



# Unit 1: Health, Wellbeing and Sport

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## Delivery guidance

### Approaching the unit

This unit gives learners the opportunity to explore the importance of physical activity and wellbeing for different types of participant. This will include investigating physical and mental health and suggesting ways to improve them. As an integral aspect of studying sport, the knowledge given in this unit will allow learners to support people in sport and exercise.

The unit includes a number of topics that will be new to some learners. With this in mind, it is important that theoretical content is delivered using a variety of methods including presentations, debates, discussions and posters, as well as practical activities to demonstrate anatomy and physiology in action.

As this unit is assessed via a Pearson Set Assignment, class notes will be a huge benefit, supporting your learners in achieving success. Reinforcing learning will be extremely important and this should be embedded at all points throughout the delivery of the unit content. Literacy and numeracy skills must be developed, with links made wherever possible to the unit topics and content.

### Delivering the learning aims

**Learning aim A** focuses on the different types of active pursuit that are available in their local area. Learners need to be able to access information about activities in their area as well gain an understanding of the different categories of participants that may take part in the activities. This could be done as a trip to local facilities or if this is not available, through internet research. Learners would also benefit from participating in the different types of activity. For example, they may never have attended an outdoor education centre and could try indoor rock climbing.

Once learners are aware of what is available in their local area, they then need to understand the physical and mental benefits of people taking part in sport and physical activity. Learners will then explore reasons for providing physical activity and sport. This will differ from country to country but the main themes will still apply.

These themes can be introduced by a combination of:

- formal lectures
- learner-centred learning (e.g. individual or group research based on the use of the internet and textbooks)
- small-group discussion
- completion of worksheets focusing on which benefits are particularly important for different categories of participant.

### Learning aims B and C

For these learning aims, learners should develop an understanding of physical and mental health. Firstly, they will access definitions of physical health, mental health and social wellbeing. This will allow them to understand what each one is before they begin to understand the impact on an individual. Learners will also identify factors that affect health and the signs and symptoms of someone who does not have good health.



There is a practical testing element within both learning aims B and C as learners should screen themselves to gain an appreciation of how to conduct health monitoring tests. This can be done with a partner whilst learners are getting to grips with the protocols and procedures. This section of the unit could be tricky for learners who have physical and/or mental health problems and due consideration should be given to the most effective way to deliver the information. Although it is not in the specification, it would also be beneficial to introduce learners to concepts such as reliability and validity to ensure the testing they are doing is appropriate.

All of the health monitoring tests have normative data. This information should be researched by learners and then used to allow them to interpret their own health status.

**Learning aim D** concentrates on the learner using the skills and information from the first three learning aims to health screen a client. This should be done with a different client than in the previous learning aims so learners are having to apply their vocational skills as they would in a real-life situation.

Learners should focus on their communication skills and how they make a client feel at ease considering the sensitive nature of the information being discussed. During the testing phase they could have a peer observer that can feed back to them on factors such as; whether test protocols were followed properly and if health and safety factors were considered. Once the health monitoring information has been collated, learners should then be given the opportunity to use their normative data from learning aims B and C to interpret their client's results.

The final aspect of the unit is for learners to suggest health improvement strategies that are appropriate for their client. This relates back to learning aim A as learners should promote increased activity levels in the active pursuits covered in Topic A1. Learners should then understand appropriate methods of feeding back information to a client. This could be potentially sensitive, so role play and case studies of worst-case scenarios could be used to raise learner awareness before they enter into their assessment phase.



## Assessment model

Learning aim	Key content areas	Set assessment approach
<b>A</b> Examine the importance of physical activity and sport	<b>A1</b> The different types of active pursuit <b>A2</b> Categories of participants in physical activity and sport <b>A3</b> Benefits of participating in physical activity and sport <b>A4</b> Reasons for providing physical activity and sport	This unit will be assessed through a Pearson Set Assignment.
<b>B</b> Investigate the importance of physical health	<b>B1</b> Definition of physical health <b>B2</b> Factors affecting physical health <b>B3</b> Benchmarks of good physical health <b>B4</b> Health monitoring tests	
<b>C</b> Explore mental health and social wellbeing	<b>C1</b> Definition of mental health and social wellbeing <b>C2</b> Factors affecting mental health and social wellbeing <b>C3</b> Signs and symptoms of poor mental health and social wellbeing <b>C4</b> Measuring wellbeing	
<b>D</b> Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure	<b>D1</b> Effectively communicating with a client <b>D2</b> Undertaking health and wellbeing testing <b>D3</b> Interpreting results against normative data <b>D4</b> Strategies to improve health status <b>D5</b> Feeding back health status to a client	

## Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 90 guided learning hours assigned to the unit, of which 12 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Introduce this unit to learners by using a series of activities based on the general importance of sport and physical activity, identifying any prior knowledge and understanding. Outline that the unit explores physical and mental health and wellbeing. Explain that learners will be equipped with the skills to test the physical and mental health of themselves and a client. These skills will be applicable in vocational employment opportunities. This unit will also give learners a good understanding of how they can improve a person's health status and offer ways to increase participation in physical activity and sport.

### Learning aim A – Examine the importance of physical activity and sport

- Introduce learning aim A by giving definitions of the different types of active pursuit.
- For A1, learners could be given a range of sport and active pursuits and categorise them using the different types of active pursuit in the introduction. This will generate discussion around which categories different activities fit into and what is available in the local area. Learners should be given the opportunity to research their local area. This could be through visits to local facilities or on the internet.
- Learners should be introduced to the different categories of participants. They could then investigate them further in smaller groups and identify people in the local area they would associate with those groups.
- Video clips could be used to introduce learners to the benefits of participating in physical activity and sport. There is a wealth of information on the internet linked to the subject, so learners could be given independent research time to identify the most common benefits and try to link them to specific categories of participants.
- For A4, learners could be introduced to government spending decisions to allow them to understand some of the reasons behind encouraging people to participate in sport and active leisure. They should then go onto investigate social, financial, environmental or historical reasons for providing physical activity and sport.

### Learning aim B: Investigate the importance of physical health

- Learning aim B is centred around learners understanding what physical health is and how we can measure it. Learners could be introduced to this by giving a definition of physical health and discussing the different between fitness for sport and general health.
- For B2, learners could work in small groups to identify the main factors that affect physical health. Once these have been established, this activity can be extended by linking the factors to A2, so the factors are applicable to specific categories of participants. This will create discussion around whether some factors apply across all categories or if some are specific to certain groups.
- B3 and B4 are linked as learners need to establish the benchmarks of physical health and then begin the health screening process. Learners should independently research the normative data available in their country. If their country of study does not publish this information, then norms can be taken from another single country as a comparison. It is

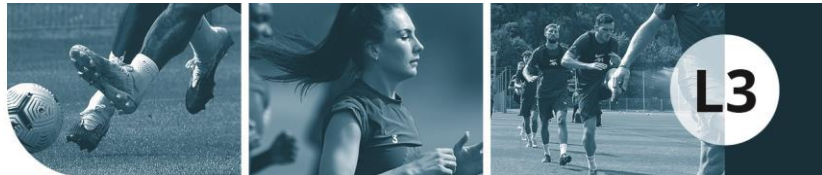


important that the tutor confirms that learners have the correct benchmarks as this will have an impact on the validity of the testing process. Learners should then participate in practical health screening. Tutors could demonstrate each test as a 'perfect model' and then allow experiential learning as learners collect their own data. Tutors should supervise and correct protocols and procedures. Learners should complete the following health monitoring tests:

- blood pressure
  - resting heart rate
  - body mass index
  - body composition/waist-to-hip ratio
  - health screening questionnaire.
- Following the practical testing, learners could consider the testing process and identify any issues related to; equipment, facilities, legal considerations, informed consent, data protection and client confidentiality. They can then interpret the health monitoring data using normative data to come to conclusions about the 'clients' health status.

### **Learning aim C: Explore mental health and social wellbeing**

- Introduce learning aim C by stimulating a discussion on the learners' perceptions of mental health and what it means to be mentally and socially well.
- For C1, learners could conduct some research to find out:
  - what is good mental health?
  - what is the mental health continuum?
  - early warning signs of poor mental health
  - mental health conditions.
- C2 lends itself to group work where learners can work collaboratively to gather information about the factors affecting mental health and social wellbeing. To enable learners to access the higher grades on this topic, they should consider the impact of each factor on an individual's life.
- There is a lot of current information available on C3 and videos or web links could be shared with learners so they can start to gain an understanding of the signs and symptoms of poor mental health. As this is a sensitive subject, reflection time would be beneficial so learners can process the topics. To make the theory relevant to learners, they could link to professional sport and athletes that have shown symptoms and what effect it has had on their careers and what support they have had. Learners may require independent research time to follow up this discussion.
- The final element of the learning aim is the mental health screening process. For many learners this will be a new process and they should be given time to familiarise themselves with the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) or relevant national wellbeing measurement methods/questionnaires/scales. They can complete the questionnaire themselves and calculate their own mental and social wellbeing, which should stimulate discussion.



**Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure**

- Learning aim D is synoptic from the rest of the unit and draws on the skills in learning aims B and C.
- For D1 and D2, learners could be involved in role play where they are given case studies to act out in groups of three. Two learners will be the tester and client and another will observe, providing feedback on their communication skills and how the process was completed. They can then complete the health monitoring processes with their 'client'.
- For D3, learners can interpret the lifestyle of a selected individual using appropriate screening documentation and physical health data. They must be able to interpret health monitoring tests of the selected individual using normative data and make appropriate recommendations and judgements. This may need to be checked for accuracy.
- For D4 and D5, the tutor could role play with a selected learner to deliver the 'perfect' feedback to them. Learners can then identify key aspects of the feedback through directed questioning. In pairs, learners can practise feeding back test data and recommend health improvement strategies.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 24: Applied Sports Anatomy and Physiology
- Unit 28: Fitness Training.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

Greenberg, J. S., Dintiman, G. B. and Myers Oakes, B. (2004) *Physical Fitness and Wellness* (3rd edn), Leeds, Human Kinetics . Useful for exploring sport and physical activity and the benefits.

Howley ET and Franks BD, *Health Fitness Instructor's Handbook (Fourth Edition)*, Human Kinetics Publishers, 2003 ISBN 9780736042109. Useful for exploring health screening.

Sharkey BJ and Gaskill SE, *Fitness and Health (Sixth Edition)*, Human Kinetics Publishers, 2006 ISBN 9780736056144. A useful text to support knowledge and understanding of the content, in particular pages 1-349.

### Journals

The following journals provide comprehensive and up-to-date articles and research relating to health, physical fitness, and nutrition.

*American College of Sports Medicine's Health and Fitness Journal*

*British Journal of Sports Medicine Exercise and Sport Sciences Reviews*

*Journal of Physical activity and Health*

*Journal of Sports Medicine and Physical Fitness Research*

Hallal, P. C., Andersen, L. B., Bull, F. C., Guthold, R., Haskell, W. and Ekelund, U. (2012) 'Global physical activity levels: surveillance progress, pitfalls, and progress', *The Lancet*, vol. 380( 9838), pp. 247-5



## Videos

[https://www.youtube.com/watch?v=Kmt7D6uR\\_IM](https://www.youtube.com/watch?v=Kmt7D6uR_IM) Health screening video – a fitness instructor conducts a PAR-Q with a client.

<https://youtu.be/BOg4friKz3E> 10 Mental Illness Symptoms You Should Not Ignore – a short video highlighting signs and symptoms of poor mental health. This video contains a warning at the start for learners who may be struggling with some of the topics, although the content is appropriate to the specification.

<https://youtu.be/BOg4friKz3E> Mind - short video introducing mental health.

## Websites

The following websites give further information on a range of topics and work well in association with the recommended textbooks and videos. They provide good sources for information, ranging from physical and mental health information through to their application in the testing of clients.

[www.acsm.org](http://www.acsm.org) – American College of Sports Medicine – health, fitness, and nutrition articles

[www.heart.org](http://www.heart.org) – American Heart Association – information on how to maintain a healthy heart and American statistics

<https://www.eufic.org> - European Food Information Council – nutrition articles

[www.headsup.org.au](http://www.headsup.org.au) – Heads Up (Australian Mental Health Organisation)

[www.humankinetics.com](http://www.humankinetics.com) – Human Kinetics – human movement and exercise

<https://www.mentalhealth.org.uk/tags/physical-and-mental-health> - resources on physical and mental health.

[www.mind.org.uk](http://www.mind.org.uk) – Mind – British organisation that deals with all aspects of mental wellbeing

[www.mindtools.com/pages/article/newTMM\\_98.htm](http://www.mindtools.com/pages/article/newTMM_98.htm) Useful resources for giving feedback

[neurosciencenews.com/cognition-meditation-breathing-9026/](http://neurosciencenews.com/cognition-meditation-breathing-9026/) Breathing and meditation linked to energy systems

[www.sportsci.org](http://www.sportsci.org) – Sport Science – general information on all aspects of sports science

[sportetcitoyennete.com/pass/\\_](http://sportetcitoyennete.com/pass/_) International Council for Sports Science and Physical Education (ICSSPE) (2016) Resources Centre: *Narrative Review: The State of Physical Activity in Europe*

[www.teachpe.com](http://www.teachpe.com) – Teach PE – website providing information on fitness tests and health screening

[www.warwick.ac.uk](http://www.warwick.ac.uk) – Warwick Medical School - The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS

[www.who.int/dietphysicalactivity/pa/en/](http://www.who.int/dietphysicalactivity/pa/en/) The World Health Organization (2017) *Global Strategy on Diet, Physical Activity and Health*.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*