

# Activity Pack for BTEC Nationals in Sport

## Unit 7: Practical Sports Performance

For Pearson BTEC Level 3 National:

Certificate in Sport (603/0458/3)

Extended Certificate in Sport (601/7218/6)

Foundation Diploma in Sport (601/7220/4)

Diploma in Sport (603/0460/1)

Extended Diploma in Sport (603/0459/5)

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# Contents

<b>Thank You for Choosing ZigZag Education.....</b>	
<b>Teacher Feedback Opportunity.....</b>	
<b>Terms and Conditions of Use .....</b>	
<b>Teacher's Introduction.....</b>	
Specification reference table.....	
Activity 1 – Rules/laws regulated by governing bodies of sports: rule cards.....	
Activity 2 – Competition rules, laws and regulations: watch and learn.....	
Activity 3 – Unwritten rules and the law: best and worst behaviour .....	
Activity 4 – Regulations: 'give me a minute!' .....	
Activity 5 – Key officials and their roles in a sports competition: table fill .....	
Activity 6 – Responsibilities of the officials: comic book.....	
Activity 7 – Communication of the officials: paying attention .....	
Activity 8 – Technical demands required to perform in sport: skills circuit.....	
Activity 9 – Technical demands required to perform in sport: dissecting skills.....	
Activity 10 – Defending and attacking: design a session.....	
Activity 11 – Decision-making and communication: bench ball .....	
Activity 12 – Environmental conditions: scenarios .....	
Activity 13 – Demonstrations and types of practice: practice match.....	
Activity 14 – Application of rules and regulations: case study .....	
Activity 15 – SWOT analysis: record and review .....	
Activity 16 – Performance profiling: trump cards .....	
Activity 17 – Observations and objective performance data: video analysis .....	
Activity 18 – Use of technology: research.....	
Activity 19 – Testing, interviews, subjective and objective data, performance data and.....	
Activity 20 – Strengths and areas for improvement and activities to improve performance.....	
Activity 21 – Strengths and areas for improvement and activities to improve performance.....	
<b>Answers .....</b>	

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# Teacher's Introduction

This pack provides activities which can be used to test and aid the learning of information that is delivered in **Unit 7 – Practical Sports Performance** of BTEC Nationals (Level 3) in Sport.

The resource follows the specification in the order provided. The activity cross-reference table provided at the beginning of the resource is a useful tool for locating the learning aims that are covered in each activity and identifying the type of activity that is used.

A range of activities is used in this pack, which are designed to be completed individually, in large/class groups, as well as activities which are designed to be completed during a lesson. The type of activity can be identified by the icon in the top right-hand corner of each activity.



= individual activity



= paired activity



Note that some activities are suitable for varying numbers of participants. This information is provided in the activity cross-reference table.

These activities are designed to be completed by the students with little input from the teacher. However, where relevant, teacher's instructions have been provided in order to aid the students.



A web page containing all the links listed in this resource is conveniently located on Zig Zag Education's website at **[zzed.uk/9058](http://zzed.uk/9058)**

You may find this helpful for accessing the websites rather than typing the addresses.

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## Specification reference table

Activity No.	Specification Reference		Title	Additional Resources
1	A1	Rules/laws regulated by governing bodies of sports	Rule Cards	Computer
2	A1	Competition rules, laws and regulations	Watch and Learn	Computer
3	A1	<ul style="list-style-type: none"> <li>Unwritten rules, etiquette, sportsmanship and ethics</li> <li>Situations where rules/laws have been applied both legally and illegally, to gain an advantage</li> </ul>	Best and Worst Behaviour	<ul style="list-style-type: none"> <li>Smart</li> <li>Goal</li> <li>Com</li> </ul>
4	A1	Regulations	'Give Me A Minute!'	Stopwatch
5	A2	Key officials and their roles in a sports competition	Table Fill	Pen/pencil
6	A2	Responsibilities of the officials	Comic book	Pen/pencil
7	A2	Communication of the officials	Paying Attention	<ul style="list-style-type: none"> <li>Voice</li> <li>Hand</li> <li>Goal</li> <li>Com</li> </ul>
8	B1	Technical demands required to perform in sport	Skills Circuit	Variety
9	B1 + C1	Technical demands required to perform in sport	Dissecting Skills	Pen/pencil
10	B2 + C1	Defending and attacking	Design a Session	(Optional) <ul style="list-style-type: none"> <li>Any to session</li> </ul>
11	B2	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Communicating</li> </ul>	Bench ball	<ul style="list-style-type: none"> <li>Ben</li> <li>Net</li> <li>Net</li> </ul>
12	B2	Environmental conditions	Scenarios	Pen/pencil
13	C1	<ul style="list-style-type: none"> <li>Demonstrations</li> <li>Types of practice</li> </ul>	Practice Match	Pen/pencil
14	C1	Applications of rules and regulations	Case Study	Pen/pencil
15	D1	SWOT analysis	Record and Review	<ul style="list-style-type: none"> <li>Rec</li> <li>(can</li> <li>iPa</li> <li>Var</li> <li>equ</li> <li>Com</li> </ul>
16	D1	Performance profiling	Trump Cards	Pen/pencil
17	D1	Observations and objective performance data	Video Analysis	<ul style="list-style-type: none"> <li>Com</li> <li>Mo</li> </ul>
18	D1	Use of technology	Research	<ul style="list-style-type: none"> <li>Com</li> <li>Ad</li> <li>su</li> <li>(if</li> </ul>
19	D1	<ul style="list-style-type: none"> <li>Testing</li> <li>Interviews</li> <li>Subjective performance data</li> <li>Objective performance data</li> <li>Observations</li> </ul>	Crossword	Pen/pencil
20	D2 + D3	<ul style="list-style-type: none"> <li>Strengths and areas for improvement</li> <li>Activities to improve performance</li> </ul>	How SMART are Your Goals?	Pen/pencil
21	D2 + D3	<ul style="list-style-type: none"> <li>Strengths and areas for improvement</li> <li>Activities to improve performance</li> </ul>	Timeline	Pen/pencil

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## Rules/laws regulated by governing bodies of sports: rule c

1. In groups of 3–4, choose one of the following sports or choose a sport of your own choice: **badminton | football | rugby union | tennis | judo | golf | cycling** |
2. Research your sport on the Internet to complete the rule card below, indicating the rules regulated by the national governing body and international sports federation. The task is to navigate suitable websites to outline the main rules/laws for your chosen sport.

### Regulating Rules

Sport:

National governing  
body:

Team sport ☐

Individual sport ☐

Both ☐

International sports  
federation:

#### Key vocabulary regarding rules

(e.g. Tennis – ‘Fault’: when the ball lands outside the service box or does not

#### Selected top 5 most important regulations for sport (i.e. standard court rules)

- ☒
- ☒
- ☒
- ☒
- ☒

#### Main rules during a game/competition:

Diagram to  
of your choice

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## Competition rules, laws and regulations: watch and learn

- Using computers/tablets, etc., watch the following clips:
  - Olympic tennis: <https://www.youtube.com/watch?v=HKlrSh5WlJI>
  - Football: [https://www.youtube.com/watch?v=Dqp\\_yYJ-ALY](https://www.youtube.com/watch?v=Dqp_yYJ-ALY)
  - 100 m sprinting: <https://www.youtube.com/watch?v=aKi7-DfwZQI\>
- While you watch the videos, fill out the tables below, where appropriate, to identify some features.
- You may wish to complete further research using tablets and or computers to extend your knowledge.



	Aim of the game/sport	Competition type/ format	Court dimensions and/or regulations
Olympic Tennis			
Euro 2016			
IAAF 100 m Sprinting			

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## Unwritten rules and the law: best and worst behaviour

### Teacher's Notes:

- This activity should be completed in a sports hall. Give each student a copy of the worksheet (see page 5).
- Students should set up a handball court using two goals, balls and cones. Two teams should think about unwritten rules, etiquette, sportsmanship etc.
- While the students participate in a handball match, give one student at a time a secret gamesmanship task, which they must carry out. Ensure that students act safely and appropriately. Instructions include (you may wish to cut these out and show them student).

<i>Diving to win a foul</i>	<i>Faking injury</i>	<i>Pulling a player's shirt (inform both players)</i>
<i>Wasting time</i>	<i>Throwing the ball away</i>	<i>Arguing with the official (inform both player and official)</i>
<i>Other:</i>	<i>Other:</i>	<i>Other:</i>

- Consider carefully whom you give secret gamesmanship tasks to – they should be able to carry them out.
- After the game, students will fill out their worksheet. You could then have a discussion about the feedback.
- During the discussion, get students to think of real examples where they have seen these acts being performed in professional sport.

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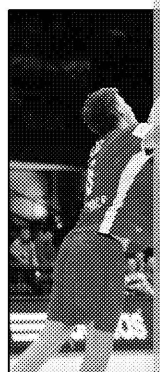
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## Unwritten rules, situations where rules and laws have been both legally and illegally, to gain an advantage: best and worst behaviour

1. You will be participating in a handball match. Start by marking out the pitch using goals, cones and a ball. Your teacher will now split you into two teams.
2. While you are playing your match, think about unwritten rules, etiquette, sportsmanship and welfare of competitors in different sports and try to display some of these positive qualities while you are playing.
3. Once your match has ended, fill out the worksheet given to you below, identifying the positive and negative behaviour that was displayed in the match, including how player welfare is influenced by etiquette and unwritten rules.
4. Once you have completed your worksheets, have a class discussion to compare.



Fill in the table below with all of the positive and negative behaviour that was displayed in the match. Consider how unwritten rules and etiquette influence player welfare.

Etiquette	Sportsmanship
Gamesmanship	Player Welfare

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## Regulations: 'give me a minute!'

1. Cut out each of the sports below and put them into a hat or box. You may wish to use the blank boxes provided.
2. Get students to come up to the front of the class and pick a sport out of the hat or box.
3. Students should then discuss 'Regulations in place for sports under competition'. It does not matter if students do not know much about their chosen sport; the more information the better.
4. Students should discuss the following points. (You may wish to write these on a board or flipchart)
  - players and participants
  - equipment
  - playing surfaces, areas or pitches
  - health and safety
  - facilities
  - scoring
  - spectators
5. Students then discuss for as long as they can (up to two minutes, or as directed by the teacher).
6. As soon as they start talking, start the stopwatch.
7. Other students (observing/listening) can challenge if a student talking does any of the following:
  - hesitates or pauses
  - Says 'um', 'err' or other hesitant phrases
  - repeats points
  - or goes off topic, or says something incorrect
 Any challenge should be completed by putting their hand up in the air. At this point, the stopwatch is stopped.
8. If a student's challenge is upheld (teacher to decide), then the stopwatch is started again and the student's time is added to their time.
9. The student with the longest time wins.

**Note:** You may wish to call students up in order, from higher ability to lower ability. This way you can get some ideas of the things they can talk about, from the higher-ability students.

<b>HOCKEY</b>	<b>FOOTBALL</b>	<b>RUGBY</b>	<b>NETBALL</b>
<b>100 m SPRINT</b>	<b>JAVELIN</b>	<b>SHOT-PUT</b>	<b>LONG JUMP</b>
<b>SWIMMING</b>	<b>ARCHERY</b>	<b>TENNIS</b>	<b>HURDLES</b>
<b>BASKETBALL</b>	<b>DIVING</b>	<b>POLO</b>	<b>CYCLING</b>
<b>GYMNASTICS</b>	<b>BADMINTON</b>	<b>TRIATHLON</b>	<b>MARATHON RUN</b>

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## Regulations: 'give me a minute!'



