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| **Overview of RSPH Level 2 Award for COVID-19 Young Health Champions 2021**  All lessons have been initially designed for delivery in school, face to face with a teacher, but a remote version has also been developed for students working independently at home. | | | | |
| **Lesson** | **Lesson Objectives** | **Lesson outcomes/ assessment criteria** | **Content** | **Lesson Activities and Resources** |
| **Unit 1- The impact of COVID-19 and the measures in place to prevent its transmission** | | | | |
| **Session 1** | **LO1 The impact of COVID-19 and the measures in place to prevent its transmission.** | 1.1Outline THREE examples of how the COVID-19 virus can directly affect the health and wellbeing of an individual.  1.2 State THREE examples of how the COVID-19 pandemic can affect the wider community.  1.3 Identify THREE groups who are considered to be at heightened risk of severe illness caused by COVID-19. | **Work will be completed in Workbooks and submitted to LifeLab at Southampton University for assessment.**  1.1 ***Impact on individuals****:* Spectrum of severity depending on individual factors such as age and presence of underlying health conditions, with significant proportion of people infected with the virus having no symptoms.Impact on physical health and wellbeing to potentially include: high temperature; continuous cough; loss of smell and/or taste; shortness of breath; headaches; fatigue; long COVID; pneumonia; admission to intensive care; need for ventilation; potential mortality. Impact on mental health and wellbeing to include; increased risk of mental health problems such as anxiety, depression and cognitive difficulties. Impact on both physical and mental health and wellbeing of financial difficulties and loss of income.  1.2 ***Impact on wider community****:* Pressure on healthcare services; missed appointments and reluctance to access healthcare services for reasons unrelated to COVID-19 illness; damage to the economy caused by lockdown and social restrictions; impact on income of businesses and professionals unable to offer goods and services as a result of lockdown and social restrictions; increased difficulty in supporting vulnerable individuals and groups as services are affected and restricted; decreased access to social networks; increased difficulty for community groups to meet  ***1.3 Groups at heightened risk of severe illness****:* Individuals aged 70 and over; individuals with one or more underlying health conditions including lung conditions such as asthma and bronchitis, diabetes, heart disease, liver disease, kidney disease; individuals who are obese; individuals receiving medication or treatment that can affect the immune system including chemotherapy and immunotherapy; men are at a higher risk than women; individuals from Black, Asian and Minority Ethnic backgrounds are a higher risk than those from other ethnic groups | * Teachers’ Unit 1 & 2 PowerPoints * Student Unit 1 & 2 Workbooks   **Activity 1**: Starter activity- work in small groups to discuss what the students already know about COVID-19.  Post its with answers can be tagged on whiteboard.  Group discussion on findings  Write down three examples on the Mind Map in their Workbook.  Opportunity to discuss mental health and wellbeing. What activities have students missed? Have they tried anything new?  **Activity 2**: Show YouTube clip of teenagers in the community and how this Charity is adapting to COVID-19 restrictions and helping them to maintain contact.  [BBC](https://www.youtube.com/watch?v=WDLHOl44XO4) How has teenage mental health been throughout the pandemic.  [**https://www.youtube.com/watch?v=WDLHOl44XO4**](https://www.youtube.com/watch?v=WDLHOl44XO4)  What have the students noticed within their own households and across their communities?  Look at the five groups, in small groups choose three and research how they have been affected by the pandemic and the measures they have used to reduce the effects. Students should then record their findings in their Workbook.  **Activity 3:** Look at the six case studies.  **Suggested activities:**   * Students could rank the examples to show who is most at risk. They could then discuss their findings in small groups.   **Each individual has at least one factor that can put them at increased risk of severe illness.**  Identify three examples. Students should then complete the table in their workbook, using the following criteria:  **Individual – Factor(s) increasing their risk of severe illness.** |
| **Session2** | **LO2 Understand the origins of COVID-19, the purpose of measures in place to prevent its transmission and the factors that can influence participation with those measures.** | 2.1 State the origins of both the virus that causes COVID-19 and the global pandemic declared in 2020.  2.2 Outline how COVID-19 is transmitted and how the level of transmission is measured.  2.3Outline the intended impact of social distancing and face masks in preventing COVID-19 transmission.  2.4 Describe the importance of good personal hygiene in preventing COVID-19 transmission.  2.5 Outline the importance of regular testing and self-isolation in preventing COVID-19 transmission.  2.6 Describe the intended impact of an effective vaccine in preventing COVID-19 transmission.  2.7 Outline the factors that can affect the extent to which individuals participate in measures designed to prevent COVID-19 transmission. | ***2.1 Origins of COVID-19 and the global pandemic****:*  Zoonotic disease believed to have jumped from bats to humans; early infected individuals found to have visited a seafood wholesale market in Wuhan, China.  ***2.2 How COVID-19 is transmitted and transmission is measured:***COVID-19 is caused by a virus transmitted through the ingestion of saliva droplets produced through activities such as talking, sneezing, coughing, shouting and singing. Levels of transmission measured using the R number/reproduction number to estimate the number of people who will catch a contagious disease from one infected individual.  ***2.3 Impact of social distancing and face masks****:* Two metre rule reduces proximity between individuals and makes it more difficult for saliva droplets containing the virus that causes COVID-19 to travel far enough in the air to be ingested by another individual; face masks act as a barrier to stop saliva droplets from being produced, spread and ingested.  ***2.4 Impact of good personal hygiene****:* For individuals who are infected with COVID-19, handwashing and personal hygiene reduces the probability that they will pass the virus that causes the disease onto others through contamination of shared objects; For individuals who are not currently infected with COVID-19, handwashing and personal hygiene reduces the probability that touching a contaminated surface or object will result in them becoming infected by the virus that causes COVID-19.  ***2.5 Impact of regular testing and self-isolation***: Enables symptomatic individuals to establish whether they have the disease and to self-isolate and seek help if required; self-isolation prevents transmission of the virus that causes COVID-19 within the community by an infected individual; enables asymptomatic individuals with COVID-19 to be identified and asked to self-isolate; helps the Government and local authorities to understand the rate of infection and the **R number**/reproduction number in localities.  ***2.6 Intended impact of an effective vaccine:***Vaccine to induce an immune response in individuals, priming them to attack if the virus that causes COVID-19 if it enters the body; vaccine to potentially prevent an infected individual spreading the virus to an uninfected individual; vaccine potentially contributing to society achieving herd immunity and protecting others.  2.7 ***Factors affecting participation in measures to prevent transmission of COVID-19****:* Impact of misinformation and disinformation online and through social media around COVID-19 and measures; perception of risk held by individuals, particularly those who are not classed as vulnerable or directly at-risk; social factors such as reliance on public transport and working in employment sectors that cannot be fulfilled through working from home, such as hospitality; working in employment sectors that involve a relatively high level of exposure to COVID-19 such as health and social care; reluctance to self-isolate due to potential loss of income; reluctance to pass on details of friends and family members to Test and Trace | **Activity 4:** Quiz – Power- point will outline the relevant information with links to YouTube videos.  Students can also research the questions and record answers in their Workbook.  [(199) Coronavirus R0: What is the R number and why does it matter? - BBC News - YouTube](https://www.youtube.com/watch?v=iaOm-eF9p-8)  Further clarification. From LifeLab  <https://www.youtube.com/watch?v=eBxRkUrOJSM>  Video on how the virus is spread.  <https://www.youtube.com/watch?v=KaBqrQYvBbs>  **Activity 5**: Identify the different methods used to reduce the transmission of COVID-19.   * Unravel the anagrams and link them to the correct picture. Card sort activity. * Which health methods have been recommended?<https://www.youtube.com/watch?v=1CUrxdTd1bc&feature=youtu.be> * How does testing help? * What about vaccines? <https://youtu.be/TmXXl7X70nI> * Why are vaccines important?   <https://youtu.be/-eh1gkkISEw>  **Students should complete the table in their Workbook to identify the following: Name of the measure. What does it involve? How does it help to reduce transmission?**  **Activity 6:** Case Study activity.  ***Suggested activities:***  **Groupwork activity**:  Students could work in groups of 4/6 Each group is given a Case study to discuss or all 6. **What do you believe are the key factors that could affect their participation in measures intended to reduce transmission of COVID-19?**  Class discussion on findings from each group.  ***Game show activity:***   * Individual students select a case study from the list. You also have one student as the Interviewer. The rest of the class form a semi – circle to listen to the COVID-19 contestants. * They then suggest reasons as to why the COVID-19 contestant may not participate in the measures put forward to help reduce the spread of COVID-19. * **Answers can then be added to their booklets. ‘What do you believe are the key factors that could affect people’s participation in measures intended to reduce transmission of COVID-19.** |
| **Unit 2 - Delivering a message around the importance of measures to prevent COVID-19 transmission** | | | | |
| **Session 1** | **Understand why peer advice is important for the delivery of health messages.**  **Carry out preparations for delivering a message around COVID-19.** | LO1 Understand why peer advice is important for the delivery of messages around COVID-19.  LO2 Carry out preparations for delivering a message around COVID-19. | Intro, planning, deliver, evaluate a health message around COVID-19 e.g. How to stay safe, reducing transmission, following the rules etc.  **1 Understand why peer advice is important for the delivery of messages around COVID-19.**   * 1. Importance of young people participating in measures: Whilst at lower risk, young people are still able to catch COVID-19 and become ill as a result of it; young people are still able to pass COVID-19 onto family members and others who may be at-risk; symbolic importance of all members of society coming together to follow shared rules.   1.2 Advantages and disadvantages of providing advice to peers: advantages and disadvantages of peer advice compared, such as ‘talking the same language’, similarity of experiences, understanding of barriers or stigma, disadvantages such as not being seen as an expert, lack of experience, lack of authority.  1.3 Peer advice and advice from ‘authority’ figures: peer advice compared with advice from authority figures such as parents or professionals such as teachers; willingness to accept advice from peers and resistance to authority figures; perception that authority figures would not understand issues, greater experience of authority figures, resources available to authority figures compared to peers  1.4 Role and responsibilities of a COVID-19 Young Health Champion: what the COVID-19 Health Champion does and what they cannot help with (boundaries of role); provision of appropriate government health recommendations around COVID-19; where to find further information; where to seek support; cannot offer medical advice and not subject matter experts  **2. Carry out preparations for delivering COVID-19 message.**  2.1 Key points of the health improvement message: health improvement message is divided into a small number of key points that should be covered in any presentation on the topic.  2.2 Best-suited delivery medium: Opportunities for delivering the COVID-19 message explored such as assemblies, poster and leaflet campaigns, information stands at local events, social media channels; Merits of each medium discussed, including their suitability in reaching the intended audience, the different ways in which information can be presented when using them, the ability of each medium to be used to monitor and respond to questions, comments or feedback from the delivery of the message.  2.3 Resources: a range of resources are obtained that are relevant to the peer or group to which the COVID-19 message will be delivered. | **Activity 1** – What makes a good message?  Explore what the Students know/think about messages that have been put out by the Government/Media/NHS regarding COVID-19.  UK Government look into my eyes video campaign [https://www.youtube.com/watch?v=ThkLdlwFdZA](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DThkLdlwFdZA&data=04%7C01%7CL.J.Bagust%40soton.ac.uk%7C4dd8aa14b8764cf7343508d8c2cc1eae%7C4a5378f929f44d3ebe89669d03ada9d8%7C0%7C0%7C637473529245373900%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=auVUpKbqEh0Pj3exA%2B1Cs0zr7ggzsbBMKBdF9qSTvg0%3D&reserved=0)  Students should work through the statements in pairs or small group. Class or group discussion on findings to ascertain misconceptions.  Card sort activity -True/False  Record statements in Workbooks. TRUE or FALSE with evidence to support findings. These can be used to help prepare their message around COVID-19.  **Activity 2**: Whose advice would you listen to? What are the advantages and disadvantages of Peer advice and Authority figure advice?  **Activity 3**: What are the roles and responsibilities of a COVID-19 YHC?  Students should look at the statements in their Workbooks and discuss what they think their role is and is not.  Opportunity to discuss in pairs/small groups.  **Activity 4**:1-3 Choosing your COVID-19 message.  Students can research/discuss something they feel is a particular problem in their area or to young people generally.  Students should use the following guidelines to divide their message into a number of key points.   * The guideline or the measure that you are encouraging your peers to follow * Why this measure or guideline is important in reducing the spread of COVID-19 * The relevance of this guideline or measure to the lives of young people * Suggestions for how your peers could approach any difficulties they may encounter in following the guideline or measure |
| **Session 2** | **Carry out preparations for delivering a message around COVID-19.** | LO2 Carry out preparations for delivering a message around COVID-19. | 2.4 Prepare materials suitable of the COVID-19 message: materials are prepared that can be used in the delivery of the COVID-19 message and are suitable and relevant for the chosen peer group.  2.5 Prepare for anticipated questions, comments and feedback: A range of potential questions, comments and feedback are identified and discussed with possible responses considered; opportunities to signpost to other sources of reliable information and support identified: potential difference in nature and style of comments typically received through social media and in- person delivery compared and discussed; strategies for managing comments or questions that raise concerns around the wellbeing of a peer discussed with tutor; strategies for knowing how and where to seek support should offensive or upsetting comments be received agreed with tutor; question | **Activity 4 continued**: 4-5 How is your message going to be delivered? Students can use any medium they choose to get their message across.   * Link ideas back to previous slides with messages from the Government/NHS/Media – which did they prefer? Why? How effective was it? * You should consider the following: * How suitable is your chosen method in helping you to reach your target audience? * How easy or difficult is it for people to ask questions/provide feedback? * Relevant information? * How regularly can it be updated? * What materials might you need? |
| **Session 3** | **Deliver a health message around COVID-19.**  **Carry out a review of the delivery of the COVID-19 message.** | LO3 Deliver a message around COVID-19.  LO4 Carry out a review of the delivery of the COVID-19 message. | **3 Deliver a COVID-19 message**  3.1 Explain the role: reference to roles, responsibilities and boundaries highlighted in AC 1.4.  3.2 Present a positive message: the COVID-19 message is presented to the chosen peer or group, including a rationale or justification of the topic in language that is appropriate to the audience and the topic of COVID-19; the message is presented in a positive way.  3.3 Style of delivery: style of delivery is appropriate to the topic as well as the needs and interests of the target audience.  3.4 Consider questions, comments and feedback: use of empathy to understand the viewpoint of a respondent; acknowledgement that COVID-19 and the associated pandemic are complex issues; questions are responded to in an appropriate manner; questions, comment and feedback that raise concerns are passed onto tutor through process agreed in 2.5.  3.5 Signpost to reliable sources: Audience signposted to the reliable sources of support and information around COVID-19 identified in 2.5 where necessary.  **4 Carry out a review of the delivery of the COVID-19 message.**  4.1 Assess the strengths: determine which elements of the COVID-19 message went well, including content, pitch, structure, interaction based on feedback from sources such as mentors, peers and audience members.  4.2 Assess what could be improved: determine which elements of the COVID-19 message could be improved in areas such as justification of topic, tone, relevance to audience and level of interaction based on based on feedback from sources such as mentors, peers and audience members. | **Activity 5**: Students should consider and use the **following criteria** to present their message: **Teachers will use these criteria for the Student assessment – see specification**   * Explain the role of the COVID-19 Young Health Champion * Use positive and appropriate language * Deliver their message in an appropriate way * Respond to questions/comments/feedback in a considered way * Signpost to additional sources of reliable information and support.   **Activity 6: Carry out a review of the delivery of the COVID-19 message.**  **This activity could be completed directly after the presentation of the message.**   * Students should consider: Positive aspects of their delivery and Aspects to work on. * An audience member should do the same as above. * Teacher should also complete the two criteria. |
|  |  |  | **Assessment**  Attainment of the Learning Outcomes for this award will be assessed by students completing the workbooks and submitting evidence of the COVID-19 Health Message, along with any resources developed, to LifeLab for assessment.  Centre assessment decisions will be subject to scrutiny by RSPH. |  |