

Personal Learning Checklists – BTEC Sport Level 2

Name:

Unit 1 - Fitness for Exercise

Learning aim A: Know about the components of fitness and the principles of training.

R	A	G

Learning aim B: Explore different training methods.

R	A	G

Learning aim C: Investigate fitness testing to determine fitness levels.

R	A	G

Learning Aim A – Personal Learning Checklist

Start Date:

Review Date1:

Review Date2:

CONTENT	CAN DO STATEMENTS	R	A	G
A.1 Components of physical fitness.	I can define the term Aerobic Endurance.			
	I can define the term Muscular Endurance.			
	I can define the term Flexibility.			
	I can define the term Speed.			
	I can define the term Muscular Strength.			
	I can define the term Body Composition.			
	I understand each of the components and understand their importance to sport.			
A.2 Components of skill-related fitness.	I can define the term Agility.			
	I can define the term Balance.			
	I can define the term Co-ordination.			
	I can define the term Power.			
	I can define the term Reaction Time.			
	I understand the difference between skill related and physical components of fitness.			
A.3 Why fitness components are important for successful participation.	I understand that reaching optimal performance in sports is attributed to the physical and skill related demands.			
	I understand that fitness components enable me to perform efficiently in sport.			
	I understand that positions play a part in which type of physical and skill-related components are needed.			
A.4 Exercise intensity and how it can be determined.	I understand exercise intensity and how it can be measured using heart rate (HR) and Borg scale (1970).			
	I understand training zones and thresholds and HR max.			
	I can work out training zone % and know that 60-85% is recommended for CV fitness.			
	I can work out the relationship between HR and Borg scale.			
A.5 The basic principles of training (FITT).	I understand the FITT principles (Frequency, Intensity, Time, and Type).			
	I can relate the FITT principle to the fitness and skill-related fitness components.			
A.6 Additional principles of training.	I understand the principles of training and can list each part of the acronym SPARRV.			
	I can relate the SPARRV acronym to the fitness components and understand how the training principles improve fitness.			

Learning Aim B – Personal Learning Checklist

Start Date:

Review Date1:

Review Date2:

CONTENT	CAN DO STATEMENTS	R	A	G
B.1 Requirements for each of the following fitness training methods.	I understand for each of the training methods how to train using the equipment correctly and safely.			
	I understand the importance of having the correct training techniques.			
	I understand the importance of a warm-up and a cool down.			
	I can link the different training methods and can apply the FITT principles to each training method.			
B.2 Additional requirements for each of the fitness training methods.	I understand the advantages and disadvantages of each training methods and can apply them to the correct situations/scenarios.			
	I can apply the different fitness training methods for given situations and apply this to a client's needs and goals.			
	I can apply intensity and principles of training to each fitness method.			
B.3 Fitness training methods for:	Flexibility training: I understand static, ballistic and Proprioceptive Neuromuscular Facilitation (PNF) and that they are methods of training used to improve flexibility.			
	Strength, muscular endurance and power training: I understand that circuit training, free weights and plyometrics and that they are methods of training used to improve strength, muscular endurance and power.			
	I understand that 1RM can help with training intensity and understand the concept of repetitions and sets.			
	I understand that strength training would use 90% of 1RM and 6 reps whereas endurance training would use 50-60% 1RM and 20 reps.			
	Aerobic endurance training: I understand that continuous, fartlek, interval training and circuit training and that they are methods of training used to improve aerobic endurance.			
	Speed training: I understand hollow sprints, acceleration sprints and interval training and that they are methods of training used to improve speed.			

Learning Aim C – Personal Learning Checklist

Start Date:

Review Date1:

Review Date2:

CONTENT	CAN DO STATEMENTS	R	A	G
C.1 Fitness test methods for components of fitness.	I understand that the sit and reach test, grip dynamometer, MSFT, forestry step test are methods used to test fitness components.			
	I can pick an appropriate test for a fitness component.			
	I can administer a test for different fitness components.			
	I understand that the Illinois agility test, vertical jump test and the 1 minute sit up and press up tests are methods used to test fitness components.			
	I understand body composition BMI and can calculate this.			
	I understand BIA and the skinfold test to measure body composition.			
C.2 Importance of fitness testing to sports performers and coaches.	I understand that fitness testing allows training programmes to be tailored to meet individual needs and to determine if they are working.			
	I understand that results can be used to give a performer a goal or target.			
C.3 Requirements for administration of each fitness test.	I know the importance of gaining informed consent and that equipment is checked and calibrated before testing.			
	I have read and understand test methods, equipment required and the purpose of different fitness tests.			
	I can accurately measure and record different fitness test and can use national averages to compare data.			
	I understand that the tests must be valid and reliable and can list advantages and disadvantages of each.			
C.4 Interpretation of fitness test results.	I can compare the fitness test data to normative published data and to those of my peers.			
	I can draw conclusions and analyse and evaluate my own and others test results.			
	I can recommend appropriate training methods to help improve a participant or situation through the conclusions from the testing data.			

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Notes: