



Health & Wellbeing



Tutor Resource Pack

Health & Wellbeing

Accredited Youth Work Programme

Who is this pack for?

This pack is designed for those working with young people aged 9-13 years in a youth work setting, within both the statutory and voluntary sector. There are no academic requirements to deliver this accreditation however we suggest that tutors have relevant youth work delivery experience.

Why Health & Wellbeing?

The Youth Service Regional Assessment of Need (2020-2023) has identified Health & Wellbeing (H&WB) as a priority for the youth sector. This document references the World Health Organisation who state that improving health is integral for human happiness and wellbeing. Health & Wellbeing has evolved from a singular concept to a more multi-facet and broad approach, including elements such as social and emotional wellbeing. Survey findings uncovered that 45% of young people believe that the youth service has a responsibility to promote Health & Wellbeing and support young people. However, 100% of full-time youth workers stated that they believe that promoting positive H&WB is something that youth services should offer as support for young people.

These findings are complementary to empirical evidence that outlines the importance of H&WB. In 2020, on behalf of the Department for Health, the Health, and Social Care Board (HSC) published a quantitative study in collaboration with Queens University, Ulster University, and the Mental Health Foundation. The sample involved 3000 children & young people along with 2800 caregivers and parental figures. Findings stated that:

- Rates of anxiety and depression are around 25% higher in the child and youth population in Northern Ireland in comparison to other UK nations.
- 1 in 8 children and young people in Northern Ireland experience emotional difficulties.
- 1 in 8 children and young people meet the diagnostic criteria for common mood and anxiety disorders.
- Spending too much time on social media was a problem for 1 in 20 young people aged 11-19 years

To gather a more comprehensive understanding into H&WB and establish context, we recommend that youth practitioners visit the link below and read pages 17-24.

[Youth-Service-Regional-Assessment-of-Need-2020-23.pdf \(eanifunding.org.uk\)](https://www.eanifunding.org.uk/Youth-Service-Regional-Assessment-of-Need-2020-23.pdf)

What's included and how is the pack used?

We advise that tutors read all pack contents before commencement of the programme.

Pack contents include:

- Assessment Plan
- Trainer notes
- Session plans X 10
- Optional session plans x2
- PowerPoint slides (Requires laptop, projector, and Wi-Fi)
- Activity materials
- Participant baselines (Beginning and End)
- Participant booklets

The assessment plan provides an overview of essential learning outcomes over ten 2-3-hour sessions. The assessment plan details minimum requirements to ensure participants have met the learning outcomes. Alongside the session plans, tutors are encouraged to avail of the PowerPoint slides for each session which include useful information, pictures, activity prompts and videos. Session plans reference all appendices required for activities/ games.

Assessment

Participants should be provided with their booklets on Day 1 of the programme. **Please note that activities/ evidence methods listed in the booklet are not prescriptive. Encourage participants to showcase their learning in creative ways e.g.,**

- Peer Assessments
- Tutor Assessments
- Quizzes
- Signed Flipchart/Work Pages etc
- Pre and Post Baselines (Self Assessment)
- Participant Workbook
- Observation Records – Peer/Tutor/Other
- Witness Statements – Peer/tutor/Other
- Recordings (Video and Auditory)
- Imagery (Photographs, Drawings, Comic Strips etc)
- Journal/Diary
- Powerpoint Slides
- Role Play
- Individual Identification in group flipchart pages/written work
- Checklist

These can be collated to produce a portfolio of evidence for every individual. We recommend participant booklets/ portfolios of evidence are kept with the tutor in the youth club for safe storage between sessions.

Existing accreditation frameworks which complement the learning outcomes covered within this programme include OCN Level 1 in Healthy Living.

Tips for a more successful programme:

Use your own expertise and knowledge to add and/or amend the resource pack to suit the needs, interests, and abilities of your target group.

Ensure there is consistency involved in the project and focus on making examples relevant.

Apply for a small sum of funding to include educational visits, residentials, outdoor activities etc. These will add value for the young people and will aid trust and relationship development within the group.

Keep group sizes at a maximum of 20 participants and use syndicate group work throughout to allow for more in-depth and open discussion.

Always have at least 1-2 games/energisers at hand to boost energy and enthusiasm within the group, when required.

Seek feedback after every session and ensure there is a tool to ensure delivery standards are also met.

Limit the amount of writing involved. The session plans have been formulated for activity-based learning to occur and feedback has stated that the more practically based, the better.

Acknowledgements

Boys & Girls Clubs would like to acknowledge the following sources which helped shape the contents of this pack:

[Youth Wellbeing Prevalence Survey 2020 - HSCB \(hscni.net\)](https://www.youthwellbeing.org.uk/2020/06/youth-wellbeing-prevalence-survey-2020-hscb/)

<https://www.education-ni.gov.uk/publications/children-and-young-peoples-strategy-2020-2030>

<https://www.publichealth.hscni.net/about-us/making-life-better>

<https://www.education-ni.gov.uk/publications/children-young-peoples-emotional-health-and-wellbeing-education-framework-final-version>

We would also like to extend our sincere thanks to practitioners and young people from across the sector who contributed to the design, development, and production of these resources.