



**Healthy
Communities**

Curricula for the Trainings Course in Health Education



**Co-funded by
the European Union**

Partners involved:



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www.eurocultura.it

Italy

www.gesundheitbb.de

Germany

www.stowarzyszeniestop.pl

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Austria

About the Project

With our **HEALTHY COMMUNITIES** project, we illustrate the contribution that adult education can strengthen the health skills of all citizens (including and especially groups with fewer opportunities), counteracting marginalization, and strengthening participation and commitment. One shortcoming of current health skills development programs is that they do not reach all population groups.

The project team has chosen to focus on the local community, in particular through the connection to the living environment in the community, which has so far only been elementary developed.

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Disclaimer for the use of the various modules of the Erasmus+ project

1. Purpose and focus of the modules

The modules are designed to provide insight into various health-related topics and areas of action. They serve as a guide and source of inspiration and are intended to convey different perspectives on health.

2. Context of origin

The modules were developed as part of an Erasmus+ project. They reflect the work and exchange of several international partner organizations and do not claim to be exhaustive.

3. Creation of content

The content was created to the best of our knowledge and based on the available literature and materials within the scope of the given project resources and the specified time frame.

4. Nature of the recommendations

The modules contain recommendations, tips, and examples that are intended as suggestions. They do not represent definitive or comprehensive descriptions and are intended to encourage participants to explore the topics for themselves.

5. Cultural diversity and design

As the Erasmus+ partners operate in different countries, their respective cultural and design styles are reflected in the module content. For example, Polish videos with English subtitles may be included – forms of presentation that may be less common in Germany. This diversity is a deliberate part of the project.

6. Voluntary use

Use of the modules is voluntary. They are intended as suggestions for approaching health topics from different perspectives.

7. Liability and personal responsibility

Use of the modules is at your own risk. The project partners accept no liability for any consequences arising from the application or interpretation of the content.

8. Up-to-date information

The content reflects the state of knowledge at the time of creation (2024- 25) and is not updated regularly.

9. Copyright and reuse

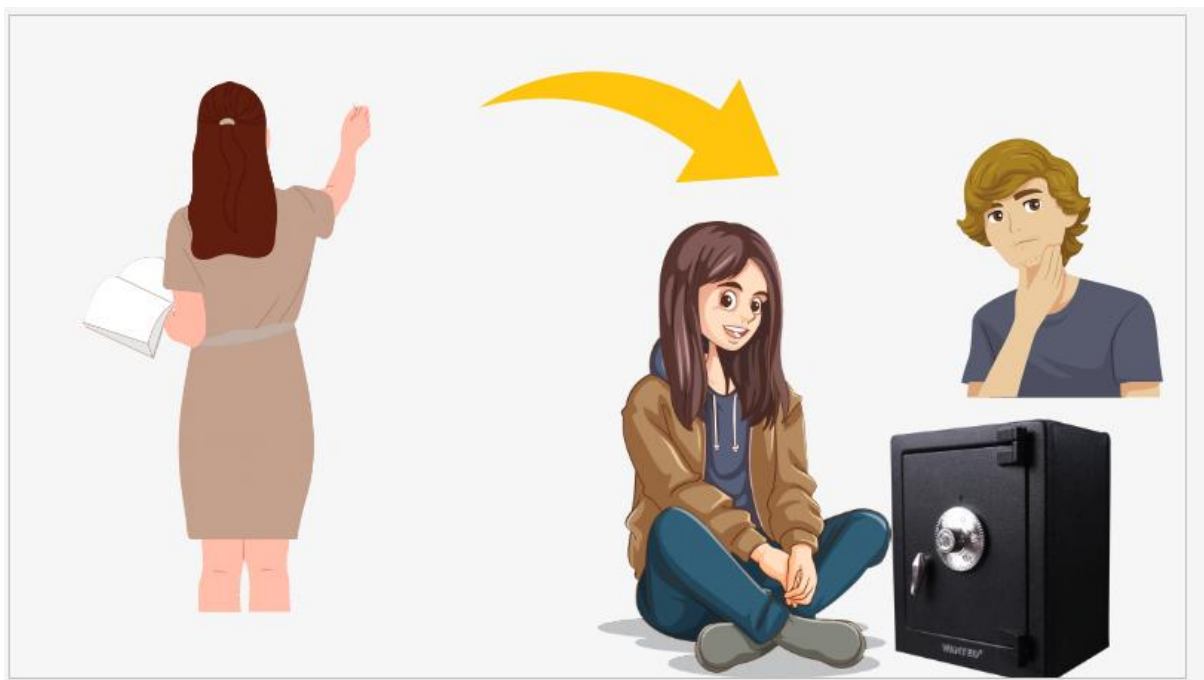
The materials may be used and shared within the framework of the Erasmus+ project. Any use, publication, or editing beyond this requires the consent of the respective project partners.

Introduction. How adults learn.

Andragogy principles of adult learning

Education is a lifelong journey that extends far beyond the confines of formal schooling. As individuals transition from childhood to adulthood, their learning needs and preferences evolve. Traditional pedagogical methods, designed for younger learners, may not be as effective in engaging and motivating adult learners.

Andragogy, the science and art of adult learning, offers a more suitable approach. Unlike pedagogy, which often relies on teacher-centered instruction, where the student is treated as a 'container' (safe) for knowledge and where we try to maximize the academic potential, andragogy empowers adult learners by focusing on their unique needs and experiences. By emphasizing self-directed learning, problem-solving, and real-world application, andragogy creates a more engaging and effective learning environment.



graphic: Anna Skocz

For decades, educators have intuitively applied andragogical principles to their teaching practices. Today, research and theory have validated the effectiveness of this approach, providing a solid foundation for designing and delivering high-quality adult education programs.

Principles of adult learning by Malcolm Knowles

One of the key foundations for andragogy is Malcolm Knowles' Theory of 5 principles of adult learning, where he presents why pedagogy and classical teaching of children will not work with adults and how to plan and organize learning for adults, so that it is more effective. Knowles

shifts the perspective from merely teaching people to helping them learn better and focus on 5 aspects:

Self-Directed Learning and Adult Learners

Adult learners, unlike their younger counterparts, possess the autonomy and experience to take the reins of their own learning journey. They are capable of identifying their learning needs, setting specific goals, and selecting appropriate strategies to achieve these objectives. This self-directed approach empowers adult learners to actively engage with the learning process and tailor it to their unique circumstances.

The Power and Importance of Experience Recognition

The wealth of life experiences that adult learners bring to the classroom sets them apart from children. These experiences serve as a valuable foundation upon which new knowledge can be built. By drawing on their personal and professional histories, adult learners can connect abstract concepts to real-world situations, enhancing their comprehension and retention. In this way, they integrate learnings better and quicker.

Readiness to Learn

To effectively prepare adult learners, it's crucial to establish a clear connection between the learning content and their personal or professional goals. By explaining why, the information is relevant, one can significantly increase their motivation and readiness to learn.

To further enhance learner engagement, it is worth to incorporate real-world scenarios and interactive activities into the lessons. This approach allows learners to apply their new knowledge to practical situations, solidifying their understanding and boosting their confidence.

Orientation to Learning

As individuals mature, their approach to learning evolves. While children often focus on subject-specific knowledge, adults tend to prioritize problem-based learning. This shift reflects a growing desire to apply knowledge directly to real-world situations.

Adult learners are particularly motivated to learn when they perceive an immediate need for knowledge or skill. They often prioritize the practical application of concepts over theoretical understanding. This practical orientation influences their learning preferences and strategies.

