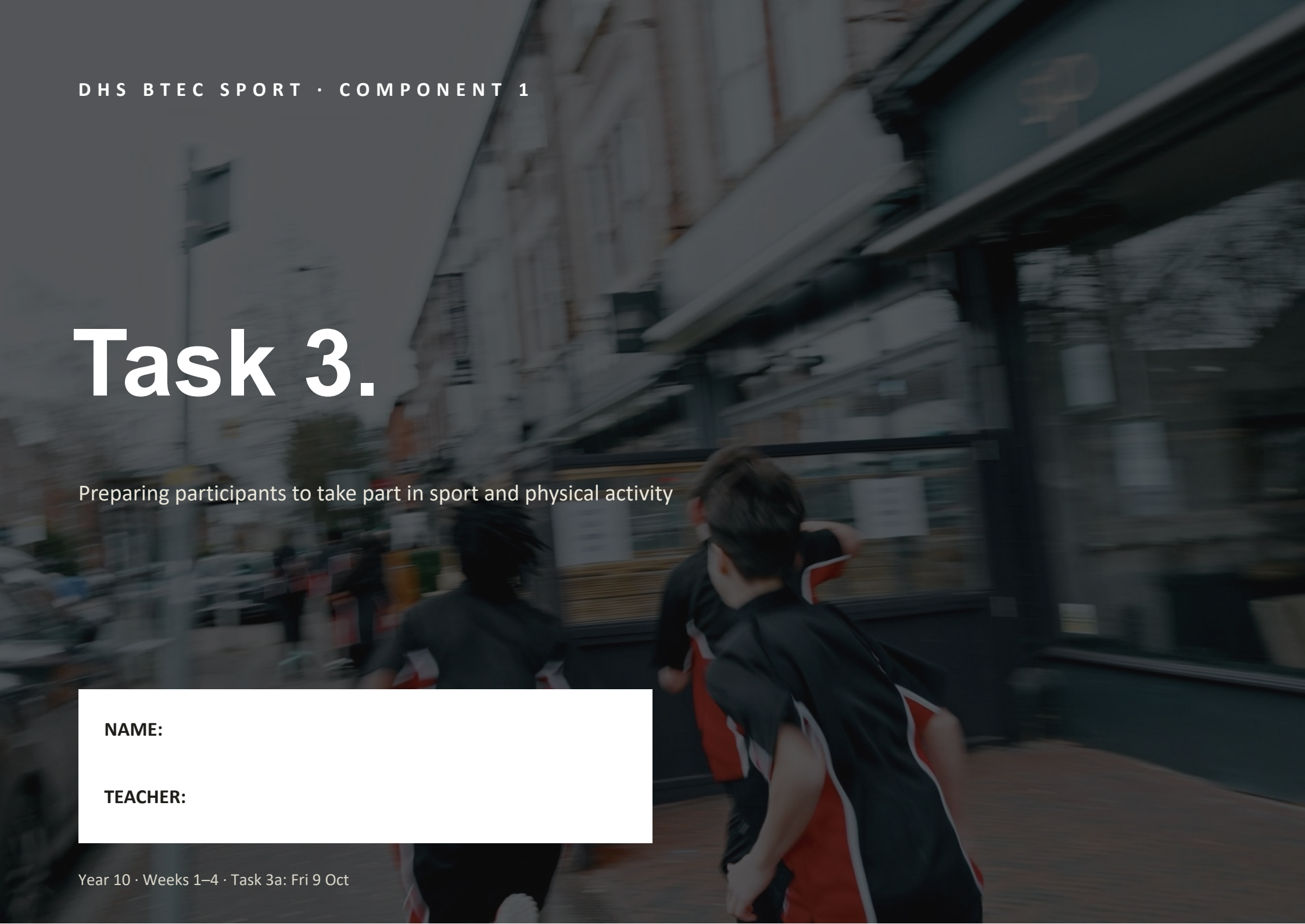


DHS BTEC SPORT · COMPONENT 1

Task 3.

Preparing participants to take part in sport and physical activity

NAME:

TEACHER:

Year 10 · Weeks 1–4 · Task 3a: Fri 9 Oct

TASK 3: WHAT AND WHEN

Task 3 is worth **24 of Component 1's 60 marks**, and it is the first task you sit. This booklet is your workbook for the four teaching weeks and your planning tool for the task itself.

WEEKS 1–4

Learn it

Plan, adapt and deliver warm-ups. Every lesson builds the skill.