This activity is going to put you under some pressure, so get your thinking caps on!

1. In small groups, or as a class, you will play a game, to test your knowledge on
2. One at a time (directed by your teacher) you will go to the front of the class and
3. You will now talk for as long as possible about the topic: 'Regulations in place and rules', for a sport that they choose out of the hat. This can include the subtopics:
  - players and participants
  - equipment
  - playing surfaces, areas or pitches
  - health and safety
  - facilities
  - scoring
  - spectators
4. The person speaking must try to talk for as long as they can (up to number of minutes given by teacher) on the subject, obeying the following rules:
  - You cannot hesitate or pause.
  - You cannot say 'um', 'err' or other hesitant phrases.
  - You cannot repeat points.
  - You must stay on topic.
5. Other students who are not talking can challenge the speaker, by raising their hand (or shouting out if paused), should they think any of these rules have been broken. The teacher will decide if the challenge is upheld. If the challenge is upheld, the clock is stopped and the time is logged.
6. As your peers are discussing, you should choose three of the sports and note them on the table given.

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Make notes on the table for any three sports that are discussed by one of your p

Regulations in Place for Sports Under Competi		
Subtopic	Sport 1:	Sport 2:
Player and participants		
Equipment		
Playing surfaces, areas or pitches		
Health and safety		
Facilities		
Scoring		
Spectators		

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## Key officials and their roles in a sports competition: table fill

1. Fill in the table given to you below, identifying the sports that particular sporting officials appear in

Officials	Sports the official appears in	Description of their role
Referees		
Tournament directors		
Umpires		
Judges		
Timekeepers		
Starters		
Third umpires		
Fourth umpires		
Referee assistants		

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## Responsibilities of the officials: comic book

Referees and officials in a range of sports have many responsibilities in order to keep the game flowing.

1. Complete the comic book below to illustrate the responsibilities of an official. Your comic book should consider how officials in your sport may use technology to aid communication, promotion of health and safety, fitness requirements and other responsibilities.



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## Communication of the officials: paying attention

### Teacher's Notes:

1. Organise the class into six equal teams and hand out the student worksheet.
2. Each team should then pair with another team.
3. Get students to help set up three courts/pitches for the following sports. (You may need equipment for some sports, if required).
  - **Court/pitch 1 (football)** – just a whistle, no other verbal communication
  - **Court/pitch 2 (volleyball)** – just their voices (no other verbal or non-verbal communication)
  - **Court/pitch 3 (handball)** – only non-verbal communication (e.g. arm movements)
4. One player from one of the teams becomes the official for that pitch/court and stands at the court (above). Teacher to indicate this in private to the officials.
5. Students then play a game for short period of time (10 minutes for each game).
6. After each game, students to rotate to the next court (i.e. two teams on pitch/court).
7. Once students have played on all three courts, they should then complete the questions.

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## Communication of the officials: Paying Attention

1. Set up a court or pitch to play three small-sided games (e.g. football, handball).
2. When you play your games, one student will act as the official, refereeing the games. Listen to the instructions from the teacher on how they are going to officiate the game. As you play, think about what forms of communication they are using, and whether it is better to use one form over another.
3. Once you have played all three games, complete the following worksheet to reflect on your experience.

**1. What forms of communication did you notice the referee using?**

**2. Which individual form of communication that the referee used was most effective?**

**3. Why would a referee using a mixture of types of communication be most effective?**

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## Technical demands required to perform in sport: skills circle

### Teacher's Notes:

1. Cut out the following sports skills below, stick them around the room / sports equipment required to complete the skills.
  - running (no equipment needed)
  - triple jump (possible hoops to support technique and something to jump over)
  - golf swing (golf clubs or alternative sticks to practise with, ball is not essential)
  - rugby tackle (floor mats, tackle bag – if applicable).
  - shot-put (shot or other ball to replicate)
  - forehand tennis shot (tennis racquet, ball is not essential)
2. These will act as visual prompts to support students.
3. Students will visit each station in their pairs and complete the worksheet grid.

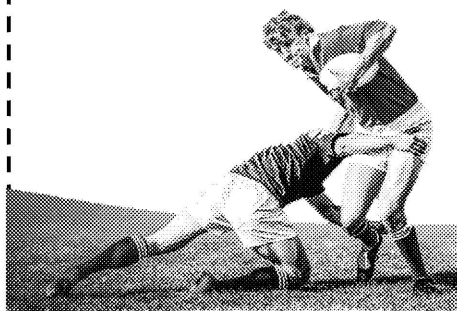
**Running**



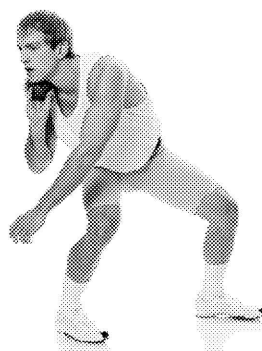
**Triple jump**



**Rugby tackle**



**Shot-put**



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Skill 3	Skill 4
Draw an image of the skill or take a photo and stick it here:	Draw an image of the skill or take a photo and stick it here:
On the image, identify the key points for the perfect technique.	On the image, identify the key points for the perfect technique.
<b>Tick the correct boxes to classify the skill in terms of movement continuity.</b> Continuous <input type="checkbox"/> Serial <input type="checkbox"/> Discrete <input type="checkbox"/>	<b>Tick the correct boxes to classify the skill in terms of movement continuity.</b> Continuous <input type="checkbox"/> Serial <input type="checkbox"/> Discrete <input type="checkbox"/>
Give a reason for your classification:	Give a reason for your classification:
Is the skill considered an attacking skill or a defensive skill? Suggest why.	Is the skill considered an attacking skill or a defensive skill? Suggest why.
List other sports the techniques of this skill could also be transferred to:	List other sports the techniques of this skill could also be transferred to:

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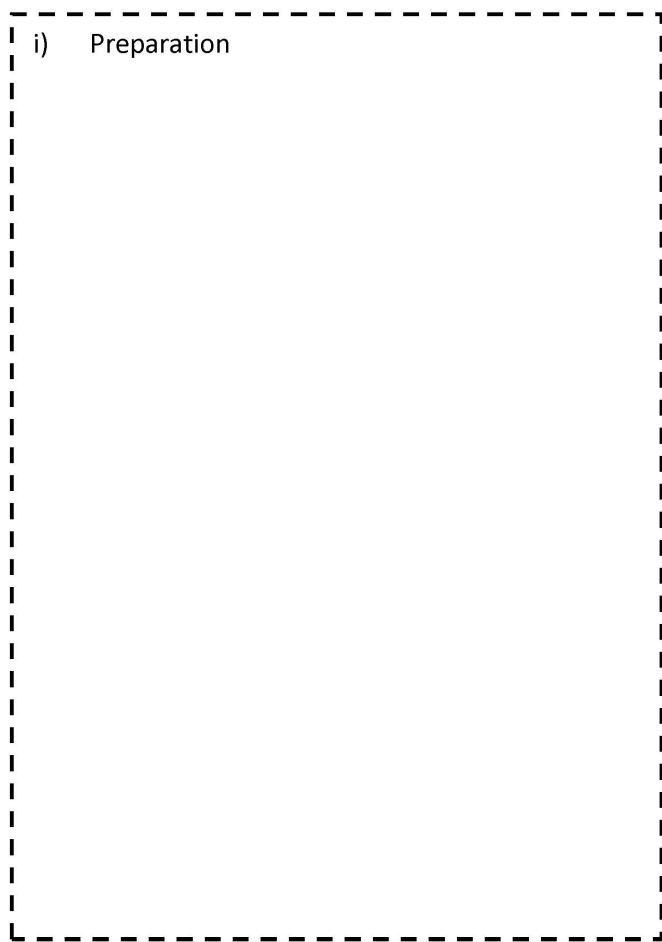


Skill 5	Skill 6
Draw an image of the skill or take a photo and stick it here:	Draw an image of the here:
On the image, identify the key points for the perfect technique.	On the image, identify the technique.
<b>Tick the correct boxes to classify the skill in terms of movement continuity.</b> Continuous <input type="checkbox"/> Serial <input type="checkbox"/> Discrete <input type="checkbox"/>  <b>Give a reason for your classification:</b>	<b>Tick the correct boxes to classify the skill in terms of movement continuity.</b> Continuous <input type="checkbox"/> Serial <input type="checkbox"/>  <b>Give a reason for your classification:</b>
Is the skill considered an attacking skill or a defensive skill? Suggest why.	Is the skill considered an attacking skill or a defensive skill? Suggest why.
List other sports the techniques of this skill could also be transferred to:	List other sports the techniques of this skill could also be transferred to:

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## Technical demands required to perform in sport: dissecting

1. Draw an image of the perfect preparation phase of a golf swing and annotate to the key components of this phase.
2. The execution phase of a novice performer's golf swing can be seen below. A information about the important components of the execution phase and su execution compares to that of an elite golfer.
3. Now, draw an image of the perfect recovery phase of a golf swing and anno pointing to the key components of this phase.

<p>i) Preparation</p> 	<p>ii) Execution</p> 
<p>iii) Recovery</p> 	

Now repeat this for a sports skill of your choice

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## Defending and attacking: design a session

On the worksheet below, design an activity session or drill for a sport of your choice. You will need to design two small activities/games. One activity needs to work on attacking tactics and one needs to work on defending tactics.

You will need to:

- Name the sport.
- Name the tactics being developed (e.g. defending or attacking – formation / body positions / phases of play / use of space).
- Sketch a plan of the layout of the activity.
- Outline the instructions for the activity.

Your teacher may want you to set up and run your activities to your peers after you have designed them.

<b>Sport:</b>	
<b>Tactics being developed:</b>	
<b>Court / game area [diagram]:</b>	<b>Instructions:</b>

<b>Sport:</b>	
<b>Tactics being developed:</b>	
<b>Court / game area [diagram]:</b>	<b>Instructions:</b>

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## Decision-making and communication: bench ball

1. Students will be taking part in a game of bench ball (or netball) in this activity.
2. You will need to split the class into groups of mixed ability, so that one team has an advantage over another.
3. During play, one team will be allowed to communicate normally while the other team is not allowed any communication whatsoever (i.e. verbal or non-verbal communication).  
*If the non-communicating team do communicate with each other you can penalise them.*
4. At half-time swap the communicating rules around so that both teams get a chance of communicating.

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## Decision-making and communication: Bench Ball

1. Your class will be taking part in a game of bench ball. Your teacher will organise your class into two teams.
2. One of the two teams will be allowed to communicate with each other normally. The other team will not be allowed to communicate with each other at all. This includes:
  - verbal communication
  - non-verbal communicationIf the non-communicating team are found to be communicating, they will be penalised and lose possession or give a goal away.
3. At half-time, the teams will swap and the team that was not allowed to communicate before, can now communicate and vice versa.
4. After the game, fill out the questions below.

1. When your team was allowed to communicate, what forms of communication did you use?

.....

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.....

2. Were you successful or unsuccessful as a team when you were not allowed to communicate? Why do you think this was?

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3. How was decision-making affected when you were not allowed to communicate?

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## Environmental conditions: scenarios

1. Read the scenario cards below. For each of the scenarios, suggest how they may be affected by the environmental conditions.
2. You could have a class discussion at the end to see if other students came up with the same ideas.

