

**RSPH Level 2 Award for Young Health Champions
(Unit 6 Encouraging a Healthy Weight and Healthy
Eating)**

**RSPH Level 2 Award in Encouraging a Healthy
Weight and Healthy Eating**

**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 6 Encouraging a Healthy Weight and Healthy Eating) or the RSPH Level 2 Award in Encouraging a Healthy Weight and Healthy Eating. 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 factors that result in people being under or over a healthy weight

1.1 Describe THREE social factors that could result in people being under or over a healthy weight

1.2 Outline THREE factors that are individual – specific which could result in a person being under or over a healthy weight

Task 1

Case studies for Task 1 are provided in Appendix 1. Learners should be provided with THREE of these case studies each.

You are provided with three case studies by your tutor. For EACH case study:

- outline ONE social factor and
- describe ONE individual factor that can result in the person in the case study being overweight or underweight.

Case study Name	Social Factor	Individual factor

Marking Guide:

Learners should have correctly identified a social and individual factor relevant to each case study and described how each factor might have an effect on the person's weight.

Social factors could include; education, social-economic, access to affordable/appropriate food, media, opportunities for physical activity, safety, cheapness of calories

Individual specific factors could include; effect of physical/mental wellbeing, medication, family, levels of physical activity.

Learning Outcome 2: Understand the personal consequences of being under or over a healthy weight

- 2.1 Outline the direct effect on physical health of being under or over weight
- 2.2 Outline the effect on mental health and emotional well-being of being under or over a healthy weight.

Task 2

Using the case studies provided for Task 1; outline the direct effect on the physical and mental health and emotional well-being of being overweight or underweight for each individual in the case study.

Case Study Name	Effect on physical health	Effect on mental health and emotional well-being

Marking Guide:

Learners need to have identified at least one effect for each case study:

They may include:

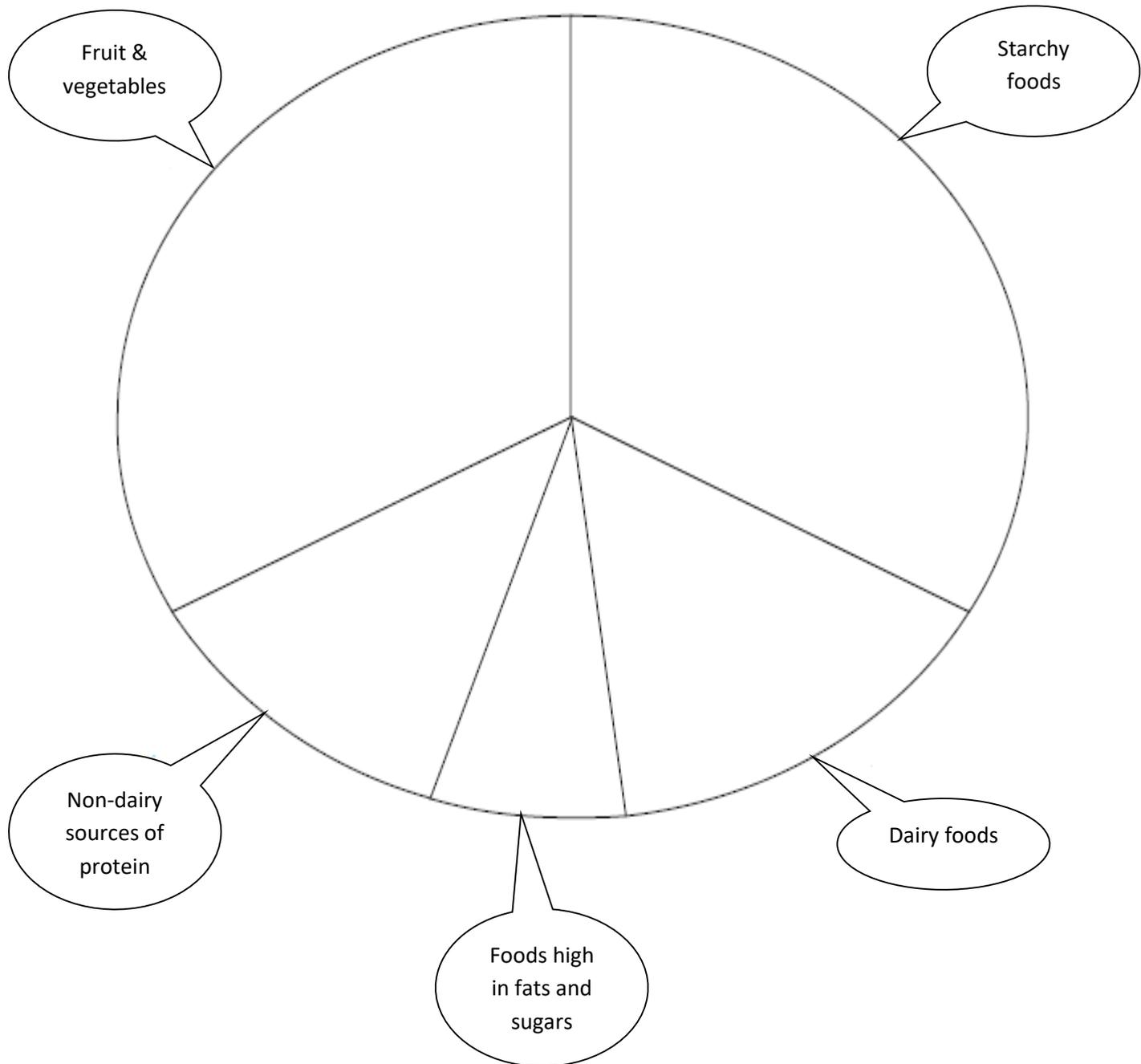
- Effect on physical health; blood pressure, cardiovascular system, diabetes, shortness of breath, effect on joints and bones.
- Effect on mental health and wellbeing; self-esteem, stigma, social exclusion, bullying

Learning Outcome 3: Understand the principle of healthy eating

3.1 State what constitutes a healthy diet

Task 3

The figure below represents the Eatwell Guide. Label each section with the types of food which it should contain and give TWO examples of each.



Marking Guide:

Learner's must have identified at least two foods and placed them appropriately in each segment of the Eatwell Guide

Task 4

Circle the correct answer to the following statements.

- a) Most people in the UK need to eat **more / less** saturated fat.
- b) Most people in the UK need to eat **more / less** fruit and vegetables.
- c) Most people in the UK need to eat **more / less** fibre.
- d) Most people in the UK need to eat **more / less** salt.
- e) Most people in the UK need to eat **more / less** starchy food.
- f) Most people in the UK need to eat **more / less** sugar.

Marking Guide:

- a) Most people in the UK need to eat **LESS** saturated fat.
- b) Most people in the UK need to eat **MORE** fruit and vegetables.
- c) Most people in the UK need to eat **MORE** fibre.
- d) Most people in the UK need to eat **LESS** salt.
- e) Most people in the UK need to eat **MORE** starchy food.
- f) Most people in the UK need to eat **LESS** sugar.

3.2 Identify good sources of protein, carbohydrates, fats, essential vitamins and minerals

Task 5

From the list below, identify the foods which are good sources of the nutrients in the table and write their names in the space provided. You should select TWO foods from the list for each nutrient. Each food may be used more than once or not at all.

- | | | |
|-----------------------------|---------------------------|---------------------------|
| Mackerel
(without bones) | Red Meat | Walnuts |
| Canned
vegetables | Chicken | Frozen fruit |
| Lentils | Kidney Beans | Whole
(unskimmed) Milk |
| Oily fish
(with bones) | Green leafy
vegetables | Brown Rice |
| Liver | Wholemeal bread | Dried fruit |

Nutrient	Good food source for nutrient
Protein	
Unsaturated fats	
Vitamins and minerals	
Iron	
Calcium	
Fibre	
Carbohydrate	

Marking Guide:	
Protein	Red Meat, Mackerel, Walnuts, Chicken, Oily Fish, Liver, Wholemeal Bread
Unsaturated fats	Oily fish, Walnuts, Mackerel
Vitamins and minerals	Any of the answers could be correct
Iron	Kidney beans, Red Meat, Liver, Dried Fruit, Green Leafy Vegetables, Wholemeal Bread.
Calcium	Green Leafy Vegetables, Whole (unskimmed) Milk, Oily fish (with bones).
Fibre	Walnuts, Canned vegetables, Frozen Fruit, Lentils, Kidney Beans, Green Leafy Vegetables, Wholemeal Bread, Dried Fruit.
Carbohydrate	Lentils, Kidney Beans, White Rice, Wholemeal Bread, Dried Fruit.

3.3 Outline THREE positive and THREE negative effects of diet on health

Task 6

In the table below, outline three effects of diet on a person's health.

Positive Effects of a good diet	Negative effects of a poor diet
<i>Example: Having a well-balanced diet can improve energy levels.</i>	<i>Example: Eating too much salt which can increase the risk of high blood pressure.</i>
1.	
2.	
3.	

Marking Guide:

Learners should correctly identify the positive and negative effects of healthy eating and describe its impact on the health of an individual

Effects of poor diet may include;

- enhanced risk of cancers, CVD, metabolic disease
- reduced energy
- obesity which could lead to alienation and other social problems
- feelings of guilt or shame

Effects of a good diet may include;

- reduced risk of chronic disease
- Increased energy and wellbeing
- Reduced risk of certain cancers

3.4 State how food labels can support healthy eating

Task 7 In order to maintain a healthy weight we need to balance what we eat with what we need. Read the scenario below and answer the following questions to help your friend to understand food labelling.

You go with a friend to the shops. Your friend wants to lose weight and generally improve their health. They say they always tend to buy the same foods which they think are the healthier options. While shopping with them you see they pick food off the shelf without looking at the contents or comparing it with alternatives. When you say this to them they reply they wouldn't know what to look for.

If the nutrients listed on the food label are colour coded Red Amber Green, which foods with this type of coding should they try to include more of and which foods should they try to limit in their shopping basket?

Eg, should they include more food with red codes or less food?

More of	Less of

Marking Guide:

Learners should correctly identify;

More of: green and amber

Less of: red

A number of terms are commonly found on food labels. Explain the meaning of each of the terms shown in the table below.

Label		Meaning
Use by (date)		
Best before (date)		
Light or lite		
Low fat		
No added sugar or unsweetened		

Marking Guide:

Learners should correctly identify;

- You will see "use by" dates on food that goes off quickly, such as smoked fish, meat products and ready-prepared salads.
Don't use any food or drink after the end of the "use by" date on the label, even if it looks and smells fine. This is because using it after this date could put your health at risk.
- "Best before" dates are about quality, not safety. When the date is passed, it doesn't mean that the food will be harmful, but it might begin to lose its flavour and texture
- To say that a food is "light" or "lite", it must be at least 30% lower in at least one typical value, such as calories or fat, than standard products.
- A claim that a food is low in fat may only be made where the product contains no more than 3g of fat per 100g for solids or 1.5g of fat per 100ml for liquids (1.8g of fat per 100ml for semi-skimmed milk).
- "No added sugar" or "unsweetened" refer to sugar or sweeteners that are added as ingredients.

If your friend is choosing a ready meal with a nutritional label, they should compare the nutritional information listed below.

For each piece of nutritional information listed, state its importance for healthy eating.

Key label information	Why it is important to compare
Fats	
Sugars	
Salt	
Saturates	
Fibre	

Marking Guide:

Learners should correctly identify

- energy, recognising the amount of calories so we can control intake
- fat, to ensure we have enough without over consuming
- saturated fat, to help minimise the quantity
- sugars to help regulate consumption
- salt to reduce the volume we consume

Learning Outcome 4: Know how to provide help and support to the individual

4.1 List THREE agencies / organisations which provide services for individuals wishing to achieve a healthy weight and eat more healthily and outline the services provided.

Task 8

Two friends have come to see you; one has asked if you can help them to lose weight and the other to eat more healthily. You suggest to them that there are many services and agencies around that can support them to achieve a healthy weight and eat healthily and they will need to find one that suits their individual needs best.

In the table below, list the agencies you think can support your friends and explain why by stating the services they provide.

State agency or organisation name (these can be local or national)	State what services they provide and how this could help your friends
1.	
2.	
3.	

Marking Guide:

It is important that learners are able to state the services provided by the organisations they list.

Agencies may include;

- GP
- Pharmacy
- Weight Watchers
- School nurse
- Local authority public health teams

4.2 Describe THREE ways by which an individual could be encouraged to achieve a healthy weight and eat more healthily.

Task 9

Your tutor will provide you with four case studies. Using one case study describe (in the table below) THREE practical ways by which the individual could be encouraged to manage their weight and eat more healthily.

Name of case study:	
1.	
2.	
3.	

Tutor Guidance.

The learner may use any one of the four case studies. They must identify ways directly relating to the case study they have chosen. This may include;

- Food diaries
- Increasing physical activity
- Eatwell plate
- Help with understanding food labels
- Peer support
- Counselling services
- Cookery clubs

4.3 Identify THREE barriers to changing behaviour with regard to weight management and healthy eating and how these can be overcome.

Task 10

Choose a different case study from the one you used in Task 9. In the boxes below please state THREE barriers to changing behaviour and suggest how these could be overcome.

