



LEVEL 4

Sample!

# Health-Related Fitness

## Student Worksheets



# CONTENTS

---

Note to Students

Programme Overview

## THE HUMAN BODY

- A. The Skeletal System
- B. The Muscular System
- C. The Respiratory System
- D. The Cardiovascular System

## LIFESTYLE PRACTICES

- A. Food
- B. Exercise
- C. Stress
- D. Drugs
- E. Sleep / Rest

## COMPONENTS OF FITNESS

- A. Health-related Fitness
- B. Components of Fitness
- C. Fitness Assessment Techniques
- D. FITT Principles

## COLLECTION OF WORK

- A. 40 Questions
- B. Dietary Meal Plan
- C. Benefits of Exercise
- D. Stress Management
- E. Drugs Awareness
- F. Conclusion

## SAFETY, AMENITIES AND EQUIPMENT

- A. Clothing
- B. Using Indoor and Outdoor Facilities
- C. Amenities Research Project

## PRACTICAL PARTICIPATION

- A. Physical Activities
- B. Stress Management
- C. Personal Assessments
- D. Personal Health Related Fitness Programme Design

APPENDICES

MAPPING OF LEARNING OUTCOMES



**Copyright © 2022, Janna T Kearney, Educoot.**

**All Rights Reserved.**

# A. THE SKELETAL SYSTEM

## 1. Read and discuss:

All the bones in the human body together are called the skeletal system. Our bones give our bodies shape, and support and protect our organs and systems.



Skeletal System

The skeletal system provides strength and rigidity to your body. You have 206 bones in your body. Each bone has a function. Some bones offer protection to softer more fragile parts of body, for example, the skull protects the brain and the rib cage protects your heart and lungs. Other bones, like bones in your legs and arms, help you to move around by providing support for your muscles.

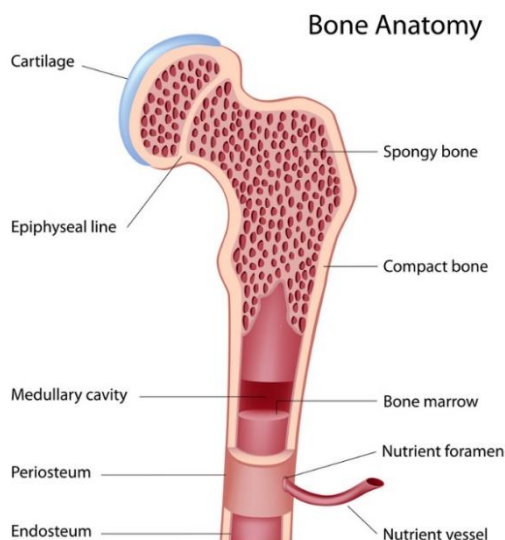
The skeletal system includes more than just bones. It also includes **tendons, ligaments, and cartilage**. Tendons attach your bones to muscles so you can move around. Ligaments attach bones to other bones.

## What are bones made of?

Almost every bone in your body is made of the same materials:

The outer surface of bone is called the **periosteum**. It's a thin, dense membrane that contains nerves and blood vessels that nourish the bone.

The next layer is made up of **compact bone**. This part is smooth and very hard. It's the part you see when you look at a skeleton.



Within the compact bone are many layers of **cancellous bone**, which looks a bit like a sponge. Cancellous bone is not quite as hard as compact bone, but it is still very strong.

In many bones, the cancellous bone protects the innermost part of the bone, the bone marrow. Bone marrow is sort of like a thick jelly, and its job is to make blood cells.

*Watch a video on YouTube on what bones are made of.*

2. Answer the Practice Questions:

a) Name the 2 types of bone marrow.

b) How many bones does an adult have?

c) Give an example of a bone that protects a part of the body.

d) How long can it take for a bone fracture to be fully healed?

e) What kind of joint is the shoulder?

f) As a child grows, what is some of the cartilage replaced with?

g) What attaches your bones to your muscles?

h) When you look at a skeleton, what part of the bone are you looking at?

i) At about what age do our bones stop growing?

j) What type of bone looks a bit like a sponge?

k) About how many bones does a new-born baby have?

l) When a bone first breaks, what will form around the break?



