

# Starters and Plenaries

for BTEC Tech Award L1/2 in Health & Social Care  
Component 3: Health and Wellbeing

[zigzageducation.co.uk](https://zigzageducation.co.uk)

POD  
12272

Publish your own work... Write to a brief...  
Register at [publishmenow.co.uk](https://publishmenow.co.uk)

 Follow us on X (Twitter) [@ZigZagHealth](https://twitter.com/ZigZagHealth)

# Contents

<b>Product Support from ZigZag Education .....</b>	<b>ii</b>
<b>Terms and Conditions of Use .....</b>	<b>iii</b>
<b>Teacher's Introduction.....</b>	<b>1</b>
<b>Specification Reference Table .....</b>	<b>2</b>
<b>Activities .....</b>	<b>4</b>
Activity 1 – Health and wellbeing definitions.....	4
Activity 2 – Genetic inheritance .....	7
Activity 3 – Inherited conditions and predispositions .....	10
Activity 4 – Ill health .....	12
Activity 5 – Stress .....	15
Activity 6 – Physical abilities and sensory impairments.....	17
Activity 7 – Nutrition and physical activity .....	19
Activity 8 – Smoking, alcohol and substance misuse .....	22
Activity 9 – Social interactions .....	24
Activity 10 – Bullying and discrimination .....	27
Activity 11 – Cultural factors .....	29
Activity 12 – Economic factors .....	31
Activity 13 – Exposure to pollution .....	35
Activity 14 – Home environment .....	37
Activity 15 – Housing needs, conditions and location .....	39
Activity 16 – The impact of life events .....	41
Activity 17 – Physiological indicators: Pulse rate .....	43
Activity 18 – Physiological indicators: Blood pressure .....	45
Activity 19 – Physiological indicators: BMI .....	47
Activity 20 – Lifestyle indicators: Smoking .....	49
Activity 21 – Lifestyle indicators: Alcohol and substance misuse .....	52
Activity 22 – Lifestyle indicators: Physical activity .....	54
Activity 23 – Lifestyle indicators: Nutrition .....	56
Activity 24 – Importance of a person-centred approach .....	59
Activity 25 – Recommended actions and targets .....	62
Activity 26 – Sources of support .....	64
Activity 27 – Obstacles to following recommendations.....	66
Activity 28 – Barriers to following recommendations.....	68
Activity 29 – Health and wellbeing improvement plans: Wrap-up .....	71

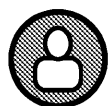
# Teacher's Introduction

This resource contains 29 activities designed to cover the specification for *Component 3: Health and Wellbeing (2022 specification)*, part of the BTEC Level 1/2 Tech Award qualifications in Health and Social Care.

These are all short activities, designed to take between 10 and 15 minutes each. These can be used as introductions to a lesson to get students ready for learning, or can be used as a last activity to ensure that learning continues right up until the end of the lesson. Guidance is provided as to whether each activity might work best as a starter or plenary, but teachers should use their discretion and best judgement when deciding how to use each activity.

The activities are in a variety of different styles and formats to engage students in the topics on the component's specification. There is also a mix of individual, pair and small group activities, many of which have opportunities for whole-class discussion too. A table has been provided which outlines the suggested usage and specification points covered by each activity.

The following icons are used to denote activity numbers:



= individual activity



= pairs activity



= group activity

*October 2023*

# Specification Reference Tab

This table will enable you to pick and choose starters or plenaries relevant to the teaching. While each activity has been selected as either a starter or a plenary you can use a starter and plenary tasks may be interchangeable dependent on how you teach it. It is at the teacher's discretion when to use each task.

Specification Reference	Activity		Extra Resource
Learning Aim A: Factors that affect health and wellbeing			
A1: Factors affecting health and wellbeing	1	Health and wellbeing definitions: <i>What do 'health' and 'wellbeing' mean?</i>	
	2	Genetic inheritance: <i>Complete the diagram</i>	
	3	Inherited conditions and predispositions: <i>Quiz</i>	
	4	Ill health: <i>Categorising conditions</i>	Scissors
	5	Stress: <i>Debate</i>	
	6	Physical abilities and sensory impairments: <i>Case studies</i>	
	7	Nutrition and physical activity: <i>Design a poster</i>	
	8	Smoking, alcohol and substance misuse: <i>Colour-code</i>	
	9	Social interactions: <i>Comment on the case study</i>	
	10	Bullying and discrimination: <i>Table fill</i>	
	11	Cultural factors: <i>Fill in the blanks</i>	
	12	Economic factors: <i>Financial advisor</i>	
	13	Exposure to pollution: <i>Newsflash!</i>	
	14	Home environment: <i>Spider diagram</i>	
	15	Home needs, conditions and location: <i>Letter to landlord</i>	
	16	The impact of life events: <i>Fill in the table</i>	
Learning Aim B: Interpreting health indicators			
B1: Physiological indicators	17	Pulse rate: <i>Measuring and interpreting pulse rate</i>	Stopwatch/clock with second hand
	18	Blood pressure: <i>Interpreting blood pressure readings</i>	
	19	BMI: <i>Interpreting BMI</i>	
B2: Lifestyle indicators	20	Smoking: <i>Crossword and data interpretation</i>	
	21	Alcohol and substance misuse: <i>Drinks calculator and spider diagram</i>	
	22	Physical activity: <i>Self-assessment</i>	
	23	Nutrition: <i>Forbidden words and interpreting a food diary</i>	

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



Learning Aim C: Person-centred health and wellbeing improve			
C1: Health and wellbeing improvement plans	24	Importance of a person-centred approach: <i>Compare the case studies</i>	
C2: Recommendations and actions to improve health and wellbeing	25	Recommended actions and targets: <i>Set a target</i>	
	26	Sources of support: <i>Verbal tennis</i>	
C2: Barriers and obstacles to following recommendations	27	Obstacles to following recommendations: <i>Problem-solver</i>	
	28	Barriers to following recommendations: <i>Posts and hashtags</i>	
	29	Health and wellbeing improvement plans: <i>Wrap-up: Assess and annotate a plan*</i>	

\* **Note:** Activity 29 incorporates C1–C3 in a summary-style activity.

**COPYRIGHT  
PROTECTED**



## Activity 1 – Health and wellbeing definitions

### Teacher's Notes

#### Starter Activity: What do 'health' and 'wellbeing' mean?

Aim of the activity	For students to understand how health and wellbeing are defined in terms of physical, intellectual, emotional and social aspects.
Teacher's instructions	<p>Photocopy the activity pages, and give one per student.</p> <p>The activity starts with asking the class what the terms 'health' and 'wellbeing' mean. Students can discuss this in pairs or small groups, and write notes in the empty box provided. They should then independently have a go at defining 'health' and 'wellbeing'. Students will then pair up and swap their definitions, marking their partner's. They should then write a revised, final version of their 'health' and 'wellbeing' definitions. This part of the activity should take about 10 minutes.</p> <p>The second part of the activity involves students filling in the 'pie chart' with various aspects of holistic health and wellbeing, including physical, intellectual, emotional and social aspects. The intellectual aspect has been completed for students. This part of the activity should take about five minutes.</p> <p>This activity should take no longer than 15 minutes in total.</p>

### Suggested Answers

Below are suggested definitions, but accept alternative wording which captures a similar meaning.

- **Health** – a state involving an absence of disease, and our physical needs having been met (e.g. food and shelter)
- **Wellbeing** – a state reached when all our holistic needs are met, including intellectual, emotional and social aspects
- **Physical** – maintaining optimal body functioning and having our essential needs met (e.g. food and shelter) to reduce the risk of illness or disease
- **Emotional** – ability to express and understand emotions (of ourselves and others), feeling satisfied and loved; being free from an undue level of mental distress
- **Social** – needs relating to our interactions with other people (such as family and friends) and wider aspects of society (e.g. involvement in the local community)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 1 – Health and wellbeing

### What do 'health' and 'wellbeing' mean?

For this activity, you are going to think about what 'health' and 'wellbeing' mean.

### *What do 'health' and 'wellbeing' mean?*

In pairs or small groups, discuss this question – make notes from your discussion of any key terms, phrases or ideas that you think of.

'Health' and 'wellbeing' are...

Health: .....

.....

Wellbeing: .....

.....

Next, you should swap worksheets with a partner and mark their definitions. Did I miss out? Can you make any suggestions for how they could improve their definition using a different-coloured pen.

Swap worksheets back. Using your partner's suggestions, come up with a revised 'wellbeing' definitions and write them below.

'Health' and 'wellbeing' are...

Health: .....

.....

Wellbeing: .....

.....

INSPECTION COPY

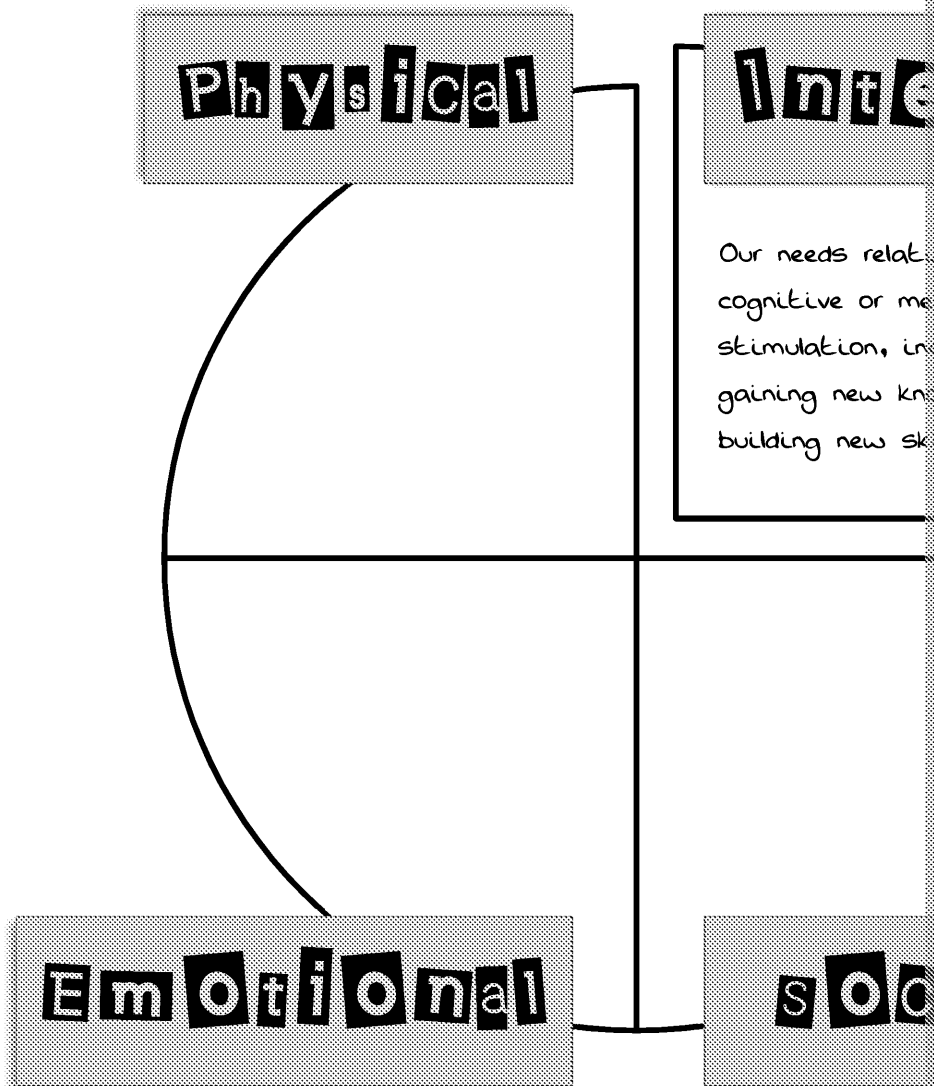
**COPYRIGHT  
PROTECTED**



Have you come across the acronym 'PIES' in health and social care before? It stands for:

- ❖ Physical
- ❖ Intellectual
- ❖ Emotional
- ❖ Social

These are all key aspects of health and wellbeing. Fill out the pie chart below to show how you think about each aspect of the PIES acronym. One of them has already been done for you.



INSPECTION COPY

COPYRIGHT  
PROTECTED





## Activity 2 – Genetic inheritance

### Teacher's Notes

#### Plenary Activity: Complete the diagram

<b>Aim of the activity</b>	For students to understand key principles of genetic inheritance and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages, and give one per student.</p> <p>The activity introduces two key ways that faulty genes can be passed to their children (dominant and recessive inheritance), and the possible outcomes: a child with the disorder, carrier without the disorder, unaffected. It includes partially filled-in diagrams which demonstrate the possible outcomes for each inheritance pattern. They should try to fill in the diagrams, by drawing the possible genetic outcomes. Questions after the diagrams also ask them to work out the possible genetic outcomes.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

#### Dominant inheritance

- **Filling in the diagram:** the missing outcomes are **NN** and **NF**.
- **Question:** Students should calculate there is a **50%** chance of a child developing the disorder in a dominant inheritance pattern, a child or a carrier with a faulty gene in order to develop the health condition.

#### Recessive inheritance

- **Filling in the diagram:** the missing outcomes are **FF** and **NF**. For the left-hand child, the missing arrow from the father's faulty gene. For the right-hand child, the student should draw an arrow from the mother's normal gene.
- **Question:** Students should calculate there is a **25%** chance of the child being unaffected; a **50%** chance of the child being a carrier; and a **25%** chance of the child developing the genetic disorder; and a **50%** chance of the child being a carrier. This is because in a recessive inheritance pattern, a child must inherit a copy of a faulty gene in order to develop the health condition. Inheriting only one copy of a faulty gene makes a child a carrier.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

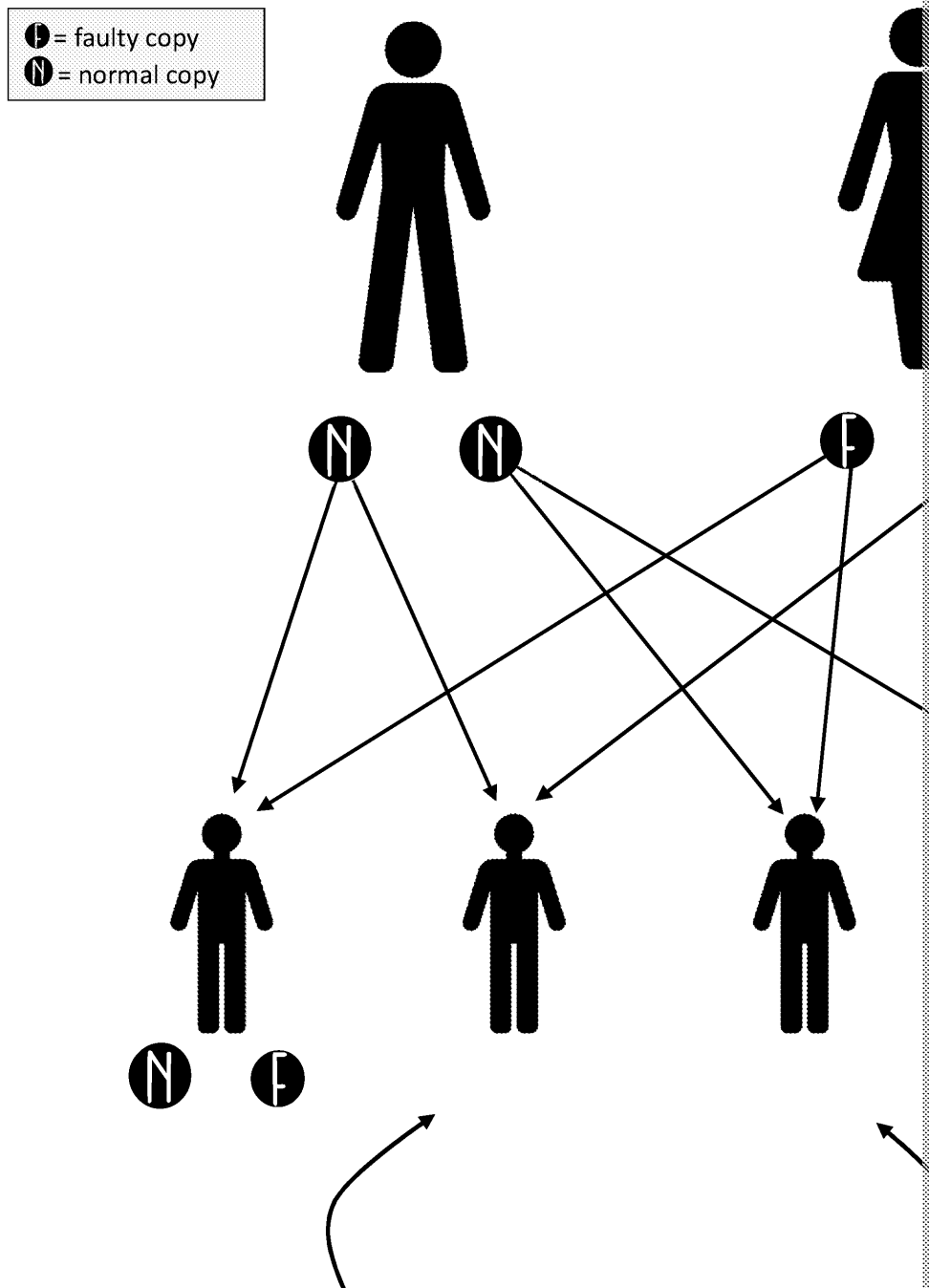


## Activity 2 – Genetic inheritance

### Complete the diagram

This activity will help you to understand the different ways that genes can be passed to children (the 'inheritance pattern'), and how these can lead to health problems in children.

The first way is if a gene is **dominant**. This means that a child only has to inherit one faulty copy to develop the health condition. Each parent has two copies of a gene; imagine the inheritance pattern for the mother.



The diagram above is only partially complete – there are two children for whom the inheritance pattern has not been completed. Have a go at filling all of this information in (looking at the inheritance pattern of the parents will help you).

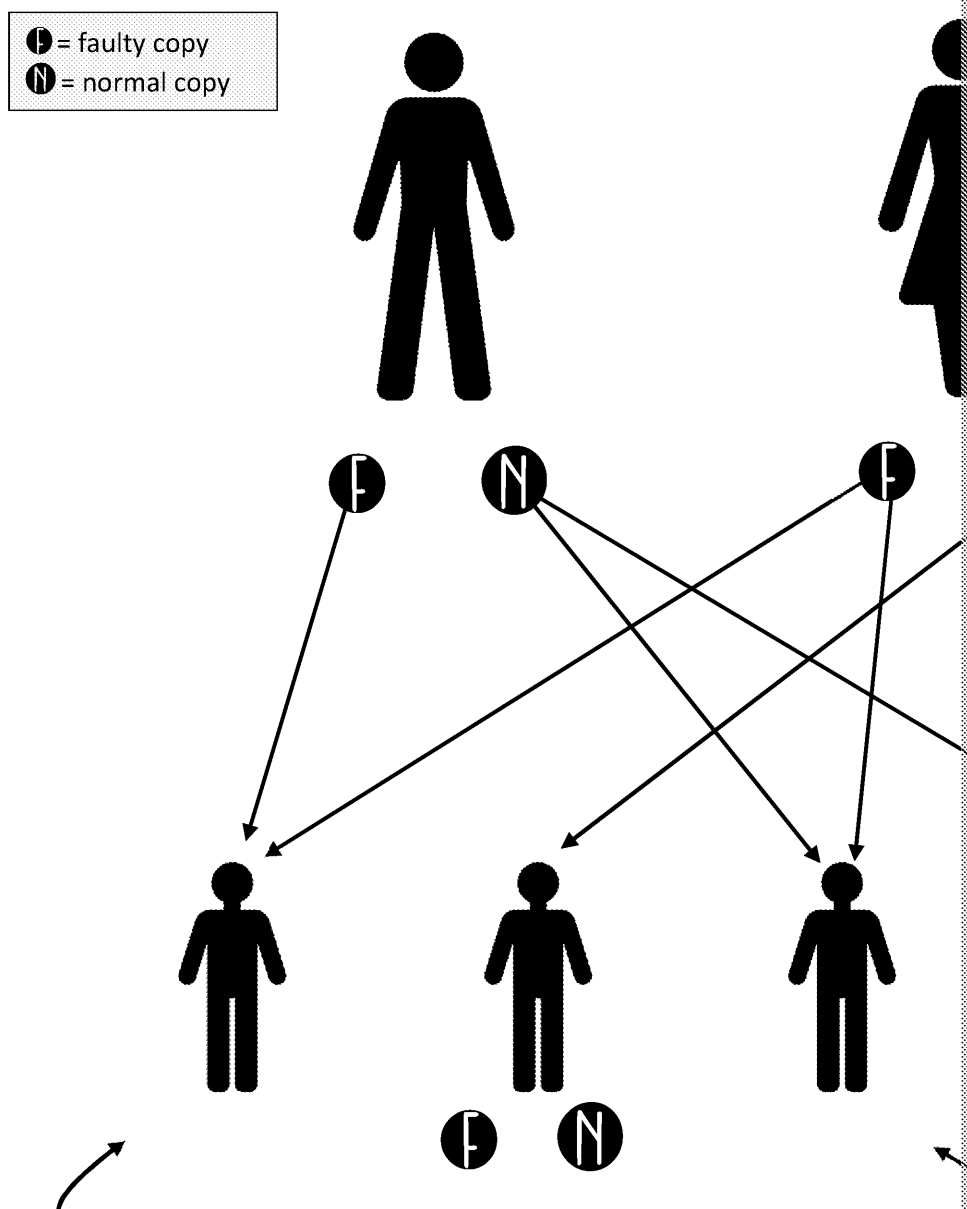
Looking at your diagram, what is the chance that a child will carry the **dominant** faulty copy of the gene? \_\_\_\_\_%

INSPECTION COPY

COPYRIGHT  
PROTECTED



Now let's have a go at the **recessive** inheritance pattern. This means that a child must have a faulty gene from **both** parents in order to develop the health condition. Imagine that the father and the mother carry copies of the faulty gene.



As before, this diagram is only partially complete. There are genetic outcomes missing and this time, there are a couple of arrows missing too! Have a go at filling all the gaps (remember there are two arrows for each child – one from each parent).

With **recessive** genes, there are several possible outcomes:

1. Both copies of the genes a child receives are normal, and they do not develop the condition.
2. Both copies of the genes a child receives are faulty, and the child does develop the condition.
3. The child receives just one copy of a faulty gene. They do not develop the condition but are a **carrier** of the faulty gene.

Looking at your diagram, determine the probability of a child being unaffected by the genetic condition (\_\_\_\_\_%); and a child being a carrier of the condition (\_\_\_\_\_%).

**COPYRIGHT  
PROTECTED**



**Extension activity:** Identify additional examples of inherited conditions and their inheritance patterns.

## Activity 3 – Inherited conditions and predisposition

### Teacher's Notes

Starter Activity: Quiz	
<b>Aim of the activity</b>	For students to test their knowledge of inherited conditions and predisposition.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, and give one per student.</p> <p>The activity page contains a series of questions – some of them are short-answer – about inherited conditions and predisposition.</p> <p>Students should swap their answers with a partner and mark each other's. They should also add any notes they missed to their own worksheets.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

**Q1** Recessive (1) – as a child needs to have a copy of the gene from both parents to develop the condition (1)

**Q2** Any three from (accept others):

- Muscular dystrophy
- Haemophilia
- Huntington's disease
- Hemochromatosis
- Marfan syndrome
- Tay-Sachs disease

**Q3** B. (1)

This is because your genes make it more likely that you will go on to develop the condition (e.g. people without those genes), but this is not definite. These genetic risk factors can be combined with lifestyle influences (e.g. your diet, or alcohol consumption habits) to determine whether you will develop the condition. (1)

**Q4** Four from (accept others):

- Regular chest infections
- Wheezing
- Coughing
- Shortness of breath
- Lack of appetite
- Difficulty gaining weight
- Diarrhoea
- Jaundice

**Q5** 1 mark for each (accept others):

Intellectual	Emotional	
The tiredness caused by the disease can make it hard to concentrate at work/school. The severe pain caused by 'crises' could also lead to individuals having time off work/school.	The painful 'crises' and the impacts of the disease on an individual's health and abilities cause stress, anxiety and depression.	Students should be encouraged to think about the impact of the disease on the individual's life.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Activity 3 – Inherited conditions and predisposition

## Quiz

This quick quiz will test your knowledge of inherited conditions and predisposition.

1. What inheritance pattern do the conditions cystic fibrosis and sickle cell anaemia have?

A. Recessive ☐

B. Dominant ☐

This is because: .....

.....

2. Identify three inherited conditions other than cystic fibrosis and sickle cell anaemia.

1. ....

2. ....

3. ....

3. Which of the following definitions of 'predisposition' is correct?

A. Having a genetic predisposition means you will definitely develop that condition because of the faulty genes.

B. Having a genetic predisposition means you have a higher likelihood of developing a condition.

This is because: .....

.....

4. Identify four physical symptoms of cystic fibrosis.

1. ....

2. ....

3. ....

4. ....

5. Sickle-cell disease can cause a wide range of effects on health and wellbeing. Complete the table below to give an overview of the other 'PIES' impacts of sickle-cell disease.

Physical	Intellectual	Emotional
Blockages in the blood vessels caused by the sickle-shaped cells cause very painful episodes called 'crises'.		

Once you're finished, swap your worksheet with a partner and mark each other. If you missed any information in your answers, make sure you add it to your work.

Total

COPYRIGHT  
PROTECTED



## Activity 4 – Ill health

### Teacher's Notes

#### Starter Activity: Categorising conditions

Aim of the activity	For students to understand acute and chronic physical and mental health conditions.
Teacher's instructions	<p>The first activity page is made up of cards which contain information about health conditions. These should be cut up, with a set of cards being given to each group (about three or four students). Students are then given five minutes to categorise the conditions – 'acute', 'chronic' or 'both' (for the conditions which can be both). You could then go through each condition, and ask each group to explain their reasoning. Groups could also take it in turns to feed back their reasons for their categorisation to the class for discussion. This part of the activity should take about 10 minutes.</p> <p>Students should then fill in their answer sheet to indicate whether each condition is physical, mental or both, and the impact it has on the individual. This activity should take no longer than 15 minutes in total.</p>

### Suggested Answers

Accept other classifications of health conditions as acute, chronic, or both, based on the impact of each is provided in the table below, but accept any other appropriate classification.

Health condition	Acute, chronic, both?	Physical or mental ill health?	Impact on individual
Heart attack	Acute	Physical	(Physical) Can be potentially fatal.
Osteoporosis	Chronic	Physical	(Physical) Can increase the risk of fractures and impair their ability to perform non-weight-bearing activities.
Anxiety	Both	Mental	(Social) Can lead to social isolation.
Asthma	Chronic	Physical	(Physical/Social) Can prevent participation in intense physical activities.
Eating disorder	Chronic	Mental	(Physical) Can result in malnutrition, deficiencies, affecting physical health.
Broken bone	Acute	Physical	(Intellectual) Can cause time off work / lead to financial issues.
Depression	Both	Mental	(Physical/Emotional) Can lead to physical health issues, e.g. heavy alcohol consumption.
Obesity	Chronic	Physical	(Physical) Can increase the risk of conditions such as type 2 diabetes and cardiovascular disease.
Cardiovascular disease	Chronic	Physical	(Physical) Increases the risk of events such as a heart attack.
Stress	Both	Mental	(Physical) Can lead to physical health issues, e.g. as hypertension.
Influenza	Acute	Physical	(Social) Results in some individuals being isolated from others.
Type 2 diabetes	Chronic	Physical	(Physical) Increases the risk of complications, e.g. a stroke.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 4 – Ill health

### Categorising conditions

#### Heart attack

Blood supply to the heart becomes blocked.

#### Osteoporosis

A reduction in bone density, which makes bones weaker.

#### Asthma

Inflammation of the airways, which causes breathing problems.

#### Eating disorder

Controlling food intake as a way of dealing with issues.

#### Depression

Symptoms include feeling low, hopeless and demotivated.

#### Obesity

Excess level of body fat over 30 kg/m<sup>2</sup>.

#### Stress

A heightened state of tension in response to stressors.

#### Influenza

A viral infection that affects the respiratory system.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 4 – Ill health

### Categorising conditions

For this activity, you are going to be categorising health conditions. Your teacher will provide you with cards which have information about different health conditions on them. For each, you will decide whether the condition is:

- acute – sudden onset, short duration
- chronic – more long-term, with gradual development (or both)

Once you've finished, you'll discuss your categorisations as a class. Make notes in your workbook about the health conditions, as well as categorising each condition as mental or physical ill health.

Health condition	Acute, chronic, or both?	Physical or mental ill health?	Impact on life
Heart attack			
Osteoporosis			
Anxiety			
Asthma			
Eating disorder			
Broken bone			
Depression			
Obesity			
Cardiovascular disease			
Stress			
Influenza			
Type 2 diabetes			



**Extension activity:** Describe **two** additional physical health conditions and two mental health conditions.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 5 – Stress

### Teacher's Notes

Starter Activity: Debate	
<b>Aim of the activity</b>	For students to understand how stress can impact on an individual.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student. Split the class into two groups. One group will be arguing for a different side of the debate.</p> <p>The debate concerns the question 'Is stress always bad for you?' One group should argue for the side that stress is always unhealthy, and explain why. The other side should try to argue that stress can be positive (you may need to help students with this). Students should be given 10 minutes to prepare their case (you may need to help students with this). Students should be given 10 minutes to prepare their case. Each side will then be given five minutes to present their case.</p> <p>During the debate, students should also make notes about the impact of stress on their activity sheets.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

#### Side 1 – Stress is always bad for you.

- **Physical impact of stress:** Muscles can become tense, and some might get headaches. The immune system can also be affected by stress, meaning that some are more susceptible to infection. Stress can also lead to depression, as well as loss of appetite. In the long term, stress can even increase the risk of heart disease.
- **Intellectual impact of stress:** Stress can interfere with focus and concentration, particularly in the workplace. It can also lead to struggles with poor sleep too. This can affect attainment at education and work, and make it difficult to learn new things.
- **Emotional impact of stress:** Someone who is stressed is more likely to develop mental health issues, such as depression and anxiety. They may also experience mood swings and become more irritable.
- **Social impact of stress:** The irritability experienced by some can have a negative impact on their relationships. They may also become withdrawn and be less likely to attend social occasions.

#### Side 2 – Stress isn't always bad for you.

- **Motivation and productivity:** Being a little stressed can push us towards doing things we might otherwise procrastinate on. Being anxious over a project can encourage us to work harder and more efficiently. Stress can also help us to procrastinate until it's too late to get the work done.
- **Difference between acute and chronic stress:** Chronic stress (stress experienced over a long period) is bad for our health, but short bursts of stress (acute) may not have a significant impact. This is because chronic stress can make it difficult to sleep and concentrate, which affects all areas of our lives. Acute stress is over quickly, and many people are able to cope with it.
- **Excitement:** Sometimes, you can feel a little bit of stress when you're doing something new, like going to a party with new friends or going on holiday. This 'stress' can be seen as part of the excitement and build anticipation for doing something interesting.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 5 – Stress

### Debate

For this activity, your teacher will split the class into two groups (your teacher will choose which group you're in). You'll be debating the following question:

**Is stress always bad for you?**

You've got five minutes to make as many notes as you can in your groups for your side of the debate. Prompts have also been included in the boxes to help you. You'll also need to appoint a spokesperson for your group, who will present your side of the debate.

During the debate, make sure you make notes about the opposition's perspective too.

#### Side 1: Stress is always bad for you.

Physical impact of stress:

Intellectual impact of stress:

Emotional impact of stress:

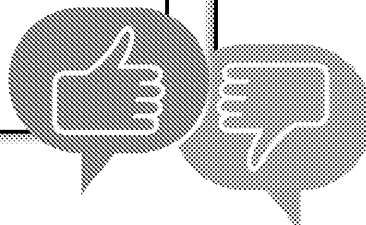
Social impact of stress:

#### Side 2: Stress is always good for you.

Motivation and productivity:

Difference between acute and chronic stress:

Excitement:



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Activity 6 – Physical abilities and sensory impairment

### Teacher's Notes

#### Starter Activity: Case studies

<b>Aim of the activity</b>	For students to summarise the impact that different physical disabilities have on health and wellbeing.
<b>Teacher's instructions</b>	Photocopy the activity page and give one copy to each student. Give each student a case study for each individual with a physical disability and ask them to write the impact that each could have on their health and wellbeing.  Each case study should take around 3–5 minutes to write.

### Suggested Answers

#### Case Study 1 – Visual impairment

- (Intellectual) Inability to access material in a written format could affect ability to learn
- (Physical) Reliance on Braille or spoken word can result in a lack of awareness of their signs and symptoms
- (Social) Requirement for physical aids to get around can limit social opportunities
- (Physical/Emotional) Reduced ability to take part in sports and physical activities
- (Emotional) Frustration at their lack of independence and reliance on other people

#### Case Study 2 – Physical disability

- (Physical/Intellectual/Social) Restricted access to sports/social/work facilities, e.g. no transportation, steps, manual doors, etc.
- (Physical) Requirement for adapted wheelchair sports / specially adapted activities
- (Emotional) Depression caused by offensive language towards Suzanne, e.g. 'cripple' or 'crippled'

#### Case Study 3 – Hearing impairment

- (Intellectual) Impaired intellectual development through spoken communication; development through sign language or written forms of communication
- (Emotional) Reliance on sign language or written communication can be stressful
- (Physical/Social) Reduced ability to take part in team sports and physical activities; communication is key
- (Social) Reduced ability to socialise with other people who do not know sign language

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 6 – Physical abilities and sensory impairments

### Case studies

For this activity, you will each be writing short case studies for individuals with different sensory impairments, highlighting the impact that each could have on their health and wellbeing.

Remember to consider PIES (the impact on physical, intellectual, emotional and social).

#### Case Study 1



Suzanne, a 34-year old health consultant who uses a wheelchair.

#### Case Study 2

#### Case Study 3



**Extension activity:** Identify one other physical disability or sensory impairment and the impact it may have on health and wellbeing (considering PIES).

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Activity 7 – Nutrition and physical activity

### Teacher's Notes

#### Starter Activity: Design a poster

<b>Aim of the activity</b>	For students to understand the influence of nutrition and physical activity on health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages, one set per student.</p> <p>Students are to design a poster that covers key information about doing the right amount of physical activity. Their poster should explain how this can have a positive impact on health and wellbeing. Some ideas about images are included on the template to help. Students could choose <i>not</i> to use the provided template if they wish. They should consider the prompts provided.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

#### A high-quality, balanced diet contains:

- as a minimum, five portions of fruit and vegetables
- carbohydrates, ideally wholegrain or high-fibre options
- proteins (e.g. beans, pulses, oily fish, lean meat) – limit consumption of processed meats
- dairy/alternatives (e.g. nut milk)
- a small amount of unsaturated fats/oils
- limit the amount of sugars (e.g. biscuits, cakes)
- plenty of water

#### Nutrition and physical activity are important because:

- it's easier to maintain a healthy weight and avoid obesity
- improved muscle tone and strength
- reduced risk of conditions such as diabetes, cancer and high blood cholesterol
- less likely to become malnourished
- less likely to experience tooth decay
- better skin and hair
- increased confidence and self-esteem
- reduced stress, depression and anxiety
- exercising can give opportunities for socialising with others
- improved energy levels / reduced fatigue

#### How much physical activity should you be doing?

For adults (aged 19–64):

- 150 minutes of moderately intense activity over a week.
- Bouts of activity should be at least 10 minutes.
- Alternatively, adults should do 75 minutes of vigorously intensive activity over a week.
- Exercises designed to increase muscle strength should also be undertaken at least once a week.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



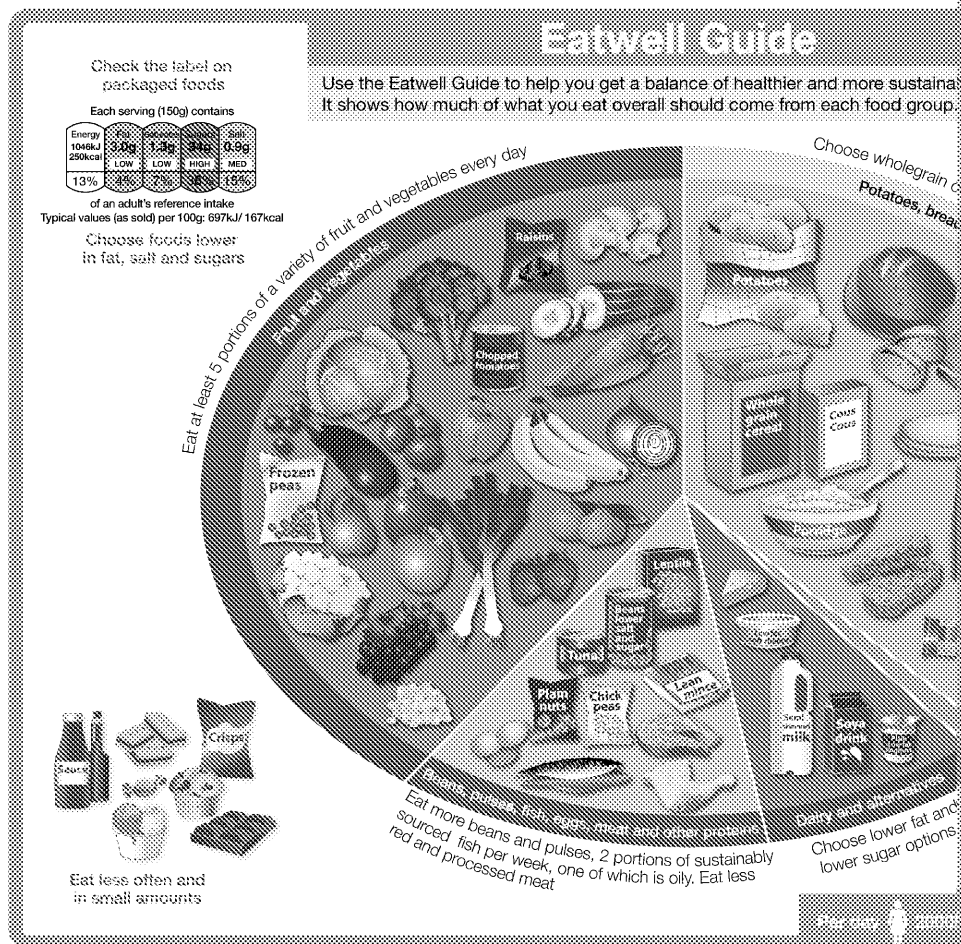
# Activity 7 – Nutrition and physical

## Design a poster

For this activity, you need to design a poster that promotes a healthy diet and exercise information about how this can benefit an individual's wellbeing. A template is provided with prompts to help you. Here are some points you should cover with your poster:

- ❖ a short, snappy title to grab people's attention
- ❖ key aspects of a healthy diet, including the right balance and amount of different types and quality of the food
- ❖ guidance on the amount of physical activity individuals should be engaging in
- ❖ some are already included in the template, but try to add in some more illustrations of healthy food
- ❖ examples of the consequences of a poor diet / not exercising (under 'Eating important because...')

The Department of Health's Eatwell guide can also be used as a reference for filling in your poster about following a balanced diet, with the right amount of quality food.



**COPYRIGHT  
PROTECTED**



To help you fill in information for exercise, here are some extracts from government guidance on physical activity that adults (aged 19–64) should do:

- 150 minutes of moderately intense activity over a week.
- Bouts of activity should be at least 10 minutes.
- Alternatively, adults should do 75 minutes of vigorously intensive activity over a week.
- Exercises designed to increase muscle strength should also be undertaken a

A HIGH-QUALITY, BALANCED DIET CONTAINS:

- 
- 
- 
- 
- 

NUTRITION AND PHYSICAL ACTIVITY ARE IMPOR

HOW MUCH PHYSICAL ACTIVITY SHOULD YOU BE DO

**COPYRIGHT  
PROTECTED**



You can design your own poster if you wish to on A3/A4 plain paper (see prompt to include).

## Activity 8 – Smoking, alcohol and substance misuse

### Teacher's Notes

Plenary Activity: Colour-code	
<b>Aim of the activity</b>	For students to understand the effects that different kinds of substances have on an individual's health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, one per student.</p> <p>The activity page contains details of different substances (alcohol, tobacco, drugs, misuse of prescribed drugs). There are also details provided of physical effects. Students need to choose a colour to represent each substance box to illustrate this. They then need to colour in the effects of each substance to their short-term and long-term effects, by colouring the effects boxes. This part of the activity should take about 5–10 minutes.</p> <p>As an extension activity, students should explain the intellectual effects of smoking.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

#### Alcohol:

*Short-term:* intoxication, nausea/vomiting, impaired coordination, engaging in risky behaviour

*Long-term:* liver disease, cancers, weight gain, high blood pressure

#### Illegal drugs:

*Short-term:* often used for recreational purposes; depending on what's used, this can make someone more energetic, more alert, or more relaxed

*Long-term:* addiction, heart problems

#### Nicotine:

*Short-term:* feelings of relaxation, but can also act as a stimulant; bad breath, clothes smelling of smoke

*Long-term:* increased risk of cancers (e.g. lung, mouth, throat), respiratory diseases, high blood pressure

#### Misuse of prescription drugs:

*Short-term:* risk of overdose; could interact badly with other medications you're on

*Long-term:* addiction, liver damage, heart problems

#### Suggested answers for extension activity:

##### Smoking:

Intellectual: being distracted by cigarette cravings could lower functioning at work

Emotional: lowered self-esteem, confidence; increased stress

Social: having to smoke outside can be seen as antisocial; stigma attached to smoking

##### Alcohol:

Intellectual: it can preoccupy the mind and reduce concentration; can lead to memory problems

Emotional: mental health issues; depression; mood swings

Social: can help to improve social life if consumed in moderation with friends; overconsumption can lead to social exclusion from social situations

##### Substance misuse:

Intellectual: memory problems

Emotional: increased risk of mental health problems (e.g. psychosis)

Social: can lead to social exclusion (e.g. friends who no longer wish to be associated with someone who misuses substances)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 8 – Substance misuse

### Colour-code

For this activity, you should first read the details provided about the different types of substances, and then colour in the little circle to show your choice for each substance. Use the same colour to link the substances to their short-term and long-term effects, by colour-coding.

**Alcohol:** A process of fermentation produces an intoxicating beverage (e.g. beer or wine). The number of 'units' in a beverage indicate the amount of alcohol it contains.



**Illegal drugs:** Examples include cocaine, cannabis and ecstasy. You can be arrested for possessing or selling these.



**Nicotine:** The active substance of cigarettes, found in the tobacco plant.



**Short-term effects:** feelings of relaxation, but can also act as a stimulant; bad breath, clothes smell

**Long-term effects:** addiction, memory problems, increased risk of mental health problems (e.g. psychosis), heart problems; criminal record

**Long-term effects:** addiction, liver damage, heart problems

**Long-term effects:** increased risk of cancers (e.g. lung, mouth, throat), respiratory diseases (e.g. COPD), stroke, increased blood pressure.

**Short-term effects:** risk of overdose; could interact badly with other medications you're on

**Short-term effects:** increased risk of overdose; could interact badly with other medications you're on



**Extension activity:** Describe the intellectual, emotional and social effects of substance misuse.

- Emotional
- Intellectual
- Social

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 9 – Social interactions

### Teacher's Notes

#### Plenary Activity: Comment on the case study

<b>Aim of the activity</b>	For students to understand the influence that social interactions have on health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages. Pair up students and hand out one sheet to each member of the pair, so that they have both sheets between them.</p> <p>The activity pages contain two case studies illustrating different types of social interactions which are either supportive or unsupportive and result in social inclusion or exclusion. Students are to read these and then annotate the case study. Supportive interactions are provided to guide students. When they have finished, students discuss their findings with their partner.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

#### Case study 1: Georgia

- **Identify one health risk of Georgia's current lifestyle:** Being sedentary carries the risk of losing muscle strength/tone; reduced self-esteem and confidence; increased risk of diabetes and heart disease.
- **What effect could Georgia's friends have on her emotional wellbeing?** They could boost her confidence; reduce stress/depression/anxiety.
- **What effect could Georgia's friends have on her physical wellbeing?** By increasing her physical activity, conditions such as cancer, diabetes and heart disease are reduced. She's also more likely to seek medical help when she's feeling stressed, by listening to her and helping her cope with her problems.
- **Identify one other way that Georgia's friends could behave supportively:** They could help her when she's feeling stressed, by listening to her and helping her cope with her problems.
- **Define 'social exclusion':** Being unable to participate in wider society, including its economic, social, political and cultural advantages; is often linked to poverty or belonging to a minority social group.

#### Case study 2: Malcolm

- **What effect could getting involved with his local community have on Malcolm's social life?** He could meet new friends with similar interests to him.
- **What effect could getting involved with his local community have on Malcolm's inclusion?** He could have the opportunity to practise skills he used in his previous working life as a car mechanic, using his knowledge and skills about community involvement.
- **Could there be any negative impacts for Malcolm of getting involved with his local community?** It could be stressful, particularly if there are lots of problems to be resolved and it takes up a lot of time, which could impact on his ability to be involved in other leisure activities and having time for himself.
- **Identify one way that Susan could be more supportive of Malcolm:** Susan could encourage him to do things that he's interested in. Together, they could work out a plan for Malcolm to get involved in his community, but also ensure that other activities and commitments are scheduled in.
- **Define 'social inclusion':** The process of being made part of the wider community, including its economic, social, political and cultural advantages.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 9 – Social interaction

### Comment on the case study

The case study below describes examples of supportive or unsupportive social interaction in the case study – the boxes and prompts are there to help you.

Identify one health risk of Georgia's current lifestyle.

What effect could this have on emotional wellbeing?

Georgia is a 23-year-old musician, who also works from home as an online tutor. She spends a lot of time at home, and doesn't get much opportunity to move about as part of her work day. She also feels quite lonely a lot of the time, and her work has been stressful recently.

She lives with two friends, who she has known for several years. Her friends have noticed that Georgia has been feeling down, and they suggest that they all start to go running. Georgia is a little unsure at first, but decides to give it a go.

What effect could Georgia's friends have on her physical wellbeing?

Identify one other way Georgia could behave supportively.

Define 'social exclusion':

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 9 – Social interaction

### Comment on the case study

The case study below describes examples of supportive or unsupportive social interaction in the case study – the boxes and prompts are there to help you.

What effect could getting involved with his local community have on Malcolm's social wellbeing?

What effect could getting involved with his local community have on Malcolm's intellectual wellbeing?

Malcolm is 74, and has become a little bored since he retired from his job as a financial advisor. He would love to get involved with his local community, and wants to join a committee in his town that works towards improving local issues.

His wife, Susan, does not approve of this idea. They have recently become grandparents, and she feels that the majority of their spare time should go towards childcare and leisure activities, not voluntary work.

Could there be any negative impacts for Malcolm of getting involved with his local community?

Identify one way in which the local community is supportive of Malcolm.

Define 'social inclusion':

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 10 – Bullying and discrimination

### Teacher's Notes

Starter Activity: Table fill	
<b>Aim of the activity</b>	For students to understand the terms 'bullying' and 'discrimination' and each that can affect health and wellbeing.
<b>Teacher's instructions</b>	Students are to organise themselves into pairs for this activity. Pairs to hand out one sheet to each pair.
	Students should start by defining the terms 'bullying' and 'discrimination' and give examples of each, with the impact they have on health and wellbeing.

### Suggested Answers

**Bullying** – repeated episodes of physical or emotional harm inflicted upon a person or group of people.

#### Examples of bullying and their impacts (accept others):

- Physical bullying – Physical harm (e.g. punching and kicking) inflicted on a vulnerable person. Bullies can result in damage to physical health, e.g. result in bruises, and can result in emotional health problems such as stress and anxiety.
- Social bullying – A worker who spreads a malicious rumour about another worker and socially excluded, can affect their social health as people may distance themselves from them and anxiety.
- Verbal bullying – Shouting or using offensive words towards a colleague can cause emotional health problems such as anxiety around that worker, and affect intellectual wellbeing (e.g. inability to concentrate).
- Cyberbullying – An anonymous social media account sending threatening messages, intimidating them or hurting them, can result in emotional health problems such as stress and anxiety. It can even increase the risk of suicide.

#### Suggested answers for extension activity:

Sexual bullying, racial bullying, religious bullying, disability bullying

**Discrimination** – social injustice towards or unequal treatment of a person or group based on their characteristics.

#### Examples of discrimination and their impacts (accept others that are linked to the characteristics):

- Disability discrimination – A taxi driver who refuses to accept someone with a disability can limit their ability to access health and social care services, which could have serious implications and cause them stress and anxiety.
- Gender discrimination – A boxing club that does not provide training for females because of their 'weakness' can prevent females from taking part in certain sports for their physical health.
- Discrimination – A leisure centre that asks the carer of someone with mental disability to be quiet because they are being loud can prevent them from taking part in social activities.
- Sexual orientation discrimination – Use of offensive language towards people of different sexual orientation or transgender can reduce their confidence in their own body and self-esteem.

#### Suggested answers for extension activity:

Age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 10 – Bullying and discrimination

### Table fill

For this activity you will work in pairs to develop your understanding of the terms by defining each and then coming up with examples and the effect they might have.

Let's start by defining both of the terms:

Definition of bullying	Definition of discrimination

Now describe different examples of **bullying** for the different types identified, and the effect on health and wellbeing:

Example of bullying	Effect on health and wellbeing
Physical -	
Social -	
Verbal -	
Cyber -	



**Extension activity:** Can you list any other types of bullying?

Now describe some examples of **discrimination**:

Example of discrimination	Effect on health and wellbeing



**Extension activity:** Discrimination is prohibited under the Equality Act 2010 for protected characteristics.

**COPYRIGHT  
PROTECTED**



## Activity 11 – Cultural factors

### Teacher's Notes

#### Plenary Activity: Fill in the blanks

<b>Aim of the activity</b>	For students to understand how individuals' different cultural factors can affect their health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>Students need to fill in the blanks using the word 'bricks' provided. Be careful – not all of the words in the 'bricks' will actually be needed.</p> <p>Students could then create their own gap fill paragraph on additional factors that affect health and wellbeing from different cultural factors.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

One factor that could influence someone's ability to access services is their **religion**. Different religions have different beliefs about a range of things, including the traditions, customs, and beliefs. One example is the Jehovah's Witnesses, who believe that blood **transfusions** are not an acceptable form of treatment. The decision to accept or refuse is respected, even if it means that they risk death due to blood loss.

Another relevant cultural factor is **gender** roles and expectations. Some research has shown that men are more likely than women to access **health and social** services or take part in screening programmes. There are several underlying causes, including a fear that health worries is not a **masculine** trait. Some men may be unwilling to visit health services if they are worried about being treated by a female.

Someone's gender **identity**, i.e. whether they identify as male, female or other, can also affect their health and wellbeing. This is similar to someone's sexual **orientation**, e.g. being heterosexual, gay, lesbian or transgender. National events that promote awareness of these, such as **PRIDE** (Pride in Diversity), help to normalise behaviours towards people who identify themselves in this way. However, discrimination against different genders and sexualities, such as the use of offensive language, can have a negative impact on health and wellbeing.

Finally, the level of involvement of someone in their local **community** can also impact their health and wellbeing. Someone who is more involved is more likely to hear about events such as charity events or health charities such as MIND, as well as other services such as help finding **jobs** or housing.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 11 – Cultural factors

### Fill in the blanks

For this activity, you'll need to fill in the blanks using the word 'bricks' below. Think about what could affect an individual's willingness to seek help or access services. Be careful to use all of the words in the 'bricks'.

PRIDE	navigation	feminine
gender	age	
orientation	religion	jobs
masculine	discrimination	
lost property	mental	biology

One factor that could influence someone's ability to access services is their \_\_\_\_ of a wide range of things, including the traditions, customs and beliefs. One example is the Witnesses group, who do not believe that blood \_\_\_\_ are an acceptable. The decisions of people with capacity must be respected, even if it means that they

Another relevant cultural factor is \_\_\_\_ roles and expectations. Some men are less likely than women to access \_\_\_\_ services or take part in \_\_\_\_ . This could potentially have several underlying causes, including a fear that health care is \_\_\_\_ characteristic. Some service users may be unwilling to visit health care about being treated by someone of the \_\_\_\_ sex.

Someone's gender \_\_\_\_, i.e. whether they identify as male, female or \_\_\_\_ impacts on health and wellbeing. This is similar to someone's sexual \_\_\_\_ , lesbian, gay, bisexual or transgender. National events that promote awareness \_\_\_\_ (represented by the rainbow flag), help to normalise behaviour \_\_\_\_ identify themselves in this way. However, \_\_\_\_ against different genders \_\_\_\_ the use of offensive language, can have a negative impact.

Finally, the level of involvement of someone in their local \_\_\_\_ can affect their wellbeing. Someone who is more involved is more likely to hear about events \_\_\_\_ money for \_\_\_\_ health charities such as MIND, as well as other services \_\_\_\_ or appropriate housing.

Once you've finished, swap worksheets with a peer to mark each other's work.



**Extension activity:** Create your own gap fill on the different cultural factors affecting wellbeing. Swap sheets with a partner to answer the gap fill they've designed.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 12 – Economic factors

### Teacher's Notes

Plenary Activity: Financial advisor	
<b>Aim of the activity</b>	For students to understand the positive and negative effects that alcohol has on an individual's health and wellbeing.
<b>Teacher's instructions</b>	<p>Students should be in pairs for this activity. Photocopy the activity sheet, one member of the pair, and Sheet B to the other.</p> <p>The activity pages contain case information and a 'budget' for two weeks. The students should read through this and annotate the information. They should highlight the current health and wellbeing risks of the individual's situation and make three recommendations for how the person could improve their health. Use the prompts available in some boxes to help the students. Give the students 10 minutes to complete this.</p> <p>Students should then take it in turns to discuss their suggestions in pairs. They should play the scenario, as if their partner was the individual in their situation. If they make any additional suggestions during the role play, they should note them down. This part of the activity should take no longer than 10 minutes (5 minutes to role play as the financial advisor).</p> <p>This activity should take no longer than 15 minutes to complete.</p>

### Suggested Answers

#### Sheet A

- **Physical risks of the client's situation:** Binge drinking increases the risk of health conditions such as liver disease and high blood pressure. Drinking heavily and eating lots of takeaways could lead to obesity, and over a long period of time could raise the risk of heart conditions.
- **Intellectual:** Consuming alcohol excessively could interfere with the client's ability to focus or concentrate while learning new skills.
- **Emotional:** Failing to manage their finances appropriately could lead to increased stress and depression, especially if the consequences of not paying bills catch up with them. Health problems and weight gain associated with their current lifestyle could impact on their self-esteem and confidence.
- **Social:** The reduced inhibitions associated with binge drinking could lead to the client engaging in risky or inappropriate behaviour. This could affect relationships with their friends and family.

#### Suggested recommendations for this client (accept other suitable recommendations):

- Reduce the amount of spending on nights out, by setting a budget or by going to the pub less often.
- Put the inheritance into a separate savings account to earn interest and prevent it from being spent.
- Reduce the amount of alcohol consumed per week to be in line with government consumption levels.
- Eat healthily before going out and get a healthy snack ready at home to reduce the need for takeaways.
- Catch up on missed bills and pay bills the day they are due going forward, to avoid late fees and interest.
- Walk to work rather than drive, to save money on fuel and to increase activity levels.

#### Sheet B

- **Physical risks of the client's situation:** Eating processed, convenience foods of low nutritional value increases the risk of health conditions such as malnutrition, and combined with a sedentary lifestyle can lead to several cancers, heart disease, diabetes and becoming overweight. There are also risks of lung cancer, high blood pressure, and respiratory conditions.
- **Intellectual:** Eating poorly and having a sedentary lifestyle can lead to them feeling lethargic. This could make it difficult for them to concentrate at work.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



- **Emotional:** Health problems and weight gain associated with their current lifestyle impact on their self-esteem and confidence. Being socially isolated can also result in conditions such as depression.
- **Social:** The stress of the client's current situation could affect their relationship with friends. Not staying in contact with friends could also lead to friends drifting apart, with less social support than before.

***Suggested recommendations for this client (accept other suitable recommendations):***

- Look up a few cheap, healthy and easy recipes that could take the place of the expensive ones.
- Quit smoking to save money, and improve health and wellbeing outcomes.
- Increase physical activity by engaging in free methods of exercise, such as going for a walk (which also involve the children).
- Combine socialising with exercise, by inviting friends to join in with the exercise.

**COPYRIGHT  
PROTECTED**



## Activity 12 – Economic factors (C)

### Financial advisor

For this activity, you'll be acting as a 'financial advisor' who specialises in health and social care, and you should imagine that your partner is the individual from the case information. You will be given case information and their budget, and annotate it with your suggestions. The box below is for you to write your suggestions.

What are the risks of their current situation on the following aspects of their health and wellbeing?

Physical

Intellectual

Emotional

Social

Your client is 18, and has recently started their first job at a local restaurant. They have come into an inheritance of £50,000.

They have never had to manage their own money before. They spend a lot of their money on nights out with friends, binge drinking and buying takeaways. An average night out costs this person about £100.

They have a car, and prefer to drive this to work rather than walk. Their parents paid for the costs of the car until your client started their first job, and now the responsibility is on them.

They recently took out an expensive mobile phone contract and gym membership, but have already missed the first payments. The cost of these two bills together works out to around £80 per month.

Your client currently isn't that worried about their situation, but would like to learn how to manage their money more effectively.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



Now, take it in turns to role play your suggestions with your partner. Add any comments into the box below.

--	--

## Activity 12 – Economic factors (1)

### Financial advisor

For this activity, you'll be acting as a 'financial advisor' who specialises in health and wellbeing. You will be given a case study and you should imagine that your partner is the individual from the case information. You will be given the case information and their budget, and annotate it with your suggestions. The budget is given in the table below.

What are the risks of their current situation on the following aspects of their health and wellbeing?

Physical

Intellectual

Emotional

Social

Your client is 34, and has two young children in primary school. They have a job, but unfortunately it only pays the minimum wage.

Their job involves minimal physical activity, and they spend a lot of time sat down at their desk all day. Your client would love to get more active, but can't afford to take out a gym membership or pay for any workout classes.

After all the other bills are paid, your client has about £50 each week to buy food for themselves and their children. They have never really had the opportunity to learn how to cook healthily, so much of this food budget tends to go towards processed, convenience foods.

Your client is also an occasional smoker, which they claim is to cope with the stress they are currently under. They are very busy and don't get to see their friends much. Your client would really like to socialise more and feel less isolated, but is worried they won't be able to afford it.

Now, take it in turns to role play your suggestions with your partner. Add any comments into the box below.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 13 – Exposure to pollution

### Teacher's Notes

#### Starter Activity: Newsflash!

<b>Aim of the activity</b>	For students to understand the impact of light, noise and air pollution on health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity sheets, giving one per small group of students (four per group).</p> <p>Students are to write a news-style report about the health and environmental impacts of light, noise and air pollution in a given area. A template is provided on the next page, giving ideas about the kind of information to be covered in the next 10 minutes to write their reports.</p>

### Suggested Answers

#### Air pollution

Students' reports could cover the following health impacts of pollution:

- **Physical:** Increased risk of lung cancer, stroke, heart disease and respiratory conditions, such as asthma, due to the inhalation of pollutants.
- **Intellectual:** Being ill as a result of pollution inhalation could lead to someone missing school or work (increased severity of asthma attacks). Studies have also reported how air pollution can affect cognitive function.
- **Emotional:** Some research has linked pollution to poorer mental health outcomes. The stress of physical health conditions linked to pollution may also cause an individual to feel anxious or depressed.
- **Social:** Having to miss work, school and social occasions due to illness caused by pollution can lead to an individual becoming socially isolated. Air pollution can also disproportionately affect people of colour who live in urban areas, worsening social inequalities.

#### Noise pollution

Students' reports could cover the following health impacts of noise pollution:

- **Physical:** Sleep deprivation caused by excessive noise problems causes fatigue and stress. Sleep deprivation has also been linked to a higher risk of developing other health conditions, such as diabetes and obesity. Can also cause hearing loss (temporary or permanent).
- **Intellectual:** Sleep deprivation and stress can reduce an individual's ability to concentrate, making it harder for them to perform at school or work.
- **Emotional:** The chronic stress of excessive noise levels increases the risk of developing mental health conditions such as anxiety and depression.
- **Social:** Irritation caused by sleep deprivation can interfere with an individual's ability to communicate with others and may disrupt social activities, leading to social isolation.

#### Light pollution

Students' reports could cover the following health impacts of light pollution (some of the impacts of noise pollution):

- **Physical:** Disrupted sleep patterns can lead to fatigue. This can also increase the risk of developing health conditions, likely to be due to disruptions in circadian rhythm (sleep cycles). Has also been linked to increased breast cancer risks, likely to be due to the effects of melatonin production (hormone that regulates sleep/wake cycles).
- **Intellectual:** Disrupted sleep can impact cognitive function.
- **Emotional:** Stress and anxiety, and increased risk of depression.
- **Social:** It can impact some social activities, such as stargazing. Being fatigued can lead to an individual not wanting to socialise, leading to social isolation.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 13 – Exposure to pollution

### Newsflash!

For this activity, you will be writing a news report in small groups about the impact of pollution in a local area on the health and wellbeing of its inhabitants. You'll have 10 minutes. The template below will give you some ideas about what your report should cover!

A bold

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



*Continue on another sheet*

## Activity 14 – Home environment

### Teacher's Notes

#### Starter Activity: Spider diagram

<b>Aim of the activity</b>	For students to understand different types of home environment impacts that they might have on an individual's health and wellbeing.
<b>Teacher's instructions</b>	<p>Students should complete this activity in pairs. Photocopy the activity sheet and give one to each pair.</p> <p>Students are to complete the diagram on different examples of home environments, as well as the impact that each has on an individual.</p>

### Suggested Answers

#### Positive home environments

Students' answers may cover the following:

- Living with caring and loving parents/guardians can promote positive emotions, happiness and low stress
- Being in a clean and tidy house can improve emotional wellbeing

#### Negative home environments

Students' answers may cover the following:

- Living in a house where parents are at conflict or going through a divorce could affect the intellectual and social wellbeing of the individual, e.g. they would be less likely to concentrate at school due to being worried that their parents will be in trouble.
- Living in a house with abusive parents can cause physical and emotional harm, e.g. physical abuse, low self-esteem from emotional abuse, or anxiety from emotional abuse.
- Living in a houseshare with unsociable housemates can affect someone's social life, e.g. not being able to talk to after a day at work.

INSPECTION COPY

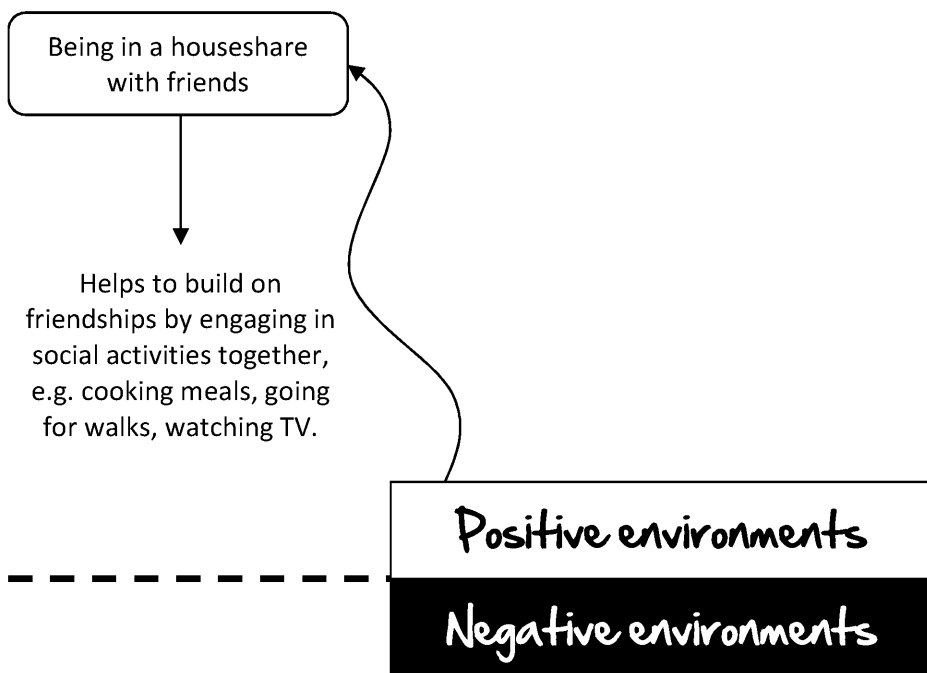
**COPYRIGHT  
PROTECTED**



## Activity 14 – Home environments

### Spider diagram

Work in pairs to complete the diagram on different examples of positive and negative environments, as well as the impact that each has on an individual's health and wellbeing. One has already been completed as an example of what is expected.



INSPECTION COPY

COPYRIGHT  
PROTECTED



**Extension activity:** Identify **five** different living arrangements that people live in. For each living arrangement influence health and wellbeing?



## Activity 15 – Housing needs, conditions and location

### Teacher's Notes

Plenary Activity: Letter to landlord	
<b>Aim of the activity</b>	For students to understand different housing needs and how conditions can impact on an individual's health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>Students are to imagine they are currently renting a property that has poor conditions. They need to write a letter to their landlord which explains how the conditions pose a risk to their health and wellbeing. This activity should take no longer than 10 minutes.</p> <p>As an optional follow-up activity, students could then swap their letters and give feedback on their suggestions. There is also a short extension activity which asks students to consider in which living in a high-quality location can support an individual's health and wellbeing.</p>

### Suggested Answers

#### Impact of mould:

- respiratory problems
- worsens asthma
- irritation of eyes/skin

#### Impact of insufficient heating:

- greater risk of pneumonia
- worsening of arthritis
- worsening of asthma

#### Risk of unstable stairs:

- trips/falls
- could lead to broken bones and serious injuries

#### Positive impact for the family:

- reduced stress over poor conditions
- less likely to become ill/injured
- less likely to have to take time off work due to illness/injury

#### Extension activity:

Ways that a home's location could positively benefit health and wellbeing include:

- Living in a rural location reduces potential exposure to pollution, meaning an individual's health conditions (including respiratory conditions, cancers, stroke) is reduced.
- Living in a quiet location reduces stress and improves sleep.
- Living somewhere with safe, outdoor green space gives additional opportunities for exercise (e.g. go for a run in the local park).
- Living near essential facilities – including health and social care services – means it is more likely that their health and wellbeing needs are met, thus reducing the risk of conditions.
- If the area you live in creates lots of fresh produce (e.g. fruit and vegetables), it is easier for an individual to sustain a healthy, balanced diet.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 15 – Housing needs, condition

### Letter to landlord

Imagine you are currently renting a house that poses substantial risks to your health. Write a letter to your landlord to explain what these risks are to you and your family. These risks could have positive effects on your health and wellbeing. The letter template below contains prompts to help you.

To the landlord,

I have recently moved into your property at 123 Wellington Road, and I wish to draw your attention to the health risks that this property poses to me and my family.

Firstly, there is a lot of mould appearing on the walls in the lounge. This could cause

Secondly, the boiler does not appear to be working well. With the winter months approaching, I am worried that

Lastly, there are a couple of stairs which are not stable. This increases the risk of

Getting these issues fixed would be extremely positive for my family because

I would very much appreciate you getting back to me as soon as possible to let me know when the issues will be fixed.

Kind regards,



**Extension activity:** Can you think of three ways that a home's location can affect an individual's health and wellbeing? Discuss with a partner.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 16 – The impact of life events

### Teacher's Notes

#### Starter Activity: Fill in the table

<b>Aim of the activity</b>	For students to understand how life events (e.g. changes to relationships) can have an impact on an individual's health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>The table contains a list of different life events, relating to changing circumstances. For each life event, students should fill in the table with one possible positive impact and one possible negative impact on an individual. Students could then compare their sheets with a partner's and complete their own table.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

Life event	Positive impact	Negative impact
Marriage	<ul style="list-style-type: none"> <li>Having a partner to help you cope with life's stresses and provide emotional support.</li> <li>Someone to spend time with.</li> </ul>	<ul style="list-style-type: none"> <li>If the relationship is not successful, it can have a serious impact on mental health.</li> </ul>
Divorce	<ul style="list-style-type: none"> <li>If the relationship was unhealthy, getting divorced could improve mental health and reduce stress.</li> </ul>	<ul style="list-style-type: none"> <li>Risk of adoption for children with the divorce.</li> <li>Stress if the current arrangements are not suitable.</li> </ul>
Personal accident/illness, e.g. a fall or a stroke	<ul style="list-style-type: none"> <li>Renews a sense of care in the person to take better care of their health.</li> <li>Can bring family members and friends closer together as they realise life is precious.</li> </ul>	<ul style="list-style-type: none"> <li>Can result in long-term damage to bones from a fall or a stroke.</li> <li>Recovery from a stroke can be daunting and expensive.</li> </ul>
Moving house	<ul style="list-style-type: none"> <li>Opportunity for a fresh start – to meet new people and try new things.</li> <li>The new location may have more opportunities for outdoor exercise or less pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Stress involved in moving to a new place).</li> <li>The new location may not be suitable for exercise or recreation.</li> </ul>
Redundancy	<ul style="list-style-type: none"> <li>More time for leisure and social activities.</li> <li>Could take up activities to build new skills or be more involved in the community.</li> <li>Reduced stress, as no longer working.</li> </ul>	<ul style="list-style-type: none"> <li>Could become depressed.</li> <li>Change to routine can affect self-esteem.</li> <li>Could become financially unstable.</li> </ul>
Parenthood	<ul style="list-style-type: none"> <li>Provides a sense of achievement, joy and purpose.</li> <li>Having one's own family builds independence, confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Stress and anxiety.</li> <li>Loss of sleep.</li> <li>Reduction in income.</li> <li>Financial strain.</li> </ul>
Retirement	<ul style="list-style-type: none"> <li>Increased time available for leisure activities, e.g. learning new skills, community involvement.</li> <li>Increased time available to spend with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Increased risk of isolation.</li> <li>Role change can affect self-esteem.</li> </ul>
Bereavement	<ul style="list-style-type: none"> <li>The individual may feel relieved if their loved one was suffering.</li> <li>May prompt someone to make the most of their own lives, and they may do something positive in memory of their loved one.</li> </ul>	<ul style="list-style-type: none"> <li>Depression/loss of interest in life.</li> <li>Potential for long-term mental health problems.</li> <li>May be an ongoing struggle to cope.</li> </ul>
Imprisonment	<ul style="list-style-type: none"> <li>Living conditions, nutrition and healthcare could improve, e.g. if previously homeless.</li> <li>Opportunity to change one's life, e.g. by engaging in education or training during imprisonment.</li> </ul>	<ul style="list-style-type: none"> <li>Impact on mental health and depression.</li> <li>Being isolated.</li> <li>Having a criminal record can affect future employment opportunities.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 16 – The impact of life

### Fill in the table

The table below contains a list of significant life events – changes to relationship circumstances – that could impact on an individual's health and wellbeing. For each event, write down one possible **positive** impact, and one possible **negative** impact.

Life event	Positive impact	Negative impact
Marriage		
Divorce		
Personal accident/illness, e.g. a fall or a stroke		
Moving house		
Redundancy		
Parenthood		
Retirement		
Bereavement		
Imprisonment		

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 17 – Physiological indicators: Pulse rate

### Teacher's Notes

#### Starter Activity: Measuring and interpreting pulse

Aim of the activity	For students to understand how the pulse (both resting and recovery) is measured, how to interpret readings, and the significance of an abnormal pulse rate.
Teacher's instructions	<p>Photocopy the activity page, giving one per student. Students can then complete the activity in pairs or small groups.</p> <p>First, students should have a go at measuring their own pulse using a stopwatch. They should try this twice, but ideally three times – this section of the activity should take around five minutes.</p> <p>Next, students are provided with the NHS guidelines for a normal resting pulse rate. They should be provided with a few different readings, which they should categorise as normal, high or low. This part of the activity should take around three minutes.</p> <p>Lastly, students will be provided with several sentences about the significance of abnormal pulse readings. They need to decide whether each is true or false, and provide a sentence to explain their decision. This part of the activity should take around five minutes.</p> <p>This activity should take no longer than 15 minutes in total.</p>

### Suggested Answers

Service user pulse reading (bpm)	Interpretation
75	Normal
110	High
45	Low
90	Normal
120	High

Statement	True or false
A slower heart rate recovery from exercise is an indicator of superior fitness levels.	False – a faster heart rate recovery is an indicator of superior fitness levels, as the body is more efficient at returning to its resting state.
Having a high resting pulse rate can increase the risk of stroke.	True – a high heart rate can make the heart work harder, which can lead to the development of blood clots, increasing the risk of stroke.
Having a low resting heart rate is always a sign of ill health.	False – athletes often have a low resting heart rate due to increased efficiency of their hearts.
A low resting pulse rate can cause fainting and dizziness.	True – with a low heart rate, your heart may not pump enough blood to areas which need it, causing fainting and dizziness.

INSPECTION COPY

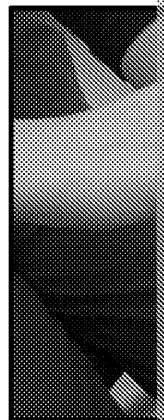
**COPYRIGHT  
PROTECTED**



## Activity 17 – Physiological indicators

### Measuring and interpreting pulse rate

Did you know that you can easily measure your own pulse? Use your index and middle finger to measure your pulse, as shown in the picture. Lay your fingers across the pulse site – ideally your wrist (radial artery) or neck (carotid artery). Set a timer for 60 seconds and count the number of pulses in that period. Alternatively, you could count the number of pulses in 15 seconds and multiply by 4. The number of pulses in a minute is your heart rate. To get the most accurate reading, do this three times.



A pulse rate of 60–100 bpm (beats per minute) is the normal resting heart rate range for most people over the age of 10. Was yours in the normal range?

Now, imagine you have been checking the pulse of service users at a care home. Below contains a list of their readings – how would you interpret each of these: normal, low or high?

Service user pulse reading (bpm)	Interpretation
75	
110	
45	
90	
120	

Now, read through the statements below about pulse rates and the potential signs of health problems. For each, decide whether it's true or false, and then write a short sentence to explain your answer.

Statement	✓	
A slower heart rate recovery from exercise is an indicator of superior fitness levels.	True	
	False	
Having a high resting pulse rate can increase the risk of stroke.	True	
	False	
Having a low resting pulse rate is always a sign of ill health.	True	
	False	
A low resting pulse rate can cause fainting and dizziness.	True	
	False	

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 18 – Physiological indicators: Blood pressure

### Teacher's Notes

Plenary Activity: Interpreting blood pressure readings	
<b>Aim of the activity</b>	For students to understand how blood pressure readings can be used to assess physiological health.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>Students are first given guidance about the normal range for blood pressure, then provided with a case study, which contains information about a person's blood pressure reading. Students need to interpret the individual's reading, and decide if the individual is at a risk of health problems. This part of the activity will take about 10 minutes.</p> <p>As an additional activity, students should try to list three risk factors for high blood pressure, and three ways that blood pressure can be lowered. This part will take around five minutes.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

**Interpretation:** Arthur's blood pressure is high.

**Short-term risks to Arthur's health and wellbeing of his high blood pressure (any two from the list):**

- blurred vision – could lead to trips and falls
- nose bleeds
- chest pain
- dizziness – could lead to trips and falls
- headaches
- shortness of breath

**Long-term risks to Arthur's health and wellbeing of his high blood pressure (any two from the list):**

- stroke/aneurysm
- heart disease / heart attacks
- kidney disease / kidney damage
- vascular dementia
- sexual dysfunction

**Arthur could lower his blood pressure by (any three from; accept suitable alternatives):**

- ensuring he gets enough sleep
- maintaining a low-salt diet
- engaging in regular exercise (Aim for at least 150 minutes of moderate-intensity exercise per week)
- restricting caffeine intake
- taking medication, e.g. beta blockers

**Three risk factors for high blood pressure (any three from; accept suitable alternatives):**

- being over 65
- being of African or Caribbean descent
- family history of high blood pressure
- smoking
- excessive intake of alcohol
- being overweight
- poor sleep
- a high-salt diet
- doing insufficient exercise
- high caffeine intake

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

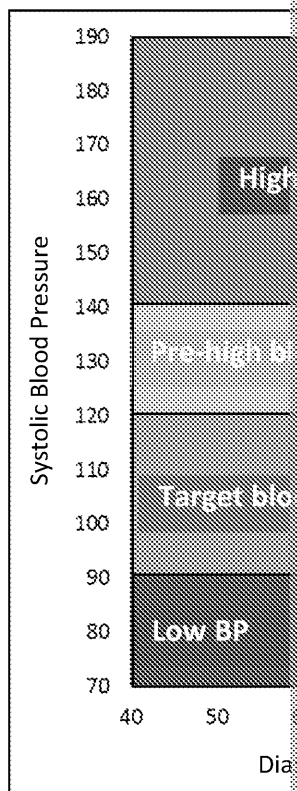


# Activity 18 – Physiological indicators:

## Interpreting blood pressure readings

Examine the chart which shows the normal range of blood pressure readings for the majority of people. As you can see, blood pressure readings are made up of two numbers (the first is systolic, and the second is diastolic blood pressure). If only **one** of these numbers is outside the normal range, this can indicate a possible health problem. Now, read the following case study.

Arthur is 65, and has recently been to his GP for a check-up because he's been feeling stressed and not quite himself recently. His GP takes some key physiological measurements and asks a few questions to check Arthur's overall health. His weight is fine, and his lifestyle is generally healthy as he does not drink heavily or smoke. His blood pressure reading is 142/93 mmHg.



Using the chart, what can you interpret about Arthur's blood pressure reading?

What are **two** short-term impacts on Arthur's health and wellbeing, and **two** potential long-term impacts?

*Short-term:*

1. ....
2. ....

*Long-term:*

1. ....
2. ....

### How could Arthur lower his blood pressure?

- 1.
- 2.
- 3.

### Can you identify the risk factors for high blood pressure?

- 1.
- 2.
- 3.

COPYRIGHT  
PROTECTED





## Activity 19 – Physiological indicators: BMI

### Teacher's Notes

#### Starter Activity: Interpreting BMI

<b>Aim of the activity</b>	For students to understand how BMI scores are interpreted.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>Students must start by calculating the BMI of several individuals and then classify their BMI score. Several statements are then provided and students need to indicate whether each is true or false, and then provide reasons. Students will then need to apply their knowledge to a case study.</p> <p>Each part of the activity will take around five minutes, so the entire activity should take longer than 15 minutes in total.</p>

### Suggested Answers

Case	BMI score
<b>Alex</b> Height: 1.7 m Weight: 63 kg	21.7
<b>Justyna</b> Height: 1.5 m Weight: 80 kg	35.6
<b>Terry</b> Height: 1.8 m Weight: 53 kg	16.3

Statement	True or false
A BMI score is always accurate for indicating whether someone is at a healthy weight or not.	False – the BMI score cannot tell the difference between muscle, bone and fat. This means that someone who is very muscular, such as an athlete – may appear to be overweight on a BMI score.
The BMI scores in the chart above apply to adults as well as children.	False – BMI calculations for children are based on age, and use centiles rather than a comparison of a child's weight to other children's.
You should also measure your waist size when checking whether you are at risk from developing certain health conditions.	True – carrying too much fat around the waist is a risk factor for conditions (e.g. of type 2 diabetes), even if you have a healthy BMI score.

#### Case study

Gerry's BMI suggests he is currently overweight.

Students could list any two current health impacts of being overweight (accept suitable answers):

- reduced confidence and self-esteem
- joint problems
- sleep problems
- high blood pressure

Students could list any two future health impacts of being overweight (accept suitable answers):

- heart disease / heart attacks
- type 2 diabetes
- stroke/aneurysm
- osteoarthritis

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 19 – Physiological indicators

### Interpreting BMI

The first part of this activity involves calculating a Body Mass Index (BMI) score. The formula used to calculate BMI involves dividing someone's weight in kilograms by their height in metres squared ( $m^2$ ):

Use this formula to calculate each individual's BMI score, and use the provided BMI classification to interpret each individual's score.

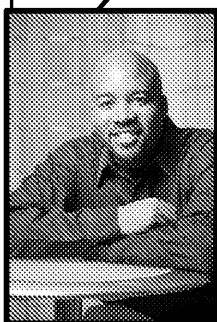
Case	BMI score and interpretation	Classification
<b>Alex</b> Height: 1.7 m Weight: 63 kg		Underweight
<b>Justyna</b> Height: 1.5 m Weight: 80 kg		Normal
<b>Terry</b> Height: 1.8 m Weight: 53 kg		Overweight
		Obese
		Severely obese

Next, read through these statements about the BMI test and its uses. For each statement, you need to decide whether it's true or false. Write a short sentence to explain your decision for each one.

Statement	✓	
A BMI score is always accurate for indicating whether someone is at a healthy weight or not.	<input type="checkbox"/> True <input type="checkbox"/> False	
The BMI scores in the chart above apply to adults as well as children.	<input type="checkbox"/> True <input type="checkbox"/> False	
You should also measure your waist size when checking whether you are at risk of developing certain health conditions.	<input type="checkbox"/> True <input type="checkbox"/> False	

Lastly – read through the case study below, and use your knowledge of BMI to identify potential health risks.

Gerry, 35, is an insurance advisor. He lives a mostly sedentary lifestyle, although he has recently started walking instead of getting the bus to work. He often works late and doesn't have much time to cook for himself. This means he ends up eating a lot of takeaways and ready meals. At a check-up, he finds out that his BMI is 28.5.



List **two** possible impacts on his current health and well-being.

1.

2.

List **two** potential impacts on his future health and well-being.

1.

2.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 20 – Lifestyle indicators: Smoking

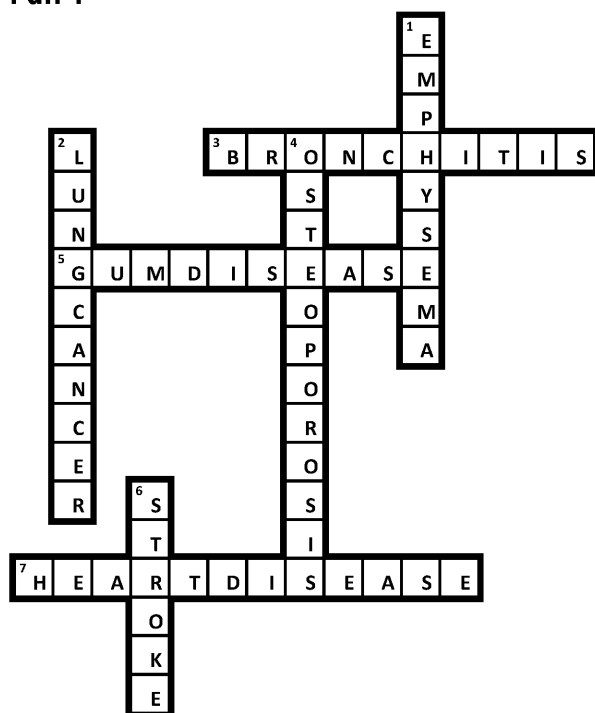
### Teacher's Notes

#### Plenary Activity: Crossword and data interpretation

<b>Aim of the activity</b>	For students to understand the range of effects of smoking on health.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages, giving one set per student.</p> <p>Students should first complete the crossword which contains a list of health effects of smoking. This should take around five minutes.</p> <p>Next, students are presented with two case studies. For each case study, students are to make two recommendations to stop smoking and then explain a potential long-term impact of that person's smoking habits. This should take around five minutes.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

#### Part 1



#### Part 2

##### Kate:

- **Recommendations:** any from NHS stop smoking services, nicotine replacement therapy
- **Short-term impact:** risk of miscarriage, stillbirth or premature birth of her baby
- **Long-term impact:** any serious illness caused by or made more likely by smoking such as high blood pressure, COPD, cancers, osteoporosis

##### Douglas:

- **Recommendations:** any from NHS stop smoking services, nicotine replacement therapy
- **Short-term impact:** staining of fingers/teeth; clothes smell; lowered self-esteem if he is still going out with his friends who have quit; impact on his social relationships if he is still going out with them
- **Long-term impact:** any serious illness caused by or made more likely by smoking such as high blood pressure, COPD, cancers, osteoporosis

INSPECTION COPY

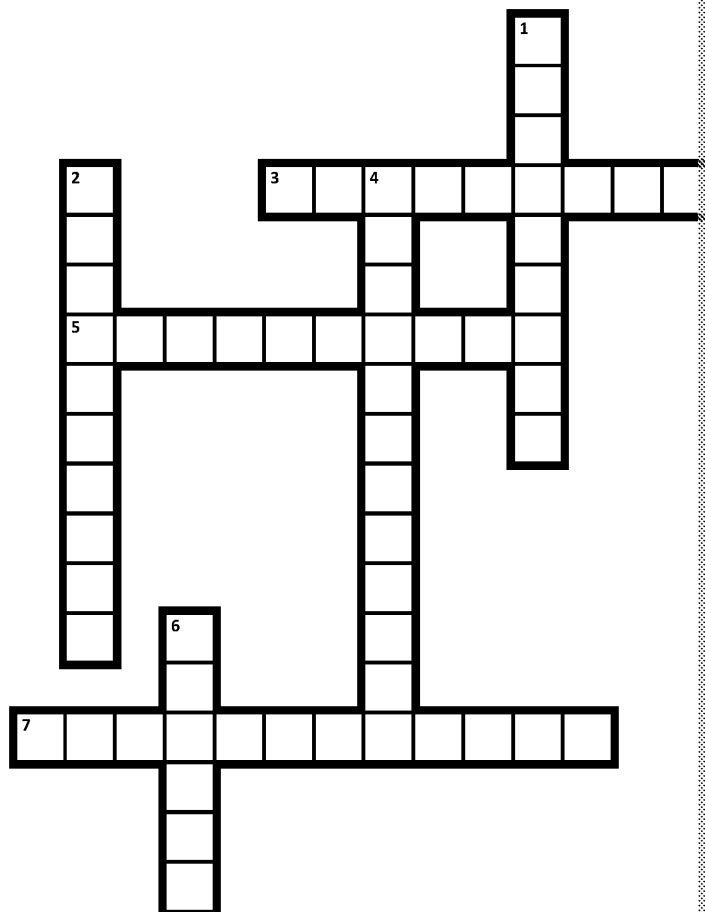
COPYRIGHT  
PROTECTED



## Activity 20 – Lifestyle indicators

### Crossword and data interpretation

First, complete the crossword to discover the range of effects that smoking can have on health and wellbeing. These are illnesses either directly caused, or made more likely, by smoking.



#### Across

- 3** One type of chronic pulmonary obstructive disease, caused by irritation or inflammation of the bronchi. (10)
- 5** Soreness, inflammation and/or bleeding of the gums. (3,7)
- 7** A general term applied to conditions which affect the heart. (5,7)

#### Down

- 1** One type of chronic disease, caused by smoking. (12)
- 2** A disease involving the main organ of the body. (10)
- 4** A condition involving high blood pressure. (12)
- 6** A serious condition where the brain becomes damaged. (5)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



Below are two different case studies about an individual's smoking habits. Read and discuss the following:

- A different recommendation you would make to help each person stop smoking based on the Medical Officer's guidelines.
- Different short-term impacts and a potential long-term impact of smoking on each individual's health and wellbeing.

Kate is 25, and has been a heavy smoker since she was 18. She has recently found out that she's pregnant. The pregnancy was unplanned and she is very stressed about how she's going to adjust to this change in circumstances. Smoking has always been a way for Kate to cope with stress, and she's found it too hard to completely quit since finding out she's pregnant.

Douglas is 33, and works in a very busy social life that involves a lot of socialising. Many of his friends use to smoke, and often join them as a 'social' out. However, most of his friends have stopped smoking but Douglas still has the habit each time he goes out.

**Recommendation to stop smoking:**

**Recommendation to stop smoking:**

**Short-term impact of smoking for Kate:**

**Short-term impact of smoking for Douglas:**

**Long-term impact of smoking for Kate:**

**Long-term impact of smoking for Douglas:**

**COPYRIGHT  
PROTECTED**



## Activity 21 – Lifestyle indicators: Alcohol and su

### Teacher's Notes

Plenary Activity: Drinks calculator and spider diag	
<b>Aim of the activity</b>	For students to understand how alcohol consumption can impact and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>In the first part of the activity, students need to use the 'drinks c an individual's total alcohol consumption. For each individual, st sentence to explain the risks to their health. This part of the acti</p> <p>The second part of the activity involves filling in spider diagram and long-term effects of alcohol and substance misuse on health activity will take around five minutes.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

#### Case studies

**Tanya** – She is currently drinking around 6 units per week ( $3 \times 2$ ). This is within the unlikely to have any impact on her health. However, she misuses opioids as they sh purposes (e.g. to relieve pain or to relax someone with ADHD), not to get a high. Th effects (any three from, or suitable alternatives): drowsiness, confusion, nausea, con

**Colin** – He is currently drinking 44 units a week, well above the recommended 'saf excessive alcohol intake could have the following health and wellbeing impacts (an alternatives): weight gain; increased blood pressure; risk of type 2 diabetes; risk o poor mental health.

#### Spider diagrams

Students could include any of the following short- and long-term effects of alcohol (accept suitable alternatives).

Short-term impact	Lon
hangovers; weight gain; dry skin; impaired coordination; engaging in risky activities; becoming aggressive/argumentative; increased risk of accidents (e.g. falling over); rapid heart rate; hallucinations	addiction; obesity; high type 2 diabetes; increc disease/damage; poo functioning at school/w social relationships

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 21 – Lifestyle indicators: substance misuse

### Drinks calculator and spider diagram

The table below will act as your 'drinks calculator' for this activity, as it contains the alcohol units typically found in a serving of several alcoholic beverages. *Note that the guidance – the exact number of units will vary depending on the strength of the beverage serving in a real-world context.*

Small glass of wine	Large glass of wine	Pint of beer	Single shot
1.5 units	3 units	2 units	1 unit

The government also sets out 'safe' drinking limits – men and women should consume no more than 14 units per week. Read the case studies below and use your knowledge of substance misuse to interpret the lifestyle data provided for each case study.

Tanya is 28 and likes to go to the pub with her friends on a Friday after work. She typically drinks about two large glasses of wine. At the weekend, she takes opioids to get a 'high'.

How many units is Tanya drinking a week? .....

Outline three possible impacts on Tanya's health and wellbeing.

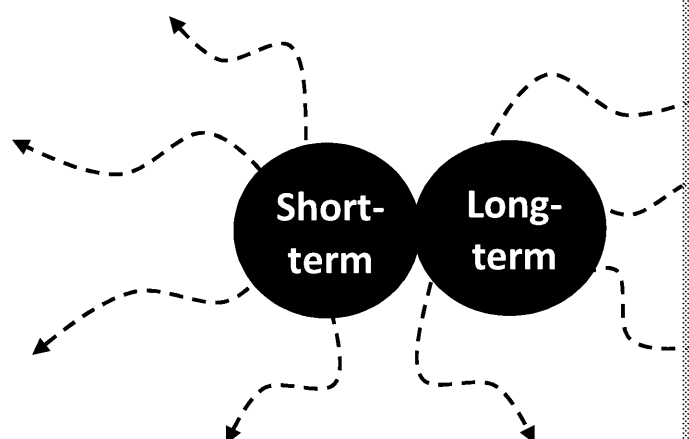
1. ....
2. ....
3. ....

How many units is Colin drinking a week? .....

Outline three possible impacts on Colin's health and wellbeing.

1. ....
2. ....
3. ....

For the last part of this activity, fill in the two spider diagrams below with examples of the short-term and long-term effects of alcohol consumption on health and wellbeing.



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 22 – Lifestyle indicators: Physical activity

### Teacher's Notes

Starter Activity: Self-assessment	
<b>Aim of the activity</b>	For students to understand how data relating to one's physical activity can be used as an indicator of health and wellbeing.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>The first part of this activity involves a short self-assessment of their physical activity levels over the past week. They should try to work out approximately how much they have been sitting down, and how much exercise they do. They should then consider how their own activity levels could be increased, or time spent sedentary. The first part of the activity will take about 10 minutes.</p> <p>The second part of the activity involves listing five risks of living an inactive lifestyle. Students could also swap with a partner and mark each other's risks. They should then identify one risk identified by their partner that they missed on to their own work. This part of the activity will take no longer than five minutes.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

Students should compare their physical activity and inactivity levels to the following guidelines for 5–18 years:

- Complete an average of at least 60 minutes of moderate- or vigorous-intensity physical activity each day
- Spread activity across the week
- Take part in a variety of types and intensities of physical activity
- Reduce the time spent sitting/lying down and break up long periods of not moving

Some suggested answers to the two parts of the activity are provided below, but only if appropriate.

Ways to increase physical activity	Health and wellbeing
<ul style="list-style-type: none"> <li>• Avoid driving to places – walk, cycle or get on public transport</li> <li>• Take regular screen breaks (e.g. if working at a desk) – get up and walk around</li> <li>• Join a sports club</li> <li>• Plan exercise as part of your evening or weekend activities, e.g. going for a hike</li> <li>• Incorporate exercise as part of socialising, e.g. go for a walk with friends</li> <li>• Get off public transport one stop early</li> <li>• Clean the house or do some gardening</li> <li>• Do stretches while watching TV</li> </ul>	<ul style="list-style-type: none"> <li>• Increased risk of being overweight or obese</li> <li>• Fatigue and poor sleep</li> <li>• Low confidence and self-esteem</li> <li>• Mental health problems</li> <li>• Heart disease</li> <li>• Reductions in muscle mass and bone density</li> <li>• High blood pressure</li> <li>• High cholesterol</li> <li>• Type 2 diabetes</li> <li>• Some cancers</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 22 – Lifestyle indicators: Physical activity

### Self-assessment

For this activity, you'll be completing a short self-assessment of your own physical activity. The template below will help you do this. Just give it your best guess – estimates are fine.

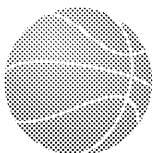
In the past seven days, how much time did you spend doing exercise? Judge whether your exercise was mild, moderate or intense.

Day of the week	Mon	Tues	Wed	Thurs	Fri
Minutes spent exercising					
Mild, moderate or intense?					

In the past seven days, how much time did you spend inactive (e.g. sitting down watching TV). Don't include the time you spent asleep!

Day of the week	Mon	Tues	Wed	Thurs	Fri
Hours spent inactive					

What do you think of your self-assessment? Do you think your activity levels are just right, or are you spending too much time inactive for someone your age?



Now list three ways that you could increase your activity levels in the box below. For example, you could go for a walk, try to think of ways that you could reduce the amount of time you spend being inactive.

Three ways that physical activity can be increased:

1

2

3

The last part of this activity involves listing the different impacts of living a sedentary lifestyle on your health and wellbeing. Try to come up with at least five:

1

3

2

4

You could swap with a partner and mark their answers. Add in anything you missed.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 23 – Lifestyle indicators: Nutrition

### Teacher's Notes

#### Plenary Activity: Forbidden words and interpreting a food diary

Aim of the activity	For students to understand the Eatwell Guide and how a diet plan can affect the health of an individual's nutrition.
Teacher's instructions	<p>Students should be in pairs for this activity. Photocopy the activity page and give one member of the pair. The other member of the pair is not allowed to look at the activity page.</p> <p>The table on the activity page contains key terms relating to nutrition. Students need to try to describe each key term, without using the key terms themselves. The 'forbidden words' provided in the right-hand column of the table are the words that students are not allowed to use to guess each key term. Students may need hints if they get stuck. The activity should take around 10 minutes.</p> <p>The second part of this activity can also be done in pairs. A student shows the types of food and drink that a client has consumed in their food diary to suggest whether their diet meets the guidelines set by the Eatwell Guide. This activity will take around five minutes.</p> <p>This activity should take no longer than 15 minutes in total.</p>

### Suggested Answers

#### Part 1

Key term	Example descriptions without the forbidden words
Wholegrain	Used to describe the high-fibre alternative to foods such as white bread and rice.
Processed	A type of food that has been altered and is typically high in sugar, salt and fat.
Carbohydrate	This food group should consist of the largest percentage intake of the diet.
Confectionary	These types of food are high in sugar and should be consumed in moderation.

#### Part 2

Interpretations may include:

- Lack of beans and pulses or poultry and fish to replace high-fat proteins such as red meat and cheese
- Lack of fruit and vegetable intake; may not meet recommendation of five portions a day
- Opted for healthy wholegrain alternatives (brown bread, brown rice) over high-fat alternatives (white bread, white rice)
- Fruit juice intake less than 150 ml; limited sugar intake
- Moderate caffeine intake through one coffee is a healthy amount
- Moderate consumption of sweets/treats containing sugars; keeps sugar intake within limits
- Moderate consumption of alcohol, but would be over the limit if consumed every day
- Healthy amount of water consumed across the day for adequate hydration

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 23 – Lifestyle indicators:

### Forbidden words and interpreting a food diary

The table below contains a list of key terms related to nutrition. You need to try to explain to your partner without using the key terms or the forbidden words! Once your partner understands you can move on to the next one.

Key term	Forbidden words
Wholegrain	carbohydrate
Processed	tinned
Carbohydrate	macronutrient
Confectionary	sweet

Now, use the Eatwell Guide on the next page to interpret the person's food diary.

Breakfast	Lunch	Dinner
Full English (bacon, sausage, egg, beans, two slices of brown bread with butter)  1 coffee and 1 small glass of fruit juice (100 ml)	Ham and cheese toastie on brown bread  1 packet of ready salted crisps	Beef chilli (pepper, onions, tomatoes) with brown rice and cheese  1 small glass of water (175 ml)

#### Interpretation of food diary:

---

---

---

---

---

---

---

---

---

---

**Extension activity:** Create a one-day food diary for your typical dietary up with the Eatwell Guide recommendations?

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Each serving (150g) contains					
Energy	1048kJ	250kcal	13%	3.0g	1.3g
				LOW	LOW
				4%	2%
				43%	15%
				0.9g	0.9g
				HIGH	MED
				15%	15%

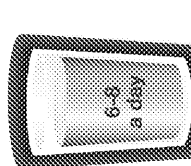
Typical values (as sold) per 100g: 897kJ/167kcal of an adult's reference intake

Choose foods lower in fat, salt and sugars

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

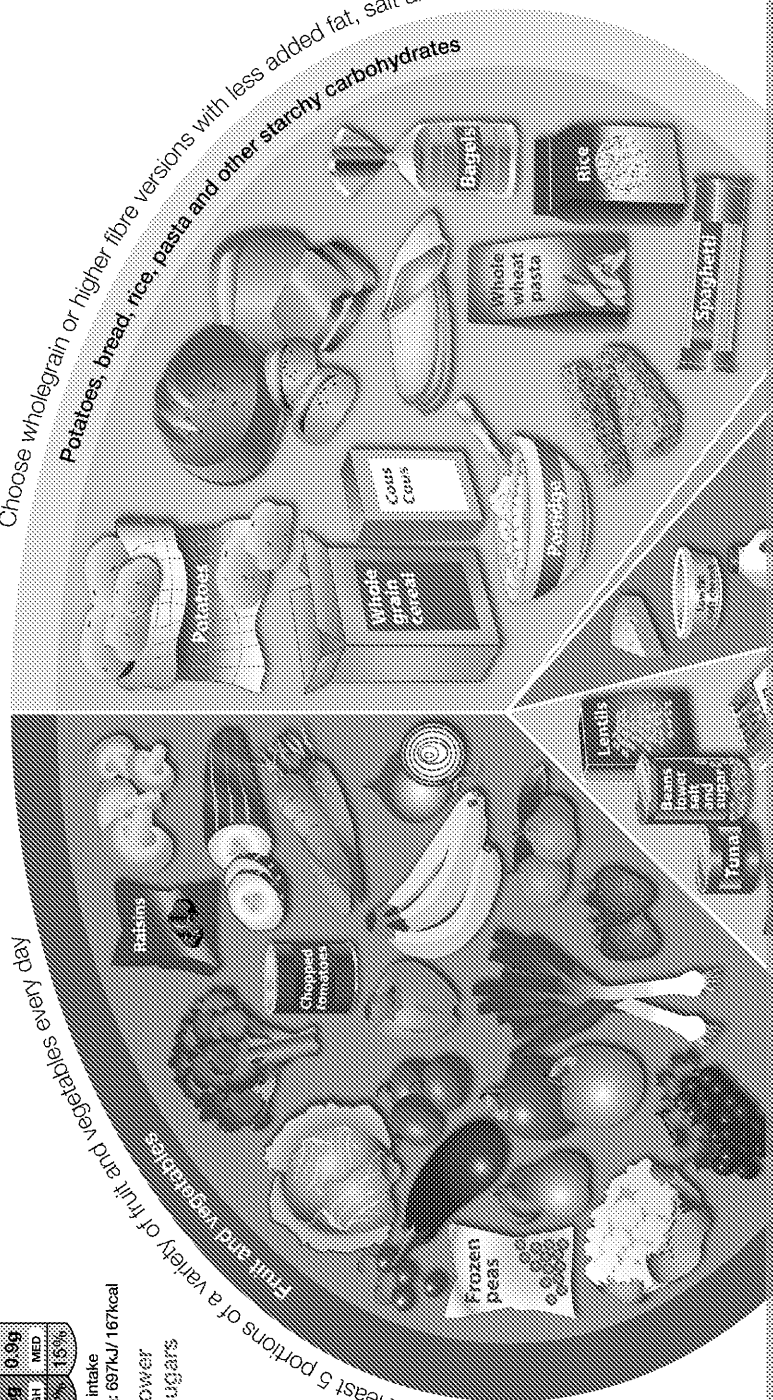
Potatoes, bread, rice, pasta and other starchy carbohydrates

Eat at least 5 portions of a variety of fruit and vegetables every day



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Activity 24 – Importance of a person-centred approach

### Teacher's Notes

Plenary Activity: Compare the case studies	
<b>Aim of the activity</b>	For students to understand the importance of a person-centred approach to an individual's needs, circumstances and wishes when designing an improvement plan.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages, giving one copy per pair of students.</p> <p>The activity pages contain two case studies. One case study describes the provision of person-centred care, and the other gives an example of a non-person-centred approach. Students should read through these and then discuss the differences provided about the case studies, which the pairs should discuss.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

#### What is meant by the term 'person-centred care'?

Care which takes into account an individual's unique needs, circumstances and wishes.

#### Which case study do you think was more person-centred? Why?

Case Study 2 is more person-centred because the consultant took time to address Ted's needs (Case Study 1 involved the provision of stop-smoking advice, but Ted is not a smoker), and his preferences when planning how to improve his health (i.e. about the kinds of exercise he wanted to do). The consultant did not give Ted the opportunity to ask any questions.

#### Benefits of a person-centred approach for Ted (any four from):

- More empowering / gives Ted a greater amount of control over his actions
- Ted is more likely to follow recommendations and improve his health
- Makes Ted more comfortable following recommendations
- Ted has greater confidence in the consultant as he can see that his needs and preferences are being taken into account
- Provides more support to Ted, who will need it to improve his health
- Ted will have more motivation as he will believe the plan will be successful if he is involved in it
- Ted will feel happier about his situation and more positive about improving his health

#### Benefits of a person-centred approach for the consultant (any two from):

- Improves their job satisfaction seeing a plan being successful and a person's health improving
- Saves time / is efficient, so that their services can be provided to more people
- Relieves the financial burden on the health and social care service
- Reduces the number of complaints that the consultant and their organisation will receive

#### Can you think of any additional steps the consultant could have taken to provide person-centred care to Ted?

The consultant could have asked if he has any dietary preferences (e.g. cultural requirements) and given advice on how to eat more healthily to reduce his risk of a second heart attack. She could also have asked about other potential influences on the effectiveness of his health and wellbeing improvements, such as financial support or potential obstacles.

**COPYRIGHT  
PROTECTED**



## Activity 24 – The importance of a person-centred approach

### Compare the case studies

Below are two case studies – they both concern the same individual, but then go on to describe different ways that care could be provided to that individual. Read through them, and then discuss your findings underneath in your pairs. Note down your answers in the spaces provided.



Ted is 60, and has recently had a heart attack. He called for help following sudden, intense chest pain and was taken to the A&E of his local hospital. After being diagnosed as experiencing a heart attack, he received immediate treatment and stayed on the ward for five days. During his stay, he met with a consultant who spoke to him about designing a personalised improvement plan to prevent another heart attack occurring. Ted has no other health problems but does drink heavily at social events.

1

The consultant comes to Ted with a pre-prepared plan to improve his health. This is based on general, official health guidance on key aspects such as a healthy diet (containing low levels of saturated fat and salt) and tips for increasing the amount of exercise that an individual does. The consultant also spends an extended period of time explaining the risk that smoking poses to cardiovascular health, and gives Ted a leaflet on the stop smoking services available to him. The consultant then leaves, explaining to Ted that she's very busy and has lots of patients to see.

The consultant uses a standardised assessment tool to evaluate Ted's lifestyle that could lead to a second heart attack. The consultant determines that his blood pressure is high and cholesterol levels are low, and discusses these factors for Ted. The consultant suggests a safer drinking level and a higher level of physical activity. They come up with a plan to incorporate increased exercise routines. The consultant asks if Ted has any questions.

What is meant by the term 'person-centred care'?

.....

.....

.....

Which case study do you think was more person-centred? Why?

.....

.....

.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



List **four** benefits of a person-centred approach for Ted.

1. ....
2. ....
3. ....
4. ....

List **two** benefits of a person-centred approach for the consultant.

1. ....
2. ....

Can you think of any additional steps the consultant could have taken to provide to Ted?

.....

.....

.....

**COPYRIGHT  
PROTECTED**



## Activity 25 – Recommended actions and targets

### Teacher's Notes

Starter Activity: Set a target	
<b>Aim of the activity</b>	For students to understand how recommended actions and targets are set, and the key aspects of health and wellbeing improvement plans.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one to each student. Students will work in pairs.</p> <p>Three scenarios are given on the activity page, and each student will be given a case. For approximately 5–8 minutes, students should work individually to identify a recommended action, a short-term target and a long-term target. Pairs should re-join to discuss their ideas. They should make a copy of their activity sheets as needed.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

The options for recommended answers and targets for the case studies are relative to the relative based nature of the task which allows students to be more creative. However, some suggestions are given here to give an idea about the kind of suggestions that students could make.

#### Erin's case study

- **Recommended action:** Quit smoking.
- **Short-term target:** Cut down the number of cigarettes smoked per day – perhaps to 10 cigarettes per day using replacement products.
- **Long-term target:** Entirely replace smoking with nicotine replacement products.

#### Pete's case study

- **Recommended action:** Consume a sensible amount of alcohol and stop using illegal drugs.
- **Short-term target:** Reduce alcohol consumption to under 14 units per week and engage in healthy behaviours with healthy ones, e.g. physical activity.
- **Long-term target:** Aim to drink only on special occasions, and even then in moderation.

#### Ruby's case study

- **Recommended action:** Increase physical activity and consume a balanced diet.
- **Short-term target:** Engage in 150 minutes of moderate-intensity activity per week.
- **Long-term target:** Reduce BMI, maintain a healthy weight, and reduce blood pressure to a healthy range.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Activity 25 – Recommended actions

### Set a target

In your groups of three, decide who is going to focus on each of the three case studies independently to decide on a recommended action, a short-term target (to be achieved in 1–3 months) and a long-term target for your case. Be ready to discuss your ideas with your group after 5–10 minutes, and make any additions or modifications to your sheet.

Erin is 54 and works as an engineer. She works long hours and has had lots of projects at work recently, so has been feeling very stressed. She had quit smoking for many years, but took up the habit again about six months ago. She currently smokes around 20 cigarettes per day.

*Recommended action:*

*Short-term target:*

*Long-term target:*

Pete is 29 and works as a freelance photographer. He has been experiencing a depressive episode over the last couple of months and has been drinking heavily (around 30 units per week) and using illegal drugs to help him relax.

*Recommended action:*

*Short-term target:*

*Long-term target:*

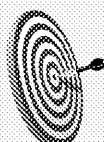
Ruby is 35 and has a BMI of 28. She is currently inactive most of the day and consumes a high-calorie diet with few vitamins and nutrients. Her doctor has diagnosed her with high blood pressure.

*Recommended action:*

*Short-term target:*

*Long-term target:*

Use this box to note down any interesting ideas from your group's discussions, or



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 26 – Sources of support

### Teacher's Notes

Starter Activity: Verbal tennis	
<b>Aim of the activity</b>	For students to understand the different sources of support (both formal and informal) and how they can be available to someone in implementing a health and wellbeing improvement plan.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>Students are to be given 10 minutes to list (in the table) sources of support for a given scenario or example of how that person could provide support for a health and wellbeing improvement plan.</p> <p>Students should then do the next part of the activity with a partner. Each student is to put out a source of support they have thought of, and their partner is to provide a specific scenario or example of that person providing support. If not, the first student earns the point. Students should then swap roles and continue until they have run out of ideas (up to a maximum of five minutes). The student with the most points wins. Students should also add notes about their own tables.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

The table below contains different sources of support – formal and informal – and help someone to implement a health and wellbeing improvement plan. Accept any other suggestions that students also suggest.

Sources of support	Scenario/example
Friends	Provide motivation and encouragement to quit smoking.
Family	Could assist with childcare to allow an individual to attend a health and wellbeing improvement plan.
Neighbours	Could exercise with people in their local area, e.g. walking or cycling.
Work colleagues	Could make themselves approachable to allow an individual to share any issues they might be facing and receive support.
Community	Could organise activities such as wellbeing walks for people to get out in the fresh air.
Charities, e.g. Marie Curie	Help out with palliative care to allow family members to manage care responsibilities.
General practitioner	Monitor improvements towards health goals, e.g. blood pressure.
Physiotherapist	Provision of tailored exercise programmes, e.g. to improve mobility.
Support groups	Provide emotional support, encouragement and resources.
Pharmacists	Could prescribe medication to help an individual with a health condition, e.g. advising on nicotine replacement products to help with smoking cessation.
Personal trainer	Support someone to exercise safely and correctly, to achieve individual fitness goals.
Psychotherapist/counsellor	Help someone identify and overcome any psychological barriers to implementing their plan, and identify healthier coping strategies.

**COPYRIGHT  
PROTECTED**



## Activity 26 – Sources of support

### Verbal tennis

There are lots of different types of people who can give support to individuals who are trying to implement a health and wellbeing improvement plan. In the table provided below, you should note down as many sources of support as you can think of (both formal and informal sources of support – these are your ‘sets’). For each source of support you think of, also add in an example/scenario which explains how that person could provide support. You’ve got 10 minutes to make as many notes as you can.

Set	Source of support	Scenario/example

#### Now you’ll pair up with another student.

1. One student should begin by reading out an idea for a source of support (the ‘set’).
2. The other student must then come up with an example for *how* this person could be someone trying to improve their health or wellbeing.
3. If the second student can’t come up with this in five seconds, the first student gets the point. Then the second student gets the point. Use the table to record your points.
4. Swap over for the second set! The second player now suggests a source of support and the first student gives the example.
5. Keep swapping over until you have run out of ideas, and then add up your points.

You should also add any of their ideas that you missed into your table.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 27 – Obstacles to following recommend

### Teacher's Notes

Plenary Activity: Problem-solver	
<b>Aim of the activity</b>	For students to understand some of the different obstacles that trying to implement a health and wellbeing improvement plan, This activity covers emotional and psychological obstacles, time availability of resources, unachievable targets, and a lack of support.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per small group of three.</p> <p>The activity page contains short cases in which the individual is overcoming their health and wellbeing improvement plan. The page is above the table – students just need to identify which obstacle is part of the activity will take around 10 minutes.</p> <p>As a group, students should then discuss the case and come up with how it could be overcome. This part of the activity will take around five minutes.</p> <p>This activity should take no longer than 15 minutes.</p>

### Suggested Answers

The correct answers for the obstacles are contained in the table below. For each obstacle, students should be encouraged to think of ways in which it could be overcome. However, students are likely to have their own ideas during their discussions, so accept any suitable alternative.

Scenario	Obstacle	How to overcome
1	Work commitments	Cook healthy meals in advance in bulk at the weekend to save time during busy working week.
2	Low self-esteem	Seek professional counselling or therapy to improve self-esteem.
3	Lack of support	Seek formal support in the form of support groups and move away from taking illegal substances.
4	Family commitments	Involve children in cooking healthily as part of a family activity.
5	Limited physical resources	Check local listings on websites which offer second-hand equipment.
6	Lack of motivation	Set short-term, achievable targets which feel less overwhelming.
7	Unachievable target	Create a more achievable plan for quitting smoking and consider replacement therapy.
8	Limited financial resources	Take up low-cost or free forms of exercise, including walking or cycling.

**COPYRIGHT  
PROTECTED**





## Activity 27– Obstacles to following recommendations

### Problem-solver

In the table below are several short case studies in which individuals are experiencing difficulties when implementing their plans to improve their health and wellbeing. Read and discuss each case study. You should first identify what obstacle the individual is experiencing (a list is provided below). Then, suggest a way that the individual could overcome the obstacle to each case study).

Obstacles		
Lack of motivation	Work commitments	Limited financial resources
Lack of support	Limited physical resources	Low self-esteem

Scenario	Obstacle	How to overcome
A manager who works long hours has been finding it hard to find the time to cook healthy foods in the evening.		
An individual who wants to reduce their alcohol consumption has been feeling badly about themselves recently. They don't feel they're worth the effort involved in changing their habits.		
An individual has been using illegal substances after a tough break-up. Their friends and family have abandoned them and they don't know what to do.		
An individual with several young children wants to cook more healthily, but is struggling to juggle these plans with caring for their children.		
An individual wants to start weight training to improve their physical strength, but doesn't have any weights of their own.		
An overweight person has been advised by their GP to lose weight. However, they don't feel a sense of drive to do this, and it feels overwhelming.		
A smoker has smoked since they were 15. They have set a goal of quitting and have decided to immediately cut out smoking altogether. They have no short- or long-term plan of dealing with withdrawal symptoms.		
An individual on a low income wants to increase their exercise levels, but doesn't feel that they can afford a gym membership.		

**COPYRIGHT  
PROTECTED**



## Activity 28 – Barriers to following recommendations

### Teacher's Notes

#### Starter Activity: Posts and hashtags

<b>Aim of the activity</b>	For students to understand key barriers which may be faced by people when trying to implement their health and wellbeing improvement plan.
<b>Teacher's instructions</b>	<p>Photocopy the activity pages, giving one set per student.</p> <p>Students are presented with a list of topics which they have to create a post and a hashtag about. They can either use their posts to explain how they would like for someone to achieve their health and wellbeing plan, or suggest ways of support for overcoming that barrier.</p> <p>This activity should take no longer than 10 minutes.</p>

### Suggested Answers

#### **Post 1 – Someone from a Muslim background**

A careful reminder to avoid fasting this Ramadan if it will be detrimental to your health.

#### **Post 2 – Someone who identifies as non-binary**

May our pronouns always be respected! #enbies

#### **Post 3 – Low-income family**

Are you aware of the types of financial support available to you? Check the government website for more information. #FinancialSolutions

#### **Post 4 – Sensory impairment**

Services should ensure that information is provided in alternative formats, to include Braille and large print. #InclusionMatters

#### **Post 5 – Physical disability**

Does your gym have wheelchair access? #ThinkAboutAccessibility

#### **Post 6 – Someone who speaks English as a second language**

Did you know that you could use a translator app to communicate with your healthcare provider? #Theresanappforthat

#### **Post 7 – Living in a rural area**

Brilliant to see the new routes connecting the countryside to the city. #PublicTransport

#### **Post 8 – Low availability of social workers**

Feeling a sense of hopelessness from accessing the support you need? See what all the local support groups have to offer. #CommunitySupportGroups

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## INSPECTION COPY

Create a series of posts about the key barriers that make it harder for someone to follow recommendations for their health and wellbeing improvement plan. You could explain how that barrier has an impact, or suggest a way for an individual to overcome the barrier. Keep each post to a maximum of 140 characters, and include a catchy hashtag for each post.

[illegible][illegible][illegible][illegible][illegible]

**COPYRIGHT  
PROTECTED**







## Activity 29 – Health and wellbeing improvement

### Teacher's Notes

Plenary Activity: Assess and annotate a plan	
<b>Aim of the activity</b>	For students to recap their knowledge on health and wellbeing and annotating an example plan.
<b>Teacher's instructions</b>	<p>Photocopy the activity page, giving one per student.</p> <p>An example of a health and wellbeing improvement plan is provided which give students several prompts for assessing the plan and opportunity to suggest ways in which the plan could be improved.</p> <p>Students could be given 10 minutes to complete this, and then time to share some of their ideas to the whole class.</p> <p>This activity should take no longer than 15 minutes in total.</p>

### Suggested Answers

**(Accept suitable alternatives – this is a creative task so students are likely to provide their own answers.)**  
**Are there any other physiological or lifestyle indicators that it may be useful to know about?**

- Blood pressure (due to link with being overweight)
- Activity levels
- Alcohol consumption

**What do you think of Jasmine's target?**

- It may have been more useful to provide a short-term and long-term target. This is not realistic for that time frame.
- An alternative short-term target could be: 'to reduce BMI to 26 by three months'.
- A long-term target could be: 'to reduce BMI to 25 or below by six months'.

**What specific changes could an individual make to their diet, for it to be healthier?**

- Limit saturated fat intake
- Reduce salt consumption
- Eat wholegrain carbohydrates
- Reduce sugar intake
- Eat lean proteins (e.g. beans, lean chicken)
- Avoid processed meat and convenience foods
- Eat five fruits and vegetables per day

**Can you make a suggestion for overcoming this obstacle?**

Jasmine could incorporate exercise into her working day, perhaps by walking to work early. She could also incorporate exercising with other activities – such as socialising with friends) – to reduce the pressure on her limited amount of free time.

**Can you think of one way that Jasmine's parents could support her to achieve her plan?**

Jasmine's parents could support, encourage and motivate her to stick to her goals. They could ensure healthy food is in the house, and treat cooking healthy meals together as a family activity.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Activity 29 – Health and wellbeing improvement plan Wrap-up

### Assess and annotate a plan

Below is an example of a health and wellbeing improvement plan that a healthcare professional has developed with an individual. Surrounding the plan are several opportunities for you to assess the plan and suggest improvements, where appropriate.

What do you think about this plan?

Are there any other physiological or lifestyle indicators that it may be useful to know about?

Client: Jasmine, 24  
BMI: 27.8  
Smoking status: Non-smoker  
Recommended action: Weight loss  
Target: Be at a healthy weight within three months

How the target will be achieved:

- Engage in 30 minutes of moderate physical activity, three times per week
- Eat more healthily

Other information:  
Jasmine has a busy job as a software designer, which often involves a lot of late nights. She might find it hard to exercise in the evenings as she experiences high levels of fatigue. Jasmine currently lives with her parents, who she has a good relationship with.

Can you make a suggestion for overcoming this obstacle?

Can you think of one person who could support her?

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

