

SPORT & ACTIVE LEISURE

JONATHAN WHITWOOD
LEVEL 2 DIPLOMA
STUDENT HANDBOOK



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STUDENT HANDBOOK LEVEL 2 DIPLOMA IN SPORT & ACTIVE LEISURE

Student's name:

Unique learner number:

Date started the Level 2 Diploma:

Consortium:

School or college name:

School or college address :

Tutor's name:

This handbook is for you, the student. It takes you through the Diploma in Sport and Active Leisure unit by unit, explaining what you need to do. It was written to help you understand and enjoy your course. Filling in the forms as you go along will help you track your progress. We hope this student handbook will inspire you, and put you on the road to success.

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AQA and City & Guilds are working together to provide Diplomas.

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ABOUT THE DIPLOMA

The Diploma in Sport and Active Leisure is a new, exciting and inspiring qualification. You'll gain knowledge and experience, and develop the skills needed to build a career in the industry. The eight units that make up the qualification provide opportunities for you to explore many different issues – from the impact of lifestyle choices on individual wellbeing, to the science of sport. You'll learn about customer service and the business and financial practices used in the industry, as well as the role of the media in promoting Sport and Active Leisure.

WHERE DO YOU START?

A good place to start is with some key terms used in the Diploma. (There's a list of key words on page 7.) 'Principal Learning' is the knowledge and skills you'll gain as you complete the eight units. At the same time you'll also be developing your 'Personal, Learning and Thinking Skills' (PLTS). These are the skills we all need to work independently, think creatively, learn from feedback, share with others, take responsibility and get involved in our communities. All these skills can help you move ahead in the job world, as well as developing your abilities to the fullest.



Top – An artist's impression of the basketball arena that will be built in time for the London 2012 Olympic Games. Middle – An exercise class focusing on balance and posture in full swing. Bottom – A personal trainer monitors his client's progress.

Image © London 2012

Image © Sport England

Image © iStock/Color and CopySpace™

CAREERS IN SPORT AND ACTIVE LEISURE

There are many different and exciting careers available in the Sport and Active Leisure industry. SkillsActive is the Sector Skills Council for the industry. Have a look at their website, www.skillsactive.com, or at the Institute of Sport and Recreation Management, www.isrm.co.uk, and you will find lots of information about education, training and career pathways in the key areas of **sport and recreation, health and fitness, the outdoors, playwork** and **caravans**.

The Sport and Active Leisure industry relies heavily on an 'army of volunteers'. While you're studying, think about doing some voluntary work. You'll make valuable contacts, gain confidence and learn new skills, all of which will make you stand out when applying for jobs.

CAREER PROGRESSION

What are often referred to as 'entry level jobs' exist in each of the key areas of the industry. Examples of entry level jobs include leisure attendant, pool lifeguard, health club assistant, outdoor activities assistant instructor, playscheme assistant or holiday centre assistant on a caravan park.

Progression can involve taking on the role of a team leader, when you would become responsible for other members of staff and maybe some specific aspects of the day-to-day work of an organisation. In time, team leaders can take on additional responsibilities as supervisors.

Some people decide to go on to further study and take specialist qualifications or a degree, eg to become a personal trainer or a nutritionist.

Studying for the Level 2 Diploma should also make you aware that there are a number of other job opportunities with organisations that provide goods and services to the Sport and Active Leisure industry, such as the media and retail, which offer exciting career paths, too.

Above and right – There are lots of careers you could follow in the five key sectors of sport and recreation, health and fitness, the outdoors, playwork and caravans. As you study for the Level 2 Diploma you'll have the opportunity to learn about each of these sectors, as well as related industries such as media and retail.





Top – Not all exercise needs to be high-octane. Finding an activity you enjoy is important. Above – Being physically active can help raise and maintain your quality of life. Neither age nor ability should be a barrier.

WHAT WILL YOU DO?

