OCR GCSE PE: YEAR 10 SCHEME OF WORK (J587/02)

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| Key Objectives | Prior Knowledge |
| Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Understand how the physiological state affects performance in physical activity and sport  Understand the contribution which physical activity and sport make to health, fitness and well-being | Key words cemented within KS3/KS4 Core PE lessons / Year 9 GCSE PE Lessons  Healthy, active lifestyle benefits outlined in Core PE/GCSE PE lessons and reinforced through enrichment/extra-curricular programme of activities |
| Key vocabulary | |
| SKILL CONTINUA HEALTH WELLBEING FITNESS SOCIO-ECONOMIC TRENDS PARTICIPATION STRATEGIES INFLUENCE RELATIONSHIP  INTER-DEPENDENCIES GOLDEN TRIANGLE MEDIA HOOLIGANISM VIOLENCE DRUGS EMOTIONAL PSYCHOLOGY PREPARATION GOAL SETTING AESTHETIC EFFICIENCT PRE-DETERMINED MACRONUTRIENT MICRONUTRIENT CARBOHYDRATE COMMERCIALSIM GUIDANCE FEEDBACK | |
| Literacy/Numeracy/SMSC opportunities | Differentiation/Task adjustment |
| *Literacy*: Key word/glossary developments with SPAG embedded within PE Deep Marking Policy. Extended writing development through exam-style questions.  *Numeracy*: Interpreting data related to health, fitness and wellbeing. Analysing trends in participation data. Identifying strengths and weakness in own participation data.  *SMSC*: Support students with their personal and social development through the adoption of different roles in selected activities and working with others | Opportunities to differentiate tasks have been cemented in T&L QA throughout J587/01 lessons. Tasks can therefore and will be explicitly differentiated at the teacher’s discretion in relation to data listed in red data folder. This includes tasks, support and questioning.  Students are assigned 1-4 chilli tasks depending on Educational Needs and abilities. |
| Key Homework tasks | Assessment |
| Flipped Learning Research Tasks / Nandos Menu (Differentiated Heat Tasks) / Case Studies | Q&A / Mini Plenaries / Plenaries / Class Feedback / SA / PA / TA / Student Reflections / Homework Marking / Exam Style Questions / End of Unit & Assessment Week Tests |

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| **WK** | **SPECIFICATION CONTENT** | **TEACHING ACTIVITIES** | **KEY DIFFERENTIATION TASKS** | **HOMEWORK** |
| 1 | BE FAMILIAR WITH CURRENT TRENDS IN PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT: O USING DIFFERENT SOURCES (SUCH AS SPORT ENGLAND, NATIONAL GOVERNING BODIES (NGBS) AND DEPARTMENT OF CULTURE, MEDIA AND SPORT (DCMS)) O OF DIFFERENT SOCIAL GROUPS O IN DIFFERENT PHYSICAL ACTIVITIES AND SPORTS | Socrative Quiz  Definitions of physical activity/health  Showbie quiz design task  Students swap quizzes and answer questions  Info input (gender / age / disability / ethnicity) participation rates  Handout research task / Summary of data to highlight key statistics  ‘T or F’ MWBs Plenary | Chillied by amount of questions designed and amount answered  4Bs (HA ‘Boss’ / LA use iPad as ‘Book’) | Using a Governing Body’s website  1C: describe current trends in participation this sport, in the UK  2C: explain current trends in participation this sport, in the UK  3C: compare current trends in participation this sport, in the UK e.g. Male/Female, Old/Young, Disabled/Able Bodied, BME/White British |
| 2 | UNDERSTAND HOW DIFFERENT FACTORS CAN AFFECT PARTICIPATION, INCLUDING: O AGE O GENDER O ETHNICITY O RELIGION/CULTURE O FAMILY O EDUCATION O TIME/WORK COMMITMENTS O COST/DISPOSABLE INCOME O DISABILITY O OPPORTUNITY/ACCESS O DISCRIMINATION O ENVIRONMENT/CLIMATE O MEDIA COVERAGE O ROLE MODELS | What inspires you to participate in sport?  Identifying key factors that affect participation.  Short Q+A of the key factors  Research task using iPads for a designated factor.  Speed Dating    6 Mark question: *“Evaluate how the media can affect participation rates within the UK”*  Plenary – MWB different profiles to highlight the key factors present. | Chillied by the amount of information provided.  Chillied work sheets that provide a differentiated level of information.  4Bs (HA ‘Boss’ / LA use iPad as ‘Book’)  HA to complete 6 Mark question/ LA has helpful questions to support question. | You are going to create a poster for the government to highlight the factors that affect participation in the UK.  1C: To identify and describe each factor that affects participation rates.  2C: To explain how each factor affects participation rates. Provide practical examples of the factor in action.  3C: To complete the two chilli work and also show how some factors are linked together. |
| 3 | UNDERSTAND STRATEGIES WHICH CAN BE USED TO IMPROVE PARTICIPATION: O PROMOTION O PROVISION O ACCESS  BE ABLE TO APPLY EXAMPLES FROM PHYSICAL ACTIVITY/SPORT TO PARTICIPATION ISSUES | Pairs Match-Up Task (Agencies in UK)  UK Framework Overview (MWBs)  **Promotion Strategies**   * This Girl Can Video + Idea behind * Olympics 2012 Video + Idea behind * Change for Life Video + Idea behind   Mind Map Task (Promotion / Provision / Access)  iPad Visualiser: WAGOLL Mind Map  Exam Q Task | 1C: iPad support  2C: Partner support  3C: Alone  1C: ‘Promotion’ completed, mini headings for ‘Provision’ & ‘Access’, Keywords underlined  2C: mini headings for ‘Provision’ & ‘Access’, Keywords underlined  3C: mini headings only | Strategies to Encourage Participation Exam Questions  1C: Use your iPad as support to answer 7/8 marks total worth of questions  2C: Use your iPad as support to answer all questions  3C: Complete all exam questions with no iPad support |
| 4 | UNDERSTAND THE INFLUENCE OF THE MEDIA ON THE COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT: O DIFFERENT TYPES OF MEDIA – SOCIAL – INTERNET – TV/VISUAL – NEWSPAPERS/MAGAZINES. | Tweet the definition for media and commercialisation.  Note taking on the history of commercialisation as well as current day commercialisation of sport.  Research task for different sports club commercialisations.  MWB – What different types of media do we use  Q+A different types of media.  Students to fill in mind map for the 4 key areas:  TV/Radio  Social  Newpaper  Internet  Market place activity for the 4 different types of media and how that affects commercialisation.  Exam Question how can media promote sport? | Chillied work sheets with word fill.  1C – Identify different types of media  2C – Categorise the different types of media  3C – Explain how the different types of media influence sport. | 6 Mark question  “Evaluate how the media has affected the commercialisation of sport”  Also to use a mark scheme to mark a partners exam questions from last week. |
| 5 | KNOW THE MEANING OF COMMERCIALISATION, INCLUDING SPORT, SPONSORSHIP AND THE MEDIA (THE GOLDEN TRIANGLE): O POSITIVE AND NEGATIVE EFFECTS OF THE MEDIA ON COMMERCIALISATION O BE ABLE TO APPLY PRACTICAL EXAMPLES TO THESE ISSUES | Commercialisation Starter – MWB Definition  Objectives: Traffic Light AfL  Commercialisation of Sport + Golden Triangle  Card Sort: Negatives and Positives of Media Commercialisation of Sport  NBA Clip – Spot evidence of Commercialisation (MWBs)  Media + Commercialisation Active Reading + Questions  iPad Visualiser – WAGOLL and Peer Marking  Plenary: Glossary creation | 1C – Support from partner  2C – Alone  1C: Worksheet (gap fills and keywords underlined / less questions)  2C: Worksheet (keywords underlined)  3C: Worksheet (no keywords and more difficult Qs) | Choose whether you are ‘for’ media’s effect on the commercialisation of sport or ‘against’ and write a persuasive argument to convince me that your opinion is better than the other |
| 6 | UNDERSTAND THE INFLUENCE OF SPONSORSHIP ON THE COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT: O POSITIVE AND NEGATIVE EFFECTS OF SPONSORSHIP ON COMMERCIALISATION O BE ABLE TO APPLY PRACTICAL EXAMPLES TO THE ISSUE OF SPONSORSHIP | Starter: MWB’s information on sponsorships.  Discussion task based upon on different sponsorship deals in sport.  Research sponsorship task (iPad)  Active reading task. Summarise key points then answer questions based on the information.  Card sort the positives and negatives of commercialisation in sport.  6 mark question: Explain the effects of reduced funding or reduced sponsorship on participation in physical activities  Peer Assessment using mark scheme and visualiser.  Plenary: exit pass | LA to discuss the different issues with sponsorships with more obvious pictures.  HA to discuss the types of brands and companies that sponsor sport and the issues that come of this.  Chillied booklets for active reading task and scaffolding of 6 mark question. | Complete past paper questions on the commercialisation of sport. |
| 7 | KNOW AND UNDERSTAND: O THE VALUE OF SPORTSMANSHIP O THE REASONS FOR GAMESMANSHIP AND DEVIANCE IN SPORT  BE ABLE TO APPLY PRACTICAL EXAMPLES TO THESE CONCEPTS | Photo Starter (examples of deviancy)  Objectives  Draw a table (X-Curric Numeracy) and fill-in answers  Sportsmanship – what is it? iPad Research task  Value of sportsmanship (MWBs) – write down  Gamesmanship – what is it? iPad Research task  Deviancy - what is it?  Positive / Negative Deviancy  VIDEO: MWB: How many examples can you spot?  iPad Research task (examples)  Causes of deviant behaviour  Exam Q: Why might deviant behaviour occur in modern day sport? (4 marks) | 1C: 2 examples  2C: 3+ examples in 1 sport specific  3C: 5 examples including 2 sport specific  1C: key words + sentence starters  2C: key words  3C: blank question | Students are required to find a case study of violent conduct within sport. They need to research the following:  - What happened  - Why did it happen  - What were the consequences for the individuals involved? |
| 8 | GIVE PRACTICAL EXAMPLES OF VIOLENCE IN SPORT  KNOW AND UNDERSTAND THE REASONS FOR PLAYER VIOLENCE | Kieron Dyer / Lee Bowyer fight (video)  Active Reading: News Article + Muddiest Point  Watch a selection of videos on iPad  Complete correlating table on worksheet  Active Reading Pg118 of Textbook – Reasons for Player Violence  Comprehension Task  6 Mark Exam Q Task PLAN (supported by exam technique – AO1 / AO2 / AO3 breakdown)  iPad Visualiser – WAGOLL / WWW+EBI  Plenary: Exit Pass | 1C: 2+ videos (plus analysis)  2C: 3+ videos (plus analysis)  3C: 4+ videos (plus analysis)  1C: Use the mind-map to present the information about “reasons for player violence”  2C: Design a way to present the information about “reasons for player violence”  3C: Chilli 2 **PLUS** make notes on the ‘extend your knowledge’ section (Pg 119) in regards to strategies to control violence  1C: At least 1 practical example of player violence  2C: At least 1 practical example of player violence  1 potential cause  3C: At least 1 practical example of player violence  1 potential cause  1 way of reducing player violence | Use the AO1, AO2 and AO3 table (planning worksheet from lesson) to answer to the following question:  "Giving practical examples, outline reasons for player violence" |
| 9 | KNOW THE TYPES OF DRUGS AND THEIR EFFECT ON PERFORMANCE: O ANABOLIC STEROIDS O BETA BLOCKERS O STIMULANTS  KNOW AND UNDERSTAND THE REASONS WHY SPORTS PERFORMERS USE DRUGS  GIVE PRACTICAL EXAMPLES OF THE USE OF THESE DRUGS IN SPORT  KNOW AND UNDERSTAND THE IMPACT OF DRUG USE IN SPORT: O ON PERFORMERS O ON SPORT ITSELF | Photo Starter (Banned Doping Athletes)  Ext – MWB different types of performance enhancing drugs  Research task – Athletes who have been banned for doping.  Active reading task- Students have 10 minutes summarise the information before answering questions related to the information.  Students to Mind map reasons why athletes take drugs in sport.  6 Mark question  iVisualiser peer assessment.  Kahoot plenary | 1C: Have research links  2C: No extra info  3C: Extension Question  Chillied work sheets with differentiated questions. | Revision for an end of unit test next week. |
| 10 | INTERIM ASSESSMENT WEEK | | | |
| 11 | KNOW THE DEFINITION OF MOTOR SKILLS  UNDERSTAND AND BE ABLE TO APPLY EXAMPLES OF THE CHARACTERISTICS OF SKILFUL MOVEMENT: O EFFICIENCY O PRE-DETERMINED O CO-ORDINATED O FLUENT O AESTHETIC | Starter – Define Motor Skill  Examples of Fundamental motor skills (MWB)  Discuss the term “skill”  Use of iPads to research the 5 different characteristics of a skilful movement  Post it note practical examples on the board as a whole class for characteristics of a skilful movement.  Comparing skilful movements  6 mark question “Using practical examples describe how threecharacteristics of skilful movement can be used to judge the quality of performance”  iVisualiser for peer marking  Plenary Exit pass | 1C: To identify the 5 different characteristics of a skilful movement.  2C: Describe the 5 different characteristics of skilful movement  3C: Provide practical examples.  1C:To identify the skilful movements in the video  2C: To describe using practical examples the skilful movements in the video  3C: To compare two juggling performances. | To film their own skilful movement and analyse it against another performance. |
| 12 | KNOW CONTINUA USED IN THE CLASSIFICATION OF SKILLS, INCLUDING: O SIMPLE TO COMPLEX SKILLS (DIFFICULTY CONTINUUM) O OPEN TO CLOSED SKILLS (ENVIRONMENTAL CONTINUUM)  BE ABLE TO APPLY PRACTICAL EXAMPLES OF SKILLS FOR EACH CONTINUUM ALONG WITH JUSTIFICATION OF THEIR PLACEMENT ON BOTH CONTINUA | Complex / Simple Definitions Starter  Objectives  Active Reading (Environmental Continuum) Page 125 of Textbook  Comprehension Task  Active Reading (Difficulty Continuum) Page 125 of Textbook  Comprehension Task  Paired Terms Match-Up Task (Consolidation)  Start homework task (planning to teach open/closed and simple/complex skills)  Plenary: Exit Pass | 1C: Find the extremes on the end of the continuum  2C: Find characteristics / descriptions of each extreme  3C: Choose examples of skills you can easily place on the continuum  4C: Justify why you have placed each skill in the position that you have  1C: Folder for support  2C: 4 terms **without** using your folder  3C: 6 terms **without** using your folder  Chillied worksheets with varying levels of gaps filled  1C: Describe an Open + Closed or Simple + Complex Skill  2C: Give 2 key characteristics and examples of Open + Closed or Simple + Complex Skills  3C: Justify your classification of an Open/Closed or Simple/Complex skill | You are going to plan to teach a practical session of Netball (now you’re all Netball pros). Closed/Open skills  Simple/Complex skills  1C: Use 1 chilli sheet  2C: Use 2 chilli sheet  3C: Use 3 chilli sheet |
| 13 | PRACTICAL SKILLS SESSION | Students teach a variety of classified skills  Q&A regarding classification of each skill (Lesson 12)  Q&A: skilful movement classification (Lesson 11)  o efficiency  o pre-determined  o co-ordinated  o fluent  o aesthetic |  | Revise for Assessments |
| **REVISION WEEKS X 2**  **EXAM TECHNIQUE LESSON X 1** | | | | |
| 16+  17 | ASSESSMENT WEEK & GPA | | | |
| 18  +  19 | UNDERSTAND THE SMART PRINCIPLE OF GOAL SETTING WITH PRACTICAL EXAMPLES (SPECIFIC, MEASURABLE, ACHIEVABLE, RECORDED, TIMED)  BE ABLE TO APPLY THE SMART PRINCIPLE TO IMPROVE AND/OR OPTIMISE PERFORMANCE  UNDERSTAND AND BE ABLE TO APPLY EXAMPLES OF THE USE OF GOAL SETTING: O FOR EXERCISE/TRAINING ADHERENCE O TO MOTIVATE PERFORMERS O TO IMPROVE AND/OR OPTIMISE PERFORMANCE | Kahoot Exam Command Words: Starter  Objectives (Traffic Lights)  MWBs: How would you set yourself a goal, right now?  SMART targets  ‘Question Time’ Worksheets  Page 127-129 OCR GCSE Textbook  MWBs: May 2017 Exam Qs  Plenary: Exit Pass (Post-Its) | 1C: 1C Question Paper  2C: 2C Question Paper  3C: 3C Question Paper | You need to analyse a professional Footballer who is a striker and is currently underperforming in the Championship.  1C: Write a report of a performer of your choice who fits this criteria and provide a short and long term goal for him, both of which must be SMART.  2/3C: Explain how the principles of SMART will help keep the performer motivated and help him succeed? |
| 20 | KNOW MENTAL PREPARATION TECHNIQUES AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE: O IMAGERY O MENTAL REHEARSAL O SELECTIVE ATTENTION O POSITIVE THINKING | Starter  1C: To find a definition for mental preparation in sport  2C: To find specific examples of mental preparation in sport  3C: Chilli 2 + case studies of professional athletes using mental preparation techniques  Main  Background research – watch + discuss video  Use chilli worksheets to complete market place activity.  Waste paper challenge to practically use different mental preparation techniques  6 Mark Q: Explain using practical examples how you might use different mental preparation techniques to optimise performance in sport.  iVisualiser and peer assess answers  Plenary: Kahoot & Exit pass | Differentiated starter task  Differentiated work sheets | 1C: To describe the 4 different types of feedback  2C: To describe the 4 different types of feedback and identify the advantages and disadvantages of each one  3C: To describe the 4 different types of feedback and identify the advantages and disadvantages of each one, using practical examples |
| 21 | UNDERSTAND TYPES OF FEEDBACK AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE: O INTRINSIC & EXTRINSIC O KNOWLEDGE OF PERFORMANCE O KNOWLEDGE OF RESULTS O POSITIVE & NEGATIVE | Starter: Pair and share their flipped learning HW. Identify and describe each type.  Active Reading: pg140 of the PE text book and answer the questions on their Chilli worksheet.  Students to use iPad to complete the glossary of the key terms from the lesson.  Active Reading: extract from the book as a class and then summarise each paragraph  Exam question “using practical examples, show how extrinsic feedback can be effective in sports performance”  ivisualise the question for peer assessment.  Plenary: Exit pass - write down a practical example which links feedback to improving performance in sport | Chillied worksheets for differentiation | RESEARCH  VISUAL GUIDANCE  VERBAL GUIDANCE  MANUAL GUIDANCE  MECHANICAL GUIDANCE  THIS WILL INFORM A DISCUSSION, NEXT LESSON |
| 22 | UNDERSTAND TYPES OF GUIDANCE, THEIR ADVANTAGES AND DISADVANTAGES, AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE: O VISUAL O VERBAL O MANUAL O MECHANICAL | Starter  Discussion of Homework (Research)  Active Reading (Pg. 138-140 of Textbook)  Comprehension Question Task  Practise Qs  Consolidation Practical Project (Looking Forwards)  Intro to Planning  Plenary  Exit Pass: 3 things you have learned today | 1C / 2C & 3C Worksheets  1C: Use the worksheet to help answer the questions  2C: Use the worksheet to help with the last 2 questions  3C: Answer questions from memory | Research videos e.g. Ping Skills that teach Table Tennis skills  Write down any types of guidance and feedback you notice in the video  Write down anything which may help you to plan your skill session  1C: A PUSH (BACKHAND OR FOREHAND)  2C: **ANY** CORE SKILL  3C: ANY ADVANCED SKILL |
| 23 | GUIDANCE & FEEDBACK PLANNING SESSION | STUDENTS PLAN A MINI PRACTICAL TABLE TENNIS SKILL SESSION (ASSIGNED TYPES OF GUIDANCE AND FEEDBACK) | | |
| 24 | PRACTICAL GUIDANCE & FEEDBACK SESSION | STUDENTS DELIVER MINI PRACTICAL TABLE TENNIS SKILL SESSION (ASSIGNED TYPES OF GUIDANCE AND FEEDBACK)  STUDENTS ANALYSE THEIR SESSIONS TO ESTABLISH THE BENEFITS AND HINDRANCES OF EACH STYLE. | | |
| 25 | KNOW WHAT IS MEANT BY HEALTH, FITNESS AND WELL-BEING  UNDERSTAND THE DIFFERENT HEALTH BENEFITS OF PHYSICAL ACTIVITY AND CONSEQUENCES OF A SEDENTARY LIFESTYLE: O PHYSICAL: – INJURY – CORONARY HEART DISEASE (CHD) – BLOOD PRESSURE – BONE DENSITY – OBESITY – TYPE 2 DIABETES – POSTURE – FITNESS  BE ABLE TO APPLY THE ABOVE TO DIFFERENT AGE GROUPS  BE ABLE TO RESPOND TO DATA ABOUT HEALTH, FITNESS AND WELL-BEING | Starter:  Tweet a definition for the following definitions  Health  Fitness  Well-being  Q+A – Activity guidelines for Children and Adults  Def: Sedentary Lifestyle  Discussion: Graphs showing how many people meet activity guidelines.  MWB – How sedentary are you? Students to work out how many minutes they are “active” and how many minutes they are “sedentary”  Active Reading – Students to answer questions based on their active reading  Ivisualiser the 6 mark question and peer assess as a group.  Plenary: Task 1 – Use the 4B’s to complete a definition for any words that you highlighted as not knowing the meaning of, from the match-up task  Task 2 – (MWB) Explain one benefit of physical activity on the physical health of a person | Students to have different chilli questions for the active reading |  |
| 26 | UNDERSTAND THE DIFFERENT HEALTH BENEFITS OF PHYSICAL ACTIVITY AND CONSEQUENCES OF A SEDENTARY LIFESTYLE:  O EMOTIONAL: – SELF-ESTEEM/CONFIDENCE – STRESS MANAGEMENT – IMAGE O SOCIAL: – FRIENDSHIP – BELONGING TO A GROUP – LONELINESS  BE ABLE TO APPLY THE ABOVE TO DIFFERENT AGE GROUPS | Starter:  Re-cap Match-Up Task (Physical Benefits)  Discussion Task  Kids Health Quote about happiness  Social and Emotional Match-Up Task + Answers  Consolidation Table (Physical / Social / Emotional)  Lifestyle Task + Diet Ext  Summary Practise Questions  iPad Visualiser (WWW/EBI)  Plenary:  MWB benefits (Physical / Social / Emotional) | 1C: To use your iPad to help you complete the match-up task  2C: To complete the match-up task without assistance  3C: To complete the match-up task and be able to define the key terms, within the task  1C: Using the Scale, place each job in order of their ‘level of fitness’ requirements  2C: Using the Scale, place each job in order of their ‘level of fitness’ requirements and **justify** why you have placed them where you have  3C: 1 + 2 **PLUS** MWB EXT Q: *What impact does the minimum level of fitness have on diet and rest?*  1C: Use the textbook, your notes and the ‘keywords handout’ to help you answer the questions  2C: Use the textbook and your notes to help you answer the questions  3C:Answer the questions from memory |  |
| 27 | KNOW THE DEFINITION OF A BALANCED DIET  KNOW THE COMPONENTS OF A BALANCED DIET O CARBOHYDRATES O PROTEINS O FATS O MINERALS O VITAMINS O FIBRE O WATER AND HYDRATION | Starter: MWB – What is a balanced diet?  Main:   * Components of a balanced diet table, students to fill in the table on the board with 7 key components of a balanced diet and then stick the pictures of food onto the board under the correct heading. * Students to complete a market place activity to collect the following information on each of the components   + Primary purpose   + How and where it is stored   + Different types of nutrient   + Different sources of the nutrient   + Recommended amount   + Any additional information * Consolidation quiz questions for students to answer.   Plenary:  Students to create a balanced meal on their MWB. | Differentiation: Students to have different Chilli work sheets with varying amounts of information already written down.  1C: Create a balanced meal  2C: Create a balanced meal and explain your choices  3C: Create a post exercise meal for an endurance athlete and explain your choices. | Homework: Complete a food diary for a weekday and a weekend day. Track the different macros that are consumed throughout each day. |
| 29 | UNDERSTAND THE EFFECT OF DIET AND HYDRATION ON ENERGY USE IN PHYSICAL ACTIVITY  BE ABLE TO APPLY PRACTICAL EXAMPLES FROM PHYSICAL ACTIVITY AND SPORT TO DIET AND HYDRATION |  |  |  |
| 30-36 | AEP |  |  |  |