

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 6: The importance of health and well-being in society, health and development



## Society, Health and Development

### Level 1 Unit 6: The importance of health and well-being in society, health and development

#### Sample scheme of work

<b>Total GLH</b>	30, of which 5 will be needed for the internal assessment
<b>Aim/s or statement of purpose</b>	Learners will: <ul style="list-style-type: none"> <li>• know how the health and well-being of individuals is assessed in the sectors</li> <li>• know the factors that influence the health and well-being of individuals</li> <li>• be able to assess the health and well-being of individuals.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take 5 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p><b>Learning activities</b></p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know how the health and well-being of individuals is assessed in the sectors (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• give a comprehensive description of the ways in which the health and well-being of individuals can be assessed (AC1a)</li> <li>• give a thoroughly coherent outline of how baseline measurements for health are recorded in the sectors (AC1b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Produce a timeline of the different stages of their growth, development and life stages</li> <li>• On the timeline highlight the key times when their own health may be assessed</li> <li>• Mind map the ways that health and well-being can be assessed throughout the different stages</li> <li>• Using the four baseline measurements, identify the types of equipment that could be used to measure</li> <li>• Produce a simple guide on 'how to measure weight, height, BMI and BP in individuals'</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Provide an example of a completed timeline</li> <li>• Discuss the ways that health and well-being can be assessed. Give examples from all four sectors.</li> <li>• Provide examples of types of equipment used to measure height, weight, BMI and BP</li> <li>• Conduct a plenary on how to assess the health and well-being of individuals</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know the factors that influence the health and well-being of individuals (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• give a detailed description of relevant activities and lifestyle choices that have a positive and negative effect on health and well-being throughout people’s lives (AC2a)</li> <li>• outline the relevant social and economic factors that have an influence on health and well-being of individuals and communities (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Complete a food/exercise/lifestyle diary for seven days</li> <li>• Using the diary, highlight the good foods and exercise that took place</li> <li>• In the diary note the negative aspects, eg smoking, criminal activity, etc</li> <li>• Produce a table to show the positive and negative effects on health and well-being</li> <li>• Produce a wall display on ‘what keeps us healthy in both mind and body’</li> <li>• Using the local area websites and newspapers, identify any social and economic factors that could influence health and well-being</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Discuss the completion of the diary. Ensure the learners are clear to log diet, exercise, hours spent working, studying, drinking, smoking, etc</li> <li>• Lead discussion on positive and negative aspects of health and well-being</li> <li>• Explain what is meant by social and economic factors</li> <li>• Provide local newspapers</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to be able to assess the health and well-being of individuals (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• assess the health and well-being of individuals using basic baseline measurements, covering all relevant aspects and making judgements that show a high level of reasoning (AC3a)</li> <li>• propose appropriate improvements for the health and well-being of individuals with fully developed reasoning (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Log in to <a href="http://www.healthspace.nhs.uk">www.healthspace.nhs.uk</a> and create their own assessment record</li> <li>• Choose three service users and record the results of their height, weight, BMI and BP</li> <li>• Compare the results against published norms</li> <li>• Produce action plans with specific targets for improvements for each individual</li> <li>• Write key tips for the individuals to follow, explaining the targets</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Ideally visiting speakers will help learners see how different factors affect the health and well-being of an individual, eg a nursery nurse could talk about how play helps children develop or a probation officer could talk about the factors that impact their service users</li> <li>• Produce a chart of published norms for weight, height, BMI and BP for individuals at different life stages</li> <li>• Plenary – look at the different targets set for the chosen individuals and discuss the differences</li> </ul>	<p>RL1</p> <p>EP4</p>