Accept other suitable examples.
- 2 × AO1 marks from:
 - Money
 - Certificates/awards
 - Trophies/medals
 - Accept other suitable examples.
- 3 × AO3 marks from:
 - Enjoyment of an activity is likely to result in more long-term participation than other motivators
 - Enjoyment of an activity does not rely on others, so participants are able to maintain motivation
 - Enjoyment can lead to achievement of extrinsic rewards, so can lead to further participation
 - Enjoyment is a form of intrinsic motivation, which is generally deemed to be stronger than extrinsic motivation
 - Enjoyment on its own might not be enough of a motivator for participation for some participants (who are extrinsically motivated)
 - Some participants may not enjoy an activity they participate in, which means enjoyment is not always a motivator
 - Accept other suitable answers.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 8: Engagement Patterns

Starter

Students to discuss the different social groups that may be at a disadvantage in terms of

- **Gender** – females and people who identify as non-binary may be at a disadvantage due to a lack of role models that can help with inspiration.
- **Race, religion and culture** – ethnic minority groups may be at a disadvantage due to poor representation in sports media.
- **Age** – young people may be disadvantaged as they rely on parents or guardians to help them access facilities.
- **Disability** – people with disabilities face a number of barriers to participation, including poor representation. Disabilities may be physical (e.g. people who use wheelchairs, are blind or deaf) or they may be mental (e.g. people with learning difficulties).

Task 1

Students to describe the different factors that affect engagement patterns in each social group.

Factors should cover:

- Attitudes (e.g. beliefs about certain religious groups or attitudes of children towards disabled people)
- Role models (e.g. disabled role models and role models from a diverse range of ethnicities)
- Access to facilities, clubs or activities
- Media coverage or lack thereof (e.g. among disability and female sports)
- Sexism and stereotypes (e.g. 'masculine' and 'feminine' sports)
- Culture and religious traditions (e.g. Ramadan for Muslims)
- Family commitments (e.g. looking after young children or elderly relations)
- Available leisure time (e.g. for full-time workers)
- Familiarity (e.g. for people trying new sports or who quit sports many years ago)
- Education (e.g. school-aged children who are in education full-time and teenagers who are in part-time education)
- Socio-economic factors (e.g. people with disabilities or people from ethnic minority groups who may find appropriate work and may, therefore, have limited income)
- Adaptability/inclusiveness of activities (e.g. rules on swimming costumes for Muslim women)

Task 2

Students to analyse what they see in the different graphs showing engagement patterns and identify other suitable analysis points.

Ethnicity

- Greatest % participation in people from a mixed ethnicity
- Lowest % participation in people from Asian ethnicities (excluding Chinese)
- White other and white British have a higher % participation than other ethnic groups (e.g. Chinese and black)

Age

- Greatest % participation in 16–34 years
- % participation slightly decreases with age
- % participation dramatically drops in 75+

Activity levels by gender

- A greater % of males participate in activity per week
- Females tend to be more active in the evenings (e.g. 15 mins per week)
- A greater % of other ethnicities participate in activity (e.g. 15 mins per week)

Disability

- Greatest % participation in people with no impairments
- % participation decreases with 1 impairment to 2 impairments
- Similar % participation in people with 3+ impairments and people with no impairments

Extension

Students' analysis of the data; examples of measures may include:

- Increased diversity on advertising, e.g. flyers showing people of all ethnicities, genders and ages
- Promotional campaigns for disadvantaged groups, e.g. exclusive sessions for females or young people in the area
- Discounted membership for people who may have low incomes, e.g. job-seekers, students, etc.
- Adult-only swim times or slow swimming lanes to appeal to older adults
- Automatic entrance doors, lifts, ramps and disabled changing facilities for people with disabilities
- Braille signage for people with impaired vision
- Installation of hearing loops for people with hearing difficulties
- Organised transport or free hiring of bicycles for people who struggle to access public facilities

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 9: Commercialisation and Technology

Task 1

Students to fill in the missing words emboldened below:

There is a mutually benefiting relationship that exists between sport, **sponsorship**, and the triangle. All aspects of this triangle work together to maximise the **profit** of sport.

