



# In-Service Training Programme for Adult Educators

Train-the-Trainer Programme in Health Literacy, Family Learning and Enquiry-Based Learning



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## Introduction to the In-service Training Programme

The in-service training programme for adult educators is one of the key educational outcomes as part of the HEALTH@HOME project, funded by the European Commission under the Erasmus+ Programme. This in-service training programme aims to support adult educators' capacity to improve the health literacy skills of the families that they work with.

As part of the HEALTH@HOME project, we developed a range of educational materials that could help adult educators when supporting families to improve their health literacy:

1. A collection of 12 themed comic strips for younger children,
2. A compendium of 32 WebQuests for teenagers that encourage challenge-based learning,
3. A series of 6 workshop lesson plans, tip sheets and an adult educator manual for parents and guardians,
4. An induction training programme for parents and guardians to begin the process of learning about health literacy within their families.

All the educational resources developed are related to 4 thematic areas: Promoting Positive Mental Health, Diet and Nutrition, Preventative Health Promotion and Social Media in the Health Sector. On the project's online platform <https://healthathome.net>, all the above-mentioned resources are ready to be used and made available in an interactive way.

This in-service training programme for adult educators has been developed because the HEALTH@HOME project considers the needs of adult educators as key intermediaries just as important as the needs of the end users of the educational materials, i.e. parents. Through the in-service training programme, we will support adult educators and trainers to use and integrate all resources developed in their current teaching practice. Moreover, we would like to grasp this opportunity to provide adult educators with the tools to create engaging online content for their target group, such as comics and WebQuests.

In order to ensure the in-service training is as accessible and user-friendly as possible, all activities can be carried out online. To maximise the trainer's learning, we used the method of the *flipped classroom* in the design of the courses, which means the online self-directed modules act as a preparation for the face-to-face group activities.

In total, the in-service training will be delivered over 6 (online) workshops (25 hours in total) and 5 days of (online) self-directed learning (35 hours). This way, many of the theoretical aspects of the training can be covered during self-directed training so the workshops can allow for participation, interactive exercises and reflective practice for all trainees.

The in-service training programme is organised into four different sections:

1. The Learning Outcome Matrix of this In-service Training
2. The In-service Training Programme Overview
3. The Modules Designed for Self-Directed Learning
4. The Workshop Lesson Plans

## Learning Outcome Matrix

Topic	Knowledge	Skills
<b>Health Literacy: Introduction</b>	The adult educator can describe the impact of health literacy on society.	The adult educator can transfer at least 3 strategies to tackle health literacy issues in society to their own professional context.
<b>The Concept of Family Learning</b>	Adult educators become familiar with the approaches used in the Health@Home project.	The adult educator can apply the approach of Family Learning to the context of teaching health literacy.
<b>Pedagogical Approaches in the Health@Home Project – Storytelling</b>	The adult educator can describe the pedagogy of learning through storytelling in their own words.	The adult educator can design and develop a comic that promotes experiential learning on their chosen subject.
<b>Pedagogical Approaches in the Health@Home Project – Enquiry-based learning: Use of WebQuests</b>	The adult educator can describe the pedagogy of enquiry-based learning in their own words.	The adult educator can design and develop a WebQuest that promotes enquiry-based learning on their chosen subject.
<b>Safe Online (Family) Learning</b>	The adult educator is able to recognise a safe online learning environment and implement different strategies.	The adult educator can apply at least 2 strategies to improve safe online (family) learning

## In-service Training Programme Overview

A significant part of the In-service Training programme is designed to be carried out fully self-directed and online. We recommend to deliver the course according to the flipped-classroom principle. This means the adult educator will carry out the self-directed part as a preparation for each face-to-face (online) workshop.

The overview of the content of the training will look as follows:

1. Health Literacy: An Introduction
  - Self-directed module: 2 hours
  - Workshop: 4 hours
2. The Concept of Family Learning
  - Self-directed module: 2 hours
  - Workshop: 4 hours
3. Pedagogical Approaches in the Health@Home project: The Power of Storytelling in Education
  - Self-directed module: 8 hours
  - Workshop: 4 hours
4. Pedagogical Approaches in the Health@Home project: Enquiry-based Learning – Use of WebQuests
  - Self-directed module: 8 hours
  - Workshop: 4 hours
5. Designing your own WebQuest
  - Self-directed module: 12 hours
  - Workshop: 5 hours
6. Safe Online (Family) Learning
  - Self-directed module: 3 hours
  - Workshop: 4 hours

## Workshop Lesson Plans

### Workshop 1: Health Literacy – An Introduction

#### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 1 of the Online Health@Home In-service Training Programme.

#### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 4 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is twofold:

1. To discuss the topic of Health Literacy
2. To critically adopt strategies to tackle health literacy issues in society

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</li> <li>• Ice breaker activity: each participant is asked to show or take a picture of an object that best expresses their mood, their personality, their favourite things, etc., and explain their choice to the group.</li> </ul>	<p><u>20 minutes</u></p>	<p>Sign-in sheet</p>
<p><u>Activity 1: Group Reflection on the self-directed Module</u></p> <ul style="list-style-type: none"> <li>• Let participants reflect about their experience with the self-directed module, either in smaller groups or in break-out rooms.</li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p>

<ul style="list-style-type: none"> <li>○ How was your experience with this self-directed module?</li> <li>● In these smaller groups, give participants the chance to explore the core concept of this workshop: Health Literacy <ul style="list-style-type: none"> <li>○ What is health literacy to you?</li> <li>○ In what circumstances have you dealt with the topic of health literacy?</li> </ul> </li> </ul>		<p>Online: Break-out rooms</p> <p>Offline: work in smaller groups</p>
<p><u>Activity 2: Tips and practices</u></p> <ul style="list-style-type: none"> <li>● Divide the group in 4 different groups. Each group gets assigned to one of the following society actors: 1) Health Ministry; 2) Health organisation; 3) Private social solidarity institution (e.g. a local NGO or centre for adult education); 4) Press.</li> <li>● Based on their knowledge and personal experience, each group is asked to prepare a flyer with advice and good practices, within their field of action, concerning effective health literacy attitudes.</li> <li>● Each group shares their flyer in plenary.</li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/...</p> <p>Offline: work in groups, access to computers and internet needed</p>
<p><u>Activity 3: Myth or fact? – Debate your ideas</u></p> <ul style="list-style-type: none"> <li>● Divide the group into 3 different groups.</li> <li>● Each group is asked to share and/or search on the internet for 5 myths related to health and to prepare a presentation presenting the scientific facts that prove those ideas are myths.</li> <li>● Every group share their conclusions in plenary.</li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/PPT...</p> <p>Offline: work in groups, access to computers and internet needed</p>
<p><u>Activity 4: Burn-out – an illness as any other or just a whim?</u></p> <ul style="list-style-type: none"> <li>● Introduce the topic of burn-out to the group and explain its context and the controversy there was in the past. Be mindful of the fact that</li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p>

<p>someone in your group could be suffering from a burn-out, or has someone suffering from this in their family.</p> <ul style="list-style-type: none"> <li>• Divide the group in 2 different groups. One group will advocate the idea that burn-out is an illness (group 1) while the other will defend that this is a mere whim (group 2).</li> <li>• Give the groups 30 minutes to prepare a debate by gathering arguments to support their position.</li> <li>• After that time, with you as a moderator, start the debate with both parties presenting their arguments and defending to the arguments of the opposite side (20 minutes).</li> <li>• At the end it is important to highlight that persons suffering a burnout need the same respect as for someone suffering from a physical disease. To sum up, the facilitator could show the videos:  <a href="https://www.youtube.com/watch?v=bPSHOlvAlm8">https://www.youtube.com/watch?v=bPSHOlvAlm8</a>  <a href="https://www.youtube.com/watch?v=EKEWk4oWmjY">https://www.youtube.com/watch?v=EKEWk4oWmjY</a></li> </ul>		<p>Online: break-out rooms</p> <p>Offline: work in 2 groups, access to computers and internet needed</p>
<p><u>Workshop Closing</u></p> <p>To bring the workshop to a close, the participants are asked to share their main conclusions with the rest of the group and note down 5 major ideas as a result of what they have learned about Health Literacy.</p>	<p><u>10 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><b>Total duration of the workshop</b></p>		<p><b>4 hours</b></p>



## Workshop 2: The Concept of Family Learning

### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 2 of the Online Health@Home In-service Training Programme.

### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 4 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is twofold:

1. To discuss the topic of family learning
2. To critically approach the Health@Home-ORIM Framework

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</li> </ul>	<p><u>10 minutes</u></p>	<p>Sign-in sheet</p>
<p><u>Activity 1: Group Reflection on the self-directed Module</u></p> <ul style="list-style-type: none"> <li>• Let participants reflect about their experience with the self-directed module, either in smaller groups or in break-out rooms.               <ul style="list-style-type: none"> <li>○ How was your experience with this self-directed module?</li> </ul> </li> <li>• In these smaller groups, give participants the chance to explore the core concept of this workshop: Family Learning               <ul style="list-style-type: none"> <li>○ What is Family Learning to you?</li> <li>○ What experience do you have with family learning?</li> </ul> </li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: Break-out rooms, Mentimeter</p> <p>Offline: work in smaller groups</p>

<p><u>Activity 2: Key values and practices</u></p> <ul style="list-style-type: none"> <li>• Divide the group in two smaller groups. In these groups, participants will share their core values and key practices on family learning, based on what they have learned in the self-directed module. Each group then decides on 5 core values and writes them down.</li> <li>• Next, participants engage in a discussion with the whole group where they share the 5 core values they came up with. Do they align with each other? Are they complementary? Are there any blindspots?</li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/...</p> <p>Offline: work in smaller groups, flipchart and markers</p>
<p><u>Activity 3: Pedagogical Approaches in Family Learning</u></p> <ul style="list-style-type: none"> <li>• Divide the group into 3 different groups. Each group gets assigned one of the key elements of adult learning: 1) Respect and use the knowledge in the room, 2) make it personal and relevant and 3) explore opportunities for experiential learning in relation to family learning.</li> <li>• Based on their own experiences, every group shares best practices and challenges to ensure this key element is integrated in their sessions with their target group. How do they try to bring this element into online sessions? (e.g. during the COVID-pandemic) What are challenges?</li> <li>• Next, every group shares their best practices and challenges in plenary. If the session is hosted online, everything can be brought together using the free online software Padlet or Jamboard. If the session is organised offline, the facilitator can work with different pieces of paper that are then brought together on a poster.</li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/...</p> <p>Offline: work in smaller groups, flipchart paper</p>
<p><u>Activity 4: The ORIM-Framework</u></p>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p>

<ul style="list-style-type: none"> <li>• The facilitator moderates a group discussion:</li> <li>• Who had already heard of the ORIM Framework?</li> <li>• Where does ORIM stand for?</li> <li>• What were your first thoughts when you read about this framework?</li> </ul> <p>The self-directed learning module refers to the ORIM framework as a tool for practitioners and as a tool for parents. Discuss these statements in smaller groups. Do you recognise the benefits of this framework? Or are you more hesitant about it?</p>		<p>Online: break-out rooms</p> <p>Offline: work in smaller groups</p>
<p><u>Activity 5: The Health@Home ORIM Framework</u></p> <ul style="list-style-type: none"> <li>• The facilitator explains that this exercise will be an expansion of the exercise that was part of the online preparation of today’s session.</li> <li>• The group will be divided in pairs. First, everyone will then individually fill in the ORIM Health@Home Framework for the comic and WebQuest that their partner chose as part of the online learning module (45 min).</li> <li>• This means that participants are going to read the comic and go through the instructions of the WebQuest that their <b>partner</b> chose as part of the online learning module. Then, they fill in the Health@Home ORIM Framework template.</li> <li>• After that, participants discuss both their results from the exercise in the online self-directed module and the exercise from today’s session.</li> </ul> <p>Questions to explore:</p> <ul style="list-style-type: none"> <li>○ Did they find the same learning opportunities for the materials?</li> <li>○ Does the framework help them to identify learning opportunities? Or was it too difficult or too obvious for these materials?</li> </ul>	<p><u>90 minutes</u></p>	<p>Online: break-out rooms</p> <p>Offline: work in pairs, access to computers and internet needed</p>

<ul style="list-style-type: none"> <li>○ Based on this exercise, would they change something to the materials if they could?</li> <li>○ What did they think about the learning materials in general? Would they be able to use them with parents? Does the model help to generate ideas for optimal use of the resources? Or is it rather a barrier? (45 min)</li> </ul>		
<p><u>Workshop Closing</u></p> <p>To bring the workshop to a close, each of the pairs share their main conclusions with the rest of the group, and the group then agrees on three final conclusions on the use of the ORIM-framework as a tool for practitioners to support parents in a family learning programme on health literacy, using the Health@Home educational resources.</p>	<p><u>20 minutes</u></p>	<p>Pens and note-taking materials for participants</p>

## Workshop 3: Pedagogical Approaches of the Health@Home Project – Storytelling in Education

### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 3 of the Online Health@Home In-service Training Programme.

### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 4 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is to introduce participants to the techniques they will use to design and produce their own Comics.

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Workshop Opening and ice-breaker activity:</u></p> <p>The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</p>	<p><u>10 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Sign-in sheet;</p> <p>Computer/laptop for each participant, internet</p>
<p><u>Activity 1: Ice breaker activity</u></p> <p>The facilitator starts the Ice-breaker activity (if the workshop is delivered face-to face replace “turn on your camera” with “stand up”)</p> <p>The facilitator asks the group the following questions:</p> <ul style="list-style-type: none"> <li>• Turn on your camera if you had a good night of sleep.</li> <li>• Turn on your camera if you are at home due to lockdown.</li> <li>• Turn on your camera if you are motivated to attend this workshop.</li> <li>• Turn on your camera if you were able to complete the self-directed module.</li> <li>• Turn on your camera if you found the script writing difficult.</li> <li>• Turn on your camera if you were able to produce a comics.</li> <li>• ...</li> </ul>	<p><u>20 minutes</u></p>	<p>If online: Computer/laptop for each participant, internet</p>

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Activity 2: Group Reflection on the Self-directed Learning Module</u></p> <ul style="list-style-type: none"> <li>• The facilitator divides the group into smaller groups of 3 to 4 people each. It is asked for each group to reflect on the content and assignment of the Self-directed Module 3:               <ul style="list-style-type: none"> <li>○ Was the information shared in module 3 clear and objective in terms of the added value of storytelling in learning?</li> <li>○ Did the explanation in the module provide you the appropriate tools to design your Comics?</li> <li>○ How was your experience with the script writing (name the aspects you found the hardest and the easiest)?</li> <li>○ What was your experience with the comics app design? Share what you found the hardest and the easiest.</li> <li>○ Were the tips to write the script helpful?</li> <li>○ What did you find interesting? What was difficult?</li> </ul> </li> </ul> <p>Each group should select a spokesperson to summarize and share their findings. The spokesperson from each group shares the conclusions with the main group.</p>	<p><u>45 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms Offline: work in smaller groups</p>

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Activity 3: Peer Review and Reflection – Script</u></p> <ul style="list-style-type: none"> <li>In smaller groups, participants share their scripts and the learning objectivity of the storytelling, as well as the group age they had in mind. Each participant should read the script from another participant.</li> <li>Next, the participants give each other feedback on the scripts they read. Participants should pay particular attention to the following aspects of the script:               <ul style="list-style-type: none"> <li>Accuracy (if the information in the script is accurate)</li> <li>Length (if the script focuses on the key information)</li> <li>Audience (if the script and terminology used is suitable for the target group)</li> <li>The objectivity of the story is clear</li> </ul> </li> <li>Keep in mind participants should at all times be constructive in their feedback.</li> </ul>	<p><u>60 minutes</u></p>	<p>Training venue with space for breakout sessions;</p> <p>Access to computers, laptops and IT equipment for all participants;</p> <p>Pens and note-taking materials for participants.</p>
<p><u>Activity 4: Peer Review and Reflection – Comics</u></p> <ul style="list-style-type: none"> <li>In smaller groups, participants share their comics and the learning objective of the comic with a different person than the one they shared the comics with.</li> <li>Next, the participants give each other feedback on the comics they read. Participants should pay particular attention to the following aspects of the comics:               <ul style="list-style-type: none"> <li>Accuracy (if the information in the comic is accurate)</li> <li>Length (if the comic is focused on the key information)</li> <li>Audience (if the comic design is suitable and appealing to the target group)</li> <li>The objectivity of the story is clear and ends with a “ah-ah moment”</li> </ul> </li> <li>Keep in mind participants should at all times be constructive in their feedback.</li> </ul> <p>Each group should choose the comics they like the most to present to the main group</p>	<p><u>60 minutes</u></p>	<p>Training venue with space for breakout sessions;</p> <p>Access to computers, laptops and IT equipment for all participants;</p> <p>Pens and note-taking materials for participants</p>

