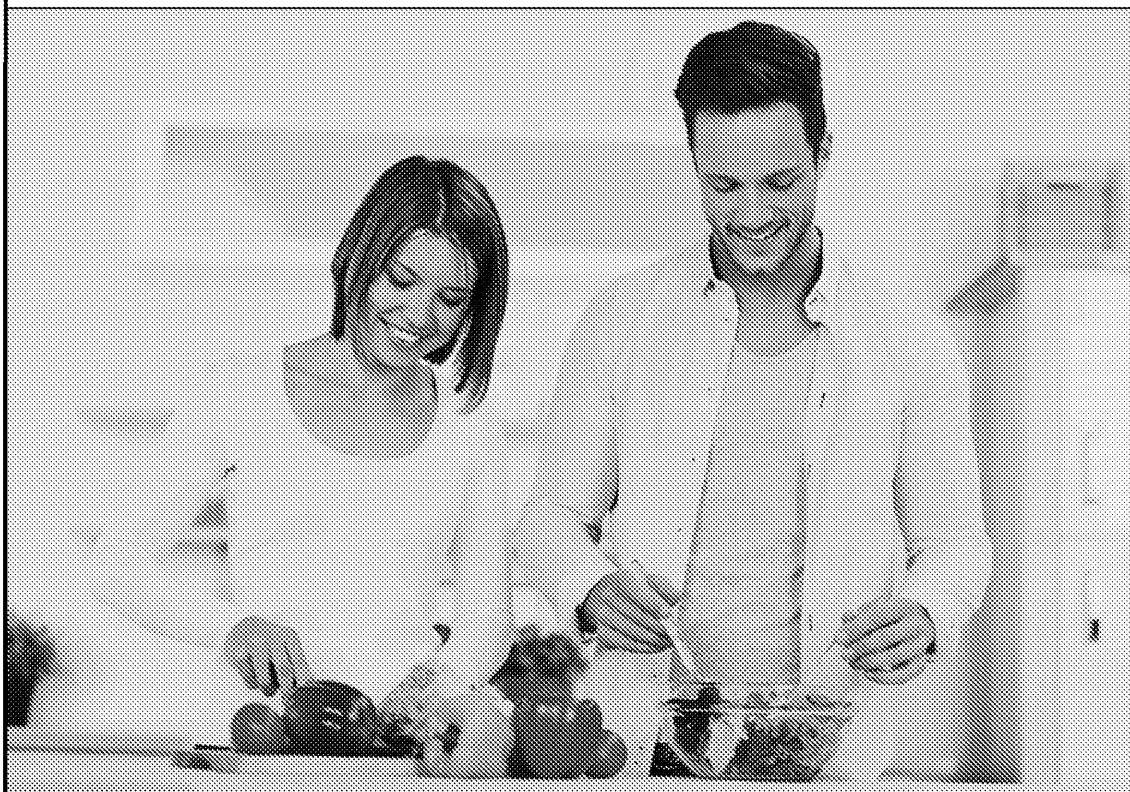


Case Studies with Activities for BTEC Level 1/2

Unit 9: Healthy Living



POD 5819

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Teacher's Introduction

This workbook has been prepared to assist students and staff with the learning aims of Unit 9 of the BTEC First Award in Health and Social Care. It comprises a collection of presentations by working health and care practitioners, set in the fictional town of Thornton Green. These case studies of clients provide the basis for a range of tasks and activities for both classroom and homework use, to complement the tutor's input. It is not intended as a textbook; indeed, we do not refer to a textbook, but instead offer suggestions for students to do their own research. It also cannot replace the tutor; it is a supplementary source to facilitate teaching and learning, and could form part of a departmental virtual library.

It contains a variety of student-centred activities, discussions, tasks and practical exercises based on health situations. They are designed to encourage students to develop their knowledge, and prepare them for the examination.

Similar activities have been used by the author during many years of both vocational and GCSE / A Level teaching and examining, and have proved extremely successful in enhancing student motivation and improving performance.

All the worksheets are photocopiable, and they provide a valuable resource for the busy tutor. Learning takes place through practical tasks performed by the students themselves. Where relevant, suggested answers are given for the activities.

Many of the activities and case studies are based on visits to and interviews with actual practitioners to ensure that the information is as up to date and as relevant as possible. Organisations and settings may be different in different areas, and service provision may depend on practitioners' interpretation of local needs. We therefore strongly recommend that contact is made with local authorities and service providers to find out what the local situation is and how it differs from what is presented here and, if possible, to arrange visits or invite guest speakers in.

The information provided is correct at the time of writing, but legislation and circumstances change, so tutors should check the current situation for any changes.

Sensitivity in teaching this resource is important as it deals with very sensitive content that may be upsetting or difficult for some students. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their class. **In particular some case studies are very graphic and may upset some students.** Please ensure that these are viewed, along with any additional content you intend to use, **before** using them in class.

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

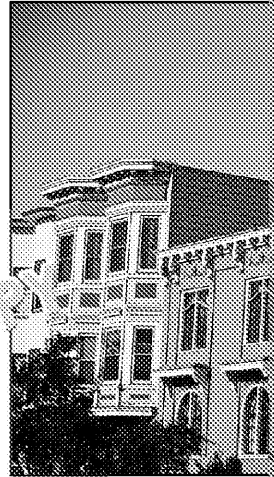
The Thornton Green Scene

The presentations and case studies in this book have been drawn from health and social care settings in Thornton Green, a small market town a few miles from a major city, with several features that are typical of many towns in Britain in the twenty-first century.

A recent health survey shows that residents generally enjoy a good standard of health, but there are pockets of deprivation where health is poor, and it is in these areas that a large proportion of the area's children live. Greenvale Estate, an area of mainly social housing, with few services, is located a few miles from the town centre. Access to services is generally good, but budget cuts have created transport issues for some elderly and people with disabilities.

The local health service providers have identified the following concerns: teenage pregnancy, lung cancer, hypertension, obesity, and stroke. With an increasing number of elderly people in the area, there is a need for services for them, including residential care.

The credit crisis has led to service cutbacks and business closures, leading to a rise in the level of unemployment. Many long-established shops have been replaced by charity shops and fast-food restaurants. A number of businesses have been identified as needing additional support, including those serving vulnerable people, members of ethnic minorities and new residents from other parts of the country.



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Presentation 1: The Modern Matron of a Hospital

My name is Sinita, and I am the Modern Matron of Thornton Green Hospital. We offer a range of services, many of which are geared to the special needs of Thornton Green. In addition to usual medical wards, we have a stroke rehabilitation ward, a maternity unit, a specialist unit in the needs of teenage mothers, a sexual health clinic and a physiotherapy department.

My role as a modern matron is primarily to maintain patient safety and quality of care. I work in partnership with GPs, district nurses, social services, community health workers and other professionals. I am responsible for problem-solving, facilitating and coordinating the care of patients – rating them according to the level of care they need.

