

Unit	Lesson	Outcome	Activities
01	01	1.1 Explain the terms 'health' and 'fitness'	PPT
01	02	1.2 Describe the benefits of exercise	PPT + Learners could design a poster to communicate the benefits of exercise
01	03	1.3 Describe the health - related components of fitness	PPT + Learners can use computer to source the correct definition and test for each HRC
01	04	1.4 Describe the skill -related components of fitness	PPT + Learners can use computer to source the correct definition and test for each SRC
01	05	1.5 Describe tests that measure components of health- and skill-related fitness	Learners could take part in each of the fitness tests, recording their results in a table they have designed and having reflection time at the end of each test to describe the protocols they followed in their own words.
01	06	1.6 Describe the principles of training	Learners could be given crib sheets that guide them through practical examples of each of the principles of training (in a sports hall or gym environment).
01	07	1.7 Describe the appropriate methods of training for each of the components of fitness	Practical sessions showing how to train for given components of fitness
01	08	2.1 Describe the structure and function of the main body systems	Presentation on body system one at a time describing the structure and function.
01	09	2.2 Describe the long-term and short-term effects of exercise on the main body systems	Practical session where learners are split. Each Learner takes part in a circuit of exercise stations where they have to describe how they feel after the exercise on a task sheet.
01	10	3.1 Describe measures for body composition	Practical session where learners run through tests for body composition including BMI, waist-to-hip ratio, skinfold test.
01	11	3.3 Carry out tests to measure components of health-related fitness	Practical session where learners run through tests for body composition including BMI, waist-to-hip ratio, skinfold test.
01	13	3.5 Assess the positives and negatives of these measures	Using norm charts groups will have to reflect on their test results and assess whether they are above or below average.

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02	01	1.1 Describe how each of the main food groups contribute to a healthy lifestyle	PPT + Poster on Healthy eating
02	02	1.2 Describe what is meant by a balanced diet	Each learner/ group is given a category by the Teacher. Learners then put their foods together to visually illustrate what is meant by a balanced diet.
02	03	Describe lifestyle diseases related to lack of physical activity and poor diet	This could be a learner led session where learners are given a different case study , each based on a lifestyle disease and have to find the information about each disease.
02	04	2.2 Explain the effects of a long-term sedentary lifestyle on health and well-being	PPT and coursework
02	05	2.3 Explain reasons why people do not take part in physical activity	PPT and coursework
02	06	3.1 Explain reasons why people are motivated to take part in physical activity	This could be a learner led session where learners are supported in setting up a 'google docs' survey that is sent out to staff at school/ college about motivation for taking part in physical activity
02	07	3.2 Describe ways to improve individual motivation	Based on results from the previous sessions survey learners could interview individuals that have identified low motivation to find out how motivation could be improved
02	08	3.3 Demonstrate ways to improve individual motivation	This could be a learner led session where learners are building on the information gained from the previous session and applying ideas such as giving those interviewed a lifestyle plan to follow that incorporated an increase in physical activity
02	09	3.4 Review ways to improve individual motivation	This session could involve learners meeting their interviewees again to find out if in one week they have managed to improve motivation to engage in physical activity.

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03	01	1.1 Describe the purpose of a PARQ (Physical Activity Readiness Questionnaire)	Learners given a range of different PARQs and asked how they differ and why there is no one set format. Learners could then be encouraged to think about the overall purpose of a PARQ and what it's designed to do. PPT
03	02	1.2 Assess the suitability for an individual to participate in fitness activities	PPT
03	03	1.3 Describe the preparation needed for a specific purpose	Learners could produce a poster to illustrate what should be followed/ considered in preparation for taking part in exercise.
03	04	1.4 Assess an individual's base level of fitness	Working in pairs learners could apply a range of fitness tests using protocol sheets and normative data
03	05	2.1 Produce an individual exercise programme for a specific purpose	learners could be supported in designing their own exercise programme for their partner based on the areas for improvement from their fitness tests in learning outcome 1.4. For example, it could be to improve flexibility or muscular endurance.
03	06	2.2 Produce a nutrition plan for the period of the personal exercise programme	Based on the areas for improvement from the fitness tests previously learners could be supported with identifying key nutrients needed to support a training programme focussed on developing those areas for improvement.
03	07	3.1 Assess the effectiveness of the exercise programme	n pairs learners could train each other through their planned exercise programmes then sit down after each one to reflect on strengths and weakness of the programme
03	08	3.2 Describe how to improve the exercise programme	With support learners could discuss how they think the exercise programme could be improved based on the feedback from their peers.
03	09	3.3 Describe how to improve the nutrition plan	With support learners could discuss how they think the nutrition plan could be improved based on the feedback from their peers
03	10	External assessment practice paper	
03	11	Revision of Learning Aim 1	
03	12	Revision of Learning Aims 2 & 3.	

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04	01	1.1 Describe the Frequency, Intensity, Time and Type (FITT) principles	PPT & This could be a teacher led session where learners are taught about the (FITT) principles
04	02	1.2 Describe health and fitness goals	PPT + This could be a teacher led session where multimedia case studies are used to illustrate examples of health and fitness goals
04	03	1.3 Carry out fitness tests	PPT + Practical session
04	04	1.4 Assess fitness test results against normative data	Using norm charts groups will have to reflect on their test results and assess whether they are above or below average
04	05	1.5 Design an individual health and fitness programme using the FITT principles	This could be an IT session where learners draw upon their knowledge and resources from Unit 03 and with support design an individual health and fitness programme using the FITT principles.
04	06	2.1 Demonstrate appropriate preparation for the fitness programme	These could be practical sessions where learners have to demonstrate on 2-3 different occasions competence in preparing and delivering a fitness programme session that conforms to the principles of exercise and fitness
04	07	2.2 Demonstrate the techniques of warm-up and cool-down	
04	08	2.3 Carry out the fitness programme	
04	09	3.1 Evaluate the effectiveness of the health and fitness programme	Coursework
04	10	3.2 Describe changes to the fitness programme to improve their personal health and fitness	Coursework