

# RSPH L2 Award for Young Health Champions: Unit 3 Deliver a Health Improvement Message

## Learner Workbook

## Tutor Guide



# Information for tutors and internal assessors

## How to use the learner workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 3 Deliver a Health Improvement Message). 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.

Registration forms and the RSPH External Verification Procedure can be obtained from the Centre Area of the RSPH web-site.

## Unit 3 - Deliver a Health Improvement Message

This Learner Workbook covers the outcomes of Unit 3: Deliver a Health Improvement Message of the RSPH Level 2 Young Health Champions Qualification.

In this unit, you will prepare and deliver a health improvement message of your choice to either another individual or a group of peers and then reflect on how successful you think your presentation was and how well it was received.

### **Tutor Guidance:**

The purpose of this section is to inform learners of what they will be able to do following completion of the unit. Explain that this unit will enable learners to develop a *positive* health improvement message.

**By the end of this unit, you will be able to:**

**1 Understand why peer advice is important for the delivery of health improvement messages, *by being able to:***

- 1.1 Outline the advantages and disadvantages of providing advice to peers
- 1.2 Compare peer advice with advice from 'authority' figures.

**2 Carry out preparations for delivering a health improvement message, *by being able to:***

- 2.1 Identify the key points of the health improvement message
- 2.2 Obtain resources relevant to the chosen health improvement message and audience
- 2.3 Prepare materials suitable for the health improvement message.

**3 Deliver a health improvement message, *by being able to:***

- 3.1 Explain the role of the Young Health Champion
- 3.2 Present a positive message using language appropriate to the topic and audience
- 3.3 Use a style of delivery appropriate for the topic and audience
- 3.4 Use listening skills and respond appropriately to questions
- 3.5 Signpost opportunities to health improvement services.

**4 Carry out a review of the delivery of the health improvement message, *by being able to:***

- 4.1 Assess the strengths of the delivery of the health improvement message
- 4.2 Assess what could be improved in the delivery of the health improvement message.

# Learning Outcome 1: Understand why peer advice is important for the delivery of health improvement messages

1.1 Outline the advantages and disadvantages of providing advice to peers

**As you learned in Unit 2, professionals and organisations play a key role in providing expert support and guidance to those currently experiencing negative health outcomes.**

Another crucial source of advice in the promotion and preservation of public health, is that provided by our peers, friends and family.

## Task 1

Select one of the five individuals you met in Unit 2, during your time working as a Discharge Coordinator in Accident and Emergency (you will have to refer back to your unit 2 Learner Workbook for this). Based on your understanding of what a "peer" means, write down your definition of "peer" below. Then choose ONE of the individuals and discuss in groups what their "peers" might be like. State which case study you have chosen below and record your thoughts on the likely characteristics of their peers.

For the specific case of the individual you have selected, consider the advice they could have been provided with by their peers. What do you think would be the benefits and drawbacks of peer advice? Use the table below to record your views.

Definition of "peer group"	Case study peer's characteristics

<b>Advantages of peer advice</b>	<b>Disadvantages of peer advice</b>

### **Marking Guide:**

**Definition of 'peer group'. The key aspect of the learners' definitions 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.**

**Case study peer's characteristics. 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 activity 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.**

**Advantages and disadvantages of peer advice for individuals from unit 2:**

#### **Individual 1—Ben**

**Advantages of peer advice—May find it easier to re-engage in physical activity 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**

**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.**

#### **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.**

**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.**

1.2 Compare peer advice with advice from 'authority' figures

**Task 2**

Think about 'authority' figures that you encounter such as teachers, nurses or parents - What gives them their authority? Compare peer advice with advice from authority figures and consider the benefits and drawbacks of each - use the text box below to record your views.

Consider issues such as confidentiality, familiarity, impartiality, experience, expertise and authority.

