Session	Learning Outcome(s)	Learning Activities	Resources	Assessment

Pearson BTEC L1 Introductory Award / Certificate / Diploma in Sport (2026-27)

Pearson BTEC Level 1 Introductory Award in Sport (70 GLH)
(Qualification Number 601/8544/2)
Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).
(Qualification Number 603/5020/9)

Pearson BTEC Level 1 Introductory Certificate in Sport (180 GLH)
(Qualification Number 601/8568/5)
Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).

Pearson BTEC Level 1 Introductory Diploma in Sport (360 GLH)
(Qualification Number 601/8570/3)
Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B)

Group A	Group B
Unit A1: Being organised Guided learning hours: 30 Level:1 This unit is mandatory This unit is internally assessed	**Unit SP5: How Exercise Affects the Body** Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed
Unit A2: Developing a Personal Progression Plan Guided Learning Hours: 30 Level: 1 This unit is mandatory	**Unit SP6: Training for Fitness** Guided Learning Hours: 40 Level: 1 This unit is mandatory

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This unit is internally assessed	This unit is internally assessed
Unit A3: Working with others Guided Learning Hours: 30 Level: 1 This unit is mandatory This unit is internally assessed	**Unit SP7: Playing Sport** Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed
Unit A4: Researching a topic Guided Learning Hours: 30 Level: 1 This unit is mandatory This unit is internally assessed	**Unit SP8: Coaching Skills in Sport** Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed
	Unit SP9: Assisting in a Sports Activity. Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed
	Unit SP10 Contributing to Running a Sport Event Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed
	Unit SP11: Getting People Active Guided Learning Hours: 40

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	Level: 1 This unit is mandatory This unit is internally assessed
	Unit SP12: Keeping Active and Healthy Guided Learning Hours: 40 Level: 1 This unit is mandatory This unit is internally assessed

