

**EDEXCEL LEVEL 3 BTEC ‘SPORT’**

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| **UNIT NUMBER 14**  |
| **UNIT TITLE EXERCISE, HEALTH**  **AND LIFESTYLE** |
| **CREDIT VALUE 10** |
| **ASSESSOR** |

A healthy lifestyle is important in terms of quality of life. We are in a society where it is very easy to live a very sedentary and, in some ways, unhealthy life. The tasks of this assignment highlight the important factors in maintaining health and well being and then puts you in a position where you are assessing, advising and planning a lifestyle management programme for a selected individual.

   

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| **UNIT NUMBER:** 14 | **UNIT TITLE:**EXERCISE, HEALTH AND LIFESTYLE |
| **CREDIT VALUE**: 10 | **ASSIGNMENT NO:** 1 |
| **ASSESSOR** | **INTERNAL VERIFIER** |
| **ISSUE DATE** | **SUBMISSION DATE** |
| **LEARNING OUTCOMES**‘Know the importance of lifestyle factors in the maintenance of health and wellbeing’‘Be able to assess the lifestyle of a selected individual’ | **GRADING CRITERIA**P1, P2, M1, M2, D1 |

**Tasks:**

Sutton Schools for the Future initiative will build new ‘super schools’ in the town. CBSC will be a focal point in the community and will include facilities and expertise ‘for all round care’. The sports and exercise department will include an evening surgery advising people of all ages on lifestyle management. Your first task is to produce information that educates the community in a healthy lifestyle, using an individual to demonstrate how the advice can be put into practice. How you present the information is your choice, but should include the following:

* A description (P1) and explanation (M1) of the following lifestyle factors and their effect on health: physical activity, alcohol, smoking, stress and diet. **P1, M1**
* Design and use a questionnaire that assesses the lifestyle of a selected individual – incorporating all of the factors included in the first task. You should then use the information to describe (P2) and explain (M2) their strengths and areas for improvement. It is recommended that you choose an individual, either from school or home, who would benefit from lifestyle coaching. **P2, M2**
* Evaluate the lifestyle of the selected individual and prioritise areas for change **D1**



*Lifestyle factors*: physical activity recommendations and guidelines; benefits of physical activity; alcohol recommendations and guidelines; risks associated with excessive drinking, e.g. stroke, cirrhosis, hypertension, depression; smoking – health risks, e.g. coronary heart disease, cancer, lung infections; stress – health risks, e.g. hypertension, angina, stroke, heart attack, ulcers; diet e.g. benefits of a healthy diet, effects of poor nutrition, recommendations and guidelines

*Lifestyle questionnaire*: levels of physical activity; alcohol consumption; smoking; stress levels; diet

*Consultation*: one-to-one consultation; communication, e.g. questioning, listening skills, non-verbal

communication, client confidentiality



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| **UNIT NUMBER:** 14 | **UNIT TITLE:**EXERCISE, HEALTH AND LIFESTYLE |
| **CREDIT VALUE**: 10 | **ASSIGNMENT NO:** 2 |
| **ASSESSOR** | **INTERNAL VERIFIER** |
| **ISSUE DATE** | **SUBMISSION DATE** |
| **LEARNING OUTCOME**‘Be able to provide advice on lifestyle improvement’‘Be able to plan a health-related physical activity programme for a selected individual’ | **GRADING CRITERIA** P3, P4, M3, D2 |

**Tasks:**

Using the evidence gained from the questionnaire and your assessment of their lifestyle you are now going to provide some recommendations to improve their quality of life. Devise the individual a ‘lifestyle’ change programme which

* Provides them with lifestyle improvement strategies **P3**
* Explains the recommendations made regarding lifestyle improvement strategies **M3**
* Analyses a range of these strategies, providing detailed information to them on how these strategies will make a difference in improving their lifestyle. **D2**

*Strategies*: ways to increase physical activity levels, e.g. walking, stair climbing, cycling; alcohol, e.g. seek alternatives, counselling and therapy, detoxification, self-help groups, alternative treatment and therapies; smoking, e.g. acupuncture, NHS smoking helpline, NHS stop-smoking services, nicotine replacement therapy; stress management techniques, e.g. assertiveness, goal setting, time management, physical activity, positive self-talk, relaxation, breathing; diet, e.g. timing of food intake, eating more or less of certain foods, food preparation; behaviour change, e.g. stages of change, common barriers, cognitive and behavioural strategies



