

Unit 9: Healthier Living

Unit reference number: D/505/0357

QCF Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

Unit introduction

In this unit learners will develop a knowledge and understanding of the key elements needed for a healthy lifestyle. Healthy living is crucial to physical, social and mental wellbeing.

There is considerable concern from governments and worldwide organisations that many people in modern society are living lifestyles that are detrimental to their health. It is therefore essential that learners are aware of the importance of a healthy lifestyle, their responsibility for their own lifestyle choices and the impact that this has on their own health.

In this unit learners will explore key issues such as healthy diet, fitness, personal hygiene, personal safety and the positive and negative effects they have on health. They will be encouraged to examine their own daily activities and demonstrate ways in which they can contribute to their own healthy lifestyle.

Learners will be given the opportunity to plan activities of their own choosing and reflect on the impact it has on the healthiness of their own way of living.

Completing this unit will contribute to learners' overall personal and social development and develop the skills and knowledge they need to make informed choices about healthy living. This understanding will help them to select activities that will improve the health of their lifestyle in the future and to educate and inform others.

Essential resources

Learners will need access to appropriate, up-to-date information on healthy living guidelines from a range of agencies. They will also need access to physical resources to support their chosen practical activities and appropriate tutor support and guidance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit learners should:

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the importance of leading a healthy lifestyle	1.1 describe the key elements of a healthy lifestyle	<i>Key elements of a healthy lifestyle:</i> planning a healthy, well-balanced diet, e.g. planning a day's healthy meals, the five major food groups and their uses in the body, reviewing a restaurant or refectory menu for healthy choices; taking routine care of own personal hygiene, e.g. hair care, skincare, dental care; benefits of keeping fit, e.g. heart health, keeping muscles and bones strong, keeping mobile into later life, social benefits; personal safety, e.g. bullying/abuse, internet safety, safe sex; knowing who to approach for help and advice e.g. doctor, practice nurse, pharmacist, counsellor, carer, telephone helplines; other elements of healthy living; e.g. smoking, alcohol and drugs, solvent abuse
		1.2 explain why a healthy lifestyle is important	<i>Importance of a healthy lifestyle:</i> likely effects of a poor diet, e.g. obesity, constipation, anaemia; possible personal hygiene problems, e.g. body odour, bad breath; likely effects of poor level of fitness, e.g. obesity, heart disease, poor mobility in later life; effects of substance abuse on health, e.g. effects of smoking, glue sniffing, excessive consumption of alcohol; the importance of regular medical or dental check-ups
2	Be able to contribute to own healthy lifestyle	2.1 select health activities which contribute to healthy lifestyle	<i>Selecting activities:</i> making informed choices about health e.g. choosing whether to take drugs or drink alcohol, whether to cook own meals or buy 'fast foods'; knowing how and where to get reliable and accurate information about health issues; planning changes to own lifestyle taking into account realistic expectations, time, resources needed, cost, support needed

Learning outcomes	Assessment criteria	Unit amplification
	2.1 carry out selected activities which contribute to a healthy lifestyle	<p><i>Contributing to own healthy lifestyle:</i> carrying out appropriate activities, e.g. increasing the portions of fruit and vegetables eaten per day, walking to college or school twice a week for a month, playing a team sport once a week; how to get support with carrying out personal health plans, e.g. classes available to help with healthy eating, groups providing free or low-cost exercise facilities, counselling for alcohol or drug abuse</p>
3 Understand how the activities undertaken affect health	3.1 carry out a review of their activities 3.2 describe the benefits of the chosen activities on their health 3.3 suggest further activities which could contribute to a healthy lifestyle	<p><i>Reviewing own activities:</i> looking to see if the activities went according to plan, any changes or mistakes made, what could be done to improve the plan if it were repeated; measuring how the activities have improved lifestyle, e.g. portions of fruit and vegetables eaten per day, units of alcohol consumed per week, feeling less tired, enjoyed playing sports; using the results of the activity to suggest future improvements to a healthy lifestyle</p>

Information for tutors

Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of the groups and individuals concerned. Tutors need to ensure that sufficient underpinning theoretical knowledge is delivered, however a tendency to become over-technical should be avoided. The focus should be on learners developing knowledge that helps them understand key aspects of healthy living and applying that knowledge to their own lifestyles and to the lifestyles of others.

In learning outcome 1 tutors should encourage learners to explore what is meant by a healthy lifestyle and identify particular factors that may be involved. There are many current popular TV shows dealing with aspects of diet which learners may be familiar with, these could be used to stimulate discussion and debate. Tutors will need to review the content and suitability of these shows taking into account the age, maturity and understanding of their particular learners.

Learners could be guided to appropriate websites on healthy eating, especially those with an interactive element. The larger supermarket chains often provide leaflets and other resources on healthy eating that learners could collect for reference. Keeping a food diary for a few days, examining the family weekly shopping list, or reviewing the menu in the refectory could help learners to focus on their own dietary habits. If suitable facilities are available, simple, practical food preparation activities could be planned and carried out, if not, learners could produce pictorial or written examples of healthy meals or menus.

Learners should be encouraged to recognise the relationship between diet and fitness, and how this relates to obesity. Many of the TV programmes, websites and resources chosen to stimulate discussion regarding diet, highlight this relationship. Learners could look at government and health-related organisations' advertising to identify current thinking on minimum levels of exercise.

Detailed theoretical knowledge is not necessary but learners should develop awareness that different types of exercise have different benefits, for example exercise that raises the heart rate is needed to strengthen the heart.

Personal hygiene will need to be addressed sensitively, taking into account cultural differences and personal circumstances. Learners could create posters, leaflets or cartoons depicting some of the issues. They could visit dental hygienists, doctors' surgeries or pharmacies to collect any relevant information available.

Visiting speakers on personal safety could be invited from relevant bodies, for example local community police to talk about internet chat rooms or family planning professionals to talk about safe sex. Learners could act out sketches, carry out role-play or write problem-page questions and answers illustrating the positive and negative effects of lifestyle choices on health, for example passive smoking or losing weight sensibly.

In learning outcome 2 learners can use activities they take part in outside of the learning environment or as part of other courses or units they are studying, for example Duke of Edinburgh Awards, sports clubs or teams, paid or voluntary work in a relevant environment or home responsibilities. They could use written, video or audio diaries to review their daily activities for the impact on health. Tutors should encourage learners to use the resources and information they have gained in learning outcome 1 to identify simple changes they could make to improve their own lifestyles and ensure that any targets set are realistic in terms of time, cost and resources. Peers could support each other by checking each other's plans and monitoring progress.

In learning outcome 3, learners can be taught strategies to measure their own progress, for example by recording their resting pulse rate before, during and after a new programme of exercise or by comparing the number of portions of fruit and vegetables eaten each day. They could practise identifying what went well and what areas require improvement by reviewing the plans of their peers or exemplars.

Learners need to review how well the plan is executed as well as its impact on healthy living so that they are able to meet assessment criterion 3.3.

Throughout the unit learners will be reflecting on aspects of their lives which may be very personal and therefore tutors will need to create a safe environment in which sensitive information can be shared.

Learners and tutors must agree clear guidelines regarding classroom behaviour that respects confidentiality, equality and diversity.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To meet the requirements of assessment criterion 1.1, learners must include in their description information relating to diet, fitness, personal hygiene and personal safety. They may also include other aspects of a healthy lifestyle. Learners could meet 1.1 in a variety of ways, for example creating advice leaflets, creating a series of health promotion posters, responding to a case study or delivering a presentation.

Assessment criterion 1.2 could be achieved separately by means of individual questioning or a structured discussion group. However, it should fit naturally into the same assessment activity as 1.1. Learners should focus on the positive wherever possible, though it is acceptable for them to demonstrate understanding by explaining the negative effects of not having a healthy lifestyle, for example, 'If you eat a diet high in fats and sugars then you may become overweight and have a higher risk of suffering from diabetes and heart disease.'

To meet the requirements of assessment criterion 2.1, learners may receive guidance and support from the tutor in selecting suitable healthy living activities, this could include a list with a variety of suggestions. Tutors should not, however, direct learners to specific activities or give a prescriptive list from which learners must choose. A single activity is not sufficient to meet the criterion.

To meet assessment criterion 2.2, learners could carry out a number of activities relating to different areas of the content, for example increasing the portions of fruit and vegetables eaten per day for a week, walking to college or school twice a week for a month and attending the dental surgery for a check

up and advice from the dental hygienist. Alternatively, they could carry out a series of activities in the same area, for example aim to get fitter by walking, instead of catching the bus, three times a week, play a team sport once a week, go to the gym twice a week.

A minimum of two different activities is required. Evidence for 2.1 could be a completed written or photographic diary, assessor observation reports, witness statements or evidence from another recognised activity for example Duke of Edinburgh Award record book or signed record of attendance at a sports club.

The requirements for assessment criteria 3.1, 3.2 and 3.3 could be incorporated in a single assessment activity alongside criterion 2.1. For example, the diary kept to evidence the activities carried out could include sections where learners describe the activity, record the progress they are making, and the benefits the activities are having on their health as they go along. A final summary of suggestions for further improvement could be produced at the end. Alternatively, these could be addressed separately by means of a short presentation to the group or an individual discussion with the tutor, evidenced by assessor observation records.

For assessment criterion 3.3, learners must give at least two suggestions for further activities.

Suggested resources

Websites

BBC health	www.bbc.co.uk/health/healthy_living/
British Dental Health Foundation	www.dentalhealth.org.uk/faqs/browseleaflets.php
British Nutrition Foundation	www.nutrition.org.uk
Direct Gov – information and advice for work and careers	http://www.direct.gov.uk/en/YoungPeople/Workandcareers/index.htm
Engauge	www.engaugeonline.co.uk
NHS Choices – food and diet	http://www.nhs.uk/livewell/goodfood/Pages/Goodfoodhome.aspx
NHS Choices – food labelling	http://www.nhs.uk/Livewell/Goodfood/Pages/food-labelling.aspx
Herts Sports Partnership – health benefits of exercise	http://www.sportinherts.org.uk/index.php
Hygiene Expert	www.hygieneexpert.co.uk/WhatIsPersonalHygiene.html
NHS Direct - Sexual health self-assessment	www.nhs.uk/Tools/Pages/Safesextool.aspx