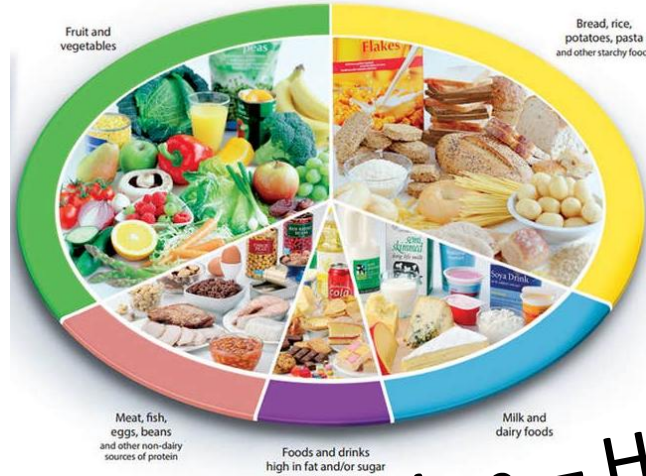




The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Nutrition

Year 8 Physical Education – Home Learning



METHODS OF TRAINING

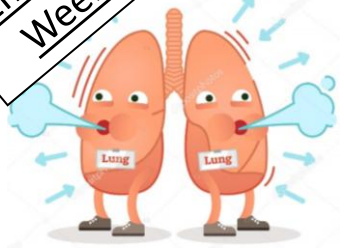


Health & Fitness



Emerging
Week 2

What happens to our bodies when we exercise? (Use the images below to help)



Challenge: What other effects of short-term exercise can you think of?

The three main bodily systems that are affected during exercise are;

Ca..... System

Re..... System

Mu.....Sk..... System

Developing
Week 2

Task: Describe in your own words what you think happens to these systems when you exercise. Think about your own experiences when you exercise in PE for example

Link the short-term effects of exercise to the correct bodily system from the previous task

Exercise - Short term effects
(Term 1)

Increase breathing rate

Oxygen debt

Increased blood pressure

Increase heart rate

Increased systolic blood pressure

Increase in lactic acid

Metabolism increase

Extension task:
Research and explain vascular shunting.
Use imagery to help

Increase in body temperature

Increased depth of breathing

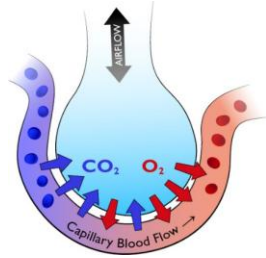
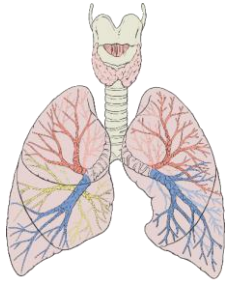
DEFINE ALL KEY WORDS

Mastery
Week 4

Ambitious
Week 6

Emerging
Week 2

What happens to our bodies when we exercise? *(Use the images below to help)*



Link the short term effects of exercise to the correct bodily system from the previous task

Increased number of alveoli

Lower resting heart rate

Increase in red blood cells

Cardiac hypertrophy

Increased vital capacity

Improved flexibility

Increased stroke volume

Increased diaphragm strength

Muscles get bigger (hypertrophy)

Increased max cardiac output

Onset fatigue delay

Exercise - Long term effects
(Term 2)

Task 1: The three main bodily systems that are affected during exercise are;
(Use last weeks homework to help if you are unsure)

Task 2: If you carried out the exact same exercise, duration and intensity over a long period of time (e.g. months) what impact would this have on 3 main systems of your body and why?

Task 3: If you wanted to improve the fitness of the 3 bodily systems, what should you be doing over time? *(Talk individually about each system and give examples of what you could do to improve)*

DEFINE ALL KEY WORDS

Mastery
Week 4

Ambitious
Week 6

Developing
Week 2

Emerging
Week 2

Define the following key words;

Health
Fitness
Social Health
Emotional Health
Mental Health
Physical Health



Health & Fitness
(Term 3)

Give a detailed explanation of how regular exercise can positively affect someone's life. Thing about the following key health terms;

- Social
- Emotional
- Mental
- Physical



(To really challenge yourself, can you give different sporting examples and explain how they link to your key terms)

Outdoor activities are fantastic in developing positive health and fitness, activities such as; rock climbing (land), white water rafting (water), paragliding (air) etc...

