

## Unit 1: Fitness for Sport and Exercise

# Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 20

Duration of lessons: 1-2 hours (as shown)

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	Resource checklist	Links to other units
1	<b>Unit introduction</b>	<ul style="list-style-type: none"> <li><b>Introduce the unit:</b> outline the nature of the learning aims and onscreen test that learners will be expected to complete for this unit.</li> </ul>	<ul style="list-style-type: none"> <li>Specification for this unit (learning aims, unit content and assessment criteria) from Pearson.</li> <li>Use authorised assignment briefs from Pearson. Alternatively, use adapted or centre-devised assignment briefs.</li> </ul>	
<b>Learning aim A: Know about the components of fitness and the principles of training</b>				
1 cont. (1 hour)	<p><b>Topic A.1 Components of physical fitness:</b></p> <ul style="list-style-type: none"> <li>aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition.</li> </ul> <p><b>Topic A.2 Components of skill-related fitness:</b></p> <ul style="list-style-type: none"> <li>agility, balance, coordination, power, reaction time, components for sports</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> summary of components of physical and skill-related fitness.</li> <li><b>Group discussion:</b> linking fitness components to sports performance.</li> <li><b>Individual or paired activity:</b> learners to link fitness components to sports</li> </ul>		<p><b>Topics A.1 and A.2</b> have links with:</p> <ul style="list-style-type: none"> <li>Unit 2 Practical Sports Performance (Topics C.1 &amp; C.2)</li> <li>Unit 5 Training for Personal Fitness (Topic C.1)</li> </ul>

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	performance.	performance and feed back to the group <ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> summary of the components of fitness.</li> <li>• <b>Group discussion:</b> components of fitness.</li> <li>• <b>Homework activity:</b> learners to investigate fitness components for successful sports performance.</li> </ul>		
2 (1 hour)	<b>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</b> <ul style="list-style-type: none"> <li>• being able to successfully meet the physical demands of the sport in order to reach optimal performance</li> <li>• being able to successfully meet the skill-related demands of the sport in order to reach optimal performance</li> <li>• being able to perform efficiently</li> <li>• giving due consideration to the type of event/position played.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show a video/DVD</b> of elite sports performers in action.</li> <li>• <b>Group discussion:</b> importance of fitness components for successful sports performance. Prompt learners to draw on their own experiences.</li> <li>• <b>Tutor presentation:</b> a sports profile followed by group discussion on fitness components for successful sports performance.</li> <li>• <b>Paired activity:</b> learners to complete a fitness component profile for a sport of their choice and feed back to group.</li> </ul>	<ul style="list-style-type: none"> <li>• A video/DVD of elite sports performers in action (useful videos are available from <a href="http://www.youtube.com">www.youtube.com</a>).</li> </ul>	<b>Topic A.3</b> has links with: <ul style="list-style-type: none"> <li>• Unit 2 Practical Sports Performance (Topics C.1 &amp; C.2)</li> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
3 (1 hour)	<b>Topic A.4 Exercise intensity and how it can be determined:</b>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> measuring heart rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Stopwatches</li> </ul>	<b>Topic A.4</b> has links with: <ul style="list-style-type: none"> <li>• Unit 2 Practical Sports Performance (Topics C.1 &amp; C.2)</li> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>

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	<ul style="list-style-type: none"> <li>intensity – be able to measure heart rate (HR) and apply HR intensity to fitness training methods</li> <li>know about target zones and training thresholds. Be able to calculate training zones and apply HR max to training: <math>HR\ max = 220 - age\ (years)</math></li> <li>be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness.</li> </ul>	<ul style="list-style-type: none"> <li><b>Individual or paired activity:</b> learners to calculate their maximum heart rate (HR max).</li> </ul>		<ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness (Topics A.2, A.3 &amp; A.4)</li> </ul>
4 (1 hour)	<b>Topic A.4 cont.:</b> <ul style="list-style-type: none"> <li>know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity</li> <li>know about the relationship between RPE and heart rate where: <math>RPE \times 10 = HR\ (bpm)</math></li> <li>application of the FITT principles to training methods, regimes and given exercise situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> Borg (1970) Rating of Perceived Exertion (RPE) Scale.</li> <li><b>Group activity:</b> measuring HR and training zones.                             <ul style="list-style-type: none"> <li>learners undertake physical activity</li> <li>activity to be followed by analysis of HR data according to HR training zones.</li> </ul> </li> <li><b>Homework:</b> learners to investigate the relationship between HR and the RPE Scale.</li> </ul>	<ul style="list-style-type: none"> <li>Stopwatches</li> <li>HR monitors</li> <li>Conductivity gel</li> <li>Access to sports hall or visit to local sports centre/gym</li> </ul>	<b>Topic A.4</b> has links with: <ul style="list-style-type: none"> <li>Unit 1 Fitness for Sport and Exercise (Topic A.5)</li> <li>Unit 5 Training for Personal Fitness (Topics A.2, A.3 &amp; A.4)</li> </ul>
5 (2	<b>Topic A.5 The basic principles of training (FITT):</b>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> basic and additional principles of training.</li> </ul>		<b>Topics A.5 and A.6</b> have links with:

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hours)	<ul style="list-style-type: none"> <li>frequency: the number of training sessions completed over a period of time, usually per week</li> <li>intensity: how hard an individual will train</li> <li>time: how long an individual will train for</li> <li>type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.</li> </ul> <p><b>Topic A.6 Additional principles of training:</b></p> <ul style="list-style-type: none"> <li>progressive overload</li> <li>specificity</li> <li>individual differences/needs</li> <li>adaptation</li> <li>reversibility</li> <li>variation</li> <li>rest and recovery</li> <li>application of the principles of training to training methods, regimes and given exercise settings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Group discussion:</b> principles of training related to learners' own sports training and performance.</li> <li><b>Individual or paired activity:</b> <ul style="list-style-type: none"> <li>tutor to introduce circuit training to learners</li> <li>learners to design a circuit training session.</li> </ul> </li> <li><b>Follow-up activity:</b> learners to deliver or participate in the circuit training sessions they have designed.</li> </ul>		<ul style="list-style-type: none"> <li>Unit 1 Fitness for Sport and Exercise (Topic A.5)</li> <li>Unit 5 Training for Personal Fitness (Topics A.2, A.3 &amp; A.4)</li> </ul>
<b>Learning aim B: Explore different fitness training methods</b>				
6 (2 hours)	<p><b>Topic B.1 Requirements for each of the following fitness training methods:</b></p> <ul style="list-style-type: none"> <li>safe, correct use of equipment</li> <li>safe, correct use of training technique</li> <li>requirements for undertaking the fitness</li> </ul>	<p><b>Topics B.1 and B.2</b> are to be incorporated into each delivery of each training method (<b>Topic B.3</b>).</p> <ul style="list-style-type: none"> <li><b>Tutor presentation:</b> introduction to flexibility training, followed by group</li> </ul>	<ul style="list-style-type: none"> <li>Access to sports hall or visit to local sports centre/gym</li> <li>Guest speaker: sports physiotherapist.</li> </ul>	<p><b>Topics B.1, B.2 and B.3</b> have links with:</p> <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness (Topics A.4 &amp; C.1)</li> </ul>

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	training method <ul style="list-style-type: none"> <li>• application of the basic principles of training (FITT) for each fitness training method</li> <li>• linking each fitness training method to the associated health-related/ skill-related component of fitness.</li> </ul> <p><b>Topic B.2 Additional requirements for each of the fitness training methods:</b></p> <ul style="list-style-type: none"> <li>• advantages/disadvantages</li> <li>• application of exercise intensity to fitness training methods</li> <li>• application of principles of training to fitness training methods</li> <li>• appropriate application of fitness training method(s) for given situation(s)</li> <li>• appropriate application of fitness training method(s) to given client needs, goals, aims and objectives.</li> </ul> <p><b>Topic B.3 Fitness training methods for:</b></p> <ul style="list-style-type: none"> <li>• flexibility training: static, ballistic, PNF technique.</li> </ul>	discussion. <ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to undertake and experience a range of different stretches using different types of flexibility training.</li> <li>• <b>Guest speaker:</b> presentation from sports physiotherapist, followed by question and answer session.</li> </ul>		
7 (2 hours)	<p><b>Topic B.3 cont.:</b></p> <ul style="list-style-type: none"> <li>• strength, muscular endurance and power training:                             <ul style="list-style-type: none"> <li>○ circuit training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> circuit training.</li> <li>• <b>Group activity:</b> learners to take part practically in the method.**</li> </ul>	<ul style="list-style-type: none"> <li>• Access to sports hall or visit to local sports centre/gym</li> <li>• Access to relevant equipment for circuit training method</li> </ul>	<p><b>Topics B.1, B.2 and B.3</b> have links with:</p> <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topics A.4 &amp; C.1)</li> </ul>

