

Name:

Class/School:



RSPH Level 2 Award for COVID-19 Young Health Champions



Unit 2 Workbook
Deliver a message around the
importance of measures 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 2 Deliver a message around the importance of measures 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.

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.	
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

Unit 2 - Deliver a message around the importance of measures to prevent COVID-19 transmission

This Learner Workbook covers the outcomes of Unit 2 - Deliver a message around the importance of measures to prevent COVID-19 transmission of the RSPH Level 2 COVID-19 Young Health Champions qualification.

In this unit, you will prepare and deliver a message around the measures to prevent transmission of COVID-19 to at least one of your peers. This can be done in person, or by using social media or other platforms to reach your intended audience. You will then spend time reflecting on the strengths of your message and how it was received by your peers, before considering how it could be improved for future use.



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

- 1. Understand why peer advice is important for the delivery of messages around COVID-19, by being able to:**
 - 1.1 Outline the importance of young people participating in measures to prevent the transmission of COVID-19
 - 1.2 Outline the advantages and disadvantages of providing advice to peers
 - 1.3 Compare peer advice with advice from authority figures
 - 1.4 Describe the roles and responsibilities of a COVID-19 Young Health Champion
- 2. Carry out preparations for delivering a message around COVID-19, by being able to:**
 - 2.1 Identify the key points of the message around COVID-19
 - 2.2 Identify the delivery medium best-suited to reaching the intended audience and the advantages and disadvantages associated with it
 - 2.3 Obtain resources relevant to the chosen message around COVID-19 and its audience
 - 2.4 Prepare materials suitable for the chosen message around COVID-19
 - 2.5 Prepare for anticipated questions and feedback from the message's audience
- 3. Deliver a message around COVID-19, by being able to:**
 - 3.1 Explain the role of a COVID-19 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 Consider questions, comments and feedback in a non-judgmental manner and respond accordingly
 - 3.5 Signpost to additional resources of reliable information
- 4. Carry out a review of the delivery of the health improvement message, 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

What role can young people play?



1. Young people can't catch COVID-19

2. Young people are less likely to die as a result of COVID-19

3. Young people can catch COVID-19, but they can't pass it on to others

4. Young people are less likely to be admitted to hospital as a result of COVID-19

5. Children and young people with COVID-19 are more likely than adults to be asymptomatic

6. It's only people in their 80's and 90's who die from COVID-19

7. Children and young people appear to be less likely to catch COVID-19 than adults

8. If you have an underlying health condition you become really ill from COVID-19

Activity 1: What role can young people play?

Can you sort the 8 statements above into true or false and give the **evidence or the reasoning** you used to make your choice in the table below:

Statements which are True	Statements which are False

Whose advice would you listen to?



Activity 2: Whose advice would you listen to?

The way in which we react to advice and the likelihood of us taking it on board, can often depend on exactly who is giving us that advice.

Imagine that someone was giving you some advice around an aspect of your health. What do you think would be the advantages and disadvantages of receiving that same piece of advice from a **peer** or from an **authority figure** e.g. teacher, parent or other adult?

Advantages of peer advice	Advantages of authority figure advice
Weaknesses of peer advice	Weaknesses of authority figure's advice



These words might help you...

Impartial

Available

Expertise

Easy to talk to

Relatable

Reassuring





Activity 3: What is the role of a COVID-19 Young Health Champion?

When talking to someone in your capacity as a COVID-19 Young Health Champion, it is important that they know what you can do as part of your role. It is equally important that they know what you cannot do as part of your role.

Read the statements below. Tick the boxes that you believe are activities that are covered by your roles and responsibilities as a COVID-19 Young Health Champion:

- Provide someone with a COVID-19 test
- Talk to someone about the importance of measures in place to stop the spread of COVID-19
- Tell someone whether they have COVID-19, based on their symptoms
- Give someone an instruction to self-isolate
- Explain what the purpose of social distancing is
- Offer advice to someone who is unsure about whether the guidelines apply to them
- Talk about the reasons that can make someone not follow the guidelines
- Act as a substitute for professional medical advice if required



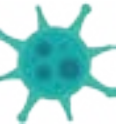
The first step in preparing your message around COVID-19 is deciding what it is you are going to focus on.

This could be something which you see as a particular problem in your local area, or an issue which you feel is important to young people generally.

Example 1

You could focus your message on encouraging young people to not attend parties or other social gatherings that break COVID-19 guidelines.

This could be accompanied by suggestions for ways in which people could stay in touch online and activities they could do together to have fun.



Example 2

You could base your message on the importance of making sure that peers self-isolate for the required length of time, should they be asked to do so.

