

BTEC Sport (Triple Y11-Y12)

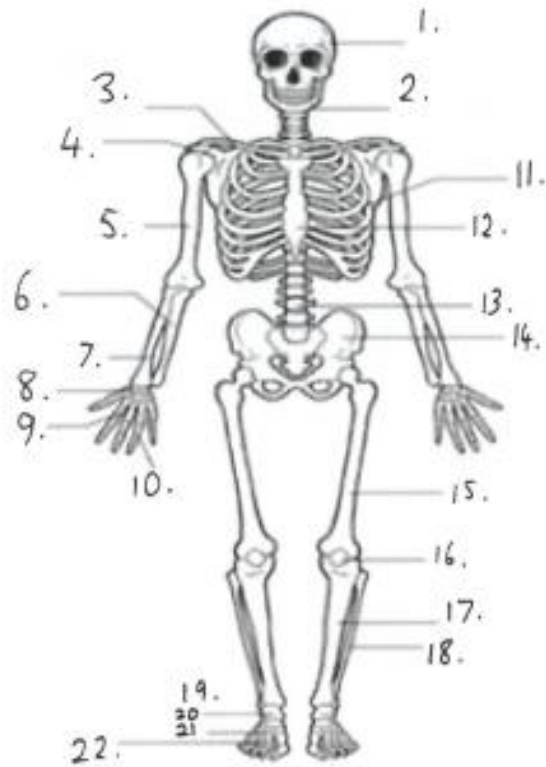
SIL



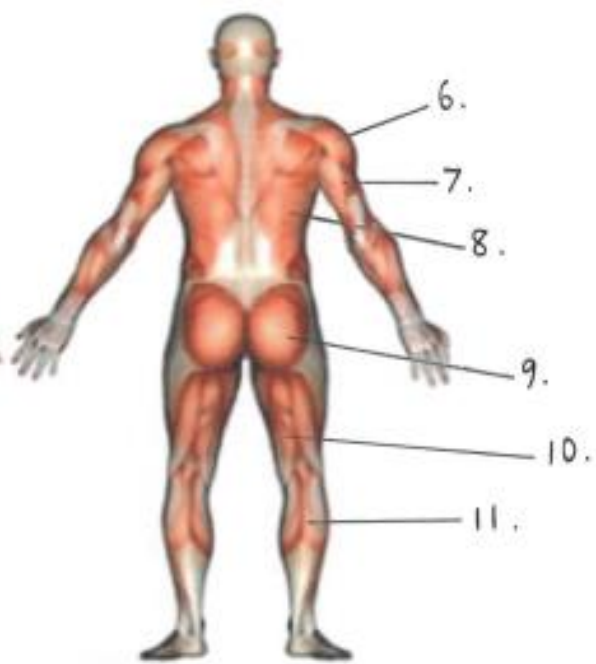
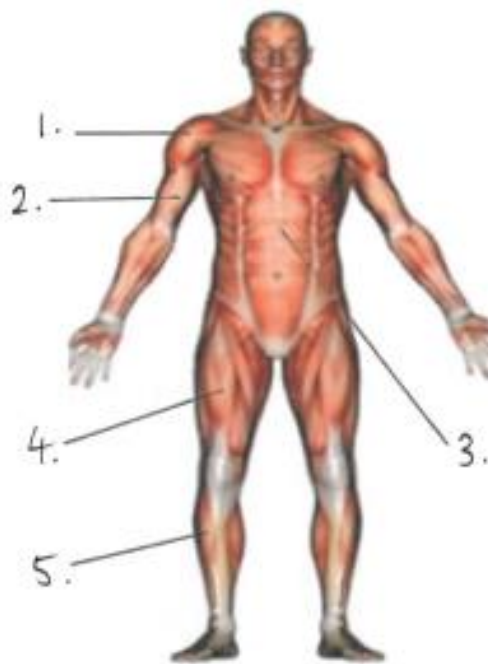
Click On the following playlist to help you complete these tasks:

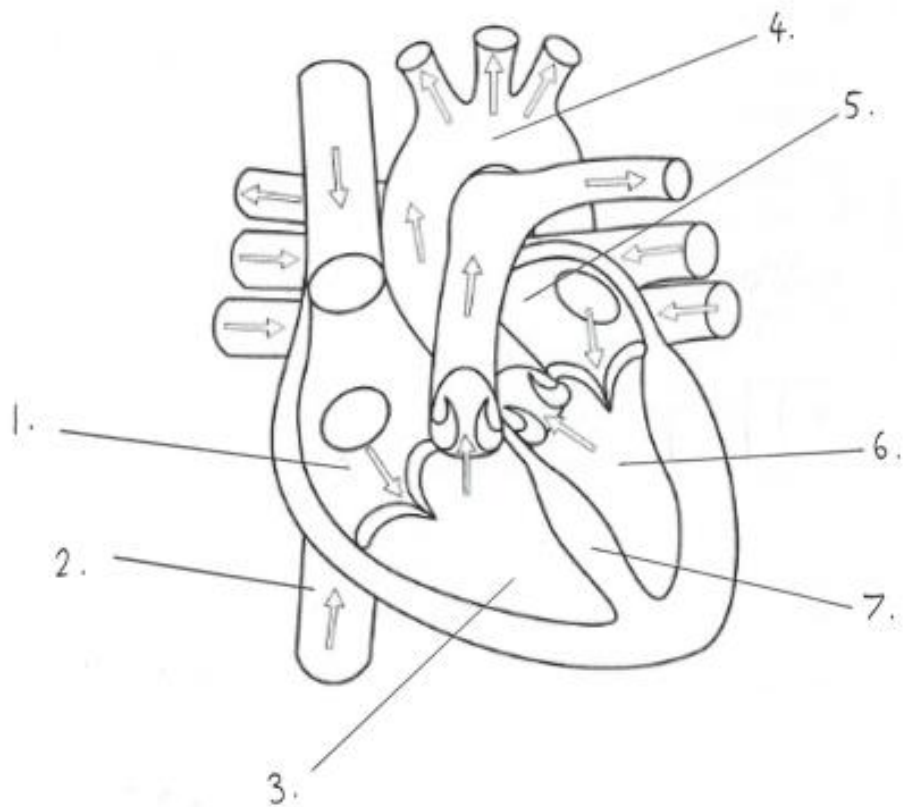
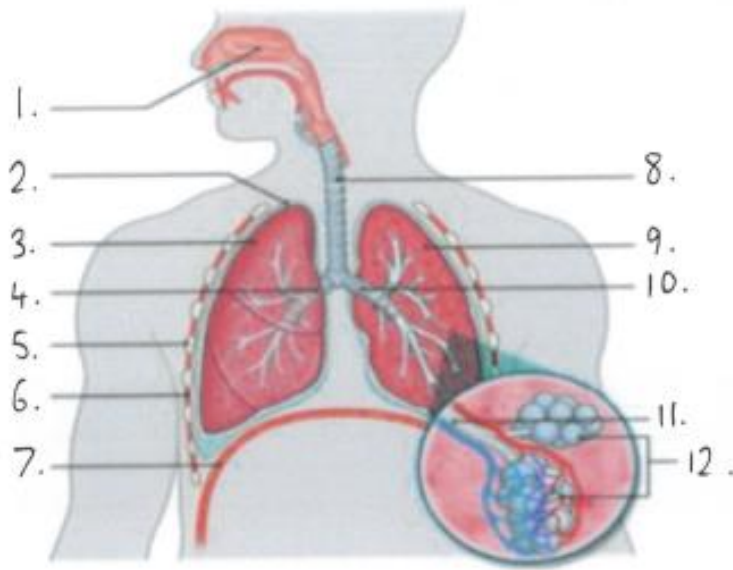
[James Morris PE](#)

Task 1: Research the answers to label the components for the 4 body systems on the following diagrams.



Can you label the 5 regions of the spine...?





Task 2: Define the following terms below. Identify whether you knew this key term already or if you had to research it in the end column.

There will be 10 definitions for each body system...

- Muscular system

Sesamoid Bone		
Ball & Socket Joint		
Hinge Joint		
Long Bone		
Patella		
Rib Cage		
Ossification		
Epiphyseal Plate		
Cartilage		
Synovial Fluid		
Tidal Volume		
Mechanics of Breathing		
Breathing Rate		
Residual Volume		
Gas Exchange		
Diffusion		

Partial Pressure		
Medulla		
Phrenic Nerve		
Diaphragm		
Heart Rate		
Stroke Volume		
Chemoreceptors		
Cardiac Control Centre		
Vascular Shunt		
Venous Return		
Systole		
Cardiac Cycle		
Sudden Arrhythmic Death Syndrome		

Task 3: Research short- and long-term effects of exercise on the following 4 body systems;

- Muscular
- Skeletal
- Respiratory
- Cardiovascular

Short Term Effects: Means what happens to this system as soon as we start exercising.

Long Term Effects: Means what happens to this system after long term exercise.

Muscular		Skeletal	
Short Term Effects	Long Term Effects	Short Term Effects	Long Term Effects
<ul style="list-style-type: none"> • E.g. Increased muscle pliability. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • E.g. Increased bone density.
Respiratory		Cardiovascular	
Short Term Effects	Long Term Effects	Short Term Effects	Long Term Effects
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • E.g. Increased lung volume. 	<ul style="list-style-type: none"> • E.g. Increased stroke volume. 	<ul style="list-style-type: none"> •

Task 4: In a spider diagram format, explain the following conditions below. You will need to know all of these for your new course.

Asthma

Arthritis

Diabetes

Hypothermia

Hyperthermia

Altitude Sickness

Hypoxia

Unit 2 SIL

1. Produce an A4 or A3 poster either handwritten or on computer describing the following 6 lifestyle factors:

- Physical activity
- Sedentary lifestyle
- Stress
- Smoking
- Sleep
- Alcohol

***Include:**

- Recommended Government guidelines to any of the above factors that are relevant
- Positive effects of any of the above (there aren't positives for all of them)
- Negative impacts of any of the above (there aren't negatives for all of them)

2. Design a blank PARQ (Physical Activity Readiness Questionnaire) or a Health Screening Questionnaire. Please do not fill this in!

