



<b>Unit title</b>	Unit 1: Health, Wellbeing and Sport
<b>Guided learning hours</b>	90
<b>Number of lessons</b>	45
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>● Unit 9: Nutrition for Physical Activity and Exercise</li> <li>● Unit 15: Developing Coaching Skills</li> <li>● Unit 16: Applied Coaching Skills</li> <li>● Unit 24: Applied Sports Anatomy and Physiology</li> <li>● Unit 28: Fitness Testing.</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A: Examine the importance of physical activity and sport</b>				
1	Unit introduction	IS	<ul style="list-style-type: none"> <li>● <b>Introduce the unit:</b> outline the nature of the topics and the examination that learners are expected to complete for this unit.</li> <li>● <b>Whole class activity:</b> learners to work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). Learners to feed back with directed Q&amp;A.</li> </ul>	
2-3	<b>A1</b> The different types of active pursuit	IS	<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> learners are asked to give a definition of the different types of active pursuit and an example of an activity or sport in that category.</li> <li>● <b>Group activity:</b> learners are put in small groups and given a type of active pursuit to research. They should make a short documentary style video (or script if the technology is not available) to advertise their given type of active pursuit and the opportunities to do it in their local area. The videos or scripts should then be shared with the rest of the group.</li> </ul>	Video recording technology
4	<b>A1</b> The different types of active pursuit	V	<ul style="list-style-type: none"> <li>● <b>Visit:</b> use an educational trip to allow learners to carry out research into the activities offered within their local area. This could be to a multi-activity site or a single-use site(s). Give learners a tutor-devised worksheet to complete during the trip.</li> </ul>	Visit worksheet
5-6	<b>A2</b> Categories of participants in physical activity and sport	IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> categories of participants in physical activity and sport.</li> </ul>	Tutor presentation



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			<ul style="list-style-type: none"> <li>● <b>Group activity:</b> learners are divided into seven smaller groups. On each table is a large poster with a category of participant written in the middle. Each group has 30 seconds at each table to answer and add to the question set about each category of participant (the learners move and the posters stay on the table). The questions are: <ul style="list-style-type: none"> <li>- Can 'young people' be broken down further into age groups and what features impact on their activity levels?</li> <li>- What might prevent people over 50 from participating in sport?</li> <li>- What types of medical condition may prevent people from participating in sport and why?</li> <li>- How might someone become socially isolated?</li> <li>- What types of disability can impact on levels of physical activity?</li> <li>- Why might people be at risk of committing an offense?</li> <li>- What different ethnic/cultural backgrounds are there in your local community?</li> </ul> </li> <li>● <b>Group discussion:</b> each group to present the poster on their table to the rest of the group. Tutor to lead a discussion and highlight correct and incorrect comments.</li> </ul>	
7-8	<b>A3</b> Benefits of participating in physical activity and sport	IS	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> play the following video for learners to watch <a href="https://www.youtube.com/watch?v=C92dVS8Nlw4">https://www.youtube.com/watch?v=C92dVS8Nlw4</a>. They should make notes.</li> <li>● <b>Group discussion:</b> learners should share the main benefits of participating in physical and activity and sport. Tutor to lead a</li> </ul>	Video display equipment Tutor presentation



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			<p>further discussion with directed questioning linked to gaining personal examples.</p> <ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> physical and mental benefits of participating in sport.</li> <li>• <b>Independent activity:</b> learners to be given access to <a href="https://www.eufic.org/en/healthy-living/article/9-proven-benefits-of-physical-activity">https://www.eufic.org/en/healthy-living/article/9-proven-benefits-of-physical-activity</a>. They should produce a piece of extended writing that evaluates the benefits of participating in physical activity and sport and which categories of participants would benefit the most from them.</li> </ul>	
9–10	<b>A4</b> Reasons for providing physical activity and sport	IS	<ul style="list-style-type: none"> <li>• <b>Flipped learning:</b> before the session learners should be asked to consider social, financial, environmental and historical reasons for providing physical activity and sport.</li> <li>• <b>Group activity:</b> learners should be divided into small groups. The whole group should be given the role of reviewing the government’s spending. They are given a maximum spend amount and categories such as health, defence and education to subdivide the spending between. Each group should then share their ideas on the best budget for a healthy nation. Tutor to reveal the country’s current spending on each area.</li> <li>• <b>Independent activity:</b> learners to describe reasons for providing physical activity and sport. They should conclude their discussion by suggesting whether social, financial, environmental or historical reasons are more important in their local area/country.</li> </ul>	
<b>Learning aim B: Investigate the importance of physical health</b>				



