

**RSPH Level 2 Award for Young Health  
Champions  
(Unit 10 Understanding Emotional Wellbeing)**

**RSPH Level 2 Award in Understanding  
Emotional Wellbeing**

**Learner Workbook**

**Tutor Guide**



# Information for tutors and internal assessors

## How to use this Learner Workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 9 Understanding the Misuse of Substances) or the RSPH Level 2 Award in Understanding the Misuse of Substances. It contains a number of tasks that learners need to complete in order to provide evidence that they have met the assessment criteria and learning outcomes for the qualification.

The workbook is not write protected, so tutors can enlarge the spaces provided for learner answers to suit their individual needs before printing (the spaces are larger in the learner versions of the workbook). Alternatively, if suitable facilities are available the workbook can be downloaded and completed by learners electronically.

Learners can be provided with the entire workbook at the start of their course, or with individual sections for each assessment criterion / learning outcome for completion as they progress through the course.

Each section starts with the name of the learning outcome and assessment criterion, followed by a series of tasks for the learner to complete. At the end of the material for each learning outcome there is a page for the internal assessor to comment on the learner's work and state whether or not they believe the learning outcome has been met. There is no requirement for progression through the workbook to be in the order shown. The order can be varied to suit the course strategy of the tutor or the requirements of learners.

In order for a learner to achieve a learning outcome, the learner must provide evidence against each of the assessment criteria for that learning outcome. Evidence must be suitable and sufficient, learners who are able to provide appropriate answers for each of the tasks will meet the assessment criteria and achieve the learning outcomes.

## Candidates with Special Assessment Needs

Tutors should contact RSPH in the event that reasonable adjustments need to be applied to learners' work. An example of a suitable reasonable adjustment would be a third person completing the workbook on behalf of the learner. The learner would need to dictate their responses to the tasks to the third person and have these read back to them to ensure that what is written is a fair reflection of the intentions of the learner. For further details please refer to the Regulations and Guidance for Candidates with Special Assessment Needs in the Centre area at [www.rsph.org.uk](http://www.rsph.org.uk)

## **Additional Information for Tutors/Assessors**

This tutor / internal assessor version of the workbook includes additional material and reference to specific points that should be covered by the tutor, and marking guidelines for the assessor for each of the tasks. These are contained within text boxes as shown below.



Pages for the use of the internal assessor to comment on the learner's work have been omitted from this version of the workbook.

In all other aspects the workbook is the same as the Learner Workbook.

The workbook also includes as an appendix a complete set of case studies that are used for some of the tasks. Learner versions of the work book will not contain these case studies, tutors should print off the case studies from the appendix as and when required, ensuring that different learners receive different case studies if appropriate.

## **Assessment Procedure**

Centres must register learners with RSPH as soon as they know how many learners will be submitting work and in advance of submitting the internally assessed and verified work. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Centres will be invoiced for the learners registered and should expect to receive results and certificates for successful learners within four weeks of the EV receiving the workbook.

Workbooks that are completed electronically can be emailed to the EV (with their permission). Handwritten workbooks can be electronically scanned and emailed. Centres should note that learner work will not normally be returned.

Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Registration forms, the RSPH plagiarism statement, tutor guides for the workbook and External Verification Procedures can be obtained from the Centre Area of the RSPH website.

**Learner Name**

**Learner Registration No.**

Learner Declaration: *I confirm that I have read and understood the RSPH Plagiarism statement and that all of the accompanying work is my own work. I have identified any relevant sources of information that I have used in supporting my responses to this workbook and these are cited within.*

**Learner Signature**

**Date**

**Internal Assessor Comments**

Please use this space to comment on whether the submitted workbook has met the assessment criteria.

**Internal Assessor Signature**

**Date**

## Learning Outcome 1: Understand the importance of emotional wellbeing and how it contributes to people's health

1.1 State the WHO definition of Mental Health

### Task 1

**Tutor Guidance:**

The purpose of this section is to show an understanding of a definition of mental health. A presentation followed by a facilitated whole group discussion then time given for the individual reflection on the WHO definition may support this.