Your course will be made up of different activities – which your tutor will guide you through. There's no set order for the eight units; your tutor will decide how and when you complete them, and you may even cover two at the same time. This handbook has a short introduction to each unit. There's also a table that shows you how you'll be marked, and a 'Tracking your marks' form where your tutor can record the marks you received. A Personal, Learning and Thinking Skills form allows you to rate your skills before and after you complete the unit.

You'll develop your Functional Skills in English, Maths and ICT (computer skills) while you do your Diploma work. For the full Diploma you'll need to achieve a Level 2 qualification for each of these.

You'll also complete a project of your choice – this handbook offers pointers for getting off to the right start. You'll have a chance to spend some time on Additional and Specialist Learning – which you can use to add extra skills or go deeper into your main interest.

Last but not least you'll have the opportunity to get work experience in the Sport and Active Leisure industry and see what the work really like. This handbook gives you some tips for making the most of your experience.

For a full list of Diploma activities at a glance, see page 9. You can tick them off as you complete them.

USEFUL WORDS

Assessment criteria The specific things you have to do or achieve in order to gain marks.

Evaluation Critical consideration given to the success of a project or piece of work.

Evidence Research, reference material and finished work, collated and used to support and present findings.

Feedback Critical and constructive response to your work.

Functional Skills These include English, Mathematics and ICT (computer skills). You'll need to achieve a Level 2 qualification for each of these.

Learning outcomes The aims and objectives of each unit.

Lifestyle choices Decisions that individuals make which can affect health and wellbeing. They can be both positive and negative, eg taking regular exercise, or smoking.

Personal, Learning and Thinking Skills Skills that you will develop in the Diploma that will help you in work situations and everyday life.

Principal Learning For the Diploma this is made up of the units you will do focusing on different aspects of Sport and Active Leisure and the Personal, Learning and Thinking Skills you'll develop.

SMART target Specific, Measurable, Achievable, Relevant, Time-related. A method of setting realistic targets where success can be measured.

Transferable skills Skills that you gain, which can be used in other job roles, industries or situations.

Right – Disability should not be a barrier to taking part in sport. As part of the Diploma you'll look into the issues surrounding provision of sport and Active Leisure facilities for all.





Above – It may have taken longer than expected and cost a lot of money to complete, but Wembley is a world-class sports stadium.

WHAT'S THE BEST WAY OF WORKING?

The Diploma is designed to give you a broad introduction to the Sport and Active Leisure industry. There will probably be some units that excite you more than others at first, but as you complete the Diploma course you may change your mind! You'll need to do your own research on topics and keep records of what you discover in each unit. You may want to build a glossary of new terms as you go along.

The Diploma stresses a three-step way of working: plan, do, review. When you finish a unit, you'll want to get feedback from others and consider for yourself what went right and what you would do differently the next time. Your tutor will help you find a way of capturing all three steps.

Below – Every year during Wimbledon fortnight tennis clubs across the country report an increase in enquiries from people interested in taking up the sport.

ARE THERE SUPPORT MATERIALS?

Your tutor will suggest books and websites to help you with your Diploma work. Each unit in this book also lists some websites for you to look at. You might want to keep a list of the most useful sites and the topics they cover. Here are some to get you started: BBC Health, www.bbc.co.uk/health; UK Sport, www.uk sport.gov.uk; Sport England, www.sportengland.org; and the official site of the London 2012 Olympics, www.london2012.com.

The Sport and Active Leisure industry is all around you – don't forget about your school or college's sports facilities and your local leisure centres. Try to look at some of the representations of the industry in the media, too, from government campaigns on healthy living to magazines, TV programmes and newspaper reports, the Sport and Active Leisure industry is all around you.

WHERE WILL IT LEAD?

The Diploma introduces different ways of learning and a broader range of subjects within one qualification than have been taught before. It can open many doors for you. You may want to progress by going on to the Level 3 Diploma. You could take up A levels, a vocational qualification or other study. Or you could move out into the world of work with the confidence, knowledge and skills that you've gained in your Level 2 Diploma.



TRACK YOUR PROGRESS

Level 2 Diploma in Sport and Active Leisure

This form was created for you, the student, to keep your own work record.

Student's name: _____

Unique learner number: _____

Centre name: _____

Consortium: _____

You can use this form to track your progress as you complete various parts of the Diploma.

| Principal Learning, including Personal, Learning and Thinking Skills (PLTS) | Tick when successfully completed | Date dd/mm/yy |
|---|----------------------------------|---------------|
| Unit 1 – Active and healthy lifestyle choices | <input type="radio"/> | |
| Unit 2 – Encouraging participation | <input type="radio"/> | |
| Unit 3 – Science in sport and leisure | <input type="radio"/> | |
| Unit 4 – Working in Sport and Active Leisure in your locality | <input type="radio"/> | |
| Unit 5 – Businesses in the Sport and Active Leisure industry | <input type="radio"/> | |
| Unit 6 – Media in Sport and Active Leisure | <input type="radio"/> | |
| Unit 7 – The Sport and Active Leisure customer experience | <input type="radio"/> | |
| Unit 8 – Access for all in sport and leisure | <input type="radio"/> | |

All marks are provisional until moderation is completed.

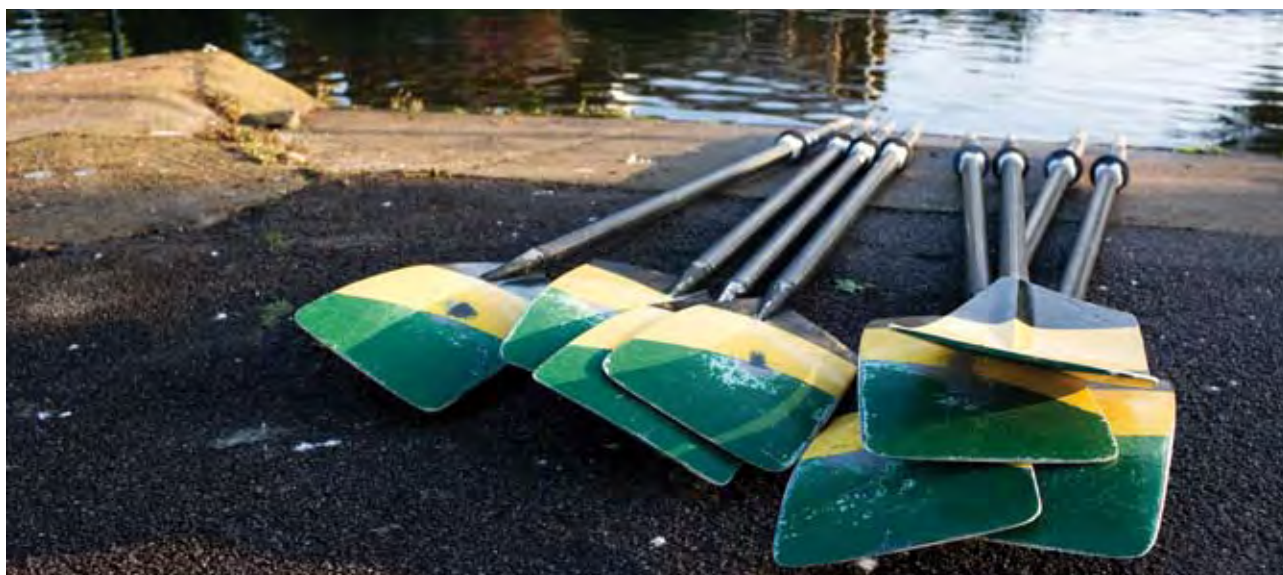
| Project, including PLTS | Tick when successfully completed | Date dd/mm/yy |
|-------------------------|----------------------------------|---------------|
| Title: _____ | <input type="radio"/> | |

