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CYMRU
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Iechyd Cyhoeddus
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Public Health
Wales

St John
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Public Health Merit Award

Equipping children & young people with the public health skills and knowledge to make informed decisions to protect and improve their own health, thus protecting and improving the health of the community and narrowing health inequalities.



Contents

The curriculum for each age group is divided into three key aspects of public health, with a self-determined project at the end. Each of the three key aspects contains two topics with a list of assessment criteria for each.

Learners will need to meet all the assessment criteria for their age group in order to complete the award.

11-18 Years		4-11 Years	
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Protection

Health Protection is all about protecting people from infectious diseases and non-infectious environmental hazards such as chemicals and radiation.

In this key aspect of public health, learners will cover:

Communicable diseases, immunisation, infectious agents & vectors of disease

Learners will:

- Understand the transmission of communicable disease.
- Understand the role immunisation plays in the control of communicable disease.
- Understand infectious agents and vectors of disease.
- Know how to reduce/prevent infectious disease by control of infectious agents/vectors.

To show learners have achieved the learning outcomes, they should be able to:

Describe the various modes of transmission of disease.

Describe an infectious disease and its immunisation programme.

Outline the impact of immunisation upon disease.

Describe infectious agents and vector of diseases.

Compare and contrast different methods of infectious disease control by reducing/preventing exposure, and increasing resilience, to infectious disease agents/vectors, evaluating the effectiveness of different approaches.

Environmental health hazards and hygiene

Learners will:

- Understand the health dangers from air, water and noise pollution.
- Understand the role PHW and other agencies (eg Environment Agency, Local Authority Environmental Health teams) play in the management of environmental hazards.
- Be able to identify environmental health hazards within their own communities.
- Be able to assess a range of mitigation/hygiene/control solutions and apply them.

To show learners have achieved the learning outcomes, they should be able to:

Describe the health dangers of each type of pollution.

Compare the risk of health dangers for healthy people compared to those with health vulnerabilities.

Describe 2-3 initiatives which PHW (and/or another agency) employs to manage hazards through prevention, control and/or mitigation.

Assess own community hazards, including a mapping exercise and risk matrix score.

Compare and contrast a range of control solutions.

Identify key people, places and organisations in implementing local control solutions.

Plan an activity which promotes the control of an environmental health hazard within the community.



Helpful resources

[Immunisation and Vaccines](#)

[Preventing infection](#)

[Environmental Public Health](#)

Prevention

Prevention in the context of public health is about taking care of your body and mind and taking action to stop health problems before they happen.

In this key aspect of public health, learners will cover:

Mental well-being

Learners will:

- Be able to identify community, family and personal resilience factors which promote good mental well-being.
- Understand the importance of community engagement for mental well-being resilience for all.
- Be able to identify a range of actions which can be taken to maintain good mental well-being and help poor mental well-being.
- Understand the causal link between mental well-being and physical well-being in both directions.

To show learners have achieved the learning outcomes, they should be able to:

Describe a range of resilience factors which promote good mental well-being.

Describe different opportunities for community engagement within own community, including how to meet the needs of vulnerable populations, such as homeless people.

Assess a range of support actions, to include how they help meet the needs of vulnerable populations.

Describe the link between mental well-being and physical well-being.

Plan an activity within own community which promotes positive mental wellbeing.

Taking care of your body

Learners will:

- Be able to identify a range of activities which may contribute to musculo-skeletal disorders and identify methods of avoiding these that are suitable for a range of individual circumstances.
- Understand the impact exercise can have on the mind and body and identify a range of physical health activities.
- Be able to describe the health dangers from tobacco, alcohol and drug misuse and identify resources which assist in the management of misuse and/or addictions.
- Understand how healthy eating can be maintained and identify the PHW and government approaches to combating obesity and other eating disorders.

To show learners have achieved the learning outcomes, they should be able to:

Describe the impact of exercise.

Plan 3 exercise activities for differing levels of mobility.

Describe the health dangers from tobacco, alcohol and drug misuse.

Compare health outcomes of someone without health dangers to someone with health dangers.

Outline resources which can assist in the management of misuse/ addiction and describe the ways these offer support.

Describe the healthy eating plate and eatwell campaign.

Compare the healthy eating plate to own plate.

Describe the connection between social/economic/ environmental factors and healthy eating e.g. adequate income, product labelling.



Helpful resources

[Promoting individual and community wellbeing](#)

[What are the benefits of physical activity?](#)

[Health Benefits of Quitting Smoking](#)

[Honest information about drugs](#)

[The Eatwell Guide](#)

Improvement

Health Improvement encourages healthy choices as well as addressing parts of life that affect our health such as poverty and education

In this key aspect of public health, learners will cover:

Wider determinants of health

Learners will:

- Understand the difference individuals can make to a wider community of people through active participation.
- Understand the importance of housing safety and security and identify control measures for avoiding hazards.
- Understand the various opportunities for formal and informal learning and the impact learning has upon well-being and overall health.
- Understand the impact employment has upon health, well-being and development, including both potential positive and negative affects.

