

Topic on a Page for BTEC Tech Award (L1/2): Sport

Component 2: Taking part and improving other participants' sporting performance

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Mind Maps

- 1 Components of physical fitness and skill-related fitness
- 2 Techniques, strategies and fitness required for different sports
- 3 Officials in sport
- 4 Rules and regulations in sports 1: *number of players, length of time for play, playing area, equipment*
- 5 Rules and regulations in sports 2: *scoring system, starting and restarting play, non-adherence to the rules, application of rules and regulations by officials*
- 6 Planning drills and conditioned practices to develop participants' sporting skills
- 7 Drills to improve sporting performance

All of the above are provided as summary sheets and activity pages in both A3 and A4 formats.

Teacher's Introduction

This Topic on a Page resource has been created for the BTEC Tech Level 1/2 Award in Sport (first teaching 2022). It covers all the teaching content for **Component 2: Taking part and improving other participants' sporting performance**. The aim of this resource is to summarise the different areas of the teaching content into manageable sheets of A3 paper, providing students with an overview of each area.

The resource comes with partially completed mind maps which form activity pages, giving students the opportunity to test their knowledge of the content by completing the questions set out on each page. Each page can be used by students of all abilities. For example, high-achieving students could apply additional examples to illustrate each topic area, whereas lower-ability students may wish to annotate the mind maps to enhance their understanding of each topic.

How to use the resource:

- The sheets can be handed out at the end of the course, or at the end of each topic for revision purposes. This can help students recap knowledge at the end of teaching.
- Each page can be printed out in poster size and displayed on your classroom walls as the topic is being taught, so that students have a visual reminder of what they have been covering in their lessons.
- Students should be encouraged to complete the partially completed mind maps to test their knowledge for this unit.

Specification reference table

There are seven pages in total which cover the four topic areas within the unit specification. The following table can be used to identify which specification points you are teaching.

Page no.	Title	Spec reference
A – Explore the importance of fitness for sports performance		
1	Components of physical fitness and skill-related fitness	A1–A2
B – Investigate fitness testing to determine fitness levels		
2	Techniques, strategies and fitness required for different sports	B1
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4	Rules and regulations in sports 1: <i>number of players, length of time for play, playing area, equipment</i>	B3
5	Rules and regulations in sports 2: <i>scoring system, starting and restarting play, non-adherence to the rules, application of rules and regulations by officials</i>	B3
C – Investigate different fitness training methods		
6	Planning drills and conditioned practices to develop participants' sporting skills	C1
7	Drills to improve sporting performance	C2

October 2023

POWER

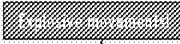
Definition: The product of speed and strength.

$$\text{Power (kgm/s)} = \text{Force (kg)} \times \text{Distance (m)} / \text{Time (s)}$$

Power combines strength (large muscular forces) with speed (quick movements) for explosive movements. These include activities involving throwing, jumping, tackling and shooting.

Examples include:

- Long jump – in order to produce an explosive jump at take-off
- Cricket – to bowl with speed and catch the batter off guard
- Powerlifting – to achieve speed of movement with heavy lifts

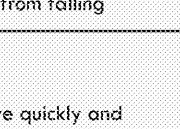
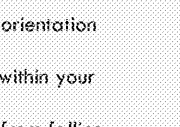
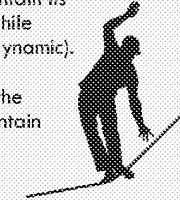


Definition: The ability of the body to maintain its centre of mass over a base of support while stationary (static) or during movement (dynamic).

Important in sports and activities where the performer must stay on their feet or maintain a steady body position.

Examples include:

- Trampolining – to control the body's orientation when springing from the trampoline
- Netball – to catch the ball and stay within your designated area of the court
- High ropes course – to stop yourself from falling



AGILITY

Definition: The ability of the body to move quickly and precisely to change direction at speed.

Useful in many skill-based sports that involve feints and zigzag movements. These are performed to out-manoeuvre an opponent while maintaining speed and balance.

Examples include:

- Figure skating – to skate in multiple directions and change speed
- Futsal – to close down or dribble in and out of opponent's defence
- Trail cycling – to change direction at speed



SKILL-RELATED

FITNESS COMPONENTS

PHYSICAL FITNESS COMPONENTS

Aerobic endurance

Definition: The ability of the cardiovascular and respiratory systems to deliver oxygen and other essential nutrients (e.g. glucose) to the working muscles.

