



Online Passport to Healthy Living: Supporting Healthy Aging of Older Adults in Ontario

Facilitator Training Session #2
Adapting facilitation skills to promote online learning
Orientation




"The Quark"
is a Swiss variety of the Gaelic word meaning "cup". They date back centuries, and are a symbol of hospitality and community.

Icebreaker - What did you do for your health today?

- ▶ Morning yoga
- ▶ Walk and enjoyed sunrise
- ▶ Enjoy nature so all I hear is Mother nature
- ▶ Stretches x2
- ▶ 2 cups of coffee; lemon
- ▶ Special concoction x2
- ▶ Healthy breakfast x3
- ▶ Workout x2; water
- ▶ Walk with muffin
- ▶ Conscious decision to limit coffee
- ▶ Putter in garden
- ▶ Walked my dog

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Holistic Health



SESSION GOAL: Adapting facilitation skills to online learning


SESSION OBJECTIVES:

- ▶ Apply understanding of learning preferences to engaging group learning
- ▶ Experience Module #1 *Your Personal Passport to Healthy Living Tool kit*
- ▶ Become familiar with tips for adapting skills to facilitating learning online
- ▶ Debrief: Identify lessons learned and next steps for Session #3




Agenda - Segment 1

- ▶ 9:15 Login in to Zoom for system check of mics, speakers - Once complete, pause and get your coffee!
- ▶ 9:30 Welcome - Icebreaker
- ▶ 9:40 Review objectives and agenda
- ▶ 9:45 Learning styles and their impact on facilitation
- ▶ 10:00 Experiencing Module #1 *Your Personal Passport to Healthy Living Tool Kit*
- ▶ 10:30 Break



Best Practice Guidelines - Zoom

- ▶ Reboot your computer before the start of the session
- ▶ Today's meeting is set up in 90 minute segments to allow for breaks
- ▶ Stretch as you wish - you can turn off your video
- ▶ Small groups and large groups will enable interaction and brainstorming
- ▶ In discussions, one person speaks at a time
- ▶ Use the hands up image if you wish to speak
- ▶ If not speaking, turn off your video, e.g. during presentations



Considerations in sharing information

Things to Consider in Sharing Information:

- **Learning Styles** – Consider the different learning styles (active vs. reflective; global vs. sequential; visual vs. verbal; sensing vs. intuitive)
- **Language/Culture** – First language of learner; plain language assists all learners
- **Age** – children or adult learners
- **Other Learner Characteristics** – Education, gender, socio-economic status, professional training, etc.

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Educator Insights

- ✓ The more similar the characteristics of the educator and learner, the greater chance for understanding.
- ✓ Where characteristics of teacher and learner differ, the chance for misunderstanding increases.
- ✓ The educator's task is to communicate in ways so that the learner can understand the message.

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Preferred Learning Styles

Your Preferred Learning Style

1. **Active** – Maria, Jerrie
2. **Visual** – Candace, Maria+
3. **Intuitive** – Norma, Candace, Maureen=
4. **Reflective** – Michelle, Bevon
5. **Global** – Maha, Maureen=, Pierre
6. **Sequential** -
7. **Sensing** – Dana, Leanne
8. **Verbal** – Maha, Maureen=

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Reflections - Breakout Rooms

- What did you learn about your learning style?
- How do you think your learning style influences the methods you choose in sharing information with others?

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Different ways of learning

- **Active vs Reflective**
 - Active - discuss or explain things, do something physical, and choose group work
 - Reflective - think through something and prefer to work alone
- **Sensing vs Intuitive**
 - Sensing - ask for specific illustrations or examples to make sense
 - Intuitive - need theories or ideas to link to the facts
- **Global vs Sequential**
 - Global - need an overview, and learn in larger chunks
 - Sequential - like a step-by-step outline
- **Verbal vs Visual**
 - Verbal - like to speak aloud the material
 - Visual - look for pictures or diagrams, and like to colour code

