

Learner Number.....

## Portfolio Assessment Summary Form

### Level 2 Award for Young Health Champions

#### Unit 3: Deliver a Health Improvement Message (Using Social Media in healthy ways)

Learning Outcome/Assessment Criteria	Evidence for Achievement <sup>1</sup>	Assessor Decision <sup>2</sup>
<b>Understand why peer advice is important for the delivery of health improvement messages</b>		
1.1 Outline the advantages and disadvantages of providing advice to peers	<p>Role play followed by discussion based on following scenario:</p> <p>Think of a situation where you may feel that you need advice and guidance from both a peer (friend) and a teacher (or someone in a position of authority).</p> <ol style="list-style-type: none"> <li>1. Would the advice be different?</li> <li>2. If so, explain the differences.</li> <li>3. What are the advantages and disadvantages of talking to a friend?</li> <li>4. What are the advantages and disadvantages of talking to a professional expert?</li> <li>5. Can you think of an example specifically relating to using social media where young people might need different types of advice from both peers and professionals/parents?</li> </ol> <p>See recording of live chat with classmates OR reflective diary of discussion attached.</p>	

1. Use this column to signpost the relevant evidence in the portfolio.
2. The assessor should tick this box if he/she believes the assessment criterion / learning outcome has been met.

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1.2 Compare peer advice with advice from ‘authority’ figures	As above – see poster attached outlining pros and cons of seeking advice from different people.	
<b>Carry out preparations for delivering a health improvement message</b>		
2.1 Identify the key points of the health improvement message	Key positives of social media based on status of minds report (see 3.2)	
2.2. Obtain resources relevant to the chosen health improvement message and audience	See RSPH Status of Minds report attached.	
2.3 Prepare materials suitable for the health improvement message	See attached PP slides and Youtube video of my peers explaining why the enjoy using social media.	
<b>Deliver a health improvement message</b>		
3.1 Explain the role of the Young Health Champion	See video of presentation, showing role to be one of signposting, role modelling, listening and supporting.	
3.2 Present a positive message using language appropriate to the topic and audience	See presentation video outlining positive uses of social media (based on evidence from RSPH Status of Minds report), covering: <ul style="list-style-type: none"> <li>• access to others’ health experiences and expert health info</li> <li>• emotional support and community building</li> <li>• self expression</li> <li>• making and building relationships</li> </ul> Also, assessor’s feedback form.	
3.3 Use a style of delivery appropriate for the topic and audience	See presentation video and MP3 file with introductory music (to capture attention) and comments from assessor on pace and flow of delivery.	

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3.4 Use listening skills and respond appropriately to questions	See presentation video, showing Q&A session and response to Qs from year 10s eg How can I reduce my fear of missing out (FOMO) and level of anxiety?	
3.5 Signpost opportunities to health improvement services	<p>See presentation video – where I signpost the Young Minds website and its resources which cover sharing, oversharing and privacy to make key points ie</p> <ul style="list-style-type: none"> <li>• What you put online stays online</li> <li>• Online strangers are still strangers</li> <li>• It’s easy to over-share info and pictures</li> <li>• Privacy and blocking people are ok</li> </ul> <p><a href="https://youngminds.org.uk/find-help/looking-after-yourself/online-pressures/">https://youngminds.org.uk/find-help/looking-after-yourself/online-pressures/</a></p>	
<b>Carry out a review of the delivery of the health improvement message</b>		
4.1 Assess the strengths of the delivery of the health improvement message	See feedback forms from year 12 classmates and year 10 audience members and recording of live chat, on what went well, with classmates and teacher on review of performance.	
4.2 Assess what could be improved in the delivery of the health improvement message	As above - See feedback forms from year 12 classmates and year 10 audience members and recording of live chat, on what didn’t go well, with classmates and teacher on review of performance.	

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Award of unit / qualification recommended:

	YES / NO	Name	Signature	Date
Assessor				
Internal Verifier				

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