Helps to delay fatigue and sustain a low to medium intensity in endurance sports or long duration activities.

Examples include:

- 10k – in a steady pace and prevent muscle injury
- Endurance – to maintain energy levels for 90 minutes and facilitate quicker recovery between sprints
- Canoeing – to sustain effort of the upper body without getting fatigued



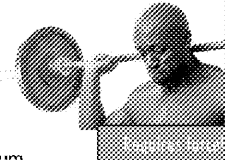
Muscular strength

Definition: The amount of force a muscle or muscle group can generate when contracting against a resistance.

Allows the participant to exert more force with an activity, making it easier to overcome resistances.

Examples include:

- Weightlifting – in order to lift heavy weights
- Rugby – to overcome the opposition in the scrum
- Rock climbing – to grip hold of the rocks while swinging the legs



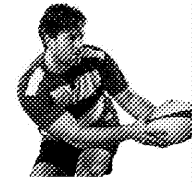
Body composition

Definition: The relative ratios of fat mass and fat-free mass (muscle, water and bone) that make up the body.

Different body compositions are suited to different sports and activities. This results in participants with a variety of body types.

Examples include:

- Swimming – having a low body fat is important to reduce resistance and drag through the water
- Weightlifting – having a large body mass is important for pushing and pulling forwards to be difficult to stop in contact



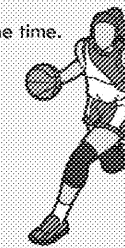
COORDINATION

Definition: The ability to use two or more body parts at the same time.

Coordination can involve a number of different body parts. Most movements will require good hand-eye coordination, while others require the movement of multiple limbs at once. Well-coordinated movement is smooth and efficient.

Examples include:

- Tennis – to hit the ball at its sweet spot for accurate shots
- Basketball – to dribble the ball with both hands and beat opponents



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SKILLS AND STRATEGIES

There is more that contributes to successful sporting performance than just skill and technique. The ability to think and plan is also important. Furthermore, having a game plan (a strategy) and using a diverse range of means to overcome an opponent (tactics) are also key factors.

SKILLS

Safe and effective participation in sport and physical activity is dependent on skill **performance**, which in turn depends on the **ability** to perform tasks with **technique**.

Skill – The learned ability to select and execute techniques in a timely manner to achieve predetermined results with maximum certainty.

Ability – The traits or qualities that determine a person's potential.

Technique – The movements that combine to perform a skill.

KEY EXAMPLES INCLUDE:



Serving in tennis



Sweep shot in cricket



Throwing a javelin

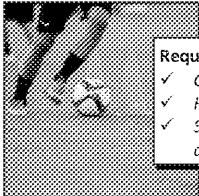


Jump shot in handball

The same skills require different techniques

These are all methods of **scoring**, which is a skill used in team and individual sports. Some skills may, however, be specific to team sports; these include:

Travelling



- Requires:
- ✓ Control
 - ✓ Footwork
 - ✓ Situational awareness

Intercepting



- Requires:
- ✓ Anticipation
 - ✓ Timing
 - ✓ Agility
 - ✓ Situational awareness

Passing



- Requires:
- ✓ Accuracy
 - ✓ Speed
 - ✓ Timing
 - ✓ Clear communication

- Close control of the ball and stick/foot to dribble in hockey and football
- Carrying a ball in two hands in rugby
- Bouncing the ball while running to dribble in basketball

- Reading a pass in netball and cutting it out
- Positioning to cut out a through ball in football
- Anticipating and intercepting passes in basketball

- Chest passes in football
- Through passes in football
- Underarm passes or behind the back passes in lacrosse
- The spin pass, pop pass, lobbed pass and offload are all ways of passing the ball in rugby

ISOLATED PRACTICE AND COMPETITIVE SITUATIONS

To improve technical skills in sport, participants should practise skills in **isolated practice** and in **competitive situations**.

Isolated practice – practising skills and strategies on their own, without direct competition.

Competitive situation – practising skills and strategies in a competitive environment that reflects real competition.

Isolated practice

Allows skills to be focused on **one at a time**, allowing the participant to correct weaknesses or bad technique as and when they develop. A well-refined skill can then be applied in a competitive situation.

For example, a golf player might go to the driving range to practise their strokes, before applying them on a course.

Teams and individuals use **tactics** in sporting events to play into the strengths and weaknesses of their opponents.

Tactics – The different strategies or a team employs in strengths and against weaknesses.

Strategy – The overall intended sporting outcome.

TACTICS

Pressing in football – aggressively closing down the opposition in their own half

Fast defensive line in football – forcing the opposition team to make errors

Triangles in hockey – passing and move instead of running with the ball

Shot range in badminton – catching a baseline player out with drop shots

The 1500 m is a race where runners have to state their dominance, whereas others will be more subtle where they are trying to outpace their opponents.



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OFFICIALS IN SPORT

Different sports have a range of official national governing bodies. Each official

REFEREES

Hold the main authority when enforcing rules in sports events. Their role is to ensure players **adhere to the rules and regulations** of the game and to **apply disciplinary measures**.



There is a large degree of crossover between **referees** and **umpires**, with the main difference being the role that takes priority, as dictated by the nature of the sport. Examples of sports where a referee or an umpire is the main official include:

- Football
- Hockey
- Basketball
- Netball
- Boxing
- Tennis
- Cricket

For example, in football referees see if players are tackling in a fair manner. If not, they might receive a yellow or red card.

UMPIRE

Primarily responsible for **settling disputes** and **making judgements** on match events. They often do this with the help of technology.



For example, a tennis umpire will use Hawk-Eye to respond to challenges by players whether a ball is in or out.

LINE UMPIRES

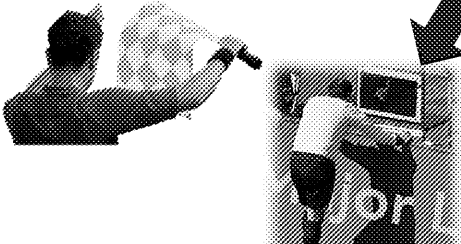
Support the main official by making calls on whether a ball has crossed the boundary or not. They support **fair play** and **accurate scoring**.

For example, line umpires are used in **volleyball, tennis and badminton** to call a ball in or out.

ASSISTANT OFFICIALS

Positioned at the side of the playing area, they **support** the main official in their **decisions** and promote **fair play**.

For example, a **touch judge** in rugby makes sure that the ball is kept within the field of play.



KEY OFFICIALS AND THEIR ROLES

SCORERS & JUDGES

Used in sports where performance is judged. These types of sports commonly employ **points-based systems**, such as boxing, gymnastics, diving and martial arts. There is usually a panel of judges whose scores are averaged, or decisions are tallied.

For example, judges score gymnasts on the **difficulty** and **execution** of a move.

TIMEKEEPERS

Used in sports that have **set intervals**. These differ from sports that finish once a result is reached, like tennis or golf. Timed sports usually consist of **multiple periods**. The role of timekeepers is to ensure each interval runs for the **correct duration**, by stopping the clock when play is inactive, or adding on stoppages as **extra time**.



For example, in basketball, timekeepers are responsible for stopping/starting the clock and keeping track of time.

VIDEO REVIEW OFFICIALS

Video review officials **replay key incidents** from a game. They either **confirm** the original decision when a key decision is **challenged**, or provide the **correct decision** upon request.

For example, in football when the video review official thinks a key incident could do with a second look.

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RULES AND REGULATIONS: STRUCTURE

Each sport will have a set structure which determines how that sport is played. These structures are set as follows:

NUMBER OF PLAYERS

Team sports involve multiple players working as part of a team against an opposition. Teams usually consist of **on-pitch players** and **substitutes**. The numbers of players will vary by sport.

- How many players are allowed to participate at any one time?
- How many substitutes can be used and are they rolling substitutes?
- Are there various different formats?

LENGTH OF TIME FOR PLAY

The length of time that sports are played for will depend on whether they are determined by **score**. Sports that are played by time are usually split evenly into periods. Sports that are played to a specific score will continue until the score is reached.

- How many periods of play are there?
- What is the length of each period?
- Is the length of play determined by time or by score?
- Is additional time or extra periods added, and for what situations?

PLAYING AREA

National governing bodies set out regulations on the dimensions of the **overall playing area** and on **individual playing areas** within the overall playing area.

