

**BTEC SPORT – YEAR 10**

**Mrs Thomas**

**Self Isolation Work**

**Please look and see where you are up to on the scheme of work below, and use text book to support learning.**

**In addition check TEAMS ASSIGNMENTS for BTEC coursework.**

**C: Understand the use of technology for sport and activity CLOTHING**

**C1 Different types of technology in sport and activity**

29	Different types of technology in sport and activity [Component 1, C1: Different types of technology in sport and activity]	<b>Introductory activity:</b> <ul style="list-style-type: none"><li>• Students watch a video clip that shows sport from over 40 years ago.</li><li>• Students discuss the differences in the playing experience to modern day experiences.</li></ul> <b>Main session activities:</b> <ul style="list-style-type: none"><li>• In pairs, students complete a table which requires them to identify types of protective equipment and developments in technology for: cricket, gymnastics, boxing and football.</li><li>• Teacher leads discussion to confirm the technologies are correct.</li><li>• Micro-teach – students are given five minutes to research a type of camera, computer or software that is used in modern day sport. They are then randomly selected to report back to the rest of the class to discuss what the technology is and how it would be used.</li></ul> <b>Plenary activity (homework task):</b> Students research a video clip of where technology has been used to positive effect in a sport of their choice.	Video clip relating to the history of sport Teachers could consider showing the football match in the film <i>Kes</i> Access to the internet
30	Different types of technology in sport and activity [Component 1, C1: Different types of technology in sport and activity]	<b>Introductory activity:</b> Students show their video clip (from the last lesson homework) to the rest of the class and highlight why the technology was beneficial in that situation. <b>Main session activities:</b> <ul style="list-style-type: none"><li>• Students create an interactive poster which highlights advances in clothing technology. Students display photographs of the clothing and give a brief description of why the technology improves performance.</li><li>• Students work in groups of four. Teacher provides students with a type of footwear (either real or a photo) for them to work with. The students identify what technologies make up the footwear and what their purpose is.</li></ul>	Access to the internet and computers  Footwear or pictures of footwear

		<ul style="list-style-type: none"> <li>Students go on short tour of sports facilities with a focus on climate control, indoor flooring and outdoor facilities.</li> <li>Students independently record the advantages and disadvantages of each aspect they have observed.</li> </ul> <p><b>Plenary activity:</b> Students list ten sports of their choice. They must then highlight the biggest changes in technology in each sport.</p>	Asics Running Shoes Biomechanics ( <a href="https://www.youtube.com/watch?v=ipzM03urL8A">https://www.youtube.com/watch?v=ipzM03urL8A</a> ): the biomechanics of footwear
<b>C: Understand the use of technology for sport and activity</b>			
<b>C2 The benefits of technology on improving body systems for sport and activity</b>			
31	<p>The benefits of technology to the performer, coach/manager and official</p> <p>[Component 1, C2: The benefits of technology on improving body systems for sport and activity]</p>	<p><b>Introductory activity:</b> Students watch a five-minute video clip of a team sport. While watching the clip they complete a basic notational analysis form to highlight how many complete and incomplete passes the people in the video have made.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher leads a discussion on the data they have gathered in the introductory activity.</li> <li>In pairs, students create a mind map of what they could do with the information they have gathered.</li> <li>Students watch a video clip relating to the use of video analysis in football.</li> <li>Students list the benefits of using the technology for the player, coach and official.</li> </ul> <p><b>Plenary activity:</b> Students produce a written document that explains the use of and importance of video analysis in their chosen sport.</p>	<p>Video clip from the FA: <a href="https://www.youtube.com/watch?v=X2GCmJQH6_M">https://www.youtube.com/watch?v=X2GCmJQH6_M</a></p> <p>Paralympics video clip: <a href="https://www.youtube.com/watch?v=mcdUsMULNzQ">https://www.youtube.com/watch?v=mcdUsMULNzQ</a></p>
32	<p>The benefits of technology to the performer, coach/manager and official</p> <p>[Component 1, C2: The benefits of technology on improving body systems for sport and activity]</p>	<p><b>Introductory activity:</b> Students are given three sticky notes each. They are given one minute to write down any forms of technology used in their sport (one per sticky note). They must then attach them to the board under one of the following headings: 'performer', 'coach' and 'official' to designate which person they think the technology is most important to.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Students watch a video clip of 'blade runners' in the Paralympic Games.</li> <li>Students verbally identify the different disabilities that athletes who compete in the Paralympic Games may have.</li> </ul>	<p>Paralympics video clip: <a href="https://www.youtube.com/watch?v=mcdUsMULNzQ">https://www.youtube.com/watch?v=mcdUsMULNzQ</a></p>