Definition of outdoor activity – Recreational activities, most undertaken in natural settings that contain an element of risk

Task: List as many outdoor activities you can think of and explain how they can improve a person's health and fitness



Create a poster/teaching resource that can be used within Brixham College PE department to promote the importance of social, mental, emotional and physical health



Ambitious
Week 6

Mastery
Week 4

Emerging
Week 2

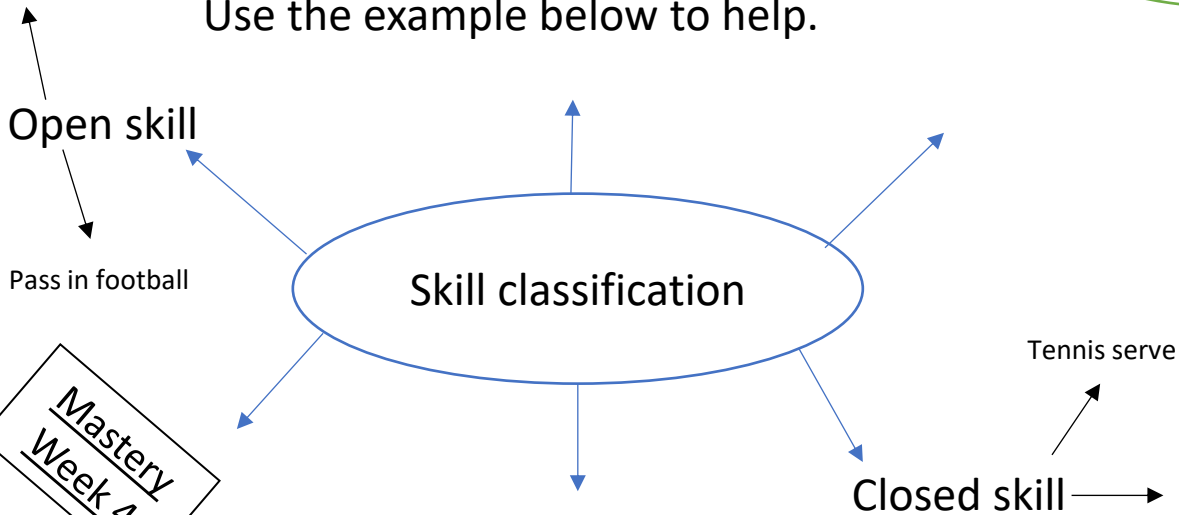
What is a skill?

A skill is an ability to choose and the right techniques at the right time, successfully, regularly and with a of effort. Athletes use their to achieve athletic objectives e.g. a 10.0 second 100 metres. Skill is acquired and therefore has to be



perform learned sprinting
skill minimum athlete's

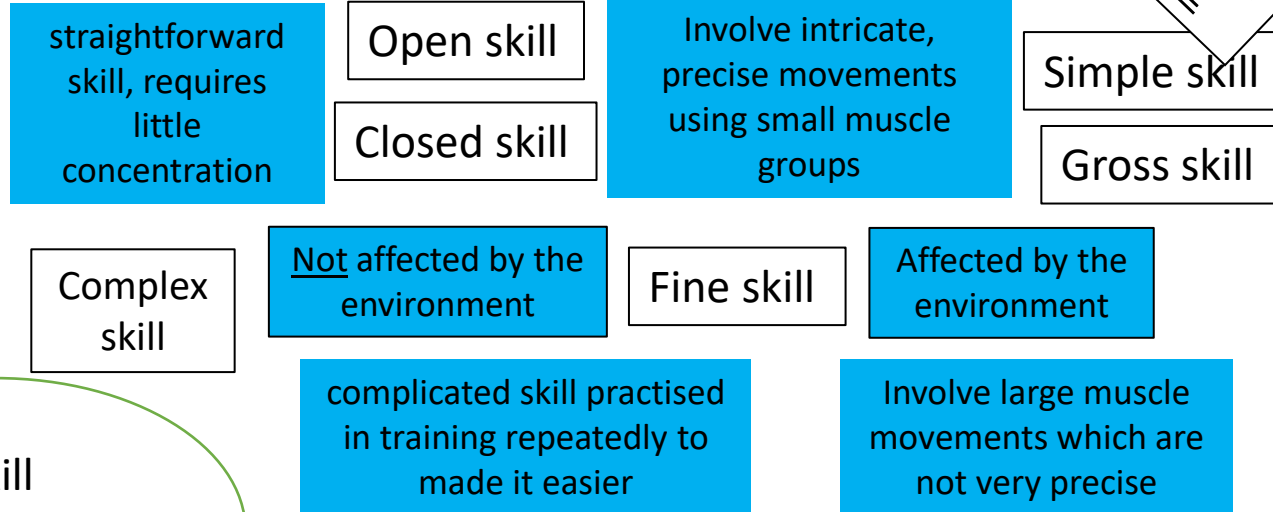
Create a mind-map identifying what skills relate to which classification.
Use the example below to help.



Mastery
Week 4

Match the skill classification with the correct definition

Developing
Week 2



Think of your 3 favourite sports. Make a list of all of the skills involved in each sport and identify what skill they classify as.



What could a performer do to improve their ability of each skill you have highlighted

Ambitious
Week 6

Emerging
Week 2

What do the following athletes need to eat to stay fit and healthy and allow them to train to the best of their ability?

Simone Biles (Gymnast)
Harry Kane (Footballer)
Adam Gemili (200m sprinter)
Nicola Adams (Boxer)
Owen Farrell (Rugby player)

Challenge: Why are these food groups important to each individual athlete and their training?

Task: Name the 7 essential nutrients that our bodies need to remain healthy.

Using your own knowledge and any other research, you must create a teaching tool that will enable all students who enter into Healthy Living to learn about these 7 essential nutrients.

Challenge: Link all nutrients to prior learning and different sports where the athlete would most benefit. (Posters will be judge and displayed –Prizes awarded for best judged)

Mastery
Week 4

Nutrition (Term 5)

Record a food diary for the next 7 days.

Include the following information;

- What have you eaten and drunk throughout each day?
- The times of the day you ate.
- Portion sizes (small/medium/large)
- What percentage of each meal/snack made up your food intake (See the Eatwell plate for help)
- Any exercise completed and its duration and intensity.
- Any other information you can think of.

(Challenge: Include any nutrients eaten as well as food groups)

Create a 2-week food plan for an athlete of your choice. Think carefully about what sport they complete in and how often/intense they must train on a day-to-day basis. What food groups/nutrients best suit their style of fitness?

Developing
Week 2

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Ambitious
Week 6

Emerging
Week 2

Define the following key terms;

Continuous training
Interval training
Fartlek training
Weight training
Circuit training

What parts of the body would each method of training improve?

Create your own training programme

Thinking about your own sport/favourite sport, create a 6-week training programme that you could use to improve your own fitness levels.

Think about the following;

- The duration of each training session
- How many times a week you would train
- The training methods required
- Any other important information

Mastery
Week 4

Methods of training (Term 6)

Think about one your favourite sport stars. Create a 1-hour fitness training session that they could use to help improve their own performance.

You must;

- Use the training methods you have learnt.
- Draw out your plan and explain each stage.
- Explain how each stage will help them to improve their fitness
- Explain what they could do in future to develop your session further.

(Extension: Giving 3 sporting examples for each training method, explain how that method of training would help a participant succeed in their chosen sport)

Developing
Week 2

Link to prior learning

What impact would your training plan have on your long-term effects of exercise on the body?

Could you modify your training plan for someone who is just returning from injury? What could you do?

Ambitious
Week 6

Emerging
Week 2

Within training we look at S.P.O.R.T to ensure that we are making the most out of training.

Can you explain what each letter means?



How can you use S.P.O.R.T to ensure this athlete is getting the best out of their training?

A 25-year-old elite level long jumper training to improve athletic performance, with a specific goal of being selected by Team GB for the next athletics World Championships.



Mastery
Week 4

Principles of training (Extension)

Within Progressive Overload we use the terms

F - Frequency
I - Intensity
T - Time
T – Type.

What could you do to a training plan to ensure these terms are put into place?



Developing
Week 2

Rest and Recovery is also very important in terms of training.

Can you research different ways of recovery that athletes may use and explain how they work.



Ambitious
Week 6

Emerging
Week 2

Developing
Week 2

Working out your Maximum Heart Rate (MHR);

$$220 - \text{age} = \text{MHR}$$

Your MHR =

Working out the MHR for the following ages
(show your workings);

18/25/38/52/86

Match the definitions with the correct terminology

Maximal effort

Average maximum number of times your heart should beat per minute during exercise

Anaerobic zone

The most amount of effort that someone can put in

Maximum heart rate

The body using oxygen as energy

Aerobic zone

The body using bodily fuels as energy (not oxygen)

Training thresholds
(Extension)

A 20-year-old distance runner wants to calculate working intensity within both her aerobic and anaerobic training zones.

Aerobic training zone = 60% of MHR

Anaerobic training zone = 80% of MHR



Work out the HR percentages for the following athletes using both their aerobic and anaerobic training zones

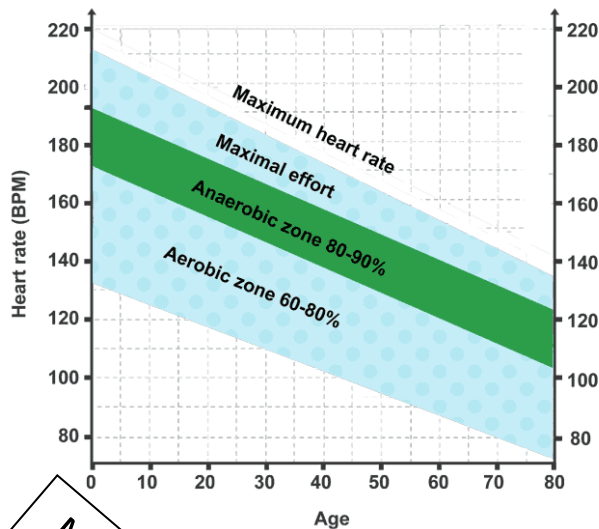
35-year-old basketballer

65-year-old walking football player

16-year-old swimmer

Work out your optimal heart rate for both the 'Aerobic' and 'Anaerobic' training thresholds;

Give 3 sporting examples for each training threshold zone that would increase your heart rate to this percentage



Mastery
Week 4

Ambitious
Week 6