- What are the dimensions of the overall playing area?
- What is the purpose of the individual playing areas within the overall playing area?



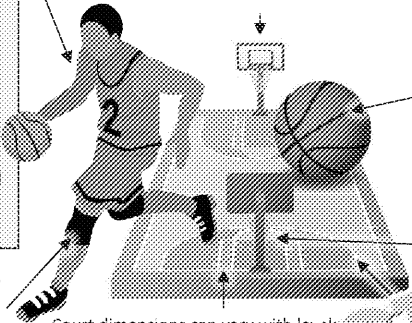
TEAM SPORT: BASKETBALL BASED ON THE NBA

5 outfield players and up to 7 substitutes (unlimited substitutions)

3x3 basketball was introduced at the 2020 Summer Olympics. It is played between two teams of three on a half court with a single hoop. Games run for a single 10-minute period or until a team reaches 21 points.

Players do not have to wear any protective equipment, but some players may wear equipment to protect them from injuries, e.g. ankle braces or knee pads.

The hoop should be 10 feet high off the ground and have a diameter of 18 inches.



The ball should have a circumference of 29.5 inches and should weigh 20–22 ounces.

Foul line is 15 feet in front of the hoop.

Court dimensions can vary with level of play, but these are standard dimensions used in professional play.

★ Length of 3-point arc: 22 feet
★ Width of 3-point arc: 6 feet in radius

The 3-point arc is approx. 22 feet away from the centre of the hoop.

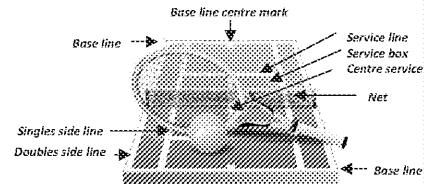


Consists of 4 quarters. In the rare event that a game ends in a draw, the game will have overtime periods will be played until there is a winner.

Check out the NBA rule book for more information on each of these aspects: <https://official.nba.com/rulebook/>

Let's take a look at some examples...

INDIVIDUAL/TEAM SPORT: TENNIS



Players:	<ul style="list-style-type: none"> ✓ 1v1 for singles / 2v2 for doubles
Time:	<ul style="list-style-type: none"> ✓ Dependent on length of sets (who wins the best of three or five sets)
Area:	<ul style="list-style-type: none"> ✓ Grass, clay or hard court length: 23.77 m width: 10.97 m (doubles) 8.23 m (singles) Sidelines: 1.37 m each
Equipment:	<ul style="list-style-type: none"> ✓ Net (1.07 m high) ✓ Racquet (max length: 73.7 cm, max width: 31.7 cm) ✓ Ball (weight: 56–59.4 g, diameter: 6.54–6.86 cm)

Check out the Olympics guide to tennis for everything you need to know about the rules and scoring system: <https://olympics.com/en/news/tennis-rules-regulation-how-to-play-basics>

Notice that some measurements are given in the **imperial system** (e.g. inches for basketball) whereas others are given in the **metric system** (e.g. cm/m for cricket and tennis). It is important to keep the same system when completing this for your assignments.

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RULES AND REGULATIONS: HOW THE GAME IS PLAYED

Each sport will have a different scoring system, and the way the game is played. These again are set as rules and regulations.

Rules – The laws of the game which are set out in a rule book.
Regulations – The guidelines for how participants should play.

2:3

SCORING SYSTEMS

Scoring more points or goals than an opponent in sport is usually how a game is won. However, different sports have different methods of scoring. Some even have several ways of scoring, with a maximum number of points.

Innings – A division of a cricket match where each team has an attempt at batting (i.e. an innings).



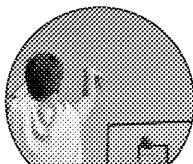
CRICKET

Batters can score runs by **swapping ends** with a partner and by hitting a **boundary**. They get **four runs** if the ball touches the field beforehand or **six runs** if it goes straight over. Scorecards tally up the runs each team is able to get per innings. The team with the most runs wins.



TENNIS

Tennis is a sport with a unique scoring system. Matches are played to the best of **three or five sets**. Sets are played to the first to win at least **six games** (by two clear games). Each game is won by scoring points.