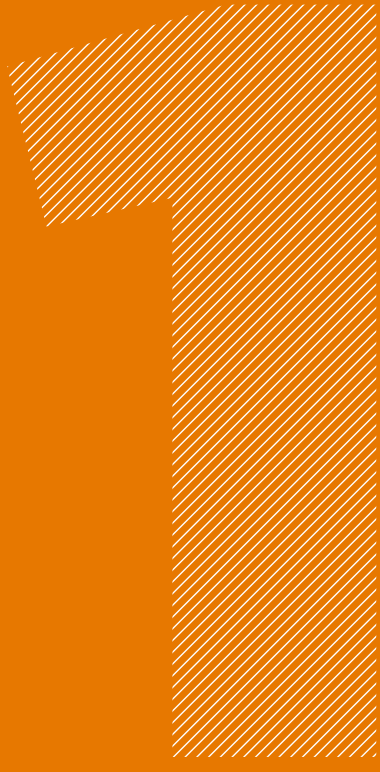
Overleaf – Rowing blades by the riverside. Scientific studies have long shown that outdoor exercise is especially beneficial.

| Functional Skills qualifications | Tick when successfully completed | Date dd/mm/yy |
|----------------------------------|----------------------------------|---------------|
| English | <input type="checkbox"/> | |
| Maths | <input type="checkbox"/> | |
| ICT | <input type="checkbox"/> | |

| Additional and Specialist Learning (180 guided learning hours required). List courses or other options and hours below | Tick when successfully completed | Date dd/mm/yy |
|--|----------------------------------|---------------|
| 1 Number of hours | <input type="checkbox"/> | |
| 2 Number of hours | <input type="checkbox"/> | |
| 3 Number of hours | <input type="checkbox"/> | |

| Work experience (minimum 10 days) | Tick when successfully completed | Date dd/mm/yy |
|-----------------------------------|----------------------------------|---------------|
| Employer 1 Number of days | <input type="checkbox"/> | |
| Employer 2 Number of days | <input type="checkbox"/> | |





ACTIVE AND HEALTHY LIFESTYLE CHOICES



*Taking positive lifestyle choices
can improve your body shape
and muscle tone.*



Image © iStock/Color and CopySpace™

The Sport and Active Leisure industry is at the forefront of efforts to promote the benefits of an active and healthy lifestyle to all members of society. From national government-sponsored campaigns to local initiatives there's a real drive to try and get the nation fitter and healthier.

To understand just how important this job is, think about the consequences of everybody ignoring all advice on exercise, diet and nutrition, eg what would happen to NHS costs? The Sport and Active Leisure industry can really make a difference by encouraging individuals to make simple and positive changes to their everyday lives.

In this unit you'll learn how a healthy lifestyle is a combination of many things – not just diet and exercise. You'll come to understand how many different factors can impact upon physical and mental health and consider some of the questions that need to be answered when looking at lifestyle choices and changes that need to be made, eg a strict diet regime or participating in a high-impact competitive sport is not suitable for everyone.

You'll discover motivational techniques and the importance of communication in identifying realistic aims and objectives. The lessons you'll learn will not only help you as you move through the Diploma course but will also help you assess your own lifestyle and perhaps even encourage you to make changes for the better.

Images © iStock/Doug Cannell, Sport England



Top – some people thrive on sports with a competitive edge. Middle – It can be a way for families to spend time together. Bottom – There's no need to spend lots of money on fitness gear and expensive equipment.



GETTING STARTED

Start with some initial research to begin to understand the efforts being made to promote active and healthy lifestyles in the UK today. Try to get hold of some official facts and figures. You'll learn about the choices available to individuals that can impact on health and wellbeing and the risks and benefits associated with each decision. There are lots of self-assessment tools available online – you can evaluate your own lifestyle based on the information you input, eg sleep patterns, weight, diet, stress levels etc. It's an exercise that will help you in the assignments for this unit.

As you move through the unit try to use some of the terminology you have learnt so far. Think about keeping a list of all the useful words – not just the ones that appear on the right! Read the learning outcomes below and discuss your work plan with your teacher. Before you start, have a look at the Personal, Learning and Thinking Skills form on pages 21–22. Rate yourself from 1–5 (with 5 being the highest) on how good you think your skills are. When you finish this unit, go back and rate yourself again. Did you improve?

WHAT YOU MUST DO

This unit has four learning outcomes that follow on from each other, so you will cover them in order. You will:

- 1 understand the benefits of positive lifestyle choices
- 2 understand how taking part in Sport and Active Leisure impacts on lifestyle choices
- 3 understand the importance of behaviours and choices on lifestyle
- 4 be able to devise plans to improve lifestyle and wellbeing.

Above – some of the money raised from the National Lottery is used to help fund elite athletes in the UK.

USEFUL WORDS

Body image How an individual sees their own body. It may be entirely different from the opinion of others. Conditions like anorexia, bulimia and steroid abuse are often linked to negative body image.

Endorphins Natural chemical hormones produced in the brain. They have a pain relieving effect and are released after prolonged periods of exercise.

Exercise patterns How an individual manages their exercise regime, eg how many times a week they exercise and what exercises they do. Regular exercise is desirable for everyone but factors such as age, fitness and ability must be considered.

Obesity Obesity is a medical condition in which excess body fat has an adverse effect on health, leading to reduced life expectancy and/or increased health problems.

Work–life balance There is no magic formula for achieving work–life balance. It's different for everyone depending on circumstance but it's crucial to make time for rest, exercise and enjoyment alongside time spent pursuing career goals.



STUDENT STORY RACHEL

Part of this unit was dedicated to learning how to perform a lifestyle review, taking into account the various factors that can affect the choices different individuals make. Our tutor suggested the best place to start was with ourselves! I was a bit nervous about the results to begin with but, as everyone in class was really supportive of each other, it turned out fine.

The results were really interesting: I play all sorts of team sports at school and really benefit from the teaching and facilities there. Not everyone has access to these. I also realised that when I exercised less – like in the school holidays – I felt sluggish and less motivated.

We looked at our diets to see if we could make any changes that would impact the way we feel. I think I eat a pretty balanced diet and our tutor said that this was so important. Being healthy is not about starving yourself or only eating low-fat and low-calorie foods.

Perhaps the biggest lesson I learnt was that I needed to drink a lot more water every day. Often I feel hungry in the afternoons at school and my concentration isn't the best. It turns out that I'm probably dehydrated. Just filling up my water bottle at lunchtime to see me through the afternoon makes a big difference. I definitely noticed an improvement and will be passing this tip along!



Top – Try to get into the habit of eating sensible and balanced meals. Middle – A good night's sleep helps your body recover and has many health benefits. Bottom – Be sure to drink plenty of water in the gym.





Above – Exercise can be a great way of getting away from it all. Left – joining a sports or leisure club can bring social benefits, too.

WHAT YOU MUST SHOW

You must produce evidence that you have achieved these outcomes. During this assignment, you must produce and keep:

- 1 a lifestyle review. This could be in the form of a leaflet, brochure or report
- 2 produce a plan to improve the health and wellbeing of a selected individual.

SUPPORT MATERIALS FOR UNIT 1

Your teacher will help you when you start to do your research, but to find out some key facts and figures about active and healthy lifestyle choices in the UK today you might want to take a look at some of these websites: Patient UK, www.patient.co.uk; Change4Life, www.nhs.co.uk/Change4Life.co.uk; Men's Health, www.menshealth.co.uk; and the British Heart Foundation www.bhf.org.uk. Other useful websites for this unit include: BBC Health, www.bbc.co.uk/health; NHS Quit Smoking, www.nhs.co.uk/smokefree and Cancer Research, www.cancerresearchuk.org.

Look out for government campaigns in your area urging people to get active and make healthy lifestyle choices, too. You can also find interesting articles on the subject – complete with up-to-date research and statistics – in newspapers and magazines.

Hints and tips

Keep an exercise diary and record how many hours you spend exercising every week. This could be formal exercise, eg PE lessons, or simply walking or cycling to school.



STUDENT STORY TOM

I'm a keen footballer and play for a local team. We train twice a week and play a match nearly every weekend. I'd always considered myself to be pretty fit and, to be honest, I don't really watch what I eat – I thought I burned it all off when I played. In this unit I learnt that I could be looking after my body better. Things like not getting enough sleep can really affect how you feel and perform everyday.

It was good to see how playing football does increase my fitness and can increase my body strength and muscle tone but we found out that it's important to vary any exercise regime. I've started doing some strength training in my local gym. I worked out a plan with one of the trainers who talked me through my first session showing me how to use all the machines properly.

Being with my teammates is one of the things I enjoy most about playing with my football team so I thought that it would be much harder to motivate myself to exercise alone. However, I've made a playlist on my MP3 player with some of my favourite songs and, so far, I've not got bored. I've made an appointment to see the trainer again after three months to look again at my regime and set some new goals that I can work towards. I've found that my work in the gym has helped me on the football pitch too, as I'm definitely stronger and fitter!



Above – setting targets can be a great motivator. Make sure you keep track of your progress. Below – Achieving your health and fitness goals is something to be proud of.



HOW WILL YOU BE MARKED?

This table tells you how marks are given for each of the assessment criteria.



| Assessment criteria topic | Band 1 You | Band 2 You | Band 3 You |
|--|---|---|--|
| 1 Understand the benefits of positive lifestyle choices | 0–3 marks Describe in basic terms benefits of making positive lifestyle choices to an individual covering only some aspects with limited relevance Explain briefly and in basic terms positive benefits of risk taking covering some aspects with relevance | 4–6 marks Describe a range of benefits of making positive lifestyle choices to an individual with reasonable relevance Explain a range of positive benefits of risk taking with reasonable relevance | 7–9 marks Describe a wide range of benefits of making positive lifestyle choices to an individual with relevance Explain in detail a wide range of positive benefits of risk taking with relevance |
| 2 Understand how taking part in sport and active leisure impacts on lifestyle choices | 0–3 marks Give a basic assessment of the implications of taking positive lifestyle choices to the extreme covering some aspects with limited accuracy Explain briefly and in basic terms how taking part in sport and active leisure can impact on lifestyle choices and self-esteem with limited accuracy | 4–6 marks Assess a range of the implications of taking positive lifestyle choices to the extreme with reasonable accuracy Explain how taking part in sport and active leisure can impact on lifestyle choices and self-esteem with reasonable accuracy | 7–9 marks Assess a wide range of the implications of taking positive lifestyle choices to the extreme with accuracy Explain in detail how taking part in sport and active leisure can impact on lifestyle choices and self-esteem with accuracy |

Hints and tips

Some sports require different diets, eg a swimmer will follow a different diet and training programme than a professional footballer. Do some research into the differences between the two.

Continued on next page.

Image © Sport England

Image © iStock/Liv Friis-Larsen

Image © iStock/Doug Cannell

| Assessment criteria topic | Band 1 You | Band 2 You | Band 3 You |
|---|---|--|---|
| 3 Understand the importance of behaviours and choices on lifestyle | 0–4 marks Give a basic analysis of the impact of behaviours and choices on lifestyle covering only some aspects with limited relevance | 5–8 marks Analyse the impact of behaviours and choices on lifestyle with reasonable relevance | 9–12 marks Analyse in detail the impact of behaviours and choices on lifestyle with relevance |
| 4 Be able to devise plans to improve lifestyle and wellbeing | 0–10 marks Evaluate briefly and in basic terms the impact of different lifestyle choices on an individual using reasoned arguments and evidence with limited relevance Generate some basic ideas to improve lifestyle and wellbeing Propose some practical ways to improve lifestyle and wellbeing with limited relevance | 11–20 marks Evaluate the impact of a range of different lifestyle choices on an individual using reasoned arguments and evidence with reasonable relevance Generate a range of ideas to improve lifestyle and wellbeing Propose a range of practical ways to improve lifestyle and wellbeing with some relevance | 21–30 marks Evaluate the impact of a wide range of different lifestyle choices on an individual using reasoned arguments and evidence with relevance Generate a wide range of ideas to improve lifestyle and wellbeing Propose a wide range of practical ways to improve lifestyle and wellbeing with relevance |

“

Many of us mean to get more exercise or think that we don't really need to do much. Maybe we feel we don't have the time, we're tired or we simply don't know how to get started. But doing 30 minutes of moderate intensity exercise five times a week can halve your risk of heart disease.

