

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP145 - Planning health related exercise and physical activity for children

Total contact tuition hours proposed: 23

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
	<ul style="list-style-type: none"> • College rules and regulations • College mission statement • ITEC rules and regulations • Health & Safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books 	<ul style="list-style-type: none"> • Lecture • Q&A • Using all the documents listed to ensure the students understand the college expectations and their commitment to the course 	
Understand how to collect relevant information to plan health related exercise/physical activity for children			
Describe the process of screening as it applies to children	<ul style="list-style-type: none"> • CRB checks for all personnel involved when working with children (or local/national current legislation required) • Legal framework pertaining to working with children • Duty of care • Legislation for working with special populations e.g. working with children • Professionalism, confidence and enthusiasm • Confidentiality • Child's lifestyle • Child's profile • Medical history • Current health status • Any physical needs 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan 	5

	<ul style="list-style-type: none"> • Exercise history, preferences, fitness • Any contra-indications to the session • Child's personal goals e.g. healthy eating, weight loss, weight gain, improved fitness/flexibility etc. • The importance of planning a session bearing in mind the child's religious, moral and social beliefs • Determining the nature and extent of the child's needs • Agreement to the aims of the programme • Where applicable clarify with the child's information which may be available to others, e.g. relevant health care workers • Obtain the child's, parent or guardian's signature 		
<p>Explain the process of informed consent as it applies to children</p>	<ul style="list-style-type: none"> • Ensuring the children realise that the only reason information would be disclosed would be to ascertain permission to proceed with exercise from a GP or other medically trained practitioner/parent or guardian or carer • Issue of consent • Legislation pertaining to working with children • Confidentiality - e.g. Data Protection Act/GDPR 		
<p>Describe different methods to collect information:</p> <ul style="list-style-type: none"> • Questionnaire • Interview • Observation 	<ul style="list-style-type: none"> • Good communication skills and barriers to effective communication • Demonstrate appropriate body language • Trust • Professionalism, confidence and enthusiasm • Confidentiality • PARQ test 		
<p>Describe how to determine which method/s of collecting information are appropriate according to the individual child</p>	<ul style="list-style-type: none"> • Private comfortable area • Positive body language • Positioning of the child (no barriers between themselves and participant) • Ensuring the child feels able to confide in the exercise teacher where necessary • Parent/guardian or carer to accompany child if required • Discussion • PARQ test • Interview • Consent form if applicable 		

Understand how to use information to plan health related exercise/physical activity for children			
Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children	<ul style="list-style-type: none"> Any recent injuries including fractures, strains, sprains, ruptures or tears Heart conditions or any history of heart disease Any acute fevers including influenza, glandular fever, common cold, etc. Any undiagnosed illness Any musculo-skeletal problems including joint or back pain Any pain and soreness in muscles caused by trauma or injury After a heavy meal or under the influence of alcohol If over-tired or exhausted If there has been any difficulty with exercise in the past Obese children History of heart problems in the immediate family Diabetics unless medical permission is sought Any history of lung problems including asthma, bronchitis, emphysema Skin infections or open wounds 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ Lesson Plan 	5
Give examples of how information affects the planning of health related exercise/physical activity sessions for children	<ul style="list-style-type: none"> Exercises are appropriate to childrens' needs Fitness goals Ability of children Adaptations for childrens' needs Health of children 		
Identify the reasons for temporary deferral of exercise in children	<ul style="list-style-type: none"> Only working within their own parameters and professional boundaries Injuries Any health related issues 		
Explain the reasons for referring children to other professionals	<ul style="list-style-type: none"> Understanding when to refer children to others Understanding when a child may be contra-indicated to exercise and at what point GP's permission should be sought Referral procedures 		
Describe the process of referring children to other professionals	<ul style="list-style-type: none"> Only working within their own parameters and professional boundaries Refer to GP or other qualified childrens' fitness professional 		

