



## Unit 1: Fitness Testing & Training

Credit value: 5

Lesson	Objectives	Outline	Resources	Links to grading criteria
1	<p>By the end of the lesson the pupils should be able to :</p> <ul style="list-style-type: none"> <li>◆ Give a brief overview of what the unit is about</li> <li>◆ Identify a range of components of <b>physical fitness</b> they have used during a practical session</li> </ul>	<p>Introduce the unit:</p> <p>Go over the main areas of the unit, for example what they will be doing, the sort of assessment methods available to them and the practical nature of the unit for example.</p> <p>Ask the pupils what they currently understand about fitness testing and training and find out what sports they are interested in (or play) outside of school/college.</p> <p>Explain that they can focus on many occasions on sports they are interested in.</p> <p>Introduce the components of physical fitness.</p> <p><b><u>Make it a practical session – getting the pupils active and enjoying the start of the unit! Get them to identify a range of components of physical fitness during the practical activity, or run a series of activities that incorporate them all!</u></b></p>	<p>Unit overview</p> <p>Sports facilities</p>	<p>General overview although with specific link to <b>P1</b></p>
2	<p>By the end of the lesson the pupils should be able to :</p> <ul style="list-style-type: none"> <li>◆ Identify a range of components of <b>skill-related fitness</b></li> <li>◆ Identify sports where selected components of <b>physical fitness</b> are important i.e. aerobic endurance in rowing</li> </ul>	<p>Continue along the practical theme – this time focusing on selected components of skill-related fitness (after they have been introduced). Again, it may be necessary to run a range of activities that incorporate them all.</p> <p>After this, issue <b>activity 1</b> during a break in activity and re-focus on physical fitness. Use the activity to stimulate a discussion on the pupils' favourite sport stars and their main components of physical fitness.</p> <p>Progress this so that the pupils can identify sports where the components of physical fitness are most important – <b>letting them use sports of their choice wherever possible</b></p> <p><b><u>Keep the unit practical – evidence can be generated through playing and doing. Get the pupils to retain all the activities they complete as either evidence or supplementary evidence</u></b></p>	<p>Sports facilities</p> <p><b>Activity 1</b></p>	<p><b>P1</b></p>



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3	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Identify sports where selected components of <b>skill-related fitness</b> are important i.e. aerobic endurance in rowing</li> <li>◆ Demonstrate that they have elements of both physical &amp; skill-related components of fitness</li> <li>◆ Identify what is required in a <b>description</b></li> </ul>	<p>Further practical activity. The pupils should be asked to identify sports where they think the components of skill-related fitness are used.</p> <p><b>Activity 2 can be used as an introductory activity and could be issued at the start of the lesson (either in the changing room or prior to a warm-up activity)</b></p> <p>These sports (if feasible) should be used as the base for a practical session – during which the pupils should be asked to demonstrate selected components – whether from physical or skill-related.</p> <p>The practical activities should be stopped at salient points when good examples of the components are demonstrated. Pupils should be encouraged to describe what they (or others) have done – thereby introducing the verb <b>describe</b></p> <p><b><u>The teacher needs to go through the verb describe – referring to the verb sheet. This is a key activity and sets the standard for descriptions throughout this unit (and BTEC course)</u></b></p>	<p>Sports facilities</p> <p><b>Activity 2</b></p> <p><b>Verb sheet</b></p>	<p><b>P1</b></p>
4	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Describe the components of both physical &amp; skill related fitness</li> <li>◆ Identify opportunities whereby they show achievement in activity 3</li> </ul>	<p>This lesson should be a combination of practical and theory – the teacher going through all the components of physical &amp; skill related fitness and giving an exemplar description of each.</p> <p>Demonstrations should be arranged using pupils in a range of simulated activities – using other pupils to describe what they have seen.</p> <p><b>It would be an excellent idea if the pupils who are not describing the activity could be facing away from the action – thereby requiring the pupil who is describing having to paint a very clear picture!</b></p> <p><b><u>If pupils give an accurate description their achievement can be recorded on Activity 3 – teacher record of coverage</u></b></p>	<p>Sports facilities</p> <p><b>Activity 3</b></p> <p><b>Activity 3 – teacher record of coverage</b></p>	<p><b>P1</b></p>



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5	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Identify the key components of a explanation</li> <li>◆ Explain why selected sports require certain components of fitness</li> </ul>	<p><b>Activity 4</b> should form the basis of this lesson – although the performers included can be changed to suit the learners' preferences.</p> <p>The pupils can use the activity as evidence towards M1 or it can be used as a witness statement – recording what they say when questioned.</p> <p><b><u>It is important that the pupils understand (and can apply) the verb explain. They need to be aware that an explanation requires reasons – often the word because being used. It would be an advantage if an example could be given – such as the one included in the mark scheme for assessment activity 1</u></b></p> <p>The pupils can also be shown a range of sports clips to use as a basis for their explanation (see below). Alternatively, they can take part in some form of practical activity for the same purpose.</p> <p><a href="http://news.bbc.co.uk/sport2/hi/cricket/skills/7399136.stm">http://news.bbc.co.uk/sport2/hi/cricket/skills/7399136.stm</a> - throwing</p> <p><a href="http://news.bbc.co.uk/sport2/hi/boxing/get_involved/4253958.stm">http://news.bbc.co.uk/sport2/hi/boxing/get_involved/4253958.stm</a> - boxing</p> <p><a href="http://news.bbc.co.uk/sport2/hi/rugby_union/skills/7362451.stm">http://news.bbc.co.uk/sport2/hi/rugby_union/skills/7362451.stm</a> - rugby</p> <p><a href="http://news.bbc.co.uk/sport2/hi/athletics/7541215.stm">http://news.bbc.co.uk/sport2/hi/athletics/7541215.stm</a> - athletics</p> <p><a href="http://news.bbc.co.uk/sport2/hi/other_sports/gymnastics/8287936.stm">http://news.bbc.co.uk/sport2/hi/other_sports/gymnastics/8287936.stm</a> - gymnastics</p>	<p><b>Activity 4</b></p> <p><b>Mark scheme – assessment activity 1</b></p> <p><b>Video library</b></p>	<p><b>M1</b></p>



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<b>ASSESSMENT ACTIVITY 1</b>  1-2 WEEKS	By the end of this series of lessons the pupils should have had the opportunity to: <ul style="list-style-type: none"> <li>◆ Meet the pass criteria P1</li> <li>◆ Meet the merit criteria M1</li> </ul>	<p>Introduce the assessment activity and lead the pupils through the requirements of each of the criteria – starting with the pass tasks.</p> <p>Give a brief overview of how the pupils may need to complete a similar task in the world of work – for example the one given. Other examples may include work as a coach at a sports club.</p> <p>Encourage them to work through the pass tasks first – getting the fundamentals in place before attempting the higher grade tasks. Also suggest that they check on areas where they may not be clear with the teacher – before going off at possible tangents!</p> <p><b><u>It is also important to discuss with the pupils suitable ways in which the activity can be presented – and stress that they can focus on a sport (or sports) of their choice</u></b></p> <p><b>How centres approach the assessment activities is a matter of choice. Activities 1 – 4 (combined with the teacher record of achievement) will be sufficient evidence for P1 &amp; M1 and even if the more formal assessment activity is to be used these activities are useful supplementary evidence of understanding</b></p>	<b>Assessment Activity 1</b>  <b>Mark scheme – assessment activity 1</b>  <b>All activities used to date (1 – 4) &amp; Activity 3 – teacher record of coverage</b>	<b>P1, M1</b>
8	By the end of the lesson the pupils should be able to: <ul style="list-style-type: none"> <li>◆ Identify fitness training methods they are currently aware of</li> <li>◆ Identify the key differences between Static, Active, Passive and Ballistic stretching</li> <li>◆ Note key points of the flexibility training methods used during the lesson</li> </ul>	<p>The next series of lessons look at the various training methods available to improve the components of fitness. The pupils should, wherever possible, get the opportunity to take part in as many as possible, using the experience to develop their understanding of them.</p> <p>After finding out what they already know (<b>using activity 5</b>), this lesson starts with flexibility. The pupils should be issued with <b>activity 6</b>, as an introductory activity and after attempting the initial task a selection of flexibility training methods should be run.</p> <p>The pupils can note down key points associated with the methods in the spaces provided.</p>	Sports facilities  <b>Activity 5</b>  <b>Activity 6</b>	<b>P2</b>



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9 - 11	<p>By the end of this series of lesson the pupils should:</p> <ul style="list-style-type: none"> <li>◆ Be able to identify a range of fitness testing methods used to achieve excellent in sport</li> <li>◆ Have had the opportunity to take part in a range of testing methods</li> <li>◆ Have covered tests for strength &amp; power, endurance &amp; speed/speed endurance</li> </ul>	<p>During this series of lessons the pupils should have had the opportunity to take part in a range of fitness testing methods.</p> <p><b>Activities 7, 8 &amp; 9</b> support the remaining components of fitness. In addition to taking part in the activities the pupils should be taking notes to support their understanding of the tests and need to given sufficient information to be able to <b>describe 3 tests</b> later on in the unit – although the specifications are not clear as to what needs to be included.</p> <p>The emphasis should be practical – the pupils getting the opportunity to make notes/ask questions at salient points during the sessions.</p> <p>The pupils should also be encouraged to plan and run fitness tests for their peers – once they have the knowledge and confidence to do so.</p>	<p>Sports facilities</p> <p><b>Activity 7</b></p> <p><b>Activity 8</b></p> <p><b>Activity 9</b></p>	<p>P2</p>
12	<p>By the end of the lesson a selection of pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Describe, as a minimum, one fitness testing method</li> </ul>	<p>It is suggested that this lesson is used to run a practical session, whereby a selection of pupils are given the opportunity to attempt <b>activity 10</b> – where they are participating in the session (and withdrawn) or are pre-selected to do so.</p> <p>Although it is not explicit what should be included in the description of each method, the <b>teacher record of coverage for Activity 10</b> suggests areas that need to addressed by the pupils – although it is recommended that supplementary questioning is used to support teacher decisions.</p> <p><b><u>This activity needs to be used over a period of time and in different sports settings. It is just as reliable (and maybe more relevant) to use it during fixtures or if the group are working with other year groups.</u></b></p>	<p>Sports facilities</p> <p><b>Activity 10</b></p> <p><b>Activity 10 – teacher record of coverage</b></p>	<p>P2</p>



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<p><b>ASSESSMENT ACTIVITY 2</b></p> <p><b>1-2 WEEKS</b></p>	<p>By the end of this series of lessons the pupils should have had the opportunity to:</p> <ul style="list-style-type: none"> <li>◆ Meet the pass criteria P2</li> </ul>	<p>Introduce the assessment activity and lead the pupils through the requirements of the criteria.</p> <p>Give a brief overview of how the pupils may need to complete a similar task in the world of work – for example the one given. Other examples may include work as a coach at a sports club or could be advising a member of the family who is trying to improve their fitness.</p> <p>The pupils should be encouraged to check on areas where they may not be clear with the teacher.</p> <p><b><u>It is also important to discuss with the pupils suitable ways in which the activity can be presented – and stress that they can focus on 3 methods of their choice...maybe focusing on components of fitness their favourite sport(s) would demand.</u></b></p> <p><b><u>They should also be encouraged to present the work in a method they feel comfortable with – especially as this assessment is still relatively early in their BTEC programme.</u></b></p> <p><b>As with all assessment activities in this unit, how centres approach the assessment activity is a matter of choice. Activities 5 – 10 (combined with the teacher record of achievement) will be sufficient evidence for P2 and even if the more formal assessment activity is to be used these activities are useful supplementary evidence of understanding</b></p>	<p><b>Assessment Activity 2</b></p> <p><b>Mark scheme – assessment activity 2</b></p> <p><b>All activities used for this topic (5 – 10) &amp; Activity 10 – teacher record of coverage</b></p>	<p><b>P2</b></p>
<p><b>15</b></p>	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Identify possible pressures that face sports performers</li> <li>◆ Outline recent examples of where high profile performers have been 'in the news'</li> <li>◆ Outline how alcohol, smoking and drugs can affect sports performance</li> </ul>	<p>The next 2 lessons look at the lifestyle factors that can affect training and performance. It could be started by asking the pupils what factors affect them – such as workload or pressure being exerted by parents for example.</p> <p>This session can be run during a practical session; although it is suggested time is allocated to look at <b>Activity 11</b> (which can be amended to reflect performers who may be more relevant at the time of issue).</p> <p>Although the unit content is only a guide it is suggested that a range of lifestyle factors are discussed – starting with alcohol, smoking and drugs</p> <p>There should be numerous examples that can be used to support how alcohol &amp; drugs has affected performance – although smoking may need to be more hypothetical!</p>	<p><b>Activity 11</b></p>	<p><b>P3</b></p>



