

YMCA Level 1 Award in Health Champions (601/6693/9)

Learner Assessment Record



YMCA Awards
112 Great Russell Street
London
WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

Level 1 Award in Health Champions

Learner Assessment Record

Qualification number: **601/6693/9**
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Introduction

About YMCA Awards

YMCA Awards is one of the UK's leading health and fitness specific awarding organisations and is a trusted name that enjoys widespread respect within the fitness industry. YMCA Awards qualifications are designed for people taking their first steps in the health and fitness industry or for those already working in the industry wishing to progress their careers. YMCA Awards has been responsible for over 200,000 people launching or progressing their careers.

As an internationally recognised organisation, YMCA Awards has a number of study options available including full time or part time, distance learning and progressive study routes. This variety ensures that there will be a study option that is right for you and which will enable you to increase your knowledge, gain new skills and develop your career. All of YMCA Awards' proven and established resources and assessment materials have been developed by leading industry experts in consultation with employers and training providers.

For more information, visit www.ymcaawards.co.uk.

Learner Assessment Record (LAR)

Your Learner Assessment Record is designed to support the assessment of your YMCA Awards Level 1 Award in Health Champions. It contains all the paperwork that you, your tutor and your assessor need to complete the required units.

You will share the Learner Assessment Record with your tutor and assessor, who will use the paperwork contained within to assess you throughout the duration of your training. This document is an essential part of your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need at particular times, as well as how they should be used and completed.

Qualification structure

To achieve your YMCA Level 1 Award in Health Champions, you must complete 2 mandatory units with a total credit value of 4 and, in addition, a minimum of 2 credits selected from the optional units listed below.

Mandatory units

| Unit reference number | Unit title | Level | GLH | Credit |
|-----------------------|--------------------|-------|-----|--------|
| A/506/8333 | Peer leadership | 1 | 18 | 2 |
| L/504/2898 | Health improvement | 1 | 15 | 2 |

Optional units

| Unit reference number | Unit title | Level | GLH | Credit |
|-----------------------|---|-------|-----|--------|
| K/505/2127 | Understanding alcohol misuse | 2 | 7 | 1 |
| M/505/2128 | Encouraging physical activity | 2 | 7 | 1 |
| M/505/2131 | Encouraging a healthy weight and healthy eating | 2 | 7 | 1 |
| D/504/5482 | Understanding body image | 1 | 4 | 1 |
| K/503/0967 | Developing confidence and self-esteem | 1 | 9 | 1 |
| R/503/1000 | Understanding feelings and emotions | 1 | 9 | 1 |
| J/503/0989 | Recognising and dealing with bullying | 1 | 18 | 2 |
| J/506/2468 | Understanding drugs and substance misuse | 1 | 9 | 1 |
| R/601/9844 | Develop an awareness of relationships and sexual health | 1 | 9 | 1 |
| T/503/4682 | Smoking awareness | 1 | 10 | 1 |

The total credit value for this qualification is 6.

The total qualification time (TQT) for this qualification is 60.

The total guided learning hours (GLH) for this qualification are 47.

Assessment specification

There are a number of assessment elements across all the units for this qualification. Assessment elements 1 to 4 are mandatory, as part of the 2 mandatory units. Assessment elements 5 to 14 are provided for the optional units. You will complete the assessment elements that are provided for the optional units you have chosen.

Mandatory units

Assessment element 1: Worksheet

You will be required to complete the 'Peer leadership' worksheet. All questions need to be fully completed.

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Peer leadership' worksheet

Assessment element 2: Activity task

You will be required to plan, deliver and evaluate a peer leadership activity relating to a subject chosen by your assessor.

You should use your creativity and imagination to produce something which will communicate your knowledge about your given subject to your peers in an understandable way.

You can do this by using one or more of the following methods:

Development of an information resource about the subject you have been given

Such as:

- a project
- a wall display
- a poster
- a social media page eg, Facebook, Twitter
- a social media resource eg, YouTube
- an information leaflet
- a media broadcast with peer interviews
- a school/college newspaper or magazine article

The organisation of an open day event where you provide information on the subject you have been given

Such as:

- an end of term display (learners may prepare their own display stands on different projects)
- a parents' evening
- an induction to college week

The planning and delivering of an information sharing session about the subject you have been given

Such as a:

- a group discussion or forum
- a debate on related issues
- a class presentation

Although you may be permitted to work either independently or as part of a team to gather information, any evidence presented for assessment must be your own.

Paperwork that relates to this element:

Peer leadership activity planning guidance

'Peer leadership' activity task checklist

Assessment element 3: Worksheet

You will be required to complete the 'Health improvement' worksheet. All questions need to be fully completed.

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Health improvement' worksheet.