Motivating Adult Learners

While external motivators, such as grades and parental expectations, often drive children's learning, adult learners are primarily motivated by intrinsic factors. These internal motivators, such as personal growth, career advancement, and a desire for self-improvement, are powerful drivers of engagement and achievement. To effectively motivate adult learners, educators must tap into these intrinsic desires and create learning experiences that are relevant, challenging, and rewarding.

The Shift from Passive to Active Learning

Traditional lecture-based instruction, while effective for delivering information, often falls short in engaging adult learners. To foster deeper understanding and critical thinking, educators should adopt a more active learning approach. Strategies such as group discussions, case studies, simulations, and problem-based learning encourage learners to actively participate in the learning process, apply their knowledge, and develop problem-solving skills.

How to plan adult learning processes following Malcolm Knowles' approach?

To optimize the learning experience for adults, educators should consider the following key principles:

-  **Relevance:** Ensure that the content is directly applicable to learners' personal and professional lives.
-  **Experience:** Leverage learners' prior knowledge and experiences to create meaningful connections.
-  **Problem-centered learning:** Focus on real-world problems and challenges that learners can relate to.
-  **Self-directed learning:** Empower learners to take ownership of their learning process.
-  **Intrinsic motivation:** Tap into learners' internal motivations to foster engagement and persistence.

By understanding the unique characteristics and needs of adult learners, educators can create effective and engaging learning experiences that promote lifelong learning and personal growth.

David Kolb experiential learning cycle

Once we agree that adults learn and integrate learning better once it is related to- or built up- on their experience, it is worth recalling a methodology that will support the learning actively. To enable learning by experience, even if the learning is taking place in the classroom, you can apply David's Kolb experiential learning cycle as a format of delivering and evaluating different learning experiences/activities.

1. Concrete experience

The cycle is based on practical experience- an activity, taking place in the classroom, which becomes a warm-up and a point of reference for individual reflection and own learning as well as unifies the experience for groups and supports group thinking and learning from each other in a safe environment.



It is worth marking that the activity shall take preferably min. 20 minutes to allow participants a full immersion in the task and build individual connection with it.

2. Reflective observation

Once the activity is implemented, the facilitator supports the group in observing the activity and performance of the group or/and individuals. Here participants get connected to their feelings about the activity, analyze them and draw first reflections and interpretations.



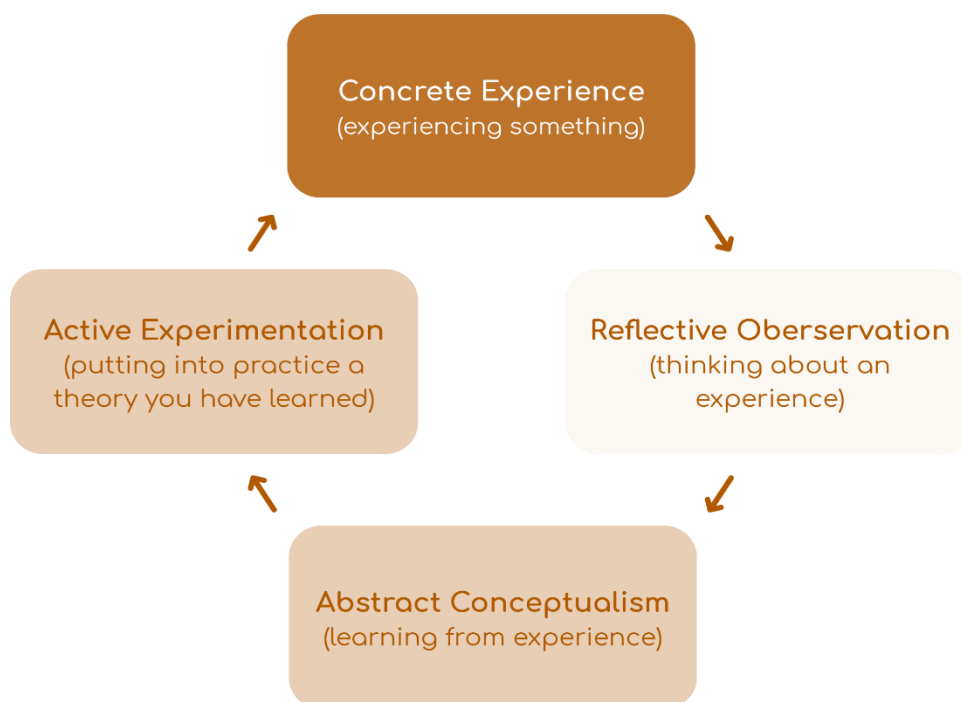
It is worth devoting enough time to share in the 2nd phase of the cycle so that participants get off the emotional load created during the activity. If participants are cut at this stage and 'jump over' the emotional expression too quickly, we may surely get hit back in the next phases as they will need to get things off anyway.

3. Abstract conceptualization

In the third phase participants are invited to draw theories, generalizations and look for patterns from the meta level (bird's view). It is also a good moment to introduce and reflect about theory relevant to the subject.

4. Active experimentation

In the last and very important step, participants look for connection of the given experience and drawn reflections and theories with their respective contexts and realities. At this moment, they 'connect the dots' - connect learning with their real lives and look for ways to apply it in practice. It is a very important phase to make learners feel and understand that the workshop is useful for their lives.



graphic: Anna Skocz

MODULE 1: Introduction. The Role of a Health Guide

author(s): **Barbara Eibelhuber, Eva Häfele**

What is this module about?

This Module is the starting point of the training course. At the beginning, we target two main goals:

1. Give the participants the possibility **to get orientation and an overview about the role as a health guide** and a first introduction about health and health literacy.
2. Make participants perceive themselves as a member of the group of the health guides.

We start with a team building process at the very beginning. For a good and fruitful learning setting, the process of team building and being part of a group is very important. The team building process will be supported with different interactive methods:

- personal introduction of each participant (skills, motivation),
- group work/discussion,
- team building activities.

Learning outcomes

Skills	Knowledge	Attitude
• Group dynamics and team building-skills: being and getting part of a group, getting in contact with other group members. • Capability of reflection: being aware about different dynamics when one supports and works with other people.	• Role and Tasks of an adult educator/Health Guide. • Knowledge about different definitions of health and the different factors and determinants which influence health	• Promoting/Fostering an outgoing, non-judging attitude when it comes to getting in contact with different people. • Attitude of supporting and empowering but not patronizing someone. • Setting boundaries in a transparent and empathetic way.

Materials included in this module and other language versions

MODULE 1				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Detailed description of the session 1 and session 2 – supplement to the scenario	✓	✓	✓	✓
Presentation – session 1: Introduction and the Role of a Health Guide (Adult Educator)	✓	✓	✓	✓
Presentation – session 2: Introduction and the Role of a Health Guide (Adult Educator)	✓	✓	✓	✓
Handout – Partner interview: Profile – Health Guide	✓	✓	✓	✓
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1	
Duration	110 min
Mode of delivery	On site
Title	Introduction & Team building

Description		Session 1 focuses on introducing the role and team building:
	15 min	Welcoming the participants and first introduction of trainers/project-team and participants (name & two more information) → Presentation
	20 min	Introduction of the project: Framework of Healthy Communities, the context (funding, project partners, topic), Guide-Model, activities of health Guides and support from project team, attitude, who do we want to reach (target group)? Introduction to the programme of this trainings-course and how we want to work together.
	60 min	Introduction of participants: ‘Why do I participate? What are my expectations? What are my experiences, skills, knowledge that I can already contribute with? What do I want to learn?’ and ‘Which most important/difficult challenges did I face concerning health in the last years in your biography?’ Method: Partner-interview and introducing one and another and collective harvesting of experiences, skills and knowledge which is already available in the group. 20 min for partner-interview + 45 min for presentation to the plenum. Material: The trainer will take notes on cards or post its about the presented skills, knowledges and interests.
	15 min	Bringing expectations, knowledge from the participants and the role of a health guide together: reflection on expectations and limitations as a health guide (what to do and what they should not do as a guide/ what is not allowed) attitudes and values for this engagement, limitations to engagement (‘superheroes’, letting go). Difference between health guides and health professionals.
Materials/ equipment/ Special requirements to space		• Presentation 1 in PowerPoint and handout Project description & Guide-Model (printed and digital), guidelines for a health guide • Equipment: beamer, notebook for presentation. • Materials: post its, pencils, flipcharts and template for the partner Interview. • Flipchart (symbol of a network/tree, where there can be posted different moderation cards with skills, knowledge, experiences) • One printed copy of the presentation for every participant

Additional comments	For the partner-interviews there might be an extra room, so people can spread a bit so that they have some quiet space where they can chat freely.
Additional comments for the trainer	The timeframe for the presentation of the interviews is quite ambitious. Try to focus on the most important content and write down the most important notes. The templates of the interview can be collected and also used in some sessions/settings later.

SESSION 2		
Duration	65 min	
Mode of delivery	On site	
Title	Basic knowledge about health and health related issues	
Description	5 min	Welcoming the group Definition of health - Activity 1: Group discussion: How do you define “health”, collecting ideas on a flipchart, on post its,...
	25 min	After that presenting definition of WHO, introducing the concept of health determinants and introduce the effects of poverty, social inequality and exclusion on health (and mental health). Activity 2: Discussing the influences of different factors on health according to personal experiences. Everyone chooses him/herself what to tell and not to tell.
	15 min	Health Literacy: Introduction to this concept and what could be the role of the health guides in promoting health literacy.
	20 min	Closing session, collecting learnings and reflection. Every participant answers following questions: • The most surprising and interesting information I learned in this Module was ... • About the following topics and information, I want to learn/hear more: • I already knew that... Check out question: <i>How do I feel at the end of the session today?</i>
Materials/ equipment/ Special requirements to space	• Handout or presentation about the theoretical background (Health Determinants, Health definitions) • Equipment: beamer, notebook, presentation, flipcharts, pencils, post it's for collecting the answers during the group discussions • One printed version of the presentation 2 for every participant	
Additional comments	Activity 3 is optional and not described in the presentation, just in the handout. Depending on the level of knowledge and skills of the participants it can be used either as a homework or as an activity in a check up meeting after the training is finished.	

Additional comments for the trainer	Activity 2 - is quite personal - the aim is to invite the participants to reflect and to get a practical idea about how health determinants influence health. So it is important to emphasise that everyone can share examples, but it is not obligatory and people do not have to share stories or information that are too personal.
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Recommendations

Recommendations	Materials: For this Module 1 there were 1 handout and 2 presentations prepared. The handout is more detailed and is meant to be mostly a support for the trainer/facilitator. For the Health Guides there are the two presentations provided as handouts. Adaptation for Audience Needs: acknowledge that professionals and volunteers possess varying levels of prior knowledge, skills, and professional experience. To ensure relevance and effectiveness, please select materials, exercises, and group discussions based on the existing knowledge and skill set of the specific participant group you are instructing. Optimizing the Module Introduction: the introductory section, which covers the project background, core concepts, and the role of the Health Guide, can be quite theoretical. We highly recommend shortening the formal introduction and promptly integrating case studies followed by a structured group discussion. This approach grounds the fundamental ideas in a practical context early on. Enhancing the Health & Inequality Section: The chapters dedicated to health and inequality are inherently theoretical. To facilitate deeper comprehension of the beneficiaries' realities, we suggest supplementing this content by referring to and presenting relevant case studies. This will provide participants with a more tangible understanding of the concepts. Focus on Practical Application (Proposed Learning Offers): Utilize the suggested learning offers to clearly illustrate the range of activities and practical implementations that Health Guides can undertake. This is crucial for participants to gain a comprehensive understanding of their future scope of work.
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MODULE 2: Communicational competencies and motivating

author(s): **Dalmar Mohamed Ali, Beatrice Colasanto, Piero Pirotto**

What is this module about?

Module 2 is a 3-hour training session designed to enhance the communication skills of community role models who promote health awareness and facilitate access to healthcare services. The module focuses on key areas such as active listening, non-verbal communication, and motivational techniques. Through interactive activities and role-playing, participants will develop strategies to build trust, engage diverse audiences, and inspire healthier behaviours within their communities. The course also emphasizes the importance of goal setting, inclusive communication, and providing supportive feedback.

To achieve this, the module focuses on the following key areas:

- To develop strong communication skills for engaging with community members and healthcare providers.
- To emphasize the importance of active listening as a foundation for building trust and effective relationships.
- To practice active listening, non-verbal communication, and motivational techniques in community interactions.
- To develop the ability to motivate individuals and understand their intrinsic and extrinsic motivations.
- To foster a welcoming and inclusive communication style that accommodates diverse individuals.
- To enhance learners' ability to articulate their own needs and advocate for themselves and others.
- To support community members in accessing healthcare services through effective communication and motivation.
- To encourage community engagement and promote health initiatives through improved communicational competence.

Learning outcomes

Skills	Knowledge	Attitude
• Demonstrate active listening skills to engage and understand others effectively. • Recognize and interpret verbal and non-verbal communication aspects in interpersonal interactions. • Utilize open-ended and reflective questioning techniques to foster meaningful discussions. • Apply motivational techniques to encourage positive behaviour change and goal setting. • Provide supportive and constructive feedback tailored to individual and group needs.	• Understand the principles of active listening, non-verbal communication, and motivation in community engagement. • Recognize the role of verbal and non-verbal communication in building trust and relationships. • Identify the impact of supportive feedback in fostering motivation and behaviour change. • Apply questioning techniques to facilitate open and meaningful interactions.	• Demonstrate a commitment to fostering an inclusive and supportive communication environment that encourages collaboration and trust. • Emphasize the impact of motivation and positive reinforcement in fostering engagement and personal growth. • Maintain an open-minded and proactive approach to enhancing communication and facilitation skills through continuous learning and feedback. • Exhibit patience, flexibility, and cultural awareness to effectively navigate diverse community interactions.

Materials included in this module and other language versions

MODULE 2				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Handout - Active Listening	✓	✓	✓	✓
Handout: 4 core principles of active listening	✓	✓	✓	✓
Handout - Non-Verbal Communication	✓	✓	✓	✓

Handout – My Motivation Map				
Handout - Internal vs External Motivation				
Handout - PERSONA analysis				
Handout - Example Scenarios of Supportive Feedback				
Handout - Supportive Feedback				
Presentation (session 1) - Communication competencies and motivating				
Presentation (session 2) - Communication competencies and motivating				
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1	
Duration	90 min
Mode of delivery	Hybrid
Title	Active listening and non - verbal communication

Description	Welcome to this workshop on effective communication! As community ‘role models,’ your ability to communicate effectively with diverse individuals is essential for building relationships, promoting health awareness, and fostering community engagement. In this workshop, you will have the opportunity to: • Discover methods and techniques of active communication; • Practice active listening, understand non-verbal communication through engaging role-playing scenarios. • Participate in group discussions on topics such as overcoming communication barriers, building trust, and resolving conflicts. • Analyse real-world case studies to learn from the experiences of others and improve your communication skills.
20 min	Activity 0: Methods and techniques of active communication Objective: To understand the key elements of active listening. Key elements: • Introduction to active listening.
20-25 min	Activity 1: Active Listening Exercise Objective: To practice active listening skills and demonstrate understanding. Instructions: 1. Pair up with a partner. 2. One person will share a personal experience or challenge. 3. The other partner will listen attentively without interrupting. 4. After the sharing, the listener will summarize the speaker's main points.
40-45 min	Activity 2: Non-Verbal Communication Observation Objective: To recognize the importance of non-verbal communication and its impact on messages. Instructions: • Watch a short video clip or a live demonstration of non-verbal communication. Discuss the impact of body language, facial expressions, and tone of voice on the message being conveyed.

Materials/ equipment/ Special requirements to space	• Video projector • Whiteboard, flipchart and markers, post-it notes • Worksheet: exercise Active Listening (printed or projected) • Handout on Active Listening • Handout on Non-verbal Communication (with videos)
Additional comments	• Encourage participants to share their own experiences and perspectives throughout the workshop. • Create a welcoming and inclusive atmosphere for all participants. • Use a variety of interactive activities to keep participants engaged.
Instructions for the participants	The participants will be actively involved: it will be necessary to plan and define a personal exercise to share with other participants in the role-playing sessions.
Additional comments for the trainer	• Provide clear instructions and guidelines for each activity. • Encourage active participation and participation from all participants. • Facilitate discussions and provide feedback on participants' performance. • Be prepared to answer questions and address any concerns. • Group work: Encourage participants to work in small groups to develop and present their ideas. • Case studies: Use real-world examples to illustrate key concepts and facilitate discussion. • Reflection and journaling: Encourage participants to reflect on their learning and progress.

SESSION 2	
Duration	90 min
Mode of delivery	Online (self study)
Title	Motivation and supportive feedback

Description		This workshop will equip participants with essential motivation and goal-setting skills to inspire and empower community members. Participants will explore intrinsic and extrinsic motivation, learn effective goal-setting techniques, and develop strategies for overcoming obstacles.
	10 min	Activity 1: Motivation Mapping 1. Complete the 'My Motivation Map' worksheet. 2. Identify your personal motivators and values. 3. Reflect on what drives you and inspires you.
	10 min	Activity 2: Internal vs. External Motivation 1. Discuss the differences between internal and external motivators. 2. Consider examples of each type of motivation. 3. Analyse the impact of both types of motivation on goal achievement.
	20-30 min	Activity 3: PERSONA analysis 1. Draw a persona (beneficiary) 2. Brainstorm about their (his/her) internal and external motivations 3. Write them down, inside or outside the persona
	20-30 min	Activity 4: Supportive feedback (based on Solution Focused Approach) 1. Example scenarios 2. Discuss how positive reinforcement can boost motivation and encourage progress. 3. Learn tools and techniques to deliver supportive feedback (scale, complementing) 4. Identify ways to provide positive feedback and rewards to yourself or others.
	5 min	Activity 5 • Give positive and appreciative feedback to yourself for something you have done well (best in reference to your work as a guide/supporter)
Materials/ equipment/ Special		• Flipchart and markers • Post-it notes • Whiteboard and markers

requirements to space	• Worksheet: 'My Motivation Map' • Handout: Internal vs. External motivation • Worksheet: "PERSONA Analysis" • Handout: Supportive Feedback • Worksheet: Scenarios Supportive Feedback
Additional comments	• Prepare and plan case studies to be analysed and presented to the audience. • Encourage participants to share their own experiences and challenges related to motivation. • Create a supportive and encouraging atmosphere for participants. • Use interactive activities to keep participants engaged and motivated.
Instructions for the participants	The participants will be invited to prepare and plan the presentation of a specific case to be studied and developed during the session. The key elements of the specific case study are detailed on the storyboard downloadable from the training platform.
Additional comments for the trainer	• Provide guidance and support as participants complete the worksheets. • Encourage participants to share their goals and receive feedback from their peers. • Address any questions or concerns that participants may have. • Emphasize the importance of setting realistic and achievable goals. • Group work: Encourage participants to work in small groups to develop and present their ideas. • Case studies: Use real-world examples to illustrate key concepts and facilitate discussion. • Guest speakers: Invite experts in communication, motivation, or community engagement to share their experiences. • Reflection and journaling: Encourage participants to reflect on their learning and progress.

Recommendations

Recommendations	Materials: For Module 2, worksheets and handouts have been prepared to support both trainers and participants. The worksheets (e.g. Active Listening Exercise, My Motivation Map, PERSONA Analysis, Supportive Feedback
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Scenarios) are designed to facilitate experiential learning and reflection. Trainers are encouraged to adapt the materials according to the group's profile and level of prior experience.

Adaptation for Audience Needs: Participants may have different levels of experience in communication, facilitation, or community engagement. Trainers should assess the group's starting level and adapt the depth of theoretical input and practical exercises accordingly. In groups with more experienced participants, more time can be dedicated to complex case discussions and peer feedback. In groups with less experience, additional time may be needed for structured guidance and modelling.

Balancing Theory and Practice: The topics of communication competence and motivation can easily become theoretical. It is strongly recommended to prioritize practical exercises, role-playing, and reflection activities. Theoretical input should be concise and directly linked to practical application in the context of the Health Guide role.

Strengthening the Health Guide Role: Throughout the module, trainers should continuously link communication and motivational skills to the specific responsibilities and boundaries of Health Guides. Emphasize how active listening, inclusive communication, and supportive feedback contribute to trust-building and responsible community engagement without replacing professional health services.

Focus on Practical Application (Proposed Learning Offers): Encourage participants to connect the tools learned in this module to real-life situations within their communities. The use of case studies, persona exercises, and feedback simulations should help participants visualize how they can apply these skills in their future activities as Health Guides.

MODULE 3: Maintaining health

author(s): **Paulina Anczykowska**

What is this module about?

Maintaining health. The module aims to introduce the participant to a healthy lifestyle and regular health check-ups. It will:

- indicate how our everyday choices influence health outcomes and how to find strategies to protect ourselves against extreme weather conditions,
- develop awareness about the benefits of good eating patterns and regular physical activity,
- experiment with habit changes, new nutrition ideas, and to plan regular periodic examinations,

Learning outcomes

Skills	Knowledge	Attitude
Participants will have the ability to: • summarize recommendations, the areas of sleep hygiene and physical activity implementation • recognize which food products are beneficial and which they should avoid • avoid harmful impact of extreme temperatures	Participants will know about: • lifestyle medicine and its significance in the prevention and treatment of non-communicable chronic diseases. • fundamentals of nutrition and main groups of recommended and not recommended food products • importance, possibilities, and methods of implementing physical activity in the prevention of chronic diseases • basic knowledge of sleep hygiene	Participants will develop: • awareness and understanding that everyday choices have a huge health impact • awareness of how poverty impacts nutritional choices and limits opportunities for sleep and physical activity • ability to discuss the implications of climate change on health

	- the health impacts of extreme weather conditions - schedule of period examinations	
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Materials included in this module and other language versions

MODULE 3				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Handout - Lifestyle check-list	✓	✓	✓	
Handout - Regular health check-ups	✓	✓	✓	
Handout - Calendar of vaccinations and recommended medical check-ups			✓	
Presentation – Maintaining health	✓	✓	✓	
Presentation – It's QUIZ-time!		✓		
Presentation - Staying healthy. Healthy lifestyles				✓
VIDEO OF THE WEBINAR MAINTAINING HEALTH	 VIDEO (EN)	 VIDEO (DE subtitles)		
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1		
Duration	180 min	
Mode of delivery	Online - guided	
Title	Maintaining health	
Description	10 min	The module is designed to provide practical advice and strategies to help the educator and later the mentored group lead a healthier and more balanced life. The lecture is led in a form of a webinar, with a part dedicated to a group discussion. It also offers the worksheets as optional homework. The lecture follows the given plan: Introduction to Lifestyle Medicine: • Why it is important • What components it has • Its significance in the prevention and treatment of non-communicable chronic diseases • Healthy lifestyle in a context of poverty: - The challenges and barriers - Is a healthy lifestyle expensive? - Is it expensive to be healthy?
	25 min	Nutrition: • Recommended and not recommended products • Their effects on health • Tips how to eat healthy at the lowest possible cost
	25 min	Physical activity: • Recommendations • Impact on health • Effects of inactivity • NEAT as a spontaneous activity - it's not only about trainings • Context of poverty: is being active expensive?

Description	20 min	Restorative sleep: • Importance of restorative sleep • Tips on how to improve sleep quality • Is resting only for the privileged?
	20 min	Other components of health: • Positive social connections • Stress • Addictions • Review in the context of health
	15 min	Climate change: • How to deal with extreme weather conditions
	20 min	Prevention first: • The importance of regular health checkups • Vaccinations programs • What is paid by national healthcare systems options
	30 min	Q&A and discussion • Live Q&A • Discussion
	15 min	Homework "Practice what you preach or change the speech". Worksheets: • Exercise 1 - Evaluate your own habits • Exercise 2 - Make a plan for your own health checkup
Materials/ equipment/ Special requirements to space		Recording of delivered module: • Webinar in English - • Webinar in English with German slides and German subtitles Materials: • Presentation – Maintaining health • Handout - Lifestyle check list • Handout - Regular health check-ups • Presentation - Calendar of vaccinations and recommended medical check-up (Polish)

Additional comments	Make sure there is ab 30min time allocation for Q&As or that the webinar is followed by a meeting a dedicated time for questions.
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Recommendations

Recommendations	The core content of the module was positively received, with participants finding the topics of lifestyle and prevention highly relevant, especially when delivered by a subject-matter expert. Participants appreciated and new aspects of how to cook and store healthy food cheaply were taken away and many appreciated the opportunity to reflect on their own habits. However, the amount of content is extensive. It might be worth consideration to cut the level of detail and amount of information presented in this module to ensure higher comprehension as well as to gain time and space for integration of the content to the daily practice of the Health Guide (to produce actionable knowledge which could be shared in the local communities). The webinar content, delivered in smaller bits, could be followed by discussions about possible integration and localization of the content in reference to the need of the beneficiaries. This shall support comprehension and integration of the extensive content. Another option worth consideration is inviting an expert who could deliver the module for the discussion parts and who would be able to answer specific questions (some content relates to medical research for example).
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MODULE 4: Navigational skills for health system

author(s): **Jolanta Czernicka- Siwecka**

What is this module about?

The module aims at presenting health care system in Austria, Germany, Italy and Poland following the structure and interdependencies relevant to each country context

The module aims to navigate the patient through the health care system. It will:

- Introduce and help understand what the process of organising documents looks like.
- What the correlations, important for the patient, are, as well as what documents and where they are organised. What the interdependencies, important to the patient, are.
- Which institutions should be approached in case of failure to obtain a certificate, in case of lack of advice and/or treatment.

Learning outcomes

Skills	Knowledge	Attitude
Participants will have the ability to: • Identify where and whom to ask for the action needed for the patient	Participants will know about: • the structure of the health care system in the given country	Participants will develop: • open-mindedness in searching and high determination

Materials included in this module and other language versions

MODULE 4				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Health systems of the EU-project partners	✓			
Handout - links to information and explanatory videos		✓		

Presentation – The Austrian healthcare system		✓		
Presentation – Navigating the German healthcare system		✓		
Presentation - The healthcare system in Poland			✓	
Presentation - The Italian healthcare system				✓
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1		
Duration	90 min	
Mode of delivery	Onsite or Online - guided	
Title	Navigating in the health care system.	
		PREPARATORY TASK Homework: The workshop will be based on the participants' experience. Before the training, they are asked to do homework- to organise, for example, a referral to a specific specialist or to obtain a specific prescription. Based on this experience or other examples, participants will share and discuss how to navigate in the system. Form: email sent to the participants about a month in advance <i>This is optional. The workshop may also start with a reflection on previous experiences of the participants or the experiences of people close to them.</i>
	10 min	Introduction:

Description	80 min	1. welcoming of the participants, 2. introduction of the trainer/expert, 3. marking where we are with the course 4. presenting programme of the module Form: free speaking with the support of visuals Drawing from personal experience, how the national health care system operates. Participants share their stories or the stories of people they have taken care of/supported on their path; each person chooses one example. Trainer may ask following questions: • Please, share with the experience coming from your homework - how was it to obtain the referral/prescription? • If you did not have a chance to do the homework, what other experience can you recall of getting in contact with the health care system of yourself, your children/parents/or other people you have supported? Choose one example to describe. Form: moderated discussion with drawing (taking notes) on a flipchart. While participants share, the trainer slowly draws a map and marks references and dependencies of the system heading to draw a structure (visual model) of how the system operates.
Materials/ equipment/ Special requirements to space		• Projector, flipchart paper and a stand, A4 sheets of paper, coloured post-its, markers. • Chairs in the circle, so that people may see each other and to form a sense of quality and partnership in learning.
Additional comments		It is important to make sure every participant has a chance to speak and share their experience. In this way, warming up and seeing what they already know, it becomes easier for them in the 2nd part of the module to build up new information about the healthcare system on top of what they already know. The other advantage of working via personal experience perspective is that participants become connected to the topic and naturally start integrating knowledge easier and quicker, waking up their inner motivation.

SESSION 2		
Duration	90 min	
Mode of delivery	Onsite or Online - guided	
Title	Navigating the Polish/German/Italian/Austrian health care system	
Description	60 min	The trainer gives introduction to the health system and how to navigate it in the given country. To discuss the interrelationships and roles of the different institutions and where to seek help if you do not get the right service. Presentation followed by referrals and questions The trainer presents the health care system via a PowerPoint presentation, adding comments and referring to the examples (stories) mentioned by the participants as much as possible. The presentation is followed by questions, comments and reflections. Closing down the module
	30 min	A sum up round, moderated by the trainer, where participants share their takeaways and ‘still to learn/still to check’ areas or areas for improvement, further learning. The trainer may suggest individual recommendations on where to look for further learning in those specific areas, or how to approach them.
Materials/ equipment/ Special requirements to space	The healthcare national system, presented in a pdf/PowerPoint presentation.	
Additional comments	It is important that the trainer builds up on the participants' experience and refers to it as much as possible, to bridge the learning as much as possible.	

Recommendations

Recommendations	When delivering the module, it is worth to focus on the localized context of the learner, especially in complex and multi-aspect systems like in Italy. • Present localized examples of navigating healthcare services.
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	• Insert component about preparation for medical appointments, including templates and check lists, clarifying system responsibilities (from a practical user's perspective) • Add demonstrations of relevant digital tools (such as e.g. the Polish websites for checking medical appointment availability and Individual Patient Account). • Address helplessness during medical appointments or frustration with denied procedures in support of developing stronger navigational skills.
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MODULE 5: Countering disinformation

author(s): Julian Bollmann, Nora Bensen

What is this module about?

The 'Recognising and Countering Health Disinformation' module teaches health guides to identify disinformation, recognize trustworthy sources and find reliable health information. The module combines critical thinking with practical exercises and reflection to empower participants in their role as health guides.

The module combines input and self-study phases that utilise a variety of methods such as short films, small group work, role plays and reflections to provide participants with practical skills to combat disinformation in the health sector. It encourages critical thinking and reflection on one's own role as a health guide.

Learning outcomes

Skills	Knowledge	Attitude
Participants will have the ability to: • identify health disinformation, recognize its spread, and evaluate the reliability of sources using specific criteria, • identify and refute fake news in the health sector, • developing practical skills through role plays and case studies	Participants will: • understand the basic concepts of disinformation, particularly in the health sector, • acquire knowledge about typical characteristics of fake news, common health-related disinformation (e.g., vaccination myths), and techniques for fact-checking and evaluating sources.	Participants will: • develop a critical attitude towards health information and appreciate the importance of reliable information, • cultivate a proactive, responsible attitude as health advocates, recognizing their role in combating disinformation and promoting trustworthy health information.

Materials included in this module and other language versions

MODULE 5				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Handout - Checklist to verify Health Information	✓	✓	✓	✓
Handout - Examples of Group Work	✓	✓	✓	✓
Handout - Examples of social media		✓		
Presentation - Social space-orientated health education for vulnerable groups to strengthen resilience and social cohesion	✓	✓	✓	✓
Presentation with notes for educators/trainers - Social space-orientated health education for vulnerable groups to strengthen resilience and social cohesion			✓	
VIDEO - How to Spot FAKE NEWS (BBC Newsround)	 VIDEO (EN)			
VIDEO - Morning Rounds: How to spot fake health and medical news (KPAX-TV)	 VIDEO (EN)			
VIDEO - Fake News: How to spot it (BBC My World)	 VIDEO (EN)			
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1		
Duration	45 min	
Mode of delivery	Onsite	
Title	Introduction to disinformation in the health sector - Understanding the threat: disinformation in public health	
Description		Participants are introduced to the topic of disinformation in the health sector. An interactive short film on the topic of fake news (e.g. from the WHO (eng) or DW(ger)) is shown), followed by a group discussion on personal experiences with disinformation. In group, the participants reflect together and share observations from their (professional) backgrounds.
	5 min	Welcome and introduction Brief introduction of the module and objectives of the session.
	10 min	Video e.g. “How to Spot FAKE NEWS Newsround ” Introductory video on recognizing fake news in the health sector.
	10 min	Plenary discussion. Discussion about the content of the video. Which fake news have the participants already experienced? Where are they relevant in the health sector?
	15 min	Small group work In groups, the participants analyse various health information (e.g. exercise, nutrition, vaccinations) and assess whether it is credible. Each group briefly presents its results in plenary. Each group receives two to three examples (a mixture of created and real content).
Materials/ equipment/ Special requirements to space	Video: How to Spot FAKE NEWS Newsround	

Additional comments	- To maximize the module's impact, sufficient time must be allocated for rich discussion, especially when opinions are polarizes and emotionally charged. - The module shall be designed content wise to allow integration of the activities during the workshop sessions to prevent allocating them as a homework. - Using small group settings is also recommended to foster the trust and psychological safety needed for open exchange on potentially polarizing health topics.
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SESSION 2		
Duration	60 min	
Mode of delivery	Onsite	
Title	Critical thinking and source evaluation - Conscious choices: Assessing the reliability of health sources	
Description		This part focuses on critical thinking and the evaluation of sources. Participants learn about criteria for checking the credibility of health information. They get to know resources and Websites to do fake checks and reverse information and image search. Participants get to know country and language specific institutions and websites with reliable health information. They work in small groups to analyse various health sources and assess their reliability. Questions answered, and working tasks are about: What are markers of reliable sources in a personal meeting as well as online, how to recognise and differentiate ads from reliable sources, what do statistical probabilities mean.
	5 min	Introduction to critical thinking
	10 min	Video e.g. “Morning Rounds: How to spot fake health and medical news” (3min) + discussion
	10 min	Introduction of a checklist “Recognizing trustworthy sources”, presentation and explanation of the checklist, which helps participants to assess the credibility of health sources (criteria: source, author, facts, topicality, independence).

	15 min	Group work: Evaluating health information The groups analyse given health information and apply the checklist to decide whether the information is trustworthy. Would you agree with the statements? • What is maybe problematic with the statements? • Is the language clear and factual, or emotional/manipulative?
	15 min	Presentation of the results in plenary Each group presents their evaluation results, discusses which sources are considered trustworthy and what they consider to be signs of disinformation.
Materials/ equipment/ Special requirements to space		• Video: Morning Rounds: How to spot fake health and medical news • Video: Fake News: How to spot it - BBC My World

SESSION 3		
Duration	75 min	
Mode of delivery	Onsite	
Title	Recognising and combating fake news and practical application - Expose the lies: Recognising and applying fake news in practice	
		Participants practise identifying and responding to fake news in the health sector. Role plays and case studies (e.g. vaccination myths) are used to practise recognising and debunking false information. In the final part, they reflect on their role as health guides and develop concrete strategies to counter disinformation in their communities.
	15 min	Introduction to fact-checking methods Presentation of tools and techniques for checking health information (e.g. Google Fact Check, national health portals).
	10 min	Presentation of trustworthy sources

Description	25 min	Presentation of national and international trustworthy health sources (e.g. WHO, CDC). Role play: fact checking in practice In pairs, participants act out a counselling situation in which someone passes on incorrect health information. The guides practise how they react in their role as guides and use fact checks.
	15 min	Reflection session in plenary Communal reflection on the case study and the methods learned in the module. Discussion about the application of the content in the communities.
	10 min	Conclusion and feedback Open feedback round on the content and the course of the module.
Materials/ equipment/ Special requirements to space		• Presentation via PowerPoint - presentation • Role play, case studies, reflection round, research task, presenting personal experiences and learning from the experiences of other participants.

Recommendations

Recommendations	• Take your time for processing content and leading discussion points. • What are valid sources of health information? Which specific websites, forums, publishers, and/or magazines provide good, scientific health information? Concrete personal/public examples of where misinformation has occurred would be useful to discuss and reflect on. Talk about your own experiences and, if necessary, carry out a practical exercise to see where there is still a need for clarification.
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MODULE 6: Digital health (Health and media consumption)

author(s): **Agnieszka Borek, Dorota Bregin**

What is this module about?

Maintaining a balance between offline and online life is crucial for several reasons. First and foremost, excessive engagement with the digital world can lead to physical and mental health issues, including eye strain, sleep disturbances, and increased stress levels. By ensuring time is dedicated to offline activities, individuals can preserve their well-being, fostering a healthier lifestyle.

Learning outcomes

Skills	Knowledge	Attitude
Participants will: • identify early signs of emotional distress in learners related to media overuse, • apply practical tools and strategies (e.g., mindfulness, media breaks, and nature-based activities) to help learners reduce screen fatigue, • integrate movement, breathing, and awareness exercises into daily routines to support attention and emotional regulation, • develop their digital literacy in the context of using the smartphone as a tool for more sustainable coexistence in the digital world.	Participants will: • understand the psychological and social consequences of excessive screen time, • recognize the connection between digital overuse and emotional issues such as isolation, fatigue, and anxiety, • know the benefits of physical activity, time in nature, and face-to-face interactions as counterbalances to digital engagement, • be familiar with the concept of Digital Nutrition and how it supports mental and emotional well-being, • learn about phone features that can help you with more sustainable and healthy use.	Participants will: • appreciate the importance of modelling balanced media habits as an educator, • develop a reflective and intentional approach to personal screen use. • value real-world connection and presence as essential to holistic well-being, • reflect on how they use their phone daily, if it is safe and healthy for them.

Materials included in this module and other language versions

MODULE 6				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Instructions for participants for a self-study module	✓	✓	✓	✓
Presentation - Social Isolation	✓	✓	✓	✓
Presentation - Balanced media use	✓	✓	✓	✓
Presentation - Digital Detox - The Power of Media Breaks	✓	✓	✓	✓
Presentation - Travel through your Android phone	✓	✓	✓	✓
Presentation - Travel through your iPhone	✓	✓	✓	✓
VIDEO - Harmony in life through balance between online and offline activities	 VIDEO (EN)	 VIDEO (DE subtitles)	 VIDEO (PL subtitles)	
VIDEO - Precious your time and avoid doom-scrolling	 VIDEO (EN)	 VIDEO (DE subtitles)	 VIDEO (PL subtitles)	
VIDEO - The power of mindful media consumption	 VIDEO (EN)	 VIDEO (DE subtitles)	 VIDEO (PL subtitles)	
VIDEO - Shake Off Stress! Breathing & Body Awareness for Digital Well-Being	 VIDEO (EN)	 VIDEO (DE subtitles)	 VIDEO (PL subtitles)	
Module on website for self-learning	 WEBSITE (EN)	 WEBSITE (DE)	 WEBSITE (PL)	
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1		
Duration	90 min	
Mode of delivery	Online - self study	
Title	Harmony in life through balanced online and offline activities	
Description	10 min	The session will increase awareness about the crucial role of maintaining a balance between offline and online life. It's divided into six parts. Part 1: Introduction Introduction to the module “The hidden costs of excessive screen time” Key message: • In today's digital age, we are spending increasing hours on non-work-related screen activities. While these tools offer convenience, they can negatively impact our emotional regulation, empathy, and mental balance. • Face-to-face interaction remains a fundamental human need, especially for emotional development. Learning goal: Recognize risks of screen overuse and promote real-world connection as educators.
	25 min	Part 2: Topic 1 – Rules of healthy media consumption Social Isolation – How over-consumption of media can reduce face-to-face interactions and lead to emotional problems • Presentation: Social Isolation: How over-consumption of media can reduce face-to-face interactions and lead to emotional problems • Watch the video: “Harmony in life through balanced between online and offline activities” • Reflection prompt: <i>What role can we as educators play in promoting intentional, emotionally healthy media consumption?</i>

	20 min	Part 3: Topic 1 continued – Balanced media use (20 minutes) Balanced Media Use – The role of physical activity, contact with nature, and face-to-face social interaction as a counterbalance to time spent consuming media. • Presentation: Balanced Media Use – the role of physical activity, contact with nature, and face-to-face social interaction as a counterbalance to time spent consuming media • Watch the video: “The Benefits of Nature for Mental Health” by WWF • Reflection prompt: <i>What barriers might people face when it comes to spending time outside — and how can we help them overcome these?</i>
	20 min	Part 4: Topic 1 continued – Digital detox Digital Detox – The power of media breaks • Presentation: Digital Detox – The power of media breaks • Watch the video: Precious your time and avoid doom-scrolling • Reflection prompt: <i>If attention is one of our most valuable resources, how do you want to invest it — both professionally and personally?</i> • Reference: More about the concept can be found on Jocelyn Brewer’s official website (www.jocelynbrewer.com)
	15 min	Part 5: Topic 2 – Mindfulness techniques and stress reduction • Watch the video: The power of mindful media consumption • Reflection prompt: <i>If digital content were food, what would a “healthy digital diet” look like for you — and what would you cut back on?</i> • Watch the video: Shake Off Stress! Breathing & Body Awareness for Digital Well-Being • Reflection prompt: <i>How can practicing digital nutrition help learners improve their overall well-being?</i>
	10 min	Part 6: Closing and final reflection • Summary message: <i>You’ve explored how screen habits impact well-being, why real-world</i>

		<i>connection matters, and how practices like nature time, mindful movement, and digital awareness help restore balance.</i> • Final reflection prompt: <i>What's one intentional change you can make — or support in others — to restore balance in a world of constant connectivity?</i> • Closing message: <i>Thank you for being here — fully, thoughtfully, and with care. Your presence in this learning journey matters. See you in the next module — or wherever balance, presence, and connection take you next.</i>
Materials/ equipment/ Special requirements to space		• Video: Harmony in life through balance between online and offline activities • Video: The power of mindful media consumption • Video: Shake off stress • Video: Precious your time and avoid doom- scrolling • Presentation: Social Isolation: How over-consumption of media can reduce face-to-face interactions and lead to emotional problems • Presentation: Balanced Media Use – the role of physical activity, contact with nature, and face-to-face social interaction as a counterbalance to time spent consuming media • Presentation: Digital Detox – The power of media breaks
Additional comments		This session invites educators to not only absorb knowledge but also to engage in personal reflection and consider how their digital habits shape the learning environments they create. By connecting research-based insights with accessible tools like video prompts and short mindfulness practices, the module supports educators in becoming role models for balanced, healthy digital behaviour. Moreover, including reflective questions throughout the session encourages deeper content integration into daily practice. Rather than prescribing rigid rules, the module offers space for experimentation, adaptation, and growth, acknowledging that restoring digital balance is an ongoing, personal process. With its focus on emotional connection, awareness, and well-being, this session aligns with the broader goals of holistic education. It provides a strong foundation for continued learning and dialogue around digital well-being.
Additional comments for the trainer		As a trainer, you guide participants through content and reflection, creating a space where they feel safe exploring their digital habits and considering their impact on well-being.

SESSION 2	
Duration	90 min
Mode of delivery	Online - self study
Title	Travel through your phone
Description	This session is a continuation of the previous one, but learners can also decide to do them separately. If the first session of the module is focused on self-reflection and working with emotions, this one is focusing on practical skills concerning using your tools in a more efficient, sustainable and safe way. There are different settings and apps that can help to use the phone. In the session, we will explain how: • to assess your phone usage and reflect on it - what do I need my phone and its features for? Is it sustainable? Is it safe? Is it healthy? Is it helping me to connect to my friends and loved ones? • to configure the phone (apps and general phone settings) to be less bothered by the notifications all the time • how to use pre-configured setups on iPhone /Android that help focus • how to find and setup settings that help you stay more safe Learners are working with a checklist, which should be available for download. They answer questions for themselves, and then they go through various features in their device, learn what those are designed for and decide how to adjust them. Session can be also done offline, during the workshop, then it starts with the 20 min discussion (what do I need my phone and its features for? Is it sustainable? Is it safe? Is it healthy? Is it helping me to connect to my friends and loved ones?) and afterwards people work with a checklist in small groups for 70 min helping each other to adjust their devices.
Materials/ equipment/ Special requirements to space	• Presentation: Travel through your iPhone • Presentation: Travel through your Android phone

Additional comments for the trainer	This session is focused on working with person's phone and its features (apps and settings) therefore trainer should spend time on getting to know phone features well.
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Recommendations

Recommendations	• This module requires personal planning as the learning depends on the learner time and space, which happens to be challenging. • Perhaps breaking it into small, more manageable units (Topics) followed by a group discussion (either online or in-person) could be considered, focusing on actionable application. • Adding component on how to support parents in offering digital health frameworks and tools for their children could be useful.
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MODULE 7: Mental health

author(s): Agnieszka Książek

What is this module about?

This module aims to strengthen educators' skills of taking care of well-being and coping with stress, both their own and of the people they work with.

