UNIT B451:

An Introduction to Physical Education

Revision Guide
KEY CONCEPTS IN PHYSICAL EDUCATION

1. **Competence** – The relationship between skill, the selection and application of skills, tactics and compositional ideas and the readiness of body and mind to cope with physical activity.

2. **Performance** – Using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity.

3. **Creativity** – Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

4. **Healthy, active lifestyles** – Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual.

KEY PROCESSES IN PHYSICAL EDUCATION

1. **Developing skills and techniques** (fundamental motor skills, see below)

2. **Decision making** e.g. which pass to make, what substitution to make

3. **Physical and mental capacity** (components of fitness and a healthy, balanced lifestyle, see below)

4. **Evaluating and improving** (characteristics of skilful movement, goals, assessing the body’s readiness for exercise, see below)

5. **Making informed choices about active, healthy lifestyles.**

Revision Activities

1. Take one activity and show that you understand the key concepts by giving an example from your activity for each concept; for example if you are a keen volleyball player you may show creativity in developing a fake smash to outwit your opponent.

2. For each of the following ‘processes’ give a practical example of this taking place in the Priory Ruskin Academy, examples are given to assist in understanding:
   - Developing skills (e.g. teaching hockey skills)
   - Making and applying decisions (e.g. a pupil umpiring a netball match in a PE lesson)
   - Developing physical and mental capacity (pupil as leader running a year 8 football session)
   - Evaluating and improving (a fellow pupil assessing your performance in gymnastics)
   - Making informed decisions about lifestyle (being taught about leading a healthy lifestyle in PD)
Developing Skills and Techniques

Fundamental Motor Skills (FMS) are skills that we learn at a young age, usually through play and, if they are learned thoroughly, we can move onto more sophisticated actions that are required in sport.

The 6 FMS are:

- Running
- Throwing
- Jumping
- Kicking
- Catching
- Hitting.

Decision Making

There are a number of different roles you can choose if you wish to be involved in physical activities: -

1. PARTICIPANT 2. LEADER 3. OFFICIAL

Rules, Regulations and Codes of Behaviour in Physical Activity and Sport:

- Regulations – Specifications relating to all people involved in an activity, equipment, facilities and safe practice.
- Etiquette (in sport often viewed as sportsmanship) - Good etiquette or sportsmanship involves fairness and generosity. Those who show good sportsmanship stick to the rules and regulations but also show that they can loose gracefully and with good humour. Examples include: -

  SHAKING HANDS  CLAPPING THE OPPONENTS  ACCEPTING THE DECISION MADE

Revision Activities

1. Choose a physical activity and then write a set of etiquette guidelines for that activity. Don’t state the actual rules but what is acceptable and what is not as far as behaviour is concerned.

2. Identify the differences between the three roles undertaken and discuss the decisions each one may have to make, in an activity or sport of your choice.
Physical and Mental Capacity

If we follow a healthy, balanced lifestyle then our overall health and fitness will benefit. The health-related components of fitness all affect our ability to exercise and follow an active, healthy and balanced lifestyle.

**HEALTH RELATED COMPONENTS OF FITNESS**

**REMEMBER 4 S’S**

**STRENGTH** – The force exerted by muscle groups during one contraction. (Tested via the Hand Grip Dynamometer)

**SPEED** – The ability of the body or part of the body to move quickly (Tested via the 30m Sprint Test)

**SUPPLENESS (FLEXIBILITY)** – The range of movement possible at a joint (Tested via the Sit and Reach Test)

**STAMINA** – The capacity to sustain movement or effort over a period of time.

Stamina is another word for endurance, there are two forms of endurance you need to know.

**CARDIO VASCULAR ENDURANCE** is the ability of the heart and lungs to cope with exercise. Tested via the Multi Stage Fitness Test.

**MUSCULAR ENDURANCE** is the ability of the muscle or group of muscles to repeatedly contract or keep going without rest. Tested via the Press Up Test.

Revision Activity
Identify and describe each of the components of fitness, and give an example of how it can help you to follow a healthy, active lifestyle.
# CARDIO VASCULAR ENDURANCE

**MULTI STAGE FITNESS TEST (BLEEP TEST)**

**Shuttle runs (20 metres apart)**
Keeping in time with the bleeps

**Progressive** – Starts off slow then gets quicker.

**Maximal** – you must keep going until you can not physically keep up with the bleeps.

**12 MINUTE COOPER RUN**
Set out a course (e.g. 100 metres) marked with cones at short intervals (e.g. 5 metres).
Walk or run as far as you can in **12 minutes**.

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# FLEXIBILITY

**SIT AND REACH TEST**
Sit and reach bench or bench turned on its side and a metre ruler.

Overhang of bench/ruler **15cm** towards performer

Sit with **feet flat** against bench and **legs straight**.

One hand on top of the other, reaching forward slowly and holding furthest position for two seconds.

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# MUSCULAR ENDURANCE

**NUMBER OF SIT UPS / PRESS UPS IN 30 SECONDS**

For each test, proper form is important to gain maximal effect.

Complete as many sit ups or press ups in 30 seconds

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# SPEED

**30 / 50 METRE SPRINT TESTS**

**30 metre sprint (flying start)**
Set out a 50 metre track 20 metres to build up flying start 30 metres for timed sprint.

Start stopwatch when they cross 20 metres

Stop the watch when they cross the 50 metre mark.

**50 metre sprint**
From standing, time how fast you can complete a distance of 50 metres.

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# Warm Up and Cool Down

<table>
<thead>
<tr>
<th>Why Warm Up?</th>
<th>Why Cool Down?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare your body and mind for what you are about to do</td>
<td>Speed up removal of Lactic Acid and waste products</td>
</tr>
<tr>
<td>Increase flexibility</td>
<td>Prevents stiffness and soreness</td>
</tr>
<tr>
<td>Improve speed and strength of muscular contraction</td>
<td>Prevents cramp</td>
</tr>
<tr>
<td>Reduce risk of Injury</td>
<td></td>
</tr>
</tbody>
</table>

# Revision Activity

Identify and describe the possible problems that could result from not performing a warm up and cool down.
Goal Setting

Goal Setting is used to motivate people to exercise and follow a healthy lifestyle. In sport, goal setting is a useful strategy for training and performance.

There are two types of goal that can be used in sport:

1. **Performance Goals** – directly related to performance or technique e.g. improving passing or shooting technique.

2. **Outcome Goals** – concerned with the end result e.g. to win a tournament.

Revision Activities

a. Describe the difference between a skilled and an unskilled performer in an activity of your choice.

b. Give yourself two performance and two outcome goals to be achieved by the end of this year.
Assessing the Bodies Readiness for Exercise

In order to assess a person’s readiness for exercise the following tests can be administered:

1. **Multi Stage Fitness Test** to assess Cardiovascular Endurance
2. **The Sit and Reach Test** to assess Flexibility
3. **Skinfold Calipers** to assess Body Composition; skinfold measurements are taken from the 1. **Triceps Brachii** (back of upper arm), 2. **Biceps Brachii** (front of upper arm), 3. **Subscapular** (bottom of the shoulder blade), 4. **Anterior Suprailiac** (10cm either side of the belly button).

In order to health check a person a number of additional measurements can be used, these include:
- Body Mass Index (BMI)
- Blood Pressure
- Cholesterol
- Glucose
- Resting Heart Rate
- Hydration
- Flexibility

**Health and Safety Considerations when Testing**

1. Proper working of equipment
2. First Aid kits
3. Warm up
4. Persons over 35 years, overweight or with history of blood pressure and heart disease, should consult a doctor prior to testing.

**Revision Activities**

1. When assessing a person’s readiness for exercise what safety precautions would you need to consider? (4 marks)
2. Can you identify the procedures involved in the tests?
3. What is meant by BMI and how does it give us information about a person’s readiness for exercise? (5 marks)
4. Other than the tests mentioned above what other tests could be administered to examine the fitness levels of a person?
5. Identify how the results of assessment would be different for two contrasting individuals:
   1. A non sports person aged 50
   2. An active 16 year old student
Making Informed Choices About Active, Healthy Lifestyles

The Characteristics of a Balanced, Healthy Lifestyle are:

Eating Healthy and Balanced Diet  Not Smoking
Regular Exercise (30 minutes a day min.)  Sensible Alcohol Consumption
Maintaining a Healthy Body Weight  Minimising Stress

Benefits of Leading a Healthy Lifestyle:

- Keep the heart and muscles in shape, makes the heart a more efficient pump.
- Increases blood flow and reduces the risk of Coronary Heart Disease (CHD)
- Reduces Blood Pressure
- Reduces risk of Diabetes
- Increases ‘good’ cholesterol
- Promotes a feeling of well-being
- Promotes a better social life/making friends
- Reduces Stress
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Revision Activity
Explain how leading a healthy lifestyle brings about the benefits listed above.

DIET

To be healthy and successful in sport you need a balanced diet. This means eating the right amount of different foods to give us the essential nutrients we need for Energy, Growth, Repair and Good Health.

There are 7 essential components of a balanced diet.

<table>
<thead>
<tr>
<th>CARBOHYDRATES</th>
<th>FATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrates are essential for energy. When eaten they are broken down and stored as GLYCOGEN in the liver and muscles until needed for energy.</td>
<td>Fats also provide energy, but release it slowly. Extra fat in the diet is stored under the skin. This can help by keeping us warm in cold weather and providing protection for vital organs.</td>
</tr>
<tr>
<td>FOUND IN: Pasta, rice, bread, cereals</td>
<td>FOUND IN: Cheese, cream, butter, cakes, biscuits</td>
</tr>
</tbody>
</table>
### PROTEINS
Proteins are essential for the **growth and repair** of the bodies tissue including **skin, bones and muscles**. They are very important to weight trainers for repairing damaged muscles from training. Proteins can also provide energy but are only used when there are no carbohydrates or fats.

**FOUND IN:**
- Fish, eggs, meat, beans, nuts.

### VITAMINS
Vitamins are required to enable our bodies to work efficiently. Vitamins help our sight, build bones and teeth, help our immune system and help the process of energy production.

**FOUND IN:**
- Fruits, vegetables, cereals, fish

### MINERALS
Minerals also enable the body to work efficiently. Minerals strengthen bones and muscles, aid production of red blood cells and aid muscular contraction during exercise.

**FOUND IN:**
- Fruit, vegetables, milk

### FIBRE
Fibre does not contain any nutrients but it adds bulk to our food, which helps food move through our digestive system and prevent constipation.

**FOUND IN:**
- Cereals, fruit, vegetables, nuts

### WATER
Two thirds of our body weight is made up from water so it is essential to maintain the level of water in our body. Water is used by our body to maintain a constant temperature during exercise. Water in our blood absorbs heat produced during exercise and carries it to our skin where it is lost to the air. Water cools the body when it evaporates on the surface of the body in the form of sweat. Heat is also lost in water vapour in the air we breath out.

**Revision Activity**
Consider the consequences that a person may receive through a lack of certain components within their diet.
# AGE, GENDER AND DISABILITY

Our fitness and performance are affected by our age, whether we are male or female and whether we have a physical or mental disability.

## AGE

Providing we have exercised regularly through childhood and adolescence we will be at our fittest in our twenties.

After this our physical strength and endurance decline about 1 - 2% per year.

- Our MHR declines by one beat per minute per year (220 - age)
- Our maximum stroke volume, cardiac output and vital capacity of our lungs decrease, meaning less oxygen is carried to our working muscles (Decreased VO2 Max)
- Muscular strength decreases due to decrease in muscle size
- Muscle fibres change to slow twitch rather than fast twitch.

## GENDER

Up to the age of 9 or 10 boys and girls mature at the same rate.

Differences between the sexes start to develop during puberty.

Testosterone in boys and oestrogen in girls cause their bodies to change resulting in differences in performance.

Strength – Men are generally stronger than women due to increase in muscle size caused by testosterone

Aerobic capacity – Males are better than females in endurance events, this is due to women having smaller, hearts, lungs and less blood to carry oxygen.

## DISABILITY

Disability refers to something that prevents a person from taking part in an activity. This can be either Physical or Mental

Disabilities need not prevent people from taking part in sport.

Modified forms of sport have been developed to give disabled performers the opportunities to compete. e.g. Wheelchair basketball, wheelchair tennis.

Disabled athletes will still need to train to be just as fit as able-bodied athletes as there are still elite sporting events for the disabled. Events such as Paralympics.

## DRUGS, SMOKING AND ALCOHOL

Drugs are chemical substances that affect the way our bodies work. Medical drugs are used to fight illness and disease. The use of banned drugs in sport to enhance performance is known as Doping.

Banned drugs are not the only drugs that affect our sporting performance, social drugs such as Alcohol and Nicotine also affect our performance.

### BANNED DRUGS

<table>
<thead>
<tr>
<th>EFFECTS</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEROIDS</strong></td>
<td>Increase muscle strength and endurance. Reduce recovery time to allow to train for harder and longer Used by sportspersons wanting to increase speed and power, sprinters, weightlifters.</td>
</tr>
<tr>
<td><strong>NARCOTIC ANALGESICS</strong></td>
<td>Reduce feelings of pain. Mask injuries or illness allowing performers to carry on competing Particularly used by 'star' players whose skill and ability are required within games.</td>
</tr>
</tbody>
</table>
| **DIURETICS** | **Fluid is removed from body as urine resulting in rapid weight loss.**  
Also used to remove traces of other drugs from the body.  
Most common in sports with weight categories, e.g. Horse racing, Boxing. | **Side effects including;**  
Dehydration  
Headaches  
Sickness  
Dizziness |
|---|---|---|
| **PEPTIDE HORMONES** | **Increasing the amount of hormones already produced naturally by the body.**  
Erythropoietin (EPO) – Improves endurance by increasing the number of oxygen carrying red blood cells.  
Commonly used by athletes wanting to increase aerobic capacity  
Human Growth Hormone (HGH) – Encourages muscle growth and increases the use of body fat. | **EPO**  
Thickens blood thus increasing risk of stroke and heart problems.  
Oily skin and acne  
HGH  
Enlargement of internal organs  
High blood pressure  
Diabetes |
| **STIMULANTS** | **Increase mental awareness**  
Speed up reflexes  
Reduce feelings of fatigue  
Used in sports requiring quick reflexes and alertness e.g. Badminton, table tennis | **Increase heart rate and blood pressure**  
Reduce feelings of pain – make injuries worse  
Are addictive |
| **BETA BLOCKERS** | **Calming effect on the body**  
Steadies nerves and stops trembling  
Common in activities requiring steady and calm nerves; Snooker, Archery etc. | **Slow heart rate and low blood pressure**  
Tiredness |
| **BLOOD DOPING** | **This does not involve the use of drugs but improves performance by increasing the number of red blood cells in the body.**  
Blood is taken from the body and the red blood cells are taken out.  
These are then injected back when the body has naturally reproduced its number of red blood cells.  
Commonly used by endurance athletes wanting to increase aerobic capacity. | **Thickens blood, increasing blood pressure and strain on the heart**  
Risk of transmission of disease through injections. |
EFFECTS OF ALCOHOL

CO-ORDINATION, BALANCE AND REACTIONS
Alcohol reduces our balance and co-ordination. It also slows down our reactions.

LOW GLYCOGEN AND SLOWER REMOVAL OF LACTIC ACID
Drinking alcohol reduces the levels of glycogen needed for energy. It also increases the effects of lactic acid, which delays recovery after exercise.

RAPID LOSS OF HEAT
Alcohol causes blood vessels in the skin to open up. Heat is lost quickly through the skin, which reduces our body temperature.

DEHYDRATION
Alcohol is a diuretic and increases urine production. This leads to water loss from the body. During exercise especially on hot days, performers can suffer from dehydration.

REDUCED SIZE OF ARTERIES
Alcohol reduces the size of arteries. Less blood can flow through causing increased heart rate and blood pressure.

LONGER RECOVERY TIME
To treat injuries we want to reduce the blood flow to affected areas. Alcohol has the opposite effect. Drinking alcohol will increase the time needed for recovery.
Revision Activity
It is a well known fact that the drinking of alcohol and smoking of cigarettes is not good for you. Explain how both these factors can have a negative impact on performance and health.

Indicators of Health and Wellbeing
For us to be able to assess whether we are following a healthy, active, balanced lifestyle, we need to be able to measure the factors that make up such a lifestyle.

The indicators are:

- **Satisfaction with aspects of life:** how satisfied do we feel about our lives overall?
- **Frequency of positive and negative feelings:** the more positive thoughts you have, the more healthy you are likely to be.
- **Frequency of feelings or activities which may have a positive or negative impact on well-being**
- **Access to green space**
- **Level of participation in other activities:** those who are active in many different ways are often the happiest.
- **Positive mental health**
CONTINUOUS TRAINING (AEROBIC TRAINING)

Sustained periods of time using all major muscle groups of the body. Running, Cycling, Rowing, Aerobics etc. Work at same pace for between 30 minutes and two hours.

*Working in aerobic training zone 60 – 80 % of MHR.*

**BENEFITS**
- Improve cardio-vascular endurance
- Reduce amount of body fat
- Maintain fitness in off season

CIRCUIT TRAINING

This training method involves performing a series of activities or exercises in a special order. The session will usually consist of 6 – 10 exercises or activities taking place at stations. You either perform a set number of reps at each station or complete as many reps in a set time.

*Stations should be designed to avoid working the same muscle group at more than one station in succession.*

**BENEFITS**
- Improves both aerobic and anaerobic fitness.
- Avoids tedium by introducing variety.
- Can develop skills as well as fitness.
- Adaptable for a variety of sports.
Yoga and Pilates are also common forms of exercise undertaken by the public to improve their fitness levels. What benefits do you believe a person would receive from undertaking such activities?

<table>
<thead>
<tr>
<th>Benefits for health and well being:</th>
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<tbody>
<tr>
<td>1. Increased energy levels</td>
</tr>
<tr>
<td>2. Reduces stress</td>
</tr>
<tr>
<td>3. Increased Heart rate</td>
</tr>
<tr>
<td>4. Reduce blood pressure and resting heart rate</td>
</tr>
<tr>
<td>5. Meet new friends</td>
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</table>

Aerobics including body pump, spin and dance exercise.

Benefits for health and well being:
1. Increased energy levels
2. Reduces stress
3. Increased Heart rate
4. Reduce blood pressure and resting heart rate
5. Meet new friends

Revision Activities

1. Describe the main characteristics of a balanced, healthy lifestyle. (5 marks)

2. Describe a method of exercise that you may participate in to be more active and healthy. Explain its positive effects. (4 marks)
**Opportunities, Pathways and Participation in Physical Education**

### REASONS FOR PARTICIPATION IN SPORT AND PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>HEALTH</th>
<th>ENJOYMENT</th>
<th>VOCATION</th>
</tr>
</thead>
</table>
| **STRESS** – Physical activity can help reduce tension and relax our body and mind.  
**BODY IMAGE** – Physical activity along with a balanced diet can improve our body shape, making us look and feel good.  
**WELL BEING** – As well as improving our body image, regular physical activity will keep our body fit and healthy, thus reducing illness and also increasing life expectancy. | **ENJOYMENT** – This is a big reason why many people take part in physical activities. Individuals may enjoy various aspects of physical recreation. These range from;  
**PHYSICAL CHALLENGES** and a **SENSE OF ACHIEVEMENT** – by challenging our bodies and minds in physical activity we gain a great sense of achievement when we are successful.  
**SOCIALIZING** and **MAKING FRIENDS** – Many people have a busy and hectic work life. Sport and physical recreation provides the opportunity to socialize and make friends. | Most people take part in sport as **amateurs**, purely for the enjoyment.  
**Professionals** are paid to compete in sport. They train full time and sport is their work.  
**Semi professionals** also get paid for competing. However they earn their living in a regular job and earn extra money from sport in their leisure time.  
As well as performing there are many other careers in sport. These include; Teaching, Coaching, Physiotherapist, Journalist, Groundsperson etc. |

### EFFECTS OF SOCIAL BACKGROUND ON PARTICIPATION

There are many factors, which have positive and negative effects on our participation in sport and physical recreation. This can range from the amount of time we spend on activities or be specific to the actual activities we participate in.
### AGE
The main factors associated with age are;
- **Physical health** – People are generally less physically active as they get older due to decreasing physical health.
- **Commitments** – Different age groups have different responsibilities, which affect the amount of time they have for leisure.

### ACCESS
Access to sport and physical recreation can be limited due to two factors;
- **Location** – Are the activities you want to take part in within easy reach?
- **Money** – You may be able to physically get to the facilities but can you afford to go in and use them?

### GENDER
The main factors associated with gender are;
- **Stereotypes** – Women are less skilful, sport makes women unattractive,
- **Media/role models** – Less coverage given to women’s sport and few role models to aspire to.

### EDUCATION
Experiences that we have at school have a big influence on our attitudes to physical activity and the types of activities we participate in. See the section on school for more information.

### FAMILY
Family can have both a positive and negative influence on us. If parents or siblings play sport regularly, they are more likely to encourage you and be willing to provide transport etc in order for you to participate.
However influences can also be negative if there is no history of sport participation within your family.

### PEER GROUP
What our Peers or friends do in their leisure time usually affects us. If they enjoy taking part in sport we may be encouraged to give it a try. Sometimes our friends may not be interested in sport so in order to keep friends we may drop out of sport too. Peer pressure has a strong effect on what we do.

### ENVIRONMENT AND CLIMATE
Where we live and the climate in which we live will affect the types of sports we take part in. e.g. If we live by the sea or large lakes we will have more opportunity to take part in water sports. If we live in an area with a climate of low temperatures we would be more likely to take part in winter sports like skiing.

### DISABILITY
In the past disability was seen as a barrier to participation, but now every effort is made to include people with all types of disabilities. Access may still prove a problem as will the performers own self-esteem. The law has improved provision meaning wheelchair access must be provided at sports and leisure centres.

### THE MEDIA
Media refers to all methods of communication that are used to bring us news, information and sports action. Through media individuals may be influenced into taking up a particular sport (Rugby during the world cup) or behaving in a particular way (arguing with the referee). Different types of media include newspapers, radio, television and the Internet.
**SPONSORSHIP**
Companies will sponsor successful and high profile athletes in order to enhance their image and increase their sales. It is another form of advertising, but because they will be linked with the best, they may also be seen as the best. e.g. O₂ sponsors of Arsenal football club and the England Rugby World Cup squad.

**POLITICS**
The government in the UK control most of the finance in sport through the National Lottery. So most of the sporting opportunities that are available come from political policies. The governments' main policies focus on increasing participation and providing for top world class athletes.

**TRADITION AND CULTURE**
The UK is a multi cultural and multi faith society meaning there are many traditions and cultures. The main factors to consider are:
- **Effects of racism on participation** - even though it is illegal, forms of racism still exist which prevent individuals from participating or willing to participate.
- **Stereotyped views to participation** – Many sports may be stereotyped for particular groups – Cricket for those of Asian background and Soccer for those of a white working class background. These stereotyped views will affect opportunities and provision for participation.

**SPORT IN SCHOOLS**

<table>
<thead>
<tr>
<th>NATIONAL CURRICULUM</th>
<th>EXAMS IN SPORT</th>
<th>EXTRA CURRICULAR AND LINKS WITH CLUBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE within schools is a <strong>COMPULSORY</strong> subject meaning schools are legally required to teach it. The reason for this is because of the wide range of skills, health and educational benefits. <strong>KNOWLEDGE OF SPORTS AND SKILLS.</strong> DEVELOP SKILLS AND ABILITIES. PROVIDE INFORMATION ABOUT SPORT, HEALTH AND FITNESS. DEVELOP PERSONAL FITNESS AND GOOD HEALTH. ENourage POSITIVE ATTITUDE TOWARDS PHYSICAL ACTIVITY.</td>
<td>There are a number of opportunities for students to complete a course and take exams relating to sport and PE. These include: GCSE PE A LEVEL PE GNVQ SPORT STUDIES BTEC SPORT STUDIES DEGREES IN SPORT By taking these courses students will benefit from; MORE TIME PRACTICING SKILLS SPECIALIST COACHING SPECIALIST EQUIPMENT / FACILITIES</td>
<td>Extra curricular activities give students extra opportunities to participate in sport. <strong>TEAM PRACTICES</strong> MATCHES AND COMPETITIONS VISIT SPECIALIST FACILITIES, E.G. CLIMBING WALLS LINKS WITH LOCAL SPORTS CLUBS ADVENTURE ACTIVITIES AND HOLIDAYS. <strong>SCHOOL SPORT CO-ORDINATORS</strong> play a major role in improving the teaching in both primary and secondary schools. The work is overseen by <strong>SPECIALIST SPORT COLLEGES</strong> and a lot of work is done to improve the links between secondary schools and their partner primary schools and both schools with local sports clubs.</td>
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**Revision Activities**
1. Describe a media promotional campaign for an active, healthy lifestyle. (4 marks)
2. Describe how local facilities can encourage participation in physical activities. (4 marks)
3. Discuss why there might be an increase in participation in physical activities leading up to the 2012 Olympics. (5 marks)