

## Level 2 Unit HN2: Physical Well-being

### Teacher guidance notes:

These learning outcomes aim to help students understand a healthy diet, promote physical well-being, and plan a healthy lifestyle.

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 Identify the main constituents of a healthy diet and the importance of each

This outcome helps students to identify the main constituents of a healthy diet and the importance of each and to demonstrate their knowledge and understanding of the basic principles and guidelines of nutrition. You can ask students to identify the main constituents of a healthy diet (e.g., carbohydrates, proteins, fats, vitamins, minerals, water, fibre, etc.) and to explain their functions and roles in the body (e.g., providing energy, building and repairing tissues, regulating metabolism, supporting immunity, etc.). You can also ask students to explain the importance of each constituent for maintaining health and well-being and to give examples of food sources that contain them.

### 1.2 Describe the benefits to heart and lung efficiency of raising heart rate through regular exercise

This outcome helps students to describe the benefits to heart and lung efficiency of raising heart rate through regular exercise and to demonstrate their understanding of the effects and benefits of physical activity on the cardiovascular and respiratory systems. You can ask students to describe how raising heart rate through regular exercise can improve heart and lung efficiency by increasing blood flow, oxygen delivery, carbon dioxide removal, cardiac output, stroke volume, heart rate variability, lung capacity, lung function, etc. You can also ask students to describe the benefits of improving heart and lung efficiency for health and well-being by reducing the risk of cardiovascular diseases, improving blood pressure and cholesterol levels, enhancing endurance and stamina, etc.

### 1.3 Identify local facilities which provide opportunities to promote physical well-being

This outcome helps students to identify local facilities which provide opportunities to promote physical well-being and to demonstrate their awareness and knowledge of the available resources or services that they can access or use to support their physical activity. You can ask students to identify local facilities that provide opportunities to promote physical well-being in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain what they offer or how they operate. For example, you can ask students to identify local facilities such as gyms, sports clubs, parks, trails.

### 2.1: Describe the possible link between poor health choices and skin cancer and heart disease

Ask the students to brainstorm what they think are some poor health choices that could increase the risk of developing skin cancer and heart disease. Write their answers on the board and discuss them. Possible answers include: smoking, drinking alcohol, eating unhealthy foods, being overweight or obese, not wearing sunscreen, using sunbeds, not exercising regularly, etc.

Explain that skin cancer and heart disease are two common types of cancer that can be caused or influenced by lifestyle factors. Show some statistics or graphs on the prevalence and mortality of these diseases in the UK or worldwide. You can use sources such as for reference.

Explain that skin cancer is mainly caused by overexposure to ultraviolet (UV) light from the sun or artificial sources such as sunbeds. UV light damages the DNA in our skin cells and can cause them to grow abnormally. There are three main types of skin cancer: basal cell carcinoma (BCC), squamous cell carcinoma (SCC) and malignant melanoma. BCCs and SCCs are usually slow-growing and treatable, but melanoma is more aggressive and can spread to other parts of the body if not

detected early. You can use sources such as for reference.

Explain that heart disease is a general term for conditions that affect the heart and blood vessels. The most common type of heart disease is coronary heart disease (CHD), which occurs when the arteries that supply blood to the heart become narrowed or blocked by fatty deposits called plaque. This can reduce the blood flow to the heart and cause chest pain (angina), heart attack or stroke. Other types of heart disease include heart failure, arrhythmia, congenital heart defects, etc. You can use sources such as for reference.

Ask the students to identify which of the poor health choices they listed are linked to skin cancer and which are linked to heart disease. For example, smoking is linked to both skin cancer and heart disease, while using sunbeds is only linked to skin cancer. You can use sources such as for reference.

### **2.2: Describe how specialised support could be accessed for one identified health problem**

Ask the students to choose one of the health problems they learned about in outcome 2.1 (skin cancer or heart disease) and research how specialised support could be accessed for it. For example, they could look up online resources, helplines, support groups, charities, etc. that provide information, advice, counselling, treatment or care for people with that health problem.

Ask the students to present their findings to the class or in small groups. They should explain what kind of support is available, how it can be accessed, who can access it and why it is helpful. They should also cite their sources of information.

Discuss with the students how accessing specialised support could benefit someone with a health problem. For example, it could help them cope with their emotions, learn more about their condition, get practical help, improve their quality of life, etc.

### **3.1: Produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep**

Ask the students to reflect on their own lifestyle habits and identify areas where they could make improvements to reduce their risk of developing skin cancer or heart disease. For example, they could quit smoking, drink less alcohol, eat more fruits and vegetables, exercise more often, wear sunscreen, avoid sunbeds, get enough sleep, etc.

Ask the students to write a personal action plan for a healthy lifestyle that includes specific goals, strategies and timelines for each area they want to improve. For example, they could write: "I want to quit smoking by next month. I will use nicotine patches or gum to help me cope with cravings. I will also avoid situations where I might be tempted to smoke, such as going out with friends who smoke or drinking alcohol."

Ask the students to share their action plans with a partner or in small groups and give each other feedback and encouragement. They should also discuss any potential barriers or challenges they might face in achieving their goals

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