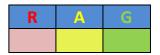
Personal Learning Checklists - BTEC Sport Level 2

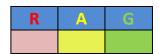
Name:

Unit 1 - Fitness for Exercise

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



Learning aim B: Explore different training methods.



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

Learning Aim A - Personal Learning Checklist

Start Date: Review Date1: Review Date2:

CONTENT	CAN DO STATEMENTS	R	A	G
A.1 Components of	I can define the term Aerobic Endurance.			
physical fitness.	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	I can define the term Agility.			
skill-related fitness.	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	I understand that reaching optimal performance in sports is			
components are	attributed to the physical and skill related demands.			
important for	I understand that fitness components enable me to			
successful	perform efficiently in sport.			
participation.	I understand that positions play a part in which type of			
	physical and skill-related components are needed.			
A.4 Exercise intensity	I understand exercise intensity and how it can be measured			
and how it can be	using heart rate (HR) and Borg scale (1970).			
determined.	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	I understand the FITT principles (Frequency, Intensity, Time,			
principles of training	and Type).			
(FITT).	I can relate the FITT principle to the fitness and skill-related			
	fitness components.			
A.6 Additional	I understand the principles of training and can list each part			
principles of training.	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	I understand that the sit and reach test, grip dynamometer,			
methods for	MSFT, forestry step test are methods used to test fitness			
components of	components.			
fitness.	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	I understand that fitness testing allows training			
fitness testing to	programmes to be tailored to meet individual needs and to			
sports performers	determine if they are working.			
and coaches.	I understand that results can be used to give a performer a			
	goal or target.			
C.3 Requirements for	I know the importance of gaining informed consent and			
administration of	that equipment is checked and calibrated before testing.			
each fitness test.	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	I can compare the fitness test data to normative published			
fitness test results.	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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