WEEKS 5–7

Task 3a: written plan

Sat Fri 9 Oct under supervision. About 2 hours, 12 marks.

WEEK 10

Task 3b: delivery

Filmed Wed 4 & Thu 5 Nov. You deliver your warm-up. 12 marks.

Every warm-up has three phases. The colours below follow the phases through this booklet:

- **1 · Pulse raiser**
- **2 · Mobilisers**
- **3 · Preparation stretches**

A Task 3 plan missing any phase is capped, no matter how good the rest is. Every answer is written for the participant in the paper. Linking your choices to them, by name, is where the marks are.

WHAT IS A WARM-UP?

Complete the definition: a warm-up is a period of **p**_____ for exercise or performance, using **g**_____ activity that readies the body for what is about to be asked of it.

What could happen to a performer who skips the warm-up? Give three risks:

_____

_____

_____

Label the three phases in order, then add one example activity for each:

1

Phase: _____

Example: _____

_____

2

Phase: _____

Example: _____

_____

3

Phase: _____

Example: _____

_____

PULSE RAISER ACTIVITIES

Complete the definition: activities that **g**_____ increase in **i**_____ to increase the **h**_____ **r**_____. A pulse raiser should last **3–5 minutes** and finish close to the pace of the activity.

Activity bank: jogging · skipping · high knees · heel flicks · side-steps · runs at 25% / 50% / 75% pace · sport-specific movements (dribbling, passing patterns, court movements)

Design a 4-minute pulse raiser for a sport of your choice. Build the intensity in steps:

Sport: _____

Order	Activity and description	Time	One teaching point
1			
2			
3			
4			

CARDIORESPIRATORY RESPONSES

The cardiorespiratory system is the **heart, blood vessels and lungs**. Complete all five responses to the pulse raiser, then explain why each one helps the performer.

Response	Why it helps the performer
1. Increased h_____ r_____	
2. Increased b_____ r_____	
3. Increased d_____ of b_____	
4. Increased supply of o_____ to the working m_____	
5. Increased removal of c_____ d_____	

Check: which two responses are about oxygen getting IN, and which is about waste getting OUT?

MUSCULOSKELETAL RESPONSES

Complete the three responses to the pulse raiser: increased **t**_____ of the muscles · increased **p**_____ of the muscles · reduced risk of muscle **s**_____. Key term: **pliability** means the quality of being easily bent; flexibility.

Exam practice. Tom is a footballer. He plays for his local team and has been asked by his coach to lead the warm-up for his squad this Saturday. Identify three pulse-raiser exercises Tom could use, and explain the effect of the pulse raiser on the cardiorespiratory and musculoskeletal systems. **(6 marks)**

PASS correct activities and responses named

MERIT described and linked to the body system

DISTINCTION every choice justified for this participant and activity

STRUCTURING A SCENARIO ANSWER

1 · Define the phase, in spec language

2 · Describe named exercises with a teaching point

3 · Cardiorespiratory response, and why it helps

4 · Musculoskeletal response, and why it helps

5 · Link to this participant and this activity, by name

Model answer: Rafael, 12, city school, loves basketball. Highlight where each of the five steps appears, and circle every link to Rafael:

"A pulse raiser is an activity that gradually increases in intensity to raise the heart rate. Rafael's group would start with a gentle jog around the court, build into side-steps, then high knees, finishing with sprints to the key at 75% pace, basketball movements he already knows, which suits his confidence with invasion games. During this his heart rate and breathing rate increase, and he breathes more deeply, so more oxygen reaches his working muscles and carbon dioxide is removed faster, meaning he can play at full intensity from tip-off. At the same time his muscle temperature rises and his muscles become more pliable, reducing his risk of a strain when he jumps for a rebound, which matters because Rafael plays on hard indoor courts."

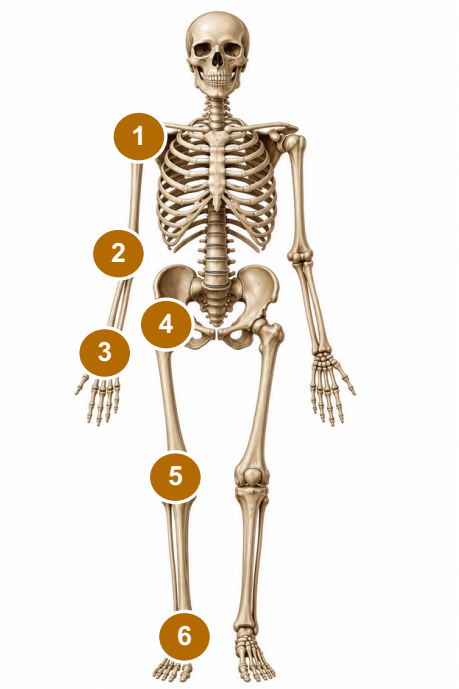
Notes:

Count the links to Rafael: Fewer than three means the answer is not yet Band 4.

