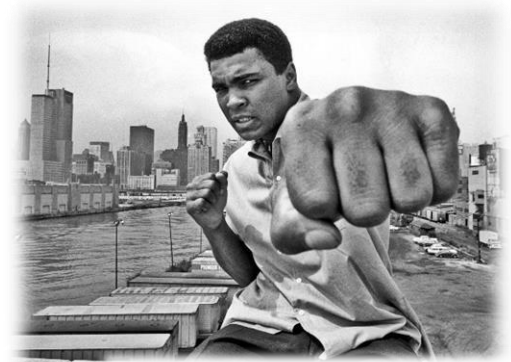


Unit 1 - Body systems and the effects of physical activity

In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.



“Don’t count the days; make the days count” - Muhammad Ali

Key Terms

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Appendicular skeleton	The appendicular skeleton is formed by the pectoral girdles, the upper limbs, the pelvic girdle, and the lower limbs.
Axial skeleton	The axial skeleton is the part of the skeleton that consists of the bones of the head and trunk. It consists of 80 bones and is composed of six parts; the skull bones, the ossicles of the middle ear, the hyoid bone, the rib cage, sternum and the vertebral column.
Cardiovascular system	The cardiovascular system is an organ system that encompasses the heart and blood vessels of the body. It carries blood, oxygen, and nutrients to organs and tissues of the body, and carries waste and carbon dioxide from these tissues for removal from the body.
Energy systems	Three different systems by which your body creates and delivers energy to the working muscles.
Muscular system	The muscular system is an organ system consisting of skeletal, smooth and cardiac muscles. It permits movement of the body, maintains posture, and circulates blood throughout the body.
Respiratory system	The respiratory system is the set of organs that allows a person to breathe and exchange oxygen and carbon dioxide throughout the body.
Skeletal system	The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs. The human skeleton contains 206 bones.

Task 1

Watch the video clip below on the axial and appendicular skeleton

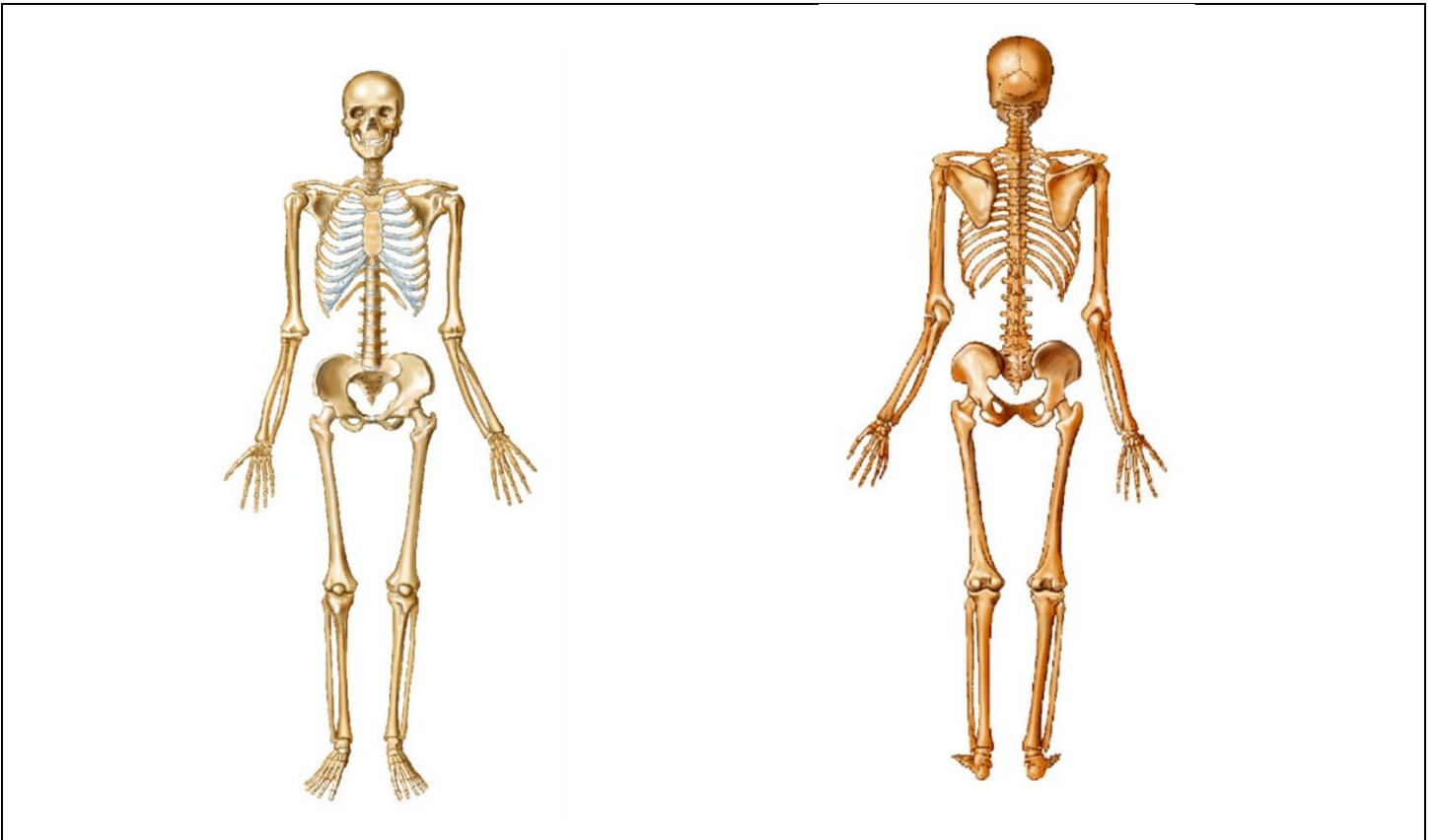
<https://www.youtube.com/watch?v=5n-sNpwb3Jk>

