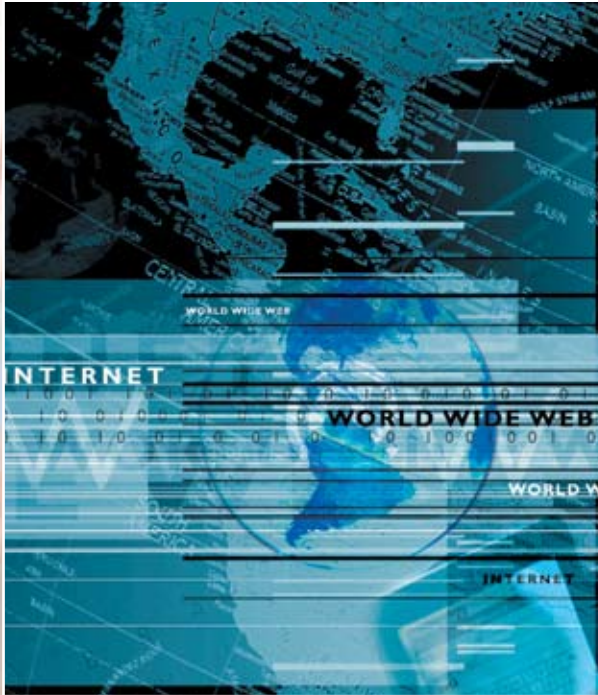
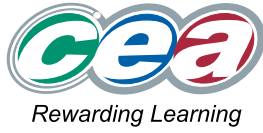


# ESSENTIAL SKILLS



**ACTION BASED ACTIVITIES**

## **TOPIC VC13 SPORT & RECREATION**

**COMMUNICATION**



**LEVELS 1 & 2**

**ISSUED SEPTEMBER 2006**

# INSTRUCTIONS

## WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic of Sport and Recreation
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio

**NOTE:** Use this booklet WITH the Learner's Planner & Guide.

## BY THE END OF THIS ACTION BASED ACTIVITY YOU SHOULD BE ABLE TO:

### LEVEL 1

- take part in a one-to-one or group discussion
- read and obtain relevant information
- write two different types of document
- use at least one image effectively

### LEVEL 2

- take part in a group discussion, helping move the discussion forward
- give a short talk of at least 4 minutes
- produce a document that summarises two 500+ word documents you have read
- write two different types of document, one being more than 500+ words long
- use at least one image effectively

# COMMUNICATION

## TOPIC VC13 : SPORT AND RECREATION

### TOPIC VC13 SPORT AND RECREATION

There are various topics that you could study. If you want to study them for your Action-based work you will need to narrow them down. This guide will take you step by step from how to get started to writing and checking your final piece of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP  
A**



### CHOOSING A TOPIC

Think about the topic "*Sport and Recreation*" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

### TASK 1 GETTING STARTED MAKING A MINDMAP

Allow about  
20 minutes

On your own, or with a colleague, think about and talk about '*Sport and Recreation*' and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on Page 5 of the *Learner's Planner & Guide*. You may want to think about:

- what sport and recreation involves – e.g. meeting people, politeness
- training opportunities
- working in the sport and recreation industry
- coaching
- leading activities

**PORTFOLIO EVIDENCE** – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



**ESSENTIAL SKILLS**

**ACTION BASED ACTIVITIES**



*Continued*

**TASK 2 FRAMING A QUESTION**

Allow about 15 minutes

- When you have made your mindmap, focus in on one or two ideas that:
- interest you
  - will be easy to research and get information about (talk to your tutor if you are unsure)

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



**Topic: Sport and Recreation**

Original Idea	Question
<b>Customer Relations</b>	Are people satisfied with the service they get from sport and leisure centres?
<b>Careers in Sport and Recreation</b>	What career opportunities are there in Sport and Recreation?
<b>Skills and Knowledge</b>	What skills and knowledge are needed for someone working in Sport and Recreation?

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. Remember, you can always change it later if necessary.

**TASK 3 LOCATING RELEVANT INFORMATION**

Allow about 10 minutes

- Your next task is to locate relevant information for your portfolio. Check with your tutor that:
- there is enough information
  - it is easily located
  - it is of the right standard

**TASK 4 ACTION PLANNING**

Allow about 30 minutes



**PLAN** – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion). Examples are located in the Learner's Planner & Guide – Level 1 Page 7, Level 2 Page 17.

**COMMUNICATION**

**TOPIC VC13 : SPORT AND RECREATION**



### READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted relevant information. Level 2 learners must be able to summarise what was read into one document.

There are lots of ways of finding information on this subject such as:

- magazines and newspapers
- using the Internet
- advertisements
- carrying out a survey

### TASK 5 READING AND FINDING OUT (to answer your question)

Allow about 1½ hours

Look for suitable documents to read. If you are studying for **Level 2** communication skills they will need to be more than 500 words long, (see Page 18 of the Learner's Planner & Guide).

### TASK 6 RECORDING INFORMATION

Allow about 1½ hours

**READ and MAKE NOTES** from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



**TOPIC: "Recreation"**

**Title of book read:** *'Leisure and Recreation Management'*

**Date:** 19 May 2006

**Author:** George Torkildsen

**Chapter 3:** Recreation

**Main points in the article:**

1. Recreation – an institution and a process.
2. Recreation and its implication for leisure services.
3. Recreation and management.

**Summary:** Write up your notes in your own words.

**This is a major piece of evidence.**

For **Level 2**, you must produce a document that brings together in **one** summary at least two 500 word long documents that you have read. A good way to do this would be to construct a response to the question/title you constructed in Task 2. An example of this is on Page 19 of the Learner's Planner & Guide.



**ASSESSMENT** Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read

**ESSENTIAL SKILLS**

**ACTION BASED ACTIVITIES**

**STEP  
C**



**DISCUSSIONS**

Taking part in discussions is an essential part of the qualification. For Level 1 you can take part in a one-to-one OR a group discussion. At Level 2, it must be a group discussion.

Your **tutor** will need to observe and assess how well you do.

**TASK 7**

**TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC**

Allow about  
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



**PLANNING AND TAKING PART IN DISCUSSIONS**

1. Think about what you will talk about – it’s no good just having a chat! The discussion must be focused on the subject.
2. Decide on a subject and a question to discuss e.g. “Why is safety in sport important?”
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



**ASSESSMENT** Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going

STEP  
D



### GIVING A TALK (Level 2 only)

At Level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, Page 21 for detailed tips on how to give a good talk).

Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Teaching an Aerobics Class")



It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "Teaching an Aerobics Class"
2. **Introduction** – *"My talk is about teaching an aerobics class. I will talk about my own experience and the skills and qualities that are needed for this kind of work."*
3. **Main section** – take each of the points in two and expand them.
4. **Conclusion** – *"So, I hope you have enjoyed my talk and will perhaps remember a few of my main points if you are teaching a class ..."*
5. **Questions** – *"Are there any questions or observations you would like to make?"*

### TASK 8

Allow about  
2 hours

### GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

**Note: This task is only relevant if you are doing Level 2.**

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



**ASSESSMENT** Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly

**ESSENTIAL SKILLS**

**ACTION BASED ACTIVITIES**

**STEP  
E**



**PLANNING AND WRITING DOCUMENTS**

Your portfolio must contain at least two different written or word-processed documents (see Pages 12–13 in your *Learner’s Planner & Guide*). At Level 2, one of them must be over 500 words long.

**TASK 9**

Allow about  
2 hours

**PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC**

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing! Level 2 learners could review the document they produced at Task 6.
2. Decide on **one** type of document you will produce. For example, you might include a report of work experience you have had or a survey of people's views on the service they get at Leisure Centres.



**EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON 'SPORT AND RECREATION'**

**Short documents:**

- a letter or email telling someone about your experience working in sport
- a leaflet on the 'golden rules' on customer relations
- a short report on a survey of the quality of service offered by a leisure centre

**Longer documents:**

- an essay on career opportunities available in sport and recreation
- a brochure on an aspect of sport and recreation that you are interested in
- a structured report on the issues of working in a team

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
  - enable you to redraft work quickly and easily
  - make your work look more professional
  - make spell checking easy
  - provide opportunities to include images, tables, charts, graphs etc – you **MUST** include an **image**
4. **PROOF READ** your work carefully.

**COMMUNICATION**

**TOPIC VC13 : SPORT AND RECREATION**



**ASSESSMENT** Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

### TASK 10 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about  
2 hours

Repeat Task 9 for a different type of document on your chosen topic. **Level 2** learners should make sure that one of the documents is more than 500 words long. One document should contain an image you have used to illustrate a point made in your writing.



### COMPILING THE FINAL PORTFOLIO

### TASK 11 THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification. The minimum pieces of evidence you must produce are to be found on Page 3 of the Learner's Planner & Guide.

(Your tutor will help you with this task).



**SPORT AND RECREATION  
MORE ACTION BASED ACTIVITY IDEAS**

1. Carry out a survey to find out what people think of the service they get in leisure or sport centres. You will need a questionnaire.
2. Good customer relations.
3. Team working.
4. Coaching.
5. Leading activities.
6. Working with equipment.
7. Working abroad.
8. Child protection.
9. Adventurous activities.
10. Exploration and understanding of a natural environment.
11. Organise an event.
12. Carry out research into a possible career in sport and recreation to include finding out about types of work, skills and qualities needed, qualifications required etc.





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Rewarding Learning