

Scheme of Work 2020 - 2021

Subject: Btec Sport

Year Group: 13

Specification: BTEC Level 3 sport

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
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1	Unit introduction		<ul style="list-style-type: none"> • Introduce the unit: outline the nature of the learning aims that learners will be expected to complete for this unit. • Whole class activity: learners to work individually in pairs and in small groups to demonstrate any prior knowledge in the subject area. 		Research and define the terms validity, suitability, reliability and ethical issues IN FITNESS TESTING	C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10
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Learning aim A: Understand the principles of fitness testing						
2-3	A1: Validity of fitness tests	<ul style="list-style-type: none"> Understand what validity means and the application to fitness testing Validity of fitness tests for different sports performers 	<ul style="list-style-type: none"> Paired work: learners carry out research to find out what validity means. Feed back to the rest of the group. Tutor presentation: the application of validity to fitness testing. Outline the types of fitness test available for various exercises. Paired work: learners are given case studies of different sports performers and need to identify the main components of fitness required by each sport and the main sporting movements. From this, they need to identify what the fitness test should test and the type of exercises they should include in order to be valid tests for the sports performers in each case study. Feed back to the rest of the group 		Paper and pens Internet access Textbooks Smart board Case studies	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
4-5	A2: Reliability of fitness tests		<ul style="list-style-type: none"> Paired work: learners carry out research to find out what reliability means. Feed back to the rest of the group. Tutor presentation: the application of reliability to fitness testing. Show learners how to calibrate a range of fitness testing equipment. Small group work: learners need to calibrate a range of fitness 	Start a PowerPoint presentation with a component of fitness per slide, add definition for each	Paper and pens Internet access Textbooks Smart board Fitness testing equipment	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>testing equipment.</p> <ul style="list-style-type: none"> • Whole group work: learners take part in the sit and reach test before a warm-up and then after a warm-up. Whole group comparison of results to discuss how the use of a warm-up affects the results and therefore affects reliability of the fitness test. 			
6	<p>A3: Practicality and suitability of fitness tests</p>	<ul style="list-style-type: none"> • Factors affecting the practicality of fitness tests • Suitability – the appropriateness of the test for the sport, sports performer and their fitness levels 	<ul style="list-style-type: none"> • Paired work: learners carry out research to find out the cost, equipment and facilities required for a specified fitness test. Learners feed back to the rest of the group to discuss the practicality of each fitness test that they have researched. • Tutor presentation: the application of practicality to different sports, sports performers and their fitness levels (e.g. cost, time, equipment and facility). 		<p>Paper and pens Smart board Internet access</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>
7–8	<p>A4: Ethical issues associated with fitness screening</p>	<ul style="list-style-type: none"> • Informed consent form • Pre-test preparation • Data protection • Ethical clearance for test • Ensuring the welfare of the subject throughout 	<ul style="list-style-type: none"> • Tutor-led discussion: Discuss the various ethical issues associated with fitness screening. • Paired work: learners work in pairs to research one aspect of the ethical issues associated with fitness screening. Each pair prepares and delivers a presentation on their subject area to the rest of the group. • Independent study: Learners to begin working on their first 	<p>Add one slide to powerpoint which explains ethical issues, reliability, validity and suitability</p>	<p>Internet access Textbooks Paper and pens</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			assignment for LAA/LAB. Allocate time for them to complete their report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing. They should also produce a presentation justifying the selection of fitness tests for a team or individual.			
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Learning aim B: Explore fitness tests for different components of fitness						
9	B4: Administration of tests	<ul style="list-style-type: none"> • Role of tester • Responsibilities of tester • Pre-test checks 	<ul style="list-style-type: none"> • Tutor presentation: the key requirements of test administrators are discussed. • Paired work: learners are all asked to administer the sit and reach test on their partner ensuring that they carry out the roles, responsibilities and pre-test checks accurately and have appropriate recording documentation to record the results. 		Pens and paper Sit and reach test equipment	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
10-15	B1: Fitness tests to assess components of physical fitness	<ul style="list-style-type: none"> • Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test • Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test. • Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO₂max), • 12 minute Cooper test, Harvard step test, Rockport walk test • Speed – sprint tests – 20, 30, 40, 50, 60 meters • Muscular endurance – one-minute press-up, 	<ul style="list-style-type: none"> • Whole group activity: learners take it in turns to administer and take part in fitness tests to assess each component of physical fitness. Learners use fitness test results and compare to normative data to interpret own physical fitness levels. Tutor provides support and guidance to each. • Paired work: after administering and taking part in each fitness test, the learners discuss the: <ul style="list-style-type: none"> ○ validity ○ reliability ○ practicality of the fitness test and how it applies to themselves and their specific sports that they take part in. At the end of each lesson, learners feed back to the rest of the group. 	Add the test protocol to each slide for physical fitness	Paper and pens Fitness testing equipment Internet access	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<p>one-minute sit-up, wall sit test</p> <ul style="list-style-type: none"> • Body composition – skinfold callipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements 				
16	B1: Fitness tests to assess components of physical fitness		<ul style="list-style-type: none"> • Whole group activity: visit to a sports science laboratory at a higher education institute or other suitable provider. Learners will be able to see the range of fitness testing equipment available for different components of fitness and some may be able to take part in one of the fitness tests. • Presentation and Q and A with sports scientist or technician about fitness testing and how it is used in sport. 		Visit to higher education institute or sports science laboratory	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
17–20	B2: Fitness tests to assess components of skill-related fitness	<ul style="list-style-type: none"> • Agility – Illinois agility run test, T-test, Side-step test • Balance – stork stand test, beam walk • Co-ordination – wall-toss test • Power – vertical jump test, standing long jump test, Margaria Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test 	<ul style="list-style-type: none"> • Whole group activity: learners take it in turns to administer and take part in fitness tests to assess each component of skill-related fitness. Learners use fitness test results and compare to normative data to interpret their own skill-related fitness levels. Tutor provides support and guidance to each learner. • Paired work: after administering and taking part in each fitness test, the learners discuss the: 	Add the test protocol to each slide for physical fitness	Paper and pens Fitness testing equipment Internet access	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<ul style="list-style-type: none"> • Reaction time – ruler drop test 	<ul style="list-style-type: none"> ○ validity ○ reliability ○ practicality <p>of the fitness test and how it applies to themselves and the specific sports that they take part in.</p> <p>At the end of each lesson, learners feed back to the rest of the group.</p>			
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21-22	B3: Planning of tests	<ul style="list-style-type: none"> • Subject requirements • Selection of appropriate fitness tests • Test procedure • Health and safety 	<ul style="list-style-type: none"> • Tutor presentation: tutor discusses the subject requirements for a particular sport, such as age, gender and physical activity levels, as well as other factors that affect subject requirements. • Paired work: learners are given different case studies of sports people of different abilities and ages. The learners need to select six fitness tests for each performer and discuss the validity, reliability and practicality of each test. <p>Learners present their work to the rest of the group. The group provides feedback on strengths and areas for improvement.</p>	Plan your fitness tests for your client and the order you would lead them – then justify why?	Exercise area Gym-based exercise equipment	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
23-26	Assignment 1		<ul style="list-style-type: none"> • Independent study: learners carry out fitness testing and work on their first assignment for LAA and LAB. This involves writing a report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice. This is supported by observation and video evidence of fitness testing administration and recorded results from each test. 	Complete assignment 1	Fitness testing equipment Fitness testing facilities Pen and paper	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
Learning aim C: Undertake evaluation and feedback of fitness tests results						
27	C1: Produce a fitness profile for a selected sports performer	<ul style="list-style-type: none"> • Interpret results against normative data 	<ul style="list-style-type: none"> • Paired work: learners are given case studies of fitness test results from a sports person. The learners need to compare the results and suitability of fitness test results. Each pair feeds back to the rest of 		Case studies Internet access (e.g. Sports Coach UK, Coachwise)	C1, C3, C5, SO7, SP1, SP2, SP3,

			<p>the group</p> <ul style="list-style-type: none"> Learners then work together to produce a fitness profile for their selected sports performer and feed this back to the rest of the group. 			SP9, SP10
28	C2: Providing feedback to a selected sports performer	<ul style="list-style-type: none"> Method of feedback (verbal, written) 	<ul style="list-style-type: none"> Tutor presentation: methods of feedback discussed. Paired work: simulated activity where learners provide verbal and also written feedback to their partner in line with the results from the case study. 	Add normative data to each slide and identify where your client places	Case studies Internet access	C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10
29–30	Assignment 2		<ul style="list-style-type: none"> Independent study: Learners to work on their second assignment for LAC. This involves the following: <ul style="list-style-type: none"> a written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to the selected sports performer a report that evaluates the effectiveness of fitness testing and feedback methods, supported by observation/video/verbal recordings of the feedback session to the selected sports performer. 	Complete assignment 2	Assignment 2 Pens and paper Internet access Textbooks	C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10

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