MOBILISERS: OILING THE JOINTS

Complete the definition: activities that take the **j_____** through their **r_____ of m_____**, starting with **s_____** movements and making these **b_____** as the warm-up progresses.

Joint	Mobiliser exercise, small to big
1 · Shoulders	
2 · Elbows	
3 · Wrists	wrist circles and waves
4 · Hips	
5 · Knees	
6 · Ankles	ankle rolls, both ways



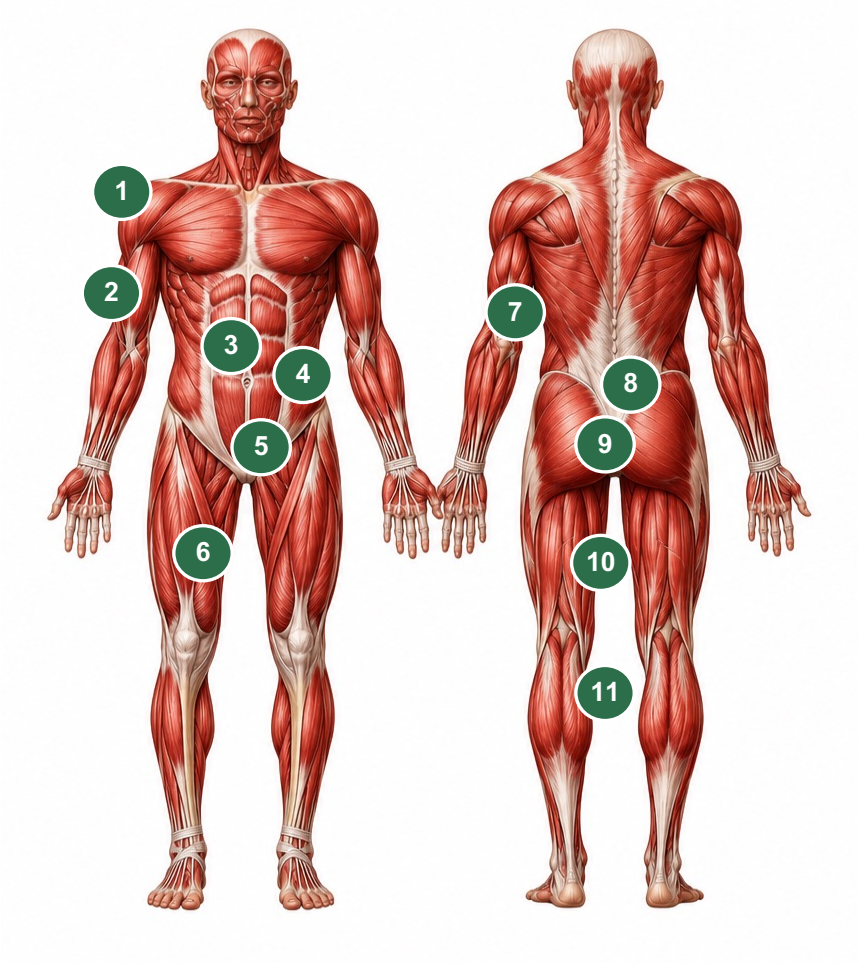
The body's response. Musculoskeletal: increased production of **s_____ f_____** in the joints, which lubricates them and increases range of movement. Cardiorespiratory: a **slight drop** in heart rate and breathing rate, because intensity is lower than the pulse raiser. That drop is normal. Say it in answers.

THE ELEVEN MUSCLES

Word bank: deltoids · biceps · triceps · abdominals · obliques · erector spinae · hip flexors · gluteus maximus · quadriceps · hamstrings · gastrocnemius

Write the muscle for each numbered marker:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



7. _____
8. _____
9. _____
10. _____
11. _____

Look, cover, check: 90 seconds.
Score: / 11

TYPES OF STRETCH

Preparation stretches are activities to stretch the **main muscles** that will be used in the physical activity. Complete the grid:

Static

What it means:

Example:

Dynamic

What it means:

Example:

Simple

What it means:

Example:

Compound

What it means:

Example:

Responses to the stretch phase. Complete:

Cardiorespiratory: static stretches make heart rate and breathing rate **d**_____ **f**_____ · dynamic stretches keep them **e**_____.

