



Unit 2: Ensuring Healthy Living

Delivery guidance

Approaching the unit

Healthy living is a high-profile issue with a lot of discussion in the media, because improving the health of a nation is an important societal concern.

This unit will provide learners with an understanding of healthy living and the factors that can have positive and negative impacts on human health and wellbeing.

Learners will investigate what constitute healthy and unhealthy lifestyles and recognise that lifestyle choices are influenced by a range of factors. They will explore the different influences and barriers that can impact achieving overall health and wellbeing.

Health promotion is often high on governments' public health agendas and learners will develop an understanding of how different health promotion activities work and the benefits they try to bring to individuals and society.

An appropriate way to deliver this unit can be using case studies, video clips from relevant television shows, learners can also draw on their own health experiences. Learners can consider high profile individuals in the media and the factors that may be affecting the person's health and wellbeing.

An example of a holistic case study may be around a family of refugees, with limited money or access to the community they find themselves in. They may be living in shared accommodation and have little or no understanding of the language and support available to them. Another case study may look at an individual with health or care needs, and how these may influence their achievement of a healthy lifestyle.

Learners should be given the opportunity to present their findings in a range of formats such as digital presentations, booklets, leaflets and posters.

This unit is assessed using a given Pearson Set Assignment.

Delivering the Learning aims

Learning aim A - Explore how exercise, diet and personal hygiene can influence healthy living

For learning aim A, learners need to understand what constitutes healthy living and healthy lifestyles, looking at the holistic aspects and influences. Learners will need to know the links between exercise, diet and personal hygiene, and the benefits of these to individuals. You could begin by providing the World Health Organisation (WHO) definition of health, to help learners understand the broad context of this unit.

Learners should reflect on their own physical, intellectual, emotional and social needs, and how these are being met, looking at both internal and external influences.

Learners could identify types of exercise that would be appropriate at different life stages, with links to health conditions which may have an influence on access and participation. This could be carried out in small group discussions, they will want to consider the different types of support available to reduce barriers, as well as the benefits on health and wellbeing. Creating an exercise plan for a specific individual and presenting this to the group will support learners in presentation skills, as a well as creating visual aids to encourage participation and links to Learning aims B & C. Learners can reflect on their own physical activity, recording activities in a diary during a set period.



Learners could research guidelines for a balanced diet and nutrition recommendations in line with local and national policies, exploring the impact that poor nutrition can have on individuals. They will need to understand modern obesity epidemics and the impact this can have at a national level as well as for individuals. Learners will need to understand how a person's body mass index (BMI) is measured using good quality case studies, these can be fictional or case studies from the media. Learners may design questionnaires to give to friends/family members and use the results from these to compare different dietary needs and preferences of each individual. Learners will need to understand the factors that influence diets such as individuals who have specific dietary needs. They could use the internet to research the risks of illness associated with unhealthy diets and possible impacts this may have on individuals. Creating a meal recipe booklet will give learners the opportunity to explore a variety of dietary requirements.

Learners need to understand the importance of personal hygiene and grooming and how these can link to the risk of illness and disease and/or the social effects which can impact on personal mental health and wellbeing. Case studies could be used to illustrate individuals with different personal factors and how these maintain personal hygiene and grooming to different extents. These should consider individuals from a range of different social backgrounds and different support needs. Learners could use role play to explore ways of encouraging individuals to maintain good personal hygiene.

Learning aim B - Investigate the influences and barriers to achieving a healthy lifestyle

For learning aim B learners need to look at the barriers to achieving a healthy lifestyle. A class discussion can work well, with learners drawing on their own experiences and those of people they know. Ask learners to consider how people might overcome these barriers; to help them they can refer to the forms of support they identified in learning aim A.

Learners will investigate factors which could include physical or cognitive issues, as well as underlying health conditions. A case study could be used or learners may want to work in small groups to investigate these factors. Learners will need to consider how an individual's self-esteem can influence motivation and behaviour choices, as well as the influence of religious and cultural values and beliefs.

Social impacts can draw on positive and negative examples in the media of people who have had their health and wellbeing influenced by the way they socialise. These could include pop stars, film stars or sports people. People in the media are often seen as role models, and it is important that learners can explore the ways that the media portray some individuals through promotions and advertising, and the ways that these can influence others.

It would be useful to explore the different types of relationships people have in their lives and how these relationships can influence health and wellbeing in both positive and negative ways. Learners should aim to cover a range of different relationships such as family, work and friendships and can draw on their own experiences.

The social environment needs to be considered and how personal space, the home environment and working conditions may inhibit access to facilities and support.

Social policy and how governments can support the population to achieve a healthy lifestyle can be researched on the internet, and learners may present their findings back to the group.



Learning aim C - Know the promotion of health and wellbeing

For learning aim C, learners will need to research the types and methods of health promotion activities that are available, and how these are delivered. You could provide the WHO definition on health promotion as a starting point and introduce the types and methods of health promotion. Learners could research these in more detail, looking at for example national campaigns and health screening programmes. Newspaper articles and social media's use of role models should be evaluated and learners identify the appropriateness of the activity for a range of individuals.

It would be useful for learners to understand how the use of SMART targets can be useful to maintaining a healthy lifestyle, firstly identifying how they might use these to improve their own health and wellbeing. They could then produce a healthy lifestyle plan for a range of different individuals.

Case studies could be used to identify individuals with health conditions, for example communicable diseases, diabetes, cancer. Learners will need to justify their selected health promotion activity and its method and why these are appropriate, through the focus of at least three different individuals/scenarios.

You could introduce a case study for a family living in poor living conditions with limited income and access to social support. The family would ideally include multiple generations so that all life stages are considered. Learners could work in groups to look at a health improvement plan that would support the family and identify health promotion activities and support available in the local area.

Learners could reflect on any support they have received or is available for them, and as a group they could discuss the positive impact that the support can have.

Learners could work in pairs to produce a health promotion activity, for example a media campaign to support and maintain positive changes to unhealthy lifestyles, this could be in the format of a TV radio social media or magazine article. They should justify their choice and how it could be improved in the future.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore how exercise, diet and personal hygiene can influence healthy living	A1 Importance of physical fitness and the impact of an inactive lifestyle A2 Importance of maintaining a balanced diet and the impact of a poor diet A3 Importance of personal hygiene and groom in g and the impact of poor hygiene	Pearson Set Assignment
B Investigate the influences and barriers to achieving a healthy lifestyle	B1 Social factors and barriers in achieving a healthy lifestyle B2 Personal factors that influence healthy living	
C Know the promotion of health and wellbeing	C1 Types and methods of health promotion C2 Positive impacts of health promotion	

Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 30 guided learning hours assigned to the unit, of which 10 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

This unit is designed to give learners an awareness of healthy living means, and the range of factors that influence overall health and wellbeing. Many learners will already have some knowledge of some aspects of the unit content and it is important to build on this to create a more detailed understanding. Learners will need to understand how a range of factors influence healthy living and the different ways that health promotion can improve health and wellbeing.

Learning aim A: Explore how exercise, diet and personal hygiene can influence healthy living

Learning aim A

Introduction to unit and learning aims and how they link.

Introduce the World Health Organisation (WHO) definition of health and wellbeing to understand how physical mental and social (PIES) wellbeing are interlinked.

For A1

- Presentation on the Impact of each type of exercise on the body.
- Use of case studies looking at appropriate exercise for a range of individual at different life stages and health conditions.
- Create an exercise plan and present how this will impact on PIES.

For A2

- Know the components of a balanced diet.
- Understand the effects of obesity and how to measure body mass index (BMI).
- Presentation on the effects of over/under nutrition vitamin and mineral deficiency.
- Research factors that influence dietary preferences and requirements, create presentation of findings.
- Create a recipe booklet for a range of dietary requirements.
- Understand nutrition variation during life stages and identify a target group's nutritional requirement.
- Design a healthy eating advertisement.
- Create and use a questionnaire to compare food intake and present findings.

For A3

- Understand the risks caused by poor hygiene.
- Create a poster on handwashing and leaflet on the importance of good hygiene.
- Role play on how to encourage good personal hygiene.



Learning aim B: Investigate the influences and barriers to achieving a healthy lifestyle

Learners can split into groups and discuss the effects of physical intellectual emotional and social factors can affect health and wellbeing. They could also reflect on how their own needs are being met.

For B1

- Understand the social influences on adopting/achieving a healthy or unhealthy lifestyle, using a high-profile personality to look at lifestyle impacts.
- Consider the PIES of the chosen individual.
- Links to influences both positive and negative on the person's lifestyle choices
- Devise a lifestyle plan for a chosen media personality.

For B2

- Understand the personal factors on adopting/achieving a healthy lifestyle.
- Use of case study to cover a range of individuals with a health factor, physical or cognitive impairment as well as religious and cultural influences on their health and wellbeing. An individual self-esteem and motivation should also be considered.
- Research how the impact of personal factors can be reduced.

Learning aim C: Know the promotion of health and wellbeing

Learning aim C

Introduction to the World Health Organisation (WHO) definition of health promotion

For C1

- Research the concepts of health promotion and create a poster outlining these.
- Know the types and methods of health promotion available looking national and local strategies.
- Identify strength and weaknesses of health promotion activities depending on the target audience.
- Understand how SMART targets are used to promote a healthy lifestyle.
- Create a lifestyle plan for a range of individual with a specific health condition, incorporating any national or local strategies that may be appropriate.
- Use of case study around a family living in poor housing conditions with limited income and social support.

For C2

- Reflect on personal experience of support received or is available if needed.
- Create a media campaign for a health promotion activity
- Justify chosen campaign outlining the positive impact on the health and wellbeing of an individual.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 9: The Impact of Diet on Health.

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L2 Qualifications in Health and Social Care.

Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Videos

[youtube.com/watch?v=t8slioCX0lk](https://www.youtube.com/watch?v=t8slioCX0lk)

[youtube.com/watch?v=PpuiO6WJxic](https://www.youtube.com/watch?v=PpuiO6WJxic)

Websites

who.int/about/governance/constitution

who.int/health-topics/health-promotion#tab=tab_1

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.