

# Healthy, Happy and Well

Creating a youth social action project to improve health



## Step-by-step facilitation guide



[www.rcpch.ac.uk/youth-social-action](http://www.rcpch.ac.uk/youth-social-action)





**Thank you for choosing to do a social action project on children and young people's health.**

The Royal College of Paediatrics and Child Health (RCPCH) children and young people's programme (RCPCH &Us) have been working with an RCPCH Ambassador (doctor who supports children and young people's health and campaigns in their local area) and young people to improve children and young people's health.

# Healthy, Happy and Well: Creating a youth social action project to improve health

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We have created this guide to help youth social action projects to focus on children and young people's health. This will help to create improvements in health for children and young people, by children and young people.

## But who are we?



### RCPCH

A UK wide charity whose mission is to transform child health. We do this by supporting 20,000+ paediatricians and child health workers, by campaigning and lobbying for change, researching and sharing evidence on child health as well as doing projects, training and events.



### RCPCH &Us

The children, young people and family network for the Royal College of Paediatrics and Child Health, bringing together under 25s and parent/carers from different experiences and backgrounds to inform and influence our work and the child health sector.



### RCPCH Ambassadors

An England-wide network of volunteer RCPCH members that use their local knowledge and medical experience to advocate for the integration and improvement of services in ways that benefit children and young people in their area. This may also include advocating for the child health workforce that serves that area.



# Activities

This pack has 10 activities that will help you to plan and do your social action project. These can be done over a number of weeks or in a shorter time period, depending on how long you're volunteering on your social action project.

## The activities are:



### ACTIVITY 1

Create an evidence diary to record your project



### ACTIVITY 2

Our youth social action journey starts here



### ACTIVITY 3

Hold a group discussion to plan your research



### ACTIVITY 4

Visual voting



### ACTIVITY 5

Getting ready to plan a project



### ACTIVITY 6

Defining our why, how and what



### ACTIVITY 7

Time to plan!



### ACTIVITY 8

Carry out your project activity



### ACTIVITY 9

How did it go?



### ACTIVITY 10

Your project... the sequel!

# Guided learning

This action pack sets out a step-by-step facilitation guide for teachers, youth groups and/or young people to plan and deliver a social action project in their local community.

The pack includes suggested templates to record your findings (project diary), activity ideas to support thinking, RCPCH &Us health information sheets designed by a young person, power point from our RCPCH Ambassadors and video clips from specialist paediatricians to help with your social action project.

## Key symbols to lookout for:



### Watch for more information

When you see this icon, it means that there are short video clips from paediatricians about key health conditions that could help with your project. Go to [www.rcpch.ac.uk/youth-social-action](http://www.rcpch.ac.uk/youth-social-action) for more information.



### Keeping track of your project

While you are doing your project, it's a good idea to keep notes about what you have done, how you have done it and what worked or what needs to be changed. We'll give you ideas through the activities about what to record and how.



### Helpful hints and tips

When you see this icon, it means that there are more tips, help and information on pages 19-27 to help with your projects.

# Create an evidence diary to record your project

ACTIVITY 1



It is important to evidence your project in a clear way, this will help teachers or youth group workers to follow your project and for you to reflect on the processes you went through when delivering your social action project.

It will also help as a reminder for the future of examples of when you have worked as a team, developed a project or made a difference, which is really useful when filling out job/college/university applications and going to interviews.



Get creative, design on paper, computer, tablet or tablet.

*Remember*

- Make sure you record all the research you carry out, including information from any group discussions you have, the people you asked for help and the places you found information relating to children's and young people's health.
- Include information that was both useful and that wasn't as helpful.
- Include your/group reflections in each section. This will remind you of what was easy or difficult about each element as well as what you have learnt about the topics or to support your project.

## Your Evidence Diary

The diary should show your learning from start to finish, remember to use these sections to help set it out.

- 1 Research:**  
Finding out facts and stats about health topics and what matters to children and young people. This section will include your notes from activities 2, 3 and 4
- 2 Planning:**  
What activities you hope to do, when, what you need to be able to do them and who is going to help to make your project happen. This section will include your notes from activity 5
- 3 Actions:**  
Carrying out the activities for your project (activity 9-10)
- 4 Evaluation:**  
Thinking about what went well, what needs to be changed, what did you learn and what is better or different as a result of your project.



Some more helpful hints and tips are available on page 20.

# Our youth social action journey starts here

ACTIVITY 2



Every journey has to start somewhere, and that's the same for a project!  
This activity will help you to think about:



What social action means and how being involved will benefit you and the community



What child health includes and where children and young people go for health advice



What skills, knowledge, learning or information you will gain by taking part

*As a group*

- 1 Think about what youth social action means to you. Think about each word separately and together. How would you define it?
- 2 What would be the benefits for you or others of a youth social action project looking at children and young people's health?
- 3 Create a mind map of all the different things that child health means to you. What helps to keep children and young people, healthy, happy and well?
- 4 Add on to the mind map where children and young people go for health advice or where there have been youth social action projects in your area supporting child health topics
- 5 Write a list of everything that you need to know about children and young people's health and what you can do to find this information. See recipe 8 in [Recipes for Engagement](#)
- 6 Finally, think about the skills, knowledge, learning or information you will gain from taking part in the project.

Mind map

  
Record your thinking, ideas and learning in your evidence diary in the research section. If you are completing your diary on a device, take a photo of your work and upload to your diary.



Some more helpful hints and tips are available on page 21.

# Hold a group discussion to plan your research

ACTIVITY 3



Working together helps to share ideas and learning, provides an opportunity to hear other peoples views and to help plan and share the actions for a project. Use our tips to kick-start group discussions to help plan your project.



## As a group, discuss;

- 1 What child health topics you are going to research from your mind map
- 2 Ideas of where to research your child health topics
- 3 How to identify trusted sites, double check for authenticity, where the information comes from and why it's important to check

Carry out the research and identify the top 3 or 5 health topics in your local area that need to be improved. Think about:

- If the health topic is preventable?
- Think about how different community groups might be affected by the health topic, e.g. if they are living in poverty, have a disability, don't speak English, don't have access to the internet or other inequalities
- For each health topic, write up 2-3 fact or fiction statements
- Find an organisation in your area that supports people linked to the health topic

## Think about...

...how the information from your research compares with the videos from doctors.

- Was there anything you didn't know about in the videos?
- How did it compare with your research?
- What websites/information did you find that were useful?

Don't forget to **record** in your evidence diary in the research section the sites you have visited and the information you collected.



Some more helpful hints and tips are available on page 22.



Go to [www.rcpch.ac.uk/youth-social-action](http://www.rcpch.ac.uk/youth-social-action) for more information.

# Visual voting

(see recipe 8 in [Recipes for Engagement](#))

ACTIVITY 4



This activity helps groups to agree which health topic is most important to you and that you would like to develop into a social action project to help educate others by raising awareness.

## Visual voting in person:

- 1 Write down each health topic or condition from your research on a separate piece of paper/post-it-note
- 2 Give each member of the group 5 counters (use coins, pen lids, paper clips – whatever you have) to use as voting tokens
- 3 Each member then casts their votes to choose the health topics that are most important to them by putting all 5 counters on 1 health topic or 1 on each or any combination based on what's important to you. Once everyone has voted, count up the votes and write down the number of votes on each piece of paper.
- 4 Identify the top 3 highest scoring topics and remove the other topics. Give everyone their 5 counters back to vote again for their top topic. Again, these votes can be split across the topics or all on one – keep going until you have a clear winner.

*This will be the health topic to be the focus of your social action project!*

**Record** the child health topic you will be working on in your evidence diary in the research section. Include each topic voted on and the number of votes each health topic scored.

# Getting ready to plan a project

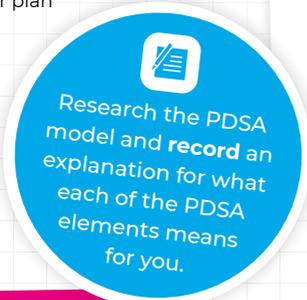
ACTIVITY 5



Now you have identified the child health topic that you want to create a social action project on, it's time to think about how to plan your project. Having a plan for a project helps everyone to know what is going on when and why.

In the plan-do-study-act process, you make plans, carry them out, and reflect on what you have done. In doing so, you learn to take initiative, solve problems, work with others, and accomplish your targets.

Having a clear plan helps you to focus your efforts, stay on track and keeps you motivated.

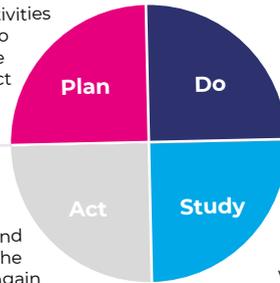


## PDSA model

To help create a successful project, use the Plan-Do-Study-Act (PDSA) model.

### Planning a project

List the activities you need to do to make your project happen



Carry out the activities

Think about what you have done and see if it worked in the way you hoped

Make any changes and carry out the activities again



## SMART Targets

The next part of project planning is to think about creating actions and targets that will help the project to be a success. These are called SMART Targets which stands for Specific, Measurable, Achievable, Relevant and Timely.

- S** **Specific:** having a clear target is important to achieve your project. Be clear about what you want to do
- M** **Measurable:** how you will know if you have achieved what you set out to
- A** **Achievable:** can the target be achieved in the time and resources you have
- R** **Relevant:** does your target matter to you and others
- T** **Timely:** set an end date to achieve your target



# Defining our why, how and what

## ACTIVITY 6



Now you have got some of the background thinking in place, have a think about what you have learnt and what difference it has made to your project.



Use this time to **record** the answers in your evidence diary to the following:

1

**Why** is your project important?

2

**How** will it make a difference to child health?

3

**What** are you going to do?

You now need to create the next sections of your evidence diary. These will be the planning, actions and evaluation section and will be where you record your ideas, actions and learning from activities 7-10. You can be as creative as you like! It could be paper based or on a device like a tablet, computer or using an app.

### Remember

- Make sure you record all the research you carry out, including information from any group discussions you have, the people you asked for help and the places you found information relating to children's and young people's health.
- Include information that was both useful and that wasn't as helpful
- Include your/group reflections in each section. This will remind you of what was easy or difficult about each element as well as what you have learnt about the topics or to support your project



Some more helpful hints and tips are available on pages 23-25.



Add your next sections to your evidence diary to record your findings as you go forward.

# Time to plan!

**All projects need a name, so kick start your project planning by coming up with a name for your social action project. You could run a competition in your school or group, have a creative ideas session, vote on options or pull names out of a hat!**

Always check first if any other projects have the same name so that people don't get confused between your project and someone else's!

## Plan

Think about the health topic you want to improve in your area for children and young people. Answer the questions to help build your plan. See recipe 14 in [Recipes for engagement](#) to help with your discussions as a group.

- 1 **What** do you want the project to achieve?
- 2 **How** many children and young people will benefit or take part in your project?
- 3 **What** is the age range that will benefit or take part in your project?
- 4 **What** will your project do? (e.g. train people, create a leaflet or poster, run an event?)
- 5 **When and Where** are you going to do it?
- 6 **How** long will the project run for?
- 7 **Who** will you get help, advice or support from?
- 8 **What** things do you need to do your project?
- 9 **What** can you do that costs nothing, that costs a little bit or that costs a lot? If your project needs money, where will you get advice and support about fundraising?
- 10 **Who** will do which tasks for your project?
- 11 **How** will you show you have achieved what you set out to do?
- 12 **What** are your SMART Targets (see activity 5)



As a group, think about each section of the PDSA model and **record** in your evidence diary.



When you are ready to deliver your social action project with others, you must think about how to keep yourself and others safe. Discuss these questions with your worker and record your answers in your evidence diary.



If you are planning to speak to young people about health topics, a young volunteer has shared an example PowerPoint as a guide! Find the link on page 26.



## Risk assessment

Assessing the risk – think about your project event with others (e.g. a school assembly, a fundraising sale, a set of posters explaining a health topic) and think about the risks that there might be and how to stop them from being a problem. Think about each step below and write a list of hazards, risks and how you will manage them.

- Step 1 Identify the hazards.** A hazard is something that can cause harm, e.g. electricity, going up a ladder to put up posters, allergies when selling food.
- Step 2 What are the risks? Decide who might be harmed and how.** A risk is the chance, high or low, that any hazard will actually cause somebody harm. For example, a young person eating a cake at a fundraising sale that has nuts in but no label could be seriously ill.
- Step 3 Think about the risks and actions to stop them from happening.** When you think about the risks you want to think about whether it is a serious risk, could be a risk, or not a risk. For each risk, you need to think about how to stop it from being a serious risk, e.g. at a fundraising sale, only sell cakes that have full ingredients label, so that people with allergies can read them.
- Step 4 Record your findings and implement them.** Keep a list of the hazards, risks and actions. Then action them!
- Step 5 Review your risk assessment and update if necessary.** Hazards and risks change so it is important to keep your risk assessment up to date.



Some more helpful hints and tips are available on page 27.

# Carry out your project activity



ACTIVITY 8



**The research and planning is done. You've got a project name, stats and facts, and you know who you are meeting or working with. Now it's time to do your project!**

All projects are different, so it could be you are creating a leaflet to give out in your school or youth group about making healthy life choices, or you are running a number of assemblies about supporting friends with epilepsy, or thinking about how to run a peer mentors programme to support people struggling at secondary school.

*Do*

*All projects are different, some short, others longer, some have lots of people involved and others just a few. They all make a difference and can provide good feedback and learning to improve child health.*

*Top tips*

Whatever your project, think about our top tips to help make your project event or activity a success:

- 1 Speak to workers who are there to support you. They can help to make sure that you are safe and supported, that the materials will work for different ages and groups and can help with any last minute worries or questions you might have
- 2 This is a great opportunity to try something new or practice something you don't like doing - public speaking, designing a leaflet, this will help to build your confidence.
- 3 Be prepared. As a group meet up before your event or activity to double check everyone is ready, knows what they are doing and feels supported about how they are going to get there
- 4 Think about what you are going to wear as a group. All wearing the same colour or style of clothes will help to look like a team, but remember to make it easy for everyone so that no one has to buy anything new
- 5 Get there in plenty of time so that you can set up without being in a rush, or have the posters and leaflets all printed a few days before the deadline
- 6 Always smile! When you are setting up, speaking with each other or at your event or activity, remember to smile



### *As a group*



Think about what your tips and hints are for each other ahead of your project or activity and share them. Think about where you have been in other good projects, events, activities, presentations or seen other good products and work out why it was so good, then think about how you can do this too.

## Do

*Now it's time to do your social action project.*

**GOOD LUCK!**



**Record** how it went in the actions section of your evidence diary.

# How did it go?

ACTIVITY 9



Now that you've had a chance to do your project, it's time to think about what worked, what you would change and if you want to do your project event or activity again. Use the study questions to help your thinking.

## Study

Carry out a group discussion to consider

- 1 Did it go to plan?
- 2 What went well/not so well with the delivery
- 3 How did you work together as a team?
- 4 What if anything would you do differently next time?

## Remember

Just because you are not seeing changes, doesn't mean it was a failure, we can always make improvements in everything we do and use the learning to help build confidence and knowledge.

Don't forget to notice what went well and the successes of the project and **record** your discussions in your evidence diary.

# Your project... the sequel!

ACTIVITY 10



Well done, you've carried out your first assembly, community information stall or another great project idea. You have reflected on what went well, not so well and have identified some improvements you want to make when you do your next event or part of your project.

## Act

It's time to act on what you have noticed or learnt and make changes ready for your next event or project activity. Discuss it as a group and make sure everyone is happy and knows what the changes are before you go out to your next activity.



## Think about

Think about the top tips in Activity 8 again, to help to build on making the next project event or activity a greater success. Not all projects have a second cycle or a sequel as you might have made changes as you go. Make sure you keep a list of the things that you tried, tested and adapted as you have worked through your project to help with your learning for next time.



Keep a **record** in your evidence diary of any improvements you have made or would make in future projects.

# Next Steps

**Congratulations! You've successfully worked through your project and learnt lots along the way. This includes:**



How to work together in a social action project



Stats and facts for health in your area



What matters to children and young people around health and wellbeing



How to plan a project



How to deliver and identify the lessons learnt in a project

At the end of every project, it is good to do an evaluation. This looks at bringing together all of the learning as well as your experiences of the project. You can do this through discussions, games, activities, questionnaires or lots of other ways. There are some good examples of evaluation activities in the RCPCH [Recipes for Engagement resource](#) – look at recipes 10 and 11 for ideas!

Remember to **celebrate** your project too! Taking part in a volunteering activity is something that needs to be celebrated, think about the different ways you can do this. You could invite the local press to do a news piece on your project, hold a celebration event inviting key people to find out more and give out certificates to everyone who has been involved. Don't forget to invite your RCPCH Ambassador!

**The next step is to work out how to tell people about your project. This could include:**



Doing a presentation at school or youth group



Creating a poster, leaflet, podcast or video explaining your project, what you did, what you found out and what people can do differently then share this to your local council, health services, charities and others (remember to check with your support worker around consent for videos and images).