Assessment element 4: Personal review

You will be required to complete a 'Health improvement' personal review by:

- Summarising your own attitude to health
- Describing a lifestyle change you could make that may improve your health, and then giving:
 - 2 actions you would need to take to achieve this
 - 2 benefits to you of making this change
 - 2 ways you could be assisted to achieve your aim

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Health improvement' worksheet

Optional unit assessment elements

The following assessment elements are provided for the optional units

Assessment element 5: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Understanding alcohol misuse' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Understanding alcohol misuse', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Understanding alcohol misuse' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this assessment element:

'Understanding alcohol misuse' worksheet

'Understanding alcohol misuse' evidence checklist

Assessment element 6: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Encouraging physical activity' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Encouraging physical activity', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Encouraging physical activity' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Encouraging physical activity' worksheet

'Encouraging physical activity' evidence checklist

Assessment element 7: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Encouraging a healthy weight and healthy eating' checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Encouraging a healthy weight and healthy eating', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Encouraging a healthy weight and healthy eating' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Encouraging a healthy weight and healthy eating' worksheet

'Encouraging a healthy weight and healthy eating' evidence checklist

Assessment element 8: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Understanding body image' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Understanding body image', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Understanding body image' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Understanding body image' worksheet

'Understanding body image' evidence checklist

Assessment element 9: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Developing confidence and self-esteem' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Developing confidence and self-esteem', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Developing confidence and self-esteem' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Developing confidence and self-esteem' worksheet

'Developing confidence and self-esteem' evidence checklist

Assessment element 10: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Understanding feelings and emotions' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Understanding feelings and emotions', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Understanding feelings and emotions' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Understanding feelings and emotions' worksheet

'Understanding feelings and emotions' evidence checklist

Assessment element 11: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Recognising and dealing with bullying' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Recognising and dealing with bullying', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Recognising and dealing with bullying' worksheet (questions selected as appropriate)

The work must be your own and group completion is not permitted.

Paperwork that relates to this element:

'Recognising and dealing with bullying' worksheet

'Recognising and dealing with bullying' evidence checklist

Assessment element 12: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Understanding drugs and substance misuse' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Understanding drugs and substance misuse', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Understanding drugs and substance misuse' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Understanding drugs and substance misuse' worksheet

'Understanding drugs and substance misuse' evidence checklist

Assessment element 13: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Develop an awareness of relationships and sexual health' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Develop an awareness of relationships and sexual health', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Develop an awareness of relationships and sexual health' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Develop an awareness of relationships and sexual health' worksheet

'Develop an awareness of relationships and sexual health' evidence checklist

Assessment element 14: Task/worksheet

You will be required to complete each of the criteria detailed on the 'Smoking awareness' evidence checklist.

This may be obtained using a combination of the following methods:

- Creation of an information leaflet, poster/wall display or social media information page on 'Smoking awareness', which meets one or more of the criteria specified on the checklist
- Contribution to a class project/group discussion, which meets one or more of the criteria on the checklist
- 'Smoking awareness' worksheet (questions selected as appropriate)

The work must be your own; group completion is not permitted.

Paperwork that relates to this element:

'Smoking awareness' worksheet

'Smoking awareness' evidence checklist

The remainder of the forms contained within this record are explained below:

Assessment plan

This document is designed to allow you and your assessor to plan your progress through the assessment components. You can use this to plan with your assessor and tutor when assessment activities will take place.

Assessor feedback sheet

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

Supplementary questions record

This form will be used by your assessor to record any questions that you may be asked and any responses you may give.

Summary of achievement

This document is designed to record the outcomes of the assessment elements and any further action that may be required. For example, you may need to be reassessed in a particular area. You will sign this form to declare this is your own work and your assessor will sign to show which of the units have been satisfactorily completed. Keep this document in a safe place as it acts as evidence of your achievements.

Assessment plan

YMCA Awards Level 1 Award in Health Champions

Assessor to DELETE all those units NOT selected for completion of this qualification.

| Unit title | Element number | Evidence/assessment method | Date, time and place of assessment | Any reasonable adjustments negotiated agreed |
|---|----------------|----------------------------|------------------------------------|--|
| Peer leadership (A/506/8333) | 1 | worksheet | | |
| | 2 | activity task | | |
| Health improvement (L/504/2898) | 3 | task/worksheet | | |
| | 4 | personal review | | |
| Understanding alcohol misuse (K/505/2127) | 5 | task/worksheet | | |
| Encouraging physical activity (M/505/2128) | 6 | task/worksheet | | |
| Encouraging a healthy weight and healthy eating (M/505/2131) | 7 | task/worksheet | | |
| Understanding body image (D/504/5482) | 8 | task/worksheet | | |
| Developing confidence and self-esteem (K/503/0967) | 9 | task/worksheet | | |
| Understanding feelings and emotions (R/503/1000) | 10 | task/worksheet | | |
| Recognising and dealing with bullying (J/503/0989) | 11 | task/worksheet | | |
| Understanding drugs and substance misuse (J/506/2468) | 12 | task/worksheet | | |

| Unit title | Element number | Evidence/assessment method | Date, time and place of assessment | Any reasonable adjustments negotiated agreed |
|--|----------------|----------------------------|------------------------------------|--|
| Develop an awareness of relationships and sexual health (R/601/9844) | 13 | task/worksheet | | |
| Smoking awareness (T/503/4682) | 14 | task/worksheet | | |

Learner's name: _____

Learner's signature: _____

Assessor's name: _____

Assessor's signature: _____

IOA's name: _____

IOA's signature: _____

Peer leadership (A/506/8333)