		<ul style="list-style-type: none"> <li>Students research the range of prosthetics available and their use in sport. They should highlight any contentious issues with the technology.</li> <li>Students analyse the worth of using smart watches in training and how officials can use them during competitive matches. If the teacher can show a smart watch or the connected apps this would be beneficial.</li> </ul> <p><b>Plenary activity (homework task):</b> Students create a short video clip to 'sell' the benefits of using smart watches in training and competition.</p>	
33	<p>Understanding the physiological benefit of each of the technologies</p> <p>[Component 1, C2: The benefits of technology on improving body systems for sport and activity]</p>	<p><b>Introductory activity:</b> Students are given warm coats, hats and gloves. They participate in a five-minute warm up activity.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Students discuss how their bodies thermoregulated during the warm up and how they felt during the activity.</li> <li>Students create a poster that shows different types of wearable technology and the physiological benefits of each.</li> <li>Students watch a video on the biomechanics of footwear.</li> <li>Teacher discusses biomechanics and the impact it can have on competition.</li> </ul> <p><b>Plenary activity:</b> Students research how apps can be used in training to rate mood and determine training activities.</p>	<p>Asics running shoes biomechanics video clip:</p> <p><a href="https://www.youtube.com/watch?v=ipzM03urL8A">https://www.youtube.com/watch?v=ipzM03urL8A</a></p>
<p><b>C: Understand the use of technology for sport and activity</b></p> <p><b>C3 Limitations of technology to sport and activity</b></p>			
34	<p>Understanding the limitations of technology on the performer, coach/manager and officials</p> <p>[Component 1, C3: Limitations of technology to sport and activity]</p>	<p><b>Introductory activity:</b> Students watch a video clip on GPS vests. Students discuss the use of the trackers in their sport.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>Teacher starts a discussion on why technology can have limitations.</li> <li>Students are given a whiteboard pen each and come up to the board to write on a type of technology they have explored in the unit.</li> <li>Working in groups of three, the students each take 'performer', 'coach' or 'official' and highlight the limitations of the technologies on the board to their person (this is done on a poster). They then swap the poster with another person in the group to add more limitations. This happens for a third time so they have contributed to all posters.</li> <li>Teacher randomly selects a learner to feed back to the group about the contents of the poster.</li> </ul>	<p>Video clip:</p> <p><a href="https://www.youtube.com/watch?v=oAjRA4m2mFE">https://www.youtube.com/watch?v=oAjRA4m2mFE</a></p>

		<ul style="list-style-type: none"> <li>Students record the answers.</li> </ul> <p><b>Plenary activity:</b> Students select a sport of their choice and describe how technology can have its limitations in that sport.</p>	
35	<p>Understanding the differences in technology use/ access between grassroots and elite level</p> <p>[Component 1, C3: Limitations of technology to sport and activity]</p>	<p><b>Introductory activity:</b> Students discuss what technology is available to grass roots level compared to elite level sport.</p> <p><b>Main session activities:</b></p> <ul style="list-style-type: none"> <li>In pairs, students prepare a PowerPoint presentation to compare the use of technology at elite level and grass roots level in the sport they have chosen. In the presentation they should consider the performer, coach and official.</li> <li>Students present their findings to the rest of the class.</li> </ul> <p><b>Plenary activity:</b> Students explain if some technologies are more widely available in certain sports over others. They should use examples throughout.</p>	
36	<p>End of learning aim C: formal assignment</p> <p>[Component 1, C1, C2 and C3: Understand the use of technology for sport and activity]</p>	<p>Students spend lesson time and non-supervised time completing assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief.</p>	<p>Pearson authorised assignment brief or brief produced and internally verified by school</p>