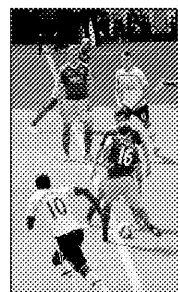


BASKETBALL

Players can score **3 points** by scoring outside the 3-point arc, **2 points** for scoring inside the 3-point arc, and **1 point** for a free throw.

Can you answer the following questions about your sport?

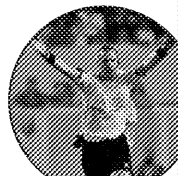
- How does the scoring system work?
- How is the game won?
- How is the game played?
- How and when is a foul committed?



FOOTBALL

Can you answer the following questions about your sport?

- What are the different positions on the field?
- How are decisions made?
- How should an official be positioned?



FOOTBALL

Officials will often use hand signals to indicate decisions. The example here is of the **advantage** rule played in football.

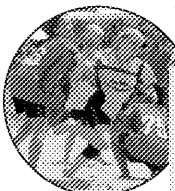
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NON-ADHERENCE TO THE RULES

All sports have specific rules and regulations that participants must follow. Participants must be aware of these rules in order to avoid being punished for not playing within the laws of the game.

Can you answer the following questions about your sport?

- What are the specific playing rules to adhere to?
- Where is the play area or offside line?
- What could happen if a participant breaks a rule?
- What are the consequences for breaking a rule?



HANDBALL

Many sports, such as beach handball, are **non-contact**. Pushing or holding another player is classed as a foul.



RUGBY

Any rugby tackle that is **late**, above shoulder height, or fails to **wrap the arms** is classed as an infringement.

EXAMPLES:

- Netball** – ‘Double dribble’
- Hockey** – Controlling the ball with the feet
- Netball** – Moving into a zone that is not designated to a player’s position
- Football** – High tackle with the studs showing
- Athletics** – Straying outside one’s designated lane in a sprint

Participants in **most sports** will be sanctioned if they use offensive, insulting or abusive language.

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PLANNING DRILLS AND CONDITIONED PRACTICES

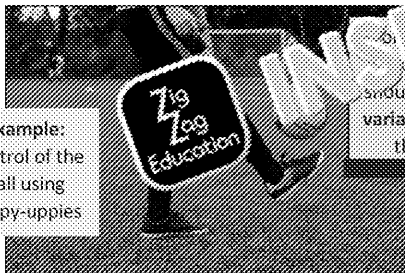
Session leaders must understand how to plan drills for sports participants. A number of techniques can be used. These include:

- Skill progressions
- Drills
- Conditioned practices
- Demonstrations

When learning skills, participants should be progressive, starting with simple isolated practice, then moving to more complex drills.

UNOPPOSED STATIONARY DRILLS

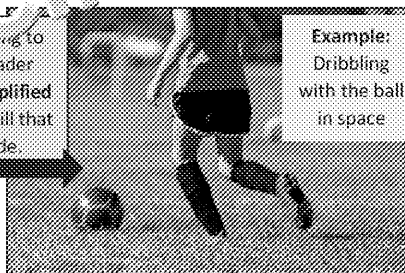
Example:
Control of the ball using keepy-uppies



When learning skills, participants should be progressive, starting with simple isolated practice, then moving to more complex drills. If possible, the leader should have a simplified variation of the drill that they can provide.

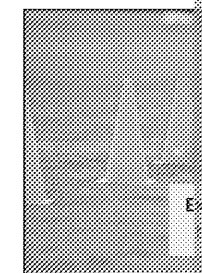
DRILLS INVOLVING TRAVEL

Example:
Dribbling with the ball in space



Helps the participant practise a skill while on the move. This challenges their ability to coordinate a skill with movement.

PASSIVE DRILLS



Passive opposition can be used in drills or poles. This allows for the timing of a skill against a stationary opponent.

Allows the participant to repeatedly practise a skill on the spot without overworking themselves. This helps to build up technique.

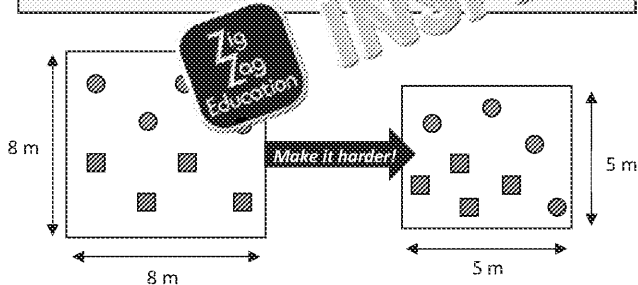
DRILL PROGRESSION

CONDITIONED PRACTICES

Making use of rule changes in drills to challenge the participant in applying skills to different scenarios and situational contexts.