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Module 1: Getting Started

Preparation - p 5-24 Tool Kit

Background - p.5-10
Building on the evidence -
Essential Elements -

- ▶ Older Adult Activity guidelines
- ▶ Holistic Approach
- ▶ Gender Lens

Approaches

- ▶ Adult Education
- ▶ Self-Management
- ▶ Managing Group Process

Evaluation

Guide to Using the Tool Kit p.11-22

- ▶ How to use the tool kit
- ▶ Safety and Support
- ▶ Adapting to your local community
- ▶ Making the case for Admin support
- ▶ Recruitment
- ▶ Critical Success Factors
- ▶ Sustainability
- ▶ Advocacy for Community Action to support access
- ▶ Program Evaluation

Stages of Group Development

Tips for Facilitators - p. 22 Tool Kit; p.5 Community Leaders Guidebook

- Forming
- Norming
- Storming
- Performing

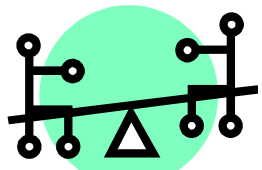


Building relationships is key!!!

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Balance of Task and Process

Tips for Facilitators - p.22



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Module 1: Getting Started

See page 25 in the Tool Kit for details

A View of the Workshop

Purpose: To encourage positive engagement for participants in the program

Objectives:

- To create a safe learning environment for all participants
- To provide an overview of the program
- To introduce Your Personal Passport to Healthy Living
- To introduce Your Personal Activity Guidelines (Older Adults 65 years and older)
- To introduce 'Sticky Alive!'

Equipment/ Materials needed:

- Your Personal Passport to Healthy Living
- Participant Handouts - Canadian Physical Activity Guidelines, on-line resources
- Paper or name tags
- CD player (optional)
- DVD player, TV monitor (optional)
- Computer, screen and LCD projector (optional)

Background Knowledge

Spice for the Leader

Workshop Format	Minutes
Welcome	3
Program & Session Overview	5
Introduction	30
Workshop Guidelines	5
Safety	3
Physical Activity Warm-up	10
Presentation of New Material - Personal Activity Guidelines	15
Class Time	5
Introduction to the Your Personal Passport to Healthy Living	10
Nutrition Break	15
Video: Quick and Easy Snack Ideas	2
Activity Chart Completion	20
Introduction to Goal Setting	15
Video: Getting Started	5
Goal Setting	10
Change	10
Evaluation	10
Post Class Self-Reflection (on Leader)	10

Workshop Format

Welcome 3 Minutes

As people are arriving at the class, they can make nametags if available and put their names on paper and hold it up so others can see their names.

Throughout the Module, we have provided you with suggestions on what you can say, but feel free to make it your own.

Welcome everyone to the workshop and thank everyone for taking the time to attend.

I'd like to welcome everyone to our first Module in the Healthy Living Workshop Series 'Getting Started'. My name is _____

and before we begin I'd like to review a few points.

Program & Session Overview 3 Minutes

This is a six week evidence-based healthy living workshop for older adults with an emphasis on physical activity and healthy active aging, with our ultimate goal of staying well and independent, and preventing or better managing any chronic diseases. The program was designed by The Active Living Coalition for Older Adults (ALCOA) which is a national, charitable organization that was incorporated in 1990. ALCOA's focus is on creating and supporting activities that enable older Canadians to lead active lifestyles that contribute to their overall well-being.

We will be using Your Personal Passport to Healthy Living as we move through the next six weeks. We will also be reviewing the new Canadian Physical Activity Guidelines. For those of you who would like more information, there are lots of resources listed in the back of the Passport. I know not everyone may use the computer and even if you do it can be overwhelming because there is so much information. The website featured in the Resource and Reference sections in the back of the Passport were chosen as they provide accurate and reliable information. It also has something you will find helpful: some of the things we cover in class (optional).

Today's workshop

- Focuses on getting started in the 6 week Healthy Living Program.
- We will do an exercise that can be done at home as well.
- Dress comfortably when you come to the workshops as well as for trying different exercises each week to warm up. Also, wear comfortable, supportive footwear.

Introduction 30 Minutes

Objectives

- Class will last about _____ minutes.
- We will take a nutrition break about half way through the workshop lasting _____ minutes.
- Please feel free to get up if you need to. Washroom facilities are located _____.

If you have any questions or concerns throughout today's workshop, please do not hesitate to speak with me at any time, either in the group or privately.

