

SAMPLE ASSESSMENT MATERIAL

UNIT 1 - THE IMPORTANCE OF AN ACTIVE AND HEALTHY LIFESTYLE



Unit 1 The importance of an active and healthy lifestyle Level 1

Sample assessment material - information for teachers

This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances. This assessment has been written as if it has been prepared by the Lead Assessor at the Consortia who has given it to the Teacher to deliver.

Overview

The brief for this assessment requires learners to complete a series of daily log sheets based on their own lifestyle relating to diet, exercise and other factors which might impact on their personal health.

Using the completed daily log sheets learners should make some initial observations about their personal lifestyle and some initial plans for improving their lifestyle.

Plan questions for two visiting speakers who will talk about the benefits of adopting a healthy lifestyle.

Based on the completed log sheets and the additional information following the visiting speakers, the learner will be required to plan changes that will have both short term and long term benefits on their health. They should set realistic goals based on their knowledge and understanding of the key components of a healthy lifestyle about how they can improve their day-to-day health.

The pitfalls of not partaking in an active and healthy lifestyle need to be identified and the short (medium) and long term benefits need to be described that they would expect to experience if they were to adopt the changes they have planned.

Time

Learners will have a total of 8 hours to complete this assessment. The following amount of time should be spent on each task:

Task 1	2 hours
Task 2a	3 hours
Task 2b	3 hours

Learners will need to complete the diary sheets over a one week (7 day) period of which, Monday to Friday must be days when they are in school.

Resources

If information from websites is to be issued to learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learners with the assessment brief.

Supervision

It is important that learners are issued with copies of the diary sheets during the first timetabled session of this unit and are required to complete them over the course of the next 7 days. It is important that this activity takes place at this stage of the unit, before learners can be influenced by any of the knowledge and understanding they are expected gain as the unit is delivered. The completed sheets should be handed in and kept by the teacher/tutor until they are next required in 3-4 weeks time.

A gap of 3-4 weeks is appropriate before the diary sheets are returned to learners when the next tasks of the assignment will be explained.

Learners will need to be supervised during the stage when the learners make an initial assessment of their own personal lifestyles and select where to make changes and the type of goals/targets that would be realistic. Learners should then plan questions that they wish to ask when the guest speaker visit is arranged They should discuss the questions they plan to ask with their tutor.

It is important that the assignment is handled sensitively, especially in regard to any information provided regarding their fitness level, body image, etc. It should be stressed to learners that this is a competition between schools and not between individual learners.

(Tutor / Teacher note: if preferred learners could undertake the assignment by completing Task 1 as set out – completing a personal 7 day diary. Copies could then be made of all the diaries and each person in the group would be given someone else’s diary on which they would base their work for Tasks 2 and 3. When the diaries are distributed it is recommended that names are removed to protect the privacy of each individual candidate).

Collaboration

This assessment has not been designed for teamwork purposes.

Roles

Visiting speakers from two key organisations will have been arranged to talk to the learners about the benefits of adopting a healthy lifestyle. You must brief speakers on the learners’ task and what their role is. In addition to this, you must negotiate a date and time for the speakers to return and take the role of judges.

Marking

The marking grid can be found on page x of the unit. Further guidance on using marking grids is available in the assessment section of the unit.

Sample assessment material – information for learners

Assignment overview

In this assignment you will have the opportunity to demonstrate your knowledge and understanding of the components and benefits of adopting an active and healthy lifestyle.

You will be required to:

- Keep a diary and make an assessment on your personal lifestyle.
- Recommend/propose changes that would have a positive impact on your personal health

Time

You will have a total of 8 hours to complete this assessment. You should spend at least the following amount of time on each task:

Task 1	2 hours
Task 2a	3 hours
Task 2b	3 hours

You will need to complete the diary sheets over a one week (7 day) period, of which Monday to Friday must be days when you are in school.

Collaboration

You will be required to work individually throughout the assignment.

Assignment Brief

The Government has launched a new competition called '**Change 4 the Better**'. The competition will promote the importance of active and healthy lifestyles amongst Key Stage 4 students in secondary schools – and there are amazing prizes to be won!

The competition will be run on a regional basis and we will be competing against other schools in our area. The prize for the winning overall school in each area will include:

- **£5000** and...
- A top **celebrity sports personality** spending the day at the school

Research and statistical evidence has raised awareness about declining teenage health. Obesity, lack of exercise, poor diet and problems associated with body image related illnesses are some of the key issues. This has led to the Government providing key national organisations with funding and sending representatives from the National Association of Sports Development Officers and the Health Promotion Agency to visit schools and talk to Key Stage 4 pupils.

The main aims of the competition will be to:

- Raise awareness of the importance of adopting a healthy lifestyle
- Improve knowledge and understanding of the key components of a healthy lifestyle
- Highlight the behaviours and lifestyle choices which have an adverse effect on health
- Raise awareness of the illnesses associated with body image
- Encourage students to assess their own lifestyles
- Set realistic, achievable and measurable goals to improve personal health and fitness



As part of the '**Change 4 the Better**' competition over the next 4 weeks, our school will be given opportunities to get involved. We have arranged for experts from the Health Promotion Agency and the National Association of Sports Development Officers to visit our school and discuss healthy lifestyles with you!

The information gained from this will be vital when preparing your tasks that will be submitted for the competition:

- Produce a information sheet/leaflet/poster
- Keep a diary and make a self assessment
- Choose/recommend changes that would have a positive impact on your health.

There will be a panel of 6 judges made up of representatives from the Health Promotion Agency and the National Association of Sports Development Officers, as well as the competition organisers. The judges will assess the material and will question students about the changes they have planned. The school with the best work will win the competition!

Details of what each student needs to complete in order to enter the competition are given on the following pages.

Images L to R: <http://www.lifestyles2day.co.uk/running.jpg>, <http://www.burnley.gov.uk/images/mixed-fruit-01.jpg>, <http://www.tricarrick.com/imagemanager/images/Swimming.jpg>

Some facts to make you think

- *In 1971, 80% of 7-8 year-olds walked to school. By 1991, the figure was 9%*
- *The number of overweight children in Britain has doubled in ten years. One in three primary school leavers is overweight.*
- *Half an hour playing Frisbee increases your heart rate and burns about 100 calories-equivalent to four squares of chocolate.*
- *Less than 1% of children cycle to school*
- *80% of children watch more than 1 hour of television each day during the school week*
- *In the UK less than 3% of children exercise regularly.*
- *Research has shown that 95% of children who enjoy exercise continue to exercise when they become adults*
- *Eating lots of salt gives you high blood pressure.*
- *Potatoes don't count towards the '5 a day' target for fruit and vegetables.*
- *In 1980 the average British man weighed 73.7 kg by 2000 that had increased to 81.6 kg*
- *In 1980 the average British woman weighed 62.6 kg by 2000 that had increased to 68.8 kg*

Tasks

1. Record an individual's lifestyle over a 7 day period on the attached diary sheets

- Sheet **A** keep an accurate record of all the exercise they have undertaken. Note down the frequency, intensity, time and type of exercise they have undertaken
- Sheet **B** keep an accurate record of their daily diet. Make a note of the types and quantities (portions) of food (main meals), drinks and snacks they have consumed
- Sheet **C** keep an accurate record of any other factors which could have a potentially positive or negative impact on their health, e.g. amount of sleep, time spent watching television and any other factors you feel could be having a positive or negative impact on their personal health and fitness. Complete the section relating to personal details as these should be taken into account when planning changes.

2a. Assess personal lifestyle and plan changes/set goals for future improvement

2ai

- Make a reflective assessment of their lifestyle over the 7 day period for which you have kept records. The assessment will involve you making an honest appraisal of what you consider are your personal strengths and weaknesses and identifying opportunities for improvement – also show initial plans for change.

2aii

- Prepare three questions based on your assessment and initial plans - which you intend to ask the Sports Development Officer and the representative from the Health Promotion Agency. Discuss with your teacher to ensure that your questions will help you to gather the information you require.

2aiii

- Based on your initial assessment and the information gained during the visit of the guest speakers, you are required to set 6 goals and explain how these will improve their day-to-day health. Set out a rationale for making the changes highlighting the potential short and long term risks to health if your current lifestyle does not change.
- Each of the goals you set should be:
 - Specific
 - Measurable
 - Agreed (written down after discussion with your tutor)
 - Realistic
 - Time-scaled

2bi

- Use the planning sheets provided to illustrate how and when the key changes planned will be introduced over the next three weeks.
 - **Ai, Aii and Aiii** - Exercise
 - **Bi, Bii and Biii** - Diet
 - **Ci, Cii and Ciii** - Other factors

2bii

- Use the sheet 2bii provided to outline the potential short and long term health benefits you would expect to experience as a result of the planned changes to your personal lifestyle.

Don't forget, this work will help your school win the competition!

Task 1

Diary sheet A Record of exercise taken over a 7 day period

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Task 1

Diary sheet B Record of diet over a 7 day period

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time				
Day	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Section B Weekend				
	Breakfast	Lunch	Dinner	Snacks
Saturday				
Sunday				

Task 1

Diary sheet C

Record of other factors (other than exercise and diet) over a 7 day period that could have a positive or negative impact on your personal health

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Current key personal details

Gender	Height	Weight
Medical information – relating to conditions/medication/illnesses/injuries		

Task 2ai Observations and initial plans based on 7 Day Diary Sheets A,B and C

Name		Candidate Number	
Centre		Date	

Exercise: Observations	Exercise: Initial plan of intended changes
Diet: Observations	Diet: Initial plan of intended changes.
Other factors: Observations	Other factors: Initial plan of intended changes.

Task 2 aii**Questions for visiting speakers**

Name		Candidate Number	
Centre		Date	

Q.1 Exercise
Question
Answers / notes
Q.2 Diet
Question
Answer/notes
Q3. Other factors
Question
Answer/notes

Task 2 aiii Rationale for change - Revised plans and personal goals based on 7 Day Diary Sheets A,B and C and visiting speaker.

Name		Candidate Number	
Centre		Date	

Exercise: Details of changes you intend to make.
Diet: Details of changes you intend to make.
Other factors: Details of changes you intend to make.

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time				
Day	Pre-school	School-time	Afterschool/evening	Snacks and drinks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Section B Weekend				
	Morning	Afternoon	Evening	Snacks and drinks
Saturday				
Sunday				

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time				
Day	Pre-school	School-time	Afterschool/evening	Snacks and drinks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Section B Weekend				
	Morning	Afternoon	Evening	Snacks and drinks
Saturday				
Sunday				

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time				
Day	Pre-school	School-time	Afterschool/evening	Snacks and drinks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Section B Weekend				
	Morning	Afternoon	Evening	Snacks and drinks
Saturday				
Sunday				

Plans (other than exercise and diet) that could have a positive impact on your personal health and fitness.

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Plans (other than exercise and diet) that could have a positive impact on your personal health and fitness.

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Plans (other than exercise and diet) that could have a positive impact on your personal health and fitness.

Name		Candidate Number	
Centre		Date	

Section A – Monday – Friday Term-time			
Day	Pre-school	School-time	Afterschool/evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Section B Weekend			
	Morning	Afternoon	Evening
Saturday			
Sunday			

Task 2bii

Potential short and long term benefits including reference to the potential risks if current lifestyle is not changed.

Name		Candidate Number	
Centre		Date	

Short term benefits
Long term benefits
Risks