Learning outcomes

Skills	Knowledge	Attitude
Participants will: - develop the ability to take care of personal well-being and cope with stress in social and professional situations. - strengthen assertive competences, - build skills in providing psychological first aid.	Participants will: - supplement knowledge regarding well-being and prevention of psychological crises, - supplement knowledge on the psychobiological aspects of stress, - learn techniques for working with resources based on a solution-focused approach.	Participants will: - strengthen the sense of competence when serving situations needing psychological support, - build the attitude of working in line with the own resources, based on methodology of the solution-focused approach.

Materials included in this module and other language versions

MODULE 7				
Additional materials for this module	Language version			
	English	German	Polish	Italy
Emotional First Aid – Materials for Health Guides	✓	✓	✓	✓
Stress – Materials for Health Guides	✓	✓	✓	✓
Intervention Template	✓	✓	✓	✓

FACT SHEET: LONELINESS (Austrian leaflet)		✓		
First aid for the soul (Austrian leaflet)		✓		
A list of institutions and organisations supporting mental health in Poland			✓	
Active Cards	✓	✓	✓	✓
VIDEO - About loneliness, being afraid of being afraid and being close to yourself	 VIDEO (EN subtitles)		 VIDEO (PL)	
VIDEO - About types of loneliness and its causes	 VIDEO (EN subtitles)		 VIDEO (PL)	
VIDEO - A story about Joanna- showing how to support	 VIDEO (EN subtitles)		 VIDEO (PL)	
VIDEO - About role of the supporter, about boundaries and self- care	 VIDEO (EN subtitles)		 VIDEO (PL)	
DOWNLOAD PACKAGE	 DOWNLOAD (EN)	 DOWNLOAD (DE)	 DOWNLOAD (PL)	 DOWNLOAD (IT)

Detailed scenario

SESSION 1		
Duration	70 min	
Mode of delivery	Onsite or online - guided	
Title	Stress prevention	
Description	15 min	Introduction: • presentation of the programme - what will happen and what will not happen • collecting the needs and aims of the participants, • reference to the contract TOPIC: Prevention of stressful situations
	10 min	Part I. Integration and warm up, introduction to the theme. Participants work in groups (3 persons per group, 3 min per person) and answer the question: • <i>What are my constructive ways of dealing with stress?</i>
	30 min	Part II. Active Cards Participants work in groups (4 people per group, 6 min per person). A participant is asked 3 questions from his/her colleagues taken from the Active Cards. The 4th question, the person chooses for himself/herself. Last minutes are dedicated for a group reflection and making a map of the resources (on floor or flipchart).
	10 min	Part III. Theory input A trainer sums up the work and shares with the expert input about: • Triggers for stress • Resilience • Individual stress response General idea: resilience is prevention, not intervention in crisis. We build it before, we build up the resources we reach out to them when we need - a

	5 min	metaphor with a dentist might work here well- we go regularly for a check-up, we do not wait until it hurts a lot- a theory input (prepared by the trainer to become familiar with the theory and the approach based on solution focused approach). Closing round Participants are asked to share one by one with the answer, formulated into 1 word, to the following question: • <i>What resource of your resilience do you appreciate most in yourself?</i>
Materials/ equipment/ Special requirements to space		Space for comfortable work in teams of 4-5 people • Handout: Active cards • Handout: Stress
Additional comments		It is worth to read theory input before the session takes place. If the activity is taking place on site - make sure you print the Active Cards.

SESSION 2		
Duration	55 min	
Mode of delivery	Onsite or online - guided	
Title	Psychological first aid	
Description	5 min	Introduction: how to understand professional helping- what it is and what it is not Form: drama, working on case studies Introduction what psychological aid is in reference to the needs of the person-theory input.
	40 min	Role play: Group work with division of roles, based on drama methodology* (3 person in a group - in different mix than before) Part I. Role play • Role 1: Client - describes the situation.

		• Role 2: Supporter - tries to support following the intervention template for emotional support. • Role 3: Observer - listens to and tries to identify the moments where the intervention becomes most supportive/ effective- looks for a breakthrough moment (for a switch), which makes the support (help) effective. Possible effects might be: • validation of emotional state and the right to feel this way and that it ok • just listening to a person so that he/she can think aloud and verbalise feelings • finding further steps for action or preparation of the 1st step for future action Part II. The next step is sum up of the role play and supporting assistance. • Client describes what helped him/her, what worked or was important/helpful for him/her. • Then Supporter shares what worked from his/her perspective, and then observer shares what he/she saw. • They all evaluate the effectiveness of the intervention (process) from their perspective. <i>*there might be 2 sessions of 20 min (including sum up) or 1 session of 40 min of the role play-depending on the competence, the flow and the pace of work of the participants - it would be best if each person could experience the role of the client but since the time is limited, we head for 2 role plays best.</i> Participants are asked to share their reflections in plenary: • <i>What is especially important and useful when we give first psychological aid and what to avoid?</i>
Materials/ equipment/ Special requirements to space		Pens to write/ access to computer keyboard in online. Space for comfortable work in three-person teams. • Handout: Intervention template for emotional support. • Handout: Emotional First Aid
Additional comments		The module requires reading on the theoretical input materials before implementation.

	Reference to the contract shall recall the safety rules.
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SESSION 3		
Duration	55 min	
Mode of delivery	Onsite or online - guided	
Title	Loneliness – routine or challenge	
Description	10 min	Warm up. Participants are asked to share the challenges they encounter when experiencing loneliness of their clients-free sharing in the plenary. The trainer collects/sums up what has been mentioned and shared, making a bridge to watch a video - ‘Let’s see the experiences of a person working in the local community.’
	10 min	Video - free talk - of a social animator working with people experiencing loneliness, mentioning the importance of maintaining boundaries. • Video 1 - About loneliness, being afraid of being afraid and being close to yourself (3:38) • Video 2 - About types of loneliness and its sources (3:12) • Video 3 - A story of Joanna- about how to support others (6:22) • Video 4 - About role of a supporter- their borderlines and self-care (5:12)
	25 min	Discussion How to respect boundaries - participants share in the plenary with answers to the following questions: • <i>How to take up the challenge of working with another person's sense of loneliness and maintaining respect for your own boundaries?</i> • <i>How to build a supporting network of themselves/ other people around, not to stay lonely when helping others?</i>
	10 min	Closing round Participants share in plenary answers to the question: • <i>What is my personal focus/take away from this session?</i>

Materials/ equipment/ Special requirements to space	Projector, computer and speakers, Wi-Fi. • Video 1 - About loneliness, being afraid of being afraid and being close to yourself (3:38) • Video 2 - About types of loneliness and its sources (3:12) • Video 3 - A story of Joanna- about how to support others (6:22) • Video 4 - About role of a supporter- their borderlines and self-care (5:12) • Handout: 'Go to' institutions in case of mental health need (national information/leaflets)
Additional comments for the trainer	Make sure the equipment is compatible and displayed video with sound without disturbances. It might be worth downloading the video beforehand.

Recommendations

Recommendations	• The content should be elaborated on how to help participants translate their personal insights into structured guidance frameworks for Health Guides. • Due to specifics of the module, it might be worth to mention, that it has an informative and educational character and less as therapeutic (however, supportive group serving to guides may be considered as a separate element of the Health Guide model). • The module shall be shortened in content or extended in time to cover whole material planned properly. It might be worth choosing 2 out of 3 sessions if you want to fit in 3 hours • It is important to keep in mind the context of migration and lifechanging situations as important factors for maintaining health.
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Developed and project coordination:

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www.healthycommunities.eu

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