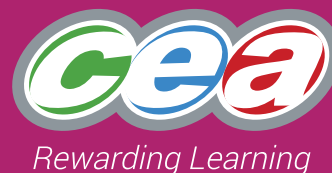


Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.1

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: How active am I? (page 1 of 2)

TASK 1

Complete the Activity Diary on the next page, **honestly**, for one week.

TASK 2

An active young person should take at least 60 minutes per day of physical activity...

2a. Choose one day from the activity log which you think is “very good” in terms of exercise and explain why it is good.

2b. Choose one day from the activity log which you think could be better and explain how you might improve.

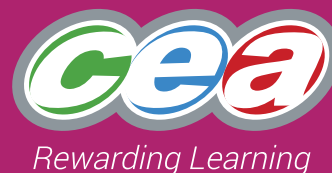
Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)

Task 1	Before school/ morning	During school/ daytime	After school/ afternoon	Evening	Total (time)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.2


Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Food Labelling

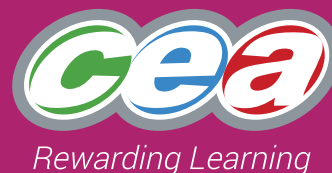
Reading the Labels on Foods	
Food labeling is confusing. The front of packaging often tells a different story from the back.	
Products that claim to be Low in fat on the front label, may be loaded with sugar, and sometimes, products saying things like 'Less than <i>5% fat</i> ', have more fat than similar products!	
Look at example food labels.	

TASK

Choose a food label from a food you enjoy and explain how it is either a healthy food or an unhealthy food.
(Assessment may be oral or written)

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.3

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Celebrity Foods

Activity

Choose three students to be a part of the activity. These students sit in front of the board with their backs to the board. As the students sit down, drag down the screen to reveal the foods. The students then take turns to ask the rest of the class questions that need a yes or no answer.

The first to guess the correct food is the winner.

Encourage students to consider ways of categorising foods and appearance of foods. Examples of questions could include:

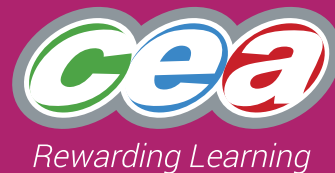
- Am I a fruit/vegetable/type of meat?
- Am I an everyday food or a sometimes food?
- Am I red/green/orange/brown?
- Is this food a fruit/cereal/dairy product?
- Am I eaten hot/cold/frozen?
- Am I crunchy/soft/hard?
- Am I considered a 'healthy' or a 'junk' food?

At the end of the activity, summarise the details that enabled the students to guess the foods e.g. taste, smell, colour, shape, size.

Assessment may be oral or written i.e. the students may all ask questions but then write their answer on a "test" paper.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.4

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Personal Hygiene – Hand Washing

Healthy Skin: Hand Washing

According to the Centers for Disease Control (CDC) 22 million school days are lost each year due to the common cold.

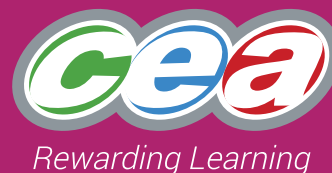
Some viruses and bacteria can live from 20 minutes to up to 2 hours or more, on surfaces like cafeteria tables, doorknobs, and desks.

TASK

Design a poster that sends the message that “it’s cool” to wash your hands to prevent the spread of germs.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.5

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Anti Smoking (page 1 of 2)

Want to Quit?

- I don't want to stand outside to smoke, especially in the bad weather.
- To save money.
- I want to set a good example to my children or other family and friends.
- To improve my health.
- I don't want to damage my appearance.
- To improve fitness.
- To take on the challenge and have sense of achievement.
- To support a friend, partner or family member who is trying to quit.
- To have a better quality of life.



Planning to quit

- 75% of smokers would like to stop. Plan ahead to give yourself the best chance of quitting.
- The first few days can be hard when you are trying to quit smoking. Things will get better after the third or fourth day so don't give up.
- Nicotine withdrawal may make you restless, irritable or frustrated. These things will pass and you will quickly start to feel better.
- Set a specific date on which you want to quit and stick to it. Let people know so they can support you in your quit attempt.
- If you live with another person who smokes, it will make it easier if you try to quit together.
- Don't switch to herbal cigarettes, you will just get all the tar but nothing to help you with the nicotine withdrawal.
- Mild cigarettes are no better for you. You will actually drag on them harder as your body tries to get the same nicotine fix.
- Don't just reduce the amount you smoke, aim to quit smoking completely and be determined that you can do it.
- Giving up smoking is not easy. Nicotine is a powerful addictive substance but with planning, support and will power you can quit.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)

Reasons to quit

- With the money you save, why not treat yourself to a meal as your taste buds will have improved and you will enjoy your food more.
- Think of the money you will save. Stopping a 20-a-day habit could save you around £240 a month. Think what you could treat yourself to with the extra cash.
- Reward yourself. Do nice things or buy yourself something, like a CD or clothes, with the money you have saved.
- Health is the biggest reason for quitting smoking. Quitting reduces your risk of getting over 50 different illnesses. Think about why you are quitting – it will help you focus.
- Tar in cigarettes is a harmful substance that can cause cancer. Stopping smoking will reduce the risk.

Task

Working with a friend, use the information above to create a speech for your class that persuades people to stop smoking. This can be a joint power point presentation or a flip chart presentation.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Rewarding Learning

Name: _____

Resource Sheet 1.6

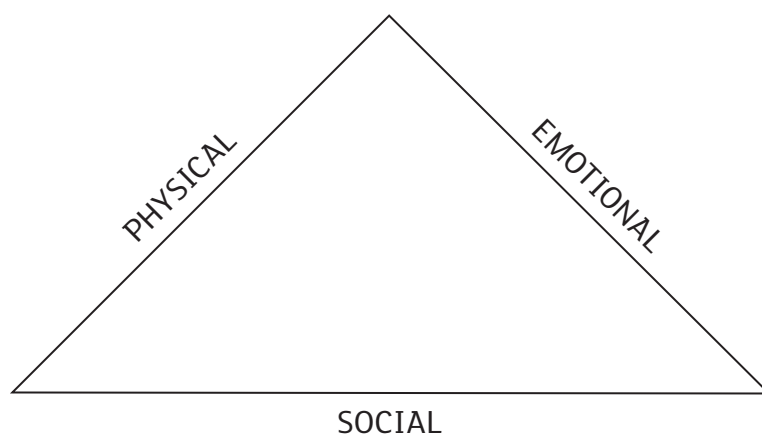
Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: The Health Triangle



TASK

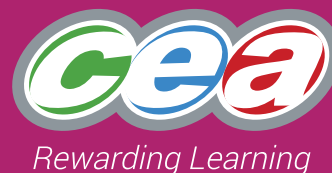
Research the three sides of the health triangle and produce either a PowerPoint presentation or a booklet to present to your peers on how to lead a healthy lifestyle.

You may want to include advice about:-

- a) healthy eating/balanced diet;
- b) physical activity;
- c) effects of smoking, alcohol and drugs;
- d) the importance of relaxation, family and friends.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.7

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Consequences of excess (i.e. too much of something) in a lifestyle

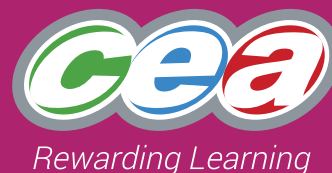
ASPECT of LIFESTYLE	MOSTLY GOOD AFFECT	MOSTLY BAD AFFECT	POSSIBLE CONSEQUENCE in YOUR LIFESTYLE
Salt		X	Can cause hardening in blood vessels and affect circulation.
Fruit			
Exercise			
Fat			
Sunshine			
Smoking			
Brushing your teeth			
Washing Hands			
Drinking Water			
Drinking Alcohol			
Lack of sleep			
Meeting with friends			

TASK

Complete the table above. Say whether the aspect of lifestyle is mostly good or mostly bad or BOTH and then give a possible consequence to explain your decision.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.8

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Are all physical activities beneficial?

