



# Health and Fitness

Long Term Plan

**nocn**  
CREATING OPPORTUNITIES


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**Aims of the Programme of Study**





Entry Level 1	Entry Level 2	Entry Level 3
<b>Unit Code: Y/600/6268</b> <b>GLH: 30</b>	<b>Unit Code: R/600/6267</b> <b>GLH: 30</b>	<b>Unit Code: A/501/5194</b> <b>GLH: 30</b>
<b>Purpose</b>		
The purpose of this unit is to encourage learners to gain an understanding of the importance of, and taking part in, exercise.		
<b>Additional Assessment Requirements</b>		
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.	As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment.	As an E3 unit it is expected that the learner should show independence for the assessment. Practical tasks may be in a simulated environment.
<b>Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Recognise the importance of exercise</li> <li>2. Recognise the correct clothing to be worn when participating in exercise</li> <li>3. Take part in an exercise programme</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise the importance of exercise</li> <li>2. Recognise the correct clothing to be worn when participating in exercise</li> <li>3. Take part in an exercise programme</li> </ol>	<ol style="list-style-type: none"> <li>1. Show awareness of the vocational area.</li> <li>2. Interact with others in an appropriate way.</li> <li>3. Show a development in skills.</li> <li>4. Apply process to tackle basic problems.</li> <li>5. Show basic awareness of safe working practices.</li> <li>6. Review own performance and personal skills.</li> </ol>
<ol style="list-style-type: none"> <li>1.1. Identify two forms of exercise.</li> <li>1.2. Identify a benefit of exercise.</li> <li>2.1. Identify suitable clothing and footwear to be worn for an exercise activity.</li> <li>3.1. Take part in a warm up activity.</li> <li>3.2. Take part in an exercise activity.</li> <li>3.3. Take part in a cool down activity.</li> <li>3.4. Keep a record of taking part in the exercise.</li> </ol>	<ol style="list-style-type: none"> <li>1.1. List two forms of exercise.</li> <li>1.2. List two benefits of exercise.</li> <li>1.3. List two barriers to exercise.</li> <li>2.1. Identify two exercise activities to participate in.</li> <li>2.2. Identify suitable clothing and footwear for these exercises.</li> <li>3.1. Identify the correct techniques for carrying out a chosen exercise.</li> <li>3.2. Take part in a warm up activity.</li> <li>3.3. Take part in two exercise activities.</li> <li>3.4. Take part in a cool down activity.</li> <li>3.5. Keep a record of taking part in the exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1.1. - State two reasons for keeping fit.</li> <li>1.2. - Describe two activities that can help you to keep fit.</li> <li>1.3. - State why warming up your body is important before doing exercise.</li> <li>1.4. - Name two places where you can do exercise.</li> <li>2.1. - Work with a partner on chosen activities.</li> <li>2.2. - Work in a group on chosen activities.</li> <li>2.3. - Communicate effectively with others in the group.</li> <li>3.1. - Try a range of basic fitness tests.</li> <li>3.2. - Take part in a variety of fitness activities.</li> <li>3.3. - Do a simple warm up and cool down.</li> <li>4.1. - Complete a simple training programme which improves fitness over a specified time period.</li> <li>5.1. - Show an awareness of safe use of equipment.</li> <li>5.2. - Wear appropriate clothing for chosen activities.</li> <li>6.1. - State what went well/not so well.</li> <li>6.2. - State what might have been done differently.</li> </ol>
<b>NOCN Assessment Sheets</b>		
<b>Y/600/6268 Health and Fitness</b>	<b>R/600/6267 Health and Fitness</b>	<b>Health and Fitness A/501/5194</b>
<b>Highfield Assessment Documents</b>		

## Entry Level 1 and 2 LTP

All students must partake in a weekly fitness session, supplemented by some theory-based teaching to cover all elements of the course. The fitness sessions should cover a minimum of 15 hours, and photographic evidence must be taken to support the students putting their assessment portfolio's together.

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<b>1. Recognise the importance of exercise</b>	<b>Entry 1:</b>	<p>Students should be made aware of what:</p> <ul style="list-style-type: none"> <li>• Exercise is</li> <li>• Benefits of exercise</li> <li>• Barriers to exercise</li> </ul> <p><i>Exercise is anything that makes our bodies move. It can be running, walking, skipping, hopping, swimming, playing football, playing rugby, playing tennis, playing cricket, playing hockey, dancing, etc.</i></p> <p><b>What happens to the body when it is exercising?</b></p> <ul style="list-style-type: none"> <li>• Your cheeks will become flushed</li> <li>• Your heart will beat faster</li> <li>• Your body will become warmer</li> <li>• You may sweat</li> <li>• You will need to drink</li> <li>• Your breathing will become harder and faster</li> </ul>	 NOCN EL1 H&F Outcome 1.docx
	<b>Entry 2:</b>	<p>1.1. List two forms of exercise.</p> <p>1.2. List two benefits of exercise.</p> <p>1.3. List two barriers to exercise.</p> <p><b>Benefits of exercise</b></p> <p><i>When you exercise you're helping build a strong body that will be able to move around and do all the stuff you need it to do.</i></p> <ul style="list-style-type: none"> <li>• Happy strong heart – cardiovascular</li> <li>• Strengthen muscles and bones</li> <li>• Flexibility</li> <li>• Improves brain health</li> <li>• Reduces the risk of disease</li> <li>• Helps manage weight</li> <li>• Improves everyday activities.</li> </ul> <p><b>Barriers to exercise</b></p> <ul style="list-style-type: none"> <li>• insufficient time to exercise.</li> <li>• inconvenience of exercise.</li> <li>• lack of self-motivation.</li> <li>• non-enjoyment of exercise.</li> <li>• boredom with exercise.</li> <li>• lack of confidence in their ability to be physically active (low self-efficacy)</li> <li>• fear of being injured or having been injured recently.</li> </ul>	

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<b>2. Recognise the correct clothing to be worn when participating in exercise</b>	<b>Entry 1:</b> 2.1. Identify suitable clothing and footwear to be worn for an exercise activity.	<b>Suitable clothing</b> <ul style="list-style-type: none"> <li>• T-shirts</li> <li>• Shorts</li> <li>• Jogging/tracksuit bottoms</li> <li>• Trainers</li> </ul> <b>Unsuitable clothing</b> <ul style="list-style-type: none"> <li>• Jeans</li> <li>• Heavy sweatshirts</li> <li>• Boots</li> <li>• Heels</li> </ul> Health – importance of changing/showering after exercise, and changing clothing.	 NOCN EL1 H&F Outcome 2.docx
	<b>Entry 2:</b> 2.1. Identify two exercise activities to participate in. 2.2. Identify suitable clothing and footwear for these exercises.	Exercise activities could be but not limited to: <b>Fitness room</b> <ul style="list-style-type: none"> <li>• Cardiovascular machines</li> <li>• Strength resistance machines</li> <li>• Fixed weight machines</li> <li>• Boxing</li> </ul> <b>Sports hall</b> <ul style="list-style-type: none"> <li>• Games activities</li> </ul>	

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>3. Take part in an exercise programme</b></p>	<p><b>Entry 1:</b></p> <p>3.1. Take part in a warm up activity.                      3.2. Take part in an exercise activity.                      3.3. Take part in a cool down activity.                      3.4. Keep a record of taking part in the exercise.</p>	<p><b>Warmup Activities</b></p> <p>Importance of warm up activities                      The 5 main components of a warm-up</p> <ul style="list-style-type: none"> <li>• Pulse raising                             <ul style="list-style-type: none"> <li>○ Exercises that slowly increase the heart rate and body temperature. (e.g. jogging, cycling, skipping)</li> </ul> </li> <li>• Mobility                             <ul style="list-style-type: none"> <li>○ Exercises that take the joints through their full range of movements (e.g. arm swings high knees)</li> </ul> </li> <li>• Stretching                             <ul style="list-style-type: none"> <li>○ Dynamic stretches and/or static stretches (e.g. lunges and large muscle stretches)</li> </ul> </li> <li>• Dynamic movement                             <ul style="list-style-type: none"> <li>○ Movements that show a change of speed and direction (e.g. shuttle runs)</li> </ul> </li> <li>• Skill rehearsal (if needed)                             <ul style="list-style-type: none"> <li>○ Common movement patterns linked to the activity being carried out.</li> </ul> </li> </ul> <p><b>Exercise activities</b>                      Fitness programme to be followed and recorded</p> <p><b>Correct techniques</b>                      Staff to ensure students are taught the correct techniques for each of the activities/fitness machinery they are using</p> <p><b>Cool Down</b>                      Two main components</p> <ul style="list-style-type: none"> <li>• Low intensity exercise                             <ul style="list-style-type: none"> <li>○ Gradually lower heart rate and body temperature. (e.g. light jogging)</li> </ul> </li> <li>• Stretching                             <ul style="list-style-type: none"> <li>○ Includes static stretching to help the muscles recover from the shock of training. (e.g. large muscle group stretches)</li> </ul> </li> </ul> <p><b>Why do we cool down?</b></p> <ul style="list-style-type: none"> <li>• Help the body transition back to resting state</li> <li>• Gradually lower the heart rate and body temperature</li> <li>• circulate blood and O<sub>2</sub></li> <li>• gradually reduce breathing rate</li> <li>• increase the removal of lactic acid</li> <li>• reduce muscle soreness</li> </ul> <p><b>Recording of activities</b>                      Students are to record the activities they take part in. including the duration, date and time.</p>	<p>                      NOCN EL1 H&amp;F Outcome 3.1.docx</p> <p>                      NOCN EL1 H&amp;F Outcome 3.2.docx</p> <p>                      NOCN EL1 H&amp;F Outcome 3.3.docx</p> <p>                      NOCN EL1 H&amp;F Outcome 3.4.docx</p>
	<p><b>Entry 2:</b></p> <p>3.1. Identify the correct techniques for carrying out a chosen exercise.                      3.2. Take part in a warm up activity.                      3.3. Take part in two exercise activities.                      3.4. Take part in a cool down activity.                      3.5. Keep a record of taking part in the exercises</p>		

### Entry Level 3 LTP

*All students must partake in a weekly fitness session, supplemented by some theory-based teaching to cover all elements of the course. The fitness sessions should cover a minimum of 15 hours, and photographic evidence must be taken to support the students putting their assessment portfolio's together*

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<b>1. Show awareness of the vocational area.</b>	<p><b>Entry 3:</b></p> <p>1.1. - State two reasons for keeping fit.</p> <p>1.2. - Describe two activities that can help you to keep fit.</p> <p>1.3. - State why warming up your body is important before doing exercise.</p> <p>1.4. - Name two places where you can do exercise.</p>	<p>Students should be made aware of what:</p> <ul style="list-style-type: none"> <li>• Exercise is</li> <li>• Benefits of exercise</li> </ul> <p><b>Exercise is anything that makes our bodies move. It can be running, walking, skipping, hopping, swimming, playing football, playing rugby, playing tennis, playing cricket, playing hockey, dancing, etc.</b></p> <p><b>Benefits of exercise</b>  <i>When you exercise you're helping build a strong body that will be able to move around and do all the stuff you need it to do.</i></p> <ul style="list-style-type: none"> <li>• Happy strong heart – cardiovascular</li> <li>• Strengthen muscles and bones</li> <li>• Flexibility</li> <li>• Improves brain health</li> <li>• Reduces the risk of disease</li> <li>• Helps manage weight</li> <li>• Improves everyday activities.</li> </ul> <p><b>Warmup Activities</b>                      Importance of warm up activities                      The 5 main components of a warm-up</p> <ul style="list-style-type: none"> <li>• Pulse raising                         <ul style="list-style-type: none"> <li>○ Exercises that slowly increase the heart rate and body temperature. (e.g. jogging, cycling, skipping)</li> </ul> </li> <li>• Mobility                         <ul style="list-style-type: none"> <li>○ Exercises that take the joints through their full range of movements (e.g. arm swings high knees)</li> </ul> </li> <li>• Stretching                         <ul style="list-style-type: none"> <li>○ Dynamic stretches and/or static stretches (e.g. lunges and large muscle stretches)</li> </ul> </li> <li>• Dynamic movement                         <ul style="list-style-type: none"> <li>○ Movements that show a change of speed and direction (e.g. shuttle runs)</li> </ul> </li> <li>• Skill rehearsal (if needed)                         <ul style="list-style-type: none"> <li>○ Common movement patterns linked to the activity being carried out.</li> </ul> </li> </ul> <p><b>Places to exercise</b>                      E.g. School sports hall, fitness room, playing fields                      Leisure centres, community centres, local parks, gyms, sports activity clubs</p>	

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
2. Interact with others in an appropriate way.	<b>Entry 3:</b>	<p><b>Partner work</b></p> <p>Boxing – spar work                      Partner work and spotting when using the fixed weights machinery                      Partner work when going through skills warmups for games activities</p> <p><b>Group Activities</b></p> <p>Team games, leading sessions</p> <p><b>Communication</b></p> <p>Assertive, clear, calm supportive communication. This can be carried out by leading warmup and cool down activities.</p>	
	<p>2.1. - Work with a partner on chosen activities.</p> <p>2.2. - Work in a group on chosen activities.</p> <p>2.3. - Communicate effectively with others in the group.</p>		

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
3. Show a development in skills.	<b>Entry 3:</b>	<p><b>Range of Basic Fitness Tests</b></p> <p><b>Zig Zag Objective</b>                      This test aims to monitor the athlete's speed and agility development.</p> <p><b>505 Agility</b>                      The 505 Agility Test (Draper 1985) objective is to monitor the development of the athlete's speed and agility.</p> <p><b>Illinois test</b>                      The Illinois Agility Run Test (Getchell 1979) monitors the athlete's agility development.</p> <p><b>Sit and reach</b>                      This test aims to monitor the athlete's hip and trunk flexibility development.</p> <p><b>Ruler Drop Test</b>                      The objective of this test is to monitor the athlete's reaction time.</p> <p><b>12-minute Cooper run test</b>                      The Cooper Test (Cooper 1968) is used to monitor the athlete's aerobic endurance and to obtain an estimate of their VO2 max.</p> <p><b>Warmup Activities</b>                      Importance of warm up activities                      The 5 main components of a warm-up</p> <ul style="list-style-type: none"> <li>• Pulse raising                             <ul style="list-style-type: none"> <li>○ Exercises that slowly increase the heart rate and body temperature. (e.g. jogging, cycling, skipping)</li> </ul> </li> <li>• Mobility                             <ul style="list-style-type: none"> <li>○ Exercises that take the joints through their full range of movements (e.g. arm swings high knees)</li> </ul> </li> <li>• Stretching                             <ul style="list-style-type: none"> <li>○ Dynamic stretches and/or static stretches (e.g. lunges and large muscle stretches)</li> </ul> </li> <li>• Dynamic movement                             <ul style="list-style-type: none"> <li>○ Movements that show a change of speed and direction (e.g. shuttle runs)</li> </ul> </li> <li>• Skill rehearsal (if needed)</li> </ul>	
	<p>3.1. - Try a range of basic fitness tests.</p> <p>3.2. - Take part in a variety of fitness activities.</p> <p>3.3. - Do a simple warm up and cool down.</p>		

		<ul style="list-style-type: none"> <li>○ Common movement patterns linked to the activity being carried out.</li> </ul> <p><b>Cool Down</b> Two main components</p> <ul style="list-style-type: none"> <li>• Low intensity exercise             <ul style="list-style-type: none"> <li>○ Gradually lower heart rate and body temperature. (e.g. light jogging)</li> </ul> </li> <li>• Stretching             <ul style="list-style-type: none"> <li>○ Includes static stretching to help the muscles recover from the shock of training. (e.g. large muscle group stretches)</li> </ul> </li> </ul> <p><b>Why do we cool down?</b></p> <ul style="list-style-type: none"> <li>• Help the body transition back to resting state</li> <li>• Gradually lower the heart rate and body temperature</li> <li>• circulate blood and O2</li> <li>• gradually reduce breathing rate</li> <li>• increase the removal of lactic acid</li> <li>• reduce muscle soreness</li> </ul>	
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Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p><b>4. Apply process to tackle basic problems.</b></p>	<p><b>Entry 3:</b> 4.1. - Complete a simple training programme which improves fitness over a specified time period.</p>	<p>Training programme to be set out for each individual using a combination of cardiovascular training, resistance training.</p> <p>The tests in Outcome 3 can be carried out at the beginning, middle and end of a 12-week training programme.</p> <p>All information MUST be recorded.</p>	

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p><b>5. Show basic awareness of safe working practices.</b></p>	<p><b>Entry 3:</b> 5.1. - Show an awareness of safe use of equipment.  5.2. - Wear appropriate clothing for chosen activities.</p>	<p>Students need to be able to explain what each item of equipment in the fitness room is used for And Explain the safe usage of the equipment</p> <p>Students are to be able to explain what the cardiovascular machines are for, including the correct set up for the timers and the correct/safe embark and disembark of the machines.</p> <p>Students are to be able to identify the appropriated clothing, and the importance of personal hygiene</p>	



Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<b>6. Review own performance and personal skills.</b>	<b>Entry 3:</b>	<b>On each recorded activity students are to highlight</b>	
	6.1. - State what went well/not so well.  6.2. - State what might have been done differently.	<b>What went well/not so well</b>  <b>What might be done differently and why</b>	