

**RSPH Level 2 Award for Young Health Champions
(Unit 5 Encouraging Physical Activity)**

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

Learner Assessment Workbook

Tutor Guide



Information for tutors and internal assessors

How to use the learner workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 5 Encouraging Physical Activity) or the RSPH Level 2 Award in Encouraging Physical Activity. It contains a number of tasks that learners need to complete in order to provide evidence that they have met the assessment criteria and learning outcomes for the qualification.

The workbook is not write protected, so tutors can enlarge the spaces provided for learner answers to suit their individual needs before printing (the spaces are larger in the learner versions of the workbook). Alternatively, if suitable facilities are available the workbook can be downloaded and completed by learners electronically.

Learners can be provided with the entire workbook at the start of their course, or with individual sections for each assessment criterion / learning outcome for completion as they progress through the course.

Each section starts with the name of the learning outcome and assessment criterion, followed by a series of tasks for the learner to complete. At the end of the material for each learning outcome there is a page for the internal assessor to comment on the learner's work and state whether or not they believe the learning outcome has been met. There is no requirement for progression through the workbook to be in the order shown. The order can be varied to suit the course strategy of the tutor or the requirements of learners.

In order for a learner to achieve a learning outcome, the learner must provide evidence against each of the assessment criteria for that learning outcome. Evidence must be suitable and sufficient, learners who are able to provide appropriate answers for each of the tasks will meet the assessment criteria and achieve the learning outcomes.

Candidates with Special Assessment Needs

Tutors should contact RSPH in the event that reasonable adjustments need to be applied to learners' work. An example of a suitable reasonable adjustment would be a third person completing the workbook on behalf of the learner. The learner would need to dictate their responses to the tasks to the third person and have these read back to them to ensure that what is written is a fair reflection of the intentions of the learner. For further details please refer to the Regulations and Guidance for Candidates with Special Assessment Needs in the Centre area at www.rsph.org.uk

Additional Information for Tutors/Assessors

This tutor / internal assessor version of the workbook includes additional material and reference to specific points that should be covered by the tutor, and marking guidelines for the assessor for each of the tasks. These are contained within text boxes as shown below.



Pages for the use of the internal assessor to comment on the learner's work have been omitted from this version of the workbook.

In all other aspects the workbook is the same as the Learner Workbook.

The workbook also includes as an appendix a complete set of case studies that are used for some of the tasks. Learner versions of the work book will not contain these case studies, tutors should print off the case studies from the appendix as and when required, ensuring that different learners receive different case studies if appropriate.

Assessment Procedure

Centres must register learners with RSPH as soon as they know how many learners will be submitting work and in advance of submitting the internally assessed and verified work. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Centres will be invoiced for the learners registered and should expect to receive results and certificates for successful learners within four weeks of the EV receiving the workbook.

Workbooks that are completed electronically can be emailed to the EV (with their permission). Handwritten workbooks can be electronically scanned and emailed. Centres should note that learner work will not normally be returned.

Registration forms and the RSPH External Verification Procedure can be obtained from the Centre Area of the RSPH web-site.

Learning Outcome 1: Understand the health benefits of physical activity

1.1 Describe THREE effects of physical activity on health

1.2 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.

Marking guide.

For physical health benefits the learner could include;

- A reduction in the severity of major illnesses such as CHD, strokes, hypertension, diabetes
- Increased fitness
- Increased activity levels

For mental health and wellbeing, the learner could include;

- Improved self-esteem
- Reduction in stress
- Release of endorphins
- Increased mental alertness
- Improved sleep

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:

Tutor Guidance and marking guide:

The learner must clearly state the key information contained in the text

Young people;

- **Children and young people, 5 – 18 years old, typically require more exercise than adults and should take part in at least 60 minutes of moderate physical activity each day, this should include muscle and bone strengthening activities for a minimum of three days per week**

Adults

- **The aim for adults is to be active on a daily basis. During the period of a week, an adult's activity should equal a minimum of 150 minutes (2½ hours) of moderate intensity activity. This exercise can be completed in periods of 10 minutes or more – an example of how this can be achieved is to do 30 minutes on at least 5 days a week.**

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

Tutor Guidance and marking guide.

Case studies are provided in Appendix 1. Each learner should be provided with at least four of the case studies.

For social factors, the learner must state the factors and explain why they affect the individual's ability to participate in physical activity. For example;

Case study F – Victor is affected by the gang culture in his area as he has been beaten up and this means he is afraid to go running. Also his family do not have much money so Victor cannot afford to buy the rowing machine that will allow him to keep fit safely.

The learner could also include;

- **Access**
- **Transport costs**
- **Safety**
- **Availability**
- **Cultural issues**
-

For individual factors the learner should identify the factor and the result of the factor.

The learner could include;

- **Gender**
- **Individual capability**
- **Interest and motivation**
- **Competing factors on time**
- **Cultural and religious**
- **Attitudes and belief**
- **Role models**
- **Knowledge and understanding**

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
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Marking Guide:

Learners should have identified three distinct organisations or initiatives that promote physical activity for health. As long as they have justified their choices, and given valid reasons why they contribute to increased participation they have met the criteria. It is less important that they have identified the actual body responsible for a given initiative. An example would be Change 4 Life, which is arguably distinct from the NHS which hosts it. There are a number of possible answers including a selection of: -

- **Government agencies such as the NHS, Department of Health or The Department for Culture, Media & Sport**
- **National governing bodies such as the Football Association and British Athletics.**
- **National campaigns such as Change 4 Life or National Walk to School Week.**
- **Local initiatives run by their local authorities, for example youth club teams, park activities and school events.**
- **Charities such as the British Heart Foundation, the Ramblers, or Macmillan.**
- **Private and public sector sports clubs, gyms and other facilities. This might include widening participation initiatives by premier league clubs, or local grass roots sports clubs.**
- **Other social groups such as churches and social activities (e.g. walking groups)**

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:

Marking Guide:

Case studies for task 5 are provided in appendix 2. Learners should be provided with three case studies each

Learners could include:

- Joining a club, gym, walking, cycling
- Encouraging spectating as a prelude to participation
- Peer pressure

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.

<p>Barrier 1:</p> <p>Could be overcome by:</p>
<p>Barrier 2:</p> <p>Could be overcome by:</p>
<p>Barrier 3:</p> <p>Could be overcome by:</p>

Marking Guide:

Learners could include;

Barriers

- **Apathy**
- **Physical health problems**
- **Mental health problems**
- **Embarrassment**

Methods to overcome barriers could include;

- **Influence of role models**
- **Peer pressure**
- **Education**
- **Aspirations**
- **Opportunities**
- **Motivation**
- **Self-efficacy**

Appendix 1: Case Studies for Task 3

Please provide each learner with at least **FOUR** of the case studies below.

Case study A

Peter is 56 years old and lives on his own in the Welsh countryside. He recently visited his doctor as he has noticed that he gets out of breath much more easily than he used to. The doctor asked him if he exercised regularly, Peter said that he didn't do much exercise at all because the nearest leisure centre is in the town 10 miles away, he doesn't drive and can only afford to make the journey (which takes two buses) once a week to do his shopping. Peter also tells the doctor that he used to do a lot of cycling but was knocked off his bike several years ago by a car and now finds the roads too busy and dangerous as he has to travel on the main road before he can access quieter roads.

Case study B

Angelika is 24 and a single parent; she has been in the UK for 12 months and has recently split up with the child's father. Due to experiencing money problems and not being able to pay the rent on time Angelika has recently had to move to several miles from where she used to live and now feels isolated as she has no friends in this new area (her family still live in Poland). Angelika feels frustrated because she used to love playing tennis in Poland at a fairly high level but cannot find any tennis courts locally and she struggles with child care. Another problem is that Angelika's English language skills are limited and she doesn't get out much to practice speaking English. As a result Angelika feels very self-conscious and lacks confidence; this puts her off speaking to people and making new friends or even contacting her local leisure centre for some advice on exercise opportunities in the area.

