



Bentley Wood

High School for Girls

Health and Social Care Bridging Work

Year 10 into 11 for 2024/25



Name: _____

Tutor Group: _____

Teacher: _____

Preparing for Component 3: Health and Wellbeing



Health and Social Care

Read the Case studies and complete Task 1

Case study 1

James is aged 15. Until recently he was an enthusiastic and positive member of his local scout group where he particularly enjoyed the weekends away camping.

Recently he has become more anxious and is avoiding social situations as he does not feel comfortable with people he is not very familiar with.

Six months ago, his grandmother died, he had been very close to her as she had helped his mother bring James up. James is struggling to come to terms with the bereavement. James has been referred to a bereavement counsellor, which he is finding useful.

His scout leader has stayed connected with James and has been very supportive, and James still sees a close group of his friends who he has been camping with. He is hoping to start going back to scout meetings in the future.

Case study 2

Alisha is aged 55. Over the recent months Alisha has been suffering from depression. This has affected her relationships with her two daughters. The depression started shortly after her husband died unexpectedly.

She has been prescribed antidepressant drugs. These have helped although she does not like taking them because of the side effects she has been having. She has also been referred to a counsellor who is using talking therapy with her. Although she struggles to see how talking can help her feel better, she has agreed to continue with the therapy. Her counsellor thinks that Alisha's low self-esteem is making it harder for her to cope with her situation.

Alisha's daughters are concerned about her, they have invited her to come around to their houses to see her grandchildren, but she always has a reason she cannot come. They have offered to do some shopping for her on the days where she can't face going out and spent some time helping her with household tasks if she wants them to.

Task 1 - How individuals adapt to life events

Produce a report on how James and Alisha, in the case studies provided in Appendix 1, have adapted to life events. Your report must include:

- the different sources and types of support James and Alisha accessed to adapt to their life events
- the character traits that influenced how James and Alisha coped with their life events
- a comparison of the ways that James and Alisha adapted to their life events and the role that support played
- an additional source of support for each individual that is not already mentioned in the case studies and reasons why these sources might be appropriate to James' and Alisha's life events

Lifestyle factors

Component 3 is titled 'Health and Wellbeing' and is assessed by an external exam in the Spring term of Y11. The first thing you will learn about is the variety of factors that affect health and wellbeing.

The first factor you will learn about is *lifestyle factors*. Lifestyle factors are all about the choices people make and how they behave. You will learn about how these lifestyle factors can **influence** a person's health and wellbeing **positively** or **negatively**. You will look at the **physical, intellectual, emotional** and **social impacts** of these factors.

Over the summer you will need to do some research and work on the following lifestyle factors.

<ul style="list-style-type: none">• Diet	<ul style="list-style-type: none">• Smoking
<ul style="list-style-type: none">• Exercise	<ul style="list-style-type: none">• Personal hygiene
<ul style="list-style-type: none">• Alcohol	

Some of you have already started this work. Use the checklist below to tick off each task as you complete it:

Task	Tick
<u>Diet: Investigate the effect of the amount, quality and balance of diet on physical health</u>	
Task 1: What is considered a healthy, well-balanced diet?	
Task 2: What are the health risks of an unbalanced, poor quality, or over sufficient or insufficient calories?	
<u>Physical inactivity: Investigate the effect of physical inactivity on physical health</u>	
Task 1: What are the benefits of physical activity?	
Task 2: What are the risks of physical inactivity?	
<u>Alcohol: Investigate the effect of alcohol use on physical health</u>	
Task 1: How do people use alcohol?	
Task 2: What are the health risks of alcohol use?	

Task 3: What are the ways to reduce or stop drinking alcohol?	
<u>Smoking: Investigate the effect of smoking and tobacco use on physical health</u>	
Task 1: How do people use tobacco?	
Task 2: What are the health risks of tobacco?	
Task 3: What are the ways to reduce or quit smoking?	
<u>Personal Hygiene: Investigate the impact of personal hygiene on physical health</u>	
Task 1: Produce a <u>colourful poster</u> to show how good personal hygiene maintains good physical health	
Task 2: Create a <u>mind map</u> to show all the different reasons that someone might not have good personal hygiene habits.	

Diet: Investigate the effect of the amount, quality and balance of diet on physical health

Create a poster of PowerPoint to display your research findings

Task 1: What is considered a healthy, well-balanced diet?

Find out about:

- The Eatwell Guide <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
 - What proportions of each food group are required?
 - What are the physical benefits of each food group? (How do they help the function of the body?)
- The recommended number of calories for adult men and women.
 - Are there any differences for pregnant or breastfeeding women?
- What is body mass index?
 - How is it measured?
 - What are the categories of BMI?

Task 2: What are the health risks of an unbalanced, poor quality, or over sufficient or insufficient calories?

Find out about:

- What happens if you burn (use up) more calories through activity and exercise than you consume (eat)?
 - Is this always bad?

- What happens if you consume (eat) more calories than you burn (use up) through activity and exercise?
 - Is this always bad?
- What is malnutrition?
 - What are the negative effects on the body of malnutrition?
- What is undernutrition?
 - What are the negative effects on the body of under nutrition?
- What are the harmful effects of overweight and obesity?
 - Short-term?
 - Long-term?
- Which foods are particularly harmful?
 - Why? What are the risks of e.g. high-fat diets? High sugar diets? High salt diets?

Physical inactivity: Investigate the effect of physical inactivity on physical health

Create a poster of PowerPoint to display your research findings

Task 1: What are the benefits of physical activity?

Find out about:

- What is the Government's recommended levels of physical activity? <https://www.nhs.uk/live-well/exercise/>
 - Are the recommendations different for different life stages?
- Why are we recommended to remain physically active?
 - What are the benefits to our body?

Task 2: What are the risks of physical inactivity?

Find out about:

- The short-term effects on physical health of physical inactivity.
- The long-term effects on physical health of physical inactivity.

Alcohol: Investigate the effect of alcohol use on physical health

Create a poster of PowerPoint to display your research findings

You can use information from these three websites.

- <https://www.drinkaware.co.uk/facts>
- <https://www.bhf.org.uk/informationsupport/support/healthy-living/healthy-eating/alcohol>
- <https://www.nhs.uk/conditions/alcohol-misuse/>

Task 1: How do people use alcohol?

Find out about:

- What are units of alcohol? Give some examples of numbers of units in common alcoholic drinks
- What is the Government's maximum recommended number of units of alcohol for one week?

Task 2: What are the health risks of alcohol use?

Find out about:

- What does alcohol do to the body?
- The short-term effects on physical health of alcohol use.
- The long-term effects on physical health of alcohol use.

Task 3: What are the ways to reduce or stop drinking alcohol?

Find out about:

- Counselling/ support groups
- Medication
- Self-help

Chief Medical Officer: a professional chosen by the government to give medical advice to the whole nation

Smoking: Investigate the effect of smoking and tobacco use on physical health

Create a poster of PowerPoint to display your research findings

For this task you will need to use these three websites.

- <https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/>
- <https://www.nhs.uk/smokefree>
- <https://www.bhf.org.uk/information-support/risk-factors/smoking>

Task 1: How do people use tobacco?

Find out about:

- Smoking tobacco in cigarettes, cigars, pipes and roll ups. What are these different methods of smoking tobacco?
- Smoking tobacco alongside the drug marijuana. Why do some people do this?
- Chewing tobacco. How is this done?

Task 2: What are the health risks of tobacco?

Find out about:

- What are the main components of tobacco? How do they harm you?
- The short-term effects on physical health of smoking and tobacco use.
- The long-term effects on physical health of smoking and tobacco use.

Task 3: What are the ways to reduce or quit smoking?

Find out about:

- Nicotine patches/ gum
- Counselling/ support groups
- Medication
- Self-help

Personal Hygiene: Investigate the impact of personal hygiene on physical health

For this task you can use this website: <https://www.healthline.com/health/personal-hygiene>

Task 1: Produce a colourful poster to show how good personal hygiene maintains good physical health, covering the following points:

- How to practice good personal hygiene e.g. what to wash, how to wash and how often
- How good personal hygiene habits break the chain of infection

Task 2: Create a mind map to show all the different reasons that someone might not have good personal hygiene habits.

- For example:
 - i. Lack of facilities or shared facilities
 - ii. No money for hot water or cleaning products
- Try and come up with at least 8 different reasons
- Try and give examples of specific people or situations where poor personal hygiene might occur e.g. if a person was homeless.