Worksheet

Learner's name: _____

1. State 3 roles of a peer leader.

a)

b)

c)

2. State 2 qualities, 2 skills and 2 areas of knowledge required to be an effective peer leader.

Qualities

Skills

Areas of knowledge

a)

c)

e)

b)

d)

f)

3. Name (or describe) 2 different leadership styles that may be used in peer activities.

a)

b)

4. Give 2 examples of how group dynamics may affect leadership of peer projects.

a)

b)

Final result: Pass Refer

Planning guidance

Peer leadership (A/506/8333)

Learner's name: _____

Assessor's name: _____

| | |
|---|--|
| Subject given | |
| By what date will you need to have it finished? | |
| Who are the peers? | |
| Who will be involved in the project? | |
| What type of project will you be doing? | |
| What resources do you need? | |
| If part of a team, what role will you play? | |

Peer leadership activity checklist

Peer leadership (A/506/8333)

Subject:

Activity type: (delete as appropriate)

- Development of an information resource
- Organisation of an open day event
- Information sharing session

Type of evidence provided for assessment (poster/social media page/observation etc):

Key: ✓ = Pass; C = Pass with comment; R = Refer

The learner requires a ✓ or C against each criterion in order to pass

| The learner: | | Outcome | |
|--------------|--|--------------------|---------------|
| | | Initial assessment | Re-assessment |
| P1 | planned and delivered a peer leadership activity | | |
| P2 | reviewed own practice as a peer leader identifying areas for improvement | | |

Final result: Pass Refer

Health improvement (L/504/2898)

Worksheet

Learner's name: _____

1. State the WHO definition of health.

2. Outline 3 social factors and 3 medical advances that have resulted in improvements in public health.

Social factors

a)

b)

c)

Medical advances

a)

b)

c)

3. Identify 5 lifestyle behaviours that have a negative effect on health, stating for each how it affects the individual.

Negative lifestyle behaviour

Effect on the individual

a)

b)

c)

d)

e)

4. Give 3 reasons why people may make unhealthy lifestyle choices.

a)

b)

c)

5. Identify 5 lifestyle behaviours that have a positive effect on health, stating for each how it affects the individual.

| Positive lifestyle behaviour | Effect on the individual |
|------------------------------|--------------------------|
| a) | |
| b) | |
| c) | |
| d) | |
| e) | |

6. Give 3 reasons why people may make healthy lifestyle choices.

| |
|----|
| a) |
| b) |
| c) |

Final result: Pass Refer

Personal review

Health improvement (L/504/2898)

Learner's name: _____

Use the following table to summarise your own attitude to health giving 2 reasons for each of your choices.

| | Response (Yes/no) | Reason |
|---|-------------------|--------|
| Do you consider yourself healthy? | | a) |
| | | b) |
| Do you smoke? | | a) |
| | | b) |
| Do you exercise regularly? | | a) |
| | | b) |
| How often do you eat vegetables? | | a) |
| | | b) |
| How often do you eat fruit? | | a) |
| | | b) |
| Have you ever taken recreational drugs? | | a) |
| | | b) |
| What governmental advice on healthy living do you follow? | | a) |
| | | b) |

Describe a lifestyle change you could make that may improve your health.

Outline 2 actions you would need to take to achieve this.

Action 1

Action 2

Give 2 benefits to you of making this change.

Benefit 1

Benefit 2

Give 2 ways you could be assisted to achieve your aim.

Method
1

Method
2

Final result: Pass Refer

Understanding alcohol misuse (K/505/2127)

Worksheet

Learner's name: _____

1. Describe 3 social factors that could result in the misuse of alcohol.

a)

b)

c)

2. Outline 3 factors that affect an individual which could lead to the misuse of alcohol.

a)

b)

c)

3. Outline 3 direct effects of alcohol misuse on health.

a)

b)

c)

4. Identify 3 possible indirect effects on the individual due to the misuse of alcohol.

a)

b)

c)

5. Identify 3 effects of the misuse of alcohol by individuals on family members, friends and wider society.

a)

b)

c)

6. List 3 agencies or organisations that provide services for individuals affected by alcohol misuse and outline the services provided.

| Agency/organisation | Services provided |
|---------------------|-------------------|
| a) | |
| b) | |
| c) | |

7. Describe 3 ways by which an individual could be encouraged to reduce their risk of harm from alcohol misuse.

| |
|----|
| a) |
| b) |
| c) |

8. Identify 3 barriers to changing behaviour with regard to alcohol and how these can be overcome.

| Barriers | How these can be overcome |
|----------|---------------------------|
| a) | |
| b) | |
| c) | |

Final result: Pass Refer

Evidence checklist

Understanding alcohol misuse (K/505/2127)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | described 3 social factors that could result in the misuse of alcohol | | | |
| E2 | outlined 3 factors that are individual-specific which could lead to the misuse of alcohol | | | |
| E3 | outlined 3 direct effects on health of alcohol misuse | | | |
| E4 | identified 3 possible indirect effects on the individual due to the misuse of alcohol | | | |
| E5 | identified 3 effects on family members, friends and wider society due to the misuse of alcohol by the individual | | | |
| E6 | listed 3 agencies/organisations which provide services for individuals affected by alcohol use and outline the services provided | | | |
| E7 | described 3 ways by which an individual could be encouraged to reduce their risk of harm from alcohol misuse | | | |
| E8 | Identified 3 barriers to changing behaviour with regard to alcohol and how these can be overcome | | | |

Final result: Pass Refer

Encouraging physical activity (M/505/2128)

Worksheet

Learner's name: _____

1. Describe 3 effects of physical activity on health.

a)

b)

c)

2. Describe 3 effects of physical activity on mental health and wellbeing.

a)

b)

c)

3. Outline the recommended levels of physical activity required for the health of the following in terms of Frequency, Intensity, Time and Type (FITT).

| | |
|--------------------------|----------------|
| Young people (ages 5–18) | Frequency |
| | Intensity |
| | Time |
| | Type (example) |
| Adults | Frequency |
| | Intensity |
| | Time |
| | Type (example) |

4. Outline 3 social factors that may affect an individual's participation in physical activity.

a)

b)

c)

5. Outline 3 factors which may negatively influence an individual's decision to partake in physical activity and outline a way by which each may be overcome.

Factor that may affect participation

A way to overcome this

a)

b)

c)

6. List 3 agencies or organisations that encourage physical activity for health and outline the services provided.

Agency/organisation

Services provided

a)

b)

c)

7. Describe 3 ways by which an individual could be encouraged to increase their level of physical activity.

a)

b)

c)

Final result: Pass Refer

Evidence checklist

Encouraging physical activity (M/505/2128)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | described 3 effects of physical activity on health | | | |
| E2 | described 3 effects of physical activity on mental health and wellbeing | | | |
| E3 | outlined the recommended levels of physical activity required for health for young people and adults | | | |
| E4 | outlined 3 social factors that may affect an individual's participation in physical activity | | | |
| E5 | outlined 3 individual-specific factors that may affect participation in physical activity | | | |
| E6 | listed 3 agencies/organisations which encourage physical activity for health and outline the services provided | | | |
| E7 | described 3 ways by which an individual could be encouraged to increase their level of physical activity | | | |
| E8 | identified 3 barriers to changing behaviour with regard to physical activity and how these can be overcome | | | |

Final result: Pass Refer

Encouraging a healthy weight and healthy eating (M/505/2131)

Worksheet

Learner's name: _____

1. Describe 3 social factors that could result in people being under or over a healthy weight.

a)

b)

c)

2. Outline 3 factors which could result in an individual being under or over a healthy weight.

a)

b)

c)

3. Describe 4 health risks associated with being underweight.

a)

b)

c)

d)

4. Describe 4 health risks associated with being overweight.

a)

b)

c)

d)

5. Outline 4 possible effects on mental health and emotional wellbeing of being under or over a healthy weight.

a)

b)

c)

d)

6. Give 2 key elements of a healthy diet.

a)

b)

7. Identify good dietary sources of the following:

| | |
|---------------------------------|--|
| Protein | |
| Carbohydrates | |
| Fats | |
| Essential vitamins and minerals | |

8. Outline 3 positive and 3 negative effects of diet on health.

| Positive effects | Negative effects |
|------------------|------------------|
| a) | a) |
| b) | b) |
| c) | c) |

9. Outline 3 ways food labels assist the consumer in making healthy eating choices.

| |
|----|
| a) |
| b) |
| c) |

10. List 3 agencies or organisations that provide services for individuals wishing to achieve a healthy weight and eat more healthily and outline the services they provide.

| Agency/organisation | Services |
|---------------------|----------|
| a) | |
| b) | |
| c) | |

11. Describe 3 ways by which an individual could be encouraged to achieve a healthy weight and eat more healthily.

| |
|----|
| a) |
| b) |
| c) |

Worksheet cont.

Encouraging a healthy weight and healthy eating (M/505/2131)

12. Identify 3 barriers to changing behaviour with regard to weight management and healthy eating and how these can be overcome.

| Barrier | Way to overcome |
|---------|-----------------|
| a) | |
| b) | |
| c) | |

Final result: Pass Refer

Evidence checklist

Encouraging a healthy weight and healthy eating (M/505/2131)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | described 3 social factors that could result in people being under or over a healthy weight | | | |
| E2 | outlined 3 factors that are individual-specific which could result in a person being under or over a healthy weight | | | |
| E3 | outlined the direct effects on physical health of being under or over weight | | | |
| E4 | outlined the effect on mental health and emotional wellbeing of being under or over a healthy weight | | | |
| E5 | stated what constitutes a healthy diet | | | |
| E6 | identified good sources of protein, carbohydrates, fats, essential vitamins and minerals | | | |
| E7 | outlined 3 positive and 3 negative effects of diet on health | | | |
| E8 | stated how food labels can support healthy eating | | | |
| E9 | listed 3 agencies/organisations which provide services for individuals wishing to achieve a healthy weight and eat more healthily and outline the services provided | | | |
| E10 | described 3 ways by which an individual could be encouraged to achieve a healthy weight and eat more healthily | | | |
| E11 | identified 3 barriers to changing behaviour with regard to weight management and healthy eating and how these can be overcome | | | |