Working with patients in a hospital requires a variety of different skills. One of the key skills, whatever one's specialism, is being a good listener. I work closely with occupational therapists, speech therapists, drug workers, doctors and other professionals to ensure that we are able to provide the best care for clients of all ages and mental conditions.

The high level of teenage pregnancy in the area means that we and the police have to deal with a number of related problems, especially those concerning sexual health. Young people who come here to have their babies have underlying issues, such as multiple pregnancies and an accompanying risk of sexually transmitted infections. Our sexual health clinic deals with these problems arising in the first place, and we also liaise with the local authority and the Health Department to tackle any social problems.

Another local problem is obesity. In the normal course of events, this will be dealt with by a GP, but we do have people admitted with conditions related to their obesity, and in that case we will become involved in helping them with their weight. We will calculate their body mass index and devise a plan to help them reduce weight: a dietician will advise on diet, and our physiotherapists can give them exercises to do, bearing in mind their condition.



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Presentation 2: The Home-Start Organiser

My name is Leila, and I am the local organiser for Home-Start. The organisation was set up by a group of parents, in order to support other parents. It is now a national organisation with schemes in local communities in the UK, and it also operates in over 30 other countries.

Our aim is to improve the physical and emotional health and well-being of parents and their children. We provide support to parents who are isolated, or in cases of poverty or illness of a loved one and disability or relationship problems. We provide support in partnership with other health and social care services. People are usually referred to us by health visitors, social services departments, children's centres or hospitals, but the only criterion is that the family must have a child younger than five years old.

When a referral comes in, we put together a support plan, with the family's input. We take a holistic view of health and well-being, so the plan might include a range of services:

- Help with feeding and dressing young children
- Help in completing official forms
- Accompanying the client when visiting the citizens advice bureau for benefits
- Help in contacts with the housing department
- Help with shopping
- Help with budgeting
- Advice on healthy-eating and meal planning
- Support in accessing local health and social care services

On the other hand it may just be a question of giving parents some extra support and boosting their confidence.

The plan will usually involve a weekly visit by one of our volunteers, who share their own parenting experience themselves, in order to be able to offer one-to-one support. The safety and well-being of children is our paramount concern.

Each Home-Start tailors its provision to local needs, so some run family groups for young mothers, and others provide support for ethnic minorities.



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Presentation 3: The Carers' Group Manager

My name is Martin, and I am the Manager of the Thornton Green Carers' Group. We are a group of people who are full-time carers for a member of their family. As carers in the Thornton Green area who may be missing out on vital support with other local organisations, we aim to identify those who might benefit from a 'carers' health and well-being check'.

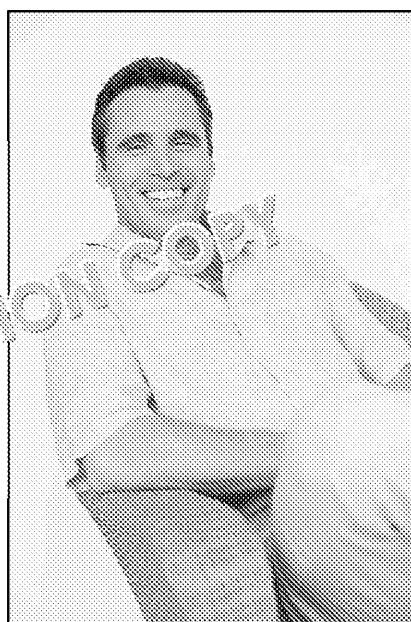
Far too often, people who are caring for a family member who is suffering from a mental disability do not identify themselves as carers, even though they may be full-time. As a result, they miss out on a range of support services that may be available.

Caring can impose an almost unbearable strain on carers, and often on others in the family, which can have an impact on their physical, emotional and psychological health. They may suffer financially because of their inability to work, and can feel socially isolated.

Our group provides an opportunity for carers to share with others the burden of caring, to discuss how they can access help, advice and support. We hold sessions at the local health centre and encourage as many carers as possible to attend. We have professional staff, including a mental health nurse, social workers, a dietician and a physiotherapist, who can share their expertise and give advice on the services they can provide.

We also provide a forum for social contact. We have an informal cookery group, preparing healthy meals, table tennis sessions, a dance evening and 'walk and talk' sessions, all aimed at improving the carers' physical, emotional, intellectual and social well-being.

We have a regular newsletter with information about the services that are available. Our aim is to help keep carers and the people for whom they are caring in their homes in a supportive environment.



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Case Study 1: John

John is a 50-year-old man. He is 1.78 metres tall and weighs 90.32 kg. He works as a roofer; he is successful at his job and enjoys it, but he often has to work long hours, especially in the summer. He smokes and wants to give up, but has not yet managed to do so. He also tends to snack throughout the day. He does not participate in any formal exercise; he claims that he does not have enough time and anyway his job requires him to be fairly active – although his GP thinks that he overestimates the amount of exercise he gets.

His blood pressure is slightly high, and he has started to complain of pain in his neck and his knees, owing to the onset of arthritis. He is concerned that, as his arthritis progresses, he will not be able to do his present job. He has a genetic predisposition to both arthritis and heart disease.

He has had a spell in Thornton Green Hospital after a heart attack. After he recovered, but the doctors have advised him to adopt a healthier diet, stop snacking, taking more exercise and giving up smoking. The hospital has drawn up a healthy-eating programme in consultation with John. A physiotherapist has been working with him in the gym, and has developed an exercise programme for him, but now that he is being discharged she has recommended that he join a sports club, so that his clubmates can encourage him to continue.

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Case Study 2: Emma

Emma is a 19-year-old college student. She lives with another student, Kirsty, in a small flat in the Parkview area of Thornton Green. She left home to come to college because she said she wanted to be free of the restrictions of home life, even though she gets on well with her parents and they are very supportive. However, she was bullied at school because of her appearance, and as a result suffers from low self-esteem and poor body image, and part of the reason may have been to gain sympathy from the bullies.



At college, Emma has become involved with a group of other students every weekend, and peer-group pressure from her 'friends' has increased as well. While under the influence of alcohol and drugs, she has had several sexual partners, although she can't be sure how many, or even who.

Because of the number of sexual partners Emma has had, Kirsty has persuaded her to attend the sexual health clinic to ensure that she has no sexually-transmitted infections. Kirsty has gone with her to ensure that she goes through with the check. The workers at the clinic have also referred Emma to a counsellor to help her with her drug problem and her general

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Case Study 3: Tom and Sally

Tom and Sally live on the Greenview Estate in Thornton Green, three miles from the town centre. Tom is 40; he is overweight and has diabetes. He takes very little physical exercise and is a heavy smoker. Sally is 39 and has recently given birth to their third child, Kelly, who was not planned, and whom Sally slightly resents. She is beginning to drink, and is finding it increasingly difficult to cope with Kelly's care as well as the cooking and housework, although he does help out occasionally.

Their other children are David, who is 15, and Megan, six. David, like the rest of the family, prefers to eat fast food on his way to and from school, and does very little exercise, spending most of his time at home in his room. Megan has behavioural problems, and Tom and Sally have resorted to giving her sweets.

The family were referred to Home-Start by the health visitor, who also referred them to a child psychology service to Megan's problems. Leila has allocated to support the family and provide support and advice to help them improve their situation. In addition to supporting Sally in looking after Kelly, she is trying to help Tom to eat a balanced diet. She is also discussing ways to ensure that the family can afford a balanced diet. This is sometimes difficult, because the supermarket is quite a long way away, and the only food outlets on the Greenview Estate are a mini-market, which is quite expensive.

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Case Study 4: The Patel Family

Dilip Patel, aged 30, and his wife Arithi, aged 28, have three-year-old twins, Meera and Sunil, and a six-month-old baby, Sunita. They have just moved to Thornton Green, which is some distance from their original home, as Dilip hopes to get work here. However, so far he has only been able to find part-time employment. When he was growing up his father always emphasised that it is a man's job to provide for his family, and his inability to do so satisfactorily has led to low self-esteem. He loves his children, but because of his upbringing he believes it is Arithi's job to look after them. Arithi, on the other hand, is finding it very hard to deal with them, and she is losing her self-confidence. She suffers from insomnia and stress, and is neglecting the housework. As a result she and Dilip are beginning to argue.

They have no family in this area, and have not yet established themselves as Hindus, and in their original home town they had the support of their family. However, there is no Hindu temple in Thornton Green, so that support is not available. They live in a small privately rented flat, and obviously, as Dilip is only working part-time, their income is limited. Arithi has been to the doctor about her insomnia and stress and he has referred her to Home-Start.

The Home-Start volunteer has made an initial visit to chat with Arithi about her problems. She has identified a number of areas where Home-Start can help. She will help Arithi ensure that the children are fed regularly and on a healthy diet, and occasionally provide support at bedtime. She will also help Dilip to keep her appointments with her doctor, and take the children to the doctor for their regular health checks. She will also help Dilip and Arithi to find a nursery, so that Arithi can devote more time to Sunita.

She is also hoping to support Dilip with guidance on job and training opportunities in the area. And while respecting his views on the traditional roles of men and women, she hopes that as his self-esteem improves he will play a greater role in the family upbringing.

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Case Study 5: Jenny and Robert

Robert is 23 and confined to a wheelchair. He has mental health problems and learning and physical difficulties. Until he was 18, he attended a special school, but now lives with his widowed mother, Jenny, who is his full-time carer, in Thornton Green.

Jenny has to help him with most of his physical needs, because although he can do most things himself, he does not understand the need for personal hygiene, and left to his own devices he would not bother to keep himself clean. She herself suffers periods of depression, as she worries about Robert and what will happen to him when she dies. She is a member of the Thornton Green Carers' Group, and she gets some support from her local church.

One of her problems is finding activities to keep Robert occupied. He used to go to a day centre on two days a week, which gave Jenny a bit of a respite. The centre now say that they can no longer have him because of the needs of their other clients. She is trying to find another placement. Through the Carers' Group she has discovered that there is a centre run by a local Trust just outside Thornton Green, which caters for people with learning difficulties and provides work for them. She is talking to Robert about applying for a place for him there for part of the week.

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Activities

Activities based on the Thornton Green scenario

For these activities, you will need the case studies and presentations from

The specific materials required for each activity are clearly displayed in the

This pack contains a variety of student-centred activities, tasks and practice and social care settings. They are designed to encourage students to develop and prepare them for the examination. In addition to the activities designed to meet the aims of this unit, there is a general activity to accustom students to the written professional which could be used as an extension activity.



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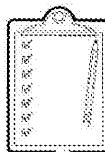
INTRODUCTORY ACTIVITY

Activity I1 (Key terms)



Topics Covered

☒ All



You will need

- ☒ All three presentations
- ☒ All five case studies
- ☒ Access to a computer
- ☒ Scissors
- ☒ Paste

Activity I1 (Individual Work)

Read the three presentations by The modern matron, the Home-Start organiser and the five case studies by John, Emma, Tom and Sally, the Patels and Jenny and



In them, you will find a number of terms used by health professionals. They match the terms with their definitions.

Cut out the definitions from the sheet provided, and match them to the terms shown on the 'Terms' sheet. Then paste them in the correct place.



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'Definitions' Sheet for Activity

✂	A view of health that encompasses physical, emotional, intellectual and social aspects
	Keeping oneself clean
	Diseases and conditions that can be passed from one person to another through sexual activity
	A feeling of being under too much physical, emotional or intellectual pressure
Zig Zag Education	The way a person regards their body shape and size
	An index of fatness, calculated by dividing a person's weight in kilograms by their height in metres squared
	A person's general psychological, spiritual, emotional, intellectual and physical state
	The way a person lives
	What makes people believe that behaving in a certain way is the right thing
	The type of food a person eats
	A person's confidence in their abilities and qualities
	Pressure from a person's friends and others of a similar age and background, etc.
	A state of complete well-being
	A series of stages through which a person passes during their life from infancy to old age
Zig Zag Education	A pre-disposition to a disease that is passed on from one generation to the next
	A person's sense of their worth or value to others

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'Terms' Sheet for Activity I1

Diet	
Health	
Well-being	
Holistic view of health	
Lifestyle	
Life stages	
Body Mass Index	
Genetic inheritance	
Self-confidence	
Self-esteem	
Motivation	
Stress	
Body image	
Personal hygiene	
Sexually transmitted infections	
Peer-group pressure	

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LEARNING AIM A

Explore the factors that contribute to healthy and unhealthy lifestyles, and well-being

Activity A1 (The benefits of healthy



Topics Covered

- ☒ A.1 Defining a healthy lifestyle



You will need

- ☒ Information and the Internet

Activity A1 (Individual and Small Group Work)

- a. Individually, research how the World Health Organisation defines health.

- b. In small groups, discuss the main benefits of a healthy lifestyle. On the back of the paper, list the ten benefits you think are most important.



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Answer Sheet for Activity A1

Benefit 1.

Benefit 2.

Benefit 3.

Benefit 4.

Benefit 5.

Benefit 6.

Benefit 7.

Benefit 8.

Benefit 9.

Benefit 10.

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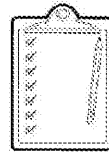


Activity A2 (Understanding health and



Topics Covered

- ☒ A.1 Defining a healthy lifestyle
- ☒ A. 2 Defining effects of an unhealthy lifestyle



You will need

- ☒ Presentation
- ☒ Case Study
- ☒ Information and the definition
- ☒ The Home-Start provided
- ☒ Counter

Activity A2 (Individual and Small Group Work)

Read Presentation 2 by the Home-Start organiser and Case Study 4 about the Patient.

- a. The Home-Start organiser talks about taking a holistic view of health. What does this term mean and write your explanation in the box below.

A holistic view of health means...










- b. In small groups, play the Home-Start game, using the board provided which should be placed on the 'Start' square. Each player rolls the dice and the score starts. They roll the dice again and move the number of squares. On the 'instruction' square, they should move their counter as instructed. They reach the 'Finish' square. It is not necessary to throw exactly the right

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Home-Start Game Board for Activity 1

30 FINISH	29 After a really bad argument, Dilip walks out. Move back to square 1. ☹️	28 	27 
21 They are unable to get a larger flat. Move back three squares. ☹️	22 	23 Dilip is beginning to help with the children. Move on to square 27. 😊	24 
20 	19 His parents' arguing causes Sunil to wet his bed. Move back to square 16. ☹️	18 	17 The children find a nurse on to help.
11 Dilip still cannot find a permanent job. Move back to square 4. ☹️	12 	13 The children are receiving regular checks. Move on to square 18. 😊	14 Arthritis becomes a problem. Move on to square 17.
10 	9 	8 	7 Dilip wants to take the children back to his home.
1  START	2 A Home-Start volunteer is supporting the family. Move on to square 16. 😊	3 	4

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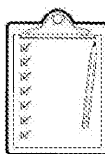


Activity A3 (The effects of an unhealthy lifestyle)



Topics Covered

- ☒ A.1 Defining a healthy lifestyle
- ☒ A.2 Defining effects of an unhealthy lifestyle
- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects


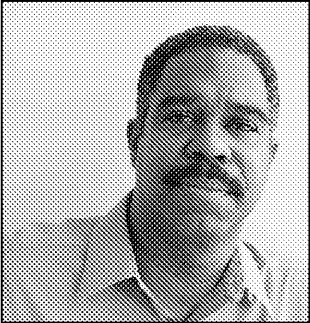



You will need

- ☒ Case Study
- ☒ Information and the effects of different lifestyles

Activity A3 (Pair Work)

In pairs, discuss what the potential physical, intellectual, emotional and social effects might be on Tom and Sally and their family. Write down your ideas for each person. Use the table below.

 <p>Tom</p>  	Physical
	Intellectual
	Emotional
	Social

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Activity A3 (cont.)



<p style="text-align: center;">Sally</p> 	Physical
	Intellectual
	Emotional
	Social

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Activity A3 (cont.)

<p>David</p>  	Physical
	Intellectual
	Emotional
	Social

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Activity A3 (cont.)

Megan



Physical

Intellectual

Emotional

Social

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Activity A3 (cont.)

<p>Kelly</p> 	Physical
	Intellectual
	Emotional
	Social

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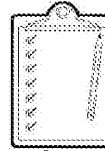


Activity A4 (The importance of personal hygiene)



Topics Covered

- ✓ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects



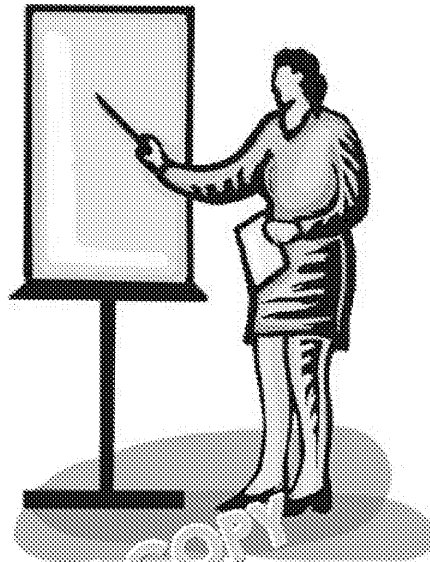
You will need

- ✓ Presentation 3
- ✓ Case Study 5
- ✓ Access to the Internet

Activity A4 (Individual Work)

Personal hygiene can be a major problem for people with mental and physical health problems. You could use Presentation 3 by the carers' group manager and Case Study 5 about Jenny, who has a mental health problem, to illustrate a talk to give to a carers' group outlining the problems that can result from poor personal hygiene. You could include:

- Physical effects:
 - ♦ Contagious diseases spreading disease
 - ♦ Behavioural problems
- Emotional and social effects:
 - ♦ Loss of friends and social isolation
 - ♦ Bullying
 - ♦ Poor employment prospects



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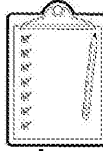


Activity A5 (Terms used in diet and nutrition)



Topics Covered

- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects



You will need

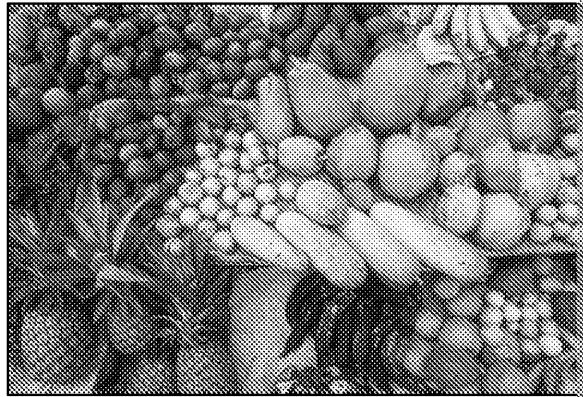
- ☒ Presentation 2
- ☒ Case Study 3
- ☒ One set of cards provided

Activity A5 (Pair Work)

Read Presentation 2 by the Home-Start organiser and Case Study 3 about Tom and Mary.

Play the memory game in pairs. Spread the cards provided face down on a table. On each turn, one player turns over two cards and tries to match them with their correct definition. If they do, they keep the cards. If not, they turn the cards over again and the next player turns over two cards.

The game continues until all the cards have been matched, and the winner is the player with the most cards.






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Memory game cards for Activity




 <p>Fast food</p>	<p>The process of solid food into after a pure</p>
 <p>Different types of food, grouped according to their nutritional properties</p>	<p>Recomm daily</p>
<p>Balanced diet</p>	<p>Nutr</p>
 <p>Food, such as burgers or kebabs, that is served almost immediately – often, not always, high in salt and fat</p>	<p>A diet that co balance of all types of food</p>

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Memory game cards for Activity A5

 <p>Weaning</p>	<p>The daily different nutrients recommended for a healthy</p>
 <p>Food desert</p>	<p>A slogan used the fact that a should consume portions of vegetables</p>
<p>The process by which people take in and use food – also the scientific study of food</p>	<p>Food guide</p>
<p>An area where there are limited opportunities for purchasing a variety of foods such as the Greenview Estate in Thornton Green</p> 	<p>'5 a day'</p>

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- ☑ Presentation
- ☑ Information and the groups

Read Presentation 2 by the Home-Start organiser. She says that one of Home-Start's aims is to provide advice on healthy-eating. This involves achieving a balance between the different food groups, discuss the importance of each of the following groups and give examples of foods that can be found in each.

Fats	
Importance	
Where found	

Carbohydrates	
Importance	
Where found	



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Vitamins

Importance

Where found

Minerals

Importance

Where found

Dietary Fibre

Importance

Where found

Protein

Importance

Where found

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Activity A7 (The effects of working conditions)



Topics Covered

- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects



You will need

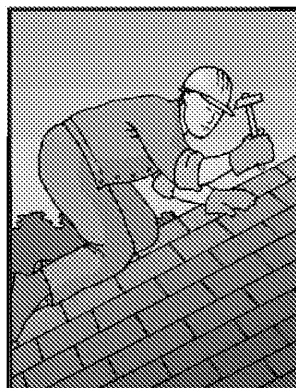
- ☒ Case Study 1
- ☒ Information about the effects of work on health

Activity A7 (Individual Work)

Read Case Study 1 about John.

