



Higher National Unit specification

General information

Unit title: Physical Activity for Children

Unit code: H4TG 34

Superclass: MA

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Unit purpose

On completion of this Unit the learner should have gained a clear understanding of the important issues relating to development process, the limitations to exercise, and the benefits of physical activity in children from the age of 2–16 years of age. The Unit will enable the learner to apply this knowledge to the safe and effective delivery of a practical activity sessions specifically designed for children.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the key benefits of physical activity for children.
- 2 Plan physical activity sessions for two selected groups of children.
- 3 Present a rationale, justifying the choice of activities within each activity plan.
- 4 Implement and evaluate a physical activity session for a selected group of children.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Learners must understand and comply with appropriate child protection procedures (and where appropriate complete necessary procedures for working with children if unsupervised). HN Units *Exercise Principles and Programming* and *Health Screening* cover this material.

Higher National Unit specification: General information

Unit title: Physical Activity for Children

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit has been designed as an optional Unit in the Group Award HNC/HND Fitness, Health and Exercise. It is anticipated that learners will therefore have studied related material either at this or lower SCQF levels prior to undertaking this Unit.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Higher National Unit specification: Statement of standards

Unit title: Physical Activity for Children

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe the key benefits of physical activity for children.

Knowledge and/or Skills

Benefits:

- ◆ Physical
- ◆ Intellectual
- ◆ Skill
- ◆ Psychological
- ◆ Social
- ◆ Emotional

Developmental stages:

- ◆ Infancy (2–6)
- ◆ Young children (6–11)
- ◆ Adolescence (11–16)

Outcome 2

Plan physical activity sessions for two selected groups of children.

Knowledge and/or Skills

Activity Session:

- ◆ 30–45mins
- ◆ Appropriate games, sport or fitness based
- ◆ Warm up, skills, main activity and cool down

Groups of Children:

- ◆ Infancy (2–6)
- ◆ Young children (6–11)
- ◆ Adolescence (11–16)

Higher National Unit specification: Statement of standards (cont)

Unit title: Physical Activity for Children

Session Plans — should include:

- ◆ Aims and objectives of session
- ◆ Group details (age, number, gender, ability)
- ◆ Details of all activities in warm up, skills, main activity and cool down
- ◆ Timings for each element
- ◆ Details of all teaching points
- ◆ Relevant health and safety information/precautions and pre-activity risk assessment
- ◆ Equipment required

Outcome 3

Present a rationale, justifying the choice of activities within each activity plan.

Knowledge and/or Skills

Areas of development

- ◆ Physical:
 - cardio-respiratory system
 - musculo-skeletal system
 - energy systems
 - thermo-regulatory systems
 - nervous systems
- ◆ Intellectual
- ◆ Skill
- ◆ Psychological/social/emotional

Outcome 4

Implement and evaluate a physical activity session for a selected group of children.

Knowledge and/or Skills

- ◆ Modification of activities linked to different age groups
- ◆ Facilities and equipment suitable for different age groups
- ◆ Appropriate organisation and presentation skills for different age groups
- ◆ Awareness of the National Governing Body Health and Safety Guidelines
- ◆ Child protection/disclosure
- ◆ Safe working environment/injury risk
- ◆ Screening

Higher National Unit specification: Statement of standards (cont)

Unit title: Physical Activity for Children

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

Learners will need to produce evidence to demonstrate their understanding of all aspects of the Knowledge and/or Skills section.

Learners will describe the key benefits of physical activity under each of the areas of development. Highlighting where appropriate any significant differences between the developmental stages indicated.

Learner will be required to produce written or oral evidence to cover all the above requirements using open-book, extended response format.

Outcome 2

Learners must prepare and present two session plans, one for each of the two developmental stages chosen, which last for a time appropriate to the specified client group, and take into consideration health and safety issues. The sessions must be planned in line with current National Governing Body (NGB) guidelines, current health and safety guidelines, emergency procedures, and current legislation regarding protection of children.

