



key stage



HFW

Pupil Booklet

sports
council
wales



PE & School Sport
AG a Chwaraeon Ysgol



cynghor
chwaraeon
cymru

CONTENTS



		Page
Worksheet 1	Safety counts	2
Worksheet 2	Spotting high risk exercises	3
Worksheet 3	Getting warmer	4
Worksheet 4	Cooling it	6
Worksheet 5	Exercise – why bother?	7
Worksheet 6	Exercise - a risky business?	8
Worksheet 7	Exercise and how it feels	9
Worksheet 8	Exercise - the 'highs' and 'lows'	10
Worksheet 9	Muscle circuit	11
Worksheet 10	Being healthy – facts from fallacy	15
Worksheet 11	Go on – be active; be healthy	16
Worksheet 12	Trying something new; something different	17
Worksheet 13	What activity do you do?	18



WORKSHEET 1

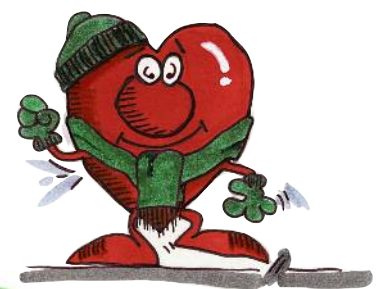


Safety counts

There are lots of safety measures that we need to follow when taking part in PE, sport and exercise. What safety measures must you follow in PE? Do you know why each of these is important? Record your answers below.

**Some safety measures I must follow
in PE**

This is important because...



WORKSHEET 2



Spotting high-risk exercises

The exercises in the table are all considered to be high-risk in terms of causing immediate or long term injuries, but why? Can you think of a way to reduce risk for each exercise? If not, can you think of another exercise to perform instead? Complete the table below.

High risk	What is the risk?	How can the risk be reduced?
Deep knee bends		
Standing toe touches		
Squat thrusts (performed with a 'saggy' back)		
Full head circles		
Curl ups with hands behind head		
Curl ups with straight legs		
The hurdle stretch		
Jumping jax with knees turned inwards		



WORKSHEET 3



Getting warmer

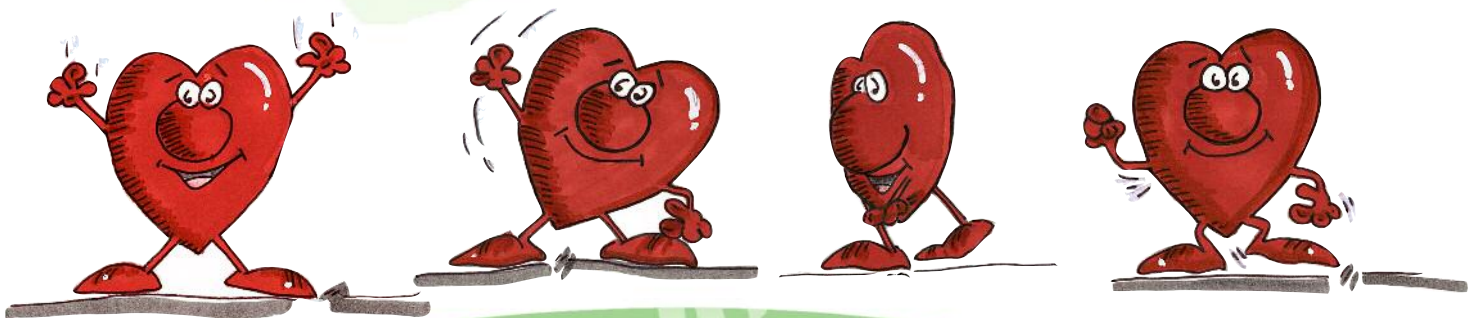
With your partner, plan a warm up that includes the following:

- some cardiovascular activities that gradually increase your heart rate and breathing rate. For example, jogging, sidestepping.
- mobility exercises performed with good control. For example, hip or shoulder circles, side bends, knee raises.
- stretching exercises for the major muscles. For example calf stretch, thigh (quads) stretch.

Remember that the stretches should be performed last and only when you are warm.

Record the activities/exercises you have included in your warm up and the purpose of each in the table below.

	Name	Purpose
Cardiovascular activities included		
Mobility exercises included		
Stretching exercises included		



WORKSHEET 3 cont'd



Getting warmer - Observer sheet

Record the activities/exercises you observe in the warm up in the table below. Afterwards, take a few minutes to record the purpose of each.

Cardiovascular activities included	Mobility exercises included		Stretching exercises included	
	Name	Purpose	Name	Purpose

WORKSHEET 4

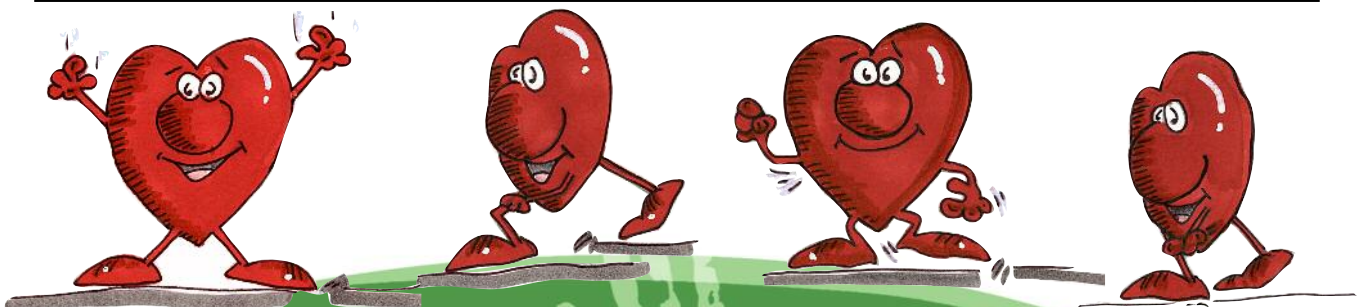


Cooling It

From the list of activities and stretches below, tick the ones that you think are appropriate to include in a cool down. Remember, the activities should lower your pulse and slow your breathing. The stretches should lengthen your muscles.

Plan a 5 minute cool down that includes a selection of the activities and stretches you have ticked. Then, perform the cool down.

Activities	✓ OR ✗	Stretches	✓ OR ✗
Star jumps		Calf stretch (6-10 seconds)	
Gentle jogging		Hamstring stretch (10-20 seconds)	
Brisk walking		Seated hamstring stretch (10-20 seconds)	
Squat thrusts		Seated chest (pectoral) stretch (10-20 seconds)	
Bounding		Thigh (quadriceps) stretch (10-20 seconds)	
Grapevine		Shoulder stretch (6-10 seconds)	
Tuck jumps		Side stretch (10-20 seconds)	
Marching on spot		Calf stretch (10-20 seconds)	
Knee raises		Chest (pectoral) stretch (6-10 seconds)	
Sprinting		Groin (adductor) stretch (10-20 seconds)	
Side stepping		Lying thigh (quadriceps) stretch (6-10 seconds)	
Skipping		Seated shoulder stretch (10-20 seconds)	



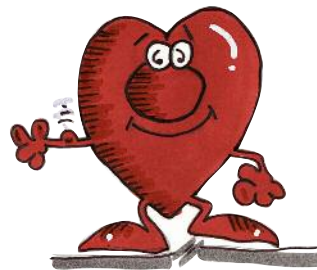
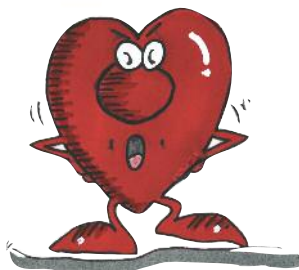
WORKSHEET 5



Exercise – why bother?

- Write down a list of 10 benefits of exercise in order of importance for you
- Use the 'seeking the benefits' cards to help you
- Identify which benefits are linked with physical health, social, health and emotional health
- Decide exercise activities which are appropriate for achieving each benefit.

IMPORTANCE 1=most 10=least	BENEFITS	Long (L) or short (S) term BENEFITS	BENEFITS FOR? Physical health (P), Social health (S), Emotional health (E)	EXERCISE ACTIVITIES which achieve these benefits
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				




WORKSHEET 6



Exercise – a risky business?

Record as many risks of exercise as you can think of in the scales below. Then, total the number of benefits and the number of risks. Do the benefits outweigh the risks? By how many?

BENEFITS	RISKS
<ul style="list-style-type: none">reduced risk of coronary heart diseaseimproved cardiovascular fitnessreduced risk of back painreduced risk of bone disease and osteoporosis (fragile bones)better able to pace oneself and remain in target zoneimproved working of muscles, bones and jointsimproved muscular strength and enduranceimproved posturereduced risk of obesity (extreme fatness)better muscle toneincreased flexibilityfaster heart rate recoveryimproved fitnessimproved ability to manage conditions such as asthma and diabetesimproved moodimproved self esteem and confidencereduced risk of depression, anxiety and stress	



Total number of benefits =

Total number of risks =

The benefits of exercise outweigh the risks by =

Remember - by far the biggest risk to health is being inactive!

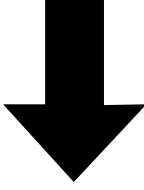


WORKSHEET 7



Exercise and how it feels

Perform each exercise below for 20-30 seconds.
After each one, record 'how the exercise feels'. Record in the first box whether it feels:

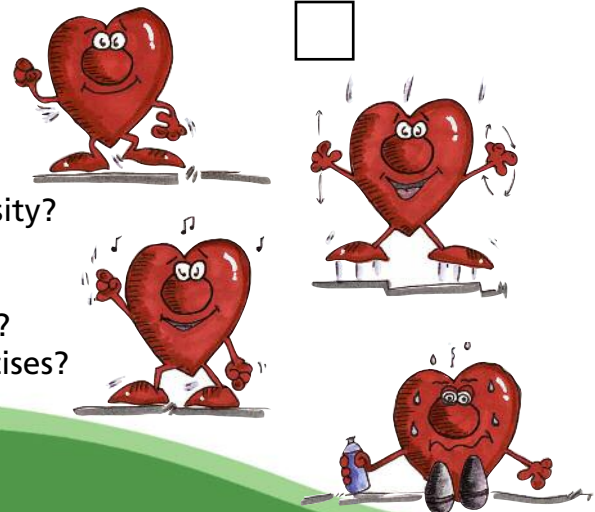
Intensity Rating	How CV Exercise Feels	Breathing	Intensity
1 2	Easy		Light
3 4	Comfortable		Moderate
5 6	Energetic		
7 8	Very energetic		
9 10	Exhausting		Noisy, shallow and gasping

Then in the second box record whether you feel the exercise is light (L), moderate (M) or vigorous (V) intensity.

Exercise name	How the exercise feels (1-10)	Exercise Intensity (L, M or V)
Knee raises (version 1)	<input type="checkbox"/>	<input type="checkbox"/>
Knee raises (version 2)	<input type="checkbox"/>	<input type="checkbox"/>
Marching on spot	<input type="checkbox"/>	<input type="checkbox"/>
Jogging on spot	<input type="checkbox"/>	<input type="checkbox"/>
Hamstring curls (version 1)	<input type="checkbox"/>	<input type="checkbox"/>
Hamstring curls (version 2)	<input type="checkbox"/>	<input type="checkbox"/>
Grapevine	<input type="checkbox"/>	<input type="checkbox"/>

Questions

- How many exercises did you rate as vigorous intensity?
- How many exercises did you rate as light intensity?
- Why might there be differences in the ratings?
- Can you think of any other light intensity exercises?
- Can you think of any other vigorous intensity exercises?



WORKSHEET 8



Exercise – the ‘highs’ and ‘lows’

Listed below are some low and high impact exercises. Write down as many others as you can think of.

Low impact exercises

Knee raises

Marching

Half jax

Grapevine

High impact exercises

Knee raises with a jump

Jogging

Jumping jax

Grapevine with a hop

Using some of the exercises above, plan a cardiovascular exercise circuit of 6-8 exercises. Include a mix of low impact and high impact exercises.

Record the name of the exercise and whether it is high (H) or low (L) impact on the circuit plan below. The first exercise has already been chosen for you.

Perform the circuit, following your teacher's instructions.



1) **Jogging on spot (H)**

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____








Muscle circuit




Use the table below and the circuit plan to devise and perform a circuit that includes 6 muscular strength and endurance exercises.

Make sure that you:

- include different muscle groups
- choose an appropriate version of each exercise
- follow the instructions and teaching points for each exercise and perform each with good technique
- choose the order of the exercises in the circuit – remember to alternate muscle groups.






Exercise	Area of body and muscle groups	Instructions	Teaching points
Curl ups 	tummy – abdominals	<ul style="list-style-type: none"> • Lie on back with knees bent and feet flat on floor • Place hands on thighs • Lift head and shoulders and slide hands towards knees • Lower with control Harder version <ul style="list-style-type: none"> • As above but lifting head and shoulders with hands touching above ears ('earphones on') 	<ul style="list-style-type: none"> • Tummy pulled in throughout • Gap between chin and chest, focus on ceiling • Lift and lower with control
Twisting curl ups 	tummy – abdominals & side abdominals (obliques)	<ul style="list-style-type: none"> • Lie on back with knees bent and feet flat on floor • Curl up and twist to one side reaching across with opposite hand • Lower with control Harder version <ul style="list-style-type: none"> • As above but twisting with one hand touching above ears ('earphone' on) 	<ul style="list-style-type: none"> • Tummy pulled in • Shoulder leads twist, other shoulder remains on floor • Lift and lower with control
Push ups 	arms & chest – triceps & pectorals	<ul style="list-style-type: none"> • Kneel on all fours, place hands slightly wider than hip-width apart and knees under hips • Bend elbows and lower weight so that nose is just ahead of fingertips • Push up to return to starting position Harder version <ul style="list-style-type: none"> • Kneel on all fours and move hands forwards so that the body is in a straight line from shoulders to knees 	<ul style="list-style-type: none"> • Avoid locking elbows • Spine straight, tummy pulled in • Shoulders over wrists

Muscle circuit

Exercise	Area of body and muscle groups	Instructions	Teaching points
Tricep dips	arms – triceps 	<ul style="list-style-type: none"> • Sit with knees bent and feet flat on floor • Place hands on floor behind with fingers facing forwards • Bend and straighten arms Harder version <ul style="list-style-type: none"> • As above but with bottom raised slightly 	<ul style="list-style-type: none"> • Avoid locking elbows • Sit tall, tummy pulled in • Lift and lower with control
Rear leg raises	bottom – gluteals 	<ul style="list-style-type: none"> • Lie on front with legs straight • Rest head on hands • Lift and lower one leg keeping straight • Repeat on other leg 	<ul style="list-style-type: none"> • Lift leg to hip height • Tummy pulled in, hips level • Lift and lower with control
Lunges	legs - hamstrings & quadriceps 	<ul style="list-style-type: none"> • Stand with feet hip-width apart, knees slightly bent and hands on hips • Step forwards with one leg and place foot flat on floor • Bend both knees and lift heel of back leg • Push off front leg and return to starting position • Repeat on other leg 	<ul style="list-style-type: none"> • Knees in line with feet and front knee over ankle • Bend knees to 90 degrees • Stand tall, tummy pulled in



Muscle circuit

Exercise	Area of body and muscle groups	Instructions	Teaching points
Half squats	legs – hamstrings & quadriceps 	<ul style="list-style-type: none"> Stand with feet hip-width apart, knees slightly bent and hands on hips Lean slightly forwards from hips, push bottom out behind and perform a knee bend (as if about to sit on a toilet!) Straighten knees to return to standing 	<ul style="list-style-type: none"> Knees over toes when bending 'Sit on the toilet' Tummy pulled in
Top leg raises	legs – abductors  (Harder version)	<ul style="list-style-type: none"> Lie on side with head resting on outstretched arm Bend knees and place hand of other arm on floor in front Have top hip directly above bottom hip Lift and lower top leg (keeping it bent) Repeat on other side <p>Harder version</p> <ul style="list-style-type: none"> As above but keeping top leg straight while lifting and lowering 	<ul style="list-style-type: none"> Top hip directly over bottom hip Heel leads the lifting action Lift and lower with control
Bottom leg raises	legs – abductors  (Harder version)	<ul style="list-style-type: none"> Lie on side with head resting on outstretched arm Bend knees and rest top knee on floor in front Place top hip directly above bottom hip Lift and lower bottom leg (keeping it bent) Repeat on other side <p>Harder version</p> <ul style="list-style-type: none"> As above but keeping bottom leg straight while lifting and lowering 	<ul style="list-style-type: none"> Top hip directly over bottom hip Heel leads the lifting action Lift and lower with control
Shoulder squeezes	shoulders – trapezius/rhomboids 	<ul style="list-style-type: none"> Lie on front with legs straight Rest head on mat and hands on lower back at waist height Squeeze shoulder blades together Release <p>Harder version</p> <ul style="list-style-type: none"> As above but with arms bent at 90 degrees at shoulder height 	<ul style="list-style-type: none"> Squeeze shoulder blades together Head on floor Tummy pulled in
Back raises	back – erector spinae 	<ul style="list-style-type: none"> Lie on front with legs straight and hands by sides Lift head and shoulders off floor Lower with control <p>Harder version</p> <ul style="list-style-type: none"> As above but with hands touching shoulders 	<ul style="list-style-type: none"> Tummy pulled in Look down throughout Lift and lower with control

Muscle circuit plan



1) Exercise name = _____

Area of body worked =

Name of muscle(s) worked =



2) _____

Area of body worked =

Name of muscle(s) worked =

6) _____

Area of body worked =

Name of muscle(s) worked =

5) _____

Area of body worked =

Name of muscle(s) worked =

3) _____

Area of body worked =

Name of muscle(s) worked =



4) _____

Area of body worked =

Name of muscle(s) worked =





Being healthy – facts from fallacy

Read the following statements and indicate which you think are TRUE (T) and which you think are FALSE (F).

Statement	True (T) or False (F)
It is better to be in shape than to be nicely shaped	
If you lose weight gradually you are more likely to put it all back on again	
The best way to maintain a healthy weight is to eat sensibly and take regular exercise	
Skipping meals (or going without food for long periods of time) is a safe and effective way to lose weight	
The majority of overweight children become overweight adults	
It is possible to be thin and unhealthy	
It is important to be a certain shape to look good these days	
Doing too much activity can damage one's health	
More and more people are becoming overweight	
People's lifestyles are the cause of many health problems	



WORKSHEET 11



Go – on be active; be healthy

From the list below, select 6 different activities/exercises to perform for a total of 15-20 minutes. Choose at least 2 cardiovascular activities and at least 2 muscular strength and endurance exercises.

Choose the activities/exercises you prefer and think will benefit you the most. Circle your choices.

Cardiovascular activities

Brisk walking

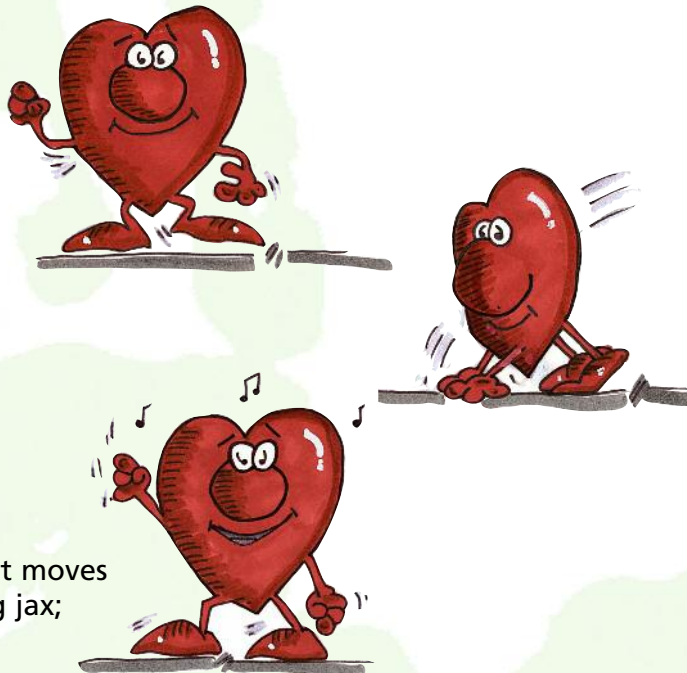
Jogging

Step ups

Skipping

Dancing

Aerobic/circuit moves
(e.g., jumping jax;
knee raises)



Muscular strength and endurance exercises

Curl ups

Twisting curl ups

Push ups

Half squats

Rear leg raises

Shoulder squeezes

Back raises

Perform each of the activities/exercises. Try to keep going for a total of 15-20 minutes but change activities/exercises if you begin to feel tired. Then, answer the questions below.

Questions

- Can you explain how the activities/exercises will benefit you?
- Can you name some other cardiovascular activities?
- Can you name some other muscular strength and endurance exercises?
- Which activities/exercises can you perform at home, at school?





Trying something new; something different

You can get activity information from a number of different sources.
For example, from:

- PE teachers
- friends
- local newspapers
- school noticeboards

Can you think of other sources of information?

Before taking up a new activity you will need to find out specific information.
Make a list of the information you would need to find out. For example:

1) Where the activity takes place

2) _____

3) _____

4) _____

5) _____

An activity I would like to try is:

This activity appeals to me because (give up to 3 reasons)

1) _____

2) _____

3) _____





What activity do you do?

Physical activity questionnaire

How much physical activity did you do last week?

Did you do you any light, moderate or vigorous activity? If so, how much?



Light activity involves little effort (e.g., walking, bowling, snooker)



Moderate activity makes you warm and slightly out of breath but not exhausted (e.g., brisk walking, steady swimming, cycling, dancing)



Vigorous activity involves lots of effort and makes your heart beat fast (e.g., basketball, football, jogging/running, energetic dancing, aerobics or circuit training)

Instructions

Record any physical activity that you did **last week** in the table.

Start with yesterday and take each day one at a time until you record all the activity you did in the last week.

Record the **name of the activity** (e.g., soccer; walking) and **how many minutes** you did the activity for (e.g., 15 minutes; 60 minutes) in the correct column according to whether you did it in the **morning, afternoon or evening** and whether it was **light, moderate or vigorous**.

Read the descriptions of light, moderate and vigorous activity above. Write the activity(ies) above the line and the number of minutes below. For example:

Brisk walking
30 mins

Then, add up how much moderate and/or vigorous activity you did last week.



WORKSHEET 13 cont'd



	Yesterday						Last Week
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Morning							
Light							
Moderate							
Vigorous							
Afternoon							
Light							
Moderate							
Vigorous							
Evening							
Light							
Moderate							
Vigorous							
Total daily moderate activity =							
Total daily vigorous activity =							
						Total weekly moderate activity =	
						Total weekly vigorous activity =	
						Total weekly moderate/vigorous activity =	