The WHO definition of mental health:

[http://www.who.int/features/factfiles/mental\\_health/en/](http://www.who.int/features/factfiles/mental_health/en/)

Use the link above to find out the WHO definition of mental health. Then discuss the definition in small groups. Is this what you thought mental health is or is it different?

In the boxes below write what the definition means to you, and what you think is significant about the definition

**The WHO definition of mental health:**

To me, the definition means

This is significant because

**Marking guide:**

**The learner must:**

- state the WHO definition of mental health
- show reflection on this definition: recognising the importance of mental health in terms of wellbeing and not solely pertaining to mental ill health

1.2 Explain the spectrum of mental ill health to emotional wellbeing

**Task 2**

**Tutor Guidance:**

**The purpose of this section is to show an understanding of the continuum of mental health. A presentation on the continuum followed by individual time to explore the information and/or small group work may support this.**

In the table below, describe a) what mental ill health is, and b) what emotional wellbeing is.

The links provided below may be useful in determining your answers.

<https://www.mentalhealth.org.uk/your-mental-health/about-mental-health/what-are-mental-health-problems>

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Mental ill health	Emotional wellbeing

Evidence suggests that mental health and emotional wellbeing lie along a range or “spectrum”. This is represented by the diagram below.

Experiences that we have can make us happy or distressed and place us at different positions on this spectrum. The position can vary from day to day and at different points in the day (for example an individual may be at one position on the line when going to school, and another position when leaving to go home).

Differences between individuals mean we experience life quite differently from one another, and factors that affect an individual’s position on the spectrum at different points vary widely from person to person.



### Task 3

Read the three case studies below. In the diagram below each case study, mark the position where you think the individual in each of these case studies would be. Briefly explain your answer in the box below the diagram.

#### Case study 1

Julian is increasingly finding the academic demands of school difficult. He is convinced he will fail all his exams and end up in a dead-end job. He is having trouble sleeping, often lying awake for hours before falling asleep just before his alarm goes. Since puberty, he has lost interest in sport and plays PS4 all day and waits for “likes” to his Instagram posts. He shuts himself away in his bedroom to avoid talking to his Mum.



## Case study 2

Evie has just finished her exams which she feels went much better than expected. She is looking forward to her prom and feeling really good about herself, especially since she has been focussed on healthier eating and getting regular exercise and finding the “perfect dress”. Her parents took her out for a surprise dinner a couple of nights ago to tell her how amazing they think she is.



## Case study 3

Allan has just been picked for the cricket team. This has long been his ambition and he's worked hard to achieve it. The cricket team have a summer tour coming up which will mean he will be away from home for three weeks. This is the first time Allan has ever been away from home. He is both excited and very anxious about this.



**Marking guide:****The learner must:**

- **Show an understanding of how an individuals' experiences can affect their sense of emotional wellbeing and their mental health**

1.3 Identify how emotional wellbeing can impact on physical, social and mental health

**Task 4****Tutor Guidance:**

**The purpose of this section is to show an understanding of the impact of emotional wellbeing on physical, social and mental health. Prior to any small group discussion, it may be advisable to present to the group information on the impact to stimulate the discussion**

**Read the two case studies below, about Ben and Charone and then in small groups discuss the health factors that they both highlight.**