***Include a minimum of 5 questions on the following sections:**

- Personal Details
- Current Activity Levels
- Nutritional Status
- Lifestyle Factors
- Sporting Goal (only need 1 question)
- Consent Section (only need name, signature and date)

3. Produce a PPT presentation outlining how to perform the following 5 health screening tests:

- Resting Blood Pressure
- Resting Heart Rate
- BMI
- Waist to Hip Ratio
- Lung Function (Peak Flow)

***Include:**

- Diagram of each test
- Description of how to administer each test and list of equipment
- Normative data table for expected results of males and females for each test

If you are struggling for ideas then use: www.brianmac.co.uk to help you

4. EXAM QUESTION CASE STUDY:

Ross is a 35 year old male. He does no exercise each week, smokes 5 cigarettes a day, drinks 15 units of alcohol per week, has a stressful job and is only getting 5 hours of sleep per night.

Suggest one different lifestyle modification technique that Ross could do to improve each lifestyle factor mentioned in the case study. You will be awarded 1 mark for identifying the name of the strategy and 1 mark for explaining how Ross will apply it to his lifestyle (10 marks)

Sports Leadership



Student name	
BTEC SPORT	Summer Independent Learning (SIL)
College	New College Pontefract

■ Leadership
■ Skills
■ Foundation
Believe. Lead. Succeed.

Task 1. Leadership skills and behaviours

There are five skills that can be thought of as the key **skills** that you'll need as a sports leader. Each key skill will have certain **behaviours** that make it happen successfully. In the table below you must outline why these key **skills** and **associated behaviours** are important for a sports leader. Then you must describe the effect that two of the identified **associated behaviours** will have on the success of that key skill.

Skill	Describe what this key skill is	Explain why this key skill will be necessary for a sports leader	Associated behaviours	Pick two behaviours and describe the effect they have on the key skill
Communication			<ul style="list-style-type: none"> - Body language - Demonstration - Understandable - Active listening - Questioning 	1)
				2)
Self-belief			<ul style="list-style-type: none"> - Confidence - Positive attitude - Enthusiasm - Courage - Resilience 	1)
				2)
Teamwork			<ul style="list-style-type: none"> - Reliable - Respect - Encouraging - Trustworthy - Adaptability - Integrity 	1)
				2)
Self-management			<ul style="list-style-type: none"> - Organised - Responsible - Reflective - Accountable - Determination 	1)
				2)
Problem solving			<ul style="list-style-type: none"> - Awareness - Contributor - Decisive - Creative 	1)
				2)

Skills: A skill is something that you can do, e.g. communicating with others

Behaviours: What you need to show to make your skills more effective, e.g. being confident

Task 2. Leadership qualities and behaviours

There are five qualities that can be thought of as the key **qualities** that you'll need as a sports leader. Each key skill will have certain **behaviours** that make it happen successfully. In the table below you must outline why these key **qualities** and **associated behaviours** are important for a sports leader. Then you must describe the effect that two of the identified **associated behaviours** will have on the success of that key quality.

Quality	Describe what this key quality is	Explain why this key quality will be necessary for a sports leader	Associated behaviours	Pick two behaviours and describe the effect they have on the key quality
Approachability			<ul style="list-style-type: none"> - Body language - Understandable - Active listening - Questioning 	1)
				2)
Role Model / Professionalism			<ul style="list-style-type: none"> - Reliable - Dressed correctly - Language used - Reliability - Honesty - Integrity 	1)
				2)
Enthusiasm / Passionate			<ul style="list-style-type: none"> - Communication - Positive body language - Encouraging - Caring 	1)
				2)
Confidence			<ul style="list-style-type: none"> - Organised - Responsible - Communication - Accountable - Determination - Commitment - Self belief 	1)
				2)
Reflective			<ul style="list-style-type: none"> - Reflective - Awareness - Contributor - Decisive - Willingness to improve - Not scared to try new things 	1)
				2)

Quality: A quality is something that you have as part of your personality, e.g. honesty

Behaviours: What you need to show to make your skills more effective, e.g. being confident

Task 3. Plan, lead and evaluate sport/physical activity sessions

Session plan and evaluation - to be completed by the learner

You are required to plan, lead and evaluate at least two different types of sport/physical activity sessions (each session must be 20 minutes long).

Session plan		
Date of session	Time and duration	Participants (who, number, age/ability, etc.)
Aims and objectives		
Key safety guidance for this session		Actions to meet safety guidance for this session
Facilities/working space/environment		Equipment list
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Inclusion How are you going to make the activity inclusive for participants?
Introduction and warm up		

Main session (show timings if applicable)		
Purpose of activity	Name and description of activity Use written descriptions and/or diagrams	Inclusion How are you going to make the activity inclusive for participants?
Cool down and close		
Other things to remember/ be aware of, e.g. safety		

