Health and Social Care
RO35 - Health Promotion Campaigns

Health and social care

Key terms:

Pathogens - A bacterium, virus, fungus or parasite that can cause disease. Often more simply known as germs

Bacteria - Microscopic single-celled organisms which exist everywhere. Many are harmless and some are good for our bodies, but some cause bacterial infections such as salmonella which causes food poisoning.

Virus - Tiny pathogens that need to enter the cells of living beings to be able to multiply. An example is rhinovirus, which causes the common cold.

Fungi - Organisms that include yeast, moulds and mushrooms. Fungal infections usually affect the skin; examples are athletes foot or ringworm.

Mortality - Death

Coronary Heart Disease - This illness develops when arteries of the heart become narrower because of a build-up of fatty material (cholesterol).

Type 2 Diabetes - This illness can be caused by lifestyle. It usually appears in people over the age of 40. It is however becoming more common in children and young people. It is treated with a healthy diet and increased physical activity. Medication is often required.

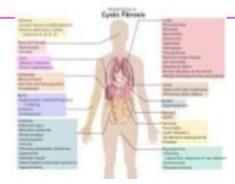Emphysema - A lung disease which causes shortness of breath.

Bronchitis - Infection of the main airways of the lungs

Pneumonia - A lung infection which causes problems with breathing.

Haemophilia - An inherited disorder where the blood does not clot.

Cystic Fibrosis - A genetic disorder where the lungs and digestive system become clogged with mucus

Type 1 diabetes - This illness causes the level of blood glucose (sugar) to become too high. It happens when the body cannot produce enough insulin, which controls blood glucose.

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Topic Areas: Topic Area 1: Current public health issues and the impact on society

Why is a healthy society important?

- Control of communicable diseases
- Decrease the cost of care
- Decrease sickness and dependency
- Increase in life expectancy

Choosing a public health challenge: What do you need to think about?

- Find a target audience
- What are the influencing factors relating to the target audience
- What are the barriers to leading a healthy lifestyle
- What are the positive changes if your campaign was followed?

Public health challenges:

Mental health, lowering alcohol consumption, increasing physical activity, healthy eating, child dental health, healthy heart, sexual health, teenage pregnancies, cancers etc.

The health promotion challenge you will focus on will be chosen by the OCR NEA

Health & Social Care: Learning Cycle 3

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Topic Areas: Topic Area 2: Factors influencing health and well-being

Factors influencing health and well-being:

Lifestyle choices:

Physical health: genetic and illness, diet, exercise, protected sex, smoking,

Mental health: stress and anxiety,

Education and socio-economic factors; disposable income, employment, literacy, qualifications, culture

Access to health services: location, opening times, local resources, availability

What can individuals can do to be healthy?

- No smoking, cough less, improved blood circulation
- Use sun protection, no burning, no age spots
- Safe sex, prevent disease, prevent pregnancy
- Eat a balanced diet, maintain weight, more energy, healthy digestive system
- Have good hygiene, protection from infection and diseases, germ-free hands, less tooth decay, fresh breathe
- Be mentally stimulated - better sleep, more energy
- Good sleep, more energy, more energy
- Regular exercise, weight control, more energy, strengthen bones and joints

Barriers to leading a healthy lifestyle-

- Advertising/ media promoting unhealthy products
- Peer pressure
- Lack of support from friends and family, role models
- Access to health professionals
- Cost, expensive gym memberships, healthy food cost more, treatment

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Topic Areas: Topic Area 3: Plan and create a health promotion campaign

How to plan a health promotion campaign-

You must include;

- Aims of the campaign; what do you want to change/ improve/ educate about? What is the focus? If a broad subject area narrow it down? Relate these aims to PIES, these could be mini objectives.
- Timescale; date and time you will deliver, will the resources you need be available, plan time for you to create resources for your audience, time for practising, ensure you can deliver your message clearly.
- Safety considerations; letting visitors know about exits, minimise any risks, sensitivity to audience if a difficult area, protecting the rights of the people you are talking about and too valuing different opinions/ views.
- Communication, how will you communicate, videos, posters, powerpoint presentations, leaflets, will you give extra resources to the audience.
- Will your campaign be appropriate for the audience, is it suitable for the target audience,
- Methods to engage the target audience, encouragement, short films of demonstrations, live demonstrations
- How will you gather feedback, questions, questionnaire, witness testimony.

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Topic Areas: Topic Area 4: Deliver and evaluate a health promotion campaign

How to deliver a health promotion plan;

You need to feel confident in talking about your health promotion campaign, you need to understand what you are delivering and be able to share information fully.

- Introduce campaign; name your campaign, welcome audience, tell them what you are going to talk about, explain why the audience should listen to you if you are speaking to them,

Take time to reflect

How to evaluate your performance.

- Use feedback - analyse feedback, what went well, what could have been better
- Self-reflect - from the start of your promotion campaign to the delivery what went well, look at positives. What did you do well. Your opinion about your actions.
- Review strength and weakness - planning, communication skills, engaging with individuals (other peers/ audience), enjoyment, focus, engagement learning.
- Suggest improvements - what could you be done differently next time, improvements, what would you do the same. Why? Link back to the witness feedback. What improvement could you make.

Delivering content appropriate to the campaign;

Must be suitable for the audience - target audience.

Communicate clearly - speak clearly, good volume, do not rush, take your time, encourage participation if your campaign allows.

If your campaign requires activities from the audience - check in with them and make sure they understand the task and what is needed from them.

Keep audience focused and provide support if needed.

Collect feedback from the group/ audience - witness statements, questionnaires about the campaign and effectiveness, details about questions asked within the session, were they appropriate? Was the campaign well received?

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NEA - Marking Criteria Words

Mark Band (MB1) Words:

Word	Meaning
Basic	• Work includes the minimum required. It is a starting point but is simplistic and not developed. • Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
Brief/Briefly	• Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	• The student can perform a task when given regular assistance or help.
Few	• Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Inefficient	• Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
Limited	• Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. • Work produced is a starting point rather than a developed process, concept or output.
Minimal	• Includes very little in amount or quantity required.
Simple	• Includes a small number of relevant parts, which are not related to each other.
Superficial	• Work completed lacks depth and detail.

Mark Band (MB2) Words:

Word	Meaning
Adequate(ly)	• Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	• The student can perform a task with occasional assistance or help.
Part(ly)/Partial	• To some extent but not completely. • Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed. • Work produced results in a process, concept or output that would be useable for its purpose.
Some	• Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	• Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. • Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

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NEA - Marking Criteria Words

Mark Band (MB3) Words:

Word	Meaning
Accurate(ly)	• Acting or performing with care and precision. • Correct in all details.
All	• Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
Clear(ly)	• Focused and accurately expressed, without ambiguity.
Complex	• Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	• The work produced is complete and includes everything required to show depth and breadth of understanding. • Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
Consistent(ly)	• A level of performance which does not vary in quality over time.
Critical	• Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.

Detailed	• Gives point by point consideration of all the key information.
Effective	• Applies the skills required to the task and is successful in producing the desired or intended result. • The work produced is effective in relation to a brief.
Efficient	• Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
Full(y)	• Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed. • Work produced results in a process, concept or output that would be fully fit-for-purpose.
Independent(ly)	• The student can perform a task without assistance or reliance on others.
Justify/Justified	• The reasons for doing something are explained in full.
Most(ly)	• Includes nearly all of what is expected to be included.
Wide (ranging)	• Includes many relevant details, examples or contexts: all of which are fully detailed, contextualised or exemplified.