**Case study A – “Ben”**

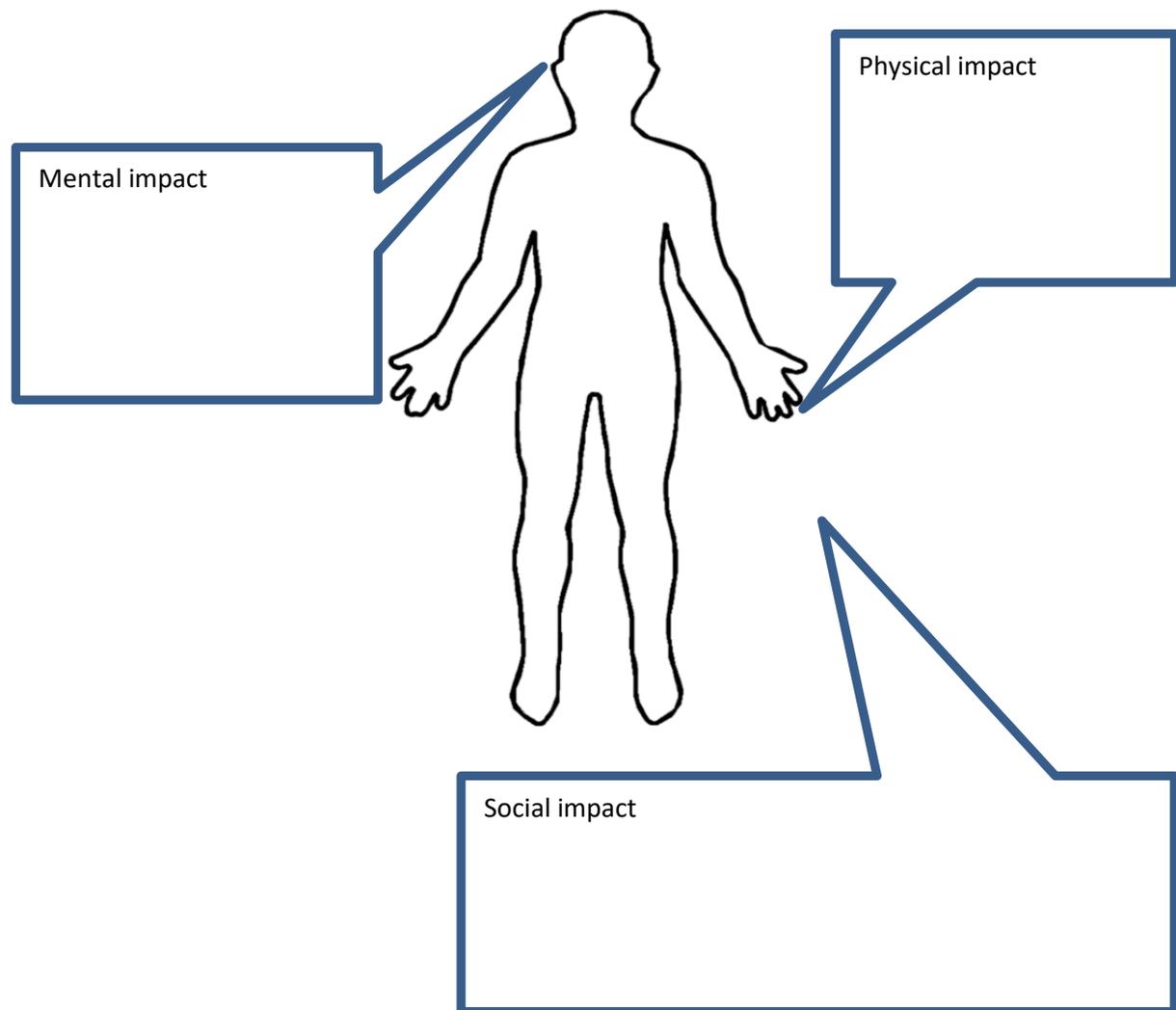
Ben has been finding things difficult since his grandfather John died. Ben would visit him twice a week after school and go to the local football team's home games together. John would tell Ben old war stories and fire his imagination with stories. Now, Ben feels very sad and finds life very unfair. He has found himself getting very angry and bad tempered with his family. Last week, one of the school bullies drew chalk all over his rucksack as they were going home, and instead of letting it go, he confronted him and ended up in a full blown fight. He was humiliated in front of his year group and is now anxious about going back to school on Monday. He is not sleeping well and is avoiding the rest of his family in case they start talking about his grandfather.

**Case study B - “Charone”**

Charone and her family have just moved. Her mother got a new job and they are now living in a bigger house and she has her own room for the first time. Now that she has her own space, she is not embarrassed to invite her friends over. This has increased Charone's motivation to get involved in other things and she is trying swimming for the first time. She is now spending much more time with her friends but also getting on well with her family, helping out with chores and so on. She is thinking of volunteering at the local pet shop to gain work experience.

After your discussion write the physical, social and mental health factors you have identified from either case study A or case study B (please indicate which case study you have used) in the appropriate box around the outline of the figure.

**Case Study used:**



**Marking guide:**

**The learner must show the impact of emotional wellbeing on one of the case studies:**

- **Physical health**
- **Social health**
- **Mental health**

<b>Assessment Decision and Feedback</b>		
<b>Internal Assessor</b>		
Assessment Criterion 1.1	Met	Not met
Assessment Criterion 1.2	Met	Not met
Assessment Criterion 1.3	Met	Not met
Comments / feedback		
Learning Outcome Achieved	YES	NO
Name	Signature	Date

## Learning Outcome 2: Understand how to develop resilience and how it can be used to manage difficulties

2.1 Describe what is meant by resilience

### Task 5

#### Tutor Guidance:

The purpose of this section is to show an understanding of resilience. A presentation and use of the internet to access the mind website may provide the stimulus to support the learner with this task.

Mind is a mental health charity which provides advice and support to anyone experiencing a mental health problem.

Read the description of resilience below taken from the MIND web-site. Discuss the concept of “resilience” in groups using this definition, highlighting the key ideas and then answer the questions which follow.

“Taking steps to look after your wellbeing can help you deal with pressure, and reduce the impact that stress has on your life. This is sometimes called developing emotional resilience. Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. Resilience isn't a personality trait – it's something that we can all take steps to achieve.” **Mind** website.

<https://www.mind.org.uk/information-support/tips-for-everyday-living/stress/developing-resilience/#.WnQTuUx2s2w>

Give ONE example of a challenging factor (ie something which may affect an individual's mental wellbeing) in the following contexts:

Family or friends diagnosed with cancer

School/College/University eg a close friend moves away

Wider Community eg the local library with computer access that you rely on closes down

Using an example of someone you know or yourself, describe what being resilient means to you.

How do you know how resilient you are? Give an example of a challenging experience in your life such as going to a new school or facing hardship or a disappointment. Describe how you coped and the characteristics you demonstrated which illustrate your level of resilience.

**Marking guide:**

**The learner must demonstrate their understanding of resilience by:**

- **Identifying one example for each of the situations given above**
- **Describe what being resilient means to them and give a personal example**

**The learner should include factors such as: ability to withstand, adapt to and recover from stress and adversity; maintaining or returning to a state of positive emotional wellbeing by using effective coping strategies**

## 2.2 Identify ways in which resilience can be developed

### Task 6

**Tutor Guidance:**

The purpose of this section is to show an understanding of how resilience can be developed by an individual. Guided use of the internet to search the provided links will support this

Using the links below, identify THREE ways in which an individual can develop their resilience.

<http://www.imperial.ac.uk/student-space/thrive/personal-resilience/>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/stress/developing-resilience/#.WnXbjEx2s2w>

1	
2	
3	

**Marking guide:**

The learner can include:

- making strong connections and helping others; awareness of positive and negative coping strategies; practising self-care; living a meaningful life by working towards goals or contributing to community; having a positive self-view and perspective; practising acceptance and learning from mistakes.

### 2.3 Identify ways in which resilience enables individuals to manage difficulties

**Tutor Guidance:**

**The purpose of this section is to show an understanding of how resilience can enable individuals to manage and overcome difficulties. Guided use of the internet to search the provided links will support this.**

Think about the ways in which resilience enables individuals to manage difficulties. Use the link below and/or the links in the previous activity to research and discuss the different ways resilience helps us to cope.

<https://www.psychreg.org/10-characteristics-resilient-people-develop/>

Then, in the table below, identify three issues or difficulties in your life (see example in table) and apply one characteristic of resilience which would help you overcome it.

<b>Individual resilience</b>	<b>Difficulty which could be overcome</b>
<i>Example: problem-solving skills</i>	<i>I'm always late for school and getting detentions. I could sort this out by turning my phone off an hour before I go to bed and organising my school bag in the evening so I wasn't chaotic in the morning.</i>



## Learning Outcome 3: Understand the factors that can have a positive and negative effect on emotional wellbeing

3.1 Identify factors which can impact on emotional wellbeing

### Task 7

**Tutor Guidance:**

The purpose of this section is to show an understanding of the factors that can have a positive or negative effect on emotional wellbeing. A facilitated whole group discussion followed by small group work may support this outcome.

In groups, discuss the individual factors that can impact on a person's emotional wellbeing, as well as the wider environmental factors that can affect it. Remember, the impact may be beneficial and/or harmful. Then write in the table below FIVE factors and their potential impact.

Environmental and individual factors	Potential impact on emotional wellbeing
<i>Example: Income</i>	<i>Low income can lead to lack of choice, inability to engage in social activities and social isolation. High income can lead to a widening of opportunity, better quality of life or also bad habits such as substance or alcohol misuse.</i>

**Marking guide:**

**The learner must identify five factors and their potential impact. The learner may use examples such as:**

- **sleep**
- **physical activity**
- **social media**
- **relationships**
- **body image**
- **drugs**
- **alcohol**

3.2 Explain how these factors may have a negative effect on emotional wellbeing

3.3 Explain how these factors may have a positive effect on emotional wellbeing

**Task 8****Tutor Guidance:**

**The purpose of this section is to show an understanding of the positive and negative factors and the impact. A whole group discussion followed by small group/paired work may support this.**

Using the case study of Jane below, either on your own or in small groups, identify five negative factors that appear in the case study and explain how they could affect Jane's emotional wellbeing. Then identify five positive factors and explain what effect these may have.

*Jane lives with her dad but sees her mum on alternate weekends. Jane loves her dad but misses her mum and wishes they could all live together again as they used to. Although Jane doesn't exactly enjoy school, she doesn't view herself as academic and will sometimes struggle with lessons. She does like sport and is in both the school netball and basketball teams. She loves being part of a team and feels a sense of connection with her team mates. On days where she has practice or a match, she always feels more in control of her life and sleeps soundly.*

*Jane's dad has diabetes, which makes her worry quite a lot. However, he has learned a lot about nutrition and healthy diets which he puts into practice and this makes evening meals a special time for the two of them.*

*She has recently started her periods which is causing her to take more notice of her body. She is anxious that people are looking at her now and doesn't feel she can talk to her dad about it as he always refers to her as his "little princess". She has started to search through social media and on-line searches to try and find answers. Everyone she sees on social media seems to be having a great time and are constantly posting pictures of themselves. They all look so much older and seem more confident than Jane feels.*

*Jane has decided to talk to her mum about it when she stays with her next. Her mum has always been a good listener and given her time to say it in her own words. Jane's mum is a*

*little chaotic and often when Jane stays with her, they will stay up much later which always leaves Jane feeling tired the next day and more worried about things. Jane has come up with a routine for when she returns home to her dad to help her catch up on sleep and relax.*

Alternatively, use your own experience or another family member's to describe factors that have affected your/their emotional wellbeing, explaining both the negative and positive effects they had on you/your family member.

<b>Responses based on: Case Study/own experience/family experience</b> (please cross out whichever does not apply).	
<b>Factors (3.1)</b>	<b>Possible negative impact (3.2)</b>
<b>Factor (3.1)</b>	<b>Possible positive impact (3.3)</b>


**Marking guide:**

**The learner must identify five negative and five positive factors from the case study.**

**Negative may include: poor sleep; social media use; poor relationships; body image; alcohol and drugs; coping strategies such as risky behaviour.**

**Positive may include: good sleep hygiene; usefulness of social media; strong relationships; body image; coping strategies.**

<b>Assessment Decision and Feedback</b>		
<b>Internal Assessor</b>		
Assessment Criterion 3.1	Met	Not met
Assessment Criterion 3.2	Met	Not met
Assessment Criterion 3.3	Met	Not met
Comments / feedback		
Learning Outcome Achieved	YES	NO
Name	Signature	Date

## Learning Outcome 4: Understand how to manage own emotional wellbeing

4.1 Identify behaviours which can help support positive mental health and improve emotional wellbeing

### Task 9

**Tutor Guidance:**

**The purpose of this section is to show an understanding of the behaviours that may help to support positive mental health and wellbeing. A presentation with group activities may help to support this outcome.**

The table below lists the five ways to wellbeing. For each of these give an example of how you might apply them to support your own emotional wellbeing. Further information is given in the web-site below.