Case study C

Craig is 23; he has been unemployed for several years since leaving university and is struggling to cope financially. Craig used to love indoor rock climbing and went several times a week; however at a cost of £7 per visit to the climbing centre he simply does not have the money to do this anymore.

Case study D

Emilie works shifts and her shift pattern changes weekly. Emilie used to be very physically active and enjoyed salsa dancing twice weekly and Zumba classes at the gym. However due to her erratic shift work she can no longer maintain regular attendance at these classes. She tried for a while but just found it impossible and has now given up. Emilie no longer exercises as she only really enjoys dance related activities, also due to working regular night shifts she finds that she often feels tired and low spirited and simply does not have the energy to find a form of exercise that she will enjoy.

Case study E

Selma is 14 and loves boxing; she used to attend the local boxing club for girls several times a week and was really fit. However her father put a stop to her boxing when she said that she wanted to start to compete in the ring. Selma's father thinks that boxing is not a suitable sport for females and besides he says that Selma needs to concentrate on her GCSEs as he expects her to get straight 'A's like her brother and work towards studying Law or Medicine.

Case study F

Viktor is 15 and looks after his mum who has multiple sclerosis. They moved to in an inner city flat quite recently to be closer to medical facilities for his mum. Viktor enjoyed running in the parks and open spaces where they used to live. However, he's been beaten up and bullied by local gang members when out playing in the local area. Viktor spends most of his free time caring for his mum's needs. He buys and sells things on eBay to make a little money to supplement the family income. Viktor would like to buy a rowing machine so that he can exercise at home but it is taking him a long time to save up.

Appendix 2: Case Studies for Task 5

Please provide each learner with **TWO** of the case studies below.

Case Study G

Ahmad is studying for AS Levels. He has a lot of homework each evening and also plays in an orchestra twice a week. He lives four miles away from school and gets the bus in every day. He enjoys cycling when he has the time. What could you suggest that Ahmad does to increase his levels of physical activity?

Case Study H

Rachel is 14 years old and lives in a big city. She enjoys playing football, and plays for the school team twice a week. Rachel is also a keen online gamer and spends most of her evenings and weekends playing a variety of role-playing games. What could you suggest that Rachel does to increase her levels of physical activity?

Case Study I

Pial is 16 years old and describes herself as “not very sporty”. She thinks that exercise is boring and prefers to listen to music. What could you suggest that Pial does to increase her levels of physical activity?

Case Study J

Rotimi is 15 years old and used to play a lot of football. He does not play as much anymore as he has moved to a new school and does not really know anyone. What could you suggest that Rotimi does to increase his levels of physical activity?

Case Study K

Mark is 14 years old and enjoys running. Since he started his GCSEs he has more homework and has stopped going to his athletics club. He does not do any kind of structured physical activity although he does enjoy football. What could you suggest that Mark does to increase his levels of physical activity?

Case Study L

Lalita is 18 years old and is about to go to university. She plays rugby and netball, and likes to go to the gym. She is worried that when she goes to university she will not be able to afford a gym membership, and that as she is leaving her teams behind she will end up not doing any more sport. What could you suggest that Lalita does to increase her levels of physical activity after she moves away?

Case Study M

Marcus is 36 and was a keen footballer for years. He does not enjoy playing any more as he feels unable to keep up with the younger players. Because of this he hardly does any physical activity any more, and has started to feel out of shape. How might you suggest to Marcus that he increases his levels of physical activity?

Case Study N

Kamal works long shifts in a factory. He often does not get home until late and does not feel like going out to the gym after a hard day or night at work. He is not interested in sport, but is desperate to do some more exercise as he worries about his health.