



<b>Unit title</b>	Unit 6: Exercise and Fitness Skills Development
<b>Guided learning hours</b>	120
<b>Number of lessons</b>	60
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 2: Health, Wellbeing and Sport</li> <li>• Unit 7: Personal Training and Programming</li> <li>• Unit 8: Anatomy and Physiology for Exercise and Physical Activity</li> <li>• Unit 9: Nutrition for Physical Activity and Exercise</li> <li>• Unit 15: Developing Coaching Skills</li> <li>• Unit 17: Inclusive Coaching</li> <li>• Unit 18: Sport and Leisure Facilities Management</li> <li>• Unit 19: Sport and Leisure Facility Operations</li> <li>• Unit 34: Sports Development</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A: Explore methods of working with and screening clients to improve their lifestyle management</b>				
1	Introduction to the unit.	GW GS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> outline the nature of the learning aims and the assessment task that learners will be expected to complete, using the specification, ensuring they understand relevant key terms. Invite the learners to share their experiences (if any) of local health and fitness centres.</li> <li>• <b>Tutor presentation:</b> introduce learners to the reasons for a guest speaker(s) and guide them on what they need to find out from them.</li> <li>• <b>Paired activity:</b> ask learners to design a questionnaire/brief of questions for the visitor(s).</li> </ul>	Specification List of health and fitness centres locally
2	Learning Aim A		<ul style="list-style-type: none"> <li>• <b>Guest speaker(s):</b> provides insight into their work in the health and fitness industry; health and safety aspects of instructing gym-based exercise sessions, the screening process and types of participant they work with. Learners encouraged to ask all the questions they have planned.</li> <li>• <b>Plenary:</b> pairs to compare questions and build a list of qualities they believe important for a fitness instructor.</li> </ul>	Examples of question collection for a visiting speaker
3-5	<b>A1</b> Forming working relationships with clients <b>A2</b> Client screening process	V GW	<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> ask learners to design an observation sheet to accompany them on their visits to a health and fitness centre. Observations should be in line with the specification content and can be divided into customer service, communication and engagement, qualities of the fitness instructor, health and safety guidelines, health and safety instructions and risk assessment. If numbers in the cohort allow, each group can have a particular focus of observation.</li> </ul>	Specification Health screening examples Access to a health and fitness centre Legal policies Example of a



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			<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> examples of screening documentation and the legal requirements of a centre and employee.</li> <li>• <b>Group visits:</b> visit to two health and fitness centres. <ul style="list-style-type: none"> <li>- Encounter a tour of the areas of both facilities.</li> <li>- Observe a gym induction and the necessary health screening.</li> <li>- Take part in at least one gym induction.</li> </ul> </li> <li>• <b>Plenary:</b> learners to discuss their thoughts, observations and findings following the visits and start to consider how they will use screening and effective client care as part of their own gym-based delivery.</li> </ul>	professional code of conduct
6	<b>A1</b> Forming working relationships with clients	GW	<ul style="list-style-type: none"> <li>• <b>Group discussions:</b> feedback on their observations of customer service and engagement.</li> <li>• <b>Tutor presentation:</b> the customer journey in a fitness facility. The expectations and the qualities and requirements of the facility workforce. Types of customer conflict.</li> <li>• <b>Paired activity:</b> review an example of customer complaint. How would they handle and try and resolve the situation?</li> <li>• <b>Plenary:</b> learners identify their top five principles for customer service.</li> </ul>	Examples of customer complaints
7	<b>A1</b> Forming working relationships with clients	GW	<ul style="list-style-type: none"> <li>• <b>Role-play activities:</b> in groups of four, learners take it in turns to role play customer service situations related to issues that can occur in fitness facilities. Two learners take part in the role play, with the other two watching and taking notes, then feeding back to the group.</li> <li>• <b>Plenary:</b> discussion of key points arising from the role play.</li> </ul>	Role cards
8	<b>A1</b> Forming working relationships with clients	GW	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> provide learners with examples of customer service policies from different fitness organisations. In groups learners</li> </ul>	Examples of customer service



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			<p>compare the policies.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion about similarities and differences.</li> <li>• <b>Group activity:</b> learners work together to write their own customer service policy.</li> </ul>	<p>policies</p>
9-10	<b>A2</b> Client screening process	IS / GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> learners introduced to the: <ul style="list-style-type: none"> <li>- reasons for screening and the types of method used for different types of client</li> <li>- importance of client confidentiality</li> <li>- video examples of screening assessments shared, and learners revisit their observations from the visit.</li> </ul> </li> <li>• <b>Independent study:</b> research and produce posters on the requirements and protocols for the health assessments listed in the specification.</li> <li>• <b>Paired activity:</b> practise performing some of the assessments on a partner. Use these practicalities to identify and note down any limitations to testing and contraindications.</li> <li>• <b>Tutor presentation:</b> conclude the learning of health assessments by sharing how risks can be identified and the process of referral in promoting a healthy lifestyle.</li> </ul>	<p>Screening documentation</p> <p>Access to a computer and the internet</p> <p>Associated equipment linked to the health assessments:</p> <ul style="list-style-type: none"> <li>- Heart rate monitor</li> <li>- Blood pressure monitor</li> <li>- Weighing scales</li> <li>- Measuring device</li> <li>- Dynamometer</li> </ul>
11	<b>A3</b> Benefits of physical activity and exercise programmes	IS / GW	<ul style="list-style-type: none"> <li>• <b>Small group activity:</b> learners are allocated a common health problem as listed in the specification. Design a presentation on: <ul style="list-style-type: none"> <li>- the nature of this condition</li> <li>- how physical activity can prevent or support the management of it</li> <li>- types of physical activity recommended.</li> </ul> </li> <li>• <b>Tutor presentation:</b> case studies introduced. Tutor models a face-to-face feedback session with a client on how to suggest physical</li> </ul>	<p>Access to a computer and the internet</p> <p>Case studies</p> <p>Video</p>



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			<p>activity is used to support the management of their condition. (This not only affirms the knowledge developed but provides an opportunity to practise customer communication learnt in A1.)</p> <ul style="list-style-type: none"> <li>• <b>Role play:</b> learners view case studies of clients with the health conditions studied and complete face-to-face feedback. This is videoed.</li> <li>• <b>Plenary:</b> learner completes a WWW and EBI for their feedback session.</li> </ul>	
12-13	<b>A4</b> Methods to improve client participation in regular exercise	GW	<ul style="list-style-type: none"> <li>• <b>Independent research:</b> learners are put into groups and are each allocated one of the following:                             <ul style="list-style-type: none"> <li>- stages of behaviour change</li> <li>- the use of incentives and barriers to participation</li> <li>- stress: eustress and distress.</li> </ul>                             Learners create a presentation, which they spend time practising.                         </li> <li>• <b>Group activity:</b> learners give the presentation to their group.</li> <li>• <b>Whole class activity:</b> from each group, one person gives their presentation to the whole class. The other groups offer feedback on differences between these presentations and what was presented in their own group.</li> </ul>	
14-15	<b>A4</b> Methods to improve client participation in regular exercise	GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the potential methods available to encourage client participation in regular exercise.</li> <li>• <b>Paired activity:</b> revisit the health condition case studies and consider which methods would be appropriate for those clients and why. They could make comparisons.</li> <li>• <b>Independent research:</b> research the different agencies, locally and nationally, involved in promoting physical activity.</li> </ul>	Access to a computer and the internet Case studies



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			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> report back their findings from this research</li> </ul>	
<b>Learning aim B: Explore principles of exercise and training to develop fitness safely in the exercise environment</b>				
16	<b>B1</b> Health and safety in the exercise environment	GW	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> revisit observations of the visits to the health and fitness centre. <ul style="list-style-type: none"> <li>- What did they see and hear that meant the environment was clean and safe to exercise in?</li> <li>- What were the similarities and differences between the two facilities?</li> <li>- Observations are collated and displayed by the tutor.</li> </ul> </li> <li>• <b>Tutor presentation:</b> tutor unpicks the risk assessment documents collected on the visit. The key components are identified, and risk management procedures and systems are made clear alongside the legislative rights and responsibilities for the workplace.</li> <li>• <b>Small group activity:</b> learners provided with laminated images of areas within the facility they visited or another local facility. <ul style="list-style-type: none"> <li>- Discuss the potential hazards.</li> <li>- How have they been eliminated or minimised.</li> <li>- Complete a risk assessment template for that area.</li> </ul> </li> <li>• <b>Plenary:</b> share observations and their risk assessment document with the rest of the cohort.</li> </ul>	Laminated venue images Risk assessment templates – complete and clean Flip chart paper and pens
17	<b>B1</b> Health and safety in the exercise environment	IS / GS	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> review the account of a 'day in the life', highlighting the health and safety tasks of their work and how they deal with accidents, injuries or signs of illness.</li> <li>• <b>Guest speaker(s):</b> share their daily routine and how it is governed by health and safety. Learners take notes to deepen understanding.</li> </ul>	A day in the life of a: <ul style="list-style-type: none"> <li>- Fitness instructor</li> <li>- Leisure attendant</li> <li>- Facility manager</li> </ul>



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			<ul style="list-style-type: none"> <li>• <b>Independent study:</b> learners create a diary entry or comic strip to demonstrate understanding of the legal requirements of one of those roles.</li> <li>• <b>Plenary:</b> allow others to view creations.</li> </ul>	Blank diary entry/comic strip templates
18–20	<p><b>B2</b> Types of exercise and exercise equipment</p> <p><b>B3</b> Principles of training</p> <ul style="list-style-type: none"> <li>- Cardiovascular exercise</li> </ul> <p><b>B4</b> Components of a gym-based session</p>	V / IS / GW	<ul style="list-style-type: none"> <li>• <b>Tutor introduction:</b> types of gym-based equipment. <ul style="list-style-type: none"> <li>- Picture quiz to see which equipment learners recognise.</li> <li>- Video/app examples of the equipment in use.</li> </ul> </li> <li>• <b>Practical:</b> access to cardiovascular machines. <ul style="list-style-type: none"> <li>- Lead/take part in a group warm up.</li> <li>- Observe how to use the machines correctly and safely.</li> <li>- Experiment with a range of continuous or interval programmes on any three; treadmill, cycles, rowing machine, stepper, elliptical and cross trainer.</li> <li>- Be able to lower and increase the intensity.</li> <li>- Lead/take part in a cool down.</li> </ul> </li> <li>• <b>Paired activity:</b> work together to practise a 'mock' instruction and how to use the machine and explain correct positioning and why that type of programme has been selected.</li> <li>• <b>Plenary:</b> review and record the physiological adaptations of the body systems to the exercise and the health benefits felt.</li> </ul>	<p>Equipment images</p> <p>Video selection from suggested websites and apps</p> <p>Gym facility</p> <p>Cardiovascular equipment</p> <p>Heart rate monitor</p>
21–22	<p><b>B2</b> Types of exercise and exercise equipment</p> <p><b>B3</b> Principles of training</p> <ul style="list-style-type: none"> <li>- Resistance exercise</li> </ul> <p><b>B4</b> Components of a gym-based session</p>	V / IS / GW	<ul style="list-style-type: none"> <li>• <b>Practical:</b> access to fixed resistance machines. <ul style="list-style-type: none"> <li>- Lead/take part in a group warm up.</li> <li>- Observe how to set up the machine correctly and safely and how to make adjustments.</li> <li>- Experiment with a range of resistance exercise using reps and sets on the machines listed in the specification.</li> <li>- Use the visual chart to record the primary and secondary</li> </ul> </li> </ul>	<p>Gym facility</p> <p>Fixed resistance machines</p> <p>Heart rate monitor</p> <p>Pen and paper to record</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>muscle groups involved in each exercise.</p> <ul style="list-style-type: none"> <li>- Be able to apply the MSE (Muscle and Strength continuum).</li> <li>- Lead/take part in a cool down</li> </ul> <ul style="list-style-type: none"> <li>● <b>Paired activity:</b> work together to practise a 'mock' instruction and how to use the machines and explain correct positioning and what muscles are being worked.</li> <li>● <b>Plenary:</b> review and record the physiological adaptations of the body systems to the exercise and consider how each exercise could be adapted.</li> </ul>	
23-24	<p><b>B2</b> Types of exercise and exercise equipment</p> <p><b>B3</b> Principles of training</p> <ul style="list-style-type: none"> <li>- Free weight exercise</li> </ul> <p><b>B4</b> Components of a gym-based session</p>	V / IS / GW	<ul style="list-style-type: none"> <li>● <b>Practical:</b> access to free weights and free weight training area.                             <ul style="list-style-type: none"> <li>- Lead/take part in a group warm up.</li> <li>- Observe how to lift, pass, complete and spot free weight exercise listed in the specification.</li> <li>- Work with a spotter to experiment (at a low weight) with the movements.</li> <li>- Use the visual chart to record the primary and secondary muscle groups involved in each exercise.</li> <li>- Be able to apply the MSE (Muscle and Strength continuum).</li> <li>- Lead/take part in a cool down.</li> </ul> </li> <li>● <b>Paired activity:</b> work together to practise a 'mock' instruction and how to lift and pass the free weights and explain correct positioning of a free weight type exercise.</li> <li>● <b>Plenary:</b> review and record the physiological adaptations of the body systems to the free weight strength and endurance work and the benefits and limitations of using free weights.</li> </ul>	Gym facility Free weights Heart rate monitor Pen and paper to record
25-28	<b>B2</b> Types of exercise and exercise equipment	V / IS / GW	<ul style="list-style-type: none"> <li>● <b>Practical:</b> access to circuit or HIIT class and/or a mat area.                             <ul style="list-style-type: none"> <li>- Lead/take part in a group warm up.</li> </ul> </li> </ul>	Gym facility Mats



