unitB

BTEC Level 3 Nationals in Sports Coaching and Development (2019 Specification)

90 Guided Learning Hours  
29 Lessons

this resource covers:

Unit B: Health, Wellbeing and Sport

Links to other units:

**Unit C1:** Developing Coaching Skills

**Unit D1:** Applied Coaching Skills

**Unit 4:** Nutrition for Physical Performance

**Unit 5:** Anatomy and Physiology in Sport

**Unit 9:** Fitness Training

Health, Wellbeing and Sport and Tennis

**The LTA is the National Governing Body for tennis in Great Britain, Channel Islands and the Isle of Man.   
We’re here to govern and grow tennis in Britain, from grassroots participation through to the professional game.**

We play an important part in ensuring the popularity and future of our sport. Our vision is tennis opened up; we’re working towards a future where tennis is truly a sport for all.

We’re creating opportunities across Great Britain for everyone to play and enjoy tennis more easily. Anyone can play; whatever their motivation or ability, from all communities and backgrounds. At any age and for a whole lifetime, tennis provides physical, social and mental rewards both on and off the court. Our programmes are designed to attract and retain different categories of participants and we work closely with wonderful coaches, venues, volunteers and officials up and down the country so that together, we can help people have fun on court. Tennis is a global sport, and tennis venues and courts are in every part of Great Britain, from inner city park courts to rural leisure centres.

For information on what we do and our programmes visit: <https://www.lta.org.uk/play-compete/>

