

Name:

Class/School:



# RSPH Level 2 Award for COVID-19 Young Health Champions



## Unit 1 Workbook The impact of COVID-19 and the measures in place to prevent COVID-19 transmission

RSPH has developed this Learner Workbook to enable learners to provide evidence that the assessment criteria for the RSPH Level 2 Award for COVID-19 Young Health Champions (Unit 1 The Impact of COVID-19 and the measures in place to prevent COVID-19 transmission) have been met.

Centres must ensure that the learner signs the declaration below to confirm that they have read and understood the RSPH plagiarism statement.

The workbook should be signed where indicated by the Internal Assessor and Internal Verifier to confirm that the learner has met the assessment criteria and learning outcomes within this workbook. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

<b>Learner Name</b>	<b>Learner Registration No.</b>
Learner Declaration: I confirm that I have read and understood the RSPH Plagiarism statement and that all of the accompanying work is my own.	
<b>Learner Signature</b>	<b>Date</b>

<b>Internal Assessor Comments</b>	
Please use this space to comment on whether the submitted workbook has met the assessment criteria	
<b>Internal Assessor Signature</b>	<b>Date</b>

### Unit 1 – The impact of COVID-19 and the measures in place to prevent COVID-19 transmission

In this unit, you will learn about how COVID-19 can affect the health and wellbeing of both individuals and the wider society around us.

You will also build your understanding of the origins of the COVID-19 pandemic, the ways in which the virus that causes COVID-19 is spread and the importance of the measures in place to prevent it from spreading through our communities.

You will also understand how the impact of COVID-19 can vary from individual to individual, along with some of the factors that can lead to people not fully participating in the measures in place to prevent the spread of the virus.



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

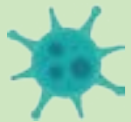
- 1. Understand the impact of COVID-19 on individuals and communities, by being able to meet the following assessment criteria:**
  - 1.1 Outline THREE examples of how the COVID-19 virus can directly affect the health and wellbeing of an individual
  - 1.2 State THREE examples of how the COVID-19 pandemic 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
  
- 2. 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, by being able to meet the following assessment criteria:**
  - 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
  - 2.3 Outline 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



**Activity 1: What is the impact on individuals?**

Using the bubble provided below, write down **at least three words or phrases** that describe the direct impact of COVID-19 on health and wellbeing. This can include the impact of the disease on both physical and mental health.

It is also important to remember that as with many diseases, there is a spectrum of severity in the symptoms any one individual might experience when they have COVID-19.



What is the impact of COVID-19 on Health and Wellbeing?



**Activity 2: How has the COVID-19 pandemic affected our wider communities?**



Below, you will find five examples of some of the institutions and organisations that we find in society, which have been affected by the COVID-19 pandemic.

The National Health Service



Businesses and the economy



Schools and other educational settings



Charities and support organisations



Community groups



For **three** of these examples describe how they have been affected:

Example	Impact in the community







**Activity 3: Which groups are considered to be at heightened risk of severe illness caused by COVID-19?**

The evidence collected from the pandemic to date, shows that certain groups are at heightened risk of becoming severely ill as a result of COVID-19.

Look at the six case studies, consider the individuals and the background information provided around them.

In each case, there will be at least one factor that can put that individual at heightened risk of severe illness.



Oliver, 16 year old White British male. No known underlying health conditions.



Naomi, 24 year old Black British female. No known underlying health conditions.



Maureen, 75 year old White British female. Takes regular pain relief for arthritis.



Aran, 14 year old Asian male. Has Type 1 diabetes and uses insulin injections.



Brian, 55 year old White British male. Is classed as overweight and has been diagnosed with heart disease.

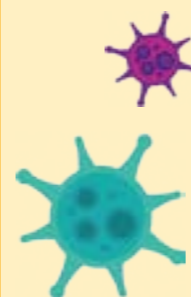


Noah, 11 year old White British male. Is currently undergoing chemotherapy for leukaemia.



Use the table below to identify **three** of the individuals that you think have an increased risk of severe illness as a result of COVID-19 and identify the reason(s)

Individual	Factors increasing their risk of severe illness





**Activity 4: What is COVID-19?** It is important to understand the origins and the characteristics of the virus that causes the disease. Use the table below to record this information. To do this, you may need to carry out some independent research or discuss the questions with the other people in your group.



1.

What is COVID-19?



2.

How is COVID-19 caused?



3.

Where were the first cases of COVID-19 identified?



How did the virus that causes COVID-19 start affecting people?

4.



How do we measure the level of transmission of COVID-19 in a community?

5.

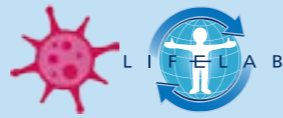


6.

How does the virus spread from person to person?



# How can we prevent the transmission of COVID-19?



During the pandemic, governments across the world have implemented a number of different measures designed to reduce the transmission of the virus that causes COVID-19 across our societies.

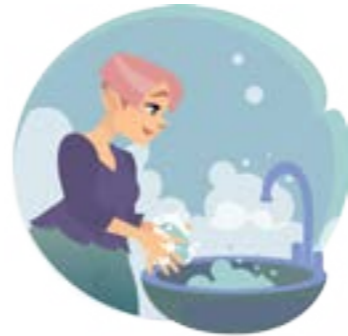
They have also encouraged or instructed individuals to either undertake or avoid certain activities, in order to help to reduce transmission and infections.

Below you will find anagrams of a number of those activities or measures. You need to decipher each of the anagrams and match it to the appropriate image.

1 SOIALC DISINGCNAT



2 EFCA SKMAS



3 PRENOSLA HGYIENE



4 INGSTET



5 FLSE-LATIOSLNO

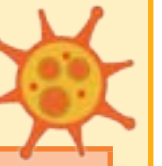


6 INESVACC

# Reducing transmission of COVID-19



**Activity 5: What can you do to reduce the transmission of COVID-19?** For each of the measures on the opposite page, use the table below to describe what the measure involves and the way in which it is intended to reduce transmission of COVID-19.



Name of measure	What does it involve?	How does it help to reduce transmission?
E.g. Lockdown	Individuals are asked or required to stay at home	Social contact is reduced making it more difficult for person-to-person transmission
1.		
2.		
3.		
4.		
5.		





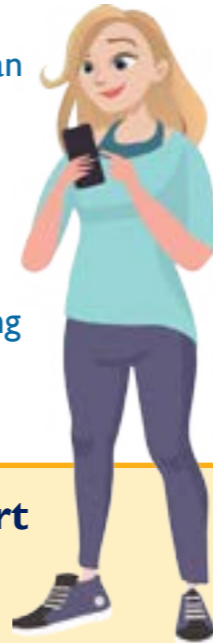
# What might stop people following guidelines?



Whilst the importance of the measures introduced to reduce the transmission of COVID-19 is clear, there are a number of factors that can affect the extent to which an individual participates in these measures.

The factors could be individual-specific in nature; for example, an individual choosing not to participate in measures because of fake news that they have read on social media.

The factors could also be social in nature; for example, an individual being unable to participate in the measures fully because of their occupation, travel requirements or housing situation.



## Activity 6: What factors may affect people taking part in measures to prevent transmission of COVID-19?

Look at the six case studies. Discuss what you believe are the key factors that could affect each of the individuals to participate in the measures intended to reduce transmission of COVID-19?

Complete the grid below with feedback from at least three of the case studies:

Case Study	Reasons for not taking part



# Case Studies



1. Reuben is 14 and is in Year 9 at secondary school. He is very close to his uncle and tends to not follow social distancing guidelines when he visits him. His uncle is in his forties and when Reuben watches the news, it seems to be people in their seventies or eighties who are getting really sick.



2. Steve is 42 and is a self-employed builder. He recently won a lucrative contract to make some urgent repairs to a building affected by flooding. He employs two apprentices, who have both been working with him over the last week. He has just been told by NHS Test and Trace that he should self-isolate but he plans to turn up at work tomorrow.

3. Sabrina is 19 and attends her local college. During the first lockdown, one of her friends shared the personal blog of someone who was saying that they didn't think that face masks made any difference to the spread of COVID-19. Sabrina hasn't been able to stop thinking about it and whenever they see each other, her friend encourages her to take her mask off.



4. Madeleine is 58 and works at a local residential care home. Whilst many of the residents she works with are able to live independently, there are many who require close contact as part of their care.

5. Janice is 39 and has seen some individuals she follows on Twitter posting really scary claims about vaccination programmes. Her parents have recently been asked to make an appointment for their COVID-19 vaccination, but Janice has been telling them that they should avoid having the vaccine.



6. Marcus is 22 and lives in London, where he is currently in his first job since leaving university. He shares a house on the very outskirts of London with eight flat-mates and he doesn't drive. The nature of his job role means that he can't work from home.

## Glossary of key words & terms



antibodies	what the body's immune system produces to fight disease
asymptomatic	a person who is infected with a disease but shows no symptoms
communicable disease	a contagious disease that spreads from one person or animal to another, caused by viruses, bacteria, fungi or protists
contact tracing	a monitoring process that involves identifying all the people an infected person was recently in contact with, and informing them what they need to do next
coronavirus	are a large family of viruses that cause a range of respiratory illnesses ranging from the common cold to more severe illnesses, such as COVID-19
COVID-19	is the infectious disease caused by a particular coronavirus called SARS-CoV-2
epidemic	an outbreak of a large number of cases of a particular disease happening at the same time in a particular community
immunity	is the ability to resist a particular disease through the development of the response of the body's immune system
incubation period	is the amount of time it takes for an infected person to start showing symptoms
lockdown	in response to the threat of COVID-19, government imposed restrictions on movement and closures of non-essential businesses
pandemic	a disease which is spread worldwide, affecting a large number of people
PPE	Personal Protective Equipment e.g. gloves, medical masks, goggles and aprons, worn to protect and prevent the transmission of diseases
risk factor	a feature of somebody's habits, lifestyle, genetic makeup, or personal history that increases the probability of disease or harm to health
R number	scientists measure the level of contagiousness of a virus by determining its reproduction number. The number measures how many people are likely to be infected by one infected person
SARS-CoV-2	the name of the novel coronavirus that was first discovered in Wuhan China. It is the virus that causes the COVID-19 disease
self isolation	the restriction of movement of people who are exposed to a communicable disease, such as COVID-19, to avoid further spreading of the disease
social distancing	or physical distancing is a method of limiting the transmission of COVID-19, where people avoid close contact and maintain a certain distance from each other, avoiding public spaces with large gatherings of people
symptomatic	a person who is infected with a disease and shows symptoms
transmission	how communicable diseases spread from one infected person to another
vaccine	a substance containing an altered or weakened bacteria or virus, that stimulates the body's immune system to produce antibodies and develop immunity to a specific disease
virus	an ultramicroscopic organism which is capable of multiplying in living cells and cause disease
WHO	World Health Organisation works worldwide to promote global health

## Assessment decision and feedback



Internal Assessor		
Learning Outcome 1 Assessment criteria	Met	Not Met
1.1		
1.2		
1.3		
Learning Outcome 1 Achieved	YES	NO
Comments/feedback		
Learning Outcome 2 Assessment criteria	Met	Not Met
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
Learning Outcome 2 Achieved	YES	NO
Comments/feedback		
<b>Assessor Name:</b>	<b>Signature:</b>	<b>Date:</b>

Internal Verifier declaration
I have internally verified this assessment workbook and agree with the assessment decisions.
Signed:
Name:
Date:



