

CAMPAIGN FOR WELLBEING CHALLENGE

Home Learning Digital Challenge

A collaboration between Scotland's Enterprising Schools
and Mora Consulting

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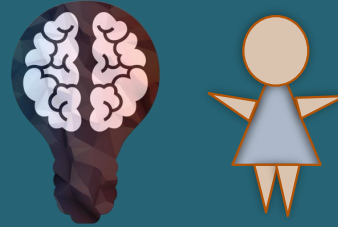
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CAMPAIGN FOR WELLBEING CHALLENGE

CHALLENGE BRIEF

Average life expectancy in Scotland is still significantly lower than in other UK countries and Western Europe.

An estimated 18-29% increase in need for health and social care services by 2030 is anticipated.

More people in Scotland are now living with one or more complex health conditions.

Fewer people are able to work and remain in work as a result of health problems or to care for loved ones who are unwell.

Roughly 1 in 10 children and young people in the UK are experiencing a mental health problem.

Mental health is the single largest cause of disability in the UK.

1 in 4 people in the UK will experience a mental health issue at some point in their life.

75% of young people who are experiencing mental health problems are not receiving any treatment.

Recent months have shown how vitally important it is that we support each other and improve our health and wellbeing. Our day to day lives have been disrupted, impacting our normal activities and eating habits, and introducing stress and anxiety.

Good mental health can be a key factor in determining physical wellbeing, so it is essential we care for our mind and body to live in good health longer.

Imagine that you work for a Digital Multimedia Agency and the Scottish Government has approached your company to use the power of social media for good, by creating a simple website to help people improve their health and wellbeing.

You have been asked to do the following in order to capture the nation's attention and secure public support to reach the target:

- **Design a website, using a design board, which will do any of the following:**
 - Encourage young people to talk about their physical and mental health
 - Help us understand the challenges we each experience
 - Highlight simple steps we can take to make a difference
 - Suggest activities or available support which can assist mental wellbeing
 - Promote and support healthy nutritious foods and eating habits
 - Motivate people to be more active
- **Decide what the look and feel of your site will be, to communicate your messages and make it easy for users to navigate**
- **Decide what media you will use to make an impact e.g. taglines, graphics, short film clips**
- **Create a prototype website which demonstrates what the finished solution could look like**

CONSIDER

- What do you want to achieve? How will you know you have been successful?
- Your audience: who is your target audience? What will capture their interest?
- What will your website look and feel like e.g. branding, colours, layout, graphics, short film clips?
- What information do you need to research?
- What helpful resources can you provide, or point your audience to?
- How will you make it easy for people to use and get help?
- What software will you use to create your website e.g. Wordpress, Facebook?
- How will you pitch your vision and demonstrate your prototype to the Government?

SHARING YOUR LEARNING

We recommend that you share your learning with teachers and family – they will be proud of what you have achieved and will maybe offer you some feedback.

We would also love to hear how you got on with this challenge and perhaps see some pictures of your design boards, feel free to tag us on social media: @ScotEntSchools



Task 1 – Identify



Look at the Challenge Brief, think about the problem and the main aims. Think about your own interests and strengths—does this challenge give you any ideas or play to your strengths?

What is the problem? What is needed/wanted and by whom?

Who am I? What do I care about? What skills do I have?



Task 2 – Explore

In this task, you will look at your current level of knowledge of the topic, which will help you to focus on what research is required in order to learn more. Think about who/what can help you. You might have to make new contacts, ask for advice, learn a new skill. How will you go about this?

What do I know already?	What do I need to know?	Who/What can help me?



Task 3 - Generate

Create a design board view of your proposed website or Facebook page.

You might want to link up online with others to generate ideas that can combat the problem. Start off with lots of ideas—do not necessarily think about the practical aspects at the early stages. Maybe you would like to mind map your ideas or just make notes.

What is causing the problem? What ideas could solve this? What will make people stop, think and take action?



Task 4 – Execute – Create Prototype



SKILLS

Usually, this would also be the stage to think about each team member's individual skills and the roles required to put your idea into practice. You would then assign roles based on these. You may be able to organise this online with your teammates. If you are working alone, try to think of the roles required and the skills associated with each. Where do your strengths lie? Would you be better at one role than another? Perhaps you would be suited to more than one role.

Skills Development Scotland have produced a [Skills Explorer Tool](#) which you can access through their site [My World Of Work](#). This might help you to identify your current skill set.

Make note of your skills/qualities/talents that could be useful to you in this challenge



CAREER FOCUS

What kind of roles are there in a Digital Multimedia Agency?

Creative Director – Responsible for assigning tasks to the team and ensuring quality by supervising and reviewing the work of the team. They liaise with clients and keep the project on budget. They should be creative, excellent communicators, strong leaders and be financially savvy.

Copywriter – (Nothing to do with copyright) Produces written content for advertising and marketing, eg. content for blogs, adverts, social media posts etc. They must be strategic and creative thinkers and often also propose visual ideas.

Designer – (Graphic Designers, Web Designers, Product Designers) Turn ideas into reality, often add flair to ideas from creative team. Web Designers are skilled in shaping the audience's interaction and feelings when using the website. Assist Creative Directors and Copywriters with campaign materials. They have to be creative and good communicators, most also have excellent technical skills.

Production Artist – Prepare multiple versions of an advert for different types of media and are involved in updating campaigns which already exist. Must have an eye for detail and be studious.

Sketch/Storyboard Artist – Often works in TV or outdoor advertising. They quickly sketch storyboards for TV shoots or image campaigns. Must have good technical skills as sketches are often done digitally.

Make notes on jobs roles and associated skills



PROTOTYPE

This is the time to develop your chosen idea into a website or Facebook page prototype, that will be demonstrated at the end of this step.



Remember you only need to create a few pages to show what your solution would look like and how it could positively impact the target audience.

www.wordpress.com/learn tutorials can help you create your website design and prototype.

Think about the realities of building website pages, the issues you want to address, how the target audience might feel, how you want to best demonstrate the potential impact of the proposed content.

Think about how you would reach your target market: through look and feel, imagery, easy to navigate. How will you motivate your audience to change their habits or help others? What successful / unusual websites or Facebook pages have you been inspired by?

Make notes/sketches



Make notes/sketches

Blank area for notes and sketches.



Task 5 – Present

This is time to present your website / Facebook page prototype, to share a taster of what you propose.

PROTOTYPE		
Problem addressed	Areas researched	Skills learned
Target Market	Communication Channels	How I will know my solution is successful
Website Design Board		Lessons Learned

Task 6 - Reflect



Measure your success! Carefully think about the following questions:

What went well?

What would you do differently next time?

What skills have you developed?

What have you learned about yourself and how will this help you in the future?

Glossary of Terms

Advertising Calling the public's attention to a product/service especially by announcements in the press, through social media, on posters/billboards etc.

Logo A way for businesses to help people identify their products and tell them apart from others. Usually an image but can be a name, symbol or even a smell!

Marketing Campaign A marketing campaign is an approach taken to promote goods or services through different types of media, eg. tv adverts, print, online platforms. They can be designed for different aims eg. to raise awareness, to increase sales, to reduce the impact of negative news etc.

Strategy A comprehensive plan of the organisation's goals based on research.

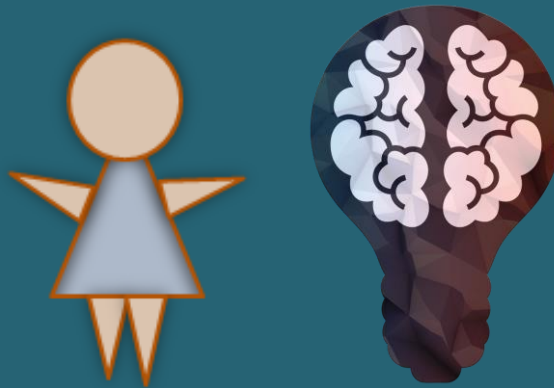
Pitch A presentation of an idea, covering all of the critical aspects, with a view to securing (financial) support.

Slogan Memorable phrase or motto that accompanies a logo and appeals to customers.

Tagline Same as slogan.

Target Market A particular segment of the market (potential customers) at which a marketing campaign is focussed (this could be based on age, sex, demographics etc.)

Trademark Same as logo.



Appendix i – Further Information

There are a number of organisations which offer guidance for children and young people.

Here are some that we have found useful:

[Food and Nutrition](#)

[Keeping Active](#)

[Eatwell Guide](#)

[Covid-19 Healthy Living](#)

[Childline](#)

[Mind](#)

[Royal College of Psychiatrists](#)

[Samaritans](#)

[SAMH](#)

[See Me](#)

[Young Minds](#)



Appendix ii - Skills Spotlight

Through participation in this challenge, you will have used this skill set:

Communication

Empathy

Creativity

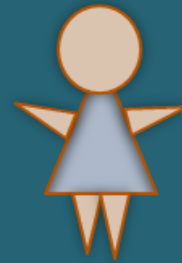
Organisation

Initiative

Problem Solving

Confidence

Presentation



Appendix iii – Visual Pitch Guidelines

Your pitch is the chance to show-off your idea and how it will work.

Usually, you would give a pitch to stimulate interest that may lead to funding/backing in order to get your idea up and running.

A common form of pitch, that you may be familiar with, is an initial presentation to a panel using slides or examples before moving on to a question and answer session to further explain how you intend your business to work.


For this challenge, you are asked to create a **visual pitch**. This is where you will make a slideshow or poster which provides the information requested below.

Your visual pitch must include information on the following:

Key aspect:	Consider:
Problem/Need	Is it a fad/short-term trend? Is it a long-term need? Is it sustainable?
Target Market	Can you clearly define this? Will it change in the future? Why have you chosen this group?
Solution	Details of your product(s)/service: is your product/service better? Faster? Cheaper? Quality? Efficient? Convenient? What is your unique selling point (USP)? Can you ensure value for money?
Marketing	Give details of your branding: name, logo, slogan. Explain why you've chosen particular colours/fonts/images etc.
Team	Did you work with others or alone? If you worked in a team, how did you communicate? Did you get help/advice from anyone? Were there particular job roles you/others adopted according to your skills and qualities? What are your

	<p>unique skills?</p> <p>Did you already have industry knowledge, or did you have to find out more about it?</p> <p>Have you got past experience you can share? Prior successes/failures that you learned from?</p> <p>Will you need to build partnerships in order to provide the best service/product?</p>
<p>Competition</p>	<p>Who are your competitors? Are they local/global?</p> <p>Are there any risks?</p>

Appendix iv – Curriculum Links

	Health and Wellbeing	Literacy	Social Studies	Expressive Arts	Technologies
CfE Experiences and Outcomes Mapping	<p>HWB 3, 4-11a</p> <p>HWB 3, 4-12a</p> <p>HWB 3, 4-13a</p> <p>HWB 3, 4-14a</p> <p>HWB 3, 4--19a</p> <p>HWB 3, 4--20a</p>	<p>LIT 3, 4-02a</p> <p>LIT 3, 4-03a</p> <p>LIT 3, 4-09a</p> <p>LIT 3, 4-10a</p> <p>LIT 3, 4-14a</p> <p>LIT 3, 4-15a</p> <p>LIT 3, 4-20a</p>	<p>SOC 3-16a</p> <p>SOC 4-16b</p> <p>SOC 3-20a</p> <p>SOC 3-21a</p> <p>SOC 4-22b</p>	<p>EXA 3, 4-02a</p> <p>EXA 3, 4-03a</p> <p>EXA 3, 4-06a</p>	<p>TCH 3, 4-01a</p> <p>TCH 3, 4-03a</p> <p>TCH 3, 4-06a</p> <p>TCH 3, 4-07a</p> <p>TCH 3, 4-08a</p>
Career Education Standard (3-18) 'I Can' Statements	<ul style="list-style-type: none"> • I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work. • I can identify my interests, strengths and skills and use them to make informed choices. • I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise. • I can investigate and assess ethical issues in business and trade decisions. 				
Global Development Goals					
Meta-skills	<p>Self management: Focussing, Integrity, Adapting, Initiative</p> <p>Social intelligence: Communicating, Feeling, Collaborating, Leading</p> <p>Innovation: Curiosity, Creativity, Sense making, Critical thinking</p>				