Final result: Pass Refer

Understanding body image (D/504/5482)

Worksheet

Learner's name: _____

Body image

1. What is meant by 'body image'?

| |
|--|
| |
|--|

2. Give an example of a positive and a negative portrayal of bodies in the media.

Positive portrayal

Negative portrayal

| |
|--|
| |
|--|

| |
|--|
| |
|--|

3. Give 2 ways in which a young person's body image may be influenced by the society and culture in which they live.

a)

b)

| |
|--|
| |
|--|

| |
|--|
| |
|--|

Self-esteem

4. What is meant by self-esteem?

| |
|--|
| |
|--|

5. List 3 factors that can affect self-esteem.

a)

b)

c)

| |
|--|
| |
|--|

| |
|--|
| |
|--|

| |
|--|
| |
|--|

6. Give 3 ways of building confidence and self-esteem.

a)

b)

c)

7. Give an example of a situation where someone might lack confidence and self-esteem and state a confidence-building strategy that could be applied in this situation.

Situation

Possible actions

Final result: Pass Refer

Evidence checklist

Understanding body image (D/504/5482)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner/assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R= Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | stated what is meant by 'body image' | | | |
| E2 | given an example of a positive and a negative portrayal of bodies in the media | | | |
| E3 | outlined influences on body image and the impact these have on young people | | | |
| E4 | defined self-esteem | | | |
| E5 | identified factors that affect self-esteem | | | |
| E6 | identified ways of building confidence and self-esteem | | | |
| E7 | outlined a situation where someone might lack confidence/self-esteem | | | |
| E8 | outlined how confidence-building strategies could be applied to this situation | | | |

Final result: Pass Refer

Developing confidence and self-esteem (K/503/0967)

Worksheet

Learner's name: _____

1. What is confidence?

2. List 3 benefits of being confident.

a)

b)

c)

3. Give 3 ways confident behaviour might influence how others see you.

a)

b)

c)

4. Give 3 examples of how lacking confidence might influence others' perceptions of you.

a)

b)

c)

5. What is self-esteem?

6. List 3 factors that affect your self-esteem.

a)

b)

c)

7. Give 3 ways of building your confidence and self-esteem.

a)

b)

c)

8. Give an example of a situation where you lack confidence and self-esteem and state a confidence-building strategy that you could apply in this situation.

Situation

Possible actions

9. How may confidence-building strategies be helpful in the situation where you lack confidence?

Final result: Pass Refer

Evidence checklist

Developing confidence and self-esteem (K/503/0967)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner/assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | defined confidence | | | |
| E2 | stated the benefits of being confident | | | |
| E3 | outlined how confident behaviour might influence others' perceptions of an individual | | | |
| E4 | outlined how lacking confidence might influence others' perceptions of an individual | | | |
| E5 | defined self-esteem | | | |
| E6 | identified factors that affect self-esteem | | | |
| E7 | identified ways of building confidence and self-esteem | | | |
| E8 | outlined a situation where he/she lacks confidence and how confidence building strategies could be applied | | | |
| E9 | stated the potential impact of using confidence building strategies in a given situation | | | |

Final result: Pass Refer

Understanding feelings and emotions (R/503/1000)

Worksheet

Learner's name: _____

1. List 2 different emotions or feelings and 2 situations when each may be experienced.

| Emotion/feeling | Situation when it may be experienced |
|-----------------|--------------------------------------|
| | a) b) |
| | a) b) |

2. Give an example of your own feelings and emotions in 2 different situations and state how you may express these feelings.

| | | |
|--------------|-------------------|-----------------------------|
| Situation 1: | Example feelings: | How these can be expressed: |
| Situation 2: | Example feelings: | How these can be expressed: |

3. Give an example of a positive and negative response that you might use if someone called you a name?

| Positive response | Negative response |
|-------------------|-------------------|
| | |

4. Give 3 steps you could take to manage your own emotions and feelings more effectively.

| |
|----|
| a) |
| b) |
| c) |

Final result: Pass Refer

Evidence checklist

Understanding feelings and emotions (R/503/1000)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | given examples of emotions and feelings | | | |
| E2 | given an example of own feelings and emotions in 2 different situations | | | |
| E3 | stated how these feelings and emotions might be expressed | | | |
| E4 | given an example of a positive response to a given situation | | | |
| E5 | given an example of a negative response to a given situation | | | |
| E6 | outlined a strategy to manage own emotions and feelings | | | |

Final result: Pass Refer

Recognising and dealing with bullying (J/503/0989)

Worksheet

Learner's name: _____

1. Name and describe 3 different types of bullying.

| Type | Description |
|------|-------------|
| | |
| | |
| | |

2. What is meant by being a victim?

3. Describe 3 effects of bullying on the victim.

a)

b)

c)

4. What emotions may be experienced by a bully whilst they are bullying?

5. Describe 2 ways in which self-esteem of the victim can be raised.

a)

b)

