

Unit 5: Training for Personal Fitness

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 33

Duration of lessons: 30 minutes to 1 hour (as shown)

Learners should spend lesson time and non-supervised time working on assignments.

This scheme of work is provided to help you make the most of your planning time. Customise this by adding your own activities/lesson ideas to the 'Activities' column.

| Lesson | Unit content* | Activities | Links to other units |
|---|---|--|--|
| 1 | Unit introduction | <ul style="list-style-type: none"> Teacher presentation (approx. 10 minutes): outline the nature of the learning aims and the number of assignments that learners will be expected to complete. | |
| Learning aim A: Design a personal fitness training programme | | | |
| 1 cont. | Topic A.1 Personal information to aid training programme design: <ul style="list-style-type: none"> personal goals (SMARTER) aims objectives. | <ul style="list-style-type: none"> Individual activity: initial goal identification. Teacher presentation: personal training goals. Individual activity: learners to write SMARTER and short-, medium- and long-goals. Teacher presentation: aims and objectives. Teacher-led activity: set overall aims and objectives for training programme. | Topic A.1 has links with: <ul style="list-style-type: none"> Unit 3 The Mind and Sports Performance (Topics B.2, B.5, B.6) Unit 9 Training for Personal Fitness (Topics A.1, A.2) |
| 2 (1 hour) | Topic A.1 cont.: <ul style="list-style-type: none"> lifestyle and physical activity history medical history questionnaire. | <ul style="list-style-type: none"> Teacher-led activity: recap on the goals, aims and objectives set by learners in previous lesson. Group activity: using flip chart paper – What would they need to know before they could take part in a fitness programme. Class activity: groups to pin up flip chart paper and feed discussion results back to the rest of the class. Teacher to summarise on the board. | Topic A.1 has links with: <ul style="list-style-type: none"> Unit 9 Training for Personal Fitness (Topics A.1, A.2, B.1 & B.2) |

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| | | <ul style="list-style-type: none"> • Teacher presentation: on health and safety. • Individual activity: learners complete lifestyle and physical activity history questionnaires to check they are safe to take part in a training programme. | |
| 3 (1 hour) | Topic A.1 cont.: <ul style="list-style-type: none"> • attitudes and personal motivation for training. | <ul style="list-style-type: none"> • Teacher-led activity: recap on what information should be collected before commencing the start of a training programme. • Teacher presentation: preparing to take part in a training programme. • Individual activity: learners to think about their own attitude to exercise by listing what they are positive and negative about. • Individual activity: learners to the activity above to produce a written paragraph on how their attitudes and motivation to training will relate to potential success of their training programme. | |
| 4 (1 hour) | Topic A.2 The basic principles of training (FITT): <ul style="list-style-type: none"> • frequency • intensity • time • type. | <ul style="list-style-type: none"> • Small group activity: learners produce a 2-minute recap presentation on attitudes and motivation to training. • Teacher presentation: basic principles of training (FITT). • Paired or small group activity: learners to identify FITT principles in a variety of training programmes provided by the teacher. • Paired or small group activity: learners to identify FITT principles related to week 1 of their training programme. | Topic A.2 has links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topic A.5) |
| 5 (1 hour) | Topic A.3 Further principles of training and how they are applied to training methods: <ul style="list-style-type: none"> • intensity. | <ul style="list-style-type: none"> • Teacher-led activity: mini recap quiz on FITT principles. • Teacher presentation: intensity. • Individual activity: learners to calculate Maximum HR and 60%, 70%, 80% & 90% of MHR. • Small group activity: each group to pick a cardio-vascular (CV) machine and an activity to work on (e.g. treadmill/step ups). Groups then choose a target heart-rate (HR) zone to work within. | Topic A.3 has links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topic A.4) • Unit 4 The Sports Performer in Action (Topics A.1, A.2, A.3 and A.4) • Unit 9 Training for Personal |

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| | | <ul style="list-style-type: none"> • Small group activity: one learner to perform the activity specified by the group, the other learners to record RPE and HR every 1 minute. • Small group activity: once the practical is complete, learners to identify if the client reached their target. • Class discussion: What is the relationship between RPE and HR ($RPE \times 10 = HR \text{ bpm}$)? | Fitness (Topics A.1, A.2, B.1, B.2) |
| 6 (1 hour) | Topic A.3 cont.: <ul style="list-style-type: none"> • progressive overload • specificity • individual differences/needs • variation • rest and recovery • adaptation • reversibility. | <ul style="list-style-type: none"> • Teacher-led activity: recap on ways of monitoring intensity. Complete MHR calculations again. • Teacher presentation: further principles of training. • Paired activity: learners to match the further principles of training to their definitions, using cards designed by teacher. • Small group activity: each group to research a different further principle of training. Once complete groups to present their findings to the class. • Individual activity: after each of the presentations, learners to write how they will incorporate each principle into their training. | Topic A.3 has links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topic A.4) • Unit 4 The Sports Performer in Action (Topics A.1, A.2, A.3 and A.4) |
| 7 (1 hour) | Topic A.4 Programme design: <ul style="list-style-type: none"> • selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. flexibility. | <ul style="list-style-type: none"> • Teacher-led activity: word search recap. Teacher to write a question and place the answer in the word search. • Teacher presentation: flexibility training: <ul style="list-style-type: none"> ○ Different types of training. ○ When would the training be suitable? ○ FITT related to flexibility. • Individual or paired activity: learners to identify which type of flexibility training would be best for a variety of case studies provided by teacher. For example: <ul style="list-style-type: none"> ○ Case 1 – a 3000m runner wanting to know what type of flexibility training she should do before her event ○ Case 2 – a footballer with tight hamstrings wanting to know | Topic A.4 has links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) • Unit 9 Training for Personal Fitness (Topics A.1, A.2) |

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| | | how he can improve his flexibility. • Teacher-led activity: pairs to feed back their conclusions to the rest of the class. | |
| 8 | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. flexibility. | • Practical session: flexibility training: <ul style="list-style-type: none"> Dynamic stretching Static PNF. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) |
| 9 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. muscular strength/endurance. | • Teacher-led activity: recap on the principles of flexibility training. • Teacher presentation: muscular strength and endurance: <ul style="list-style-type: none"> Different types of training. When would the training be suitable? FITT related to strength/endurance session. Machine vs. free weights, medicine balls, etc. • Individual or paired activity: learners to provide appropriate FITT details for muscular endurance and muscular strength for different types of athlete provided by the teacher. For example: <ul style="list-style-type: none"> athletes that require high levels of muscular endurance athletes that require high levels of strength. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) |
| 10 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. muscular strength/endurance. | • Practical session: muscular endurance and muscular strength: <ul style="list-style-type: none"> Strength training Muscular endurance Muscular endurance circuit training | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) |

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| 11 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. aerobic training. | <ul style="list-style-type: none"> Teacher-led activity: recap on the principles of muscular endurance and muscular strength training. Teacher presentation: aerobic endurance: <ul style="list-style-type: none"> Theory on types of aerobic training. Different types of training. When would the training be suitable? FITT related to aerobic training. Individual activity: learners to write an aerobic training session for: <ul style="list-style-type: none"> a beginner athlete an intermediate athlete an advanced aerobic athlete. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) Unit 9 Training for Personal Fitness (Topics A.1, A.2) |
| 12 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. aerobic training. | <ul style="list-style-type: none"> Practical session: aerobic training: <ul style="list-style-type: none"> Continuous training Fartlek Interval | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) Unit 9 Training for Personal Fitness (Topics A.1, A.2) |
| 13 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. speed/power training. | <ul style="list-style-type: none"> Teacher-led activity: recap on aerobic training methods. Teacher presentation: speed and power training: <ul style="list-style-type: none"> Type of speed and power training. When would the training be suitable? FITT related to speed and power training. Individual or paired activity: learners to create a poster on the different types of speed and power training methods. Must be visual with minimal words. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) Unit 9 Training for Personal Fitness (Topics A.1, A.2) |

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| 14 | Topic A.4 cont.: <ul style="list-style-type: none"> selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. speed/power training. | <ul style="list-style-type: none"> Practical session: speed training: <ul style="list-style-type: none"> Acceleration and deceleration training Parachute or weighted Practical session: power training: Plyometric training session consisting of a variety of plyometrics from easy to hard. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics A.6, B.3) |
| 16 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> safe design. | <ul style="list-style-type: none"> Teacher presentation: programme design. Teacher-led activity: introduction to safe design. Teacher to provide examples of aims for training programmes and ask the learners to identify safe, appropriate and creative activities to meet these aims. Individual activity: learners to produce an outline of their 6-week training plan. Ensure they take into account FITT.. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topics B.1, B.2) |
| 17 (1 hour) | Topic A.4 cont.: <ul style="list-style-type: none"> warm ups cool-downs creative design. | <ul style="list-style-type: none"> Teacher presentation: recap on the expectations for the 6-week programme. Group activity: peer assess each other's programmes. Paired activity: discuss the benefits of a warm up and cool down. Individual activity: learners to produce a warm up that will be suitable to carry out before each training session and a cool down that will be suitable to carry out after each training session. Class discussion: the barriers to training and strategies or contingencies that can be put in place to help counteract these. Individual activity: learners to check programmes to see if they: <ul style="list-style-type: none"> avoid boredom increase motivation contain variation are interesting increase commitment. | Topic A.4 has links with: <ul style="list-style-type: none"> Unit 1 Fitness for Sport and Exercise (Topic B.1) |

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| 18 (1 hour) | Assignment 1 Tasks for Learning aim A Use centre-devised assignment or the authorised assignment from Pearson www.btec.co.uk/sport2012 | <ul style="list-style-type: none"> • Assessment: evidence could be the form of a training report (initial client analysis, planning for training). | Topic A.4 has links with: <ul style="list-style-type: none"> • Unit 1 Fitness for Sport and Exercise (Topic B.1) |
| Learning aim B: Know about the exercise adherence factors and strategies for continued training success | | | |
| 19 (1 hour) | Topic B.1 Factors: <ul style="list-style-type: none"> • adherence factors • barriers. | <ul style="list-style-type: none"> • Teacher presentation: adherence factors. • Group activity – barriers that affect exercise adherence? • Class activity: groups to feed back in order to collate a list of barriers. • Group activity: consider different cultures, religions, disabilities, age and the potential barriers these specific groups will have to exercise. • Individual activity: learners to identify which barriers may affect the success of their training programme. | Topic B.1 has links with: <ul style="list-style-type: none"> • Unit 3 The Mind and Sports Performance (Learning aim B) |
| 20 (1 hour) | Topic B.2 Strategies: <ul style="list-style-type: none"> • SMARTER • enjoyable • benefits • support • rewards. | <ul style="list-style-type: none"> • Teacher-led activity: recap on barriers: <ul style="list-style-type: none"> ○ What are barriers? ○ Refer back to the barriers they have. • Teacher presentation: Adherence strategies. • Individual activity: learners to identify strategies that they need to put in place to ensure they overcome their barriers. | Topic B.2 has links with: <ul style="list-style-type: none"> • Unit 3 The Mind and Sports Performance (Topics B.6 and B.12 to B.10) • Unit 6 Leading Sports Activities (Topics C.1 and C.2) |
| 21 (1 hour) | Assignment 2 Tasks for Learning aim A Use centre-devised assignment or the authorised assignment from Pearson www.btec.co.uk/sport2012 | <ul style="list-style-type: none"> • Assessment: evidence can be demonstrated through the use of a report. | |

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| Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives | | | |
| 22 (1 hour) | Topic C.1 Safely implement a personal fitness training programme: <ul style="list-style-type: none"> undertaking appropriate training methods wearing correct training gear. | <ul style="list-style-type: none"> Teacher presentation: ensuring health and safety during your programme. Individual activity: learners to produce a contract for themselves that is agreed by them and the teacher. The contract must include issue regarding safe implementation of the programme. Teacher to review the contract with learner at the end of the lesson and sign to say they witnessed the production of the contract. | Topic C.1 has links with: <ul style="list-style-type: none"> Unit 3 The Mind and Sports Performance (Topics B.6 and B.10) Unit 6 Leading Sports Activities (Topics B.3) Unit 10 Injury and the Sports Performer (Topic B.2) |
| 23 (1 hour) | Topic C.1 cont.: <ul style="list-style-type: none"> taking full responsibility for complete and recording details for each training session. Topic C.2 Training diary for each session recording: <ul style="list-style-type: none"> complete diary. Topic C.3 Measures for success: <ul style="list-style-type: none"> motivation for training details of how the programme has been adapted to ensure continued commitment achievement against personal aims, goals and objectives overcoming barriers/issues problems. | <ul style="list-style-type: none"> Practical session: learners to start training programme. Teacher: remind learners that they must complete a diary entry. Teacher presentation: measures for success. | Topics C.1 and C.2 have links with: <ul style="list-style-type: none"> Unit 3 The Mind and Sports Performance (Topics B.6 and B.10) Unit 6 Leading Sports Activities (Topics C.1 and C.2) |

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| 24-28 (4 hours) | <p>Topic C.1 cont.:</p> <ul style="list-style-type: none"> taking full responsibility for complete and recording details for each training session. <p>Topic C.2 Training diary for each session recording:</p> <ul style="list-style-type: none"> complete diary. <p>Topic C.3 Measures for success:</p> <ul style="list-style-type: none"> motivation for training details of how the programme has been adapted to ensure continued commitment achievement against personal aims, goals and objectives overcoming barriers/issues problems. | <ul style="list-style-type: none"> Practical session: learners to continue training programme. | <p>Topics C.1 and C.2 have links with:</p> <ul style="list-style-type: none"> Unit 3 The Mind and Sports Performance (Topics B.6 and B.10) Unit 6 Leading Sports Activities (Topics C.1 and C.2) |
| 29 (1 hour) | <p>Assignment 3</p> <p>Tasks for Learning aim C</p> <p>Use centre-devised assignment or the authorised assignment from Pearson www.btec.co.uk/sport2012</p> | <ul style="list-style-type: none"> Evidence could be in the form of video recordings of training and supported with a written or verbal training diary (if verbal is selected this must be recorded) Learners could use the following during their research for this assignment: http://www.brianmac.co.uk/index.htm http://www.topendsports.com http://www.sport-fitness-advisor.com/ | |

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| Learning aim D: Review a personal fitness training programme | | | |
| 30 (1 hour) | Topic D.1 Review programme: <ul style="list-style-type: none"> before each training session after each training session evidence of modification strengths. | <ul style="list-style-type: none"> Teacher introduction: how well the training period went. Invite feedback from learners. Learners need to check that they have reviewed all sessions prior and post and made modifications throughout. Teacher introduction into the strengths the learners should be looking for e.g. attainment of goals, meeting aims, overcoming barriers etc Learners to identify strengths and explain why it is a strength, relate to norm data and benefits to lifestyle etc | Topic D.1 has links with: <ul style="list-style-type: none"> Unit 6 Leading Sports Activities (Topics C.1 and C.2) |
| 31 (1 hour) | Topic D.1 cont.: <ul style="list-style-type: none"> areas for improvement future recommendations. | <ul style="list-style-type: none"> Teacher-led: brief introduction into the areas for improvement the learners should be looking e.g. under achievement, remaining barriers, sessions lacking motivation etc. Learners to identify areas for improvement and explain why they are areas for improvement, relate to the norm data and previous goals/aims. Teacher led: introduction into suitable future recommendations e.g. altered programme design, new goals/aims, changes to FITT, progression, psychological training. Learners to provide future recommendations related to the programme conducted. Learners must justify why they have suggested these recommendations. What evidence suggests that it should be a future recommendation? | Topic D.1 has links with: <ul style="list-style-type: none"> Unit 6 Leading Sports Activities (Topics C.1 and C.2) Unit 9 Training for Personal Fitness (Topics A.1, A.2) |
| 32 (30 mins) | Review/close unit | <ul style="list-style-type: none"> End of unit quiz. Learners produce questions and answers related to content they have learnt during the unit. Teacher becomes the host and the learners go head to head in teams. Prize for the winning team. Learner evaluations. Teacher summary of unit. | |

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| <p>33 (1 hour)</p> | <p>Assignment 4 Tasks for Learning aim D Use centre-devised assignment or the authorised assignment from Pearson www.btec.co.uk/sport2012</p> | <ul style="list-style-type: none"> • Evidence could be the form of a written report or viva (with supporting notes) • Learners could use the following during their research for this assignment: http://www.sport-fitness-advisor.com/ http://www.pponline.co.uk | |
| <p>TOTAL: 30 hours</p> | | | |

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