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	<ul style="list-style-type: none"> <li>aerobic endurance:                             <ul style="list-style-type: none"> <li>circuit training.</li> </ul> </li> </ul>			
8 (2 hours)	<b>Topic B.3 cont.:</b> <ul style="list-style-type: none"> <li>free weights.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> training with free weights.</li> <li><b>Group activity:</b> learners to take part in the method.**</li> <li><b>Visit</b> to a local sports centre or gym for learners to have an induction to weight training and use free weights.</li> </ul>	<ul style="list-style-type: none"> <li>Access to free weights or a gym</li> <li>Access to local sports centre/gym</li> </ul>	<b>Topics B.1, B.2 and B.3</b> have links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness (Topics A.4 &amp; C.1)</li> </ul>
9 (1 hour)	<b>Topic B.3 cont.:</b> <ul style="list-style-type: none"> <li>plyometrics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Show a video/DVD</b> of plyometrics training and exercises.</li> <li><b>Group activity:</b> learners to take part in the method.**</li> </ul>	<ul style="list-style-type: none"> <li>A video/DVD of plyometrics training and exercises</li> <li>Access to a sports hall and equipment for undertaking plyometrics training</li> </ul>	<b>Topics B.1, B.2 and B.3</b> have links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness (Topics A.4 &amp; C.1)</li> </ul>
10 (2 hours)	<b>Topic B.3 cont.:</b> <ul style="list-style-type: none"> <li>aerobic endurance training:                             <ul style="list-style-type: none"> <li>continuous training</li> <li>fartlek training</li> <li>interval training</li> <li>circuit training.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Individual activity:</b> learners to design their own personal exercise programme.</li> <li><b>Group activity:</b> learners to take part in the method.**</li> <li><b>Individual activity:</b> learners to review their personal exercise programme.</li> </ul>	<ul style="list-style-type: none"> <li>Access to sports hall/gym or visit to local sports centre/gym</li> </ul>	<b>Topics B.1, B.2 and B.3</b> have links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness (Topics A.4 &amp; C.1)</li> </ul>
11 (1 hour)	<b>Topic B.3 cont.:</b> <ul style="list-style-type: none"> <li>speed training:                             <ul style="list-style-type: none"> <li>hollow sprints</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> speed training.</li> <li><b>Show a video/DVD:</b> different types of drills used to develop</li> </ul>	<ul style="list-style-type: none"> <li>A video/DVD about training for speed (not included in this pack; please source own)</li> </ul>	<b>Topics B.1, B.2 and B.3</b> have links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> </ul>

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	<ul style="list-style-type: none"> <li>○ acceleration sprints</li> <li>○ interval training.</li> </ul>	<p>speed, including sport-specific drills.</p> <ul style="list-style-type: none"> <li>● <b>Group activity:</b> learners to take part in the method.**</li> </ul>		(Topics A.4 & C.1)
<b>Learning aim C: Investigate fitness testing to determine fitness levels</b>				
12 (2 hours)	<p><b>Topic C.2 Importance of fitness testing to sports performers and coaches:</b></p> <ul style="list-style-type: none"> <li>● baseline data</li> <li>● training programme design</li> <li>● goal setting.</li> </ul> <p><b>Topic C.3 Requirements for administration of each fitness test:</b></p> <ul style="list-style-type: none"> <li>● pre-test procedures</li> <li>● standard test methods/equipment</li> <li>● purpose of each test</li> <li>● measurement and processing of test results</li> <li>● selection of appropriate fitness tests</li> <li>● reliability, validity and practicality</li> <li>● advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduction to fitness testing.</li> <li>● <b>Guest speaker:</b> sports coach/county-level sports performer to discuss the importance of fitness testing in their training regime, followed by question and answer session.</li> <li>● <b>Individual or paired activity:</b> learners to research and design an informed content form.</li> </ul>	<ul style="list-style-type: none"> <li>● Guest speaker</li> </ul>	<p><b>Topic C.2</b> has partial links with:</p> <ul style="list-style-type: none"> <li>● Unit 5 Training for Personal Fitness (Topics A.1 &amp; A.4)</li> </ul>
13 (2 hours)	<p><b>Topic C.1 Fitness test methods for components of fitness</b></p> <p><b>Topic C.3 Requirements for administration of each fitness test</b></p> <p><b>Topic C.4 Interpretation of fitness test</b></p>	<ul style="list-style-type: none"> <li>● <b>Paired or small group activity**:</b> learners to undertake the sit and reach test during lesson time and interpret their results.</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness testing equipment for the sit and reach test and grip dynamometer test</li> <li>● Published normative data tables for interpretation of</li> </ul>	<p><b>Topics C.1, C.3 and C.4</b> have partial links with:</p> <ul style="list-style-type: none"> <li>● Unit 5 Training for Personal Fitness</li> </ul>

