

## Level 2 Unit HN1: Improving Physical Health and Well-being

### Teacher guidance notes:

- These learning outcomes aim to help students understand physical health and well-being, improve individual health and well-being, and monitor improvement in health and well-being.
- To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.
- For each learning outcome, you can use the following guidance:

### 1.1 Describe factors that may influence physical health and well-being

This outcome helps students to describe factors that may influence physical health and well-being and to demonstrate their understanding of the determinants and influences of physical health and well-being. You can ask students to describe the different types or categories of factors that may influence physical health and well-being (e.g., biological or genetic; environmental or social; behavioural or lifestyle; etc.) and to give examples of each type. You can also ask students to describe how these factors may affect physical health and well-being in different ways or situations (e.g., by increasing or decreasing the risk of diseases or illnesses; by enhancing or impairing the functioning or performance of the body; by promoting or hindering the development or maintenance of physical fitness or wellness; etc.).

### 1.2 Describe factors that can influence an individual's decision to have a healthy lifestyle

This outcome helps students to describe factors that can influence an individual's decision to have a healthy lifestyle and to demonstrate their awareness and knowledge of the motivations and barriers for having a healthy lifestyle. You can ask students to describe the different types or categories of factors that can influence an individual's decision to have a healthy lifestyle (e.g., personal or interpersonal; internal or external; positive or negative; etc.) and to give examples of each type. You can also ask students to describe how these factors can influence an individual's decision to have a healthy lifestyle in different ways or situations (e.g., by encouraging or discouraging them to adopt healthy behaviours or habits; by supporting or challenging them to achieve their health goals or outcomes; by rewarding or punishing them for their health choices or actions; etc.).

### 2.1 Identify how an individual may improve health and well-being

This outcome helps students to identify how an individual may improve health and well-being and to demonstrate their knowledge and understanding of the different options or alternatives that they can use to improve their physical health and well-being. You can ask students to identify a range of healthy behaviours or habits that can help them to improve their physical health and well-being in different aspects or domains of their life (e.g., nutrition, exercise, sleep, hygiene, relaxation, etc.) and to explain how they work or what they involve. You can also ask students to identify the benefits or advantages of adopting these healthy behaviours or habits for their physical health and well-being (e.g., by preventing or reducing the risk of diseases or illnesses; by improving the functioning or performance of the body; by developing or maintaining physical fitness or wellness; etc.).

### 2.2 Plan how to improve physical health and well-being

This outcome helps students to plan how to improve physical health and well-being and to demonstrate their skills and competence in setting and achieving realistic and meaningful health goals. You can ask students to use the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to define their health goals and to write them down clearly and concisely. You can also ask students to plan how they will achieve their health goals by identifying the specific actions or steps that they will take, the resources or support that they will need, the potential challenges or barriers that they may face, and the time frame or deadline that they will follow. You can also ask students to review and revise their plan if necessary and to communicate it with others if appropriate.

### 2.3 Describe how to monitor improvement in health and well-being

This outcome helps students to describe how to monitor improvement in health and well-being and to demonstrate their ability to track and evaluate their progress and achievements. You can ask students to describe how they will monitor improvement in health and well-being by identifying the criteria or indicators that they will use (e.g., feedback, results, satisfaction, etc.) and the methods or tools that they will employ (e.g., self-assessment questionnaires, journals, portfolios, apps, devices).

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