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| **RSPH L2 Award for Young Health Champions Unit 1 Understanding Health Improvement**  **RSPH L2 Award in Health Improvement** | | | |
| **Curriculum area and professional links** | **Assessment Criteria** | **6Cs/Care Certificate Criteria** | **Scenario task** | | **Timings** |
| **GCSE Biology**  **4.2.2.2** The heart and blood vessels  **4.2.2.4** Coronary heart disease: a non-communicable disease  **4.2.2.5** Health Issues  **4.2.2.6** The effect of lifestyle on some non-communicable diseases  **4.4.2.2** Response to exercise  **GCSE Health and Social Care**  **3.1 Unit 1** Understanding Personal Development and Relationships  **3.6 Unit 3** The Nature of Health and Well-Being  **Level 2 Certificate in Health and Social Care**  **HSC 2 M2:** Human Growth and Development  **HSC O1:** Anatomy and Physiology for Health and Social Care  **HSC O6:** Health and Well-being | 1.1  1.2  AC 1.1  AC 1.3 | **Competence – Building knowledge of health and social needs**  **Competence – Building knowledge of health and social needs** | **Introduction**  Tutor uses the learning outcomes for the unit to inform learners of what they will be able to do following completion of the unit. Tutor explains that this unit will provide learners with foundational knowledge around health and wellbeing, which will give them a platform to complete the additional units in the Award.  **Task 1—What is Health and Wellbeing? (Booklet page 5)**    Tutor introduces the task by asking the learners to work in small groups to record any words and phrases which they attribute to health and wellbeing, around the bubble provided.    The tutor then brings the group back together to talk through the answers the different groups have given.    *This task is an opportunity to establish how broadly and holistically learners think about health and wellbeing. Some key terms which could be used to spark discussion are:*    *Mental health—Stressing to learners that terms such as happiness, loneliness and self-esteem are just as relevant to this topic as schizophrenia and bi-polar disorder.*    *Social and individual drivers of health—Where do learners think the balance sits between individual and social factors in influencing our health and wellbeing? What can we do as individuals to improve our health? How do social factors such as housing and education affect our health?*    **Task 2—What is Health and Wellbeing? (Booklet page 6)**    Tutor asks learners to research Fabrice Muamba and Amy Winehouse to build a more holistic understanding of health and wellbeing.    Learners makes notes in the box provided around the ways in which our different types of health can interact. Individuals can have a good level of health in one sphere, but not in another.    *Fabrice Muamba—Fabrice Muamba was a Premier League footballer who has a cardiac arrest whilst playing against Tottenham Hotspur in 2012. Muamba ultimately survived.*    *This was caused by an undiscovered cardiac arrhythmia, which was triggered by a very high heart rate when Muamba sprinted during the game.*    *This case illustrates the way in which health is about more than basic physical fitness. It is a very complex and multi-faceted part of our lives.*    *Amy Winehouse—Amy Winehouse was an internationally renowned singer who died in 2011 from alcohol poisoning.* | | 5 mins  20 mins  30 mins |

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| **HSC 09:** Mental Health and Wellbeing  **PSHE Association Suggested Programme of Study**  **Key Stage 4**  **H4 –** The characteristics of emotional and mental health and the causes, symptoms and treatment of some mental and emotional health disorders  **H7 –** How to take increased | AC 1.1  AC 1.3 | **Competence – Building knowledge of health and social needs** | *Winehouse had a number of health and wellbeing issues, spanning several different areas and types of health. Despite ultimately dying from an accidental alcohol overdose, she had a long-standing problem with substance misuse, as well as ongoing battle with bulimia.*    *In the years that have passed following her death, family members have stated their belief that the eating disorder she suffered was from was the ultimate cause of her death. They claim that this made her weaker and less resilient to other health and wellbeing challenges.*    **Task 3—Defining Health and Wellbeing (Booklet page 7)**    Tutor starts by referring back to the previous two activities and asking learners whether their perspectives and understanding of health and wellbeing have changed. Tutor leads discussion on the importance of how we define health and wellbeing, both as individuals and as a society.    *Tutor should refer back to the previous exercises to stress the importance of a broad and holistic view of health. Examples such as those of Amy Winehouse and Fabrice Muamba show that often not possible to view any one type of health (physical, mental or emotional) in isolation as one can have an impact on another.* | 20 mins |

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| responsibility for maintaining and monitoring their own health  **H10 –** To recognise and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial bodyshapes  **H15 –** The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing for individuals, families and communities, including the health risks related to second-hand smoke  **H17 –** The wider risks and consequences of legal and illegal substance use, including on their personal safety, future careers, relationships and future lifestyle  **R18 –** How to recognise the impact of drugs and alcohol on choices and sexual behaviour | AC 2.1  AC 3.1  AC 3.2  AC 3.2  AC 4.1  AC 4.2  AC 4.3  AC 5.1  AC 5.1  AC 5.2  AC 5.3  AC 5.4  AC 5.5 | **Competence – Building knowledge of health and social needs**  **Compassion – Understanding the importance of empathy, respect and dignity in delivering care**  **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**  **Compassion – Understanding the importance of empathy, respect and dignity in delivering care**  **Competence – Building knowledge of health and social needs** | *It is also important to understand on a deeper level, how the different elements of one type of health can impact upon each other. An example of this would be the numerous studies showing the impact of long-term substance misuse upon mental health (increased risk of paranoia, depression, aggression and other problems).*    *Learners should then work from the WHO definition of health, defined sense in its 1948 constitution as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”.*    Tutor leads a group discussion on why learners feel that this definition of heath is significant.    *Discussion here should focus on the inclusion of wellbeing, making this a positive and inclusive definition of health which takes into account its multi-faceted and interconnected nature, rather than one simply focused on the avoidance of illness.*    **Task 4—Advances in Public Health (Booklet Page 9)**    Tutor leads discussion on the importance of the social and individual drivers of health. This may have already been discussed in Task 1— What is Health and Wellbeing?    *Social and individual drivers of health—Where do learners think the balance sits between individual and social factors in influencing our health and wellbeing? What can we do as individuals to improve our health? How do social factors such as housing and education affect our health?*    *Image one—Vaccinations*    *Building resistance and herd immunity to preventable diseases, ranging from meningitis and tuberculosis. In the 1913, tuberculosis killed 36,500 people in the UK. In 2013, it killed 280.*    *Image two—Improvements in social housing*    *In 19th and early 20th century Britain, multiple families lived together in poorly maintained houses with little or no sanitation facilities. These environments were very ill-suited to promoting health and wellbeing, often representing ideal breeding grounds for illness and disease.*  *Despite the vastly improved situation in modern Britain, it is estimated that health conditions caused or exacerbated by inadequate housing still costs the NHS £600 million per year.*      *Image three—Health Education*    *The increase in health education across society provides opportunities to build public knowledge around health and wellbeing. This health education can take place in a classroom/qualification setting (like the YHC Award) or it could be through public awareness campaigns such as Stoptober, Movember or Dry January.*      *Image four—Development of antibiotics*    *Antibiotics are used to treat or prevent bacterial infections. The most commonly used antibiotic, penicillin, was discovered in 1928 and is credited with saving an estimated 200,000,000 lives.*    *There is concern within the health community around antibiotic resistance. This occurs when over-prescription of antibiotics means that bacteria begin to become resistant to their impact as they become more used to them.*    *This makes public health initiatives designed to prevent infections more important, so that we can reduce the need for antibiotics to be used.*      *Image five— Provision of clean water*    *The Royal Society for Public Health is based at John Snow House, named after John Snow, a physician who traced a cholera outbreak which killed over 616 people to an infected public pump in central London.*    *The provision of clean water is something which has been responsible for building health and wellbeing across the developed world. However, it is estimated that over 780 million people worldwide do not have access to an improved (non-natural) water source.*      *Image six —Improved food safety and nutrition*    *Improved knowledge of nutrition and food safety has played an important role in reducing illness and death caused by issues such as food poisoning.*    *In 1990, Germany introduced a public health drive raising awareness of the causes of food poisoning, as well as passing legislation which meant that all cases of food poisoning had to be reported to authorities.*    *Between 1990 and 2015, the number of officially recorded cases dropped from 200,000 to 50,000.*    Tutor asks learners to record three of the public health advances in the box provided, along with a brief explanation of how that advance has directly or indirectly improved public health.    The text provided above should then be used to spark wider discussion on the advances listed, or to fill gaps in knowledge where apparent.    *Learners are free to suggest and use their own ideas for health advances. These may include advances like improved childbirth methods, surgical advances, increased access to medical facilities*  *.*    **Task 5—Lifestyle Choices and Health (page 11)**    Tutor outlines to learners that after spending some time studying the social determinants of health, they are now going to focus back on the ways in which individual behaviour can influence health and wellbeing.    Tutor asks learners to consider in small groups the long-term conditions which can be caused by various negative lifestyle choices.    *If learners require assistance in identifying negative lifestyle choices, the tutor should lead a group discussion and suggest the below as conversation starters.*    *Substance misuse (long-term impact ranges from increased risk of anxiety, depression and schizophrenia to erectile dysfunction)*    *Unhealthy diet (long-term impact ranging from obesity to heart disease)*    *Alcohol misuse (long-term impact ranging from liver failure to stomach cancer)*    *Smoking (long term impact ranging from mouth cancer to asthma).*    **Task 6—Lifestyle Choices and Health (page 12)**    Tutor reads through the case study with learners. Learners are then asked to work in small groups to discuss the case and potential responses to the three questions set out in Task 6.    A) *Issues affecting Leigh’s health—Potential exam anxiety, lack of a healthy diet, possibility of wider mental health or emotional wellbeing concerns.*  B) *Causes or factors encouraging Leigh to act this way—Pressure to do well at school, concerns around body image, need for reassurance through social media.*  C) *Why people make unhealthy lifestyle choices— social pressure to look a certain way, expectations to do well at school, inability to sustain relationships in the ‘real’ world, lack of knowledge around true impact of behaviours.*      **Task 7—Lifestyle Choices and Health (page 14)**    Tutor outlines to learners that after spending time studying ways in which individual behaviour can negatively influence health and wellbeing*,* they are now going to investigate how positive choices and behaviours can have a beneficial impact on health and wellbeing.    Tutor asks learners to consider in small groups the short and long-term health benefits which can be caused through these positive lifestyle choices.    *If learners require assistance in identifying positive lifestyle choices, the tutor should lead a group discussion and suggest the below as conversation starters.*    *Healthy diet (impact ranging from healthier skin to improved brain function and performance)*    *Adequate amounts of sleep (impact ranging from stronger immune system to lower stress levels)*    *Moderate alcohol intake (impact includes reduction of harm factors set out in Task 5)*    *Adequate levels of physical exercise (impact ranges from helping to control weight to supporting regulating blood pressure levels).*      **Task 8—Lifestyle Choices and Health (page 15)**    Tutor reads through the case study with learners. Learners are then asked to work in small groups to discuss the case and to discuss potential responses to the three questions set out in Task 6.    A) *Issues affecting Hamish’s health— Positive emotional wellbeing caused by helping our his family, positive impact upon diet of avoiding drinks high in fat and sugar, positive impact on wellbeing of interacting with people through his work.*  B) *Causes or factors encouraging Leigh to act this way—Instinct to help those around him, awareness of health benefits from positive lifestyle choices, desire to engage positively with other individuals.*  C) *Why people make positive lifestyle choices— Desire for self-improvement, knowledge of benefits of positive lifestyle choices across all areas of health, knowledge of impact of negative lifestyle choices across all areas of health.*      **Task 9—Exploring Health and Wellbeing (page 17)**    Tutor explains to group that they are now going to spend more time exploring their own attitude to health and wellbeing.    In order to do this, learners are asked to complete the health and wellbeing survey included over pages 10-12. Having spent some time looking at the impact of healthy and unhealthy lifestyle choices of others, this will allow learners to spend some time reflecting on their own behaviours.    *If learners are comfortable doing so, this can be completed by working in pairs. This provides the tutor with an opportunity to underline the importance of giving honest answers when communicating with health professionals.*    *Tutor should ask learners to think about the causes and factors which drive the answers they are giving to the questions on the survey. For example, if they eat nothing for breakfast, why is this the case?*        Tutor brings the group back together following completion of their surveys. Tutor ask learners to think back to the first task they completed as part of this Unit. After having completed the other tasks and activities included in Unit 1, are there any additional words, ideas or concepts which they would now add to their understanding of health and wellbeing.    *Tutor should invite learners to use small group discussion to share ideas and also to use their workbooks as a memory aid.*  Learners should then use the box provided on page 17 to suggest four ways in which they feel that the survey reveals something about how they approach their health and wellbeing.    *Learners could use this space to explore considerations such as:*    *Do they feel that they have a generally good level of health and wellbeing?*    *Are there some aspects and types of health which they feel that they should pay more attention to?*    *If they were to focus on improving one aspect or type of health as a priority, which would it be?*    **Task 10—Improving Your Own Health (page 18)**    Tutor asks learners to build on Task 10 to suggest one practical change which they could make to their lifestyle in order to improve their own health and wellbeing.    *Learners are directed to consider:*    *What would the benefits be of making this change? Which specific areas and types of health would it impact upon?*    *How will you achieve this change? What is the specific behaviour change which is needed to make this impact? How practical and realistic is the possibility of building this change into their day-to-day life?*    *Who or which services will help you to achieve this change? This questions leads into or builds upon Unit 2 of the YHC Award—Researching Health Improvement Services. It can be used to encourage learners to consider the facilities and services around them to improve health and wellbeing (ranging from gyms, green spaces, walk-in centres, smoking cessation clinics and libraries).*    **Summary Session**  Tutor asks learners to share some of the health improvement targets they have set themselves with the rest of the group. Tutor works with learners to identify any common themes which have been revealed through this task. If a pattern or trend is evident, tutor discusses with the group as to whether this theme could form the subject for the health improvement campaign which learners will develop in Unit 3. | 20 mins  15 mins  15 mins  15 mins  20 mins  15 mins  30 mins  20 mins |