You could accompany this with a self-care guide for looking after their physical and mental health during their time in self-isolation.





Activity 4: Planning to deliver your COVID-19 health message

Once you have decided on your choice of topic, you will need to add some structure and content to your message. Use the prompts below to plan the key parts of your message.

1. The key points of your message:

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

- 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

1. What are the **key points** you are covering in your message?

2. Identify the delivery method best suited to reaching the intended audience and the advantages and disadvantages associated with it

You have a number of options in the method you use to deliver your message, ranging from running a social media campaign to holding a stand at a community event. In choosing which method to use, you should think about:

- The suitability of your chosen method in helping you to reach your target audience
- How easy or difficult it is for people to ask questions or provide feedback when using that method
- The different ways in which you can present information using that method

2. How are you going to **deliver** your message? What is the best way to reach your intended audience, what are the advantages and disadvantages?

3. Obtaining resources relevant to the chosen message around COVID-19 and its audience

Your message will need to be based on resources that provide you and the audience with information about the issue you are covering. You should consider:

- How you can make sure that the resources you use provide reliable and accurate information
- Ways in which you can check that the resources are regularly updated by their publisher
- How you can ensure that the resources contain information that is relevant to your audience

3. Make a list of all the **resources** you use to help you prepare for your message, including any you are using to **signpost** your audience to.

4. Preparing materials suitable for the chosen message around COVID-19

You will need to use the resources you have found to develop materials that help you to deliver your message around COVID-19. You should think about:

- How you can ensure that the materials you develop are easy for your target audience to understand
- Whether the information you've included is relevant to the interests of your target audience
- How easily the resources you create can be used and shared through your chosen delivery medium

4. What **materials** are you making to help deliver your message? Explain why they are suitable for your chosen audience?



5. Prepare for anticipated questions and feedback from the audience.

You are likely to get some sort of feedback or questions from your audience.

Be prepared! What questions might you expect to be asked?

Prepare your answers below:



Question:

Answer:

Large empty speech bubble for writing an answer to the first question.

Question:

Answer:



Large empty speech bubble for writing an answer to the second question.

Question:

Answer:



Large empty speech bubble for writing an answer to the third question.

How do you think the questions and the feedback might be different if you use social media, rather than other delivery methods?



Now that you have designed your message around COVID-19, you will need to deliver it to your chosen audience.

Here are some final considerations that you should make as you prepare to do this

Don't forget to:

1. Explain **your role** of a COVID-19 Young Health Champion
2. Use **positive** and appropriate language
3. Use an **appropriate** style of delivery
4. Consider how you will **respond** to any difficult questions, comments and feedback
5. Signpost to additional sources of reliable information and support

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Activity 5: Delivering your COVID-19 message

You will need to collect some evidence relating to the message that you have developed. This could include:

- an audio or video file of you delivering your message
- examples of the resources you developed
- screenshots of the content of the message, if you are delivering it using social media





Activity 6: Evaluating the delivery of your COVID-19 message

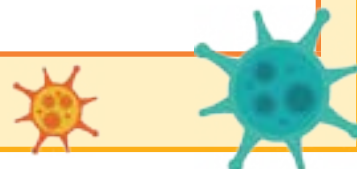
Now that you have delivered your message, it is important to evaluate how effective it was to help you think about whether you should do anything differently next time.

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



Complete the grid below with feedback from at least two of the three different sources listed below:

Person providing feedback	Positive areas	Areas to work on and improve
Fellow COVID-19 Young Health Champion		
Audience member		
Teacher		



COVID-19 information:

NHS UK: www.nhs.uk/conditions/coronavirus-covid-19

UK Government: www.gov.uk/coronavirus

World Health Organisation: www.who.int/health-topics/coronavirus

Internal Assessor decision and feedback



Learning Outcome 1 Assessment criteria	Met	Not Met
1.1		
1.2		
1.3		
1.4		
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		
Learning Outcome 2 Achieved	YES	NO
Comments/feedback		
Learning Outcome 3 Assessment criteria	Met	Not Met
3.1		
3.2		
3.3		
3.4		
3.5		
Learning Outcome 3 Achieved	YES	NO
Comments/feedback		
Learning Outcome 4 Assessment criteria	Met	Not Met
4.1		
4.2		
Learning Outcome 3 Achieved	YES	NO
Comments/feedback		
Assessor Name:	Signature:	Date:

Internal Verifier declaration



Internal Verifier

I have internally verified this assessment workbook and agree with the assessment decisions.

Signed:

Name:

Date:

