

RSPH Level 2 Award Young Health Champion (YHC)



Induction Pack for the role of Young Health Co-ordinator (Schools, community and HE settings)

This information is provided as a guide for those carrying out the role

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Section 1: The Role and its responsibilities

A YHC Co-ordinator is the person responsible for the overall YHC programme within an organisation, such as a school, college, university or community setting.

Ideally, this role works best when co-ordinators:

- Have additional YHC time allocated within their workload
- Have knowledge of how to improve the health and wellbeing of others
- Take part in the recruitment of the YHCs
- Co-ordinate and support all campaigns and follow-up initiatives
- Have support to develop resources.

Roles and Responsibilities

The role of a YHC Co-ordinator varies according to the setting in which they work. It will include some, but not necessarily all, of the following responsibilities:

- Co-ordinate the delivery and development of the YHC programme
- Recruit, train and motivate the team of YHCs, encouraging them to meet regularly and helping them plan their work, as well as approve all campaign ideas and materials
- Help YHCs to identify and work with partner organisations and communities to support the development of new campaigns and initiatives
- Build confidence, knowledge and skills to enable YHCs to support their peers on improving their health by accessing local health improvement services
- Communicate effectively within the school, with young people and external organisations about the YHC programme
- Complete a yearly evaluation of the Youth Health Champion programme
- Be responsible for ensuring the school health promotion notice board and displays are kept up to date
- Act as a role model for positive health behaviours.

Skills & Knowledge

The delivery and development of the Level 2 Young Health Champion qualification benefits from different perspectives and areas of specialism. The Award has previously been delivered in settings ranging from secondary schools to Young Offenders Institutions.

In this delivery, the unique specialist knowledge trainers have of their audience and their local area is crucial. The information below provides an indication of the core and desirable skills which would complement this pre-existing knowledge.

Strongly Recommended

- Awareness of the wider Young Health Movement
- Competency to support learners in completing their portfolios
- An understanding of how young people learn and how to engage them
- Basic public health awareness to support YHC campaigns and initiatives

Desirable

- Access to a network of public health practitioners, advisors, support workers
- Knowledge of and access to Health Profile (HP) and Joint Strategic Needs Analysis (JSNA) for their community or local area.

Training

As with the skills and knowledge required to deliver the YHC Award, RSPH welcomes and recognises the value of different training backgrounds.

The information below provides an indication of the core and desirable training which would complement this pre-existing knowledge.

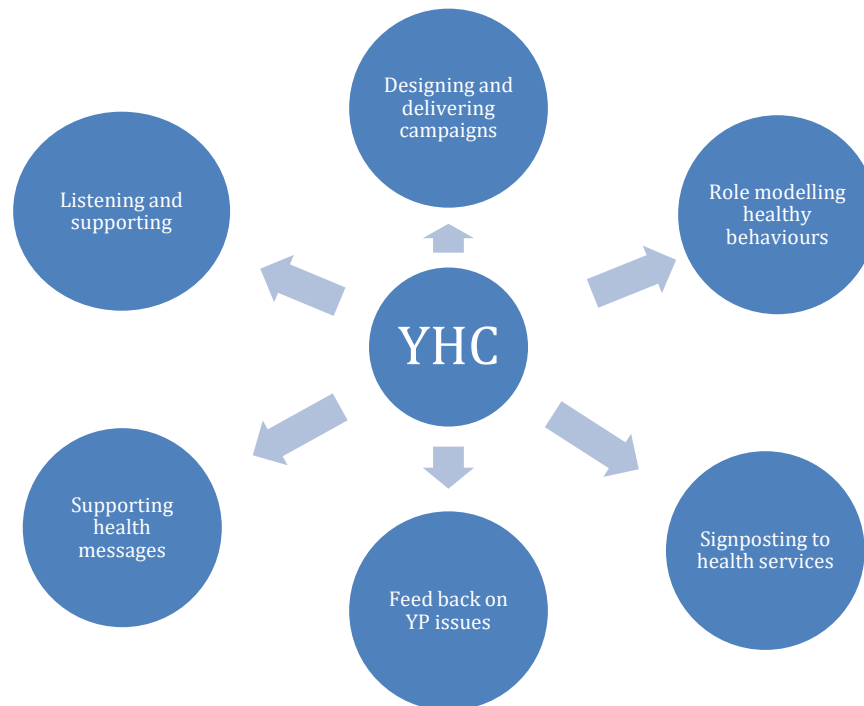
Recommended

- RSPH Level 2 Award in Understanding Health Improvement qualification
- RSPH Level 2 Award in Improving the Public's Health

Desirable

- Train the Trainer programme for Young Health Champions
- Making Every Contact Count
- Awareness of mental health and wellbeing eg MHFA

Section 2: What is a Young Health Champion?



Who is the qualification for?

- Young people in schools, community settings, FE or HE who are interested in health and signposting health services to their peers
- Year 9-13
- Sixth form students
- NEETS
- FE students and undergraduates
- Young carers
- Young offenders

Section 3: Benefits of the Young Health Champion qualification

To the young people

- Young people are more likely to listen and approach peers for information
- Understand the benefits of a healthy lifestyle
- Learn the skills to make healthier choices
- Develop skills for the workplace
- Increased knowledge of risks of unhealthy behaviours
- Linked to the key local and national support services
- CV development (for YHCs)

To the setting

- Improves health and wellbeing of students and staff
- Increases health literacy
- Can be used to convey urgent health messages
- Supports PSHE messages
- Improves links between young people's services

Section 4: Key Qualification Terms

Make sure you read the qualification specification carefully as it sets out what the qualification consists of in terms of content, structure, level and how it is assessed.

To achieve the qualification, learners must pass FOUR of the units: the 3 mandatory ones + one optional. It is at level 2 which means it is an equivalent level to GCSE grade A-C. However, it is much smaller in terms of size, with only 22 GLH whereas GCSEs are 120 GLH or above.

The following are key qualification terms and will help you understand what each learner should know once they complete it and how you can judge their competence, as well as what areas should be covered.

Learning outcomes tell us what the learner ‘walks away with’ knowing or being able to do (e.g. Understand what is meant by health and wellbeing).

Assessment criteria prove that a learner has achieved a learning outcome and now knows or can do something specific.

For example:

- 1.1 State the WHO definition of health
- 1.2 State what is significant about this definition

The command verb in the assessment criterion must enable the learner to show they have achieved the learning outcome.

Indicative content is text which shows the range and scope of the content being assessed.

E.g. *What is significant about this definition: importance of health defined positively in terms of good physical, social and mental health and wellbeing rather than negatively; fact that the definition of health has remained unchanged for 70 years.*

Section 5: Different Assessment methods

Workbook Assessment

Workbook advantages:

- Good for less traditional learning, can use activities and capture learning/evidence in more creative ways
- Can be completed in a relaxed informal way, at own pace
- Process: learning activity, conversation to pull out the learning then reflect the learning into the workbook
- RSPH authored so you know you are meeting the Assessment Criteria

Workbook disadvantages:

- Workbook Tasks – have to supervise completion, can be difficult if attendance is an issue
- Actual workbooks may not engage learners
- Marking has to take place which can be time-consuming

“I usually get the young people to fill out the booklets after the activity whilst the content is still fresh. I then review the booklets after each session to see if they have completed it appropriately.” **YHC Trainer.**

Portfolio of Evidence

Advantages of portfolio

- Good for less traditional learning, can use activities and capture evidence in more creative ways
- Can be tailored to the learner’s experience and/or community (e.g. Asperger’s or social isolation)
- Can use technology to record activities/evidence such as photos, audio or film using phones
- Can be completed in a relaxed informal way, at own pace, continuous assessment

N.B. Use a front sheet to signpost the evidence that maps to specific assessment criteria.

Portfolio disadvantages

- Have to supervise completion, can be difficult to keep on task
- Has to map to the unit assessment criteria and command verbs (check with RSPH)
- Marking has to take place which can be time-consuming

Section 6: Mapping resources

Find resources that have the potential to generate lots of creative work for a range of units.

Create mapping documents (could be your scheme of work or lesson plans), showing what resource could be used to help meet a specific assessment criteria.

For example:

Unit 3	“2.2 Obtain resources relevant to the chosen health improvement message” – Status of Minds Report on social media
Unit 6	“3.1 State what constitutes a healthy diet” – Eatwell Guide
Unit 7	“Outline the meaning of the law and notion of consent” – Want a cup of tea? Film
Unit 10	“Identify behaviours which can support positive mental health and improve emotional wellbeing” - MHFA poster on 10 keys to happier living poster

Signpost your learners to potential resources and encourage them to interview professionals and experts or watch videos of role models etc.

Section 7: Tailoring delivery to your learners and community

Know your group and be able to facilitate appropriate conversations related to the specific age range and culture of your learners. For example, a conversation with year 9s about sex and consent is going to be very different from one with a group of 18/19 year olds.

It is important that the learners are able to shape the conversations and that you can pull out what is important for them, not just hit the learning outcomes.

Also, for ALL settings, it is important that the learners understand the limitations of the conversations, that they are not responsible for safeguarding and that they know who to go and speak to in the setting if they hear or are told something that they may feel worried about.

Schools/FE/HE have been easier to deliver into - in the community the size of the qualification has meant it has been difficult to teach in smaller chunks, over a longer period of time, due to the inconsistent attendance of learners.

Section 8: Planning a YHC programme

There are a number of key factors to consider when planning and developing a successful, long-term Young Health Champion programme within a particular setting.

Sustainability

Young Health Champions schemes work best in a setting where they are initially organised and steered by a co-ordinator, with the learners then able to take the lead to drive the campaigns which they feel are relevant their situation.

To achieve both of these aims and develop a long-term scheme, you should consider the following:

- Can the development and delivery of the YHC programme be built into any pre-existing schemes or responsibilities within your workload?
- How can the scenario approach be used to map units and activities covered in the YHC programme to different curriculum areas?
- How can the peer mentor approach be used to encourage learners to engage other young people as successor groups?

Facilities and resources

Wherever possible, YHC programmes should be tailored to the setting in which they take place. This includes selecting a topic which is particularly resonant with young people in a particular area, as well as considering the specific resources and facilities which may or may not be available for them to make use of.

- What are the specific facilities and resources which you will have access to during the programme? This could include access to ICT, kitchen facilities or a sports hall.
- Are there any policies specific to the facilities which you are using which need to be taken into account? This could include completing risk assessments and considering factors such as confidentiality and safeguarding.

Recruitment of Young Health Champions

Identifying the young people who you wish to develop as Young Health Champions is another key aspect of the campaign. In doing so, you should aim to consider the following points:

- Which young people are you looking to engage through your Young Health Champion programme? Would they be better suited to being Young Health Champions or by working with Young Health Champions through their campaign?
- Would your programme be better served by advertising the YHC programme as something which learners can apply for, or by identifying learners who would most benefit from being involved in the programme?
- Will the learners who are initially identified as being suitable for the Young Health Champions scheme have sufficient time to develop and deliver their campaign? What are their competing priorities inside and outside of school?
- Are there any particular age groups in your setting which require tailored, positive health improvement messages? How can the recruitment of your Young Health Champions be targeted in order to reflect this?

Section 9: Planning a health improvement campaign

Once you have developed a structure for your programme, it is important to spend time assessing your local area and the health improvement resources available within it. This will in turn help to inform the campaign topic which the Young Health Champions will focus on.

Considering the local community

The YHC programme works best when it is used to approach issues which are contemporary and relevant to the local community in which the scheme is taking place. This allows Young Health Champions to draw attention to issues of genuine significance and use their campaigns to have a positive impact upon them.

- What health improvement services can be found within the local setting? This can include facilities such as libraries, GP surgeries, health centres, supermarkets, leisure centres, hospitals, public health or mental health services.
- Considering the above point, are there any health improvement facilities which are lacking in your local area? What impact could that be having upon young people and other residents?
- How accessible are those services? Are they considered to be in walking distance or would an individual need to use transport to reach them?
- Is it possible to identify health improvement services in your local area which would be relevant for any/all of the units covered under the Young Health Champion qualification?
- Where can you find statistics and other sources of information to provide insight on the health improvement needs of the local area? Consider sources such as the Joint Strategic Needs Assessment (JSNA) for your local area or the Public Health's Public Health Observatory website.

Speakers

External speakers play an important part in the development of a YHC programme. They can be deployed in order to provide the specialist knowledge and skills to assist Young Health Champions in developing their campaign, or to help learners deliver their message to the chosen target audience.

- Who would be able to add value to your YHC campaign? What are their ties to the local area?
- Who would be able to engage the audience with whom you are working? This could include local sportsmen and sportswomen, health professionals or industry experts

- Are there any colleagues in your setting who might be able to add value and expertise to the learning programme (e.g. PE teachers?)
- How could they be most effectively deployed in the YHC campaign? Would they be more effective in developing the campaign or in delivering the final message alongside the YHCs?
- As the programme is about 'peer advice' and the effectiveness of peer health messages, are there any good 'peer' role models for the organisation to invite to work with the YHCs or give them a talk?

Examples of campaigns and resources

A key aspect of the YHC programme is making sure that the health promotion campaigns which are delivered by learners are both relevant and tailored to their target audience.

Wherever possible, learners should be encouraged to consider carefully the topic they would like to focus on based on the health issues and risks which they see around them. This could be based on personal experience within the group on a local level, or by identifying a regional or national issue which they feel is relevant to outcomes in their local area.

Case Study – Wigan Borough Champions – Sepsis

One Young Health Champion cohort in Wigan Council recently ran a campaign to raise awareness of the signs and symptoms of sepsis. This was based on the personal experience of one member of the group, whose sister passed away from toxic shock syndrome following tampon use.

Whilst this kind of campaign is incredibly pertinent and relevant to the group, the emotional impact of using personal experience of YHCs should also be taken into consideration. Designing and delivering the campaign could potentially have a significant impact on their emotional wellbeing.

Campaign and Resource Ideas

It is important that wherever possible YHC campaigns are specialised and tailored to both the learner group and their target audience. Please find below some example campaign and resource ideas to provide some initial ideas and talking points.

Unit 4 – Understanding Alcohol Misuse

Campaign Idea – How could YHCs draw attention to the risks associated with heavy alcohol consumption during Freshers' Week at university?

Resource Idea – Alcohol Thing Again website - <http://alcoholthinkagain.com.au/Campaigns>

Unit 5 – Encouraging Physical Activity

Campaign Idea – How could a YHC design simple exercise routines which could be completed by a school class at the start and end of each day?

Resource Idea – World Health Organisation Strategy on Diet, Physical Activity and Health Fact Sheet - http://www.who.int/dietphysicalactivity/factsheet_young_people/en/

Unit 6 – Encouraging a Healthy Weight and Healthy Eating

Campaign Idea – How could YHCs work with local healthy food outlets to design healthy recipe cards to hand out to the local community?

Resource Idea – Super Healthy Kids Recipe Ideas - <https://www.superhealthykids.com/healthy-kids-recipes/>

Unit 7 – Understanding Sexual Health

Campaign Idea – How could YHCs work with the local Student Union in order to highlight the potential triggers which could lead to risky sexual activity among university students?

Resource Idea – Brook Sexual Health and Wellbeing Service for Under-25s - <https://www.brook.org.uk/>

Unit 8 – Supporting Smoking Cessation

Campaign Idea – How could YHCs use case studies showing the health outcomes of heavy smokers to deter young people from smoking?

Resource Idea – Action on Smoking and Health campaign group - <http://ash.org.uk/home/>

Unit 9 – Understanding the Misuse of Substances

Campaign Idea - How could YHCs use case studies showing the health outcomes of substance misusers to deter young people from drug use?

Resource Idea – Louis Theroux documentary – 15 Years of Using Drugs - <https://www.youtube.com/watch?v=gCCIVhtJY5w>

Unit 10 – Understanding Emotional Wellbeing

Campaign Idea - How could YHCs work to set up a scheme in their school to raise awareness of the negative impact of social media use?

Resource Idea – RSPH's Status of Mind report – <https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html>.

Section 10: Delivering the programme

The Level 2 Young Health Champion Award is designed to allow for flexibility in the way in which co-ordinators choose to deliver the programme. This allows for the specific needs of learners to be taken into account, as well as other important considerations such as the amount of time and level of facilities available.

Delivery options

There are a number of different models for delivery of the qualification. The aim is to ensure that the teaching and learning enables learners to meet all the assessment criteria. RSPH encourages innovation in centres developing delivery mechanisms that suit their own context.

Examples of previously successful delivery mechanisms include:

- A rolling programme over several months – This is often used successfully in school and college settings. It allows co-ordinators to identify regular timeslots at which their cohort will be available to participate in the programme, for example at after-school clubs or during study periods.
- A short programme over three or four consecutive days – Aston University recently ran the Young Health Champions programme as part of a Summer School for Y12 students in their catchment area. They designed the award around a fictional disease outbreak, making small alterations to the workbooks and using in-house academic expertise to support delivery.

Number of students

Whilst there is no formal minimum number of learners required for participation in the programme, RSPH recommends a baseline figure of six participants. This makes the award more viable from a delivery perspective and also helps create the group dynamics to facilitate the health promotion campaign.

The maximum number of participants which RSPH recommends is 24. It is advisable where possible to aim for an even number of learners for ease of delivery.

Number of Trainers

Whilst it is important for one individual to take on the central role of co-ordinator, RSPH recommends identifying at least two individuals to act as trainers in delivering the award. This allows for the incorporation of specialist skills and knowledge as well as providing fresh perspectives for learners to engage with. The second trainer need not necessarily be another full-time member of staff and could instead be one of the external speakers identified to assist with the programme.

Learner Portfolios

A key responsibility of the co-ordinator is to make sure that learner portfolios are completed regularly and accurately, clearly showing achievement of assessment criteria.

Wherever possible, learner portfolios should be checked and marked regularly. This allows for the early recognition of any errors and missing information which would prevent the assessment and accreditation of portfolios when submitted to RSPH for verification.

After the Course

Depending on the time you have available, we recommend you meet your YHCs for about one hour every two weeks so that they have time to discuss and think about the campaigns they wish to implement.

It will be your responsibility to ensure the campaign is on track and provide logistical help, should the young people need it. This could include, for example, liaising with other members of staff to identify appropriate opportunities for learners to deliver their campaigns or by helping to organise transport to visit local health improvement services.

It is also important to be available for the young people to approach you should any safeguarding issues arise while they are talking to their peers. For example, you may wish to consider providing the Young Health Champions with an email address or number that they can contact you on if they require urgent support with signposting and guidance.

Section 11: Teaching Tips

Pre-class activities (Examples)

You may want to introduce the concepts that the qualification will focus on prior to the first teaching session so the learners can come prepared with some idea of public health and wellbeing.

1. Research or learn about public health stories in the media – ONE on health protection and ONE on the effect of lifestyle on health. What do they say about what Public Health is?
2. Health Surveys – you could ask learners to survey their peers on a range of health issues such as smoking, diet, exercise, alcohol, social media use (relate to good and bad effects).

Provide a glossary

Provide learners with a glossary of terms and ask them to learn for Lesson One – see suggestions below:

Healthy lifestyle - ways of living which help to keep and improve people's health and well-being. Many governments and non-governmental organisations work at promoting healthy lifestyles. The ways to being healthy include healthy eating, physical activities, weight management, and stress management.

JSNA - A Joint Strategic Needs Assessment (JSNA) looks at the current and future health and care needs of local populations to inform and guide the planning and commissioning (buying) of health, well-being and social care services within a local authority area. It is concerned with:

- Wider social factors that can affect people's health and wellbeing such as housing and poverty
- The health of the local population with focus on issues such as smoking, diet and exercise
- Providing a common view of health care needs for local community
- The main audience for the JSNA are health and social care commissioners who use it to plan services but you MAY use it to highlight particular health issues in your area and find out how the local authority plans to address them.

Peer - a person who is equal to another in age, background and social status – by adolescence, peer relationships are as important as the parental relationship and can have a strong influence on behaviour.

Young Health Champion - a person aged between 14-24 who promotes health and wellbeing to friends, families, workmates and the wider community and who can signpost them to specialist health services – a 'health advisor' to their peers.

Induction

Provide an induction for the learners of the programme and qualification. Cover the following:

- Aim of the qualification and who it is for – what they will know/be able to do after qualification
- What they will study
- How they will study
- How they will be assessed
- Certification and who RSPH are

Resource: <https://www.healthcareers.nhs.uk/career-planning/career-advisers-and-teachers/teaching-resources/young-health-champions>

Timing and schedule

Deliver in the order that suits the group (e.g. do the health topic before the campaign, such as the Physical Activity unit prior to a positive health message on the benefits of getting fit and active.

Unit 1 – Provides context of Public Health and the effect of lifestyle on health

Unit 2 – Signposting local health services – useful to find this information out before progressing to Unit 3 or optional unit

Optional Unit - provides opportunity to learn about a specific health issue, the factors that cause problems and find out about the support agencies to support individuals – this knowledge can be used to inform the health message chosen for Unit 3.

Unit 3 – You may advise learners to focus on the health issue they studied for the optional unit but you may use the opportunity to encourage them to raise awareness of a specific health issue such as Aspergers or social isolation which they or their family have experienced (e.g. the YHC film on Sepsis).

Engage with activities based on their own experience

Design activities suitable to the topic and timing of the unit (e.g. Unit 1 is about what public health is and the effect of lifestyle on health so you might do a pre-class on an initial survey of GOOD & BAD HABITS leading to discussion and thinking. For example:

In your house, think about the family’s attitude to the following:

Lifestyle issue	Bad Habits	Good Habits
Eating and diet		
Sleep		
Mental health		
Physical exercise		
Smoking		
Drugs & Alcohol		

Signpost resources

Use the Resource sheets to signpost your learners to reliable, evidence based information and resources – update these as you find out more sources.

Map resources to units

Map resources to units and specific criteria in lesson plans so that you share with colleagues and show them how programme can be delivered.

Assessment

Choose an assessment method that will suit your learners and, for both workbook and portfolio, ensure that you use continuous assessment. In other words, ask learners to complete the workbook or portfolio evidence after the teaching session whilst the experience is still fresh, then review the contents to see if it has been completed appropriately.

Process: learning activity, conversation to pull out the learning then reflect the learning into the workbook/portfolio.

You can ask RSPH to ensure your portfolio activities map to the unit criteria before you start the training.

Sustaining the programme

Can they do a health survey of their community/organisation to identify the key health and wellbeing issues affecting their peers?

Encourage independent thinking out of training For example, what celebrity story would be a good case study on the link between lifestyle and health?

Get your learners to join the Young Health Movement and share examples of their health campaigns: <http://www.yhm.org.uk/>

Section 12: Resources & Case Studies

You could use the following case studies as an initial introduction/icebreaker to the training or elsewhere in the programme as they are relevant to most units.

Meet the Public

Task 1: In pairs, choose one of the case studies and discuss these questions:

- What health issues does it illustrate and what does it suggest are the causes of these?
- How would you advise the individual and which services would you signpost them to?
- What does the exercise tell us about the YHC role? E.g. boundaries /expertise

You have around 10 mins to discuss and then we can share with whole group.

Case Study 1	Ben is 19 years old and from a small town in Devon. He has just started university in London and is experiencing living away from home for the first time. He is studying Maths and finding course difficult and quite 'dry'. He and his flatmates go out most nights of the week but alcohol is very expensive so they often take MDMA. He is finding himself taking it two or three times a week. Afterwards, he feels low and unable to be productive for several days.
Case Study 2	Alison is a 29 year old mother of two who is interested in healthy eating. She drinks up to a bottle of wine per night to unwind after the children have been put to bed. She has heard about units but is not sure whether she is exceeding the guidelines or not. She is wary of saying too much in case she looks like a bad mother and her kids get taken away, as she has heard other parents talking about drinking at the school gates.
Case Study 3	Nasreem is 24 and recently graduated from university. She has a job as a junior solicitor which requires her to often work late into the evening and eats out at restaurants or picks up a take away four or five times per week. She does not have a lot of friends, so when she feels down or has a busy day at work, she usually stays in with a pizza and cheers herself up with a tub of ice cream. Because of her work commitments, she doesn't get to see her friends a lot.

