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| **RSPH L2 Award for Young Health Champions Unit 3 Deliver a Health Improvement Message** |
| **Curriculum area and professional links**  | **Assessment Criteria** | **6Cs/Care Certificate Criteria** | **Scenario Task** | **Timings**  |
| **GCSE Health and Social Care****3.8 Unit 4** Promoting Health and Well-Being**3.9 Controlled Assessment Unit 4** Promoting Health and Well-Being**Level 2 Certificate in Health and Social Care****HSC M4:** Communication in Health and Social Care | 1.1  | **Compassion – Understanding the importance of empathy, respect and dignity in delivering care** | **Introduction** Tutor highlights what learners will walk away with (what they will be able to do) after completing this unit – emphasise this unit covers the POSITIVE promotion of their health message and summarise what they will learn. **Task 1 - What are the advantages and disadvantages of providing advice to peers? (Booklet page 5)** Tutor asks learners to suggest their definitions of the term ‘peer group’ and record their response in the boxes. *The key aspect of these responses should be that peers are individuals of a similar age to the learners. As a result, they may (but not necessarily always) share similar experiences and perceptions.* Tutor asks learners to work in small groups. Each learner is assigned one of the five individuals with whom they worked in Task 5 of Unit 2. Tutor asks learners to consider the characteristics of this particular individual’s peer group and record their response(s).  | 10 mins25 mins |

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| **HSC O3:** Creative Activities in Health and Social Care**PSHE Association Programme of Study – Key Stage 4****R29 –** The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) |  |  | *This can include factors such as the age-range of the particular peer group, whether there are any legal implications related to the age of the peer group and the Task being undertaken by the individual, the external influences which this peer group are exposed to (school/work/advertising) and the level of knowledge and confidence which you would expect the individual’s peers to possess.*Learners are asked to apply these considerations in order to assess what the advantages and disadvantages might be of each individual receiving advice from their peer group. In many cases, the general considerations made in the first part of the Task will apply. However, learners should be encouraged to map to the specific individual wherever possible, potentially using the suggestions below. *Individual 1—Ben* *Advantages of peer advice—May find it easier to re-engage in physical Task if approached by a peer who also takes part.* *Disadvantages of peer advice—May find it difficult to talk about his weight to a peer due to embarrassment.* Individual *2—Drew*  | 30 mins |

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|  |  |  | *Advantages of peer advice—May find it easier to talk about an issue with potential legal implications to a peer.* *Disadvantages of peer advice—Peer may not have the knowledge to link asthma flare-ups to smoking.*

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| *Individual 3—Lucy* *Advantages of peer advice—Lucy’s case is linked to her conduct and behaviour around school. It may be easier for her to talk to someone facing the same academic and social pressures and demands.* *Disadvantages of peer advice—A peer may feel less comfortable talking about mental health as opposed to physical health.* Individual 4—Ali *Advantages of peer advice—May find it easier to speak to a friend about an intimate issue related to sexual health.* *Disadvantages of peer advice—Concern around issues of trust if he does not pick the right friend.* *Individual 5—Melissa* *Advantages of peer advice—May be worried about criminal/legal implications of behaviour.*  |   |

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|  |  1.2  | **Compassion – Understanding the importance of empathy, respect and dignity in delivering care** | *Disadvantages of peer advice—Friend may not be able to link and explain the often hidden harms of substance misuse, such as that Melissa has experienced.***Task 2—Comparing Advice (booklet page 6)** Tutor asks group to pull together the learning undertaken in Task 1 to summarise the strengths and weaknesses of peer and authority figure advice. *Learners should be directed to pay attention to consider the following issues:** *Confidentiality—Would the fact that health professionals may need to treat information provided by an individual/client as confidential make it easier and more appealing to engage with them?*
* *Familiarity—Does talking to someone you know about a personal issue feel easier or embarrassing? This may come down to personal taste and experience.*
* *Impartiality—Can we trust friends not to just tell us what they think we want to hear?*
* *Experience—Does the professional experience and knowledge of an authority figure outweigh the personal experience of peers who are closer to your age?*
* *Authority—Where does the dividing line sit between authority being comforting or reassuring and it being intimidating or patronising?*
 | 45 minutes  |