Consider the type of work he does, his attitude to it, and indicate below which of the following factors have a positive or negative effect on his health, and whether it affects his intellectual, physical or social well-being.

Factor	Positive/Negative	
Type of job (roofer)		
Success at his job		
Work/life balance (the balance between his work and the rest of his life)		
Job satisfaction		
Stress level		



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Activity A8 (The importance of exercise)



Topics Covered

- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects



You will need

- ☒ Presentation 1
- ☒ Case Study 1
- ☒ Information and the Internet

Activity A8 (Pair Work)

Read Presentation 1 by the modern matron and Case Study 1 about John.

In pairs, discuss the following questions and write the answers in the boxes.



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What are the main physical benefits of exercise?

Who is more likely to have a larger appetite and why: a person jogging or a person watching television for an hour?

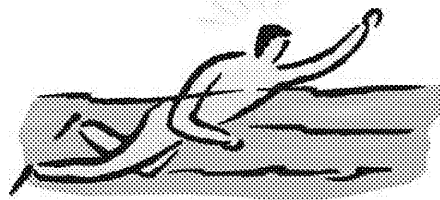
What is John's body mass index (BMI)? What does this tell you about his health?

How can exercise control John's weight?

What is the recommended amount of exercise for someone of John's age?



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Activity A9 (The effects of the home environment)



Topics Covered

- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects
- ☒ B.2 Types and sources of support



You will need

- ☒ Presentation 2
- ☒ Case Study 4
- ☒ Access to the Internet

Activity A9 (Individual, Pair and Group Work)

Read Presentation 2 by the Home-Start organiser and Case Study 4 about the Patels.

- a. Individually, indicate on the answer sheet which aspects of the Patels could affect their health and well-being and how.



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Answer sheet for Activity A9

Aspect	How it might affect the business

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Activity A9 (cont.)

- b. Look at the Home-Start website (www.home-start.org.uk) and research the organisation offers. In pairs, compile your own case study, in which a family is improving their home environment by a Home-Start volunteer offering support on the website. Write your case study below, and then share it with the class.

Case Study

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Activity A10 (The effects of drug use and se



Topics Covered

- ☒ A.3 Factors that contribute to healthy or unhealthy lifestyles and their effects



You will need

- ☒ Case Study
- ☒ Access to
- ☒ Paper
- ☒ Coloured

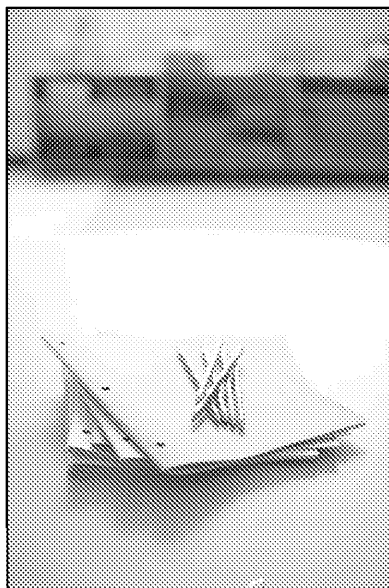
Activity A10 (Individual Work)

Read Case Study 2 about Emma.

Design an A5 leaflet or double-sided A4 sheet to be given to school leavers advice on **one** of the following subjects:

- Using recreational drugs
- Sexual

Bear in mind the lifestyle of your audience, and include information on the social effects of your chosen subject.



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Activity A11 (Factors influencing percept



Topics Covered

- ☒ A.4 Influences on adopting healthy and unhealthy lifestyles



You will need

- ☒ The newspaper article
- ☒ Access to the Internet

Activity A11 (Individual and Group Work)

- a. Read the newspaper article provided and individually answer the following questions. You may need to do some research on the Internet.

What does 'being healthy' mean to you?



How have improvements in health education changed our perceptions of health?

Give three examples of how cultural differences might influence perceptions of health.

What diseases are likely to become more common as we live longer?

Give one example of how a role model might have a positive influence on health perceptions, and one example of how they might have a negative influence.

Positive

Negative



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Give one example of how the Internet and social media might have people's perceptions, and one example of how they might have a ne

Positive

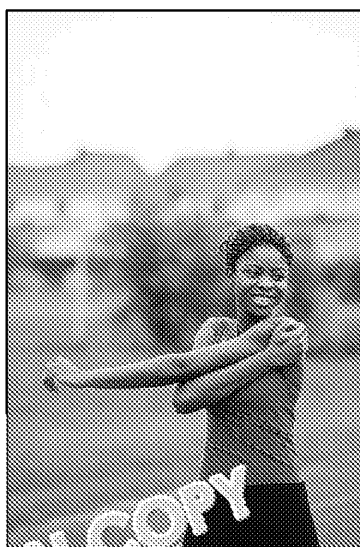
Negative

Give one example of how TV and the press might have a positive in perceptions, and one example of how they might have a negative in

Positive



Negative



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Newspaper article for Activity A

SO YOU THINK YOU ARE HEALTHY

How are you feeling? Are you healthy? A recent survey shows that we all have different ideas about what being healthy or being ill means. You might feel fine, and yet a doctor might diagnose you as ill. Or you might feel poorly when your friends say you are nothing wrong with you.

Ideas about health have changed over the years. We now live longer as a result of better nutrition and medical and environmental improvements, as well as better health education.

However, living longer means we are more prone to the diseases of old age and to degeneration, not to mention chronic diseases caused by our choice of lifestyle. We have moved from a negative view of health (an absence of illness) to a positive one, where feeling

good is considered important. Not only that, many of us now take what is called a holistic view, which takes account of our emotional as well as physical well-being as well.

The same survey indicates that ideas about health and well-being also differ in different cultures, and that these can influence people's views of health. Beliefs vary: for example, some religions have particular dietary rules, and different cultures have different ideas about a healthy body shape.

There are also differences in the perceptions of different age groups. Younger people often follow the examples of particular role models, whereas pensioners are more likely to be advised by friends and family. The survey also highlights the



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Activity A11 (cont.)

- b. The Home-Start organiser talks about a holistic view of health, looking at the whole person, not just their physical fitness. Alternative views see health as simply the maintenance of physical fitness (the 'positive' view) or as the absence of illness or disease (the 'negative' view). Individually, interview five people of different ages, genders and cultures about their views of health, and indicate below whether they are closest to the holistic (H), positive (P) or negative (N) views. Then as a group discuss whether you have found any differences in perception between people in the different groups. Bear in mind the need for confidentiality and do not name your interviewees.