Task 2

What are the differences between the axial and appendicular skeleton?

Task 3

How many bones of the human body can you name?



Unit 2 – Sports Coaching and activity leadership

At some point throughout their lives everyone will have experienced being coached or taught about sport and physical activity. The importance of a high-quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and NGB's and, through coaching and leading, you can learn a set of skills such as communication and adaptability which will prove valuable in other aspects of your life, such as work and study. This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.



What you will learn

Unit 2 Sports coaching and activity leadership	
LO1	Know the roles and responsibilities of sports coaches and activity leaders
LO2	Understand principles which underpin coaching and leading
LO3	Be able to use methods to improve skills, techniques and tactics in sport
LO4	Be able to plan sports and activity sessions
LO5	Be able to prepare sports and activity environments
LO6	Be able to deliver sports and activity sessions
LO7	Be able to review sports and activity sessions

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>

Key terms

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Group dynamics	The ways in which groups come together, work together and how the coach/leader can ensure they are effective when combined as a team. In this unit the coach/leader should be aware of how groups work even if they coach/lead an individual sport as there is more than one individual.
Types of practice	The ways in which participants are taught a new technique or tactic. Coaches and leaders should consider fitness, experience and time available when choosing the type of practice.
Dynamic movements	A type of flexibility exercise where the range of movement is extended whilst the muscle is still moving but under control. Dynamic movements can be incorporated into a warm-up.

LO1

Write down as many roles of a sports coach as you can.



LO1

Write down as many responsibilities of a sports coach as you can.



Task 1

Describe the roles below.

Role Model	
Motivator	
Instructor	
Counsellor	
Organiser/Planner	
Teacher	
Facilitator	
Advisor	
Mentor	

Unit 3 - Sports organisation and development

This unit is an exam unit that you will sit in January 2021. The unit is based around Sport development and Organisation. It is important that you understand the sports structure within the UK and also how this links across the world. As well as this you need to understand what sport development is, why it is important and how it is carried out.



Jonnie Peacock, Team GB, two time Paralympic champion.

Unit 3 Sports organisation and development	
LO1	Understand how sport in the UK is organised
LO2	Understand sports development
LO3	Understand how the impact of sports development can be measured
LO4	Understand sports development in practice

Key terms for this unit can be found on pages 5-7 here:

[Cambridge Technicals in Sport and Physical Activity Delivery Guide: Unit 3 - Sports organisation and development](#)

Task 1

Below are the logos for a range of national governing bodies, how many do you recognise?



Task 2

Go to this website and read the article http://news.bbc.co.uk/sport1/hi/front_page/4269510.stm

Note the year. Look at our Olympic success before and after the article was written what impact did a restructure have?

Write down as many roles and responsibilities within sport that are mentioned within the article.

Extension task- Tell me how you would structure sport if you were in charge.

UNIT 8 - Organisation of sports events

Sports events vary in size, impact and purpose but all involve sharing a passion and love for different sporting activities. From local leagues and competitions to mega events such as the Olympics, sport has the power to bring people together for a common aim or purpose. Events such as the London Marathon and Sport Relief demonstrate individuals' drive and purpose in raising money for charity through sport. Also, local voluntary sports clubs organise and run events to increase participation and numbers and to help raise funds for their grass roots teams.



