

Year 10 BTEC Sport Knowledge Booklet

Component 1

Topic A

Preparing participants to take
part in sport and physical activity

Name:

Class:



Big Questions Component 1

1. What types of sports and physical activities are available for different types of participants to take part in?
2. What are the benefits for taking part in sport and physical activity?
3. What are the characteristics of different types of participant and how does this affect their physical, social and mental health needs?
4. What are the barriers to participation in sports and physical activity and how can these be removed?
5. Understand the different types of equipment used to take part in sport and physical activity?
6. Explain the role technology plays and its benefits/limitations to improve sport and physical activity participation?
7. How can participants prepare to take part in sport and physical activity?
8. How can we adapt and deliver a warm up for different categories of participants?

Assessment

The assessment for this unit is 5 hours of supervised internal assessment during lessons. This will be completed as 3 tasks which include:

- Written assignments
- Powerpoint presentation
- Practical video recording.

The assessment will be externally moderated.

The test has different types of questions including objective and short-answer questions. Where appropriate, questions contain graphics, photos, animations or videos.

Component 1 Assessment

Assessment for Component 1 will include:

Learning Outcome A – Written response to a scenario based assignment looking out how participants prepare to take part in physical activity and sport.

Learning Outcome B – Design a presentation examining equipment and technology required for participants to use when taking part in sport and physical activity.

Learning Outcome C – Provide video evidence and a planned warmup for an individual who is taking part in sport and physical activity.

Key Content

Topic A.1 Types and providers of sport and physical activities

Topic A.2 Types and needs of sport and physical activity participants

Topic A.3 Barriers to participation in sport and physical activity for different types of participant

Topic A.4 Methods to address barriers to participation

Topic B.1 Different types of sports clothing and equipment required for participation

Topic B.2 Different types of technology and their benefits to improve participation and performance

Topic B.3 Limitations of using technology in sport and physical activity

Topic C.1 Planning a warm-up

Topic C.2 Adapting a warm-up for different categories of participants

Topic C.3 Delivering a warm-up to prepare participants of physical activity

Key Content: Learning Outcome A

| | |
|---|---|
| <p>A1 Types and providers of sport and physical activities. Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors.</p> | <p>Types of sport and physical activity: sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body for team sports and individual sports.</p> <p>Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self-confidence from competition.</p> <p>Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.</p> <p>Benefits of taking part in outdoor activities – positive risk-taking activities, improved self-confidence and self-esteem, meet new people, learn new skills, time away from life stresses and electronic devices.</p> <p>Physical fitness activities – activities to increase fitness.</p> <p>Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.</p> <p>Provision of sport and physical activity:</p> <ul style="list-style-type: none"> o public sector to include local authorities and school provision o private sector – provided by organisations who aim to make a profit o voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity. <p>Characteristics of the sectors – funding source, aims, quality of provision, accessibility.</p> <p>Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include:</p> <ul style="list-style-type: none"> o types and range of sport and physical activities provided o types and range of equipment available o cost of participation o access to different types of sport and physical activities o additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal. |
|---|---|

| | |
|---|---|
| <p>A2 Types and needs of sport and physical activity participants. Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.</p> | <p>Types of participant.</p> <p>Participants of different ages:</p> <ul style="list-style-type: none"> o primary school aged children (aged 5–11 years) o adolescents (aged 12–17 years) o adults (aged 18–49 years) o older adults (aged 50 years and up). <p>Participants with disabilities to include visual, hearing and physical disabilities.</p> <p>Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).</p> <p>Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant.</p> <ul style="list-style-type: none"> o physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. o social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. o mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem. |
|---|---|

| | |
|--|--|
| <p>A3 Barriers to participation in sport and physical activity for different types of participant Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity</p> | <p>Barriers to participation:</p> <ul style="list-style-type: none"> o cost of participation: – clothing – equipment – transport o access to sport or physical activity: – location of sport or physical activity – limited accessible transportation – resources – types of sport or physical activity available o time – lack of time due to other commitments: – family – school – work o personal barriers: – body image – lack of self-confidence – parental or guardian influence – limited previous participation – low fitness levels – extended time off from previous participation – concerns that taking part in sport or physical activity may make existing health conditions worse o cultural barriers: – single sex sport or physical activity sessions – social norms of participating in unconventional clothing and availability of appropriate clothing to participate – lack of role models from own cultural background. |
|--|--|

A4 Methods to address barriers to participation in sport and physical activity for different types of participant

Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.

Cost:

- o discounted pricing
- o hiring of equipment
- o free car parking.

Access:

- o public transport discounts
- o cycle hire to access the facility
- o free parking
- o taster days
- o staff training to support all types of participant and their needs
- o increased range of provision of sports and physical activities
- o ramps
- o assistive technology to include pool hoist, Braille information and signage, hearing loops.

Time:

- o creche facilities
- o extended opening hours

Personal barriers:

- o private changing rooms
- o allowing participants to wear clothing they feel most comfortable in
- o use of variety of images of people with different body shapes
- o parent and child activity sessions to create familial culture of sport
- o campaigns to increase participation.

Cultural barriers:

- o women only physical activity sessions staffed by females
- o diversity of staff working at sport or physical activity facility
- o staff training in cultural awareness.

Resources/Wider Reading

Specification

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport/2022/specification-and-sample-assessments/60370683-BTEC-Tech-Award-Sport-2022-spec-PPD1-190721.pdf>

TheEverLearner

<https://www.theeverlearner.com/>

MrGillPE

<http://www.mrgillpe.com/>

BrianMac

<https://www.brianmac.co.uk/>

Homework

Homework will be set twice a week. These will be dependent upon the stage reached within individual work and assignments.

Tasks will include:

- Wider reading and research
- Production of assignment notes
- Extension work to improve possible grades.

Practice Questions

Q1 – Read the following information regarding Samantha:

Samantha is a 26-year-old female, who works full-time. She is a single parent with two children aged 1 and 3 years old. She is lacking some self-confidence and misses spending time with her friends, as most days she is working, then taking care of her children.

Samantha does not own a car but does have a bicycle that she used to ride when she was younger to cycle to friends that lived outside of her village.

Samantha used to enjoy taking part in physical activities when she was at school eight years ago, but since then has not regularly taken part in any sport or physical activity. She does not have much disposable income but wants to improve her fitness and lose some excess body weight.

The nearest provision for sport and active leisure for Samantha is a public sector leisure centre that is three miles away, which offers a wide range of sports, outdoor activities, and physical fitness activities

Can you identify two different types of physical activity that Samantha could engage in?

Have a go at constructing your answer to this question below:

Question 2:

Luca cannot decide whether to join a private provision or a public provision fitness club to increase his tennis fitness.

(d) Complete Table 1 by stating:

(i) **one** advantage of **private** provision and the benefit of this to the performer

(ii) **one** advantage of **public** provision and the benefit of this to the performer.

(4)

| Provision | Advantage of type of provision | Benefit to the performer |
|-------------------|--------------------------------|------------------------------|
| Private provision | (i) | (i) |
| Public provision | (ii) | (ii) |