



Adult Educator Session Plan

Introduction to the Health@Home Project

Co-funded by the
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Unit 1: Introduction to the Health@Home Project

Introduction

The aim of this session is to explain the purpose of the Health@Home project and how it will be delivered. During the session the concept of health literacy and its relevance to families will be explored. The family learning method of delivery and its benefits will be explained.

Key Messages

- the purpose and content of the Health@Home project
- health literacy is a crucial tool for families
- family learning is a fun, relaxed way of sharing information across generations

Warm-up Activities

Activity	10 Things We Have in Common
Suggested time	30 Minutes
Materials	Whiteboard and whiteboard marker
Instructions	<ol style="list-style-type: none"> 1. Each person introduces themselves by name only. 2. The group then makes suggestions of things they might have in common e.g. we all know someone who was sick with COVID-19, we are all wearing trousers. 3. The aim is to draw up a list of 10 things the group has in common.

Activity	Negotiate Group Agreement
Suggested time	10 Minutes
Materials	Flip chart and pens
Instructions	<ol style="list-style-type: none"> 1. Explain that the group needs to agree some ground rules for how to behave in the classroom. 2. Elicit suggestions from the group and put on flip chart paper. E.g. all discussions amongst the group are confidential; all members of the group should respect each other and each other's opinions etc. 3. Display the group agreement in the classroom during all sessions.

Activity 1: Introduction to the Health@Home Project

Activity	Introduction to the Health@Home Project
Suggested time	20 Minutes
Materials	<ul style="list-style-type: none"> • Puzzle sheets A1.a x 5 printed (preferably on card) and each piece cut into two • Health@Home leaflet (provided in addition to session plan)
Instructions	<ol style="list-style-type: none"> 1. Participants to be handed one part of puzzle each (more if there are fewer than 10 participants). Participants must find the part of the puzzle that matches up with the one they have been given. All paired parts of puzzle to be placed on table in a logical order and read by all participants. 2. Take any comments and questions about the project and handout the Health@Home leaflet 3. Ask participants to think of any specific areas they would like to see covered under each topic (you will collect these at the end of the session). 4. Show a WebQuest to ensure participants have the opportunity to explore the concept. Also have a list of all the WebQuests. 5. Have some of the comics available for participants to look at. Have a list of all the comics available. 6. Take any questions or comments about WebQuests and comics.

Activity 2: Exploring Health Literacy

Activity	Exploring Health Literacy
Suggested time	15 Minutes
Materials	Flip chart and pens
Instructions	<ol style="list-style-type: none"> 1. Elicit from participants what they think the term 'Health Literacy' might mean. (You may need to check that everyone understands the word 'literacy'). Answers may include: being able to read a medicine bottle label; being able to understand leaflets about health 2. Explain that health literacy is about being able to read labels on medicines but it is also about knowing where to look for

more information and how to decide which information is reliable. It is also about being empowered to make decisions about one's health.

3. Ask participants in small groups to think about the effect of low health literacy levels on individuals, families and society. Ask them to jot these down on a sheet of flipchart paper.
4. Each group to call out one answer at a time. Compile a list on flipchart. Ensure the following are covered: people with poor health literacy have more hospital stays; visit the doctor more often; have more difficulty taking medicine; have more difficulty managing health conditions such as asthma; have higher early mortality rates. The cost to society: poor health literacy skills mean higher health care costs (accounts for 3%-5% of UK health budget); higher benefit claims; risks associated with health guidelines not being followed e.g. messages on COVID-19 prevention
5. As examples you might want to share some the following examples of the impact of low health literacy on individuals. They are compiled by Dr Jonathan Berry and taken from his own experience:
 - a woman who thought her “positive” cancer diagnosis was a good thing and couldn't understand why she wasn't getting better;
 - a woman who sprayed her inhaler on her neck because she had been told to “spray it on her throat”. Nobody had checked whether she realised she had to open her mouth and inhale;
 - a gentleman referred under the two-week cancer wait process who didn't turn up for his appointment because he didn't know the sign for Radiology was the same as for the X-Ray Department. He was too embarrassed to ask for directions;
 - a group of young women who did not know where their cervix was;
 - a woman with diabetes who didn't realise there was a connection between what she ate and her ability to self-manage her condition
 - a woman who thought that her chemotherapy wouldn't do her very much good because her IV line was on the other side of the body to where her cancer had been.
6. Emphasise the fact that even people with high literacy skills find understanding health messages difficult
7. Take any question or comments

Activity 3: What Is Family Learning?

Activity	What is Family Learning?
Suggested time	20 Minutes
Materials	<ul style="list-style-type: none"> • ‘What is Family Learning?’-task sheet A3.a
Instructions	<ol style="list-style-type: none"> 1. Hand out ‘What is Family Learning?’-task sheet. In small groups, learners discuss the different statements and decide which ones might be true 2. Take feedback ensuring that the following are covered: family learning must involve more than one generation; it should be relaxed, fun and informal, it is a good opportunity to share family values, traditions and stories. 3. Take questions and comments.

Activity 4: The Health@Home Parent Manual

Activity	The Health@Home Parent Manual
Suggested time	5 Minutes
Materials	<ul style="list-style-type: none"> • One copy for each participant of the Health@Home Parent Manual
Instructions	<ol style="list-style-type: none"> 1. Hand out copies of the manual. Ask participants to leaf through it. Go through the different sections making sure participants understand the layout. 2. Go through the reflection questions and explain that this is an important way of consolidating learning. Explain that there will be time at the end of each session to fill this in but that they should also continue to fill it in at home during the week. 3. Take any questions or comments.

Activity 5: Topics Covered by Health@Home

Activity	Topics Covered by Health@Home
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Suggested time	20 Minutes
Materials	<ul style="list-style-type: none"> • Blu tack • Sheets of flip chart paper • Pens
Instructions	<ol style="list-style-type: none"> 1. Ask participants to think back to the puzzle activity. Can they remember the four areas which will be covered by the project? Promoting positive mental health; diet and nutrition; preventive health promotion; safe use of social media 2. Hand out blank sheets of flip chart paper. Participants should work in four groups. Each group works on one of the topic areas. The group brainstorms what might be covered in the topic and notes their ideas on a sheet of flip chart paper. After 4/5 mins each group passes their sheet of paper to another group who adds their ideas to the sheet they now have. Once all the groups have added their comments to each topic area the flip chart sheets are displayed on the wall and everyone looks at all of them. 3. Take any questions or comments.

Intergenerational Activity: List of Daily Health Information

Activity	List of Daily Health Information
Suggested time	15 Minutes
Materials	<ul style="list-style-type: none"> • Paper • Pens
Instructions	<ol style="list-style-type: none"> 1. Adults and children make a list of all the health information they come across in one day. The winner is the person with the longest list. Spend time talking about the list at the end of day. Ask children what they think about some of the health notices/information they have seen. 2. (It may be an idea to ask participants to reflect on what kind of health information they see on a regular basis e.g. no smoking notices.)

Reflections and Conclusion

Activity	Reflections and Conclusion
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Suggested time	10 Minutes
Materials	<ul style="list-style-type: none">• Health@Home Parent Manual
Instructions	<ol style="list-style-type: none">1. Ask participants to complete as many sections of the reflections as possible. Explain that they will be able to share their comments with the rest of the group but that is voluntary. They can keep their comments private if they prefer.2. Take some feedback from each section from learners willing to share their comments.3. Remind the group of the next meeting time.

Additional Resources

Does health literacy matter?

- <https://www.england.nhs.uk/blog/jonathan-berry/>

World Health Organisation (WHO)

- <https://www.who.int/healthpromotion/health-literacy/en/>
- <https://www.who.int/healthpromotion/conferences/7gchp/track2/en/>

Attachments

- A1.a Puzzle Activity
- A3.a 'What is Family Learning?' Task Sheet

The Health@Home project focuses on four areas of health

- Promoting Positive Mental Health
- Diet and Nutrition
- Preventative Health Promotion
- Social Media in the Health Sector

The Health@Home project aims to help families

develop their understanding of health issues and make good choices to improve the wellbeing of families.

The Health@Home project is funded by

Erasmus + which is European funding to support education and training in Europe.

The Health@Home project will produce

12 comic strips for children each with a different health focus.

The Health@Home project will provide 32 webquests for

young people to explore health issues using their IT skills.

The Health@Home project will design a training programme

for adult educators. Adult educators will train parents and carers. Parents and carers will discuss health issues in their families.

As part of the Health@Home project health materials and a training programme will be designed

to help parents and carers to explore health issues with their family.

To be able to stay in good health mentally and physically

people need to be able to understand health information.

People with good health literacy skills stay healthier, live longer and are better able to

make decisions about their health.

Poor health literacy means more visits to doctors, more hospital stays, ill health

and is expensive for society.



