

# CoDA Curriculum

# Vocational Studies



*Improving the life chances of all students*

### Why study Vocational?

We offer the Pearson BTEC Level 1 Award/Certificate in Vocational Studies at CODA to give our students the opportunity to experience more than one vocational sector where they have not yet decided on a specific sector to follow, it allows our students to develop knowledge, understanding and skills related to different vocational sectors and in turn motivating our students to progress to higher level qualifications or employment in a specific sector improving their life chances. We tailor our curriculum to match the interests and strengths of individual groups allowing us to maximise accessibility and engagement for our students. The subject allows students to develop cross-cutting employability skills through carrying out practical activities in a vocational context, we encourage students to self-plan a trip, visit vocational contexts, local primary schools and other related contexts. This engages our students in learning which is relevant to them and provides opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in their working and personal life after CODA.

The curriculum will include:						
A self-evaluation of students own strengths an weaknesses and how to overcome these.	Exploration of a healthy balanced diet and how this can be encouraged in children	An investigation of how career progression can be beneficial to individuals	A study of travel and tourism destinations and the opportunity to self-plan and undertake a class visit.	An investigation into different exercise and fitness activities and facilities and the opportunity to plan and execute a fitness activity in school or the local community.	Students undertaking practical activities that provide them with the opportunity to develop life skills such as planning healthy and practical meals and recognising sugar content in foods.	The opportunity to practically demonstrate the ability to use communication skills when working with staff, other students, members of the public and people in the local community.

### Vocational Curriculum Intent Y9 - 11 (BTEC Level 1)

Students will be taught and assessed on their ability to...	
<b>Unit 10</b>	<ul style="list-style-type: none"> <li>Understand personal strengths and weaknesses</li> <li>Understand the importance of recognising personal skills and qualities</li> <li>Understand goal-setting</li> </ul>
<b>Unit 6</b>	<ul style="list-style-type: none"> <li>Be able to carry out research to find out about a chosen destination</li> <li>Be able to plan a visit to a chosen travel and tourism destination</li> <li>Be able to use personal skills to take part in a visit</li> <li>Know how own actions contributed to the success of the visit</li> </ul>
<b>Unit 11</b>	<ul style="list-style-type: none"> <li>Understand Career Progression</li> <li>Be able to assess skills and qualities for career progression</li> <li>Be able to plan short-term goals for career progression</li> </ul>
<b>Unit 8</b>	<ul style="list-style-type: none"> <li>Know about healthy eating for children</li> <li>Know about activities and experiences to encourage children to eat healthily</li> <li>Be able to plan, prepare and participate in activities to encourage children to eat healthily</li> <li>Be able to assess own personal skills in supporting healthy eating activities</li> </ul>
<b>Unit 11 (2)</b>	<ul style="list-style-type: none"> <li>Know about different exercise and fitness activities and facilities</li> <li>Know how to take part in exercise and fitness safely</li> <li>Be able to demonstrate work skills through participation in exercise and fitness activities</li> <li>Be able to review own performance</li> </ul>

