Delivering a COVID-19 Health Message
Curriculum Links

RSPH
ROYAL SOCIETY FOR PUBLIC HEALTH
VISION, VOICE AND PRACTICE

L I F E L A B

Safety issues
Potential sensitivity relating to health risks

KS3 Science Programme of study (DfE National Curriculum PoS)	KS4 GCSE Science Programme of Study (DfE National Curriculum PoS)
Scientific attitudes • pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility	**Development of Scientific thinking** • appreciating the power and limitations of science and considering ethical issues which may rise • explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments • evaluating risks both in practical science and the wider social context, including perception of risk • recognising the importance of peer review of results and of communication of results to a range of audiences

KS4 Biology subject content (DfE National Curriculum PoS)
Health, disease and the development of medicines • the relationship between health and disease • communicable diseases • reducing and preventing the spread of infectious diseases • the impact of lifestyle factors on the incidence of non-communicable diseases

PSHE (DfE National curriculum PoS)
Mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **Internet safety and harms** • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted **Physical health and fitness** • how and when to seek support including which adults to speak to in school if they are worried about their health

Behaviour Change Theory links
BCT 1.2   Problem solving BCT 5.1   Information about health consequences BCT 9.2   Pros and cons BCT 9.3   Comparative imagining of future outcomes BCT 16.3   Vicarious consequences

Delivering a COVID-19 Health Message

Objectives

At the end of this lesson students should be able to:
- Understand why peer advice is important for the delivery of messages around COVID-19
- Carry out preparations for delivering a message
- Deliver a message around COVID-19
- Evaluate the delivery of the COVID-19 message

Hook

Show examples/photos of some COVID-19 health message campaigns
What makes a good campaign?

Activities:

Introduce the lesson and share the objectives with the students. Individuals record how confident they are for each of the objectives at the start of the lesson.

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't catch COVID-19, but they can 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 reallly 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**

Who's Advice Would You Listen To?

Activity 2: Who's 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

In what ways can young people play their role in preventing the spread of COVID-19?

Starter

Activity 1: What role can young people play?

Discuss the importance of young people participating in measures to prevent the transmission of COVID-19: 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.

Activity 2: Where do you get your advice from?

Compare the advantages and disadvantages of providing advice to peers: 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.

Peer advice vs 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

Planning a COVID-19 Health Message

Main

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

Discuss with students what a COVID-19 Young Health Champion does and what they cannot help with (boundaries of role); they can provide appropriate government health recommendations around COVID-19; where to find further information; where to seek support. But they cannot offer medical advice and act as subject matter experts.

Your role as a COVID-19 Young Health Champion

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 ☐

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Preparing your COVID-19 Message

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

Once you have decided on your topic, use the prompts below and record your ideas:

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

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

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

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Main

Activity 4: Planning to deliver your COVID-19 Health Message

The following areas below should be covered by students and recorded in their booklet:

- **Key points of the COVID-19 message:** health improvement message is divided into a small number of key points that should be covered in any presentation on the topic.
- **Best-suited delivery method:** 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 method 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 method to be used to monitor and respond to questions, comments or feedback from delivery
- **Resources:** a range of resources are obtained that are relevant to the peer or group to which the COVID-19 message will be delivered.
- **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.
- **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/teacher.

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Delivering a COVID-19 Health Message

Main

Activity 5: Delivering your Health Message
Students should make sure they cover the following points below: when they deliver their COVID-19 message:
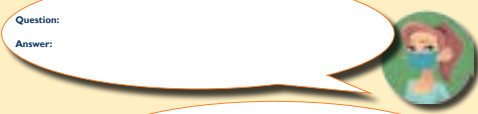
- **Explain the role:** reference to roles, responsibilities and boundaries highlighted in Task 3.
- **Present a positive message:** the COVID-19 message is presented to the chosen peer or group, including a rationale or justification of the topic in language that is appropriate to the audience and the topic of COVID-19; the message is presented in a positive manner.
- **Style of delivery:** style of delivery is appropriate to the topic as well as the needs and interests of the target audience.
- **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, comments and feedback that raise concerns are passed onto tutor through process agreed in Task 4.
- **Signpost to reliable sources:** Audience signposted to the reliable sources of support and information around COVID-19 identified in Task 4 where necessary.

Delivering your COVID-19 Message

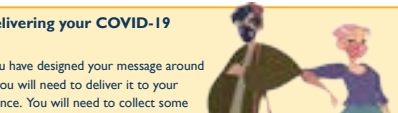5. Be prepared! What questions might you expect to be asked? Prepare your answers below:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Task 5: Delivering your COVID-19 message
Now that you have designed your message around COVID-19, you will need to deliver it to your chosen audience. 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

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Evaluating your COVID-19 Message

Task 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		

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Plenary

Activity 6: Evaluating the delivery of your COVID-19 message
Students review how affect they think their COVID-19 message was, completing the grid with feedback from at least two of the three different sources.

- **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.
- **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 feedback from sources such as mentors, peers and audience members.

Resources
- Your COVID-19 Health Message PowerPoint slides
- Student booklet pages 57-58
- Examples of COVID-19 health message campaigns

Keywords
- peer
- authority figure
- signposting