An appropriate format for the session plan may be provided by the assessor.

Outcome 3

Learners will need to produce evidence to demonstrate their understanding of all aspects of the Knowledge and/or Skills section.

Each learner will present a written rationale for both activity sessions, justifying choices of activities in all relevant areas of development and body systems, describing the benefits, and where appropriate the limitations, for both male and females.

Learner will be required to produce written or oral evidence to cover all the above requirements using open-book, extended response format.

Outcome 4

The session must be delivered in line with current National Governing Body (NGB) guidelines, current health and safety guidelines, emergency procedures and current legislation regarding protection of children.

Higher National Unit specification: Statement of standards (cont)

Unit title: Physical Activity for Children

The assessor will use a practical checklist to assess the delivery of the session. At least 20 minutes of the planned session should be observed by the assessor. The practical activity session will be conducted with children of an appropriate age. The learner will base the physical activity session on one of the plans developed in Outcome 2. Immediately after the activity session, or as soon as is practicable, the learner will be required to submit a written or oral evaluation of the session suggesting suitable progressions to develop the client/group.

The evaluation should take account of:

- ◆ Client responses
- ◆ Personal performance
- ◆ Progression for future sessions



Higher National Unit Support Notes

Unit title: Physical Activity for Children

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Learners completing this Unit are expected to extend their knowledge and understanding of children's needs and requirements for the successful delivery of physical activity sessions. This will include stages of development, exercise physiology, legal and ethical issues, and the opportunity to use the information gained in a practical situation. It should be noted that when timetabling this Unit, recognition should be given to the research requirements of the assessment process.

Outcome 1

Areas of development for both males and females.

- ◆ Physical development
 - musculo-skeletal growth and maturation
 - cardio-respiratory
 - energy systems
- ◆ Intellectual development
 - stages of learning
 - cognitive skills (awareness and understanding)
 - memory development and concentration
 - language and literacy
- ◆ Skill development
 - basic and fundamental movement patterns
 - balance, locomotion, and manipulation
 - more complex structured movement patterns
 - sport related movement patterns
 - spatial awareness co-ordination and control

Higher National Unit Support Notes (cont)

Unit title: Physical Activity for Children

- ◆ Psychological/Social/emotional development
 - enjoyment
 - confidence and Independence
 - self centered, Self esteem and self image
 - competence
 - co-operation and working in groups/awareness of others
 - friendship and acceptance
 - dealing with different role and rules
 - dealing with success and failure

Outcomes 2 and 3

Physical development

- ◆ Cardio-respiratory system
 - short term cardiovascular effects — beats per minute (bpm), breathing rate
 - long term cardiovascular effects — prolonged activity
 - perception of fatigue
- ◆ **Musculo-Skeletal System**
 - strength
 - anaerobic/aerobic system — carbohydrate stores, lactic acid, fatigue
 - flexibility — range of movement, gender differences
 - hormone production in puberty
 - growth rate
 - safety aspects
- ◆ Energy Systems
 - anaerobic
 - aerobic
- ◆ Thermo-Regulatory
 - Homeostasis: breathing, heat regulation, radiation and surface area
- ◆ Nervous Systems
 - maturation rate — decision making ability, memory, skill level
- ◆ Intellectual development
 - cognitive skills (awareness and understanding)
 - memory development and Concentration
 - language and literacy
- ◆ Skill development
 - basic and fundamental movement patterns
 - balance, locomotion, and manipulation
 - more complex structured movement patterns
 - spatial awareness co-ordination and control

Higher National Unit Support Notes (cont)

Unit title: Physical Activity for Children

- ◆ Psychological/Social/emotional development
 - confidence and Independence
 - self esteem and self image
 - competence
 - co-operation and working in groups/awareness of others
 - friendship and acceptance
 - dealing with different role and rules
 - dealing with success and failure

- ◆ Stages of development
 - Infancy (2–6)
 - Young children (6–11)
 - Adolescence (11–16)

Outcome 4

This Outcome should include session plan and evaluation.

The learner should demonstrate an understanding of the knowledge and principles gained from the other three Outcomes within an appropriate practical context.

Guidance on approaches to delivery of this Unit

It is suggested that the all Outcomes are delivered in a consecutive manner although the assessments may be distributed at the discretion of the centre.

It is also recommended that this Unit is delivered after the learners have achieved the HN Units:

- ◆ *Exercise Principles and Programming*
- ◆ *Exercise Physiology and Anatomy*
- ◆ *Health Screening*
- ◆ *Exercise and Fitness: Health and Safety Management*
- ◆ Units from the '*Plan, Teach, and Evaluate*' group

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit Support Notes (cont)

Unit title: Physical Activity for Children

Outcome 1 and 3

Learner will be required to produce written or oral evidence using open-book, extended response format.

Outcome 2

Learner will be required to produce written or oral evidence using open-book, extended response format. An appropriate format for the session plan may be provided by the assessor.

Outcome 4

The learner will base the session on one of the plans developed in Outcome 2. At least 20 minutes of the planned session should be observed by the assessor, which must be conducted with children of an appropriate age. The learner will be required to submit a written or oral evaluation of the session suggesting suitable progressions to develop the client/group.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

Opportunities for developing Core and other essential skills

All elements of the Core Skill of *Problem Solving*, that is, Planning and Organising, Critical Thinking, and Reviewing and Evaluating, could be developed and enhanced in the Unit as learners plan, undertake and evaluate the complex practical tasks required to provide evidence of competence.

Detailed preparation for teaching sessions including induction and warm up is critical to achievement as all factors are considered in relation to the health benefits and risks for working with children. Identifying all available resources, including appropriate checking of equipment and planning its efficient use in order to maximise impact and overcome perceived potential difficulties will further involve a high level of critical thinking.

Justifying and adopting effective strategies which reflect and apply current theory will be an integral aspect of each session. Producing and delivering a balanced, safe programme should allow on-going opportunities for review and potential adjustment.

Higher National Unit Support Notes (cont)

Unit title: Physical Activity for Children

There are many opportunities in which different ways to enhance skills in managing co-operative *Working with Others* can be explored. Elements of negotiation are intrinsic to all stages of planning and delivering sessions. Learners could be expected to offer encouragement to clients by demonstrating, explaining and adapting their behaviour to maximise the achievements of an individual or group. Centre designed self assessment skills checklists might support practice in developing a range of approaches to instruction and negotiation with different groups. In the delivery of sessions learners will be required to demonstrate an empathic understanding of the physical and emotional needs of others in order to progress communication while identifying and correcting errors. A significant level of verbal and non verbal communication skills will be needed in order to present complex information in a style and format most conducive to learning.

Learners should be aware of how to:

- ◆ Collate, organise and structure information effectively.
- ◆ Adapt language, register and style to learners.
- ◆ Emphasise and signpost key points.
- ◆ Select and produce appropriate support materials if appropriate use effective verbal non-verbal communication techniques.
- ◆ Use pace and voice projection for impact to assure compliance and safety respond to in depth questions confidently.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Physical Activity for Children

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

On completion of this Unit you should have gained a clear understanding of the development process, the limitations to exercise, and the benefits of physical activity in children from the age of 2-16 years of age. The Unit will require you to apply this knowledge in the delivery of a practical session specifically designed for children.

In addition to lecturer led sessions other teaching approaches will be utilised with additional support and guidance given where required.

Outcome 1

You will be required to study and gain an understanding of the benefits of regular physical activity for children.

Outcome 2 and 3

You will be required to plan appropriate physical activity sessions for children taking into account the limitations of children's body systems to physical activity. The benefits and limitations will be outlined and assessed through a written assessment.

Outcome 4

You will be required to implement, and evaluate a physical activity session in accordance with national guidelines. The practical exercise will be conducted with children of an appropriate age, and your tutor will use a practical checklist to assess the delivery of the session. You will be required to produce written evidence of session planning and self-evaluation.