<p><b>Tutor Guidance:</b></p> <p><b>Confidentiality—</b>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?</p> <p><b>Familiarity—</b>Does talking to someone you know about a personal issue feel easier or embarrassing? This may come down to personal taste and experience.</p> <p><b>Impartiality—</b>Can we trust friends not to just tell us what they think we want to hear?</p> <p><b>Experience—</b>Does the professional experience and knowledge of an authority figure outweigh the personal experience of peers who are closer to your age?</p> <p><b>Authority—</b>Where does the dividing line sit between authority being comforting or reassuring and it being intimidating or patronising?</p>
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strengths of peer advice	strengths of "authority" advice

<b>weaknesses of peer advice</b>	<b>weaknesses of "authority" advice</b>
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**Marking Guide:**

**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.**

## Learning Outcome 2: Carry out preparations for delivering a health improvement message

### Task 3

When delivering a health message to another individual, you have a very small window in which to make a potentially huge impact upon the rest of their life. This makes your preparation prior to delivery absolutely crucial.

The first step in preparing your health improvement message is deciding what it is you are going to focus on.

This could be something which you see as a problem in your school, your local area or an issue which you feel is of national importance.

#### Tutor Guidance:

The video of the Wigan Young Health Champions' campaign can be seen at <https://www.youtube.com/watch?v=4cggQa7cGbk> and the RSPH status of Mind report can be found at <https://www.rsph.org.uk/our-work/campaigns/status-of-mind.html>

#### Example 1

A group of Young Health Champions at Wigan Council created a poster and video campaign to raise awareness of the signs and symptoms of Toxic Shock Syndrome, Sepsis and Meningitis. This topic was chosen as one of the group had sadly lost his sister to Toxic Shock Syndrome.

The video has been shared across social media platforms and has been viewed over a 1000 times.

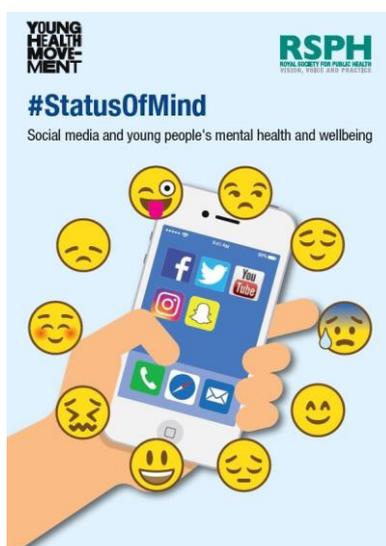


#### Example 2

You could carry out a survey or another form of engagement in your local setting to identify a health and wellbeing issue which you feel is particularly relevant.

For example, you may identify an ongoing concern about cyberbullying which you don't feel is being adequately publicised or addressed.

You could then use these concerns to promote safe use of social media in your local area, and signpost those affected by cyberbullying to available online support services.



In order to help guide which specific health improvement topic you will look to address, you may choose to refer to other sources of information which are available to the public.

For example, this could be from the **Joint Strategic Needs Assessment** for your local area (easy to find on a search engine) or by entering your postcode onto the **Public Health Profiles** section of the Public Health England website—<https://fingertips.phe.org.uk/profile/health-profiles>.

**Tutor Guidance:**

**Other strategies to help learners choose their health improvement campaign include:**  
**Carrying out a survey or workshop in school or in the local community**  
**Researching local, regional or national health campaigns**

- 2.1 Identify the key points of the health improvement message
- 2.2 Obtain resources relevant to the chosen health improvement message and audience
- 2.3 Prepare materials suitable for the health improvement message

#### **Task 4**

Once you have decided on your choice of health improvement topic, you will need to provide some structure and content to your message.

Use the prompts below to plan the key parts of your health improvement message. Then write this up using the table on the next page. You should think about:

#### **The key points of your health improvement message:**

You will need to divide your health improvement message into a number of key points that you want to get across to your audience. These could include:

- The key behaviours that affect your health improvement topic and which may have a positive or negative effect on health improvement.
- Is there a specific behaviour which has a major effect and should be addressed as a priority?
- How can individuals be motivated to change behaviours which may be affecting their health and wellbeing?
- What are the short and long-term effects of these behaviours upon the individual's health and well-being?
- What are the short and long-term effects of these behaviours upon wider society?
- Where can you signpost the individual to for more help if needed?

#### **Obtaining resources relevant to your health improvement message and audience**

What resources do you need to be able to get your health improvement message across to your audience? Where can you obtain these resources?

#### **Preparing materials suitable for the health improvement message**

What materials do you need to prepare in order to deliver your health improvement message?

**Reasons for choosing the health improvement topic**

**Key points of the health improvement message**

**Resources required and where you might obtain these from**

**Materials prepared**

(You will need to hand these in with your completed workbook as part of your assessment evidence)

## Learning Outcome 3: Deliver a health improvement message

- 3.1 Explain the role of the Young Health Champion
- 3.2 Present a positive message using language appropriate to the topic and audience
- 3.3 Use a style of delivery appropriate for the topic and audience
- 3.4 Use listening skills and respond appropriately to questions
- 3.5 Signpost opportunities to health improvement service

### Tutor Guidance:

**Suggest to your learners that their presentations are filmed or recorded if possible. This will facilitate reflection and evaluation and can be submitted as evidence for assessment and external verification.**

### Task 5

Now that you have prepared your health improvement message, you will need to deliver it to your chosen audience. But before doing so it is advisable that you practice what you are going to say and how you are going to say it.

#### Role of the Young Health Champion:

As part of your presentation you will need to inform your audience of what a Young Health Champion (YHC) does and, **equally important**, what the YHC cannot do. The YHC can tell their audience what the Government health recommendations are that are relevant to the health improvement topic, where additional information can be found and where an individual can obtain support to improve their health. The YHC is not a subject expert and cannot provide medical advice.

#### Use of language:

The language that you use in your presentation should be appropriate to the audience and the topic of the health improvement message; and the health improvement message should be presented in a positive way.

#### Style of delivery:

You should try to vary the style and pace of your delivery. This should also be appropriate to the topic as well as your audience.

#### Listening skills:

Your audience will want to ask you questions during or after your presentation. You will need to respond to these questions in an appropriate manner and, when responding to questions use this as an opportunity to signpost to health improvement services or give more detailed information as appropriate.

#### Signpost opportunities:

This is arguably the most important part of your health improvement message; where can members of your audience obtain further information and support if required?

Make sure that you do practice your presentation in advance, ideally to a friend or colleague who can comment on how you sound and if you are speaking too fast or too slow etc. Try to maintain eye contact with your audience. You don't have to learn your message off by heart so you can use notes

during your presentation to help you, but make sure that you don't just read out your notes to your audience.

Your tutor will be assessing you for this part of the unit and will be scoring you against all of the points 3.1 – 3.5 listed above.

**Tutor Guidance:**

**You will need to attach your assessment of the learner for the delivery of the health improvement message to this workbook. A form is available for your use for this from the centre area of the RSPH web-site.**

## Learning Outcome 4: Carry out a review of the delivery of the health improvement message

- 4.1 Assess the strengths of the delivery of the health improvement message
- 4.2 Assess what could be improved in the delivery of the health improvement message

**Now that you have delivered your health improvement message you will need to find out how effective it was and if you need to do anything differently next time.**

**Tutor Guidance:**

**Explain 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.**

**Ask learners to give an example of an occasion on which they have taken some feedback on board and changed their behaviour and encourage them 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.**

There are two essential elements to this; getting feedback and deciding what you want to change.

**Task 6**

Complete the grid below with feedback from THREE different sources:

- A fellow Young Health Champion
- A member of the audience
- Your Young Health Champion Coordinator

Elements of your health improvement message and presentation that these should consider include content, pitch, structure, interaction with the audience, ability to answer questions and effectiveness of signposting. They should also advise you on how you might improve your presentation and health improvement message next time.

Person feeding back and title	Positive elements	How can I improve it next time?
YHC		
Audience member		
YHC tutor/mentor		

## Task 7

Use the boxes below to provide a summary of how you thought your presentation went, what you might change next time, the questions that you were asked and how you used your presentation to provide signposting about your health improvement topic.

**How do you feel your presentation went? Refer back to the feedback you have been given earlier in the exercise.**

**What questions were you asked, how did you answer and what signposting did you recommend?**