7. Read and discuss.

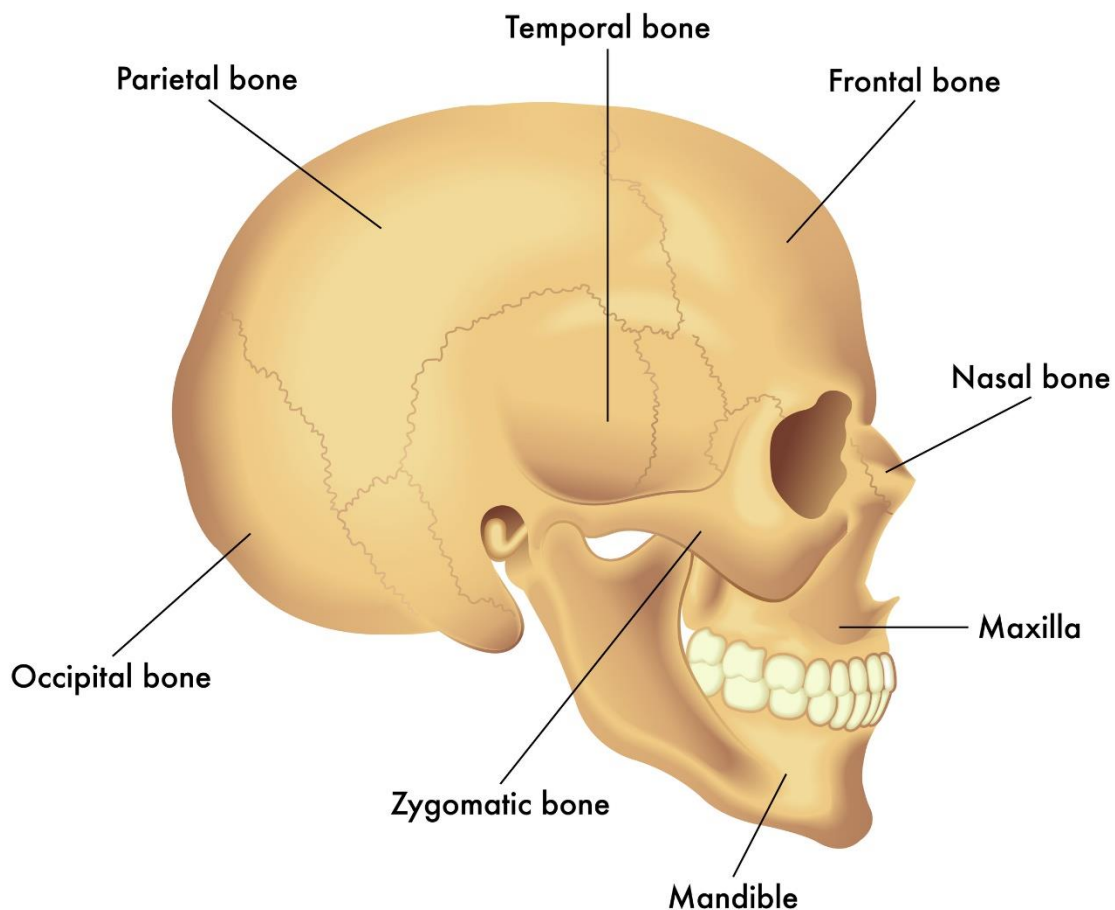
### Your Skull

Your skull protects the most important part of your body - your brain! You can feel your skull by pushing on your head, especially in the back a few inches above your neck.

The skull is actually made up of different bones. Some of these bones protect your brain, and others make up the structure of your face. If you touch beneath your eyes, you can feel the ridge of the bone that forms the hole where your eye sits.

The smallest bone in your whole body is in your head, too. The **stirrup bone** behind your eardrum is only 2.5 to 3.3 millimetres long! Your lower jawbone is the only bone in your head you can move. It opens and closes to let you talk and chew food.

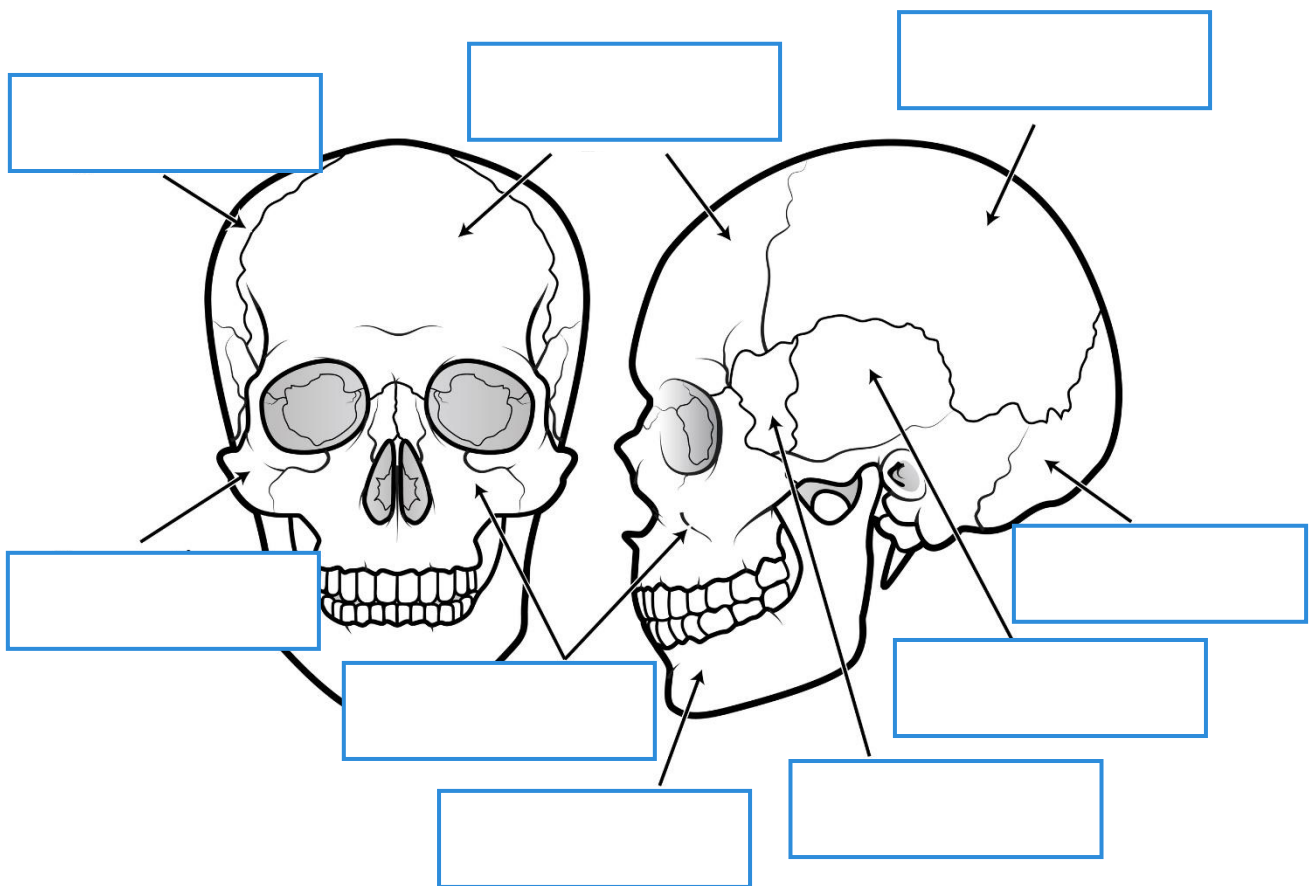
All babies are born with spaces between the bones in their skulls. This allows the bones to move, close up, and even overlap as the baby goes through the birth canal. As the baby grows, the space between the bones slowly closes up and disappears, and special joints called **sutures** connect the bones.



