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Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 11 Assisting in the delivery of exercise and fitness sessions

Version 1

ocr.org.uk/sport

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons and covers all the units within this pathway.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

This pathway includes the following units:

Unit no.	Unit title	GLH	How are they assessed?
Unit 1	Physical activity, health and wellbeing	60	Examined by OCR
Unit 2	Physical preparation and readiness for sport and physical activity	30	Examined by OCR
Unit 3	Inclusivity, equality and diversity in delivering sport and physical activity	30	Centre assessed, moderated by OCR
Unit 4	Leading sport and physical activity sessions	60	Centre assessed, moderated by OCR
Unit 5	Customer service in sport and physical activity	30	Centre assessed, moderated by OCR
Unit 6	Components and principles of fitness training for sport and physical activity	60	Centre assessed, moderated by OCR
Unit 9	Fitness induction and testing	30	Centre assessed, moderated by OCR
Unit 10	Using fitness equipment	30	Centre assessed, moderated by OCR
Unit 11	Assisting in the delivery of exercise and fitness sessions	30	Centre assessed, moderated by OCR

Delivery Guides for all the units listed above are available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

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UNIT 11 ASSISTING IN THE DELIVERY OF EXERCISE AND FITNESS SESSIONS

UNIT AIM

Exercise and fitness sessions have evolved over many years and now provide exciting opportunities for groups or individuals to improve all aspects of health and fitness. These sessions vary from High Intensity Interval Training (HIIT), military - style boot camp sessions to the more traditional gym - based exercise sessions.

This unit, which is intended to be delivered and assessed practically, aims to provide you with the opportunity to explore the recent trends within exercise and fitness, and to develop skills for effective delivery of exercise and fitness sessions. You will, plan, prepare, assist in delivery and review performance in an exercise and fitness session. These skills are essential for you if you wish to pursue a career in fitness instruction.

This unit contains key synoptic tasks, the assessment of which will require learners to demonstrate skills, knowledge and understanding drawn from all other units within the Assistant Fitness Instructor pathway.

http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

LO1	Be able to plan and prepare for delivery of appropriate exercise and fitness sessions
LO2	Be able to assist in the delivery of exercise and fitness sessions
LO3	Be able to review performance in exercise and fitness sessions

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Environment	The location where exercise and fitness sessions take place
High Intensity Interval Training (HIIT)	Repeated bouts of high intensity exercises followed by short periods of recovery
Metafit	Exercise sessions that are designed to fatigue muscles and increase heart rate so that calories continue to be burnt off for up to 24 hours after the session has finished
Physical Activity Readiness Questionnaire (Par-Q)	A questionnaire that is completed to assess if a client is suitable to undertake an exercise and fitness programme
Pilates	Non-impact exercises that use the body and special apparatus to improve posture, stability, strength and flexibility
Tabata	High intensity training that follows a specific format of 20 seconds high intensity work followed by 10 seconds rest, traditionally repeated 8 times for a total of 4 minutes
Yoga	Exercises that are designed to develop breathing control, posture and stability
Zumba	Aerobic fitness exercises that are carried to music traditionally from Latin America

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COMMON MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Exercise classes are mainly for women	Learners can carry out research to develop their knowledge of the range of fitness classes that men can take part in.	The following link can be used to develop an awareness of classes that are available to men: http://www.menshealth.co.uk/fitness/48-best-fitness-classes-for-men
Certain client groups may not be able to or want to take part in certain activities eg elderly people may not want to exercise, capabilities of clients with physical disabilities.	Learner's perceptions of client groups could be challenged through the use of video clips and case studies. The clips can then be used to generate tutor-led discussions about perceptions and how they may be challenged in fitness and exercise sessions.	The following link can be used to help learners understand why it's important for the elderly to undertake regular exercise and what sort of activities are suitable: http://www.nhs.uk/livewell/fitness/pages/activities-for-the-elderly.aspx The following clip identifies a 60 year old Cross Fit competitor talking about his involvement and motivation in fitness: www.youtube.com/watch?v=jEAnZx0p1_0 The following clip is a compilation of clients with physical disabilities doing intense exercises including plyometric, endurance and strength training: www.youtube.com/watch?v=GL5WB-1lmnU

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SUGGESTED ACTIVITIES

LO1 Be able to plan and prepare for delivery of appropriate exercise and fitness sessions			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Getting started	In small groups ask learners to list all the exercise classes they have heard of. They should then select one of these classes and discuss the information that needs to be included in a session plan for an exercise and fitness session. Once they have fed back their findings the learners can then design a template for a session plan that includes all the relevant information from the feedback. Learners can then share their templates with each other and design their own to be used for P2 evidence. **Maths extension activity** Learners could investigate the popularity of the list of exercise classes they have created. This could be by designing a questionnaire to use with people in the college or by investigating the number of classes offered at local gyms or clubs. They could create a table with equipment costs, preparation time, and popularity and use this information to rank the sessions in order. This information could be used to inform the learners on the best session to plan.	1 hour 1 hour	
What risks may there be?	Learners could research what a risk assessment is and then identify the potential risks within the class/session that they have picked for the 'Getting started' activity. The tutor could provide a blank template of a risk assessment for learners to complete. An example can be found here: https://drive.google.com/file/d/0BxTi0Z9l1ib4N2M3MmI1NzAtOGlyYi00YThmLWJlMjgtY2M3YTI0N2Y4ZmNk/view Tutor led discussion can then help leaners to identify risks. Once the risks have been identified learners could complete the template looking at the severity of the risks and how they can be managed effectively.	1 hour	

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SUGGESTED ACTIVITIES

LO2 Be able to assist in the delivery of exercise and fitness sessions

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Assisting delivery	Tutor could set-up a basic exercise and fitness session that they run with learners. Tutor can stop at various points of the session to get learners to reflect on: • the communication skills demonstrated identifying examples of verbal and non-verbal communication skills • how well the group have been motivated by the leader through things like praise and appropriateness of activities • how well demonstrations have been carried out using verbal instruction and physical demonstration. **English extension activity** Having completed the tutor-led fitness session above, learners could be divided into three groups. Each group could focus on one of the three bullet points that were used to reflect upon the fitness session, and write a summary of the key points raised during the discussions. The aim is to communicate in a concise, clear and logical way. The format for the written task could be a leaflet, a poster or a report. The audience could be other learners. Ideally, groups could discuss the written summaries to ensure that each one is both easy to understand and sufficiently detailed for the audience.	1 hour 30 minutes	Unit 10, LO1 Unit 10, LO3
Planning and delivering an aspect of a session	Learners could work in threes where they are given a warm-up exercise, an exercise or fitness activity or a cool down exercise to plan. Learners can use the session plan template they have designed from LO1 activities to plan their element of the exercise or fitness session. Learners should then deliver their group's element of the session to the other learners in the class.	1 hour	Unit 10, LO1 Unit 10, LO3

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SUGGESTED ACTIVITIES

LO3 Be able to review performance in exercise and fitness sessions

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How well did you do?	Following on from the delivery of their session learners can get feedback from others in the group and the tutor. A feedback template could be designed to consider: • Structure of the session and effectiveness of exercises • Demonstration skills • Communication skills • Motivation of clients • Achievement of outcomes • Relationship with clients.	1 hour	
How can you be better?	Following on from the feedback learners could go back to their session plan and make changes related to the following areas: • Structure of the session and effectiveness of exercises • Demonstration skills • Communication skills • Motivation of clients • Achievement of outcomes • Relationship with clients. To aid with the development of their session plans and help improve their working knowledge of the industry a current fitness professional could be invited in and speak to students about how they can improve the areas above. Following this there could be a Q and A session where learners could be encouraged to ask questions about the speaker's journey into the fitness industry, qualifications gained from school college, degree, Professional Body Qualifications, pros and cons of working in the industry. If appropriate they could lead a fitness session for learners to help them model good practice. **English extension activity** Prior to the session with the fitness professional, leaners could, in small groups, devise a set of open and closed questions to be put to the professional. Each group could then share their questions with the whole group and consider whether open or closed questions are better to encourage discussion. A shortlist of questions can then be created, with each member of the whole group having at least one question to ask. This ensures that everyone has the opportunity to take part in the discussion and that repetition is reduced. ***. . . continues***	40 minutes 30 minutes	

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LO3 Be able to review performance in exercise and fitness sessions

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How can you be better? ***. . . continued***	**Maths extension activity** Learners could analyse their own, or each other's sessions breaking the session down into amount of time spent on, for example, instruction, warm up, practice, activity, feedback etc. The "best" sessions could be compared to see if there are similar proportions of time spent on each part of the session. Is this a contributing factor into the effectiveness of the session? Could other sessions be improved by changing the proportions of time spent on each part to be more like the better sessions? A discussion could take place to decide on ideal time proportions for the "ideal" session.	30 minutes	

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RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

Unit 2	Title of suggested activity	Other units/LOs	
LO2	Assisting delivery	Unit 10 Using fitness equipment	LO1 Know the different types of fitness equipment
			LO3 Be able to demonstrate how to use a range of fitness equipment
	Planning and delivering an aspect of a session	Unit 10 Using fitness equipment	LO1 Know the different types of fitness equipment
			LO3 Be able to demonstrate how to use a range of fitness equipment

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The small print

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