This unit is designed for you to develop skills in planning, promoting and delivering a sports event; with a focus primarily on your individual role as well as working as part of a team and reflecting on your input and future personal development. This unit will enable you to establish transferrable skills which can be used within sport and active leisure as well as within the fitness industry. It will also enhance skills such as team work, organisation and safeguarding awareness

Unit 8 Organisation of sports events	
LO1	Know different types of sports events and their purpose
LO2	Know the different roles and responsibilities involved in the planning and delivery of sports events
LO3	Be able to plan and promote a sports event
LO4	Be able to participate in the delivery of a sports event
LO5	Be able to review the planning and delivery of a sports event

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Coaching event	Often focuses on one or a small number of sports and aims to improve participants' levels of achievement through intensive coaching activities.
Emergency action plan	This is a step-by-step plan to be followed in the event of an emergency and includes information such as: who to contact, what to do, where to find first aid kit/fire extinguishers etc, location of emergency exits, muster points, how to direct emergency services etc.
Formative evaluation	This is an evaluation that is dynamic and ongoing and happens during a sports event in order to adapt activities as appropriate.
Fundraising event	An event which hopes to make money. Sponsored events are a good example of this.
Participative event	An event which is often non-competitive in nature (although doesn't have to be and/or could have competitive elements within it) and is mainly concerned with getting people to take part and have fun. Often used to introduce people to new sports and/or to raise awareness/boost numbers.
Proforma	A document or form that can be filled in using information relevant to the specific circumstances.
Promotional campaign	A series of advertisements using various marketing tools to promote an event. Typically the development of a promotional campaign will consider the four Ps: product, price, place, promotion.
Risk assessment	A risk assessment is a process where potential hazards are identified, the risk associated with the identified hazard is assessed and appropriate ways to minimise the risk posed by the potential hazard are determined. Risk assessment should be included at the planning stage and also be 'dynamic' i.e. potential risks constantly assessed and appropriate remedial action taken during the activity/event.
Sports camp/holiday club	Takes place out of school hours and/or during holidays. Sports camps can take the form of participative, tournament or coaching events and often include large numbers of children taking part.
Sports event	A sports event can be any type of competitive or non-competitive activity which involves people taking part in sports activities. An 'event' would normally involve more people and be held over a longer period of time than a 'session'. Events are often 'one-off', although they can be used as part of a regular or longer running programme of sessions.
Summative evaluation	This form of evaluation takes place at the end of the event.
Tournament event	A competitive event which sees multiple teams/participants compete against others to result in an eventual winner.

Transition task

Link to the specification <https://www.ocr.org.uk/Images/258731-organisation-of-sports-events.pdf>

Task 1

You must provide details on **three types** of events from the list of sports events above. You must identify the event and use sporting examples of how the event is run.

For example a knockout tournament could be Wimbledon tennis event. Using your own knowledge and sources from the internet and books attempt this task .

Task 2

Think about major sports events like the world cup, marathon and Olympic Games. Other than participant what roles are there needed to allow these competitions to run smoothly?

Unit 17 Sports injuries and rehabilitation



Sports injuries happen — but the best coaches and leaders know how to spot them early, respond confidently, and support athletes back to full strength. Understand *why* they happen and how to prevent them and having the confidence to recognise issues before they get worse. Great coaches support the whole person, not just the injury.

What you will learn

Unit 17 Sports injuries and rehabilitation	
LO1	Know common sports injuries and their effects
LO2	Be able to minimise the risk of sports injuries
LO3	Be able to respond to acute sports injuries when they occur
LO4	Know the role of different agencies in the treatment and rehabilitation of sports injuries
LO5	Be able to plan a rehabilitation programme for a specific sports injury

Task 1

An acute injury is any injury that can happen suddenly whereas a chronic injury is one that lasts for a long period of time or marked by frequent recurrence, as certain diseases. Complete the table below identifying and giving examples of different acute or chronic injuries/conditions.

Acute	Chronic

Transition task

Task 2

Scenario: You are playing in a football match and one of your players becomes injured. You are the assigned first aider to your team, so you must deal with the injury. Use SALTAPS and RICE steps and suggest how you might deal with the injured player.

To find out more about this qualification please go to: [Unit 17 Sports injuries and rehabilitation](#)