

Getting Ahead – Summer Work

#BrockFreshers

Sport and Activity Leaders Level 2 (Gym Instructor)

Welcome to the course. Please complete the following tasks using your preferred method – PC, video, audio, or pen and paper.

As a sports and activity leader it is very important that your sessions are safe for everyone involved. In order to achieve this, you need to consider any potential hazards associated with an activity so that you can minimise the risks in order to keep everyone healthy and safe.

Research the following terms and write down your definitions:

What is a hazard?

What is a risk?

Now look at the pictures on the next page and make a table identifying as many hazards as you can for each one together with the associated risks. Here is an example of what is required:

1. ATHLETICS: cross-country running	
Hazards: <i>Slippery, muddy surface</i> etc.	Risks: <i>Athletes could slip over and injure themselves if they are not wearing spikes</i> etc.

(continue this for the remaining 5 images...)

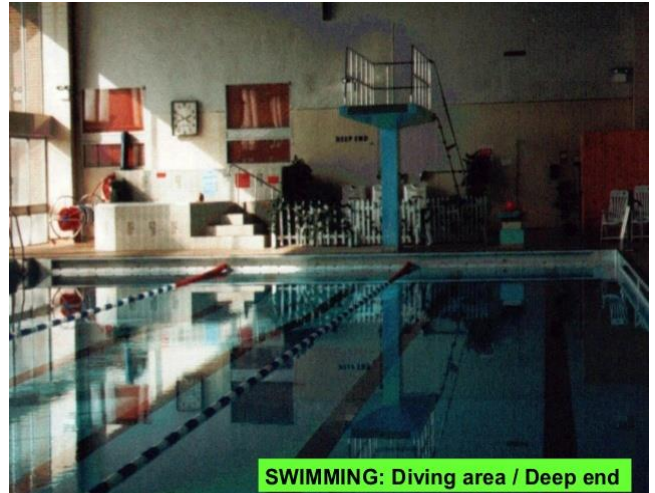


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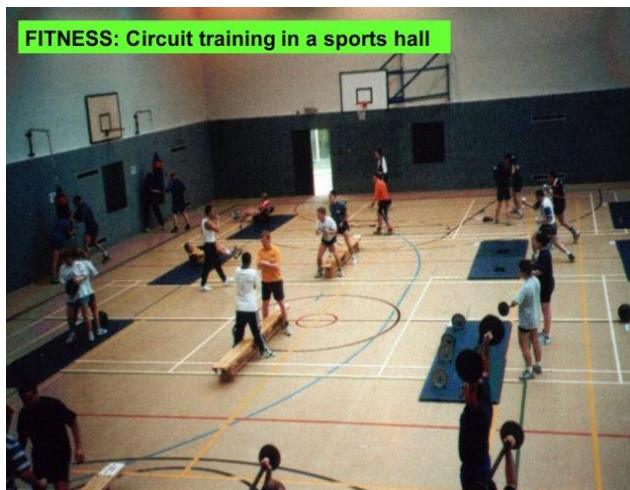
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ATHLETICS:
Cross Country
running



SWIMMING: Diving area / Deep end



FITNESS: Circuit training in a sports hall



GAMES: Playing Tennis on a grass court



GAMES: Hockey on an Astropitch



ATHLETICS: Pole vaulting on an athletics track

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We cannot, however, totally eliminate all risks from sport and fitness activities but we can do our best to minimise them. This can be done in one/some of the following ways which are known as ‘control measures’:

1. Do not do the activity
2. Modify the activity
3. Protect participants from hazards
4. Provide appropriate safety equipment
5. Provide appropriate training
6. Provide appropriate supervision for participants

Now, pick ANY SIX of your hazards + risks and come up with a control measure for each one e.g. *in the example of cross-country runners potentially slipping over and injuring themselves if they are not wearing spikes in slippery, muddy conditions the control measure would be to not allow them to race unless they are wearing the appropriate footwear.*

The ‘Perfect’ Sports Leader

Think of all the sports coaches, PE teachers and even other subject teachers that you have had – which ones were good and which were not so good? Why was this?

Write down all the words that you associate with an effective sports and activities leader. You can use some of the words given or come up with your own. Try to come up with at least 10. Now pick FIVE of the words and explain why they are important.



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Activity Planning

You need to plan a 30-minute session for 10-year-olds in a sport of your choice for 20 participants and the venue can be a sports hall, astroturf pitch or playing field. Choose one skill that you are going to plan to teach.

Write a detailed session plan including the following:

- Health and safety checks that need to be carried out.
- Equipment needed including quantities.
- Techniques of the skill that you will be teaching.
- A range of dynamic warm-up activities – list what these will be and remember to warm up the whole body not just the legs.
- Drill 1 – a fairly basic drill to check participants' technique.
- Drill 2 – a progression of the first drill to make it more challenging. This can be done in a number of ways such as increasing the distance, introducing movement, introducing a target or defenders, etc.
- Conditioned game – this is where the participants use the skill in a match situation. You need to put rules on the game that encourages them to use the skill that has been practised e.g. if you have taught the bounce pass in netball then players are only allowed to use this in the game.
- A range of cool-down static stretches.
- Timings for your activities – remember the total should be 30 minutes.

BONUS POINTS – can you name the 6 sports coaches shown throughout this document and their associated sports?