[http://neweconomics.org/2008/10/five-ways-to-wellbeing-the-postcards/?\\_sf\\_s=5+ways&\\_sft\\_latest=research](http://neweconomics.org/2008/10/five-ways-to-wellbeing-the-postcards/?_sf_s=5+ways&_sft_latest=research)

Connect
Be active
Take notice
Keep learning
Give

**Marking guide:**

The learner must give an example for each of the Five Ways to Wellbeing, they may include;

- **Connect** - Talk to someone instead of sending an email, speak to someone new, ask how someone's weekend was and really listen when they tell you, put five minutes aside to find out how someone really is
- **Be active** - Take the stairs not the lift, go for a walk at lunchtime, have a kick-about in a local park, dance, do some 'easy exercise', like stretching, before you leave the house in the morning
- **Take notice** – Look around and take notice of what's around you, appreciate the moment, savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling
- **Keep learning** - Try something new, rediscover an old interest, sign up for that course, fix a bike, learn to play an instrument or how to cook your favourite food, set a challenge you will enjoy achieving
- **Give** - Do something nice for a friend, or a stranger, thank someone, smile, volunteer your time, join a community group

## Task 10

Action for Happiness' 10 keys to happier living is an alternative but similar tool for mental and emotional wellbeing as the 5-Ways to wellbeing. These are set out in the table below. Describe how you could use each of these 'keys' to improve / maintain your own mental and emotional wellbeing. The web-site below provides further information about the 10 keys to happier living.

<http://www.actionforhappiness.org/10-keys-to-happier-living/>

Do things for others (giving)
Connect with people (relating)
Take care of your body (exercising)
Live life mindfully (awareness)
Keep learning new things (trying out)
Have goals to look forward to (direction)
Find ways to bounce back (resilience)
Look for what's good (emotion)
Be comfortable with who you are (acceptance)
Be part of something bigger (meaning)

**Marking guide:**

The learner must describe how they would use each of the 10 Keys to Happier Living. The website link provides more information as to what each Key might.

Examples include:

- **Doing things for others - a single kind word, smile or a thoughtful gesture. Giving time or attention**
- **Connect with people - these can be friends, family, neighbours, etc**
- **Taking care of your body – be more active, eating healthily**
- **Living life mindfully – being consciously in the present, taking notice of the now**
- **Keep learning new things – take up a musical instrument, a new hobby, a new language**
- **Have goals to look forward to - setting SMART goals**
- **Find ways to bounce back – finding healthy coping strategies**
- **Look for what's good – being interested in something, sharing a joke**
- **Be comfortable with who you are – not focussing on negative perceptions and recognising that no-one is perfect**
- **Being part of something bigger – joining a club or being part of a community**

4.2 Identify ways to improve own emotional wellbeing and state how you will achieve this

**Task 11**

**Tutor Guidance:**

**The purpose of this section is to show an understanding of how to improve individual wellbeing.**

Based on either the “5 Ways to Wellbeing” or the “10 keys to happier living”, write up a plan to improve your own emotional wellbeing – you can provide evidence of things you are already doing to achieve this eg volunteering in local charity shop (think SMART\*)

What I will do differently or more of:

Why I have chosen this:

How will I achieve this? What resources will I need? Will I need anyone’s support?

\*Specific, Measurable, Achievable, Relevant, Timely

**Marking guide:**

**The learner must demonstrate they have considered SMART**

<b>Assessment Decision and Feedback</b>		
<b>Internal Assessor</b>		
Assessment Criterion 4.1	Met	Not met
Assessment Criterion 4.2	Met	Not met
Comments / feedback		
Learning Outcome Achieved	YES	NO
Name	Signature	Date

### **Internal Verifier declaration**

<p><b>Internal Verifier</b></p> <p>I have internally verified this assessment workbook and agree with the assessment decisions.</p> <p><b>Signed:</b></p> <p><b>Name:</b></p> <p><b>Date:</b></p>
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