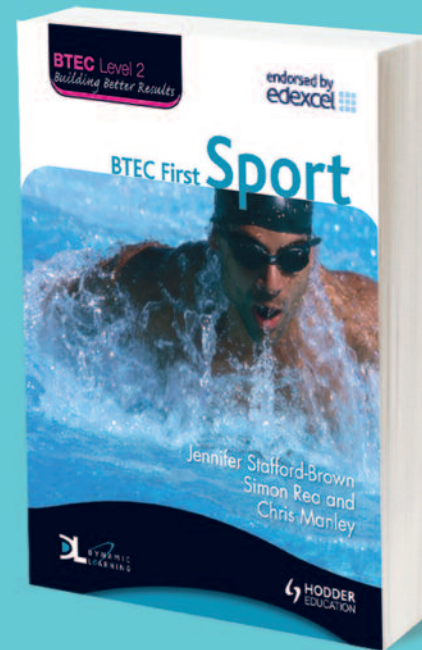


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Key learning points remind students of facts they need to remember to succeed on the course

Compression – this will help reduce the swelling and protect the injured area. Be careful not to compress the injury too tightly, as this will stop the circulation to the injury.

Elevation – try to keep the injured body part elevated above the heart. If it is the leg, put some cushions or clothes underneath to elevate it. This reduces the swelling and drains the excess fluid away from the injured body part.

Activity 5.4 30 mins

Dealing with injuries and illnesses associated with sports participation

Case study

A sports leader is running a 5-a-side football game with a group of 14–16 year olds. During the game a player slides in to tackle an opponent but makes contact with the opponent's shin rather than the ball. The sound of a cracking noise is clearly heard and the player that has been tackled falls to the ground in agony.

Task

The sports leader now has to deal with the casualty. If you were the sports leader, how would you deal with the following questions?

1. What sort of injury do you think the player has sustained?
2. How would you call for help?
3. Who would you call for help?
4. How would you protect the casualty?
5. How would you reassure and comfort the casualty?

Major injuries such as fractures, concussion, spinal injuries and major illnesses such as a heart attack, uncontrollable asthma attack and heat stroke need to be treated by medical professionals.

Definition

Injury when referring to a sports injury this means physical damage to somebody's body caused by an incident.

Activity 5.5 30–45 mins

Role play dealing with casualties

You will need to work in pairs for this activity.

Task 1

Select a total of three injuries and/or illnesses associated with sports participation without telling your partner – try to ensure that one of your choices is minor and one is a major illness or injury.

For example: spinal injury, asthma attack and a sprained ankle.

Make a note of each injury and/or illness and research the signs and symptoms of each.

Task 2

Carry out a role-play exercise where one person acts as a casualty and the other acts as a person dealing with the casualty.

Points to consider:

- Follow the correct procedures to deal with your casualty.
- The casualty will need to describe their symptoms to you as they will not have the injury or illness. They could also help by giving you details of the signs of their illness or injury. For example, if their selected injury was a sprained ankle they could say 'my ankle has really swollen up' or 'my ankle feels really hot'.

Repeat this role play so that you both demonstrate how you would deal with three different injuries and/or illnesses.

Key learning points

- When approaching a casualty you should always make sure you will be safe.
- Protect the casualty from further injury.
- Get help as soon as possible either from on site first-aiders or call an ambulance.
- Ensure you are aware of what sorts of injuries require urgent medical assistance and which types can be treated on site.

Quick Quiz 10 mins

Dealing with injuries and illnesses associated with sports participation

Answer the following questions with either True or False.

1. A first-aid provider should always ensure they are safe prior to administering first aid.
2. If a person was thought to be having a heart attack you would call your local doctor out.
3. RICE treatment should always be used if a person has stomach cramps.
4. All accidents should be reported in an accident report.
5. If the casualty is a child you should always try to find their parents or guardians.
6. An emergency situation is when there is not enough equipment available for the planned activity.
7. A fractured bone can be treated and dealt with on site.
8. A casualty who suffers a grazed knee should be taken straight to hospital.
9. When calling the emergency services, you must tell the operator where you are and what sort of injury the casualty is suffering from.
10. Emergency services are the organisations that deal with emergency incidents such as fire, crime, injuries and illnesses.

5.4 Hazards and Risks Associated with Sports Participation

Definition

Hazard something that is dangerous, and therefore has the potential to affect someone's safety or cause an injury.

Most sport and outdoor pursuit activities contain many hazard factors that could affect a person's general health. Therefore the participants must ensure that they remain safe and avoid the possibility of injury or even death. This is normally the responsibility of the person leading the session.

Examples of hazards could include:

- broken glass on a football pitch
- a strong current in the sea, used for kayaking.

Definition

Risk the possibility of something bad happening.

A risk is linked to the chance of somebody being harmed by the potential hazard. Risks are often categorised into how likely they are to happen. Something that is a low risk means that the likelihood of it happening is low, whereas something that is high risk means that it is likely to happen.

Hazards

There are many potential hazards associated with participating in sporting and outdoor activities, many of which can result in the risk of injury. These can be categorised into three groups:

1. People factors
2. Equipment factors
3. Environment factors.



Lots of activities with clear signposting give students clear guidance on the level they will achieve when the task is completed

Quick fire quizzes throughout the book are a fun way to get your students to learn key concepts

66 BTEC First Sport Practical Outdoor & Adventurous Activities 67

Activity 3.6 1 week - 3 months P7 M1 D3

Allow from one week to a few months different skills that are important in the activity and any tactics that are commonly used. Note your strengths and weaknesses so that you can review your performance in these activities. See the table below for an example.

