OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 10 Using fitness equipment

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 10 USING FITNESS EQUIPMENT

UNIT AIM

The range of fitness and exercise equipment is increasing all the time with improvements in technology or new training methods being developed and becoming the trend. Some people may find different equipment daunting the first time they use it and could possibly use it incorrectly which means they may not get any benefit from it or, at worst, seriously injure themselves.

In this unit you will learn the purpose of different types of fitness equipment and be able to explain these purposes to clients. You will then develop skills in demonstrating the use of different pieces of equipment and have the ability to maintain the equipment for safe use. These skills are used daily in the work place and will also enable you to deliver a wider range of exercise and fitness sessions giving you more options when undertaking key tasks 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	Know the different types of fitness equipment
LO2	Be able to communicate the benefits of a range of fitness equipment to clients
LO3	Be able to demonstrate how to use a range of fitness equipment
LO4	Be able to maintain and store fitness equipment

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Cardiovascular Equipment	Fitness equipment that is used to primarily develop Cardiovascular Fitness
Free Weights	Weights such as dumbbells or barbells that are not attached to any other structural equipment
Resistance Machines	Modular equipment such as a seated chest press machine whereby resistance is operated using pulleys moved by arms and legs
Routine Maintenance	Small scale simple tasks that are carried out on a regular basis to ensure that machines and equipment are kept in a clean and working condition
Specialised Equipment	Any equipment used in exercise and fitness sessions that does not come under the Cardiovascular, Free Weights or Resistance machines categories
Specialised Populations	Certain groups within society that may require exercises and fitness sessions to be adapted
Strength Training Equipment	Any equipment that provides resistance to movements in order to develop muscular strength

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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**
Understanding how the range of specialised equipment is used in exercise and fitness sessions	Learners can research video clips of the various equipment to understand how it can be used in exercise and fitness sessions	YouTube clips will be beneficial as they allow learners to understand how the range of equipment can be used. The clips below highlight the exercises that can be performed using the equipment. Kettlebells workouts: www.youtube.com/watch?v=uepe2BmqlYo www.youtube.com/watch?v=W2E3Qd5r3uM Slamball workout: www.youtube.com/watch?v=P7CNrfXQDP4 Resistance band workout: www.youtube.com/watch?v=AXp6Fp5y0vE Medicine ball workout: www.youtube.com/watch?v=XOPscVta_aY Heavy ropes workout: www.youtube.com/watch?v=658VcTBuovQ TRX workout: www.youtube.com/watch?v=ohvltD4Vm1Q Jump Box workout: www.youtube.com/watch?v=_tCffzzCaE4 Stability Ball workout: www.youtube.com/watch?v=GJlluGeSeM4
Resistance machines only exercise one part of the body	Learners can research the use of resistance machines such as: • Lat pull down machines and pulley/ cable • Leg-curl machine • Seated chest press.	The following links identify the resistance machine being used and highlight the part of the body it is working • http://www.bodybuilding.com/exercises/finder/lookup/filter/equipment/id/4/equipment/cable • http://www.bodybuilding.com/exercises/detail/view/name/lying-leg-curls • http://www.bodybuilding.com/exercises/detail/view/name/leverage-chest-press www.bodybuilding.com is an excellent database that allows learners to research parts of the body and the range of exercises that can be used to develop the body part. The website allows learners to filter the equipment they want to use and looks at free-weights, machines and specialist equipment such as kettlebells. For each exercise it provides a step by step guide on how to carry it out.
Free weights are only for bodybuilders	Learners look at pros and cons of free weights vs. resistance machines	Learners could use the following link to help research why clients may use free weights over machines. They could then further their learning by drawing up a table that considers the advantages and disadvantages of free weights and resistance machines. http://www.builtlean.com/2013/06/11/free-weights-vs-machines/