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	**SP5 How Exercise Affects the Body** By the end of the session, you **must** be able to: Understand the physiological adaptations to the human body during exercise - To understand the different changes/feelings to various types of physical activity. You **should** be able to:	**Introduction: How Exercise Affects the Body** **Information** • Check hinterland knowledge by asking exactly what changes when we run fast or play sport. • Provide notes on the whiteboard. **Practical task** Warm up. Discuss effects on the body Main. Game of football. Discuss effects Cool down. Discuss effects	PPT: Worksheet: Other:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	- Students have an understanding of the effect of exercise on heart rates (bpm), breathing rates and core body temperature You **could** be able to: - Students are encouraged to use the correct terminology such as respiratory and cardiovascular systems. **Keywords:** Physiological Adaptations Respiratory Cardiac	**Ensuring success** • Understanding the effects of exercise on the body. **Plenary:** • Group discussion around physiological changes throughout exercise session		Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	
		Introduction: Using heart rate to grade exertion.	PPT:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
Session 2	By the end of the session, you **must** be able to: - To understand the concept of grading exertion You **should** be able to: - Students have an understanding of using heart rate You **could** be able to: - Students are able to work out beats per minute **Keywords: Exertion**	**Information** • Ask if anyone has any idea on what heart rate is and where to find a pulse. • Go through the course notes page on the heart rates **Practical task** **Identify pulse and record for 6 seconds. Multiple by 10 for bpm** **Take values before during and after exercise** **Record in workbook** **Ensuring success** • Identify different values at various levels of exertion **Plenary:** • Discussion around bpm values and how it compared to physiological changes	Worksheet: Other:	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.
Session 3	By the end of the session, you **must** be able to: - To understand the grading exertion with a modified Borg scale	**Introduction: Understanding and using a modified borg scale and rate of perceived exertion.** **Information** • Ask if anyone has any idea on what the Borg scale is, why it is there or what may be included in it. • Go through the course notes page on rates of perceived exertion	PPT: Worksheet: Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
	You **should** be able to: - Students have an understanding of Borg scale You **could** be able to: - Students can link the grades on a Borg scale to bpm **Keywords: Borg, exertion, perceived**	**Practical task** **Take RPE reading before, during and after exercise** **Record values in workbook** **Ensuring success** • Identify difference in values, linking to physiological changes **Plenary:** • discuss changes and merit of using RPE		
Session 4	By the end of the session, you **must** be able to: - To understand the definition of agility You **should** be able to: - Students understand the Illinois Agility Test You **could** be able to: - Students can set out and supervise an Illinois Agility Test	**Introduction: Understanding and performing the Illinois Agility Test** **Information** • Ask if anyone has any idea on what agility is and an example of where it can be used. • Go through the course notes page on the IAT **Practical task** **Set up and participate in the IAT** **Ensuring success** • Complete test (x3) record best time in workbook	PPT: Worksheet: Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	Keywords: Agility, Fitness testing	**Plenary:** • Discussion around use of test and validity of results			
Session 5	By the end of the session, you **must** be able to: - To understand the purpose of both tests You **should** be able to: - Students have an understanding of testing for muscular endurance You **could** be able to: - Students can link muscular endurance to individual sports **Keywords: Muscular endurance**	**Introduction: 1 minute sit up and push up tests Information** • Ask if anyone has any idea on what muscular endurance fitness testing is, why it is there or what may be included in it. • Go through the course notes page on Muscular endurance testing **Practical task** **Perform both fitness tests (x3)** **Ensuring success** • Record results **Plenary:** • Discuss results/validity of tests	PPT: Worksheet: Other:	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	
			PPT:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 6	By the end of the session, you **must** be able to: - To understand how to present data and finding using the correct terminology You **should** be able to: - Students have an understanding of bar graphs or pie chats You **could** be able to: - Students are present and explain data and offer improvements **Keywords: Pie charts, statistics, bar graphs**	**Introduction:** Introducing use of scientific and mathematical words and terms **Information** • Ask if anyone has any idea on presenting data and explaining the findings. • Go through the course notes page on presenting data **Practical task** **Fitness testing catch up session if any lessons missed/improvement on any results** **Ensuring success** • being confident with presenting data in graphical formats **Plenary:** • Discussion around presenting statistics and explaining results	Worksheet: Other:	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	
Session 7	By the end of the session, you **must** be able to:	**Introduction: Understanding, muscular, respiratory, cardiovascular and skeletal systems.**	PPT: Worksheet:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	- To understand how systems of the human body works. You **should** be able to: - Use the correct terminology when explaining the systems. You **could** be able to: - Students are confident in explaining how the systems function. **Keywords: Respiration, circulation, skeletal**	**Information** • Ask if anyone has any idea on how the body works. • Go through the course notes page on human systems. **Practical task** **Collect any outstanding data required to pass assessment** **Ensuring success** • Demonstrating confidently how the systems of the body works. **Plenary:** • Discussion around systems of the human body	Other:		
Session 8	By the end of the session, you **must** be able to: - To understand how to present data and finding using the correct terminology You **should** be able to: - Students have an understanding of bar graphs or pie chats	**Introduction: Preparing work for SP5 final assessment** **Information** • Ask if anyone has any idea on presenting data and explaining the findings. • Go through the course notes page on presenting data **Practical task** **Complete any outstanding practical work and collect data**	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
	You **could** be able to: - Students are present and explain data and offer improvements **Keywords: Pie charts, statistics, bar graphs**	**Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria		
Session 9	By the end of the session, you **must** be able to: - To understand how to present data and finding using the correct terminology You **should** be able to: - Students have an understanding of bar graphs or pie chats You **could** be able to: - Students are able to present and explain data and offer improvements	**Introduction: Preparing work for SP5 final assessment** **Information** • Ask if anyone has any idea on presenting data and explaining the findings. • Go through the course notes page on presenting data **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	PPT: Worksheet: Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
	Keywords: Pie charts, statistics, bar graphs			
Session 10	By the end of the session, you **must** be able to: - To understand how to present data and finding using the correct terminology You **should** be able to: - Students have an understanding of bar graphs or pie chats You **could** be able to: - Students are able to present and explain data and offer improvements **Keywords: Pie charts, statistics, bar graphs**	**Introduction: Preparing work for SP5 final assessment** **Information** • Ask if anyone has any idea on presenting data and explaining the findings. • Go through the course notes page on presenting data **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	PPT: Worksheet: Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 11	By the end of the session, you **must** be able to: - To participate and have fun in a practical PE session You **should** be able to: As above You **could** be able to: - As above **Keywords: Team building**	**Introduction: Informal PE session (If all BTEC work is completed and up to standard)** **Information** • If all work completed, a fun physical session • Participate in team sport session/personal fitness session **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	PPT: Worksheet: Other:	Formative	Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.
			PPT:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 12	By the end of the session, you **must** be able to: - To participate and have fun in a practical PE session You **should** be able to: As above You **could** be able to: - As above **Keywords: Team building**	**Introduction: Informal PE session (If all BTEC work is completed and up to standard)** **Information** • If all work completed, a fun physical session • Participate in team sport session/personal fitness session **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	Worksheet: Other:	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	
Session 13	**A2 Developing a Personal Progression Plan** A Explore the skills and behaviours needed to meet personal progression goal	Introduction to A2 Developing a Personal Progression Plan. **Activity 1: The "Dream Job" Role Profiles** • **Objective:** Identify a future role in the sports industry (e.g., Football Coach, Fitness Instructor, Sports Retail Assistant, Leisure Attendant). • **Task:** Students use a structured worksheet or digital presentation to detail a sport-specific career. • **Student Output:** Find out and list:		Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
		○ The entry qualifications required (e.g., Level 2 Coaching Certificate, GCSE requirements). ○ Three essential **skills** (e.g., clear communication, demonstrating drills, basic counting for scoring/timing). ○ Three essential **behaviours** (e.g., punctuality, working as a team player, showing enthusiasm)		
Session 14	A Explore the skills and behaviours needed to meet personal progression goal	**Activity 2: The Sports Skills Audit (Self-Assessment)** • **Objective:** Map out current personal strengths and areas that need development. • **Task:** Students rate themselves on a scale of 1–5 (with 1 being "need lots of help" and 5 being "excellent") across key transferable skills needed in sport: ○ *Skills:* Listening to instructions, talking to a group, technical sport ability. ○ *Behaviours:* Arriving on time, wearing the correct sports kit, respecting officials/peers. • **Student Output:** Write a short justification matching their top strength to their career goal and choosing one clear area they must improve.		Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	

Session 15	A Explore the skills and behaviours needed to meet personal progression goal	**Activity 3: Interactive Interview Practice**
		• **Objective:** Practice professional communication and reflecting on personal traits.
		• **Task:** In pairs, students conduct a mini 3-minute interview. One plays the "Sports Centre Manager" or "Head Coach" and asks simple, structured questions:
		  ○ *"Why do you want to work in sport?"*
		  ○ *"What is a strength you have that will help you here?"*
		• **Student Output:** Peer-feedback slip noting the candidate's use of body language, eye contact, and clarity.
				Formative	Summative

Session 16	B Produce a progression plan to meet intended progression goal	**Learning Aim B: Produce a progression plan to meet an intended progression goal** This section focuses on putting research into action by designing a clear, structured roadmap to step into a chosen sport pathway. **Activity 4: Mapping Milestones (Timeline Activity)** • **Objective:** Establish the difference between short-term and long-term targets.		Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	

		• **Task:** Using a visual timeline or "Curriculum Roadmap", students chart their path for the next 1–3 years.
		• **Student Output:** Plot at least three distinct steps, including:
		  ○ **Short-Term Goal:** Passing the current BTEC Level 1 Sport qualification.
		  ○ **Medium-Term Goal:** Securing a local volunteering role (e.g., helping at an after-school multi-skills club) or applying for a Level 2 college course.
		  ○ **Long-Term Goal:** Achieving the final target career role.			

Session 17	B Produce a progression plan to meet intended progression goal	**Activity 5: Overcoming Hurdles (Dealing with Challenges)** • **Objective:** Identify potential challenges to progress and outline how to resolve them. • **Task:** Present students with a scenario card (e.g., *"You don't have transport to get to a coaching course at another venue"* or *"You struggle with writing assignment coursework"*). • **Student Output:** Students draft a simple "If/Then" action plan template: ○ *Example:* **IF** I cannot find a ride to the sports venue, **THEN** I will research local bus routes or ask a classmate to carpool.		Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	

Session 18	B Produce a progression plan to meet intended progression goal	**Activity 6: Completing the Formal Progression Plan**
		• **Objective:** Synthesise all research into the formal assessment portfolio evidence required for grading.
		• **Task:** Students complete a structured Pearson Exemplar Assessment Template.
		• **Student Output:** A completed progression profile documenting:
		  ○ Chosen sports sector target.
		  ○ Actions needed to improve personal sports behaviours.
		  ○ Specific deadlines and course application windows.
				Formative	Summative

Session 19	A1 **Being Organised** Define and set up a personal planner A Explore the skills and behaviours needed to meet personal progression goal	Introduce Eat-safe housekeeping for classrooms; build weekly planner; prioritise tasks	Planner templates; devices	Formative	Summative
				Tutor Q&A on planning choices Review of planner completeness	
	Use to-do lists & timings			Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
Session 20	A Explore the skills and behaviours needed to meet personal progression goal	Create daily to-do with durations; checklist tracking; peer review	Checklist template; timers	Completed to-do artefacts Observation of process
Session 21	Set up filing & email systems A Explore the skills and behaviours needed to meet personal progression goal	Colour-coded folders; drive hierarchy; email rules	Stationery; cloud drive	Formative | Summative Tutor observation Screenshots/photos of structure
Session 22	Use project sheet & simple budget B Produce a progression plan to meet intended progression goal	Spreadsheet plan; tasks/owners; budget line items	Computers; spreadsheet	Formative | Summative Peer feedback Printed plan/budget
Session 23	Implement tools for one week B Produce a progression plan to meet intended progression goal	Checkpoints; evidence capture	Logs; cameras	Formative | Summative Daily checks Usage evidence
Session 24	Review effectiveness B Produce a progression plan to meet intended progression goal	Peer review circle; improvement plan	Rubrics; examples	Formative | Summative Self-assessment Review write up
Session 25	SP6 Training for Fitness By the end of the session, you **must** be able to:	**Introduction: Introduction to SP6 Training for fitness** **Information**	PPT: Worksheet:	Formative | Summative Listen to verbal responses, make sure everyone is