8. Answer the Practice Questions:

- a) The smallest bone in your whole body is the  bone.
- b) Your skull protects your .
- c) All babies are born with spaces between the bones in their .
- d) As the baby grows, special joints called  connect the bones.
- e) Your lower  is the only bone in your head you can move.

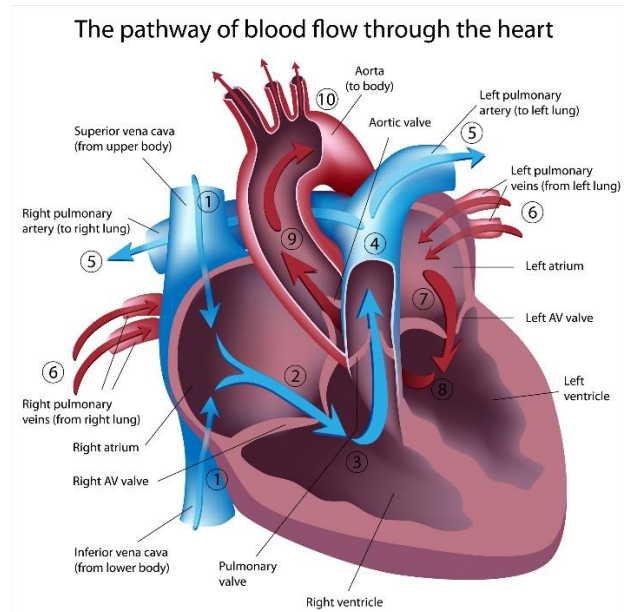
f) Write the labels:



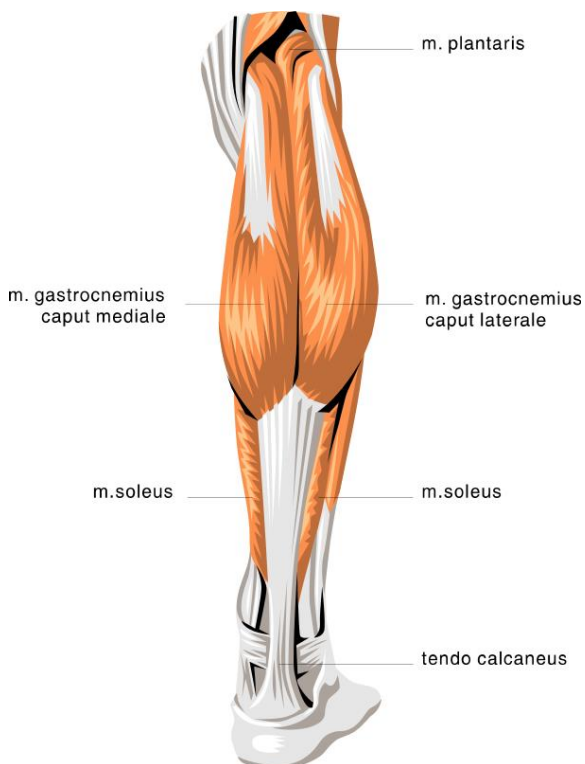
## Heart Muscle

The muscle that makes up the heart is called cardiac muscle. It is also known as the myocardium. The thick muscles of the heart contract to pump blood out and then relax to let blood back in after it has circulated through the body.

Just like smooth muscle, cardiac muscle works all by itself with no help from you!



## Skeletal Muscle



Skeletal muscles are voluntary muscles, which means that you control how and when they move and work. Nerves in your **somatic nervous system** send signals to make them function. If you reach for your tea on the table, you're using skeletal muscles in your neck, arm and shoulder.

Skeletal muscles are sometimes called **striated muscle** because the light and dark parts of the muscle fibres make them look striped.