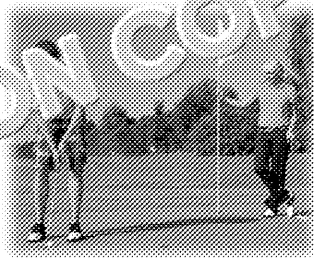
In small-sided possession-based games in invasion sports such as basketball, hockey, football and rugby, conditions may be to:

1. **Reduce the size of the area** – means participants have less time to make their move
2. **Make teams uneven** – means the teams have different needs to work harder for the ball



DEMONSTRATIONS

Showing sports participants how a skill is performed provides a visual aid of the technique required.



In golf, demonstrations should be given for the different types of shot that can be played with the range of clubs. This will help players identify the differences in technique required.

Demonstrations can be performed by either the session leader or a competent peer. It is important that whoever is demonstrating a skill uses the correct technique for others to try to copy.

The demonstrator should be positioned so that all participants have a clear view of the demonstration taking place.

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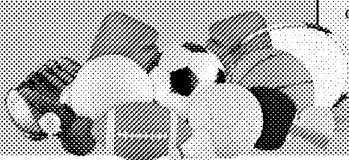
DRILLS TO IMPROVE SPORTING PE

Once drills have been planned out, the organisation of the session must be maintained in the delivery to participants. There are a number of different factors to consider when organising a sports activity session, as well as supporting participants as they carry out the drills.

TIMING

The leader must stick to the timings they have planned out in order to ensure all aspects of the session can be completed and no time is wasted. This involves planning for progression with each drill.

More time may be needed for beginners who will require extra support and teaching points.



ORGANISATION

ORGANISATION OF PARTICIPANTS

Drills may be designed for individual practice, or in pairs or groups. This requires organisation in terms of equipment and space.

EQUIPMENT

Equipment used in drills will depend on the amount available and the size of the group. If there is little equipment, drills may be designed for paired or group work so that participants can share equipment. Equipment should always be sport-specific.

USE

The area used to run drills will depend on the size of the group. Participants should be prevented from blocking each other. Space may also be needed in advance for more effective drills.

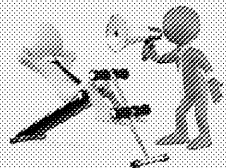
SUPPORTING PARTICIPANTS

OBSERVING PARTICIPANTS

Close attention must be paid while participants carry out drills. This helps the leader identify their strengths and weaknesses and provide the appropriate teaching points and feedback they need for support. For beginners, it is important not to make the observation obvious to the participant, putting undue pressure on them.

PROVIDING INSTRUCTIONS

When introducing a drill to the group, it is important to give simple instructions that are easy for participants to understand and to remember. Progressions with more complex drills will help to space out instructions.



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POWER

A Definition:

C Relevance:

D Impact:

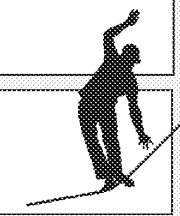
Explosive movement



A Definition:

C Relevance:

D Impact:

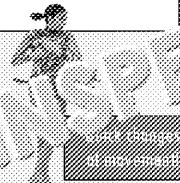


AGILITY

A Definition:

C Relevance:

D Impact:



PHYSICAL FITNESS COMPONENTS

Aerobic endurance

A Definition:

C Relevance:

D Impact:

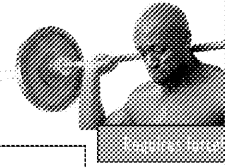


Muscular strength

A Definition:

C Relevance:

D Impact:



Body composition

A Definition:

C Relevance:

D Impact:



COORDINATION

A Definition:

C Relevance:

D Impact:



SKILL-RELATED → **FITNESS COMPONENTS**

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You are a sports volunteer who has decided to put on free sports sessions for members of the local community.

