

**GCSE PE PLCs 1.1.1 Healthy active lifestyles  
and how they can benefit you**

**A) Explain what constitutes a healthy lifestyle**

A lifestyle that constitutes being healthy is one in which you;

- Take part in physical activity
- Eat a balanced diet
- Avoid harmful substances such as drugs, smoking and alcohol
- Sustain friendships

**B) Classify the benefits of a healthy, active lifestyle as social, physical or mental**

**Social** benefits of exercise are those which;

- Develop teamwork and cooperation
- Overcome challenges in a team against the opposition
- Increase your self-worth
- Meet new people and make friends

**Physical** benefits of exercise are those which;

- Increase your life expectancy
- Improve muscle tone and posture
- Strengthen bones
- Improve flexibility and cardiovascular fitness
- Makes you look good and feel good
- Burns off stored fat

**Mental** benefits of exercise are those which;

- Relieves stress, tension and aggression
- Provides excitement and enjoyment
- Improves self-esteem and confidence
- Develops a sense of being part of something
- Provides opportunities for success
- Allow you to forget life's problems

**C) Describe how physical activity can increase individual wellbeing**

**Social** well-being is how well you relate to others. Exercise allows you to relate to other people more effectively.

**Physical** well-being is the changes that happen to the body when you exercise.

**Mental** well-being relates to your approach and attitude. Exercise will make both more positive.

**D) Describe how physical activity can contribute to good health**

**Health** is the state of complete social, mental and physical well-being and not merely the absence of disease and infirmity. Physical activity will contribute positively to good health because of the physical, social and mental factors outlined above.

**E) Describe how physical activity can help the individual to feel good (serotonin levels)**

**Serotonin** is a chemical found in the body which controls your mood. When you exercise **your serotonin levels increase**. If you have more serotonin in your body, it makes you 'feel good'.

**F) Describe how physical activity can help relieve stress, and prevent stress-related illness**

Regular exercise reduces stress and prevents stress related illnesses because it;

- Allows you to sleep better
- Reduces muscle tension
- Releases endorphins (the 'happy' hormone) which make you feel euphoric
- Decreases boredom
- Allows you to manage your anger
- Strengthens the immune system

**G) Describe how physical activity can increase self-esteem, confidence and contribute to enjoyment of life**

Physical activity will improve your self-esteem, confidence and contribute to the enjoyment of life because it;

- Increases your self-worth
- Meet new people and make friends
- Improve your body image
- Makes you look good and feel good
- Reduces stress and tension
- Provides excitement and enjoyment
- Increases confidence
- Improves self esteem
- Develops a sense of being part of something
- Allows personal development
- Allows you to be satisfied with your own performance

**H) Explain how participation in physical activity can stimulate cooperation**

Participation in physical activity will stimulate **cooperation** by;

- Joining in the running of the club such as fixtures, finances, and managing facilities
- Becoming an organiser of the club
- Working with other members of a club to maximise success

**I) Explain how participation in physical activity can stimulate competition**

Participation in physical activity will stimulate **competition** by;

- Creating fixtures or events in which people compete against each other
- Developing skills and competence in a sport which increases the desire to beat others
- Allowing individuals to progress and compete at a higher level

**J) Explain how participation in physical activity can stimulate physical challenge**

Participation in physical activity will stimulate **physical challenge** by;

- Presenting a person with challenging situations such as a marathon
- Allowing people to overcome problems either individually or as part of a team
- Reaching a target or a set goal
- Developing courage and confidence

**K) Explain how participation in physical activity can stimulate aesthetic appreciation**

**Aesthetic appreciation** is the recognition of beauty. Participation in physical activity will stimulate **aesthetic appreciation** by;

- Increasing a person's understanding of excellent technique or high level performances
- Increasing a person's understanding of the difficulties of a sport and of performing skills
- Appreciating the level of skill required to perform

**L) Explain how participation in physical activity can stimulate the development of friendships and social mixing.**

Participation in physical activity will stimulate **the development of friendships and social mixing** by;

- Having a social side to the club
- By allowing people to stay at the clubhouse after the event / match
- Having regular social events at the club
- Developing friendships at the club

## **GCSE PE PLCs 1.1.2 Influences on your healthy active lifestyles**

**A) Identify key *INFLUENCES* that have an impact on them, and others, achieving sustained involvement in physical activity (C.H.I.R.P.S)**

### **CULTURAL INFLUENCES:**

- **AGE**; There are usually **AGE GROUPS** for **JOINING** some clubs and there may be **SAFETY** limits for **YOUNGER** people.
- **DISABILITY**; if a person is **DISABLED** they may find it difficult to **ACCESS FACILITIES** but may also prefer to participate with other **DISABLED** people
- **GENDER**; There are often **CONSTRAINTS** if you are a **MAN** or a **WOMAN** because sports are **SINGLE SEX**. Occasionally sports can **COMPETE** in **MIXED PAIRS** (tennis). **BOYS & MEN** participate **MORE** than women
- **RACE**; ethnic **MINORITIES** often suffer **DISCRIMINATION**.

### **HEALTH and WELL-BEING INFLUENCES:**

- **ILLNESS** and **INJURY**; People who are **ILL/INJURED** are less likely to participate
- **HEALTH PROBLEMS**; a person who suffers from problems such as **OBESITY**, **CORONARY HEART DISEASE** and **MENTAL HEALTH** issues participate **LESS**. Physical activity can **IMPROVE HEALTH**.