Calf muscle showing striation



3. Read and discuss.

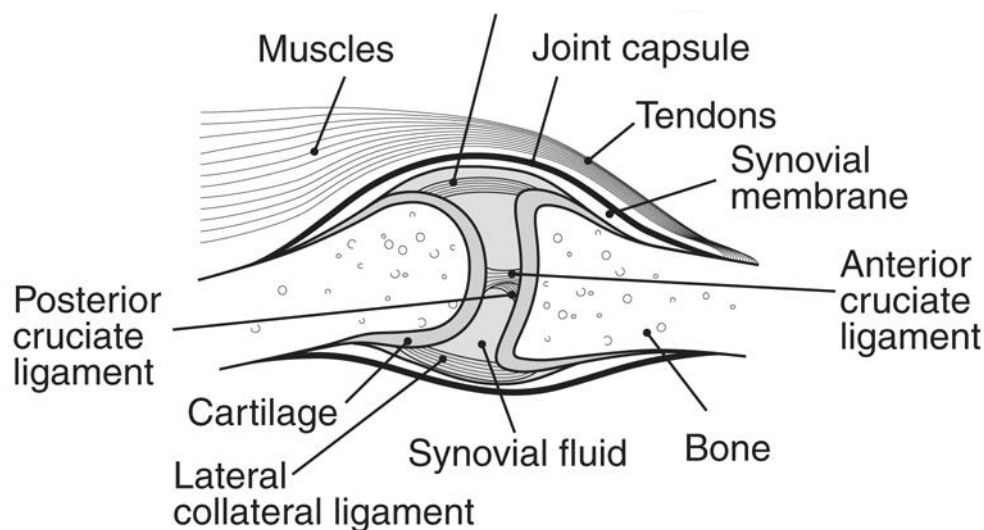
## Synovial Joints

The adult human body contains 206 bones and about 300 joints, or points where two bones meet. Most joints are **synovial joints**, such as knees and knuckles.

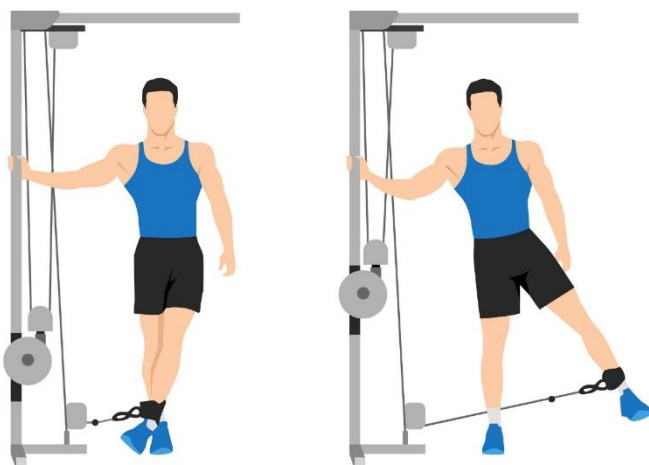
Synovial joints vary in structure, e.g. the shoulder is a ball-and-socket joint and the knee is a hinge joint, but they all have the following in common:

- Synovial joints allow for movement.
- Where the bones meet to form a synovial joint, the bones' surfaces are covered with a thin layer of strong, smooth cartilage.
- A very thin layer of slippery, viscous joint fluid, called **synovial fluid**, separates and lubricates the two cartilage-covered bone surfaces. A healthy knee joint has up to 4 mL (less than a teaspoon) of synovial fluid.

### A healthy joint



Several movements may be performed by synovial joints.



**Abduction** is the movement away from the midline of the body.

**Adduction** is the movement toward the middle line of the body.



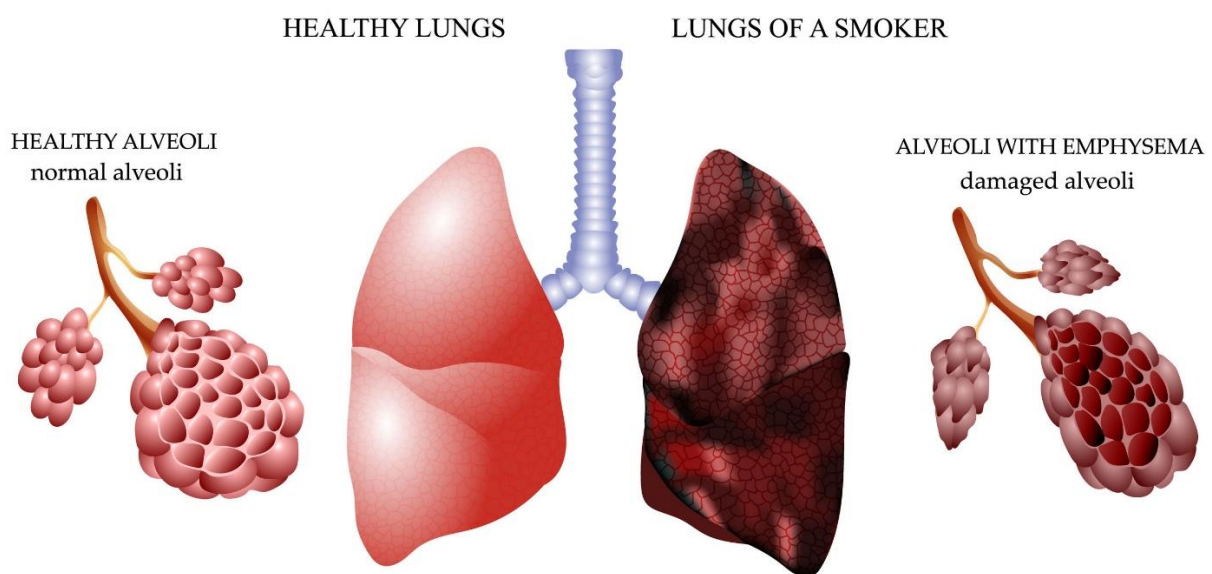


## Lung Health

### Don't smoke

Cigarette smoking is the major cause of lung cancer and **chronic obstructive pulmonary disease (COPD)**, which includes **chronic bronchitis** and **emphysema**.

Cigarette smoke can narrow the air passages and make breathing more difficult. It causes chronic inflammation, or swelling in the lung, which can lead to chronic bronchitis. Over time cigarette smoke destroys lung tissue and may trigger changes that grow into cancer. If you smoke, it's never too late to benefit from quitting.



# QUIT

If you need help to quit smoking, visit the website:

<https://www2.hse.ie/quit-smoking/>



2. Answer the Practice Questions:

a) What are the 3 main components of the cardiovascular system?

b) What does blood carry to the cells in your body?

c) Briefly describe the circulation of blood through the body.

d) What are blood vessels?

e) Why do the arteries expand and contract?

f) Why do arteries need to be thicker than veins?

g) What are capillaries?

h) Describe the composition of blood.

i) What is the function of the heart?



