

In Service Training

Learner Manual for Tutors

Developed by BWC, AKLUB and DANTE



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Abstract

The topic of health concerns both individuals and society as a whole. While everyone wants to be healthy there is a strong connection between income levels and where you live with your health and life expectancy. The rising costs of health care, including for diseases that could actually be prevented or better managed, such as diabetes, coronary heart disease and cancer, mean that societies and economies have an interest in promoting better health. To be and to stay physically and mentally healthy is linked to knowledge about living a healthy life at all stages. Central to achieving this is having access to health care and understanding health information. Health literacy is a basic competence and needs to be recognised as such.

Health literacy is the capacity of people to access, understand and apply information, so that they can make informed choices related to their health. In a Report by the European Health Forum in 2014 an alarming 47% of the population in eight EU Member States were reported to have insufficient levels of health literacy; 43% of adults surveyed had difficulty in grasping the notion of disease prevention and 51% of adults were found to struggle with the concept of health promotion or the ability to advance their own health.

Health literacy levels have an impact on the efficiency of healthcare systems. People that have low health literacy tend to go to the doctor more often, to be hospitalized more often or to take inappropriate treatment or prescriptions. Furthermore, they are less inclined to take preventative measures. Fostering health literacy of all citizens is beneficial for society at large as it reduces costs for public health systems which can, then, work more efficiently for those really in need of care.

Tackling the health literacy issue also means fighting poverty, social exclusion, racism and discrimination, and promoting social justice and gender equality. It provides a very strong basis to improve the socio-economic situation of many people as a healthier population in all stages of life can contribute better to the social, cultural and economic development of its community and country. Thus, it is not only about educating people in health issues but about empowering them to attain a better life for themselves and society as a whole.

Nowadays, the internet provides not only a vast array of health-related websites, but increasingly also becomes the first information point for health issues. It eventually leads to self-diagnoses of illnesses and diseases based on this information. However, the information provided in fora and on online consultation websites has to be dealt with carefully, as not all information on diseases, illnesses, their symptoms or their treatment is correct and corresponds to the scientific state of the art in medicine. There is also a lot of esoteric and/or commercially driven information that can cost a lot of money or possibly even harm people.

Non-formal adult education can play a key role in equipping people with health competences. Adult education can be successfully linked with health prevention, healthy lifestyles, and health literacy. Health education needs to be accessible affordable and of high quality and promoting health literacy in

disadvantaged communities can be best achieved by people closest to the communities at risk. Empowering adult educators to develop health literacy supports can provide solutions with low input costs on the one hand and very high efficiency and therefore a big output on the other hand that is beneficial to all parties involved. The ON-CALL project partners believe that using an asset-based community development approach to address low-levels of health literacy in disadvantaged communities can achieve significant outcomes and impacts for individuals, the communities they live in and the health service providers who address their needs.

ONCALL: Aim

- A key aim of the ONCALL project is to improve health literacy within areas of social and economic disadvantage by adopting an asset-based community development approach. This involves the development of this bespoke training programme for community-based lay health, peer-support workers who on completion will be deployed within their community to promote and improve health literacy.
- A community-based peer-support programme like this is more likely to promote health literacy and health equity as the peer-support workers will have things in common with participants, allow participants to engage in discussions about topics wider than health and encourage participants to be involved in social networks where problems, concerns and tips can be shared.

Target Groups

- Local Residents
- Disadvantaged and Vulnerable Individuals
- Adult Educators

Project coordinator:

- Ballybeen Women's Centre Ltd, United Kingdom

Partners:

- P1 Ballybeen Women's Centre (UK) – **BWC**
- P2 Future in Perspective Ltd (Ireland) – **FIPL**
- P3 Klub Centrum Vzdelavani A Poradenstvi (Czech Rep) – **AKLUB**
- P4 Osrodek Szkoleniowo-Badawczy Inneo (Poland) – **INNEO**
- P5 Ustanova za Obrazovanje Odraslih Dante (Croatia) – **DANTE**
- P6 Kas Halk Egitimi Merkezi (Turkey) – **KHEM**
- P7 Hub Karelia Oy (Finland) – **HUB KARELIA**
- P8 Instituto de Soldadura E Qualidade (Portugal) -**ISQ**

Introduction

To support the delivery of the new curriculum an Induction Training Programme for adult educators has been developed. The Induction Training Programme has been designed to ensure that a quality training outcome is achieved when delivering the new Lay Family Health Advisors curriculum.

The Induction Training Programme is an integral part of the suite of resources necessary to develop the ON-CALL project. It is imperative that adult educators can deliver the Lay Family Health Advisors curriculum and ensure that all the necessary learner supports are provided. As ON-CALL is attempting to engage people living in marginalised communities and build on the asset-based within those communities to make them more sustainable the quality of the teaching intervention will be critical to success.

The innovation, impact and transferability of the full suite of supports and resources is dependent on each element being fit-for-purpose and the focus for the partners developing this output will be to ensure that the overall value of the ON-CALL project is not compromised.

This Learner Manual will ensure that VET tutors are equipped to deliver the ONCALL Curriculum. The in-service training programme for the continuous professional development of VET tutors introduces:

- Health Literacy and the role of Lay Health Family Advisors
- The curriculum and each of the modules that comprise the curriculum
- The Digital Toolkit of health literacy resources
- Practical skills of working with people from local communities in a supportive environment
- Developing facilitation skills for learners from different backgrounds and managing diverse groups;
- Other valuable pedagogic elements provided as self-directed learning.

1. Health Literacy

1.1. What is Health Literacy?

Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

Health literacy is dependent on individual and systemic factors:

- Communication skills of lay persons and professionals
- Lay and professional knowledge of health topics
- Culture
- Demands of the healthcare and public health systems
- Demands of the situation/context

Health literacy affects people's ability to:

- Navigate the healthcare system, including filling out complex forms and locating providers and services
- Share personal information, such as health history, with providers
- Engage in self-care and chronic-disease management
- Understand mathematical concepts such as probability and risk

Health literacy includes numeracy skills. For example, calculating cholesterol and blood sugar levels, measuring medications, and understanding nutrition labels all require math skills. Choosing between health plans or comparing prescription drug coverage requires calculating premiums, co-pays, and deductibles.

In addition to basic literacy skills, health literacy requires knowledge of health topics. People with limited health literacy often lack knowledge or have misinformation about the body as well as the nature and causes of disease. Without this knowledge, they may not understand the relationship between lifestyle factors such as diet and exercise and various health outcomes.

Health information can overwhelm even persons with advanced literacy skills. Medical science progresses rapidly. What people may have learned about health or biology during their school years often becomes outdated or forgotten, or it is incomplete. Moreover, health information provided in a stressful or unfamiliar situation is unlikely to be retained.

Source: U.S. Department of Health and Human Services. 2000. *Healthy People 2010*. Washington, DC: U.S. Government Printing Office. Originally developed for Ratzan SC, Parker RM. 2000. Introduction. In *National Library of Medicine Current Bibliographies in Medicine: Health Literacy*. Selden CR, Zorn M, Ratzan SC, Parker RM, Editors. NLM Pub. No. CBM 2000-1. Bethesda, MD: National Institutes of Health, U.S. Department of Health and Human Services.

2. Lay Health Family Advisors (LHFA)

“Health for all will be achieved by people themselves. A well informed, well-motivated and actively participating community is a key element for attainment of the common goal.” (World Health Organisation)

The objective of this section is to increase trainer awareness of the role of a Lay Health Family Advisor and the factors that may contribute to their success in community health programmes.

2.1 Role of Lay Health Family Advisors

The World Health Organisation Report 2006 argued that community health workers (CHWs) have the potential to be part of the solution to the human resource crises affecting many countries. CHWs provide a variety of functions, including outreach, counselling and patient home care and represent a resource to reach and serve disadvantaged populations. There has been mounting evidence to demonstrate the positive potential of CHWs in improving health within communities.

Key role of LHFAs include:

- Health promotion and education – delivering key health messages in a manner that is understandable and relevant to individuals
- Community connectors – LHFAs will find out what services, programmes and activities are available within the community e.g. support groups, older people’s groups, women’s centres, men’s groups etc so they can signpost individuals depending on need. The LHFA will connect people with other services such as primary care – GP, screening services etc
- Assess lifestyle patterns and behaviours – ability to specify the important risk factors that contribute to non-communicable diseases in the community e.g. diet, smoking, alcohol etc
- Goal setting – having identified individual risk factors a key role of the LHFA is to help people set achievable goals to reduce risks and enhance health and wellbeing e.g. lose weight, stop smoking, reduce alcohol etc. This may involve connecting individuals with other support programmes
- Health literacy – help individuals to obtain and understand basic health information. Learning about health will help people make better decisions about what they need to do for self-care

Key characteristics of Lay Health Family Advisors

Lay Health Family Advisors are community health champions and there is sufficient evidence internationally and nationally to demonstrate the positive impact of lay health workers and volunteers on tackling health issues within communities:

To achieve success Lay Health family Advisors:

- Must be recruited from the communities in which they will work and be community based and community focused
- Have the potential to be a resource for public health. To maximize this potential the power dynamics will need to be addressed
- Will adopt a social model of health approach and work with communities to identify and address the root causes of health inequalities

- Will be proactive and engaging with local communities, community and voluntary groups and providers of services
- Will act as a voice for those most marginalised and affected by health inequalities
- Will focus on the broader issues in addition to working with individuals
- Will adhere to the principles of community development

Benefits to Lay Health Family Advisors

This work will bring extra personal and social benefits for the LHFA's themselves.

LHFA's will need ongoing support in their role. This should include ongoing training and a networking element that facilitates peer support.

The World Health Organisation argue that training is more likely to be effective when it involves practicing skills, is competency based and there are opportunities for ongoing education.

Positive physical and mental health outcomes for volunteers include improvements in:

- Self-rated health status
 - Mortality
 - Adoption of healthy lifestyles
 - Quality of life
 - Frequency of hospitalization
 - Abilities to carry out activities of daily life
 - Depression
 - Psychological distress
 - Self-esteem
- (Cassidy et al, 2008)

2.2 Factors that contribute to the success of a Community Health Worker Programme:

- Community participation – involving the community in all aspects of the programme including identifying priorities
 - Good, careful and sustained programme management
 - Community participation in the selection of the community Lay Health Family Advisors
 - Competence and practice-based training relating to how and where LHFA's work
 - Availability of good supervision and support
 - Government support and adequate resources
- (Source: WHO 2007)

3. Overview of ONCALL Training Curriculum

ON-CALL partnership has developed a bespoke train-the-trainer curriculum to support local people gain the necessary skills and competences to work as Lay Family Health Advisors in the communities where they currently reside. When fully trained, these individuals will be deployed by local community development organisations as health literacy tutors to raise the awareness of healthy living in families that would be regarded as being disadvantaged. The curriculum focuses on building a range of competencies related to the following areas:

1. PEDAGOGY - Understanding pedagogic best practice and the do's and don'ts of working as a health literacy tutor;
2. HEALTH LITERACY - Health literacy with a particular focus on issues related to mental health, diet and nutrition and preventative measures;
3. NETWORKING - Developing and managing upstream and downstream networks and acting as an intermediary;
4. DIGITAL AND SOCIAL MEDIA - Developing and managing digital and social media environments, resources and applications for engagement and information sharing.

The curriculum comprises a comprehensive blended learning training intervention that covers 100 hours of training comprising 35 hours of face-to-face classroom-based learning and 65 hours of self-directed learning.

The curriculum is modular in design and each of the 4 proposed units comprises 3 subunits. Here is the structure of units and subunits.

UNITS	Subunit 1	Subunit 2	Subunit 3
1 – PEDAGOGY	1.1 – Pedagogical Principles	1.2 – Communication Techniques	1.3 – Social Sensibility
2 – HEALTH LITERACY	2.1 – Mental Health	2.2 – Diet and Nutrition	2.3 – Preventative Health Promotion
3 – NETWORKING	3.1 – Being an Intermediary	3.2 – How to Overcome Barriers	3.3 – Community-based Approach
4 – DIGITAL AND SOCIAL MEDIA	4.1 – Social Media in Health Sector	4.2 – Choosing your Channels	4.3 – Creating and Delivering your Message

The project team prepared a document called Units Matrix and Learning Outcomes. The learning outcomes for all subunits are defined in this document that can be found on the project website. We defined the learning outcomes as statements of what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills, responsibility and autonomy. The structure of the ON-CALL learning outcomes matrix includes the following elements:

Knowledge – The collection of facts, principles, theories and practices related to the field of studies;

Skills – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems;

Responsibility and autonomy – The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

We can demonstrate this concept in a practical example of Subunit 2.1 Mental Illness which is part of Unit 2 Health Literacy.

SUBUNIT 2.1 – Mental Health		
Knowledge	Skills	Responsibility and Autonomy
Fundamental knowledge of mental health issues.	Identify the main features of different types of mental health issues.	Implement interventions tailored to the needs of the individuals with mental health issues.
Fundamental knowledge about the causes of mental health issues.	Identify factors which influence mental health.	Act as an advocate for individuals with mental health issues in situations where they may not feel comfortable representing themselves.
Fundamental knowledge about how to live well with mental health problems.	Recognise circumstances that may have a negative impact on people suffering from a mental health issue.	Signpost individuals to relevant support agencies and services – e.g. mental health, housing, and employment.
Fundamental knowledge on supporting people with mental health issues.	Identify sources of stress.	
	Recognise problems caused by undue stress.	
	Provide information on how to live well with mental health problems.	
	Identify strategies for helping individuals with mental health issues.	
	Identify key support agencies and services for people with mental health issues.	
	Compile a list of relevant support services/organisations and their contact details on other issues impacting the beneficiaries.	

Interactive link to learning portal section named **Lay Family Health Advisors Curriculum** is following:
<https://on-call.eu/en/learning-portal/lay-family-health-advisors-curriculum/>

3.1. ONCALL Digital Toolkit of Health Literacy Resources

The Digital Toolkit of Health Literacy Resources is the third intellectual output of the ON-CALL project. The aim of this toolkit is to provide newly trained Lay Community Health Advisors with a suite of digital resources and support materials, which they can use in their work with local communities to develop the health literacy of community members and families in their region.

To support the work of Lay Community Health Advisors to work with local communities and families in different online and face-to-face environments, and to maximise the exploitation potential of the tools developed in this output, **all resources in the digital toolkit are developed in the following formats:**

- a short audio or video presentation;
- a factsheet with access to further resources;

- a PowerPoint presentation for use in group settings;
- posters and infographics.

The digital toolkit consists of a total of 36 resources; 12 resources addressed each of the following three topic areas:

- promoting positive mental health;
- diet, nutrition and developing healthy eating habits;
- preventative measures for healthy living.

The List of Digital Health Literacy Resources

Topic area 1 - PROMOTING POSITIVE MENTAL HEALTH

- | | |
|---|---|
| 1) Maintaining positive Mental Health in work environment | 1) What is Positive Mental Health? |
| 2) Depression and anxiety | 2) Maintaining Positive Mental Health |
| 3) Mindfulness as a stress management strategy | 3) The Benefits of Mindfulness |
| 4) Risk factors for Mental Health | 4) Stress, and How to Deal With it |
| 5) Self-treatment strategies | 5) Social Media and Mental Health |
| 6) Mental Health for teens and youth | 6) The Negative Effects of Negative Mental Health on Well Being |

Topic area 2 - DIET, NUTRITION AND HEALTHY EATING

- | | |
|---|--|
| 1) Healthy diet planning for different age groups | 1) The Food Pyramid |
| 2) Seasoning in diet and nutrition | 2) An Introduction to Body Mass Index |
| 3) Healthy eating habits and cultural and social influences | 3) How to Eat Healthily (and Maintain It) |
| 4) Relation between food and emotions | 4) How to Avoid Obesity (Factsheet: Obesity in Europe) |
| 5) Underweight and its influence on Well Being | 5) Introduction to Food Safety |
| 6) Food storage and preservation | 6) The Six Elements of Nutrition |

Topic area 3 - MEASURES FOR HEALTHY LIVING

- | | |
|--|--|
| 1) Physical Activity in different age groups | 1) The Benefits of Exercise |
| 2) How can you protect your heart at any age? | 2) Why You Don't Want to Smoke |
| 3) Preventing technology addictions among youth and adolescent | 3) Beware of the Sun |
| 4) Risk factors for cancer | 4) The Importance of Work-Life Balance |
| 5) Preventing the spread of infectious diseases | 5) Why Sleep is Vital to a Healthy Life |
| 6) Screening Processes | 6) The Negative Effect of Stress on Our Bodies |

Interactive link to learning portal section named **Digital Toolkit** is following:

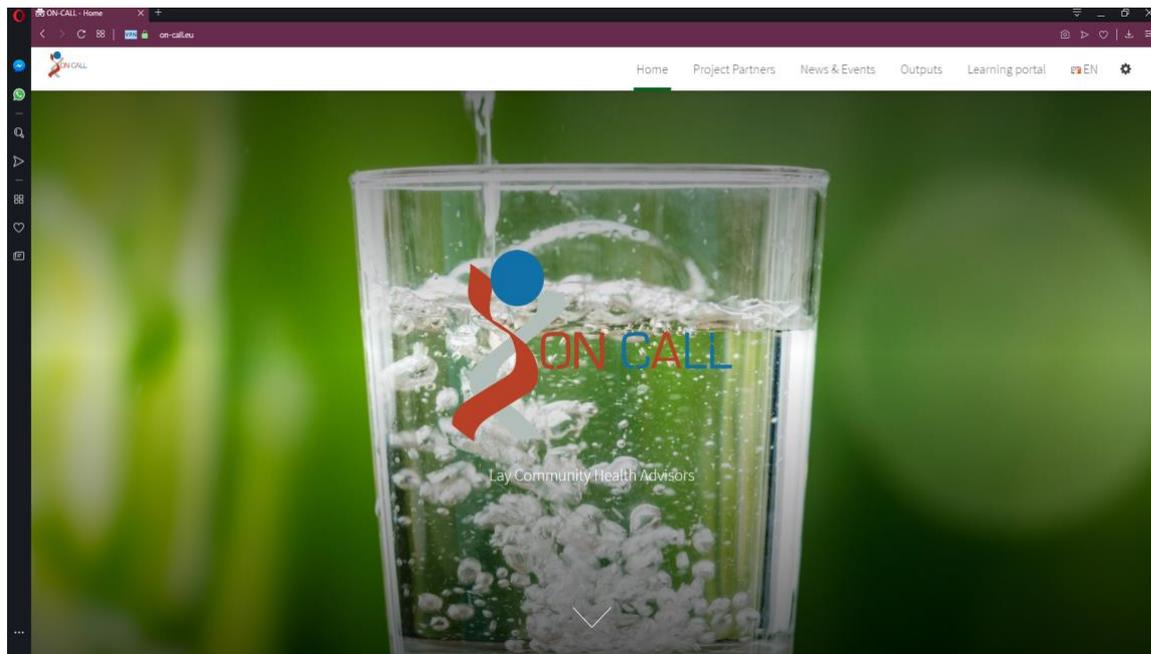
<https://on-call.eu/en/learning-portal/digital-toolkit/>

3.2. ONCALL Website and E-learning Portal

This section of the manual will provide instructions on the use of the ONCALL e-Learning platform. If you have any further questions that are not in our guide, please contact on-call.eu website administrator.

3.2.1 Begin your Learning Journey with [ON-CALL.EU](https://on-call.eu)

Welcome to the **On-call e-learning platform**. In it you will find our training material. Our website is available in **English, Czech, Finnish, Portuguese, Croatian, Polish and Turkish**. Click on the flag  **EN** to choose your language. Finally, the last icon, the settings wheel , allows you to register in our platform and log in.



3.2.2 Getting Started

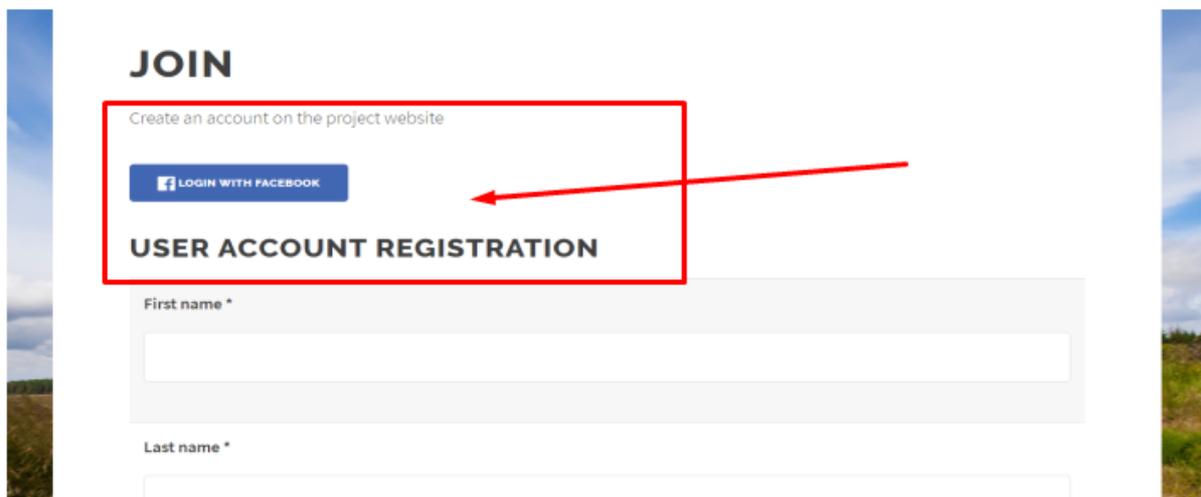
Basic usage:

<https://on-call.eu/>



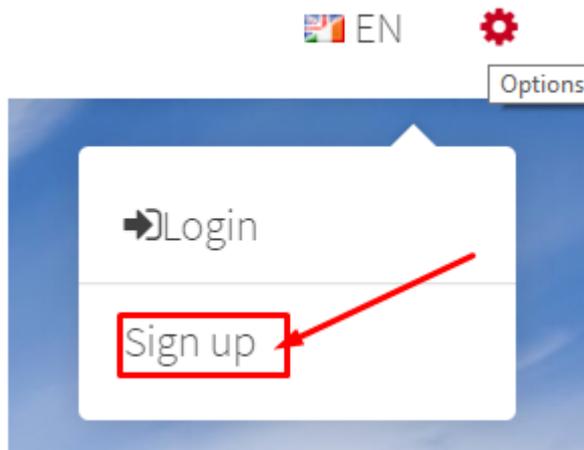
Registering and Logging in:

Some features on the website require users to login for example, to be able to save information about user progress, and allow interaction with other users.



Creating your user account:

- Choose the sign up option from  menu:



- Fill the registration form or log in with Facebook:

JOIN

Create an account on the project website



USER ACCOUNT REGISTRATION

First name *

Last name *

E-mail address *

When you have filled in and submitted the registration form, your account is created and **an activation e-mail is sent to your mail inbox.**

Click on the link in the e-mail to activate your account and you're ready to login.

Receive an email and activate your account:

ON-CALL - Registration

You have registered a user account for the website ON-CALL with the following information:

Name: John Smith

E-mail address: slh99282@eanok.com

Password: rzeszow

Country: GB

The website address is <https://on-call.eu/>

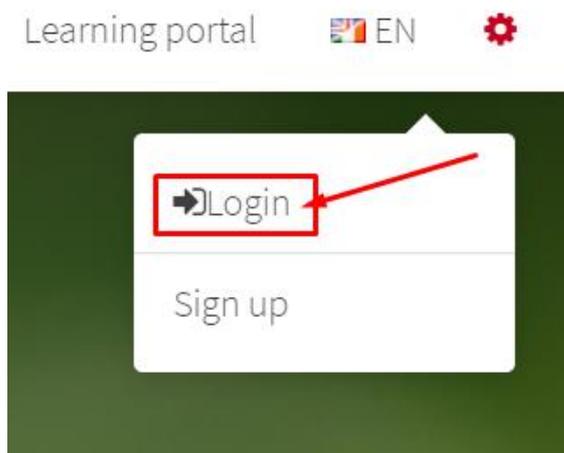
You can activate your account by clicking the following url: <https://on-call.eu/activate/a4461f80025f815fe9e1e0dcb9cbd5b25db6cb6568ed9:language/en>

ON-CALL 28.10.2019 13:05:11

Log in:

You can now login using your e-mail address as Username and with password you chose in registration, or if you chose to use Facebook  login, simply by clicking the appropriate button.

- Choose  Login from upper right menu:



- Next tab your username and password

ON-CALL

Username or email:
John Smith

Password:
.....

LOGIN

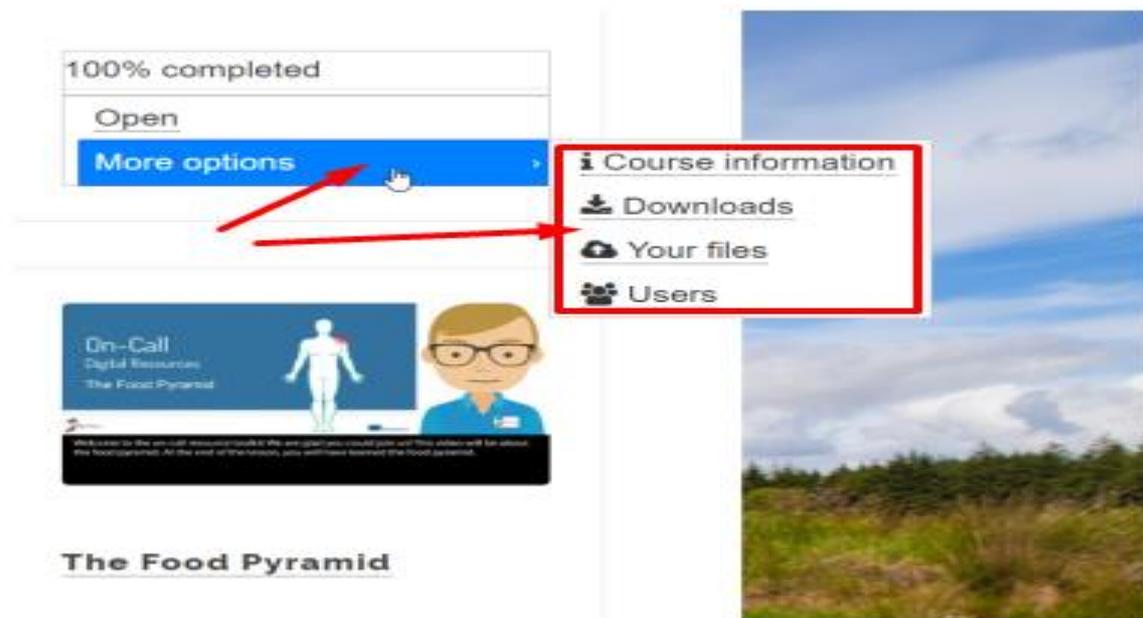
Accessing Courses available option:

- Choosing the courses

News & Events Outputs **Learning portal**

- Lay Family Health Advisors Curriculum
- Induction Training Programme
- Digital Toolkit

• Peer Health Promoters
• Mental Health Aides
• Navigators

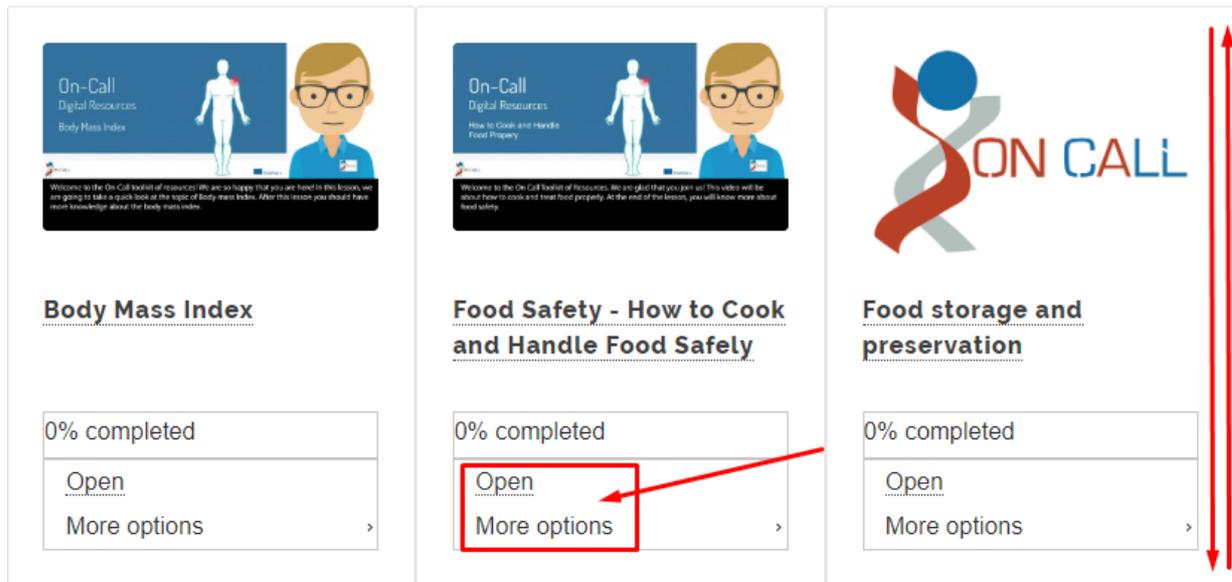


- **Open** - View the course online
- **Course information** - course detailed information
- **Downloads** – download course materials for offline use
- **Your Files** – Show your uploads for the course
- **Users** - view the participants. From the Users -page you can also send messages to other participants.

Navigating through the course modules:

- You can browse training materials from the list

“Course Overview” contains the name of the courses and also their level of completion. The “Modules” sections contain the training materials with the upload option that you will need to use to be marked as complete for this course. To view the different course materials for the course simply click the **Open** or browse **More options** buttons on the right of the screen.



- Choosing modules you would like to start with

When you click on the **Open** button you get to the selected course. The courses consist of several pages. You will find video and the course materials index underneath for selecting content.



Food Safety - How to Cook and Handle Food Safely



- The courses consist of several pages

You will find video and the course materials index underneath for selecting **content**.

HOW TO COOK AND HANDLE FOOD SAFELY



On-Call
Digital Resources
How to Cook and Handle Food Properly

MATERIALS

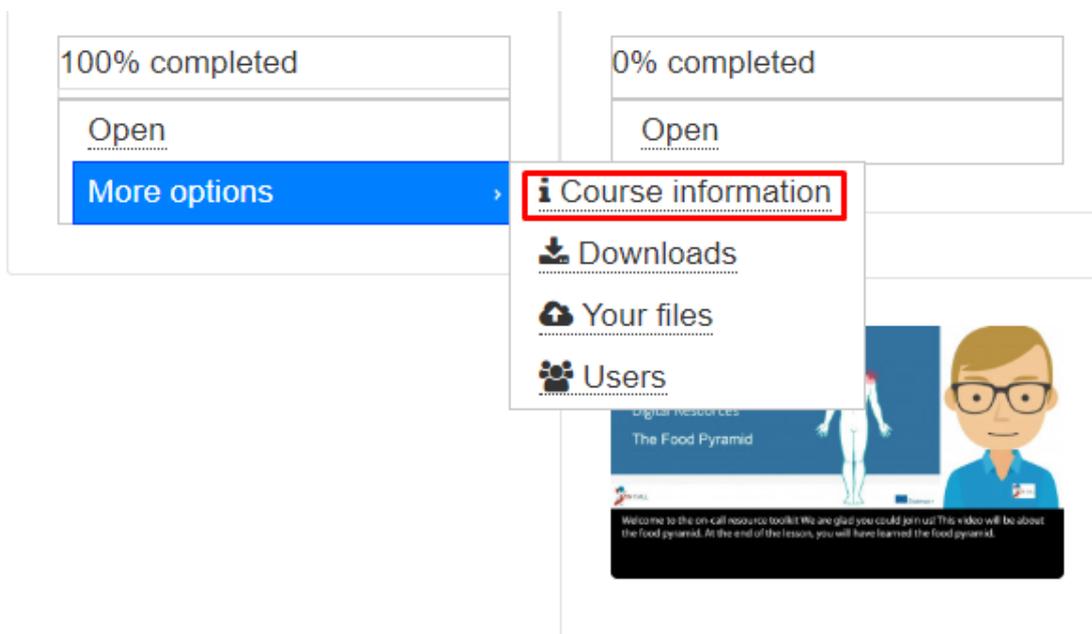
File	Size	Date
ON-CALL 103 Food Safety - 4 Tips About How to Handle Food Safety Factsheet EN pdf	2MB	12.9.2019
ON-CALL 103 How to Cook and Handle Food Properly F2F PPT EN pdf	9MB	12.9.2019

YOUR FILES

Drag files here to upload No file chosen

File	Size	Date	Author	Options
------	------	------	--------	---------

➤ The course information appears when you chose this option from the drop-down menu



100% completed

Open

More options

0% completed

Open

- Course information**
- Downloads
- Your files
- Users

Digital Resources
The Food Pyramid

Welcome to the on call resources toolkit! We are glad you could join us! This video will be about the food pyramid. At the end of the lesson, you will have learned the food pyramid.

DIET, NUTRITION AND DEVELOPING HEALTHY EATING HABITS ▶ HOW TO EAT HEALTHILY - AN OVERVIEW OF DIETS



Author: Website Administrator

Edited: 28.10.2019

Language: English

Category: Diet, Nutrition and Developing Healthy Eating Habits

INTRODUCTION

LEARNING OUTCOMES

Level:

Resource	View	Download	Filetype
Video			MP4
Audio			MP3

HOW TO EAT HEALTHILY - AN OVERVIEW OF DIETS

DOWNLOAD PODCAST

**ON-CALL IO3
HOW TO EAT
HEALTHILY
F2F PPT EN**

.pdf, 8MB

DOWNLOAD

VIEW ONLINE

Navigating through the learning content:

This is an example of what a course may contain: **a video or a slide presentation.** You can navigate the presentation using the left and right arrows, or the dots below the slide. The presentation is also available for downloading.

The screenshot shows a slide presentation interface. The slide title is "Advantages of food preservation". The content includes a list of benefits: "Food preservation helps you : Safe money, Prevent food from spoiling, Eat more various food, Enjoy fruits and vegetables in winter." Below the slide is a "MATERIALS" section with a table listing a file for download.

File	Size	Date
ON-CALL IO3 Food storage and preservation F2F PPT EN pdf	1MB	13.9.2019

➤ File upload section

YOUR FILES

The screenshot shows the "YOUR FILES" section. It features a cloud upload icon and a "Choose File" button. Below this is a table with the following columns: File, Size, Date, Author, and Options.

File	Size	Date	Author	Options
No file chosen				

➤ Mark as completed to register you progress

Mark page as completed

Switching to a different module:

➤ You can choose the learning module

“Course Overview” is divided into “Modules” which can be accessed through top drop-down menu.

To switch to a different module, you will need to navigate by going through the “Course Overview” and choosing course from a different topic.

DIET, NUTRITION AND DEVELOPING HEALTHY EATING HABITS
12 Courses

<p>Body Mass Index</p> <p>0% completed</p> <p>Open</p> <p>More options ></p>	<p>Food Safety - How to Cook and Handle Food Safely</p> <p>0% completed</p> <p>Open</p> <p>More options ></p>	<p>Food storage and preservation</p> <p>0% completed</p> <p>Open</p> <p>More options ></p>
--	---	--

PREVENTATIVE MEASURES FOR HEALTHY LIVING
2 Courses

<p>Be Aware of the Sun</p> <p>0% completed</p> <p>Open</p>	<p>How can you protect your heart at any age</p> <p>0% completed</p> <p>Open</p>
---	---

4. Facilitation skills

Creating a supportive environment

- Technical/administrative preparation
- Introducing yourself (as a trainer)
- Values of effective facilitation and introduction to the group (ground rules)
- Tips and advice

4.1. Strengthening Facilitation Skills

Facilitation is a method used to help groups develop processes that are effective in accomplishing desired outcomes.

The success of this and any facilitation process is determined by the facilitator's ability to demonstrate the following critical skills and behaviours:

- The ability to facilitate the "journey" of the group: decisions, process, problem solving, team development, strategic planning
- Style: demonstration of effective listening skills, keeping people on track, asking the right questions that probe creativity and insight, analysing and synthesizing issues, being comfortable with silence, being substantively neutral during group discussions
- Physical involvement: good eye contact, energy level, positive body language
- Personal readiness: leaving personal problems outside the door, appropriate dress

4.1.2. Effective Questioning Techniques

Teachers ask questions for a variety of purposes, including to:

- Actively involve students in the lesson
- Increase motivation or interest
- Evaluate students' preparation
- Check on task completion
- Develop critical thinking skills
- Review previous lessons
- Nurture insights
- Assess achievement or mastery of goals and objectives
- Stimulate independent learning

There are some important tips for making good questions:

1. Plan your questions – know why you are posing them.
2. Do not ask questions that have "yes" and "no" answers.
3. Use neutral words that are not coloured by your opinions.
4. Use words and phrases the listener understands – avoid jargon.
5. Use follow-up questions – transition from general to specific questions.
6. Listen to the response in full – do not interrupt the person speaking.

Find out more with SDL resources:

https://www.youtube.com/watch?v=gf-OUMg_pUc
https://www.youtube.com/watch?v=1dO0dO_wmE

4.1.3. Active listening

To listen does not necessarily mean to remain silent and shake politely your head in agreement. One of the biggest gifts educators can give to their learners is to be truly present for them; to deeply listen to what they have to say. Main instruments and rules for good listening are:

- **Limit or stop your talking** – you cannot listen if you are talking. Do not mistake silence for attention.
- **Show to the speaker that you want to listen** – show with your appearance and behaviour that you are interested

- **Clarify information** – ask clarifying questions and explain things to yourself, e.g. “I am not sure that I understand well. Could you repeat?”. Paraphrase what was said. That encourages the speaker and shows them that you are listening.
- **Don't ask too many questions** – a large number of questions bothers the speaker, takes out the initiative from them, and puts them in a defensive position.
- **Take into account the feelings of the interlocutor** – put yourself in their shoes, to see their point of view. Show compassion to the speaker. When you listen to an over-excited interlocutor, reflect their emotional condition without falling under the influence of their feelings.
- **Maintain eye contact and pay attention to non-verbal communication**
- **Open your consciousness and neglect your prejudices** – do not hurry into conclusions and evaluations. They are a barrier to meaningful communication.

Find out more with SDL resources:

<https://youtu.be/t2z9mdX1j4A>

<https://www.youtube.com/watch?v=RatORMzBY4s>

<https://www.wevideo.com/blog/for-schools/video-building-empathy-through-active-listening-in-the-classroom>

4.1.4. Group building

Group building involves working confidently within a group, contributing your ideas effectively, shaping objectives, taking a share of the responsibility, and meeting deadlines.

Group building methods include:

- adventure learning – focuses on the development of teamwork and leadership skills using structured outdoor activities; best suited for developing skills related to group effectiveness
- team training – involves coordinating the performance of individuals who work together to achieve the common goal
- action learning – involves giving teams or groups an actual problem, giving them time to solve it, committing to an action plan and at the end carrying out the plan.

Find out more with SDL resources:

https://www.youtube.com/watch?v=Fdn_P8daKTA

<https://www.youtube.com/watch?v=T5PFycwH6IY>

<https://www.youtube.com/watch?v=iV53bKvwQfs>

4.1.5. Time Management

Time management is important for teachers since they have a classroom full of students to direct and educate, and how they spend their time in class is just as important to them as it is to you. Here are some tips and tools for implementing time management in your classroom that you can use starting today.

Think about pacing - What will your students be doing? How long will it take them to complete a task? These are things you should determine before you and your students enter the classroom. As you make your lesson plans, be realistic about how long each activity will take to complete and mark it down in your notes. In their lesson plans, teachers often list activities they would like to accomplish during a class period in one column, any information they need about that activity in a second

column, and then use two additional columns to note the materials they will need and the time they expect each activity to take.

Tell them about it - Communicate your aims to your students at the start of class. Not only will this give your students an idea of where you intend to go in the class period, but it will also help motivate them to concentrate and focus on each activity as you do them. Write your aims on the board along with the amount of time you expect to spend on each step and make sure your students can refer to it throughout the class period.

Be prepared for changes - Because in-class activities often do not take the amount of time you expect (even when you do your best to make realistic predictions), be prepared to either fill in a few minutes at the end of class or cut an activity out of your plans and shift it to your next class period.

Hold the questions - Tell your students to save their questions until the end of class. Though it may feel like you are denying your students answers to their questions, you are not. By keeping all the questions until the [end of class](#), you make sure your time is focused and your students are concentrating on the activity at hand. You may want to give each student several post-it notes to stick on their desks for jotting down questions they have during class. That way, when you are ready to take their questions at the end, they will not have forgotten them.

Give directions - Give your students instructions at the start of each activity, and make sure your [instructions](#) are brief but clear.

Find out more with SDL resources:

<https://www.youtube.com/watch?v=odOq3fOglrU>

https://www.youtube.com/watch?v=F5JI_6nsgaM

http://www.timemanagementforteachers.com.au/Time_Management_For_Teachers_files/Time%20Management%20for%20Teachers%20PREVIEW%20Pages.pdf

4.1.6. Conflict Management Skills

When conflicts do arise, provide students with the opportunity to resolve their issues together, with your help, through a peace-making process. Here is a simple plan to help students overcome conflict:

1. Give students a chance to cool off and reflect on their feelings. Even if disputes occur in the middle of class, when you may not be able to discuss the situation with the students, you *can* provide students with a quiet space to calm down and focus on some reflection questions to prepare for a later discussion.
2. At an appropriate time, bring the students together, and ask them to share their feelings about the situation with your help.
3. Once students have shared their perspectives, it's time to choose a solution. Depending on your students' maturity and comfort-levels, you can either provide them with options, or you can work together to choose from their proposed resolutions. Students should feel comfortable with the solution, even if some compromise is required.

The goal in creating a clear conflict-resolution process is not just to end disputes, but to empower students to learn from their mistakes, solve their own problems, and contribute positively to the classroom community. With time and dedication, we can help students achieve these goals.

Find out more with SDL resources:

<https://www.waldenu.edu/online-masters-programs/master-of-arts-in-teaching/resource/five-strategies-for-managing-conflict-in-the-classroom>

<https://prezi.com/w8tczj9pnokn/conflict-in-schools-realistic-scenarios-for-teachers/>

<https://www.youtube.com/watch?v=QyXFirOUeUk>

4.2. Training Activities for Groups

Group dynamics processes are phases through which a group passes from the moment of its gathering until the moment when it reaches a level at which the focus and its attitudes are targeted towards a common goal. In trainings the shared goal for a group of students is joint effective learning and competence development. Besides the group dynamics processes, the achievement of the educational result is highly influenced by social learning factors (environment, individual specifics and individual behaviour).

The trainer has to be well-versed in the group dynamics processes and be attuned to the changes in the learning environment and the students' condition in order to successfully transition from one phase to another.

Training activity group	Main exercises and principles
<p>Icebreakers Recommended application: 1st meeting with a group</p>	<p>1. Candy introductions</p> <p>Give each student a small handful of colored candy (such as Skittles). Tell the class that a question has been assigned to each candy colour (can be connected with the lesson topic). Write the questions on the board or a piece of paper. Students are then told to eat all their candy – except for one piece. In this way, they can choose the question they will answer.</p> <p>2. This or that</p> <p>In this activity, students move to a particular side of the room to represent their opinions on a certain topic. The teacher then selects a few learners from each group to argument/explain their decision. To make this icebreaker work, “yes/no/maybe”, “true/false”, or “would you rather X or Y” questions are best. <i>Tip: If you want to have questions with multiple answers you can assign each to a specific corner of the room.</i> <i>Additional suggestion: You can have learners come up with questions for the group.</i></p> <p>3. Who’s in your circle?</p> <p>Ask your students to draw three concentric circles on a piece of paper. Give them a topic (food, seasons, sports, etc.) and ask them to write it in the</p>

	<p>centre circle. In the second circle students write “love”, in the third “like”, and outside the circles “don’t like”. Under the topic, students individually choose a specific example to focus on (e.g., bananas, spring, tennis). Students then mingle and ask their classmates how they feel about the item they have chosen, writing the students’ names in the circles that correspond to their opinions. Repeat with another topic.</p> <p>4. Toilet paper roll</p> <p>Produce a roll of toilet paper and ask students to take as many sheets as they like, without telling them why. Once the class has their sheets, reveal that each sheet corresponds to a question their small group will ask them. You can also do this with pieces of candy.</p> <p>5. Two truths and a lie</p> <p>Students write down three sentences with information about themselves, however, one must be a lie. Other students then ask them follow-up questions to discover which statement was a lie.</p>
<p>Energizers Recommended application: Between sessions Session – 1-day meeting (2 modules)</p>	<ol style="list-style-type: none"> 1. Split participants into teams of two and challenge each team to come up with a summary of the content covered in only 140 characters. 2. Two teams/two flipcharts, one participant from each team goes to one flip chart. The teams compete by remembering words/key concepts that were discussed in class today. The team that comes up with the longer list in 45 seconds wins. 3. Another way to constantly review the topics covered in your training material is that whenever you finish a segment/module, pass out post-it notes and ask participants to write questions about the covered material, add a few questions of your own that are not related to the training like “What was the best trip you ever been on” or “The one holiday destination you must go back to”. Add all questions to a bucket or box and throughout the session, pass around the questions bucket and ask participants to pull out a random question and answer it. Since they don’t know what kind of question they will be getting, this is one way to ensure they’re paying attention and also provides a way for you to review the content and test their information retention.
<p>Reflection Recommended application: After each module (1 between each session)</p>	<ol style="list-style-type: none"> 1. Write the one-minute paper How much could you explain in one minute? At the end of class, set a timer and ask students to record their most eye-opening revelations or biggest questions. This activity lets students reflect on learning and build writing skills – plus you’ll get a window into their understandings and misunderstandings. 2. A sketch reflection is just a picture that represents what they’ve just learned. For the students that aren’t so keen about drawing, you can assure them that the sketch isn’t about the quality of the picture, it’s about their interpretation of what they learned. The goal of this activity is to give students a different perspective on what they learned. You can also

	<p>encourage students to jot down a few words under the sketch to describe what they've drawn in their reflection. This can help those viewing the sketch to understand the picture better.</p> <p>3. sticky notes is a great way to make "Thinking" visible. By using sticky notes to write self-reflections, Individual thinking can be shared among the students. They would then stick their reflection statement on the wall somewhere (eye-level) in the classroom. Once students had the chance to view the student reflections, as a class, debrief what they've learned.</p>
<p>Empowerment Recommended application: After sessions</p>	<p>1. Classroom rules and set up. Allow students to brainstorm and suggest rules that they would like to see on the class rule list, and jointly discuss which rules should be selected and why. You can also have students write the selected rules on a poster and decorate the room with it. Additionally, you can allow students to have an impact on the classroom set-up. They can sketch out potential classroom floor plans, showing how they would like the desks and materials to be arranged. Allow students to vote on these options and change your classroom set-up according to their plans, at least temporarily.</p> <p>2. I can/I am Have students outline things that they can do in the form of "I Can..." statements. This can be done at the end of a lesson, a unit or a semester/course. You can also ask students to create "I Am..." posters by filling a piece of paper with images that reflect the skills they possess. For example, a student could place an image of a football player to represent his football skills.</p> <p>3. Minefield. Spread different items/obstacles around on the floor. Students carry out this activity in pairs – with one of them blindfolded. The person that can see has to guide and instruct the blindfolded student on how to get from point A to point B without touching any of the obstacles. This exercise also strengthens listening and communication skills.</p>

5. Facilitating ONCALL Training: Developing Training Plans

Intro: introducing yourself

Introducing yourself and telling the students a little about your background and interests can help your learners get to know you a bit better. Ask the students to do the same (you can use some of the abovementioned suggestions for icebreaking activities). This will aid in creating a comfortable learning environment, in which students can freely share ideas and ask questions.

Presenting training values and common rules

By giving a basic introduction to the course on the first day you can set the tone for the whole course and help your learners understand what is expected of them. You can outline some ground rules about

the way you teach, what they can expect to learn, what you expect from them in class, and make clear how they will be assessed/graded. You can also invite them to add to this list (as outlined in the)

Warm-up/Icebreakers

Icebreakers are used at the start of a lesson in which all participants do not know each other yet – it is used to introduce the participants to each other and create a more comfortable environment.

Warmers are shorter, more dynamic activities at the start of a lesson that get your learners motivated for and engaged in the class. It is typically used to introduce the lesson topic, but it can also be a revision activity that connects the previous with the current lesson.

Closing: reflection

At the end of each lesson, it is good to take time to reflect, remember and discuss the lesson content. Making time to reflect can help extend learners' overall experience, develop their critical thinking skills and answer any questions they may have.

Assessment

Evaluation is the procedure of describing, analysing, assessing and grading tasks, processes, knowledge, skills, and outcomes of certain activities. Evaluation is not simply a final assessment of a project or a program – it can also be used to assess all phases of planning and activities. Regular procedures of evaluation of knowledge and skills can be organized at the end of each unit and topic (progress tests, self-assessment with the help of the can-do statements, informal feedback, etc.).

Follow-up

Follow-up activities can provide an opportunity for extra reinforcement, drilling and practice of new topics or serve as an assessment of material you have already covered. You can use them at any point during a lesson (the beginning, middle or end).

Lesson Plans

Lessons plans are available for all units. They are meant as a guide to delivering each unit and facilitators are free to adjust them in order to ensure that the programme is relevant to their participants.

6. ONCALL Programme Validation Plan

The ONCALL programme will be validated by:

- 2 VET professionals – tutors (from each partner country) will complete the Induction training at a transnational training event in Portugal in January 2020, hosted by ISQ
- 6 adults will complete the Lay Health Family Advisor train-the-trainer programme in each partner country
- 30 families from each partner country will be engaged in micro-networks to support health literacy promotion
- 25 families will attend Health Literacy festivals in each partner country

Checklist for delivering ONCALL Train-the Trainer Programme:

Checklist:	Done (V)
BEFORE training	
Recruiting participants for the ONCALL programme	
Check eligibility of applicants	
Confirm applicant's participation	
Arrange and organise the dates and venue for the training to take place	
Confirm all logistical information to successful applicants	
Prepare all learning materials, other recourses needed	
Prepare attendance lists and evaluation forms	
Send a reminder to participants the day before the session	
DURING training	
Ensure that all participants sign the attendance sheet	
Take photos	
Ensure all participants filled evaluation forms and collect them	
AFTER training	
Follow up on any obligations or questions	
Share photos on ONCALL social media, prepare an article	
Scan all attendance lists	
Prepare evaluation report (together with national partner)	



ON CALL

Lay Community Health Advisors



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