

Pearson

Higher Nationals in

Sport & Exercise Science

SCHEME OF WORK

UNIT: **1 Nutrition**

For use with the Higher National Certificate and
Higher National Diploma in Sport & Exercise Science
First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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They can be customised and amended according to localised needs and requirements.

All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Higher National Certificate/Diploma in Sport & Exercise Science

SCHEME OF WORK

Programme Title:	Higher Nationals in Sport & Exercise Science	Level:	
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Unit Title:	Nutrition	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Identify the main components of nutrition for optimal health and sports performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explain the main components of the digestive system and the factors that affect optimal function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Investigate the connection between food consumption and disease	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Explore a range of specific diets, with particular focus on their dietary principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): <ul style="list-style-type: none">Lecture on the micro and macro nutrients.Examine the structure, function and sources of micro and macro nutrients.Examine the impact of deficiencies of micro and macro nutrients. Sample activities: <ul style="list-style-type: none">In groups focus on the skeletal system the muscular system and the nervous system, research all the vitamins and minerals that support the optimal function of these body systems. Discover what will occur to these systems if we do not have our recommended daily allowance.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">Lecture on the different groups of people with specific nutritional needs.Examine the impact of deficiencies of micro and macro nutrients.Consider the nutritional needs of specific populations in society – for example, athletes, children, young people, adults, the elderly, and pregnant mothers amongst others. Sample activities: <ul style="list-style-type: none">In pairs investigate what will occur to these systems if we do not have our recommended daily allowance.Mind mapping exercise in relation to the specific needs of specific populations.
Session 3	LO1	Topic(s): <ul style="list-style-type: none">Consider the nutritional needs of specific populations in society – for example, athletes, children, young people, adults, the elderly, and pregnant mothers amongst others. Sample activities: <ul style="list-style-type: none">Divide the class into groups representing different populations and ask them to prescribe a nutritional plan for that population based on their needs.Each group is to make a presentation based on the nutritional needs of their chosen population.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	Topic(s): <ul style="list-style-type: none">• Complete group presentations based on the nutritional needs of their chosen population.• Practical assessment of a selection of food labels. Sample activities: <ul style="list-style-type: none">• Complete group presentations based on the nutritional needs of their chosen population.• Each pair will assess a label, reporting on the image, the market it is focused at, the ingredients and its nutritional value.
Session 5	LO1	Topic(s): <ul style="list-style-type: none">• Summary of nutrients and labels.• Distribute assignment brief 1. Sample activities: <ul style="list-style-type: none">• Quiz.
Session 6	LO2	Topic(s): <ul style="list-style-type: none">• Lecture on the digestive system. Sample activities: <ul style="list-style-type: none">• Class task: Label a blank diagram.• Write the functions of the organs in the digestive system.• Crossword on the function of digestive enzymes.• Discussion on the breakdown of nutrients and the digestive juices that break them down.
Session 7	LO2	Topic(s): <ul style="list-style-type: none">• Lecture on mechanical and chemical digestion, the different phases of digestion. Sample activities: <ul style="list-style-type: none">• Quiz.• Word search using terminology.
Session 8	LO2	Topic(s): <ul style="list-style-type: none">• Ted talk on the micro biome – lecture and slide show on the microbiome and micro biota. Sample activities: <ul style="list-style-type: none">• Group discussion on the relevance and importance of the microbiome and the concept of it being the second brain.



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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic(s): <ul style="list-style-type: none">The microbiome and the associated pathologies. Sample activities: <ul style="list-style-type: none">In pairs, research journal articles and different studies associated with treatments of the pathologies.Produce a review of the article.
Session 10	LO2	Topic(s): <ul style="list-style-type: none">Class review of paired research. Sample activities: <ul style="list-style-type: none">Discussion on the latest work in research.Project workshop.
Session 11	LO3	Topic(s): <ul style="list-style-type: none">Lecture on the pathologies associated to poor nutrition.Disordered physiological processes. Sample activities: <ul style="list-style-type: none">Look at the different body systems and discover how the leaking gut may affect the rest of the body functions (digestive system, endocrine system, nervous system, cardiovascular system).
Session 12	LO3	Topic(s): <ul style="list-style-type: none">Lecture on the pathologies associated to poor nutrition.Disordered physiological processes. Sample activities: <ul style="list-style-type: none">Look at the different body systems and discover how the leaking gut may affect the rest of the body functions (the skeletal, muscular, urinary, immune system).
Session 13	LO3	Topic(s): <ul style="list-style-type: none">Lecture on nutritional prescription to aid these pathologies.The types of tests that exist. Sample activities: <ul style="list-style-type: none">Group discussion on cancer, digestive disorders, food intolerances and factors leading to these illnesses.

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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic(s): <ul style="list-style-type: none">• Video on the lifestyle we lead and how the environment we live in will affect our health and wellbeing.• Case study video on people with dysfunctional eating habits. Sample activities: <ul style="list-style-type: none">• Discussion on the video.
Session 15	LO3	Topic(s): <ul style="list-style-type: none">• Case studies on lifestyles of different people. Sample activities: <ul style="list-style-type: none">• Group discussion on the issues pertaining to the individuals.• Groups prescribe different lifestyle changes and nutritional changes that they must make to improve their psychological, physical and social wellbeing.
Session 16	LO4	Topic(s): <ul style="list-style-type: none">• Summary of topics discussed in the learning outcome.• Distribute brief. Sample activities: <ul style="list-style-type: none">• Project workshop.
Session 17	LO4	Topic(s): <ul style="list-style-type: none">• Lecture on different diets: prescriptive, dysfunctional and fad diets.• Lecture on fad diets – their claims and facts. Sample activities: <ul style="list-style-type: none">• Group discussion on fad diets – types and facts.• Discover what the commonalities between fad diets are and why.
Session 18	LO4	Topic(s): <ul style="list-style-type: none">• Documentary on fad diets, Atkins, 5/2 diet, Paleo diet, fast diet, celebrity slim diet, probiotic diet, food map diet, ketogenic diet, alkaline diet, fermented food diet.• Evaluate claims made by these different diets: Apple cider vinegar diet, Mediterranean diet. Sample activities: <ul style="list-style-type: none">• Appraisal of the diets and what recommendations could be made to dieters.



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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Evaluate claims made by these different diets.What are healthy diets? Sample activities: <ul style="list-style-type: none">Create an advertisement warning people about the pitfalls of fad diets and create a leaflet to educate people about healthy diets.
Session 20	LO4	Topic(s): <ul style="list-style-type: none">Healthy diets presentations.Summary of unit. Sample activities: <ul style="list-style-type: none">Presentation of leaflets and advertisements.

Pearson

Higher Nationals in

Sport & Exercise Science

SCHEME OF WORK

UNIT: **2 Fundamentals of Sport & Exercise Psychology**

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Higher National Diploma in Sport & Exercise Science
First teaching from September 2018

Issue 1



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Higher National Certificate/Diploma in Sport & Exercise Science

SCHEME OF WORK

Programme Title:	Higher Nationals in Sport & Exercise Science	Level:	
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Unit Title:	Fundamentals of Sport & Exercise Psychology	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe the effects of self-efficacy on sport and exercise participation and performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Analyse the impact of sport and exercise participation on psychological wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Introduction to motivation and theories of motivation</p> <ul style="list-style-type: none"> • Introduction to unit content and unit assessment. • Definition of motivation. • Types of motivation. • Benefits and consequences of motivation. • Approaches to motivation. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor led activity to introduce lesson content and unit assessments. • Groups of three thought shower to define motivation. • Pair interviews: Why did you start your sport when you were younger and why do you participate now? During feedback, tutor to highlight if reasons are sources of intrinsic or extrinsic motivation on the board in different coloured pens. • Group discussion to explore the benefits and consequences of motivation. • Small group work exploring the different approaches to motivation by giving an approach per group followed by peer teaching.
Session 2	LO1	<p>Topic(s): Theories of motivation</p> <ul style="list-style-type: none"> • Self-determination and Cognitive Evaluation Theory of motivation. • Exploration of research evidence to explore the Self-determination Theory. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual reading activity to explore the basic assumptions of the Self-determination and Cognitive Evaluation Theories. • Tutor led activity to discuss the main assumptions of the theory and examine them in more depth. • Small group work reading the abstract of a journal relevant to the theory and answering questions e.g. what did they study? Who were the participants? What were the main results? • Small group presentations of journal abstracts.

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	Topic(s): Theories of motivation <ul style="list-style-type: none">• Attribution Theory of achievement motivation.• Exploration of research evidence to explore the Attribution Theory. Sample activities: <ul style="list-style-type: none">• Practical based workshop: Tutor to set up a range of tasks where learners are required to compete against each other and then write down the reasons for success or failure.• Tutor facilitated discussion of the reasons for success and failure and exploration of the main assumptions of the Attribution Theory.• Pair work reading the abstract of a journal relevant to the theory and answering questions.• Pair presentations of journal abstracts.
Session 4	LO1	Topic(s): Theories of motivation <ul style="list-style-type: none">• Achievement Goal Theory of achievement motivation – goal orientations.• Exploration of research evidence to explore the goal orientations. Sample activities: <ul style="list-style-type: none">• Tutor led activity exploring the main assumptions of the Achievement Goal Theory.• Individual activity completing the Task and Ego Orientation in Sport Questionnaire (TEOSQ) to measure the students' goal orientation.• Group discussion of the results of the TEOSQ exploring the key differences between a task and ego orientation.• Small group work reading the abstract of a journal relevant to the theory and answering questions.• Group presentations of journal abstracts.



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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s): Theories of motivation</p> <ul style="list-style-type: none"> Achievement Goal Theory of achievement motivation – Motivational Climate. Exploration of research evidence to explore the Motivational Climate. <p>Sample activities:</p> <ul style="list-style-type: none"> Practical activity where the learners complete the same task twice but the tutor manipulates the climate to promote a mastery and then performance climate. Group discussion of the key differences between a mastery and performance climate. Pair work reading the abstract and introduction of a journal that explores the motivational climate. Pair presentations of journal information.
Session 6	LO1	<p>Topic(s): Theories of motivation</p> <ul style="list-style-type: none"> Practical application of 'Target' to manipulate the motivational climate. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual reading activity exploring 'Target' and what each letter of the acronym mean. Group work: Learners design and implement a practical activity using 'Target' to ensure they are creating a mastery climate. Group discussion evaluating each activity making links back to theory.
Session 7	LO2	<p>Topic(s): Self-confidence and Bandura's self-efficacy theory</p> <ul style="list-style-type: none"> Definition of self-confidence. Types of self-confidence. Benefits of self-confidence. Bandura's self-efficacy theory. Determinants and consequences of self-efficacy. <p>Sample activities:</p> <ul style="list-style-type: none"> Pairs thought shower to define self-confidence. Group discussion to explore the benefits of self-confidence. Individual reading activity to explore the main assumptions of Bandura's self-efficacy theory. Tutor led activity examining the determinants and consequences of self-efficacy within Bandura's self-efficacy theory.

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic(s): Theories of self-efficacy <ul style="list-style-type: none">• Exploration of research evidence to explore Bandura's self-efficacy theory. Sample activities: <ul style="list-style-type: none">• Small group work reading the abstract and methodology of 2–3 journal articles that explore the sources of efficacy information comparing and contrasting their findings and methodologies.• Small group presentations of journal information.
Session 9	LO2	Topic(s): Theories of self-efficacy <ul style="list-style-type: none">• Practical application of Bandura's self-efficacy theory. Sample activities: <ul style="list-style-type: none">• Individual activity rating their self-efficacy levels on a range of tasks.• Group work: Identifying strategies using the sources of efficacy information to build self-efficacy towards each task.• Implementation of strategies identified to build their peers' self-efficacy.• Individual activity rating their self-efficacy levels on a range of tasks.• Group discussion of the activity and effectiveness of the different sources of efficacy information in building self-efficacy.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s): Topic(s): Group dynamics in sport</p> <ul style="list-style-type: none"> Group versus teams. Theories of group development. Steiner's model of group productivity. Ringlemann and social loafing. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual reading activity exploring the different theories of group development. Small group activity to explore Steiner's model of group productivity – e.g. basketball free throw competition. Student rate their potential productivity (how many they think they could get in out of 20 considering the resources in their group). Groups complete 20 free throws to identify their actual productivity. Group discussion of Steiner's model of group productivity in relation to the task. Practical activity to explore the Ringlemann effect and social loafing e.g. making a catapult in groups of different sizes. Test the effectiveness of each catapult through distance travelled. Group discussion of the Ringlemann effect and social loafing in relation to the task.
Session 11	LO3	<p>Topic(s): Group cohesion in sport</p> <ul style="list-style-type: none"> Definition and types of cohesion. Factors that influence group cohesion. Assessing group cohesion. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair thought shower to define group cohesion and differentiate between task and social cohesion. Individual activity completing and scoring the Group Environment Questionnaire (GEQ) to assess group cohesion. Tutor led activity exploring the purpose of sociograms. Small group work creating sociograms for a selected team comparing and contrasting the results with other sociograms.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic(s): Leadership in sport <ul style="list-style-type: none">• Definition of leadership.• Leadership styles.• Approaches to leadership. Sample activities: <ul style="list-style-type: none">• Practical activity: Tutor to lead a particular activity using different styles of leadership e.g. a circuit-based fitness session.• Group discussion of the styles of leadership following the practical activity.• Pair research activity exploring an approach to leadership. Students are required to develop arguments for and against their approach.• Group discussion/debate: Are leaders born or made?
Session 13	LO3	Topic(s): Group size and group cohesion <ul style="list-style-type: none">• Exploration of research evidence to the impact of group size and group cohesion on performance. Sample activities: <ul style="list-style-type: none">• Small group work reading the abstract and methodology of 2–3 journal articles that explore the impact of group size and group cohesion on performance comparing and contrasting their findings and methodologies.• Small group presentations of journal information.• Group discussion of the limitations of the research explored.
Session 14	LO3	Topic(s): Leadership <ul style="list-style-type: none">• Exploration of research evidence to the impact of group size and group cohesion on performance. Sample activities: <ul style="list-style-type: none">• Small group work reading the abstract and methodology of 2–3 journal articles that explore the impact of leadership on performance comparing and contrasting their findings and methodologies.• Small group presentations of journal information.• Group discussion of the limitations of the research explored.



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Sessions	Learning Outcome(s)	Session Activities
Session 15	LO4	<p>Topic(s): What stops people from exercising?</p> <ul style="list-style-type: none"> Barriers to exercise in relation to different target groups. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair work exploring the barriers to exercise. Small group exploration of case studies to explore the barriers to exercise for different target groups. Group discussion of the strategies that can be used to overcome the barriers to exercise.
Session 16	LO4	<p>Topic(s): Exercise and psychological wellbeing</p> <ul style="list-style-type: none"> Role of sport and exercise in reducing anxiety and depression. Exercise dependence and addiction. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor led activity exploring the role of exercise in reducing anxiety and depression. Pair research task exploring the difference between exercise dependence and addiction. Group discussion of the prevalence of anxiety, depression, exercise dependence and addiction within different target groups.
Session 17	LO4	<p>Topic(s): Exercise and psychological wellbeing</p> <ul style="list-style-type: none"> Role of sport and exercise in developing self-esteem. Link between body image, social physique anxiety, sport and exercise. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor led activity exploring the role of exercise in developing self-esteem. Pair research task exploring the difference between body image and social physique anxiety. Group discussion of the prevalence of low self-esteem, negative body image and social physique anxiety in different target groups.
Session 18	LO4	<p>Topic(s): Exercise and psychological wellbeing</p> <ul style="list-style-type: none"> Exploration of research evidence to explore the role of exercise in developing psychological wellbeing. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair work reading the abstract and methodology of 2–3 journal articles that explore the role of exercise in developing psychological wellbeing. Small group presentations of journal information. Group discussion of the limitations of the research explored.

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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): Models of exercise behaviour <ul style="list-style-type: none">• Theory of planned behaviour.• Health belief model. Sample activities: <ul style="list-style-type: none">• Tutor led activity exploring the basic elements of the theory of planned behaviour and health belief model.• Pair work applying both models to case study examples.• Group discussion reviewing the impact of both models in developing exercise habits.
Session 20	LO4	Topic(s): Models of exercise behaviour <ul style="list-style-type: none">• Transtheoretical model. Sample activities: <ul style="list-style-type: none">• Tutor led exploration of the different stages of the transtheoretical model.• Pair work reviewing real-life case studies to identify their readiness to change and barriers to exercise participation.• Small group work applying the processes of change to the relevant stage within the transtheoretical model.



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): <ul style="list-style-type: none">Lecture on the micro and macro nutrients.Examine the structure, function and sources of micro and macro nutrients.Examine the impact of deficiencies of micro and macro nutrients. Sample activities: <ul style="list-style-type: none">In groups focus on the skeletal system the muscular system and the nervous system, research all the vitamins and minerals that support the optimal function of these body systems. Discover what will occur to these systems if we do not have our recommended daily allowance.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">Lecture on the different groups of people with specific nutritional needs.Examine the impact of deficiencies of micro and macro nutrients.Consider the nutritional needs of specific populations in society – for example, athletes, children, young people, adults, the elderly, and pregnant mothers amongst others. Sample activities: <ul style="list-style-type: none">In pairs investigate what will occur to these systems if we do not have our recommended daily allowance.Mind mapping exercise in relation to the specific needs of specific populations.
Session 3	LO1	Topic(s): <ul style="list-style-type: none">Consider the nutritional needs of specific populations in society – for example, athletes, children, young people, adults, the elderly, and pregnant mothers amongst others. Sample activities: <ul style="list-style-type: none">Divide the class into groups representing different populations and ask them to prescribe a nutritional plan for that population based on their needs.Each group is to make a presentation based on the nutritional needs of their chosen population.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	Topic(s): <ul style="list-style-type: none">• Complete group presentations based on the nutritional needs of their chosen population.• Practical assessment of a selection of food labels. Sample activities: <ul style="list-style-type: none">• Complete group presentations based on the nutritional needs of their chosen population.• Each pair will assess a label, reporting on the image, the market it is focused at, the ingredients and its nutritional value.
Session 5	LO1	Topic(s): <ul style="list-style-type: none">• Summary of nutrients and labels.• Distribute assignment brief 1. Sample activities: <ul style="list-style-type: none">• Quiz.
Session 6	LO2	Topic(s): <ul style="list-style-type: none">• Lecture on the digestive system. Sample activities: <ul style="list-style-type: none">• Class task: Label a blank diagram.• Write the functions of the organs in the digestive system.• Crossword on the function of digestive enzymes.• Discussion on the breakdown of nutrients and the digestive juices that break them down.
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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic(s): <ul style="list-style-type: none">• Video on the lifestyle we lead and how the environment we live in will affect our health and wellbeing.• Case study video on people with dysfunctional eating habits. Sample activities: <ul style="list-style-type: none">• Discussion on the video.
Session 15	LO3	Topic(s): <ul style="list-style-type: none">• Case studies on lifestyles of different people. Sample activities: <ul style="list-style-type: none">• Group discussion on the issues pertaining to the individuals.• Groups prescribe different lifestyle changes and nutritional changes that they must make to improve their psychological, physical and social wellbeing.
Session 16	LO4	Topic(s): <ul style="list-style-type: none">• Summary of topics discussed in the learning outcome.• Distribute brief. Sample activities: <ul style="list-style-type: none">• Project workshop.
Session 17	LO4	Topic(s): <ul style="list-style-type: none">• Lecture on different diets: prescriptive, dysfunctional and fad diets.• Lecture on fad diets – their claims and facts. Sample activities: <ul style="list-style-type: none">• Group discussion on fad diets – types and facts.• Discover what the commonalities between fad diets are and why.
Session 18	LO4	Topic(s): <ul style="list-style-type: none">• Documentary on fad diets, Atkins, 5/2 diet, Paleo diet, fast diet, celebrity slim diet, probiotic diet, food map diet, ketogenic diet, alkaline diet, fermented food diet.• Evaluate claims made by these different diets: Apple cider vinegar diet, Mediterranean diet. Sample activities: <ul style="list-style-type: none">• Appraisal of the diets and what recommendations could be made to dieters.



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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): <ul style="list-style-type: none">Evaluate claims made by these different diets.What are healthy diets? Sample activities: <ul style="list-style-type: none">Create an advertisement warning people about the pitfalls of fad diets and create a leaflet to educate people about healthy diets.
Session 20	LO4	Topic(s): <ul style="list-style-type: none">Healthy diets presentations.Summary of unit. Sample activities: <ul style="list-style-type: none">Presentation of leaflets and advertisements.