



Planning an activity session

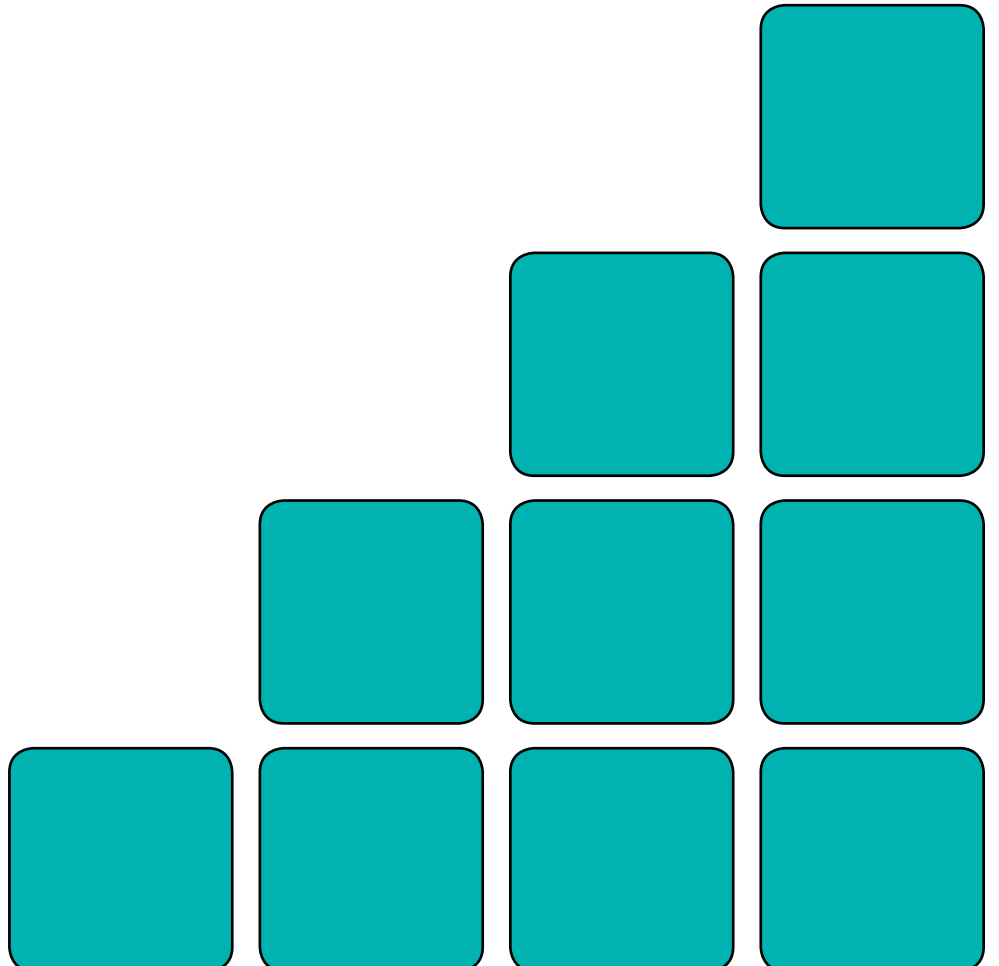
UV11510

D/504/7670

Learner name:

Learner number:

VRQ



UV11510

Planning an activity session

The aim of this unit is to develop the knowledge and organisational skills needed to plan activity sessions. This will include a knowledge of health and safety and the components of health and skill-related fitness.

Level

1

Credit value

1

GLH

10

Observation(s)

1

External paper(s)

0



Planning an activity session

Learning outcomes

On completion of this unit you will:

1. Know the health and safety considerations when planning activity sessions
2. Know the principles of fitness
3. Know the effects activity sessions have on health
4. Be able to plan an activity session

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least one occasion**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
4. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
5. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
6. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Know the health and safety considerations when planning activity sessions

You can:

- a. Carry out health and safety checks to identify hazards

** May be assessed by supplementary evidence.*

| | | | |
|----------------------------|---|----------|----------|
| Observation | 1 | Optional | Optional |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the health and safety considerations when planning activity sessions

| You can: | Portfolio reference |
|---|---------------------|
| b. List the types of hazards that can occur during activity sessions | |
| c. State the importance of health screening prior to delivering an activity session | |



Learning outcome 2

Know the principles of fitness

You can:

Portfolio reference

a. Identify the components of health-related fitness

b. List the components of skill-related fitness



Learning outcome 3

Know the effects activity sessions have on health

You can:

Portfolio reference

a. Define the physiological benefits of activity sessions



Learning outcome 4

Be able to plan an activity session

| You can: | Portfolio reference |
|---|---------------------|
| a. State the aims of the activity session | |
| b. List the rules and/or techniques involved in the specific activity | |
| c. Plan the activity session | |

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Know the health and safety considerations when planning activity sessions

Carry out health and safety checks:

Physical Activity Readiness Questionnaire (PARQ), check clothing and footwear, check equipment (wear, tear etc.), obstacles, sufficient space, ventilation.

Types of hazards:

Environmental – temperature, obstacles.

Activity-related – contact, lack of protective equipment.

Equipment-related – wear and tear, inappropriate clothing or footwear.

Participant-related – lack of warm-up and cool down, over exertion, improper technique.

Importance of health screening: Identify suitability to exercise, identify any health risk.

Learning outcome 2: Know the principles of fitness

Components of health-related fitness:

Cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition.

Skill-related fitness: Agility, balance, co-ordination, power, reaction time, speed.

Learning outcome 3: Know the effects activity sessions have on health

Physiological benefits of activity sessions:

Increased metabolism (weight control), combats health conditions and diseases, improves mood, boosts energy.



Learning outcome 4: Be able to plan an activity session

Aims of the activity session: Objectives of the sessions, desired outcomes, state aims to participants.

Rules/techniques: As appropriate to the activity, specific to activity.

Plan an activity session: Aims and objectives of the session, content of session, appropriate warm-up and cool down, alternatives/adaptations, number of participants, equipment, resources, layout of room, space.