## YEAR 9 BTEC LEVEL 1 FIRST AWARD IN VOCATIONAL STUDIES 500/9124/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y10 &amp; Y11</b>	<p>The units for year 10 and 11 will be decided by the class teacher towards the end of year 9. At this point we will evaluate whether the cohort are suited to studying for the BTEC Level 1 Certificate in Vocational Studies.</p> <p>The course allows flexibility in unit selection and therefore the units are selected based on the needs and interests of the group with a spiral curriculum in mind and building upon the skills the students have already developed during year 1 of the course. The curriculum is based on the students interests to maximise the opportunity to improve the life chances of our students.</p> <p><a href="https://qualifications.pearson.com/content/demo/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-studies-l1.html">https://qualifications.pearson.com/content/demo/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-studies-l1.html</a>.</p>					
	<b>Y9</b>	<p><b>Unit 10: Self-Assessment</b></p> <p>Introduction to BTEC and BTEC processes Introduction to course</p> <p>Introduction to unit</p> <p>L/O: Understand personal strengths and weaknesses</p> <ul style="list-style-type: none"> <li>Explore what strengths and weaknesses are and encourage students to identify own strengths and weaknesses and explain why they are personal strength and weaknesses</li> </ul> <p>L/O: Understand the importance of recognising personal skills and qualities</p> <ul style="list-style-type: none"> <li>Explore what skills and qualities are including why they are different</li> <li>Students to explore their own skills and qualities</li> <li>Students to explore how skills and qualities can be used in work and personal life – case studies to be used</li> </ul> <p>L/O: Understand goal-setting</p> <ul style="list-style-type: none"> <li>Explore why it is important to set short and long-term goals.</li> <li>Look at appropriate personal long-term goal</li> <li>Set personal short-term goals</li> <li>Explore ways to achieve short-term goals – celebrity case studies</li> <li>Explore how skills, qualities and strengths can help in achieving short-term goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 6: Planning a Visit</b></p> <p>Introduction to unit</p> <p>L/O: Be able to carry out research to find out about a chosen destination</p> <ul style="list-style-type: none"> <li>Introduction to case study</li> <li>Research methods</li> <li>Researching three appropriate destinations</li> <li>Choosing an appropriate destination</li> </ul> <p>L/O: Be able to plan a visit to a chosen travel and tourism destination</p> <ul style="list-style-type: none"> <li>Plan in detail a visit to a travel and tourism destination, using own research data</li> <li>Plan the cost of the visit, using own research data</li> <li>Planning an itinerary and timings of the day. (Mathematical skills)</li> </ul> <p>Assessment – Undertake a self-planned visit (Matlock Bath, Elvaston Castle or other suitable destination chosen by group)</p> <p>L/O: Be able to use personal skills to take part in a visit – during the visit student will:</p> <ul style="list-style-type: none"> <li>DEMONSTRATE wearing appropriate clothing</li> <li>DEMONSTRATE keeping to time</li> <li>DEMONSTRATE carrying out health and safety preparations</li> <li>DEMONSTRATE appropriate behaviour</li> <li>Students will spend a lesson evaluating how they demonstrated the above.</li> </ul> <p>L/O: Know how own actions contributed to the success of the visit</p> <ul style="list-style-type: none"> <li>Students will peer and then self-assess how their actions contributed to the success of the visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Career Progression</b></p> <p>Introduction to unit</p> <p>L/O: Understand Career Progression</p> <ul style="list-style-type: none"> <li>Explore career progression – what is a career?</li> <li>How can people progress in their careers?</li> <li>How does career progression benefit people? Case study examples</li> <li>How does work and study support career progression</li> </ul> <p>L/O: Be able to assess skills and qualities for career progression</p> <ul style="list-style-type: none"> <li>Explore how personal skills, qualities and experience are relevant to career progression</li> <li>Self-evaluation, research areas of work or study suited to own personal skills, qualities or experience – Careers Match Quiz</li> <li>Use careers match activity or own interests to support the planning of short-term goals for career progression using sources for information and guidance for own career progression</li> <li>Use research on career and course options from sources of information and guidance to skills map own relevant skills, qualities and experiences</li> <li>Explore and create short-term goals that will help progress own career</li> <li>Explore and create short-term goals that will help identify a timeline for achieving the short term career progression goals</li> <li>Explore and evaluate appropriate resources for achieving the short term career progression goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 8: Encouraging Children to Eat Healthily</b></p> <p>Introduction to unit</p> <p>L/O: Know about healthy eating for children</p> <ul style="list-style-type: none"> <li>What is a healthy balanced diet?</li> <li>What are healthy eating principles for children?</li> <li>Explore healthy eating needs of children aged 0-3 years</li> <li>Explore healthy needs of children aged 3-5 years</li> <li>Meal planning</li> <li>NHS Eatwell and Sugar Swap campaign</li> </ul> <p>Trip to supermarket (ASDA) using sugar calculation app.</p> <p>L/O: Know about activities and experiences to encourage children to eat healthily</p> <ul style="list-style-type: none"> <li>Explore activities to encourage children to eat healthily</li> <li>Test and trial activities to encourage children to eat healthily</li> <li>Evaluate tested activities to encourage children to eat healthily</li> </ul> <p>Assessment – External visit to nursery or pre-school to undertake healthy eating activity.</p> <p>L/O: Be able to plan, prepare and participate in activities to encourage children to eat healthily. During the visit students will be expected to demonstrate:</p> <ul style="list-style-type: none"> <li>self-management skills</li> <li>a positive contribution as a team member</li> <li>safe practice</li> <li>communication skills</li> </ul> <p>Self and peer evaluation of visit.</p> <p>L/O: Be able to assess own personal skills in supporting healthy eating activities</p> <ul style="list-style-type: none"> <li>Assess skills used during visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Taking Part in Exercise and Fitness M/501/7248</b></p> <p>Introduction to unit</p> <p>L/O: Know about different exercise and fitness activities and facilities</p> <ul style="list-style-type: none"> <li>Explore and actively participate in different exercise and fitness activities (Minimum of 5)</li> <li>Explore different exercise and fitness facilities</li> </ul> <p>L/O: Know how to take part in exercise and fitness safely</p> <ul style="list-style-type: none"> <li>Explore induction processes for different exercise and fitness activities</li> </ul> <p>(Opportunity for visit to a gym)</p> <ul style="list-style-type: none"> <li>Explore warm-up and cool-down activities</li> <li>Trial and test different warm up and cool down activities</li> </ul>