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16	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Outline how other factors, such as work demands, culture and medical history can affect sports performance</li> <li>◆ Describe selected lifestyle factors that affect performance</li> <li>◆ Produce their own case study that incorporates lifestyle factors that are affecting performance</li> </ul>	<p>This lesson builds on the previous lesson and should focus on other lifestyle factors affecting sports performance. <u>The examples given in the unit content can be used but centres have the flexibility to use their own if more applicable.</u></p> <p>Activity 12 can be used to help the pupils describe a variety of lifestyle factors – with the opportunity given for them to write their own case study.</p> <p>The links below can also be used to give the pupils real-life examples from the world of sport, although <u>more current (or localised) examples may be available at the time of delivery.</u></p> <p>It could be useful to look at all the examples below are currently performing and see if the lifestyle factors have had any detrimental effect on them over a period of time</p> <p><a href="http://www.timesonline.co.uk/tol/sport/more_sport/article7079406.ece">http://www.timesonline.co.uk/tol/sport/more_sport/article7079406.ece</a> - Joe Calzaghe and drugs</p> <p><a href="http://www.dailymail.co.uk/sport/football/article-1250860/Premier-League-star-admits-lve-blown-1-5m-gambling.html">http://www.dailymail.co.uk/sport/football/article-1250860/Premier-League-star-admits-lve-blown-1-5m-gambling.html</a> - Mathew Etherington &amp; gambling</p> <p><a href="http://www.guardian.co.uk/uk/2001/may/27/sport.smoking">http://www.guardian.co.uk/uk/2001/may/27/sport.smoking</a> - sport stars &amp; smoking</p> <p><a href="http://www.therams.co.uk/news/Slow-sure-recovery-gives-O-Brien-hope-bright-future/article-1886211-detail/article.html">http://www.therams.co.uk/news/Slow-sure-recovery-gives-O-Brien-hope-bright-future/article-1886211-detail/article.html</a> - Mark O'Brien and heart surgery</p>	<p><b>Activity 12</b></p>	<p><b>P3</b></p>
<p><b>ASSESSMENT ACTIVITY 3</b></p> <p><b>1-2 WEEKS</b></p>	<p>By the end of this series of lessons the pupils should have had the opportunity to:</p> <ul style="list-style-type: none"> <li>◆ Meet the pass criteria P3</li> </ul>	<p>As with previous assessment activities time should be spent outlining the requirements of the activity and discussing ways in which it could be presented. It is always recommended that the work-related setting (or potential settings) are explored to make the task meaningful and realistic.</p> <p>Evidence of pupil understanding can be taken from Activity 12 – although it is highly likely that carefully selected questioning will be needed to ascertain full understanding and support a detailed description</p>	<p><b>Assessment Activity 3</b></p> <p><b>Mark scheme – assessment activity 3</b></p> <p><b>Activities 11 &amp; 12</b></p>	<p><b>P3</b></p>



