



BTEC SPORT TECH AWARD

**Component 2 : Taking part and improving
other participants sporting performance.**

Knowledge Organisers





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Component 2: Learning Aim A Knowledge Organisers



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Component 2: Learning Aim A Knowledge Organiser

Physical Components of Fitness

- Physical related components of fitness**
- M**uscular Endurance
 - B**ody Composition
 - S**peed
 - A**erobic Endurance
 - F**lexibility
 - M**uscular Strength

Muscular Strength
 The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.

Muscular Endurance
 The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.

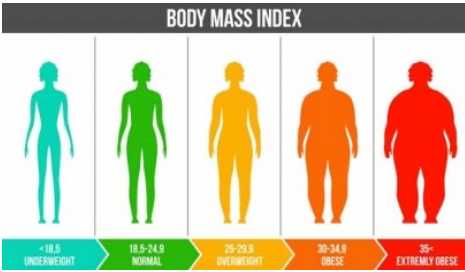
Speed
 Distance divided by time to reduce time taken to move the body or a body part in an event or game.



Body Composition
 The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.



Flexibility
 The range of motion possible at a joint to allow improvements in technique.



Aerobic Endurance
 The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.



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Skill Components of Fitness

Skill related components of fitness

- A**gility
- B**alance
- C**o-ordination
- P**ower
- R**eaction Time



Agility

The ability to change direction quickly to allow performers to out-manoeuvre an opponent.



Balance

The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).



Co-ordination

The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.



Power

The product of speed and strength to allow for explosive movements in sport.



Reaction Time

The time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.





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**Component 2: Learning Aim B
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Skills

Skills are learned abilities that athletes acquire through training and practice.

Skill may be defined as the ability to perform at a high standard effectively and efficiently.

When watching a performer or performance, a skilled performance can be identified when demonstrating the following characteristics:

- Effectiveness
- Efficiency
- Responsive

Some skills within sports are passing, dribbling, jumping, intercepting, throwing, catching, dodging, skipping.



Skill and Strategies



Strategies

A plan of action designed to achieve a long-term or overall aim.

These are the methods that performers use to maximise their chances of winning.

For example, agreeing who receives the centre pass in netball, middle distance runners deciding to lead the race from the front.



Types of Practice

What is a practice?

The act of doing something over and over again in order to learn or improve.

This enables you to concentrate on the movement of the skill with a lot of repetition.



Why do we use practices?

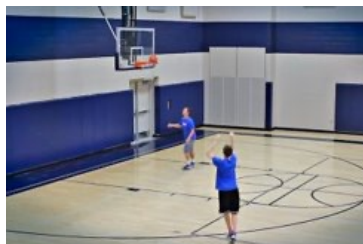
- Helps you to build confidence.
- Helps you gain a better understanding of the rules and regulations.
- Helps to implement new tactics.
- To improve a certain technique.
- To focus on one element of your game.
- To build muscle memory

Isolated practice

Practices that focus on one skill at a time.

These are to be completed on your own with no pressure of an opponent.

This allows you to practice a new movement to get used to it.



Competitive situation

Play it in a real game situation with the number of players, area of play and presence of an official to represent competition standard of play.

This allows you to get a sense of what it would be like if you used this skill in a game.



What is the difference between the two?

Isolated practice allows you to practice the movement without the pressure of an opponent.

Competitive situation allows for you to put your skills into a more real situation to see if you can do it.



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Official Roles

What is an official?

They are in charge of sporting events, games and competitions to ensure that the rules and regulations are followed, and a winner is determined.



What are the different official roles?

- Referee/Umpire
- Assistant referee / line judge
- Scorers / Judges
- Timekeeper
- Video review official

Referee/Umpire

An umpire / referee is an official who watches the match or game closely to enforce rules and to maintain a fair game.



Assistant referee/Line judge

An assistant referee is an official who assists the referee or umpire in games such as football and tennis by indicating when the ball goes over the lines. They then determine where the throw in is taken from.



Scorers / Judge

They determine the winner of a competition by awarding marks and points for the performance.



Timekeeper

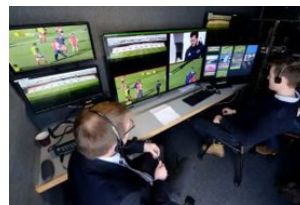
A person who is appointed to mark and announce the time in an athletic game or contest.

Responsible to adjust time for temporary stoppages or when instructed to do so by the referee.



Video Review Official

The video review official is match official who reviews decisions made by the head referee with the use of video footage to ensure that the decision is correct. Sometimes things happen in sport that quick that it is hard to keep up and see everything.



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Official Responsibilities

What is a responsibility?

The state or fact of having a duty to deal with something or of having control over someone.
The state or fact of being accountable or to blame for something.



Appearance

- Easy to identify
- Smart
- Uniform
- Well presented (hair cut, tidy)



Fitness requirements

- So that they can keep up with the game
- So they can effectively see what is happening in the game
- So they can potentially prevent an injury or altercation between players



Health and safety

- Is the area/match/game safe to go ahead?
- Are you wearing the correct uniform for the weather?
- Are you prepared for the task ahead?
- Are all the players suitably dressed? Check boots
- First aider present?



What are the responsibilities of an official?

- Appearance
- Equipment
- Fitness requirements
- Effective communication
- Control of players
- Health and safety

Equipment

- Whistle
- Score sheet and pen
- Red and yellow cards
- 2/3-way radio between assistant referee's
- Watch



Effective communication

- So that the rules can be understood and followed correctly.
- So individuals are aware of what they have done wrong.
- Both verbal and non-verbal.



Control of players

- Injuries could occur
- Players could not be following the rules
- Players could be cheating
- Fights and disagreements could occur



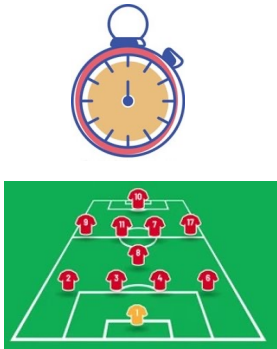
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Rules and Regulations

Number of players

- Number of players allowed to participate at any one time.
- Substitutions – rolling or set number.
- Variations in playing numbers due to different formats of the game



Length of time for play

- Number of periods of play.
- Length of each period.
- Length of play determined by time or score.
- Additional time or extra periods of play in particular situations

Scoring system

- Methods of scoring.
- Differing award of points for particular methods of scoring.
- How a winner is determined.
- What happens in the event of a tie

Equipment

- Sizes and weights of playing equipment as specified by NGB.
- Required protective equipment.
- Optional protective equipment

Playing areas

- Dimensions of overall playing area.
- Purpose and dimensions of specific areas within the overall playing area



Starting and re-starting play

- How the game begins.
- How play is restarted after scoring.
- Fouls or infringements.
- How and when the game ends.



Application of rules and regulations by officials

- Use of signals.
- Communication of decisions to players and other officials.
- Positioning.



Non-adherence to the rules

- Playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby.
- Out of play area/offside.
- Intentionally harming another player.
- Incorrect travel, e.g. double dribble in basketball





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**Component 2: Learning Aim C
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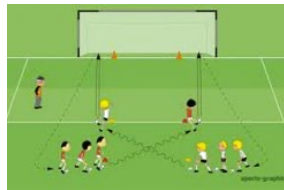


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What is a drill?

Drills are repetitive training activities which do or do not use equipment in order to improve part of an individual performance.



Unopposed stationery drills

Unopposed – with no opposition, giving time to learn techniques and practise skills.



Drills with passive opposition

Passive opposition – with opponents in place who do not attempt to beat the performers. This gives a feel of the situation and is useful for beginners who still need time to develop their technique.

Drills that improve your technique

What are the four different types of drills?

- Unopposed stationery drills
- Drills with the introduction of travel
- Drills with passive opposition
- Drills with active opposition

Drills with the introduction of travel

Travel – Movement around the area. This is where you move as you try and complete the new technique you have just learnt.



Drills with active opposition

Active opposition – the opposition actively try to tackle, intercept or stop the performers succeeding.



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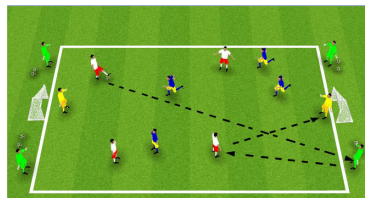
What is a conditioned practice?

Alter the rules or set up, so that practice can still take part in a game situation but focusing on a particular skill.



What makes conditioned practice effective?

- Simple and clear.
- The condition is accessible.
- The condition encourages skills and tactics to be used at the correct moment.
- Groups should play with others of similar stage of learning.
- With groups at a later stage of learning having one team being unaware of the condition allows a more 'real' game feel and better transfer.



Conditioned Practice

Why do we use conditioned practice?

- Allowing players to practise skills in context.
- Recognising triggers; one of the most crucial aspects and advantages is the learner selecting the correct 'moment' in which to use the skill.
- Conditioned games allow creative practice, reflection, adaptation and the observation of the effect.
- Allows learners to recognise the purpose of the skill through its effect on the game or situations within it.
- Can allow learners robust transfer into actual full game situations.



Sporting Examples

- Football – You have to pass to every player on the pitch before you shoot at the goal. **(Passing)**
- Basketball – You have to walk with the ball dribbling for 3 steps before you pass the ball. **(Dribbling)**
- Rugby - You have to be tackled to the ground before the ball is given to someone else. **(Breakdown)**
- Netball - Created channels that you have to stay in while moving up and down the court. **(Spacing)**

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What is a demonstration?

A practical exhibition and explanation of how something works or is performed



What might happen if you don't use a demonstration?

