



**The Whitley  
AP Academy**



**Unit 12:**

**Planning own fitness programme**

**Name:** \_\_\_\_\_

Learner Name: \_\_\_\_\_

Unit No/ Title: 12/Planning Own Fitness Programme

**Summary of Learning Outcomes**

To achieve this unit the learner must:

1. Know the components of physical fitness
2. Be able to assess own fitness level
3. Be able to plan and use own fitness programme
4. Know how to overcome barriers that may affect achievement of fitness goals
5. Be able to review own fitness programme

Start Date \_\_\_\_\_

Finish Date \_\_\_\_\_

**Grading and Assessment:**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Teacher Name	Teacher Signature	Date of Assessment	IV sampled

Internally verified	By		Date	
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Note:

1. It is essential you read and are clear of all aspects of the unit and any assignments.
2. This sheet must be handed in with the completed unit/assignment.
3. Work must be handed in on or before the completion date.
4. All information sources must be referenced.

**I can confirm that all the work completed in this unit is my own:**

Learner signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

I.V. signature: \_\_\_\_\_



**The Whitley  
AP Academy**

## **Learning Outcome 1:**

**Know the components of physical fitness**

### **LO 1.1:**

**Describe the components of physical  
fitness**

# Learning Outcome 1.1: Describe the components of physical fitness

## Physical Components of fitness

M \_\_\_\_\_ E \_\_\_\_\_

M \_\_\_\_\_ S \_\_\_\_\_

B \_\_\_\_\_ C \_\_\_\_\_

S \_\_\_\_\_

F \_\_\_\_\_

A \_\_\_\_\_ E \_\_\_\_\_



**M** \_\_\_\_\_ **E** \_\_\_\_\_

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**M** \_\_\_\_\_ **S** \_\_\_\_\_

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**B** \_\_\_\_\_ **C** \_\_\_\_\_

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<p style="text-align: center;"><b>Ectomorph</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>Endomorph</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>Mesomorph</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

S \_\_\_\_\_

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F \_\_\_\_\_

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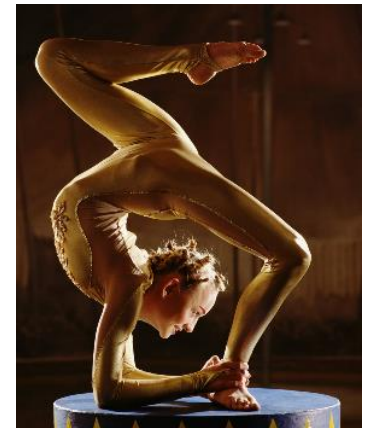
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A \_\_\_\_\_ E \_\_\_\_\_

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### Case study

Cristiano Ronaldo plays for Juventus Football Club and is described as one of the world's best footballers. He is an attacking forward who is there to score goals. A football game lasts 90 minutes and in that game, he may cover 6-7 miles by running, jogging, sprinting and walking. He has to beat defenders to get free to shoot at goal and needs to be able to hold off an opponent who is trying to take the ball from him.



Component of Physical Fitness	Why this is needed
<b>M</b> _____ <b>E</b> _____	_____ _____ _____
<b>M</b> _____ <b>S</b> _____	_____ _____ _____
<b>B</b> _____ <b>C</b> _____	_____ _____ _____
<b>S</b> _____	_____ _____ _____
<b>F</b> _____	_____ _____ _____
<b>A</b> _____ <b>E</b> _____	_____ _____ _____



**The Whitley  
AP Academy**

**Learning Outcome 2:**

**Be able to assess own fitness level**

**LO 2.1:**

**Assess own fitness level**



## Learning Outcome 2.1: Assess own fitness level

<b>35m SPRINT</b>																			
<b>Purpose of the test –</b> (What is it measuring/testing?)																			
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li></li> <li></li> </ul>																		
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>The athlete _____ for 10 minutes</li> <li>The assistant marks a 35 metres straight section with cones</li> <li>The athlete takes up a <b>sprint start position</b></li> <li>The assistant gives the commands “ _____, _____, _____” and starts the stopwatch</li> <li>The athlete sprints the _____ metres</li> <li>The assistance stops the stopwatch when the athlete’s _____ crosses the finishing line and records the time</li> <li>The athlete conducts 3 x 35metre sprints with a 5 minute _____ between each sprint</li> <li>The assistant uses the _____ time to assess the athlete’s performance</li> </ul> <p style="margin-left: 20px;">Missing words: fastest, warms up, recovery, take your marks, torso, go, set, 35.</p>																		
<b>Equipment –</b> (List all equipment needed for the test)																			
<b>Normative data</b>	<p style="text-align: center;">Your score: _____      Your rating: _____</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;"></th> <th style="padding: 5px;">MALE</th> <th style="padding: 5px;">FEMALE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>EXCELLENT</b></td> <td style="padding: 5px;">&lt;4.80</td> <td style="padding: 5px;">&lt;5.30</td> </tr> <tr> <td style="padding: 5px;"><b>GOOD</b></td> <td style="padding: 5px;">4.80 - 5.09</td> <td style="padding: 5px;">5.30 - 5.59</td> </tr> <tr> <td style="padding: 5px;"><b>AVERAGE</b></td> <td style="padding: 5px;">5.10 - 5.29</td> <td style="padding: 5px;">5.60 - 5.89</td> </tr> <tr> <td style="padding: 5px;"><b>FAIR</b></td> <td style="padding: 5px;">5.30 - 5.60</td> <td style="padding: 5px;">5.90 - 6.20</td> </tr> <tr> <td style="padding: 5px;"><b>POOR</b></td> <td style="padding: 5px;">&gt; 5.60</td> <td style="padding: 5px;">&gt; 6.20</td> </tr> </tbody> </table>		MALE	FEMALE	<b>EXCELLENT</b>	<4.80	<5.30	<b>GOOD</b>	4.80 - 5.09	5.30 - 5.59	<b>AVERAGE</b>	5.10 - 5.29	5.60 - 5.89	<b>FAIR</b>	5.30 - 5.60	5.90 - 6.20	<b>POOR</b>	> 5.60	> 6.20
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<b>POOR</b>	> 5.60	> 6.20																	

## ILLINOIS AGILITY TEST

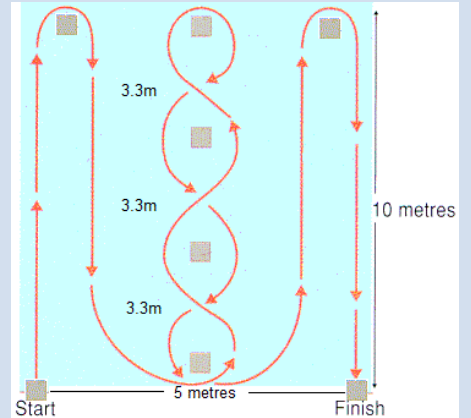
**Purpose of the test –**  
(What is it measuring/testing?)

**Pre-test procedure-**  
(Suggest 2 things you should do before performing/administering the test)

- 
- 

**Protocol –**  
(fill in the missing words)

- The assistants set up the \_\_\_\_\_ as detailed in the diagram.
- The athlete lies \_\_\_\_\_ on the floor at the “Start” cone.
- The assistant gives the command “GO” and starts the \_\_\_\_\_.
- The athlete \_\_\_\_\_ to his/her feet and negotiates the course around the cones following the red line route shown in the diagram to the finish
- The assistant stops the stopwatch and records the time when the athlete passes the “Finish” cone.



Missing words: course, jumps, stopwatch, face down.

**Equipment –**  
(List all equipment needed for the test)

**Normative data**

Your score: \_\_\_\_\_ Your rating: \_\_\_\_\_

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
MALE	<15.2 sec	15.2 - 16.1 secs	16.2 - 18.1 secs	18.2 - 19.3 secs	>19.3secs
FEMALE	<17.0 secs	17.0 - 17.9 secs	18.0 - 21.7 secs	21.8 - 23.0 secs	>23.0 secs

<b>SIT AND REACH TEST</b>																			
<b>Purpose of the test –</b> (What is it measuring/testing?)																			
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>																		
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>• The athlete warms up for 10 minutes and then removes their _____</li> <li>• The assistant secures the ruler to the box top with the tape so that the front edge of the box lines up with the 15cm (6 inches) mark on the ruler and the zero end of the ruler points towards the athlete</li> <li>• The athlete sits on the floor with their legs fully _____ with the bottom of their bare feet against the box</li> <li>• The athlete places one hand on top of the other, slowly bends forward and _____ along the top of the ruler as far as possible holding the stretch for two seconds</li> <li>• The assistant records the distance reached by the athlete’s finger _____ (cm)</li> <li>• The athlete performs the test three times</li> <li>• The assistant calculates and records the _____ of the three distances and uses this value to assess the athlete’s performance</li> </ul> <p>Missing words: tips, extended, reaches, average, shoes.</p>																		
<b>Equipment –</b> (List all equipment needed for the test)																			
<b>Normative data</b>	<p style="text-align: center;">Your score: _____      Your rating: _____</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 15%;">Gender</th> <th style="width: 15%;">Excellent</th> <th style="width: 15%;">Above average</th> <th style="width: 15%;">Average</th> <th style="width: 15%;">Below average</th> <th style="width: 15%;">Poor</th> </tr> </thead> <tbody> <tr> <td><b>Male</b></td> <td>&gt;14</td> <td>14.0 - 11.0</td> <td>10.9 - 7.0</td> <td>6.9 - 4.0</td> <td>&lt;4</td> </tr> <tr> <td><b>Female</b></td> <td>&gt;15</td> <td>15.0 - 12.0</td> <td>11.9 - 7.0</td> <td>6.9 - 4.0</td> <td>&lt;4</td> </tr> </tbody> </table>	Gender	Excellent	Above average	Average	Below average	Poor	<b>Male</b>	>14	14.0 - 11.0	10.9 - 7.0	6.9 - 4.0	<4	<b>Female</b>	>15	15.0 - 12.0	11.9 - 7.0	6.9 - 4.0	<4
Gender	Excellent	Above average	Average	Below average	Poor														
<b>Male</b>	>14	14.0 - 11.0	10.9 - 7.0	6.9 - 4.0	<4														
<b>Female</b>	>15	15.0 - 12.0	11.9 - 7.0	6.9 - 4.0	<4														

## GRIP DYNAMOMETER

### Purpose of the test –

(What is it measuring/testing?)

### Pre-test procedure-

(Suggest 2 things you should do before performing/administering the test)

- 
- 

### Protocol –

(Fill in the missing words)

- The athlete using their \_\_\_\_\_ hand applies as much grip pressure as possible on the dynamometer.
- The assistant records the \_\_\_\_\_ reading (kg).
- The athlete repeats the test \_\_\_ times.
- The assistant uses the \_\_\_\_\_ recorded value to assess the athlete's performance.

Missing words: highest, maximum, 3, dominant.

### Equipment –

(List all equipment needed for the test)

### Normative data

Your score: \_\_\_\_\_ Your rating: \_\_\_\_\_

Gender	Excellent	Good	Average	Fair	Poor
Male	>56	51-56	45-50	39-44	<39
Female	>36	31-36	25-30	19-24	<19

## MULTI-STAGE FITNESS TEST

### Purpose of the test –

(What is it measuring/testing?)

### Pre-test procedure-

(Suggest 2 things you should do before performing/administering the test)

- 
- 

### Protocol –

(Fill in the missing words)

- The assistant measures out a \_\_\_\_\_ section and marks each end with marker cones
- The assistant starts the \_\_\_\_\_ and the athlete commences the test
- If the athlete arrives at the end of a \_\_\_\_\_ before the beep, the athlete must wait for the beep and then resume running
- If the athlete fails to reach the end of the shuttle before the beep they should be allowed \_\_\_\_\_ further shuttles to attempt to regain the required pace before being withdrawn
- The assistant records the level and number of shuttles completed at that level by the athlete when they are \_\_\_\_\_

Missing words: shuttle, withdrawn, 20metre, 2 or 3, CD.

### Equipment –

(List all equipment needed for the test)

### Normative data

Your score: \_\_\_\_\_ Your rating: \_\_\_\_\_

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L12 S7	L11 S2	L8 S9	L7 S1	< L6 S6
17 - 20	L12 S12	L11 S6	L9 S2	L7 S6	< L7 S3
21 - 30	L12 S12	L11 S7	L9 S3	L7 S8	< L7 S5
31 - 40	L11 S7	L10 S4	L6 S10	L6 S7	< L6 S4
41 - 50	L10 S4	L9 S4	L6 S9	L5 S9	< L5 S2

(results for males)

## FORESTRY STEP TEST

<b>Purpose of the test –</b> (What is it measuring/testing?)																																																			
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li></li> <li></li> </ul>																																																		
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>Participant steps up and down on a _____/ step for five minutes.</li> <li>Participant steps up and down in time within time with the beat of a _____set at 90bpm (approximately 22.5 steps per minute).</li> <li>Ensure feet are wholly on the bench each time. Participant can change lead leg.</li> <li>At the end of _____minutes participant sits on bench. Locate pulse and start counting within 10 seconds of completion.</li> <li>Record _____ over one minute.</li> <li>Compare to _____ - use your age, post exercise heart rate and body weight to calculate maximal aerobic power using the tables.</li> <li>Refer to norm chart for your age.</li> </ul> <p>Missing words: VO<sub>2</sub>max tables, metronome, pulse, bench, five.</p>																																																		
<b>Equipment –</b> (List all equipment needed for the test)																																																			
<b>Normative data</b>	<p style="text-align: center;">Your score: _____ Your rating: _____</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5" style="padding: 5px;"><b>Maximum Oxygen consumption (ml/kg/min)</b></th> </tr> <tr> <th colspan="2" style="padding: 5px;">MALE</th> <th colspan="3" style="padding: 5px;">FEMALE</th> </tr> <tr> <th style="padding: 5px;">Age</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">20</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">20</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Superior</b></td> <td style="padding: 5px;">57+</td> <td style="padding: 5px;">56+</td> <td style="padding: 5px;">54+</td> <td style="padding: 5px;">53+</td> </tr> <tr> <td style="padding: 5px;"><b>Excellent</b></td> <td style="padding: 5px;">56-52</td> <td style="padding: 5px;">55-51</td> <td style="padding: 5px;">53-49</td> <td style="padding: 5px;">52-45</td> </tr> <tr> <td style="padding: 5px;"><b>Very good</b></td> <td style="padding: 5px;">51-47</td> <td style="padding: 5px;">50-46</td> <td style="padding: 5px;">48-44</td> <td style="padding: 5px;">47-43</td> </tr> <tr> <td style="padding: 5px;"><b>Good</b></td> <td style="padding: 5px;">46-42</td> <td style="padding: 5px;">45-41</td> <td style="padding: 5px;">43-39</td> <td style="padding: 5px;">42-38</td> </tr> <tr> <td style="padding: 5px;"><b>Fair</b></td> <td style="padding: 5px;">41-37</td> <td style="padding: 5px;">40-36</td> <td style="padding: 5px;">38-34</td> <td style="padding: 5px;">37-33</td> </tr> <tr> <td style="padding: 5px;"><b>Poor</b></td> <td style="padding: 5px;">36-32</td> <td style="padding: 5px;">35-31</td> <td style="padding: 5px;">33-29</td> <td style="padding: 5px;">32-28</td> </tr> <tr> <td style="padding: 5px;"><b>Very poor</b></td> <td style="padding: 5px;">&lt;32</td> <td style="padding: 5px;">&lt;31</td> <td style="padding: 5px;">&lt;31</td> <td style="padding: 5px;">&lt;28</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">(see p.16-17 for normative data for Forestry/VO<sub>2</sub> tables)</p>	<b>Maximum Oxygen consumption (ml/kg/min)</b>					MALE		FEMALE			Age	15	20	15	20	<b>Superior</b>	57+	56+	54+	53+	<b>Excellent</b>	56-52	55-51	53-49	52-45	<b>Very good</b>	51-47	50-46	48-44	47-43	<b>Good</b>	46-42	45-41	43-39	42-38	<b>Fair</b>	41-37	40-36	38-34	37-33	<b>Poor</b>	36-32	35-31	33-29	32-28	<b>Very poor</b>	<32	<31	<31	<28
<b>Maximum Oxygen consumption (ml/kg/min)</b>																																																			
MALE		FEMALE																																																	
Age	15	20	15	20																																															
<b>Superior</b>	57+	56+	54+	53+																																															
<b>Excellent</b>	56-52	55-51	53-49	52-45																																															
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<b>Very poor</b>	<32	<31	<31	<28																																															

**VO<sub>2</sub>max table- Forestry Non- adjusted Aerobic Fitness Values (ml/kg/ min) for Women**

Pulse count	Maximal Oxygen Consumption (VO <sub>2</sub> max)											
	45										29	29
44								30	30	30	30	30
43							31	31	31	31	31	31
42			32	32	32	32	32	32	32	32	32	32
41			33	33	33	33	33	33	33	33	33	33
41			34	34	34	34	34	34	34	34	34	34
39			35	35	35	35	35	35	35	35	35	35
39			36	36	36	36	36	36	36	36	36	36
37			37	37	37	37	37	37	37	37	37	37
36		37	38	38	38	38	38	38	38	38	38	38
35	38	38	39	39	39	39	39	39	39	39	39	39
34	39	39	40	40	40	40	40	40	40	40	40	40
33	40	40	41	41	41	41	41	41	41	41	41	41
32	41	41	42	42	42	42	42	42	42	42	42	42
31	42	42	43	43	43	43	43	43	43	43	43	43
30	43	43	44	44	44	44	44	44	44	44	44	44
29	44	44	45	45	45	45	45	45	45	45	45	45
28	45	45	46	46	46	46	47	47	47	47	47	47
27	46	46	47	48	48	49	49	49	49	49		
26	47	48	49	50	50	51	51	51	51			
25	49	50	51	52	52	53	53					
24	51	52	53	54	54	55						
23	53	54	55	56	56	57						
Weight (lb)	80	90	100	110	120	130	140	150	160	170	180	190
Weight (kg)	36.4	40.9	45.4	50	54.5	59.1	63.5	68.2	72.7	77.3	81.8	86.4

For a 15yr old female who had a pulse count of 36, weight of 130lbs – what would be her rating?

For a 20yr old female who had a pulse count of 25, weight of 45.4kgs – what would be her rating?

**VO<sub>2</sub>max tables- Forestry Non- adjusted Aerobic Fitness Values (ml/kg/ min) for Men**

Pulse count	Maximal Oxygen Consumption (VO <sub>2</sub> max)												
	120	130	140	150	160	170	180	190	200	210	220	230	240
45	33	33	33	33	33	32	32	32	32	32	32	32	32
44	34	34	34	34	33	33	33	33	33	33	33	33	33
43	35	35	35	34	34	34	34	34	34	34	34	34	34
42	36	36	35	35	35	35	35	35	35	35	34	34	34
41	36	36	36	36	36	36	36	36	36	36	35	35	35
41	37	37	37	37	37	37	37	35	35	35	35	35	35
39	38	38	38	38	38	38	38	38	38	38	37	37	37
39	39	39	39	39	39	39	39	39	39	39	38	38	38
37	41	40	40	40	40	40	40	40	40	40	39	39	39
36	42	42	41	41	41	41	41	41	41	41	41	40	40
35	43	43	42	42	42	42	42	42	42	42	42	42	41
34	44	44	43	43	43	43	43	43	43	43	43	43	43
33	46	45	45	45	45	45	44	44	44	44	44	44	44
32	47	47	46	46	46	46	46	46	46	46	46	46	46
31	48	48	48	47	47	47	47	47	47	47	47	47	47
30	50	49	49	49	48	48	48	48	48	48	48	48	48
29	52	51	51	51	50	50	50	50	50	50	50	50	50
28	53	53	53	53	52	52	52	52	51	51	51	51	51
27	55	55	55	54	54	54	54	54	54	53	53	53	52
26	57	57	56	56	56	56	56	56	56	55	55	54	54
25	59	59	58	58	58	58	58	58	58	58	56	55	55
24	60	60	60	60	60	60	60	59	59	58	58	57	
23	62	62	61	61	61	61	61	60	60	60	59		
22	64	64	63	63	63	63	62	62	61	61			
21	66	66	65	65	65	64	64	64	62				
20	68	68	67	67	67	67	66	66	65				
Weight (lb)	120	130	140	150	160	170	180	190	200	210	220	230	240
Weight (kg)	54.5	59.1	63.6	68.2	72.7	77.3	81.8	86.4	91	95.4	100	104.5	109

[Pulse count is for 15 seconds – for ‘ratings’ refer back to the fitness test sheet earlier in this booklet).

For a 15yr old male who had a pulse count of 23, weight of 160lbs – what would be his rating?

For a 20yr old male who had a pulse count of 39, weight of 66.2kgs – what would be his rating?



<b>ONE-MINUTE PRESS UP</b>																																					
<b>Purpose of the test –</b> (What is it measuring/testing)																																					
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>																																				
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>• The athlete _____ on the ground, places their hands by the shoulders and straightens the arms.</li> <li>• The athlete lowers the body until the elbows reach _____ and then extends the arms to return to the _____ position</li> <li>• The athlete continues this press-up action, with no _____, until they are unable to continue</li> <li>• The assistant counts and records the number of _____ completed press-ups.</li> </ul> <p>Missing words: start, correctly, rest, lies, 90°.</p>																																				
<b>Equipment –</b> (List all equipment needed for the test)																																					
<b>Normative data</b>	<p>Your score: _____ Your rating: _____</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Age</th> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td><b>20 - 29</b></td> <td>&gt;54</td> <td>45 - 54</td> <td>35 - 44</td> <td>20 - 34</td> <td>&lt;20</td> </tr> <tr> <td><b>30 - 39</b></td> <td>&gt;44</td> <td>35 - 44</td> <td>25 - 34</td> <td>15 - 24</td> <td>&lt;15</td> </tr> <tr> <td><b>40 -49</b></td> <td>&gt;39</td> <td>30 - 39</td> <td>20 - 29</td> <td>12 - 19</td> <td>&lt;12</td> </tr> <tr> <td><b>50 - 59</b></td> <td>&gt;34</td> <td>25 - 34</td> <td>15 - 24</td> <td>8 - 14</td> <td>&lt;8</td> </tr> <tr> <td><b>60+</b></td> <td>&gt;29</td> <td>20 - 29</td> <td>10 - 19</td> <td>5 - 9</td> <td>&lt;5</td> </tr> </tbody> </table> <p style="text-align: right;">(results for males)</p>	Age	Excellent	Good	Average	Fair	Poor	<b>20 - 29</b>	>54	45 - 54	35 - 44	20 - 34	<20	<b>30 - 39</b>	>44	35 - 44	25 - 34	15 - 24	<15	<b>40 -49</b>	>39	30 - 39	20 - 29	12 - 19	<12	<b>50 - 59</b>	>34	25 - 34	15 - 24	8 - 14	<8	<b>60+</b>	>29	20 - 29	10 - 19	5 - 9	<5
Age	Excellent	Good	Average	Fair	Poor																																
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<b>60+</b>	>29	20 - 29	10 - 19	5 - 9	<5																																

## ONE-MINUTE SIT UP

**Purpose of the test –**  
(What is it measuring/testing?)

**Pre-test procedure-**  
(Suggest 2 things you should do before performing/administering the test)

- 
- 

**Protocol –**  
(Fill in the missing words)

- Lie on a carpeted or cushioned floor with your \_\_\_\_\_ bent at approximately right \_\_\_\_\_, with feet flat on the ground.
- Your hands should be resting on your thighs.
- Squeeze your \_\_\_\_\_, push your back flat and raise high enough for your hands to slide along your thighs to touch the \_\_\_\_\_ of your knees.
- Don't \_\_\_\_\_ with you neck or head and keep your lower back on the floor. Then return to the starting position.

Missing words: tops, angles, pull, knees, stomach.

**Equipment –**  
(List all equipment needed for the test)

**Normative data**

Your score: \_\_\_\_\_ Your rating: \_\_\_\_\_

Age	18-25	26-35	36-45	46-55	56-65	65+
<b>Excellent</b>	>49	>45	>41	>35	>31	>28
<b>Good</b>	44-49	40-45	35-41	29-35	25-31	22-28
<b>Above average</b>	39-43	35-39	30-34	25-28	21-24	19-21
<b>Average</b>	35-38	31-34	27-29	22-24	17-20	15-18
<b>Below Average</b>	31-34	29-30	23-26	18-21	13-16	11-14
<b>Poor</b>	25-30	22-28	17-22	13-17	9-12	7-10
<b>Very Poor</b>	<25	<22	<17	<13	<9	<7

(results for males)

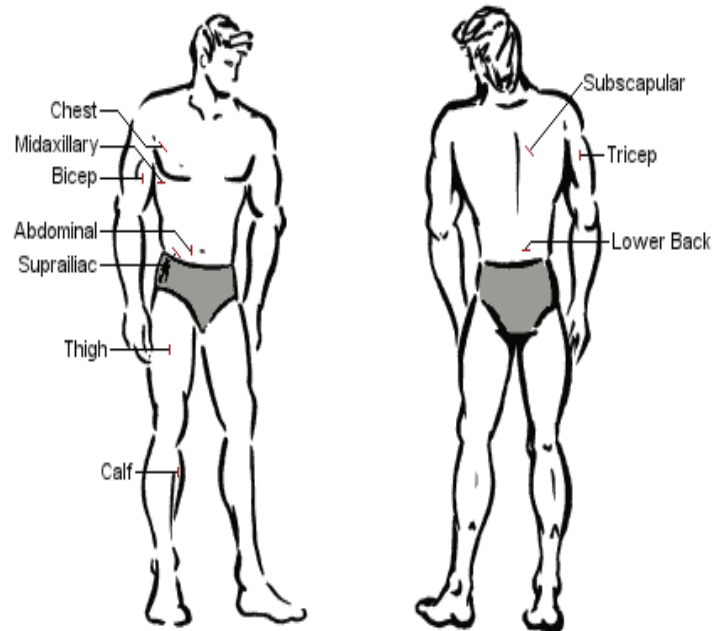
	<b>BMI</b>												
<b>Purpose of the test –</b> (What is it measuring/testing?)													
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>												
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>• BMI stands for Body _____ Index. It is a measure of body composition.</li> <li>• BMI is calculated by taking a person's _____ and dividing by their height squared. For instance, if your height is 1.82 meters, the divisor of the calculation will be <math>(1.82 * 1.82) = 3.3124</math>. If your weight is 70.5 kilograms, then your BMI is 21.3 <math>(70.5 / 3.3124)</math> (see calculator links below).</li> <li>• The _____ the figure the more overweight you are.</li> <li>• Like any of these types of measures it is only an indication and other issues such as body type and shape have a bearing as well.</li> <li>• Remember, BMI is just a guide - it does not accurately apply to elderly populations, pregnant women or very _____ athletes such as weightlifters.</li> </ul> <p>Missing words: Weight, higher, muscular, mass.</p>												
<b>Equipment –</b> (List all equipment needed for the test)													
<b>Normative data</b>	<p>Your score: _____ Your rating: _____</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>BMI score</b></th> </tr> </thead> <tbody> <tr> <td><b>Underweight</b></td> <td style="text-align: center;">&lt; 18.5</td> </tr> <tr> <td><b>Ideal weight</b></td> <td style="text-align: center;">18.5 – 24.9</td> </tr> <tr> <td><b>Over ideal weight</b></td> <td style="text-align: center;">25 – 29.9</td> </tr> <tr> <td><b>Obese</b></td> <td style="text-align: center;">30 – 39.9</td> </tr> <tr> <td><b>Very obese</b></td> <td style="text-align: center;">39.9 &lt;</td> </tr> </tbody> </table> <p style="text-align: right;">(NHS Direct 2011)</p>		<b>BMI score</b>	<b>Underweight</b>	< 18.5	<b>Ideal weight</b>	18.5 – 24.9	<b>Over ideal weight</b>	25 – 29.9	<b>Obese</b>	30 – 39.9	<b>Very obese</b>	39.9 <
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<b>Very obese</b>	39.9 <												

<b>VERTICAL JUMP TEST</b>																			
<b>Purpose of the test –</b> (What is it measuring/testing?)																			
<b>Pre-test procedure-</b> (Suggest 2 things you should do before performing/administering the test)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>																		
<b>Protocol –</b> (Fill in the missing words)	<ul style="list-style-type: none"> <li>• The athlete chalks the end of his/her fingertips</li> <li>• The athlete stands _____ onto the wall, keeping both feet remaining on the ground, reaches up as high as possible with one hand and marks the wall with the _____ of the fingers</li> <li>• The athlete from a _____ position jumps as high as possible and marks the wall with the chalk on his fingers</li> <li>• The assistant measures and records the distance _____ the two marks</li> <li>• The athlete repeats the test 3 times</li> <li>• The assistant calculates the _____ of the recorded distances and uses this value to assess the athlete's performance</li> </ul> <p>Missing words: between, side, average, static, tips.</p>																		
<b>Equipment –</b> (List all equipment needed for the test)																			
<b>Normative data</b>	<p style="text-align: center;">Your score: _____      Your rating: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #e1eef6;">Gender</th> <th style="background-color: #e1eef6;">Excellent</th> <th style="background-color: #e1eef6;">Above average</th> <th style="background-color: #e1eef6;">Average</th> <th style="background-color: #e1eef6;">Below average</th> <th style="background-color: #e1eef6;">Poor</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e1eef6;">Male</td> <td>&gt;65cm</td> <td>56 - 65cm</td> <td>50 - 55cm</td> <td>49 - 40cm</td> <td>&lt;40cm</td> </tr> <tr> <td style="background-color: #e1eef6;">Female</td> <td>&gt;60cm</td> <td>51 - 60cm</td> <td>41 - 50cm</td> <td>35 - 40cm</td> <td>&lt;35cm</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">The following table is for 15 to 16-year olds (Beashel 1997)</p>	Gender	Excellent	Above average	Average	Below average	Poor	Male	>65cm	56 - 65cm	50 - 55cm	49 - 40cm	<40cm	Female	>60cm	51 - 60cm	41 - 50cm	35 - 40cm	<35cm
Gender	Excellent	Above average	Average	Below average	Poor														
Male	>65cm	56 - 65cm	50 - 55cm	49 - 40cm	<40cm														
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### Skinfold site selection for males

Male participants will need to gain skinfold results (mm) for the following three sites:

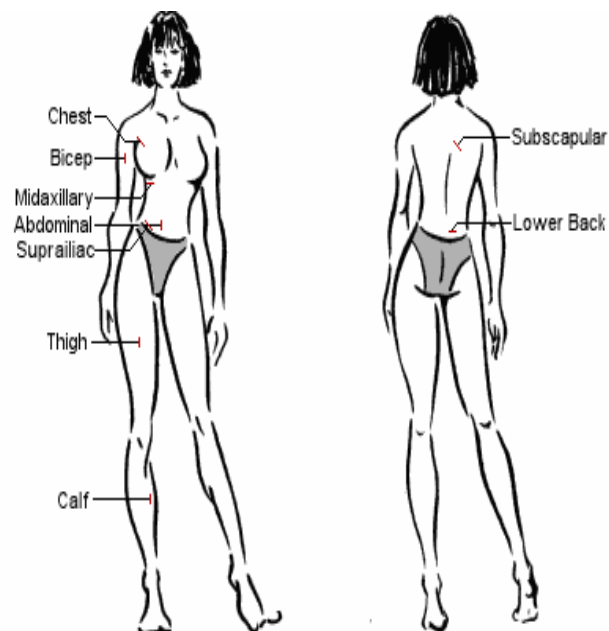
- **Chest** – A diagonal fold, which is one half of the distance between the anterior auxiliary line and the nipple. (The anterior auxiliary line is the crease where the top of your arm, when hanging down, meets the chest.) The chest skinfold is used only for males.
- **Abdominal** – A vertical fold, which is 2 cm to the right side of the umbilicus (belly button).
- **Thigh** – A vertical fold, on the front of the thigh, halfway between the hip joint and the middle of the knee cap. The leg needs to be straight and relaxed.



### Skinfold site selection for females

Female participants will need to gain skinfold results (mm) for the following three sites:

- **Triceps** – A vertical fold on the back midline of the upper arm, over the triceps muscle, halfway between the acromion process (bony process on the top of the shoulder) and olecranon process (bony process on the elbow). The arm should be held freely by the side of the body.
- **Suprailiac** – A diagonal fold just above the hip bone and 2–3 cm forward.
- **Thigh** – A vertical fold, on the front of the thigh, half-way between the hip joint and the middle of the knee cap. The leg needs to be straight and relaxed.



### Results

- Add up the sum of your three skinfolds (mm).
- Obtain your percent body fat result by plotting your age in years and the sum of the three skinfolds (mm) on the nomogram.
- Use a ruler and sharpened pencil to join up the two plots, which will cross over the percent body fat (wavy) vertical lines.



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### **Learning Outcome 3:**

**Be able to plan and use own fitness  
programme**

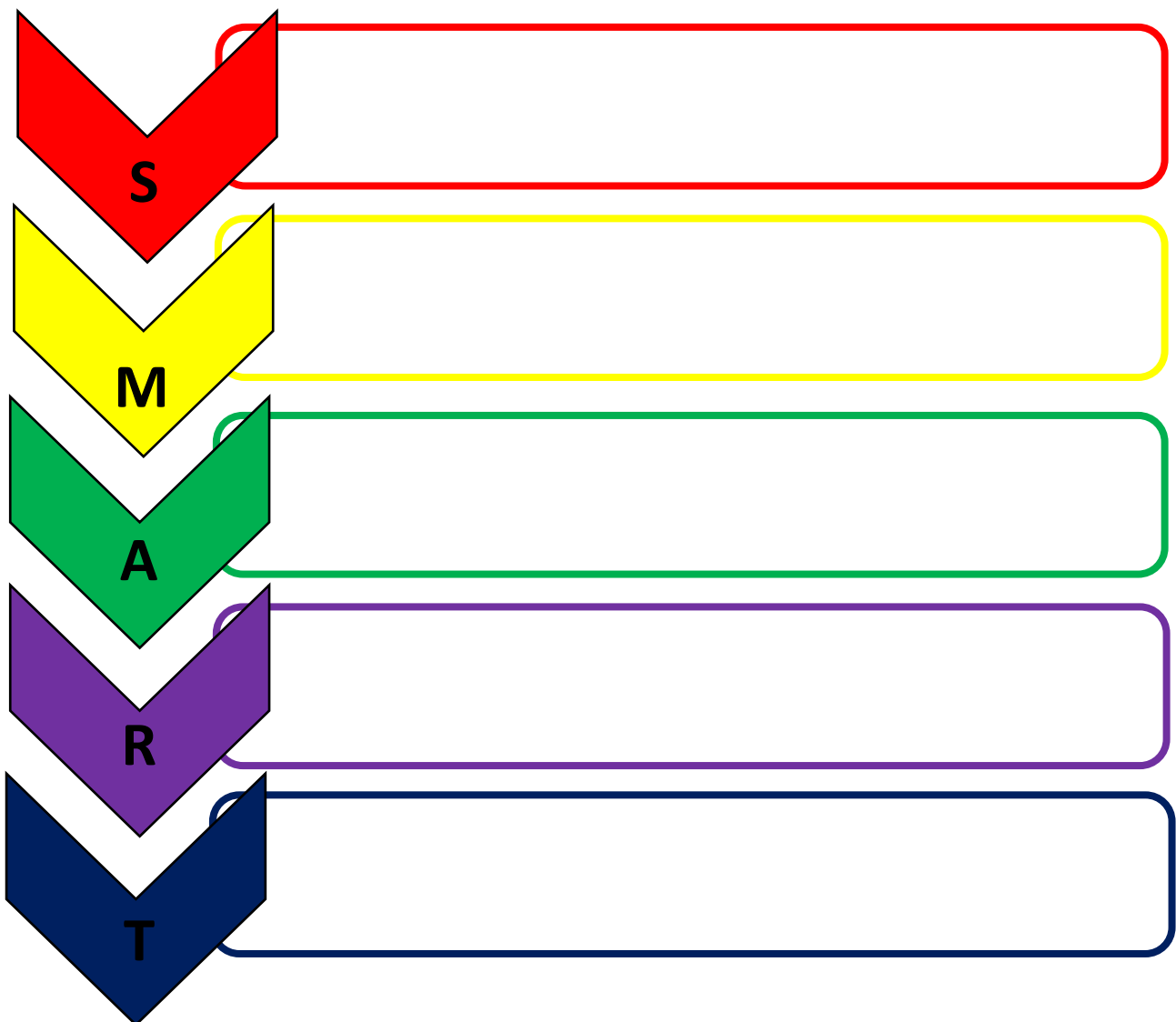
#### **LO 3.1:**

**With guidance, plan own fitness  
programme with set targets**

#### **LO 3.2:**

**Use own fitness programme over a given  
period of time**

### Learning Outcome 3.1: Plan own fitness programme with set targets



<b>Short-term goal</b>	<b>Time Frame</b>
<b>Medium-term goal</b>	<b>Time Frame</b>
<b>Long term goal</b>	<b>Time Frame</b>



Week 1						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 3						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 4						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 5						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 6						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**Task** – Create 6 different training sessions for your 6-week Personal Exercise Plan (PEP). These sessions should reflect your planning in Learning Outcome 2. Use the example below as a guide.

<b>Observation Notes:</b>		
<b>Warm up</b>	Light jog around the sports hall 2 x laps Dynamic stretches – High knees, Heel flicks, Leg swings 5 minutes	
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>
	Squat (20kg Barbell)	3 sets / 10 reps / 5 minutes
	Deadlift (20kg Barbell)	3 sets / 10 reps / 5 minutes
	Single leg squat (Body Weight)	3 sets / 10 reps / 5 minutes
	Hip Thrust (20kg Barbell)	3 sets / 10 reps / 5 minutes
<b>Cool Down</b>	Light jog around the sports hall 2 x laps Static stretches – Quadriceps stretch, Hamstring stretch, toe touch stretch 5 minutes	

**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 1**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			

## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 1</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

--	--	--	--

**I confirm this is an accurate record of the activity undertaken**

**Learner signature:**

--

**Date:**

--

**\* Assessor/\* Witness signature:**

\*please delete as applicable

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**Role:**

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**Date:**

--

**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 2**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			



## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 2</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

**I confirm this is an accurate record of the activity undertaken****Learner signature:****Date:****\* Assessor/\* Witness signature:****\*please delete as applicable****Role:****Date:**

**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 3**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			

## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 3</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

--	--	--	--

**I confirm this is an accurate record of the activity undertaken**

**Learner signature:**

--

**Date:**

--

**\* Assessor/\* Witness signature:**

\*please delete as applicable

--

**Role:**

--

**Date:**

--

**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 4**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			

## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 4</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

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**I confirm this is an accurate record of the activity undertaken**

**Learner signature:**

--

**Date:**

--

**\* Assessor/\* Witness signature:**

\*please delete as applicable

--

**Role:**

--

**Date:**

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**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 5**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			

## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 5</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

--	--	--	--

**I confirm this is an accurate record of the activity undertaken**

**Learner signature:**

--

**Date:**

--

**\* Assessor/\* Witness signature:**

\*please delete as applicable

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**Role:**

--

**Date:**

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**Learning Outcome 3.2: Use own fitness programme over a given period of time**

**6-week training programme - Week 6**

<b>Name</b>		<b>Facilities</b>	
<b>Date</b>		<b>Time</b>	
<b>Focus for training session</b>			
<b>Warm up</b>			
<b>Main Activities</b>	<b>Exercises undertaken</b>	<b>Sets/Reps/Time</b>	
<b>Cool Down</b>			

## RECORD OF ACTIVITY – Exercise and Fitness

**Task** – Have a family member observe you taking part in a fitness and exercise session and fill in the following form

<b>Observation Record – Week 6</b>	
<b>Learner name:</b>	
<b>Qualification:</b>	Pearson BTEC Level 1 Certificate in Sport and Active Leisure
<b>Unit number &amp; title:</b>	Unit 12 – Planning Own Fitness Programme
<b>Name of Observer:</b>	Mr Luke Dennis
<b>Date of Activity:</b>	

**Description of activity undertaken:**

- (what the learner did)
- the evidence provided/questions asked and answers given:

**I confirm this is an accurate record of the activity undertaken**

**Learner signature:**

**Date:**

**\*Assessor/\*Witness signature:**

\*please delete as applicable

**Role:**

**Date:**



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## **Learning Outcome 4:**

**Know how to overcome barriers that may affect achievement of fitness goals**

### **LO 4.1:**

**Identify barriers to achieving fitness goals**

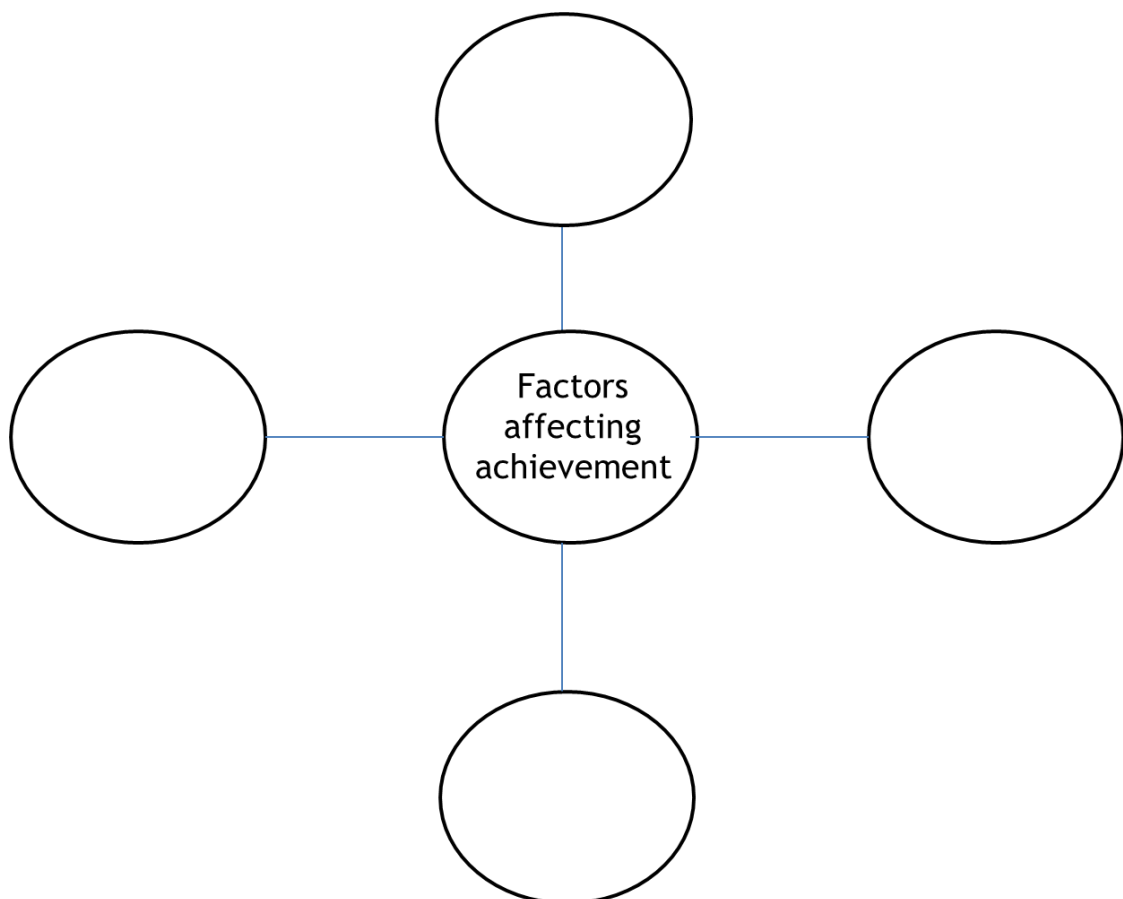
### **LO 4.2:**

**Identify ways to overcome barriers**

**Learning Outcome 4.1: Identify barriers to achieving fitness goals**

**Learning Outcome 4.2: Identify ways to overcome barriers**

**Connect**





- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**How to overcome this barrier**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Time**



**Cost/money**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**How to overcome this barrier**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Travel

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

### How to overcome this barrier

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Motivation



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_





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**Learning Outcome 5:**

**Be able to review own fitness  
programme**