6. Describe 2 interventions, 1 which can help the bully and 1 the victim.

Bully

Victim

7. Name and describe 3 sources of help and support.

Source

Description

a)

b)

c)

Final result:

Pass

Refer

Evidence checklist

Recognising and dealing with bullying (J/503/0989)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner/assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | identified 3 different forms of bullying | | | |
| E2 | stated what is meant by being a victim | | | |
| E3 | given 3 examples of the effects of bullying on the victim | | | |
| E4 | identified the emotions that may be experienced by a bully when bullying | | | |
| E5 | outlined 1 intervention that may help the victim | | | |
| E6 | stated 2 ways in which the self-esteem of the victim can be raised | | | |
| E7 | outlined 1 intervention that may help the bully | | | |
| E8 | identified 3 sources of help and support available | | | |

Final result: Pass Refer

Understanding drugs and substance misuse (J/506/2468)

Worksheet

Learner's name: _____

1. List 2 legal and 2 illegal drugs/other substances.

Legal drugs/substances

Illegal drugs/substances

a)

c)

b)

d)

2. Give 2 reasons why people may lawfully use drugs/substances.

a)

b)

3. Give 3 reasons why people may misuse substances.

a)

b)

c)

4. State 4 risks associated with drug and substance misuse.

a)

c)

b)

d)

5. State 2 longer-term impacts of drug and substance use on daily life.

a)

b)

6. List 4 sources of support for drugs or substance misuse.

a)

c)

b)

d)

Final result:

Pass

Refer

Evidence checklist

Understanding drugs and substance misuse (J/506/2468)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|--|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | listed legal and illegal drugs and other substances | | | |
| E2 | outlined why people may use substances legitimately | | | |
| E3 | outlined why people may misuse substances | | | |
| E4 | outline the risks associated with drug and substance misuse | | | |
| E5 | outlined the impact of long-term drug and substance misuse on daily life | | | |
| E6 | stated how to access help/support relating to substance misuse | | | |

Final result: Pass Refer

Develop an awareness of relationships and sexual health (R/601/9844)

Worksheet

Learner's name: _____

1. Say what is meant by each of the following terms and give an example for each.

| | What does this mean? | Give an example |
|--------------|----------------------|-----------------|
| Friendship | a) | b) |
| Relationship | c) | d) |
| Intimacy | e) | f) |

2. Give 2 reasons why people may want a close relationship.

a) _____ b) _____

3. Give 2 different types of sexual health matters which may concern young people.

a) _____ b) _____

4. Give 2 different types of relationship issues which may concern young people.

a) _____ b) _____

5. Give 2 examples of sexual behaviours that would be considered risky and say what the possible consequences might be of each.

| Risky sexual behaviour | Possible consequences |
|------------------------|-----------------------|
| a) | |
| b) | |

6. Give 2 reasons why a person may want to delay having a sexual relationship.

a) _____ b) _____

7. What does confidential mean in reference to sexual health and relationships?

8. Give the biological names of 2 the male and female external sexual organs.

Male

Female

a)

c)

b)

d)

9. Briefly outline what happens during the menstrual cycle.

10. Name 2 methods of contraception that are suitable for young people.

a)

b)

11. Name 2 places where contraception can be obtained without cost.

a)

b)

12. At what age can a person obtain contraceptive and sexual health services without parental consent?

13. Name a place where 'emergency contraception' can be obtained

14. State 2 things you should remember when using a condom.

a)

b)

15. Name 2 places you could go to find information about contraception.

a)

b)

16. What are HIV and AIDS?

HIV is...

AIDS is...

17. Describe 2 ways that HIV can be transmitted.

a)

b)

18. Give a possible result of not having chlamydia treated.

Worksheet cont.

Develop an awareness of relationships and sexual health (R/601/9844)

19. Other than chlamydia, name 2 sexually transmitted infections.

a)

b)

20. Name 2 places where you could obtain information, advice or treatment for sexually transmitted infections.

a)

b)

21. State 2 ways that society can respond to sexual health and relationship issues.

a)

b)

22. Give an example of legislation which is related to sex and relationships.

23. Give 2 ways sex and sexuality are reported in the media.

a)

b)

Final result: Pass Refer

Evidence checklist

Develop an awareness of relationships and sexual health (R/601/9844)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner/assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | outlined what is meant by 'friendship', 'relationship', and 'intimacy' | | | |
| E2 | stated why most people want close relationships | | | |
| E3 | identified different types of sexual health and relationship concerns | | | |
| E4 | outlined risky sexual behaviours | | | |
| E5 | given reasons why a person may want to delay having a sexual relationship | | | |
| E6 | defined what 'confidential' means in reference to sexual health and relationships | | | |
| E7 | given names of male and female external sexual organs | | | |
| E8 | outlined what happens during the menstrual cycle | | | |
| E9 | stated methods of contraception suitable for a young person | | | |
| E10 | given examples of where contraception may be obtained without cost | | | |
| E11 | stated the age a person has to be to obtain contraceptive and sexual health services without parental consent | | | |

| The learner has: (cont.) | | Evidence code | Outcome | |
|--------------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E12 | identified where 'emergency contraception' might be obtained | | | |
| E13 | outlined important things to remember when using a condom | | | |
| E14 | given examples of where to look for information or go for help about contraception | | | |
| E15 | defined what HIV and AIDS are | | | |
| E16 | outlined how HIV is transmitted | | | |
| E17 | identified the possible results of not having chlamydia treated | | | |
| E18 | stated names of sexually transmitted infections | | | |
| E19 | given examples of where to obtain information, advice and treatment for sexually transmitted infections | | | |
| E20 | outlined ways that society can respond to sexual health and relationship issues | | | |
| E21 | stated some of the current legislation about sex and relationships | | | |
| E22 | given examples of ways in which sex and sexuality are reported in the media | | | |