## YEAR 10 BTEC LEVEL 1 FIRST CERTIFICATE IN VOCATIONAL STUDIES 500/8987/0

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y11</b>	<p>The units for year 11 will be decided by the class teacher towards the end of year 10.</p> <p>The course allows flexibility in unit selection and therefore the units are selected based on the needs and interests of the group with a spiral curriculum in mind and building upon the skills the students have already developed. The curriculum is based on the students interests to maximise the opportunity to improve the life chances of our students.</p> <p><a href="https://qualifications.pearson.com/content/demo/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-studies-l1.html">https://qualifications.pearson.com/content/demo/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-studies-l1.html</a>.</p>					
<b>Y10</b>	<p><b>Unit 10: Self-Assessment</b></p> <p>Introduction to BTEC and BTEC processes Introduction to course</p> <p>Introduction to unit</p> <p>L/O: Understand personal strengths and weaknesses</p> <ul style="list-style-type: none"> <li>Explore what strengths and weaknesses are and encourage students to identify own strengths and weaknesses and explain why they are personal strength and weaknesses</li> </ul> <p>L/O: Understand the importance of recognising personal skills and qualities</p> <ul style="list-style-type: none"> <li>Explore what skills and qualities are including why they are different</li> <li>Students to explore their own skills and qualities</li> <li>Students to explore how skills and qualities can be used in work and personal life – case studies to be used</li> </ul> <p>L/O: Understand goal-setting</p> <ul style="list-style-type: none"> <li>Explore why it is important to set short and long-term goals.</li> <li>Look at appropriate personal long-term goal</li> <li>Set personal short-term goals</li> <li>Explore ways to achieve short-term goals – celebrity case studies</li> <li>Explore how skills, qualities and strengths can help in achieving short-term goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 6: Planning a Visit</b></p> <p>Introduction to unit</p> <p>L/O: Be able to carry out research to find out about a chosen destination</p> <ul style="list-style-type: none"> <li>Introduction to case study</li> <li>Research methods</li> <li>Researching three appropriate destinations</li> <li>Choosing an appropriate destination</li> </ul> <p>L/O: Be able to plan a visit to a chosen travel and tourism destination</p> <ul style="list-style-type: none"> <li>Plan in detail a visit to a travel and tourism destination, using own research data</li> <li>Plan the cost of the visit, using own research data</li> <li>Planning an itinerary and timings of the day. (Mathematical skills)</li> </ul> <p>Assessment – Undertake a self-planned visit (Matlock Bath, Elvaston Castle or other suitable destination chosen by group)</p> <p>L/O: Be able to use personal skills to take part in a visit – during the visit student will:</p> <ul style="list-style-type: none"> <li>DEMONSTRATE wearing appropriate clothing</li> <li>DEMONSTRATE keeping to time</li> <li>DEMONSTRATE carrying out health and safety preparations</li> <li>DEMONSTRATE appropriate behaviour</li> <li>Students will spend a lesson evaluating how they demonstrated the above.</li> </ul> <p>L/O: Know how own actions contributed to the success of the visit</p> <ul style="list-style-type: none"> <li>Students will peer and then self-assess how their actions contributed to the success of the visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Career Progression</b></p> <p>Introduction to unit</p> <p>L/O: Understand Career Progression</p> <ul style="list-style-type: none"> <li>Explore career progression – what is a career?</li> <li>How can people progress in their careers?</li> <li>How does career progression benefit people? Case study examples</li> <li>How does work and study support career progression</li> </ul> <p>L/O: Be able to assess skills and qualities for career progression</p> <ul style="list-style-type: none"> <li>Explore how personal skills, qualities and experience are relevant to career progression</li> <li>Self-evaluation, research areas of work or study suited to own personal skills, qualities or experience – Careers Match Quiz</li> <li>Use careers match activity or own interests to support the planning of short-term goals for career progression using sources for information and guidance for own career progression</li> <li>Use research on career and course options from sources of information and guidance to skills map own relevant skills, qualities and experiences</li> <li>Explore and create short-term goals that will help progress own career</li> <li>Explore and create short-term goals that will help identify a timeline for achieving the short term career progression goals</li> <li>Explore and evaluate appropriate resources for achieving the short term career progression goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 8: Encouraging Children to Eat Healthily</b></p> <p>Introduction to unit</p> <p>L/O: Know about healthy eating for children</p> <ul style="list-style-type: none"> <li>What is a healthy balanced diet?</li> <li>What are healthy eating principles for children?</li> <li>Explore healthy eating needs of children aged 0-3 years</li> <li>Explore healthy needs of children aged 3-5 years</li> <li>Meal planning</li> <li>NHS Eatwell and Sugar Swap campaign</li> </ul> <p>Trip to supermarket (ASDA) using sugar calculation app.</p> <p>L/O: Know about activities and experiences to encourage children to eat healthily</p> <ul style="list-style-type: none"> <li>Explore activities to encourage children to eat healthily</li> <li>Test and trial activities to encourage children to eat healthily</li> <li>Evaluate tested activities to encourage children to eat healthily</li> </ul> <p>Assessment – External visit to nursery or pre-school to undertake healthy eating activity.</p> <p>L/O: Be able to plan, prepare and participate in activities to encourage children to eat healthily. During the visit students will be expected to demonstrate:</p> <ul style="list-style-type: none"> <li>self-management skills</li> <li>a positive contribution as a team member</li> <li>safe practice</li> <li>communication skills</li> </ul> <p>Self and peer evaluation of visit.</p> <p>L/O: Be able to assess own personal skills in supporting healthy eating activities</p> <ul style="list-style-type: none"> <li>Assess skills used during visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Taking Part in Exercise and Fitness M/501/7248</b></p> <p>Introduction to unit</p> <p>L/O: Know about different exercise and fitness activities and facilities</p> <ul style="list-style-type: none"> <li>Explore and actively participate in different exercise and fitness activities (Minimum of 5)</li> <li>Explore different exercise and fitness facilities</li> </ul> <p>L/O: Know how to take part in exercise and fitness safely</p> <ul style="list-style-type: none"> <li>Explore induction processes for different exercise and fitness activities</li> </ul> <p>(Opportunity for visit to a gym)</p> <ul style="list-style-type: none"> <li>Explore warm-up and cool-down activities</li> <li>Trial and test different warm up and cool down activities</li> </ul> <p>Group evaluations Self-evaluations</p> <p>Student will then use the evaluation data to:</p> <p>L/O: Be able to review own performance</p> <ul style="list-style-type: none"> <li>Identify their own strengths and areas for improvement in exercise and fitness activities</li> <li>Identify ways of improving own performance in one activity</li> </ul> <p>Assessment activity opportunity – visit to local primary school to run exercise classes (PE lessons).</p>	<p><b>Unit 11: Taking Part in Exercise and Fitness M/501/7248</b></p> <p>Assessment – Students should take it in turn to run an exercise and fitness activity. This will be an assessed task and they will lead the group/class.</p> <p>L/O: Be able to demonstrate work skills through participation in exercise and fitness activities. During the assessment the students will demonstrate:</p> <ul style="list-style-type: none"> <li>time management skills</li> <li>dressing appropriately dress for the activity</li> <li>following instructions provided by the activity leader</li> <li>following health and safety guidelines before, during and after activities</li> </ul> <p>Group evaluations Self-evaluations</p> <p>Student will then use the evaluation data to:</p> <p>L/O: Be able to review own performance</p> <ul style="list-style-type: none"> <li>Identify their own strengths and areas for improvement in exercise and fitness activities</li> <li>Identify ways of improving own performance in one activity</li> </ul> <p>Assessment activity opportunity – visit to local primary school to run exercise classes (PE lessons).</p>

## YEAR 11 BTEC LEVEL 1 FIRST AWARD IN VOCATIONAL STUDIES 500/9124/4

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y11</b>	<p><b>Unit 10: Self-Assessment</b></p> <p>Introduction to BTEC and BTEC processes Introduction to course</p> <p>Introduction to unit</p> <p>L/O: Understand personal strengths and weaknesses</p> <ul style="list-style-type: none"> <li>Explore what strengths and weaknesses are and encourage students to identify own strengths and weaknesses and explain why they are personal strength and weaknesses</li> </ul> <p>L/O: Understand the importance of recognising personal skills and qualities</p> <ul style="list-style-type: none"> <li>Explore what skills and qualities are including why they are different</li> <li>Students to explore their own skills and qualities</li> <li>Students to explore how skills and qualities can be used in work and personal life – case studies to be used</li> </ul> <p>L/O: Understand goal-setting</p> <ul style="list-style-type: none"> <li>Explore why it is important to set short and long-term goals.</li> <li>Look at appropriate personal long-term goal</li> <li>Set personal short-term goals</li> <li>Explore ways to achieve short-term goals – celebrity case studies</li> <li>Explore how skills, qualities and strengths can help in achieving short-term goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 6: Planning a Visit</b></p> <p>Introduction to unit</p> <p>L/O: Be able to carry out research to find out about a chosen destination</p> <ul style="list-style-type: none"> <li>Introduction to case study</li> <li>Research methods</li> <li>Researching three appropriate destinations</li> <li>Choosing an appropriate destination</li> </ul> <p>L/O: Be able to plan a visit to a chosen travel and tourism destination</p> <ul style="list-style-type: none"> <li>Plan in detail a visit to a travel and tourism destination, using own research data</li> <li>Plan the cost of the visit, using own research data</li> <li>Planning an itinerary and timings of the day. (Mathematical skills)</li> </ul> <p>Assessment – Undertake a self-planned visit (Matlock Bath, Elvaston Castle or other suitable destination chosen by group)</p> <p>L/O: Be able to use personal skills to take part in a visit – during the visit student will:</p> <ul style="list-style-type: none"> <li>DEMONSTRATE wearing appropriate clothing</li> <li>DEMONSTRATE keeping to time</li> <li>DEMONSTRATE carrying out health and safety preparations</li> <li>DEMONSTRATE appropriate behaviour</li> <li>Students will spend a lesson evaluating how they demonstrated the above.</li> </ul> <p>L/O: Know how own actions contributed to the success of the visit</p> <ul style="list-style-type: none"> <li>Students will peer and then self-assess how their actions contributed to the success of the visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Career Progression</b></p> <p>Introduction to unit</p> <p>L/O: Understand Career Progression</p> <ul style="list-style-type: none"> <li>Explore career progression – what is a career?</li> <li>How can people progress in their careers?</li> <li>How does career progression benefit people? Case study examples</li> <li>How does work and study support career progression</li> </ul> <p>L/O: Be able to assess skills and qualities for career progression</p> <ul style="list-style-type: none"> <li>Explore how personal skills, qualities and experience are relevant to career progression</li> <li>Self-evaluation, research areas of work or study suited to own personal skills, qualities or experience – Careers Match Quiz</li> <li>Use careers match activity or own interests to support the planning of short-term goals for career progression using sources for information and guidance for own career progression</li> <li>Use research on career and course options from sources of information and guidance to skills map own relevant skills, qualities and experiences</li> <li>Explore and create short-term goals that will help progress own career</li> <li>Explore and create short-term goals that will help identify a timeline for achieving the short term career progression goals</li> <li>Explore and evaluate appropriate resources for achieving the short term career progression goals</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 8: Encouraging Children to Eat Healthily</b></p> <p>Introduction to unit</p> <p>L/O: Know about healthy eating for children</p> <ul style="list-style-type: none"> <li>What is a healthy balanced diet?