

Lay Family Health Advisors Curriculum Unit 1

LESSON PLANS



1.1. Pedagogical principles

Learning outcomes

After completing this learning unit, learners have gained the following:

KNOWLEDGE:

Basic knowledge of training techniques
Basic knowledge of learning styles
Fundamental knowledge of pedagogical methods and resources

SKILLS:

Identify the characteristics of a successful trainer
Perform community needs analyses to tailor training to the characteristics of trainees
Make use of training techniques – direct interactive, inductive and exploratory – to create a learner-centered environment
Select pedagogical methods and resources to support training

RESPONSIBILITY AND AUTONOMY:

Recognise the relevance of trainees' previous knowledge in the learning process
Match training techniques to different learning styles

1.1. Pedagogical Principles
Face-to-Face 4 hours

Subject	Duration	Development ¹	Resources and equipment	Delivery method
Icebreaking/teambuilding exercise "Subunit 1.1. Pedagogical principles" briefing	30 min	<ol style="list-style-type: none"> 1. Start the session with a teambuilding exercise. "The story of my name" activity will allow you gathering general information about the trainees and that the group elements interact with each other. 2. Provide an overview of training aims and units. 3. Make the first subunit presentation using the "ON-CALL Pedagogy - video. Subunit 1.1. Pedagogical Principles.". During the visualisation of the video, make pauses between the different themes to question the trainees on their previous knowledge about them. 	<p>Handout "The Story of my Name Activity"</p> <p>Video "ON-CALL Pedagogy – video. Subunit 1.1. Pedagogical Principles.". [4/5 minutes]</p> <p>Laptop/PC Access to internet</p>	<p>Expositive model Group engagement activity</p> <p>Expositive model with audio visual support</p>
1.1.1. The successful health advisor characteristics	1h00	<ol style="list-style-type: none"> 1. Start the activity with a brainstorming around the question: "Which pedagogical characteristics must have a health advisor?". Make sure: <ul style="list-style-type: none"> • to share the need for brevity in making comments; • only one person should speak at a time; • learners refrain from commenting other colleagues' ideas; • everyone's ideas get captured. <p>Write the ideas provided by the learners in a whiteboard or a flipchart.</p> 2. Split the group in pairs and each pair must research in the internet for possible answers to the brainstorming question. Make sure learners 	<p>Whiteboard/Flipchart and markers Laptops/PCs Access to internet Pens and paper</p> <p>Optional: - Projector - Copies of handouts</p>	<p>Expositive model Brainstorming session Research activity Group work/activity Debate session</p>

¹ Set of educational activities and the methodological procedures to undertake the subject.

	<p>use reliable sources. If necessary, make a previous list of links/sites they can use.</p> <p>2.1. The trainees must write on a sheet of paper the result of their researches, listing the main pedagogical characteristics they consider a health adviser must have.</p> <p>2.2. Ask each pair to select from their list the main characteristics they consider a health adviser must have.</p> <p>2.3. When all pairs have finished the activity, ask each pair to elect a spokesperson to share with the group the pairs' choices.</p> <p>3. When all pairs have presented their choices, mediate a group debate about the different ideas that arose from the brainstorming exercise and the ones reached after the research. Use the following questions to better orient the debate:</p> <ul style="list-style-type: none"> • Were there many significant differences between the results from the brainstorming and from the research? If yes, why do you think that happened? • Are the tasks of the health advisor simpler or more complex than you thought at the beginning of the activity? • Do you think you have the competences that match the health advisor characteristics? Why/why not? <p>7. To wrap up the activity, compare the different answers that were given by the trainees with ON-CALL list of health advisor's pedagogical characteristics. You can do this by displaying the list using a projector or by printing a handout with the list and distributing it to the trainees.</p>		
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<p>1.1.2. How to conduct a needs analysis on health literacy?</p>	<p>1h00</p>	<p>1. Introduce the "Health literacy" concept playing the videos suggested in the resources section beside. Optionally, you can also research and play videos that are more suitable to your context.</p> <p>1.1. To support the videos' presentation, at the end of their visualisation, design with the trainees a conceptual map. This exercise will help the trainees retain essential information about the concept. Learn how to do it in the 2 links provided beside.</p> <p>2. Explain the "Health literacy categories" (handbook, page 6) by using the handout "Short Assessment of Health Literacy - English (SAHL-E)":</p> <p>2.1. Before presenting the SAHL-E survey, make sure your trainees understand English or have a suitable translation. The SAHL-E survey is originally available only in English and Spanish².</p> <p>2.2. Distribute the Handout "Short Assessment of Health Literacy-English (SAHL-E)".</p> <p>2.3. Each trainee must answer the survey individually. Give them at least 15 minutes to do it.</p> <p>2.4. When the trainees complete the task, provide them the solution. If they feel comfortable, you can ask each trainee one of the answers, and give</p>	<p>Video 1 [1:03 minutes]"What is Health Literacy"³</p> <p>Video 2 [1:35 minutes] "What is Health Literacy?"⁴</p> <p>Link 1 to concept mapping design⁵</p> <p>Link 2 to concept mapping design⁶</p> <p>Laptop/PC Access to internet Projector Pens Whiteboard/Flipchart and markers</p> <p>Copies of the handout "Short Assessment of Health Literacy-English (SAHL-E)".</p> <p>Link to the Health Literacy Measurement Tools⁷.</p>	<p>Expositive model with audiovisual support</p> <p>Design of conceptual maps</p> <p>Expositive model Self-assessment exercise</p>
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² According to what is indicated in the "Health Literacy Measurement Tools" page, "Direct translation of these tools into another language may not produce a valid assessment of health literacy in the new language. Please contact AHRQ's Office of Communications and Knowledge Transfer for permission and to be put in contact with a technical expert before attempting a translation." [Last access 18.02.2020].

³ Retrieved from <https://www.youtube.com/watch?v=7pAuCqepSEs>

⁴ Retrieved from <https://www.youtube.com/watch?v=VKodtW01RIY>

⁵ Retrieved from <https://www.otis.edu/library/concept-mapping>

⁶ Retrieved from <https://creately.com/blog/diagrams/ultimate-concept-map-tutorial/>

⁷ Retrieved from <https://www.ahrq.gov/health-literacy/quality-resources/tools/literacy/index.html>

		<p>the solution after. They must not correct anything in the handout.</p> <p>2.5. After providing the solution, collect and keep the self-assessment handouts. They will help you identifying the trainees' needs regarding health information and to select the ON-CALL adequate resources for the group.</p> <p>2.6. Use a whiteboard or flipchart to summarise the main contents related to the health literacy categories and the social characteristics that influence a higher risk of poor health literacy.</p>		
1.1.3. Learning styles	45 min	<p>1. Before explaining the existing learning styles, enquire the trainees about the topic. To make them think on the question "How do I learn?", use other questions they can easily relate to, such as:</p> <ul style="list-style-type: none"> • "Do you remember your favourite subject in school? How did you study for its exams?"; • "Back in school days, what did you do to learn the different subjects?" • Nowadays, when you learn something new, are you conscient about how do you learn it? If yes, how do you do it? <p>1.1. During this exploratory phase, take notes of the answers that match the identified learning styles. You can use these notes to debrief the topic.</p> <p>2. Lead the trainees in a self-assessment exercise where they will learn about their own learning style. Use the examples given in the resources</p>	<p>Laptops/PCs Access to internet Whiteboard/Flipchart and markers Pens and paper</p> <p>Test 1⁸ "What's Your Learning Style?" Test 2⁹ "What's your Learning Style?"</p>	<p>Expositive model</p> <p>Self-assessment exercise</p>

⁸ Retrieved from <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

⁹ Retrieved from <https://sites.rowan.edu/student-success/tutoring/whats-your-learning-style.html>

		<p>section or search for online self-assessment tests that you can use or adapt to the group.</p> <p>2.1. After the exercise, let each trainee present to the group the result of his/her test.</p> <p>2.2. Sum up the topic, comparing the initial notes of the exploratory phase and the results of the trainees' exercise.</p> <p>3. Write on the whiteboard or flipchart the main learning styles and emphasise that human intelligence results from a combination of different and more complex learning styles.</p>	<p>Test 3¹⁰ "Approach to Learning: Self-assessment"</p> <p>Test 4¹¹ "VAK Learning Styles"</p> <p>Test 5¹² "Learning Style Self-Assessment"</p> <p>Test 6¹³ "The VARK Questionnaire"</p>	
1.1.4. Training techniques	45 min	<p>1. Divide the class in three groups and assign to each group one of the training techniques – Interactive; Inductive; Exploratory (handbook - pages 8 to 11).</p> <p>2. Explain and follow the steps of the group work:</p> <p>2.1. Each group will be presented by you the main characteristics of the training technique assigned to it. You can present them orally or, optionally, you can prepare and distribute to each group a handout with the main characteristics of that training technique.</p> <p>2.2. After listening to or reading the information, each group must search online for more information about their assigned training technique.</p> <p>2.3. Following, each group must prepare a brief presentation about that training technique characteristics, to further present it to the rest of</p>	<p>Laptops/PCs</p> <p>Access to internet</p> <p>Pens and paper</p> <p>Whiteboard/Flipchart and markers</p> <p>Optional:</p> <p>Copies of 3 handouts (to be prepared by the trainer):</p> <p>"Training Technique 1 - Interactive";</p> <p>"Training Technique 2 - Inductive";</p> <p>"Training Technique 3 - Exploratory".</p>	<p>Expositive model</p> <p>Group work and presentation</p>

¹⁰ Retrieved from <https://learningcommons.ubc.ca/tutoring-studying/selfassessment/>

¹¹ Retrieved from <https://www.businessballs.com/self-awareness/vak-learning-styles-self-test/>

¹² Retrieved from https://targethiv.org/sites/default/files/file-upload/resources/Learning_Styles_Self_Assessment.pdf

¹³ Retrieved from <https://vark-learn.com/the-vark-questionnaire/>

		<p>the class. The group must try to identify the contexts in which the technique would be adequate, considering:</p> <ul style="list-style-type: none"> • training goals; • who is being trained; • the duration of the training; • the place of the training; • the needed resources. <p>2.4. Each group must select one or two speakers responsible for the final presentation. Tell them to be creative doing it!</p> <p>2.5. Take notes during the presentations and, at the end of each, add potential missing information or correct any slip.</p> <p>3. Finally, ask the trainees which training techniques are more suitable to them. This will help you selecting the training techniques to use with them.</p>		
<p>Total time</p>	<p>04h00</p>			

1.1. Pedagogical Principles
Self-directed learning 5 hours

Subject	Duration	Development	Resources and equipment	Delivery method
Subunit 1.1. Pedagogical principles	1h00	<p>1. Read the following articles, online or printed:</p> <ul style="list-style-type: none"> • Article 1 - “Pedagogy” • Article 2 - “The Adult Learning Theory” <p>1.1. You can also research for other online articles related to the topic “pedagogical principles”.</p> <p>1.2. After reading them, write a paragraph with a summary of the contents for each article, where you explain, using your own words:</p> <ul style="list-style-type: none"> - the definition of the “pedagogy” concept; - the definition of the “andragogy concept. <p>2. Now you will start your “ON-CALL Bibliography”:</p> <p>2.1. Research online for up to three articles about the topic “health pedagogical principles”.</p> <p>2.2. Make a list to keep track of all the articles you read and their websites. To this end, you can use the “bookmark option” of your web browser, an Excel or Word file, or a notebook, to collect and organise the information.</p> <p>2.3. From now on, at the end of each topic, you must add to this list more articles and websites. This list of sources will become your bibliography to support you while working as a Health Advisor.</p>	<p>Link to the article “Pedagogy”¹⁴</p> <p>Link to the article “The Adult Learning Theory”¹⁵</p> <p>Laptop/PC Access to internet Pen Notebook</p>	Engaged reading Critical reading Online research
1.1.1. The successful health advisor characteristics	1h00	<p>1. Following the results of the debate exercise done at the face-to-face session:</p>	Pen Notebook	Self-assessment exercise

¹⁴ Access the article here: <https://www.britannica.com/science/pedagogy>

¹⁵ Access the article here: <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

		<p>1.1. List down by heart the characteristics you have discussed during the training session.</p> <p>1.2. Complete your list, if necessary, with the successful health advisor characteristics indicated in the “Pedagogy” unit handbook (pages 5-6).</p> <p>1.3. For each characteristic, write if you consider it:</p> <ul style="list-style-type: none"> • essential - those you really consider that a health adviser must have. • desirable - the ones you consider you don’t have and need to work on them. <p>2. Expand your “ON-CALL Bibliography”:</p> <p>2.1. Research online and read up to three articles about the topic “health advisor characteristics”. You can also replace the word “characteristics” for “competencies”.</p> <p>2.2. Add the articles/websites to your bibliography.</p>	<p>Laptop/PC Access to internet</p>	<p>Online research</p>
<p>1.1.2. How to conduct a needs analysis on health literacy</p>	<p>1h00</p>	<p>1. It is important that you have conscience about your level of health literacy in order to be prepared to advice others:</p> <p>1.1. On your notebook, answer to the following questions:</p> <ul style="list-style-type: none"> • How confident are you filling out medical forms by yourself? • How often do you have someone help you read hospital materials? • How often do you have problems learning about your medical condition because of difficulty understanding written information? <p>1.2. If you often need help regarding any of the questions, it means you can also improve your health literacy.</p>	<p>Pen Notebook</p> <p>Laptop/PC Access to internet</p>	<p>Self-assessment exercise</p> <p>Online research Critical reading</p>

		<p>2. Read:</p> <ul style="list-style-type: none"> • The “Measuring health literacy” article. • The “Health Literacy Tool Shed”. <p>2.1. List in your bibliography one of the tools you could consider using/adapting to your job as a health adviser. Make a brief description of the advantages and disadvantages of the selected tool.</p>	<p>Link to the “Measuring health literacy” article¹⁶</p> <p>Link to the “Health Literacy Tool Shed”¹⁷</p>	
<p>1.1.3. Learning styles 1.1.4. Training techniques</p>	2h00	<p>1. Repeat the learning style self-assessment exercise you took in the training session</p> <p>2. Based on your exercise results, plan a training session according to your learning style. For example, if your learning style is more visual, prepare a session mostly with visual resources. Consider the following in your planning:</p> <ul style="list-style-type: none"> • Health topic addressed in the session; • Target audience (who is being trained?); • Training goals; • Training duration; • Resources to use; • Training techniques - recall the ones indicated in the “Pedagogy” handbook (pages8-11) and select those you consider appropriate to your session. • Implementation – describe the main steps you would take during the session. <p>3. Further reading regarding training techniques: “The Most Effective Training Techniques” article.</p>	<p>Links to the self-assessment exercises (available in the “Learning styles” section of the face to face lesson plans – pages 5-6)</p> <p>Link to the “The Most Effective Training Techniques” article¹⁸</p>	<p>Planning exercise Online research Critical reading</p>

¹⁶ Retrieved from <http://healthliteracycentre.eu/measuring-health-literacy/>

¹⁷ Retrieved from <http://healthliteracy.bu.edu/>

¹⁸ Retrieved from <https://simplifytraining.com/article/most-effective-training-techniques/>

LESSON PLAN



Total time	5h00
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1.2. Communication techniques

Learning outcomes

After completing this learning unit, learners have gained the following:

KNOWLEDGE:

Basic knowledge of communication theory
Fundamental knowledge of communication techniques
Fundamental knowledge of intercultural communication

SKILLS:

Motivate individuals in order to enable their contribution
Use techniques that promote interactivity between trainees
Promote clear and unambiguous communication
Adopt a communication style that ensures contents are delivered considering cultural differences

RESPONSIBILITY AND AUTONOMY:

Create supportive and collaborative inclusive learning environments
Recognise cultural differences and adapt communication accordingly

1.2. Communication techniques
Face-to-Face 4 hours

Subject	Duration	Development	Resources and equipment	Delivery method
1.2.1. Principles of communication theory	1h00	<p>1. Start the session with the energiser exercise "Blindfold rope square":</p> <p>1.1. Read the "Blindfold rope square" exercise steps in the handout.</p> <p>1.2. While conducting the exercise, observe and register the trainees' behaviour.</p> <p>1.3. After the exercise and to relate it to the topic "Principles of communication theory – verbal communication factors" (handbook - page 12), ask trainees the following questions:</p> <ul style="list-style-type: none"> • How did it feel to be asked to carry out the task blinded? • Were the indications (message) given by the trainer (addresser) clear? • How was the communication among the trainees (addressees)? • What was the context of this exercise? • Which communication code was used? • What was the channel used for communication? <p>1.4. While getting the answers from the trainees, explain the six factors of the verbal communication and summarise them on the whiteboard/flipchart.</p>	<p>"Blindfold rope square" exercise handout¹⁹</p> <p>10 meters' rope</p> <p>Blind folds for all trainees</p> <p>Whiteboard/Flipchart and markers</p> <p>Pens and paper</p>	<p>Energiser</p> <p>Group exercise</p> <p>Expositive model</p>
1.2.2. Intercultural communication	1h30min	<p>1. Explain to the trainees the different cultural practices/understandings/expectations in different countries, following the information</p>		<p>Expositive model</p>

¹⁹ Retrieved from <https://www.freshtracks.co.uk/pdf%20files/freeblindfoldropesquare.pdf>

		<p>provided in the handbook section "1.2.2. Intercultural communication" (pages 13-14).</p> <p>2. Show the video "Madison's Collective Culture Code- Episode 1". Search for additional examples to present and try to illustrate them with images or videos. These examples can include queuing, saying please/thank you, acknowledging drivers who have stopped for you at a zebra crossing, giving up seats on public transport, etc.</p> <p>3. Group discussion exercise: ask trainees to provide examples from their intercultural experiences on how they overcame any communication issues that have arisen. Take notes of these examples on a whiteboard/flipchart, highlighting how the situations were/can be solved.</p> <p>4. Conclude providing the recommendations from the handbook.</p>	<p>Laptop/PC Access to internet Video 1 [4:36 minutes]: "Madison's Collective Culture Code- Episode 1"²⁰</p> <p>Whiteboard/Flipchart and markers Pens and paper</p>	<p>Group discussion</p>
<p>1.2.3. Communication techniques for delivering of health topics – best practices</p>	<p>1h30min</p>	<p>1. You will propose an exercise to help trainees understand the different communication techniques that can be used to deliver health literacy topics:</p> <p>1.1. Previously to the class, prepare two sets of cards:</p> <ul style="list-style-type: none"> • one set with the identification of the different communications techniques. Each card must include only one technique. • other set with health-related topics. Select the topics from the ON-CALL multimedia resources. Each card must include only one topic. 	<p>Pens and (coloured) paper/cards</p>	<p>Expositive model</p>

²⁰ Retrieved from <https://www.youtube.com/watch?v=X97k7Gz5jvg>

		<p>Try to use different paper colours for each set of cards, so trainees can easily see the difference between them.</p> <p>1.2. Divide learners in groups up to 4 people.</p> <p>1.3. Distribute per each group a card with a health topic.</p> <p>1.4. Distribute per each group cards with the communication techniques. You can give more than one to each group, but the same number of cards to all groups.</p> <p>1.5. Each group will have to prepare a short presentation (approximately 5 minutes) of the health-related topic assigned to them, using the communication technique(s) indicated in the card(s).</p> <p>1.6. Give trainees the time to prepare their presentation and research online for more information and tips about the communication technique(s) they were assigned.</p> <p>1.7. Remind trainees that they should also make use of other knowledge acquired during the training in their presentation.</p> <p>1.8. After the presentations, conclude the session by asking trainees:</p> <ul style="list-style-type: none"> • difficulties they had during the exercise; • negative and/or positive aspects of each technique. <p>2. Write in a whiteboard/flipchart the practices that the group concludes are the best.</p>	<p>Laptops/PCs Access to internet</p> <p>Whiteboard/Flipchart and markers</p>	<p>Scenarios exercises Role play</p>
<p>Total time:</p>	<p>4h00</p>			

1.2. Communication techniques

Self-directed learning 5 hours

Subject	Duration	Development	Resources and equipment	Delivery method
1.2.1. Principles of communication theory	1h30m	<p>1. Recall the six factors of the verbal communication that were presented in your training session (handbook – page 12).</p> <p>2. “Communication Quiz” webpage:</p> <p>2.1. Answer to the “Communication Quiz” (link provided in the column beside) so you can understand how good your communications skills are.</p> <p>2.2. Check the results.</p> <p>2.3. Read the “Detailed interpretation” section below the results. When reading the article, make sure to take notes relating the presented contents to the contents that you covered in the training session.</p> <p>2.4 Explore the toolkit section in this website. Much of the articles are related with topics of Unit 1 (leadership skills, team management, problem solving, learning styles, etc.).</p> <p>3. Add to your bibliography articles related to the topics that you are studying and that you consider relevant for yourself.</p>	<p>Laptop/PC</p> <p>Access to internet</p> <p>Pen</p> <p>Notebook</p> <p>Link to the “Communication Quiz”²¹</p>	<p>Self-assessment exercise</p> <p>Online research</p> <p>Critical reading</p>
1.2.2. Intercultural communication	1h30m	<p>1. The KWL exercise that we present next will allow you to structure and create correlations between what you know (K), what you want to know (W) and what you have learnt (L) about intercultural communication:</p> <p>1.1. In your notebook or in a Word document design the following table on a page:</p>	<p>Laptop/PC</p> <p>Access to internet</p> <p>Pen</p> <p>Notebook</p>	<p>KWL exercise</p> <p>Critical reading</p> <p>Self-reflexion</p> <p>Online research</p>

²¹ Retrieved from: https://www.mindtools.com/pages/article/newCS_99.htm

		K	W	L		
		<p>1.2. In the “K” row, list up to five statements of what you know about intercultural communication.</p> <p>1.3. In the “W” column, list what you want to learn more about intercultural communication.</p> <p>1.4. Watch the video “Unbelievable Shocking Cultural Norms Around the World – Fact Point”.</p> <p>1.5. Read the article “7 principles of intercultural communication”.</p> <p>1.6. In the “L” low write down what you have learnt about the topic in study.</p> <p>2. The “ON-CALL Pedagogical Principles” Bibliography:</p> <p>2.1. Research online for a list of up to three articles about the topic “intercultural communication” and register them on your notebook.</p> <p>3. In the resources section beside, we give you an example of a must read about this topic. Use the article to take notes of concepts that you can explore, like “culture”, “cross-culture communication”, “cross-cultural miscommunication”, etc. This article provides a set of exercises designed to improve cross-cultural communication.</p>			<p>Video 2 [6:51 minutes]:</p> <p>“Unbelievable Shocking Cultural Norms from Around The World - Fact Point”²²</p> <p>Link to the “7 principles of intercultural communication”²³</p> <p>Link to the “25 Activities for Improving Cross-Cultural Communication” article²⁴</p>	
1.2.3. Communication techniques for delivering	2h00	<p>1. Recall the contents you received during the training session (handbook – pages 14-15).</p>			<p>Link to the “Person Centered Therapy Techniques” article.²⁵</p>	<p>Critical reading</p> <p>Online research</p> <p>Self-reflexion</p>

²² Retrieved from <https://www.youtube.com/watch?v=YIsWtHx1L9s>

²³ Retrieved from: https://www.the-centre.co.uk/blog/post/7_principles_of_intercultural_communication_by_the_equality_academy

²⁴ Retrieved from <https://www.mobt3ath.com/uplode/book/book-56008.pdf>

²⁵ Retrieved from <https://www.theraplatform.com/blog/338/person-centered-therapy-techniques>

<p>health topics – best practices</p>		<p>2. Read de article “Person Centered Therapy Techniques”.</p> <p>2.1. Research online for two or more articles related to the topic.</p> <p>2.2. Read the articles and compare their information.</p> <p>2.3. Make a list of the characteristics of the person centered communication techniques you consider you must practice.</p> <p>2.4. Research for articles, online tools or any kind of resources that can help you improving/practicing your communication. We give you a reading suggestion in the resources section beside. The article is addressed to physicians, but you can retrieve from it important information about this topic and adapt it to your health advisor work.</p> <p>3. Repeat your research for the following specific topics:</p> <ul style="list-style-type: none"> • Plain, simple and clear language. • The “chunk and check” method. • The “teach back” method. <p>3.1. Don’t forget to add your new articles to your bibliography. Beside we also provide links related to each of the topics.</p>	<p>Link to the “Best Practice” for Patient-Centered Communication: A Narrative Review article.²⁶</p> <p>To explore the suggested topics:</p> <p>Link to the Plain Language Medical Dictionary.²⁷</p> <p>Link to the “Health Literacy and Communication Techniques article”.²⁸</p> <p>Link to the “Teach-Back Technique article”.²⁹</p>	<p>Self-assessment</p>
<p>Total time:</p>	<p>5h00</p>			

²⁶ Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3771166/>

²⁷ Retrieved from <https://www.lib.umich.edu/taubman-health-sciences-library/plain-language-medical-dictionary>

²⁸ Retrieved from <https://rcpsg.ac.uk/college/this-is-what-we-stand-for/policy/consent/health-literacy-and-communication-techniques>

²⁹ Retrieved from <https://www.merckconnect.com/static/pdf/TeachBack.pdf>

1.3. Social sensibility

Learning outcomes

After completing this learning unit, learners will have gained the following:

KNOWLEDGE:

Basic knowledge of social skills

Fundamental knowledge on social practices

Fundamental knowledge on conflicts prevention and resolution

SKILLS:

Relate social skills with causes and effects of social behaviours

Adapt training practices to local community social principles

Explain the importance of trainees' roles in family, community and working lives to create social change

Explore the social identity of trainees through art to build bonds of trust

Apply group management techniques to avoid conflict

RESPONSIBILITY AND AUTONOMY:

Assess how social context links to the action of the individual

Promote literacy as key dimension for communities' health improvement

Choose suitable art forms to promote trainees' engagement and cooperation

1.3. Social sensibility

Face-to-Face 4 hours

Subject	Duration	Development	Resources and equipment	Delivery method
1.3.1. Social skills 1.3.2. Social practices 1.3.3. Conflicts prevention and resolution	4h00 ³⁰	The "Social Sensibility" subunit mainly sums up and crosses important topics of Unit 1. The aims of the following activities are: <ul style="list-style-type: none"> • to understand to what extent the trainees have learnt the pedagogical principles needed to be a health adviser; • to encourage the trainees into practicing their own pedagogical competences. <p>1. During this subunit, you will put into practice The Health Advisor Problem Based Learning Exercise:</p> <p>1.1. There are several examples of problem-based learning scenarios you can use/adapt to your class context. See the example given in the resources' section beside, that you can also give as an example to your trainees.</p> <p>1.2. Establish with the trainees ground rules regarding the interaction amongst them during the group work. Establish the number of people per group and the time allocated to each of the tasks while you present them.</p> <p>1.3. Present all the tasks. Each group will have to:</p> <p>1.3.1. Identify and define a problem to solve. This can be any scenario they think they might come across during their work as health advisors.</p>	Laptop/PC Access to internet Whiteboard/Flipchart and markers Pens and coloured paper [cards] Copies of slides/handouts	Expositive model Problem-based learning (PBL) Role play

³⁰ We indicate a total of three sessions to deliver this subunit. The trainer must distribute the teaching hours according to trainers' planning.

³¹ About other problem-based learning scenarios search for PBL Clearinghouse: <http://www1.udel.edu/pblc/index.html>

³² Retrieved from https://docs.google.com/document/d/1R6uZMMFWm2eAME_DE2JGC1nNDYVYLLKSZPIRLPS5D4/edit#heading=h.lkthdyq01dy1

³³ Retrieved from https://docs.google.com/document/d/1jqPBhSqzEaicszoGsQ1wfZ26_YwbZBor2IkTE9RYhbK/edit

	<p>1.3.2. Explore what they already know about the topics presented – how will they address the situation, considering all they have learned during the training?</p> <p>1.3.3. Determine what they need to learn and where to access for information and tools to address the problem (handbook, own bibliography, articles, other ON-CALL resources...)</p> <p>1.3.4. Evaluate possible ways to solve the problem.</p> <p>1.3.5. Choose the best way to solve the problem.</p> <p>1.3.6. Present to all groups the results of the work done through a role-play.</p> <p>2. Tell trainees that you will support each group individually during the exercise. They can start their work. Remember groups individually about the time left for each task, if you see they are getting delayed.</p> <p>3. After the presentation of the role-plays, proceed to their evaluation. Establish previously how you will give trainees feedback and assess the assignment. Consider making self and peer assessments.</p>		
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1.3. Social sensibility

Self-directed learning 5 hours

Description	Duration	Development	Resources and equipment	Delivery method
1.3.1. Social skills 1.3.2. Social practices 1.3.3. Conflicts prevention and resolution	4h00	<ol style="list-style-type: none"> Revise the last subunit (handbook – pages 16-20) and identify main topics of interest. For example, “active listening”, “conflict prevention”, “positive reinforcement”, etc. Research online for articles, videos, and any other tools about the topics you selected. Take notes about them on your notebook and add the most relevant to your “ON-CALL Bibliography”. NOTE: Your initial “ON-CALL Bibliography” of pedagogical resources is ready! You must update it according to your needs while working as a health advisor. Keep it organised by subjects/topics and, inside them, by kind of resources. 	Laptop/PC Access to internet Pen Notebook	Online research
Self-reflection	1h00	<ol style="list-style-type: none"> To finalise the study of ON-CALL curriculum, write a self-reflection in which you deep think about your learning journey. For example, you can reflect on the following questions (among others): <ul style="list-style-type: none"> Now that it's over, what are my first thoughts about this overall project? What were some of the most interesting discoveries I made during the training? How will I apply the knowledge I gained? For more questions, check the link provided in the column beside.	Pen Notebook Link to 25 Self-Reflection Questions to Get Students Thinking About Their Learning ³⁴	Self-reflection
Total time:	5h00			

³⁴ Retrieved from <https://wabisabilearning.com/blogs/critical-thinking/25-self-reflection-questions>



LESSON PLAN

