

BTEC FIRST DIPLOMA IN HEALTH AND SOCIAL CARE

UNIT 9: HEALTHY LIVING

EXAM UNIT

EXAM DATE & TIME

Healthy Living

Three green strawberries are positioned between the words 'Healthy' and 'Living' in the title.

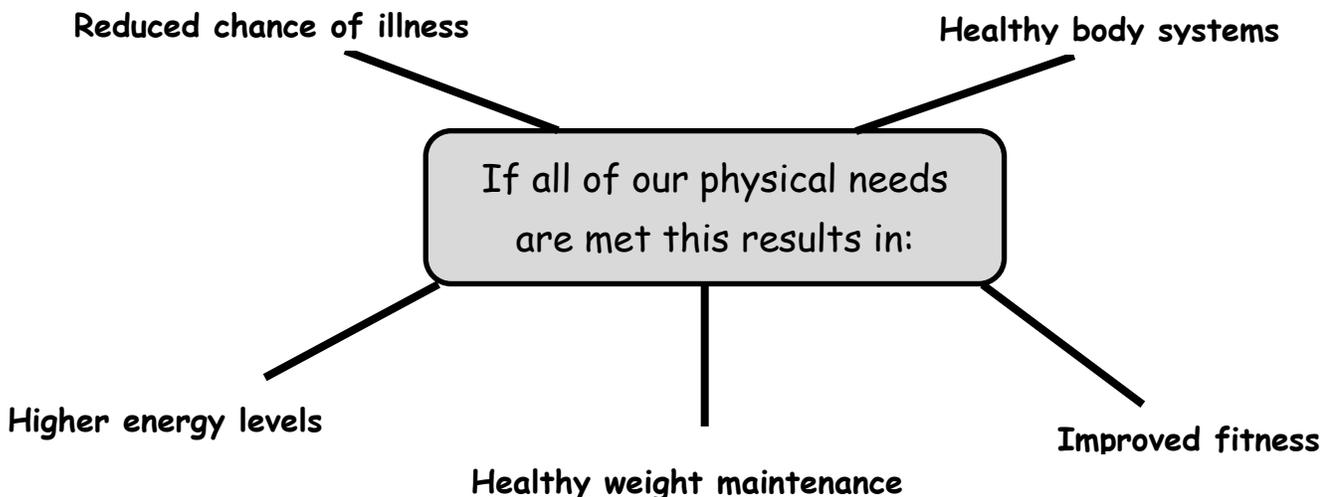
STUDENT NAME

Health and Wellbeing

The World Health Organisation (WHO) is an agency of the United Nations (UN) that coordinates public health. It was established in 1948 and is based in Geneva, Switzerland. It defines health and wellbeing as

'a complete state of physical, mental and social wellbeing, and not merely the absence of disease or infirmity'.

This holistic definition was agreed by all during the first World Health Assembly and has not changed since then. Therefore health and wellbeing may be regarded as a combination of physical, mental and social aspects of people's lives. Mental aspects are an integral part of health and wellbeing and refer to people's use of their intellectual and emotional abilities to function in society and meet the ordinary demands of everyday life.



If all of our intellectual needs are met this results in:	If all of our emotional needs are met this results in:	If all of our social needs are met this results in:
<ul style="list-style-type: none"> * Improved concentration * The ability to learn * Clearer thinking 	<ul style="list-style-type: none"> * Greater levels of happiness * Good mental health * Reduced stress * Improved motivational levels * Increased emotional resilience * Developing and maintaining close intimate and social relationships * Positive self-image * Improved self esteem * Improved self-confidence * Improved mood 	<ul style="list-style-type: none"> * Improved quality of social life * Closer friendships * Improved self-esteem

Can you think of any ways that we can ensure we meet our physical, intellectual, emotional and social needs? What life factors and events could have an effect on us meeting our needs? Write an answer for both questions and be prepared to share your ideas with the class.

The Effects of an Unhealthy Lifestyle

Numerous factors can affect how we feel at any point in our lives, but if we lead an unhealthy lifestyle it can have negative effects for us physically, intellectually, emotionally and socially.



Physical Effects

Disease and illness can be caused by unhealthy lifestyle choices. For example, sexually transmitted **infections** resulting from unprotected sex or some **cancers** and **liver disease** from obesity and alcohol abuse.

Weight gain/loss: gaining weight can make us prone to illnesses such as heart disease and **type 2 diabetes** but eating too little can lead to weight loss and illnesses such as **anaemia** and stunted bone growth.

Body fat composition: this is the percentage of body fat you carry. Someone who doesn't exercise will carry more body fat. Our bodies need some fat to regulate body temperature, cushion and insulate organs and tissues and store energy, however, too much fat can lead to health issues as mentioned above.

Short-term health problems: an unhealthy lifestyle can result in stress which can produce faster breathing, heightened senses, tenser muscles, butterflies in the stomach and diarrhoea.

Long-term health problems: for example stress over long periods of time can lead to conditions such as high blood pressure and nervous breakdowns; smoking can cause illnesses such as cancer, chronic bronchitis and emphysema.





Intellectual Effects

Reduced potential success in education: an unhealthy lifestyle can lead to us being ill more often and so having poor attendance at school, or can lead to us eating a diet with insufficient vitamins and minerals for our brains to work well. For

example, vitamin B6 is essential for our brains to develop properly and iron helps our brains function efficiently.

Negative impact on long-term career prospects: illness, limited mobility or physical fitness and lack of educational success resulting from leading an unhealthy lifestyle can result in unemployment or only being able to get jobs with poor prospects.

Inability to think clearly: having nowhere quiet and comfortable to study or feeling ill, whether from the after effects of, for example, alcohol and drug abuse, or from an illness such as a cold, prevents us concentrating effectively.

MISSING
(SCHOOL)=
MISSING
OUT



What does this image suggest about the relationship between qualifications and earnings? How could this affect development?



Emotional Effects

Lack of confidence, whether it is your appearance, weight or behaviour.

General feeling of unhappiness and worthlessness

Low self-esteem

Negative self-image

Feelings of stress and anxiety

Difficulties in developing and maintaining close, intimate and sexual relationships

Psychological dependence: this is an emotional need for a drug or substance or activity that has no underlying physical need. For example, people who stop smoking continually think they need the nicotine to stay calm, even though there is no physical need, so crave for a cigarette. Other examples include addiction to activities such as self-harming, gambling or shopping.



How could an unhealthy lifestyle cause one or more of these emotional effects? Make sure you use examples in your answer and explain how the emotional reaction is caused.

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Social Effects



Loss of friends: people who lead unhealthy lifestyles may behave in ways that upset their friends, for example, people who behave aggressively when they are drunk.

Increased pressure on existing friendship groups: individuals may try to influence their friends to adopt their unhealthy choices, such as smoking.

Negative impact on family relationships: family members may not approve of the lifestyle choices being made and feel that person negatively influences more vulnerable family members.

Decreased levels of involvement in social activities: people who are ill may miss social activities; they may not be invited because of a concern about their behaviour or hygiene or they may lack confidence to join in.

Social isolation: someone living in, for example, poor housing conditions, may be too embarrassed to invite friends home so become more socially isolated.

Increased potential for accidents, injury or criminal record: a person who becomes dependent on a substance, such as an illegal drug, may get hurt while under the influence and/or turn to crime to fund the habit and so end up with a criminal record.

Complete the activity on the next page

Read the following case study and use your notes on the previous pages to help you answer the questions.

Ruth is 17 years old and smokes a pack of cigarettes a day. She eats junk food at home and is continually snacking on chocolate and sweets at college.

1) Explain how Ruth's lifestyle has a physical effect on her development using examples.

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2) Explain how Ruth's lifestyle has an intellectual effect on her development using examples.

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3) Explain how Ruth's lifestyle has an emotional effect on her development using examples.

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4) Explain how Ruth's lifestyle has a social effect on her development using examples.

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GROUP TASKS

To demonstrate your understanding of factors affecting development you will be given one of the topics below to prepare a teaching video in small groups. Your class will use your video to write revision notes on your given topic so this must be accurate.

In order to do this you will first need to create a free account with an online video creation tool called '*Stupeflix*' which you can search for on the internet. Only one person in your group needs to create an account.

You can use the textbook and the internet to add images and text to your video. You can also add music associated with your topic.

Important notes:

- ❖ The timing of the slides in your video should ensure your peers have enough time to write notes.
- ❖ The images you use should be relevant and appropriate.
- ❖ You should include all relevant factors associated with your topic to ensure that it can be used in lessons and to help your peers revise for the exam.
- ❖ The slides should be clear enough to read.
- ❖ You should have your video checked by your teacher.
- ❖ You will need to save a copy of your completed video and provide a copy for your teacher to use in class.
- ❖ The task should take no longer than 2 hours.

Each group will be given one of the following topics:

- *Diet and nutrition
- *Exercise
- *Home environment
- *Work environment
- *Alcohol Consumption
- *Smoking
- *Sleep patterns
- *Safe and unsafe sexual practices

Factors affecting a healthy or unhealthy lifestyle

In the next few topics you will learn about the factors that contribute to healthy or unhealthy lifestyles and their effects. For each factor you will need to be able to make the link to physical, intellectual, emotional and social effects.

Based on the videos made by your class you will need to write notes on each factor. If you miss something let us know so we can pause the video.

The next few pages are structured to help you write your notes.

Pay close attention to the information on the videos and be prepared to answer questions.



Diet and Nutrition

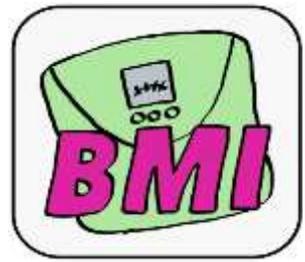
<p>Physical Effects</p>	<p>Intellectual Effects</p>
<p>Emotional Effects</p>	<p>Social Effects</p>



Exercise



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



Exercise Continued



As part of your exam you may be required to calculate Body Mass Index (BMI). This is a measure of the amount of fat in the body in relation to height. You will not be allowed to use a calculator and may be awarded points for showing correct working out. BMI is worked out using the following formula:

$$\text{Body Mass Index} = \frac{\text{Weight (in kg)}}{\text{Height}^2 \text{ (in m)}}$$

If the weight of an individual was 79kg and the height of an individual was 1.83m then the formula would look like this:

$$BMI = \frac{79kg}{1.83m \times 1.83m}$$

On the next page we are going to work out the formula above and use the BMI chart below to comment on the health of the individual.

Body Mass Index range

BMI	Significance
Less than 18.5	Underweight
18.5-24.9	Normal
25-29.9	Overweight
30-39.9	Obese
40+	Morbidly Obese

Okay, so let's work this one out

$$BMI = \frac{79kg}{1.83m \times 1.83m}$$

The first thing to do is to work out the actual height calculation.

The sum we need to do is $1.83m \times 1.83m$

The easiest way to do this is to remove the decimal first so the numbers are easier to calculate (we will put the decimals back later).

1.83 has 2 decimal points and 1.83 also has 2 decimal points

In total there are 4 decimal points which we will put back later.

Your calculation will now be 183×183

An easy way to do this is:

X	100	80	3
100	20000	8000	300
80	8000	6400	240
3	300	240	9

You then add all of your answers together to get your total

20000
8000
300
8000
6400
240
300
240
9

You must also put back the 4 decimal places you took out (4 spaces from the right)

We are going to round this to 1 decimal point so the answer is 5.3

5.3489



Try to work out these sums to practice

Use this page to show your working out.

$$\begin{array}{r} 1.27 \\ \times 1.14 \\ \hline \end{array}$$

$$\begin{array}{r} 4.92 \\ \times 8.21 \\ \hline \end{array}$$

$$\begin{array}{r} 3.77 \\ \times 3.46 \\ \hline \end{array}$$

$$\begin{array}{r} 2.79 \\ \times 4.52 \\ \hline \end{array}$$

We now need to divide the weight by the answer we got for the **height X height** which was $5.3m^2$.

So we continue to work out the BMI

79kg

OR

5.3 $\overline{) 79}$

$5.3m^2$.

The main problem we have here is that it can be tricky to divide a whole number by a decimal number. Watch the following video showing you how to do this.

<https://www.youtube.com/watch?v=hUJKDdZy3r4>

We will have a go with the sum above together on the board. Use the next space below to work it out with me. We only need to get our answer to 1 decimal place. When you have the answer comment on the individual's BMI.

5.3 $\overline{) 79}$

Practice dividing these whole numbers by a decimal number. Use the page for working out.

$$65 \div 3.1$$

$$89 \div 2.7$$

$$68 \div 3.4$$

Home Environment



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



Work Environment

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

Alcohol Consumption



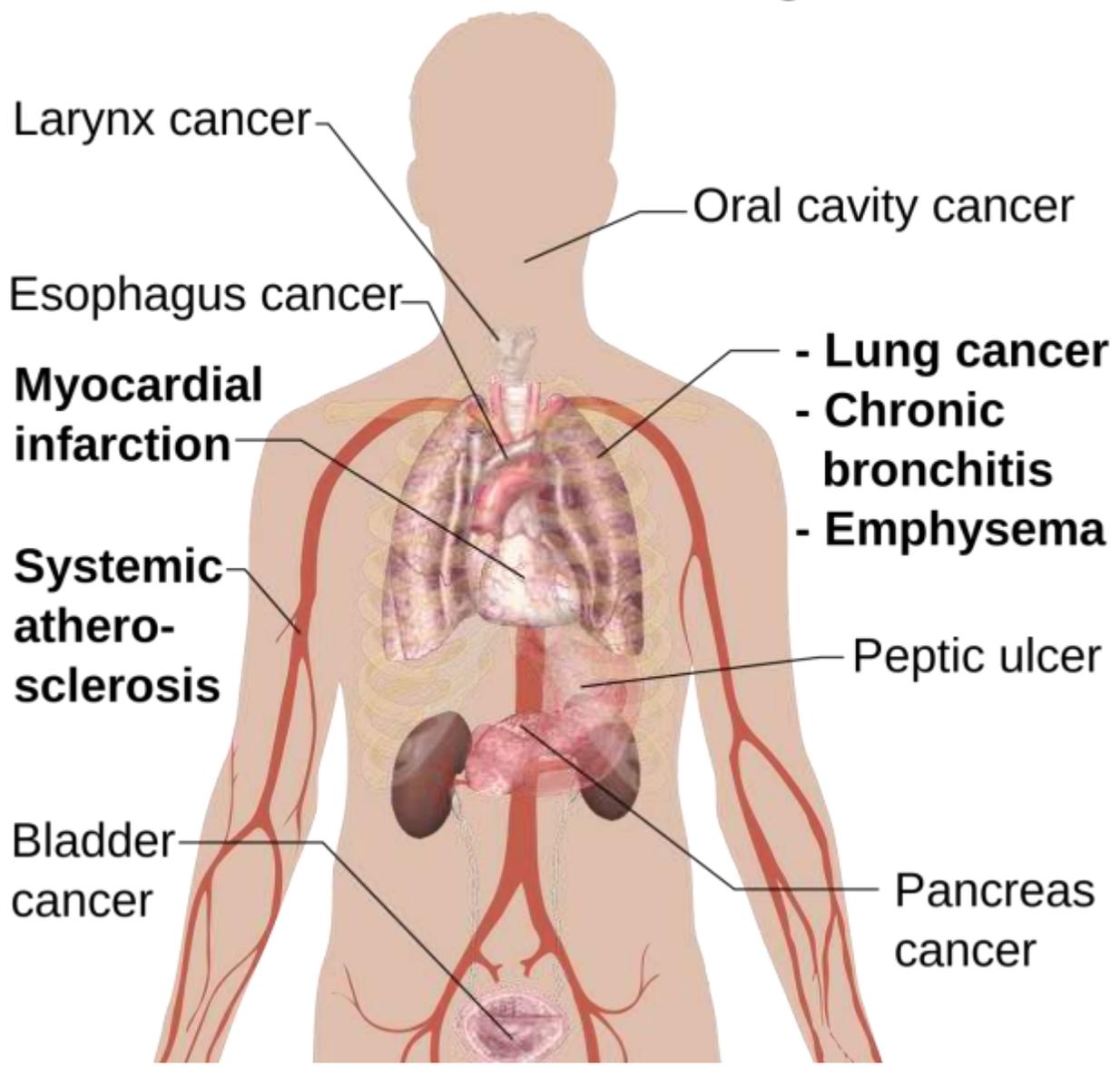
<p>Physical Effects</p>	<p>Intellectual Effects</p>
<p>Emotional Effects</p>	<p>Social Effects</p>



Smoking

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

Common adverse effects of
Tobacco smoking



For your exam you must be able to distinguish between long-term and short terms effects of smoking as students often get the answer wrong for this. A smoker's cough would be short-term whereas emphysema would be long -term.



Recreational Drug Use

This video has been provided for you

<https://www.youtube.com/watch?v=Qwh9ZfWXnmE&list=UUwJa3AWMgJQPsgICf80lcww>

Physical Effects	Intellectual Effects
Emotional Effects	Social Effects



Safe and Unsafe Sexual Practices

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



Hygiene

This video has been provided for you

<https://www.youtube.com/watch?v=FiWPmNSoES4&list=UUwJa3AWMgJQPsgICf80lcvw&index=1>

Physical Effects	Intellectual Effects
Emotional Effects	Social Effects



Sleep Patterns

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

Influences on adopting healthy and unhealthy lifestyles

Factors

Partners and family

The ways our families and partners choose to live their lives can influence our own lifestyle choices.

How could partners and family influence a healthy lifestyle?

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How could partners and family influence an unhealthy lifestyle?

.....

Culture and religion

Our culture and religion influences the way we think, the food we eat, the people we mix with, how we spend our leisure time and our health and social care practices.

Peer group pressure

We are most influenced by our peer group when we are in adolescence, when as teenagers we become less dependent on family for emotional support and turn to our friends for advice. Young people want to be accepted by their friends and this can sometimes lead to them behaving or dressing differently, taking up smoking or drinking and much more. Write down one more way that friends can influence us.

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Role Models

We learn our roles through socialisation, which includes learning attitudes, behaviours and skills from role models. From about the age of 8 we start to choose who we will imitate instead of just copying those in our immediate surroundings. Therefore it is important that we have good role models.

Watch the following video. Some of the content is quite shocking and sensitive so please approach with a mature attitude.

<https://www.youtube.com/watch?v=wAoMfOzuD1M>

Media influence

We are exposed to many more different forms of media than previous generations and this affects our ideas and how we think we should behave. For example, whether we have our children vaccinated, what we eat, wear, drink, etc.

Self-esteem levels

Self-esteem is about how you value yourself and levels can vary throughout your life. If you have a high self-esteem you will be more confident and more likely to rise to challenges, seize opportunities and be successful.

Education and understanding

Educational successes increase our self-esteem levels by making us feel good about ourselves and giving us more choices of career and employment prospects. Education and understanding can make us challenge our existing values and give us the opportunity to explore new ideas and develop new skills.

Personal and family finances

In the table there is a list of effects of adequate financial resources in the left column. Complete the right column with the effects of inadequate financial resources. You can discuss your ideas with a partner and should be ready to feedback to the class.

The effects of adequate and inadequate financial resources on lifestyle	
Adequate financial resources	Inadequate financial resources
Pay for heating	
Afford a holiday	
Less stress	
Pay rent or mortgage	
Leisure activities	
Socialise with friends	
Afford nice clothes	
Good diet	
Access to computers	
Travel to community and health facilities	

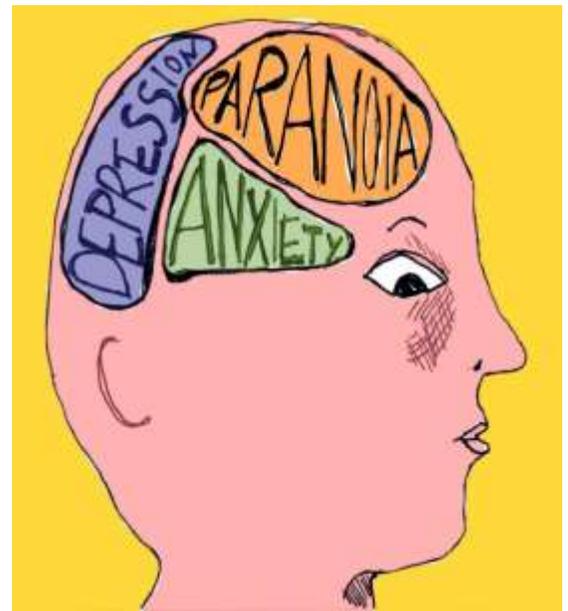
Predisposition - a tendency to suffer from a particular condition, hold a particular attitude, or act in a particular way.

Genetic inheritance (including predisposition)

Our genes carry the code for all aspects of our physical being and these are inherited from our parents. Sometimes genes are faulty code for disease or disability. This is why some diseases or conditions are inherited, i.e. passed on from one generation to another.

Mental health and illness

Mental health covers a wide range of conditions including depression, anxiety, obsessive compulsive disorder, phobias, bipolar disorder and eating disorders. Mental illness can be genetic or brought on by stress, relationship breakdown, substance abuse, social isolation and economic deprivation. About one person in four in the UK will suffer from a mental health problem at some point in life, yet there is still a lot of prejudice and fear associated with it. However, many conditions can be controlled by prescribed drugs or therapies, such as counselling. It is always important to seek help.



Just Checking

You will be shown a PowerPoint containing questions on what we have learnt so far. In groups of 3/4 you will need to write down your answers to each question on a piece of paper that will be handed in for marking. Try not to shout your answers out as I will announce the winning group after I have marked your team. Put the names of your group members at the top of your page.

Homework

Please hand in this homework on a separate sheet on paper for marking

Read the case study and answer the following questions:

Simon is 14 years old and lives with his mum and her boyfriend. He sees his father regularly, but doesn't get on with the dad's new partner. He has no siblings, but has a group of friends who all like the same music. They spend their leisure time eating junk food and listening to music. He does not smoke or drink alcohol. At school he is studying GCSEs in Maths, English, Double Science, Humanities and BTEC Health and Social Care. He wants to join the police so he can work with people.

- Q1) Identify two each of Simon's social and emotional needs. (4 marks)
- Q2) Explain how Simon's lifestyle choices are having a positive effect on his social and emotional wellbeing. (4 marks)
- Q3) Explain how Simon's unhealthy diet might affect his health and wellbeing. (4 marks)
- Q4) Describe 3 ways in which Simon's lifestyle choices may have been influenced by the media. (6 marks)

The homework is due:

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Identify areas for improvement and assess difficulties

In the following topics you will be exploring ways to improve health and wellbeing. The first stages, covered in this topic, are to identify areas for potential improvement and to draw up a health improvement plan to help a person change their behaviour.

Identify potential improvements

In order to make a change an area for improvement should be identified.

Areas for potential improvement

- *Diet
- *personal hygiene
- *home environment
- *recreational drug use
- *Exercise
- *sexual practices
- *work environment
- *Alcohol consumption
- *smoking

Implementation

A health improvement plan should start by stating the problems to be tackled. It needs **targets** and should indicate what needs to be done to meet each target, people and resources required and idea of costs. An idea for alternative options could be included.

The plan then needs to be carried out and targets monitored. This could be by a practitioner, the person following the plan or a support group. For instance in a plan to improve diet, monitoring could include everything eaten and drunk each day.

Assess and overcome difficulties

Before a person starts to follow a health improvement plan it is important to assess the difficulties that might be encountered in starting and keeping to the plan and looking for ways to overcome these difficulties. In order to get started and then successfully follow the plan it needs:

- Realistic goals and targets (we will go through this in more detail soon)
- Support: for example, if a person is going on a diet they might ask their family to support them by following the same eating plan
- Access to professional advice: the plan should include how to access professional support, such as joining a support group or seeing a counsellor.
- A time commitment: this might mean setting regular time aside, for instance to exercise.
- Balance: for example, between exercise, home life and work. This may mean having to get up 30 minutes earlier to fit everything in.
- Identifying and managing any potential difficulties: for example, trying to start a diet plan before Christmas might not work, so the plan may be put on hold until the New Year.
- Motivation to stick to the plan: reminders of the benefits, compliments and rewards are all effective motivators when our motivation declines
- Pushing through difficult times: support and encouragement from others - family members, practitioners, groups, etc. For example, the support from a diet club when struggling to lose weight.

Use the information from the previous 2 pages to help you complete the activity. Read the case study and answer the questions.

Becky is overweight and needs not only to be slimmer, but also to get more exercise. She is 36 and has two young children and a husband who seem to be able to eat whatever they want. She is a primary school teacher so has to do a lot of preparation work in the evenings and is often tired before she starts. She motivates herself every night by thinking about the glass or two of red wine and packet of chocolate buttons she will have as a treat when she has finished. She often goes to bed around midnight and gets up at 6.30 so feels tired all the time.

Q1) Assess the Becky will face if she tries to go on a diet and sleep and exercise more.

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Q2) Identify what needs to be put in place to help her start and keep to a diet, sleep and exercise plan.

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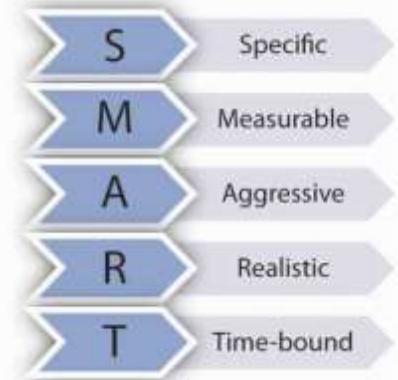
Setting Realistic Targets

When drawing up a plan to improve health and wellbeing it is important to include targets not only to motivate the person following the plan but also so progress can be monitored.

Targets

SMART targets

Targets must be:



Specific - the target must be clearly stated, saying exactly what is meant, such as walk for 20 minutes a day for one week. This is clear and cannot be misunderstood or used as an excuse.

Measurable - it is too vague to say do more exercise, an amount must be stated, so you can prove that you have met the target.

Achievable - the person must feel it is possible to achieve the target set otherwise they will give up. Asking someone to exercise for 4 hours a day is not achievable but 20 minutes a day is reasonable.

Realistic - the target set must be realistic; the person must be able to do it. It is unrealistic to expect someone who is older and not very fit to run for 30 minutes a day, but it is realistic to ask the same from a fit younger person.

Time-related - there should be a deadline set by which to reach the target so that progress can be assessed.

Short, medium and long-term targets

It is important that a plan includes short term targets, such as lose 1kg in the first week. This is easy to think of doing, as it is only short term and not a major thing to achieve. The medium target might be to lose 5kg in 6 months, and the long term target to lose 10kg in one year. By breaking down the path to the final goal into these smaller steps (short-term targets) the task seems less daunting and there is no excuse not to start that week.

Review

Setting SMART targets makes it possible to monitor progress regularly and amend the plan if necessary to meet the longer-term targets and goals. Designing a plan can be difficult because you are asking someone to change something about their lifestyle, something they may have often enjoyed doing.

People may not manage change straight away so might fail to reach a particular target or their final goal. The plan may need restarting or changing to make the change more achievable and realistic.

Discuss in pairs

What SMART target might you set for an 18-year-old male with a poor diet (eats junk food), who does not exercise and is obese?

Support Available and Barriers to Success

Forms of support

Support can take the form of listening, empathy, encouragement or advice and guidance. People following a health improvement plan need support in maintaining a positive outlook. This support can either be formal or informal.

Formal Support

This is provided by someone who is trained to give support. Because these people have wide experience of dealing with particular situations they can offer sound advice and pass on useful information. They have a lot more knowledge and experience than most friends and family. They also know of other sources of support, which they can readily refer people to if needed, and it is often easier to discuss difficult issues with a person who is not a family member or friend.

Types of formal support:

- *Doctors
- *Health specialists
- *Counsellors
- *Support groups
- *Youth workers
- *Teachers
- *Career advisers
- *Human resources department

Informal Support

This is provided by those who are not paid to give it. These people offer support because they care about the person and also usually feel a responsibility to do so. Informal support can be provided by:

*family	*friends
*work colleague	*partners

Barriers

There are many limitations which prevent people being able to achieve a healthy lifestyle. For each barrier listed in the table, provide an example of when the barrier could affect an individual making changes to their lifestyle. You can use notes from this booklet to help you.

Financial Barriers	
Addiction	
Lack of education and understanding	
Time available	
Self-esteem levels	
Media influence	
Peer group pressure	
Influence of partners and family	
Motivation to change	
Unrealistic goals	
Current physical condition	
Time limitations	
Genetic factors	
Lack of access to resources and support	
Availability of negative lifestyle choices	

TASK

Using the information from the previous pages, you need to create a health improvement plan for the following individual.

A 24-year-old female who drink 30 units of alcohol each week, uses cocaine once or twice a week and has unprotected sex with about two partners a month.

Choose one aspect of their lifestyle that you would like them to improve and write it below:

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First you need to set a short, medium and long-term target for the lifestyle choice you want them to improve.

Short-term	
Medium-term	
Long-term	

Now you need to set a SMART target for the first week of their health improvement plan

Specific	
Measurable	
Achievable	
Realistic	
Time-related	

Identify any formal and informal support they could access during their health improvement plan

	Who is the support from?	What support could they offer?
Formal		
Informal		

What barriers might they face during their health improvement plan?

First barrier:

How could the barrier prevent them reaching their target?

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Second barrier:

How could the barrier prevent them reaching their target?

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Third barrier:

How could the barrier prevent them reaching their target?

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HOMEWORK

Read the case study and answer the questions. Write your answers on a separate piece of paper and hand it in for marking.

Your homework is due on

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Sharna is 23 years old and single. She binge drinks at the weekend, but doesn't drink during the week. When she drinks she smokes and occasionally has unprotected sex, which she always regrets the next day. She works as a care assistant in a residential care home for young people with special needs and lives with her parents.

Q1) Identify three factors Sharna needs to change to live a healthier lifestyle (3 marks)

Q2) Identify and explain one source of support Sharna could use to help her achieve a healthier lifestyle (3 marks)

Q3) Explain the difference between formal and informal support (2 marks)

Q4) Explain three barriers that Sharna may face in trying to improve her lifestyle (6 marks)