

**RSPH Level 2 Award for Young Health Champions**

**(Unit 5 Encouraging Physical Activity)**

**RSPH Level 2 Award in Encouraging Physical Activity**

**Learner Workbook**



**How to use this Learner Workbook**

RSPH has developed this Learner Workbook to enable learners to provide evidence that the assessment criteria for the RSPH Level 2 Award for Young Health Champions (Unit 5 Encouraging Physical Activity) and the RSPH Level 2 Award in Encouraging Physical Activity have been met. Centres must ensure that the learner signs the declaration on the next page to confirm that they have read and understood the RSPH plagiarism statement.

The workbook should be signed where indicated by the Internal Assessor and Internal Verifier to confirm that the learner has met the assessment criteria and learning outcomes within this workbook. Further guidance for tutors and assessors can be obtained from the tutor guide version of this workbook.

The Learner Workbook is editable meaning that text can be inputted and saved.

Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

The RSPH plagiarism statement, tutor guides for the workbook and External Verification Procedures can be obtained from the Centre Area of the RSPH web-site.

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| --- |
| **Learner Name Learner Registration No.**  Learner Declaration: *I confirm that I have read and understood the RSPH Plagiarism statement and that all of the accompanying work is my own work. I have identified any relevant sources of information that I have used in supporting my responses this workbook and these are cited within.*  **Learner Signature** **Date** |
| **Internal Assessor Comments**  Please use this space to comment on whether the submitted workbook has met the assessment criteria.  **Internal Assessor Signature Date** |

**Learning Outcome 1: Understand the health benefits of physical activity**

* 1. Describe THREE effects of physical activity on health
  2. Describe THREE effects of physical activity on mental health and wellbeing

**Task 1**

In the boxes below, describe **THREE** beneficial effects that regular exercise can have on **physical and mental health and wellbeing**.

|  |  |
| --- | --- |
| **Physical health Benefits** | **Mental health and wellbeing Benefits** |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

1.3 Outline the recommended levels of physical activity required for health for young people and adults

**Task 2**

In the boxes below please write the current Government guidelines for physical activity for young people (5-18) and adults (19+).

|  |
| --- |
| **Recommended levels of exercise for young people:** |
| **Recommended levels of exercise for adults:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 1.1 | | Met | Not met |
| Assessment Criterion 1.2 | | Met | Not met |
| Assessment Criterion 1.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 2: Understand factors that affect an individual’s participation in physical activity**

2.1 Outline THREE social factors that may affect an individual’s participation in physical activity

2.2 Outline THREE Individual specific factors that may affect participation in physical activity

**Task 3**

Read the case studies provided by your tutor and outline **THREE** social and **THREE** individual factors that are affecting the ability of one or more of the people in the case studies to take part in physical activity.

For each social factor that you have outlined you should give an example of how this affects one of the people in the case studies.

|  |  |
| --- | --- |
| **Social Factor 1** | **Individual Factor 1** |
| **Effect on person in case study** | **Effect on person in case study** |

|  |  |
| --- | --- |
| **Social Factor 2** | **Individual Factor 2** |
| **Effect on person in case study** | **Effect on person in case study** |

|  |  |
| --- | --- |
| **Social Factor 3** | **Individual Factor 3** |
| **Effect on person in case study** | **Effect on person in case study** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 2.1 | | Met | Not met |
| Assessment Criterion 2.2 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 3: Know how to encourage individuals to increase their level of physical activity**

3.1 List THREE agencies/organisations which encourage physical activity for health and outline the services provided.

**Task 4**

List **THREE** agencies or organisations which encourage physical activity for health, and state what services they offer to increase physical activity. To help you with this, think about where you have seen opportunities for sport or active leisure and who might run these types of events. Also consider where you might have seen, read or heard messages about being more active and which agencies might have produced these messages.

|  |  |
| --- | --- |
| **Agency/Organisation** | **What they offer** |
| **1.** |  |
| **2.** |  |
| **3.** |  |

|  |
| --- |
| **Additional Information about leisure services in your area** |

3.2 Describe THREE ways by which an individual could be encouraged to increase their level of physical activity**.**

**Task 5**

You are provided with three case studies. For each case study, suggest one way in which the person could increase their physical activity. Your suggestion should take account of their individual circumstances. An example is provided for you below.

|  |
| --- |
| **Example**: Hannah is 12 and lives in a small village. She does not enjoy exercise although her parents would like her to do more. She is interested in nature and animals. What could you suggest that Hannah does to increase her levels of activity?  *Answer:* Hannah could ask her parents to take her on nature walks which would increase her activity levels whilst doing something that she enjoys. |

|  |
| --- |
| **Name of subject:** |
| **How the subject could increase their physical activity:** |

|  |
| --- |
| **Name of subject:** |
| **How the subject could increase their physical activity:** |

|  |
| --- |
| **Name of subject:** |
| **How the subject could increase their physical activity:** |

3.3 Identify THREE barriers to changing behaviour with regard to physical activity and how these can be overcome

**Task 6**

Think of the barriers which reduce participation on physical activity. Think of **THREE** ways in which you, or someone you know, have experienced barriers to taking part in physical activity. Then describe how these barriers were, or could be, overcome.

If you cannot think of any real-life examples now, describe **THREE** barriers that are commonly experienced by people and think of ways that they could be overcome.

**Example:**

I used to play football a lot when I was younger. But I have never been very good at the game, and all my friends are good players. I train with a team at the weekend, but I never get picked. It is getting me down, and I am thinking of stopping training. It also stops me wanting to play at school. It is a shame because I love football, but feel I am wasting my time playing it.

The barrier here is the individual’s skill level at football.

One possible solution would be to train to be a referee. This way you can keep fit (referees have to pass a tough annual fitness test in professional football) and stay involved with the game without playing it. Another way of overcoming this barrier might be to have some football coaching. Another answer would be to consider your strengths and find out which sports / activities you are good at and try them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Barrier 1:**  **Could be overcome by:** | | | |
| **Barrier 2:**  **Could be overcome by:** | | | |
| **Barrier 3:**  **Could be overcome by:** | | | |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 3.1 | | Met | Not met |
| Assessment Criterion 3.2 | | Met | Not met |
| Assessment Criterion 3.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Internal Verifier declaration**

**Internal Verifier**

I have internally verified this assessment workbook and agree with the assessment decisions.

**Signed:**

**Name:**

**Date:**