



HALF TERM 1 SEPT - OCT	Teacher A Lesson 1-14	Teacher B Lesson 1-14	Teacher C Lesson 1-14
<b>TOPIC (S)</b>	<b>Objective:</b> A.P2 –Ethical requirements when fitness testing Informed consent – detailed test descriptions Identification of risks/benefits of the testing process Gaining consent from the client Ensuring confidentiality Risk assessment process Identifying any health issues from medical screening Lifestyle questionnaires and PAR-Q Developing a positive tester/client relationship Awareness of reasons to stop a fitness test Pre-test preparation Gaining ethical clearance Data Protection  Practical sessions – Fitness testing in pairs	<b>Objective:</b> Learning aim A: Understand the principles of fitness testing A1 Validity of fitness tests Understand what validity means and the application to fitness testing.  A2 Reliability of fitness tests Understanding of what reliability means. Benchmarking data. Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice. Validity of fitness test for different sports performers.  A3 Practicality and suitability of fitness tests Factors affecting the practicality of fitness tests – cost, time, equipment, facility. Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer.	<b>Objective:</b> To research the parts of fitness needed to perform in sport successfully. To analyse the different components of fitness in a chosen sport. To research the different types of fitness testing available. To match appropriate fitness testing to a chosen sport. Select 6 fitness tests. Practical sessions – fitness testing
<b>Knowledge &amp; Skills development</b>	Understand what validity means and the application to fitness testing. Understanding of what reliability means. Factors affecting the practicality of fitness tests Understanding the term suitability – the appropriateness of the test for the sport Ethical issues associated with fitness screening. Explore fitness tests for different components of fitness. Undertake evaluation and feedback of fitness test results, Produce a fitness profile for a selected sports performer Providing feedback to a selected sports performer.		
<b>Assessment / Feedback Opportunities</b>	Teacher leads discussions on topic and meets BTEC criteria. Tasks set to allow feedback. Students then set official Assignment Brief.		
<b>Cultural Capital</b>	Link between fitness and lifelong health Understanding the fitness opportunities in the local community Appreciation of the role of fitness instructor		
<b>SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</b>	Listening to others Responding suitable in discussions Taking part in group activities Working closely with a partner		

<b>Reading opportunities</b>	BTEC National Sport student Book 1		
<b>Key Vocabulary</b>	Validity protocol Benchmarking Calibration conditions appropriate Reliability method calibration Role prepare consult client needs check	Practicality ethical Suitability pre test	Physical fitness Skill related fitness Rating
<b>Digital Literacy</b>	Research on relevant websites Eg Brianmac. Reference to videos		
<b>Careers</b>	Fitness instructor. Personal coach, Personal Trainer		