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19 - 22	<p>By the end of this series of lessons lesson the pupils should:</p> <ul style="list-style-type: none"> <li>◆ Be able to identify a range of different tests that can be used to test different components of fitness</li> <li>◆ Have had the opportunity to take part in a range of fitness testing methods, to cover the complete range of CoF</li> <li>◆ Be able to describe the pre-test procedures and test protocols for all the fitness tests</li> </ul>	<p>This series of lessons gives the pupils the opportunity to take part in a range of fitness tests – covering the 7 components of fitness included in the unit content. When it comes assessment, they only have to cover 4, but it would be ideal if the mechanics, procedures and protocols are covered for all tests.</p> <p>There are two possible approaches:</p> <ol style="list-style-type: none"> <li>1. Spend a lesson going through each test – aims, how administered etc.</li> <li>2. Go through 1-2 tests each week, actually taking part with the pupils recording key information as they go</li> </ol> <p>Whichever approach is taken, the sessions should be practical, interspersed with the opportunity for the pupils to take brief notes. <b>Activity 14</b> provides them with a template to do this whilst <b>Activity 15</b> covers important information regarding procedures &amp; protocols.</p> <p><b>Activity 15</b> also gives the pupils an opportunity to the focus on the 4 tests they are going to take part in...</p> <p>These lessons are also an opportunity to assess the pupils for P4, using <b>Activity 16</b> as the catalyst. Recording their performance can be done on <b>Activity 16 – teacher record of coverage</b>.</p> <p>If using this method of assessment it would be worthwhile to give examples of when a pupil may undertake such tasks in a work-related setting, such as if they were a sports official (where levels of fitness are required) or the uniformed services where entrants need to attain certain levels of fitness</p>	<p><b>Activities 13, 14 &amp; 15</b></p> <p>Associated fitness testing equipment</p> <p><b>Activity 16</b></p> <p><b>Activity 16 – teacher record of coverage</b></p>	<p><b>P4</b></p>



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23	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Interpret test results from all fitness tests completed</li> <li>◆ Compare their results to normative data</li> <li>◆ Identify levels of fitness required for excellence in selected sports</li> </ul>	<p>Wherever possible, this lesson should be integrated into a practical session whereby the pupils have the opportunity (during rest periods) to compare their test results with normative data. It is suggested that this data is available for the pupils, whether in handout or chart format (that they may have been involved in producing).</p> <p>Data is supplied on the Sport Zone members page (Fitness test results for 16~19 years) or can be accessed via:</p> <p><a href="http://www.brianmac.demon.co.uk/eval.htm">http://www.brianmac.demon.co.uk/eval.htm</a></p> <p><b>Activity 17</b> provides the pupils with some normative data and space for them to record their test results.</p> <p><b>They are required to compare their results to the levels required for excellence – although locating data to support this is difficult. It is therefore suggested that time is allocated to discuss with the pupils what levels they would expect for excellence – maybe scores towards the top end to be expected!</b></p> <p>The pupils may want to research data and schools may have existing data they can refer to</p>	<p><b>Activity 17</b></p> <p><b>Fitness tests results for 16~19 years</b></p>	<p><b>P5</b></p>
24	<ul style="list-style-type: none"> <li>◆ By the end of the lesson the pupils should be able to:</li> <li>◆ Explain their test results &amp; identify strengths &amp; areas for improvement</li> <li>◆ Evaluate their levels of fitness – considering them against those required for excellence</li> </ul>	<p>This lesson can be approached via a practical session, interspersed with periods of theory or as a theory lesson in its own right.</p> <p>The pupils need to be able to explain their results and identify strengths &amp; areas for improvement (based on their results from the 4 fitness tests). It is not clear if the 'explain bit' refers to why their levels are where they are (i.e. because of the exercise(s) they do for example or a comparison against normative data. <b>It is suggested pupils are encouraged to explain both.</b></p> <p><b>Activity 18 (case studies)</b> will help the pupils identify strengths &amp; weaknesses in different performers, whereas <b>Activity 19</b> provides a template for them to collate their explanation &amp; evaluation....an example of the level of detail required included.</p> <p>It would be good to get the pupils thinking of how their levels of fitness compare to their favourite sports stars....thinking about why top level performers require excellent fitness levels</p>	<p><b>Activity 18 &amp; 19</b></p>	<p><b>P5, M2, D1</b></p>