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	<ul style="list-style-type: none"> <li>- Body weight exercise</li> </ul> <b>B3</b> Principles of training <ul style="list-style-type: none"> <li>- Functional exercise and flexibility training</li> </ul> <b>B4</b> Components of a gym-based session		<ul style="list-style-type: none"> <li>- Experiment with the different types of stretching as methods to develop flexibility.</li> <li>- Observe how to complete the weight exercises listed in the specification.</li> <li>- Be able to lower and increase intensity. Differentiate between low and high impact.</li> <li>- Lead/take part in a cool down.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Paired activity:</b> work together to practise a 'mock' instruction and the body weight exercise, providing the low and high impact option.</li> <li>● <b>Plenary:</b> review and record the physiological adaptations of the body systems to the body weight exercise and flexibility training. Identify potential reasons for posture or alignment to be affected in both body weight exercise and stretching.</li> </ul>	Heart rate monitor Pen and paper to record
29–31	<b>B3</b> Principles of training <ul style="list-style-type: none"> <li>- Components of health- and skill- related fitness</li> <li>- FITT and principles of training</li> </ul>	IS	<ul style="list-style-type: none"> <li>● <b>Independent study:</b> learners reflect on the practical sessions from B2 and list the components of fitness being used.</li> <li>● <b>Group work:</b> <ul style="list-style-type: none"> <li>- Mix and match the fitness components of definitions.</li> <li>- Rank them in order of importance for being used during the different types of gym-based exercise. Rank them as aerobic or anaerobic activities.</li> <li>- Which user groups are going to be attracted to a type of exercise and component? Justify why.</li> </ul> </li> <li>● <b>Tutor presentation:</b> video montage of specific populations performing the gym-based exercise. Whole-group discussion on adaptations seen.</li> <li>● <b>Tutor-led delivery:</b> exercise guidelines for the populations listed in learning aim C, the principles of training and exercise prescription.</li> <li>● <b>Plenary:</b> formative assessment and interactive activity to check</li> </ul>	Mix and match cards Access to video footage Exercise guidelines Quizlet A selection of blank and completed session plan templates



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			<p>retrieval of fitness components, principles of training and characteristics of aerobic and anaerobic activities.</p> <ul style="list-style-type: none"> <li>● <b>Paired activity:</b> use the video montage and discussions to design a session plan template (headings as per delivery guide). Review the templates and suggest areas for development.</li> </ul>	
32-34	Summative assessment – assignment 1.	AW	<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> learners complete assignment 1, covering learning aims A and B.</li> </ul>	Assignment brief
<b>Learning aim C: Explore specific populations exercise requirements and contraindications to exercise</b>				
35-38	<p><b>C1</b> Antenatal and postnatal women</p> <p><b>C2</b> The older adult</p> <p><b>C3</b> Adolescents</p> <p><b>C4</b> People with disabilities</p>	IS / GW	<ul style="list-style-type: none"> <li>● <b>Independent research:</b> with tutor support and guidance, learners work in small groups to plan a presentation on an allocated population. The presentation to be divided into five sections: <ul style="list-style-type: none"> <li>- introduction to the group (i.e. types, definitions, functional status)</li> <li>- changes to body systems</li> <li>- contraindications</li> <li>- symptoms to identify if exercise needs to be stopped</li> <li>- exercise requirements.</li> </ul> </li> <li>● <b>Learner presentations:</b> each group presents to allow others to take notes.</li> <li>● <b>Role play:</b> learners take the role of a fitness instructor and are asked to explain to a variety of client (from the listed population) groups what their contraindications mean in terms of exercise adaptations.</li> </ul>	<p>Specifications</p> <p>Access to the internet, textbooks and journals</p>
39-40	Assessment of first part of Assignment 2	AW	<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> time allocated for learners to write the first part of Assignment 2 (written report or case study).</li> </ul>	Assignment brief