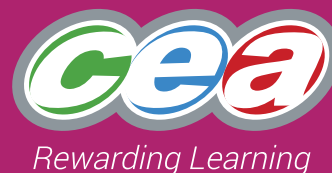
PHYSICAL ACTIVITY	MOSTLY GOOD AFFECT	MOSTLY BAD AFFECT	POSSIBLE CONSEQUENCE in YOUR LIFESTYLE
Power Walking			
Boxing			
Hill walking			
Rugby			
Table Tennis			
Cycling			
Parkour			
Darts			
Ten PinBowling			

TASK

Complete the table above. Say whether the activity is mostly good or mostly bad or BOTH for maintaining a healthy lifestyle, and then give a possible consequence to explain your decision.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.9

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Profile of Desdemona Disaster!

Desdemona is off school again – she is having yet another “duvet day” Her mum rang school and said she was a bit “off colour”. That’s not unusual for Desdemona on a Wednesday because everyone knows she hates P.E and will do anything to avoid today’s games afternoon. Her mother writes her an excuse note on other PE days or on charity sponsored walk days. Desdemona says it’s not fair that everyone has to play hockey on games afternoon and she hates it.

Desdemona is a lonely girl with not many friends – everyone she knows are sport mad but she just loves computing games and spends most of her free time online. She loves nothing more than a night on the sofa watching a movie and doing her favorite pastime – EATING! Chocolate and crisps washed down with a fizzy drink are on Desdemona’s menu every day. Her mother is a great cook but Desdemona leaves all vegetables on the side and her mother has given up trying to get her to eat them.

Surprisingly Desdemona is quite healthy in that she rarely is genuinely ill but her mother is very worried because she had a letter recently from the school nurse expressing concerns that Desdemona is very overweight for her age.

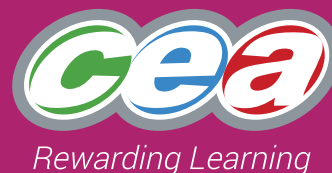


TASK 1

Write about or discuss what Desdemona Disaster is doing wrong in her lifestyle and advise what her mother, her teachers and she herself could do to improve.

Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Name: _____

Resource Sheet 1.10

Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

Title: Circuit Training Sample (page 1 of 2)

You will find a circuit training chart on the next page.

TASK

There are many different ways to circuit train to improve your fitness. See an example below. Follow the instructions carefully and record your results.

1. First complete the activity column with suitable activities covering all body parts (your teacher will help you with this).
2. Now conduct the first test timing 30 seconds in each activity with thirty seconds rest between each.
3. Record the score for each activity in the TEST 1 column.
4. In the second week you now complete half the maximum score of each activity and repeat this three times.
5. Record the total time taken to complete the half scores three times with little or no rest.
6. Record the total time taken for a further 5 weeks trying to beat your best time at each attempt.
7. On week 7, complete a re-test, the same as in week 1 and record your new maximum score (you may find that it has increased from week 1.)
8. Now repeat the process.

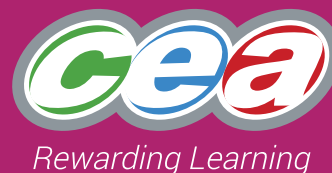
Task Sheet

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)

	WEEK 1 TEST	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 TEST	WEEK 7
Activity	Maximum score in 30 secs with 30 secs rest	Record time for 3 times half maximum score	Record time for 3 times half maximum score	Record time for 3 times half maximum score	Record time for 3 times half maximum score	Maximum score in 30 secs with 30 secs rest	Record time for 3 times half maximum score
1. Jumping jacks							
2							
3							
4							
5							
6							
7		Total time	Total time	Total time	Total time		Total time

Witness Statement

Entry Level Physical Education:
Unit 1 Healthy, Active Lifestyle (Level 1/2/3)



Witness Statement

Candidate Name: _____

Candidate Number: _____

Activity: _____

Unit: _____

This form may be used by tutors to demonstrate and verify that learners have produced evidence which meets the learning outcomes for a unit.

Learning Outcome being evidenced:

Explain how the candidate meets the assessment criteria:

TUTOR and CANDIDATE: Sign and print your name

TUTOR SIGNATURE: _____

CANDIDATE SIGNATURE: _____ Date: _____