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
	- To understand the work/skills required to pass SP6 Training for fitness You **should** be able to: Develop the work/skills required to gain a merit in SP6 Training for fitness You **could** be able to: - . Develop the work/skills required to gain a distinction in SP6 Training for fitness **Keywords: Progression, overload**	• Check hinterland knowledge by asking exactly what students know about training programmes • Provide notes on the whiteboard. **Practical task** **Warm up. Demonstrate thorough warm up** **Including Pulse raiser/joint mobility/stretching** **Main. Upper body workout** **Cool down. Effective stretching** **Ensuring success** • Understanding the requirements to succeed in this unit **Plenary:** • Group discussion around passing this unit	Other:	included and is able to critically look at how they did.
Session 26	By the end of the session, you **must** be able to: - To acknowledge that there are various types and ways of training. You **should** be able to: - Understand and identify various types of training	**Introduction: Understanding different types of training.** **Information** • Ask if anyone has any idea on how many types of training, they can list • Go through the course notes page on the types of training **Practical task** **Independent student led warm up**	PPT: Worksheet: Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment
	You **could** be able to: - Students are able to link types of training to some components of fitness **Keywords:** **Circuit/aerobic/anaerobic**	**Example of circuit training** **Cool down (student led)** **Ensuring success** • Participation in circuit class (non-participants to be involved with timing/teaching points) **Plenary:** • Discussion around benefits of circuit training over other forms of training.		
Session 27	By the end of the session, you **must** be able to: - To understand how individual people require personal fitness programmes. You **should** be able to: - Students have an understanding matching personal fitness requirements to a suitable type/level of training.	**Introduction: Understanding aims of the training sessions in relation to the participant's needs** **Information** • Ask if anyone has any idea on what a PARQ is, why it is there or what may be included in it. • Go through the course notes page on pre activity readiness questionnaires. **Practical task** **Complete individual PARQ form** **Student led warm up** **Weight training session** **Warm down (student led)**	PPT: Worksheet: PARQ Other:	Formative / Summative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	You **could** be able to: - Students can link the training to contraindications. **Keywords:** **PARQ/contraindications**	**Ensuring success** • Making students aware that not everyone can access all types of fitness facilities/classes/levels **Plenary:** • Discuss use of PARQ form and it's relevance to prescribing fitness advice/programmes.			
Session 28	By the end of the session, you **must** be able to: - To understand different types of training You **should** be able to: - Students have an understanding that types of training are linked to different components of fitness. You **could** be able to: - Students can link types of training to component of fitness.	**Introduction: Understanding types of fitness** **Information** • Ask if anyone has any ideas on types of fitness and how they are linked to sports/activities. • Go through the course notes page on types of fitness. **Practical task** **Student led warm up** **Session on continuous training** **Warm down (student led**) **Ensuring success** • linking components of fitness to sports/activities **Plenary:**	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	Keywords: **Components/continuous/aerobic**	• Discussion around use of continuous training linking to sports/activities			
Session 29	By the end of the session, you **must** be able to: - To understand the purpose of FITT You **should** be able to: - Students have an understanding of FITT and what it stands for. You **could** be able to: - Students can link FITT to training programmes/activities **Keywords:** **Frequency/intensity/time/type**	**Introduction: Factors to consider when planning training sessions – FITT principle** **Information** • Ask if anyone has any idea on what the FITT principle is, why it is there or what may be included in it. • Go through the course notes page on principles of training **Practical task** **Student led warm up.** **Interval training session** **Warm down (student led)** **Ensuring success** • demonstrate FITT principle and relate them to training programme **Plenary:** • Discuss FITT and review/check for gaps in knowledge.	PPT: Worksheet: FITT sheet Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 30	By the end of the session, you **must** be able to: - Prescribe a basic workout You **should** be able to: - Prescribe a basic workout, tailored to specific individual needs - You **could** be able to: Prescribe an advanced workout, tailored to specific individual needs **Keywords: Hypertrophy**	**Introduction: How to plan a training session** **Information** • Ask if anyone has any idea on planning a training session and how to best perform if. • Provide blank workout sheet. **Practical task** **Go through a pre-planned workout session (Tutor led)** **Ensuring success** • All students write up basic plan **Plenary:** • Discussion around planning workouts	PPT: Worksheet: Workout sheet Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative
Session 31	By the end of the session, you **must** be able to:	**Introduction: How to deliver a training session.**	PPT:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	- To deliver a basic training session You **should** be able to: - Deliver a personalised training session that meets a specific need/goal. You **could** be able to: - Deliver an advanced, personalised training session that meets a specific goal/need. **Keywords: Communication, confidence, demonstration.**	**Information** • Ask what qualities make a great coach/fitness instructor • Go through the course notes page on coaching styles. **Practical task** **Students deliver a 5-minute training session to the class.** **Ensuring success** • All students deliver a confident 5-minute programme **Plenary:** • Tutor feedback given	Worksheet: Other:	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	
Session 32	By the end of the session, you **must** be able to: - Demonstrate a basic fitness session using the correct terminology You **should** be able to: - Verbally and visually demonstrate a fitness session using the correct terminology.	**Introduction: How to communicate with and motivate others.** **Information** • Ask if anyone has any ideas about what make a good communicator. • Go through the course notes page on visual and verbal communications. **Practical task**	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	You **could** be able to: - Verbally and visually demonstrate a fitness session that meets a specific need or goal using the correct terminology. **Keywords: Effective communications.**	**Investigate ways to improve fitness session through effective communication skills** **Ensuring success** • Ensure all sessions are using clear concise communication, relevant to the session/client **Plenary:** • Tutor feedback on communications.		they did.	
Session 33	By the end of the session, you **must** be able to: - To understand how to work out a 1 RM value You **should** be able to: - Students understand how work out 50% of 1RM value You **could** be able to: - Students can work out 50% and 75% of 1RM -	**Introduction: How to calculate percentages and work out values and scores.** **Information** • Ask if anyone has any ideas or experience of 1 rep max and its benefits to training sessions • Go through the course notes page on training zones. **Practical task** **Work out 1 rep max values and percentages linked to training zones.** **Ensuring success** • Ensure all students are confident working out 50% and 75% of a value	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	Keywords: Hypertrophy, compound exercises	**Plenary:** • Discuss session and check that values are correct.			
Session 34	By the end of the session, you **must** be able to: - To understand how deliver a fitness session using effective communication. You **should** be able to: - Students have an understanding how to deliver a fitness session using effective communication that is relevant to specific need. You **could** be able to: - Students have an understanding how to deliver an advanced fitness session using effective	**Introduction: Preparing work for SP6 final assessment** **Information** • Ask if anyone has any idea on presenting a fitness session relevant to a specific need. • **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	communication that is relevant to specific need. **Keywords: Communication**				
Session 35	By the end of the session, you **must** be able to: - To participate and have fun in a practical PE session You **should** be able to: As above You **could** be able to: - As above **Keywords: Team building**	**Introduction: Informal PE session (If all BTEC work is completed and up to standard)** **Information** • If all work completed, a fun physical session • Participate in team sport session/personal fitness session **Practical task** **Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria	PPT: Worksheet: Other:	Formative Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	Summative
Session 36	By the end of the session, you **must** be able to: - To participate and have fun in a practical PE session You **should** be able to: As above You **could** be able to: - As above	**Introduction: Informal PE session (If all BTEC work is completed and up to standard)** **Information** • If all work completed, a fun physical session • Participate in team sport session/personal fitness session **Practical task**	PPT: Worksheet: Other:	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
	Keywords: Team building	**Complete any outstanding practical work and collect data** **Ensuring success** • Ensure all completed work fulfils BTEC marking criteria **Plenary:** • Discuss what work needs completing to fulfil BTEC marking criteria			