### Scenario 1

*During a local rugby match, it starts raining heavily and does not appear to be stopping. The team is not of a very high level and they are not as skilful as their opponents. Despite this, they are ahead by just five points with 15 minutes remaining.*



Tactical changes due to the environment:

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### Scenario 2

*A golfer is in the rough and needs to hit the ball approximately another 100 yards to reach the green. He has been informed by his caddy that the wind has picked up and is blowing in a direction away from the green.*



Tactical changes due to the environment:

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## Scenario 3

*An elite British football team is playing a preseason exhibition match in Qatar. The players have not been able to acclimatise to the conditions, due to arriving only yesterday – it is very hot during play*

Tactical changes due to the environment:

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## Scenario 4

*An up-and-coming cyclist is entering the Vuelta a España cycling tour. The cyclist is only used to cycling in Britain and has not had much experience of the different terrains he will face in a tour, such as mountain climbs and very windy roads.*

Tactical changes due to the environment:

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## Demonstrations and types of practice: practice match

The cards below outline the characteristics and uses of different methods of practice that you may need to demonstrate skills techniques and practices. Identify which practice method is explaining from the list given below and then evaluate its positives and limitations.

### Types of practice/environment

- isolated practices
- conditioned practices
- competitive situation

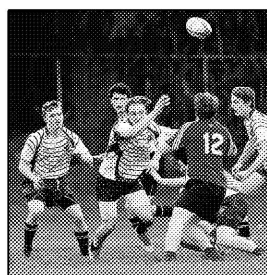
#### Type of practice/environment:

- These are activities that target one specific skill or component of a skill, technique or tactic.
- An example is a coach hitting a high ball repeatedly for a tennis player to practise their smashes.
- This method would be used by an athlete to develop individual phases of a triple jump.



#### Type of practice/environment:

- These are small games or activities that have adapted rules to allow skills to be practised.
- An example is a rugby team practising their runs/moves with only three opposing players.



#### Advantages:

#### Advantages:

#### Disadvantages (limitations):

#### Disadvantages (limitations):

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## Application of rules and regulations: case study

1. Read the case studies below and think about the laws that are being covered.
2. Below each case study, write brief notes on how players could apply (or modify) to abide by the rules and regulations of each sport.

### Case 1

*In 2017, new laws came into effect in rugby union, stating that high tackles must always be penalised in some form, whether intentional or not. Even if the tackle began below the shoulder, if the tackle slides up to above the shoulder, the tackler will be penalised. A similar rule was also applied to the use of neck rolls in rucks, whereby a tackler (counter-rucker) would often hold an opposing player's head as leverage and roll them away from the ruck area.*

How would rugby players have to adapt their skills and techniques to meet the new laws?

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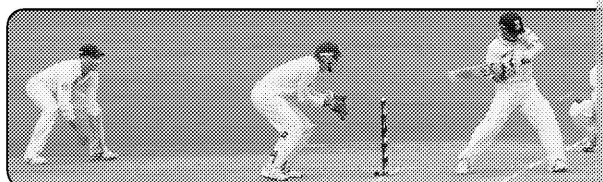
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### Case 2

*In T20 cricket for the first six overs, only two fielders are allowed outside the 30-yard circle. This is relaxed later in the match. This means lots of fielders are near the batsman. The batting team has only 20 overs to score runs.*



How might the batting and fielding teams in T20 cricket alter their skills and techniques to adapt to these conditions while still abiding by the laws of the game?

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## SWOT analysis: record and review

1. Working in pairs, record each other taking part in a sport (you may be instructed to complete this at home, in preparation for this activity).
2. Upload your sporting clips to a computer, ready to be analysed.
3. Use the clip of your performance to identify your **strengths** and **weaknesses**. Also identify any **opportunities** that can either allow you to improve your performance or **threats** that potentially inhibit your advancement. Fill these in on the template below.

<b>Strengths:</b>	<b>Weaknesses:</b>
<b>Opportunities:</b>	<b>Threats:</b>

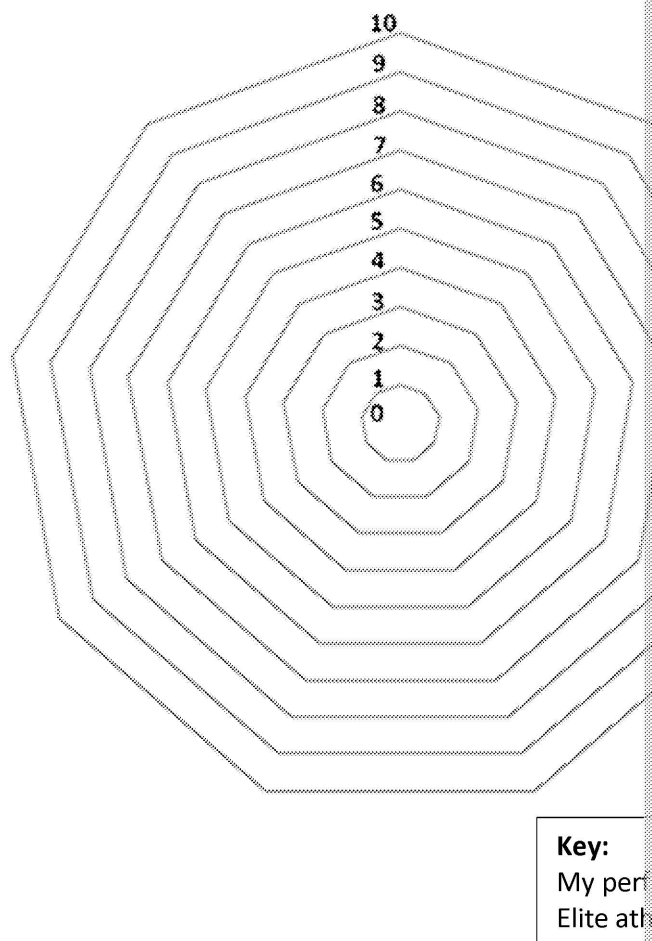
4. Now you will need to complete the radar chart on the next page.
  - Label each outer point of the nonagon (nine-sided shape) with a key performance factor (e.g. passing, tackling, movement).
  - Then, mark yourself out of ten for each of the performance factors (by marking a point on the inside lines that correspond to your score).
  - Do this for nine performance factors and then join the dots together to form a shape (the key given).
  - This will allow you to see anything you need to improve.

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## Radar Chart on Performance:



- Now find a video clip (YouTube) of an elite performer in the same sport you are studying. Compare their performance on the radar chart above, using a different colour pen.

**Performance profiling is used by sports coaches as a tool to improve performance.**

- Complete the notepads below to indicate the objectives of performance profiling, the processes involved and the benefits of performance profiling.

*Objectives:*

*Factors that can affect performance profiling:*

*The processes:*

*The benefits:*

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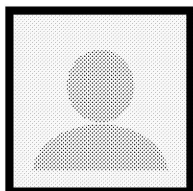


## Performance profiling: trump cards

1. Fill in the Trump Cards below for yourself – be honest! You will rate yourself on different components. One is poor and 10 is excellent.
2. Look to see how you compare to an elite athlete in that particular sport. Did you have more attributes than them?
3. Have a class discussion about performance profiling and anything that should be included when completing a performance profile.
4. You could mix up the elite sport Trump Cards with the cards of each member of the class and involve everyone.

### Your Profile for

100 m / 200 m sprint



Component	Score
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

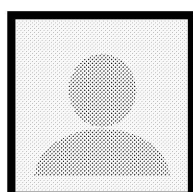
### Usain Bolt

100 m / 200 m sprint

Component	Score
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

### Your Profile for

Heptathlon



Component	Score
Teamwork	
Leadership	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

### Nafissatou Thiam

Heptathlon

Component	Score
Teamwork	
Leadership	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

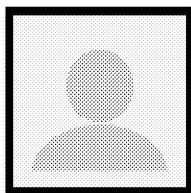
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## Your Profile for Gymnastics

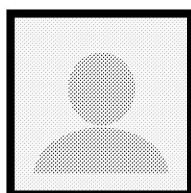


Component	Score
Agility	
Balance	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

## Claudia Fragapane Gymnastics

Component	Score
Agility	
Balance	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

## Your Profile for Basketball

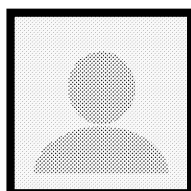


Component	Score
Shooting	
Passing	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Teamwork	
Free-throwing	
Speed	

## LeBron James Basketball

Component	Score
Shooting	
Passing	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Teamwork	
Free-throwing	
Speed	

## Your Profile for Tennis



Component	Score
Forehand	
Backhand	
Serving	
Smashes	
Drop shots	
Muscular endurance	
Power / explosive strength	
Cardiovascular endurance	
Strength	
Speed	

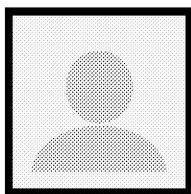
## Andy Murray Tennis

Component	Score
Forehand	
Backhand	
Serving	
Smashes	
Drop shots	
Muscular endurance	
Power / explosive strength	
Cardiovascular endurance	
Strength	
Speed	

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## Your Profile for Football

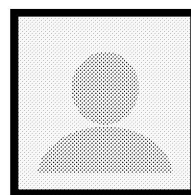


Component	Score
Passing	
Shooting	
Defending	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Heading	
Strength	
Speed	

## Cristiano Ronaldo Football

Component	Score
Passing	
Shooting	
Defending	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Heading	
Strength	
Speed	

## Your Profile for Cricket

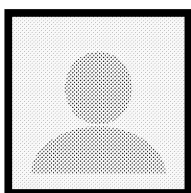


Component	Score
Offensive shots	
Defensive shots	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

## Alastair Cook Cricket

Component	Score
Offensive shots	
Defensive shots	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Reaction time	
Strength	
Speed	

## Your Profile for Volleyball



Component	Score
Spiking	
Serving	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Teamwork	
Strength	
Speed	

## Gabriela Guimarães Volleyball

Component	Score
Spiking	
Serving	
Cardiovascular endurance	
Coordination	
Flexibility	
Muscular endurance	
Power / explosive strength	
Teamwork	
Strength	
Speed	

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## Observations and objective performance data: video analysis

1. Get students into small groups (roughly 4–6) and hand one worksheet to each group.
2. Get students to watch approximately five minutes of the following video clip.

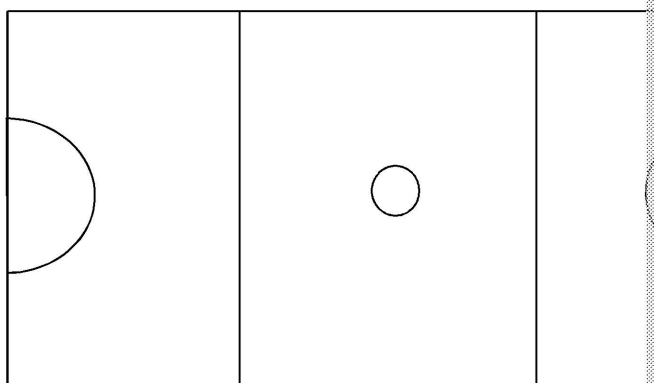
**England v South Africa | Netball Europe Open Championships 2015:**

**<https://www.youtube.com/watch?v=08MeCoSQL48>**

You may wish to choose another sporting clip, if more suitable to your students.

3. Students will be asked to observe the game and record objective performance data: passes made, shots made, shots missed, etc.