| **Lesson** | **Topic** | **Activities** | **Resources** |
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| **Learning Aim A:** Examine the importance of physical activity and sport | | | |
| 1 | **A1 The different types of active pursuits**   * **Sport** * **Physical recreation** * **Outdoor activities** * **Physical education** * **Physical fitness** | Introduce learners to the unit, it’s aims and assessments.  In this unit, learners will explore the important elements of  health and wellbeing, and how they influence sport and active leisure. They will learn about national benchmarks and indicators of good health.  Learners will investigate why the government and the national governing bodies of sport are prioritising the area of health and wellbeing within the sport and active leisure industry. They will investigate how factors affecting health and wellbeing impact on physical activity and sport’s participants. They will apply their knowledge and skills to assess their own health status and that of a chosen individual.  Using the data collected, they will identify strategies to  improve the health and wellbeing of both of themselves and  their chosen individual.  Lead a class discussion about the different types of active pursuits. As a class decide upon a definition for sport, physical recreation, outdoor activities, physical education and physical fitness. During the class discussion learners should be encouraged to talk about the sports and physical activities they and their friends/family take part in, and which type of active pursuit they are. Ask learners to identify which type of active pursuit they mainly take part in.  Ask learners to discuss what type of pursuit tennis can be categorised as. Can it be more than one? What needs to change for tennis to be a sport, physical education or physical recreation? (Rules, reasons for participation etc).  Learners would benefit from having the opportunity to take part in these different types of active pursuits. You could ask learners to take part in tennis as a sport, then adapt it to be physical recreation and then adapt it again to be  physical education.  Lead a class discussion which identifies the differences and similarities between the different types of active pursuits and how a sport can become physical recreation and vice versa. | * Slides 1, 2, 3, 4 * Internet access, computers * Access  to sport / activity facilities and equipment |
| 2 | **A2 Categories of participants in physical activity and sport**   * **Young people** * **People aged over fifty** * **People with a  medical condition** * **People at risk of social isolation** * **People with a disability** * **People at risk of offending** * **People from different ethnic/cultural backgrounds** | Introduce learners to the categories of participants. You could lead a class discussion where learners could identify their own category and that of their friends / family.  You could arrange for learners to visit a tennis club or local sports centre. They need to be able to investigate the provision of physical pursuits for different categories of participants. Learners should prepare questions before the visit and ensure that they investigate examples of the range of sports / physical activities and which participant group have provision for which type of activities. Learners should collect information from the centre visit about the following categories of participant: young people, people aged over fifty, people with a medical condition, people at risk of social isolation, people with a disability, people at risk of offending and people from different ethnic/cultural backgrounds.  Learners would benefit from being able to talk to an activity coach or centre manager to discuss the sport / activity provision for different categories of participants.  You could ask learners to recap the centre visit and share  the information they collected about participant types and provision with the class. | * Slide 5 * Centre visit |
| 3 | **A3 Benefits of participating in physical activity and sport**   * **Physical health** * **Mental health** | Introduce learners to the benefits of participating in physical activity and sport. Learners work in pairs to research the physical and mental benefits of participation in physical activity and sport. They could use their research to produce  a PowerPoint presentation. Learners must consider  the following:   1. Physical health: healthy heart, appropriate body fat ratio, use of muscle to maintain strength and prevent degeneration and metabolic rate 2. Mental health: mental wellbeing, self-esteem,  self-confidence, decrease in loneliness and increase in  social wellbeing   Lead a class discussion about the benefits of participating in such activities. This could be further developed by discussing the benefits for different categories of participant. | * Slide 6 * Internet access, computers |
| 4 | **A4 Reasons for providing physical activity and sport in the UK**   * **Social** * **Financial** * **Environmental** * **Historical** | Lead a class discussion about the benefits of the LTA programmes on physical and mental health. Using LTA SERVES as an example demonstrate how programmes / schemes / initiatives, benefit individuals and communities. <https://www.lta.org.uk/workforce-venues/community-tennis/>  Ask learners to research and collect information about  tennis schemes / initiatives and events in their area. Learners should identify how these activities have a social, financial, environmental and historical impact on their area and the UK.  Learners need to consider the reasons for providing physical activity and sport in the UK and why the LTA provides access  to tennis in GB. For example, what LTA programmes /  schemes / initiatives exist for different groups, where do they take place, how / who delivers them, what resources and equipment are provided?  You could develop this activity and ask learners to carry out further research into specific information on one of the four reasons. Learners should consider the following for their category (reason):   1. Social: health agendas, community cohesion, reduce crime and anti-social behaviour, employment opportunities and alleviate work pressures and reduce workplace stress. 2. Financial: profit, reduced cost to NHS, tourism, sales of sports goods. 3. Environmental: keep green spaces, use natural spaces  for recreation. 4. Historical: national pride and patriotism   Learners feedback to the class with their research, allowing others to make notes about each reason for provision. | * Slide 7 and 8 * Internet access and computers * Examples  of LTA programmes, events, initiatives |
| 5 | **All of Learning aim A** | Assessment Learning Aim A time allocated for learners to  write notes and to prepare for Assignment 1. (Assignment 1 covers Learning Aim A.)  Recommended assessment approach - a report on the evaluation of the different types of physical activity and the reasons for providing physical activity and sport in the UK. | * Internet access, computers, textbooks and journals |
| **Learning Aim B:** Investigate the importance of physical health | | | |
| 6 | **B1 Definition of  physical health**   * **Health** * **Physical health** | As a class come up with a definition of health. Ask learners to consider all aspects of health and what makes up good health. Being healthy isn’t just about physical fitness or eating a balanced diet. Health is a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity (World Health Organisation). Learners should write down this definition of health and compare it  to their class definition – are there any differences?  Learners could annotate the definition of health to give examples of what it actually means to be healthy.  Develop the concept of health further by leading a class discussion about physical health – the ability of the body  to function effectively. Ask learners to suggest a definition  for physical health and ask them to explain how it is different  to ‘health’.  In pairs, ask learners to produce a mind map with examples of how tennis can affect physical health? Learners should use examples from their own experiences and those of friends and family to help develop examples to annotate the effect of tennis on physical health. You could ask learners to share their mind maps with the class and explain their examples of the ways tennis can affect physical health. | * Slide 9 and 10 |
| 7 | **B1 Definition of  physical health**   * **Indicators of good physical health** | Lead a class discussion about the indicators of good physical health. Ask learners for examples of what people can do if they have good physical health and what they may not be able to do if they do not. Ask learners to make a note of their indicators of physical health and then compare them to the following: moving freely, ability to conduct day-to-days tasks, free of non-sport specific aches and pains and good balance.  Ask learners to discuss any differences between these indicators. Then learners can develop their indicators by providing examples for each, for example, the ability to  conduct day-to-days tasks could be walking up and down stairs, putting equipment away at the end of a lesson, being able to carry their books and folders.  Ask learners to discuss their examples and use these  to produce a class set of notes about the indicators of physical health. | * Slide 11 |
| 8 | **B2 Factors affecting physical health**   * **Physical  activity levels** * **Medical conditions** * **Diet** * **Stress** * **Lifestyle** * **Consumption of alcohol and / or  illegal drugs** * **Smoking** * **Work – sedentary  or active role** * **Education levels** | As a class produce a mind map of the different factors affecting physical health. Learners should provide examples to further develop the mind map. As a class learners should identify the following factors:   * Physical activity levels * Medical conditions * Diet * Stress * Lifestyle * Consumption of alcohol and/or illegal drugs * Smoking * Work – sedentary or active role * Education levels   Learners work in pairs and allocate each pair one factor  affecting physical health. Ask them to produce a poster which contains information about the factor and examples of how it  can negatively impact physical health. Learners should carry  out internet research, use textbooks and think about examples from their own experiences to help collect information to produce the posters.  The posters should be displayed in for the class to see  and take notes so that all learners understand the effect of each factor. | * Slide 12,13,14 * Poster paper and pens * Internet access and computers * Textbooks |
| 9 | **B2 Factors affecting physical health**   * **Relationships between health, fitness and physical activity** | Arrange for a guest speaker to talk to the class about the relationships between health fitness and physical activity.  The guest speaker could be a tennis player or tennis coach  and they should use their own experiences and observations to discuss how factors affecting physical health can be positive and negative. It would be useful if the learners asked questions about this relationship and take notes of the examples given by the guest speaker. | * Slide 15 * Guest speaker |
| 10 | **B3 Benchmarks of  good physical health**   * **Health-monitoring tests with national normative data** * **Physical activity levels** * **Alcohol consumption** * **Hours spent sleeping, and sleep patterns** * **Diet and hydration levels** | Introduce learners to the benchmarks of good  physical health.  In pairs, ask learners to use the benchmarks to produce  a health questionnaire. Learners should then use these questionnaires to collect information on their partner and carry out health monitoring tests.  Learners will need to access to the following  health-monitoring tests with national normative data:   * blood pressure monitors * resting heart rate monitors / stopwatches * body fat measurement (fat callipers, scales, tape measure)   Give demonstrations on how to carry out the tests. Learners should then be given the opportunity to practice carrying out the test, ensuring that they follow test procedures, maintaining validity and accuracy. Learners may not be familiar with these tests and may need assistance to be able to carry them out successfully. Learners should carefully record the test results in their questionnaires, in a suitable format. Learners will need access to normative data so that they can evaluate their results and make comparisons.  Ask learners to complete their questionnaires with their test results and information about alcohol consumption, hours spent sleeping and sleep patterns, diet and hydration levels.  Lead a class discussion about their completed questionnaires and any areas which may have been difficult to complete. | * Slide 16 * Health monitoring equipment: * Stopwatch * Heart rate monitor * Blood pressure monitor * Tape measure * Weighing scales * Fat callipers * Normative data for BP, HR, BMI |
| 11 | **B4 Health- monitoring tests**   * **Blood pressure** * **Heart rate monitor** * **Hip-to-waist ratio** * **BMI calculation** * **Bioelectrical impedance** * **Health screening questionnaire** | Recap normative data / benchmarks, what it is, how it is  used and why it is important. It would be very useful to have examples of normative data for the learners age range to enable them to explore the results for and ranges specific  to them.  Using the health screening questionnaires produced in the previous lesson, ask learners to revisit them and add / remove any areas of the questionnaire to make it a thorough health questionnaire template. It may be useful to show the learners examples of health screening questionnaires or allow them to research online for examples.  Go through the following health-monitoring tests,  explaining the protocols and procedures:   * blood pressure * heart rate monitor – radial/carotid pulse * hip-to-waist ratio * BMI calculation * bioelectrical impedance   In pairs, allow learners to carry out the above tests.  Learners should take it in turns being the client and carrying out the tests.  Allow learners time to compare their test results to benchmarks / normative data. | * Slides 17, 18, 19 * Internet access and computers * Health monitoring equipment: * Stopwatch * Heart rate monitor * Blood pressure monitor * Tape measure * Weighing scales * Fat callipers * Normative data for BP, HR, BMI |
| 12 | **Learning Aim B: Investigate the importance of  physical health** | Lead a class discussion about the effects of regular  participation in tennis on physical health. Ask learners to consider the following:   * blood pressure and resting heart rate * body composition * lifestyle factors   Ask learners to carry out internet research and use their class notes for this learning aim to produce a report about the effects of regular participation in tennis on physical health. Learners should use the information collected from the health tests and health questionnaire. They should also provide examples form their own experiences in tennis. You could ask learners to work in pairs to review their completed reports and discuss the different effects they have identified. | * Slide 20 * Internet access and computers |
| 13 | **All of Learning Aim B** | Assessment Learning Aim B: time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aims B and C.)  Recommended assessment approach - a presentation on an evaluation of your own health status through the use of health-screening tests and questionnaires. | * Internet access, computers, textbooks and journals |
| **Learning Aim C:** Explore mental health and social wellbeing | | | |
| 14 | **C1 Definition of mental health and social wellbeing**   * **Mental health** * **Social wellbeing** | Ask learners to write down the following definitions of mental health and social wellbeing:   * mental health – emotional wellbeing and resilience  to adversity * social wellbeing – the ability to function in society and  form relationships   Lead a class discussion about mental health and well-being and ask learners if they think that the definitions encompass what is meant by mental health and social well-being.  It would be useful for learners to have visit from a guest  speaker who can talk to them about mental health and social well-being. The guest speaker could be a college counsellor or a representative from a mental health organisation. Learners should be aware of the signs and symptoms of poor mental health and social wellbeing. It would be useful for the guest speaker to provide examples and case studies to help explain mental health and social well-being.  Learners should be encouraged to ask questions and make notes during the guest speakers visit. | * Slide 21 and 22 * Guest speaker |
| 15 | **C1 Definition of  mental health and  social wellbeing**   * **Indicators of good mental health** | Lead a class discussion about the indicators of good mental health. Learners should identify the following:   * ability to engage in conversation * ability to get out of bed in the morning * ability to cope with change * ability to maintain positive personal relationships * maintaining normal sleep patterns * awareness of mood state   Working in small groups ask learners to analyse the indicators of good mental health and give examples of what these could be and their impact. For example, the ability to get out of bed in the morning allows a person to start the day and be ready for what the day brings, it gives them motivation to continue the new day, and it is the first step of a new day.  You could lead a discussion to enable learners to talk about their examples of the indicators of good mental health.  Show learners the video to hear how tennis helps mental health: <https://vimeo.com/740364646>  Lead a discussion about well-being and how tennis can improve well-being. | * Slide 23 |
| 16 | **C2 Factors affecting mental health and  social wellbeing**   * **Childhood abuse, trauma, or neglect** * **Social isolation  or loneliness** * **Experiencing discrimination  and stigma** * **Social disadvantage, poverty or debt** * **Bereavement** * **Severe or  long-term stress** * **Having a long-term physical health condition** * **Unemployment or losing your job** * **Homelessness or  poor housing** * **Being a long-term carer for someone** * **Drug and alcohol misuse** * **Domestic violence, bullying or other  abuse as an adult** * **Significant trauma  as an adult** | Ask learners to write down factors which can negatively  affect mental health and social well-being. Care should be taken when discussing these factors, it may be useful for  the college counsellor or a mental health expert to lead  the session.  Learners should be aware of and discuss the  following factors:   * Childhood abuse, trauma, or neglect * Social isolation or loneliness * Experiencing discrimination and stigma * Social disadvantage, poverty or debt * Bereavement – losing someone close * Severe or long-term stress * Having a long-term physical health condition * Unemployment or losing your job * Homelessness or poor housing * Being a long-term carer for someone * Drug and alcohol misuse * Domestic violence, bullying or other abuse as an adult * Significant trauma as an adult, e.g.:   + military combat   + being involved in a serious incident in which you  feared for your life   + being the victim of a violent crime   Learners should understand how these factors can negatively affect mental health and social wellbeing and be aware of the support available to help overcome or prevent these factors.  Learners should be aware of and have access to  the following:   * NHS – mental health <https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/charity-and-voluntary-services/get-help-from-mental-health-helplines/> * Mental Health Foundation <https://www.mentalhealth.org.uk/getting-help> * Mental Health UK <https://mentalhealth-uk.org> * Young Minds <https://www.youngminds.org.uk>  Text YM to 85258 * Teenage Mental Health <https://www.teenagementalhealth.co.uk> 01473 411324 * NSPCC [https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/](https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/%20) * Childline <https://www.childline.org.uk> 0800 1111   It would be beneficial for learners to examine case studies  of individuals where mental health and wellbeing have deteriorated, the reasons why, signs displayed and how sport and physical activity was prescribed to offset the symptoms. | * Slide 24 * College counsellor  or a mental health expert * Access  to mental health resources, online and phone numbers |
| 17 | **C3 Signs and symptoms of poor mental health and social wellbeing**   * **Decreased  personal interests** * **Reduced motivation** * **Depression** * **Anxiety** * **Decrease in  self-confidence  and self-esteem** * **Difficulties in personal relationships** * **Increased  emotional stress** * **Increased irritability and lack of patience** * **Increased  substance abuse** * **Reduced sleep  or negative  sleep patterns** * **Poor hygiene** * **Poor diet, including negative calorie intake or poor food choices** | Lead a discussion about the signs and symptoms of poor mental health and social well-being. Ask learners to give examples of how they might observe the different signs and symptoms. Ask learners to try to provide tennis examples of the signs and symptoms. For example, decreased personal interest – a person used to play tennis regularly and now does not want to play at all, or reduced motivation – someone who used to get to their tennis sessions early and help set out the equipment can’t be bothered anymore and doesn’t join in with others.  Learners work in pairs and discuss the following  signs and symptoms:   * Decreased personal interests * Reduced motivation * Depression * Anxiety * Decrease in self-confidence and self-esteem * Difficulties in personal relationships * Increased emotional stress * Increased irritability and lack of patience * Increased substance abuse * Reduced sleep or negative sleep patterns * Poor hygiene * Poor diet, including negative calorie intake or poor  food choices   It is important that learners aware of the signs and symptoms  of poor mental health and social well-being and what they can do to help – speak to their tennis coach, college tutor or college counsellor. Learners should be reminded of the contact details from the previous lessons for the different mental health organisations.  Learners can develop an understanding of signs and symptoms of poor mental health and social wellbeing through the completion of a mental first aid course (available online)  or navigating the [www.mind.org.uk](http://www.mind.org.uk/) website. | * Slide 25 |
| 18 | **C4 Measuring wellbeing**   * **Warwick-Edinburgh Mental Wellbeing Scale** * **One-to-one discussion** | Lead a class discussion about how to measure wellbeing. Learners should identify and discuss how the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) and one-to-one discussions involving health professionals and significant others can be used to measure and improve well-being.  Learners need to be aware of the lifestyle indicators which are used to support the measurement of wellbeing and need  practice using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).   <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>  You could arrange for a guest speaker to talk to the class about the use of one-to-one discussions with health professionals (doctors, psychologists, counsellors) and significant others (family, partners, teachers, coaches). The guest speaker could be a local doctor, psychologist or counsellor. It would be useful if the guest speaker can use case study examples to explain how one–to–one discussions are used. Learners should be encouraged to ask questions and to make notes. | * Slide 26 * Access to Warwick-Edinburgh Mental Wellbeing Scale, paper copies or online * Guest speaker * Internet access and computers |
| 19 | **C4 Measuring wellbeing**   * **Lifestyle indicators** | Introduce learners to lifestyle indicators. Lifestyle indicators can be used as a way to measure well-being. They give an indication of a person’s mental health status.  Learners work in pairs to produce an annotated leaflet about well-being and mental health lifestyle indicators. Learners should include examples of the following:   * consistency of emotions * emotional resilience * desire to succeed * open communication * social interactivity * health status * ability to cope with change * self-care * workplace health   Learners may benefit from internet access to research further information and examples for the above indicators.  You could ask learners to share their leaflets with the class so that they can analyse each other’s examples. | * Slide 27 * Internet access and computers |
| 20 | **All of Learning Aim** | Assessment Learning Aim C: time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aims B and C).  Recommended assessment approach - a presentation on an evaluation of your own health status through the use of health-screening tests and questionnaires. | * Slide 20 * Internet access, computers, textbooks and journals |
| **Learning Aim D:** Undertake health and wellbeing screening and provide feedback to improve health status | | | |
| 21 | **D1 Communicating effectively with a client**   * **Types of communication** | Arrange for a guest speaker to talk to the class about how adults in mental healthcare roles effectively communicate with clients when the discussions are likely to be sensitive, challenging and at times difficult. The guest speaker could be a local doctor, psychologist or counsellor. It would be beneficial if the guest speaker discussed types of communication and gave examples of when they use verbal and non-verbal types. The guest speaker should also discuss the following:   * Building a rapport to put client at ease * Using conversation to engage a client * Sensitivity during health testing and difficult conversations * Assessing the facts and asking extension questions   Learners should be encouraged to ask questions and make notes during the guest speakers talk. | * Slide 28 and 29 * Guest speaker |
| 22 | **D1 Communicating effectively with a client**   * **Building a rapport to put client at ease** * **Using conversation  to engage a client** * **Sensitivity during health testing and difficult conversations** * **Assessing the facts and asking extension questions** | Learners need to practice taking part in role-play scenarios. They need to be given the opportunity to practice communicating effectively with a client. Leaners need to understand the importance of putting a client at ease whilst delivering health status information.  The role-play scenarios must allow learners to apply  the following:   * Building a rapport to put client at ease * Using conversation to engage a client * Sensitivity during health testing and difficult conversations * Assessing the facts and asking extension questions   Learners should work in pairs, taking it in turns being  the client.  Examples of case studies could include:   * an older person with hearing difficulties and their health status indicates that they have high BP and are overweight * a young person who is recovering from injury and does not want to rest, their health status indicates that they have lost weight and muscle mass * a teenager who does not participate in any physical activity and their health status indicates that they have a high BMI, high heart rate and need to get more sleep   You could ask learners to work in pairs to create scenarios which can be used by the class.  Lead a class discussion to address any difficulties which learners may have faced when working with their clients to discuss health status information. | * Slide 29 |
| 23 | **D2 Undertaking health and wellbeing testing**   * **Using customer service skills** | Arrange for a visit to a local tennis club or leisure centre so that learners can observe customer service skills being used. Learners need to be aware the good customer service skills include the following:   * clear communication * attentiveness * use of positive body language * friendliness * responsiveness * knowledge of the tests and procedures   Use role-play scenarios to enable learners to use customer service skills.  Role-play scenarios could include:   * a parent enquiring about tennis lessons for their child * a person complaining that their court has been  double booked * a person asking to borrow equipment because they  forgot to bring their own   Ask learners to work in pairs to create scenarios which can be used by the class.  Lead a class discussion to address any difficulties  which learners may have faced when using their customer service skills. | * Slide 30 * Centre visit |
| 24 | **D2 Undertaking health and wellbeing testing**   * **Conducting mental health and wellbeing assessments** | Recap lessons 10, 11 and 18. Allow learners time to carry out physical tests and mental health and wellbeing assessments.  Learners need to consider and apply the following during their client consultation:   * questioning and listening * use of non-verbal communication * client confidentiality * informed consent   Learners will be able to use the data collected to present, analyse and compare with normative data. | * Slide 31 * Health monitoring equipment: * Stopwatch * Heart rate monitor * Blood pressure monitor * Tape measure * Weighing scales * Fat callipers * Normative data for BP, HR, BMI * Access to Warwick-Edinburgh Mental Wellbeing Scale |
| 25 | **D2 Undertaking health and wellbeing testing**   * **Administering  physical tests** | As in the previous lesson, recap lessons 10, 11 and 18.  Allow learners time to administer physical tests.  Learners need to consider and apply the following whilst administering physical tests:   * pre-test procedures – to ensure validity and reliability * maintaining clients’ dignity * test sequence – the order tests are carried out * test protocols – following test procedures accurately * health and safety – ensure equipment is safe to use * recording test results – use a suitable table to collect data * reasons to terminate a fitness test   Learners will be able to use the data collected to present, analyse and compare with normative data. | * Slide 32 * Health monitoring equipment:   - Stopwatch  - Heart rate monitor  - Blood pressure monitor  - Tape measure  - Weighing scales  - Fat callipers   * Normative data for BP, HR, BMI * Access to Warwick-Edinburgh Mental Wellbeing Scale |
| 26 | **D3 Interpreting results against normative data**   * **Compare  against and make judgements on population norms** * **Accepted health ranges and national guidelines** * **Zones of tolerance** * **Medical referral** | Introduce how to interpret results against normative data.  This was also covered in lessons 11 and 12. It is important  that learners understand how to compare norm data and how  to select the correct data to compare e.g., age, gender,  activity level.  Ask learners to carry out research on the following:   * accepted health ranges and national guidelines * zones of tolerance * medical referral   Learners need to research information about population norms and how comparisons and judgements can be made against population norms.  Learners feedback to the class their findings about interpreting results against normative data. You could ask them to discuss any areas where it was difficult to find information and why this might be the case. For example, data is not collected for young children or all physical activities. Data may be out of date, or the age range does not go high enough for an elderly person. | * Slide 33 * Examples  of normative data for  physical tests * Internet access, computers |
| 27 | **D4 Strategies to improve health status**   * **Physical activity guidelines** * **Getting outdoors** * **Relaxation techniques** * **Yoga and Pilates** * **Diet change** * **Counselling** | Introduce learners to strategies to improve health status.  Learners work in pairs and identify different strategies which would fall under physical activity guidelines (e.g. meeting national guidelines, fat burning activities, national initiatives), getting outdoors, diet change and counselling. Learners could share their ideas in a class discussion.  Learners would benefit from being able to participate in relaxation techniques, yoga and / or Pilates. This will give them a better understanding of the strategies and their use in health improvement. to appreciate the nature and benefits of such strategy.  Free yoga and Pilates sessions can be found on  YouTube or the FitOn app <https://fitonapp.com>  Examples of relaxation techniques and meditation can  be found on:   * Calm <https://www.calm.com> * Headspace <https://www.headspace.com> * FitOn <https://fitonapp.com>   Learners should be given the opportunity to evaluate the strategies. They could work in pairs to discuss the different strategies, which they enjoyed, which worked the best and  who they would be most appropriate for. You could lead a  class discussion to analyse the strengths and weaknesses  of each strategy. | * Slide 34 * Access to Yoga and Pilates equipment |
| 28 | **D5 Feeding back health status to a client**   * **Appropriate  choice of location to feed back** * **Use of positive body language** * **Use of graphs to give  a visual representation of health status** * **Choice of verbal or written feedback** * **Test scores and comparisons to national data** * **Identification of strengths and areas  for improvement** * **Making links to physiological and psychological factors** * **Giving suitable recommendations to improve health status** | Learners can use the information collected from the health questionnaires in Learning Aim B to carry out role play scenarios. Learners need to be given time to practise delivering feedback to clients. They must consider  the following:   * appropriate choice of location to feed back * use of positive body language * use of graphs to give a visual representation of  health status * choice of verbal or written feedback * test scores and comparisons to national data * identification of strengths and areas for improvement * making links to physiological and psychological factors   Learners must give their clients suitable recommendations  to improve health status. Learners should use their notes  to help them identify appropriate recommendations. Learners should consider norm data, government initiatives, recommendations of LTA programmes and other ideas  which are specific to the clients’ individual needs.  Learners would benefit from observing each other’s feedback sessions. Learners would benefit from time for questions and answers from peers.  Learners might benefit from observing the tutor deliver feedback to a client and analysing how they use communication skills successfully. The tutor could then use communication skills poorly to demonstrate how this can be inappropriate and how it may negatively affect the client. | * Slide 35 |
| 29 | **All of Learning Aim D** | Assessment Learning Aim D: time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aim D).  Recommended assessment approach - practical activity – testing a client to summarise their health status. Evidence can be supported with an observation (video or audio) record. | * Internet access, computers, textbooks  and journals |