

Lay Family Health Advisors Curriculum Unit 2

LESSON PLANS

TANYA



2.1. Mental Health

Learning outcomes

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

KNOWLEDGE:

- Fundamental knowledge of mental illness
- Fundamental knowledge about the causes of mental illness
- Fundamental knowledge about how to live well with mental health problems
- Fundamental knowledge on supporting people with mental illness

SKILLS:

- Identify the main features of different types of mental illness
- Identify factors which influence mental health
- Recognise circumstances that may have a negative impact on people suffering from mental illness
- 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 problems
- Identify key support agencies and services for people with mental illness
- Compile a list of relevant support services/organisations and their contact details on other issues impacting the beneficiaries

RESPONSIBILITY & AUTONOMY:

- Implement interventions concerning mental illness tailored to the needs of the individuals
- Act as an advocate for individuals with mental illness in situations where they may not feel comfortable representing themselves
- Signpost individuals to relevant support agencies and services – e.g. mental health, housing, and employment

2.1. Mental Health
Face-to-Face 4 Hours

Subject	Duration	Content	Resources and Equipment	Delivery method
<p>2.1.1 Introduction to Mental Health: What is Mental Health?</p>	<p>40 mins</p>	<p>This activity will encourage the group to think about their own ideas around mental health and mental health issues.</p> <ol style="list-style-type: none"> 1. Split the group into smaller groups of 4 – 6 people and ask each to nominate a note taker to feed back 2. Ask the groups to discuss the following questions: <ul style="list-style-type: none"> ○ What is mental Health? ○ What is mental ill health? ○ What affects our mental health? 3. Bring the groups together again and ask one person from each group to feedback the outcomes of their discussions. Record this on the flipchart. 4. Allow 10 minutes at the end for a final round up discussion on the points made in the small groups 	<p>Laptop/PC Access to internet Flipchart and markers Pens and paper Copies of slides/handouts Case studies Trainer Resource Sheets Information sheets</p>	<p>Face-to-Face Small and large group discussion</p>

<p>2.1.2 Understanding Mental Health Issues</p>	<p>40 mins</p>	<p>This activity will present facts and information about categories and types of mental health issues</p> <ol style="list-style-type: none"> 1. Show the video on Mental Health –. This video will provide a basic introduction to mental health. 2. In the large group lead a discussion on the issues raised in the video and reflect on the feedback from the previous activity. 3. Make a powerpoint presentation to further explain mental health issues. The presentation will describe specific mental health issues e.g. Psychosis, Depression, Anxiety Disorders and also some of the feelings and behaviours associated with particular mental health issues. <p>Slide 1: Use slide 1 to explain how mental health issues can be divided into 2 categories: “serious mental health issues” and “common mental health issues”</p> <p>Slide 2: Use slide 2 to describe the symptoms of Psychosis and types of psychotic disorders.</p> <p>Slide 3: Use slide 3 to describe anxiety the symptoms related to it both physical and psychological. severe.</p> <p>Slide 4: Use slide 4 to describe the symptoms of depression – ask the group to think about times when people might</p>	<p>Laptop/PC Video projector and screen Access to internet Flipchart and markers Pens and paper Copies of slides/handouts Case studies Trainer Resource Sheets Information sheets Video available at: https://www.youtube.com/watch?v=lvnT7HwOZic&t=1s</p>	<p>Video, group discussion, PowerPoint presentation, handouts</p>
---	----------------	--	---	---

		<p>feel like this.</p> <p>Slide 5: Use slide 5 to dispel myths related to common mental health issues such as anxiety and depression.</p> <p>4. Finish a final group discussion and distribution of handouts.</p>		
2.1.3. Recognising Mental health Issues	40 mins	<p>This activity will help participants to begin to recognise some of the main types of mental health issues.</p> <ol style="list-style-type: none"> 1. Split the group into 3 smaller groups and ask each to nominate a note taker to feed back. 2. Give each group a case study and ask them to read it and decide which type of mental health issue the individual in the case study is experiencing. 3. After 10 minutes ask each group to read their case study to the rest of group and then tell them which mental health issue was identified. 4. Ask the group how they found this activity in terms of recognizing mental health issues. Reassure the group that it is common for lay people and community members to find it difficult to distinguish between common and serious mental health issues. Recognising different mental health issues is the first step to 	Case studies and answers Flipchart and markers	Small group work Large group discussion

		supporting people to cope with their problems.		
2.1.4. Stress and Mental Health	40 mins	<p>This activity will increase participants understanding of the term ‘Stress’ and how it can affect Mental Health.</p> <p>Note: The trainer should refer to the Trainer Resource sheets when leading discussions on stress.</p> <ol style="list-style-type: none"> 1. Split the group into 3 smaller groups and ask each to nominate a note taker to feed back. 2. Ask the groups to discuss the following questions: <ul style="list-style-type: none"> ○ What is Stress? ○ What can cause stress? ○ How do you know when you are stressed? ○ Is stress always bad for you? – Give examples of what may be considered positive/negative stress 3. Take feedback from the group and record feedback on the flipchart. 4. Show video “How Stress Affects Your Body and Mind” 5. Split the group into 3 smaller groups and ask each to nominate a note taker to feed back. 6. Each group should discuss what they think 	<p>Flipchart and markers</p> <p>Trainer resource sheets</p> <p>Laptop/PC</p> <p>Access to internet</p> <p>Video projector and screen</p> <p>Video available at: https://www.youtube.com/watch?v=CZTc8_FwHGMM</p>	<p>Small group work</p> <p>Large group discussion</p>

		<p>is stressful about life in their local community.</p> <p>7. When done each group should share one thing from their lists</p>		
<p>2.1.5. Supporting Someone with Mental Health Issues</p> <p>Tips and Strategies</p>	40 mins	<p>This activity will help participants to identify a range of responses which are helpful to individuals experiencing mental health issues</p> <ol style="list-style-type: none"> 1. Show video “How to support someone with a mental health issue” 2. Split the group into 3 smaller groups and ask each to nominate a note taker to feed back. <p>Following the video the trainer should lead a group discussion on the issues raised.</p>	<p>PC/Laptop Video projector and screen Access to internet Flipchart and markers</p>	Large group discussion
<p>2.1.6. Living Well with Mental Health Issues</p> <p>Social and community Strategies</p>	40 mins	<p>This activity will identify additional factors (e.g. diet, exercise an occupation) which influence mental and physical health.</p> <ol style="list-style-type: none"> 1. Split the group into 5 small groups (or into pairs depending on numbers) and complete the exercises outlined below. Each group will complete a different task which they will share with the rest of the group. One person should take notes and feedback 2. Bring the groups back together and ask 	<p>Flipchart and Markers Activity exercises</p>	<p>Small group work Large group discussion</p>

LESSON PLAN

		<p>the nominated member to feedback. Record on a flip chart and take comments/suggestions from the wider group.</p> <p>3. Using the notes from the flipchart the trainer should summarise the information presented – acknowledging existing projects and interventions which assist in enhancing the mental health of the local community and identifying the projects which may be developed to build upon work already undertaken.</p>		
Total time	4 hours			

2.1. Mental Health

Self-directed Learning 4 Hours

Subject	Duration	Content	Resources and Equipment
Mental Health	1.5 hours	<p>MIND is a charity that provides advice and support to empower anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote understanding.</p> <p>The MIND website provides useful information on all aspects of mental health including an A-Z of mental health.</p>	<p>https://www.mind.org.uk/</p>
Stress	1 hours	<p>The Depression, Anxiety and Stress Test is a questionnaire designed to measure the three related negative emotional states of depression, anxiety and stress. The test uses a three scale rating system to measure the severity of a range of symptoms related to depression, anxiety and stress. In effect the test is a Depression Test, Anxiety Test, and Stress Test all in a single test. The test was developed by medical professionals and is designed to meet the scientific requirements of both researchers and professional clinicians. The test is suitable for both adolescents and adults.</p> <p>Gain a better understanding of your emotions, reactions and moods better and can also be used as an initial assessment too by Lay Health Advisors</p>	<p>https://www.depression-anxiety-stress-test.org/about-the-depression-anxiety-stress-test.html</p>

LESSON PLAN

		The Depression Anxiety and Stress Test is designed to contribute to the diagnosis of negative emotional states, it is not designed as a comprehensive diagnostic tool.	
Mental Health	15 mins	The video will give participants an insight into people's experiences of mental health in their own words - 13 people, aged 18-25 talk about what it's like to live with a mental health problem, and what helps them cope.	https://www.youtube.com/watch?v=_y97VF5UJcc
Mental Health	1.5 hours	TED is a non-profit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). ... Meanwhile, independently run TEDx events help share ideas in communities around the world. Here participants will find a series of interesting talks and speeches on mental health.	https://www.ted.com/talks?topics%5B%5D=mental+health
Total time	4.25 hours		

2.2. Diet and Nutrition

Learning outcomes

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

KNOWLEDGE:

- Fundamental knowledge of the effect food and nutrition have on health
- Fundamental knowledge on the importance of healthy eating and what constitutes a healthy diet

SKILLS

- Make use of the traffic light system to read food labels in order to promote healthy eating
- Explain the benefits of eating fibre rich foods and eating 5 portions of fruit and vegetables a day
- Identify food groups and which foods are included within the groups
- Make use of practical tools, such as the 'Eatwell Plate', to promote healthy eating
- Illustrate the importance of certain foods for health, the amount that should be taken and how to include them in a diet

RESPONSIBILITY & AUTONOMY:

- Demonstrate the relevance and importance of health literacy in promoting healthy eating and good nutrition
- Demonstrate how to eat healthy on a budget including designing a healthy eating shopping list
- Signpost to relevant support agencies and services
- Support individuals to make changes to their diet and eating patterns

2.2. Diet and Nutrition
Face-to-Face 3 Hours

Subject	Duration	Content	Resources and Equipment	Delivery method
2.2.1. Healthy Eating	45 mins	<p>This activity will increase participant’s knowledge and understanding of the importance of healthy eating and what constitutes a healthy diet using the Eatwell Guide.</p> <ol style="list-style-type: none"> 1. The trainer should introduce the topic of healthy eating, explaining briefly what a balanced diet is and its importance: 2. Before showing the video, the trainer should give a brief background to the Eatwell Guide stating. 3. Show the video - Eatwell Guide explained 4. Following the video, the trainer should review the food groups on a PowerPoint presentation (slides 1- 5) and explain the benefits of the food groups and the proportion of each food group that should be in a diet. 5. The trainer should ask everyone to record everything they ate yesterday – include meals, snacks, drinks consumed. Ask the group to think about the proportions of particular 	<p>Video projector and screen Laptop/PC Access to internet Flipchart and markers Pens and paper Copies of slides/handouts Case studies Trainer Resource Sheets Information sheets</p> <p>Video available at https://www.youtube.com/watch?v=1tJYcNt6Bpk</p>	<p>Small group work Large group discussion</p>

		<p>foods on their plate.</p> <ol style="list-style-type: none"> 6. Using slide 7 the trainer should summarise the information presented in this activity. 7. The trainer should then get the group to compare their own food intake as recorded earlier with the Eatwell Guide recommendations. There is no need for participants to share this information. The purpose of the task is to encourage the group to think practically from a personal perspective about how their diet compares with the recommendations. 8. Trainer should finish by giving participants a handout of the Eatwell Guide. 		
2.2.2. Diet and Health	45 mins	<p>This activity will present information on diet related health issues and increase participants knowledge and understanding of the benefits of a healthy diet</p> <ol style="list-style-type: none"> 1. The trainer should refer to the trainer notes throughout this activity. 2. The trainer should introduce the topic, highlighting the importance of 	<p>PC/Laptop Video projector and screen Flip chart and markers</p>	<p>Face to Face Small groupwork Group discussion</p>

		<p>nutrition to good health.</p> <ol style="list-style-type: none"> 3. Split the group into groups of 4 – 6 people and ask them to nominate a note taker to feedback. 4. Ask the group to discuss the following questions: <ul style="list-style-type: none"> ○ How can diet impact on health? ○ What types of food have a negative impact on health? ○ What types of food have a positive impact on health? 5. Bring the groups together again and ask the nominated person from each group to feedback the outcomes of their discussions. Record this on a flip chart 6. Allow 10 minutes for a discussion. 		
<p>2.2.3. Diet and Health</p>	<p>45 mins</p>	<p>This activity will present facts and information about different types of diet related health issues and how they could be prevented.</p> <ol style="list-style-type: none"> 1. Introduce the presentation 2. Before showing slides give participants the factsheet: Useful terminology and give them 5 minutes to read over it. 	<p>PC/Laptop Video projector and screen Flip chart and markers Factsheet</p>	<p>Face to Face Group discussion</p>

		<p>3. Make a PowerPoint presentation to highlight different diet related health conditions that participants may come across when working the community.</p> <ul style="list-style-type: none"> ○ Slide 1: Excess Weight Gain and Obesity ○ Slide 2: Diabetes ○ Slide 3: Cardiovascular Diseases ○ Slide 4: Cancer ○ Slide 5: Dental Diseases ○ Slide 6: Osteoporosis <p>4. Finish with a final group discussion</p>		
2.2.4. Food Labelling	45 mins	<p>1. The trainer should introduce the video:</p> <p>2. Show the video.</p> <p>3. In the large group lead a discussion on the issues raised in the video, highlighting to participants the link between reading food labels and making healthy choices.</p> <p>4. The trainer should refer participants to the following link where they can download fact sheets on food labelling https://www.nutrition.org.uk/healthyliving/resources/foodlabelling.html</p>	<p>PC/Laptop Screen and video-projector Video available at: https://www.nutrition.org.uk/healthyliving/resources/foodlabelling.html</p>	<p>Face to Face Group discussion</p>

<p>2.2.5. Healthy Eating on a Budget</p>		<p>The purpose of this activity is to encourage participants to think about strategies for promoting healthy eating with people who are economically disadvantaged.</p> <ol style="list-style-type: none"> 1. The trainer should give some information about food and nutritional needs throughout the life cycle. The trainer should refer to the trainer notes on this topic before and during the activity. 2. Split the group into pairs and ask them to devise a 5 day dinner eating plan on a budget of £30* for a family of 4 – 2 adults and 2 children a boy aged 8 and a girl 14. 3. Encourage participants to reflect on the information they have been given throughout this sub unit to try to ensure they plan for healthy eating. 4. On completion ask each pair to share their dinner plans and budget costs. 5. Participants should decide if the meals planned are healthy or not and make suggestions for improvement or alternatives if necessary 	<p>PC/Laptop Screen and video-projector Flip chart and markers Handout Trainer Resource Sheets</p>	<p>Face to Face Small groupwork Group discussion</p>
--	--	---	--	--

LESSON PLAN

		<p>6. The trainer should finish this activity by sharing the article “19 Clever Ways to Eat Healthy on a Tight Budget” which offers practical advice for eating on a budget.</p> <p>*Trainers should adapt budget relevant to their country.</p>		
Total time:	3 hours			

4.2. Diet and Nutrition

Self-directed learning 6 Hours

Subject	Duration	Content	Resource
2.2.1 Healthy Eating	1 hour	The NHS website provides useful information on all aspects of healthy eating including recipes for a balanced diet	https://www.nhs.uk/live-well/eat-well/
2.2.2. Nutrition	1hour	The video provides useful information on all aspects of nutrition including how to put it into practice in meal plans.	https://www.youtube.com/watch?v=krlgKr3IC7s
2.2.3. Cholesterol	1hour	The article provides in depth information on Cholesterol and how to maintain good cholesterol levels	https://www.healthline.com/health/high-cholesterol?ref=global
2.2.4. Healthy Eating on a Budget	1 hour	The article provides useful tips on how to eat healthy on a budget.	https://www.moneyadvice.service.org.uk/blog/cheap-healthy-meals-healthy-eating-on-a-budget
2.2.5. Food Labelling	30 mins	Participants can download 4 fact sheets relating to food labelling BNF Looking at nutrition labels 2019.pdf	https://www.nutrition.org.uk/healthyliving/resources/foodlabelling.html
2.2.6. Food and Nutrition	1 hour	The British Nutrition Foundation website provides useful information, resources including blogs on all aspects of food and nutrition	https://www.nutrition.org.uk
2.2.7. Food and Life Stages	30 mins	The nutritional requirements of the human body change as we move through different life stages. This article explains nutritional requirements at different life stages.	https://www.betterhealth.vic.gov.au/health/healthyliving/food-and-your-life-stages
Total time	6 hours		

2.3. Preventative Health Promotion

Learning outcomes

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

KNOWLEDGE:

- Fundamental knowledge of health education related to disease prevention, screenings, and healthy behaviours – e.g., chronic disease prevention; nutrition; physical activity; smoking cessation; stress management, and health screenings
- Fundamental knowledge of the social determinants of health

SKILLS:

- Assess an individual's lifestyle pattern in order to motivate and support them to make positive changes regarding their health
- Explain the impact and risk factors associated with behaviors regarding health and wellbeing - e.g., smoking and exercise
- Compile a list of local resources and services that promote health and well being

RESPONSIBILITY AND AUTONOMY:

- Engage with health agencies and individuals to promote health awareness within community settings
- Organise community based events to promote awareness of health issues and services
- Assess the barriers to and motivating factors for adopting a healthy lifestyle
- Encourage individuals to attend preventative health services – e.g., screening
- Advocate on behalf of individuals to ensure they access services and programmes that may improve their health and wellbeing

2.3. Preventative Health Promotion

Face-to-Face 2.5 Hours

Subject	Duration	Content	Resources and Equipment	Delivery method
2.3.1. Health Promotion	1 hour	<p>This activity will increase participant's knowledge and understanding of what health is and the type of factors that influence health both at a personal and community level.</p> <ol style="list-style-type: none"> 1. Trainer should show the video to introduce the concepts of health, health promotion and determinants of health. 2. The trainer should then ask the group to work individually and complete worksheet 1 – encouraging participants to think about the community they live or work in. 3. The trainer should then take feedback from each person and record responses on a flipchart under the 2 headings: Personal and Community and lead a large group discussion. 4. Discuss what takes away from health and wellness within a community- what infrastructure inhibits health and wellness? 5. Discuss what behaviours affect personal health and wellbeing. 	PC/Laptop Video projector and screen Flip chart and markers Paper and pens	Face to Face Individual work Small groupwork Group discussion

LESSON PLAN

<p>2.3.2.</p> <p>Non-communicable Diseases</p> <p>Risk Factors/Risk Assessment</p> <p>Role of Lay Health Family Advisers</p>	<p>90 mins</p>	<p>This activity will increase participants understanding of the role of Lay Health Advisors</p> <ol style="list-style-type: none"> 1. The trainer should introduce the powerpoint stating the key elements to it: <ol style="list-style-type: none"> i. Non communicable diseases ii. Risk Factors and risk assessment iii. Role of Lay Health Family Advisor 2. Power point presentation 3. Following the PowerPoint presentation, the trainer should lead a discussion on the issues raised. 	<p>PC/Laptop</p> <p>Video projector and screen</p> <p>Flip chart and markers</p> <p>Trainer notes</p>	<p>Face to Face</p> <p>Individual work</p> <p>Small groupwork</p> <p>Group discussion</p>
<p>Total time:</p>	<p>2.5 hours</p>			

2.3. Preventative Health Promotion

Self-directed learning 5.5. Hours

Subject	Duration	Content	Resources
2.3.1.	1 hour	<p>The article provides a good overview of health – mental and physical, what affects health and what can be done to maintain good health.</p> <p>The article will provide Lay Health Workers with useful background information on health.</p>	https://www.medicalnewstoday.com/articles/150999.php
	1 hour	<p>This video explores the following parts of the human body system:</p> <ul style="list-style-type: none"> ○ Circulatory System (heart, blood, vessels) ○ Respiratory System (nose, trachea, lungs) ○ Immune System (many types of protein, cells, organs, tissues) ○ Skeletal System (bones) ○ Excretory System (lungs, large intestine, kidneys) Urinary System (bladder, kidneys) ○ Muscular System (muscles) ○ Endocrine System (glands) ○ Digestive System (mouth, oesophagus, stomach, intestines) ○ Nervous System (brain, spinal cord, nerves) - Reproductive System (male and female reproductive organs) 	https://www.youtube.com/watch?v=e_1utfWwdD4
	30 mins	<p>This video explains the impacts on bones as we age and how to keep your bones healthy.</p> <p>Participants will also be able to read factual</p>	https://www.youtube.com/watch?v=mf0D0g1YUQc

LESSON PLAN

		information on bone health at this link.	
	1 hour	This paper explores contemporary issues around community-based health promotion in the light of international health policies reaffirming the central role of community action within broader efforts to achieve health equity.	https://journals.sagepub.com/doi/pdf/10.1177/1403494814545341
	2 hours	The Health Foundation has written this guide as a brief introduction to the social determinants of health. It explains how a person's opportunity for health is influenced by factors outside the health and social care system. It also shows that many people don't have the same opportunities to be as healthy as others.	https://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf
Total time	5.5 hours		