If you have enjoyed your health volunteering, why don't you stay involved! Find out about other opportunities where you can make a difference to child health by joining RCPCH &Us, looking up your local hospital youth forum and join, or if you are in England your local Healthwatch. You could join your GP patient participation groups, or look up the other charities that are looking at health topics and help out as a volunteer.

**If you want to get involved with RCPCH &Us and help to influence and improve child health, get in touch!**

 [www.rcpch.ac.uk/and\\_us](http://www.rcpch.ac.uk/and_us)

 [and\\_us@rcpch.ac.uk](mailto:and_us@rcpch.ac.uk)

 [@RCPCH\\_and\\_Us](https://twitter.com/RCPCH_and_Us)



## Activity hints and tips



*On the following pages you will find some hints and tips for each activity to help you complete your Social Action project.*

# Activity 1: Hints and tips

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ACTIVITY 1



## Example evidence diary part 1



### Research

Include your notes from activity 2, 3, 4, 5 linked to finding out facts and stats about health topics, what matters to children and young people, how to plan a project



#### Carrying out the research

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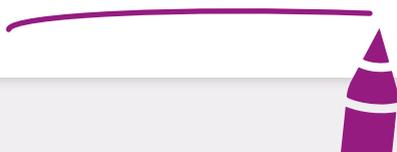


#### Your findings

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#### Your reflections



# Activity 2: Hints and tips



These organisations can help you to find out more about social action:

 British Youth Council [www.BYC.org.uk](http://www.BYC.org.uk)

 #iWill Campaign [www.iwill.org.uk](http://www.iwill.org.uk)

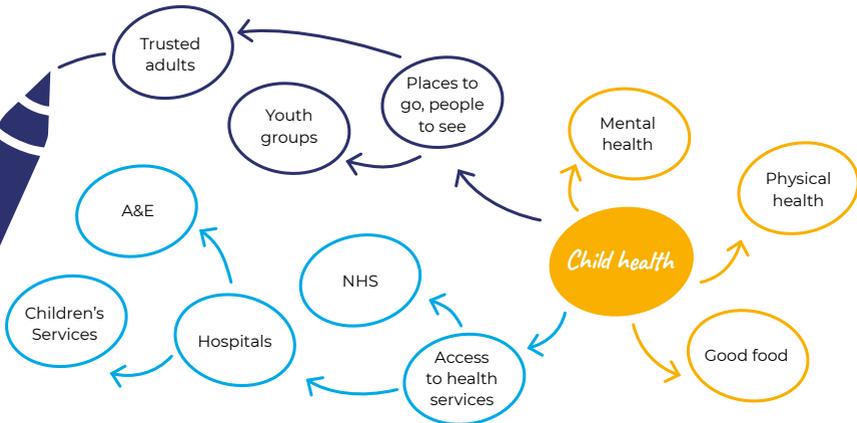
 National Citizenship Service [www.ncsyes.co.uk](http://www.ncsyes.co.uk)

 Young Citizens [www.youngcitizens.org](http://www.youngcitizens.org)

**Social action definition:**  
Youth social action refers to activities that young people do to make a positive difference to others or the environment. Young people don't have to try and save the world on their own. Taking small positive actions to improve your home, school or local community can all make a big difference!

## What is a mind map?

A mind map is a simple drawing that links lots of connecting ideas together, building up as you think and keeping track of important ideas or information with short notes.



## Skills, knowledge and information you can develop

- Communication | Empathy | Teamwork | Passion | Resilience | Problem solving | Leadership | Creativity | Confidence | Experience of carrying out research | Planning | Project implementation and evaluation | Understanding of child health topics

<sup>1</sup><https://www.iwill.org.uk/about-us/youth-social-action>

# Activity 3: Hints and tips



*Facilitate a group discussion to plan your research*

## Examples of places you can go to find out information;



Library



Making phone calls



Book



Ask workers



Internet



Magazines



Medical journals



## Trusted sites for health data

- State of Child Health (RCPCH)  
<https://stateofchildhealth.rcpch.ac.uk/>
- Key Data on Young People (AYPH)  
<https://ayph-youthhealthdata.org.uk/>
- Office for National statistics (ONS)  
<https://www.ons.gov.uk/>
- Local Authority website for your area (your council)
- Local hospital website
- NHS website for your country
- Also national charities for different conditions can provide information to support your research e.g. Asthma + Lung UK, Mind, Brook, Young Epilepsy
- Healthier Together  
<https://what0-18.nhs.uk/professionals/teachers>



# Activity 6: Hints and tips

## Example evidence diary part 2

 *Planning*

Include your notes from activity 6, 7 looking at what activities you hope to do, when, what you need to be able to do them and who is going to help to make your project happen



**Project name:**



**Chosen health topic:**



**Why:**

**How:**

**What:**



**Plan:**

**Targets:**



*Continued on next page*



# Activity 6: Hints and tips

ACTIVITY 6



## Example evidence diary part 2 (continued)



### Planning (continued)



#### Risk assessment

**Hazards:**

**Risks:**

**How to manage them:**

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**Your reflections:**



### Actions

Include your notes from activities 8, 9, 10 that support carrying out the activities for your project



**Do:**

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**Study:**

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**Act:**

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**Your reflections**



## Evaluation

Think about what went well, what needs to be changed, what did you learn and what is better or different as a result of your project



### My learning and experiences

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### Project learning and experiences

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### Health topic learning and experiences



# Activity 7: Hints and tips



## PDSA model

Here is an example of a PDSA for a social action project:

Identify the health topic through research and develop a plan of how you can inform others.

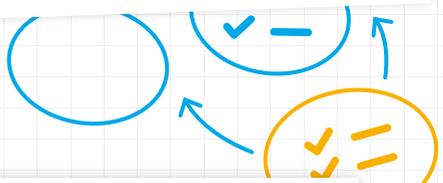


Carry out the health social action activity. Check out this young volunteer's example PowerPoint of how to speak to young people about health topics available at [www.rcpch.ac.uk/youth-social-action](http://www.rcpch.ac.uk/youth-social-action)

Any learning you have identified through the review and reflection process can help you to make changes before you repeat the activity.

Review the health social action activity, compare the results of the participants knowledge before (pre) and after (post) the activity to check what you/they have learnt.

## SMART Targets



Here is an example of SMART Targets for a social action project:

- S** **Specific:** setting a clear goal is important to ensure you achieve and finish your project. A goal could be that you are going to inform 100 year 3 pupils at your local primary school about a specific health condition.
- M** **Measurable:** How you will know if you have set out to do what you planned to do. I can tick the number of students who attended the assembly, so I know how many I have presented to.
- A** **Achievable:** Can I achieve this in the time I have to complete, do I have the resources available.
- R** **Relevant:** Are there 100 year 3's in the local primary school?
- T** **Timely:** Setting an end date to achieve your goal as you could lose motivation if it goes on for too long.





## Risk assessment

Here is an example risk assessment template

**Project name:**

 Hazards and Risks	<b>Risk rating of the hazards and risks of doing harm:</b>  High  Medium  Low	<b>Managing the Hazards and Risks (actions)</b>	<b>Risk rating after actions</b>  High  Medium  Low
<b>The place where your project will happen</b> <i>e.g. access, slip/trip/fall hazards, getting lost, damage, equipment</i>			
<b>The group involved in your project</b> <i>e.g. who is there, who is supporting the group, are there any communication/access/support needs</i>			
<b>The activities you will be doing</b> <i>e.g. are they safe, appropriate, easy to understand, could cause upset or distress, need resources like scissors</i>			

**What is your plan B**

*e.g. if the room isn't open, there is bad weather, people are ill and don't turn up?*

**What is the number to call for help?**

*E.g. support worker, 999*

# Notes

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*If you need more  
help or have questions,  
then please email:  
[and\\_us@rcpch.ac.uk](mailto:and_us@rcpch.ac.uk)*

# Notes

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# Notes

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Get involved and make a change with RCPCH &Us

# Educate. Collaborate. Engage. Change.

Use your voice to help improve child health across the UK.

## We have opportunities for:

- **Children, Young People and Families** through the &Us Network
- **Healthcare Professionals** through the Engagement Collaborative

## Contact us for further information:

Email: [and\\_us@rcpch.ac.uk](mailto:and_us@rcpch.ac.uk)

 @Rcpch\_and\_Us

 \RCPCHandUs

 rcpch\_and\_us

 RCPCH &Us

[www.rcpch.ac.uk/and\\_us](http://www.rcpch.ac.uk/and_us)

