



ACTION BASED ACTIVITIES

TOPIC N4.2 KEEPING FIT AND HEALTHY

THEME N4 LEISURE



APPLICATION OF NUMBER

LEVELS 1 & 2

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this Theme Template to help you:

- plan an Action-based Activity on the theme of leisure
- carry out an investigation into the subject
- produce evidence needed for your portfolio.

NOTE: Use this booklet WITH your Learner's Planner and Guide.

WHAT IS ASSESSED?

Leisure is one of six themes you can choose for your action-based activity/portfolio work.

It includes topics such as:

N4.1 Arranging a trip

N4.2 KEEPING FIT AND HEALTHY

N4.3 Leisure Survey

APPLICATION OF NUMBER

TOPIC N4.2 KEEPING FIT AND HEALTHY

TOPIC N4.2 KEEPING FIT AND HEALTHY

Keeping fit and healthy is a big subject and you will need to narrow the topic down. This guide will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this Theme Template.



It's a good idea to follow this advice.



You must do this to get the qualification.



STEP A



CHOOSING A TOPIC

One of the best ways to start thinking about a subject is to *mindmap*. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

TASK 1

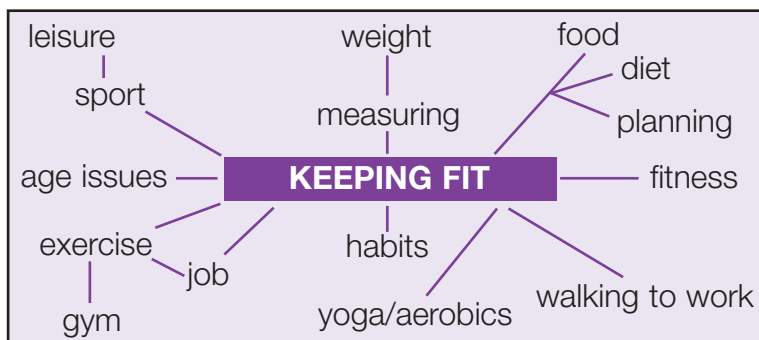
Allow about 20 minutes

On your own, or with a colleague, think about and talk about "Keeping Fit and healthy" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You may want to think about:

- how fit you feel you are
- how fit you would like to be
- where you will go to investigate fitness and diet
- carrying out a survey on peoples' attitude towards fitness and health
- the benefits of being fitter and healthier
- the cost of poor health (to you, your family, the country).

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2
Allow about
15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : Keeping Fit and Healthy

Original Idea	Question
Fitness survey	How fit and healthy are my friends/family?
Attitude	What are people's attitudes towards fitness and health?
Health and fitness programme	What would make a good health and fitness programme for me?
Measuring fitness	How fit are some people I know?

TASK 3
Allow about
10 minutes

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

TASK 4
Allow about
30 minutes

PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are carrying out a survey or presenting your findings).



APPLICATION OF NUMBER
TOPIC N4.2 KEEPING FIT AND HEALTHY



CHOOSING & INTERPRETING INFORMATION

Interpreting information from suitable sources is an essential part of the qualification and you must be able to show that you have collected, read and extracted information from **DIFFERENT** sources.

There are lots of ways of finding information on such as:

- books and other resources in the library
- fitness and health magazines and in newspapers
- using the Internet
- interviewing people about fitness and health
- measuring fitness using simple techniques.

TASK 5

Allow about 2-3 hours

Look for suitable documents to read. Remember:

- at **both levels 1 and 2** you must use **TWO** different sources of information.
- overall **at level 1** at least one source must include a table, chart, graph or diagram
- **at level 2** at least one source must include material containing a chart or a graph.

You will need to make careful notes as you work.

Put these in your portfolio (see also pages 8 and 9 in the *Learner's Planner & Guide*).



Topic: "How fit and healthy am I?"

Title of magazine: "Healthy Lifestyles"
Date: August 2003
Author: Eva Tong
Article: Ten ways to get fitter

Main points in the article

1. You have to want to get fit for the plan to work.
2. Fitness only comes gradually.
3. You will not necessarily lose weight unless you exercise too.
4. Simple exercises are very effective and cost nothing.
5. There are scientific ways of measuring fitness.
6. Exercising little and often is the secret – and don't over do it.
7. Swimming is one of the best ways of getting into shape.

Summary: Write up your notes in your own words.
This is a main piece of evidence.



ASSESSMENT Your tutor will assess that:

- you have chosen the information you need
- you have obtained the information needed
- you have identified the best methods to get the results you need.

Remember to label sources clearly.

