

Half-term three January – February

Year 11 Health and Social Care

Lesson	Instructions	Resources	Curriculum
1	Health & Wellbeing improvement plan	Slides (lesson 1) Introduction to Health 7 wellbeing improvement plans	Component 3 learning aim C
2	Create SMART targets for the individuals	Slides (lesson 2) Short- & long-term targets	Component 3 learning aim C
3	Obstacles and how they are overcome	Slides (lesson 3) Obstacles	Component 3 learning aim C
4	Needs, Wishes & Circumstances	Slides (lesson 4) Needs, Wishes & Circumstances	Component 3 learning aim C
5	Health improvement plan	Exam paper	Component 3 learning aim C
6	Exam practice	Exam Question	Component 3 learning aim C

Please email any queries and completed work to **Mrs Shorting/Mrs Carr-Thoms**

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Lesson 1

intro

What do you think a health and wellbeing improvement plan is?



Starting a health and wellbeing improvement plan.

- Its should start with a statement of the problem that needs to be dealt with?
- List as many problems that might need to be addressed?
 - Resting pulse rate or pulse rate too high during exercise
 - High blood pressure
 - Peak flow too low
 - BMI too high



Did you think of any others?

Recommended actions based on a person's lifestyle indicators

- Someone who smokes needs to stop smoking how could you recommend someone does this?
- Patches
- Gum
- E cigarettes
- What else did you have?



Someone who drinks too much alcohol needs to reduce how much they have.

- What would you recommend?
- Spread their units out over the week
- Have a soft drink in between alcoholic drinks
- Switch to a slim-line drink
- Did you have any other suggestions?



Lesson 2

Short and long term targets

Component 1 learning aim C



Creating targets

- A plan needs to have short and long term targets.
- Long term- 6 months or more. This could be to lose 1 stone.
- Short term- anything less than 6 months. This could be 1lb in a week.

SMART targets

- Specific
- Measurable
- Achievable
- Realistic
- Time-related



Using this information from can you make some SMART targets for one of them.

- A 22 year old has a high pulse rate just after exercise 165bpm but for her age it should be less that 158bpm. She has a sedentary life style.

Recommended actions = Reduce their pulse rate by going on brisk walks every day. Go to a gym.

- A person has a high blood pressure of 160/93 mmHg. They could be overweight and stressed. They also drink alcohol and smoke.

Recommended actions = Stop smoking, limit alcohol and go on a diet to lose weight

- A person has a BMI of 37 (severely obese)

Recommended actions = Go and a diet and do more exercise to lose weight

Lesson 3

Potential Obstacles

Component 1 learning aim C



Obstacles

- It is important to assess any difficulties that a person might face.
- Factors to consider are:

Age	Social Class
Gender	Level of stress
Peer group	Self concept
Occupation	Support
Social Pressure	Time available

The following are examples of awardable responses.

Potential obstacles:

- emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
- time constraints – work and family commitments
- availability of resources – financial, physical, e.g. equipment
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support, e.g. from family and friends
- other factors specific to individual – ability

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1–2	3–4	5–6	7–8
Obstacles and how to overcome them	No rewardable material.	• Few relevant obstacles are identified without suggestions for how these can be minimised.	• Obstacles are identified with basic suggestions for how these can be minimised.	• Obstacles are described with suggestions for how these can be minimised.	• Obstacles are described clearly with realistic suggestions for how these can be minimised.

Using the mark scheme above – try to memorise the potential obstacles and how they might be overcome/minimised?

Lesson 4

Question 5

The learners need to ensure that they use the information about Jacob appropriately and that their health improvement plan reflects Jacob's needs, wishes and circumstances accurately.					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Rationale for health and wellbeing improvement plan	0	1-2	3-5	6-8	9-10
	No rewardable material.	<ul style="list-style-type: none">There are few relevant comments to link the plan to needs, wishes and circumstances.	<ul style="list-style-type: none">There is a straightforward explanation for how the plan addresses needs, wishes and circumstances.	<ul style="list-style-type: none">There is a clear explanation for how the plan addresses needs, wishes and circumstances.	<ul style="list-style-type: none">There is a clear and comprehensive explanation for how the plan addresses needs, wishes and circumstances.

Needs

What does your person need to do to become healthy? (lower their BMI, increase their BMI, cut down on drinking alcohol, stop smoking, stop eating takeaways, exercise more?) you must explain how your plan allows them to do this.

Wishes

These will be in the case study- try to find what they want to do and do not want to do! (they might say that they do not want to cut out alcohol completely. They might say they do not want to spend a lot of money or that they want to make new friends)

Circumstances

For this section you may need to flick back through the exam paper to see what their circumstances are. (where they live, the size of their flat/house, do they have a garden, do they see family, do they speak English etc) you must explain how your plan takes into account their circumstances.

Task

Plan for different scenarios that we have discussed within our lessons (someone needing to lower their BMI, they may live in a crowded flat, they may have access to a garden) How does your plan take into account some ones needs, wishes and circumstances?

Lesson 5

Using the layout below can you think of 3 different recommended actions

Examples (the lose weight, to cut down on alcohol, to learn to cook healthy meals, to stop smoking, to start running etc)

Recommended Action 1

Short-term target

Long-term target

Source of support and how it will help

Lesson 6

Read the following information and then answer the questions.

Lifestyle data

Jacob has registered with the local GP practice.

As part of this process he has completed a health questionnaire and has had a physical examination with the Practice Nurse.

The Practice Nurse highlights the following information on Jacob's completed health questionnaire:

- Jacob smokes cannabis once or twice a week
- Jacob binge drinks at the weekend, having as many as 10 pints of beer on both Friday and Saturday night
- Jacob does not take part in any physical activity.

Physiological data

The Practice Nurse records the following measurements:

Body Mass Index (BMI)	27 kg/m ²
Resting pulse (heart rate)	120 bpm

Guidance for physiological data

The Practice Nurse gives you the following guidance for interpreting the physiological data:

BMI

Weight categories	BMI (kg/m²)
Under weight	<18.5
Healthy weight	18.5 – 24.9
Over weight	25 – 29.9
Obese	30 – 34.9
Severely obese	35 – 39.9
Morbidly obese	> 40

Explain what the data provided by the Practice Nurse suggests about:

- Jacob's current physical health
- risks to his future physical health.

(12)

Lifestyle data	Jacob's current physical health:

	Risks to Jacob's future physical health:

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BMI	Jacob's current physical health:

	Risks to Jacob's future physical health:

.....	