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<p>ASSESSMENT ACTIVITY 3</p> <p>1 WEEK</p>	<p>By the end of this lesson the pupils should have had the opportunity to:</p> <ul style="list-style-type: none"> <li>◆ Meet the pass criteria P4, P5</li> <li>◆ Meet the merit criteria M2</li> <li>◆ Meet the distinction criteria D1</li> </ul>	<p>Although this assessment activity covers 4 criteria the pupils should have collected the base data necessary already.</p> <p>Time should be spent outlining what is required from the pupils to constitute an explanation and evaluation – <b>Activity 19</b> giving them a clear template to use (if they wish) and also the level of detail required.</p> <p><b><u>As with all higher level criteria it is suggested that teachers take the opportunity to question the pupils on their responses – to confirm learning and to delve deeper into their levels of understanding. Responses can be recorded on the pupils work or on a separate witness statement if extensive</u></b></p>	<p><b>Assessment Activity 4</b></p> <p><b>Mark scheme – assessment activity 4</b></p> <p><b>Activities 13, 14, 15, 16 (P4)</b></p> <p><b>Activity 16 – teacher record of coverage</b></p> <p><b>Activities 17, 18, 19 (P5, M2, D1)</b></p>	<p><b>P4, P5, M2, D1</b></p>
<p>26</p>	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Identify the psychological factors that affect sports performance</li> <li>◆ Describe a situation where they were mentally strong</li> <li>◆ Describe a situation where their mental approach let them down</li> </ul>	<p>This series of lessons looks at psychological factors and although is mainly theory based it would be better delivered in conjunction with practical activity i.e. ‘how did you feel then’, why did you lose concentration’, how are we going to motivate x etc.</p> <p>As an introductory activity the pupils can give examples of their own mental strength (or lack of it) in <b>Activity 20</b>, using <b>Activity 21</b> to look at the types of mental skills which affect performers at the top level.</p> <p>A general discussion could be conducted to see if the pupils can give examples when they have witnessed (in person or on TV) excellent psychological skills by a performer</p> <p>Although the focus of the assessment criteria is <b>describing</b> the effects of psychological factors <b>on performance</b> it is important they understand all of the factors as included in the unit content.</p> <p>The 5 factors can be highlighted at relevant points during practical activity or by watching video clips of sports where the performers may be under pressure</p>	<p><b>Activity 20</b></p> <p><b>Activity 21</b></p>	<p><b>P6</b></p>



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27	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Describe what motivation is</li> <li>◆ Identify different factors that motivate them and others</li> <li>◆ Describe what effect motivation can have on performance</li> </ul>	<p>Start the lesson by finding out what activities the pupils do out of school...such as sport, music, the arts etc. Use their responses to find out their motivation for taking part – developing other possible reasons if they don't emerge.</p> <p>Use examples of professional sports stars who may have started out playing their sport for fun but as they have progressed they are now motivated by fame or money.</p> <p>Use <b>Activity 22</b> to see if the pupils can identify the different motivation of two contrasting performers and whether they can expand on the possible impact this may have on performance.</p> <p><b><u>If the pupils can relate different motivation factors to their own (or friends) circumstances that would be ideal – teasing out of them the impact this had had (or could have) on performance</u></b></p>	<p><b>Activity 22</b></p>	<p><b>P6</b></p>
28	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Describe what personality is</li> <li>◆ Identify different types of personality</li> <li>◆ Describe what effect personality can have on performance</li> </ul>	<p><b>Activity 23</b> gives the pupils the opportunity to work in pairs – identifying key aspects of their (and their partners) personality. They can progress this by describing the personality of the performers included in the task <b>or insert ones of their own.</b></p> <p>The key aspects of personality i.e. those included in <b>Activity 24</b> can be used to develop their understanding more. Without looking at the examples on page 2, get the pupils to name performers they think display the traits identified.</p> <p><b>During practical activity the pupils can be asked to identify (and describe) various personality traits that may emerge during the session...and more importantly <u>how they affected performance</u></b></p> <p><b><u>Examples for pupils to look at include:</u></b></p> <p><a href="http://www.nytimes.com/2009/09/10/sports/tennis/10federer.html">http://www.nytimes.com/2009/09/10/sports/tennis/10federer.html</a> - Roger Federer</p> <p><a href="http://www.dailymail.co.uk/sport/football/article-1165097/Rooneys-rage-makes-special-wrong-calm-says-Beckham.html">http://www.dailymail.co.uk/sport/football/article-1165097/Rooneys-rage-makes-special-wrong-calm-says-Beckham.html</a> - Rooney Rage</p> <p><a href="http://www.timesonline.co.uk/tol/sport/columnists/simon_barnes/article5478501.ece">http://www.timesonline.co.uk/tol/sport/columnists/simon_barnes/article5478501.ece</a> - Pieterse confidence or arrogance?</p>	<p><b>Activity 23 &amp; 24</b></p>	<p><b>P6</b></p>