1. Read and discuss.

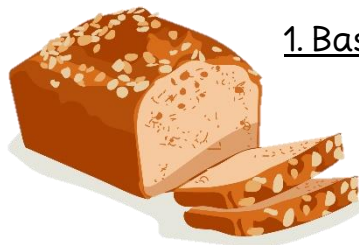
## Healthy Eating

The key to a healthy diet is to eat the right amount of calories for how active you are so you balance the energy you consume with the energy you use.

You should also eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs.

It's recommended that men have around 2,500 calories a day (10,500 kilojoules). Women should have around 2,000 calories a day (8,400 kilojoules).

Here are some tips:



### 1. Base your meals on higher fibre starchy carbohydrates

- Choose higher fibre or wholegrain varieties, such as whole wheat pasta, brown rice or potatoes with their skins on.
- They contain more fibre than white or refined starchy carbohydrates and can help you feel full for longer.
- Try to include at least 1 starchy food with each main meal.
- Keep an eye on the fats you add when you're cooking or serving these types of foods because that's what increases the calorie content – for example, oil on chips, butter on bread and creamy sauces on pasta.

### 2. Eat lots of fruit and veg

It's recommended that you eat at least 5 portions of a variety of fruit and veg every day. They can be fresh, frozen, canned, dried or juiced.



### 3. Eat more fish, including a portion of oily fish



- Fish is a good source of protein and contains many vitamins and minerals.

○ Aim to eat at least 2 portions of fish a week, including at least 1 portion of oily fish. Oily fish are high in omega-3 fats, which may help prevent heart disease. Most people should be eating more fish, but there are recommended limits for some types of fish.

## 15. Read and discuss.

Food processing allows us to eat a greater variety of foods than our ancestors. Because we can safely preserve and package foods, we are able to transport foods from across the world to shops near us. We are not restricted to what is produced locally nor to what's in season, thereby increasing food availability and accessibility for most of us that live in urban environments. Because we have more choice, we can have a more varied diet, which is more likely to give all the nutrients required for good health.

### Advantages of food processing

- Increasing availability and convenience

Because food science allows us to understand how and why foods lose quality during storage, we can choose conditions that greatly lengthen storage times while keeping the food fresh.

- Ensuring food safety



Having safe food to eat is something we just expect. We have use-by dates on **perishable foods** that show us how long it is safe to eat, and labelled storage guidance to help us keep our food correctly. Food processing operations, like pasteurisation of milk, canning or freeze-drying, will have been used to help make the food safe.

- Personalised nutrition and health

Foods we eat affect our health, and our individual nutritional needs may differ from those of others. We can choose to follow a vegetarian or vegan diet, or we may have a food allergy or food-related condition (e.g., coeliac disease). Modern food processing has made it possible to tailor foods to specific needs and give us more control over our own health.



- Preserving nutritional quality



Modern preservation methods maintain the quality of food, and its nutritional properties. Some vitamins can lose their nutritional value during storage, often due to **oxidation**. Preservation and packaging techniques stabilise these important nutrients. We can also use safe food additives to prevent oxidation.

## Celiac disease

### Adult Signs and Symptoms



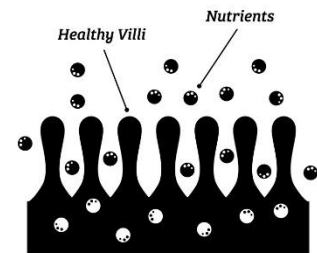
### Children under 2 years old.



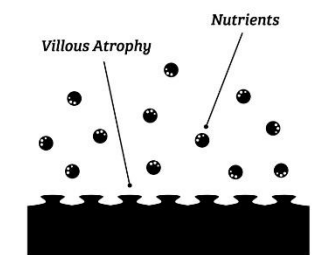
### Children above 2 years old.



## Celiac Disease



Normal



Celiac Disease

Celiac disease is an immune disease in which people can't eat gluten because it will damage their small intestine. If you have celiac disease and eat foods with gluten, your immune system responds by damaging the small intestine. Gluten is a protein found in wheat, rye, and barley. It may also be in other products like vitamins and supplements, hair and skin products, toothpastes, and lip balm.

Celiac disease affects people differently. Symptoms may occur in the digestive system, or in other parts of the body. One person might have diarrhoea and abdominal pain, while another person may be irritable or depressed. Irritability is one of the most common symptoms in children. Some people have no symptoms.

Celiac disease is genetic. Blood tests can help your doctor diagnose the disease. Your doctor may also need to examine a small piece of tissue from your small intestine. Treatment is a diet free of gluten.



## Immediate, short-term and long-term effects

Immediate effects of exercise	Short Term effects of exercise	Long Term effects of exercise
Your heart rate will increase as your heart works harder to deliver oxygen to the working muscles.	You may feel light headed	Your body will change shape as exercise helps to keep weight down.
You will breathe more deeply and more frequently.	You may feel nauseous.	Your resting heart rate will become lower as your heart becomes more efficient.
You will feel hotter as your body temperature increases.	You will feel very tired and fatigued	Your stamina will improve.
You will sweat and your skin will redden. This is as part of your body's temperature controlling system.	You may experience DOMS if you exercise intensity was high.	Your heart will increase in size "cardiac hypertrophy". Your heart is able to deliver more blood, and therefore more oxygen, to the working muscles.
Your muscles will ache.	Your muscles will increase in size and produce greater strength (hypertrophy).	You may experience muscle cramps. You will see improvements in the specific components of fitness you work on.