In their groups, students should discuss who will record which objective data. One student counts how many passes were made while another student counts how many shots were made. They should then discuss to consider the best method for recording their data, i.e. it may be best to use a table to record their data, such as the one below. This will give an indication of where



4. Play the video and get students to record the objective data. Once completed, discuss the information on the worksheet provided.
5. Following this, you should discuss as a class what areas of performance they think need to improve, and why – students should justify their answers by referencing the data they have collected.

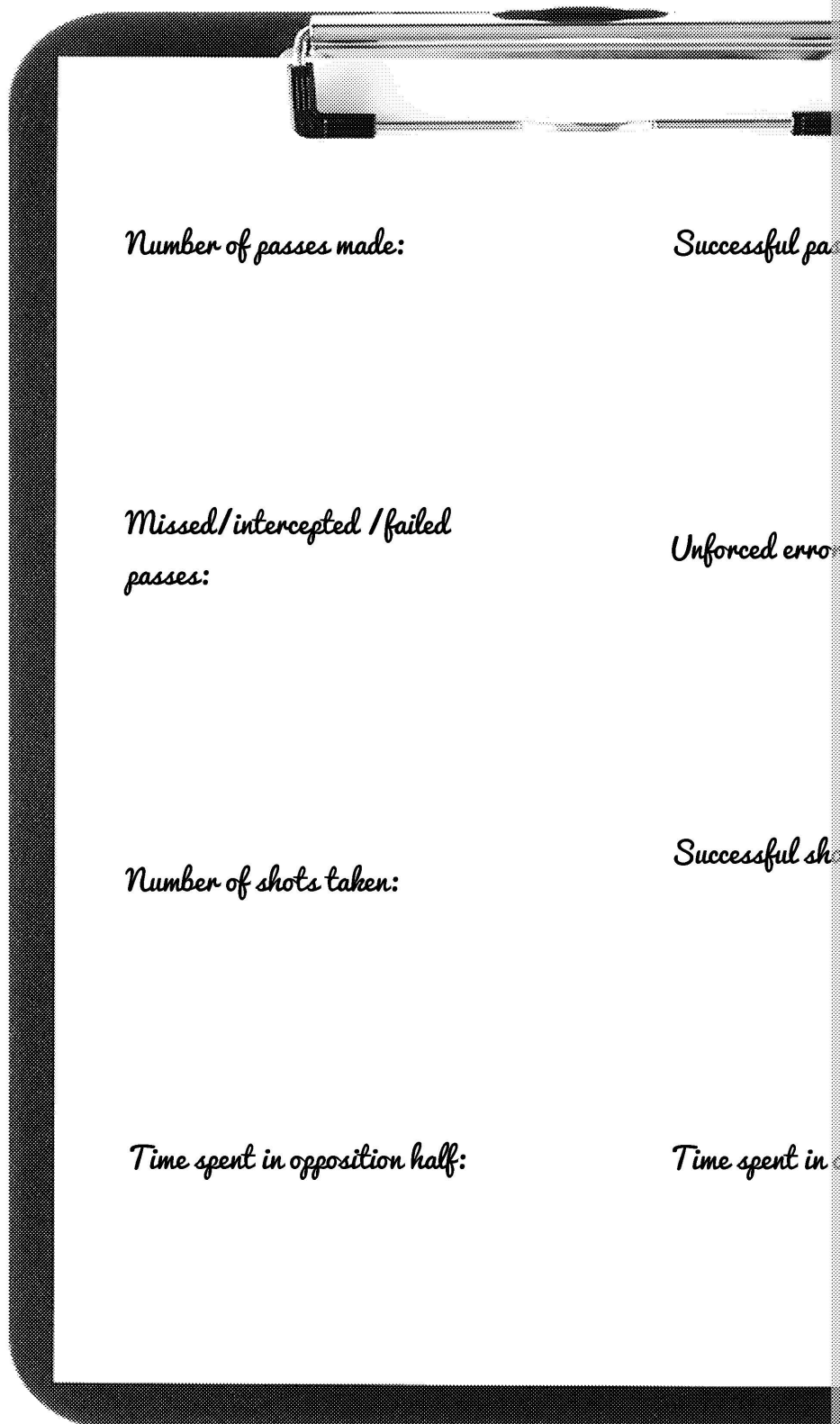
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## Observations and objective performance data: Video Analysis

You will watch a video of a netball match that your teacher will display on the screen. As you watch the clip, you will observe and perform an assessment on the athlete(s)/team by collecting objective data.

1. In your groups, you should decide who will collect what data. (Some objectives may be shared between group members). Consider the best way of recording this data, e.g. a tally chart, marking on a clipboard.
2. Once the video has finished, you will collate your data on the worksheet below.



<i>Number of passes made:</i>	<i>Successful passes:</i>
<i>Missed/intercepted /failed passes:</i>	<i>Unforced errors:</i>
<i>Number of shots taken:</i>	<i>Successful shots:</i>
<i>Time spent in opposition half:</i>	<i>Time spent in own half:</i>

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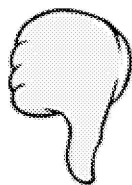
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3. Discuss as a group what areas of performance the athlete(s)/team need to improve

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**Weaknesses identified:**



- 
- 
- 
- 
- 

**Justification:**

**Strengths identified:**

- 
- 
- 
- 
- 

**Justification:**

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## Use of technology: research

1. Working in pairs, use a computer to research the two different forms of technology (platforms) to provide information cards that can be handed out to new coaches at a session on performance analysis and the use of technology.
2. Once complete for the two technologies provided, consider another technology and assess performance of skills, techniques and tactics in a sport of your choice and create an information card for this technology.

*If available, you may be able to use some of these technologies (tablets, laptops, etc.) to give you the opportunity to use technology yourself.*

### Dartfish

URL:

<http://www.dartfish.com/Sport>

[https://www.youtube.com/watch?v=ZuqPw3ScxZg&feature=emb\\_title](https://www.youtube.com/watch?v=ZuqPw3ScxZg&feature=emb_title)

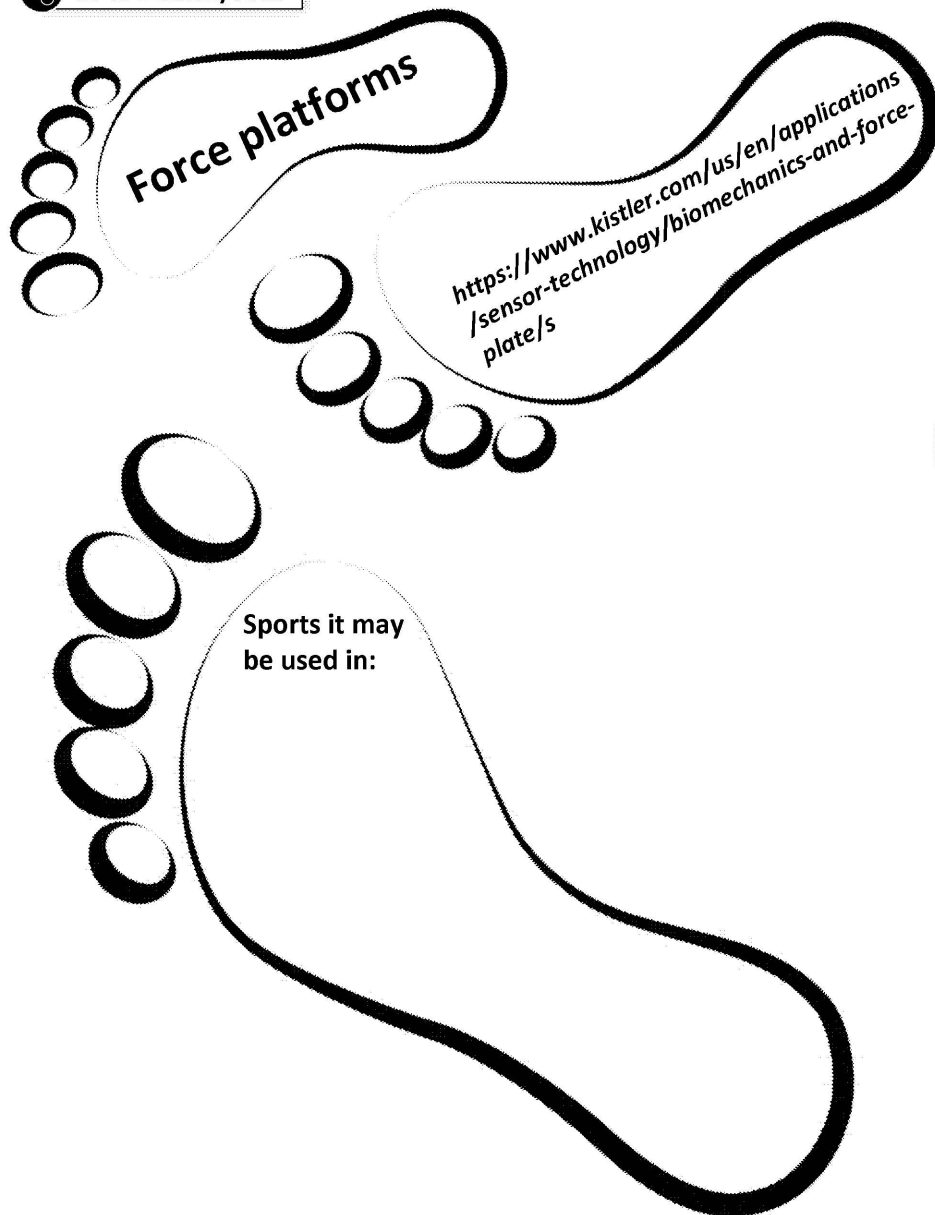
Sports it may be used in:

Features/information provided by equipment/technology:

Additional information:

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Additional information:

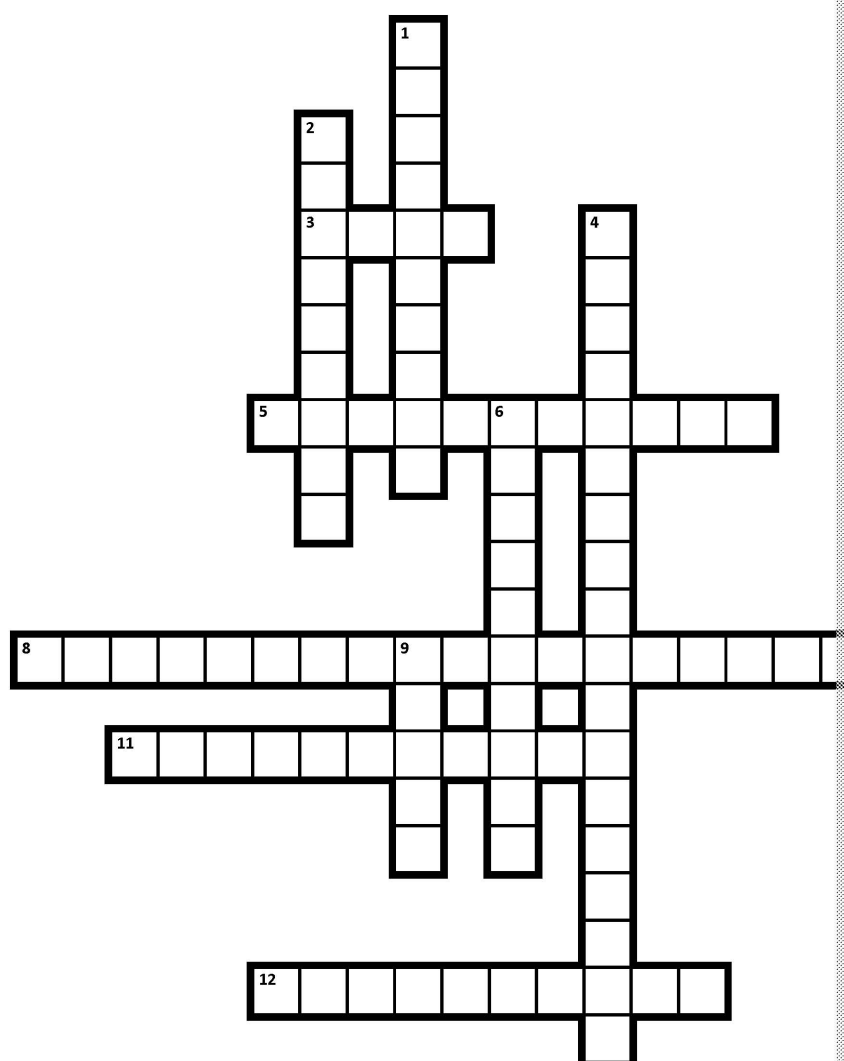
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## Testing, interviews, subjective and objective data, performance data and observations: crossword

Complete the crossword below, using the clues and definitions to fill in the spaces. Use the knowledge you have learnt about assessment methods to help you.