To show learners have achieved the learning outcomes, they should be able to:

Identify a community of people who have a need.

Plan an activity to address that need.

Deliver the activity.

Evaluate the success of this activity.

Describe housing safety and security points.

Identify a range of control measures to reduce hazards, including within own environment.

Compare wellbeing and health for those with and without learning opportunities.

Describe the impact employment can have upon health, well-being and development.

Describe the role of occupational health and health and safety at work in promoting health and well-being through work.

Safe relationships

Learners will:

- Be able to identify what a safe relationship is and how to maintain one.
- Be able to assess a range of relationships and to understand how to manage them when facing challenges.
- Understand the role of community safety within health and well-being.
- Understand the concept of Adverse Childhood Experiences (ACEs) and the longer term effects including the potential generational cycle and identify the health inequalities they incur.

To show learners have achieved the learning outcomes, they should be able to:

Compare qualities of a safe and unsafe relationship.

Describe how to maintain positive relationships.

Describe the different relationships we have throughout our lives and how these change over time.

Identify conflict resolution tactics.

Evaluate the different methods of community safety, and their effectiveness, within own community.

Outline the concept of Adverse Childhood Experiences (ACEs) and the impact they have upon health and wellbeing.

Describe a range of opportunities for families to help prevent further ACEs.

Identify services and processes that can help to address causes of ACEs and mitigate effects on future and present generations.



Helpful resources

[What makes us healthy?](#)

[Broader Determinants of Health](#)

[Tackling and preventing ACEs](#)

Project

To be decided locally, to include element of peer-to-peer sharing.

Learners will:

- Be able to demonstrate detailed learning of one or more of the learning outcomes.
- Be able to deliver peer to peer or intergenerational learning/ mentoring / advocacy activity to others on this topic.

To show learners have achieved the learning outcomes, they should be able to:

Identify an area of learning to explore further.

Outline the key aspects of the topic.

Describe the information to demonstrate the key learning points.

Plan a peer-to-peer or intergenerational learning/ mentoring/ advocacy activity.

Deliver an activity to other young people or wider community.

Evaluate the success of this activity to include: feedback from young people or wider community and personal reflection.



Protection

Health Protection is all about protecting people from infectious diseases and non-infectious environmental hazards such as chemicals and radiation.

In this key aspect of public health, learners will cover:

Communicable diseases, immunisation, infectious agents and vectors of disease

Learners will:

- Understand the transmission of communicable disease.
- Understand the role immunisation plays in the control of communicable disease.

To show learners have achieved the learning outcomes, they should be able to:

Describe how various diseases can be transmitted.

Outline how immunisation controls communicable disease.

Environmental health hazards and hygiene

Learners will:

- Be able to identify environmental health hazards within their own communities.
- Be able to assess a range of mitigation/hygiene/control solutions and apply them.

To show learners have achieved the learning outcomes, they should be able to:

Describe a selection of health hazards within own community.

Describe control measures for these hazards.

Assess the effectiveness of a range of control measures.

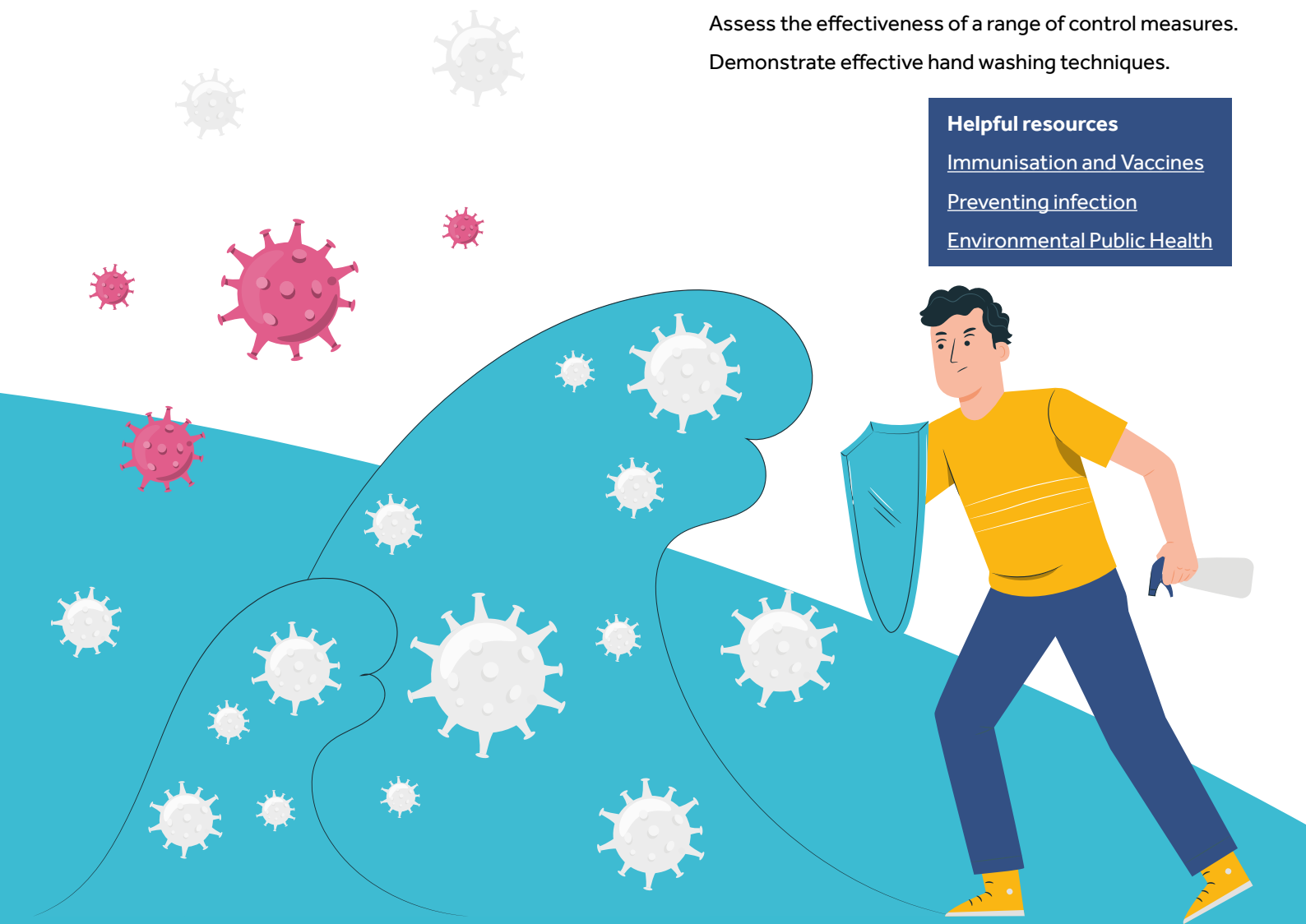
Demonstrate effective hand washing techniques.

Helpful resources

[Immunisation and Vaccines](#)

[Preventing infection](#)

[Environmental Public Health](#)



Prevention

Prevention in the context of public health is about taking care of your body and mind and taking action to stop health problems before they happen.

In this key aspect of public health, learners will cover:

Mental well-being

Learners will:

- Be able to identify resilience factors which promote good mental well-being.
- Be able to identify a range of actions which can be taken to help poor mental well-being.

To show learners have achieved the learning outcomes, they should be able to:

Describe good mental wellbeing and how to maintain it.

Demonstrate a range of techniques to maintain wellbeing.

Outline a range of actions which can be taken by those with existing poor mental wellbeing.

Taking care of your body

Learners will:

- Understand the impact exercise can have on the mind and body and identify a range of physical health activities.
- Understand how healthy eating can be maintained and identify the PHW and government approaches to combatting obesity and other eating disorders.

To show learners have achieved the learning outcomes, they should be able to:

Demonstrate a range of physical health activities.

Assess how physical activities impact upon mind and body.

Describe the healthy eating plate and Eatwell campaign.

Compare the healthy eating plate to own plate.

Describe the connection between social/economic/ environmental factors and healthy eating e.g. adequate income, product labelling.

Helpful resources

[Promoting individual and community wellbeing](#)

[What are the benefits of physical activity?](#)

[The Eatwell Guide](#)



Improvement

Health Improvement encourages healthy choices as well as addressing parts of life that affect our health such as poverty and education

In this key aspect of public health, learners will cover:

Wider determinants of health

Learners will:

- Be able to play an active role within own community.
- Be able to identify hazards within the home and within the community and employ methods to control these.

To show learners have achieved the learning outcomes, they should be able to:

Demonstrate community involvement through a positive activity which benefits said community.

Describe a range of hazards within own home and community.

Outline control methods for these hazards.

Safe relationships

Learners will:

- Be able to identify what a safe relationship is and how to maintain one.
- Be able to assess a range of relationships and to understand how to resolve conflict.

To show learners have achieved the learning outcomes, they should be able to:

Describe the qualities of safe relationships.

Outline how to maintain safe relationships.

Describe a range of relationships including peers, parents/ guardians/ teachers or group leaders etc.

Outline how and when conflicts may occur.

Assess different techniques for resolving conflicts.

Helpful resources

[What makes us healthy?](#)

[Tackling and preventing ACEs](#)



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To show learners have achieved the learning outcomes, they should be able to:

Identify an area of learning to explore further.

Outline the key aspects of the topic.

Describe the information to demonstrate the key learning points.

Plan a peer-to-peer or intergenerational learning/ mentoring/ advocacy activity.

Deliver an activity to other young people or wider community.

Evaluate the success of this activity to include: feedback from young people or wider community and personal reflection.