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	<b>results:</b> In the context of: <ul style="list-style-type: none"> <li>• <b>flexibility:</b> sit and reach test</li> <li>• <b>strength:</b> grip dynamometer.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> grip dynamometer.</li> <li>• <b>Paired or small group activity:</b> learners to undertake the test during lesson time and interpret their results.**</li> </ul> <p><b>NB. Topics C.1, C.3 and C.4</b> are covered within delivery of each fitness test.</p>	test results <ul style="list-style-type: none"> <li>• <b>AS 6</b> Sit and reach test – data collection</li> </ul>	(Topic A.4)
14 (1 hour)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of <b>aerobic endurance:</b> <ul style="list-style-type: none"> <li>• multi-stage fitness test</li> <li>• definition of VO<sub>2</sub> max.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> multistage fitness test.</li> <li>• <b>Paired or small group activity:</b> learners to undertake the test during lesson time and interpret their results.**</li> </ul> <p><b>NB. Topics C.1, C.3 and C.4</b> are covered within delivery of each fitness test.</p>	<ul style="list-style-type: none"> <li>• Access to sports hall</li> <li>• Fitness testing equipment for the multistage fitness test</li> <li>• Published normative data tables for interpretation of test results</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
15 (1 hour)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of <b>aerobic endurance:</b> <ul style="list-style-type: none"> <li>• forestry step test.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> forestry step test.</li> <li>• <b>Paired or small group activity:</b> learners to undertake the test during lesson time and interpret their results.**</li> </ul> <p><b>NB. Topics C.1, C.3 and C.4</b> are covered within delivery of each fitness test.</p>	<ul style="list-style-type: none"> <li>• Fitness testing equipment for the Forestry step test</li> <li>• Published normative data tables for interpretation of test results</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
16	<b>Topics C.1, C.3 and C.4 cont.:</b>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> Illinois agility run test.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PS 15</b> Illinois agility run test</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links

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(1 hour)	In the context of: <ul style="list-style-type: none"> <li>• <b>speed:</b> 35m sprint</li> <li>• <b>speed and agility:</b> Illinois agility run test.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paired or small group activity:</b> learners to undertake the tests during lesson time and interpret their results.**</li> </ul>	<ul style="list-style-type: none"> <li>• Access to sports hall</li> <li>• Stopwatches</li> <li>• Cones</li> <li>• Published normative data tables for interpretation of test results</li> </ul>	with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
17 (2 hours)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of: <ul style="list-style-type: none"> <li>• <b>anaerobic power:</b> vertical jump test</li> <li>• <b>muscular endurance:</b> one-minute press-up, one-minute sit-up.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> vertical jump test.</li> <li>• <b>Paired or small group activity:</b> learners to undertake the tests during lesson time and interpret their results.**</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness testing equipment for the vertical jump test</li> <li>• Lewis nomogram</li> <li>• Published normative data tables for interpretation of test result</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
18 (2 hours)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of <b>body composition:</b> <ul style="list-style-type: none"> <li>• Body Mass Index (BMI)</li> <li>• Bioelectrical Impedance Analysis (BIA).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to calculate their Body Mass Index (BMI).</li> <li>• <b>Tutor presentation:</b> Bioelectrical Impedance Analysis.</li> <li>• <b>Paired or small group activity:</b> learners to undertake the tests during lesson time and interpret their results.**</li> </ul>	<ul style="list-style-type: none"> <li>• Weighing scales</li> <li>• Height stadiometer</li> <li>• Fitness testing equipment for the BIA test</li> <li>• Published normative data tables for interpretation of test results</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
19 (1 hour)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of <b>body composition:</b> <ul style="list-style-type: none"> <li>• skinfold testing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> skinfold testing.</li> <li>• <b>Practical demonstration</b> of skinfold testing technique from teacher/tutor or show via a</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness testing equipment for taking skinfolds or video/DVD</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness</li> </ul>

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Lesson	Unit content*	Activities	Resource checklist	Links to other units
		video/DVD.		(Topic A.4)
20 (2 hours)	<b>Topics C.1, C.3 and C.4 cont.:</b> In the context of <b>body composition</b> : <ul style="list-style-type: none"> <li>• skinfold testing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paired or small group activity:</b> learners to determine their percentage body fat.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness testing equipment for taking skinfolds</li> <li>• J-P nomogram</li> <li>• Published normative data tables for interpretation of test results</li> </ul>	<b>Topics C.1, C.3 and C.4</b> have partial links with: <ul style="list-style-type: none"> <li>• Unit 5 Training for Personal Fitness (Topic A.4)</li> </ul>
<b>TOTAL: 30 hours</b>				

\* See the specification for full details of unit content.

\*\* After initial input from teachers/tutors, learners should take part in each method. Through practical participation, learners will begin to appreciate links between the training methods, experience first-hand advantages/ disadvantages of each, and make the link back to fitness components and the principles of training. Practical participation could be undertaken in the learner's own time, with feedback on their training discussed verbally at the beginning of the next class.