

Year Group: 11 BTEC Sport				
Unit 3 Applying the Principles of Personal Training				
Key Assessment skills & Assessment Objectives: A design a personal fitness training programme B know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training C implement a self-designed personal fitness training programme to achieve own goals and objectives D review a personal fitness training programme.				
Tier 2 Vocabulary: Identify, knowledge, understanding, describe, structure, apply, analyse,			Tier 3 Vocabulary:	
Objectives	Outcomes	Activities	Linked AO's or NC	Homework Inc wider reading & KOs
Learning Cycle: 1				
<p>2A.P1 Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information.</p> <p>2A.M1 Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design.</p> <p>2A.D1 Justify the training programme design, explaining links to personal information</p>	<p>Learning aim A: Design a personal fitness training programme</p> <p>Topic A.1 Personal information to aid training programme design</p> <ul style="list-style-type: none"> Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): short-term goals (set over a short period of time, between one day and one month) medium-term goals (should give progressive support towards achievement of long-term goals) long-term goals (what they want to achieve in the long term, and the best way of doing this). Aims (details of what they would like to achieve for the selected activity/sport). Objectives (how they intend to meet their aims using an appropriate component of fitness and method of training). Lifestyle and physical activity history Medical history questionnaire. Attitudes, the mind and personal motivation for training. 	<p>Do it now: - Pupils to be given post it notes, in pairs they must try and fill their table with as many things to consider when designing a training programme.</p> <p>EXPLANATION/MODELLING/FEEDBACK Pupils to watch the YouTube video and teacher led PowerPoint</p> <p>DELIBERATE PRACTICE My Personal Fitness Training Programme: To Get Fit Quick! Task 1 Training programme design: So, how fit are you? Your local sports centre has launched a ‘Get Fit’ initiative for schools and colleges in the area. You can participate in this initiative to improve your chosen activity/sport from Unit 2: Practical Performance in Sport. You may safely incorporate any training method you like into your programme but it needs to relate to your chosen activity/sport from Unit 2: Practical Performance in Sport – this is your chance to make sure your training is as exciting and fun as possible! Make sure you include everything you need to make your training programme effective.</p>	A	KO

1. State clearly how each outcome will be assessed through **high quality feedback** (responsive formative assessment)
2. Refer to a) How will the most able be **challenged**? b) How will the weakest be **supported** to meet the objectives?
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	<p>max is the recommended training zone for cardiovascular health and fitness Borg Rating of Perceived Exertion (RPE) Scale (1970) (6–20) can be used as a measure of exercise intensity, the relationship between RPE and heart rate where $RPE \times 10 = HR$ (bpm)</p>			
Learning Cycle:				
<p>2B.P2 Describe the structure and function of the musculoskeletal and cardiorespiratory systems</p> <p>2B.M2 Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p>	<p>Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p> <p>Musculoskeletal system</p> <ul style="list-style-type: none"> ●Location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior. ●Location of the major bones: cranium, clavicle, scapula, ribs, sternum, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, ●Structure and function of the synovial joints at the hip, shoulder, knee, elbow. ●Short-term effects of fitness training on the musculoskeletal system: the use of a warm-up and flexibility exercises to increase joint range of movement, planning for progressive overload to encourage micro tears in muscle fibres 	<p>DIN: Pupils to be given post it notes, in pairs they must try and fill their table with as many bones and muscles as possible</p> <p>EXPLANATION/MODELLING/FEEDBACK Teacher led from PowerPoint</p> <p>DELIBERATE PRACTICE Task 2The body systems and how they respond to fitness training You have been asked to review the planned activities in your personal fitness plan to ensure that they are the right activities to support your personal goal for fitness. Review the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.</p>	B	KO

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<p>2C.P4 Safely implement a six-week personal fitness training programme, maintaining a training diary</p> <p>2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session</p> <p>2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a</p>	<p>Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Safely implement a personal fitness training programme</p> <ul style="list-style-type: none"> Using an appropriate training method (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment. Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider 	<p>DIN: Pupils to be given post it notes, in pairs they must try and fill their table with as goals and objectives that they want to achieve</p> <p>EXPLANATION/MODELLING/FEEDBACK Teacher led from PowerPoint</p> <p>DELIBERATE PRACTICE Task 3My training diary: training for success! You are now ready to complete your own personal fitness programme which is to be used as an example within the sports centre.</p>	<p>C</p>	<p>KO</p>

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<p>training diary to evaluate performance and progress</p>	<p>safety issues, e.g. personal safety if training outdoors •§ Taking full responsibility for completing and recording details for each training session.</p>			
<p>2C.P4 Safely implement a six-week personal fitness training programme, maintaining a training diary</p> <p>2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session</p> <p>2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress</p>	<p>Training diary for each session recording</p> <ul style="list-style-type: none"> •Date, time and location for training undertaken. •Aims and objectives for each session. •Session duration. •Type of training undertaken – selected method/activity. •Programme details (FITT). •Log of personal performance and achievements. •Resources required, e.g. equipment. •§ The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme. •§ Details of programme intensity using % HR max and RPE. 	<p>DIN: Pupils to be given post it notes, in pairs they must try and fill their table with as goals and objectives that they want to achieve</p> <p>EXPLANATION/MODELLING/FEEDBACK Teacher led from PowerPoint</p> <p>DELIBERATE PRACTICE Task 3My training diary: training for success! You are now ready to complete your own personal fitness programme which is to be used as an example within the sports centre.</p>	<p>B</p>	<p>KO</p>
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<p>2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress</p>	<p>to training, for example using a variation of activities/training methods. ●§ Achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level.</p>			
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