

Lay Family Health Advisors Curriculum Unit 4

LESSON PLANS



4.1. Social media in health sector

Learning outcomes

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

KNOWLEDGE:

- Basic knowledge of how and where to search for health information online
- Basic knowledge of how to evaluate sources of information online
- Basic knowledge of health-related websites and mobile apps

SKILLS:

- Search health information on national and international online network resources
- Evaluate online network resources and sites' reliability using specific appraisal criterion critically
- Utilise a variety of web applications to access social media services targeted to the health sector

RESPONSIBILITY & AUTONOMY:

- Take responsibility of sharing reliable information

4.1. Social media in health sector
Face-to-Face 4 h

Subject	Duration	Content	Resources and Equipment	Delivery method
Introduction	10 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit <i>4.1. Social media in Health sector</i> to the group.	Computer Screen and video-projector PPT-slides 1-3	Face-to-Face
4.1.1 Social media: definition	20 min	Trainer leads a short group discussion about learners social media habits and channels they use. After discussion trainer uses PowerPoint slides to introduce different definitions of social media.	Computer Screen and video-projector PPT-slides 4-5 Whiteboard + markers for group discussion	Face to Face + Group discussion
4.1.2. Social media and health communication	30 min	Trainer uses PowerPoint slides to introduce benefits and limitations of social media in health communication. If there is time left, a group discussion about the students' experiences of health information on the internet.	Computer Screen and video-projector PPT-slides 6-8 Whiteboard + markers for group discussion	Face to Face + Group discussion
4.1.3. How to search the Internet?	45 min	The trainer presents how to search information from the Internet using a search engine. The group gets to know different search engines. The trainer introduces YouTube -videos for more tips on Google search.	Computer Screen and video-projector PPT-slides 9-10 Youtube-videos: Basic search strategies: https://www.youtube.com/watch?v=LVV_93mBfSU	Face-to-Face

		<p>4.1 Activity 1: Each participant will practice searching the internet on the basis of the trainer's assignments.</p>	<p>15 Ways to Search Google 96% of People Don't Know About: https://www.youtube.com/watch?v=erZ3IyBCXdY</p> <p>Computer for each participant or pair Internet connection</p> <p>Annex 1: 4.1 Activity 1: Searching the Internet</p>	
4.1.4. Evaluating information	<p>30 min</p> <p>30 min</p>	<p>Trainer presents from the PPT slides the criteria for assessing the reliability of the information and the checklist for assessing the reliability of the online health information.</p> <p>4.1 Activity 2: Each participant gets acquainted with one of the health-related websites he / she has chosen and then looks for answers to the questions in the checklist: Who has produced / written the site / content, what is the purpose of the site, whether there are any contacts, when the pages were updated, etc.</p>	<p>Computer Screen and video-projector</p> <p>PPT-slides 11-12</p> <p>Computer for each participant or pair Internet connection</p> <p>Annex 1: 4.1 Activity 2: Evaluating reliability of websites</p>	Face-to-Face
4.1.5. Health-related websites	45 min	<p>Trainer uses PowerPoint slides to introduce which organizations produce reliable health information on the internet and go through international and national examples.</p>	<p>Computer Screen and video-projector</p> <p>PPT-slides 13-15</p>	Face to Face

		<p>4.1 Activity 3: Each participant gets acquainted independently with a few international and national sites, looking for information on a particular topic, such as asthma symptoms, nut allergy etc.</p>	<p>Annex 1: 4.1Activity 3: Review of health-related websites</p>	
<p>Mobile applications</p>	<p>30 min</p>	<p>Trainer uses PowerPoint slides to introduce the topics and shows examples of mobile apps, their operating principles and benefits.</p> <p>Trainer ensures that all group members have a mobile device suitable for the task.</p> <p>Trainer describes a self-directed learning task 4.1 Activity 4: Each participant should search a mobile health application of interest (eg examples of study material) in the application store of his / her phone, download and get to know how to use it.</p>	<p>Computer Screen and video-projector</p> <p>PPT-slides 16-18</p> <p>Mobilephone or tablet</p> <p>Annex 1: 4.1Activity 4: Getting to Know mobile applications</p>	<p>Face to Face</p>
<p>Total time</p>	<p>4 h</p>			

4.1. Social media in health sector

Self-directed learning 4 h

Subject	Duration	Content	Resources and Equipment
How to search the Internet?	1h	Learners familiarize themselves with search engines and try different search parameters in practice.	<p>The Internet: How the Search works: https://www.youtube.com/watch?v=LVV_93mBfSU</p> <p>8 Easy Symbols to Make Google Work Better for You https://www.digitalthirdcoast.com/blog/5-easy-symbols-google-work</p> <p>DuckDuckGo: https://duckduckgo.com How to Search: https://help.duckduckgo.com/duckduckgo-help-pages/results/syntax/</p> <p>Bing: www.bing.com Bing help: http://help.bing.microsoft.com/#apex/18/en-US/n1999/-1/en-US</p>
Evaluating information	1,5h	Criteria for evaluating the reliability of information are reviewed and applied in practice through examples	<p>MedlinePlus Guide to Healthy Web Surfing: https://medlineplus.gov/healthywebsurfing.html</p> <p>Evaluating internet health information tutorial: https://medlineplus.gov/webeval/intro1.html</p>
Websites and mobile applications	1,5h	<i>Activity 4</i> : Getting to know mobile application in practice and answers for given questions (Annex 1: 4.1 Activity 4)	<p>Phone or tablet, selected mobile application or applications</p> <p>Annex 1: 4.1. Activity 4</p>
Total time	4 h		

4.2. Choosing your channels

Learning outcomes

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

KNOWLEDGE:

- Basic knowledge of social media channels and their audiences
- Basic knowledge of the advantages and disadvantages of social media channels
- Basic knowledge of the general principles of social media communication

SKILLS:

- Select and apply different channels of social media in communication for delivering your message
- Select a target audience and the appropriate communication channel to reach it
- Communicate in social media using communication styles that help to get your message delivered to the widest possible audience and get positive reception in the form of likes and related discussion
- Give information, interact online and handle negative feedback

RESPONSIBILITY & AUTONOMY:

- Use social media responsibly when delivering your message
- Perceive the importance of communication style in delivering your message

4.2. Choosing your channels

Face-to-Face 2,5 h

Subject	Duration	Content	Resources and Equipment	Delivery method
Introduction	5 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit 4.2. <i>Choosing your channels</i> to the group.	Computer Screen and video-projector PPT-slides 1-3	Face-to-Face
4.2.1 The most popular channels	10 min	Trainer presents from the PPT slide the most popular social media channels	Computer Screen and video-projector PPT-slide 4	Face-to-Face
4.2.2. Social media channel characteristics	30 min 30 min	Trainer uses PowerPoint slides to introduce the characteristics of the four different channels and the age distribution of the channel users. Participants reflect the characteristics of their target group and select one channel that is appropriate for the target group. Each one then creates their own account for that channel. (Activity 1). At the end, the group discusses which choices each pair ended up with.	Computer Screen and video-projector PPT-slides 5-12 Annex 1: 4.2. Activity 1 Whiteboard + markers for group discussion	Face to Face Group work in pairs
4.2.3. Communication	30 min	Trainer goes through the content production into social media, utilizing PPT slides and emphasizing source-criticality and the importance research-based information in health-related publications.	Computer Screen and video-projector PPT-slides 13-24	Face to Face + Group work in pairs

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	45 min	Activity 2: Learners produce content (text) into their chosen social media channels. Finally, the outputs are presented to the entire group	Annex 1: 4.2. Activity 2	
Total time:	2,5h			

4.2. Choosing your channels

Self-directed learning 4,5 h

Subject	Duration	Content	Resources and Equipment
4.2.2 The most popular channels	30 min	<p>The learner gets to know social media channels independently: <i>Social audience guide</i>.</p> <p>Learners ask their family, friends, representatives of the target group, what channels they use mostly. Will there be new channels?</p>	<p>2018 Social audience guide: https://www.spredfast.com/social-media-tips/social-media-demographics-current</p>
4.2.3 Communication	2h	<p>The learner gets acquainted with the planning of social media strategy and makes their own plan using free design templates.</p>	<p><i>How to Create a Social Media Marketing Plan From Scratch</i> https://buffer.com/library/social-media-marketing-plan Free social media templates: https://www.smartsheet.com/social-media-templates</p>
4.2.3 Communication	2h	<p>Learners reads about writing a blog.</p> <p>The learner gets to know Pinterest</p> <p>The learner can also set up their own blog or Pinterest account</p>	<p>Health writing checklist: https://www.healthwriterhub.com/clear-health-writing-checklist-2/</p> <p>Getting started as a health blogger: The beginner's guide: https://www.healthwriterhub.com/getting-started-as-a-health-blogger-guide/?doing_wp_cron=1561024162.6780250072479248046875</p> <p>Pinterest.com and/or mobile application store</p>
Total time	4.5 h		

4.3. Creating and sharing your message

Learning outcomes

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

KNOWLEDGE:

- Fundamental knowledge about the production of social media content: content design principles, messaging styles, references, and utilization of images and graphs

SKILLS:

- Apply the possibilities offered by social media in delivering messages
- Produce and publish content via selected channels for delivering your message
- Design a message directed to the target audience in terms of content and layout

RESPONSIBILITY AND AUTONOMY:

- Choose the best channel and content of message considering you target audience
- Estimate the right time to publish the message to reach your target audience

4.3. Creating and sharing your message

Face-to-Face 2.5h

Subject	Duration	Content	Resources and Equipment	Delivery method
Introduction	5 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit 4.3. <i>Creating and sharing your message</i> to the group.	Computer Screen and video-projector PPT-slides 1-4	F2F
4.3.1 Your message	10 min	Using the powerpoint slides, trainer presents the idea of building the visual appearance for the textual communication to create an appealing message.	Computer Screen and video-projector PPT-slides 5-6	F2F
4.3.2 Why visual appearance matters	10 min	Trainer discusses the importance of visuality	Computer Screen and video-projector PPT-slides 7-8	F2F
Principles of visual content production				
4.3.3 Positioning and composition	20 min	Trainer goes through the principles of producing the visual content - positioning and composition. Trainer opens the key concepts and terminology of the composition and introduces Sprout Social material.	Computer Screen and video-projector PPT-slides 9-10	F2F

			<p>Sproutsocial: How to Create engaging social media graphics: https://sproutsocial.com/insights/social-media-graphics/</p>	
4.3.4 High quality photos	15 min	Trainer presents PPT-slides about the principles of producing the visual content - a good photo and broader content from Kodak's pages.	<p>Computer Screen and video-projector</p> <p>PPT-slide 11</p> <p>http://apps.kodakmoment.com/top-10-tips-for-great-pictures/</p>	F2F
4.3.5 Optimizing images	20 min	Trainer uses PowerPoint slides and Annex 2: <i>Image optimization using Adobe Photoshop</i> to introduce how to optimize the images.	<p>Computer Screen and video-projector</p> <p>PPT-slides 12-14 Annex 2: <i>Image optimization using Adobe Photoshop</i></p>	F2F

4.3.6 Graphic elements and diagrams	20 min	Trainer uses PowerPoint slides and Annex 3: <i>Creating a graphic element with Canva</i> to introduce graphical elements and diagrams	Computer Screen and video-projector PPT-slides 15-16 Annex 3: <i>Creating a graphic element with Canva</i>	F2F
4.3.7 Content in different medias	15 min	Trainer explains the differences in producing content for different channels and presents the guidelines of the various channels behind the links.	Computer Screen and video-projector PPT-slides 17-19	F2F
4.3.9 Copyrights	15 min	Trainer goes through the content of the section and tells about the characteristics of their own country in terms of copyrights.	Computer Screen and video-projector PPT-slides 20-22	F2F
4.3.9 Visual guidelines and self-directed learning tasks	20 min	Trainer introduces the concept of visual guidelines and explains the self-directed learning tasks, answers learners' questions and agree with the learners how and when the completed tasks are returned: Activity 1 - Visual guidelines Activity 2 - Visual elements for selected Social media channel Activity 3 - Your message Activity 4 - Positioning and composition - putting it all together	Computer Screen and video-projector PPT-slides 23-28	F2F
Total time:	2,5h			

4.3. Creating and sharing your message

Self-directed learning 7,5h

Subject	Duration	Content	Resources and Equipment
4.3.9 Visual guidelines	1.5h	The learner creates his / her own visual guidelines, which he / she will utilize in the communication he / she produces.	Examples of visual guidelines: https://blog.hubspot.com/marketing/examples-brand-style-guides Canva - application Brand Kit
	1h	The learner creates the graphical elements necessary for the channel (his / her choice in section 4.2), such as a profile image and a background image using the graphical instructions	Creating a graphic element with Canvas: https://docs.google.com/document/d/1vibVovxgi0E7txMj4wzvf71UplrZxKJ54QXn4Vvyk9U/edit Image optimization using adobe Photoshop: https://docs.google.com/document/d/11F88LTNuQYLK_jFZNC1l8NjXNat5D6ya4NCS8dlW0q8/edit
4.3.1 - Your message	0.5h	The learner thinks about the health-related information content that he wants to share, choosing the style of communication based on what he learned earlier. Notice! If the content is generated already in Section 4.2: Activity 2, this paragraph can be skipped.	The content produced in Unit 4.2. Activity 2

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	0.5h	The learner selects the target media or the media to which the content is distributed	
4.3.3 Positioning and composition	2h	The learner produces image material / graphs that support data content	
	1.5h	The learner adapts the image material and the information content to a message suitable for the selected channel	
	0.5h	The learner publishes the content in the channel of his choice	
Total time	7,5h		