Lesson	Topic	Lesson type	Suggested activities	Resources
11-12	<p><b>B1</b> Definition of physical health</p> <p><b>B2</b> Factors affecting physical health</p>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> definition of good physical health.</li> <li>• <b>Small-group activity:</b> groups are given one minute to do a relay to a poster on the classroom wall. Only one learner has the 'baton/pen' at once and they have to write as many indicators of good physical health as possible in the time given. They gain extra points for a factor that no other group has written down.</li> <li>• <b>Paired activity:</b> using the categories of participants from Topic A2, learners should examine if some participants are more at risk of the factors affecting physical health. The extension activity then leads onto a reason for providing physical activity and sport from topic A4. For example, people at risk of offending maybe more likely to consume alcohol and/or illegal drugs and engaging them in physical activity could reduce crime and antisocial behaviour as well as increasing community cohesion.</li> </ul>	Tutor presentation
13-14	<b>B3</b> Benchmarks of good physical health	IS	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are required to make a booklet that states normative data for; blood pressure, resting heart rate, hip-to-waist ratio, BMI, bioelectrical impedance, alcohol consumption, kilocalorie consumption, fluid consumption, sleep and physical activity. Learners should display the websites/books they sourced the information from. The information should be relevant to the country of study where possible.</li> <li>• <b>Tutor presentation:</b> confirm correct benchmarks.</li> <li>• <b>Tutor-led activity:</b> learners to take radial pulse for one minute and tutor to plot the results on the whiteboard. Group discussion to follow on the results continuum and acceptable ranges according to health professionals.</li> </ul>	Tutor presentation Thermometers



Lesson	Topic	Lesson type	Suggested activities	Resources
15–16	<b>B3</b> Benchmarks of good physical health	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish prior knowledge of health screening questionnaires.</li> <li>• <b>Small-group activity:</b> using poster paper, learners record what information should be included in a screening form.</li> <li>• <b>Tutor presentation:</b> consider the various screening questionnaires. Give learners examples of different types of questionnaire and generate discussion regarding the worth of each type and the advantages and disadvantages of each.</li> <li>• <b>Individual activity:</b> learners to independently create their own health screening questionnaire.</li> <li>• <b>Paired activity:</b> learners to 'try-out' their questionnaire on a peer and gain feedback on the strengths and areas for improvement.</li> <li>• <b>Tutor presentation/discussion:</b> highlight the key considerations for gaining information from clients and the issues associated with sensitive information.</li> </ul>	Tutor presentation Questionnaire examples
17–18	<b>B4</b> Health monitoring tests	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish prior knowledge of health monitoring tests. Tutor to use direct questioning to collate ideas.</li> <li>• <b>Group activity:</b> using a whiteboard/flip chart, learners record key considerations for health screening clients.</li> <li>• <b>Tutor presentation:</b> consider the various screening processes. Discuss legal considerations, informed consent, data protection, client confidentiality and general practitioner (GP) referral.</li> <li>• <b>Small-group activity:</b> learners research and produce a poster featuring one of the health monitoring tests showing: <ul style="list-style-type: none"> <li>- what the test measures</li> </ul> </li> </ul>	Materials to design an information leaflet Health monitoring equipment Copies of poster/presentation to be available for each group



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			<ul style="list-style-type: none"> <li>- the procedure</li> <li>- normative data.</li> </ul> <p>Each group presents its findings to the rest of the group in allocated five minutes discussing:</p> <ul style="list-style-type: none"> <li>- blood pressure</li> <li>- resting heart rate</li> <li>- body mass index</li> <li>- body composition/waist-to-hip ratio</li> <li>- health screening questionnaire.</li> </ul> <p>Time should be allocated for questions and answers from peers. On completion, each set of resources should be photocopied and given to the other groups to use as a reference guide.</p>	
19–20	<b>B4</b> Health monitoring tests	IS	<ul style="list-style-type: none"> <li>● <b>Small-group activity:</b> learners are given time to conduct health monitoring tests on a peer. A third member of the group should observe the testing process and provide a critique of how valid the process was in achieving reliable results. Individuals should record the monitoring results.</li> <li>● <b>Group activity:</b> consider the testing process and identify any issues related to; equipment, facilities, legal considerations, informed consent, data protection and client confidentiality.</li> <li>● <b>Small-group activity:</b> in the same groups as before, interpret the health monitoring data using normative data to come to conclusions about the 'clients' health status. Share findings with the group and identify any potential issues with delivering feedback to a client.</li> </ul>	Health monitoring equipment



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<b>Learning aim C: Explore mental health and social wellbeing</b>				
21–22	<b>C1</b> Definition of mental health and social wellbeing	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> show the short video <a href="https://youtu.be/BOg4friKz3E">https://youtu.be/BOg4friKz3E</a> to the group to introduce mental health and stimulate a discussion on learners’ perceptions of mental health.</li> <li>• <b>Paired activity:</b> learners to create a definition of mental and social wellbeing.</li> <li>• <b>Individual activity:</b> learners to be given access to <a href="https://www.headsup.org.au/your-mental-health/what-is-good-mental-health">https://www.headsup.org.au/your-mental-health/what-is-good-mental-health</a>. They should carry out research on the site to answer the following questions: <ul style="list-style-type: none"> <li>- what is good mental health?</li> <li>- what is the mental health continuum?</li> <li>- early warning signs of poor mental health</li> <li>- mental health conditions.</li> </ul> </li> <li>• <b>Group discussion:</b> learners to feed back the findings of their research. Tutors to use directed questioning to engage all learners.</li> <li>• <b>Tutor presentation:</b> indicators of good mental health.</li> </ul>	Video display equipment Tutor presentation
23–24	<b>C2</b> Factors affecting mental health and social wellbeing	IS	<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> groups are given a number of the factors in the C2 topic and are required to research the factor to give: <ul style="list-style-type: none"> <li>- a description of the factor</li> <li>- a link to a video or information sheet that further explains the factor</li> </ul> </li> </ul>	



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			<ul style="list-style-type: none"> <li>- a website/organisation that could help to deal with the issue.</li> <li>• <b>Group activity:</b> the small groups present their finding to other groups in an information sharing carousel.</li> </ul>	
25–26	<b>C3</b> Signs and symptoms of poor mental health and social wellbeing	IS	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are given the link to: <a href="https://youtu.be/BOg4friKz3E">https://youtu.be/BOg4friKz3E</a>. They should write down the 10 signs and symptoms of poor mental health.</li> <li>• <b>Tutor presentation:</b> signs and symptoms of poor mental health and social wellbeing.</li> <li>• <b>Group discussion:</b> 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.</li> <li>• <b>Individual activity:</b> learners are given a table that lists the signs and symptoms of poor mental health and social wellbeing in one column and a blank column for learners to fill in to describe the impact they could have on an individual.</li> </ul>	Tutor presentation Handout
27–30	<b>C4</b> Measuring wellbeing	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce learners to the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) or relevant national wellbeing measurement methods/questionnaires/scales.</li> <li>• <b>Individual activity:</b> learners to complete the mental health screening questionnaire and calculate their score. The normative data/screening test outcomes should then be used to provide a conclusion of the learner’s current mental health status.</li> </ul> <p><i>*Tutors should be aware that these results may be sensitive and learners may need one-to-one support following completion of the</i></p>	Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) or relevant national wellbeing measurement methods/questionnaires/scales.



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			<p><i>mental health screening*</i></p> <ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to discuss the screening results with a partner they feel comfortable discussing their own results with and reflect on the outcomes.</li> <li>● <b>Tutor presentation:</b> how to conduct a one-to-one discussion with a client effectively.</li> </ul>	
<b>Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure</b>				
31- 32	<b>D1</b> Effectively communicating with a client	IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> methods of verbal and non-verbal communication.</li> <li>● <b>Role play:</b> learners 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: <ul style="list-style-type: none"> <li>- how the tester built a rapport to put the client at ease</li> <li>- if they used conversation to engage the client</li> <li>- how they managed sensitivity during health testing and difficult conversations</li> <li>- if they assessed the facts accurately and if they asked extension questions.</li> </ul> </li> <li>● <b>Small-group activity:</b> learners to create a poster stating the 'do's' and 'don'ts' of communicating with a client and present to the class.</li> </ul>	Tutor presentation Case studies
33-35	<b>D2</b> Undertaking health and wellbeing testing	IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> the key customer service requirements of test administrators are discussed.</li> </ul>	Tutor presentation



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			<ul style="list-style-type: none"> <li>• <b>Paired work:</b> learners are all asked to administer the blood pressure test (as a recap) on their partner ensuring that they carry out the roles, responsibilities and pre-test checks accurately and have appropriate recording documentation to record the results.</li> <li>• <b>Whole-group activity:</b> learners take it in turns to administer and take part in health screening tests to assess mental and physical health. Learners use test results and compare with normative data to interpret health levels. Tutor provides support and guidance to each.</li> <li>• <b>Paired work:</b> after administering and taking part in the health screening tests, the learners discuss the:               <ul style="list-style-type: none"> <li>- validity</li> <li>- reliability</li> </ul>               of the health monitoring tests and how it applies to their partner and the specific sports they take part in. At the end of the session learners feed back to the rest of the group.             </li> </ul>	<p>Health screening equipment and a suitable testing space</p>
36–37	<b>D3</b> Interpreting results against normative data	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> addressing population norms, norms for sports performers, when it is appropriate to recommend medical referral and accepted health ranges.</li> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to 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. Tutor to check for accuracy.</li> </ul>	<p>Tutor presentation Case studies</p>



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			<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul>	
38	<b>D4</b> Strategies to improve health status	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish learners' prior knowledge of the techniques used to reduce unhealthy lifestyle behaviours. Tutor uses direct questioning to collate ideas.</li> <li>• <b>Tutor-led discussion:</b> on barriers to change and strategies to increase physical activity levels.</li> <li>• <b>Tutor presentation:</b> confirm the various available strategies for increasing exercise. Discussion of various sport and active leisure opportunities in the local area (refer to learning aim A research).</li> <li>• <b>Practical activity:</b> learners to participate in a short yoga or Pilates session.</li> <li>• <b>Paired activity:</b> learners use accessible resources to research national or local initiatives designed to increase physical activity. Tutor uses direct questioning with each pair to summarise the findings.</li> </ul>	Practical space to do yoga or Pilates Tutor presentation
39	<b>D5</b> Feeding back health status to a client	IS	<ul style="list-style-type: none"> <li>• <b>Think, pair, share:</b> learners individually list the ideal factors when feeding back to a client. They then share their ideas with a partner to increase their list and then finally share their list with another pair.</li> <li>• <b>Tutor presentation:</b> role play with a selected learner to deliver the 'perfect' feedback to them. Learners to identify key aspects of the feedback through directed questioning.</li> </ul>	Tutor presentation Case studies



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			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are given access to computers to produce graphs of the test data they have. Using a number of test results from the class may help if appropriate.</li> <li>• <b>Paired activity:</b> learners are given case studies to identify suitable recommendations for improving health status.</li> </ul>	
40–45	Assessment of Unit 1 – all learning aims	AW	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners spend 12 hours working independently on the activities in the Pearson Set Assignment . The conditions of the Pearson Set Assignment should be adhered to within the centre. Tutors should facilitate learners completing the assessment before the submission deadline.</li> </ul>	Pearson Set Assignment

*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.*