Case Study 4	Himesh is a 14 year old who spends most of his spare time playing X box. He is driven to school each day by his Mum and usually gets a note to be excused from PE at school due to an alleged 'asthma' complaint. His Mum walks the family dog. His cousins have commented on the fact that he never plays with them and that his weight is increasing.
Case Study 5	Peter is in his first year at university and loves the social life – recently, he went out to the student union and got very drunk – he ended up at a girl's halls of residence and they slept together. They didn't use condoms. His mate says it doesn't matter, he'll probably be fine as he's never caught any STI.
Case Study 6	Kate is 21 years old, engaged to be married and has recently gone back to full time work after having her first child (the baby is 8 months old). Her husband works for a courier company. He is a smoker and spends two or three nights a week in the pub with his mates. Kate gave up smoking while she was pregnant but started again soon after giving birth; she sees smoking as her treat and says it helps her deal with her stress.
Case Study 7	Anika is 14 years old. Her parents have recently told her that they are going to be getting divorced and she is moving house with her mum. She is struggling at school and her friends keep going into town and to the cinema without inviting her, posting photographs on Snapchat. Anika recently stopped fitting into her favourite jeans and has made a resolution to go on a diet. The less she eats, the more she feels like she is succeeding at something.

Task 2: Changing pairs, choose another one of the case studies and again, discuss the same questions.

Teaching Tip

- You may want to vary the amount of detail given, depending on the profile and ability of your learners
- You could use these case studies to cover different units so consider where they would be most appropriately placed in your teaching programme

Unit 1 Health Improvement Resources

Films

<https://www.youtube.com/watch?v=XQkYlpCmTDw>

Public Health – Concepts of Health and Its Determinants: By Natalie Lovesey M.D. This is a useful, short video quickly outlining what health is including the WHO definition

<https://www.youtube.com/watch?v=1jlsyucUwpo>

The John Snow cholera story – good for intro to public health – this is part 1 of 3 and it's 22 mins in total

<https://www.youtube.com/watch?v=JZvpF6gaGH4>

Vaccines save lives – Bill and Melinda Gates foundation – useful to illustrate value of vaccines as a public health improvement

<https://www.youtube.com/watch?v=CKISFlmDcY>

Physical benefits of physical activity – a short video animation

<https://www.youtube.com/watch?v=sNI0sNI-o60>

Social and emotional benefits of physical activity

<https://www.youtube.com/watch?v=yF7Ou43Vj6c>

5 ways to wellbeing – short animation

Websites

<http://www.who.int/about/mission/en/>

WHO definition of health: <http://www.who.int/about/mission/en/>

<https://www.nhs.uk/livewell/Pages/Livewellhub.aspx>

NHS Live Well, over 100 topics on healthy living

Unit 2 Research Health Improvement Services Resource

Websites

<https://fingertips.phe.org.uk/profile/health-profiles>

<https://www.nhs.uk/oneyou>

PHE campaign to improve health for adults.

Local Authority health improvement information is shown below, examples by region. Your equivalent local authority may be a good starting point for researching local health improvement services. Find out details of your own local services through research:

NE region example

<https://www.newcastle.gov.uk/health-and-social-care/health-and-wellbeing/being-active>

SW region example

<https://new.devon.gov.uk/impact/healthy-lifestyle-service-public-health/>

London example

<https://www.islington.gov.uk/social-care-health/health/local-health-and-lifestyle-services>

Unit 3 Deliver a Health Improvement message Resources

Films

<https://www.intofilm.org/theme/7>

Useful site with lots of films related to wellbeing including mental health and bullying for example. Blurb says: “Through the medium of thought-provoking films, young people can be encouraged to explore their feelings and discuss difficult and complex issues associated with wellbeing. Watching and discussing film helps develop emotional understanding and resilience while participating in filmmaking activities can provide a powerful means of self-expression.”

https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks

Good TED talk on engaging your audience by telling a story - HE students would use this or students very interested in improving their performance skills - 18 mins long but you can sample - Blurb says, "from the I have a dream" speech to Steve Jobs' iPhone launch, many great talks have a common structure that helps their message resonate with listeners. In this talk, presentation expert Nancy Duarte shares practical lessons on how to make a powerful call-to-action.”

<https://www.youtube.com/watch?v=d4y1OO9rppA>

Short animated video with some good speaking tips.

Websites

<https://young.scot/information/learning/7-ways-to-give-a-good-school-presentation-as-told-by-pups/>

Brief and very visual tips on how to give a good presentation using images of dogs.

<https://www.skillsyouneed.com/present/presentation-tips.html> - aimed at an adult audience but tips are generic and will help learners of all ages

Unit 4 Alcohol Misuse Resource

Articles and reports

<http://www.independent.co.uk/life-style/health-and-families/health-news/new-alcohol-guidelines-how-many-drinks-is-14-units-a6802091.html>

<https://www.theguardian.com/society/2017/oct/25/uk-wide-minimum-alcohol-price-would-save-lives-and-ease-pressure-on-nhs>

<https://www.theguardian.com/lifeandstyle/2017/oct/23/should-i-avoid-drinking-in-front-of-my-children>

<https://www.theguardian.com/lifeandstyle/2017/oct/07/a-letter-to-my-father-who-has-stopped-drinking>

Films

<http://alcoholeducationtrust.org/parent-area/conversation-starter-film-clips/>

A selection of public information films and tv items relating to alcohol and its effects, useful for prompting discussion or providing context for role plays.