Musculoskeletal: muscles are fully **e**_____, so they are less likely to **t**_____ during the sport or activity session.

YOUR STRETCH BANK

One stretch per muscle, with its key point in a few words. You will reuse this bank in your Task 3a plan, so choose stretches you can actually demonstrate. S/D = static or dynamic. S/C = simple or compound.

Muscle	Stretch: name it and its key point	S/D	S/C
Deltoids			
Biceps			
Triceps			
Abdominals			
Obliques			
Erector spinae			
Hip flexors			
Gluteus maximus			
Quadriceps			
Hamstrings			
Gastrocnemius			

THE RESPONSES TABLE

This table is the physiology behind Task 3a. Fill it in **from memory**, then check against your notes and correct in a different colour.

	Cardiorespiratory responses	Musculoskeletal responses
Pulse raiser		
Mobilisers		
Preparation stretches		

Scores: pulse raiser has 5 CR + 3 MS · mobilisers 2 CR + 1 MS · stretches 2 CR + 1 MS. How many of the 14 did you get?

ADAPTING FOR DIFFERENT PARTICIPANTS

Warm-ups are adapted four ways. Complete each with what it means and who needs it:

Intensity

Impact

Timing

Type of stretch

For each participant, write the two most important adaptations and why:

Participant	Adaptations and reasons
68-year-old, returning to exercise	
9-year-old beginners	
Participant with a hearing impairment	

EXAM PRACTICE: ALEX

Alex is a 63-year-old retired woman with high blood pressure. She used to cycle, play rugby and snowboard, but has been inactive since her diagnosis and wants to return to gentle exercise. Plan the pulse raiser for Alex's warm-up and justify two adaptations you have made for her. **(6 marks)**

Name the adaptation type (intensity, impact, timing, stretch type) and the reason it suits Alex: both her age and her blood pressure.

PASS correct activities and responses named

MERIT described and linked to the body system

DISTINCTION every choice justified for this participant and activity

ADAPTING TO THE PHYSICAL ACTIVITY

A warm-up becomes specific to an activity three ways: use **equipment** from the activity · use **movements** from the activity · stretch the **muscles** the activity uses most.

Plan the sport-specific layer for two different activities:

	Activity 1:	**Activity 2:**
Equipment in the warm-up		
Movements from the activity		
Three muscles to stretch, and why those		

Generic warm-ups cap marks. Specific to the participant and the activity reaches the top of the grid.

EXAM PRACTICE: DORIS (TIMED, 15 MINUTES)

Doris is an 80-year-old woman who walks daily and wants to join a gentle aqua-aerobics class at her local pool. Write a plan for Doris's full warm-up: pulse raiser, mobilisers and preparation stretches. Explain the effects on her cardiorespiratory and musculoskeletal systems, and justify your adaptations. **(9 marks)**

Five steps · all three phases · Doris in every paragraph. Continue on paper if you need more space.

Band awarded: **Target for next time:**

DELIVERING A WARM-UP: ORGANISATION

Six decisions are made before any delivery. Complete each one: **s_____** (areas used) · **e_____** · organisation of **p_____** · **t_____** · **d_____** · **p_____** (where you stand).

Draw your delivery space from above. Mark participants, equipment, where you stand for each phase, and where the camera goes in November:

Check: could someone else run your session from this drawing alone?

SUPPORTING PARTICIPANTS AS THEY TAKE PART

While participants warm up, the leader is **o**_____ them, providing **i**_____, providing **t**_____ **p**_____ and providing **f**_____.

Build your teaching-point bank. One cue, five words or fewer, that fixes the most common mistake:

Exercise	Common mistake	Your cue (5 words or fewer)
Jogging		
High knees		
Arm swings		
Hip circles		
Quadriceps stretch		
Walking lunge		

Test them in the practical: your partner performs the exercise badly on purpose. Does your cue fix it?

WHAT TASK 3A REQUIRES

- A warm-up plan for your chosen activity, for the participant in the paper. About 2 supervised hours, 12 marks.
- All three phases: pulse raiser, mobilisers, preparation stretches. Missing one caps the mark.
- Activities described in enough detail that someone else could run them.
- Every choice justified: the effect on the cardiorespiratory and musculoskeletal systems.
- Specific relevance to the participant and the activity, in every section, not just the introduction.