”

British Heart Foundation

TRACKING YOUR MARKS

Level 2 Diploma in Sport and Active Leisure

Unit 1: Active and healthy lifestyle choices

Student's name:

Unique learner number:

Centre name:

Consortium:

The four outcomes for Unit 1 are given below. The table shows the weighting for each and the maximum marks you can be awarded. Copy your marks in the third column.

| Assessment criteria topic | Weighting | Maximum marks | Marks awarded by tutor |
|---|-------------|---------------|------------------------|
| 1 Understand the benefits of positive lifestyle choices | 15% | 9 | |
| 2 Understand how taking part in sport and active leisure impacts on lifestyle choices | 15% | 9 | |
| 3 Understand the importance of behaviours and choices on lifestyle | 20% | 12 | |
| 4 Be able to devise plans to improve lifestyle and wellbeing | 50% | 30 | |
| Total | 100% | 60 | |

All marks are provisional until moderation is completed.

Tutor's comments:

Student's comments:

Tutor's signature:

Date:

Student's signature:

Date:

PERSONAL, LEARNING AND THINKING SKILLS

The following skills are especially relevant to Unit 1. Ask your tutor to explain any you do not understand. Rate your skills before you do the unit and again afterwards. Did your skills develop?

| SKILL | BEFORE DATE ___/___/___ | AFTER DATE ___/___/___ |
|-------|----------------------------|---------------------------|
|-------|----------------------------|---------------------------|

Rate your skills from 1 to 5 (5 being highest).

INDEPENDENT ENQUIRERS

Are you able to:

| | | |
|---|---|---|
| – identify questions to answer and problems to resolve | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – plan and carry out research, appreciating the consequences of decisions | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – explore issues, events or problems from different perspectives | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – analyse and evaluate information, judging its relevance and value | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – consider the influence of circumstances, beliefs and feelings on decisions and events | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – support conclusions, using reasoned arguments and evidence | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |

Hints and tips

Some sports require different diets, eg a swimmer will follow a different diet and training programme than a professional footballers. Do some research into the differences between the two.

Continued on next page.

CREATIVE THINKERS

Are you able to:

| | | |
|--|---|---|
| – generate ideas and explore possibilities | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – ask questions to extend your thinking | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – connect your own and others' ideas and experiences in inventive ways | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – question your own and others' assumptions | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – try out alternatives or new solutions and follow ideas through | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – adapt ideas as circumstances change | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |

EFFECTIVE PARTICIPATORS

Are you able to:

| | | |
|--|---|---|
| – discuss issues of concern, seeking resolution where needed | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – present a persuasive case for action | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – propose practical ways forward, breaking these down into manageable steps | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – identify improvements that would benefit others as well as yourself | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – try to influence others, negotiating and balancing diverse views to reach workable solutions | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |
| – act as an advocate for views and beliefs that may differ from your own | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> | 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> |

Tutor's signature:

Date:

Student's signature:

Date:

FUNCTIONAL SKILLS

This form shows how you used English and ICT in your work for this unit.

ENGLISH

Tick if you developed your English skills in the following ways:

Speaking | Give one example:

Listening | Give one example:

Reading | Give one example:

Writing | Give one example:

MATHEMATICS

Tick if you developed your Mathematics skills in the following ways:

Representing situations | Give one example:

Analysing and processing | Give one example:

Interpreting and presenting results | Give one example:

ICT

Using any ICT system (eg working on a computer) | Give one example:

Using ICT to find and select information | Give one example:

Using ICT to develop, present and/or communicate information | Give one example:

Tutor's signature:

Date:

Student's signature:

Date:

Overleaf – Low-impact activities like yoga, pilates and tai-chi are great ways of improving balance, posture and flexibility.

