Savvy Learning™ for GCSE PE

Sample Pack

Learning is not a spectator sport.

savvy learning for GCSE PE

Unlock your pupils potential with Savvy Learning™ for GCSE PE.

Price:

£199.99

Introductory Offer*

(Normal Price £249.99)
Excluding P&P and VAT
*Offer ends 22/7/11

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All you need to know in order to successfully deliver a task.

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Save time with Savvy Learning™.

What are the Savvy Learning™ Tasks?

An explanation of the five categories of Savvy Learning™ Tasks, along with a sample of each for you to try.

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Thank you for taking the time to look at this sample pack.

Savvy Learning™ for GCSE PE draws together the ideas of experienced teachers. Ideas that have helped deliver **High Quality Outcomes** for pupils of all abilities over many years. The **kinaesthetic** 'hands on' nature of the activities are suitable for individual, pair or group work, and will help you teach the theoretical aspect of the course.

"Maximum Activity, Stimulating, Pupil Involvement, Imaginative, Active Learners".

Are all words and phrases often used to describe the characteristics of **'Outstanding' lessons**. The very nature of the tasks will promote these features within your teaching and **engage** your pupils in a truly **interactive** way, whilst equipping them with the necessary knowledge to succeed in **controlled assessment** and the **final examination**.

This sample pack gives you an example of each of the five categories of Savvy Learning™ Tasks. They are arranged with a teacher task sheet, the resources themselves and finally the answers. Where applicable, you will find PowerPoint versions of the answers located at the bottom of your PDF browser window within the attachment tab.

Why not try them out with your pupils and encourage them to be active learners? Simply print and organise exactly what you need.

Please Note: For the purpose of this sample pack, some of the images used may be of low quality. This **does not** represent the image quality supplied when purchased.

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savvy learning for GCSE PE

What's included?

CD-Rom with **over 100 tasks**, covering all the theoretical content of the GCSE specifications, organised into ten accessible units, **the following three pages contain a full list of all the Savvy Learning Tasks.**

The five categories of Savvy Learning Tasks

Practical: Get your pupils moving and learning.

Mix & Match: Sort the cards and label the diagrams.

Info Hunt: Search for the clues to discover the answers.

Discuss: Agree or Disagree? Let the pupils decide.

Revise: Review learning through fun games.

Suitable for all specifications:

AQA, Edexcel, OCR, WJEC, CCEA, SQA Standard Grade.

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No. Unit	Topic	Category & Task	
[1] Health and Lifestyle	a. Definitions	1.a.1 How They Inter-Relate	☐
	b. Benefits of Physical Activity	1.b.1 The 3 Categories	☐
		1.b.2 Physical Activity Stimulates	☐
	c. Physical Activity and Lifestyle	1.c.1 Examples of Physical Activity	☐
		1.c.2 Minimum Levels of Fitness	☐
	d. Revision	1.d.1 Dominoes	☐
[2] Fitness and Training	a. Components of Fitness	2.a.1 Definitions & Examples	☐
		2.a.2 Guess the Component	☐
		2.a.3 Fitness & Sport	☐
	b. Fitness Tests	2.b.1 What Do They Test?	☐
		2.b.2 Take the Tests	☐
	c. Training Methods	2.c.1 Warm-up & Cool-down	☐
		2.c.2 Training Methods & Exercise Programmes	☐
		2.c.3 Practical Sessions	☐
		2.c.4 Advantages & Disadvantages	☐
		2.c.5 Circuit Training	☐
	d. Training Principles	2.d.1 Definitions	☐
		2.d.2 Principles in Action	☐
		2.d.3 Target Heart Rate Zone	☐
		2.d.4 The Athlete's Year	☐
	e. Revision	2.e.1 Bingo	☐
[3] The Body in Action	a. Skeletal System	3.a.1 Functions	☐
		3.a.2 Major Bones	☐
		3.a.3 Joints	☐
		3.a.4 Movement Terms	☐
		3.a.5 Movement Analysis	☐
		3.a.6 Effects of Exercise & Lifestyle Factors	☐
	b. Muscular System	3.b.1 Major Muscles	☐
		3.b.2 Muscles in Action	☐
		3.b.3 Antagonistic Pairs	☐
		3.b.4 Movement Analysis	☐
		3.b.5 Effects of Exercise & Lifestyle Factors	☐
	c. Cardiovascular System	3.c.1 Structure & Key Terms	☐
		3.c.2 Pathway of Blood	☐
		3.c.3 Transport of Blood & Control of Body Temperature	☐
		3.c.4 Effects of Exercise & Lifestyle Factors	☐
	d. Respiratory System	3.d.1 Structure & Key Terms	☐
		3.d.2 Mechanics of Breathing	☐
		3.d.3 Aerobic & Anaerobic	☐
		3.d.4 The Energy Continuum	☐
	e. Revision	3.e.1 Memory Board	☐
		3.e.2 CV & Respiratory Systems: Stepping Stones	☐

No. Unit	Topic	Category & Task
[4] Factors Affecting Performance	a. Nutrition	4.a.1 The 7 Components
		4.a.2 Balanced Diet
		4.a.3 Physical Activity Levels & Diet
		4.a.4 Energy Balance
		4.a.5 Endurance Athletes & Diet
		4.a.6 Timing of Dietary Intake
		4.a.7 Eating Disorders & Imbalances
	b. Body Types	4.b.1 Somatotypes
		4.b.2 Somatotype Scales
	c. Drugs in Sport	4.c.1 Performing Enhancing Drugs
		4.c.2 Smoking & Alcohol
	d. Technology in Sport	4.d.1 Technology in Sport
	e. Revision	4.e.1 Nutrition: Dominoes
		4.e.2 Body Types: Memory Board
		4.e.3 Drugs & Technology in Sport: Taboo
[5] Skill and Mental Preparation	a. Skill	5.a.1 Key Terms
		5.a.2 Skilful Performance
		5.a.3 Open & Closed Skills
		5.a.4 Open & Closed Continuum
		5.a.5 Feedback
		5.a.6 Information Processing
		5.a.7 Evaluating & Improving
		5.a.8 Practice
		5.a.9 Guidance
	b. Mental Preparation	5.b.1 Key Concepts
		5.b.2 Psychological Risk Factors
		5.b.3 Goal Setting
		5.b.4 Leadership
	c. Revision	5.c.1 Skill: Dominoes
		5.c.2 Mental Preparation: Memory Board
[6] Health, Safety and Injuries	a. Playing Safe	6.a.1 Risk Assessments
		6.a.2 Kit & Equipment
		6.a.3 Balanced Competition
		6.a.4 Warm-up & Cool-down
		6.a.5 The Way to Play
		6.a.6 Stop the Game!
	b. Sports Injuries	6.b.1 Causes, Symptoms & Treatment
		6.b.2 Associated Injuries
	c. Revision	6.c.1 Splat!

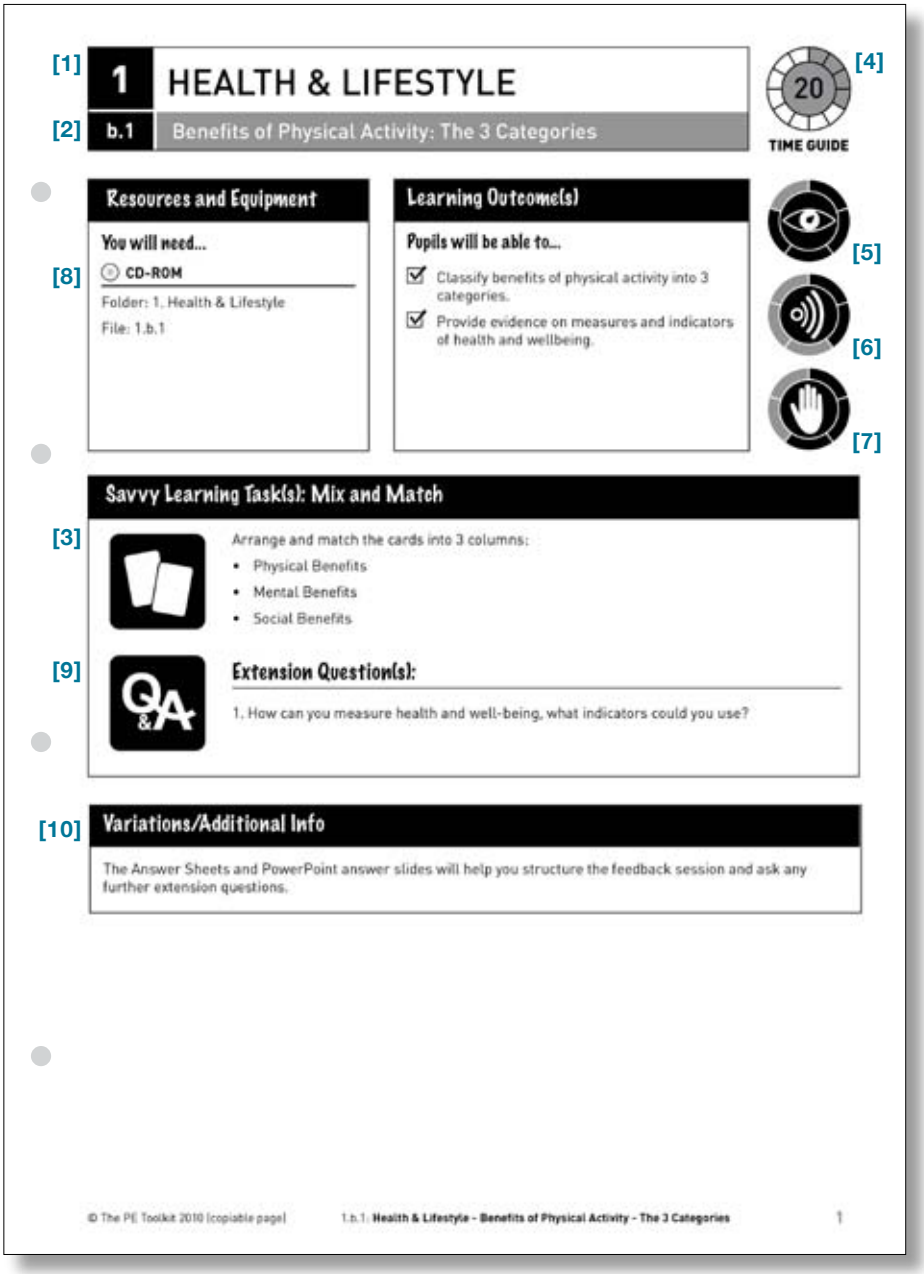
No. Unit	Topic	Category & Task
[7] Factors Affecting Participation	a. Opportunities and Pathways	7.a.1 Physical Activity Roles ☐
		7.a.2 Sports Participation Pyramid ☐
		7.a.3 Competitions ☐
		7.a.4 Qualifications & Vocational Opportunities ☐
		7.a.5 Careers in PE & Sport ☐
	b. Influential Factors	7.b.1 Individual Differences ☐
		7.b.2 Positive or Negative? ☐
		7.b.3 Role Models ☐
		7.b.4 Leisure & Recreation ☐
	c. Revision	7.c.1 Blah, Blah, Blah... ☐
[8] PE and School Sport	a. National Curriculum	8.a.1 Benefits of PE ☐
		8.a.2 PE Programme of Study ☐
	b. School Policies	8.b.1 Extra Curricular ☐
		8.b.2 Whole School Issues ☐
	c. National Initiatives	8.c.1 PE & School Sport Initiatives ☐
	d. Revision	8.d.1 Blah, Blah, Blah... ☐
[9] National Organisations and Global Sport	a. National Organisations	9.a.1 Key Organisations ☐
		9.a.2 UK Framework of Sport ☐
	b. Global Sport	9.b.1 UK & The Global Sport Framework ☐
		9.b.2 International Sporting Events ☐
		9.b.3 Hosting International Events ☐
		9.b.4 Olympic Games ☐
		9.b.5 London 2012 ☐
	c. Revision	9.c.1 National Organisations: Guess What? ☐
		9.c.2 Global Sport: Hot Potato ☐
[10] Commercialism and Sport	a. Media	10.a.1 Influence of the Media ☐
	b. Sponsorship	10.b.1 Range & Scope of Sponsorship ☐
		10.b.2 Advantages & Disadvantages ☐
		10.b.3 Issues around Sponsorship ☐
	c. Revision	10.c.1 Hot Potato ☐

See how each Savvy Learning™ unit corresponds with your exam board specification.

Savvy Learning™™ Unit	AQA	Edexcel	OCR	WJEC	SQA Standard Grade	CCEA
1. Health and Lifestyle	3.1.2 Linking physical activity...	Unit 1 – Section 1.1 Healthy, active lifestyles	Section 1: Key Concepts and Key Processes in PE	Section A: Performance Section B: The physical, psychological, tactical and technical influences...	Section 1 – Activities Area A – Nature and purpose	Component1: (a) Factors affecting participation and performance...
2. Fitness and Training	3.1.2 Linking physical activity...	Unit 1 – Section 1.1 Healthy, active lifestyles	Section 1: Key Concepts and Key Processes in PE	Section A: Performance Section B: The physical, psychological, tactical and technical influences...	Section 2 – The Body Area B – Aspects of fitness Area C – Training and its effects	Component1: (a) Factors affecting participation and performance... (b) Developing physical health...
3. The Body in Action	3.1.1 The range of physical activities... 3.1.2 Linking physical activity...	Unit 1 – Section 1.2 Your healthy, active body	Section 1: Key Concepts and Key Processes in PE	Section B: The physical, psychological, tactical and technical influences...	Section 2 – The Body Area A – Structure and function	Component1: (a) Factors affecting participation and performance...
4. Factors Affecting Performance	3.1.2 Linking physical activity...	Unit 1 – Section 1.1 Healthy, active lifestyles Unit 1 – Section 1.2 Your healthy, active body	Section 1: Key Concepts and Key Processes in PE	Section A: Participation and Provision Section B: The physical, psychological, tactical and technical influences...	Section 1 – Activities Area A – Nature and purpose	Component1: (a) Factors affecting participation and performance...
5. Skill and Mental Preparation	3.1.1 The range of physical activities...		Section 1: Key Concepts and Key Processes in PE	Section B: The physical, psychological, tactical and technical influences...	Section 2 – The Body Area B – Aspects of fitness Section 3 – Skills and Techniques Area A – Techniques Area B – Ways of developing skill	Component1: (a) Factors affecting participation and performance... (b) Developing physical health...
6. Health, Safety and Injuries	3.1.1 The range of physical activities...	Unit 1 – Section 1.1 Healthy, active lifestyles Unit 1 – Section 1.2 Your healthy, active body	Section 1: Key Concepts and Key Processes in PE	Section B: The physical, psychological, tactical and technical influences...	Section 1 – Activities Area B – Official/Formal and unwritten rules	Component1: (a) Factors affecting participation and performance...
7. Factors Affecting Participation	3.1.1 The range of physical activities... 3.1.3 Making informed decisions...	Unit 1 – Section 1.1 Healthy, active lifestyles	Section 1: Key Concepts and Key Processes in PE Section 2: Opportunities, pathways and participation in PE	Section A: Participation and Provision	Section 1 – Activities Area A – Nature and purpose	Component1: (a) Factors affecting participation and performance...
8. PE and School Sport	3.1.3 Making informed decisions...	Unit 1 – Section 1.1 Healthy, active lifestyles	Section 2: Opportunities, pathways and participation in PE	Section A: Participation and Provision		Component1: (a) Factors affecting participation and performance...
9. National Organisations and Global Sport	3.1.3 Making informed decisions...	Unit 1 – Section 1.1 Healthy, active lifestyles	Section 2: Opportunities, pathways and participation in PE	Section A: Participation and Provision		Component1: (a) Factors affecting participation and performance...
10. Commercialism and Sport	3.1.3 Making informed decisions...		Section 2: Opportunities, pathways and participation in PE	Section A: Participation and Provision		Component1: (a) Factors affecting participation and performance...

Teacher Task Sheet

All you need to know in order to successfully deliver a task.



[1] Unit number and Title.

[2] Topic number, Title and Task.

[3] Savvy Learning™ Task details.

[4] Time Guide: Some tasks last a whole lesson whilst others form shorter episodes.

[5] Visual Learning Icon: Graded 1-5.

[6] Auditory Learning Icon: Graded 1-5.

[7] Kinaesthetic Learning Icon: Graded 1-5.

[8] CD Icon: Where to find the **Resources** and **Answers** on the CD-Rom, as well as any additional equipment that is required to complete the task.

[9] Q&A: Certain tasks include extension questions for stretch and challenge.

[10] Variations/Additional Info: Tips on how you could adapt some of the tasks to suit your needs.

Incorporating Savvy Learning™ Tasks into your lessons...

Planning

Savvy Learning™ for GCSE PE will save you a lot of time when planning and preparing your lessons. You only have to organise the resources once and you can use them time and time again.

Teaching

The Savvy Learning™ Tasks have been designed to sit alongside other learning experiences a pupil will encounter within a lesson or series of lessons, i.e. using text books, watching video clips and animations. By utilising a variety of strategies you can ensure you cater for all the different learners within your class. **The advantage of using the Savvy Learning™ Tasks lies with the high level of pupil involvement; they are not just watching and listening, but doing.**

Sample some Savvy Learning™ Tasks for yourself >

Bring the theory to life...

Practical

Get your pupils moving and learning.

These tasks are designed to be carried out in a Sports Hall, Gym, Studio or any other large indoor teaching space. Some could also be performed outdoors. The learning takes place through practical application of the theory and a **kinaesthetic experience** for the pupils.

Practical Task - Sample 1:

Unit: Fitness and Training

Topic: Components of Fitness

Task: Guess the Component

Click here to view task >

Encourage deeper thinking...

Info Hunt

Place the clues around the classroom, let the pupils discover the answers.

Transforming your pupils from **passive to active learners** is a challenge for us all. Info Hunts will help them along the way. Structure the tasks to suit your classes and encourage them to **think deeply** about the resources they come across.

Info Hunt Task - Sample 2:

Unit: Factors Affecting Participation

Topic: Influential Factors

Task: Role Models

Click here to view task >

Great for starters and plenaries...

Mix and Match

Sort the cards and label the diagrams.

Forming shorter episodes of lessons; matching terms and definitions, sporting examples and images, placing activities on continuums and labelling diagrams are all activities that pupils enjoy doing. They are useful for introducing new concepts or reviewing the learning that has taken place in lessons.

Mix and Match Task - Sample 3:

Unit: The Body in Action

Topic: Cardiovascular System

Task: Structure & Key Terms

Click here to view task >

Structured group work...

Discuss

Agree or Disagree? Let the pupils decide.

Everybody has an opinion! **Facilitate discussions** in small groups or whole classes on issues in PE and Sport. Simple worksheets and novel ideas will help the pupils structure their thoughts and plan what it is they want to say.

Discuss Task - Sample 4:

Unit: PE and School Sport

Topic: National Curriculum

Task: Benefits of PE

Click here to view task >

Revise

Review learning through fun games.

These activities **compliment other revision strategies** such as practice exam questions and mind maps. Games such as Dominoes, Splat!, Memory Board, Guess What?, Bingo, Stepping Stones and Taboo, give you fun and novel ways of reviewing learning after each unit has been delivered, or at the end of the course.

Revise Task - Sample 5:

Unit: Health and Lifestyle

Topic: Revision

Task: Dominoes

Click here to view task >

Look out for extension questions to stretch and challenge your learners.

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Position: Head of PE ☐ SSCo ☐ PLT ☐ PDM ☐ Other

School:

School Sport Partnership:

Address:

Postcode:

Tel No: **Extension:**

Email Address:

YOUR ORDER

Description	Unit Price	6+ Unit Price	Quantity
KS1-2 PE Assessment for Learning Resource Kit	**£118.99**	£59.50*	
KS3-4 PE Assessment for Learning Resource Kit	**£159.99**	£80.00*	
Savvy Learning™ for GCSE PE	**£199.99****	n/a	

Need extra posters for sports halls, gyms, corridors or changing rooms?

Enter the quantity of each poster you require in the box provided.

£3.50 per poster

KS1-2 A2 POSTERS

- ☐ Explanation
- ☐ Games
- ☐ Gymnastics/Dance
- ☐ Athletics
- ☐ OAA
- ☐ Swimming
- ☐ Evaluate & Improve
- ☐ Health & Fitness
- ☐ Working with Others

KS3-4 A2 POSTERS

- ☐ The 5 Processes of PE
- ☐ How well am I doing?
- ☐ How can I improve?
- ☐ Basketball
- ☐ Football
- ☐ Hockey
- ☐ Netball
- ☐ Rugby
- ☐ Badminton
- ☐ Tennis
- ☐ Cricket
- ☐ Rounders/Softball
- ☐ Gymnastics
- ☐ Dance
- ☐ Athletics
- ☐ OAA
- ☐ Swimming
- ☐ Fitness & Health
- ☐ Evaluate & Improve
- ☐ Working with Others

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Subtotal	**£**
VAT (20%)	**£**
TOTAL	**£**

Thank you for your time. We hope you and your pupils will enjoy the benefits of Savvy Learning™.

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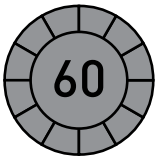
2 FITNESS & TRAINING

a.2 Components of Fitness: Guess the Component?



TIME GUIDE

Resources and Equipment

You will need...

CD-ROM

Folder: 2. Fitness & Training

File: 2.a.2

Equipment for a circuit (depending on choice of exercises).

Learning Outcome(s)

Pupils will be able to...

- ☑ Perform in a circuit.
- ☑ Identify which exercise develops which component of fitness.

Savvy Learning Task(s): Practical

Location: Sports Hall/Gym/Studio

- Set up a circuit of different exercises that pupils will perform in pairs or small groups.
- At each station the pupils have to try and identify whether it is health/general or skill/specific related fitness.
- They then have to choose one particular component it develops i.e. muscular strength or speed etc.
- Each pair/group has a set amount of time at each station to perform the exercise and fill out the accompanying worksheet.
- Conduct a feedback session at the end.

Variations/Additional Info

There is a plan and worksheet with exercises already chosen, or you can opt to fill in a blank one with your own choice of exercises.

The Answer Sheets will help you structure the feedback session and ask any further extension questions.

2 ANSWER SHEET

a.2 Components of Fitness: Guess the Component?

Savvy Learning Task(s): Practical

Exercise	Health/General or Skill/Specific?	What component?
1 - Press-ups	Health/General	Muscular Endurance (Strength if less than 10-12 reps)
2 - Plank	Health/General	Muscular Strength (Static)
3 - SAQ ladders	Skill/Specific	Speed (or Agility depending on exercise chosen)
4 - Star jumps	Health/General	Cardiovascular Fitness/Endurance
5 - Dumbbell arm curls	Health/General	Muscular Endurance (Strength if less than 10-12 reps)
6 - Jogging	Health/General	Cardiovascular Fitness/Endurance
7 - Standing long jump	Skill/Specific	Power
8 - Sit-ups	Health/General	Muscular Endurance (Strength if less than 10-12 reps)

Worksheet: Guess the component?

Exercise	Health/General or Skill/Specific?	What component?
1 - Press-ups		
2 - Plank		
3 - SAQ ladders		
4 - Star jumps		
5 - Dumbbell arm curls		
6 - Jogging		
7 - Standing long jump		
8 - Sit-ups		

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Worksheet: Guess the component?

Exercise	Health/General or Skill/Specific?	What component?

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7 FACTORS AFFECTING PARTICIPATION

b:3 Influential Factors: Role Models

60

TIME GUIDE

Resources and Equipment

You will need...

CD-ROM

Folder:
7. Factors Affecting Participation

File: 7.b.3

Learning Outcome(s)

Pupils will be able to...

- ☑ Describe the characteristics a role model might have.
- ☑ Explain the effect role models can have on participation trends and the popularity of activities.
- ☑ Consider the pressures that may exist on role models.

Savvy Learning Task(s): Info Hunt

- Place the resources/images around the classroom.
- Give each pupil/pair/group a worksheet and ask them to navigate the classroom finding the information and answering the questions as they go.

You will be asking the pupils to:

- Write down words that come to mind when they look at an image of an athlete/team (positive or negative).
- List down characteristics of the athlete/team.
- What pressures may exist on the athlete/team.

- **You may need to help certain pupils on the names and achievements of some of the athletes.**
- Conduct a feedback session to draw the information together and consolidate knowledge.

Variations/Additional Info

- Ensure you start each pupil/pair/group at a different starting point.
- You might want to set it up as an 'orienteering course' that pupils/pairs/groups tackle in a particular order.
- Setting a time limit at each resource/image may help you to keep control of the activity.
- The teacher could be a resource, whom pupils can ask questions.
- Do not allow pupils/pairs/groups to copy or discuss their answers with anyone else until the feedback session at the end (unless you want them to).
- At any point during the task pupils can go to the teacher to check how they are doing.
- Although it detracts from the kinaesthetic element of the activity, you could give each pupil/pair/group one copy of all the resources if moving around the classroom becomes a problem.
- The Answer Sheets and PowerPoint answer slides will help you structure the feedback session and ask any further extension questions.

7 ANSWER SHEET

b:3 Influential Factors: Role Models

Savvy Learning Task(s): Info Hunt

Image	Role Model	Image	Role Model
	Christiano Ronaldo		Brazil National Womens Football Team
	Lance Armstrong		Lewis Hamilton
	Tiger Woods		Monty Panesar
	Wayne Rooney		David Beckham
	Andy Murray		Venus and Serena Williams

Common Characteristics	What pressures are they under?
• Somebody with high status (doesn't always have to be famous). • Inspirational. • High level of performance. • Successful. • Sometimes controversial. • Set trends that others will follow. • Increases the popularity of a sport. • Encourages participation. • May represent a certain group (gender, ethnic or disability).	• Having to cope with fame and money management. • High level of media pressure and lack of privacy. • Pressure to perform at the highest level and win. • Being sought after by companies attempting to 'cash-in' on the superstar image. • Managing time between performing and other commitments. • Possible 'targeting' by other performers in an attempt to damage their reputation and image.

Role Models: Worksheet

Athlete/Team	What do they make you think of?	Characteristics...	What pressures are they under?
1			
2			
3			
4			
5			

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Role Models: Worksheet

Athlete/Team	What do they make you think of?	Characteristics...	What pressures are they under?
6			
7			
8			
9			
10			

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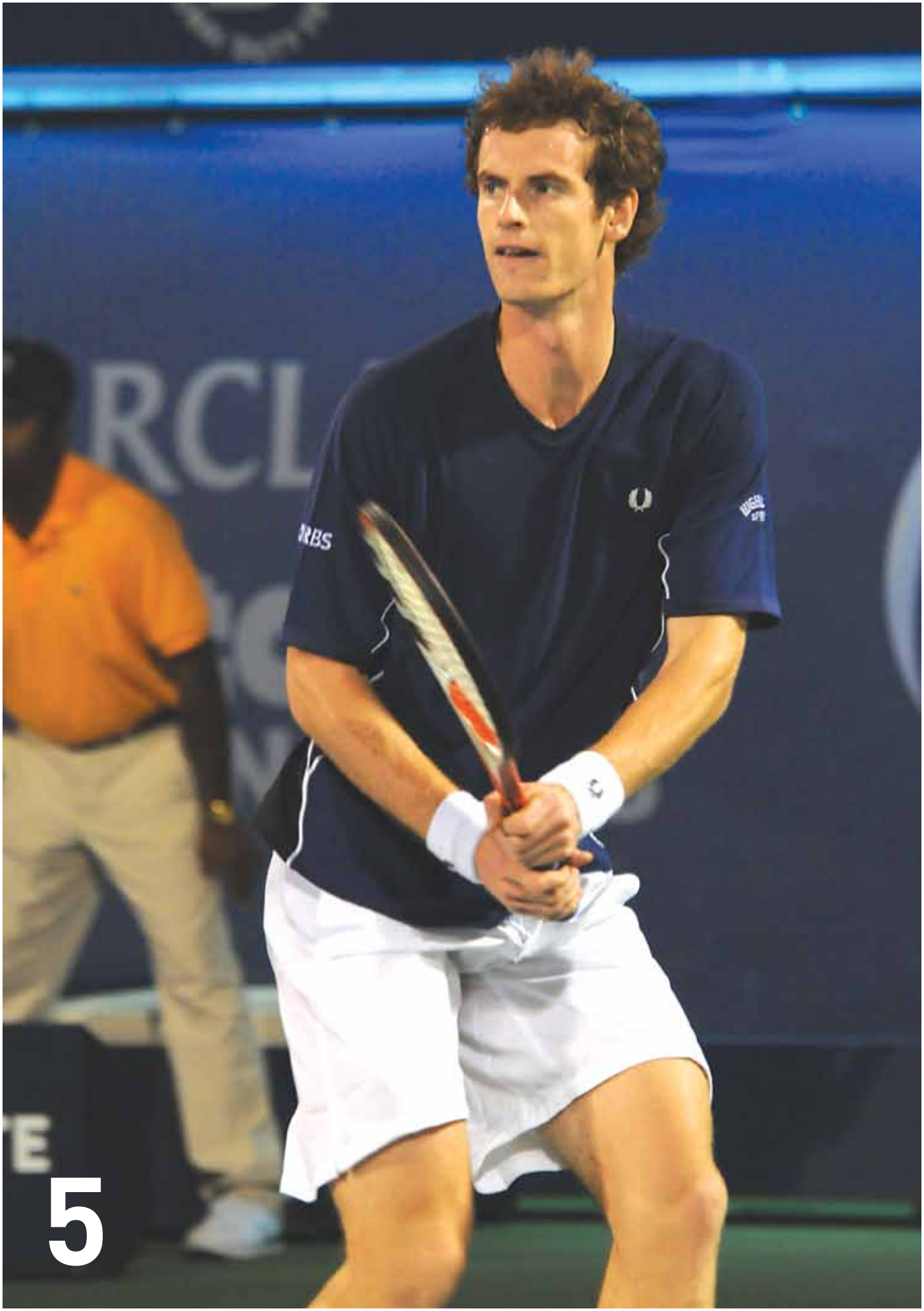

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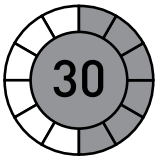
3 THE BODY IN ACTION

c.1 Cardiovascular System: Structure and Key Terms



TIME GUIDE

Resources and Equipment

You will need...

CD-ROM

Folder: 3. The Body in Action

File: 3.c.1

Learning Outcome(s)

Pupils will be able to...

- ☑ Identify and explain all the key terms associated with the cardiovascular system.
- ☑ Label the diagram of the heart.

Savvy Learning Task(s): Mix and Match

Task 1:

Ask the pupils to arrange and match the cards into two columns:

- Key term
- Description

Task 2:

- Using the cards, ask the pupils to label the diagram of the heart.
- Once correctly labelled, pupils can then complete the worksheet.

Variations/Additional Info

The Answer Sheets and PowerPoint answer slides will help you structure the feedback session and ask any further extension questions.

3 ANSWER SHEET

c.1 Cardiovascular System: Structure and Key Terms

Savvy Learning Task(s): Mix and Match: Task 1

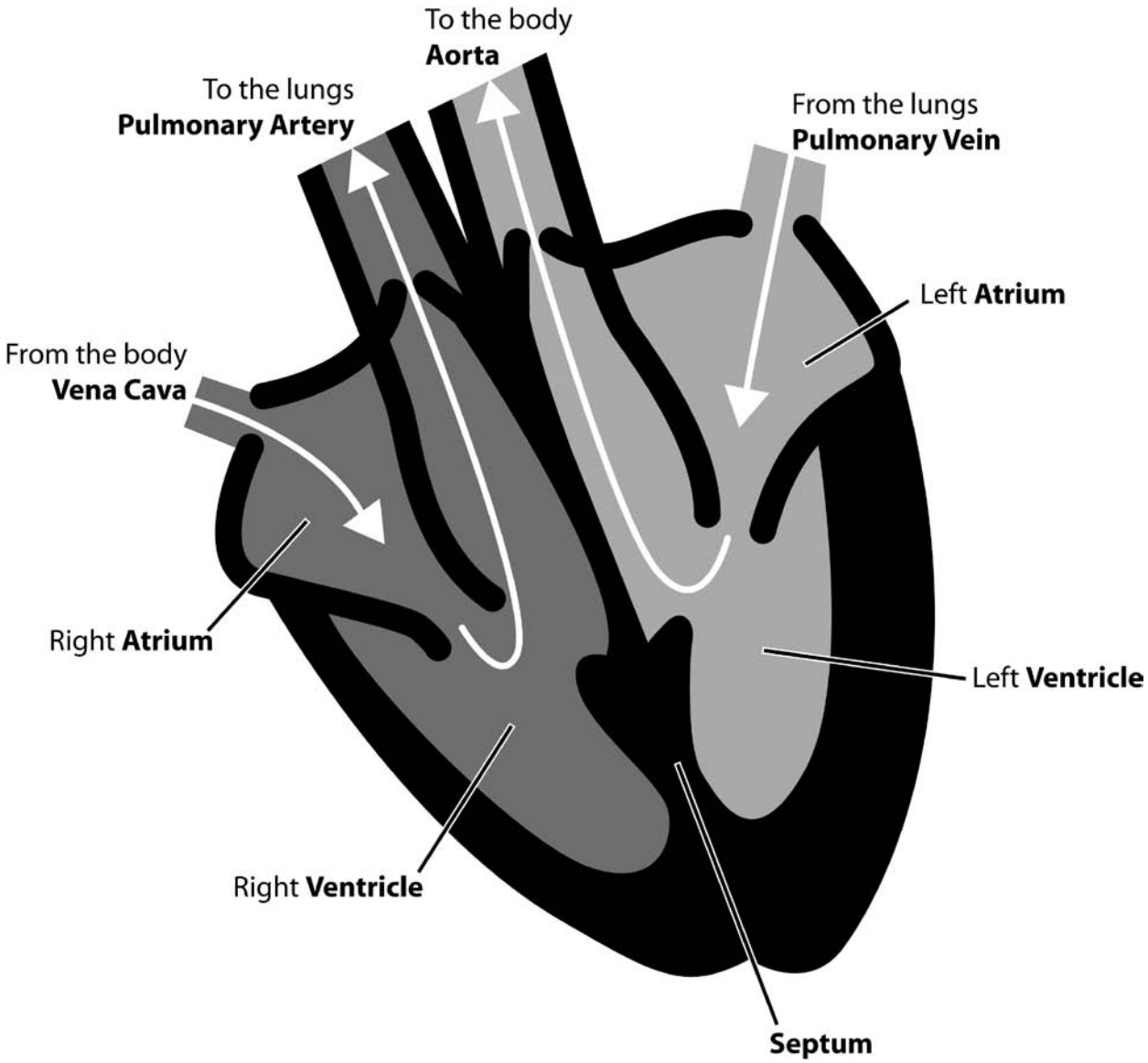
Key Term	Description
Cardiac muscle	The heart is made up of this, and gives it the ability to pump.
Capillarisation	Muscles become surrounded with more of them, so the diffusion of gases is more efficient.
Lactic Acid	Substance produced as a result of anaerobic respiration.
Arteries	Carry blood away from the heart.
Active Recovery	Light aerobic work and keeping the heart rate elevated slightly encourages the body to recover quicker.
Aorta	The largest artery, pumping oxygenated blood around the body.
Veins	Vessels that carry blood back to the heart.
Oxygen	Gas needed for the muscles to work for prolonged periods of time.
Vena Cava	Large vein that accepts de-oxygenated blood back to the right hand side of the heart.
Pulmonary Artery	Pumps de-oxygenated blood away from the heart to the lungs.
Pulmonary Vein	Takes oxygenated blood into the heart, to be pumped out around the body.
Atrium	Top chambers of the heart, we have two of them and they receive blood.
Ventricles	Two bottom chambers of the heart, blood passes through them before it leaves for the lungs or the body.
Septum	Wall down the middle of the heart that separates the chambers.
Haemoglobin	Found in red blood cells, responsible for carrying oxygen. It increases as a result of training.
Heart Rate	The number of times your heart beats per minute.
Stroke Volume	The amount of blood pumped out per beat.
Cardiac Output	= Heart Rate x Stroke Volume.
Vascular Shunt	When exercising blood is diverted away from other organs to the working muscles.
Blood pressure	The speed at which the blood flows around the body.

3 ANSWER SHEET

c.1 Cardiovascular System: Structure and Key Terms

Savvy Learning Task(s): Mix and Match: Task 2

The Heart



TASK 1

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Cardiac muscle	**Aorta**
Capillarisation	**Veins**
Lactic Acid	**Oxygen**
Arteries	**Vena Cava**
Active Recovery	**Pulmonary Artery**

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Pulmonary Vein	**Heart Rate**
Atrium	**Stroke Volume**
Ventricles	**Cardiac Output**
Septum	**Vascular Shunt**
Haemoglobin	**Blood pressure**

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The heart is made up of this, and gives it the ability to pump.

The largest artery, pumping oxygenated blood around the body.

Muscles become surrounded with more of them, so the diffusion of gases is more efficient.

Vessels that carry blood back to the heart.

Substance produced as a result of anaerobic respiration.

Gas needed for the muscles to work for prolonged periods of time.

Carry blood away from the heart.

Large vein that accepts de-oxygenated blood back to the right hand side of the heart.

Light aerobic work and keeping the heart rate elevated slightly encourages the body to recover quicker.

Pumps de-oxygenated blood away from the heart to the lungs.

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Takes oxygenated blood into the heart, to be pumped out around the body.	**The number of times your heart beats per min.**
Top chambers of the heart, we have two of them and they receive blood.	**The amount of blood pumped out per beat.**
Two bottom chambers of the heart, blood passes through them before it leaves for the lungs or the body.	**= Heart Rate x Stroke Volume**
Wall down the middle of the heart that separates the chambers.	**When exercising blood is diverted away from other organs to the working muscles.**
Found in red blood cells, responsible for carrying oxygen. It increases as a result of training.	**The speed at which the blood flows around the body.**

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TASK 2

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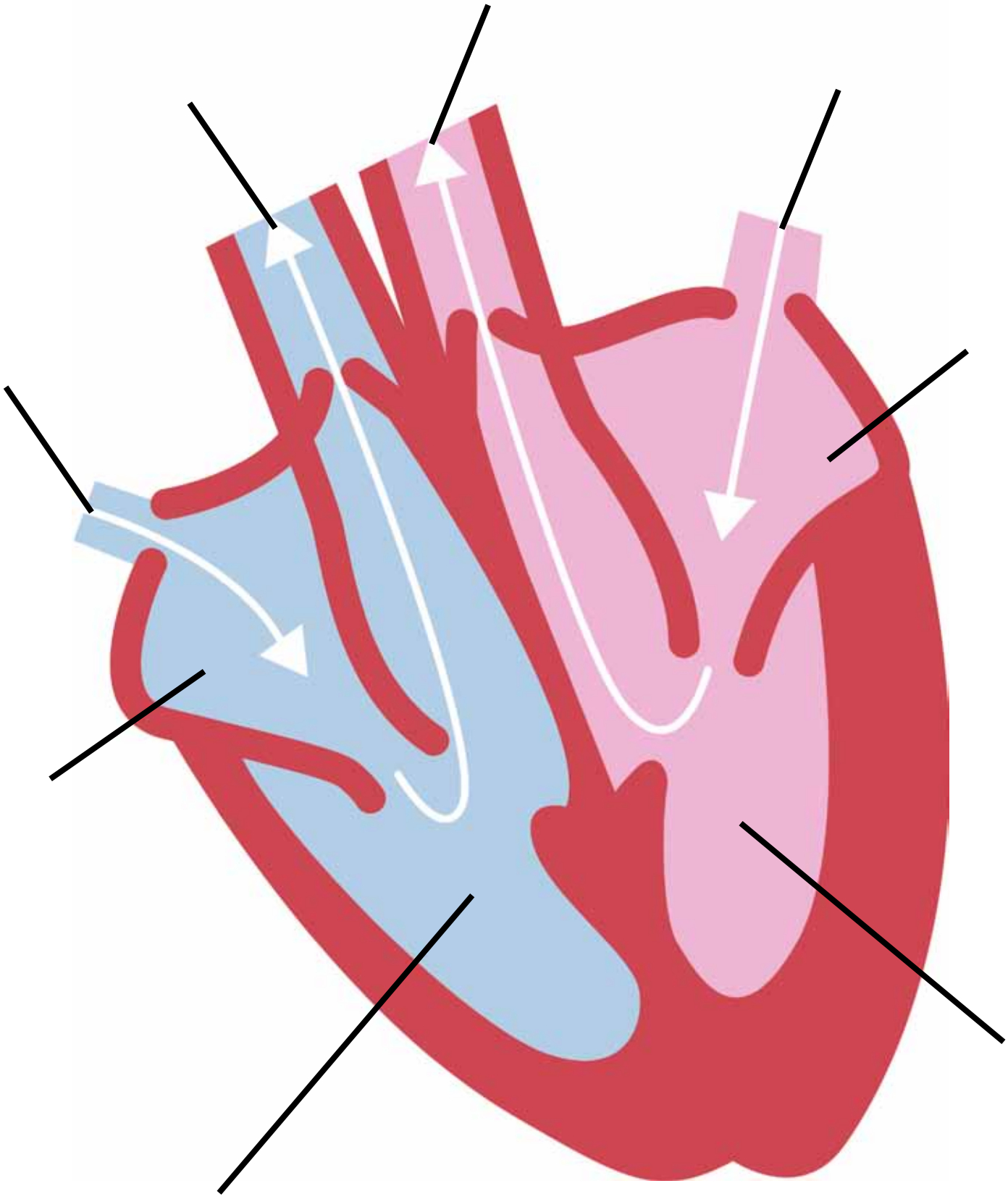
The Heart

Label the diagram.



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Aorta	**Septum**
Artery	**Vena Cava**
Left Atrium	**Left Ventricle**
Right Atrium	**Right Ventricle**
Pulmonary Vein	

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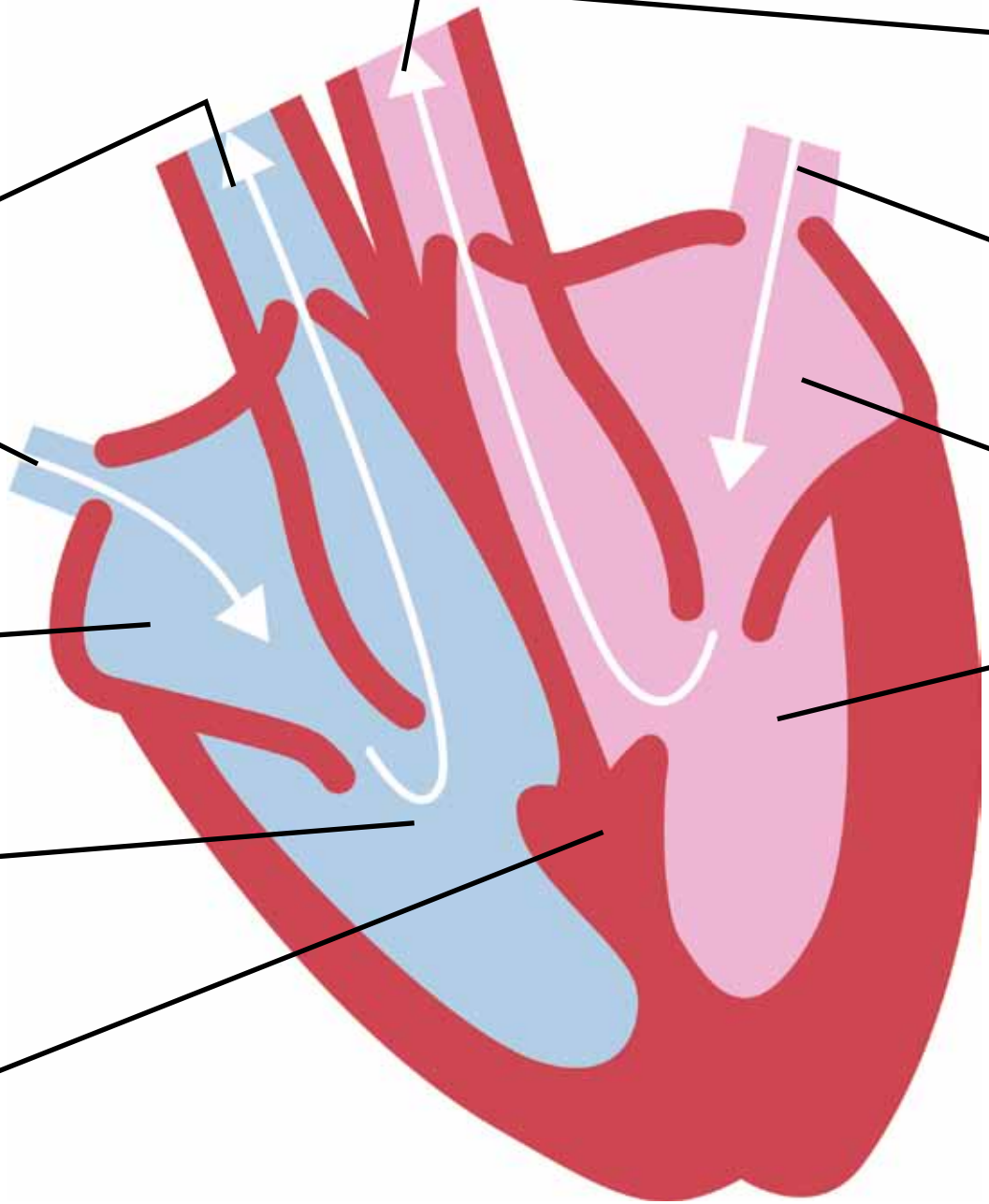
The Heart: Worksheet

Label the diagram.



To the body

To the lungs

From the lungs

From the body

Labels

Aorta
Left Atrium
Right Atrium
Pulmonary Artery
Pulmonary Vein
Septum
Vena Cava
Left Ventricle
Right Ventricle

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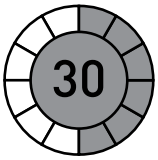
8 PE & SCHOOL SPORT

a.1 National Curriculum: Benefits of PE



TIME GUIDE

Resources and Equipment

You will need...

CD-ROM

Folder: 8. PE & School Sport

File: 8.a.1

Learning Outcome(s)

Pupils will be able to...

☑ Explain the importance of PE & School Sport.

Savvy Learning Task(s): Discuss

- Working in pairs/groups ask the pupils to discuss the benefits of PE and then rank the statement cards in terms of importance.
- One pupil will feedback to the rest of the class.
- There is no right or wrong answer in terms of the rank order.

Helps you learn about yourself and your abilities.

Enables you to develop teamwork and a sense of fair play.

Develop a fit and healthy body.

Increased self-confidence.

Gives you a chance to do something a bit different and enjoy yourself.

If you get into the habit of exercise at school, you are more likely to adopt a healthy lifestyle later in life.

Study GCSE, BTEC or A Level, and it might lead to a career for you.

Aids the development of leadership skills.

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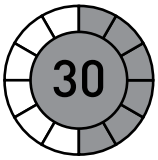
1 HEALTH & LIFESTYLE

d.1 Revision: Dominoes



TIME GUIDE

Resources and Equipment

You will need...

CD-ROM

Folder: 1. Health & Lifestyle

File: 1.d.1

Learning Outcome(s)

Pupils will be able to...

☑ Review all the concepts in the unit.

Savvy Learning Task(s): Dominoes

- Shuffle the cards and give one to each pupil.
- Each card has a question on the left and an answer on the right. However, the answers do not match the questions on the card, somebody else will have the answer on their card.
- One person begins the game by reading out their question. Someone in the room has the answer – they read it out and the rest of the class indicate whether they think they are correct or not by a thumbs up or thumbs down.
- If no one offers, the teacher asks for those who think they may have the correct answer, and the class debate if they are correct or not.
- Whoever had the right answer goes next.
- Everyone is involved even when they have played their card because they are always judging other people's answers.

Variations/Additional Info

There are 30 cards in total, you must hand all of them out in order for the game to work.

1 ANSWER SHEET

d:1 Revision: Dominoes

Savvy Learning Task(s): Dominoes

Questions	Answers
1. What are the three aspects of health?	Physical, Mental and social
2. Define 'physical activity'	Any form of movement, it may be planned and structured, or unplanned and unstructured
3. Team or individual, and organised, competitive activities are known as...	Sports
4. What links together health and fitness?	Physical exercise
5. Define good 'social health'	Positive relationships with other people
6. Which aspect of health deals with emotional well-being?	Mental wellbeing
7. The definition of fitness is?	The ability to meet the demands of the environment
8. Admiring the 'look' of an activity is known as...	Aesthetic appreciation
9. Running a marathon or climbing a mountain give people...	Physical challenges
10. Pitting one opponent against another promotes what?	Competition
11. Teamwork develops what important quality?	Cooperation
12. If somebody leads an inactive lifestyle it is said to be...	Sedentary
13. How many hours a day do the government recommend young people should be active for in one day?	One
14. How many times a week do the government recommend we should take part in 30 mins of 'moderate intensity' activity?	Five
15. What is the name of the government's current campaign to improve the health of the nation?	Change 4 Life

1 ANSWER SHEET

d:1 Revision: Dominoes

Savvy Learning Task(s): Dominoes

Questions	Answers
16. I would need more energy to carry out my job than an office worker...	Builder
17. Somebody who cycles to work is known as an...	Active commuter
18. Out of most professions, I would need the most energy and rest...	Full-time athlete
19. The missing benefit to regular, physical activity is; mental, physical and ...	Social
20. A mental benefit of physical activity is...	Relieving tension and stress
21. A positive way of releasing frustration and anger is also known as...	Channelled aggression
22. One of the most common diseases in the developed world is called?	Coronary Heart Disease
23. To improve ones confidence is also known as increasing...	Self esteem
24. A set of attributes required to cope with everyday life...	Health Related Fitness/General Fitness
25. Sometimes called 'Specific Fitness', a set of attributes required to take part in sport...	Skill Related Fitness
26. A physical benefit that is linked to strength and flexibility... -	Good posture
27. A physical indicator that is linked to diet and activity levels...	BMI (Body Mass Index)
28. What generally happens to life expectancy if you lead a healthy, active lifestyle?	Increases
29. What generally happens to levels of stress and tension as a result of physical activity?	Decreases
30. A tool your doctor might use as a health indicator...	Screening questionnaire

Team or individual, and organised, competitive activities are known as...	**Coronary heart disease**
I would need more energy to carry out my job than an office worker	**One**
How many hours a day do the government recommend young people should be active for in one day?	**Self-esteem**
To improve ones confidence is also known as increasing...	**Screening questionnaire**
How many times a week do the government recommend we should take part in 30 mins of 'moderate intensity' activity?	**Decreases**

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The definition of fitness is?	**Builder**
A physical benefit that is linked to strength and flexibility...	**Five**
A set of attributes required to cope with everyday life...	**Good posture**
Running a marathon or climbing a mountain give people...	**The ability to meet the demands of the environment**
A physical indicator that is linked to diet and activity levels...	**Physical challenges**

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Define good 'social health'	**BMI (Body Mass Index)**
What generally happens to levels of stress and tension as a result of physical activity?	**Physical, mental and social**
Pitting one opponent against another promotes what?	**Increases**
Admiring the 'look' of an activity is known as...	**Social**
Somebody who cycles to work is known as an...	**Channelled aggression**

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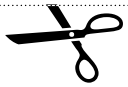
A tool your doctor might use as a health indicator...	**Sports**
A positive way of releasing frustration and anger is also known as...	**Aesthetic appreciation**
What generally happens to life expectancy if you lead a healthy, active lifestyle?	**Skill-related fitness**
Sometimes called 'Specific Fitness', a set of attributes required to take part in sport...	**Full-time athlete**
Out of most professions, I would need the most energy and rest...	**Cooperation**



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What are the three aspects of health?	**Active commuter**
The missing benefit to regular physical activity is; mental, physical and...	**Competition**
What is the name of the government's current campaign to improve the health of the nation?	**Any form of movement, it may be planned and structured, or unplanned and unstructured**
One of the most common diseases in the developed world is called?	**Relieving tension and stress**
Teamwork develops what important quality?	**Physical exercise**

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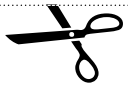
A mental benefit of physical activity is...	**Mental well-being**
Define 'physical activity'	**Sedentary**
What links together health and fitness?	**Change 4 Life**
Which aspect of health deals with emotional well-being?	**Positive relationships with other people**
If somebody leads an inactive lifestyle it is said to be...	**Health Related Fitness/ General Fitness**



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