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Training & Employment Authority

## **Module Descriptor**

### ***Health and Fitness***

**Award Type: Minor**  
**Award Level: 3**  
**Award Code: 3N0531**  
**FÁS Assessment Code: 3N0531-010**  
**Validation Date: 14<sup>th</sup> July 2011**  
**Revision 2.0**

## Module Descriptor

**Purpose:** The purpose of this module is to equip the learner with the knowledge, skill and competence to develop and maintain a healthy lifestyle within a supportive environment.

**Module Duration:** The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is one hundred hours

**Learning Outcomes:** By the end of this module, the learner will be able to:

1. Demonstrate a knowledge of the safety factors to be considered before starting exercise programmes
2. List the barriers to be overcome before commencing exercise programmes
3. Demonstrate an understanding of a healthy lifestyle to include balanced diets, benefits of good eating practices and exercise
4. Reflect on one's own personal lifestyle, to include maintaining a food and activity log for a period of seven days
5. Identify the changes that take place both physically and mentally during an exercise programme
6. Identify the effects of smoking and substance abuse on a healthy lifestyle
7. Demonstrate a knowledge of stress and its effects on a healthy lifestyle
8. Demonstrate the components of an exercise programme, including warm up and cool down routines
9. List local leisure facilities and the activities they provide
10. Participate in a range of physical activities, including team games and individual sports
11. Demonstrate the application of communications, safety awareness, quality awareness and teamwork in a health and fitness environment

## Unit 1 Practical Participation

At the end of this unit, the learner will be able to:

- 1.1 Demonstrate the skill knowledge and competence to participate safely in all physical activities, including aerobic activities, team games and target sports
- 1.2 Reflect on ones own participation in physical activities
- 1.3 Identify local leisure facilities in the community and activities they provide
- 1.4 Identify some of the barriers to physical activities

### Key Learning Points

**Learning Outcome 1.1:** Demonstrate the skill knowledge and competence to participate safely in all physical activities, including aerobic activities, team games and target sports

#### Key Learning Points

- Participation in a range of physical activities, including aerobic activities, e.g. walking circuit training, swimming and resistance training
- Participation in team games, e.g. soccer, basketball, volleyball
- Participation in target games, e.g. pitch and putt, bowling
- Safety procedures for exercise programmes
- Safety awareness in the work place
- PAR Q form and its benefits

**Learning Outcome 1.2:** Reflect on ones own participation in physical activities

#### Key Learning Points

- Maintenance of a personal log of the experience of physical activities
- A personal reflection on any learning experience positive or negative gained from the activity
- Impact that exercise has on ones own health and lifestyle

**Learning Outcome 1.3:** Identify local leisure facilities in the community and activities they provide

#### Key Learning Points

- Local leisure facilities and the activities they provide,
- Opening hours, costs and details of contact persons including names, addresses, telephone and fax numbers

**Learning Outcome 1.4:** Identify some of the barriers to physical activities

**Key Learning Points**

- Individual barriers to exercise
- Situations where exercise might be contra-indicated
- Creation of a personal physical activity readiness questionnaire to look at his/her own barriers

## **Unit 2      Healthy Lifestyle**

At the end of this unit, the learner will be able to:

- 2.1 Identify the benefits of exercise
- 2.2 Describe healthy eating practices and the benefits of a balanced diet
- 2.3 List the effects of smoking on a healthy lifestyle
- 2.4 Describe the effects of substance abuse on a healthy lifestyle
- 2.5 Describe stress and its effects on a healthy lifestyle

**Learning Outcome 2.1:** Identify the benefits of exercise

**Key Learning Points**

- Social benefits of exercise
- Physical benefits of exercise
- Psychological benefits of exercise

**Learning Outcome 2.2:** Describe healthy eating practices and the benefits of a balanced diet

**Key Learning Points**

- Good eating practices
- Healthy eating practices that can be applied to an individual's own life to include diet, regularity of meals and snacks
- Maintenance of a food log in an agreed format for seven days
- Impact of ones own eating practices, as recorded in the food log, on a healthy lifestyle
- Balanced meals
- Planning a balanced meal
- Food pyramid
- Seven main classes of nutrients found in food and the benefits they have on a healthy lifestyle, e.g. carbohydrates, fats, proteins, vitamins, minerals, water and fibre
- Calories
- Factors affecting calorie intake

**Learning Outcome 2.3:** List the effects of smoking on a healthy lifestyle

**Key Learning Points**

Effects of smoking on a healthy lifestyle, e.g.

- physical effects, effects on the environment, effects on other people's health and psychological effects

**Learning Outcome 2.4:** Describe the effects of substance abuse on a healthy lifestyle

**Key Learning Points**

- Main substances associated with substance abuse
- Five ways in which substance abuse damages an individual's health
- Effects of substance abuse on a healthy lifestyle to include physical, psychological family and social effects

**Learning Outcome 2.5:** Describe stress and its effects on a healthy lifestyle

**Key Learning Points**

- Define stress with examples
- People's varying reactions to stressful situations – comparisons and discussion
- Examples of positive stress
- Examples of negative stress
- A range of appropriate activities to cope with stress – identification and participation
- Identification of ones main lifestyle choices, e.g. exercise, diet, substance abuse, smoking
- Reflection on the lifestyle choices made so far
- Lifestyle practices which could be improved or modified

## Unit 3 Changes Resulting from Exercise

At the end of this unit, the learner will be able to:

3.1 Identify a limited range of muscle groups

3.2 Describe healthy muscle tissue and its benefits to peak performance

3.3 Demonstrate a limited knowledge of the human heart and lungs

3.4 Identify the basic functions of the skeleton and circulatory system

3.5 Identify a limited range of the physiological benefits of physical exercise

**Learning Outcome 3.1:** Identify a limited range of muscle groups

### Key Learning Points

- List the major muscle groups

**Learning Outcome 3.2:** Describe healthy muscle tissue and its benefits to peak performance

### Key Learning Points

- Describe the key characteristics of healthy muscle tissue and how it benefits peak performance
- Muscular elasticity as a result of exercise

**Learning Outcome 3.3:** Demonstrate a limited knowledge of the human heart and lungs

### Key Learning Points

- The change in heart rate activity during exercise
- Why the heart and respiratory systems increase as a result of exercise

**Learning Outcome 3.4:** Identify the basic functions of the skeleton and circulatory system

### Key Learning Points

- The main functions of the skeleton
- How blood is pumped around the body
- The composition of blood, e.g. plasma, red/white blood cells, platelets

**Learning Outcome 3.5:** Identify a limited range of the physiological benefits of physical exercise

**Key Learning Points**

- Improved self image
- Increased personal satisfaction
- Improved ability to relax
- Improved self confidence
- Improved mental alertness

## **Unit 4      Components of Exercise**

At the end of this unit, the learner will be able to:

- 4.1 Demonstrate the components of warm up and cool down exercise, including relevant stretching exercises
- 4.2 Identify physical changes that occur in the body due to exercise
- 4.3 Demonstrate a limited knowledge of the components and principles of exercise

**Learning Outcome 4.1:** Demonstrate the components of warm up and cool down exercise, including relevant stretching exercises

**Key Learning Points**

- The effects of warming up and cooling down
- The reasons for ending an exercise session with a cool down
- A range of stretching exercises
- The reasons for post workout stretching

**Learning Outcome 4.2:** Identify physical changes that occur in the body due to exercise

**Key Learning Points**

- Specific physical activities that promote cardiovascular endurance, strength, flexibility and body composition
- The physical changes that may occur in muscles, heart, body composition and bone density as a result of physical fitness

**Learning Outcome 4.3:** Demonstrate a limited knowledge of the components and principles of exercise

**Key Learning Points**

- The FITT principle
- The components of physical fitness
- The effects of the overload principle
- The application of the progressive principle
- The importance of a tailored exercise programme

## Assessment Specification

<b>Award Title</b>	<b>Health and Fitness</b>
<b>Award Type</b>	<b>Minor</b>
<b>FÁS Assessment Code</b>	<b>3N0531-010</b>
<b>Credit Value :</b>	<b>10</b>
<b>Award Code:</b>	<b>3N0531</b>

<b>Module Learning Outcome</b>	<b>Performance Criteria (Knowledge, Skill &amp; Competence)</b>	<b>Assessment Techniques</b>	<b>Weighting</b>	<b>Assessment Instrument</b>	<b>Assessment Evidence</b>
1	Knowledge	Portfolio	2%	Activity A1	Activity sheet
1	Knowledge	Portfolio	2%	Activity A2	Activity Sheet
2	Knowledge	Portfolio	3%	Activity A4	Activity Sheet
3	Knowledge	Portfolio	2%	Activity A3	Activity Sheet
3	Knowledge	Portfolio	2%	Activity A5	Activity Sheet
3	Knowledge	Portfolio	2%	Activity A6	Activity Sheet
3	Knowledge	Portfolio	5%	Activity A9	Activity Sheet
4	knowledge	Portfolio	5%	Activity A7	Activity Sheet
4	knowledge	Portfolio	5%	Activity A8	Activity Sheet
5	Knowledge	Portfolio	5%	Activity A10	Activity Sheet
6	Knowledge	Portfolio	5%, 5%	Activity A11 Activity A12	Activity Sheets
7	Knowledge	Portfolio	5%	Activity A13	Activity Sheet
8	Skills & Competence	Skills Demo	10%	Learner's Instructions S1	Assessment Sheet
9	Knowledge	Portfolio	2%	Activity A14	Activity Sheet
10	Skills and Competence	Skills Demo	10%	Learner's Instructions S 2	Assessment Sheet

11	Skills	Portfolio	5%	Activity A15	Activity Sheet
11	Skills	Portfolio	5%	Activity A16	Activity Sheet
11	Skills	Skills Demo	10%	Learner's Instructions S1	Assessment Sheet
11	Skills	Skills Demo	10%	Learner's Instructions S2	Assessment Sheet

## Suggested Learning Methodologies

- Skills Demonstration
- Role play
- Discussion group
- Video
- Simulated training environment

## Specific Module Requirements

***The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager***

White board

Colour printer

Gym equipment

Indoor hall

Cones

Tape measures

Weighting scales

Notepads

Folders

Video player

Dvd player

Equipment for team sports (football, rugby, basketball, volleyball)

To include balls, bibs, etc.

Equipment for individual sports (darts, golf)

To include balls, clubs, etc.

## Suggested Learning Resources:

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from this link:

<http://www.ecollege.ie/site/home.html>

If you do not already have a username and password, ask your supervisor to contact us at [CSCA@fas.ie](mailto:CSCA@fas.ie)

## **Generic Skills: Literacy and Numeracy**

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Health and Fitness.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Mid Course and End of Course reflections, Activity A15 and Activity A16.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Health and Fitness. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Health and Fitness. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a **Word Search**.

## **Generic Skill: Numeracy; Digital**

Learners will practice **using a calculator**, identifying and locating all keys needed to carry out basic calculations.

The learners will practice solving various problems, involving litres, metres etc, set by the instructor, **using the mathematical glossary**.

## **Generic Skill: Literacy**

Learners will gather relevant information, using a variety of methods, such as text books, the internet and class notes, newspaper articles etc, in order to write or type a short description of an area chosen by the instructor:

## **Generic Skill: Teamwork and Communications**

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a **Teamwork exercise** by designing, planning and carrying out a project which will incorporate group discussions. The learners will complete the **Team Review Sheet** after completing the Teamwork exercise.

**Role Play:**

Learners will take part in a number of role plays in order to improve their listening communication skills. The role plays can be scripted or unscripted

**Recommended by:** \_\_\_\_\_  
Community Services Manager

**Approved by:** \_\_\_\_\_  
Community Services Director