Participation in outdoor and adventurous activities

Task
Keep a logbook of your participation in outdoor and adventurous activities. Highlight the

| Activity | Date | Skill | Tactic | Strengths/Weaknesses |
|--------------|------|-------|--------|----------------------|
| Windsurfing | | | | |
| Snowboarding | | | | |
| Canoeing | | | | |

Activity 3.7 30 mins P6 P7 M1 D2

SWOT analysis

Task
Using the SWOT analysis template, review another person's performance in two outdoor and adventurous activities of your choice:

- Strengths – what are their strengths?
- Weaknesses – what impedes their performance?
- Opportunities – what openings have they got to improve?
- Threats – what are the obstacles in their way that are stopping them from doing something?

Now carry out the same SWOT analysis to help to review your own performance.

Activity 3.8 25 mins P7 M1 D3

SMARTER targets

Task
Using the SMARTER targets, develop training plans that will allow you to improve in two outdoor or adventurous activities of your choice. Remember to consider what resources you would require to undertake your plan.

Quick Quiz 10 mins

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| H | R | E | V | E | X | W | U | T | C | A | K |
| C | P | A | L | S | K | I | D | S | V | I | C |
| I | A | T | F | E | R | K | I | O | U | S | A |
| L | A | T | S | O | S | T | S | C | H | A | |
| X | N | N | A | P | K | E | R | W | H | A | A |
| F | L | O | P | P | O | R | T | H | A | S | E |
| F | O | C | K | S | M | S | A | L | O | C | T |
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| S | E | R | A | I | N | G | N | E | S | S | |
| T | S | M | A | T | L | H | U | D | I | T | |
| C | L | O | N | D | O | K | L | O | N | Y | |
| F | H | E | R | A | N | P | P | L | E | R | |

Find the following words in the wordsearch above:

| | |
|-------------|---------|
| OBSERVATION | SMARTER |
| TECHNIQUES | LOGBOOK |
| SUPERVISOR | SKILLS |
| EQUIPMENT | REVIEW |
| STRENGTHS | PEERS |
| FEEDBACK | SWOT |
| TRAINING | |

3.5 Review Performance in Outdoor and Adventurous Activities

P6 P7 M4 M5 D3

Create an observation checklist that can be used to analyse your and another person's performance in a range of activities. Remember to consider specific skills required, strengths, weaknesses and how these can be improved. When assessing yourself, try to obtain feedback from both instructors and your classmates on how you did.

SWOT analysis allows you to pinpoint your strengths, weaknesses, opportunities and threats. This is often mapped out using a template similar to that shown in Figure 3.2.

| Strengths | Weaknesses |
|---------------|------------|
| | |
| Opportunities | Threats |
| | |

Figure 3.2 SWOT analysis

Setting Targets

It is good to set yourself targets when undertaking any outdoor and adventurous activities. You might want to climb Mont Blanc, but without any prior training this would be impossible.

There is an acronym for setting goals that is believed to motivate people in achieving their targets. These are known as SMARTER targets:

- Specific** – your target must be specific.
- Measurable** – how can you measure it?
- Achievable** – it must be possible to achieve the goal.
- Realistic** – be realistic with your targets; are they achievable?
- Timed** – set yourself a time period within which to achieve your goal.
- Exciting** – this will help motivate you to achieve your targets.
- Recorded** – record your targets; this will help you stick to them.

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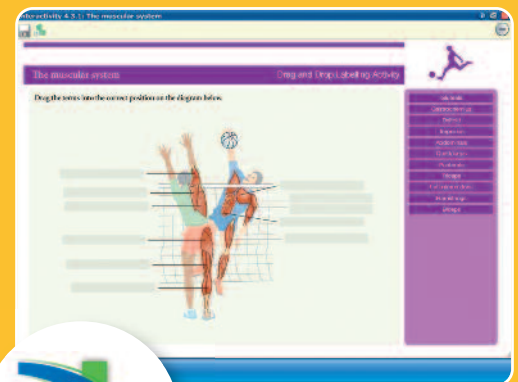
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Jennifer Stafford-Brown has had many years experience teaching in schools, colleges and higher education and has been teaching all levels of BTEC Sports and Sport and Exercise Sciences courses since 1994. Jennifer is currently teaching in the FE sector and works for a leading awarding body as a senior external verifier, qualification and examination writer, trainer for professional development events and writes a range of tutor support and learner resources.

Simon Rea is currently a Lecturer in Sport and Fitness at The Open University. He was previously Head of the Sport Science department at a College of Further Education and has been involved in the development and delivery of Sport Science qualifications since 1995. He is also an external verifier for a leading awarding body and has worked as a performance coach and a personal trainer.

Chris Manley is a senior sports lecturer currently teaching BTEC courses within a successful sports department at an FE college. Chris has wide-ranging experience teaching FE and HE programmes. He is also a moderator for A-Level PE and an external verifier for a leading awarding body. He has also contributed to the development and writing of level 2 and 3 sports qualifications and has run a number of national training events.

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