### **IMAGE INFLUENCES:**

- **FASHION**; if a **ROLE MODEL** wears certain **EQUIPMENT** it can **INFLUENCE TRENDS**. Also **SPORTS** can become **FASHIONABLE**. EG **TENNIS** becomes very popular during **WIMBLEDON** fortnight
- **MEDIA COVERAGE**; the media such as the **INTERNET**, **NEWSPAPERS**, **TV** and **RADIO** can **PROMOTE** certain sports and **INFLUENCE** people's **OPINIONS**.

### **RESOURCES INFLUENCES:**

- **ACCESS**; this is the **OPPORTUNITY** to take part. If **MONEY** or **FACILITIES** are not there then the person cannot participate
- **AVAILABILITY**; if the sport you want to participate has **FACILITIES** local to you then it is available for you to **PARTICIPATE**
- **LOCATION**; if the facility is **NOT LOCATED** near to you then you will **NOT** be influenced to take part. If it is then you **WILL BE** influenced
- **TIME**; if people have to **WORK** or go to **SCHOOL** then the **TIME** they have to **PARTICIPATE** is **REDUCED**

### **PEOPLE INFLUENCES:**

- **FAMILY**; **PARENTS** influence their child's **PARTICIPATION**. They also act as **ROLE MODELS** but also provide **SUPPORT** such as **FINANCIAL** and **TRAVEL**
- **PEERS**; these are **PEOPLE** of the **SAME AGE**. **PEER PRESSURE** is **HUGE** in **TEENAGERS** and can influence which sport you play or **DON'T** play

- **ROLE MODELS**; these can be **GOOD** and **BAD**. **ELITE** sports persons are often **COPIED** by people who want to **ACT** like them

### **SOCIO-ECONOMIC INFLUENCES:**

- **COST**; sports costs **MONEY**. If you have a **LOW INCOME** it can **PREVENT** you from participating and buying necessary **EQUIPMENT** and pay **MEMBERS FEES**.
- **PERCEIVED STATUS** of the activity; if the sport is **PERCEIVED** (judged) as **HIGH** status then more people will want to **SUCCEED** in it.

### ***B) Explain the **opportunities** available to become involved in physical activity in a range of **roles** (including leadership, officiating and volunteering)***

There are **4** main **OPPORTUNITIES** to **BECOME INVOLVED** in sport;

- 1) Become a **PERFORMER**; this can be achieved through involvement in **SCHOOL, CLUB** or **REPRESENTATIVE** sport
- 2) Become a **COACH**; this can be achieved through gaining **QUALIFICATIONS** in specific sports
- 3) Become an **OFFICIAL**; this can be achieved through **QUALIFICATIONS** allowing you to **REFEREE** or **UMPIRE** sports events
- 4) Become a **VOLUNTEER**; this can be achieved through **FUNDRAISING, FINANCE, ADMINISTRATION** or **MAINTENANCE** of a sports club

### ***C) Explain the **opportunities** available to remain involved in physical activity in a range of **roles** (including leadership, officiating and volunteering)***

There are **4** main **OPPORTUNITIES** to **REMAIN INVOLVED** in sport;

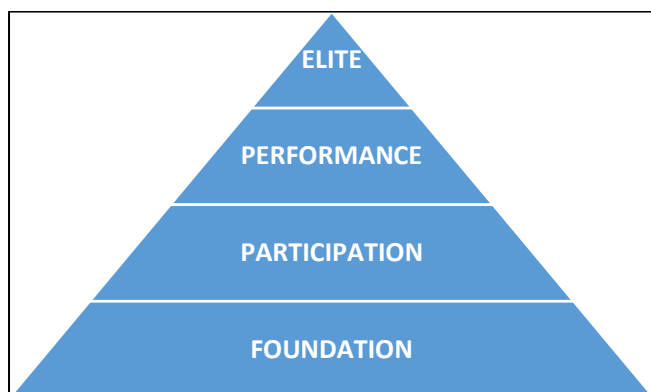
- 1) Become a **PERFORMER**; this can be achieved through involvement in **SCHOOL, CLUB** or **REPRESENTATIVE** sport
- 2) Become a **COACH**; this can be achieved through gaining **QUALIFICATIONS** in specific sports
- 3) Become an **OFFICIAL**; this can be achieved through **QUALIFICATIONS** allowing you to **REFEREE** or **UMPIRE** sports events
- 4) Become a **VOLUNTEER**; this can be achieved through **FUNDRAISING, FINANCE, ADMINISTRATION** or **MAINTENANCE** of a sports club **EVENTS**

### ***D) Explain the **qualities** needed to participate in physical activity in a range of **roles** (including leadership, officiating and volunteering)***

You will require several **QUALITIES**

1. **COMMUNICATION** skills
2. **TEAMWORK** skills
3. **ORGANISATIONAL** skills
4. **MOTIVATIONAL** skills
5. **RESILIENCE** or **PERSISTENCE**
6. **CONFIDENCE**

E) Explain the **sports participation pyramid** with regard to the foundation, participation, performance and elite stages



The Sports **PYRAMID** highlights how people are **INFLUENCED** into sport. The **SIZE** of each stage represents the **NUMBER** of **PEOPLE**.

1. **FOUNDATION** stage; is when people become **INFLUENCED** at **SCHOOL** usually during **PE** lessons
2. **PARTICIPATION** stage; is when people are **INFLUENCED** to **PARTICIPATE** in their **OWN FREE RECREATIONAL TIME**
3. **PERFORMANCE** stage; is when the **PERFORMER** receives **LOCAL** or **REGIONAL COACHING** and participates in **COMPETITION**
4. **ELITE** stage; is when **HIGH LEVEL** performers participate in **NATIONAL** or **INTERNATIONAL COMPETITION**. This may be **PROFESSIONAL** sport

F) Describe the **common purposes** of initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity:

## **START – STAY – SUCCEED**

There are **4 COMMON PURPOSES...**

**1 - INCREASE PARTICIPATION (START)** in sport to improve health, with a focus on **PRIORITY GROUPS**

**PRIORITY GROUPS** are;

- a) **DISABILITY**
- b) **WOMEN & GIRLS**
- c) **ETHNIC MINORITIES**
- d) **LOW SOCIO-ECONOMIC** groups

These are groups of people who usually have **VERY LOW PARTICIPATION RATES**. Initiatives will **INCREASE PARTICIPATION** in these groups

**2 - RETAIN PEOPLE in sport (STAY)** through an effective network of clubs, sports facilities, coaches, volunteers and competition

Creating **LINKS** and **NETWORKS** between **SCHOOLS, CLUBS** and **LOCAL ORGANISATIONS** will **INCREASING PARTICIPATION** and create **COMPETITION** in the area

### **3 - CREATE OPPORTUNITIES for TALENTED performers to (SUCCEED)**

**UK SPORT** is a **NATIONAL AGENCY** with the responsibility for developing **TALENTED PERFORMERS**. It works closely with the **NATIONAL LOTTERY** to receive **FUNDING** which allows athletes to **TRAIN** and **COMPETE** at the highest level.

**TALENT** is also developed at **NATIONAL SPORTS CENTRES** and **CENTRES OF EXCELLENCE**

### **4 - IDENTIFY AGENCIES who provide opportunities for becoming, or remaining, involved in physical activity, including:**

- a) **SPORT ENGLAND**; is a government agency with the responsibility for **INCREASING PARTICIPATION** at **GRASS ROOTS level**. It is **FUNDED** by the **NATIONAL LOTTERY**
- b) **YOUTH SPORTS TRUST**; is a **CHARITY** whose **ROLE** is to **INCREASE PARTICIPATION** in **SCHOOLS** and sports **COMPETITION** in **SCHOOLS**
- c) **NATIONAL GOVERNING BODIES**; run **SPECIFIC** sports. They support the sport with **CLUBS, COACHES** and **VOLUNTEERS**. They also establish the **RULES**. An example is the **FA** (football Association) which runs **FOOTBALL**

## **GCSE PE PLCs 1.1.3 Exercise & fitness as part of your healthy, active lifestyle**

**A) Explain the terms HEALTH, FITNESS AND EXERCISE and explain how they relate to PHYSICAL ACTIVITIES:**

### **HEALTH**

- **Explain how health relates to a balanced, healthy lifestyle.**

**DEFINITION;** Health is the **COMPLETE STATE** of **PHYSICAL, MENTAL** and **SOCIAL WELL-BEING** and **NOT** just the **ABSENCE** of **ILLNESS** or **INFIRMITY**.

To be **HEALTHY** you must have a **LIFESTYLE** which **DEVELOPS** different elements of your well-being; **PHYSICAL (FITNESS), MENTAL (CONCENTRATION)** or **SOCIAL (INTERACTION with OTHERS)**

- **Explain how health relates to performance in physical activities.**

If you have **GOOD GENERAL** health you will be able to **TRAIN HARDER** and go **BEYOND** this **LEVEL** and **IMPROVE** your **PERFORMANCE**.

### **FITNESS**

- **Explain how fitness relates to a balanced, healthy lifestyle.**

**DEFINITION;** Fitness is the **ABILITY** to **MEET** the **DEMANDS** of the **ENVIRONMENT**.

To be **HEALTHY** you must have a **FITNESS LEVEL** which meets the demands of your **JOB** or **LIFESTYLE**.

- **Explain how fitness relates to performance in physical activities.**

For **IMPROVEMENTS** in **PERFORMANCE** you must **TRAIN SPECIFIC FITNESS COMPONENTS**. EG; for **TENNIS** you need to specifically **TRAIN SPEED, AGILITY, COORDINATION** and **POWER**

### **EXERCISE**

- **Explain how exercise relates to a balanced, healthy lifestyle.**

**DEFINITION;** Exercise is a form of **PHYSICAL ACTIVITY** done to maintain or **IMPROVE HEALTH** and/or **PHYSICAL FITNESS**, it is not a competitive sport.