**STEP
C**



CARRY OUT AND CHECK CALCULATIONS

Carrying out and checking calculations is an essential part of the qualification. At each level you are required to carry out calculations to do with:

a. amounts/sizes	3	3
b. scales/proportion	3	3
c. handling statistics.	3	3
d. using formulae		3

It may be difficult to cover all the required calculations for this topic (See *Learner's Planner & Guide*, page 10).

TASK 6

Allow about
1 hour

1. Carry out calculations. You will need to:

- pick out the data/information you think will be useful
- decide on the calculations you need to find the results you want
- show calculation methods clearly
- check calculations and correct any errors

At Level 2 calculations must involve two or more steps

Talk this over with your tutor if you are at all unsure. A few ideas are given below.



CARRYING OUT AND CHECKING CALCULATIONS

Examples – Carrying out and checking calculations

At level 1:

- you might use information collected first hand as the basis of calculations (eg measurements of heart beat after running up steps; weight measurements before and after training; numbers of press-ups achieved). You might also carry out calculations using data from secondary sources such science books and fitness manuals containing tables, charts, graphs or diagrams.

At level 2:

- your calculations will be more complex, perhaps comparing two sets of data on a similar subject. If you carry out a survey (e.g. on people's attitudes towards keeping fit and eating healthily) you will have plenty of data to process.



ASSESSMENT Your tutor will assess:

- how well you carried out your calculations (including your working)
- that you checked your methods
- that you spotted and corrected any errors
- that your results make sense.

**STEP
D**



INTERPRETING RESULTS & PRESENTING FINDINGS

Having collected, sorted, extracted data and carried out calculations based on them, you are now ready to interpret your findings.

TASK 7

Allow about
3 hours

1. Go through all the information you have collected and sort it out carefully. Keep only relevant information and make sure EVERYTHING is properly labelled.
2. Now sift through again and, on notepaper, write down your main findings and conclusions. Remember, your first question (Task1)? Can you now answer your question?
3. Think how you will present your information.

Remember:

- At level 1 you have to present it in **two** different ways using charts or diagrams
- At level 2 you need to present it in **two** different ways using graphs, charts or diagrams.

Other points to consider:

- Which graphs, charts or diagrams will you use to present you findings?
- How do the results of your calculations relate to the purpose of the action-based activity?

(See Learner's Planner and Guide page 12)

TASK 8

Allow about
3 hours



At this stage you will be required to present your findings to a tutor or supervisor. Before you hand your work in, check that:

- you have covered all requirements intended
- that each section has suitable headings/labelling
- that diagrams, charts, maps etc are properly labelled
- pages are numbered
- there is a contents page.

N.B. There is a checklist on page 14 of the Learner's Planner and Guide



It is a good idea to produce a draft plan/outline of what you will include in your final presentation. An example is given on the next page.

STEP
D**INTERPRETING RESULTS & PRESENTING FINDINGS**
*continued***EXAMPLE OF A DRAFT PRESENTATION PLAN****Topic: Investigating fitness**

1. I will present my work as a **report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – I will include what I wanted to find out and why the subject interests me.
3. **Method** – a short section saying how I set about collecting data/information e.g. made notes on how to measure fitness; talked with expert on the subject; challenged 10 people to take my fitness test.
4. **Calculations and Interpretation** – I will include how I calculated fitness and extracted information from the data collected.
5. **Presentation** – I will use written information and diagrams – mainly tables, graphs and words.
6. **Appendices** – to include some photocopied pictures of equipment used; tables of data collected.

I must remember to number pages and add a Contents page.



ASSESSMENT Your tutor will assess your work as follows:

At level 1 you will be assessed on:

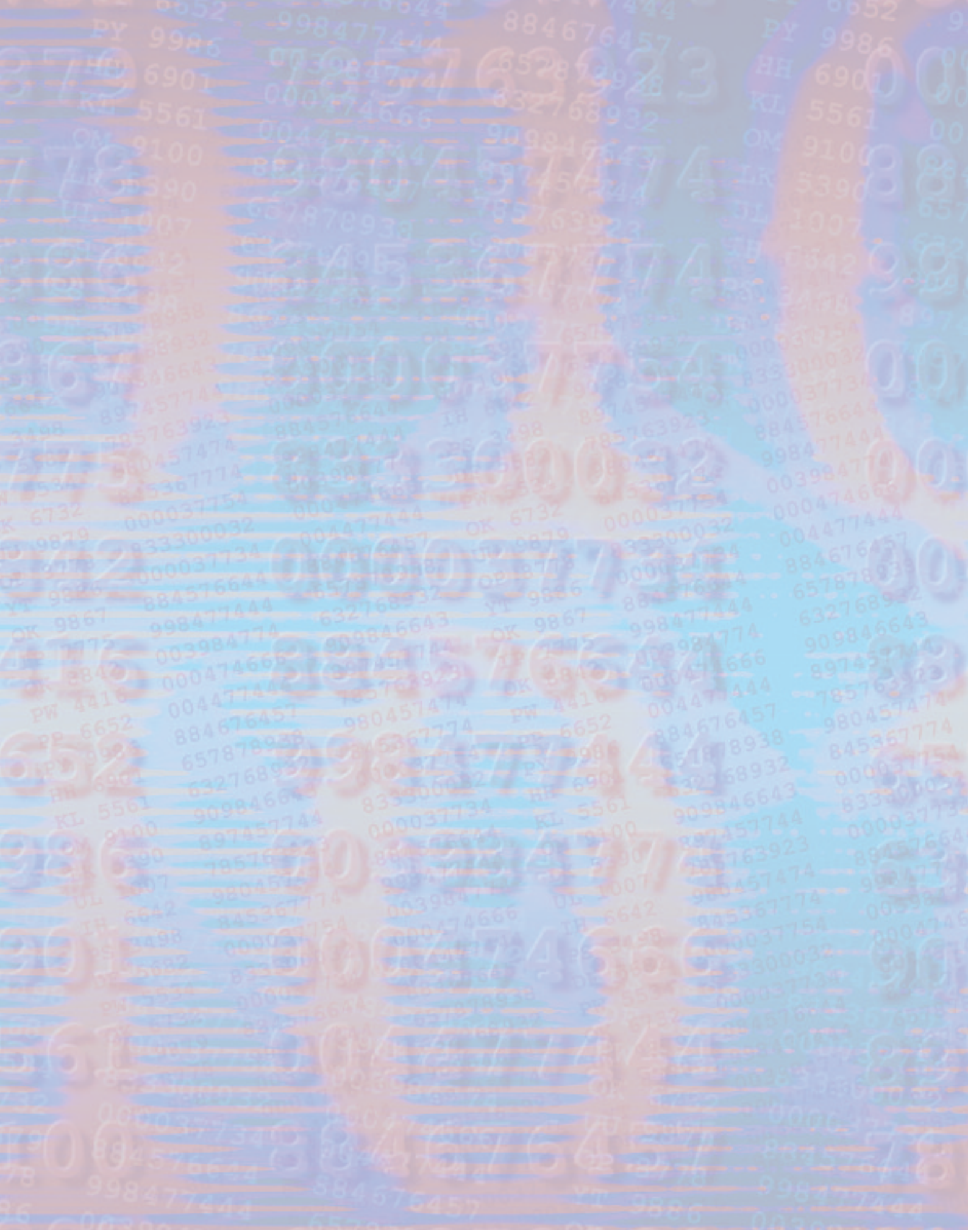
- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show.

Additionally **at level 2** you will be expected to:

- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity.

**KEEPING FIT AND HEALTHY
MORE ACTION-BASED ACTIVITY IDEAS**

1. Plan a fitness and health programme for yourself or someone close to you. Investigate what fitness is and how it can be measured. Collect data on healthy diets and keeping fit and then draw up a plan.
2. Investigate the fitness of a group of people (family, friends, and colleagues). Make a questionnaire about eating and exercise habits. Analyse and report results.
3. Investigate what is meant by a "healthy" diet. Calculate the current diet of ten people you know well and then compare data.
4. Consult a specialist to find out how fitness can be measured (e.g. time taken to run up stairs). Find a group of volunteers willing to be tested. Carry out the "tests" and record and analyse your findings.
5. Investigate the effects of alcohol, smoking or drugs on the body. Carry out a survey to find out people's attitudes and understanding of their dangers to health and compare with national data.
6. Carry out a survey of a group of young children to find out about the amount of exercise they get and the food they eat each day. Compare your findings with national surveys.
7. Carry out research into national statistics on either health or fitness. The Internet would be a good start.
8. Quiz about 10 people about their leisure activities. For each one, calculate how much energy they use up and how fit they make you, Find information about the fitness value of different sorts of exercise and compare with your findings.
9. Challenge six friends to say how fit they think they are and then ask them to keep a note of their activities for a day. Calculate how far they each walk or do other physical exercise. Plot your results and compare their ideas about how fit they are with what you found out.



PUBLISHED BY NORTHERN IRELAND COUNCIL FOR CURRICULUM, EXAMINATIONS AND ASSESSMENT



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200

✉ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

✉ info@ccea.org.uk

🌐 www.ccea.org.uk