- Incorrect technique
- Injury as they are doing it wrong
- Individuals off task
- Session turns into chaos as individuals don't know what they are doing.
- Individuals bumping into one another because they are in the wrong place.



Demonstrations

Why do we use demonstrations?

- Offers a visual explanation of how to complete a task to cater for a different learning style.
- Helps to highlight key teaching points for an effective implementation.
- Helps to break down a complex skill.
- Can help to compare your own performance to, in order to identify improvements.



Key things to consider

- Be clear
- Exaggerate movements
- Slow motion and real time
- Make sure everyone is paying attention
- Make sure everyone can see you
- Your technique has to be 100% perfect (model performer) or use your demonstration to identify what is not correct



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Teaching Points

What is a teaching point?
 A piece of information that helps you to carry out a given task correctly.
 Can be used as a tick list to ensure you have got the correct technique within a certain skill.



Football - Dribbling	Trampolining – Seat Landing	Rugby - Tackling
Keep looking up at where you are going.	Always ensure that you have your toes pointed.	Ring of steal – Make sure you have a tight grip around your opponent.
Keep the ball close to your feet under control.	Keep your legs straight throughout the whole movement.	Cheek to cheek – Put your face cheek next to the opponent's bum cheek.
Use the outside of your foot to drag the ball outwards.	When you land put your hands down on the bed next to your hips.	Drive through with your shoulder and pull with your arms.

- What's the point?**
- Enables us to complete a skill effectively
 - Can help us to improve our technique
 - Can ensure that we don't injure ourselves when doing a skill
 - Helps the team or you achieve and win



- Explain why?**
- When you are giving them teaching points you need to explain why.
 - If you explain something you are more likely to do it.
 - The individual can then understand the importance.
 - They can see the benefit of it.

- When? How? Where?**
- You need to think about when you do this.
 - Individual feedback - Do you do it in front of everyone? Why not?
 - Group feedback – Bring everyone in? Can you project your voice?
 - Each individual responds differently to the feedback that you give. Take that into consideration when speaking to individuals.
 - Point out model performers to an individual so they can compare their performance.



- Key hints and tips**
- Keep it short and sweet.
 - Don't overcomplicate it and give too much information
 - Each individual responds differently – think about them and what makes them tick.
 - Try and pull individuals out and give them a quick pointer and then put them back in.



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Organisation

What things do you need to consider when organising a session?

- Space – area that is used
- Equipment
- Organisation of participants
- Timing
- Demonstrations
- Positioning



Space – Area used

- Is the area you are using big enough for everyone to fit with enough space?
- Is the area safe? Any health and safety issues?
- What is the surface of the area? Is it appropriate for the activity you are doing?

Organisation of participants

- How many participants do you have?
- Can they all be engaged at once?
- Pairs, 3's, 4's – What works best?
- Splitting ability levels or keeping everyone together. Why?
- How old are they? Is the activity appropriate?



Equipment

- Do you have the correct equipment for the session?
- Is your equipment organised?
- Do you have an equipment corner? Why is this important?
- Is all the equipment fit for purpose?



Demonstrations

- What demonstrations do you need to do?
- What impact is the demonstration going to have?
- Does everyone need to see it? Or individuals?
- If it is to a large group, can everyone see you?



Timing

- How long is your session?
- Always wear a watch. Why?
- Try and stick to the timings for each activity
- Which needs to be the main focus of the timing? Main section of skills – why?



Positioning

- You need to ensure that you can see everyone at all times. Why?
- Stand on the outside of the area and scan the area.
- Occasionally go in and speak to an individual but then return to the outside to see everyone.
- Try and shout positive praise to various specific individuals within the group.



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Supporting Participants

What does support mean?
Assistance with something.



What do you need to consider to support someone correctly?

- Observing participants
- Providing instructions
- Providing teaching points
- Providing feedback to participants

Why do we need to ensure all participants are supported?

- Help build confidence
- Help an individual to feel part of the team or session.
- Makes you more approachable to ask if they don't understand something
- Help someone improve and achieve!!

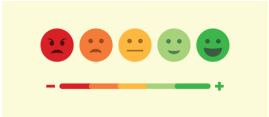
Observing Participants

- Check their understanding of something.
- Check what their current skill level is.
- Monitor how they fit into the session/team.
- Monitor a new technique that they are trying to improve.
- Give the participant time to learn by themselves.



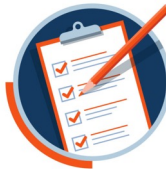
Providing Instructions

- You need to let the participants know exactly what they should be doing.
- If they don't know what they are doing, they could end up wandering and getting it wrong.
- Might help to break the skill down further to make it easier for different participants.



Providing feedback to participants

- Information about reactions to a product, a person's performance of a task, etc.
- This is used as a basis for improvement.
- Feedback can help identify weaknesses in order to create specific goals to improve these.



Providing Teaching Points

- Information on how to carry something out.
- Important to helping an individual improve.
- An individual may need reinforcement of different teaching points.

