

## Suggested activities for a scheme of work, with teaching notes

## A survey of different sports and recreation activities

Activity 1 – What’s this all about?	Teaching notes
<p>a) Find out the difference between:</p> <ul style="list-style-type: none"> <li>▪ a sport</li> <li>▪ a recreation activity</li> </ul> <p>and give examples to show you have understood those differences.</p> <p>b) Discuss what these differences are.</p> <p>c) Identify examples of what are competitive and what are non competitive organisations.</p>	<p>Define terms and teach skills <b>Key words</b> and what they mean: discuss, describe, list, etc</p> <p>Key words in the activity: Competitive, organisation etc</p> <p>Different ways of representing information – notes, tables (use of IT), etc</p>
<p><b>Activity 2 – Doing a survey</b></p> <p>Carry out a <b>survey</b> of your friends and family. Find out what sport/leisure activity they do. Consider such questions as:</p> <ul style="list-style-type: none"> <li>▪ How often they do the activity</li> <li>▪ Why they do it</li> <li>▪ What they like about it</li> <li>▪ Where they do it.</li> </ul>	<p>Survey techniques and constructing a questionnaire eg use of closed/open questions</p> <p>Sample size and what is the best sample size?</p> <p>How many people to ask?</p> <p>Analysing data</p> <p>Ideal for a lot of skills work: covering communication, IT and number work, as well as team work (sharing data/who they ask)</p>
<p><b>Activity 3 – Taking part in two activities</b></p> <p>a) Choose <b>two</b> activities you are going to do/do already and be prepared to do them over a period of time (length of this unit for example). One activity should be competitive and one activity should be non-competitive.</p> <p>b) For <b>each</b> of the two activities:</p> <ul style="list-style-type: none"> <li>÷ find out what the rules are</li> <li>÷ take part in the activities <i>safely</i> over a period of time</li> <li>÷ keep records of your experiences.</li> </ul>	<p>Reading, understanding and following instructions</p> <p>Making practical choices</p> <p>Depending on the learner, you might wish to go into much more detail about <i>how</i> they keep those records</p> <p>There are opportunities here to explore health aspects of doing activities and encouraging learners to try new things</p>
<p><b>Activity 4 – Why did I enjoy that?</b></p> <p>Review your experiences. Think about things like:</p> <ul style="list-style-type: none"> <li>▪ What competitiveness means</li> <li>▪ The difference between team and individual games</li> <li>▪ The importance of safety</li> <li>▪ Having the correct clothes and footwear</li> <li>▪ Your strengths and weaknesses in the activities you have tried</li> </ul>	<p>This is really an introduction to evaluation and could be dealt with specifically as such, if learners are intending to progress to higher level courses</p> <p>How are they going to record their experiences – notes, display, presentation?</p>

**Suggested activities for a scheme of work, with teaching notes****General points**

These are *suggested* teaching and learning activities.

As this is a **specialist** unit, evidence could be collected from the learners over the period of time available, and provide the assessment evidence for the learner's portfolio. In this case you need to ensure that all bulleted evidence points are covered, by expanding the activities appropriately.

**Planning your teaching and learning**

It pays dividends to plan your scheme of work and teaching and learning together with any other teachers who are delivering this qualification. That way you can plan any links, and develop integrated work.

If this isn't possible, do find out what other units are being done and become familiar with these to plan your own connections.

**Integration and developing skills**

Depending upon the other units, and even other subjects being covered, there is plenty of scope here for integrating with those other units.

I have highlighted some skills in the teacher's notes (eg number work).

Units that lend themselves to integration include:

- Investigating sport and recreation – about the location of facilities and accessing those facilities
- Transport and travel in the community
- Literacy and Numeracy qualifications
- Core units such as IT and Working Together
- Option units such as Personal safety and Improving your learning

**Assessment**

Who is assessing the learners' work and who is checking that your work meets the requirements of the unit?

**Record keeping**

There are record sheets and log sheets available (you can download and customise them from [www.edexcel.org.uk](http://www.edexcel.org.uk)).

It is useful to have a **front sheet** to each activity to show what teaching and learning is expected and how the work meets evidence requirements.

**Log sheets** allow you/your learner to check coverage of evidence for each unit (by Entry 3 you would expect your learner to be able to do this for him/herself).

Your external moderator will expect to see evidence of quality control – someone else such as your co-ordinator checking *both* your work and what the learners produce. (If you work alone then try to get colleagues from neighbouring centres that are doing the programme to look at what is being produced).