# Teamwork and Personal Development in the Community



Cadet Vocational College

## LEARNING GUIDE

for completing Unit 4

Version 3.2

Pearson BTEC Approved Centre

## On successful completion of this unit you will:

1. Know what is meant by a healthy lifestyle
2. Understand the effect of basic nutrition on personal health and fitness
3. Be able to take part in fitness tests
4. Be able to undertake a personal health and fitness improvement plan

Unit 4

# Improving Health and Fitness for Personal Wellbeing

**Being fit and healthy is very important for your physical, mental and emotional wellbeing.**

Physical activity keeps the body strong, stimulates the brain for activities like creativity and problem solving and has a positive effect on mood, so reducing risks associated with anxiety and depression.

This unit will cover the theory of how to improve your health and fitness. You will then put this knowledge into practice by designing, following and reviewing your own health and fitness plan.

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**Unit 4 has:**



- Seven tasks which require written answers.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you understand and to complete each task.



- One practical activity, which will count towards your final grade.
- The activities and training that you undertake within your own organisation will help you to develop your **health and fitness**. These experiences can also evidence a number of assessment criteria within this unit. You can find out more details as you read through the unit.

If you have achieved a GCSE in PE (Grade 4 or higher), you **do not** need to complete the workbook as **all** of the assessment criteria can be evidenced.

For more information on how to provide the necessary evidence please go to your learner handbook.

LO

**Learning Outcome 1**

**Know what is meant by a healthy lifestyle**

This learning outcome will help you to firstly understand the term 'healthy lifestyle' and then the benefits of maintaining a healthy lifestyle.

# Healthy lifestyle

## Case study

This first case study is about Nadia who is a volunteer sports coach at her local community centre. The words and phrases highlighted below relate to a healthy lifestyle and the benefits of maintaining a healthy lifestyle.



**Nadia**

Nadia enjoys playing netball for her local team once a week and she also coaches a team at weekends. Both help to keep her fit. As part of her **exercise and fitness** regime, Nadia also walks 5km daily.

**Diet** and **nutrition** are important, and Nadia ensures that she eats the recommended amount of fruit and vegetables each day to aid her **health**. She understands that there are many benefits to having a healthy lifestyle on her **physical** and **mental wellbeing**. For example, after exercising, Nadia says that she feels great and that it also gives her the space and time to clear her mind. As Nadia is fit and well, she can complete daily physical and mental tasks without struggling.

As part of her role, Nadia promotes the importance of a healthy lifestyle and the benefits it brings to individuals, physically, mentally and **emotionally**.

# What is meant by a healthy lifestyle?

**The term healthy lifestyle can take into account many factors including those listed below:**

| | |
|---|---|
| **Exercise and fitness** | "The ability to improve the functioning of your body through healthy eating and good exercise habits."<br>*Learning Guide* |
| **Health and wellbeing** | The World Health Organisation (WHO) defines health as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."<br>*www.bbc.co.uk/bitesize/guides* |
| **Physical and mental wellbeing** | "Good physical health is linked to fitness - being able to perform effectively the physical tasks involved in life as well as sport, being active, having strength and stamina, and having fewer illnesses, diseases and injuries."<br>*www.bbc.co.uk/bitesize/guides* |
| **Diet and nutrition** | "The substances that you take into your body as food and the way that they influence your health."<br>*Cambridge English Dictionary* |
| **Lifestyle** | "The living conditions, behaviour and habits that are typical of them or are chosen by them."<br>*Collins Dictionary* |





## Task 1: Describe the key terms associated with a healthy lifestyle (AC 1.1)

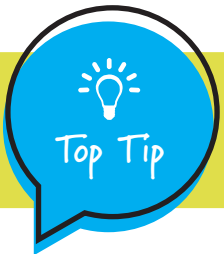
Your task is to **DESCRIBE five** key terms associated with a healthy lifestyle.

As the command verb is **DESCRIBE**, you should include a series of points to 'paint a picture with words'. You should aim to use your own words rather than a definition from a source.




**An acceptable answer would be:**
*"Lifestyle is someone's way of living and the things they do that make up their life. I have an active lifestyle as I make sure I walk to and from college."*

**An answer that would not be accepted:**
*"Lifestyle is someone's way of living."*




Use **examples** to help describe what you mean by your definitions.

## Why is a healthy lifestyle important?

Maintaining a healthy lifestyle with a balanced diet and exercise is important in order for your body to be able to function properly.

A healthy diet can lower the risk of some health problems, such as heart disease, diabetes and some cancers. Eating a varied and balanced diet that contains at least five portions of fruit and vegetables a day, and drinking enough water to stay hydrated, will help you to stay healthy.

## Benefits

Maintaining a healthy lifestyle has **physical**, **mental** and **emotional** benefits.

There a number of benefits listed in the table below.

There are blank spaces to add in your own ideas here. Researching on the internet 'the health benefits of exercise' will help you.

| Benefits of maintaining a healthy lifestyle | |
|---|---|
|  **Physical** | Controls weight |
| | Helps to combat disease |
| | … |
|  **Mental** | Boosts energy |
| | Releases endorphins to give you the 'feel good' factor that can improve your mood |
| | … |
|  **Emotional** | Boosts self-esteem and confidence through better physique |
| | Enables social connections when carried out with other people |
| | Boosts concentration |
| | … |

## Task 2: Describe the benefits of maintaining a healthy lifestyle (AC 1.2)

For this task you should **DESCRIBE three** benefits associated with maintaining a healthy lifestyle. You can include examples within your answer to help provide the level of detail required.

? Example

**An acceptable answer would be:**
*"A physical benefit of maintaining a healthy lifestyle is that it can help you to improve your quality of life. This is because exercising can help you to control your weight and reduce the risk of health problems such as heart disease and diabetes."*

**An answer that would not be accepted:**
*"A physical benefit of maintaining a healthy lifestyle is that it can help you to improve your quality of life."*

Top Tip

Ensure that you choose a benefit from **each** of the three categories; physical, mental and emotional.

## Recap

To check your understanding you may wish to answer the following questions:

**A healthy lifestyle is important because it...** *(tick all that apply)*

- [ ] Lowers the risk of health problems
- [ ] Provides mental and emotional benefits
- [ ] Boosts self esteem
- [ ] Can help to control your weight

**A physical benefit of leading a healthy and active lifestyle would be that it helps to combat disease. True or false?**

**List one benefit that leading a healthy, active lifestyle can have on your mental well being**

If you want to check your answers, they are located on page 34.

LO **Learning Outcome 1 - complete** ✓

LO

**Learning Outcome 2**

**Understand the effect of basic nutrition and lifestyle factors on personal health and fitness**

This learning outcome will help you to understand the terms nutrition and lifestyle, and the impact they can have on your health and fitness.

## Lifestyle factors

There are a number of lifestyle factors that can affect your health and fitness. There are nine outlined below and on the next page.

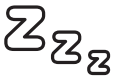
### Balanced diet



A healthy, balanced diet can help to provide energy and lower your risk of diseases such as heart disease, diabetes and cancer.

When eating a balanced diet you are less likely to become ill or put on excess body fat.

### Sleep patterns



Getting enough sleep is important for the body to rest and the brain to function optimally.

For young people aged 14 to 17, it is recommended that you get between 8 and 10 hours and for an adult, between 7 and 9 hours rest a night for optimal performance.

### Alcohol and drugs



In the short term, alcohol use can lead to disorientation and poor decision-making. Alcohol can lead to dehydration and will weaken your muscles and make you feel tired.

In the long term, it increases your blood pressure and cholesterol levels, both of which are risk factors for heart attacks and strokes. Drug and alcohol misuse will weaken your immune system, making you more vulnerable to serious infections.

### Smoking



On average, it can reduce your life expectancy by 10 years. Cigarette smoke contains more than 5,000 chemical compounds and over 60 are known to cause cancer. Smoking damages your blood vessels, increases your blood pressure and heart rate and makes your blood more likely to clot. If you smoke, your risk of heart disease or having a heart attack is increased.

## Personal hygiene



Personal hygiene is looking after the body and keeping it clean and healthy. It includes washing to prevent body odour, cleaning your teeth to prevent gum disease and regular hand washing to prevent spreading germs.

Poor personal hygiene can lead to being isolated from others as it can affect your self-esteem. Looking and feeling presentable can boost your confidence and give a sense of pride.

## Activity



Children and young people aged 5 to 18 should aim for an average 60 minutes of moderate physical activity a day. Adults aged 19 to 64 should to do at least 150 minutes of moderate intensity activity or 75 minutes of vigorous intensity activity a day. Physical activity decreases the risk of cardiovascular disease and osteoporosis. Overall it improves your general fitness, boosts your mood and can help you to manage stress.

## Sun safety



Most skin cancers are caused by exposure to the sun. This may be long exposure, or short periods of intense sun exposure and burning.

People who spend a lot of time in the sun are at an increased risk of skin cancer if they do not take the right precautions. You can take extra care by spending time in the shade, covering up with clothes, a hat and sunglasses and also using sunscreen.

## Peer pressure



Positive peer pressure could influence someone to try new activities or to become involved in sports. This could lead to the introduction of a healthy lifestyle and positive role models.

Negative peer pressure can tempt individuals to take part in inappropriate activities with friends in order to fit in or to gain social status on forms of social media. This can lead to bullying and negative effects.

## External environment



We are unable to control external factors and some may have a negative effect on our personal health. One example may be fast food restaurants and takeaways that are near to our homes, making food quick and easy to grab when in a rush.

**Lifestyle factors** can have a positive or negative impact on an individual's health. Read the two cases below and consider what impact they have had, **positive** or **negative**.

| Andrew | Alice |
|---|---|
| Andrew is 18 years old. He is regularly staying up all night gaming and browsing social media. Across the week he is averaging two to three hours sleep a night. | Alice has recently joined the local gym. She is attending 5 nights a week and can notice the change in her mood and energy levels. She has also created a new circle of friends that she now meets up with at the gym. |

If you want to check your answers, they are located on page 34.

## Task 3: Explain how lifestyle factors can affect personal health and fitness (AC 2.1)



For this task, you need to **EXPLAIN** how **two** lifestyle factors can affect personal health and fitness in both a **positive** and a **negative** way.

As the command verb is **EXPLAIN**, you should include a reason or an example to support each factor that you have identified. To help you to do this, you can refer to the case studies in this Learning Guide or use your own examples.




**An acceptable answer would be:**
*"Smoking as part of your lifestyle can have a negative impact on your health because it can reduce your life expectancy by ten years. This is because smoking contains harmful chemicals that cause problems with your heart that can lead to heart attacks."*

**An answer that would not be accepted:**
*"Smoking reduces your life expectancy."*

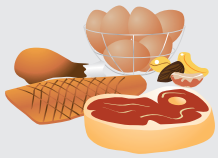
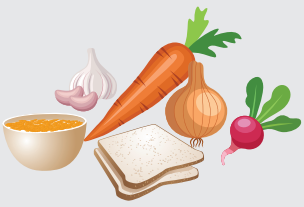



You have looked at a number of lifestyle factors earlier in the Learning Guide. You should choose **four** that you feel confident in using for your examples.

As part of a healthy lifestyle, individuals need to manage the **quantity**, **type** and **proportion** of foods that they eat. This will also impact on an individual's training and performance regime.

## Basic nutrition

The body needs a balance of five groups of nutrients to stay healthy. The table below gives more information about those major nutrients.

| Nutrient | Purpose | Examples |
|---|---|---|
|  **Proteins** | Essential for maintaining, growing and repairing muscle tissue in the body. | Meats, fish, dairy, lentils, nuts, seeds, tofu, eggs. |
|  **Carbohydrates** | Source and production of energy. Regulation of blood glucose. | **Simple (sugars)** - sugar, glucose, fructose. (fizzy drinks, cakes).<br><br>**Complex (starches)** - bread, pasta, rice, potatoes, cereal. |
|  **Fats** | Source of energy. | **Saturated (unhealthy)** - full fat dairy, fatty and processed meats, butter, chocolate, sweets, cheese.<br><br>**Unsaturated (healthy)** - olive oil, oily fish, nuts, avocados. |
|  **Vitamins and Minerals** | Needed in small amounts for the body to function properly.<br><br>Helps with bone growth, immune system, vision, nervous system. | **Vitamin A** – dairy, oily fish.<br>**Vitamin B** – vegetables, wholegrain cereals.<br>**Vitamin C** – citrus fruit, vegetables.<br>**Vitamin D** – oily fish, eggs.<br>**Calcium** – eggs, milk, cheese, yogurt.<br>**Iron** – meat, fish, green leafy vegetables.<br>**Zinc** – beef, shellfish, wholegrains. |
|  **Fibre** | Helps digestion and improves the body's ability to absorb nutrients. | Fruit, root vegetables, wholemeal bread and cereals. |

## Diet

"The food and drink usually eaten or drunk by a person or group" *(Cambridge English Dictionary)*

There are different types of diets. Some examples of these are vegan, vegetarian and gluten free.

- A vegan diet contains only plants such as vegetables, grains, nuts and fruits and foods made from plants. As part of a vegan diet you do not eat foods that come from animals, including dairy products and eggs.
- A vegetarian diet contains no meat or fish but you still consume dairy products and eggs.
- A gluten free diet doesn't include any foods or drinks that contain gluten. People on a gluten free diet may have gluten sensitivity or coeliac disease. Gluten is a protein found in wheat, barley and rye.

## Eatwell Plate

The Eatwell Guide shows how you can achieve a healthy, balanced diet. It divides the foods you eat and drink into five main food groups. The aim is to try and choose a variety of different foods from each of the groups across the week. This will help you to give your body a wide range of nutrients to stay healthy.

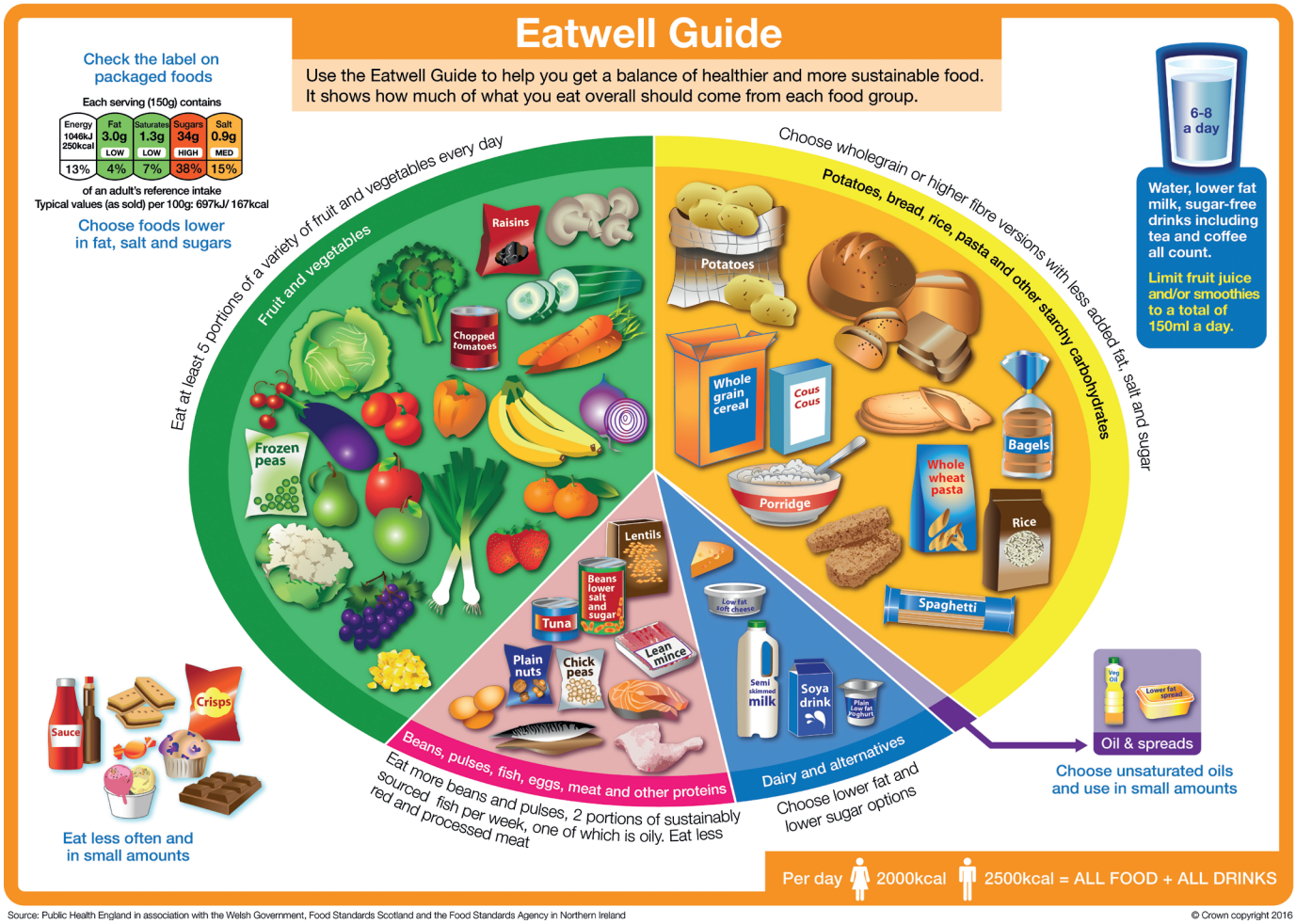



Image source: https://www.gov.uk/government/publications/the-eatwell-guide

# Food labelling

Nutritional information on food labels can help us make healthier choices when selecting the foods we eat. Labels can be found on the packet and are colour coded in red, amber and green, with green being a healthier option. The labels identify details of calories, fat, saturated fat, sugar and salt, with allergens highlighted in bold.

The table below outlines the daily reference intake. You may see this on your food packaging as RI (Reference Intakes). These are guidelines on the amount of energy and nutrients you need for a healthy balanced diet each day. The RI tells you how much you should consume of each per day maximum.

**Can you complete the table with an item of food packing that you have?**

| | Your chosen product: ... | Adult RI |
|---|---|---|
| **Kcal** | | 2000 |
| **Fat** | | 70g |
| **Of which saturates** | | 20g |
| **Sugars** | | 90g |
| **Salt** | | 6g |

*After looking in more detail at your food product, did its content surprise you? Did it contain more sugar than you expected? If you looked more cautiously at food labels, do you think you would make different food choices?*

# Keeping a food and lifestyle diary

Writing a food and lifestyle diary can help you become more aware of your eating and activity habits. This can help you set goals to improve your lifestyle and encourage you to make sensible choices about the food you eat. It is important to make good food choices when you are active to ensure that you have enough energy to complete your activities.



**Asher**

Asher has recently joined his local youth organisation and this week they are undertaking some fitness tests. Asher wants to ensure that his body is fuelled correctly on the day of the testing.

**Can you complete the food diary below to help Asher for the day of his fitness testing?**

Remember what you know about a balanced diet and ensure that you have at least five portions of fruit and vegetables a day. You can refer to the Eatwell Plate for extra guidance.

| | Time | Food and drink |
|---|---|---|
| **Breakfast** | | |
| **Lunch** | | |
| **Dinner** | | |
| **Snacks** | | |
| **Planned activity or exercise** | 6.30pm | Fitness tests |

# Impact of nutrition

Good nutrition can help improve your performance and feelings of wellbeing.

If you do not follow the guidelines for a balanced diet and eat poorly over a prolonged period of time, then you are more likely to have problems with your health, both physically and mentally. These choices can be made worse by your lifestyle choices (for example, taking little or no exercise and smoking).

| Effects | GOOD nutrition | POOR nutrition |
|---|---|---|
|  **Physical wellbeing** | • Energy to keep you active throughout the day<br>• Allows you to perform better when fuelled correctly | • Increased risk of chronic diseases<br>• Struggle to take part in exercises as it can make you feel 'sluggish' |
|  **Mental wellbeing** | • Increased concentration<br>• Can improve sleep | • Low mood, increased risk of depression<br>• May experience low self esteem |
|  **Emotional wellbeing** | • Increases productivity<br>• Help you think clearly and feel more alert | • Fatigue, may not feel like doing much<br>• Can lead to binge eating, weight gain |

## Task 4: Describe the effect of basic nutrition on personal health and fitness (AC 2.2)

For this task, you will need to **DESCRIBE** the effect of **good** and **bad** nutrition on personal health and fitness, including the effects on physical, mental and emotional wellbeing.

You **must** use examples in your answers. To help you do this, you should consider how nutrition can impact your success at school, college, or within employment.

? Example

**An acceptable answer for physical wellbeing would be:**
*"**Good** nutrition can improve your physical wellbeing because eating good foods provides your body with energy. For example, I would make sure that I ate enough food before taking part in fitness tests so that my body has enough energy to perform well."*

**An answer that would not be accepted:**
*"**Good** nutrition can improve your physical wellbeing."*

? Example

**An acceptable answer for mental wellbeing would be:**
*"**Poor** nutrition can affect your mood in a negative way. You may feel stressed when under pressure or possibly depressed as your body isn't able to cope. When you feel in a low mood, it will alter the decisions that you make . For example: It would be important to eat something before completing an exam to help you to do your best under pressure."*

**An answer that would not be accepted:**
*"**Poor** nutrition can have a negative effect on your mental well-being."*

Top Tip

Using sub headings in each answer will ensure that you cover the effects of **good** and **bad** nutrition on your **physical**, **mental** and **emotional** wellbeing.

The content in the learning resources may help you and can be used as a reference. To help you, reflect on how you feel when you eat well.

## Recap

To check your understanding you may wish to answer the following questions:

**Which of the following can have a negative effect on lifestyle?**

- Irregular sleep
- Completing 30 minutes of exercise each day
- Drinking alcohol in moderation when of age

**Why are proteins important in a balanced diet?**

- They provide vital minerals
- They are a high energy source
- They are needed for growth and repair

**Outline one way you could improve your diet**

If you want to check your answers, they are located on page 34.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

**Learning Outcome 3**

**Be able to take part in fitness tests**

This learning outcome requires you to demonstrate your ability to carry out fitness tests and show your understanding of their purpose and relevance.



## Fitness testing

There are many ways in which you can measure your fitness. Below are some examples of fitness tests that you may have participated in within your own organisation to measure your standards of fitness.

- Bleep test
- Timed run
- Maximum effort in one minute of one exercise, such as sit-ups, press-ups, burpees and pull-ups
- Sit and reach
- Employment-specific tests such as the Army annual fitness tests

On the website below there is an extensive list of fitness tests and explanations for you to explore:
**www.topendsports.com/testing/tests/index.htm**

The purpose of fitness testing is to:

- determine and assess current fitness levels
- monitor fitness levels
- help form a plan to progress
- set goals to achieve
- use as a motivational tool

# Task 5: Describe different methods of fitness testing and their purpose (AC 3.1)

For this task, you must **IDENTIFY three** different fitness tests, **DESCRIBE how** they are carried out correctly and **IDENTIFY what** their purpose is.

To help you, think back to when you may have completed fitness testing (within your own organisation, at college, within sports clubs etc.), or you can use the websites below to explore others.

**www.bbc.co.uk/bitesize/guides/zckcdmn/revision/3**
**www.glos.ac.uk/information/knowledge-base/gcse-fitness-testing-booklet**

? Example

**An acceptable answer would be:**
*"The Basic Combat Fitness Test is a 12.8km march (including 4.8km off road) in 1 hour 55 minutes in uniform with full equipment. The purpose of this test being to assess current fitness levels against the standards to make sure a minimum health and fitness level is sustained for the role."*

Top Tip

When describing your chosen fitness test, imagine that the person reading your answer has no knowledge of the test. Including detail about how to perform the test or any equipment that is required will help you to paint a picture with words.

## Preparing for and recovery from fitness tests

**Warming up** is a way that you can help your body and mind prepare for testing. **Cooling down** after fitness and exercise testing is also important and is a way to start the recovery process.



**Benefits of WARMING up**

- Reduce risk of injury
- Preparing the mind for the task ahead
- Improves blood flow to the working muscles
- Slowly increases the heart rate to raise your body temperature
- Helps to reduce muscle stiffness

**Benefits of COOLING down**

- Helps to gradually return your heart rate and breathing back to normal
- Time to relax and reflect
- Helps to remove waste products from your muscles such as lactic acids
- Ability to ask questions
- Helps to prepare muscles for the next exercise session and reduce injury

## Interpreting fitness test results

Taking part in fitness tests and interpreting your results can help to determine your current fitness levels.

You can measure your fitness against your organisation's standards, or against published norms found on the website below: **www.topendsports.com/testing/tests.htm**

For example, these are the published norms for the 20m Bleep test:
**www.topendsports.com/testing/tests/20mshuttle.htm**

| | Men | Women |
|---|---|---|
| Excellent | > 13 | > 12 |
| Very good | 11 - 13 | 10 - 12 |
| Good | 9 - 11 | 8 - 10 |
| Average | 7 - 9 | 6 - 8 |
| Poor | 5 - 7 | 4 - 6 |
| Very poor | < 5 | < 4 |

**The next part of the unit is spilt into two parts, Activity 1 and Task 6.**

## Activity 1: Participate in different methods of fitness testing to determine personal fitness (AC 3.2)

For this activity you will need to take part in a minimum of **two** observed fitness tests and then interpret the results correctly to indicate your own personal fitness (Task 6).

The fitness tests may normally be carried out as part of the activities within your youth organisation.

### Option 1

Tick one of the recognised fitness activities below that you have completed. Evidence of activities marked with an asterisk (*) **MUST** be submitted with your assessment. For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

| | Activity | ✓ |
|---|---|---|
| Boys Brigade (BB) | *Queens Badge (**must** have chosen Section B) | |
| | *Health and Fitness (Stage 4) | |
| Scouts | *Platinum Award (or higher) | |
| Other | *Bronze DofE Physical (or higher) | |
| | *BTEC First Award in Sport | |
| | *BTEC Sports Science and Sports Studies | |
| | *National 4 Physical Education (or higher) | |
| | *NCFE Level 3 Diploma for Entry to the Uniformed Services Unit 2 | |
| | *OCR Sports Studies (Level 1 / Level 2) | |

If you **have** been able to tick one of the recognised activities above, you **do not** need to complete any further tasks in this workbook.

If you **have not** been able to tick one of the recognised activities above, you must now demonstrate when you have taken part in a fitness activity by completing Option 2 on the next page.

*Correct at time of print*

## Option 2

Below is a list of recognised fitness activities. Choose **one** that you have completed and would like to review.

| | Activity | ✓ |
|---|---|---|
| **Boys Brigade (BB)** | *Health and Fitness (Stage 2) | |
| **Combined Cadet Force (CCF)** | CCF CF Swimming test **and** CF Water safety test | |
| | CCF RAF Blue Badge Pre DofE (Physical section) | |
| **Sea Cadet Corps (SCC) / Royal Marine Cadets (RMC)** | SCC/RM PT Class 3 (or higher) | |
| | CF Swimming test **and** CF Water safety test | |
| **Royal Air Force Air Cadets (RAFAC)** | RAFAC Blue Badge Pre DofE (Physical section) | |
| | RAFAC Basic **and** Intermediate Swim cert | |
| **Army Cadets (ACF)** | 1 Star Physical Recreation (or higher) | |
| | CF Swimming test **and** CF Water safety test | |
| **Army Cadets (ACF) or CCF (Army)** | 1 Star Keeping Active (or higher) (ACS) | |

*Correct at time of print*

Evidence of the fitness activities will need to be checked, either from Westminster / Bader (if applicable) or by you uploading evidence for those marked with an asterisk (*). For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

If you **have** been able to tick one of the recognised activities above, then **you will now need to complete Tasks 6 and 7** in your workbook.

## Option 3 for all organisations

If you **have not** been able to tick one of the recognised activities above, you can complete a Cadet Vocational College fitness test and ask a tutor to complete a witness statement (pages 21-22 in your workbook).

When you have this evidence **you will then need to complete Tasks 6 and 7 in your workbook.**

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**Scan here for a full and updated version of our Recognised Prior Learning Activities (RPL)**

If you have evidence of any fitness tests that you have completed that you wish to be considered for RPL, please contact tpd@cvcollege.org

# Task 6: Participate in different methods of fitness testing to determine personal fitness (AC 3.2)

Now that you have completed **Activity 1** and taken part in **two** observed fitness tests you **must now interpret** your results. This can be against your own organisation's standards or the fitness norms (**www.topendsports.com/testing/tests.htm**).

## Recap

To check your understanding you may wish to answer the following questions:

- **Warming up before taking part in a fitness test helps to improve the blood flow to the muscles. True or false?**
- **Identify one reason why it is important to cool down after exercise**
- **The purpose of fitness testing could be: (tick all that apply)**
  - ☐ Assess our current fitness levels
  - ☐ To help us to create goals
  - ☐ To determine our health
  - ☐ Motivational tool
  - ☐ Identify strengths and weaknesses

If you want to check your answers, they are located on page 34.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO

## Learning Outcome 4

**Be able to undertake a personal health and fitness improvement plan**

This learning outcome requires you to develop and then undertake a four week personal health and fitness improvement plan.

This will demonstrate your understanding of target setting. You will then need to review your progress.



The final part of this unit is split up into three parts:

1. **Producing a health and fitness plan**
2. **Undertaking the health and fitness plan**
3. **Reviewing the outcomes of the health and fitness plan**

There are a number of very important points that you need to take into account when producing your plan. We have produced a webinar that will guide you through the process step by step. This webinar can be found by scanning the QR code:

Scan me!

cvcollege.org/btec-level-2-unit-4-resources

Alternatively the theory covered in the webinar (for part 1) is covered over the next few pages.

Once you have produced the plan, you will need to **undertake** this plan and then, once you have done that, **review** the outcomes.

# Health and fitness plan

## Q: What is a personal health and fitness plan?



**A:**
A personal health and fitness plan is a document that outlines **how** you can achieve a set target or targets. It details 'step by step' the daily activities or actions that you must take over a set period of time to achieve a goal.

**Take a moment to reflect:**

***How can you improve your own personal health and fitness. What target/s would you set yourself?***

You may already have a target in mind which is great. If you don't then you could use the fitness test results you gained earlier in Task 6 as a starting point and then aim to set yourself the target of improving those results further.

## SMART targets

When you have set yourself targets previously you may have heard of the term **SMART**.

**SMART** is a useful acronym to ensure that your targets are not too vague or difficult to achieve, because that in itself may demotivate you.




Now that you understand SMART, you will need to develop those **initial** thoughts you had earlier and take the next step to producing a health and fitness plan.

## Health and fitness plan

Can you identify ***an area*** of health and fitness that you really **want** to improve? If you were to consider your ***current*** fitness levels, ask yourself:

- **What** areas of your current fitness would you like to improve? Your strength? Your endurance? Fitness?
- **Why** do you want to improve that aspect of your fitness?
- **What** do you want your end goal to be at the end of the four week period?

It is important to consider areas that **really interest you** as it is these targets that form the basis of your four week health and fitness plan. Having something that you really **want** to improve, will give you the focus you need for this time period.

## Example

Below is an example of part of a personal health and fitness improvement plan:

**My SMART target/s: Specific, Measurable, Achievable, Realistic, Time bound**

I want to be able to complete my 5k charity run within 30 minutes in November.




The target specifies what you are looking to improve – to complete 5K.

The target states you want to achieve it in 30 minutes.

The target has been set so that it challenges the individual.

The target is achievable to their current fitness levels.

The target provides a time frame - November.

Consider your own SMART target, what do you want to achieve over a four week period?

## Producing a health and fitness plan

The information that follows will help you to produce the **detail** of your health and fitness plan.

## F.I.T.T. principle

To produce an effective plan you will need to understand the **four** stage F.I.T.T. principle. If you do this successfully, it will ensure that the detail in your plan, and any specific exercises, fit your targets and fitness level.

**F**

**FREQUENCY**

How **often** will you train/exercise towards your goal?

This can depend on the types of workouts you're completing, how hard you want to work, your **current** fitness levels, and what your target is.

**I**

**INTENSITY**

**Intensity** - How **hard** will you work? High, medium or low intensity.

This refers to how *difficult* your exercise is, and helps provide the detail in any plan.

**T**

**TIME**

**Time** - How **long** will you exercise for?

**T**

**TYPE**

**Type** - What **type** of training will you do?

Here is an example of a basic plan and how the F.I.T.T principles have been applied:

| Day | Week 1 |
|---|---|
| Monday | Medium intensity<br>• 12 minutes run, steady state, flat terrain around the local estate |
| Tuesday | Medium to high intensity<br>• 5 minute gentle jog warm up around football pitch<br>• 2 minute fast run/2 minute rest x 5 |
| Wednesday | REST DAY |

F

I

T

T

| | |
|---|---|
| **Frequency** | You can see that between Monday and Wednesday the individual is planning to exercise on <u>*two*</u> of the three days. |
| **Intensity** | You can see from the plan that the level of **intensity** *is* specified. The harder and longer your exercise is, the more intensity it may require.<br><br>For example, the twelve minute jog would be medium intensity as the HR would be working at a moderate intensity, whereas the gentle jog followed by fast runs would be medium to high intensity. |
| **Time** | The plan specifies how *long* each run will last. |
| **Type** | This is typically in relation to the type of exercise you will complete. Is it cardio, strength, flexibility etc.?<br><br>For the purpose of **this** task you don't need to go into too much detail but you must ensure that the type of exercises you are completing will help you to reach your target. |

## SPORT

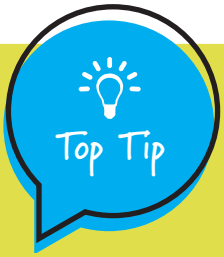
**SPORT** is another acronym to consider when creating your health and fitness plan. These five principles will help you to 'progress' and improve, so therefore get the most out of your plan.

| | |
|---|---|
| **S**<br>**Specificity** | You need to ensure that your plan and the exercises you have detailed are relevant and *specific* to your target.<br><br>It is important that you choose exercises which *support* you in reaching your target. If you are unsure of any exercises or need help with coming up with some, you can use the internet to research. |
| **P**<br>**Progression** | In order to progress, you need to make sure that the body is pushed beyond its *usual* means. If you completed the ***same*** training ***every*** week your body would become used to it and wouldn't improve.<br><br>When you are writing your programme, ensure that your plan becomes ***progressively*** harder. You would do this by increasing the ***FITT*** principles that we looked at earlier.<br><br>For example, ***increasing*** the amount of weight you lift, completing ***more*** repetitions, having ***longer*** sessions, ***increasing*** distance or speed or having ***less*** rest. |
| **O**<br>**Overload** | Overload links closely with progression.<br><br>When your body adapts to training, you must apply this principle to allow you to progress. You must ***push*** your body outside of its comfort zone in order to get fitter and work towards achieving your target.<br><br>You must ensure that during your plan you are ***not*** completing the same exercises, repetitions or time every single week as your body will become used to it and it will ***slow down*** your progress. |
| **R**<br>**Reversibility** | Exercising will ***improve*** your fitness.<br><br>It is important that you *continue* with your training and keep up with the plan and exercises you have set yourself so that you don't reverse any benefits that your training has had. Once your programme is over, it is important that you continue to build health and fitness into your life to ***maintain*** or ***improve*** your results. |
| **T**<br>**Tedium** | Make your health and fitness plan as ***exciting*** and ***creative*** as possible. If the same activity appears frequently in your plan, you may find that your training becomes repetitive and boring. |

Here is an example of a basic plan and how the **SPORT** principles have been applied:

| Day | Week 1 | Week 2 | Week 3 | Week 4 |
|---|---|---|---|---|
| Monday | Medium intensity<br>• 12 minutes run, steady state, flat terrain around the local estate | Medium intensity<br>• 15–18 minutes, steady state, flat terrain around the local estate<br>• Followed by 5 minute brisk walk | Medium intensity<br>• 18–23 minutes, steady state, flat terrain around the local estate.<br>• Followed by 5 minute brisk walk | Medium intensity<br>• 23–30 steady state minutes, flat terrain around the local estate<br>• Followed by 5 minute brisk walk |
| Tuesday | REST DAY | REST DAY | REST DAY | REST DAY |
| Wednesday | Medium to high intensity<br>• 5 minute gentle jog warm up around football pitch<br>• 2 minute fast run/2 minute rest x 5 | Medium to high intensity<br>• 5 minute gentle jog warm up around football pitch<br>• 2 minute fast run/2 minute slow walk to recover x 6 | Medium to high intensity<br>• 5 minute gentle jog warm up around football pitch<br>• 2 minute fast run/1 minute slow walk to recover x8 | Medium to high intensity<br>• 5 minute gentle jog warm up around football pitch<br>• 2 minute fast run/1 minute slow walk to recover x10 |
| Thursday | Low intensity<br>• 30 minute brisk walk with my dog | Medium intensity<br>• Football game for college team 90 minutes | Low intensity<br>• 1 hour fast walk with my family to the local park | Low intensity<br>• 1 hour fast walk with my family to the local park |

| | |
|---|---|
| **S**<br>**Specificity** | The activities you can see include running, jogging, walking and football. They are specific to the target of running a 5K. |
| **P**<br>**Progression** | You can see here that the runs **increase** in time and there is **less rest** as the weeks progress.<br><br>Each week is progressing **slightly**, but this is gradual and not too excessive. It is so important not to be too hard on yourself in week one as your body **will** need to recover and adapt.<br><br>When you are writing your plan, it is important to be **realistic** with your progression over the weeks. For example by **steadily** increasing the **amount** of time you are running each week. |
| **O**<br>**Overload** | You can see that the length of time **increases** as each week passes. |
| **R**<br>**Reversibility** | This plan demonstrates that training is going to **continue** over a four week period. |
| **T**<br>**Tedium** | The plan includes a **mixture** of training such as different running intervals, different sports and hobbies. |




There are a few other useful points to note:

As you can see, the programme includes **rest days**. It is so important that you include these so that your body can **recover**. When thinking about your rest days, consider your ability and current fitness levels and the demands of your day to day life. Your plan should include **two** to **three** days recovery across a full week period.

Any other practical hobbies you have can be included in your plan (for example, sports clubs, walking etc.) as they will all contribute to improving your health and fitness.

You should also complete a training log to record your results.

# Task 7: Be able to undertake a personal health and fitness improvement plan (AC 4.1, 4.2, 4.3 & 4.4)

There are **three** parts to this task:

a. **PRODUCE** a **four week** personal health and fitness plan to achieve a SMART target that you set yourself based on your health and fitness
b. **UNDERTAKE** your health and fitness plan
c. **REVIEW** the outcomes of your own personal health and fitness plan against your original SMART target/s




You need to make sure that your health and fitness target is SMART.

**An acceptable SMART target would be:**
*"I want to be able to walk 1 mile by the end of June without being out of breath."*

**An answer that would not be accepted:**
*"I want to be able to walk around the block"*




**Top tips to remember when completing your plan:**

- Warm up before any exercise and cool down after to prevent injury.
- Use the SPORT and FITT principle in your fitness plan over the four week period to ensure that you are progressing slowly.
- If you have any health conditions then please make sure that you consult your doctor before exercising and undertaking your plan if you are unsure.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO **Learning Outcome 4 - complete** ✓

# Answers

## LO 1 Know what is meant by a healthy lifestyle

**Q1:** All apply.
**Q2:** True.
**Q3:** Reduces anxiety, helps to relieve tension and stress, increases motivation, boosts energy and releases endorphins which give you the feel good factor.

## Lifestyle factors

**Andrew:** negative impact.
**Alice:** positive impact.

## LO 2 Understand the effect of basic nutrition and lifestyle factors on personal health and fitness

**Q1:** Irregular sleep.
**Q2:** They are needed for growth and repair.
**Q3:** Eat 5 fruit and vegetables a day, cut down on sugary drinks and ensure you eat a range of foods from the different food groups.

## LO 3 Be able to take part in fitness tests

**Q1:** True.
**Q2:** Helps to prepare muscles for the next exercise session and reduce injury. Other benefits are identified on page 20.
**Q3:** All answers listed apply.

## Additional reading

Should you wish to know more about this subject area then the following resources may be useful:
**www.nutrition.org.uk**
**www.nhs.uk/live-well/**
**www.youngminds.org.uk/**
**www.nhs.uk/every-mind-matters/**

## Additional units of interest

There are other units of study in this qualification and a number of them have clear links with Improving Health and Fitness for Personal Wellbeing, they include:

**Unit 5:** Personal Development through Adventurous Activities
**Unit 6:** Land Navigation by Map and Compass
**Unit 7:** Expedition Skills
**Unit 8:** Fundamental Seamanship Skills

Speak to your Teaching and Learning Manager for more details on each unit or sign up for a webinar via our website **www.cvcollege.org/events-awards**

## Contact

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# LO Learning Overview

| Criteria Reference | To achieve the criteria the evidence must show that the learner is able to: | Task | Workbook Page No. |
|---|---|---|---|
| **Learning Outcome 1: Know what is meant by a healthy lifestyle** | | | |
| **1.1** | Describe the key terms associated with a healthy lifestyle | Task 1 | 4 |
| **1.2** | Describe the benefits of maintaining a healthy lifestyle | Task 2 | 5 |
| **Learning Outcome 2: Understand the effects of basic nutrition on personal health and fitness** | | | |
| **2.1** | Explain how lifestyle factors can affect personal health and fitness | Task 3 | 6-7 |
| **2.2** | Describe the effect of basic nutrition on personal health and fitness | Task 4 | 8-9 |
| **Learning Outcome 3: Be able to take part in fitness tests** | | | |
| **3.1** | Describe different methods of fitness testing and their purpose | Task 5 | 10-11 |
| **3.2** | Participate in different methods of fitness testing to determine personal fitness | Activity 1 **and** Task 6 | 12-13 **and** 14 |
| **Learning Outcome 4: Be able to undertake a personal health and fitness improvement plan** | | | |
| **4.1** | Identify targets to improve personal health and fitness | Task 7 Part A | 15-17 |
| **4.2** | Produce a personal health and fitness plan to achieve targets | Task 7 Part A | 15-17 |
| **4.3** | Undertake own personal health and fitness plan against set targets | Task 7 Part B | 18 |
| **4.4** | Review outcomes of own personal health and fitness plan against set targets | Task 7 Part C | 19 |

## NOTES




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