### Vocabulary:



- Immediate: 0-2 minutes after exercise
- Short term: 24-36 hours after exercise
- Long term: Months and years of training
- Hypertrophy: the enlargement of an organ or tissue caused by the increase in the size of its cells. Hypertrophy is caused by training.
- Fatigue: physical fatigue is a feeling of severe tiredness due to a build-up of lactic acid in the muscles or working for a long period of time.
- DOMS: Delayed onset of muscular soreness

## C. STRESS

1. Read and discuss: Most people feel stressed sometimes and some people find stress helpful or even motivating. But stress can affect your life in a negative way, both physically and mentally.

### Symptoms of Stress

Stress can cause many different symptoms. It might affect how you feel and how you behave. It's not always easy to recognise when stress is the reason you're feeling or acting differently.

Physical symptoms include:

- Headaches
- Dizziness
- Muscle tension or pain
- Stomach problems
- Chest pain or a faster heartbeat

Mental symptoms include:

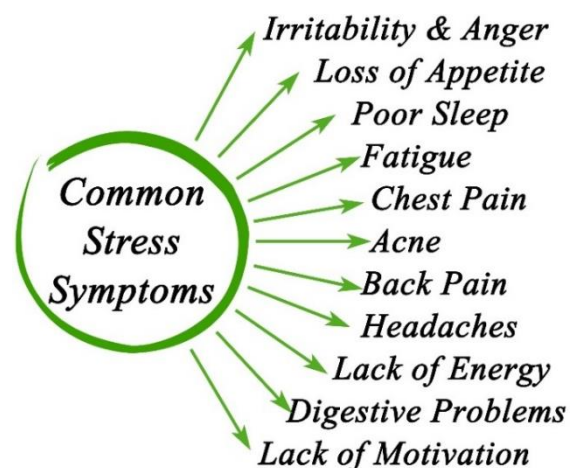
- difficulty concentrating
- struggling to make decisions
- feeling overwhelmed
- constantly worrying
- being forgetful

Changes in behaviour include:

- being irritable and snappy
- sleeping too much or too little
- eating too much or too little
- avoiding certain places or people
- drinking or smoking more

2. Discuss which symptoms you have suffered when under stress.

Check your stress levels by doing an online questionnaire approved by your teacher.



## A. SLEEP / REST



1. Read and discuss.

### Sleep Cycles

When thinking about getting the sleep you need, you may think about how many hours of sleep you get. While sleep duration is important, it's more detailed than that. You need to think about sleep quality and whether the time spent sleeping is actually restorative. Progressing smoothly multiple times through the sleep cycle, composed of four separate sleep stages, is a vital part of getting truly high-quality rest.

Each sleep stage plays a part in allowing your mind and body to wake up refreshed. Understanding the sleep cycle also helps explain how certain sleep disorders, including insomnia and obstructive sleep apnoea can impact a person's sleep and health.

### What Is the Sleep Cycle?

Over the course of the night, your total sleep is made up of several rounds of the sleep cycle, which is composed of four individual stages. In a typical night, a person goes through four to six sleep cycles. Not all sleep cycles are the same length, but on average they last about 90 minutes each.

It is normal for sleep cycles to change<sup>2</sup> as you progress through your nightly sleep. The first sleep cycle is often the shortest, ranging from 70-100 minutes, while later cycles tend to fall between 90 and 120 minutes. In addition, the composition of each cycle — how much time is spent in each sleep stage — changes as the night goes along.

Sleep cycles can vary from person to person and from night to night based on a wide range of factors such as age, recent sleep patterns, and alcohol consumption.

### What Are the Sleep Stages?

There are four sleep stages; one for rapid eye movement (REM) sleep and three that form non-REM (NREM) sleep. These stages are determined based on an analysis of brain activity during sleep.

Sleep Stages	Type of Sleep	Other Names	Normal Length
Stage 1	NREM	N1	1-5 minutes
Stage 2	NREM	N2	10-60 minutes
Stage 3	NREM	N3, Slow-Wave Sleep (SWS), Delta Sleep, Deep Sleep	20-40 minutes
Stage 4	REM	REM Sleep	10-60 minutes





## C. FITNESS ASSESSMENT TECHNIQUES

---

1. Read and discuss: Fitness testing is a central and essential feature of all fitness training and will be used before training begins, during the training programme and again at the end of the training programme.

### Conducting Tests

In conducting tests, take note of the following:

- Each test should measure ONE factor only.
- Care should be taken to make sure that the athlete understands precisely what is required of them, what is being measured and why.
- The test procedure should be standardised, e.g. tests should be the same in the way they are given, the way they are organised and the environment in which they are carried out should be the same.

### Benefits of Testing

The results from tests can be used to:

- predict future performance
- indicate weaknesses
- measure improvement
- enable you to assess the success of your training program
- make sure you're in an appropriate training group
- motivate you!



### Factors which May Influence Test Results

The following factors may have an impact on the results of a test (test reliability):

- The temperature, noise level and humidity
- The amount of sleep you had had before testing
- Your emotional state
- The medication you're taking
- The time of day
- Your caffeine intake
- The time since your last meal
- The test environment surface, e.g. track, grass, road, gym
- Your prior test knowledge/experience



## D. FITT PRINCIPLES

The FITT principles are an exercise prescription to help participants understand how long and how hard they should exercise.

FITT is an acronym that stands for **F**requency, **I**ntensity, **T**ime, and **T**ype.

FITT can be applied to exercise in general or specific components of exercise.

Here are some general FITT guidelines for weekly exercise.

**Frequency:** Daily moderate exercise is ideal, but try to exercise a minimum of 3-5 days per week.

**Intensity:** Moderate to vigorous intensity exercise is recommended for adults.

**Time:** 30-60 minutes per day.

**Type:** To maintain a well-balanced fitness level, perform a variety of exercises included cardio, strength, and flexibility training.

Example of an exercise plan:

Fitness and/or Health Benefit	Variables			
	F Frequency	I Intensity	T Time	T Type
Cardiovascular endurance (aerobic)	3 to 5 times per week	moderate to vigorous intensity (60% to 85% of maximum heart rate)	minimum of 20 minutes	continuous motion of large muscle groups such as running or cycling
Muscular strength	alternate days 3 times per week	high resistance (sets to maximum capability)	1 to 3 sets of 8 to 12 repetitions	<ul style="list-style-type: none"> <li>• free weights*</li> <li>• universal gym</li> <li>• tubing</li> <li>• body weight</li> </ul>
Muscular endurance	alternate days 3 times per week	low to moderate resistance	3 sets of 10 to 20 repetitions	<ul style="list-style-type: none"> <li>• free weights</li> <li>• universal gym</li> <li>• tubing</li> <li>• body weight</li> </ul>
Flexibility	daily	slow and controlled movement	20 to 30 seconds	<ul style="list-style-type: none"> <li>• static</li> </ul>

*\*Free weights include any weight you can pick up and move around, such as dumbbells, barbells, and kettlebells. Unlike machines, where the movement — and you — are fixed, free weights allow you to work in any range of motion you'd like.*

## Assessment Brief 2

Component title:	Health Related Fitness
Component code:	4N2666
Assessment technique:	Skills Demonstration
Assessment title:	Personal Assessments & Physical Activities
Assessment number:	2
Weighting:	Skills Demonstration 50%

### Guidelines:

1. Participate in a range of physical activities. Demonstrate specific sporting techniques in 10 different sporting activities. The skill demonstration must feature 10 activities out of a minimum of 5 of the following areas
  - Adventure activities
  - Aquatics
  - Athletics
  - Dance
  - Invasion games
  - Net and fielding games
  - Gymnastics
  - Health-related activity
2. Complete a Reflection Logbook evidencing 2 different types of stress management.
3. Complete two personal assessments. One personal assessment is to be completed at the start of the programme and the other personal assessment should be completed after completion of the learners Personal Health Related Fitness Programme or near the end of the programme.
4. Design a programme to be completed by you after your first personal assessment is completed. A progression follow-up programme must also be designed.

### Assessment criteria:

#### Physical Activities:

- Demonstrate warm-up and cool-down exercises for all physical activities.
- Demonstrate correct stretching techniques for 5 different muscle groups



- Photographic and/or video evidence must be included. Photographic evidence must include an introduction to what sport/activity you are recording, an explanation and teaching points of the skill/activity being demonstrated in the photograph and your reflection on the session.
- Your photographic logbook must evidence the different physical activities you took part in during the programme.

#### Reflection Logbook:

- Record a detailed account of what you are doing, the stress management techniques you are using and reflect on how the experience/s made you feel.

#### Personal Assessments:

Both personal assessments must include records of

- Medical Screening Form (only once)
- Height and Weight
- Resting heart rate
- Body Composition – BMI
- Strength test
- Flexibility test
- Cardiovascular endurance test

#### Personal Health Related Fitness Programme Design

- The programme should consist of 1 session to be used 3 times a week for 4 weeks.
- The programme should implement the FITT principles (frequency, intensity, type, time) at each stage of warming up, the main exercise activity, cooling down and stretching.
- The programme should mention the equipment needed and safety considerations.
- The FITT principles must be used when designing and reviewing the programme
- Complete the initial session that you designed at least once under supervision from your teacher.
- Reflect on the first programme and design a progression programme which must be completed after 4 weeks. The programme should consist of 1 session to be used 3 times a week for an additional 4 weeks.



See the Marking Scheme.

Assessment Criteria	Maximum Mark
<b>Range of Physical Activities</b>  <b>A completed Photographic/Reflection Log Book:</b> evidencing 10 different physical activities you participated in during the programme <ul style="list-style-type: none"> <li>• Skills Demonstration of a specific sporting technique in 10 different sporting activities.</li> <li>• Warm up &amp; Cool Down</li> <li>• Correct Stretching Techniques for 5 muscle groups</li> </ul> All photographic evidence must be logged with a reflection explaining the activity/skill shown in the photograph.	30 5 5
<b>A completed Stress management Reflection Log Book:</b> evidencing 2 different types of stress management you participated in during the programme	10
<b>TOTAL</b>	<b>50</b>
<b>Personal Assessment</b> <ul style="list-style-type: none"> <li>• Personal Assessment 1</li> <li>• Personal Assessment 2</li> <li>• Participants effort rating by tutor/teacher</li> </ul>	10 10 5
<b>TOTAL</b>	<b>25</b>
<b>Fitness Programme Design</b> <ul style="list-style-type: none"> <li>• Programme 1</li> <li>• Programme 2</li> <li>• Reflection</li> <li>• Your effort session 1</li> <li>• Your effort session 2</li> </ul>	5 5 5 5 5
<b>TOTAL</b>	<b>25</b>
<b>Amenities Research Project &amp; Poster Presentation</b> Design a poster for the community outlining various sporting amenities available to you in your area (free and fee paying). Present the poster to the class outlining the available amenities in the area and the market group at which the facility is aimed at.	5 5
<b>TOTAL</b>	<b>10</b>
<b>TOTAL MARK</b>	<b>100</b>
	<b>÷ 2 = 50%</b>

Date brief was issued:  Submission date:

I confirm that this is my original work.