Review today's workshop objectives

- To create a safe learning environment for all participants
- To provide an overview of the program
- To introduce Your Personal Passport to Healthy Living
- To introduce Canadian Physical Activity Guidelines for Older Adults-65 Years & Older
- To introduce 'Sticky Alive!'

Notes for the Leader: Often one of the biggest reasons people choose to join and stay in a program are the social connections and interactions with others. It is also important for everyone in the group to feel comfortable and welcome. This activity gives people a chance to first talk in small groups before introducing and talking in the larger group.

Process

Before we get started, let's introduce ourselves. We will do an activity to get to know each other a little as we start our six week journey together.

1. As the Leader, introduce yourself, giving your name and your experience leading workshops.
2. Explain that you will now move into introductions of the participants. Post interview questions on a flipchart or PowerPoint so participants can refer to them. Suggestions of questions that can be used in the introductory interview:
 - Name
 - Why have they come to class? (occupational reasons, interest in the Workshop, social)
 - What would they like to learn from the class? (goals/ objectives/ needs?)
 - What do they already know about the topic? (occupational level?)
3. Have the groups get into pairs. They are going to interview each other. Ask them to interview each other in the larger groups. If possible have them interview someone that they do not already know. That way they will get a chance to meet someone new.

Nutrition Break 15 Minutes

Activity

To engage the participants ask what they would like to have at the nutrition break. Participants may wish to volunteer to bring in a healthy snack for the next workshop. A sign-up sheet could be provided to those who wish to bring in something.

Note: You do not want to create or cause financial stress to anyone, people can volunteer if they wish. It may be a way for people to try something new. People may get ideas from the video, or from the list below, or they may have their own favourite recipe they would like to share with everyone.

This video has tips for making snacks healthy, easy and convenient. It includes new ideas to change up your daily eating routine.

Video: Quick and easy snack ideas 2 Minutes
www.eatrighttoronto.ca/en/Recipes/Snacks/Video-Quick-and-easy-snack-ideas


Agenda - Segment 2

- ▶ 10:45 Experiencing Module #1 continued
- ▶ 11:45 Debrief: Observations of facilitator adaptations for online delivery
- ▶ 12:00 Close

Homework: Based on goals of Module 2

Handouts:

- ▶ Passport for Healthy Living, Community Leaders Guide, Toolkit
- ▶ Facilitator Tips
- ▶ Adult Education Principles
- ▶ Tips for teaching online



Physical Activity Warm-up 10 Minutes

Activity

Aim: For physical activity - choose 1

- Go for a 5-10 minute walk.
- **Yoga:** You can put on an upbeat song and do the following movement to warm the body up. You can keep your feet marching the whole time. Shoulder shrugs, Shoulder circles, Arm circles, Chicken wings. Reach up to the sky and back down. Wind spins, Wagon Wheels, Knees up.
- Invite people in the class to share what they know... someone in the class may like to lead a short exercise.
- Invite people from the community to come in and lead the class in a short exercise (e.g. Yoga instructor, physiotherapist.)

Chair stretch
<http://www.activecanada.ca/activecanada/healthyliving>
 This exercise, which targets and stretches the chest muscles, is also good for your posture, and can be done at home. You can do this stretch while standing or sitting in a sturdy armless chair.

1. Stand with feet flat on the floor, shoulder-width apart.
2. Hold arms to your sides at shoulder height, with palms facing forward.
3. Slowly move your arms back, while separating your shoulder blades together. Stop when you feel a stretch or slight discomfort.
4. Hold the position for 10-30 seconds. This may be a shorter time in the beginning and people can build up to this.
5. Repeat at least 3-5 times. For the class you may just want to repeat it once or twice.

Presentations 15 Minutes

Information

Canadian Physical Activity Guidelines For Older Adults—65 Years & Older
 Give participants the Canadian Physical Activity Guidelines handout. Review handout together.

Background information
 The Canadian Society for Exercise Physiology (CSEP) is the principal body for physical activity, health and fitness research, and personal training in Canada. Canadian Physical Activity Guidelines describe the amount and types of physical activity that offer substantial health benefits for Canadians. For full workshops see [our full listing on the Canadian Physical Activity Guidelines for Older Adults—65 Years & Older](#). (Click here to go to the Guidelines on the Resource section.)

Daily Dose 5 Minutes


Activity

The idea of the daily dose⁶ is to make physical activity a part of your regular daily routine, just like brushing your teeth. The principle is that you attach a physical activity to a daily routine and location. For example, when brushing your teeth you can do a squat exercise as a daily dose activity. The daily dose becomes routine so entering the bathroom to brush teeth will cue the daily dose routine.

Lower body daily dose

This routine has four mini exercises in it and is connected to when you go to the bathroom to brush your teeth. We will cover one exercise today and add one more in each workshop. To complete the set repeat the exercise 10 times. Be sure to tuck in your pelvis and tighten your stomach muscles (like when you are coughing). Hold the bathroom counter for support. During the workshop have participants hold onto the table for support.

Partial squat
 Standing with your legs apart, bend your knees and slowly lower yourself as you were about to sit in a chair. Stop halfway. Slowly straighten up. Repeat.



Activity 20 Minutes

Activity

There are four charts in *Your Personal Passport to Healthy Living* that are important to fill out at the beginning of the program to track progress over time.

Charts to be completed in the workshop

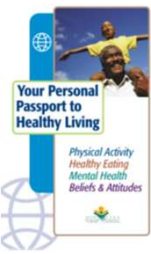
- pg 19 Track changes in eating habits over time
- pg 25 Changes in beliefs and attitudes
- pg 27 Stages of Change for Healthy Eating and Physical Activity
- pg 30-31 Your Journey to Success

As a group, read through these chart instructions and invite the participants to fill them in. They will only take a couple minutes each.

Note: Pay attention to literacy levels. These may need to be read aloud and completed as a group.

Charts that can be completed at home or in another workshop.

- pg 11 Record measurements at different time to see progress
- pg 13 Tracking physical activity - encourage the group to use this each day



Goal Setting

Introduction to Goal Setting 13 Minutes

Suggestion

Video: Getting Started - physical activity video 3 minutes
<https://www.youtube.com/watch?v=PD0UKLJW0w>

Goal Setting 10 Minutes

The pros and the cons to making change.

Pros- The pros are the things that are making you want to change, i.e. positive support, feeling better, having more energy and being social.

34 Tool Kit

Homework - for next Tuesday

Read through page 28 in the Passport

- Invite people to think of a goal that they would like to focus on before we meet again for the next workshop. Tell the group to think of a small realistic change that they would like to make in their lives. If people are struggling, make some suggestions just to get people thinking (e.g. drink a glass of water at one meal every day, add fruit to lunch, walk 10 minutes 3 times a week, etc.)
- Ask participants to write their goal on page 29 of the Passport.
- Invite participants to share their goal with the group and to think of any pros/cons that they may face. Encourage group discussion.

Note to the Leader: Make sure the goals for the participants are simple, realistic, and attainable over the next week. It may be helpful here to model setting a goal for yourself, so that participants can see you are also engaged in the process.

Recap/Debrief

Closing



10 Minutes

Resource

Recap key concepts

Sustainability – once this workshop is over, people may want to continue to meet either informally or formally for an activity (e.g. going for a walk every Wednesday morning at 10 am), social event (e.g. meeting for a coffee), etc. We will talk about this idea as the workshops proceed to determine if there is an interest, thereby planting the seed of the idea for the participants to think about.

Over time, we want to add more physical activity to our lives. For the workshop participants who have been inactive, encourage starting with 10 minutes each day.

Debrief

► Poll #1 Check the facilitator functions you observed

- Analyze and Conceptualize
- Communicate
- Facilitate Group Dynamics
- Manage
- Relate to Others
- Facilitate online



Debrief

Polling Question #2 - What learning styles were considered

- Active
- Visual
- Intuitive
- Reflective
- Global
- Sequential
- Sensing
- Verbal

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Debrief

- What facilitator adaptations did you observe?
- What is one thing you learned?
- What is one question you still have?

Evaluation

Workshop Objectives

- Apply understanding of learning preferences to engaging group learning
- Experience Module #1 *Your Personal Passport to Healthy Living* Tool kit
- Become familiar with tips for adapting skills to facilitating learning online
- Debrief: Identify lessons learned and next steps for Session #3

► Poll #3 Did the workshop meet the objectives?

- Yes
- No