### Across

- 3** A method of assessing something through a series of tasks (4)
- 5** A method used to quantify a particular component deemed to be important in sport (7,4)
- 8** Assessments used to establish the mental well-being or strength of athletes (13,10)
- 11** Monitoring something to produce opinions, facts or other information from it (11)
- 12** Branch of mathematics used to analyse and evaluate numerical data (10)

### Down

- 1** Evaluating something's quality based on judgements about it (13)
- 2** A meeting of two or more people to discuss (9)
- 4** Writing down data or observations about a team's sporting performance (10)
- 6** Data that is collected from a variety of sources, it is not always accurate (10)
- 7** An evaluation of something's performance which can be used as a benchmark (10)
- 9** The end result or target that you want to achieve (5)
- 10** Data that is usually based on personal opinion. It is not influenced by objective facts (10)

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## Strengths and areas for improvement and activities to improve performance: How SMART are your goals?

By now, you should have a good understanding of the assessment methods used to identify strengths and weaknesses of performers in terms of skills, tactics, decision-making and fitness in sport. You will now begin to think about how athletes and coaches can use this information to take steps to improve athletic performance.

1. Match up the SMART goals below with their definitions.

**Specific**

Goals should be tied to a specific progress as you continue to train.

**Measurable**

It should be possible to measure progress.

**Achievable**

Goals should not be too difficult to describe what you want to achieve.

**Realistic**

It should be clear how the goal can be achieved.

**Time-bound**

Goals should be tied to a specific time given your individual amount of time you have available.

2. Now, with your partner, identify the following individuals' goals and decide which principle they relate to by writing the correct principle in the box next to each scenario.

- 1) Alexa plans to record all of her results from her fartlek training in order to see how she is progressing.
- 2) Christian did not think that he would have enough training time in order to complete the goal that his coach suggested, so he told the coach that the goal would need to be adjusted in order to reflect this.
- 3) Omar has the goal that he wants to improve his muscular endurance, so he can improve on his time and have a strong finish when competing in the 800 m.
- 4) Michael wants to increase his 100 m breaststroke time by two seconds at first, taking small steps to eventually improve his overall time by eight seconds.
- 5) Tim has set himself the goal of running the 100 m in 0.5 seconds less than he can currently run it in. However, he has given himself two months in which to achieve this goal.

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- Using weaknesses identified from activity 15 (SWOT analysis), use the template to create SMART targets.

The weaknesses identified in my SWOT analysis include:

My SMART targets:

**Specific**

**Measurable**

**Achievable**

**Realistic**

**Time-bound**

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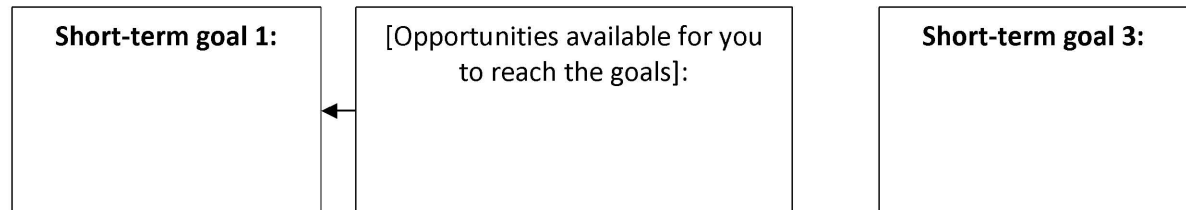
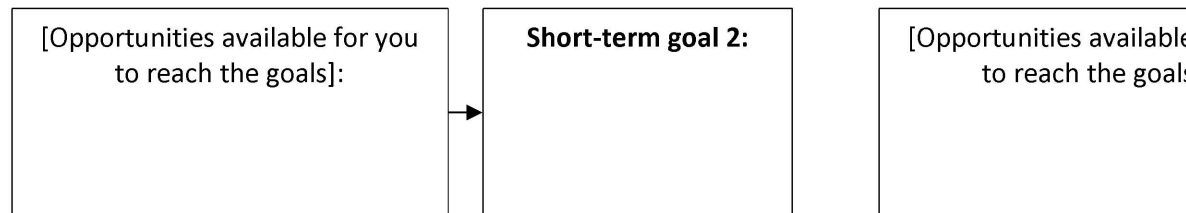
## Strengths and areas for improvement and activities to improve performance

1. Describe what is meant by a short-term goal and a long-term goal.

Short-term goal .....

Long-term goal .....

2. Identify your own long-term goals to improve your performance on the diagram below (you may have the opportunities available to help you achieve these long-term goals).



3. Now, with a partner, discuss the aims and objectives you would like to achieve in sport or physical activity, the long-term goals you could set to achieve these, and any opportunities available to you to meet these goals.

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# Answers

## Activity 1 — Rule/laws regulated by governing bodies of sports: Rule Cards

### Possible regulations to cover

A set of agreed rules established by a sport's governing body, e.g.

- pitch/court dimensions
- age restrictions
- regulations on equipment size, weight, materials it's made from
- categorisation of level of disability
- performance-enhancing drugs

### Possible rules to cover

A set of written agreements on how a sport should be played, e.g.

- how many people can play
- surface to be played on
- equipment
- duration of game
- how you can and cannot pass a ball
- how a point is scored
- how fouls may be committed

Sport	International Sports Federation (ISF)	National Governing Body (NGB)	Type of Sport	Links (Students should be important. The e.g. introduction of)
Badminton	Badminton World Federation	Badminton England	Individual or team	<a href="http://bwfcorporation.com">http://bwfcorporation.com</a>
Football	Fédération Internationale de Football Association (FIFA)	Football Association (FA)	Team	<a href="http://www.fifa.com/technical/referees/">http://www.fifa.com/technical/referees/</a>
Rugby union	International Rugby Board (IRB)	Rugby Football Union	Team	<a href="http://laws.worldrugby.org/Laws_2017_EN">http://laws.worldrugby.org/Laws_2017_EN</a>
Tennis	International Tennis Federation	Lawn Tennis Association	Individual or team	<a href="http://www.itftennis.com/s-of-tennis.aspx">http://www.itftennis.com/s-of-tennis.aspx</a>
Judo	International Judo Federation	British Judo Association	Individual	<a href="http://www.britishjudo.org/content/uploads/2017/06/Adaptions-June-2017.pdf">http://www.britishjudo.org/content/uploads/2017/06/Adaptions-June-2017.pdf</a>
Golf	International Golf Association	The Royal and Ancient	Individual or team	<a href="http://www.igagolf.com">http://www.igagolf.com</a>
Cycling	Union Cycliste Internationale (UCI)	British Cycling	Individual or team	<a href="http://www.uci.ch/regulations/regulations">http://www.uci.ch/regulations/regulations</a>

Accept any other sports.

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## Activity 2 — Competition rules, laws and regulations: Watch and Learn

	Aim of the game	Competition format	Court dimensions
Olympic Tennis	<ul style="list-style-type: none"> <li>Each player has one bounce after it's hit by their opponent to return the ball over the net and within the boundaries.</li> <li>If a player fails the above, the opposite player scores the point.</li> <li>The aim is to win enough points to win a game.</li> <li>Points per game go up in 15, 30 then 40.</li> <li>If both players score three points, the score is 40–40 (or deuce) and the player must win two straight points to win the game.</li> <li>The aim is to win six games.</li> <li>The exception is when both players win six games each, then a tie-break is played (first to seven points).</li> </ul> <p><i>Accept any other suggested points to summarise the aims of tennis.</i></p>	<ul style="list-style-type: none"> <li>The game is a single elimination tournament (knockout).</li> <li>Each match is best of three, with the men's final being best of five sets.</li> <li>It starts with a round of 64 for men, a round of 32 for women and a round of 16 for doubles.</li> </ul>	<ul style="list-style-type: none"> <li>Singles court is 27 ft long by 27 ft wide (included).</li> <li>Doubles court is 78 ft long by 27 ft wide (included).</li> <li>The net should be in the centre.</li> </ul> <p><i>Accept any other suggested points to summarise the court dimensions.</i></p>
Euro 2016	<ul style="list-style-type: none"> <li>Each team has 11 players.</li> <li>A coin is tossed at the beginning of the match; captains decide whether to start, and on what side.</li> <li>A team can win by scoring points as a result of kicking the ball into the net, where it should completely cross the line, with one point per goal.</li> <li>Players cannot use their hands, except for the goalkeeper.</li> <li>Players cannot use contact.</li> <li>The ball cannot be passed forward.</li> <li>If the ball goes out, there is a throw-in.</li> <li>Overtime is applied if there have been injuries.</li> <li>Each match has 2 x 45-minute halves and a 15-minute rest period half way.</li> </ul> <p><i>Accept any other answer.</i></p>	Knockout stages	<ul style="list-style-type: none"> <li>The pitch size is 100 yards and 60 yards wide (included).</li> <li>The pitch must be marked with touchlines and a halfway line.</li> <li>The ball must be approved, and not added in a game if damaged.</li> <li>The goalkeeper must wear a top that is noticeable compared to the other players.</li> <li>Players must not be on drugs.</li> <li>Players can sign a contract at 17 years old.</li> </ul> <p><i>Accept any other suggested points to summarise the pitch dimensions.</i></p>

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	Aim of the game	Competition format	Court dimensions
IAAF 100 m Sprinting	<ul style="list-style-type: none"> <li>Run as fast as you can to the line.</li> <li>Athletes must start with their feet in blocks.</li> <li>At 'set' they must raise up (legs bent).</li> <li>The race begins when the gun goes off.</li> <li>If an athlete false starts, they are disqualified.</li> <li>Athletes must stay in their lanes.</li> <li>Any athlete who obstructs another athlete will be disqualified.</li> <li>The trunk of the body must pass the finish line.</li> </ul>	Knockout until top 8	<ul style="list-style-type: none"> <li>Athletes must</li> <li>Athletes must</li> <li>Athletes must others.</li> <li>If an athlete track condition their hand be provide their</li> <li>Athletes must</li> <li>Athletes must or on drugs th</li> <li>Disabled athlete separate race athletes.</li> <li>The youngest sprinter was 1</li> </ul>

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### Activity 3 — Unwritten rules, situations where rules and laws have been applied both to advantage: Best and Worst Behaviour

Answers will depend on the secret instructions given to players and whether these were in line with the guidance to the sort of answers that could be given are displayed below. *Accept other suitable answers.*

#### Etiquette

- the unwritten rules and values that athletes are expected to pay attention to and follow
- e.g. students shaking hands at the end of the handball match

#### Sportsmanship/ethics

- showing respect to your opponents and competing in a fair manner
- the beliefs and actions of all athletes adhering to written and unwritten rules of the sport
- e.g. students in the handball match admitting a foul they committed or showing respect to opponents

#### Gamesmanship

- is displayed when an athlete attempts to bend the rules in order to gain an advantage
- e.g. diving to get a foul / faking injury / time wasting

#### Player welfare

- Player welfare is generally determined by the degree to which competitors act with integrity
- Player welfare should take priority over winning.
- Bad player welfare/ethics can give the sport a bad name, e.g. for many years, cycling was known by a history of doping.

### Activity 4 — Regulations: 'Give Me A Minute!'

Students should attempt to cover the following points in their challenge/notes. Some answers will be given for sports that are talked about. *Accept other suitable answers and examples / applications to other sports.*

#### Players and participants

- There will be a set number of players participating / in a team (i.e. individual / team)
- In some sports, there are a set number of substitutions that can be present and used
- Players and participants must adhere to the regulations put in place by the national governing body
- They will begin the game once the start is conducted by a dedicated official.

#### Equipment

- Equipment must be well maintained and used correctly to avoid injuries (player safety)
- In some sports, only certain types of equipment can be used (e.g. different styles of shoes)
- Additional equipment should not be allowed for safety reasons (e.g. earrings/jewellery)
- There are some size and weight restrictions on equipment (e.g. length of spikes for football boots)
- Equipment must be well controlled in a game (e.g. in hockey, the stick cannot be used to strike the opponent)

#### Playing surfaces, areas or pitches

- Some sports can only be played in specified areas or surfaces e.g. squash in a specified room
- Football can be played on grass, AstroTurf or artificial grass
- Some professional clubs have started introducing artificial grass, which is safe to play on with much less maintenance.
- Regulations may cover the size and dimensions of the court or pitch.
- They may also specify the materials used for the pitch or court surface and equipment
- Many games and matches can now be played at night-time, due to improved technology and stadium cover.

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## Health and safety

- Rules and regulations are constantly updated to upkeep player welfare, e.g. introducing tackling in rugby.
- The weather must be checked to see if it is safe (e.g. whether torrential rain is predicted).
- Coaching is regulated to ensure coaches are qualified to coach, especially for high-level scrumming in rugby.
- Jewellery must be removed.
- Hair should be tied back.
- Correct footwear and clothing must be worn.
- Players must maintain hydration.
- The game must stop for serious injuries.
- There is a time limit as to how long players can play the game for, but some games have breaks given regularly, e.g. in tennis after every set.
- Equipment and playing surfaces must undergo rigorous testing to ensure they are safe.
- Terracing has been removed in football grounds to decrease the risk of injury to spectators.

## Facilities

- strict guidelines on the building of new stadiums to ensure they are safe (e.g. exit routes)
- splitting of fans in stadiums, e.g. local derbies in football
- correct use of chemicals, e.g. amount of chlorine put in swimming pools
- risk assessments completed of facilities to ensure playing surfaces are safe and free from hazards

## Scoring

- Sports must have set scoring systems (codifications) so that everyone understands what a goal scored, or time or distance achieved).
- Nearly all sports have different ways of scoring matches (e.g. the relatively low scoring in basketball)
- Some sports have the same scoring systems between events, but different timescales, e.g. T10 and T20 cricket.

## Spectators

- Spectators are kept separate from the playing area to keep players and supporters safe from cyclists and the public.
- Spectators should not cause physical or mental distractions to players as this could affect their performance.
- Spectators can face bans or other punishments for irresponsible behaviour, including throwing objects onto the pitch.

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## Activity 5 — Key officials and their roles in a sports competition: Table Fill

Official	Sports the official appears in	Description of the role
<b>Referees</b>	Football / rugby union and league / basketball / ice hockey / cricket/ judo / swimming / <i>other suitable examples</i>	Referees oversee the sport and the field of play. They ensure that the rules are followed by players and awards decisions (such as a penalty in football).
<b>Tournament directors</b>	Judo / fencing / <i>other suitable examples</i>	Tournament directors are responsible for the organisation of events and tournaments. They are responsible for scheduling of sporting events.
<b>Umpires</b>	Cricket / baseball / American football / tennis / netball / hockey / athletics / badminton / <i>other suitable answers</i>	Umpires preside over the game and are responsible for ensuring that the rules are followed to and are the main decision makers.
<b>Judges</b>	Boxing / judo / diving / gymnastics / taekwondo / dance/ <i>other suitable answers</i>	Judges are responsible for ensuring that the rules are followed and also play a role in the scoring of the event, such as boxing, the referee decides the fight (laws and rules) and the judges score.
<b>Timekeepers</b>	Rugby union and league / Australian rules football / boxing / swimming / basketball / athletics / cycling / <i>other suitable answers</i>	Timekeepers keep track of time for the event. In events such as sprinting, they time how long the race takes. In events such as rugby, they control the clock and when the half/match begins.
<b>Starters</b>	Athletics (running races) / cycling / swimming / Formula One racing / triathlon / <i>other suitable answers</i>	Starters are responsible for starting the race and allowing the competitors to begin. They work closely with timekeepers, who will begin the race and tell them to do so.
<b>Third umpires</b>	Cricket	Third umpires use technology to review decisions made by the on-field umpires. They use angles and replays to make decisions that the on-field umpires would not be able to make.
<b>Fourth umpires</b>	Rugby / football / <i>other suitable examples</i>	Fourth umpires are used to review decisions made by the on-field umpires within the sport that may require a review. For example, helping a referee review whether a foul play has occurred or a referee's knowledge.
<b>Referee assistants</b>	Rugby / football / <i>other suitable examples</i>	Referee assistants communicate with the referee and ensure that the laws of the games are followed. They make decisions, such as identifying whether a foul play has occurred or whether the ball is in play.

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## Activity 6 — Responsibilities of the officials: Comic Book

Points that could be included within illustrations and annotations of the comic include (but are not limited to):

### Responsibilities of officials

- Officials must have consistent interpretation of laws and rules.
- They must apply the rules and laws of the game to ensure they are adhered to.
- They must control the behaviour of sports players and competitors.
- They must ensure health and safety is maintained.
  - equipment, e.g. checking the safety of studs used by rugby players
  - facilities, e.g. checking the play area / surface is safe for use
  - must ensure appropriate adjustments are made to equipment or facilities
  - competitors, e.g. checking that competitors are acting within the laws of the game; for example, penalising high tackles in rugby
  - must take into account the weather and how this can affect players, i.e. hydration
  - have a legal obligation of a duty of care to participants under 18 years of age
  - child protection and safeguarding, including DBS checks
  - must be aware of symptoms and signs of abuse
- They must make sure sport is fair and fair play is upheld.
  - better timing devices (accuracy of decision-making)
  - increased accountability of officials
  - improved detection of foul play and doping in sport
  - show respect for players, coaches and spectators
  - promote sportsmanship and fair play
  - ensure all players are adhering to rules of the sport at all times
- Officials must communicate effectively, both verbally and non-verbally, to players and officials.
- Officials must share information on rules they apply to the players, coaches and spectators.
- They must have the correct levels of fitness to adequately referee sport by keeping fit. The fitness of officials can be assessed on a regular basis, particularly for those having to run.
- Officials must be alert and capable of making decisions, i.e. free from alcohol and drugs.
- They must hold the right level of qualifications for the event they are officiating and update their knowledge (e.g. when rules are changed); only an appropriately qualified official can officiate in games and matches internationally.

### Technology used in sport

- Officials who use technology to make decisions (e.g. the use of Hawk-Eye in tennis).
- Officials should recognise when it is appropriate to bring in technology, i.e. when it is necessary.
- Hotspot – infrared cameras are used to identify where a cricket ball has struck or whether the batsman made contact with the ball before being caught out, or whether the batsman, which may mean a leg before wicket (lbw) is called.
- Hawk-Eye (Tennis) – This process uses cameras to monitor the movement of the ball and the trajectory of the ball, to provide line calls in tennis (i.e. in or out).
- Goal-line technology – magnetic sensors or high-speed video cameras are used to detect if the ball has crossed the line. A message is then sent to the referee's watch, informing them of the result.
- Television match official (TMO) – an official watches the match live through screens away from the pitch but on the grounds. It uses Hawk-Eye in order to see several angles of the play. Therefore, if a referee is unsure whether to award the scoring of a try or for foul play. Therefore, if a referee is unsure because they may have missed something, they can request TMO.
- Video replays – these can be used to establish a foul, e.g. whether a long jumper has landed in the pit.
- Timing devices – these can be used to establish a winner for events such as the 100m sprint, to tell, or the gap is so minor.

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## Activity 7 — Communication of the officials: Paying Attention

Students responses will depend on the game situations, but some points to consider are *answers*.

- Non-verbal**, e.g. using the whistle to identify foul play to the other players / use who's throw-in it is.
  - Verbal communication**, e.g. using voices to identify foul play
- Students to justify which form of communication was best (dependent on situation)
  - For example, verbal communication using their voice was best because they could or explain the decision that they had made
  - For example, non-verbal communication was best because they could blow the indication that play had to stop. When they just used their voice before, it was
- A mixture of verbal and non-verbal communication allows lots of messages to be easily understand. For example, arm signals could be used to indicate a throw-in, as verbal unnecessary. The use of a whistle also helps the referee to communicate clearly that verbal communication to explain to the offending player what they did wrong.

## Activity 8 — Technical demands required to perform in sport: Skills Circuit

Example answers of skills given below. *Accept other suitable answers.*

**Skill:** Running

**Key points for perfect technique:** Alignment of the body should be good, i.e. shoulders over and back at a 90 degree angle and not cross the body. / Head should be facing forward in looking side to side. / Foot contact should be heel to toe. / The athlete should be relaxed neck and shoulders.

**Classification:** Continuous

**Reason for classification:** The skill movement does not have a clear beginning or end and running are hard to break up and work on individually.

**Attacking or defending skill?** Attacking – the aim of running is to get from point A to point attacking skill. However, this can also be a defending skill, as a player may need to run fast and prevent the opposition from scoring, such as running from one end of the pitch to the

**Transfer of skill:** e.g. game sports such as rugby and football / basketball / triple jump / high fundamental skill required in most sports.

**Skill:** Triple jump

**Key points for perfect technique:** Use a powerful run-up with plenty of momentum. / Stride perfected, which is typically 12–18 strides. / Meet the board with your dominant foot and over the board and is flat-footed. / Extend from the hip to push off the board. / The hop is landing on, the same foot. / The step is to land on the foot used to take-off. / The jump is head to gain some time while in the air.

**Classification:** Serial

**Reason for classification:** The triple jump is made up of three jumps and a run-up, which movement. Each of these skilled movements should be practised individually.