* Outlines a plan of a six-week health related physical activity programme, based on the information gathered from previous tasks **P4**

*Collect information*: e.g. personal goals, lifestyle, medical history, physical activity history, attitudes,

Motivation *Goal setting*: goals (short-, medium- and long-term); SMART (specific, measurable, achievable, realistic, time bound) targets

*Principles of training*: overload; specificity; progression; individual differences; variation; reversibility; FITT (frequency, intensity, time and type) principles

*Appropriate activities*: e.g. walking, cycling, hiking, swimming

*Exercise intensity*: e.g. rating of perceived exertion (RPE), maximum heart rate, maximum heart rate reserve, talk test

**BTEC ‘SPORT’ASSIGNMENT BRIEF I/V**

**UNIT EXERCISE, HEALTH AND LIFESTYLE LEVEL 3**

###

* HAS ACCURATE PROGRAMME & UNIT DETAILS YES/NO

* HAS CLEAR DEADLINES FOR ASSESSMENT YES/NO
* SHOWS ALL RELEVANT GRADING CRITERIA

FOR THE UNIT(S) COVERED IN THE ASSIGNMENT YES/NO

* INDICATES RELEVANT GRADING CRITERIA

TARGETED AGAINST EACH TASK YES/NO

* CLEARLY STATES WHAT EVIDENCE THE

LEARNER NEEDS TO PROVIDE YES/NO

* IS LIKELY TO GENERATE EVIDENCE WHICH

IS APPROPRIATE AND SUFFICIENT YES/NO

* HAS A TIME PERIOD OF APPROPRIATE DURATION YES/NO
* IS SET AT THE APPROPRIATE LEVEL YES/NO
* USES SUITABLE VOCATIONAL LANGUAGE YES/NO
* HAS A CLEAR PRESENTATION FORMAT YES/NO **GENERAL FEEDBACK**

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### SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(I/V) DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REMEDIAL ACTION COMPLETED (IF APPROPRIATE)**

### SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ASSESSOR) DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**UNIT 14 - EXERCISE, HEALTH AND LIFESTYLE**

**OUTLINE LEARNING PLAN (60 G.L.H.)**

**Introduction and overview of the unit**

**Assignment 1: Lifestyle, Health and Lifestyle Improvement**

**(P1, P2, M1, M2, D1) Suggested time – 24 Guided Learning Hours**

* Tutor introduces the unit and assignment brief
* Physical activity recommendations and health benefits
* Alcohol recommendations, health risks of excessive drinking
* Health risks of smoking
* Health risks of excessive stress
* Healthy eating
* Evaluation of personal lifestyle: individual evaluation of lifestyle including work completed in learners’ own time
* Increasing physical activity – practical activities using pedometers including learner activity completed in own time
* Lifestyle questionnaire design – tutor introduces topic. Group evaluation of questionnaires and individual design of own questionnaire.
* Consultation skills – role play.
* Students prepare and complete assignment

**Assignment 2: Lifestyle Improvement (P3, P4, M3, D2)**

**Suggested time – 32 Guided Learning Hours**

* Tutor introduces the assignment brief
* Planning health-related exercise programmes – tutor introduces topic. Small-group case studies. Learners plan a health-related exercise programme for an individual, case studies provided. Feed back to class.
* Smoking cessation and ways to reduce alcohol consumption: tutor facilitates class discussion on strategies. Small group activity making recommendations for scenarios provided and feedback to class.
* Stress management techniques: tutor-led practical activities covering time management, positive self talk, relaxation, breathing, assertiveness and goal setting.
* Dietary changes – tutor introduces topic. Small-group case studies. Learners make recommendations on how to improve a diet based on food dietary information provided. Feed back to class.
* Behaviour change – tutor-led class discussion on behaviour change and strategies that can be used.
* Planning a six-week programme – advice on design. Learner work independently
* Students prepare and complete assignment

**Review of unit and assessment activities**