Person	View of health
1	
2	
3	
4	
5	

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LEARNING AIM 8

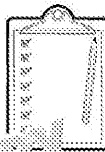
Explore ways of improving health and well-being

Activity B1 (Accessing healthy activities: overcoming barriers)



Topics Covered

- ☒ B.1 Ways to improve health and well-being
- ☒ B.3 The barriers to achieving a healthy lifestyle



You will need

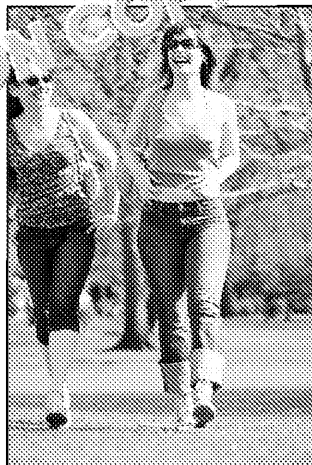
- ☒ Presentation
- ☒ Case Study
- ☒ Information or the Internet

Activity B1 (Individual work)

Read Presentation 3 of the carers' group manager and Case Study 5 about Jenny.

Imagine that you are advising Jenny on activities she could do to improve her well-being by attending the Margaret Wilstead Trust centre. Using the form below, list how they could improve Jenny's physical, intellectual, emotional and social barriers that might prevent Jenny from taking part in them. (Note: they need to be physical activities.) We have given you one as an example.

Activity	How it might improve Jenny's well-being	
Join a Walking for Health group	<ul style="list-style-type: none">Physical: weight management; build stamina and muscleIntellectual: physical activity stimulates mental capacityEmotional: raises self-esteem, provides 'own time'Social: increases her social circle; positive impact on Robert	<ul style="list-style-type: none">



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Activity B1 (cont.)

Activity	How it might improve Jenny's well-being	

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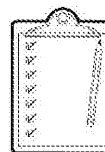


Activity B2 (Food tracking)



Topics Covered

- ☒ B.1 Ways to improve health and well-being



You will need

- ☒ Presentation 2
- ☒ Case Study 3
- ☒ Information or the Internet

Activity B2 (Individual Work)

Read Presentation 2 by the Home-Start organiser and Case Study 3 about Tom and Sally.

The Home-Start volunteer is trying to help Tom and Sally achieve this, she might ask them to keep a weekly diary of what they eat so a dietician, she can advise them on improving their diet.

- Complete the food tracking sheet provided for a week, to establish your appropriate box every time you eat a helping of each of the following for example, one slice of bread, one glass of milk, one apple or one small



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Food tracking sheet for Acti

Foods	Monday	Tuesday	Wednesday	Thursday
Vegetables & fruit				
Starchy foods				
Dairy foods				
Protein foods				
Sugary and fatty extras				
Drinks (water, fruit juice or sugar-free squash)				

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Activity B2 (cont.)

- b. Now do your own research into what constitutes a healthy diet (you will find a website particularly useful), and indicate below how you think you could improve your diet and what difficulties you might encounter.

How I could improve my diet



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Difficulties I might encounter



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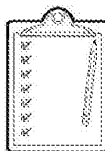


Activity B3 (Developing an exercise)



Topics Covered

- ☒ B.1 Ways to improve health and well-being
- ☒ B.3 The barriers to achieving a healthy lifestyle



You will need

- ☒ Presentation 1
- ☒ Case Study 1
- ☒ Information or the Internet

Activity B3 (Pair Work)

- a. Read Presentation 1 by the modern matron and Case Study 1 about John.

In pairs, discuss who the physiotherapist would have to consult, and make sure that the exercise programme she developed for John was relevant to his needs and life stage.

Zig Zag Education




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Activity B3 (cont.)

- b. Now consider what difficulties she might face in getting John to follow continue it once he is back at home, and how they might be overcome

Barriers
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How they might be overcome
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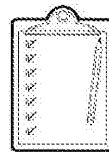


Activity B4 (Support in developing a healthy lifestyle)



Topics Covered

- ✓ B.2 Types and sources of support available to help promote healthy lifestyles



You will need

- ✓ Case Studies 1, 2, 3, and 5
- ✓ One set of 'Client' sheets
- ✓ One set of 'Supporter' cards for each group

Activity B4 (Small Group Work)

Read Case Studies 1, 2, 3, and 5 about John, Emma, Tom, and Sally, and Jenny and Mark.

There are two different sources of support for people trying to improve their health: formal supporters (i.e. health and care professionals), who provide expert advice; and informal supporters (friends and family, etc.), who provide friendship, encouragement and practical help.

In groups of four, play the 'Supporter' game. It might be helpful for each group to have a copy of the case studies for reference during the game. (If there are fewer than four players, remove one of the 'Client' sheets.)

1. Each player takes one of the 'Client' sheets.
2. Spread the 'Supporters' cards out face down.
3. The first player turns over one of the cards. If the supporter shown on the card matches the player's client (in other words, if they are likely to provide support for that client), then the player keeps the card and places it on their sheet, either in a 'formal' or an 'informal' square, depending on whether that person is a formal or an informal supporter.
4. If the 'Supporter' card does not match the player's client, then they should turn it face down again, and play passes to the next player.
5. The winner is the person who is first to fill their sheet with the correct supporters.



Note: Each card applies to only one client. If there is any disagreement about whether a supporter matches the player's client, consult the case studies.



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'Client' sheet for Activity B4

Formal	
Informal	

Emma



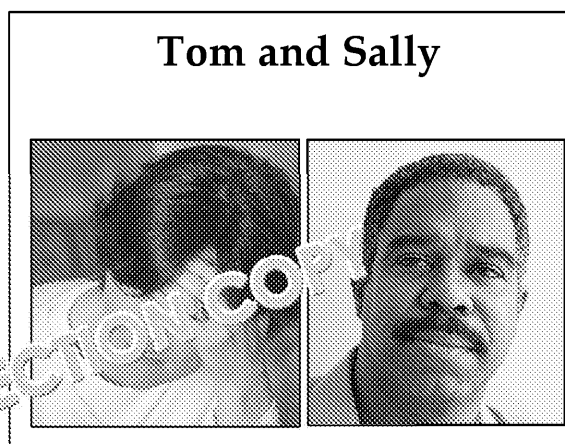
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'Client' sheet for Activity B4

Formal	
Informal	



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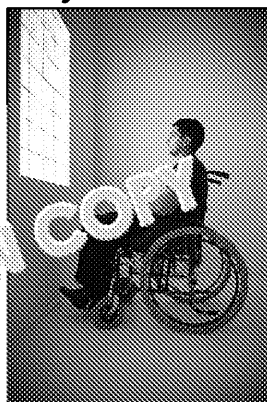
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'Client' sheet for Activity B4

Formal	
Informal	

Jenny and Robert



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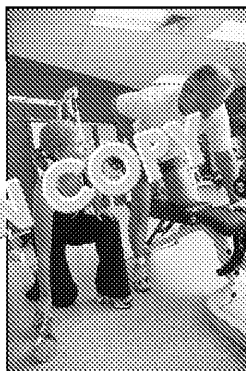
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'Client' sheet for Activity B4

Formal	
Informal	

John



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'Supporter' cards for Activity 1

Dietician



Co



Wife



Health and



Neighbours



On



Aunt



Sexual



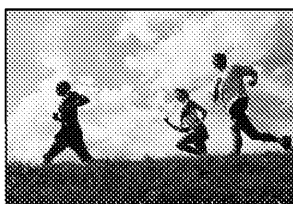
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'Supporter' cards for Activity B4 (

Clubmates



Head of the

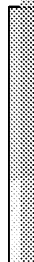
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Home visitor



Church

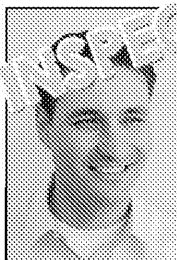


Kirsty



Child

Social worker



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Answers

Introductory Activity

Activity I1

Diet	The type of food a person eats
Health	A state of complete well-being
Well-being	A person's general psychological, spiritual, or state
Holistic view of health	A view of health that encompasses physical aspects
Lifestyle	The way a person lives
Life stages	A series of stages through which a person passes from infancy to old age
Body Mass Index	A measure of fatness, calculated by dividing a person's weight by their height in metres squared
Genetic inheritance	A predisposition to a disease that is passed on from family to the next
Self-confidence	A person's confidence in their abilities and qualities
Self-esteem	A person's sense of their worth or value to others
Motivation	What makes people believe that behaving in a certain way is worth the effort
Stress	A feeling of being under too much physical, mental or emotional pressure
Body image	The way a person regards their body shape and appearance
Personal hygiene	Keeping oneself clean
Sexually transmitted infections	Diseases and conditions that can be passed from one person to another through sexual activity
Peer-group pressure	Pressure from a person's friends and others to conform to their behaviour

Learning Aim A Activities

Activity A1

- 'Health is a complete state of physical, mental and social well-being, and not just the absence of infirmity.'
- There are many benefits; you could have mentioned any ten of the following
 - Reduced chance of illness
 - Healthy body systems
 - Maintenance of a healthy weight
 - More energy
 - Improved concentration
 - Better mood and generally improved behaviour
 - Better fitness
 - Clearer thinking and ability to learn
 - Self-confidence
 - Better sense of self and self-image
 - Better friendships
 - An improved social life
 - Better relationships
 - Emotional resilience
 - Greater motivation
 - Reduced stress
 - Improved mental health

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Activity A2a

A holistic view of health means looking at the person as a whole, not just at physical disease, but also including intellectual, emotional and social aspects.

Activity A3

Your answers might include the following:

Tom:

- *Physical:*
 - His weight and his lack of exercise could lead to coronary heart disease.
 - His diabetes could also cause physical problems.
 - His heavy smoking could lead to breathing problems and lung cancer, as well as other health problems.
 - Sally's inability to cope with things at home cooking may mean that he does not eat healthily.
- *Intellectual:*
 - Physical exercise has been shown to improve mental capacity and aid concentration. Lack of exercise could impair these abilities.
- *Emotional:*
 - Sally's inability to cope and the children's problems could affect his emotional health.
 - His inability or unwillingness to lose weight could have psychological and emotional effects.
- *Social:*
 - Smoking is becoming less acceptable socially, so his inability or unwillingness to stop could have a negative impact on his social life.
 - Sally's problems make it difficult for them to do things together socially.

Sally:

- *Physical:*
 - Her drinking could lead to a number of problems, including liver disease and other health problems.
 - Her problems coping could affect her diet.
- *Intellectual:*
 - Her drinking will impair her mental capacity.
- *Emotional:*
 - She is likely to feel guilty about not being able to care for Kelly as she should.
 - Her inability to cope could lead to low self-esteem.
- *Social:*
 - Her drinking is likely to create social problems for her.
 - Her low self-esteem could make social interaction difficult.

David:

- *Physical:*
 - His lack of exercise means he has little energy. He is in danger of putting on weight. He may be prone to inheriting his father's diabetes.
 - Living on a diet of fast food means that he is not receiving the nutrients he needs for a healthy diet.
- *Intellectual:*
 - The lack of physical exercise could impair his mental capacity.
 - Spending too much time on his computer could mean that his homework is not done, with long-term impacts on his education.
- *Emotional:*
 - The fact that he does not eat with his family suggests that he has a problem with his family.
 - The general home environment, with its tensions, will have an impact on his emotional health.
- *Social:*
 - Spending most of his spare time on his computer will have an effect on his social life.

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Megan:

- *Physical:*
 - Too much sugar has a detrimental effect on health, so being bribed with it on weight, with all the detrimental effects that has.
 - The fact that Sally cannot cope with the cooking probably means that she
- *Intellectual:*
 - Her behavioural problems are likely to have an impact on her intellectual
- *Emotional:*
 - Her behavioural problems are clearly an indication of underlying emotion
- *Social:*
 - Her behavioural problems are likely to make social interaction with her

Kelly:

- *Physical:*
 - Sally's inability to care for her baby could lead to hygiene problems.
 - Sally's drinking could affect her breastfeeding, with the result that Kelly she needs.
- *Intellectual:*
 - If Sally is not getting the right nutrients, this could affect her intellectual co
- *Emotional:*
 - Sally's resentment of Kelly will have an impact on her emotional develop
- *Social:*
 - Kelly is too young to have any social interaction as such, but the general conducive towards her developing socially.

Activity A5

- **Fast food:** Food, such as burgers or kebabs, which is served almost immediately in salt and fat
- **Balanced diet:** A diet that contains a good balance of all the different types of
- **Nutrition:** The process by which people take in and use food – also the science
- **'5 a day':** A slogan used to emphasise the fact that a healthy diet should contain vegetables per day
- **Weaning:** The process of introducing solid food into a baby's diet after a pure
- **Food desert:** An area where there are limited opportunities for purchasing a Greenview Estate in Thornton Green
- **Food groups:** Different types of food, grouped according to their nutritional
- **Recommended daily intake:** The daily amount of different nutrients that are healthy diet

Activity A6**Fats:**

- *Importance:*
 - They insulate the body
 - They provide energy.
- *Where found:* meat, oily fish, butter, cream, cheese, eggs, milk, nuts, sunflower

Carbohydrates:

- *Importance:*
 - They provide energy.
 - They help growth and development.
 - They help to repair the body.
- *Where found:* sugar and sweets, potatoes, pasta, rice, noodles, beans, cereals, fruit

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Vitamins:

- *Importance:*
 - Vitamin A keeps the skin and eyes healthy.
 - The Vitamin B group helps release energy from food.
 - Vitamin C helps to heal and protects against infections and allergies.
 - Vitamin D helps in the absorption of calcium.
- *Where found:* Butter, margarine, eggs, cheese, fish, vegetables, cereals, dairy products

Minerals:

- *Importance:*
 - Calcium strengthens bones.
 - Iron is an important constituent of blood and maintains cell function.
 - Fluoride makes teeth resistant to bacteria.
 - Iodine maintains body metabolism.
- *Where found:* milk, cheese, green leafy vegetables, red meat, cocoa products, dried fruits

Dietary Fibre:

- *Importance:*
 - It aids digestion.
 - It prevents constipation.
- *Where found:* cereals, wholemeal bread, fruit, vegetables

Protein:

- *Importance:*
 - It helps growth and development.
 - It helps to repair the body.
- *Where found:* meat, milk, fish, cheese, eggs, beans, nuts, lentils, soya, rice, cereals

Activity A7**Type of job:**

- Positive and negative: it is outdoors, but his arthritis is a problem
- Physical (and the fresh air will have an impact on his intellectual well-being)

Success:

- Positive
- Emotional

Work/life balance:

- Negative
- Social, emotional

Job satisfaction:

- Positive
- Emotional

Stress level:

- Negative (he is worried about the effect his arthritis will have on his job)
- Emotional (he is not happy with some physical effects)

Activity A8**What are the main physical benefits of exercise?**

- It improves and maintains body functions
- It improves and maintains the respiratory system
- It improves and maintains the cardiovascular system
- It controls weight

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Who is more likely to have a larger appetite and why: a person jogging for or a person watching television for an hour?

The person watching television, because exercise suppresses the appetite and slows down metabolism.

What is John's body mass index (BMI)? What does this tell you about his weight?
His BMI is 28.5. This means he is overweight.

How can exercise control John's weight?

- It helps to balance his energy equation
- It helps to control his appetite
- It reduces exposure to stimuli that motivate eating

What is the recommended amount of exercise for someone of John's age (50)?

About 30 minutes of moderate exercise per day, at least five days per week (150 minutes of intensive exercise per day, at least five days per week)

Activity A9a

Aspect: Dilip's relationship to childcare

How it might affect the family:

- It could affect Arithi's emotional well-being by putting more pressure on her to cope with a new baby.
- It could affect his children's emotional well-being by making his relationship with them more distant.

Aspect: Shortage of money

How it might affect the family:

- They live in a small flat, and so have little personal space, which could have a negative effect on the children.
- It might make it difficult to afford a healthy diet.
- They have little money for outings, etc. which could affect the twins' social development.
- It will affect Dilip's self-esteem if he feels unable to support his family properly.

Aspect: Arithi's insomnia

How it might affect the family:

- It will affect Arithi's physical well-being, as it will have an impact on her energy levels.
- It could affect the physical well-being of the whole family, because it is likely to affect her ability to care for the children.
- It could affect the family's emotional well-being if it makes her short-tempered.

Aspect: Arithi's neglect of housework

How it might affect the family:

- It could affect the family's health if the flat becomes unhygienic as a result.
- It could have an effect on the family's diet (especially the children's) if she is unable to cook.
- If the flat is left untidy, there is a greater risk of accidents.

Aspect: Conflict between Dilip and Arithi

How it might affect the family:

- It will affect the emotional well-being of the children.
- It is likely to make Arithi's and Dilip's emotional problems worse.

Aspect: No support from family or friends in the area

How it might affect the family:

- The lack of support is likely to have an effect on Arithi's emotional well-being and possibly the whole family.
- The lack of social contact will have an effect on the social, and possibly the intellectual, development of the children.
- Dilip and Arithi will also have a restricted social life.

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Activity A11a

There are many answers you could give; the following are just a few examples.

Improvements in health education:

- Better understanding of diet
- Better understanding of the importance of regular exercise
- Better understanding of disease and its causes
- Better education in personal hygiene and cleanliness
- An understanding of the dangers of smoking
- An understanding of the physical as well as the psychological dangers of alcohol
- A more thorough understanding of the effects of drugs

Influence of cultural differences

- Different cultures have different ideas about the ideal body shape.
- Some religions have specific dietary rules.
- Hindus believe that health is created by the harmony of different elements, with yoga, massage or herbal treatments.
- Muslim people believe that health is related to the balance of four humours, and that this is achieved through diet or massage.

Diseases that are likely to become more common

- Diabetes
- Dementia
- Osteoporosis

Influences of role models

- *Positive:*
 - Sports personalities, who are physically fit and eat a healthy diet
 - Celebrities who are known to have a healthy lifestyle
 - Family members who set a good example
 - Teachers and others in authority who influence those in their care
 - Popular friends who lead healthy lives
- *Negative:*
 - Models in the fashion industry who are excessively thin
 - Celebrities who are known for drug and alcohol abuse
 - Family members who have unhealthy lifestyles
 - Popular people in one's age group who do not lead healthy lives

Influences of the Internet and social media

- *Positive:*
 - Targeted health campaigns
 - Social media that raise one's self-esteem
 - The emotional satisfaction of interacting with people with similar interests
 - Sites and games that stretch one mentally
- *Negative:*
 - Online bullying
 - Sites that encourage negative behaviour, such as self-harm
 - Sites that promote distorted ideas of body image
 - Pornographic sites

Influences of the mass media

- *Positive:*
 - Health campaigns
 - Programmes, including soap operas and dramas, that depict positive views of health
 - Advertisements for healthy products
 - News reports that underline the importance of a healthy lifestyle
- *Negative:*
 - Advertisements for unhealthy products or those that make doubtful health claims
 - Programmes that depict negative views of health
 - News reports that excuse the unhealthy lifestyles of celebrities

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Learning Aim B Activities

Activity B3a

- She should consult the cardiac nurse at the hospital to ensure that the programme is suitable for someone recovering from a heart attack.
- She should consult the dietician, because the exercise programme is only part of a healthy lifestyle programme.
- She should interview John to establish what his lifestyle is like.
- She should assess John's fitness and conduct a number of health assessment to ensure that the programme developed is right for someone at John's life stage.
- She should take account of John's preferences to ensure that the programme is suitable for him.

Activity B3b

Barriers

- Motivation to start – John does not realise that he gets enough exercise in his job
- Time – John does not have enough time to get involved in formal exercise
- Sticking to the plan

How they might be overcome

- Motivation to start
 - Show John the results of her investigation of his lifestyle and his BMI to show him that the exercise he is doing is not enough.
 - Devise a programme that might involve others (perhaps his wife), and set a goal.
- Time
 - Devise a programme that does not take a lot of time.
 - Persuade John that he can use some of his 'social' time for exercise, by joining a club.
 - Devise a plan that the whole family can become involved in, so that his exercise becomes part of his time.
- Sticking to the plan
 - Involve John's family so that they can support him in sticking to his plan.
 - Discuss John joining a club so that the plan becomes part of his club activities.

Activity B4

Emma:

- *Formal:* counsellor, sexual health adviser
- *Informal:* Kirsty, parents

Tom and Sally:

- *Formal:* health visitor, child psychologist
- *Informal:* neighbours, aunt

Jenny and Robert:

- *Formal:* social worker, Head of Children's Services, Margaret Wilstead Trust centre
- *Informal:* church members, other carers

John:

- *Formal:* GP, health and fitness team
- *Informal:* wife, clubmates

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