Lesson	Objectives	Outline	Resources	Links to grading criteria
29	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Describe anxiety, arousal &amp; concentration</li> <li>◆ Identify what sports require different levels of concentration</li> <li>◆ Describe what effect they can have on performance</li> </ul>	<p>Start the lesson by finding out what type of situations (sport or otherwise) make the pupils nervous or anxious. <b>Activity 25</b> can help here – especially the effect nerves had on the pupils' performance.</p> <p>Great if this could be related to sport – maybe a practical session can be used to put pressure on performance or by identifying certain pupils who are being observed – seeing if it affects their performance.</p> <p><b>Activity 26</b> looks at concentration – short, intense and long term. Once the different types have been described see if the pupils can identify sports that require different sorts – getting selected pupils to give some reasons why if possible.</p> <p>Conclude the lesson by looking at factors that can affect concentration. A practical session can be used to amplify this (with factors that affect concentration 'factored' into it)</p>	<p><b>Activity 25 &amp; 26</b></p>	<p><b>P6</b></p>
30	<p>By the end of the lesson the pupils should be able to:</p> <ul style="list-style-type: none"> <li>◆ Bring together their learning from lessons 26 – 29, applying it to a range of case studies so that they can explain and analyse psychological factors and their effect on sports performance</li> </ul>	<p>The unit can be concluded with a theory session where the pupils have the opportunity to apply learning from lessons 26 – 29. The case study material in <b>Activity 27 &amp; 28</b> refers to examples from <b>Activities 22 &amp; 27</b> – although the pupils can use examples that have occurred during practical sessions at school or out-of-school.</p> <p>The information the pupils include on Activity 27 &amp; 28 should be sufficient to demonstrate coverage of P6, M3 &amp; D2....although teachers/assessors may want to use verbal questioning to clarify understanding</p> <p>Alternatively, the pupils can use assessment activity 5 and present the information in the ways suggested (or alternatives if preferred). Setting the scene and giving examples of when the pupils may need to conduct activity of this nature in work will highlight the relevance of the task, i.e. working as a coach, sports teacher, personal trainer etc.</p> <p>Activities 20 – 28 should act as reference material for the pupils – whichever assessment route is taken.</p>	<p><b>Activity 27 &amp; 28</b></p> <p><b>and/or</b></p> <p><b>Assessment Activity 5</b></p> <p><b>Activities 20 – 28</b></p> <p><b>Mark scheme – assessment activity 5</b></p>	<p><b>P6, M3, D2</b></p>

## **Important information**

Although this is one of the units mapped to KS4 PE, the grading criteria do not always lend themselves to practical sessions.

To maintain the practical emphasis of the unit, it is suggested that each pupil is allocated with a clipboard and time is allocated pre, during and after sessions (any or all) for the activities included in this unit to be completed.

It is also suggested that opportunities are identified (whether planned or ad-hoc) when practical activity can be used effectively to consolidate learning, stimulate discussion and to glean understanding from the pupils.

**Teachers may want to record achievement (or contributory achievement) on an on-going basis as the pupils' progress through this unit. Formal witness statements or less structured methods may be used as evidence (or supplementary evidence) towards achievement**

For pupils who are committed to sport some of the activities can be issued as homework, although it is appreciated that this approach may not work with all of the pupils!

If the teacher records of achievement are being used it is recommended that:

- Activities that contribute to pupil understanding and achievement are retained as supplementary evidence
- Verbal questioning is used to check understanding and probe pupil knowledge. With carefully selected questioning some pupils who are working at P level may display a level of understanding above this – especially if they can apply it to sports/activities of interest to them