

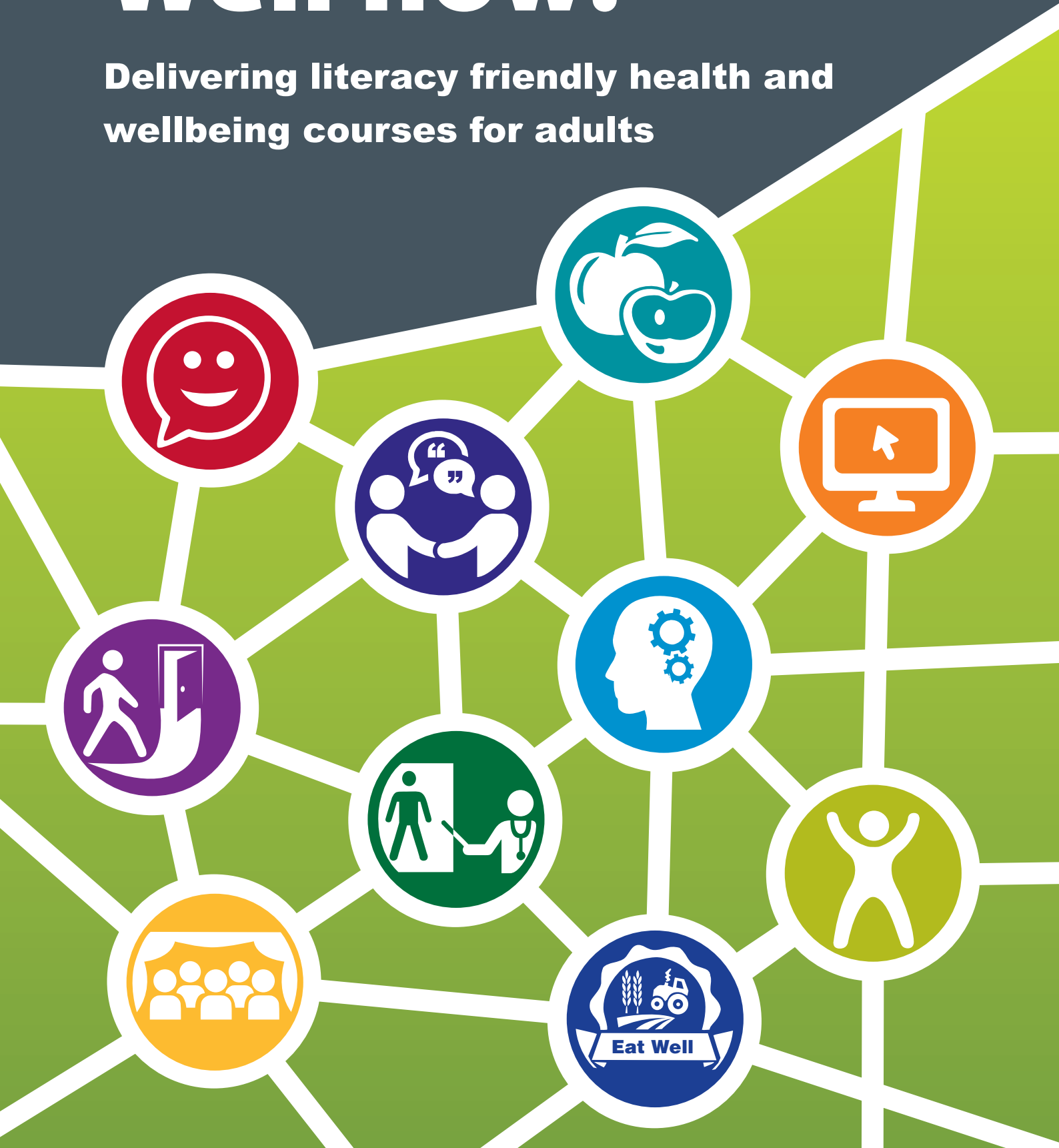


NALA

National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Well now!

Delivering literacy friendly health and wellbeing courses for adults



Acknowledgements

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- South Dublin County Council (SDCC) for funding the course, and Maria Finn and Sandra Hickey from the Social Inclusion Unit for their initiative and support in setting up the programme.
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 - Aisling Byrne, HSE Community Dietician;
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Introduction

In 2015, South Dublin County Council (SDCC) commissioned the National Adult Literacy Agency (NALA) to design a 'literacy friendly' course on health and wellbeing for older people, and to support its delivery and evaluation.

A 'literacy friendly' course is one that:

- ✓ uses inclusive active learning methods and materials to help overcome literacy barriers to participating and learning; **and**
- ✓ helps participants understand and use the **key** terminology, communication, literacy and numeracy they meet in the various contexts they are exploring.

This pilot course was delivered by An Cosán Community Education Centre, in Tallaght, Dublin, with support from NALA. SDCC recruited the participants for the course. Evaluation of the pilot, in particular the feedback from its participants and tutors, informed its design for subsequent groups. This 'introductory' course has been delivered several times since then, with participants and tutors continuing to develop it in light of different groups' interests and needs.

The guide is based on the experience of these courses to date.

Health literacy and numeracy

'Health literacy and numeracy' has two elements:

1. health services communicate clearly and take account of possible health literacy and numeracy needs; and
2. people understand health information correctly and are confident in making decisions and taking action about their health and wellbeing.

Where both of these are working well together, we have better health services, improved experiences and a healthier society. Health literacy can help us protect and improve our health and wellbeing.

4 in 10 Irish adults have limited health literacy according to an EU Health Literacy Survey (2012).

See the NALA **factsheet on health literacy and numeracy** on www.nala.ie/wellnow

Who is this guide for?

This guide is intended for **adult literacy and community education services** who wish to provide literacy friendly courses on health and wellbeing for adults. We recommend planning and delivering such programmes **in partnership** with other relevant service providers, such as a Local Authority and local Health Services.

In particular the guide is intended for **tutors**, to help in planning, designing and facilitating the course. The content assumes that the tutor has expertise in adult literacy development and in participative adult learning methodologies.

Course outline

The introductory course has **ten sessions**. We recommend 2½ - 3 hours per session. In this guide the sample sessions are 3 hours.

Course objectives

The programme aims to facilitate older people to explore health and wellbeing topics and to increase awareness, knowledge, understanding and skills to support healthy choices.

The **objectives** are to:

- **provide a structured opportunity** for participants to share their experience, knowledge, understanding and skill in managing their health and wellbeing;
- **raise awareness** of inter-related areas of health and wellbeing (physical, emotional, mental, social, societal, spiritual);
- **provide information** about specific health topics and introduce participants to relevant resources, groups and supports; and
- **increase confidence** and skill in managing personal health and wellbeing and in **communicating** with health service providers.

Session topics

Week	Session topic
1	Getting started: my health and wellbeing
2	Getting active to keep well
3	Using our local health services
4	Eating well (Part 1)
5	Communicating in health settings
6	Keeping our brain active
7	Eating well (Part 2)
8	Using technology to communicate and learn about health
9	Local resources for health and wellbeing
10	Keeping well

Factors for success

Partnership for inclusion and learning

The **model of provision** in the pilot course was a **partnership** between a local authority, local adult education provider and local health services and professionals. The partners cooperated in developing a programme based on learner-centred and learner-directed principles. In these **videos** Maria Finn (South Dublin County Council) and Helen Ryan (NALA) tell how the partnership model worked in the pilot courses:

- Helen Ryan, NALA <http://bit.ly/2oiRz4Q>

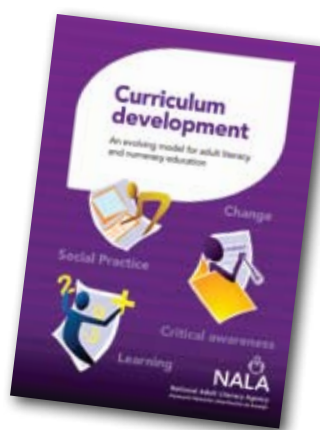


- Maria Finn, South Dublin County Council <http://bit.ly/2pCe0E5>



For **NALA guidelines on curriculum development**

see <http://bit.ly/2ohKVgF>



Tutors

The core tutors on the programme should have **expertise** in facilitating groups and in participative adult learning methodologies. They should have expertise in good adult literacy work and in developing, delivering and evaluating programmes in partnership with the learners, health professionals and others involved in supporting the course. We recommend that, where possible, the course would have two core tutors, with **experience** in team teaching or co-facilitation.

NALA recommends that the tutors and course organisers work in partnership with **local health service professionals** in planning the course. Their expert advice and information will ensure that the key health messages are accurate and up to date. Health professionals can also contribute as guest speakers or guest facilitators.

For **NALA's Guidelines on Good Adult Literacy Work** see: <http://bit.ly/2oRbZoH>

Guest speakers

Guest speakers who are experts in particular areas of health and wellbeing make an invaluable contribution to the course. They ensure that the health and wellbeing messages are appropriate and accurate. In liaising with the guest speaker before a session, consider the following points together:

- Agree the topic the speaker will focus on and for how long. Let the speaker know if there are any particular points the participants would like covered.
- Explain the '**literacy-friendly**' nature of the course and, if appropriate, give some practical suggestions on this, based on your knowledge of the particular group. The following are some suggestions:
 - Explain any important **terminology** that might be unfamiliar to participants.
 - Check that handouts and slides are **simply put and clear**. See NALA's plain English website www.simplyput.ie and Writing and Design Tips booklet here: <http://bit.ly/1ehZ1ns>
 - Think about the **numeracy** concepts that might be essential to the health message, and clarify those as an important part of the session. For example, when using a phrase such as 'take at regular intervals', clarify what that means.
 - Allow time for participants to talk, to **share experience and knowledge** and to ask questions.
 - Include **participative activities** (such as short quizzes; games).
 - When handing out any **reading** material, briefly highlight its purpose and the most important sections. Highlight any important words that may be unfamiliar to the group, and explain those. This will make it easier to read and understand the handout.
 - If giving a written exercise such as a questionnaire, ask participants to complete it in threes or small groups, with one person volunteering to write or feed back.

The learning environment

Some factors to consider in relation to the learning environment include:

- The **centre**:
 - Check that the physical environment is accessible, safe and comfortable.
 - Create an informal atmosphere that is welcoming and respectful.
 - If there are other adult learning activities going on in the centre, this can help social interaction and encourage progression into other courses.

- The **room**:
 - Check that the temperature is pleasant, the seating is comfortable and that there is good ventilation and lighting.
 - Have drinking water available throughout the class.
 - Make sure the room is quiet enough to enjoy a relaxation technique such as guided meditation or mindfulness.
 - Check there is enough space to comfortably and safely carry out the physical activities - for example, dancing.
 - Make the surroundings attractive and welcoming - for example, have flowers or some visually pleasant items in the room.

Materials

Examples of materials used on the courses to date include:

- HSE health information and promotion publications
- NALA health literacy packs and materials – see pages 69 and 70
- Materials brought in by guest facilitators

Tutors and participants also sourced and created materials relating to the various topics and to the group's particular interests. Ensure that written materials are in **plain English** – clearly laid out and clearly worded.

For **NALA's guide on Preparing learning materials**
see: <http://bit.ly/2jrN1G6>



Methods

This guide outlines topics covered on the course, with **sample** methods and activities. These are intended to inform – not prescribe – your planning. The topics you focus on, and the methods you use will depend on your situation and your group. As your course proceeds, facilitate participants to take a more active part in deciding what and how to learn.

Participants in the courses to date have highlighted particular methods that helped to make each session enjoyable and useful:

- From the start, participants have active input into **deciding** the programme content.
- Participants set a **personal goal** at the start of the course – one that is confidential to them and that they revisit at the end of the course.
- Participants make a '**Comfort Agreement**' to help the group work well together.
- There is an emphasis on enjoyment and fun!

- While each session focuses on a specific topic, **health and wellbeing is also built into the process** used. There are core activities in each session that help create wellbeing in the 'here and now' and that introduce participants to healthy routines for everyday life. These core session activities are described on pages 15 to 22.
- Participants and tutors use **a variety of active learning methods**. For example:

groupwork	discussion	demonstration
reflection	role play	collage
quizzes	guest speakers	online videos
websites	smart phones and apps	writing (personal, creative, functional)

- The tutors use '**literacy-friendly**' methods. This means
 - using a variety of active learning methods as outlined above – not relying on reading as the only or main channel for learning;
 - including activities to increase confidence in communicating with health services and professionals (see for example Session 5); and
 - supporting participants to become more confident in the language, reading, writing, numeracy and digital literacy involved in health settings and in exploring health topics.

Watch these **videos** on the NALA YouTube Channel: www.youtube.com/c/nalaireland to hear tutors speak about their experience of facilitating the programme:

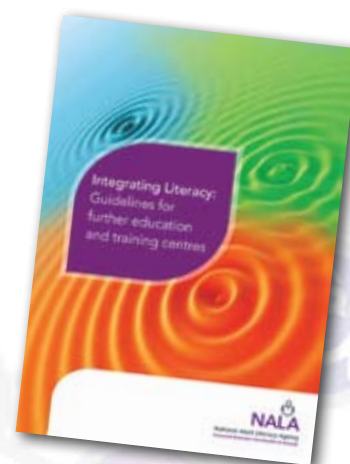
- Eithne Dunne <http://bit.ly/2p6ILB2>



- Pam Buchanan <http://bit.ly/2q9v7vx>



For more on literacy-friendly methods, see Guideline **8** in **Integrating Literacy: Guidelines for further education and training centres**, at <http://bit.ly/2d3rq4U>.



Outcomes and progression

The courses delivered to date have had outcomes in terms of **health and wellbeing** and improved **health literacy**.

Many of the participants said they had taken up some **physical activity** as a result of being on the course - such as walking, pitch and putt, dancing, tai chi. Others reported that they were introducing new **healthy eating habits** into their daily routine. There was an **intergenerational effect** in that participants often 'brought the learning home'. For example, a participant reported that she had removed sweets from her 'treats' cupboard in order to encourage her grandchildren to eat more fruit. Others reported taking more '**time for me**' - time to do what was necessary to look after themselves. Others reported becoming more socially involved, getting out of the house more often, meeting new people and joining in activities.

Health literacy outcomes have included being more able to understand labels and instructions on food and medicine, and more confident in communicating with health services and professionals.

Some learners from the introductory course have progressed onto a specially designed **follow on** 10-week Health and Wellbeing programme. Some have joined other community education programmes and are maintaining links with the community health and wellbeing resources they have learned about during the programme.

"The course was very helpful and increased my confidence."

"What was most useful was the healthy eating programme and I also thought the role play of visiting the doctor regarding questions you should ask was very helpful because sometimes you can get overwhelmed by the diagnosis."

"It made me more aware of healthy eating and my need for exercise. I wanted to be more capable at the doctor's surgery and I think I have achieved that."

In this video Brigid Flynn speaks about her experience of participating on the course.

<http://bit.ly/2plc3ca>



Planning, review and evaluation

The course structure and the session outlines in this pack are intended as examples only. Tutors and learners can create and tailor the course to suit their particular situation and the particular group's needs.

In **planning** the course, **work in partnership** with local health service providers and others with expertise in the various health and wellbeing topics. Decide which sessions need the direct input of a relevant professional, as guest speaker or co-facilitator. For all sessions, make sure the key health and wellbeing messages are accurate and up to date.

When preparing sessions remember to **plan for** the 'real-life' **language, literacy, numeracy** and or **digital literacy** that may be involved in the health and wellbeing topics. For example, a session on healthy eating might need a focus on some of the terminology used on food labels. A session on managing medication might need to clarify the numeracy involved in instructions, such as 'Take 5 ml three times a day.'

Facilitate **learners** to **review and evaluate** each session and the course as a whole, and to actively contribute to planning. Learners could complete a session evaluation sheet and or give feedback verbally or through some other means such as drawing or collage. As the course proceeds, its focus becomes increasingly learner-led. Learners and tutors together decide what aspects of the topics to prioritise, based on learners' expressed needs and interests. For example, on the pilot course the session plans were changed to allow more time for practising new 'healthy habits'.

As course **tutors**, take the time after each session to **review and evaluate** the session – individually, as a tutor team and or with guest speakers as appropriate.

The following templates may help session planning, review and evaluation:

1. Session planning notes
2. Participant evaluation of session
3. Tutor record and evaluation of session
4. Participant evaluation of the course

These templates are available in Word Format on NALA's website - www.nala.ie/wellnow. You can use them or adapt them to suit your course.

Session planning notes

Session Topic: _____

Partners, expert advisers, guest speakers: _____

Objectives	Outline content (summary of planned activities)
Resources, equipment, websites	Language, reading, writing, numeracy and or digital literacy (Decide objectives based on the group's needs and the importance to the topic)

Participant evaluation of session

Session number:

Topic: _____ Date: _____

1. Did you enjoy today's session?

Yes

☐

No

☐

Why?

2. What did you find most useful about the session?



3. What would you change about it?



4. Any other comments or suggestions:



Thank you for taking the time to fill this in.

Tutor record and evaluation of session

Session number:

Topic: _____ Date: _____

1. Participants present: Numbers See sign in sheet.

2. Session content:

Activities	Resources used	Comments
Opening circle		
Relaxation exercise		
Physical activity		
Session topic activities		
Wrap up		

3. Group participation and engagement

Continued on next page

4. Participants' evaluation

- Attach completed evaluation sheets.
- Use this space to record main points from participants' evaluation.

5. If planning this session again, what changes, if any, would you make?

6. Notes for next session (Include any support needed from programme partners)

7. Any other comments

Participant evaluation of the course

How many sessions did you attend:



1. What did you enjoy about the programme?

2. What did you find most useful?



3. Did you achieve what you wanted?

Yes

☐

No

☐

Please comment

4. What would you change about it?



5. Any other comments or suggestions:



Thank you for taking the time to fill this in.

Session structure

The introductory course has **ten sessions**. We recommend 2 ½ -3 hours per session. In this pack the sample sessions are 3 hours.

There are a number of '**core activities**' that are common to every session and they frame the activities related to the **specific session** topic.

Activity	Purpose
Opening circle and check-in	Welcome; engagement; personal reflection; relaxation; enjoyment of music and literature
Relaxation exercise	Comfort, relaxation Practise exercises that participants can build into their daily routines.
Break	Refreshment; comfort; social interaction; informal learning
Physical activity	Comfort. Fun Practise appropriate and useful activities that participants can build into their daily routines.
Activities focused on the specific session topic	Session 1: Getting started: my health and wellbeing Session 2: Getting active to keep well Session 3: Using our local health services Session 4: Eating well (Part 1) Session 5: Communicating in health settings Session 6: Keeping our brain active Session 7: Eating well (Part 2) Session 8: Using technology to communicate and learn about health Session 9: Local resources for health and wellbeing Session 10: Keeping well
Wrap up	Recap key content. Participants identify personal learning or action points. Evaluation Planning for next session

Core activity: Opening circle and check-in

Each session begins with an 'opening circle' – a few moments of quiet reflection – and a round of check-in. These activities help participants and facilitators to relax, focus and prepare to take part in the session.

Preparation

- Create a relaxing **centre point display** for the group circle: for example, a candle or some flowers or soft fabrics or any seasonal items. (If using a candle, remember to extinguish it when the activity is finished!)
- Choose a piece of gentle **music**, lasting two or three minutes.
- Choose a piece of **poetry** helpful to relaxation and a sense of wellbeing. Make copies, in case participants request one.

Facilitating the opening circle and check-in

Welcome participants as they arrive and ensure that they are sitting comfortably. Explain the purpose of the opening circle, what it involves, and how long it will last.

Ask participants to turn off mobile phones or to put them on silent, and to take a few quiet moments to enjoy the music and the poetry. Encourage the participants to relax as they listen to the music and poetry, and to focus on the centre point display or to close their eyes if they wish.

Play the music and then read aloud the selected poem. Invite participants to comment.

Do a round of **check-in**: Invite each participant to briefly say how they are, or one thing they are grateful for in their everyday life, or something they are looking forward to. In the first session, also invite participants to say their name.

The next page lists some of the music and poems used on the programmes run in 2015-2016.



Sample music

These are some pieces of music used on the programmes run in 2015-2016.

We have left some places for you to insert your own.

Title	Performer / composer	Source
Whiter Shade of Pale	Procol Harem	CD - Mellow Moods
Unchained Melody	Free the Spirit	Pan Pipe Moods 2
1492 – Conquest of Paradise	Free the Spirit	Pan Pipe Moods 2
Candle in the Wind	Free the Spirit	Pan Pipe Moods 2
Chi Mai	Ennio Morricone	The Classic Chillout Album
The Mission	Ennio Morricone	The Classic Chillout Album
Nimrod	Chris Davis	The Classic Chillout Album
Night Song – Navajo	Thomas Wasskonig	Native American Legends
Cavatina (theme from the Deer Hunter)	Myers (composer)	Mellow Moods
Silver	Joolz Gianni	The Classic Chillout album

Sample selection of poems

The group members or facilitators could bring in poems they like or have written.

These are some of the poems used on the programmes run in 2015-2016.

We have left some places for you to insert your own.

Title	Author	Source (publisher and date)
A time of new beginnings	Sephallia	www.allpoetry.com
Technology is changing the world	Jimmy	www.poetrysoup.com
Dear Brain	Amy Ludwig van Derwater	www.poemfarm.amylv.com
Healthy living	Jasmine Waltho	www.poemhunter.com
Communication	Aisha Sherazi	www.poemhunter.com
Delicious	Anita Poems	www.anitapoems.com
Life is for living	Unknown	www.scrapbook.com
Fruits & Vegetables	Anita Poems	www.anitapoems.com
A new day	Unknown	www.ellenbailey.com
Welcome Home	Pat Ingoldsby	Willow Publications (Dublin)

Core activity: Relaxation exercise

We recommend including a short relaxation exercise in every session (in addition to the relaxation exercise in the opening circle). This has immediate benefits during the session itself, and it introduces participants to short exercises they could do every day.

Here are some examples of relaxation exercises:

Relaxation exercise	Source and further information
Mindfulness	Using a guided relaxation CD or online resource Suí - The Effortless Experience of Mindfulness, Meditation and Deep relaxation. www.sui.ie
Visualisation – Forest or beach	Using a guided relaxation CD or online resource YouTube video (3 minutes) http://bit.ly/2o03Yts
Breathing	A selection of breathing techniques Article: http://ti.me/2nUv2Jt
Yawn and stretch	Using a guided online resource www.innerhealthstudio.com
Quick Guided Relaxation	A guided relaxation exercise by Joanne D'Amico (6 minutes) http://bit.ly/2oM8efn
Meditation	A short meditation (1 minute) The facilitator reads the on-screen directions as the music plays. http://bit.ly/2ozzvXg
Colouring and drawing	Adult colouring books are widely available and there are also many free printable versions online. See www.justcolor.net for some colouring pages, zentangles and mandalas.
Ted talk: Amy Cuddy	Explains the 'Power Pose' and how it can lower stress and give a sense of empowerment (20 minutes) http://bit.ly/2ozCPlo

Core activity: Physical activity

We strongly recommend including at least one complete session on Physical Activity, facilitated by a trained Physical Activity Leader (PAL). We have provided a sample session in this pack.

We also recommend that you include a short physical activity in **every** session. Physical activities can act as energisers in the session and they can also introduce participants to short activities they could build into their daily lives.

Go for Life

Go for Life is the national programme for sport and physical activity for older people. For more information see www.olderinireland.ie

Before introducing short physical exercises into each session:

- Ask participants to consult their own health professional for advice on physical exercise, and to apply that advice in the session.
- **Read and apply the Health Service Executive (HSE) guidelines** available on the HSE website at <http://bit.ly/2n3mqDz>. See below for extracts from those guidelines: Important general guidelines and Caution signs.

Important general guidelines

- Talk to a health professional before starting a physical activity programme to identify your limits.
- Some minor soreness or stiffness is to be expected at first, but pain is a warning sign to stop.
- If you have been inactive for years, start with about 5 to 10 minutes of activity at a time, and increase gradually as you get more comfortable.
- Choose activities you enjoy and try to mix your activities.

Caution signs

Stop exercising if you develop any of the following:

- Chest or upper abdominal pain that may spread to the neck, jaw, upper back, shoulder, and arms (call for help if this should occur as chest pain can be a signal of a heart attack)
- Panting or extreme shortness of breath
- Nausea
- Persistent pain, joint discomfort, or muscle cramps

Sample selection of short physical activities

Activity	Notes and suggestions
Structured Dance	<p>One person in the group can teach the dance moves to any short, simple dance. Examples include the Macarena and basic line dancing steps. Remember that the idea is to move and to have fun – safety is essential; ‘correct’ moves are optional!</p> <p>You can use instructional videos online, see examples</p> <ul style="list-style-type: none"> * Macarena instructions http://bit.ly/2oXYwuw (4 minutes) * Line Dancing (electric slid step) http://bit.ly/2nUyELD (7 minutes)
Free Dancing	<p>Get suggestions from participants for dance music and everyone can dance however they wish. Remind participants to consult their own health professional for advice on dancing and other forms of physical exercise.</p>
Musical Statues	<p>Designate the facilitator or a group member to act as DJ. The group free-dances to the music, and the DJ pauses the music at any point. Dancers must freeze when the music is paused, and not move until it starts again. Anyone who moves during the pause is ‘out’. Repeat this for several rounds, until only one participant is left – the winner!</p>
Simon Says	<p>Designate one person as Simon and the others as players. Simon stands in front of the players and tells them what they must do. The players must only obey commands that begin with the words “Simon says”. For example, if Simon says, “Simon says play guitar”, players must pretend to play guitar. Then if Simon says “wave your hands in the air”, but without saying “Simon says,” players must not wave their hands in the air. Whoever follows the command that does not include ‘Simon says’ is out of the game. Keep safety and wellness in mind and tailor moves to the abilities of the group. Stress that participation is voluntary.</p> <p>These instructions are adapted from: http://bit.ly/2nxJagN</p>
Action charades	<p>Each participant takes a turn to mime an activity, such as a sport or daily activity. The game can be played in teams or participants can take turns to try out a mime.</p>
Energizers	<p>For example: stretches, quick shake-outs, walk around the room. Look online for more suggestions.</p>

Core activities: Wrap up

Chair aerobics	Chair aerobics is particularly good for people with limited movement. Check out the HSE chair aerobics booklet here http://bit.ly/2mVTY7P
Tai chi	Introduce some basic tai chi movements. See video (8 mins) http://bit.ly/2oqxY4J
Summary and main learning points	Ask participants to name one main learning point they're taking with them from the session. Sum up main points from the session.
Evaluation	Invite participants to give verbal feedback on the session. Ask participants to complete an evaluation sheet – see page 11
Planning for next session	Preview the next session, and plan for it with the participants.



Collage made by participants at the end of the course

Sample session outlines and activities

This section starts with sample **outlines for Sessions 1-3**. These outlines will show the recommended session structure: with core activities anchoring the topic specific activities. Sample session handouts and worksheets are included for these sessions.

1	Getting started: my health and wellbeing	page 25
2	Getting active to keep well	page 31
3	Using our local health services	page 41

For Sessions 4-10, we make suggestions for **topic-specific activities** and provide links to resources.

4	Eating well (Part 1)	page 50
5	Communicating in health settings	page 53
6	Keeping our brain active	page 57
7	Eating well (Part 2)	page 59
8	Using technology to communicate and learn about health	page 62
9	Local resources for health and wellbeing	page 64
10	Keeping well	page 66

More handouts and worksheets for these sessions are available online at www.nala.ie/wellnow

Preparation for all sessions

- Select the reading and music for opening circle.
- Check all equipment is working properly.
- Provide plenty of drinking water.
- Print or photocopy any handouts and worksheets to be used in the session.
- Gather copies of relevant, up to date health promotion publications (approved by the health services).
- Check relevant websites for accurate and up to date information or resources.



Collage made by participants at the end of the course



Participants and tutors with Mayor of South Dublin County Council, Guss O'Connell December 2016

Session 1: Getting started: my health and wellbeing (3 hours)

Aims:

1. To welcome and introduce participants
2. To agree objectives, outline content and ways of working together as a group
3. To explore understandings of 'health and wellbeing'



Objectives:

By the end of this session, participants will have had the opportunity to:

- begin to get to know each other and the tutors;
- contribute to agreed objectives, outline content and ways of working together;
- express their expectations and concerns;
- identify a confidential personal goal or aspiration for the programme; and
- explore what 'health and wellbeing' means.

Materials:





- List of participants' names
- Timetable
- Course overview
- Worksheet: What is health and wellbeing?
- Handout: Six types of health
- Selected reading and music for opening circle
- Paper, pen, envelope for each participant



Equipment:

- PowerPoint
- SmartScreen
- Flipchart and markers
- Music player





Session 1 Outline

Activity 1: Welcome, Introductions, and Opening Circle 	
Instructions	<ul style="list-style-type: none"> ● Begin by welcoming everyone, and introducing yourself. ● Give important health and safety information: location of the fire exits, and the centre's evacuation procedures. Point out where the toilets are. ● Invite participants to introduce themselves simply by giving their name at this stage. ● Clarify 'housekeeping' rules of the centre – such as times for breaks. ● Explain the purpose of the opening circle, and that this will be a feature of every session. Facilitate the opening circle (see page 16).
Activity 2: Icebreaker 	
Instructions	<ul style="list-style-type: none"> ● Choose an icebreaker to help participants begin to get to know each other. Example: In pairs, talk about an activity you did when you were a child (for example, a childhood game you played). ● Visit each pair briefly to encourage participation in the discussion. ● Facilitate feedback from the pairs to the whole group. Ask that the person feeding back introduce themselves and their partner, and briefly describe the two activities.
Activity 3: Comfort Agreement 	
Instructions	<ul style="list-style-type: none"> ● Explain that a comfort agreement is a 'group contract' – an agreement between the group members on some basic points that will help everyone to take part comfortably in the programme. ● Ask the group for suggestions and write these on the flipchart or whiteboard. Ensure that the points made are primarily from the participants. Make suggestions if the participants are struggling to come up with their own ideas. For example, confidentiality or mobile phones on silent.
Activity 4: Course overview 	
Instructions	<ul style="list-style-type: none"> ● Give an overview of the course objectives and outline. Invite and respond to any questions. Explain that you welcome suggestions from participants, in this session and as the course proceeds. ● Give an overview of the session objectives and outline content; invite comments and respond to any questions. Agree session objectives. ● Point out that the course is a 'literacy friendly' course and explain what that means. (See page 2)

Activity 5: Expectations and concerns 	
Instructions	<ul style="list-style-type: none"> Facilitate participants to express their expectations and hopes from the course, as well as any concerns. You could stay in whole group for this exercise. Invite 'Expectations and hopes' first and list these on flipchart. Then invite and list 'Concerns'. Comment and respond on these as appropriate.
Activity 6: Relaxation exercise 	
Instructions	<p>Facilitate a relaxation exercise.</p> <p>See list on page 19 for examples of exercises used on the programme.</p>

Break 20 minutes

Activity 7: Physical activity 	
Instructions	<p>Facilitate a short physical activity.</p> <p>See list on page 21 for examples of exercises used on the programme.</p>
Activity 8: Personal goal: A Letter to Self 	
Instructions	<ul style="list-style-type: none"> This is a way for participants to set a personal goal for the course. Explain that this is confidential to each participant: something that the person thinks they would like to get from the course that would improve their own sense of wellbeing. Give each participant a piece of paper and an envelope. Invite the participant to write a 'note' or 'letter' to themselves, stating one thing that they would like to have changed or achieved by the end of the course. Explain that this can be a few lines or a few words or a drawing or symbol: it is 'for your eyes only'. When they have finished their personal note, participants put it in the envelope, seal the envelope and write their name on it. The facilitator will seal each of the confidential notes in a large envelope, to be opened in the final session. It is important to note that these goals are personal and need not be revealed to the group unless the participant wishes to do so.

Activity 9:**What is health and wellbeing?****Instructions**

The aim is to clarify that 'health and wellbeing' involves a number of inter-related factors.

- In **whole group or in pairs**, ask participants to consider:
What is 'health and wellbeing'?
What are the different types of health and wellbeing that interest you?
Record responses on flipchart.
- Ask participants to work in pairs to complete the **Worksheet: What is health and wellbeing**, using words or images to identify different types of health and wellbeing.
- Invite feedback from pairs and facilitate discussion.
- Distribute **Handout: Six types of health** on inter-related types of health. Read through the handout, pausing after each key point to check understanding and ask for participants' views. Invite participants to give examples of each of the different kinds of health. Staying healthy and well involves looking after each of the different kinds of health identified in this activity.

Note: This topic may bring up personal experiences and feelings for participants. It is important to be sensitive to this and to maintain safe and comfortable boundaries in the discussion.

Activity 10:**Wrap up****Summary and main learning points**

Ask participants to **name one main learning point** they will take from the session. Sum up main points.

Evaluation

Invite participants to give **verbal feedback** on the session.
Ask participants to complete an **evaluation sheet** – see page 11.

Preparation for next session

Preview the next session, which will focus on the importance of physical activity in maintaining and improving health and wellbeing. Explain that the session will be co-facilitated by a Physical Activity Leader. Respond to any questions participants may have – some may be concerned about taking part in physical exercises. Explain taking part in the physical exercises will be optional and that the session will also involve lots of useful information and discussion.

Worksheet:

What is health and wellbeing?



Handout:

Six types of health

Physical health is being able to rely on your body to work efficiently and relates to being physically fit and well and living to full physical potential.

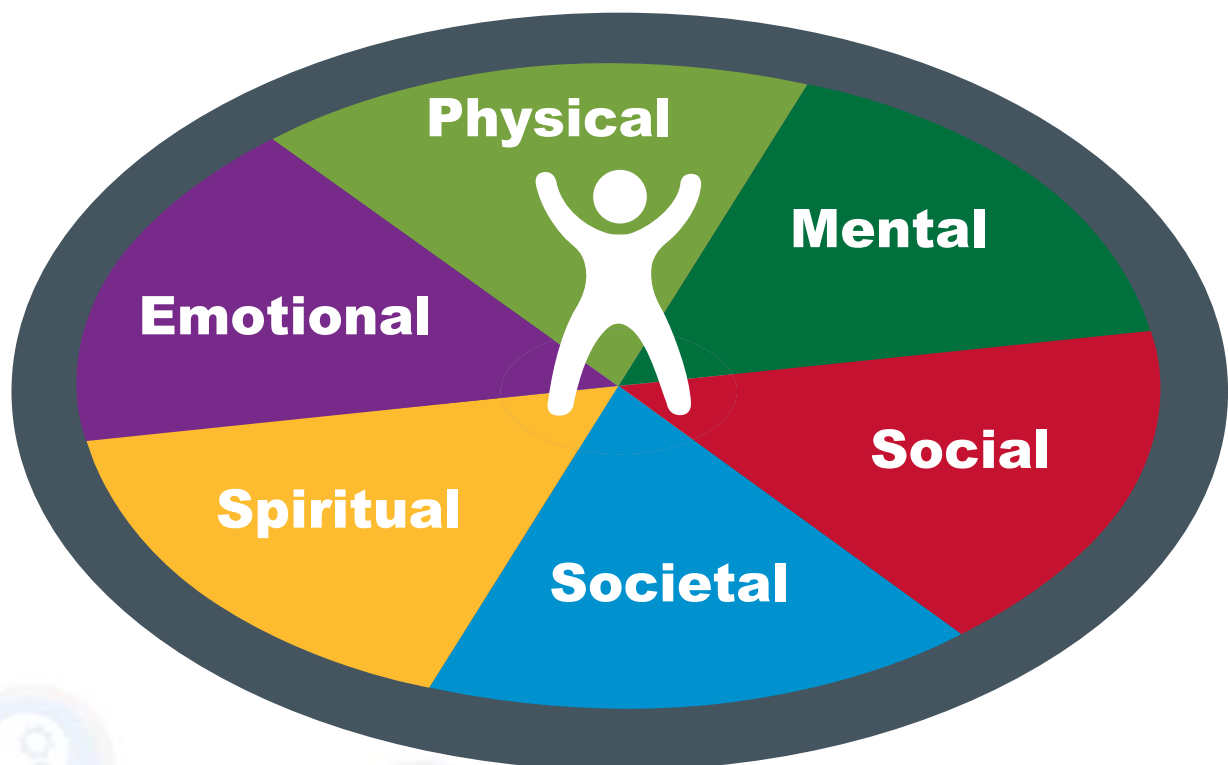
Mental health is the being able to think clearly and coherently.

Emotional health is being able to recognise and express emotions such as fear, joy, grief and anger. It may also mean coping with normal stress, tension, depression and anxiety that are part of all our lives.

Social health is being able to relate healthily to other people.

Societal health is about promoting healthy and caring communities and neighbourhoods. It is difficult to be healthy in a society that does not provide the resources for basic physical and emotional needs.

Spiritual health may be expressed through religious beliefs and practices, love of nature. It is also to do with personal and moral beliefs and ways of achieving peace, serenity and creativity.



Session 2: Getting active to keep well (3 hours)



Aims:

1. To promote the benefits of physical activity for health and wellbeing
2. To introduce participants to physical activities they can build into daily life
3. To identify local amenities or organisations

Objectives:

By the end of this session, participants will have had the opportunity to:

- assess their current level of physical activity;
- discuss the benefits of physical activity for health and wellbeing;
- try out some exercises they can build into daily life; and
- find out about local physical activity groups and opportunities.

Preparation:

In addition to the standard preparation:

- We recommend that you invite a guest facilitator such as a local Physical Activity Leader. Make contact with them prior to the session and run through the topics to be covered and any specific needs of the group.
- Ensure the room has enough space for safely carrying out the physical activities.
- Provide plenty of drinking water (there will be a greater need for this during this session).
- Ensure any chairs to be used for chair-based exercises conform to the HSE **safety** guidelines given in the publication **Easy Exercises** (see next page).

“Make sure that the chair you use is **sturdy and stable** and on an **even surface**. An upright chair without arms is ideal. It will encourage better posture and give you space for arm exercises. However, if you have poor balance consider using a chair with arm rests for support. Your thighs should be parallel to the floor and your feet resting flat on the floor.”

<http://bit.ly/2mVTY7P>

Materials:

- Worksheet: Quiz: How active are you? (Source: Source: Get Active Your Way booklet <http://bit.ly/2n4uNAd>)
- Handout: Keeping the hands strong and flexible
- Handout: Activity diary

Useful print publications:



Title: Easy Exercises: A chair-based programme for older adults
Publisher: Health Service Executive (2008; 2010).
Relevance: An easy to follow **guide** to exercises which enable people with limited mobility to gain the **benefits** of being more active.
Web link: <http://bit.ly/2mVTY7P>

Title: Get Ireland Active: Get active your way!
Publisher: Health Service Executive (2009)
Relevance: Booklet full of **tips** for getting started on increasing physical activity
Web link: <http://bit.ly/2n4uNAd>

Title: Better handwriting for adults
Publisher: NALA
Relevance: Exercises to maintain hand strength and flexibility (page 6)
Web link: <http://bit.ly/1tE9xbw>

Title: Health Exercise Worksheets
Publisher: NALA
Relevance: Health information and worksheets to try out.
Web link: <http://bit.ly/1mQZ9uM>

Useful websites:

- www.getirelandactive.ie/Older-Adults
The Older Adults section of the Get Ireland Active website includes a range of very useful factsheets and tips. The next page has tips to get active taken from the webpage - see <http://bit.ly/2olj5m5>.

Tips to get active






Here are ten easy tips to get you active and keep you in tip, top shape.

1. **It's never too late.** Everyone of every age can benefit from being active. If you have a chronic condition such as diabetes, heart disease or osteoporosis or if you have symptoms such as chest pain or pressure, dizziness a joint pain, talk to your GP before you increase your activity levels. Most health conditions are helped by being physically active.
2. **Take it easy.** Begin with 5 to 10 minutes a few times a week and gradually increase to reach the recommended 30 minutes five days a week.
3. **Wear proper fitting shoes.** If you are buying new shoes, have your feet properly measured by an expert in a shoe shop or a sports shop.
4. **Walk.** As much as you can it's a great form of activity and it's free.
5. **Active holidays days out.** There are many beautiful parks/beaches where it is safe to walk.
6. **Active house work.** Gardening, washing floors and windows are good ways of keeping active around the house.
7. **Join a group.** There are many group activities for older people. The Go for Life programme is running in many communities.
8. **Be active indoors.** Shopping centres are a good place to walk when the weather is bad.
9. **Move in your chair.** The Go for Life programme will show you how to be active while you sit.
10. **Adapt.** If you have a movement or sensory difficulties you can adapt the activity. For further information, contact your local sports partnership sports inclusion disability officer or the CARA National Adapted Physical Activity Centre <http://caracentre.ie>

- **Go for Life** is an Age and Opportunity initiative funded by the Irish Sports Council. Visit the **Age and Opportunity** website www.ageandopportunity.ie Watch the short **video** (4 minutes) at <http://bit.ly/2nxYVUE>
- The **Irish Heart Foundation** website has a range of useful resources – www.irishheart.ie See in particular <http://bit.ly/2oYQChZ>
- Check your **Local Authority website** for information on local clubs and activities.
- Check your **County sports partnership website** for information on local resources for physical activity appropriate to various ages and abilities. See for example www.sdcspp.ie the website of South Dublin County Sports Partnership.

Session 2 Outline

Activity 1: Welcome, Introductions, and Opening Circle 	
Instructions	<ul style="list-style-type: none"> • Welcome everyone back to the group and in particular welcome any new participants who may not have been able to attend the first session. Welcome and introduce the Physical Activity Leader (PAL). • Facilitate the opening circle. • Briefly recap the main points from last week's session. Ask if anyone would like to tell the group about any 'small changes' or 'healthy choices' they may have made since then. • Display the objectives and outline of this session. Discuss and agree these, with any appropriate changes.
Activity 2: Sharing experience and understanding 	
Instructions	<ul style="list-style-type: none"> • Invite participants to give examples of what they understand by 'physical activity'. Then invite brief examples of physical activities participants currently engage in, and note these. Ask participants to suggest what the benefits of physical activity are and note these. <p>Points to highlight:</p> <ul style="list-style-type: none"> • Physical activity includes routine activities, like walking to the shops, doing housework or gardening, as well as specific 'exercises'. • The many benefits of physical activity: <p>"It promotes healthy growth and development in children and young people. It contributes to cognitive function. It is important for healthy ageing and helps to maintain quality of life and independence when we grow older. It is also a preventative factor for many non-communicable diseases."</p> <p>Get Ireland Active! National Physical Activity Plan for Ireland (Page 3) http://www.getirelandactive.ie/Professionals/National-PA-Plan.pdf</p>
Activity 3: Hand exercises 	
Instructions	Facilitate participants to carry out exercises for maintaining flexibility and strength in fingers and hands – see Handout: Keeping the hands strong and flexible (page 38).

Activity 4: Physical Activity Leader (PAL) input and activities



Instructions

Introduce the Physical Activity Leader (PAL).

They will lead this part of the session. Key points could include:

- Describe the role of Physical Activity Leaders in the community.
- Explain why regular physical activity is important to older people's health and wellbeing.
- Facilitate questions and answers and group discussion on this.
- Invite participants to try out some physical exercises that they might be able to easily build into their daily routine.
- Lead a series of short physical exercises, appropriate to the group and with relevant safety instructions and guidance. These will include exercises to prepare the body properly for physical exercise (**warm up activities**, such as stretching) and **cool-down activities** after physical exercise.
- Facilitate participants to express any questions or concerns they may have. Respond as necessary to ensure everyone is comfortable and safe. Stress that **participation in the exercises is optional**. Explain that participants should only do what they can and stop if they feel any discomfort. Everyone can still enjoy and benefit from observing the exercises and taking part in the discussions.
- Tutors should take part in the activities on the same basis as participants.
- Allow plenty of 'rest and discussion' periods between the activities: participants can feed back on the activity, and PAL can answer any questions.

Break: 20 - 30 minutes




Activity 5: Becoming more active: tips and information



Input from PAL on:

- The key safety points to keep in mind when increasing your level of physical activity;
- Ways to build physical activity into your daily routine; and
- '**One small change**': Group discuss, with PAL, suggestions for building some short physical activities into home life.

Information on **local groups and resources** for becoming more physically active. Distribute a list of relevant local groups and organisations.

Activity 6: Quiz: How active are you? 	
Instructions	<ul style="list-style-type: none"> ● Distribute Worksheet: Quiz, which is based on the quiz in the Get Active booklet. Ask participants to complete the quiz. Discuss results; recap on importance of becoming more active. ● Facilitate group discussion: What could I do to be more active during the week? ● Distribute copies of the Get Active Booklet. Point out the 'Getting started' section and the 'Getting more active' section in particular, and read out some of the suggestions. ● Distribute Handout: Activity Diary. Encourage participants to complete this over the coming week.
Activity 7: Relaxation exercise 	
Instructions	<p>Facilitate relaxation exercise.</p> <p>See list on page 19 for examples of exercises used on the programme</p>
Activity 8: Wrap up 	
Summary and main learning points	<p>Ask participants to name one main learning point they're taking with them from the session.</p> <p>Sum up main points.</p>
Evaluation	<p>Invite participants to give verbal feedback on the session.</p> <p>Ask participants to complete an evaluation sheet – see page 11.</p>
Preparation for next session	<p>Preview the next session, and agree a task in preparation for it. For example, ask participants to find out about a local health and wellbeing service and to share that information at the next session.</p>

Worksheet:

Quiz: How active are you?

1. How often are you active at home – gardening, vacuuming, cleaning windows?

- a) Never ☐
- b) Some days ☐
- c) Most days ☐



2. How active is your work?

- a) Not active – sitting or driving most of the day ☐
- b) Light active – some walking involved ☐
- c) Very active – a lot of walking, lifting or other manual activity ☐



3. How often are you active – walking, cycling, dancing, tennis, football or other activities?

- a) Never ☐
- b) Some days ☐
- c) Most days ☐



4. When you exercise, how do you feel?

- a) Not very different to when I'm not exercising ☐
- b) Warm, my heart rate is faster and I'm slightly out of breath but I can still have a conversation ☐
- c) I'm sweating, my heart rate is very fast, I'm breathing heavily and concentrating hard ☐



Answers:

- Mostly As You're not as active as you need to be to get benefit. Check out the Getting started section for ways to increase the amount of activity you do each week.
- Mostly Bs You've made a really good start and are enjoying some of the benefits.
- Mostly Cs Well done. Keep up the level of activity in your daily routine.

From: Get Active booklet: <http://bit.ly/2n4uNAd>



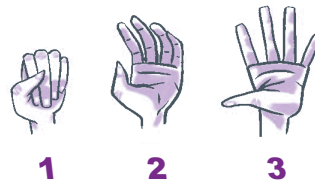
Handout:

Keeping the hands strong and flexible

When you write, you use muscles in your hand, wrist and shoulder. If you don't write very often, your hand might cramp or get tired easily. Spending a couple of minutes doing the following warm-up exercises will help the muscles in your hand get stronger and more flexible.



Stretch and wriggle your fingers for a few seconds.



Make a fist and then stretch out your hand.



Touch each finger to your thumb. Try it to your favourite tune!



Play an imaginary piano on the table.



Move your wrists in a circle.



Roll your shoulders forward and back

Handout:

Activity diary

Week 1

Goal:			
Day	Activity	Minutes	Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 2

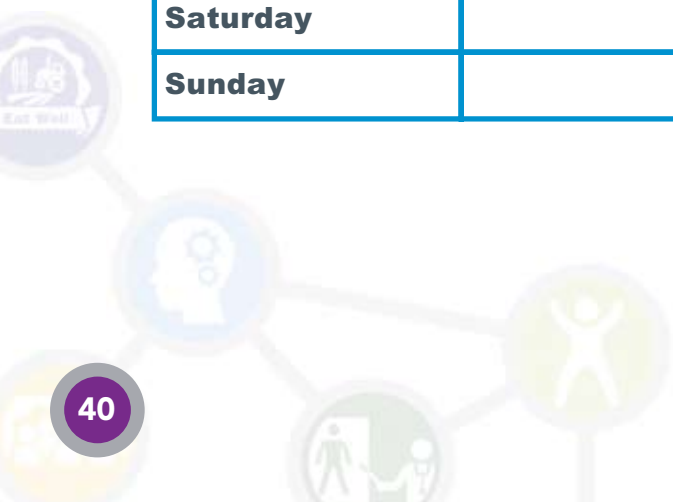
Goal:			
Day	Activity	Minutes	Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 3

Goal:			
Day	Activity	Minutes	Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 4

Goal:			
Day	Activity	Minutes	Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



Session 3: Using our local health services (3 hours)

Aims:

1. To explore how to manage our own health and wellbeing
2. To share information on local health and wellbeing services

Objectives:

By the end of the session participants will have had the opportunity to:

- identify their strengths in areas of health and wellbeing;
- identify some areas for positive change and some change strategies and supports;
- find out what health and wellbeing services are available locally; and
- take part in a relaxation exercise and a physical activity.

Preparation:

In addition to the standard preparation:

- Prepare a list of local health and wellbeing services and make copies for each participant.

Materials:

- Worksheet: My health circle
- Worksheet: Taking responsibility
- Handout: List of local services
- PowerPoint presentation
- List of local services.

Equipment:

- PowerPoint
- SmartScreen
- Flipchart and markers
- Music player



Session 3 Outline

Activity 1:	Opening circle and check-in	15
Instructions	<ul style="list-style-type: none"> • Welcome everyone back to the group. • Facilitate the opening circle. • Briefly recap the main points from last week's session, and ask how participants have got on since then. Ask if anyone would like to tell the group about any 'small changes' they may have made since then to maintain and improve their physical activity. • Display the objectives and outline of this session. Discuss and agree these, with any appropriate changes. 	
Activity 2:	Identifying range of health and wellbeing services	15
Instructions	<ul style="list-style-type: none"> • Ask the group to identify the range of health and wellbeing services that are commonly available, that they have dealt with or know of. For example, the list might include General Practitioners, hospitals, pharmacists, physiotherapists, dieticians. List these on the flipchart. • Explain that NALA works with health service providers to promote clear communication of health information. That's one side of what we mean by 'health literacy and numeracy'. The other side is to develop our own confidence in communicating with our health service providers. This course will include some tips and practice in that. 	
Activity 3:	Sharing information on local health and wellbeing services	30
Instructions	<ul style="list-style-type: none"> • Invite participants to share information about local health and wellbeing services that they visited or found out about during the week. Provide practical information in each case, such as: What services are provided? When and where? What cost if any is involved? • Facilitate discussion on the benefits of using the local services. • Then ask the group to consider their experience of communicating with these services. For example, is it always easy to understand the language used, or to get the main health message clearly? Is it easy to follow and understand written health information or instructions? Are there any obstacles that might make it difficult for participants to use them? What solutions might there be to those? 	

	<ul style="list-style-type: none"> Distribute the list of local services you have prepared. If other services have been mentioned by participants, agree to add those to the list for the following week.
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Activity 4: My health circle



Instructions	<ul style="list-style-type: none"> Remind participants of the six types of health identified in Session 1. Recap on those areas, inviting participants to give practical examples of each. Give each participant a copy of Worksheet: My health circle. Explain that this exercise is to help participants to begin to identify possible goals they might like to set for maintaining and improving their health and wellbeing. Ask participants to work individually, using the worksheet to help: <ul style="list-style-type: none"> - identify the areas of health and wellbeing that are most important to them, and - reflect on the 'balance' between the different areas of health and wellbeing, and whether there is any positive change they might like to make.
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Activity 5: Relaxation exercise



Instructions	<p>Facilitate a relaxation exercise.</p> <p>See list on page 19 for examples of exercises used on the programme.</p>
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Break 20 - 30 minutes

Activity 6: Physical activity



Instructions	<p>Facilitate a short physical activity.</p> <p>See list on page 21 for examples of activity used on the programme.</p>
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Activity 7: Taking responsibility for personal wellbeing



Instructions	<ul style="list-style-type: none"> Participants divide into small groups. Hand out Worksheet: Taking responsibility. Explain it is intended to help us think about different aspects of our lives that affect our health and wellbeing, to identify where there are positives and where we might be able to make positive changes. Allow time for individuals to think through this topic, using the activity sheet as a guide.
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Note: Not every participant will feel comfortable discussing areas of their own lives but they may like to offer possible solutions and strategies. The facilitator can highlight the points that have come up in the small group discussions without identifying individuals.

Activity 8: Identifying change strategies and supports



Instructions

- Following on from previous exercise, take one of the examples given. Split the group into three groups and ask them to look at:
 - What were the challenges?
 - Would I do anything differently next time?
 - What could the service have done differently?
 - Other solutions.
- Facilitate discussion based on participants' feedback from this activity.
- Give out **Handout: Tips for managing my health**.
- Give our **Handout: List of local services** for people to take home and fill in

Activity 9: Wrap up



Summary and main learning points

Ask participants to **name one main learning point** they will take from the session.

Sum up main points

Evaluation

Invite participants to give **verbal feedback** on the session.
Ask participants to complete an **evaluation sheet** – see page 11.

Preparation for next session

Preview the next session and agree a task in preparation. For example, ask participants to bring in food labels, recipes, and to think about questions they might like to ask the dietician who will be acting as guest facilitator for one of the Eating Well sessions.

Worksheet:

My health circle

Divide up your health circle into six parts, giving the bigger part to the things which are most important in your life. Then write in all the words you associate with that part of your life, for example on the spiritual part you might have prayer, nature, beliefs.










Reflect

Look at the health circle you have drawn. Ask yourself are you happy with the balance in your life, or are there things you'd like to change in your health circle?

Worksheet:

Taking responsibility

Look at your own lifestyle and list the things which are not good for your health.
Then ask yourself what changes can you make.

	 Changes
	
	
	
	
	

Handout

Tips for managing my health



I am prepared for meeting with health service providers. I think about any concerns beforehand and write my questions down.

I ask questions. When I don't understand a medical term or concept, I ask for it to be explained to me more simply.



I check that I understand what has been said to me. I repeat back to the healthcare provider what I think they said and what I must do.

I make sure I know the answers to these 3 questions before I leave the meeting:

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

(Taken from Ask Me 3 Campaign: www.npsf.org/askme3)



Handout:

List of local services

Service	Name	Contact phone number	Notes
Doctor or GP			
Pharmacist			
HSE Primary Care centre			
Public Health Nurse			
Dentist			
Chiropodist			

Sessions 4 to 10

This section provides sample content for Sessions 4–10. For each of these we provide sample aims and objectives and session topic activities. We have not included the ‘Core Activities’ (these are described in Sessions 1–3 earlier).



Session 4: Eating well (Part 1)

Aim:


1. To explore elements of healthy eating
2. To identify the recommended daily allowance for salt and sugar
3. To suggest ways to improve our current diet



Objectives:

By the end of this session, participants will:

- have a better understanding of elements of healthy eating such as the new food pyramid, portion sizes and nutrients; and
- have identified a healthy eating goal.

Sample activities:

Activity 1: The Food Pyramid		
Instructions	<ul style="list-style-type: none">• Invite participants to say what they already know about the Food Pyramid.• Explain the purpose and structure of the Food Pyramid. It is important to understand this as the basis of healthy eating plans.• Facilitate an exercise to reinforce practical understanding of the Food Pyramid. For example: Place a large image of a 'blank' Food Pyramid on the floor or table. Provide images or models of a range of foodstuffs and invite participants to place them on the correct 'shelves' in the Food Pyramid. Check understanding. Clarify and reinforce key points.	
Resources	<p>The new Food Pyramid was published by HSE in early 2017. It places fruit and vegetables on the 'bottom shelf', to show that they are the most important food group. See the new Food Pyramid at http://bit.ly/2oY60Oj</p> <p>See also Safefood website http://bit.ly/2n3ngAg</p>	

Activity 2:		Portion sizes			
Instructions		<ul style="list-style-type: none">● Ask participants to say what they already know about the role of 'portion sizes' in healthy eating. What would they consider a 'healthy' portion size for a dinner for themselves and for different family members?● Facilitate an exercise to help participants become familiar with the key points about portion size. For example: Distribute paper plates and coloured markers. Ask participants to 'draw' a balanced, healthy meal on the paper plate, with appropriate portion sizes. The guest dietician will provide expert input and facilitate group activities to help participants become familiar with the key points about portion size.			
Resources		Check recommended healthy portion sizes with reference to up to date guidelines from HSE. See HSE Factsheets on http://bit.ly/2oj0bK2 See also Safefood website http://bit.ly/2oRFnuM			
Activity 3:		Nutrients			
Instructions		<p>Ask participants:</p> <ul style="list-style-type: none">● What are the key nutrients?● Where do we find each of these nutrients? (In which kinds of foods?)● Taking each nutrient in turn: What is its function? That is, how does it affect the body? <p>The guest dietician will clarify the key points and guide the discussion on nutrients.</p>			
Resources		<p>Other resources</p> <ul style="list-style-type: none">● Healthy Food for Life: The Food Pyramid guide to every day food choices for adults, teenagers and children aged five and over http://bit.ly/2mW3ilU● 10 Simple Dietary Guidelines to help you stay well into older age http://bit.ly/2fymLds● Factsheets on www.indi.ie			

Food Pyramid



See the new Food Pyramid at <http://bit.ly/2oY60Oj>

Session 5: Communicating in health settings

Aims:

1. To identify the main healthcare services we use
2. To explore why and how we communicate with these services
3. To suggest good ways to communicate effectively

Objectives:

By the end of this session, participants will have:

- looked at the importance of good communication with healthcare providers;
- assessed how we currently communicate with these services; and
- explored good ways to communicate more effectively with health services.

Preparation:

Prepare a script for the role play activity in consultation with your health service partners.

Sample activities:

Activity 1: How easy or hard?		30
Instructions	<ul style="list-style-type: none">• Display the list of local services (from session 3). Give each person 3 stickers – one green, one orange and one red. Ask them to rate three of the listed services: Green – very easy to communicate with Orange – ok to communicate with Red – poor to communicate with• Gather the results and facilitate discussion. Note responses on a flipchart.	
Activity 2: Sharing experience: what helps?		30
Instructions	<ul style="list-style-type: none">• In groups of two or three, ask participants to share a recent experience they have had communicating with a health service or provider. What was involved – in finding the service, making an appointment, meeting the service provider? Was it a good communication experience? What made it a good experience – or what could have made it better?	

	<ul style="list-style-type: none"> In whole group discuss: How do we know we've had a successful communication with our health service provider?
	<p>Points to highlight might include:</p> <p>'After the appointment, I had the information I need.'</p> <p>'I knew exactly what I have to do and why.'</p> <p>'I understood what the doctor was telling me'.</p> <p>'I was given the time to ask questions, and felt able to ask them.'</p> <p>'She asked me to tell her back the instructions for taking the medicine. It's a good job she did – It turns out I didn't understand what 'at regular intervals' means, and why it's important. I do now!'</p>

Activity 3:

Ask Me 3 – Role play



Instructions




- Set up two areas in the room with two chairs in each area. One area will be the 'doctor's office' while the other area is for two friends to chat after the doctor's visit.
- Ask for **two volunteers** from the group and speak to them privately. Explain that you will do **two short role-plays**, to illustrate the benefits of using a communication technique called 'Ask Me 3'. The tutor will play the role of the doctor, one participant will play the role of a patient, another the role of the patient's friend. In the **first** role-play, the participant will listen to the doctor and not ask any questions. In the other, the participant will use **Ask Me 3** to make sure they have understood.

In the **first** role-play, the 'doctor' will give a complicated diagnosis, using technical terms but not explaining them in plain English. The participant will not ask any questions. At the end of the 'appointment', the 'patient' will thank the 'doctor' and walk over to the 'friend', where they will discuss the diagnosis together.

In the **second** role-play, the doctor gives the same information as in the first role-play, after which **the patient asks three questions**:

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

The 'doctor' will then give the information more clearly, in plain English. When they have finished speaking, the 'patient' will again walk to the 'friend' and they will discuss the diagnosis.

Activity 4: Getting the best from your interaction 	
Instructions	<ul style="list-style-type: none"> As a group reflect on the role play and discuss: <ol style="list-style-type: none"> What happened to you in the interaction? (Typical answers include: your mind goes blank, you get nervous, you feel rushed and so on.) What did the doctor do that was helpful or unhelpful? (Typical answers include: asked open questions, checked for understanding (used teach back), used plain English) How could both sides improve the interaction? (Typical answers include: have someone else with you, ask questions and take notes, tell the doctor you are worried about the situation).
Activity 5: Ask Me 3 - Video 	
Instructions	<ul style="list-style-type: none"> Show and discuss a video illustrating the Ask Me 3 technique. For example, see the four-minute video on http://bit.ly/2mVXFdV <p>Tip: A participant on one of the pilot programmes created an Ask Me 3 reminder card. She kept it in her handbag and found it very useful when talking with the doctor or pharmacist. You might like to consider creating Ask Me 3 reminder cards as an activity in a group session. The process itself would reinforce memory of the three questions. You could also create reminder cards on smartphones or iPads, using an app such as quizlet.com.</p>
Resources	<ul style="list-style-type: none"> Ask Me 3 video (4 minutes) http://bit.ly/2mVXFdV NHS Leaflet on asking questions: http://bit.ly/2nr7ywp Teach back video (4 minutes) http://bit.ly/2mVVkzG Reminder card – see NALA website at www.nala.ie/wellnow Role play script for ‘doctor’
Activity 6: Finding your way 	
Instructions	<ul style="list-style-type: none"> Discuss the language and reading involved in finding your way within health settings. For example, department names in a hospital. Make a list of the challenges we face when finding our way. Identify strategies to deal with those challenges (see Resources below). Facilitator takes feedback on the whiteboard/flipchart. <p>Note: This activity can be done in small groups or in the large group setting. A good additional activity for this session is to demonstrate how to book a blood test online.</p>

Resources	<ul style="list-style-type: none"> Finding your way in a hospital – NALA Health Pack, Section 4 http://bit.ly/2hcXlXz www.hse.ie (for list of local health centres) Local hospital website (for example to book a blood test)
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Ask me 3 reminder card

Reminder Card		
Appointment: Date: _____ Time: _____ With: _____		
Remember to ask		
1	What is my main problem?	
2	What do I need to do?	
3	Why is it important for me to do this?	

Session 6: Keeping our brain active

Aims:

1. To offer an opportunity for discussion with an Occupational Therapist
2. To offer suggestions and strategies for maintaining and strengthening brain health and memory

Objectives:



By the end of this session, participants will have:



- learned more about the role of Occupational Therapists;
- shared their own experience, strategies and questions in relation to brain health and memory; and
- considered strategies for maintaining and strengthening brain health and memory.

Preparation:

We strongly recommend that you invite an **Occupational Therapist** (OT) to deliver expert input on this topic. Make contact with them prior to the session and run through the topics to be covered and any specific needs of the group.

Sample activities:

Activity 1: The role of the Occupational Therapist (OT) 	
Instructions	<ul style="list-style-type: none">• Invite the OT to start by explaining their role in relation to brain health and memory and taking any questions participants may have on this.
Activity 2: Sharing experience, strategies and questions 	
Instructions	<ul style="list-style-type: none">• Ask participants to discuss, in threes, what they already know and do in relation to maintaining brain health and memory, and any questions they have on this.• Facilitate feedback. The OT will respond to the participants' questions either at this point and or later in the course of their presentation.

Activity 3: Input by Occupational Therapist 	
Instructions	<ul style="list-style-type: none"> The Occupational Therapist will provide information and guidance on maintaining and strengthening brain health and memory.
Activity 4: Brain exercises 	
Instructions	<ul style="list-style-type: none"> In addition to the expert input from Occupational Therapist in this session, you could include activities in other sessions to encourage healthy habits or hobbies! Check out what the group participants are interested in – for example, crosswords, Sudoku, playing cards. Prepare some options, for example: <ul style="list-style-type: none"> You could copy crosswords from a newspaper and ask participants to try it in pairs or as a group. (Make sure you have the answers to hand!) You could give out a Sudoku exercise for participants to try. Prepare a quiz based on the previous week's session or on 'news of the week', to exercise memory. You could bring in a memory game. Bring in packs of playing cards: participants could volunteer to teach a card game they enjoy.

Useful websites

"These websites are very relevant to current practice in Ireland and internationally and form a basis for many of our information sessions."

Ciara Murray, HSE Occupational Therapist

Hello Brain provides easy-to understand scientific information about brain health	www.hellobrain.eu/en
Physical activity and brain health	http://bit.ly/2pIVSvq
Interesting article on healthy aging	http://bit.ly/2oY7xnx
Memory enhancement in older adults	http://bit.ly/2pmdZBI

Session 7: Eating well (Part 2)

Aims:

To have greater knowledge and understanding about food labelling and eating healthily

Objectives:

By the end of this session, participants will:

- identified what to look for on food labels, and
- planned a healthy diet to try out.

Sample activities:

Activity 1: Benefits of healthy eating		15
Instructions	<ul style="list-style-type: none">• Facilitate a discussion on the benefits of healthy eating. You might give some examples as prompts for the discussion. Examples could include: having more energy, improving your health, feeling good.• From participants' suggestions, create a list of benefits on the whiteboard or flipchart.	
Activity 2: Meal Plan		25
Instructions	<ul style="list-style-type: none">• Ask participants to work in pairs or small groups. Ask them to plan a menu for the three meals of the day (breakfast, lunch and dinner). Facilitators should allow participants to devise their own plans without guidance at this point in the activity.• Groups will feed back to the main group, giving their examples for each meal, briefly discussing the options they have chosen.	
Resources	www.nutritionandhealth.ie The Association of UK Dieticians www.bda.uk.com/foodfacts/home (for downloadable fact sheets)	

Activity 3:**Food Diary****Instructions**

- Hand out a **Food Diary** worksheet or template. (See links below)
- Ask participants to record what they had eaten the day before, from breakfast through to evening.
- Take feedback to the main group with examples of the foods or meals they ate.
- Discuss the differences, if any, between what they actually ate and the healthy options identified in the earlier Meal Plan activity.

Resources

Website: www.Safefood.eu
Food diary. <http://bit.ly/2pCDjay> (This is a combined food and activity diary)
Some participants might like to keep an online Food diary. See here for example <http://bit.ly/2q9Mo7l>

Activity 4:**Food labels – scanning for important health information****Instructions**

- On the smart screen or overhead screen, **show an example** of food labels. Point out the **Ingredients** section and discuss the important health information we can find there. Ask the group as a whole to **find specific information** from the ingredients list shown: for example, the food's sugar content, fat content, fibre content, the number of calories. Do a few examples like this as a whole group, scanning the label for the specific information.
- **Hand out a variety of food labels** and packaging and ask participants to work in pairs or small groups to find specific information on the label.
- Groups can feed back their findings to the main group, including observations of any difficulties they had in finding and understanding the information. Discuss and clarify any points as required, including any **numeracy** involved. If the label says there is 25g of sugar per 100g, what is the amount of sugar in this 150g bar?

Resources

Bring in examples of food packaging and labels.
The Safe food website has excellent resources for teachers: you will find resources on labels at <http://bit.ly/2ojNLjz>

Topic activity 5: Converting weights



Instructions

- Introduce the activity by explaining that different measurement systems can be used on labels and in recipes: either the **metric** or the **imperial** system. Ask the participants which system they use most often?
- Ask participants to give examples of how they do weight conversions already, when cooking or shopping - sharing methods that work well for them.
- Look at examples of measurements on labels or recipes. (Participants could find examples online during the session, using the internet skills from the previous session.)
- Show how to use some **conversion tables** (print or online). See for example www.metric-conversions.org/weight-conversion.htm. Discuss and **try out some examples**. For example, if a recipe mentions 250g of flour, what would that convert to in imperial measurements?
- For some of the examples, demonstrate the 'maths' way to work it out and give some guided practice on this if appropriate.

Activity 6: Planning a site visit



Instructions

- As a group, plan a visit to a local group centre or amenity – for example a community garden, community centre, library, museum or art gallery, sports centre, Senior Citizens' Club or Men's Shed.
- Plan the visit in cooperation with the management of the amenity concerned.
- Agree a schedule for the visit: Will it include a tour of the site? Will it include a 'taster' of some of the activities?
- Ensure that participants will learn how they might maintain contact with the group, or use the amenities, after the course has ended.

Note when organising the visit include: transport, costs, weather, availability, advance booking, and any particular needs in the group (for example, wheelchair access).

Session 8: Using technology to communicate and learn about health

Aims:

1. To explore the use of digital communication media in health settings
2. To improve internet skills and critical awareness of online health information

Objectives:

By the end of this session, participants will:

- be more informed about the possible uses of digital technology regarding health and wellbeing;
- be better able to use the internet to find reliable health-related information.

Preparation:

For this session, ensure there is wi-fi internet access and that each participant has the use of a computer – tablet, desktop, laptop or smartphone. The facilitator for this session should be competent in teaching basic internet skills and should be familiar with guidelines for safe use of the internet. Before the session, decide on a number of websites to use to demonstrate the learning points.

You could arrange a visit to your local library to use their computers. Contact your local librarian to discuss this.

Sample activities:

Activity 1:	Share experience of digital technology in everyday life	
Instructions	<ul style="list-style-type: none">• Ask participants to give examples of the kinds of digital media or communication technology they have come across. Possible examples: Computers (Web, Google, Email, FaceBook, Twitter); Smartphone; Tablets; Applications such as What's App, Skype, Messenger; Instagram, Viber• Facilitate participants to share their experience of using the internet, smartphones and other communication technology. What are the advantages, in their view? What are the challenges or concerns, if any?	

Activity 2: Searching the internet



Instructions

For this activity ensure internet access and that each person has the use of a computer – tablet, desktop or laptop.

- **Demonstrate** how to open and use an internet **search engine** such as Google Chrome or Internet Explorer.
- If required, give **guided practice** in this.
- Ask participants to search for their **local hospital** website.
- When on the hospital website, ask participants to search for a **particular department**, and to find the phone number.
- Support individuals as may be required during this exercise.
- Discuss with the group what they found easy or difficult about the exercise.

Activity 3: Identifying reliable online sources of health information



Instructions

- Explain that anyone can publish on the web and it is estimated there are more than 1 billion websites. So how can we know which websites are giving **correct** information? Ask the group to consider how they **evaluate the reliability of health information** on the internet. How can we judge which health websites are reliable and trustworthy?

Here are **some points to consider when assessing online health information**:

1. Who runs the website and pays for it?
 2. What is its purpose?
 3. What is the original source of the information on the website?
 4. How does the website document the evidence supporting its information?
 5. How is information reviewed before it is posted on the website?
 6. How current is the information on the website?
 7. How does the website manage interactions with visitors?
 8. Is the information that's discussed in chat rooms accurate?
- Stress the importance of using only reliable websites for health information. Examples of reliable sites include www.hse.ie and www.nhs.uk
 - It is important to also evaluate what we read in the newspapers or on social media about medical and health issues. Ask participants to work in pairs to read and discuss articles, and to decide which article is true or false. Then ask participants to find more up to date information by visiting the (UK) National Health Service webpage **Behind the headlines** www.nhs.uk/News/Pages/NewsIndex.aspx

Session 9: Local resources for health and wellbeing

Aims:

1. To introduce participants to a local amenity or group that supports health and wellbeing
2. To explore how best to keep in contact with this group (optional)

Objectives:



By the end of this session, participants will:

- have visited a local amenity or group that supports health and wellbeing;
- have a list of other local resources and supports; and
- have considered the benefits of engaging with local health and wellbeing resources when the programme has ended.

Preparation:

- See previous session: Planning a site visit.
- Prepare **a list of local amenities** or groups.

Sample activities:

Activity 1:		Site visit	60	60
Instructions	<ul style="list-style-type: none">• As a whole group, visit a local centre or amenity, as planned earlier in the programme (see Session 8).• Ensure participants learn how to maintain contact with the centre or group or use the amenities when this course has ended			
Activity 2:		Reflecting on the visit		
Instructions	<ul style="list-style-type: none">• At the end of the visit, facilitate participants as a group to reflect on it and share what one or two main points they're taking with them from the visit.• Would participants keep in touch with this particular group or use this particular amenity? Facilitate participants to consider the benefits of getting involved in amenities or groups in their area after the course has finished.• Hand out the list you have prepared of other local amenities or groups.			
Activity 3:		Planning ahead		
Instructions	<ul style="list-style-type: none">• Preview the next session with the group. Take the opportunity to plan how to use that session to review the programme and capture key points, and make any practical arrangements for that. For example, if you intend using a group collage to review the programme, participants might want to bring in photographs or other materials for that.			



Session 10: Keeping well

Aims:

1. To review progress towards personal goals
2. To consider next steps
3. To evaluate the programme as a whole

Objectives:

By the end of this session participants will have:

- reflected on their learning journey on the course;
- revisited their personal learning goal and reviewed progress;
- identified 'one small change' that they have made or intend to make as a result of participating in the programme;
- planned a group celebration;
- identified ways of staying in touch with each other should they choose to do so; and
- evaluated the programme.

Sample activities:

Activity 1:	Reviewing the learning journey	60
Instructions	<ul style="list-style-type: none">• Invite participants to create a group collage to represent what the programme has meant to them. It might be useful to display a list (in words and images) of the session topics, to trigger memory and reflection.• Working in two small groups participants plan how to make the collage, selecting from pictures, photographs, magazines, objects, crafts). In addition to the materials brought in by tutors, participants will have brought in materials to contribute to the collage.	

	<ul style="list-style-type: none"> When each of the small groups has made their collage, invite them to present it, talking through what it represents. Comment as appropriate, affirming participants' experience and insights, and sharing your own reflections on the programme. <p>Participants can then combine the two into one whole-group collage.</p>
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Activity 2:

My personal learning journey: Letter to self



Instructions

- In the first session participants had written and sealed a 'letter to self' – stating a personal goal or aspiration they had at the start of the programme. Invite participants to open and re-read their personal letter. This is a private reflection - a way for the person to look back on their learning journey and consider what it has meant to them. Have I made progress towards that goal or aspiration? Indeed, is it still a priority for me? Have I developed new goals?
- When individuals have had an opportunity to revisit their personal letter and reflect on their journey on the programme, ask if they would like to share their 'starting goal' with the group, and any comments. **Stress that this is entirely voluntary:** this is their personal goal and can remain confidential.

Activity 3:

Looking ahead: One small change?



Instructions

- Invite participants to reflect on how to continue to maintain health and wellbeing after the programme. Can they identify one small change they will make? Encourage participants to also identify what supports they will have, or can put in place, to help them in that.

Activity 4:

Keeping in touch



Instructions

- While many or all of the participants will be meeting again at the Celebration event, this is their last session on the group programme. Acknowledge the significance of the group coming to an end and facilitate the participants say goodbye. If participants express an interest in keeping in touch with each other, encourage them to consider practical ways to do that.

Organisations and resources

Organisations	
Age Action	www.ageaction.ie
Age and Opportunity	www.olderinireland.ie
The Alzheimer Society of Ireland	www.alzheimer.ie
Asthma Society of Ireland	www.asthma.ie
Aware	www.aware.ie
Diabetes Ireland	www.diabetes.ie
Health Service Executive (HSE)	www.hse.ie
Irish Cancer Society (ICS)	www.cancer.ie
Irish Heart Foundation (IHF)	https://irishheart.ie
Irish Lung Foundation	www.irishlungfoundation.ie
Irish Senior Citizens Parliament	https://iscp.wordpress.com
Ireland's youth information website	http://spunout.ie
Local libraries	http://bit.ly/2olzKeB
Mental Health Ireland	www.mentalhealthireland.ie
National Health Service (NHS)	www.nhs.uk
Safe Food	www.safefood.eu
Pieta House	www.pieta.ie
Third Age	www.thirdageireland.ie
University of the Third Age	http://bit.ly/2olzKeB

NALA resources

Literacy and numeracy workbooks

Brushing up: spelling, grammar and punctuation	http://bit.ly/1yexSH8
Better handwriting	http://bit.ly/1tE9xbw
Write On: Learning Support Book	http://bit.ly/2kJyKrH

Read Write Now (radio series)	http://bit.ly/2layvXL
Read Write Now 1 (TV series)	http://bit.ly/2jTM0WG
Read Write Now 2 (TV series)	http://bit.ly/2kJxLYB
Read Write Now 3 (TV series)	http://bit.ly/2kEA1R
Read Write Now 4 (TV series)	http://bit.ly/2jTMMmB
Read Write Now 5 (TV series)	http://bit.ly/2jTJY8Y
Really Useful Guide to words and numbers 1	http://bit.ly/2jTRAlg

Time 4 Learning numeracy workbook	http://bit.ly/2kJAtgD
Brushing up: maths workbook – 4 parts	http://bit.ly/2kyC32H
Brushing up 2: maths workbook	http://bit.ly/2kEyXwC

Health literacy

Sports Literacy pack	http://bit.ly/1skHJKu
Health Pack	http://bit.ly/2hcXlXz
Health Exercises	http://bit.ly/1mQZ9uM

Workplace

Clocking in to clocking out (tutor resource)

Using technology at work	http://bit.ly/2jT9m3r
Managing your time at work	http://bit.ly/2kEJubf
Looking after health, safety and welfare at work	http://bit.ly/2leXt46
Supporting diversity at work	http://bit.ly/2kiucrF
Using maths at work	http://bit.ly/2lfrkKz

Steps to Safety workbook, chapters on:	
Safety signs	http://bit.ly/2kiEg3R
Handling information	http://bit.ly/2lfbuPY
Health and hygiene	http://bit.ly/2kJw8Kc
Working safely	http://bit.ly/2kitVos
Filling in an accident report form	http://bit.ly/2kd6Sc7

Integrating literacy in education and training

The integration of language, literacy and numeracy in VEC further education courses	http://bit.ly/2nCMBAY
Integrating literacy: Guidelines for further education and training centres	http://bit.ly/2d3rq4U
Guidelines for vocational and workplace trainers	http://bit.ly/2lavZ3w
Skillwords - Resource pack for vocational education and training programmes	http://bit.ly/2kdjrEt

Designing materials

Preparing Learning Materials guide	http://bit.ly/2jrN1G6
Writing and Design Tips	http://bit.ly/1ehZ1ns

All our worksheets developed over the years are on this website <http://resources.writeon.ie>

Videos

Check out our **YouTube channel** for lots of learning videos and tutor tips – click on playlist:
www.youtube.com/user/nationaladulterac

Notes

Notes

The National Adult Literacy Agency

NALA stands for the National Adult Literacy Agency. We are a charity. We are a membership organisation. We exist to support people with literacy and numeracy difficulties so that they can take part fully in society and have access to learning opportunities that meet their needs. We are committed to literacy and numeracy development as a human right. We want to ensure that no adult is left behind.

National Adult Literacy Agency (NALA)

Sandford Lodge
Sandford Close
Ranelagh
Dublin 6

Tel: (01) 412 7900

Freephone support line: 1800 20 20 65

Email: info@nala.ie

Websites: www.nala.ie

www.writeon.ie (Distance learning website)

www.simplyput.ie (Plain English website)

www.helpmykidlearn.ie (Family learning website)

Follow us on Facebook at: www.facebook.com/nalaireland

Follow us on Twitter at: twitter.com/nalaireland

NALA's YouTube channel: www.youtube.com/user/nationaladulthoodliteracy



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh