



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

**Healthy Living**

**leading to**

**Level 3 QQI Component: Health and Fitness 3N0531**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  - 1. Level 3 QQI Certificate in General Learning 3M0874**
  - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
  - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
<b>1. Title of Programme Module</b> Living a Healthy Life	<b>2. Component Name and Code</b> Level 3 Health & Fitness 3N0531
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Skills Demonstration 40% Collection of work 60%	<b>6. Specific Requirements</b> Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
<b>7. Aims of the Programme Module</b> This programme module aims to equip the learner with the knowledge, skills and competencies to live a healthy and balanced life.	
<b>8. Objectives:</b> <ul style="list-style-type: none"> <li>• to develop an understanding of the importance of maintaining a healthy lifestyle</li> <li>• to develop an understanding of the key elements of a healthy lifestyle; i.e., physical fitness, balanced diet &amp; stress management</li> <li>• to take responsibility for maintaining a healthy lifestyle by drawing on the skills and knowledge gained in this module</li> </ul>	
<b>9. Learning Outcomes of Level 3 Health &amp; Fitness 3N0531</b> The learner will be able to: <ol style="list-style-type: none"> <li>1. describe the concepts underpinning a healthy lifestyle, including healthy eating, physical activity, and stress management</li> <li>2. demonstrate an understanding of the food pyramid, calorie intake, and the factors that affect calorie intake</li> <li>3. identify the benefits of good eating practices on a healthy, stress-free life</li> <li>4. demonstrate an understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of physical activities</li> <li>5. demonstrate knowledge of the safety factors that must be considered when taking part in physical activities, including warming up and cooling down, and stretches for major muscles</li> <li>6. list local leisure facilities and the activities they provide</li> <li>7. demonstrate a basic understanding of stress, the common factors that cause stress, and methods of managing stress</li> <li>8. outline the effects of smoking and substance abuse on physical and mental health</li> <li>9. maintain a lifestyle diary, recording food intake, physical activity, and stressors</li> <li>10. design a balanced meal</li> <li>11. demonstrate exercises that incorporate the components of fitness</li> <li>12. reflect on own personal life style practices, including changes made as a result of new learning</li> <li>13. demonstrate the application of communications, team working and quality awareness in a health and fitness environment.</li> </ol>	

### Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

### 10. Guidelines for Teaching and Learning

**Please note:** the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

#### Why and how to maintain a healthy lifestyle

**Learning Outcome 1:** Describe the concepts underpinning a healthy lifestyle, including healthy eating, physical activity, and stress management.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- examine with the learner why a healthy lifestyle is important, for example, quality of life, life expectancy, etc.

It is important that the learner is not only clear about why a healthy lifestyle is important; they must develop an understanding of how to maintain a healthy lifestyle. It might be useful at this point to introduce and contextualise why and how the learner must maintain a lifestyle diary as part of the module (see Learning Objective 9), in order that the learner can start planning for it

- examine the benefits of healthy eating, for example, increased vitality and energy, protection from disease and illness, weight management, etc.

Drawing on existing knowledge the learner should understand the importance of healthy eating. Good discussion points could be the '5 a day campaign', the idea of 'good' foods versus 'bad' foods, healthy eating myths and misconceptions, dysfunctional eating, etc.

- examine the benefits of regular physical activity, for example, combats chronic diseases, enhances mood, promotes better sleep, etc.

Again a wide ranging discussion to draw out learners existing knowledge is appropriate. Topics could include; variety and levels of physical activities and exercise, exercise myths and misconceptions, etc.

- examine the benefits of stress management for physical and mental health ,for example, hair loss, obesity, anxiety disorders, etc.

The learner needs to be aware of the difference between 'good' stress and 'bad' stress and understand that we cannot avoid stress but we can manage it.

#### Healthy eating

**Learning Outcome 3:** Identify the benefits of good eating practices on a healthy, stress-free life

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- building on knowledge gained above, recall and clarify the benefits of good eating practices
- identify healthy eating practices, for example, nutritional balance, variety, appropriate cooking methods, regularity of meal times, etc.

It might be useful to develop in tandem with the learner tips/checklists for healthy eating. This could be retained in the lifestyle diary, a learning journal or presented as a wall chart or information leaflet, for example

- explore with the learner the health risks of poor eating habits
- identify possible barriers to good eating practices, for example, widespread availability of unhealthy/convenience foods, food preparation time, social situations, etc.
- indicate strategies to overcome such barriers, for example, awareness of healthier options, planning for social situations, etc.

### **Principles of healthy eating**

**Learning Outcome 2:** Demonstrate an understanding of the food pyramid, calorie intake, and the factors that affect calorie intake.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore with the learner how to interpret the food pyramid as a visual representation of a healthy daily diet plan
- identify the 5 different food/nutrient groups as key components of a healthy diet, for example, vegetables & fruit, dairy products, starchy foods, eggs, meat & fish, fats and sugars
- indicate the key functions of each nutrient group, for example, fats for heat and energy, proteins for growth and repair, etc.
- classify a range of foods rich in key nutrients, for example, red meat/proteins, cereals/carbohydrates, fruit/vitamins, etc.
- outline the recommended daily allowance of each food type, for example, 2-3 servings of milk or dairy products, 2-3 servings of meats, fish, poultry, eggs, nuts or legumes, 3-5 servings of vegetables, 2-4 servings of fruit, 6-11 servings of bread, cereal, grains or pasta and a limited amount of fats and oils)
- explain how and why different food groups make up the food pyramid.

The 'eatwell plate'\* provides a good starting point for this.

- describe the relationship between the amount of calories consumed against those burned

Distinguish between 'high' calorie and 'low' calorie food. Explain how food calories provide the energy need for growth, repair, and to keep warm.

- exemplify how to interpret food labelling information.

Assist the learner to read and evaluate basic food labels

- demonstrate what constitutes a healthy range and daily limit of calorie intake.

Discuss the factors that affect calorie intake (i.e., gender, age, weight, metabolic rate, lean body mass and daily activity level). Illustrate how and why daily limits vary according to age, gender and activity level.

**Useful resources:**

\*<http://www.eatwell.gov.uk/>

[www.indi.ie](http://www.indi.ie)

[www.gdaguide.ie](http://www.gdaguide.ie)

Good online resources for understanding food labels include; [http://www.indi.ie/docs/481\\_FoodLabelFactSheet.pdf](http://www.indi.ie/docs/481_FoodLabelFactSheet.pdf)

<http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation>

**Physical fitness**

**Learning Outcome 4:** Demonstrate an understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of involvement in physical activities.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- building on knowledge gained in 1 above, recall and clarify the relationship between physical fitness and a healthy lifestyle
- describe a physically active lifestyle

It may be useful for the learner to compare and contrast a number of case studies and/or have them formulate their own comparisons and contrasts

- distinguish between physical activity and exercise

The learner should be aware that physical activity does not always entail competitive sport or structured exercise but incorporates other activities such as DIY, dancing, etc. The learner should be able to present a range of activities

- explain the factors that affect fitness, e.g., body type, age, health, and lifestyle
- outline the 4 key components of health related fitness, for example, muscular strength, muscular endurance, flexibility, cardio-vascular fitness
- specify examples of physical activities that promote these components, for example, flexibility & yoga, strength & body building, etc.)

Learners must be able to identify a range of physical activities that exemplify the varying components of physical fitness. This is developed further in learning objective 11 below

- generalise basic principles of effective exercise/physical activity, for example, regularity, progression, balance, variety, recovery, etc.

- explore examples of the social benefits of physical activity, for example, opportunity for social interaction, teamwork, etc.
- explore examples of the psychological benefits of physical activity, for example, outlet for anger or tension, enhanced feelings of self-esteem, etc.
- explore examples of physical benefits, for example, fitter to better fight disease, improvements in sleep, etc.

### Safe exercise

**Learning Outcome 5:** Demonstrate knowledge of the safety factors that must be considered when taking part in physical activities, including warming up and cooling down, and stretches for major muscles.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- identify the reasons for warming up and cooling down , for example, to prepare the body for physical activities, to prevent injuries, etc.

The learner should be aware of the principles of warming up and cooling down and how they affect heart rate, blood flow, breathing rate, body temperature, muscles and mental preparation.

- outline the reasons for stretching muscles and ligaments

Identify the effects of stretching on muscles and ligaments after warming up and cooling down. The learner should be aware of the principles of stretching and its role in injury prevention, increased flexibility and improved performance.

- discuss other principles of safe exercise practice, for example, using correct equipment, appropriate footwear and clothing, the importance of hydration before, during and after exercise, contraindicated exercise, over-training, stop if feeling pain, etc.

### Where to get fit

**Learning Outcome 6:** List local leisure facilities and the activities they provide.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- compile with the learner a list of local leisure facilities, for example, leisure centres, sports clubs, public parks, etc.
- classify with the learner the range of activities provided under each of the following headings:

organised team sports/activities, for example, hurling, basketball, etc.

organised individual sports/activities, for example, surfing, horse riding, etc.

everyday physical activities, for example, walking the dog, gardening, etc.

### Managing stress

**Learning Outcome 7:** Demonstrate a basic understanding of stress, the common factors that cause stress, and methods of managing stress.



*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- identify with the learner some common causes of stress, for example, financial problems, relationship difficulties, pressures at work, etc.

It would be useful for the learner to review a range of case studies/scenarios and outline the causes of stress

- enable the learner to give examples of personal experiences of stress, for example, interview, examination, etc.

The learner should identify particular stressors or situations that proved stressful to them. They should exemplify and distinguish between positive responses to stress and negative responses

- explore with the learner how to recognise the signs/symptoms of stress, for example, sweaty palms, irritability, binge eating, etc.

It would be useful for the learner to categorise the listed signs of stress under each of the following headings; physical, emotional and behavioural, for example, physical = palpitations, emotional = irritability, behavioural = sleeplessness)

- identify basic strategies for staying calm when in a stressful situation, for example, deep breathing, counting to ten, etc.)

The learner should be aware of a range of coping mechanisms, relaxation and stress management techniques to combat stress\*

- discuss how each can reduce stress, for example, slow, deep breathing slows down the heart rate, counting to ten allows for 'time out', etc.)
- identify at least 5 different stress management techniques, for example, yoga, visualisation, mindfulness meditation, etc.)

It might be useful to revisit the case studies discussed earlier and suggest appropriate methods for each.

- explore in further detail at least 2 techniques in order for the learner to select the methods most beneficial to self.

Where possible the learner should have the opportunity to experience a range of stress management and relaxation techniques in order to appraise them and comment on their benefits and applicability. The learner can draw on previous or external participation in stress management techniques but evidence of participation must be included in the collection of work

\*Learners should be provided with the opportunity for participation in practical workshops/classes where possible

Evidence that the learner has achieved the learning outcomes may take a variety of forms; it is important for the learner to record feedback on participation in practical demonstrations and this must be retained in their collection of work/assessment portfolio

Useful resources:

Mental Health Matters, free resource pack, Mental Health Association. 01-2841166

[www.mindtools.com](http://www.mindtools.com)

[www.mentalhealthireland.ie](http://www.mentalhealthireland.ie)

[www.stress.org.uk](http://www.stress.org.uk)

### **Understanding substance abuse**

**Learning Outcome 8:** Outline the effects of smoking and substance abuse on physical and mental health.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- discuss with the learner the issues surrounding substance abuse\*, to include tobacco, for example, drugs in sports, differences between illegal and legal drugs, commonly-held misconceptions surrounding substance abuse, etc.
- identify a variety of substances commonly associated with substance abuse, for example, alcohol, codeine, steroids, solvents, tobacco, etc.

The learner must identify different types of drugs, their legal status and give them their common name. A group activity based on an activity pack/quiz to match drugs to their common name could be useful. Individuals could then select a particular drug to explain and discuss in more depth to the wider group.

- recognise some reason why people engage in legal and illegal substance abuse, for example, stress, thrill, curiosity, etc.

The learner should be aware of reasons why people misuse drugs, including alcohol and tobacco

- indicate effects of smoking on physical health, for example, raise blood pressure, emphysema, etc.
- indicate effects of smoking on others, for example, passive smoking, unborn babies, etc.
- indicate effects of substance abuse on physical health, for example, the impact of alcohol on the liver, impair brain function, the impact of smoking on skin, teeth, etc.
- indicate effects of substance abuse on mental health, for example, mood swings, anxiety, etc.
- indicate effects of substance abuse on others, for example, family, friends, society
- indicate local agencies or sources of help dealing with any form of substance abuse – (e.g., doctor, local drugs task force.)

The learner should know how to find out more information or a source of help in the local area. The learner must name at least one local source of referral or information.

- indicate national bodies or sources of help dealing with any form of substance abuse, for example, [drinkaware.ie](http://drinkaware.ie), [drugs.ie](http://drugs.ie), etc.)

The learner should be able to name at least one public or private national agency.

\*It should be noted that sensitivity and confidentiality are important issues for teachers/tutors to bear in mind when approaching this topic. A holistic approach focusing on health issues and highlighting sources of help and information would be advisable. Teacher/tutors may find the following resource useful in this regard; Social work and substance use: teaching the basics; [http://www.swap.ac.uk/docs/guide\\_su\\_learning&teaching.pdf](http://www.swap.ac.uk/docs/guide_su_learning&teaching.pdf)

**Useful resources:**

On My Own Two Feet, Substance Abuse Prevention Programme - SPHE Resource Office 01-8057718

[www.al-anon-ireland.com](http://www.al-anon-ireland.com)

[www.giveupsmoking.ie](http://www.giveupsmoking.ie)

[www.healthpromotion.ie](http://www.healthpromotion.ie)

[www.youth.ie](http://www.youth.ie)

[www.who.int](http://www.who.int)

**Keeping track**

**Learning Outcome 9:** Maintain a lifestyle diary, recording food intake, physical activity, and stressors.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- explore with the learner how to maintain a lifestyle diary that records food intake, physical activity, and stressors

It might be useful for the learner to begin to maintain their lifestyle diary early in the delivery of this module in order for them to apply the knowledge gained to their personal lifestyle and log changes resulting from new learning. The learner must keep a diary for at least one week.

- discuss how maintaining a lifestyle diary can contribute to a healthy lifestyle, for example, encourages mindful eating, maps and predict stressors, etc.
- identify with the learner possible lifestyles changes, for example, early bedtime, cut out fizzy drinks, etc.

It is important that the learner identifies realistic and manageable changes and indicates clearly how the changes can improve their health and well-being.

- categorise the identified changes under each element of a healthy lifestyle, for example, balanced diet, physical activity and stress management

It is necessary for the learner to identify a potential change for each element.

- facilitate the learner to keep a diet diary\* - recording how many meals per day, all snacks consumed, estimate daily caloric intake, etc.
- facilitate the learner to keep a physical activity diary - recording frequency and duration of physical activity, sports played, etc.
- facilitate the learner to keep a personal stressors diary - recording stressors, mapping patterns, identifying sources and responses

- identify with the learner the diary entries that contribute to a healthy lifestyle and those that are not so healthy.

The learner can complete this by simply colour coding or marking the appropriate entries in their diary

- enable the learner access and rate their 'performance', for example, in terms of nutritional balance, levels of activity, and so on.

This can be done as part of a group discussion and can be developed further in 12.1 & 12.2.

**Useful resources:**

\*It may be necessary to adapt sample diary templates to incorporate all the elements necessary to achieve the learning objectives. Basic templates can be downloaded at the following;

[http://www.bbc.co.uk/radio4/womanshour/download/my\\_lifestyle\\_diary.pdf](http://www.bbc.co.uk/radio4/womanshour/download/my_lifestyle_diary.pdf)

[www.mealsmatter.org](http://www.mealsmatter.org)

**Planning meals**

**Learning Outcome 10:** Design a balanced meal.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- building on knowledge gained in 2.1, recap with the learner the key elements of a well-balanced meal and the importance of knowing how to plan a variety of well-balanced meals
- facilitate the learner to plan a menu with dishes that include the main food groups in the correct proportions.

The learner must design a realistic range of dishes that they are likely to prepare and eat based on their personal likes and dislikes, budget, etc. It is important that the learner applies their knowledge of the food pyramid, nutrient groups and healthy eating options to give a clear rationale for their food choices. It is not necessary to prepare/cook a meal.

**Useful resources:**

[www.helpguide.org/life/healthy\\_eating\\_diet.htm](http://www.helpguide.org/life/healthy_eating_diet.htm)

**Taking part**

**Learning Outcome 11:** Demonstrate exercises that incorporate the components of fitness.

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

- recap with the learner the key components of health-related fitness, for example, endurance, strength, flexibility, body composition
- identify with the learner a range of exercises/physical activities that promote each component, for example, endurance/long distance running, strength/resistance work, flexibility/Pilates, body composition/cycling,

etc.

- demonstrate a range of exercises/physical activities that incorporate as many components of health-related fitness as possible.

It is essential that the learner receive precise instruction on how to do each exercise. Step-by-step practical demonstration (that may be supplemented by video and text) is recommended. The teacher/tutor/visiting expert must identify and demonstrate safe exercise practices throughout. To complete each exercise, the learner should have access to a smooth, level area with plenty of room, wear loose, comfortable clothing and use an exercise mat if possible.

Evidence that the learner has achieved this learning objective may take the form of teacher's/tutor record or verification, video recording, etc. and be retained in the learner's Collection of Work

### **Taking responsibility**

**Learning Outcome 12:** Reflect on own personal life style practices, including changes made as a result of new learning.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

- facilitate the learner to identify one personal goal/target for each of the following areas; physical activity, diet and stress management

Examples of potential changes could include steps to eat '5 a day', use stairs instead of escalators, practise meditation. The learner must indicate how the issues examined throughout this course apply to them personally. It will be necessary for the learner to draw on and analyse their personal lifestyle diary to do this.

- identify with the learner how each goal can be achieved.

The learner must illustrate how to reach their goals/targets and devise a clear action plan for each goal. The learner must indicate how the steps needed to reach the goal will assist them lead a healthier lifestyle. It might be useful to adapt their personal lifestyle diary to do this or produce a lifestyle chart tracking progress and recording personal comment/reflection on lifestyle improvement.

Evidence that the learner has achieved the learning outcomes may take a variety of forms such as a lifestyle chart, and be logged in the learner's lifestyle diary. All evidence must be retained in the learner's Collection of Work/assessment portfolio.

### **Additional skills**

**Learning Outcome 13:** Demonstrate the application of communications, team working and quality awareness in a health and fitness environment.

*In order to help the learner achieve **Learning Outcome 13** in particular, consider doing the following:*

- investigate with the learner the necessity for effective communication in a health and fitness environment, for example, interacting with the public, devising and recording diet and exercise plans, etc.

Communication skills involve both verbal and non-verbal (body language, written, listening) ways of

communicating. It is important to facilitate the learner to apply effective communication skills in different contexts throughout the delivery of the module. This could include discussion with peers, one-to-one, in a group/team, working under supervision, oral and written presentations, etc. Evidence must be verified by the teacher/tutor and retained in the collection of work.

- investigate with the learner the necessity for effective team-working in a health and fitness environment, for example, working holistically, harmony among team members, etc.

It is important to facilitate the learner to participate effectively in group situations and team activities throughout the delivery of the module. Evidence must be verified by the teacher/tutor and retained in the collection of work.

- investigate with the learner the necessity for quality awareness in a health and fitness environment, for example, comply with legal standards and regulatory requirements, cleanliness and maintenance of equipment and facilities, etc.

It is important to facilitate the learner to identify a range of quality awareness issues relevant to a health and fitness environment and to understand how success is linked to the application of sound quality concepts.

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

<b>Collection of Work</b>	<b>60%</b>
The Collection of Work will be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work/assessment portfolio that demonstrates the following:</p> <ul style="list-style-type: none"> <li>• awareness of the benefits of healthy living</li> <li>• understanding of the key elements of healthy living to include, diet, exercise, stress management</li> <li>• understanding of the key issues surrounding smoking and substance abuse</li> <li>• ability to apply each of the above to their personal lifestyle, evidence to include: <ul style="list-style-type: none"> <li>○ a record of local facilities and the activities on offer</li> <li>○ a record of participation in 2 stress management practices/techniques (see Skills Demonstration below)</li> <li>○ a record of participation in exercise/physical activities that demonstrate the component of physical fitness and an awareness of the safety factors involved (see Skills Demonstration below)</li> <li>○ a self-designed well-balanced meal (see Skills Demonstration below)</li> <li>○ a self-completed lifestyle diary/progress chart(see Skills Demonstration below)</li> </ul> </li> </ul>	
<b>Skills Demonstration</b>	<b>40%</b>
The learner will complete a number of skills demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio.	
<p>The learner will complete the following tasks:</p> <ul style="list-style-type: none"> <li>• plan a balanced meal based on the food pyramid</li> <li>• maintain a lifestyle diary for at least 1 week</li> <li>• participate in at least 2 stress management practices/methodologies</li> <li>• demonstrate a range of exercises that incorporate components of physical fitness.</li> </ul>	

**11.b Assessment - General Information – Level 3 Health & Fitness 3N0531**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping each Learning Outcome to an Assessment Technique	Assessment Technique
1. Describe the concepts underpinning a healthy lifestyle, including healthy eating, physical activity, and stress management.	Collection of Work
2. Demonstrate an understanding of the food pyramid, calorie intake, and the factors that affect calorie intake.	Collection of Work
3. Identify the benefits of good eating practices on a healthy, stress-free life.	Collection of Work
4. Demonstrate an understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of physical activities.	Collection of Work
5. Demonstrate knowledge of the safety factors that must be considered when taking part in physical activities, including warming up and cooling down, and stretches for major muscles.	Collection of Work
6. List local leisure facilities and the activities they provide.	Collection of Work
7. Demonstrate a basic understanding of stress, the common factors that cause stress, and methods of managing stress.	Collection of Work
8. Outline the effects of smoking and substance abuse on physical and mental health.	Collection of Work
9. Maintain a lifestyle diary, recording food intake, physical activity, and stressors.	Collection of Work
10. Design a balanced meal.	Collection of Work
11. Demonstrate exercises that incorporate the components of fitness.	Skills Demonstration
12. Reflect on own personal life style practices, including changes made as a result of new learning.	Collection of Work
13. Demonstrate the application of communications, team working and quality awareness in a health and fitness environment.	Skills Demonstration

**Grading**

At Level 3 a learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.





**Level 3**  
**Health & Fitness 3N0531**

**Learner Marking Sheet**

Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>The learner will be able to:</b>	<b>Evidence of the following is included in the assessment portfolio:</b>	✓ If present in portfolio	<b>Please indicate where evidence is to be found</b>
1. describe the concepts underpinning a healthy lifestyle, including healthy eating, physical activity, and stress management	awareness of : <ul style="list-style-type: none"> <li>• importance and benefit of maintaining a healthy lifestyle,</li> <li>• role of healthy eating in maintaining a healthy lifestyle</li> <li>• role of regular physical activity in maintaining a healthy lifestyle</li> <li>• role of stress management in maintaining a healthy lifestyle</li> </ul>		
2. demonstrate an understanding of the food pyramid, calorie intake, and the factors that effect calorie intake	understanding of: <ul style="list-style-type: none"> <li>• how to interpret the food pyramid as a visual representation of a healthy daily diet plan</li> <li>• the concept of caloric intake</li> <li>• the factors that affect calorie intake</li> </ul>		
3. identify the benefits of good eating practices on a healthy, stress-free life	statements of: <ul style="list-style-type: none"> <li>• the benefits of healthy eating habits</li> <li>• the health risks of poor eating habits</li> </ul>		
4. demonstrate an understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of physical activities	understanding of: <ul style="list-style-type: none"> <li>• the relationship between physical fitness and a healthy lifestyle.</li> <li>• the components of physical fitness</li> <li>• the physical and psychological benefits of physical activity</li> </ul>		
5. demonstrate knowledge of the safety factors that must be considered when taking part in physical activities, including warming up and cooling down, and stretches for major muscles	knowledge of: <ul style="list-style-type: none"> <li>• the reasons for warming up and cooling down</li> <li>• the reasons for stretching before and after exercise</li> <li>• basic safely guidelines</li> </ul>		

6. list local leisure facilities and the activities they provide	identify: <ul style="list-style-type: none"> <li>• local leisure facilities</li> <li>• the activities provided</li> </ul>		
7. demonstrate a basic understanding of stress, the common factors that cause stress, and methods of managing stress	recognise: <ul style="list-style-type: none"> <li>• the common causes of stress</li> <li>• the signs/symptoms of stress</li> <li>• the benefits of relaxation and stress management techniques</li> <li>• some common ways of managing stress</li> </ul> demonstrate 2 stress management techniques/methods		
8. outline the effects of smoking and substance abuse on physical and mental health	show awareness of: <ul style="list-style-type: none"> <li>• substance abuse, including tobacco</li> <li>• the harmful effects of smoking</li> <li>• the health issues associated with substance abuse</li> <li>• how to identify sources of help and information regarding substance abuse</li> </ul>		
9. maintain a lifestyle diary, recording food intake, physical activity, and stressors	know how to: <ul style="list-style-type: none"> <li>• recall the key elements of a healthy lifestyle and apply some of them to their personal lifestyle.</li> <li>• devise and maintain a personal lifestyle diary</li> <li>• reflect on personal lifestyle diary</li> </ul>		
10. design a balanced meal	know how to: <ul style="list-style-type: none"> <li>• plan a simple well balanced healthy meal based on the food pyramid</li> </ul>		
11. demonstrate exercises that incorporate the components of fitness	participate in: <ul style="list-style-type: none"> <li>• exercise/physical activities that involve the components of fitness</li> </ul>		
12. reflect on own personal life style practices, including changes made as a result of new learning	applying knowledge gained to own lifestyle <ul style="list-style-type: none"> <li>• set 1 personal goal for improving personal fitness, diet and stress management</li> <li>• state how each goal can be achieved</li> </ul>		
13. demonstrate the application of communications, team working and quality awareness in a health and fitness environment.	<ul style="list-style-type: none"> <li>• apply effective communication skills</li> <li>• apply effective team-working skills</li> <li>• apply quality awareness.</li> </ul>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_