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|  | 2.12.2 2.3 | **Communication – Understanding that communication is central to successful caring relationships and to team working. Listening is as important as what we say and essential for ‘no** | *When discussing peer advice, learners could refer to advantages such as finding it easier to relate to someone who is their age, the high number of opportunities they have to interact with other young people and the similarity of experiences faced by other young people.* *Disadvantages could include fear of embarrassment if the young person they are talking to does not understand their issue, and concern that their peer may not have the required level of knowledge to help.* *When discussing advantages of advice from authority figures, learners could discuss increased knowledge and levels of respect and confidence in professional standards such as confidentiality.* *When discussing disadvantages, learners could refer to difficulty in relating to authority figures, lack of trust (especially in cases where learner is concerned around potential criminal behaviour) and lack of available authority figures who can be approached.***Task 3 —Choosing a Health Improvement Message (booklet page 8)** Tutor explains to learners that they are now going to select the topic for their health improvement message. If learners have already completed their optional unit, this may have been decided. Tutor uses the Wigan Young Health Champions campaign on the signs and symptoms of sepsis, as an example of a previous campaign. The video can be viewed here—https://www.youtube.com/watch?v=4cggQa7cGbk. The tutor also spends some time talking through the RSPH Status of Mind report examining the positive and negative impact of social media usage upon young people’s mental health. The full report can be found here—https://www.rsph.org.uk/our-work/campaigns/status-of-mind.html. *If learners are finding it difficult to identify an issue, this process can be helped by actions such as:* * *Carrying out a survey or workshop in school or in the local community*
* *Researching local, regional or national health campaigns*
* *Spending time looking at the Joint Strategic Needs Assessment for the local area.*

**Task 4 —Preparing to Deliver a Health Message (booklet page 9)** Tutor explains the importance of preparation and rehearsal in the delivery of a health improvement message. Efficient preparation allows for the message they are delivering to be targeted appropriately and have a greater chance of success. Rehearsing their presentation allows learners to practise their performance and to identify any areas for improvement and fine tuning.Tutor introduces the five key areas which learners must address as part of their preparation.  | 60 minutes40 minutes  |

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|  |  3.2 3.3 3.4 3.54.1 4.2 | **decision about me, without me’****1.3a – Describe their responsibilities to the individuals they support****4.2b – Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences****5.7a – Demonstrate that their actions promote person-centred values****6.1a – Describe the different ways that people communicate****6.2a – Describe how to establish an individual’s communication and language needs, wishes and preferences****6.3a – List barriers to effective communication****6.4a – Describe ways to reduce barriers to effective communication****6.5 – Demonstrate the use of appropriate verbal and non-verbal communication****7.3a – Describe ways of helping individuals to make informed choices****7.4a – Demonstrate how to support individuals to make informed choices****7.5b – Explain how to enable individuals to make informed choices about their lives****7.5d – Describe the importance of enabling individuals to develop skills in self-care****Care – People receiving care expect it to be right for them, consistently, at every stage of their life****Communication – Understanding that communication is central to successful caring relationships and to team working.** | Tutor uses the question prompts in each box to guide discussion and generate ideas. **If possible, tutor should suggest learners film/record their presentation. This will facilitate reflection and evaluation and can be submitted as portfolio evidence.** Learners complete the boxes on page 10 to record their ideas and considerations. **Task 5 —Observation of your Health Improvement by assessor (booklet page 12)** This Task is for completion by the assessor, and requires no input from the learner BUT they should be aware of what they are being assessed on in this learning outcome. Tutor should record comments against each of the five criteria, affirming that the learner's presentation met the requirements. If a group presentation, it is important to ensure each learner meets the criteria. *If the tutor is unsure as to what would qualify as adequate feedback to show achievement of the criteria, they should refer to the indicative content included in the YHC specification.***Task 6—Feedback from your Audience (booklet page 14)**Tutor explains that receiving feedback from an audience is critical in facilitating reflection and evaluation. This creates the opportunities to improve performance and identify new and different ways to achieve our goals. Tutor asks learners to give an example of an occasion on which they have taken some feedback on board and changed their behaviour. *This could include taking on board feedback from teachers to change their behaviour in lessons, from their parents to act differently at home, or from a team-mate with whom they play sports.* *Tutor should encourage learners to reflect and discuss as to whether this feedback came from a peer or authority figure, and what specifically it was about that feedback that led them to change their behaviour.*  | 20-30 minutes60 mins |

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|  |   | **Listening is as important as what we say and essential for ‘no decision about me, without me’****2.1c – Explain why feedback from others is important in helping to develop and improve the way they work****2.2d – Describe how reflecting on a situation has improved their own knowledge, skills and understanding****2.2e – Describe how feedback from others has developed their own knowledge, skills and understanding****2.2f – Describe how to measure their own knowledge, performance and understanding against relevant standards****Commitment – Building on our commitment to improve the care and experience of patients, to take action to make this vision and strategy a reality for all and to meet the health, care and support challenges ahead** | Tutor then advises the learners that they each need to get feedback from the three sources listed on page 14. *If learners are unsure as to what would qualify as adequate feedback to show both positive elements and things which could be done better next time, they should refer to the indicative content included in the YHC specification.* **Task 7- Reflect on presentation (booklet page 15)**Tutor asks the learners to reflect on the feedback provided by the three sources, in order to summarise how they felt their presentation went. Finally, tutor should ask learners to make a note of three questions they were asked as part of the delivery of their campaign. Learners should also provide a short explanation of how they answered these questions and any resources or services they signposted the audience towards in their response. **Summary session** Celebrate the range of presentations and the work put into them. Ask learners how they will build on this work to sustain a campaign on similar theme or use to promote another wellbeing issue relevant to their community.  |  |