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## **Introduction to Unit 7: Health as a Lifestyle Choice [AS level, mandatory, internally assessed]**

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### **OVERVIEW**

- Concepts and models of health and well-being.
- Preventative measures and job roles.
- Factors affecting health and well-being.
- Health promotion.

### **SUITABLE TEACHING AND LEARNING STRATEGIES**

- Conduct a survey or questionnaire to find out public views about the effects of exercise.
- Interview or have discussions with local health promotion officers, dieticians, health visitors to investigate current dietary guidelines.
- Work experience placements/voluntary work to find out about the needs of individuals with dietary restrictions.
- Interview service users or use case studies of people with special dietary requirements.
- Group work to investigate healthy eating initiatives giving presentations of their findings.
- Visits to health and fitness club, YMCA, gym to research opportunities for exercise programmes.
- Interview fitness-industry professionals to find out about different forms of exercise, health and safety issues, equipment.

### **POSSIBLE PITFALLS**

- Spending too much time carrying out a questionnaire which does not provide the required information.
- Focusing on the negative rather than the positive effects of exercise.
- Depth of information relating to the nutrients unrealistic giving too much scientific detail instead of a broad overview of the nature and function of the nutrients.
- Poor choice of individual for the diet and exercise programme giving limited opportunity to meet the criteria.
- Diet plan not relevant to the individual's needs.
- Limited monitoring evidence collected from the exercise programme.
- Lack of pre-set criteria against which to measure the outcomes of the health education campaign.

## **RESOURCES**

- Dietary guidelines, nutrition, exercise textbooks
- Our Healthier Nation ([www.ohn.gov.uk](http://www.ohn.gov.uk))
- Health Promotion Centre
- Fitness-industry professionals
- Nutrition and fitness Websites (see [Unit Specification](#)).