Understand how to plan safe and effective exercise/physical activity for children			
Identify the key stages in planning and preparing exercise/physical activity for children	<ul style="list-style-type: none"> • Aims and objectives • Target audience – specific session • Session duration • Intensity of session • Equipment required 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan 	5
Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> • Promote and enhance activity levels • Improve social skills • Promote personal development • Improve skills and techniques • Provide opportunities for fun and enjoyment 	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan • Inclusion • Equality of opportunity • Anti-discrimination • Diversity • Promoting independence • Providing support for exercise activities • Management of childrens’ behaviour • Safe and secure environment • Relaxed environment and atmosphere • Observing childrens’ performance • Reporting on childrens’ performance • Liaising effectively with parent(s)/guardian(s)/carer(s) • Encourage the children to enjoy the exercise/physical activity 		
Explain how the use of music can enhance exercise/physical activity sessions for children	<ul style="list-style-type: none"> • Selecting music for the age range and lifestyle of the children • Time of the year • Speed of the music <ul style="list-style-type: none"> - Rhythm - Beat - Tempo • Type of exercise class <ul style="list-style-type: none"> - ETM - Step - Free weights - Circuits - Body conditioning - Stretch bands - Core stability • Methods of voice projection • Effective cueing – verbal, visual, pre-cueing • Structure of music <ul style="list-style-type: none"> - Beats 		

	<ul style="list-style-type: none"> - Phrases - Repeating patterns • Suitability of speed and type of music - Advantages and disadvantages of different types of music for different elements of the session 		
Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children	<ul style="list-style-type: none"> • Frequency • Intensity • Type • Time • Adherence • Prior to 6 years old • Prior to 10 years old • Teenagers 		
Identify exercises/physical activities that are safe and appropriate for children of all ages and include possible alternatives	<ul style="list-style-type: none"> • Warm up/cool down • Stretch/flexibility • Organised sports • Competitive sports • Contact sports • Weight training • Individual sports 		
Outline the importance and application of warm up and cool down when designing exercise/physical activity for children	<ul style="list-style-type: none"> • Procedures • Benefits and effects 		

Be able to collect relevant information to plan safe and effective exercise/physical activity for children			
Collect the information needed to plan exercise/physical activity sessions for children	<ul style="list-style-type: none"> Ensuring the correct information is taken Ensuring the child gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ Lesson Plan 	4
Make sure the information is accurate and up-to-date	<ul style="list-style-type: none"> Referring back to consultation Referring back to Physical Activity Readiness Questionnaire (PARQ) 		
Give examples of how participant information affect the planning of exercise/physical activity for children	<ul style="list-style-type: none"> Beginner/inexperienced Overweight Unfit Asthmatic Health related issue Injury 		
Make sure there is informed parental/carer consent for the exercise/physical activity sessions	<ul style="list-style-type: none"> Confirm with parent/guardian/carer the information collected is correct and up-to-date Signature of parent/guardian/carer 		
Maintain confidentiality of information	<ul style="list-style-type: none"> DPA (Data Protection Act)/GDPR 		

Be able to plan safe and effective exercise and physical activity for children			
Identify objectives that are appropriate to: <ul style="list-style-type: none"> The needs and potential of children Accepted good practice in the industry The learner's own level of competence The aims of the session 	<ul style="list-style-type: none"> Aims and objectives Activities Problem areas Likes and dislikes Effectiveness and variety of movements Any change in demands from the child Any changes needed to enhance the programme Whether routine meets with the childrens' needs and expectations Longer term wishes of the children Industry codes of practice Organisations' policies and procedures Own ability Child's confidence and ability Age of children Capabilities of child 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ Lesson Plan 	4

Plan exercise/physical activity that will help children to achieve the planned objectives	<ul style="list-style-type: none"> • Exercises are appropriate to individuals needs • Fitness/ability of child • Goals • Health of individual 		
Structure the session so that children will be motivated to adhere to exercise/physical activity	<ul style="list-style-type: none"> • Exercises that meet the childrens' preferences • Monitor the childrens' adherence to exercise and physical activity • Working with children to adapt and refine their adherence strategy • Promote rewards: badges, awards and incentives • Setting objectives, goals and realistic targets • Encouragement • Identify short term benefits • Analysing the childrens' lifestyle and identifying opportunities for exercise and physical activity and potential barriers 		
Plan realistic timings for sessions	<ul style="list-style-type: none"> • Instruction • Activity • Discussion • Child availability, time constraints and frequency 		
Identify ground rules for behaviour that will minimise risks to children	<ul style="list-style-type: none"> • Effective programme organisation • State rules to work within • Individual attention • Working as a team • Giving clear expectations • Responding rather than reacting • Rewarding positive behaviour • Addressing negative behaviour • Expressing levels of consequence • Monitoring responses 		
Record plans in an appropriate format	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan • Evaluation • Recording of evidence 		

Document History

Version	Issue Date	Changes	Role
v1	27/09/2019	First published	Qualifications Administrator