Final result: Pass Refer

Smoking awareness (T/503/4682)

Worksheet

Learner's name: _____

1. Give 2 reasons why someone may start smoking.

a)

b)

2. Give an example of how upbringing or environmental factors may encourage a person to smoke.

3. List 2 substances/chemicals found in tobacco products.

a)

b)

c)

4. State 2 effects of nicotine on the body.

a)

b)

5. State 2 effects tar has on the body.

a)

b)

6. Give 1 physical and 1 psychological effect which smoking has on the body.

Physical effect

a)

Psychological effect

b)

7. Give 2 short-term, 2 medium-term and 2 long-term effects which smoking has on the body.

Short-term effects

Medium-term effects

Long-term effects

a)

c)

e)

b)

d)

f)

8. Give one example of a risk that smoking poses to sexual health for men and one for women.

Risk to men

Risk to women

a)

b)

| | |
|--|-------|
| 9. Give 2 risks of smoking during pregnancy. | |
| a) | b) |
| 10. What is meant by the term 'second-hand smoke'? | |
| 11. Give a property of second-hand smoke. | |
| 12. State 2 health risks associated with second-hand smoke. | |
| a) | b) |
| 13. What is the legal age at which someone can buy cigarettes? | |
| 14. What is the legal allowance for duty free purchases of cigarettes? | |
| 15. What is the law regarding the sale of single cigarettes in the UK? | |
| 16. What is the law regarding health warnings on cigarettes? | |
| 17. Give an example of someone who can enforce the law regarding the sale of tobacco. | |
| 18. Who is legally responsible for enforcing each of the following requirements, regarding tobacco products? | |
| a) Cigarettes are not sold to anyone under the age 18 | |
| b) The price list of cigarettes is not on general display | |
| c) Someone under 16 years cannot smoke in public | |
| d) Shops which sell cigarettes carry a sign which clearly states that cigarette sales to under 18s is illegal | |
| 19. Give 2 difficulties in proving that someone has broken the law regarding the sale of cigarettes to someone under the age of 18 | |
| a) | b) |
| 20. Shops selling to under 18s can be fined £2,500. | |
| TRUE | FALSE |
| 21. State one key point of the smoke free regulations. | |
| 22. What is meant by the term illicit tobacco? | |

Worksheet cont.

Smoking awareness (T/503/4682)

23. How could you identify illicit tobacco products?

24. What may be a danger of smoking illicit tobacco products?

25. State a negative consequence of the illicit tobacco trade.

26. Name a source from where you can seek advice on giving up smoking.

27. State 2 methods people may use to give up smoking.

a)

b)

28. Give 1 short-term, 1 medium-term and 1 long-term benefit of giving up smoking.

Short-term benefit

Medium-term benefit

Long-term benefit

Final result:

Pass

Refer

Evidence checklist

Smoking awareness (T/503/4682)

Learner's name: _____

Assessor's name: _____

Evidence key: L – leaflet, PW – poster or wall display, SM – social media, C – contribution to class project/group discussion, W(n) – worksheet question (number)

- Only one method of assessment is required for each criterion
- All evidence used must be
 - authenticated and dated by learner and assessor
 - available for sampling if requested

Key: ✓ = Pass C = Pass with comment R = Refer

The learner requires a ✓ or C against each criteria in order to pass.

| The learner has: | | Evidence code | Outcome | |
|------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E1 | identified social factors that may encourage a person to smoke | | | |
| E2 | identified personal factors that may encourage a person to smoke | | | |
| E3 | identified how upbringing/environmental factors may encourage a person to smoke | | | |
| E4 | identified substances and chemicals found in tobacco products | | | |
| E5 | stated the effects nicotine has on the body | | | |
| E6 | stated the effects tar has on the body | | | |
| E7 | stated a physical and a psychological effect smoking has on the body | | | |
| E8 | identified the short-term health implications of smoking | | | |
| E9 | identified the medium-term health implications of smoking | | | |
| E10 | identified the long-term health implications of smoking | | | |
| E11 | identified the risks posed to sexual health by smoking | | | |
| E12 | identified the risks of smoking during pregnancy | | | |
| E13 | stated what is meant by 'second-hand smoke' | | | |
| E14 | stated the characteristics of second-hand smoke | | | |