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Activity 5: Presentation of 4 comics and reflection</u></p> <ul style="list-style-type: none"> <li>• Each small group presents the comics of their choice.</li> <li>• Afterwards, the discussion about the comics is opened to the main group.</li> <li>• The main group should approach the following topics:               <ul style="list-style-type: none"> <li>• The relevance of the comics shared;</li> <li>• The global experience of the learning module;</li> <li>• Some good practices they can take from this learning module;</li> <li>• Tips to develop a comic of good quality.</li> </ul> </li> </ul>	<p><u>30 minutes</u></p>	<p>Access to computers, laptops and IT equipment for all participants;</p> <p>Pens and note-taking materials for participants</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, one person from each pair shares their main conclusions with the rest of the group, and the group then agrees on three final conclusions on the use of storytelling/comics as a learning tool.</li> </ul>	<p><u>15 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><b>Total duration of the module</b></p>	<p><b>4 hours</b></p>	



## Workshop 4: Pedagogical Approaches of the Health@Home Project – Enquiry-based Learning

### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 4 of the Online Health@Home In-service Training Programme.

### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 4 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is twofold:

3. To discuss the topic of enquiry-based learning,
4. To provide the opportunity to participants to share their experiences (and results!) with the compendium of WebQuests available.

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</li> </ul>	<p><u>10 minutes</u></p>	<p>Sign-in sheet</p>
<p><u>Activity 1: Group Reflection on the self-directed Module</u></p> <ul style="list-style-type: none"> <li>• Let participants reflect about their experience with the self-directed module, either in smaller groups or in break-out rooms.</li> <li>• Give participants the chance to explore the core concepts of this workshop: Enquiry-based learning, WebQuests.</li> <li>• Let participants think about other examples of enquiry-based learning that they have engaged with in their lives.</li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms</p> <p>Offline: work in smaller groups</p>

<ul style="list-style-type: none"> <li>Let participants name the different phases of the enquiry-based learning cycle and explain them (through a group discussion, or in smaller groups).</li> </ul>		
<p><u>Activity 2: Enquiry-based Learning</u></p> <ul style="list-style-type: none"> <li>In self-directed Module 4, participants had to think of a learning activity for parents on the importance of getting vaccinated. Now, the facilitator invites all participants to share their ideas with their peers within smaller groups and discuss where they experienced any difficulties coming up with their example.</li> <li>Afterwards, the facilitator leads a group discussion:             <ul style="list-style-type: none"> <li>What do they think about enquiry-based learning?</li> <li>Which target groups would benefit the most from this?</li> <li>What are (dis)advantages?</li> </ul> </li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms</p> <p>Offline: work in smaller groups</p>
<p><u>Activity 3: The Health@Home Compendium of WebQuests</u></p> <ul style="list-style-type: none"> <li>The facilitator divides the group into smaller groups (or, if online, in break-out rooms).</li> <li>In these smaller groups, participants will:             <ol style="list-style-type: none"> <li>Present their final product of the WebQuest they did (e.g. a poster, article, etc.)</li> <li>Share their experience with completing this WebQuest                 <ul style="list-style-type: none"> <li>What was your experience with completing this WebQuest?</li> <li>What did you find interesting? What was difficult?</li> <li>What would be your main recommendation to someone else who is about to complete this WebQuest?</li> </ul> </li> </ol> </li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Access to computers, laptops and IT equipment for all participants;</p> <p>Internet access and access to the Health@Home e-learning platform;</p>

<ul style="list-style-type: none"> <li>• Then, everyone comes back into plenary where the facilitator then leads a group discussion to assess:             <ul style="list-style-type: none"> <li>○ What are the group’s thoughts about the concept of WebQuests in general?</li> <li>○ Did they enjoy the WebQuest process?</li> <li>○ How much were they able to learn through this challenge?</li> <li>○ What would be their most important feedback?</li> </ul> </li> </ul> <p><i>Tip: To make this activity more (inter)active, you could do a walking debate instead of dividing the group in small groups. In this case, you divide the group into 2 groups, where 1 group showcases their final products and the other group walks around and goes into conversation with the participants presenting. After 20 minutes, you switch the groups.</i></p>		
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, the facilitator conducts a short verbal feedback session, and then invites everyone to complete their ‘Exit Slips’.</li> <li>• For this evaluation activity, the facilitator distributes index cards to all participants with the following written on each:             <ul style="list-style-type: none"> <li>○ Three things I learned</li> <li>○ Two questions I have</li> <li>○ One thing I didn’t understand</li> <li>○ What I found most interesting</li> </ul> </li> <li>• The facilitator then collects all index cards from participants and will review the feedback ahead of the next session so that any questions can be answered at the next workshop.</li> <li>• The facilitator then thanks all participants for their active participation in the session and closes the workshop.</li> </ul>	<p><u>20 minutes</u></p>	<p>Pens and note-taking materials for participants</p> <p>Prepared Index Cards</p>

<b>Total duration of the workshop</b>	<b>4 hours</b>	

## Workshop 5: Designing Your Own WebQuest

### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 5 of the Online Health@Home In-service Training Programme.

### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 5 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is to introduce participants to the techniques they will use to design and produce their own WebQuest challenges.

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> <li>The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</li> </ul>	10 minutes	(Online) Training venue with space for break-out sessions; Sign-in sheet; Computer/laptop for each participant, internet
<p><u>Activity 1: Group Reflection on the Self-directed Learning Module</u></p> <ul style="list-style-type: none"> <li>The facilitator divides the group into smaller groups and asks them to reflect about the content and assignment that were part of the Self-directed Module 5;               <ul style="list-style-type: none"> <li>Did the explanation in the module and the template provide you with the right information to get started on the design of your WebQuest?</li> <li>What was your experience with designing your own WebQuest?</li> <li>What did you find interesting? What was difficult?</li> </ul> </li> </ul>	30 minutes	(Online) Training venue with space for break-out sessions; Online: break-out rooms Offline: work in smaller groups
<p><u>Activity 2: Reflection on Learning Outcomes for your WebQuest</u></p>	30 minutes	Training venue with space for breakout sessions;

<ul style="list-style-type: none"> <li>• In smaller groups, participants share their experience when writing the learning outcomes for their WebQuest.             <ul style="list-style-type: none"> <li>○ How familiar were you with Bloom’s Taxonomy?</li> <li>○ Did the overview of verbs related to digital skills help you to write 2 learning outcomes?</li> </ul> </li> <li>• Next, the participants exchange their templates in their smaller group and give each other feedback on their learning outcomes. Participants should pay particular attention to the level of thinking and the terminology used in the learning outcomes. Does the level of thinking align with the terminology used and the target group that this participant had in mind? Keep in mind participants should at all times be constructive in their feedback.</li> </ul>		<p>Access to computers, laptops and IT equipment for all participants;</p> <p>Pens and note-taking materials for participants</p>
<p><u>Activity 3: WebQuest – Peer Review and Reflection – Part I</u></p> <ul style="list-style-type: none"> <li>• For this activity, the facilitator puts the groups in pairs. Learners get 90 minutes to complete their peer’s personally developed WebQuest.</li> <li>• Afterwards, they get another 30 minutes to fill in a feedback form about the WebQuest they completed.</li> </ul>	<p><u>120 minutes</u></p>	<p>Access to computers, laptops and IT equipment for all participants;</p> <p>Feedback form</p> <p>Pens and note-taking materials for participants</p>

<p><u>Activity 4: WebQuest Peer Review and Reflection – Part II</u></p> <ul style="list-style-type: none"> <li>• Jigsaw-activity: The focus of this activity will be to collect and share feedback among pairs and in a next phase, bring that knowledge into the plenary to come up with some main conclusions about the use of WebQuests as a learning tool (see activity 6).</li> <li>• In a first phase, all pairs present their results to each other, explain how they experienced conducting the WebQuest and give constructive feedback regarding the structure and content of the WebQuest.</li> <li>• Then, all pairs write down two main conclusions they took from this learning activity.</li> </ul>	<p><u>45 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><u>Activity 5: WebQuest Café</u></p> <ul style="list-style-type: none"> <li>• This activity will be organised like a world café, where every pair meets another pair and they share their experiences, good practices and conclusions about the WebQuests they designed and completed.</li> </ul>	<p><u>45 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> <li>• To bring the workshop to a close, one person from each pair shares their main conclusions with the rest of the group, and the group then agrees on three final conclusions on the use of WebQuests as a learning tool.</li> </ul>	<p><u>20 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><b>Total duration of the module</b></p>		<p><b>5 hours</b></p>

## Workshop 6: Safe Online (Family) Learning

### Part I - Self-directed Online Learning

Before attending this workshop, participants are required to complete Module 6 of the Online Health@Home In-service Training Programme.

### Part II - Group Session Lesson Plan

The lesson plan for this workshop covers 4 hours of face-to-face training, to be carried out either online or offline and consists of interactive activities and reflective discussions. The aim of this workshop is twofold:

1. To recognise a safe online learning environment and implement different strategies.
2. To apply strategies to improve safe online (family) learning.

Description of the Learning Activities	Timing (minutes)	Materials
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and explains the scope of today’s session.</li> </ul>	<p><u>10 minutes</u></p>	<p>Sign-in sheet</p>
<p><u>Activity 1: Group Reflection on the self-directed Module</u></p> <ul style="list-style-type: none"> <li>• Let participants reflect about their experience with the self-directed module, either in smaller groups or in break-out rooms.               <ul style="list-style-type: none"> <li>○ How was your experience with this self-directed module?</li> </ul> </li> <li>• In these smaller groups, give participants the chance to explore the core concept of this workshop: Safe Online (Family) Learning               <ul style="list-style-type: none"> <li>○ What is safe online (family) learning to you?</li> <li>○ How would you promote safe online learning with (your) children?</li> </ul> </li> </ul>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: Break-out rooms</p> <p>Offline: work in smaller groups</p>



<p><u>Activity 2: What if it was (with) me?</u></p> <ul style="list-style-type: none"> <li>• Divide the participants in 3 groups and ask them to personify the role of a parent.</li> <li>• Each group is asked to watch the 3 following videos and to comment on them and say how they would act in each situation; or even, to share if they have faced something similar and how they coped with it. <ul style="list-style-type: none"> <li>○ Scenario 1: My daughter was a cyberbully - <a href="https://www.youtube.com/watch?v=cvYzYde_EpY&amp;t=121s">https://www.youtube.com/watch?v=cvYzYde_EpY&amp;t=121s</a></li> <li>○ Scenario 2: Act your age – an online safety story <a href="https://www.youtube.com/watch?v=HAZU49hHMLE">https://www.youtube.com/watch?v=HAZU49hHMLE</a></li> <li>○ Scenario 3: If Remote Learning is Causing Anxiety – <a href="https://www.youtube.com/watch?v=kyy-u1rM8RY">https://www.youtube.com/watch?v=kyy-u1rM8RY</a></li> </ul> </li> <li>• Each group is asked to prepare and roleplay a situation where they show the best way for them to deal with one of the scenarios they have watched on the videos, or even a real one that has happened to them and their family. The roleplaying could work as an advice for other families.</li> </ul>	<p><u>90 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/...</p> <p>Offline: work in groups, access to computers and internet needed</p>
<p><u>Activity 3: Real or fake?</u></p> <ul style="list-style-type: none"> <li>• In the same groups as before, the participants are asked to look on the internet for 2 news articles: a real one and a fake one (both need to be on the same topic).</li> <li>• The group is asked to look for the details that show/prove a news article is fake and signal them.</li> <li>• Each group prepares a flyer with tips on how to detect fake information on the internet.</li> <li>• At the end, each group presents the results of their work in plenary.</li> </ul>	<p><u>60 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p> <p>Online: break-out rooms, Jamboard/Padlet/PPT...</p> <p>Offline: work in groups, access to computers and internet needed</p>
<p><u>Activity 4: Distance Learning Tips For Parents</u></p>	<p><u>30 minutes</u></p>	<p>(Online) Training venue with space for break-out sessions;</p>

<ul style="list-style-type: none"> <li>• In pairs, the participants are asked to think about 2 tips to help parents to deal with their children for the period they are having online classes (distance learning).</li> <li>• Each pair then mimes their advices to the big group for them to guess the message they are miming.</li> <li>• The moderator registers every tip/advice.</li> </ul>		<p>Online: break-out rooms</p> <p>Offline: work in pairs</p>
<p><u>Workshop Closing</u></p> <p>To bring the workshop to a close, the participants are asked to share their main conclusions with the rest of the group and choose the word that best resumes what they have learned with this module.</p>	<p><u>20 minutes</u></p>	<p>Pens and note-taking materials for participants</p>
<p><b>Total duration of the module</b></p>		<p><b>4 hours</b></p>