Barrier	How the barrier could be overcome
1.	
2.	
3.	

Tutor Guidance

The learner may use any one of the three case studies they haven't used before. They must identify barriers relating to the case study they have chosen and how these can be overcome. This may include:

- Embarrassment
- Denial
- Lack of awareness
- Attitudes
- Beliefs and values
- Language and communication
- Culture

Ways of overcoming barriers may include:

- Support from family and friends
- Relevant and reliable information
- Opportunity
- Self-efficacy
- Diaries
- Aspirations
- Motivation

Appendix 1: Case Studies for Task 1

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

Shantha is 18 and lives in a small flat on his own. He works as an assistant in a veterinary practice and earns just over minimum wage. He does not know how to cook, so relies on ready meals and take-aways. Because he finds food quite expensive, he often skips meals and rarely has breakfast.

Liliana is 24 and recently graduated from university. She has a job as an accountant and eats out at restaurants four or five times per week. She does not have a lot of friends, so when she feels down or has a busy day at work, she usually stays in with a pizza and cheers herself up with a tub of ice cream.

Freddie is 15 and is concerned about his weight. When he was younger, he was thought to be a “chubby baby” and his family tease him about it. Freddie eats breakfast at home and takes a packed lunch to school which he often does not eat. His evening meal is usually something home cooked and nutritious. He thinks that he will get fat if he eats too much so prefers to leave it. When he sees pictures of footballers and actors with “ideal” bodies, he worries that he is not muscly enough, but is more worried about getting fat again.

Cheryl is 42 and recently had her third child. She put on a lot of weight during the pregnancy as she thought that she needed to eat lots more for the baby. She feels upset when she looks at her figure and is trying a new crash diet that she has seen in a celebrity magazine. She does not like exercise, and has no time to do it with the new baby.

Shazana is 15 and lives a long way away from school. In the winter it is dark when she gets home, so she never walks anywhere as the roads are unlit and she feels that they are dangerous. She says that healthy eating is a waste of time and that she is happy being overweight. She prefers to buy chips for lunch as they are cheaper than sandwiches and she has some money left over for sweets or cakes.

Mikael is 13 and has a BMI of 16. He describes himself as a fussy eater and does not like to try new things. He used to have tantrums when his parents tried to get him to eat different foods, so they usually just leave him to eat what he likes. This means he eats dry toast at breakfast and usually has beans on toast for his evening meal. On the rare times that he has lunch he usually does not eat it all. He plays football every day; although sometimes he finds that he does not have much energy.

Appendix 2: Case Studies for Task 9

Please provide each learner with all of the case studies below.

Case study 1

Charley is 14 and obese, she is self-conscious about her weight and this often puts her off doing things with her friends. Charley has spoken to the school nurse about her weight problem, who asked her about her lifestyle. Charley said that she likes swimming and Net Ball but doesn't do either anymore as she feels too embarrassed about her weight. When asked about her diet Charley replied that mostly her family eat fried food, chips, bacon, eggs, sausages, waffles and ready meals. She explained that this is because her mum is too busy to cook so Charley has to prepare meals for her and her dad and this is all she knows how to cook, and it's what her dad likes. Charley also said that she gets depressed in the evenings as she doesn't see her friends very much outside of school, so she eats crisps and chocolate and drinks cola and other fizzy drinks to make herself feel better.

Case study 2

Aleksy is 29 and has been suffering from a slipped disk in his back for nearly a year. The back injury was caused due to lifting heavy furniture when he was a self-employed removals man. Aleksy has been unable to work since his injury and feels very down and has started drinking more as a way of coping. He visits a physiotherapist to get help with his back injury. The physiotherapist tells him that he is overweight and asks him if he exercises, Aleksy says that sometimes he goes swimming but he often finds it too expensive as he lives off benefits.

Case study 3

Brianna is 13 and she loves making cakes for her friends. However, her parents are very worried about her as she is very underweight and they have heard her being sick in the bathroom after meals. Brianna thinks that she is too fat and it is a real struggle for her parents at meal times to get her to eat a full meal, they have also found her hiding food in her bedroom that she had previously said she had eaten. Brianna never eats breakfast.

Case study 4

Mary is 63 and is concerned as she has gained a lot of weight recently. She does ball room dancing twice a week and uses her local gym regularly. She also eats a healthy balanced diet and doesn't smoke or drink. Mary has chronic arthritis in her hands and over the last 6 months has been taking steroid based medication to treat this condition; she wonders whether her current weight gain is something to do with her medication.