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SUGGESTED ACTIVITIES

LO1 Know the different types of fitness equipment

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Knowing your equipment	In small groups learners could be given the headings: • Cardiovascular Equipment • Strength Training Equipment • Specialised Equipment. They can then be provided with the names of all the equipment from the examples given in the unit's teaching content (1.1 and 1.2) and place them under the correct headings. They can check their answers with other groups before finalising their answers. Groups then feedback why they have placed each piece of equipment under the headings. If learners have access to a fitness facility they could do a similar activity to above but identify each piece of equipment in the facility and put it under the correct category.	30 minutes	
	Maths extension activity In pairs learners could develop a table which lists all the muscle groups that will be used across the range of exercise equipment identified in the teaching content. Each piece of equipment could then be checked to see which muscle group is being used most/least. This could lead to investigating how the least used muscles can be tested further by adaption of different equipment.	30 minutes	
Show what you know	Learners could be provided with an individual piece of equipment identified in the unit's teaching content (1.1 and 1.2) and conduct individual research on it. They should consider the cost of the equipment, the different options available for that type of equipment, the exercise(s) that it is used for, ease of use etc. Learners could then present their findings back to the class who can take notes in preparation for their assignment where they have to describe the different types of equipment.	1 hour	
	English extension activity When presenting their findings to the whole group (Activity 2), learners could choose a means of presenting their information. Ideally, there will be a variety for comparative purposes e.g. a PPT, an annotated poster which is used as a prop, or individual members of each group talking to the whole group. After the whole group has taken notes, the effectiveness of each means of presentation can be evaluated in a discussion and the quality of the note-taking can be considered. Evaluation could consider the most appropriate means of delivering factual information and the best ways to take meaningful notes.	20 minutes	
	Maths extension activity The learners could use the costing of each piece of equipment, as found in activity 2, and calculate the total cost of the equipment in a typical, or their college gym. As an extension, analysis could be carried out on the usage and/or adaptability of the equipment compared to the cost to find the equipment which is best value for money in the gym.	45 minutes	

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SUGGESTED ACTIVITIES

LO2 Be able to communicate the benefits of a range of fitness equipment to clients			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Planning for adaptations	Using equipment available to them, which may include Cardiovascular equipment, Strength Training equipment and Specialist equipment learners are to be allocated one piece of equipment and they are to adapt its use to make it easier, then harder. They can then produce an instruction card explaining the variations of the exercise and describe the benefits of using that piece of equipment.	30 minutes	Unit 11, LO1
Delivering adaptations	Following on from Activity 1 learners can then work as a group to put their exercises together to make a basic circuit training session. The tutor can then give the group a specialised population from the list in Teaching Content 2.5 from the unit which they then have to decide which variation of the exercise is most appropriate for this group. As an extension activity the group can then take part in the adapted circuit. **English extension activity** As an adaptation of the activity, small groups could be given a different specialised population (e.g. from the list in Teaching Content 2.5) and adapt the basic circuit training session to meet the needs of their given population. Other groups can then evaluate these adaptations in a question/answer session so that each group can justify the circuit adaptations. Ideally, open questions will be used to prompt discussion.	1 hour 15 minutes	Unit 11, LO1

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SUGGESTED ACTIVITIES

LO3 Be able to demonstrate how to use a range of fitness equipment

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Designing an instructional poster	Learners could be given a category of fitness equipment from the list in the unit's teaching content (3.2 to 3.4). For their category they could design an instructional poster that identifies and explains the examples listed for each type of equipment. The poster could include photographs and images to emphasise key points related to the operation of the equipment.	30 minutes	Unit 10, LO1
Demonstrate use of equipment	For the category of fitness equipment the learners were given in Activity 1 they could then work in groups of three where one learner plays the role of the fitness instructor, one the client and one an observer. The instructor could then demonstrate how to use the equipment and then let the client have a go. The observer can then provide feedback on the quality of the demonstration and how well the instructor checked that the client was using the equipment. Learners can then change roles so they all have a go at each role.	30 minutes	Unit 10, LO1

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SUGGESTED ACTIVITIES

LO4 Be able to maintain and store fitness equipment

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Equipment maintenance	Learners could work in small groups to discuss what is meant by the term 'maintenance'. They could then go on to identify what may need to be maintained for the different types of equipment from the list in the unit's teaching content (1.1 and 1.2). To develop their understanding learners could then consider which of these tasks need to be done daily, weekly, monthly and yearly. As an extension activity they could then use the information from their group work to design a generic maintenance checklist that can be adapted for the equipment they will be checking for their assessment.	1 hour	
Storing equipment	Learners could be given a piece of equipment from the list in the unit's teaching content (1.1 and 1.2) and design a leaflet for it. The aim of the leaflet is to explain how to take down (where appropriate), put away and safely store the equipment. The leaflet could contain text and images to help identify key points in the storage of equipment in a sports setting.	1 hour	

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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	Planning for adaptations	Unit 11 Assisting in the delivery of exercise and fitness sessions	LO1 Be able to plan and prepare for delivery of appropriate exercise and fitness sessions
	Delivering adaptations	Unit 11 Assisting in the delivery of exercise and fitness sessions	LO1 Be able to plan and prepare for delivery of appropriate exercise and fitness sessions
LO3	Designing an instructional poster	Unit 10 Using fitness equipment	LO1 Know the different types of fitness equipment
	Demonstrate use of equipment	Unit 10 Using fitness equipment	LO1 Know the different types of fitness equipment

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