**Attacking or defending skill?** Attacking

**Transfer of skill:** high jump / sprinting / goalkeeping dive

**Skill:** Golf swing

**Key points for perfect technique:** smooth swing / clean strike with ball / body square with bent

**Classification:** Discrete

**Reason for classification:** A golf swing is an individual skill that has a clear beginning and

**Attacking or defending skill?** Attacking

**Transfer of skill:** tennis forehand / baseball swing / cricket batting

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**Skill:** Rugby tackle

**Key points for perfect technique:** low, secure and strong body position / head on rear of the performer / leading with the shoulder / arms wrapped around the legs tightly / drive with legs through the tackle

**Classification:** Discrete

**Reason for classification:** A rugby tackle is a discrete skill because it has a clear beginning and end

**Attacking or defending skill?** Defending

**Transfer of skill:** dive and catch in cricket / judo grab

**Skill:** Shot-put

**Key points for perfect technique:** Stand at back of the ring facing the opposite way to where you are throwing / your elbow, tuck the ball against your neck, twist and release the shot upwards and forwards

**Classification:** Serial

**Reason for classification:** Throwing may be considered a discrete skill, but the combination of the release and the recovery make this a serial skill.

**Attacking or defending skill?** Attacking

**Transfer of skill:** hammer, discus, javelin.

**Skill:** Forehand (topspin) shot

**Key points for perfect technique:** racket up and ready to receive the shot / eyes on the ball / slight bend of knees / swing racquet from low to high / bring racquet up to brush back of the ball on follow-through / shift weight onto front foot

**Classification:** Serial

**Reason for classification:** A topspin tennis shot is made of numerous discrete skills, such as reaching to reach the ball, the preparation of the arms and then the shot itself.

**Attacking or defending skill?** Attacking

**Transfer of skill:** rugby pass / discus throwing

### **Activity 9 — Technical demands required to perform in sport: Dissecting skills**

Students to provide key points for the golf swing and then complete the activity for a sport of their choice.

#### **1. Preparation**

- The athlete should grip the club with their dominant hand lower down the club with the thumb and palm of their dominant hand pointing towards the direction of the swing.
- This phase involves the preparation of the stance where the performer should stand with feet apart with the ball in the middle of the body.
- The body weight should be spread evenly over both feet.
- The performer should remain relaxed during this phase.
- There should be slight flexion at the knees in order to lower the centre of gravity.
- There should be slight hip flexion.
- Their body should be facing the ball.
- The shoulders should point towards the target.

#### **2. Execution**

- This performer should have greater flexion at the knee.
- The performer is too upright, which could be overcome by greater flexion at the knees.
- This performer should have less rotation at the hip, as the power should be generated from the legs.
- The performer's feet are aligned correctly.
- The performer's head is positioned correctly (looking at the ball).

#### **3. Recovery**

- Rotation of the dominant arm occurs so that it moves over the non-dominant arm.
- The head should remain focused on the ball until the swing is over.
- Rotation at the hips as the club moves around the body will move the head into the follow-through.
- The golfer should continue to swing and maintain momentum of the golf club until the ball is struck.

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## Activity 10 — Defending and Attacking: Design a Session

Example plan given below. *Accept other suitable answers.*

Students should identify that they will need to work on one of the following attacking or defending (or a combination of the two, if necessary to allow them to be attacking or defending):

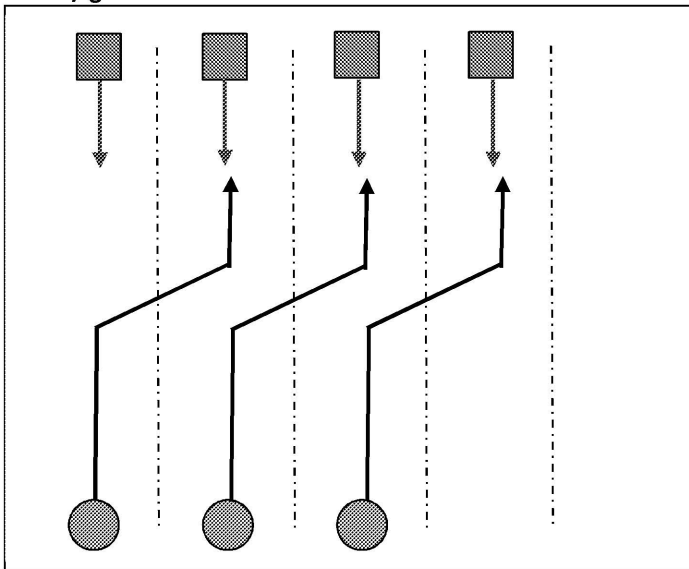
- formation
- shot selections
- movement
- body positions
- phases of play
- use of space

### Example plan

**Sport:** rugby

**Tactics being developed:** defending – formation, movements and use of space

**Court / game area:**



### Instructions:

- Attackers and defenders are to stay in their designated channels, marked out by the dashed lines.
- The attackers (squares) have a one-man overlap on the defenders (circles).
- When the attackers start to run forward and pass the ball, the defenders must run back to stop the ball. The defenders must overcome the one-man advantage and stop the final runner getting through their line.

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## Activity 11 — Decision-making and communicating: Bench Ball

Students answers may vary. Example answers given below.

1.
  - talking/shouting (verbal)
  - pointing / arm movements (non-verbal)
  - whistles / other verbal noises
2. (Reasons for being more successful when allowed to communicate)
  - Tactics can be passed around the group.
  - People can communicate positions and tell people where they need to be.
  - If someone is not being marked and could score, they are able to communicate
3.
  - People could not communicate the moves/movement they were going to do
  - People had to make their own decisions on what to do, based on what they could communicate to them.
  - There was a lack of teamwork and understanding of what others were planning

## Activity 12 — Environmental conditions: Scenarios

Students should consider what they think would be the correct tactical changes / decision scenarios. Examples of answers given below. *Accept other suitable answers.*

- Scenario 1:**
- The team should stop attempting long passes and keep passes short
  - The team should play a more forward-based game (i.e. pick and go), as a slippery ball.
  - Where possible, penalties should be kicked for points as it may be easier than completing complicated moves to get a five-point try.
  - The team should attempt to retain possession of the ball.
- Scenario 2:**
- The direction the shot should be aimed should be altered, taking account of the wind.
  - The wind may be used to help direct the ball onto the green.
  - A different club may be used to make the shot.
  - The ball should be kept lower than normal, to minimise the chance of a high flight of the ball.
- Scenario 3:**
- The players should conserve energy as much as possible; for example, by not running too much.
  - Players may try to pass the ball through their opponents instead of running with it.
  - The team may play more long, over-the-top balls to minimise the distance they have to run.
  - They may use subs to replace tired players, rather than to gain a tactical advantage.
- Scenario 4:**
- The cyclist should remain within the peloton to use other riders as protection from the wind.
  - The cyclist could tuck behind another rider to save energy by remaining in the slipstream.
  - The cyclist should save their energy for stages of the race they are going to win.
  - The cyclist may have a slower than normal pace around corners – but not slower than coming off your bike altogether.

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## Activity 13 — Demonstrations and types of practice: Practice Match

Students should cover the following points. *Accept other suitable answers.*

### Isolated practice

- These are activities that target one specific skill or component of a skill, technique.
- An example is a coach hitting a high ball repeatedly for a tennis player to practice.
- This method would be used by an athlete to develop individual phases of a triathlon.

### Advantages:

- + best for introducing skills and techniques the performer has not mastered
- + best for introducing skills and techniques the performer has never done before
- + can be adapted to increase the difficulty
- + allows performer to concentrate on one task at a time

### Disadvantages (limitations):

- This type of practice can appear boring to a player, as they only focus on one thing.

### Conditioned practice

- These are small games or activities that have adapted rules to allow skills to be practiced.
- An example is a rugby team practising their runs/moves with only three opposition players.

### Advantages:

- + This type of practice allows performers to master the application of the correct technique in a conditioned situation, so that in a competitive scenario, they can apply this correctly.
- + Conditioned practices allows opportunities for the coach to stop play, in order to provide feedback to players, so that they become more aware.
- + This type of practice is beneficial for players who have mastered the skills involved in the conditioned practice in order to apply a tactic in a competitive situation.
- + It allows decision-making to be made more clearly.

### Disadvantages (limitations):

- The stopping and starting of play in order to provide feedback and guidance means that the performer may find it hard to get back into the game.

### Competitive situation

- This means any sporting occasion in which an athlete competes against other players of the game/sport, with full numbers participating and match officials.
- This can also be used in practice or training. For example, a volleyball team being set up for a match in pre-season.

### Advantages:

- + Creating competitive situations can help prepare athletes for real situations.
- + Creating competitive situations allows a coach to establish what players would do in real situations, and opportunities for the coach to provide feedback, ready for a real competition.

### Disadvantages (limitations):

- Typically the team would be split into two teams to create a competitive situation, and one team 'hold back' as they go against their teammates, and, therefore, not play as if it was a real match.

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## Activity 14 — Application of rules and regulations: Case Study

Students could cover the following points. *Accept other suitable answers.*

### Case 1 – Rugby

- Players would have to 'relearn' how to tackle.
- Players would have to adapt their tackling technique to avoid high tackles.
- Players may have to bring a referee in to help them adapt their tackling technique.
- Rucking technique would have to be modified to avoid neck rolls.
- Alternative ways of clearing opponents from a ruck would have to be identified.
- Positioning in rucking would be adapted (i.e. getting lower and wrapping around).

### Case 2 – Cricket

- The fielding team is likely to use spin bowlers, as it would be harder for the batsman to hit the inner circle, increasing the chance of catching the batsman out or the batsman being run out.
- The fielders would have to identify the likely places the batsman will hit the ball.
- After the first six overs, more fielders will spread out around the field to cover more ground.
- For the first six overs, the batter would try to hit the ball over the close-by fielders to score more runs.
- When the fielders spread out more, the batter would use more tactical shots to score runs.
- As they only have 20 overs, the batters would have to play an attacking style of cricket.

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## Activity 15 — SWOT analysis: Record and Review

Answers will depend on the sport students participate in and what they identify as being points and suggestions that students should consider are given below, including an example of suitable answers.