</li> <li>What are healthy eating principles for children?</li> <li>Explore healthy eating needs of children aged 0-3 years</li> <li>Explore healthy needs of children aged 3-5 years</li> <li>Meal planning</li> <li>NHS Eatwell and Sugar Swap campaign</li> </ul> <p>Trip to supermarket (ASDA) using sugar calculation app.</p> <p>L/O: Know about activities and experiences to encourage children to eat healthily</p> <ul style="list-style-type: none"> <li>Explore activities to encourage children to eat healthily</li> <li>Test and trial activities to encourage children to eat healthily</li> <li>Evaluate tested activities to encourage children to eat healthily</li> </ul> <p>Assessment – External visit to nursery or pre-school to undertake healthy eating activity.</p> <p>L/O: Be able to plan, prepare and participate in activities to encourage children to eat healthily. During the visit students will be expected to demonstrate:</p> <ul style="list-style-type: none"> <li>self-management skills</li> <li>a positive contribution as a team member</li> <li>safe practice</li> <li>communication skills</li> </ul> <p>Self and peer evaluation of visit.</p> <p>L/O: Be able to assess own personal skills in supporting healthy eating activities</p> <ul style="list-style-type: none"> <li>Assess skills used during visit</li> </ul> <p>Coursework write up time.</p> <p>Coursework deadline.</p>	<p><b>Unit 11: Taking Part in Exercise and Fitness M/501/7248</b></p> <p>Introduction to unit</p> <p>L/O: Know about different exercise and fitness activities and facilities</p> <ul style="list-style-type: none"> <li>Explore and actively participate in different exercise and fitness activities (Minimum of 5)</li> <li>Explore different exercise and fitness facilities</li> </ul> <p>L/O: Know how to take part in exercise and fitness safely</p> <ul style="list-style-type: none"> <li>Explore induction processes for different exercise and fitness activities</li> </ul> <p>(Opportunity for visit to a gym)</p> <ul style="list-style-type: none"> <li>Explore warm-up and cool-down activities</li> <li>Trial and test different warm up and cool down activities</li> </ul> <p>Group evaluations Self-evaluations</p> <p>Student will then use the evaluation data to:</p> <p>L/O: Be able to review own performance</p> <ul style="list-style-type: none"> <li>Identify their own strengths and areas for improvement in exercise and fitness activities</li> <li>Identify ways of improving own performance in one activity</li> </ul> <p>Assessment activity opportunity – visit to local primary school to run exercise classes (PE lessons).</p>	<p><b>Unit 11: Taking Part in Exercise and Fitness M/501/7248</b></p> <p>Assessment – Students should take it in turn to run an exercise and fitness activity. This will be an assessed task and they will lead the group/class.</p> <p>L/O: Be able to demonstrate work skills through participation in exercise and fitness activities. During the assessment the students will demonstrate:</p> <ul style="list-style-type: none"> <li>time management skills</li> <li>dressing appropriately dress for the activity</li> <li>following instructions provided by the activity leader</li> <li>following health and safety guidelines before, during and after activities</li> </ul> <p>Group evaluations Self-evaluations</p> <p>Student will then use the evaluation data to:</p> <p>L/O: Be able to review own performance</p> <ul style="list-style-type: none"> <li>Identify their own strengths and areas for improvement in exercise and fitness activities</li> <li>Identify ways of improving own performance in one activity</li> </ul> <p>Assessment activity opportunity – visit to local primary school to run exercise classes (PE lessons).</p>