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4. All seven stages in the scenario are important in taking action in health promotion, in order for it to be effective. In the following paragraphs I will discuss why each one is important, the reasons for why they are necessary.

The first stage in the process is identifying the issue. This is important as it is a good starting point, how can you take action without having an issue that is a focus? It ~~may~~ ^{may} not achieve anything. Research should be done around this issue so the issue is relevant, and suited to the target group.

The second stage in the process is developing knowledge and insight. This is the same as researching around the issue to be sure it is relevant and suited to the target group. ~~For this reason I believe that the first two steps~~

The third stage is developing a vision, a goal which you hope to see in the target group in the future, and the fourth stage is understanding the situation which you are faced with, around the target group. I believe in certain scenarios these first 4 steps do not necessarily have to be in that order, although they are all important. It relates to my own experience of mentoring a group of year 8 students as part of the year 13 PE mentoring programme this year. I am a competitive swimmer,

and work part-time as a swimming instructor, so I thought that a good issue for me to focus on would be that swimming is a very important life skill, and that everyone should be able to swim competently. I developed a knowledge and insight around my issue, the number of child pool and sea drownings per year, and the numbers of young children that cannot swim. I used the internet for statistics on this matter. I then developed my vision around helping more children be safer in the water. I was then given my target group of girls year 8 students. After ~~researching~~ surveying and researching I found that my entire target group of 2 classes were mostly already very ~~com~~ competent swimmers, and after watching each class in a swimming PE session found that my ~~first~~ issue and vision were irrelevant for this situation. This is why I believe that steps 1-11 of the given situation are not necessarily in the right order. With ~~a~~ a given target group, research should be done first, ~~before~~ so that a relevant issue is identified. However I understand that my experience was in a school environment where I was given my target group. In other situations, it would be OK to complete the steps in

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order, identifying an issue and then ^{identifying} which target group is appropriate and would be most affected in a health promotion process. A target group is important in all situations. Different ~~gro~~ age groups, sexes, ethnicities or living locations may have very different health promotion issues within them. From there people ~~and~~ taking action in health promotion can focus on advertising and working on health promotion in the correct environment. A good example of this was the "30 minutes a day push play" campaign. The idea behind this is that people are physically active for 30 minutes every day. However this is not necessarily accurate for everyone. Young children or adolescents may need to be physically active for longer than this to maintain a ~~set~~ healthy lifestyle. Therefore the campaign advertisements were on during the news, and other adult-focused programmes. As majority of people that watch the news would be adults, the people behind the campaign were advertising to the correct target group. Advertising to a target group ~~that had other issues~~ or the ~~up~~ that the issue was less relevant for would be a waste of time.

Number 4 of the health promotion process in the scenario is important in

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understanding the target groups. Research should be done to determine what their issues are, what might be barriers affecting their participation in the programme that can be minimised and what are the enablers to their participation in the programme that can be enhanced.

For example when ~~conduct~~ doing my year 15 PE mentoring programme, some barriers that may affect a year 8 student participating in the programme may be transport - as none of them could drive themselves, time as from survey's I found that many of them were very busy with other commitments such as dancing, playing musical instruments, and homework. (However in saying this many of the students that were more appropriate to target were the ones that weren't as committed with other activities which were often sports.)

To overcome these barriers, I was able to book school facilities ~~so they did~~ at lunchtimes, or right before or after school. This meant minimal travel as they were ~~there~~ at school anyway, and sessions during or just outside the school day meant minimal time was needed, for example travel times and ~~long~~ lunchtime sessions meant they were ~~waited~~ more available at these times.

I also found many enablers to participation that I could enhance in the programme.

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An enabler to their participation was that I had access to school facilities, which meant they had easy access to good facilities that could support them in the programme. In doing this I also minimised a barrier of cost, as I could use school facilities at no cost. This is why stage 4 ~~is so important~~ of the process is so important, so the programme can be made as easy for the target group as possible, with ~~few~~ less barriers completely stopping their participation and making enablers even more helpful in their programme.

Stage 5 of the cycle is also very important, effective planning provides organised participation in the programme, with each session having a focus and aim. It also allows the planner to really think about how they are going to work towards their vision.

Stage 6 is obviously very important as without actually acting on the issue, nothing can be done, and stage 7 is just as important as reflecting and evaluating allows the person to evaluate whether their programme ~~was~~ worked, which parts were effective or not so effective. This is incredibly important so that outcomes and evaluations can be used for future programmes, increasing the database of what works and what doesn't, so that ~~each~~ people can learn

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from each programme, gaining more and more knowledge about health promotion, so that future programmes become easier and easier, and can make more significant differences.

In conclusion, the ~~take~~ steps in the taking action process of the scenario are all very important in achieving an effective outcome of a health promotion process, however I do not believe they have to be done in the given order, steps 1-4 ~~in p~~ can be changed around depending on the type of situation the person engaging the health promotion process is in.

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