Websites

<http://alcoholeducationtrust.org/>

<https://www.drinkaware.co.uk/>

<https://www.nhs.uk/Livewell/alcohol/Pages/alcohol-units.aspx>

<https://www.alcoholconcern.org.uk/>

<http://www.mouthcancer.org/>

Mouth cancer charity website with lots of useful info including alcohol as major cause of mouth cancer.

<http://www.alcoholics-anonymous.org.uk/>

<http://www.al-anonuk.org.uk/>

“Whatever your relationship to the drinker, whatever your story, Al-Anon can help. We believe alcoholism affects the whole family, not just the drinker. Al-Anon Family Groups hold regular meetings where members share their own experience of living with alcoholism. Al-Anon does not offer advice or counselling, but members give each other understanding, strength and hope.” **Al-Anon website.**

Unit 5 Physical Activity Resource

Films

<https://www.youtube.com/watch?v=ltVCEcpy-WY>

Produced by the YouthSport Trust, a look at the importance of physical education to young people in schools through physical activity and development, social skills and enjoyment levels.

<https://www.youtube.com/watch?v=CKISFInmDcY>

Physical benefits of physical activity – a short video animation

<https://www.youtube.com/watch?v=sNIOsNI-o60>

Social and emotional benefits of physical activity

Websites

<https://www.nhs.uk/Conditions/nhs-fitness-studio/Pages/welcome-to-nhs-fitness-studio.aspx>

NHS Choices website providing short videos to improve the public's fitness.

Unit 6 Healthy weight and healthy eating Resource

Articles

<https://www.theguardian.com/food-for-life/2017/oct/02/school-food-do-you-know-whats-powering-your-children-in-the-classroom>

Guardian article which looks at the role school caterers play in maintaining healthy diets one year on from the Government's childhood obesity action plan.

"The root cause of diet-related obesity is no secret: an energy imbalance between the quantity of food being consumed and the level of physical activity being exerted."

Films

https://www.youtube.com/watch?v=go_QOzc79Uc

Passionate Jamie Oliver TED talk, sharing powerful stories from his anti-obesity project in USA, making the case for an all-out assault on our ignorance of food. Although America focused, applicable to UK too. "We need a food revolution...every country has a problem with obesity and health." 21 mins long but can be sampled. Case studies of some American families affected by obesity eg Britney, who has 6 years to live due to obesity and another whose father died in her arms due to obesity – preventable disease! "Fast food has taken over this country."

Websites

<https://teachers.theguardian.com/assets/what-healthy-diet-presentation-and-game>

Lesson plan for secondary school learners with a photographic presentation and game, designed to aid understanding of the role of different foods within a healthy and balanced diet. Curriculum compliant with areas of healthy eating and nutrition.

NHS Choices provides an award-winning, comprehensive health information service with thousands of articles, videos and tools, helping you to make the best choices about your health and lifestyle, but also about making the most of NHS and social care services in England.

<https://www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx>

<https://www.nhs.uk/livewell/loseweight/Pages/Loseweighthome.aspx>

<https://www.nhs.uk/Livewell/weight-loss-guide/Pages/successful-diet-tips.aspx>

Unit 7 Sexual Health Resource

Articles and reports

<https://www.theguardian.com/teacher-network/2017/may/12/can-peer-led-teaching-help-improve-sex-education-in-schools>

<https://www.theguardian.com/education/2017/mar/07/sex-education-children-need-to-know-schools-teach>

<https://www.fpa.org.uk/factsheets/teenagers-sexual-health-behaviour>

<https://www.theguardian.com/commentisfree/2017/nov/06/sex-consent-desire-sexual-harassment-equality-women>

Thought provoking article by Zoe Williams about consent and attitudes towards sex without it, can use for discussion: "Sex without consent is not sex. Sex under duress is not sex."

Films

<http://www.divacreative.com/seftonshorts/>

'Sefton Shorts' is a film competition run by NHS Sefton to engage young people in sexual health and relationship issues in an innovative and creative way. Local college students created a series of short films about safe sex, contraception and STIs.

<https://www.youtube.com/watch?v=gBh7dihBzjl>

Short film by Northumbria NHS, North Tyneside Council's young person's health and wellbeing group and the youth health champions to make a short film about sexual health services for young people at our One to One Centre in Shiremoor in North Tyneside.

<https://www.truetube.co.uk/film/screwball>

A comedy drama for SRE lessons about Ryan and Natalie - two young people struggling through their first sexual encounter, and having to deal with each other's expectations, a shiny trumpet and way too many cats. It's ideal for opening up discussion about consent, peer pressure and the internet's influence on relationships.

Websites

<https://www.nhs.uk/oneyou/sexual-health>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.fpa.org.uk/factsheets/law-on-sex> Useful website for facts on the law and teenage sexual behaviour.

<https://www.fpa.org.uk/factsheets/under-16s-consent-confidentiality> FPA is a sexual health charity – this webpage shows the criteria that health professionals use to determine consent and confidentiality of under 16s in relation to sexual health services.

https://www.thinkuknow.co.uk/11_13/help/CEOP/

<https://www.disrespectnobody.co.uk>

<https://www.fpa.org.uk/factsheets/under-16s-consent-confidentiality>

<https://www.brook.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx>

<https://www.fpa.org.uk/specialist-sexual-health-services-young-people/personal-development-sexual-health-young-women>

Unit 8 Smoking Cessation Resource

Articles

http://thevalemedicalcentre.co.uk/resources/content/Documents%20&%20Files/Leaflets/ASH_116%20-%20Stopping%20smoking.pdf
<http://onlinelibrary.wiley.com/doi/10.1002/psb.1184/pdf>
<http://www.nhs.uk/Conditions/Coronary-heart-disease/Pages/Prevention.aspx>
<http://www.makeeverycontactcount.co.uk/media/1017/011-prevention-and-lifestyle-behaviour-change-a-competence-framework.pdf>

Films

<https://www.youtube.com/watch?v=fLbQfMmrISE> – Nice animation on the benefits of quitting smoking
<https://www.youtube.com/watch?v=IW6hwmdZbmE> – health effects of smoking
<https://www.youtube.com/watch?v=o3l0mJ2RfUO> – what happens when you stop smoking (very similar to the first one)
<https://www.youtube.com/watch?v=SPIJ1xFyBGY> – Pretty silly Disney cartoon on smoking (and how addictive it is) – could be good for younger people (maybe younger than the YHC audience?) – also questionable portrayal of Native Americans early on...

Longer videos

<https://www.youtube.com/watch?v=gnSEbLX94Tk> – A longer TEDx talk on how to quit
<https://www.youtube.com/watch?v=nylJo7VCdPE> – An animation on the journey of quitting smoking

Campaigns

https://www.youtube.com/watch?v=9kKN8_aa38A – ‘Top 40 Scariest anti-smoking commercials’

Websites

<http://ash.org.uk/home/>
<https://smokefree.gov/>
<http://www.givingupsmoking.co.uk/>

Other resources

<http://theadvisoronline.co.uk/resources>

Unit 9 Misuse of Substances Resource

<http://www.bbc.co.uk/programmes/p03nydkc>

A landmark series exploring the drugs of choice in different parts of the UK..

<https://youngminds.org.uk/find-help/looking-after-yourself/drug-use/>

Mental health charity website for young people explaining why they may take drugs and the facts and consequences of doing so.

<http://www.talktofrank.com/>

Excellent website for advice on drugs including a glossary, FAQs and the effects of taking drugs. FRANK has lots of reliable information about drug use and where to find support.

<http://www.talktofrank.com/worried-about-a-friend>

Useful webpage for young health champions who are worried about a friend's drug use.

Unit 10 Emotional Wellbeing Resource

Articles and reports

<https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html>

<https://www.teachwire.net/news/three-movies-to-support-mental-health-and-wellbeing-in-your-classroom>

Article about using films to start conversations about mental health, including the Amy Winehouse film.

Films

<http://www.bbc.co.uk/programmes/b09b1zbb>

<https://youngminds.org.uk/what-we-do/our-projects/no-harm-done/>

<http://www.bbc.co.uk/programmes/p04jcl09>

Short BBC films about young people and mental health (on iplayer so may disappear?) e.g. “Dad just broke down in front of me.”

Half of young men feel unable to talk to their fathers about their mental health.

<http://www.bbc.co.uk/programmes/articles/52ycrj32fNPXqqGsWWvksK7/mental-health>

Short films where young adults describe conditions such as anxiety and eating disorders.

Websites

<https://mhfaengland.org/mhfa-centre/resources/>

<https://youngminds.org.uk/resources/>

<https://www.mind.org.uk/information-support/local-minds/>

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

<http://www.actionforhappiness.org/10-keys-to-happier-living>

<http://neweconomics.org/2011/07/five-ways-well-new-applications-new-ways-thinking/>

“Around one in three children in every classroom have a diagnosable mental health condition, rising to one in four children when emotional distress is included.

These statistics get thrown around a lot but for every statistic there is a severe, tangible, devastating reality.

My Story – when I was 14 I was diagnosed with severe anxiety and depression. This made me part of a club that no one wants to be in, part of the one in four young people with a diagnosable mental health condition that don't get the access to the treatment and care they need.

Like many other young people across the country, my school did not have any kind of support in this department, there were no protocols in place to help students like myself who needed not only an educational structure from their school but also pastoral care.....” **Young Minds website, ‘Gaby’s Story’**.