Signed:

# MAPPING OF LEARNING OUTCOMES

---

## 1. Identify the basic structure and functions of the human body

- Pages 7 to 29 (Notes and Questions – Skeletal System)
- Pages 30 to 57 (Notes and Questions – Muscular System)
- Pages 58 to 66 (Notes and Questions – Respiratory System)
- Pages 67 to 76 (Notes and Questions – Cardiovascular System)
- Page 169 (Portfolio of Diagrams)
- **Separate: Portfolio of Diagrams**
- Pages 170 to 173 (28 Questions on the Human Body)

## 2. Explain the importance of a warm up and cool down

- Pages 41 and 42 (Notes – Warming up and Cooling down)
- Pages 193 to 195 (Practical Participation)
- **Separate: Photographic/Reflection Log Book**, including warm-up and cool-down exercises
- **Separate: Activity Tracker / Fitness Diary**, including warm-up and cool-down exercises
- **Separate: Fitness programme 1**, including warm-up and cool-down exercises
- **Separate: Fitness Programme 2 (Progression)**, including warm-up and cool-down exercises
- Throughout the course

## 3. Identify personal lifestyle habits and their effect on longevity and quality of life to include, diet, exercise, stress, drugs and alcohol use, smoking and rest/sleep

- Pages 22 to 29 (Notes and Questions – Bone Health)
- Pages 52 to 57 (Notes and Questions – Muscle Health)
- Pages 62 to 66 (Notes and Questions – Lung Health)
- Pages 71 to 76 (Notes and Questions – Heart Health)
- Pages 78 to 122 (Notes and Questions – Food)
- Pages 123 to 129 (Notes and Questions – Exercise)
- Pages 130 to 138 (Notes and Questions – Stress)
- Pages 139 to 142 (Notes and Questions – Drugs)
- Pages 143 to 147 (Notes and Questions – Sleep)
- Page 148 (Life Improvements)
- Pages 170 to 173 (12 Questions on the Lifestyle)
- Pages 174 to 176 (Dietary Meal Plan)
- **Separate: Dietary Meal Plan**
- Page 177 (Benefits of Exercise)

- Separate: Essay on the Benefits of Exercise
- Page 178 (Stress Management)
- Separate: Information Package
- Page 179 (Drugs)
- Separate: Presentation / Sketch
- Page 183 (Conclusion – Lifestyle)
- Separate: Written Conclusion
- Page 196 (Stress Management)
- Separate: Reflection Logbook
- Separate: Mental health Check-in
- Separate: Reflection

4. Identify quality of life improvements based on an individual's personal lifestyle habits

- Page 148 (Life Improvements)
- Pages 174 to 176 (Dietary Meal Plan)
- Separate: Dietary Meal Plan
- Page 177 (Benefits of Exercise)
- Separate: Essay on the Benefits of Exercise
- Page 178 (Stress Management)
- Separate: Information Package
- Page 179 (Drugs)
- Separate: Presentation / Sketch
- Page 183 (Conclusion – Lifestyle)
- Separate: Written Conclusion
- Page 196 (Stress Management)
- Separate: Reflection Logbook
- Separate: Mental health Check-in
- Separate: Reflection

5. Outline the main short term and long term physiological changes the body undergoes due to participation in different types of exercise

- Pages 37 to 52 (Notes – Muscle and Exercise)
- Page 54 (Notes – Preventing Injuries)
- Pages 55 to 57 (Questions – Muscles)
- Pages 123 to 129 (Notes and Questions – Exercise)
- Page 177 (Benefits of Exercise)
- Separate: Essay on the Benefits of Exercise

6. List sports and recreation amenities available to the public in the local area

- Pages 180 to 182 (Amenities Research)
- Separate: Amenities Project and Poster Presentation

7. Select, under supervision, appropriate physical activities to achieve a basic level of skill or fitness

- Pages 197 to 201 (Personal Assessments)
- Separate: Personal Assessment 1
- Separate: Personal Assessment 2
- Separate: Medical Screening Form
- Page 202 (Fitness Programme Design)
- Separate: Fitness Programme 1
- Separate: Fitness Programme 2 (Progression)

8. Participate in a range of physical activities under supervision to acquire at minimum a basic level of skill or fitness

- Pages 193 to 195 (Practical Participation)
- Separate: Photographic/Reflection Log Book
- Separate: Activity Tracker / Fitness Diary

9. Use safe and appropriate practice in participation in each phase of an exercise session

- Page 185 (Notes – Clothing)
- Pages 186 to 188 (Notes – Using Indoor and Outdoor Facilities)
- Pages 193 to 195 (Practical Participation)
- Separate: Photographic/Reflection Log Book, including safety considerations

10. Identify the most important health related components of fitness in a range of sports and physical activities

- Page 150 (Notes - Health Related Fitness)
- Pages 151 to (Notes – Components of Fitness)
- Pages 152 to 161 (Notes, Exercise – Fitness Assessment Techniques)
- Page 162 (Notes - FITT Principles)
- Pages 163 to 164 (Questions – Health Related Fitness, Components of Fitness, Fitness Assessment Techniques, FITT Principles)
- Page 202 (Fitness Programme Design)
- Separate: Fitness Programme 1
- Separate: Fitness Programme 2 (Progression)

11. Apply principles of good practice to a personal health related fitness programme.

- Page 202 (Fitness Programme Design)



- Separate: Fitness Programme 1
- Separate: Fitness Programme 2 (Progression)