The **media** provides coverage of sport through mediums such as television, print, social media, and increases the media outlet's **viewership** at the same time as providing a source of sports coverage.

Sponsors provide **money** or goods such as sports equipment, clothing or footwear and, in return, as a result of spectators watching the sport, who will become aware of the sponsor's name. At the same time, sponsors pay media companies, such as TV broadcasters, large sums of money to reach the audience, such as during the break at half-time.

This all benefits the **sport** itself, which receives money and/or products from sponsors and makes the organisation a profitable business.

Task 2

Students to write a marketing strategy that uses the different types of media and sponsorship.

Task 3

Students to identify positives and negatives of commercialisation for the different groups.

	Positives	
Performers	<ul style="list-style-type: none"> Increased income streams Opportunity to be a role model to young performers Better training and coaching Better facilities and equipment Greater variety of roles available (e.g. in punditry) Opportunity to use platform to tackle key societal issues 	<ul style="list-style-type: none"> Invasion of privacy Greater responsibility Negative proportion Greater fixture congestion Injury or burnout Increased greed
Sport	<ul style="list-style-type: none"> Opportunity to use platform as a way of promoting values or campaigning against issues Greater coverage of competitions Expansion of competitions New competitions 	<ul style="list-style-type: none"> Greater reward Negative press Increased greed Super League Less control
Officials	<ul style="list-style-type: none"> Greater income to make officiating a viable career pathway More specialist training Better facilities and equipment Opportunity to become a sporting role model Greater opportunities, e.g. in radio or on TV 	<ul style="list-style-type: none"> Interference Scrutiny on decisions
Audience/spectators	<ul style="list-style-type: none"> Increased range of viewing options Greater inspiration to take part in sport Greater insight into a player's training Increased connection with players or clubs 	<ul style="list-style-type: none"> Increased interest in commercialisation Increased exposure to negative lifestyle Excessive alcohol Inappropriate advertising Reduced live attendance Less of an attraction
Sponsors	<ul style="list-style-type: none"> Increased brand exposure Profit for the company/sponsor Greater reputation of sponsor Opportunity to develop sports branches of a brand, e.g. BT Sport and New Balance 	<ul style="list-style-type: none"> Reliance on performers Bad reputation Company receives negative publicity Loss of profit Risk of not getting a return

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Task 4

Students to write the different perspectives covering the positives and negatives of technology written from the official's perspective. Examples of positives and negatives of technology stakeholders in sport are included in the table below.

	Positives	
Performers	<ul style="list-style-type: none"> Improved equipment can also make sport safer and more comfortable, e.g. light cricket helmets Equipment can also make sport accessible, e.g. prosthetics for amputees Can improve recovery time and rehabilitation from injuries, e.g. hyperbaric chambers can be used to speed up recovery Improves sense of fairness, e.g. TV replays, and Hawk-Eye (tennis) help athletes know the correct decision was made Development of facilities, e.g. 3G pitches can help maintain them in all weather conditions Enables analysis of performance to be more objective, e.g. coaches can use performance analysis software and game analysis software to track individual/team movements Can improve the equipment, e.g. carbon fibre used to make bikes lighter 	<ul style="list-style-type: none"> Lighter equipment may do more harm than good to other athletes High cost of equipment can exclude some athletes from performance Athletes may be distracted when watching video replays
Representative of a sport	<ul style="list-style-type: none"> Improved performance levels increase the attraction and popularity of the sport, which can increase coverage and thus revenue Some technology such as all-weather pitches prevents fixture pile-up due to bad weather, allowing competitions to flow smoothly Allowing the spectators to have a greater insight into the sport can help boost its popularity Greater accuracy of records due to improvements in measurement tools, e.g. laser timings in athletics Increase in fair play of the sport due to the improvements in referee decision-making 	<ul style="list-style-type: none"> Delays in decision-making can disrupt the flow of the game The cost of technology can be a barrier to the sport Development of technology is expensive, but development of equipment can lead to high level of performance
Spectator	<ul style="list-style-type: none"> The audience can become more involved with the sport, e.g. with more analysis, action replays and improved camera angles Improved viewability of sports, with high-definition, slow-motion technology cameras improving the quality of viewing Improved analysis offered by technology means the audience are more informed about the sport, e.g. formations played by a team, role of a player, and rules of the game Reduction in fixture cancellations as a result of bad weather, meaning the audience are less affected by fixture cancellation 	<ul style="list-style-type: none"> Increased broadcast time can detract from the atmosphere Pauses in play can frustrate football fans Overuse of technology can detract from the actual game The audience may feel that the game is not as authentic as it once was
Sponsor	<ul style="list-style-type: none"> Increased opportunities to sponsor products, e.g. the front and rear wing of a newly designed F1 car Increased exposure of the company due to the wider reach of technology, e.g. international broadcasting systems Increased range of technologies used in sport introduces extra opportunities for sponsorship 	<ul style="list-style-type: none"> Negative publicity can affect the reputation of the company Investment in technology can be a barrier to market entry Poor performance can affect the value of the technology on the market

INSPECTION COPY

COPYRIGHT PROTECTED



Lesson 10: Conduct of Performers and Prohibited Substances

Starter

Students may use the optional video, or a sport they select with a partner, to note down

- Sportsmanship behaviours – playing within the rules and the spirit of the sport
- Gamesmanship behaviours – bending the rules to gain an unfair advantage in the sport

Sportsmanship behaviours from the video:

- Track athletes helping each other finish the 5000 m after accidentally colliding
- Andy Murray correcting a reporter on becoming the first person to earn two gold medals
Serena Williams have won four each
- Beach volleyball players shaking hands with all the staff maintaining the court

Gamesmanship behaviours from the video:

- Obstruction at the finish line in open-water swimming
- Refusing to shake hands with the opponent in judo
- Spectators booing a French pole vaulter in athletics

If using a sport of the student's choice, give examples of sportsmanship and gamesmanship with

Task 1

Students to identify examples of sportsmanship and gamesmanship from different sports

Sportsmanship:

- Shaking hands with an opponent before and after a game
- Helping an opponent back onto their feet after they have fallen down
- Staying quiet when an opposition player is taking a conversion in rugby
- Passing the ball back to the opposition team in football who were in possession when

Accept other examples

Gamesmanship:

- Sledging an opponent in cricket to put them off
- Diving in football to trick the referee into thinking it was a foul
- Taking the time to form a line-out in rugby to run down the clock

Accept other examples

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2

Students to identify positive effects and negative side effects of each PED. Accept other

	Benefit to performer	Positive effects on performance	
Stimulants	e.g. a sprinter would benefit from a quicker reaction time out of the starting blocks	<ul style="list-style-type: none"> • Increased alertness • Quicker reaction times • Increased aggression • Increased motivation • Reduced fatigue 	• • • • •
Narcotic analgesics	e.g. a boxer might use narcotic analgesics to dull the pain of getting repetitively hit, so that they are able to continue each round	<ul style="list-style-type: none"> • Mask pain • Reduce sensations of fatigue 	• • • •
Anabolic agents	e.g. a shot-put athlete might use anabolic agents to improve their performance thus they are able to compete with the throw.	<ul style="list-style-type: none"> • Increased muscle mass • Reduced body fat • Increased strength and power • Improved body composition 	• • • •
Diuretics	e.g. a boxer might use diuretics to qualify for a lower weight category and improve their chances of winning.	<ul style="list-style-type: none"> • Increased weight loss • Able to mask other drugs in the system 	• • • •
Peptide hormones (EPO)	e.g. a marathon runner might use EPO to improve their aerobic performance so that they can maintain a higher running speed without fatiguing.	<ul style="list-style-type: none"> • Increased red blood cell count • Increased oxygen-carrying capacity of blood • Greater resistant to fatigue • Improved aerobic exercise performance 	• • • • •
Beta blockers	e.g. a golfer might use beta blockers to steady themselves when putting a ball.	<ul style="list-style-type: none"> • Reduced heart rate / blood pressure • Greater fine motor control • Increased accuracy/precision • Reduced anxiety / muscle tension • Reduced arousal / reduced effects of adrenaline 	• • • • •

Task 3

Students to rearrange steps of blood doping, before categorising positive/negative effects performers are most likely to benefit.

- Step 1** – Blood is withdrawn from the performer in the weeks prior to competition.
- Step 2** – Red blood cells in the blood sample are separated into their components.
- Step 3** – Blood is frozen and stored for future use.
- Step 4** – Red blood cells are reinjected into the performer in the days prior to competition.
- Step 5** – The performer’s red blood cell count is increased.

Positive effects:

- Increased oxygen-carrying capacity of the blood
- Improved aerobic performance
- Greater time to fatigue
- Increased red blood cell count

Negative effects:

- Blockage of the blood vessel (embolism)
- Blood thickening (increased viscosity)
- Risk of heart attack
- Risk of infection
- Risk of blood-borne viruses

Evaluation: Endurance performers (e.g. triathletes, marathon runners, long-distance cyclists) they rely on oxygen delivery to the working muscles for the prolonged duration of an event. Higher exercise intensity without fatiguing. Power and strength athletes are unlikely to benefit from blood doping in activities which do not rely on oxygen delivery to the working muscles.

INSPECTION COPY

COPYRIGHT PROTECTED



Task 4

Students to identify the advantages and disadvantages of taking PEDs for the performer

Advantages for the performer:

- Increased chance of success
- Increased fame with winning
- Increased wealth from prize money
- To level the playing field because of other competitors also using PEDs

Disadvantages for the performer:

- Classed as cheating so is immoral / against the ethics of sport
- Associated with a range of health risks
- Performer can face a lengthy ban from the sport
- Performer can be fined thousands of pounds
- Damages a performer's reputation / prevents future sponsorship deals

Disadvantages for the sport:

- Damages the reputation of the sport, sponsors are less likely to want to be associated
- Ruins the credibility of the sport, spectators begin to be sceptical of outstanding performance

Extension

Students' answers will vary; examples may include:

- Lance Armstrong (cyclist) – EPO and stimulants
- Dwain Chambers (100 m sprinter) – Anabolic steroids
- Maria Sharapova (tennis player) – Meldonium
- Ben Johnson (100 m sprinter) – Anabolic steroids

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 11: Spectator Behaviour

Starter

Students to answer questions from the video (optional), or using their own knowledge

- 1970s
- Alcohol, drugs, rival supporters
- Using sniffer dogs, or by searching upon entry to a ground
- Safeguarding concern if they are acting irresponsibly
- At the train station and around the ground once people have arrived at the stadium
- A pitch invasion or objects thrown, also emotional abuse from abusive chants or ca
- Organising additional trains and buses, or separating rival sets of fans

Task 1

Students to explain each reason for hooliganism, similar to the example provided.

Task 2

Students to use the email to evaluate the different strategies to combat hooliganism

Strategies in

- Earlier kick-off times
- All-seater stadia
- Segregation of rival fans
- Improved security at the events (e.g. through stewards, police and CCTV)
- Restrictions on alcohol in stadia, around the ground, and on transport
- Travel restrictions/bans for misbehaving fans
- Education on / promotion of spectator etiquette
- Campaigns to stop hooliganism

Evaluation points may include:

- Early kick-off times help limit alcohol and drug misuse without the extra time and cost as police patrols and body searches
- All-seater stadia could incur a heavy financial cost for a club and take away some of the atmosphere reduced as a result
- Segregation of rival fans requires greater staffing, but it is an essential measure to prevent violence
- CCTV can be costly to install but helps provide evidence of unruly fans and can help with bans and fines
- Restrictions on alcohol in stadia decreases revenue for the club, but promotes a safer environment
- Education is a cheap and effective way of deterring violence at events

Extension

Students should list positives and negatives of spectators at events.

Positives:

- Creates an atmosphere
- Gives the home team a home-field advantage
- Fills performers with confidence
- Allows performers to showcase their talent
- Some performers will demonstrate their best performance in the presence of spectators
- Allows for positive spectator-player interaction

Negatives:

- Performers may feel threatened or feel an added level of pressure from spectators
- Potential for crowd trouble between rival sets of supporters / hooliganism
- There are increased safety costs for venues
- Clubs and public services have greater safety concerns for the well-being of all spectators
- Young spectators may copy the bad behaviour of older, more responsible supporters
- Criticism of performance can have a negative effect, particularly on young performers

Evaluation can cover similar points to the ones given in Task 2, but can compare how different events are managed differently, e.g. rugby fans are allowed to drink inside the stadium, but football fans are not.

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 12: Health, Fitness and Well-being

Task 1

Students to categorise the benefits of physical activity as physical, social, or mental health.

Physical:

- Greater efficiency of the body systems
- Increased ability to carry out everyday tasks
- Increased likelihood of avoiding obesity
- Reduced risk of some chronic diseases
- Improved function of the cardiovascular system

Social:

- Improves teamwork skills
- Improves ability to cooperate with others
- Provides opportunities to meet new friends
- To have essential human relationships

Mental:

- Helps with controlling emotions
- Stimulates the release of feel-good hormones (e.g. serotonin)
- Reduced stress and tension

Task 2

Students to answer the questions as either a client or a healthcare professional. The following are some of the reasons.

Reasons for participating:

- For physical health and well-being, e.g. to improve heart function / increase the ability to exercise
- For mental health and well-being, e.g. to reduce symptoms of depression / to help get on with life
- For social health and well-being, e.g. to improve communication skills / meet new friends
- For fitness, e.g. to be able to run faster for longer / not get out of breath with daily routine

Reasons for not participating:

- For physical health reasons, e.g. perception that exercise might increase pre-existing health problems to a dangerous level
- For mental health reasons, e.g. lack of motivation to exercise or feeling of being judged
- For social health reasons, e.g. scared to socialise with other people or be seen in public
- For fitness reasons, e.g. perception that someone is unable to exercise for long enough

Effect of exercise on physical health and well-being:

- Helps promote a healthy weight by increasing energy expenditure
- Helps to flush arteries of fatty deposits, improving the flow of oxygen to the tissues
- Helps to improve the function of blood vessels, reducing blood pressure
- Helps reduce cholesterol levels
- Improves the efficiency of body systems
- Improves the immune system to protect against illness

Effect of exercise on mental health and well-being:

- Helps relieve stress and tension
- Stimulates the production of feel-good hormones
- Helps to improve symptoms of depression or anxiety
- Helps to clear the mind from any worries

Effect of exercise on social health and well-being:

- Gives someone the opportunity to meet new friends
- Helps develop interpersonal skills (e.g. teamwork and communication)
- Gives someone a greater sense of belonging to a group or community

Effect of exercise on fitness:

- Improves the functioning of the heart and lungs
- Ability to exercise harder and for longer
- Exercise will feel more easy to perform
- Improvements in fitness can give confidence in other aspects of life

INSPECTION COPY

COPYRIGHT
PROTECTED



Plenary

Students to complete a glossary for the key words. These may include:

Health – The state of complete physical, mental and social well-being, not merely the absence of disease

Fitness – The ability to meet the demands of the environment

Cooperation – Working together with another to achieve a common goal

Emotions – The thoughts and feelings that we have as individuals

Hormones – Chemical messengers that are produced in glands around the body and carry out their roles at tissues

Obesity – An excessive amount of fat where BMI is $> 30 \text{ kg/m}^2$

Serotonin – A feel-good hormone which has a positive impact on mood

Socialise – The act of communicating and doing activities with other people

Stress – A heightened state of tension in response to a demanding situation

Teamwork – Working together with other people as part of a team, striving to achieve a common goal

Tension – An emotional strain felt by someone who is under pressure

Extension

1. True
2. True
3. False (It is a health benefit)
4. True
5. True

INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 13: Consequences of a Sedentary Lifestyle

Starter

Students to recap the different physical, mental and social reasons for participating in sport.

Physical:

- Greater efficiency of the body systems
- Increased ability to carry out everyday tasks
- Increased likelihood of avoiding obesity
- Reduced risk of some chronic diseases
- Improved function of the cardiovascular system

Mental:

- Helps with controlling emotions
- Stimulates the release of feel-good hormones (e.g. serotonin)
- Reduced stress and anxiety

Social:

- Improves teamwork skills
- Improves ability to cooperate with others
- Provides opportunities to meet new people
- To have essential human relationships

Task 1

Students to answer a question for each FAQ.

1. A way of sitting which involves little or no physical activity.
2. Sitting watching TV, sitting at a desk all day in an office job, sitting playing video games, sitting on a train for long short journeys.
3. No, gardening and household chores are classed as forms of physical activity as they increase energy expenditure above resting levels.
4. Yes, sedentary activities limit energy expenditure and are associated with unhealthy weight gain.
5. Yes, there is a range of diseases that leading a sedentary lifestyle could contribute to, such as heart disease and type 2 diabetes.
6. This is the pressure of circulating blood on the blood vessels, such as the arteries. This pressure causes them to weaken, and increases the risk of complications such as a brain aneurysm.
7. Yes, both a sedentary lifestyle and an unhealthy diet are leading factors contributing to obesity.
8. Yes, being sedentary for large periods of the day will trick the body into thinking that it is tired, leading to an earlier onset of sleep and sleep quality. Also, excessive use of screens during sedentary periods can lead to eye strain, especially when used close to bedtime.
9. Yes, mental health and well-being issues could be related to being sedentary. Leading a sedentary lifestyle has been proven to improve mental health and well-being issues such as depression and lack of motivation.
10. Being sedentary tricks the body into thinking it is in a resting state, making it feel tired. This leads to a release of feel-good, energetic hormones.

Task 2

Students to discuss how obesity affects the different aspects of health and performance following aspects:

How limitations on the following fitness components can hinder performance in physical activity:

- Stamina
- Agility
- Flexibility
- Speed/power

Physical health consequences, such as an increase in the risk of:

- Cancer
- Diabetes
- Heart disease/attack
- High cholesterol

Mental health consequences, such as the increased risk of:

- Depression
- Low confidence

Social health consequences, such as an inability to:

- Socialise
- Leave home

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 3

Students to create a fact file for each somatotype.

Mesomorph:

- Broad and muscular
- Large muscle mass
- Suited to 100 m sprint / weightlifting / rugby (back)
- 'Athletic' build
- Low percentage of body fat

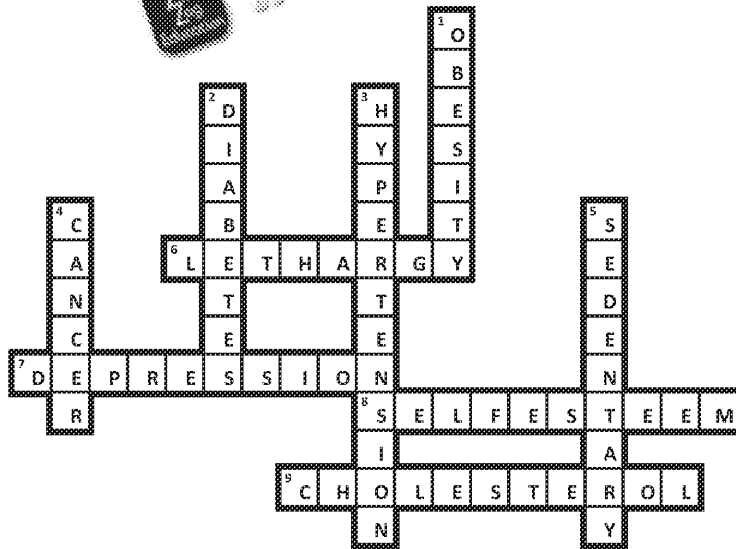
Ectomorph:

- Tall and slim
- High percentage of lean mass
- Suited to basketball, high jump, long-distance events
- Low percentage of fat
- Low body mass, due to low muscle mass

Endomorph:

- Short and stocky
- Large body mass (high fat mass and possibly high muscle mass)
- Round body shape
- High percentage of fat
- Suited to rugby (forward) / heavyweight boxing

Extension



INSPECTION COPY

COPYRIGHT
PROTECTED



Lesson 14: Energy Use, Diet, Nutrition and Hydration

Starter

Calorie requirements are provided by the UK Government and Public Health England.

<https://www.gov.uk/government/publications/the-eatwell-guide>

18-year-old female – 2,000 kcal/day*

30-year-old male – 2,500 kcal/day*

6-year-old male – 1,482 kcal/day

16-year-old male – 2,500 kcal/day

* An active individual requires more calories than an inactive individual so their estimation

Task 1

Carbohydrates

- % needed in a balanced diet – 50–65%
- Sources – Pasta, rice, potatoes, bread, fruit (Accept other suitable sources)
- Function – Primary source of energy for the body
- Use in sport – Eat high carb before a football match to provide a lasting supply of energy

Fats

- % needed in a balanced diet – 25–30%
- Sources – Oils, butter, avocados (Accept other suitable sources)
- Function – Insulation for the body / secondary source of energy
- Use in sport – Provide energy for muscles when carbohydrates run low, e.g. during long distance running

Protein

- % needed in a balanced diet – 15–20%
- Sources – Lean meat, poultry, pulses and beans (Accept other suitable sources)
- Function – Growth and repair of muscles and tissues
- Use in sport – To recover from a weights session and become bigger and stronger

Vitamins and minerals

Examples given on worksheet:

- Vitamins - Vitamins A, B complex, C, D
- Minerals – Calcium, iron and potassium

Sources – Milk and dairy products (e.g. calcium) / red meat, beans, nuts (e.g. iron) / bananas and green vegetables (e.g. vitamin A), citrus fruits (e.g. vitamin C) (Accept other suitable sources)

Functions – Bone health (e.g. calcium) / carry oxygen in the blood (e.g. iron) / prevent cramps (vitamin A), bone and muscle health, immune function, transfer of food into fuel (vitamin B)

Use in sport:

- e.g. calcium helps reduce the risk of bones breaking during contact activities
- e.g. Vitamin A is useful in hand-eye coordination activities such as tennis

INSPECTION COPY

COPYRIGHT
PROTECTED



Task 2

Students to include the following reasons for maintaining hydration and consequences

Reasons for maintaining hydration:

- To prevent dehydration
- To ensure healthy functioning of body systems
- For better body temperature control
- To maintain healthy plasma volume
- To maintain cognitive
- To improve the sweat
- To aid absorption of

Consequences of dehydration:

- Increased viscosity (thickening) of the blood, which slows blood flow and thus oxygen
- Increased heart rate, increasing cardiovascular strain and making the heart work harder
- Irregular heart rhythm (arrhythmia)
- Increase in body temperature, which can lead to water logging
- Slowed reactions
- Impaired decision-making
- Muscle fatigue and cramp

Evaluation of the effect of dehydration on different activities may include:

- Dehydration is more likely to develop in endurance events as they are performed for a long time and athletes accumulate a sweat loss that is likely to be significant enough to dehydrate the performer
- Dehydration is more likely to develop in events where drink breaks are limited, such as marathons, which doesn't have water stations
- Many short-duration activities are not limited by cardiovascular performance, so dehydration has less impact on performance, e.g. in the 100 m sprint
- Dehydration impacts cardiovascular performance (e.g. increased body temperature) but has a greater impact on endurance events which rely on cardiovascular performance, e.g. marathons
- Dehydration can also affect skill performance by impairing concentration and coordination

INSPECTION COPY

COPYRIGHT
PROTECTED