### Strengths/weaknesses

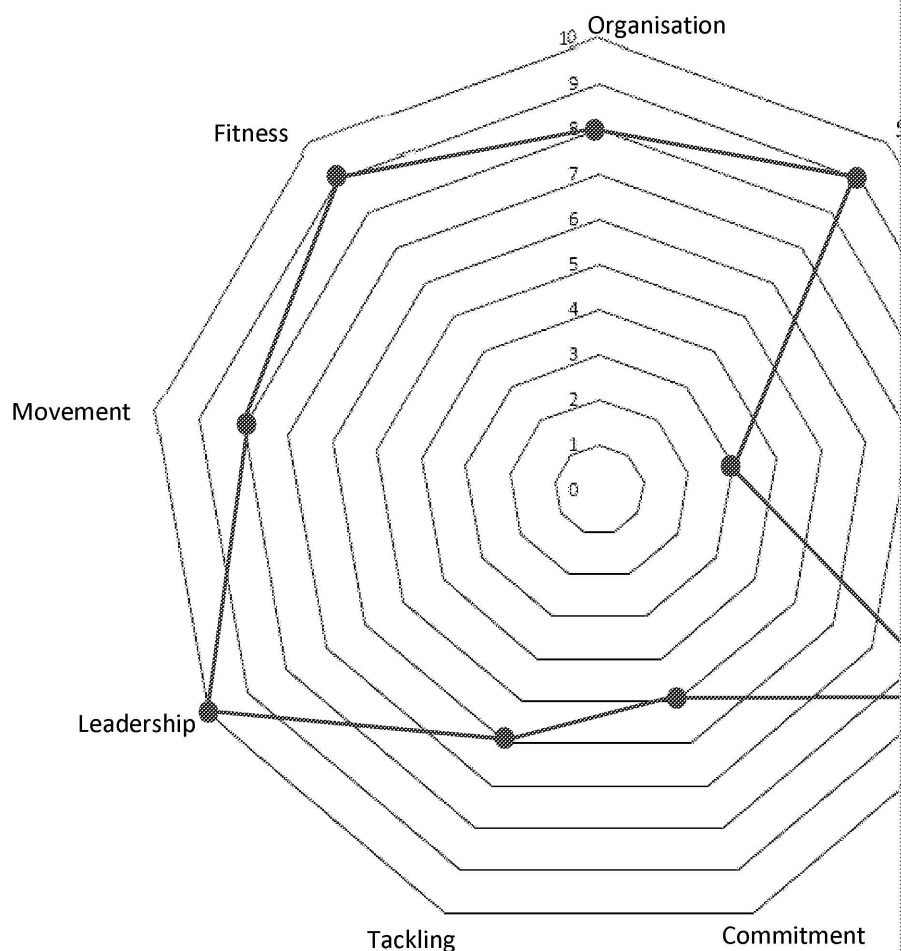
- communication
- passing
- commitment
- leadership
- technique (specific or general)
- catching
- shooting
- teamwork
- tackling
- movement
- organisation
- fitness

### Opportunities

- after-school sports club (to improve skill)
- local sports clubs to participate in
- new coach at local club to improve performance standards
- good facilities at school/club
- parents willing to transport and fund interest in sport

### Threats

- Opponents in the league are of a higher standard, so wins will be hard to get.
- The team might drop out of the league if they are not successful.
- The club does not have the best facilities or equipment.
- The club has lots of new players who do not understand all the rules yet.



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## Performance Profiling

### The objectives:

- A full assessment of sporting performance, which includes analysis of the physical and technical aspects of the chosen sport, including technique and tactics

### Factors that can affect performance profiling:

- lifestyle of the athlete
- movement skills
- the physical preparation undertaken by the athlete
- the psychological mood and behaviour of the athlete
- the level of skill the athlete has, including technical and tactical skills

### The processes:

- The coach informs the athlete of the performance profiling process.
- The coach and athlete determine the characteristics that would be observed for the chosen sport.
- Notational analysis (which records movement patterns) is used.
- Analysis can be completed using Prozone, Dartfish technology, Kandle technology.
- Physical ability can be tested using fitness testing.
- Psychological ability can be tested using psychometric tests (e.g. Profile of Mood States).
- Interviews can be conducted where athlete and coach share feedback on performance.
- The coach observes performance, including analysing results.
- Grades and levels are awarded to the performer against performance/characteristics.
- After the performance profile, athlete and coach should work together to work on weaknesses identified and improve the athlete's performance.

### The benefits:

- It allows the coach to determine the right intervention required to address weaknesses.
- It allows the athlete to get involved in their programme and understand training requirements.
- There is increased motivation to want to achieve and improve performance.
- It allows recording of data and physical determination of whether changes are needed.
- It allows the athlete to understand and identify their weaknesses.
- It allows the coach and athlete to come to an agreement on strengths and weaknesses.
- It allows the athlete to understand characteristics of elite athletes and compare their own.
- The athlete can learn new skills, i.e. psychological strategies that can aid performance.
- The athlete can learn new physical skills, e.g. adjusting body weight to aid technique.

## Activity 16 — Performance profiling: Trump Cards

### Considerations in performance profiling

- Observations of performance should be used.
- Notational analysis should be used.
- Athletes should be honest when self-assessing.
- Coaches should give an honest opinion of the athlete's performance.
- Performance profiling should be used to create aims, goals and objectives.
- Athletes should compare their scores to that of a higher-level athlete to give them a target.

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**Activity 17 — Observations and objective performance data: Video Analysis**

Sample data and example answers given below. Students' answers will vary. *Accept suitable answers.*

<b>Number of passes made:</b>	<b>Successful passes made:</b>
14	11
<b>Missed/intercepted/failed passes:</b>	<b>Unforced errors:</b>
3	4
<b>Number of shots taken:</b>	<b>Successful shots:</b>
4	1
<b>Time spent in opposition half:</b>	<b>Time spent in own half:</b>
110 seconds	190 seconds

<b>Weaknesses identified:</b>	<b>Justification:</b>
<ul style="list-style-type: none"> <li>shooting skills / accuracy</li> </ul>	<ul style="list-style-type: none"> <li>The player only successfully made one out of four shots that they need to improve their shooting skills.</li> </ul>
<ul style="list-style-type: none"> <li>low levels of concentration</li> </ul>	<ul style="list-style-type: none"> <li>The player made four unforced errors in a short period of time, they need to increase their focus and concentration mentally.</li> </ul>
<ul style="list-style-type: none"> <li>defending/attacking skills</li> </ul>	<ul style="list-style-type: none"> <li>The player/team spent 190 seconds (63%) of the total time, this suggests that they either have poor defensive skills from their opponents, or they have poor attacking skills to get the ball out of their own half, despite having the ball.</li> </ul>
<b>Strengths identified:</b>	<b>Justification:</b>
<ul style="list-style-type: none"> <li>passing skills</li> </ul>	<ul style="list-style-type: none"> <li>The player successfully made 11 out of 14 passes, this shows they have good accuracy and passing skills to stop the opposition.</li> </ul>
<ul style="list-style-type: none"> <li>attacking formation/movement</li> </ul>	<ul style="list-style-type: none"> <li>In a short period of time, the player was able to take a shot on goal. Despite only successfully making one shot on goal, they were in the right positions to be able to make so many attempts.</li> </ul>

**Activity 18 — Use of technology: Research**

Students should aim to think of two other pieces of equipment/technology used in sports, such as motion capture systems (e.g. Vicon). The answers given below are for the two pieces of technology used (Dartfish and force platforms).

**Name of equipment/technology:** Dartfish

**Sports it may be used in:** sports that include running (gait analysis), sports in which technique is important (e.g. angles) such as discus and javelin, etc.

**Features/information provided by the equipment/technology:** video analysis, upload video, slow motion, playback / freeze-frame, annotation tools (e.g. lines, angle calculators and arrows)

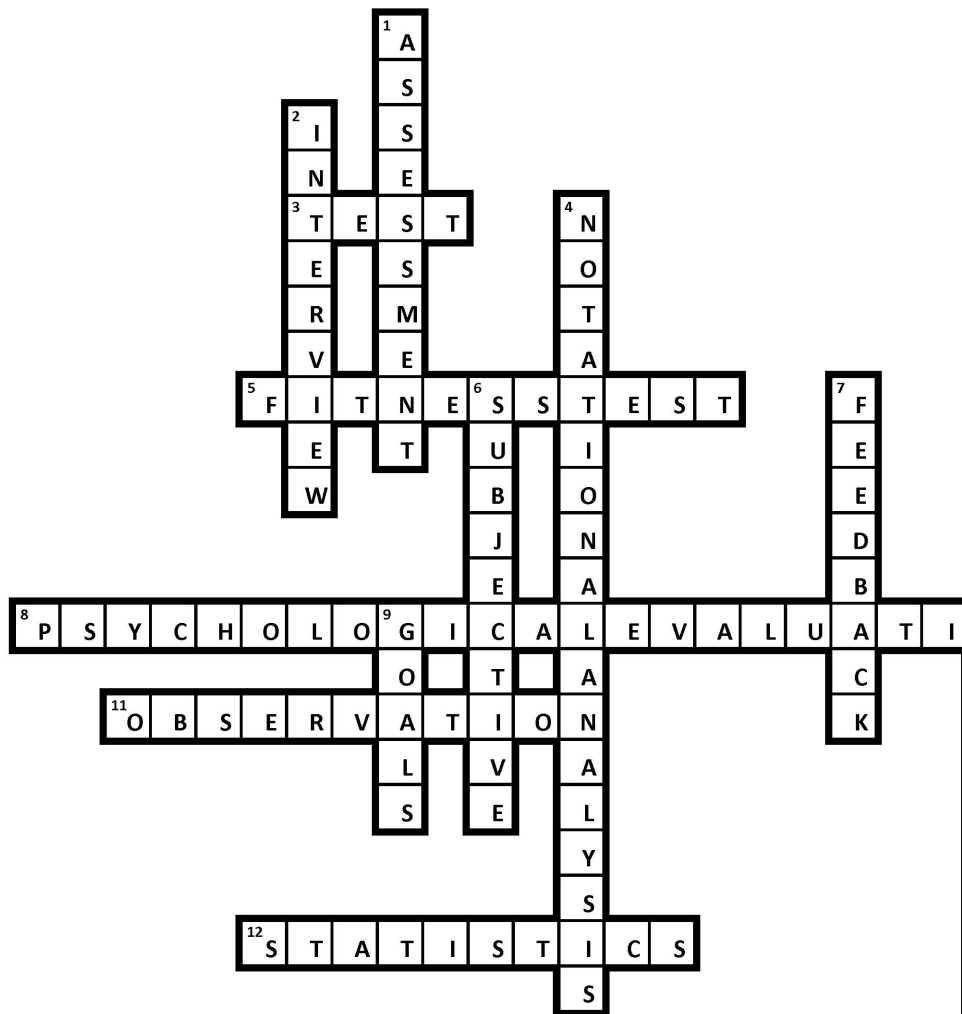
**Name of equipment/technology:** force platforms

**Sports it may be used in:** all sports – power-based sports (e.g. rugby, football, weightlifting, gymnastics), sports that require gait analysis (e.g. sprinting)

**Features/information provided by the equipment/technology:** ground reaction force, displacement, location of centre of gravity, etc.

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## Activity 20 — Strengths and areas for improvement and activities to improve performance How SMART are Your Goals?

- Specific** Goals should not be vague but should describe what you want to achieve.  
**Measurable** Goals should be tracked in order to see your progress as you work towards your goal.  
**Achievable** It should be possible to reach your goal.  
**Realistic** Goals should be things that are possible given your individual circumstances and the amount of time you can dedicate to training.  
**Time-bound** It should be clear when your goals should be achieved by.

**Note:** each SMART worksheet will be different for each student; however, examples are provided below.

Example of SMART goals for improving goals achieved in netball:

- Measurable
  - Achievable
  - Specific
  - Realistic
  - Time-bound (also accept measurable)
- Measurable** – Recording the number of goals achieved in training every week
  - Realistic** – Ensuring the player is capable and plays a shooting position, i.e. goal shooter
  - Specific** – Keeping it simple, i.e. improving shots achieved only
  - Achievable** – Recognising that the player has the ability to achieve goals made in training
  - Time-bound** – Committing to the idea that improving goals achieved will take six weeks of training, and therefore, making it time-bound to an upcoming existing deadline

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## Activity 21 — Strengths and areas for improvement and activities to improve performance

1. **Short-term:** This should include small improvements which can reasonably be achieved in the short-term.  
**Long-term:** This is a goal that should be achieved over a long period, e.g. over the course of a career. It should be broader than the short- and medium-term goals and should build upon them.

2. All goals should also apply the SMART principle (specific, measurable, achievable, realistic, time-bound).

**Opportunities:** Students should cover the following points:

- training programmes, e.g. first aid, coaching qualifications
- courses, e.g. retraining, CPD (continued personal development)
- qualifications relevant to the goal, e.g. university degree, coaching qualifications
- help and advice available from peers, teachers, experts, job counsellors, etc.

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