For a sporting activity of your choice:

- Describe how to perform **three** different skills for that sport in isolated practice and a competitive situation.
- Describe **two** tactics or strategies that can be used in that sport and explain the impact it would have on performance.
- Explain **two** examples of decision-making that are key to that sport.

SKILLS AND S

There is more that contributes to successful sporting performance than just skill and technique. Tactics can be just as important. Furthermore, having a game plan (a strategy) can help a player put their skill and technique into the game.

SKILLS

Safe and effective participation in sport and physical activity is dependent on skill and technique. Performance, which in turn depends on the ability to perform tasks with good technique.

Skill – The learned ability to select and execute techniques in a timely manner to achieve predetermined results with maximum certainty.

Ability – The traits a person has that give them their potential.

Technique – The movements that combine to perform a skill.

A	SKILL	HOW TO PERFORM	
		IN ISOLATED PRACTICE	IN A COMPETITIVE SITUATION

ISOLATED PRACTICE AND COMPETITIVE SITUATIONS

To improve technique and skills in sport, participants should practise skills in isolated practice and in competitive situations.

Isolated practice – practising skills and strategies on their own, without direct competition.

Competitive situation – practising skills and strategies in a competitive environment that reflects real competition.

Isolated practice

Allows skills to be focused on **one at a time**, allowing the participant to correct weaknesses or bad technique as and when they develop. A well-refined skill can then be applied in a competitive situation.

For example, a golf player might go to the driving range to practise their strokes, before applying them on a course.

Teams and individuals use **tactics** in sporting activities to put their skill and technique into the game.

Tactics – The different movements or a team employs in a game to use their strengths and against their weaknesses.

Strategy – The overall plan or intended sporting outcome.

B STRATEGY / TACTICS (DESCRIPTION)

The 1500 m is a race grounded on strategy. Some like to state their dominance by taking an early lead, whereas others will focus on getting a late attack.

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OFFICIALS IN SPORT

Different sports have a range of officials from governing bodies. Each official has a range of roles.

REFEREES

Description:

Describe the role of the different key officials in sport. You should use a sporting example for each to support your answers.

A



There is a large degree of crossover between referees and umpires, with the main difference being the role that takes priority as dictated by the nature of the sport. Examples of sports where a referee is the main official are football, basketball and boxing. An umpire is the main official in sports such as field hockey, netball, tennis and cricket.

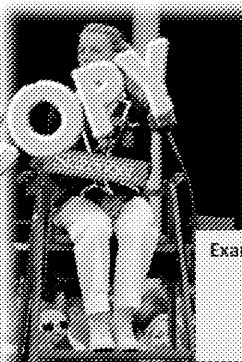
Referee	Umpire
<ul style="list-style-type: none"> • Football • Basketball • Boxing 	<ul style="list-style-type: none"> • Field hockey • Netball • Tennis • Cricket

Example:



UMPIRE

Description:



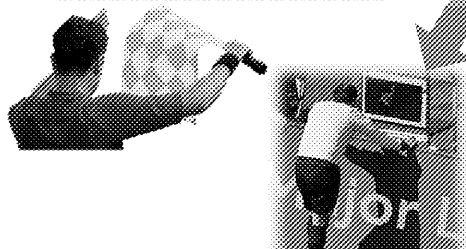
Example:

KEY OFFICIALS AND THEIR ROLES

ASSISTANT OFFICIALS

Description:

Example:



VIDEO REVIEW OFFICIALS

Description:

Example:



LINE UMPIRES

Description:

Example:



SCORERS & TIME KEEPERS

Description:

Example:

TIME KEEPERS

Description:

Example:



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RULES AND REGULATIONS: STRUCTURE

Each sport will have a set structure which determines how that sport is played. These structures are set as follows:

NUMBER OF PLAYERS

Team sports involve multiple players working as part of a team against an opposition. Teams usually consist of **on-pitch players** and **substitutes**. The numbers of players will vary by sport.

- How many players are allowed to participate at any one time?
- How many substitutes can be used and are they rolling substitutes?
- Are there various different formats?

LENGTH OF TIME FOR PLAY

The length of time that sports are played for will depend on whether they are determined by **time** or **score**. Sports that are played by time are usually split evenly into periods. Sports that are played to a specific score will continue until the score is reached.

- How many periods of play are there?
- How long is the length of each period?
- Is the length of play determined by time or by score?
- Is additional time or extra periods added, and for what situations?

PLAYING AREA

National governing bodies set out regulations on the dimensions of the **overall playing area** and on **individual playing areas** within the overall playing area.

- What are the dimensions of the overall playing area?
- What is the purpose of individual playing areas within the overall playing area?



You are designing a training course on officiating in two sports of your choice. You have been asked to gather information on the rules and regulations that govern the structures of your chosen sports and present them to a group of trainee officials.

For your chosen sports, research and give an account of the rules and regulations around the:

- Number of players allowed to participate
- Length of time for play
- Size and weight of participation equipment
- Number of substitutes and substitutions
- Dimensions of the playing area
- Required and optional protective equipment

You should consider drawing diagrams to show some of these aspects.



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RULES AND REGULATIONS: HOW THE GAME IS PLAYED



You are a coach at a summer training camp and have been asked by the lead trainer to deliver two sporting activities of your choice. In order to plan your training sessions, you will have to brush up on the rules and regulations around how each sport is played.

- For each of your chosen sports, research and give an account of:
- The scoring system in place and what happens if the event ends in a tie
 - How play starts, ends, and restarts throughout the event
 - The different ways that participants may display non-adherence to the rules
 - The appropriate actions that should be taken to deal with non-adherence to the rules

SCORING SYSTEMS

Scoring more precisely is the most important in sport is usually how a game is played. Different sports have different methods of scoring. Some sports have several ways of scoring, with a varied number of points on offer.



Can you answer the following questions about your sport?

- ↳ What are the methods of scoring?
- ↳ What are the different points on offer for different methods of scoring?
- ↳ How is a winner determined?
- ↳ What happens in the event of a tie?

Sport 1:

Sport 2:

Rules – The laws of the game
Regulations – The guidelines

Can you answer the following questions about your sport?

- ↳ How does the game start?
- ↳ How is the game played?
- ↳ How is the game won?
- ↳ How and when is a tie broken?

Sport 1:

1

NON-ADHERENCE TO THE RULES

All sports have specific rules and regulations that participants must follow. Participants must be aware of these rules in order to avoid being punished for not playing within the laws of the game.

Can you answer the following questions about your sport?

- ↳ What are the specific playing rules to adhere to?
- ↳ Where is the play area or offside line?
- ↳ What could happen if a participant intentionally breaks the rules?
- ↳ What are the consequences for breaking the rules?

Sport 1:

Can you answer the following questions about your sport?

- ↳ What are the different ways to win?
- ↳ How are decisions made?
- ↳ How should an official be trained?

Sport 1:

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PLANNING DRILLS AND CONDITIONED PRACTICES

Session leaders must understand how to plan drills for sports participants. A number of techniques are used. These include:

- Skill progressions
- Drills
- Conditioned practices
- Teaching points

You are a sports coach who is planning a training session to develop skills for that sport.

Using a sport of your choice, complete the following for your sports session:


- Design a drill that progresses a selected skill from stationary unopposed practice to practice against active opposition.
- Design **two** conditioned practices for your drill. You should consider using diagrams to illustrate the practices.
- Describe how you would demonstrate **three** different skills for your sport, and state the **three** teaching points you would give for each.

When learning skills, drills should be progressed through the following stages:

UNOPPOSED STATIONARY

INTRODUCING TRAVEL

PASSIVE

<p>A</p> 		
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DRILL PROGRESSION

CONDITIONED PRACTICES

Making use of **rule changes** in drills to challenge the participant in applying skills to different scenarios and situational contexts.

B



DEMONSTRATIONS AND TEACHING POINTS

C

	Demonstration

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DRILLS TO IMPROVE SPORTING PE

Once drills have been planned out, the organisation of the session must be maintained in the delivery to participants. There are a number of different factors to consider when organising a sports activity session, as well as supporting participants as they carry

Continue the plan for the drill from Page 6

Describe how you would use the following organisational aspects when designing the drill.

A **TIMING**

A **ORGANISATION OF PARTICIPANTS**

A **EQUIPMENT**

A **USE**

Now it's time to deliver the training session.

Describe how you would support participants in the following areas

B **OBSERVING PARTICIPANTS**

B **SUPPORTING PARTICIPANTS**

B **PROVIDING FEEDBACK**

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