| The learner has: (cont.) | | Evidence code | Outcome | |
|--------------------------|---|---------------|--------------------|---------------|
| | | | Initial assessment | Re-assessment |
| E15 | stated the health risks associated with second-hand smoke | | | |
| E16 | stated the law regarding the age limit of the sales of tobacco-related products | | | |
| E17 | stated the law regarding cigarettes being brought into the UK | | | |
| E18 | stated the law regarding the sale of single cigarettes | | | |
| E19 | stated the law in relation to the health warnings on tobacco-related products | | | |
| E20 | identified who is responsible for the enforcement of the law in relation to the sale of tobacco | | | |
| E21 | identified what powers enforcement agencies have in relation to the sale of tobacco and the difficulties they have in enforcing the law | | | |
| E22 | identified the penalties associated with breaking the law regarding the sale of tobacco products | | | |
| E23 | identified points of the smoke-free regulations | | | |
| E24 | stated what is meant by the term 'illicit tobacco' | | | |
| E25 | stated how illicit tobacco products may be identified | | | |
| E26 | identified the additional dangers associated with smoking illicit tobacco products | | | |
| E27 | identified the negative consequences of trade in illicit tobacco | | | |
| E28 | stated where you can seek advice on how to give up smoking | | | |

Evidence checklist (cont.)

Smoking awareness (T/503/4682)

| The learner has: (cont.) | | Evidence code | Outcome | |
|--------------------------|---|---------------|--------------------|--------------------|
| | | | Initial assessment | Initial assessment |
| E29 | identified different methods and strategies on how to give up smoking | | | |
| E30 | identified the short-term benefits of giving up smoking | | | |
| E31 | identified the medium-term benefits of giving up smoking | | | |
| E32 | identified the long-term benefits of giving up smoking | | | |

Final result: Pass Refer

Summary of achievement

YMCA Awards Level 1 Award in Health Champions

Assessor to **delete** all those units **not** required for completion of this qualification.

| Unit title | Assessment element | Assessment outcome | Assessor's signature and date | Action plan for achievement and evidence produced for exemption | Re-assessment outcome | Assessor's signature and date | Assessor's signature for sign-off | IOA's signature (if sampled) | EQA's signature (if sampled) |
|--|--------------------|----------------------------|-------------------------------|---|-----------------------|-------------------------------|-----------------------------------|------------------------------|------------------------------|
| Peer leadership (A/506/8333) | 1 worksheet | Pass Refer Exemption | | | | | | | |
| | 2 activity task | Pass Refer Exemption | | | | | | | |
| Health improvement (L/504/2898) | 3 task/worksheet | Pass Refer Exemption | | | | | | | |
| | 4 personal review | Pass Refer Exemption | | | | | | | |
| Understanding alcohol misuse (K/505/2127) | 5 task/worksheet | Pass Refer Exemption | | | | | | | |
| Encouraging physical activity (M/505/2128) | 6 task/worksheet | Pass Refer Exemption | | | | | | | |

| Unit title | Assessment element | Assessment outcome | Assessor's signature and date | Action plan for achievement and evidence produced for exemption | Re-assessment outcome | Assessor's signature and date | Assessor's signature for sign-off | IOA's signature (if sampled) | EQA's signature (if sampled) |
|--|--------------------|----------------------------|-------------------------------|---|-----------------------|-------------------------------|-----------------------------------|------------------------------|------------------------------|
| Encouraging a healthy weight and healthy eating (M/505/2131) | 7 task/worksheet | Pass Refer Exemption | | | | | | | |
| Understanding body image (D/504/5482) | 8 task/worksheet | Pass Refer Exemption | | | | | | | |
| Developing confidence and self-esteem (K/503/0967) | 9 task/worksheet | Pass Refer Exemption | | | | | | | |
| Understanding feelings and emotions (R/503/1000) | 10 task/worksheet | Pass Refer Exemption | | | | | | | |
| Recognising and dealing with bullying (J/503/0989) | 11 task/worksheet | Pass Refer Exemption | | | | | | | |
| Understanding drugs and substance misuse (J/506/2468) | 12 task/worksheet | Pass Refer Exemption | | | | | | | |

Summary of achievement cont.

YMCA Awards Level 1 Award in Health Champions

| Unit title | Assessment element | Assessment outcome | Assessor's signature and date | Action plan for achievement and evidence produced for exemption | Re-assessment outcome | Assessor's signature and date | Assessor's signature for sign-off | IQA's signature (if sampled) | EQA's signature (if sampled) |
|--|--------------------|----------------------------|-------------------------------|---|-----------------------|-------------------------------|-----------------------------------|------------------------------|------------------------------|
| Develop an awareness of relationships and sexual health (R/601/9844) | 13 task/worksheet | Pass Refer Exemption | | | | | | | |
| Smoking awareness (T/503/4682) | 14 task/worksheet | Pass Refer Exemption | | | | | | | |

Learner's name: _____

Centre name: _____

Assessor's name: _____

IQA's name: _____

Learner authenticity statement:

I confirm that the evidence provided for this qualification is entirely my own work.

Learner's signature: _____

Date: _____

Assessor sign-off statement

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here.

Assessor's signature: _____

Date: _____

IQA's signature: _____

Date: _____

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