

Unit 2 - What effect do lifestyle factors have on health and wellbeing?

Lifestyle - the way in which a person lives

Screening - the evaluation or investigation of something as part of a methodical survey, to assess suitability for a particular role or purpose

Nutrition - the process of providing or obtaining the food necessary for health and growth

Micronutrients – a chemical element or substance required in trace amounts for the normal growth and development of living organisms

Macronutrients – a type of food (e.g. fat, protein, carbohydrate) required in large amounts in the diet

Modify - make partial or minor changes to (something)



Wider experiences and opportunities:

- Students will endure practical learning opportunities to understand how training programmes can be adapted to individuals.
- Observations of a personal trainer in the fitness industry.

Command Words: Demonstrate, Apply, Analyse, Evaluate, Develop

Unit 2 – Fitness Training and Programming for Health, Sport and Well-being

Section A – Examine lifestyle factors and their effect on health and well-being

Learning and understanding that **exercise** and **healthy eating** are important in the maintenance of health and well being.

Understanding that **negative lifestyle** factors such as smoking, alcohol, stress, lack of sleep and having a sedentary lifestyle can effect health and well being. Identifying lifestyle **modification** techniques and how these can have a positive effect on health and well being.

Section C – Understand programme-related nutritional needs

Students should be able to understand **common nutritional terminology**. Students will know the recommended daily allowances (**RDA**) and energy balance (**BMR**).

Students will understand the requirements of a balanced diet including hydration and how important it is on performance. Understand different nutritional strategies and understand the use of **ergogenic** aids and sports drinks.

Section D - Examine training methods for different components of fitness

Students should be able to understand the components of **physical fitness** and the application of each component in a fitness training context. Understand the components of **skill-related fitness** and the application of each component in a fitness training context.

Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.

Section B - Understand the screening processes for training programming

Have knowledge of **screening processes** and to interpret them. Understanding the legal considerations is also key.

Knowledge of **health monitoring tests** such as BMI, blood pressure, waist to hip and reading resting heart rate, interpreting the results of these tests against normative data.

Section E – Understand training programme design

Students need to be able to understand the principles of fitness training programme design and be able to design a fitness training programme including all the major components.

Students should be able to explain details of what they would like to achieve and how they intend to meet their aims. Student should be able to make training programmes using personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (**SMARTER**).