BAND 4 CHECKLIST

- ☐ All 3 phases, fully detailed
- ☐ Every activity justified
- ☐ CR and MS effects for each phase
- ☐ Participant named throughout
- ☐ Activity-specific choices
- ☐ Adaptations with reasons

Use this on every draft.

Timeline. Week 5: plan against the released paper · Weeks 6–7: type up and practice runs · Task 3a sat Fri 9 Oct · Task 3b filmed Wed 4 & Thu 5 Nov.

WARM-UP PLAN · 1 · PULSE RAISER

Activity and description	Time	Teaching points	CR effect	MS effect

Why these choices suit the participant and the activity (name them):

WARM-UP PLAN · 2 · MOBILISERS AND STRETCHES

Mobilisers: small movements first, bigger as you go.

Activity and description	Joints / muscles	Teaching points	CR + MS effects

Preparation stretches: the muscles this activity uses.

Activity and description	Joints / muscles	Teaching points	CR + MS effects

Adaptations made for this participant, and why:

PRACTICE SCENARIO: SAMANTHA

Samantha is a 26-year-old single mother of two young children. She works full-time, is lacking self-confidence, and misses spending time with friends. She has chosen to try a weekly netball session.

- Complete the full plan template on pages 20 and 21 for Samantha's netball warm-up.
- Use the Band 4 checklist on page 19 as you write, not after.
- Swap booklets: your partner circles every link to Samantha and counts them.
- Fewer than three links per section? Rewrite the weakest part before the end of the lesson.

Links to Samantha counted: **Band your partner would award:** **Your target:**

PASS correct activities and responses named

MERIT described and linked to the body system

DISTINCTION every choice justified for this participant and activity

Next lesson this plan is banded. Planning week starts Monday: you will do this again against the real released paper.

DELIVERY CHECKLIST: PRACTICALS AND TASK 3B

Every Friday practical builds towards the filmed delivery on Wed 4 & Thu 5 Nov. Tick what the leader showed each week:

The leader...	P1	P2	P3	P4	Task 3b
organised space and equipment before starting					
used clear demonstrations					
positioned where everyone could see and hear					
observed participants and adjusted					
gave clear instructions					
gave teaching points during activities					
gave feedback afterwards: a strength and an improvement					

Film check: voice up, face visible, participants clearly led. You only get credit for what the camera can see and hear.

PRACTICE PARTICIPANTS

Task 3a gives you one participant. The way to get quick at reading one is to practise on many. Six here, and none of them are like each other.

Isla, 9

Plays for a primary school netball team. Small for her age and still learning the rules. Sessions are 45 minutes after school.

Kofi, 15

County-level 200m sprinter. Has a hearing impairment and uses hearing aids, which he removes to compete.

Ravi, 47

Office worker with high blood pressure, told by his GP to become more active. Has not exercised since his twenties. Plays badminton once a week.

Nadia, 61

Uses a wheelchair following a spinal injury eight years ago. Has recently taken up wheelchair basketball at a local club.

Tom, 24

Registered blind. Runs with a guide runner three times a week and wants to enter a half marathon.

Amara, 13

Has asthma, triggered by cold air. Wants to join the school football team but has stopped attending winter training.

Pick a different participant each time you practise. The more people you write for, the faster you get at reading a new one.

Practice tasks:

1. Plan a full warm-up for one of them: all three phases, with timings and teaching points.

2. Write the two adaptations that matter most for them, and say why each one suits them.

3. For a second participant, write only the pulse raiser, and justify every choice with a body-system effect.

TASK 3 KNOWLEDGE ORGANISER

Pulse raiser

Gradual intensity increase to raise heart rate · 3–5 min.
CR: heart rate, breathing rate, depth of breathing, oxygen supply, CO_2 removal, all increased.
MS: muscle temperature up, pliability up, strain risk down.

Mobilisers

Joints through their range of movement, small to big.
CR: slight drop in heart rate and breathing rate.
MS: synovial fluid production up, joints lubricated, range of movement up.

Preparation stretches

Main muscles of the activity · static or dynamic · simple or compound.
CR: static drops heart rate further, dynamic keeps it elevated.
MS: muscles fully extended, less likely to tear.

Adapt: intensity · impact · timing · type of stretch, for the participant and the activity. **Specific to the activity:** its equipment, its movements, its muscles.

Deliver: space, equipment, organisation of participants, timing, demonstrations, positioning · then observe, instruct, give teaching points, give feedback.
Answer structure: define · describe · CR · MS · link.