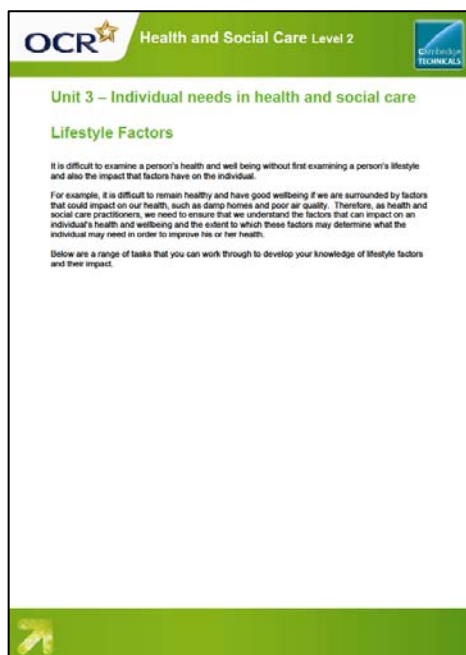


## Unit 3 – Individual needs in health and social care

### Lifestyle Factors

#### *Instructions and answers for Teachers*

*These instructions should accompany the OCR resource 'Lifestyle Factors', which supports OCR Level 2 Cambridge Technical Certificate in Health and Social Care Unit 3 – Individual needs in health and social care*



#### **Associated Files:** Lifestyle Factors

#### **Expected Duration:**

- Task 1 approx 1 hour
- Task 2 approx 1 hour
- Task 3 approx 30 minutes
- Task 4 approx 30 minutes

Lifestyle Factors is a range of tasks that enable learners to investigate and demonstrate their knowledge of the factors which impact on an individual's needs.

It is difficult to examine a person's health and well-being without first examining a person's lifestyle and also the impact that factors have on the individual.

For example, it is difficult to remain healthy and have good wellbeing if we are surrounded by factors that could impact on our health, such as damp homes and poor air quality. Therefore, as health and social care practitioners, we need to ensure that we understand the factors that can impact on an individual's health and wellbeing and the extent to which these factors may determine what the individual may need in order to improve his or her health.

This resource comprises of four tasks.



## Task 1

Ask your learners to use a variety of resources to identify a definition for each of the following lifestyle factors. Ask them to give one example of the impact that this could have on an individual's health and wellbeing.

Lifestyle factors	Definition	Example of impact on health and wellbeing
<b>Personal hygiene</b>	This refers to the cleansing and grooming of the human body to prevent infection.	Poor immunity and illnesses such as viruses.
<b>Diet</b>	Diet refers to the nutrition that individuals receive from the types of food that they eat.	Illnesses associated with lack of nutrition, such as, anaemia.
<b>Exercise</b>	This refers to the amount and type of physical activity that individuals undertake.	Lack of physical activity could lead to illnesses, such as, coronary heart disease.
<b>Smoking</b>	This relates to the inhalation of smoke from tobacco products.	This could lead to cancer.
<b>Substance misuse</b>	This refers to illegal drug use undertaken by individuals.	This may impact on wellbeing. Some illegal drugs are linked to mental health problems such as schizophrenia.
<b>Stress</b>	Pressure or tension exerted on individuals due to external pressures of work, family relationships or other issues.	This can be linked to eating disorders, such as, high blood pressure.
<b>Working pattern</b>	The duration a person has to work, or the sequence of hours an individual has to work.	This can impact on an individual's digestive system due to the sequence of working hours a consequence could be IBS.
<b>Sexual practices</b>	This refers to the sexual activities that an individual undertakes or does not have an opportunity to undertake and the impact that this could have on his or her health and wellbeing.	Lack of sexual activity can lead to stress and loneliness.
<b>Social Networks</b>	A social network is made up of individuals who are interconnected by friendship, kinship, relationships, mutual dislikes or other common interests.	Lack of social networking can lead to stress and could result in low self-esteem.

Allow one hour for this task.



## Task 2

Ask your learners to examine the case study below and identify the lifestyle factors that are impacting on Sam's health and wellbeing.

Sam is a 35 year old male who lives in an inner-city area. He works for an internet company call centre. He works 8 hours a day, normally from 1pm- 10pm. He likes his job, but feels concerned that he is unable to go out with his friends often because of the hours he works. Therefore, sometimes Sam will drink alcohol on his own at home. Also, due to the nature of his job, he is putting weight on. He sits at his desk for 8 hours each day and only moves to go to the canteen. The canteen often only sells fast foods, such as, chips. Sam is often tired and therefore when he gets home from work he goes straight to bed and he struggles to get up early enough to go to the gym before work. Sam likes his job but, is dissatisfied with his life. He often feels stressed because he does not have a girlfriend and due to his weight gain has started to lose his confident nature.

Identify the factors and explain how these factors are impacting on Sam's health and wellbeing in the table below.

Factor	Impact on health	Impact on wellbeing
<b>Diet</b>	Sam has a diet that is high in saturated fat because he often eats at the company's canteen which mainly sells fast food. This means that he could have high cholesterol and high blood pressure.	He feels uncomfortable about his weight and his body shape. He has low self esteem and is unhappy about the way he looks.
<b>Alcohol</b>	Sam could be developing diabetes due to the high sugar content of the alcohol he consumes.	Sam relies on alcohol to help him relax and often craves it due to it's effect on his emotions.
<b>Social Networks</b>	Sam comfort eats due to his isolation. He therefore increases his risk of diabetes.	Sam feels isolated because he finds it difficult to go out and socialise therefore he often gets depressed.

The above is not a comprehensive list. Learners could identify other factors.

Allow one hour for this task.



### Task 3

Now that your learners have identified the factors and some of the impacts of these factors, ask them to work with in pairs to identify Sam's needs below.

Sam needs to:

Lose weight  
Eat a balanced diet  
Reduce his alcohol intake  
Join a few social clubs to support him to socialise and form social networks  
Undertake regular exercise  
Try to regulate working hours

The above is not a comprehensive list, learners could identify additional needs.

Allow 30 minutes for this task.

### Task 4

Ask your learners to debate whether they feel some needs are more important than others. Also, are needs inter-related?

Allow 30 minutes for this task.



*These activities offer an opportunity for English skills development.*

## LESSON *Elements*

**The building blocks you need to construct informative and engaging lessons**

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