- **Explain how exercise relates to performance in physical activities.**

For **IMPROVEMENTS** in **PERFORMANCE** you must complete **EXERCISE** which **PROGRESSIVELY OVERLOADS** your **PHYSICAL SYSTEMS** and which is **SPECIFIC** to the **DEMANDS** of your **SPORT**

A **LACK** of **EXERCISE** will have **5 NEGATIVE EFFECTS** on **PERFORMANCE**

1. **INCREASE** in **WEIGHT**
2. **REDUCED FLEXIBILITY**
3. **REDUCED AEROBIC CAPACITY** (How **LONG** you can exercise **WITH OXYGEN** – **MEDIUM INTENSITY**)
4. **REDUCED STRENGTH**
5. **REDUCED ANAEROBIC CAPACITY** (How **LONG** you can exercise **WITHOUT OXYGEN** – **HIGH INTENSITY**)

**B) Describe the following components of HEALTH RELATED exercise, and relate each to physical activity, identifying the relative importance of each to different physical activities**

- **CARDIO-VASCULAR FITNESS**; is the **ABILITY** to **EXERCISE** the **WHOLE BODY** for **LONG PERIODS** of **TIME**.

It is **IMPORTANT** in **SPORTS** which **REQUIRE ENDURANCE** such as the **MARATHON** and **GAMES** like **BASKETBALL**.

It is **NOT IMPORTANT** in **POWER SPORTS** such as **100M** or the **LONG JUMP**

- **MUSCULAR STRENGTH**; is the **AMOUNT** of **FORCE** a **MUSCLE** can **EXERT** against a **RESISTANCE**

It is **IMPORTANT** in **SPORTS** which require you to exert a **LARGE FORCE** such as **RUGBY**

It is **NOT IMPORTANT** in **SPORTS** which **DO NOT** require you to exert a **LARGE FORCE** such as **BOWLS**

- **MUSCULAR ENDURANCE**; is the **ABILITY** to use **VOLUNTARY MUSCLES MANY TIMES WITHOUT** getting **TIRED**

It is **IMPORTANT** in **LONG DISTANCE** sports such as the **10, 000 METRES** or the **TOUR DE FRANCE (CYCLING)**

It is **NOT IMPORTANT** in **POWER** sports such as the **DISCUS** or **100 METRES**

- **FLEXIBILITY**; is the **RANGE** of **MOVEMENT** at a **JOINT**

It is **IMPORTANT** in **SPORTS** where a joint needs to **MOVE** through a **LARGE RANGE** of **MOVEMENT** such as **GYMNASTICS (ALL JOINTS)** or **RUGBY (SHOULDER joint)**

It is **NOT IMPORTANT** in **SPORTS** where a joint **DOES NOT** need to **MOVE** through a **LARGE RANGE** of **MOVEMENT** such as **ARCHERY**

- **BODY COMPOSITION**; is the **PERCENTAGE** of **BODY WEIGHT** which is **FAT, MUSCLE** and **BONE**. There is an **IDEAL BODY SHAPE** for each activity (**SOMATOTYPE**)

It is **IMPORTANT** in **ALL SPORTS**. For example a **100M SPRINTER's** ideal shape is a **MESOMORPH**, a **SUMO WRESTLER's** ideal shape is an **ENDOMORPH** and a **HIGH JUMPER's** ideal shape is an **ECTOMORPH**

If you are **NOT** the ideal shape for your **SPORT** it will be a **DISADVANTAGE**. For example and **ENDOMORPH** would not make a good **MARATHON** runner



**C) Describe the following components of SKILL RELATED exercise (A.B.C.P.R.S), and relate each to physical activity, identifying the relative importance of each to different physical activities**

- **AGILITY**; is the **ABILITY** to **CHANGE DIRECTION** with **SPEED** and **CONTROL**

It is **IMPORTANT** in **SPORTS** such as **GAMES** like **FOOTBALL, TENNIS** and **RUGBY**

It is **NOT IMPORTANT** in **SPORTS** in which **CHANGE** of **DIRECTION** is **NOT IMPORTANT** such as **SNOOKER**

- **BALANCE**; is the **ABILITY** to **KEEP** the **BODY STABLE** by **MAINTAINING** the **CENTRE** of **MASS ABOVE** a **SUPPORT BASE**

It is **IMPORTANT** in **SPORTS** which require you to be **STABLE** such as the **GYMNASTICS BEAM**

It is **NOT IMPORTANT** in **SPORTS** which **DO NOT** require you to be **STABLE** such as **FORMULA 1**

- **COORDINATION**; is the **ABILITY** to use **TWO** or **MORE BODY PARTS** at the **SAME TIME**

It is **IMPORTANT** in **SPORTS** such as **CRICKET** (catching)

It is **NOT AS IMPORTANT** in **SPORTS** such as **WEIGHT LIFTING**

- **POWER**; is the **ABILITY** to **APPLY** a **COMBINATION** of **SPEED** and **STRENGTH**

It is **IMPORTANT** in **SPORTS** such as **SHOT PUTT**

It is **NOT IMPORTANT** in sports such as **MARATHON**

- **REACTION TIME**; is the **TIME TAKEN** to **RESPOND** to a **STIMULUS**

It is **IMPORTANT** in **SPORTS** such as the **100M** when the **GUN** is the **STIMULUS**

It is **NOT AS IMPORTANT** in sports where their **ISNT** a specific **STIMULUS** such as **GOLF**

- **SPEED**; is the **FASTEST RATE** at which a **PERSON** can **COMPLETE** a **TASK** or **COVER** a specific **DISTANCE**

It is **IMPORTANT** in **SPORTS** such as **200M, TRACK CYCLING** or **GAMES** like **RUGBY**

It is **NOT IMPORTANT** in sports such as **SNOOKER**

**GCSE PE PLCs 1.1.4 Physical activity as part of your healthy, active lifestyle**

**A) Explain how you would ASSESS PERSONAL READINESS by using a PAR-Q**

**PAR-Q** stands for **PHYSICAL ACTIVITY READINESS QUESTIONNAIRE**. It asks a series of **QUESTIONS** to **INDIVIDUALS** to **CHECK** whether they are **HEALTHY ENOUGH** to **START** an **EXERCISE PROGRAMME** and/or **TO ESTABLISH A BASELINE OF INTENSITY FOR PHYSICAL WORK**. **QUESTIONS** might relate to whether you have **EXPERIENCED**;

1. **CHEST PAINS** or **HEART TROUBLE**
2. **HIGH BLOOD PRESSURE**
3. **INJURIES**

If you have **EXPERIENCED** any then you are **REQUIRED** to seek **MEDICAL** advice before starting

**B) Explain how you would ASSESS FITNESS LEVELS for use in an exercise programme**

**TESTS for HEALTH RELATED EXERCISE:**

	<p><b><u>COOPER'S 12 MINUTE RUN</u> test;</b></p> <ul style="list-style-type: none"><li>• Requires you to <b>RUN</b> as <b>FAR</b> as you can in <b>12 MINUTES</b>.</li><li>• It is a <b>CARDIOVASCULAR FITNESS (ENDURANCE)</b> test.</li></ul>
	<p><b><u>HAND GRIP STRENGTH</u> test;</b></p> <ul style="list-style-type: none"><li>• Requires you to <b>GENERATE</b> as much <b>FORCE</b> as you can with a <b>GRIP DYNAMOMETER</b>.</li><li>• It is a <b>STRENGTH</b> test.</li></ul>
	<p><b><u>SIT &amp; REACH FLEXIBILITY</u> test;</b></p> <ul style="list-style-type: none"><li>• Requires you to <b>STRETCH FORWARD</b> with both <b>HANDS</b> as far as you can whilst <b>STRAIGHT-LEGGED</b>.</li><li>• It is a <b>FLEXIBILITY</b> test.</li></ul>



### HARVARD STEP test;

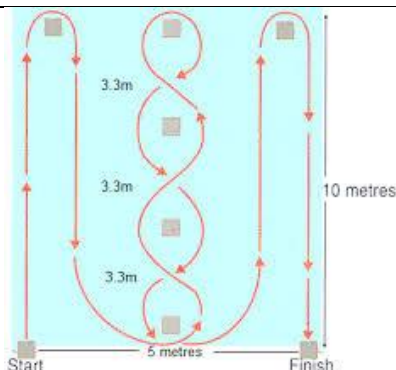
- Requires you to **STEP** onto a **BENCH ONCE** every **TWO** seconds for **5 MINUTES**. You take your **PULSE RATE 1 MINUTE AFTER** the test, then **2 MINUTES AFTER** the test, then **3 MINUTES AFTER** the test. You then **ADD** these up and then; **30,000 / The SUM**.
- It is a **CARDIOVASCULAR FITNESS (ENDURANCE)** test.



### TREADMILL tests;

- Require you to **RUN** on a **TREADMILL** and the **SPEED** and **GRADIENT** are **GRADUALLY INCREASED**. The test stops when the athlete is **EXHAUSTED**
- It is a **CARDIOVASCULAR FITNESS & MUSCULAR ENDURANCE** test.

## TESTS for SKILL RELATED FITNESS;



### ILLINOIS AGILITY RUN test;

- Requires you to **RUN IN** and **OUT** of a series of **CONES** over a **10M** by **5M AREA** as fast as you can.
- It is an **AGILITY** test.







### STANDING STORK test;

- Requires you to **STAND** on **ONE LEG** for as long as possible. The heel should be raised.
- It is a **BALANCE** test.



### 3 BALL JUGGLE test;

- Requires you to be able to **JUGGLE 3 BALLS** without **DROPPING**.
- It is a **COORDINATION** test.

	<p><b><u>SERGEANT JUMP test:</u></b></p> <ul style="list-style-type: none"> <li>Requires you to <b>JUMP</b> as <b>HIGH</b> as you can from a <b>STANDING START</b>. The <b>DISTANCE</b> between this <b>POINT</b> and where you can <b>REACH NORMALLY</b> when <b>STANDING</b> is <b>MEASURED</b>.</li> <li>It is a <b>POWER</b> test.</li> </ul>
	<p><b><u>STANDING BROAD JUMP test:</u></b></p> <ul style="list-style-type: none"> <li>Requires you to <b>JUMP</b> as <b>FAR</b> as you can from a <b>STANDING START</b>. The <b>DISTANCE</b> is <b>MEASURED</b>.</li> <li>It is a <b>POWER</b> test.</li> </ul>
	<p><b><u>RULER DROP test:</u></b></p> <ul style="list-style-type: none"> <li>Requires you to <b>CATCH</b> a ruler with your <b>FINGER</b> and <b>THUMB</b> which is dropped by a <b>PARTNER</b>. The <b>DISTANCE</b> the ruler <b>DROPPED</b> before it is <b>CAUGHT</b> is measured.</li> <li>It is a <b>REACTION TIME</b> test.</li> </ul>
	<p><b><u>30 METRE SPRINT test:</u></b></p> <ul style="list-style-type: none"> <li>Requires you to <b>SPRINT 30M</b> from a <b>STANDING START</b>.</li> <li>It is a <b>SPEED</b> test.</li> </ul>

**C) Describe, explain and apply the following *PRINCIPLES OF TRAINING* principles of training:**

**(S.P.O.R.ID)**

These are the **elements** you must consider when designing a training programme

- SPECIFICITY**; is **MATCHING** the **TRAINING** to the **REQUIREMENTS** of your **ACTIVITY** or **SPORT**. For example a **FOOTBALLER** should train on **GRASS** and for **ATLEAST 90 MINUTES** using **DIFFERENT SPEEDS** and **INTENSITIES**
- PROGRESSIVE OVERLOAD**; is **GRADUALLY INCREASING** the **AMOUNT** of **OVERLOAD** so your body can **ADAPT** but also so that **INJURY** will **NOT** occur. There are **4 WAYS** you can do this (**F.I.T.T**)
  - FREQUENCY**; by training **MORE OFTEN** (3 times per week instead of 2)
  - INTENSITY**; by training **HARDER** (at 80% of your maximum heart rate not 75%)
  - TIME**; by training **LONGER** (30 minutes instead of 25)
  - TYPE**; by training with a different **METHOD** (Interval training not Fartlek)

- **REST & RECOVERY**; rest is the **PERIOD** of **TIME USED** to **RECOVER** and recovery is the **TIME** required to **REPAIR** the **DAMAGE** caused by training
- **INDIVIDUAL DIFFERENCES** or **NEEDS**; is **MATCHING** the training to the **REQUIREMENTS** of the **INDIVIDUAL**. This may be related to the athlete's **AGE**, **FITNESS** level or **GOALS**

**D) Explain the components of the *FITT* principle.**

1. **FREQUENCY**; by training **MORE OFTEN** (3 times per week instead of 2)
2. **INTENSITY**; by training **HARDER** (at 80% of your maximum heart rate not 75%)
3. **TIME**; by training **LONGER** (30 minutes instead of 25)
4. **TYPE**; by training with a different **METHOD** (Interval training not Fartlek)

**E) Which other *PRINCIPLES* of *TRAINING* does the *FITT* principle *OVERLAP* with?**

The **FITT** principle **OVERLAPS** with all the other **PRINCIPLES** of **TRAINING** but especially **PROGRESSIVE OVERLOAD**

**F) How does the *FITT* principle lead to improved *COMPETENCE* and *PERFORMANCE*?**

When the **FITT PRINCIPLE** is applied, a performer's **COMPETENCE** and **PERFORMANCE** will **IMPROVE**

**G) Explain the term '*REVERSIBILITY*'**

This is when you **LOSE FITNESS**, **STRENGTH** and **TONE** when you do **NOT EXERCISE**

**Why might *REVERSIBILITY* occur?**

This may occur when you are **ILL**, or **INJURED**, during the **OFF SEASON** or when you **DO NOT EXERCISE**

**What is the impact of *REVERSIBILITY* on *PERFORMANCE*?**

**REVERSIBILITY** will **DECREASE PERFORMANCE**

**GCSE PE PLCs 1.1.4 Physical activity as  
part of your healthy, active lifestyle**

**PART 2**

**H) Explain the value of GOAL SETTING in terms of PLANNING, DEVELOPING and MAINTAINING regular involvement in healthy, physical activity**

**GOAL SETTING** can achieve this by;

1. Increasing **FOCUS**
2. Increasing **MOTIVATION**
3. **MENTALLY PREPARE** athletes for the target
4. Providing **INDICATION** of **PROGRESS**

**I) Describe, explain and apply the principles of setting SMART targets**

- **SPECIFIC**; this is when the goals are **CLEAR** and to the **POINT** (I want to jump **4 METRES** in the long jump)
- **MEASURABLE**; this is to measure your **RESULTS** and **IDENTIFY PROGRESS** (I will measure my jumps each week to see if I am **IMPORVING**)
- **ACHIEVABLE**; this is when the goals are **CHALLENGING** but **REACHABLE** (I jumped **3 METRES 90 CMS** last season so this difference is a challenge but I could do it)
- **REALISTIC**; this is **MANAGEABLE** to my **LEVEL** of **ABILITY** (I could jump **3 METRES 90 CMS** in **YEAR 10** so this is within my **ABILITY** now that I am in **Y11**). Can also relate to time and resources available.
- **TIME-BOUND**; this is when you state a specific **START DATE** and a specific **END DATE** when you hope to achieve the goal (I will start my programme on **1<sup>st</sup> May** and I want to reach my goal in **2 MONTHS** – the **30<sup>th</sup> June**)

**J) Describe the following METHODS OF TRAINING and explain how they can improve HEALTH & FITNESS, by helping to develop PHYSICAL and MENTAL CAPACITY, and their RELATIONSHIP with the COMPONENTS of FITNESS**

a. **INTERVALtraining;**

- **Characteristics - HIGH INTENSITY WORK REPETITIONS** mixed with **REST** or **LOW INTENSITY REPETITIONS**.
- **Example** - 30 metre sprints at **FULL SPEED** followed by 30 seconds **REST**.
- **Develops - FITNESS COMPONENTS** of **SPEED** and **POWER**. **However** it builds up **LACTIC ACID** because it is **ANAEROBIC** exercise (**without O2**).

#### **b. CONTINUOUS training;**

- **Characteristics** - training at a **MODERATE** (medium – **60-80%** of **Maximum Heart Rate**) speed for **AT LEAST 30 MINUTES** at the **SAME, CONSTANT SPEED**.
- **Example** - be going for a **JOG** for 30 minutes at 75% of your **MHR**
- **Develops** – **AEROBIC** components such as **CARDIOVASCULAR FITNESS** and **MUSCULAR ENDURANCE**.

#### **c. FARTLEK training;**

- **Characteristics** – are **CHANGES** of **SPEED** or **TERRAIN**
- **Example** – **WALK 50 METRES, JOG 50 METRES, SPRINT 50 METRES** or **JOGGING UPHILL** and **DOWNHILL** or through **WOODLAND**
- **Develops** – develops **BOTH AEROBIC** and **ANAEROBIC** components specifically; **CARDIO VASCULAR FITNESS, MUSCULAR ENDURANCE, SPEED, POWER** and **STRENGTH**

#### **d. CIRCUIT training;**

- **Characteristics** - **VARIOUS EXERCISE STATIONS** which are completed one after the other in a **SPECIFIC AMOUNT** of **TIME**. **REST PERIODS** can be included between each station and **AFTER A CIRCUIT**.
- **Example** - ; **PRESS UPS, SIT UPS, SHUTTLE RUNS, SKIPPING** and the **PLANK** followed by a **REST**, then **REPEAT**.
- **Develops** - develops **BOTH AEROBIC** and **ANAEROBIC** components specifically; **CARDIO VASCULAR FITNESS, MUSCULAR ENDURANCE, SPEED, POWER** and **STRENGTH**

#### **e. WEIGHT training;**

- **Characteristics** - **MOVING WEIGHTS** or **RESISTANCE MACHINES** to **INCREASE** the **STRENGTH** of **MUSCLES**. You use a series of **REPETITIONS (REPS)** and **SETS**.
- **Example** – **BACK SQUATS, BENCH PRESS, SHOULDER PRESS 3 sets of 8 reps**.
- **Develops** - **STRENGTH, POWER (HIGH WEIGHT and LOW REPS)** and **MUSCULAR ENDURANCE (LOW WEIGHT and HIGH REPS)**

#### **f. CROSS training;**

- **Characteristics** - it is a **COMBINATION** of the other **DIFFERENT METHODS** of training to **DEVELOP** many aspects of the **BODY**
- **Example** - **INTERVAL** training on **MONDAY**, **WEIGHT** training on **TUESDAY** and **CIRCUIT** training on **WEDNESDAY**
- **Develops** - **BOTH AEROBIC** and **ANAEROBIC** components depending on the methods you use but specifically; **CARDIO VASCULAR FITNESS, MUSCULAR ENDURANCE, SPEED, POWER** and **STRENGTH**

**K) LINK the METHODS OF TRAINING to specific PHYSICAL ACTIVITIES based on the associated HEALTH RELATED EXERCISE and SKILL-RELATED FITNESS requirements**

- a. INTERVAL** training; is suitable for athletes who require **speed** and **power** such as **SPRINTERS** or **GAMES** players like rugby, **FOOTBALL**, and **TENNIS** players
- b. CONTINUOUS** training; is suitable for athletes who require **cardiovascular fitness** and **muscular endurance** such as **MARATHON RUNNERS** but also **GAMES** players like rugby, **FOOTBALL**, and **TENNIS** players
- c. FARTLEK** training; is suitable for athletes who require **cardio vascular fitness, muscular endurance, speed, power** and **strength** such as **GAMES** players like **RUGBY, FOOTBALL,** and **TENNIS** players
- d. CIRCUIT** training; is suitable for athletes who require **cardio vascular fitness, muscular endurance, speed, power** and **strength** such as **GAMES** players like **RUGBY, FOOTBALL,** and **TENNIS** players
- e. WEIGHT** training; is suitable for athletes who require **speed** and **power** such as **SPRINTERS, SHOT PUTTERS, LONG JUMPERS** or games players like **RUGBY**
- f. CROSS** training; is suitable for **AEROBIC** and **ANAEROBIC** athletes particularly to **MOTIVATE** them, **VARY** their **TRAINING** and also in the **OFF SEASON** training;



## **GCSE PE PLCs 1.1.5 Your personal health & well-being**

### **A) EXPLAIN the REQUIREMENTS of a BALANCED DIET**

There are **7 REQUIREMENTS** of a balanced diet

- **3 MACRO NUTRIENTS (CARBOHYDRATE, PROTEIN and FAT)**
  - **2 MICRO NUTRIENTS (MINERALS and VITAMINS)**
  - **WATER**
  - **FIBRE**
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### **B) EXPLAIN the IMPORTANCE, and USE, of MACRO NUTRIENTS**

- **CARBOHYDRATES** such as **POTATOES, RICE, BREAD** and **PASTA** are **MACRO NUTRIENTS**. They are **IMPORTANT** because they provide **ENERGY**
  - **FATS** such as **MILK, CHEESE, BUTTER, OILS, CHOCOLATE** and **FATTY MEATS** are **MACRO NUTRIENTS**. They are **IMPORTANT** because they **PROVIDE ENERGY** when **CARBOHYDRATES** are **LOW** and they **INCREASE** the **SIZE** and **WEIGHT** of the **BODY**
  - **PROTEINS** such as **MEAT, FISH, PULSES, NUTS, EGGS** and **POULTRY** are **MACRO NUTRIENTS**. They are **IMPORTANT** because they **BUILD MUSCLE** and **REPAIR TISSUE**
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### **C) EXPLAIN the IMPORTANCE, and USE, of MICRO NUTRIENTS**

#### **MINERALS**

- **MINERALS** such as **CALCIUM** (found in **MILK**) and **IRON** (found in **RED MEAT**) are **MICRO NUTRIENTS**.
- **CALCIUM** is **IMPORTANT** because it **STRENGTHENS BONES**.
- **IRON** is **IMPORTANT** because it **PRODUCES RED BLOOD CELLS** so **MORE OXYGEN** can be **TRANSPORTED** around the **BODY**

#### **VITAMINS**

- **VITAMINS** such as **VITAMIN C** (found in **FRUIT**), **VITAMIN A** (found in **CARROTS**), **VITAMIN B1** (found in **NUTS**) and **VITAMIN E** (found in **VEGETABLE OIL**) are all **MICRO NUTRIENTS**.
  - They are **IMPORTANT** for the **GENERAL HEALTH** of **VISION, SKIN CONDITION, FORMING** of **RED BLOOD CELLS** and the **CONDITION** of **BONES** and **TEETH**
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### **D) EXPLAIN the IMPORTANCE, and USE, of Water and Fibre;**

**WATER** is **IMPORTANT** because it ensures that you are **HYDRATED** especially in **HOT WEATHER** or **DURING EXERCISE**

**FIBRE** is **IMPORTANT** because it ensures your **DIGESTIVE SYSTEM FUNCTIONS** properly and it **LOWERS CHOLESTEROL**

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**E) EXPLAIN the link between EXERCISE, DIET, WORK and REST**

- **EXERCISE PREPARES** the body so that it is **PHYSICALLY** capable of **COMPLETING TASKS** without being **EXHAUSTED**.
  - **DIET** will see the **CORRECT AMOUNT** of **CALORIES** to provide the body with enough **ENERGY** to **COMPLETE** the **EXERCISE**.
  - **WORK** and **REST CREATE** a **PHYSICAL** and **MENTAL BALANCE** which enables the **BODY** to **FUNCTION** at its **OPTIMAL LEVEL**
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**F) DESCRIBE how EXERCISE, DIET, WORK and REST INFLUENCE your PERSONAL HEALTH and WELL-BEING**

- **REDUCING** the **RISK** of **PHYSICAL HEALTH PROBLEMS** (such as **HEART DISEASE, STROKE, HIGH BLOOD PRESSURE** and **HIGH CHOLESTEROL**).
  - **REDUCING** the **RISK** of **MENTAL HEALTH PROBLEMS** (such as **STRESS, LOW SELF ESTEEM** and **LOW CONFIDENCE**).
  - **REDUCING** the **RISK** of **SOCIAL HEALTH PROBLEMS** (such as **NOT HAVING FRIENDS** or **OPPORTUNITIES** to become involved in **SOCIAL MIXING**).
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**G) EXPLAIN the NEED to consider the TIMING of DIETARY INTAKE when PERFORMING, due to the REDISTRIBUTION of BLOOD FLOW (BLOOD SHUNTING) DURING EXERCISE.**

It is **IMPORTANT** to consider **NEED** for **TIMING** of **DIETARY INTAKE** when **PERFORMING** because it can **GREATLY AFFECT PERFORMANCE**.

**BLOOD SHUNTING:** when individual's **EXERCISE, BLOOD** is **SHUNTED** (or **REDISTRIBUTED AROUND** the **BODY**) from the **MAJOR BODY SYSTEMS** (such as the **DIGESTIVE SYSTEM**) to the **WORKING MUSCLES**.

This is so that **MORE OXYGEN** can be **DELIVERED** to the **WORKING MUSCLES**, so that **ENERGY** can be **RELEASED**. As a consequence, **BLOOD SUPPLY** to the other systems (such as the **DIGESTIVE SYSTEM**) is **MASSIVELY REDUCED** which means that any **UNDIGESTED FOOD** will **STOP** being **DIGESTED**.

**GAME/RACE DAY**

**Athletes** should eat a **CARBOHYDRATE RICH MEAL 2 to 4 HOURS** before an **EVENT** to ensure that it is **FULLY DIGESTED**.

They can **USE** the **ENERGY** from the **MEAL**.

**DURING** the **EVENT** they may also **CONSUME SMALL AMOUNTS** of **CARBOHYDRATE (GLUCOSE GELS)** or **CARBOHYDRATE** based **DRINKS (Lucozade)** to **PROVIDE ENERGY** and **HYDRATION**.