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<b>Learning aim D: Plan and instruct clients through gym-based inductions and exercise sessions</b>				
41–42	<b>D1</b> Planning and instructing a gym-based induction	IS / GW / AW	<ul style="list-style-type: none"> <li>• <b>Whole-group discussion:</b> using their observation of a gym induction and being inducted themselves (learning aim A), learners with tutor support collate and record the key components of a gym induction. The points in the specification will be a useful guideline.</li> <li>• <b>Paired activity:</b> use the notes on the process to plan and then practise instructing a gym-based induction. The individual acting as a client provides strengths and areas of development.</li> <li>• <b>Independent study:</b> <ul style="list-style-type: none"> <li>- Use the learning from the paired work to practise an induction on another individual or small group (preferably) someone outside of the cohort.</li> <li>- Video the process in order to review in preparation for the assignment.</li> </ul> </li> <li>• <b>Assignment:</b> complete a gym-based induction. Video for evidence.</li> </ul>	Specification Induction paperwork Device to video Assignment brief
43–45	<b>D2</b> Planning a gym-based session	AW / IS / RS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> reinforce the need for a robust planning process and its importance in ensuring the sessions are successful. Ensure SMART targets are fully understood.</li> <li>• <b>Assignment writing:</b> <ul style="list-style-type: none"> <li>- Use previous session plan template and populate with a session for an individual or small group using a choice of exercises and equipment previously studied in learning aim B.</li> <li>- Complete a risk assessment for the area(s) being used.</li> <li>- Ensure SMART targets are included and have been discussed with the client.</li> </ul> </li> </ul>	Session plan templates Risk assessment template Cue cards Assignment brief



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Independent study:</b> <ul style="list-style-type: none"> <li>- Prepare cue cards or revision notes on the expectations for preparing the clients. Practise the welcome part of the session.</li> <li>- Prepare cue cards or revision notes on how to conclude the session effectively.</li> </ul> </li> <li>• <b>Revision:</b> Practise using terminology as appropriate.</li> </ul>	
46–48	<b>D3</b> Instructing a gym-based exercise session	IS / GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> reinforce the expectations for their instruction and delivery of a session as per delivery guide.</li> <li>• <b>Small group activities:</b> peer-reviewed practice of an exercise session delivery. Groups split with learners having the opportunity to lead the rest of the group in their planned session. The group being led will be asked to provide peer review about the session and its delivery to inform planning and any changes for the assessed session.</li> </ul>	Tutor presentation Access to gym facility Session plans Peer review documentation
49–50	<b>D3</b> Instructing a gym-based exercise session	AW	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> complete a gym-based exercise session and deliver the planned session. Video for evidence.</li> </ul>	Access to a gym facility Completed session plan Assignment brief Device for videoing
51–52	<b>D4</b> Reviewing own performance in providing gym-based exercise	GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> tutor to present the process of reflection and review and its importance when evaluating a session.                             <ul style="list-style-type: none"> <li>- Discuss and share a variety of client feedback methods.</li> <li>- The key aspect is to review the exercises against the needs of the client: are clients getting what they need from the session?</li> </ul> </li> <li>• <b>Paired activity:</b> ask learners to design a personal action plan for</li> </ul>	Tutor presentation Feedback methods – online and paper based Action plan templates



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			<p>development and some relevant feedback for their client/individual.</p> <ul style="list-style-type: none"> <li>• <b>Independent study:</b> use the feedback provided to add notes ready for the action plan in order to review own performance in the session and the adaptations that would be actioned for the next session.</li> <li>• <b>Plenary:</b> prepare questions for guest speaker on career pathways.</li> </ul>	
53	<b>D4</b> Reviewing own performance in providing gym-based exercise	AW	<ul style="list-style-type: none"> <li>• <b>Assignment writing:</b> Complete review of own performance and personal action plan.</li> </ul>	Personal action plan Assignment brief
54	<b>D4</b> Reviewing own performance in provided a gym-based session	GS / IS	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> having experienced the delivery and review of an exercise-based session, make notes from the guest speaker on career development in the fitness sector.</li> <li>• <b>Independent study:</b> add to the personal action plan some personal targets for their own career development.</li> </ul>	Personal action plan
55–56	<b>D5</b> Reviewing client's performance	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> revisit the use of SMART targets and complete a quick retrieval activity on the knowledge.</li> <li>• <b>Independent study:</b> review client's SMART targets and make recommendations for future sessions.</li> </ul>	Session plans
57–58	<b>D5</b> Reviewing client's performance	AW	<ul style="list-style-type: none"> <li>• <b>Assignment writing;</b> completing the review of the client's performance for learning aim D.</li> </ul>	Assignment brief
59–60	Completion of assessment for assignment 2	AW	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners finish Assignment 2.</li> </ul>	Assignment brief

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