



TRAINERS MANUAL

WORK PACKAGE 2

This Trainers Manual provides practical guidance for delivering digital health training to adults with intellectual disabilities. It supports trainers in fostering digital health literacy through inclusive, hands-on, and person-centered methods. The course is structured into four thematic modules and ten training activities (DHTAs), covering topics such as self-care, basic digital skills, use of health apps, and safe communication.

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Introduction

This manual is included in the ID-HEALTH project, and it refers to Act 2.2, aimed at developing a Training Methodology for increasing the awareness and competences of People with Intellectual Disabilities about Digital Health Literacy.

This trainer manual is designed to support facilitators in delivering a digital health course for people with intellectual disabilities. The aim of the course is to help learners develop basic skills to access and use digital health tools in a safe and confident way.

Digital health is becoming an essential part of everyday life. From booking a doctor's appointment online to checking medical records or using electronic prescriptions, many healthcare services are now available digitally. However, these tools are not always easy to use, especially for people with intellectual disabilities.

This manual provides trainers with practical guidance, session plans, and it supports the use of the training materials included in this platform. It promotes a hands-on, person-centered approach that encourages active participation, repetition, and the use of clear, simple language. The goal is to ensure a learning environment that is inclusive, supportive, and tailored to the needs of all participants.

The trainer's role is to support learners in building the confidence and practical skills they need to navigate digital health tools and take an active role in their own healthcare.

How to Use This Manual

This manual is designed to support trainers in delivering a digital health training course for people with intellectual disabilities. It provides clear guidance, structured content, and practical tools to ensure that training is inclusive, engaging, and effective.

The manual includes an overview of the course, information about the target group, learning objectives, a description of the training methodology, and detailed session plans for each module (DHTA). It also offers suggestions for adapting content to different learner needs and includes ready-to-use materials and visual aids to support learning.

Before the Course: Trainers are encouraged to read through the entire manual before starting the training. This will help in understanding the structure of the course, the learning goals, and the specific needs of the target group. Review the list of required materials and ensure that all digital tools and devices are available and functional. Trainers should also prepare the training space to make it accessible, comfortable, and safe for all participants.

During the Course: Each module in the manual includes step-by-step session plans, suggested activities, key vocabulary, visual supports, and trainer tips. Trainers should follow

the suggested structure while remaining flexible and responsive to participants' needs. It is important to use plain language, visual cues, and hands-on practice to reinforce learning. Encourage repetition, peer learning, and active participation.

Trainers should observe participants closely, offering help when needed and celebrating small successes to build confidence. When possible, involve support persons (e.g., caregivers or family members) in the learning process to extend the benefits of the training beyond the classroom.

After Each Session: Use the assessment tools and reflection notes provided in the manual to evaluate participant progress and identify areas that may need reinforcement. Encourage participants to apply what they have learned in their daily lives and to continue practicing between sessions. Feedback from learners and support persons can help improve future sessions.

Adapting the Content: The manual is designed to be flexible. Trainers can adjust the pace, simplify content further, or repeat sessions as needed. Visual aids and exercises can be printed or shown on screen, and additional examples can be added based on the learners' interests and real-life experiences.

This manual is not only a training guide—it is also a support tool to empower both trainers and learners to engage meaningfully with digital health in a way that promotes autonomy, inclusion, and well-being.

Course Overview

This training course is designed to support people with intellectual disabilities in developing the knowledge and skills needed to manage their health using digital tools. The course is structured into **four thematic modules**, organized into **ten training activities** (DHTAs). Each module addresses a specific aspect of digital health and combines basic digital competencies with practical applications for everyday health needs.

Participants will learn how to use digital devices such as smartphones, tablets, and computers; how to access and navigate digital health platforms; how to book appointments online; and how to use health-related apps. The course also includes guidance on finding reliable health information online, promoting healthier lifestyles, and using digital tools to communicate with caregivers, professionals, and support networks.

Each module includes interactive group work, hands-on practice with real digital tools, and opportunities for peer-to-peer learning. The training methodology is person-centered, with a focus on inclusion, repetition, and step-by-step learning supported by visual aids and simplified materials. Trainers play a key role in creating a supportive learning environment where participants feel confident, engaged, and empowered to apply what they learn to their daily lives.

Target

This training course is specifically designed for **adults with mild to moderate intellectual disabilities**. Participants may have varying levels of literacy, digital experience, and communication abilities. The course is intended to be **flexible and adaptable to individual needs**, supporting learners in developing practical skills for managing their health through digital tools. Many participants may already use smartphones or tablets in everyday life, but may lack confidence or structured guidance in applying these tools to health-related tasks. Trainers should be prepared to work at a slower pace, use plain language, visual supports, and offer repeated practice. Where appropriate, the involvement of support persons -such as caregivers, family members, or educators- can help reinforce learning and ensure continuity beyond the training sessions.

Course Goals and Objectives

By the end of the course, participants will have improved their skills and confidence in using digital tools to take care of their health. The training focuses on building awareness, digital abilities, and independence in managing everyday health tasks.

1. Understanding Health and Self-Care

Participants will learn what it means to take care of their health. They will understand simple health topics like taking medicine, eating healthy, and being active. They will

learn how to spot signs that something may be wrong and when to ask for help. They will also practice reading simple health information such as weight, blood pressure, or heart rate.

2. **Learning to Use Digital Devices**

Participants will become more confident using smartphones, tablets, or computers. They will learn how to turn devices on and off, use touch screens, and open apps. They will practice downloading and updating simple health-related apps and using helpful features like voice assistants or large text.

3. **Getting to Know Digital Health**

Learners will understand what Digital Health means and how it can help them stay healthy. They will explore different tools such as health apps, wearable devices (like fitness watches), and video calls with doctors.

4. **Using Digital Tools to Manage Health**

Participants will practice using digital tools to check their health (like entering blood pressure or taking medication on time), access online health records, and make appointments. They will also learn how to use apps that support a healthy lifestyle—like those for drinking water, eating well, or getting exercise. They will practice using tools to talk with doctors or caregivers.

5. **Becoming More Independent and Confident**

The training will help participants know when and how to use digital health tools on their own. They will learn how to find good health information online and how to ask for help when they need it. They will also develop simple strategies for fixing common problems, like when an app doesn't work or a password is forgotten.

6. **Staying Safe Online**

Learners will understand why it is important to protect personal health information. They will learn how to use passwords and stay safe when using apps or websites. They will practice spotting untrustworthy or fake health information online.

7. **Communicating Through Digital Tools**

Participants will practice using apps or devices to tell caregivers, family members, or doctors how they are feeling. They will learn how to share health information safely and ask for support when they need help with digital health tools.

Trainer Guidelines and Best Practices

Inclusive Communication and Support Strategies for Trainers

When delivering training to individuals with intellectual disabilities, effective and inclusive communication is essential. As a trainer, aim to:

- **Use Plain Language:** Choose simple vocabulary and keep sentences short and clear. Avoid jargon or complex terminology.
- **Incorporate Visual Aids:** Use images, symbols, demonstrations, and real-life examples to support verbal explanations and enhance understanding.
- **Repeat and Reinforce Key Messages:** Present important information multiple times in different formats to support memory and comprehension.
- **Practice Active Listening:** Encourage participants to express themselves and respond to their input respectfully and attentively. This fosters engagement and trust.

Creating a Supportive Learning Environment

A positive and structured environment helps learners feel safe and confident. Trainers should:

- **Demonstrate Patience and Empathy:** Be aware that learners may progress at different paces. Provide time, space, and encouragement as needed.
- **Use Positive Reinforcement:** Acknowledge effort and celebrate small successes to build motivation and self-esteem.
- **Establish Structured Routines:** Consistent session formats help create predictability and reduce anxiety.
- **Include Breaks and Movement:** Allow time for rest and physical activity to support focus and overall well-being.

Adapting to Learner Needs

- **Differentiate Instruction:** Tailor content, materials, and activities to the individual needs, abilities, and learning styles of participants. Flexibility is key.
- **Manage Challenges Proactively:** Be prepared with strategies to address difficulties, misunderstandings, or behavioral issues in a calm and respectful manner.
- **Prioritize Safety and Safeguarding:** Ensure the learning space is secure, respectful, and inclusive at all times. Be aware of safeguarding protocols and respond appropriately if concerns arise.

Training Contents

The course is structured into four main modules, each including a variety of training activities. A description of each module is provided below.

MODULE 1. Health Self-Management.

This module focuses on building awareness and practical skills related to managing personal health, especially for people with intellectual disabilities (PID). Participants will learn what it means to take care of their own health and how to use digital tools—such as websites, apps, and online platforms—to support their well-being.

The module introduces common primary and secondary health conditions that may affect people with intellectual disabilities and highlights the importance of daily health routines, self-monitoring, and communication with healthcare providers. Alongside this, participants will develop both health literacy and digital health literacy skills. They will learn to understand basic health information and become familiar with key concepts related to digital health. Through guided activities and easy-to-use materials, the module helps participants take an active role in managing their health and understand how digital technology can support them in this process.

MODULE 2. Basic Digital Skills.

This module introduces participants to the fundamentals of digital literacy, starting with what digital literacy means and how digital devices -such as smartphones, tablets, and computers- can be used in daily life. Participants will explore the different ways these tools can help with communication, information access, and everyday tasks.

They will learn how to safely surf the internet, including how to search for information using tools like Google, ChatGPT, or voice assistants, and how to recognize reliable sources. The module also covers the safe use of e-mail accounts: how to log in, read, send, and delete e-mails, and how to follow safety tips to avoid scams or unwanted messages.

Additionally, participants will be guided in downloading, using, and deleting mobile applications that can support daily activities. They will learn where to find apps, how to install and open them, and how to manage them on their devices. Throughout the module, simple explanations and practical exercises will help build confidence in using digital tools effectively and safely.

MODULE 3. What is Digital Health Literacy.

This module introduces participants to the concept of digital health literacy and helps them develop the skills needed to navigate digital health systems with greater independence. Participants will learn how to manage their personal digital health profiles, access online

services, contact health centers, book medical appointments, and understand how to order or purchase medicines online.

They will also explore how to find and use health information on the internet in a safe and effective way. The module guides them in identifying trustworthy websites and digital platforms, searching for health information that is relevant to their own needs and conditions, and using tools such as online health catalogues.

Through practical exercises and accessible resources, participants will gain confidence in using digital technologies to support their health and make informed decisions about their care.

MODULE 4. Digital Health media for PID.

This module focuses on using digital health tools -such as mobile apps and online platforms- to support different aspects of personal health and well-being. Participants will learn how these tools can help with prevention and self-diagnosis, such as checking symptoms and receiving health reminders. They will explore how to monitor their physical health, including tracking activity levels, sleep, or other health indicators.

The module also introduces digital resources for supporting mental health, such as apps that promote emotional well-being, relaxation, or mood tracking. In addition, participants will discover how digital tools can support healthier lifestyles by encouraging good habits like regular exercise, balanced nutrition, and rest.

Finally, the module will show how to use digital tools to communicate more easily with support networks, including caregivers, family members, and health professionals. Through practical examples and accessible training, participants will gain confidence in using digital media to support their overall health and stay connected with those who help them.

The topics presented in the modules will be developed through specific training activities, defined as Digital Health Training Activities.

Digital Health Training Activities

The course modules include a set of **Digital Health Training Activities (DHTAs)** designed to address the main topics outlined above. These activities are designed to help individuals develop the skills and confidence needed to use digital health tools for managing their health effectively. They can range from hands-on workshops to interactive e-learning units and are particularly valuable for individuals with intellectual disabilities, who may need structured guidance and accessible learning methods.

DHTAs will include the following activities:



- **Group Dynamics.** Relevant health areas and best practices; How Digital Health Tools can support self-management within each health area.
- **Knowledge** about affordable **Digital Health Tools** applicable to each health care area and guidelines for their use (using training materials developed in WP3)
- **Real use** of, at least, one Digital Health Tool and sharing the health data and/or experiences with other person, like relatives, health & care professionals, etc. or other trainees that will give feedback.

Contents structure

The Digital Health Training Activities (DHTAs) are organized according to the course modules as follows:

MODULE 1: Health Self-Management

- DHTA 1: Awareness about health self-management and the main primary and secondary health conditions affecting people with intellectual disabilities (PID).
- DHTA 3: Health literacy, digital health literacy and the use of digital health tools such as the internet and apps.

MODULE 2: Basic Digital Skills

- DHTA 2: Development of basic digital literacy skills.

MODULE 3: What is Digital Health Literacy

- DHTA 4: Navigating digital health systems, including managing digital user profiles, contacting health centers, booking appointments, and purchasing medicines (this activity requires specific adaptation by each country or partner).
- DHTA 5: Using health information from the internet, focusing on identifying reliable sources, searching for information relevant to individual needs and health conditions, and learning how to use health catalogues.

MODULE 4: Digital Health Media for PID

- DHTA 6 to DHTA 10: Training on using digital health tools (e.g., apps) for various purposes:
 - DHTA 6: Prevention and self-diagnosis

- DHTA 7: Monitoring physical health conditions
- DHTA 8: Monitoring mental health conditions
- DHTA 9: Promoting healthier lifestyles
- DHTA 10: Communication with support persons

Digital Health Training Activities Development

For each training activity presented below, you will find an introduction, a description of the content, and step-by-step implementation guidelines. References to the corresponding training materials available on the platform are also provided.

General Information

STRUCTURE AND TYPES OF ACTIVITIES

This training program follows a flexible, participatory structure tailored to adults with mild to moderate intellectual disabilities. Sessions are designed to combine theory and practice through short, engaging activities that support attention, comprehension, and active participation.

Each session follows this flow:

1. **Icebreaker** – A short activity to build comfort and introduce the topic.
2. **Audiovisual Introduction** – Accessible materials (e.g., videos, slides) to present the topic with real-life examples and repeated visuals to aid memory.
3. **Guided Group Discussion** – Participants reflect and share personal experiences related to the topic.
4. **Practical Activities** – Hands-on learning through digital games, role-play, simulations, and peer tasks to build digital health skills. Paper-based alternatives are provided for accessibility.
5. **Knowledge Sharing and Reflection** – Participants discuss what they’ve learned and connect it to their daily routines.
6. **Reinforcement Through Repetition** – Key points are reviewed using games or quizzes to strengthen memory.
7. **Session Evaluation** – A short, adaptable evaluation assesses understanding and collects feedback.

PARTICIPANTS

In order to ensure accessibility and inclusion, sessions should be delivered in small groups (**4–8 participants** per trainer, with a maximum of **12**), with the option to form smaller sub-groups for specific tasks.

Involving family members, caregivers, or support professionals is highly encouraged, as their support can enhance learning and reinforce key concepts.

A range of participation formats should be used to meet diverse needs and promote engagement, including:

- Individual tasks with guided support
- Paired or small group activities
- Whole-group exercises such as role-plays, discussions, and games

These varied formats support different learning styles, encourage social interaction, and promote peer learning.

TECHNICAL REQUIREMENTS

Before implementing this training, ensure that all necessary technical requirements are met and that materials are prepared in advance. These include:

- **Devices:** Ensure access to smartphones, tablets, smart wearables, or other digital health tools (e.g., digital scales, blood pressure monitors, thermometers).
- **Internet Access:** A stable internet connection is essential for accessing the online learning platform and updating apps.
- **Software and Apps:** The course includes a selection of simple, user-friendly health apps. These should be downloaded in advance and ready for participants to explore during the sessions.
- **Accessibility Features:** Familiarize yourself with accessibility options such as screen readers, voice commands, pictograms, and other assistive technologies to support diverse learner needs.
- **Training Materials:** A range of training resources is provided. Make sure all necessary supplies -such as printable guides and devices- are available and ready for use.

MODULE 1. Health Self-Management

DHTA 1 - Awareness about health self-management. Main primary and secondary health conditions affecting PID.

Introduction

This section is designed to help participants develop a deeper understanding of their own health through self-knowledge, awareness of common health conditions affecting people with intellectual disabilities, and practical skills for managing their health.

The first session introduces the concept of health self-knowledge, helping participants understand their own bodies and minds and how this awareness supports overall well-being. The second session focuses on primary and secondary health conditions commonly affecting this population, teaching participants to recognize symptoms, understand emotional health, and respond effectively to health challenges. The third session centers on health self-management, guiding participants to take responsibility for their health through practical decision-making, organizing medical visits, and using available supports. Each session combines informative presentations with interactive activities to reinforce learning and promote autonomy.

Training contents

1. HEALTH SELF KNOWLEDGE

- Introduction to the self-knowledge concept.
- Self-knowledge of one's own health.
- How self-knowledge can help improve overall health and well-being.
- Main parts of our body that we should take care of and check periodically.
- Knowing our minds well.

2. MAIN PRIMARY AND SECONDARY HEALTH CONDITIONS AFFECTING PID

- Knowing the most common health conditions
- Most common health conditions in persons with ID
- Why is it important to know well these health conditions?
- What signals does your body send you? Pain, symptoms, critical points
- Examples of health-related situations: how should I act?
- Emotional health: I learn to recognize and control my emotions
- The importance of mental health: letting myself be helped

3. HEALTH SELF MANAGEMENT

- Theoretical content: Introduction to the concept of self-management
- How can we apply self-management to our health?
- Assuming responsibilities and making decisions to improve our well-being
- Examples from our daily lives: practical activities

Activity implementation

SESSION 1: Awareness of health self-knowledge			
Step	Content	Activity	Estimated duration
Icebreaker	Short activity to create a relaxed environment and promote interaction among participants	Each participant introduces himself or herself and receives an identification badge that will be used in subsequent sessions	10'
Presentation of the topic	<p>1.1 Awareness about health self-knowledge</p> <p>a. What does self-knowledge mean?</p> <p>b. Why is it important to have good self-knowledge of our health?</p> <p>c. How can we improve it?</p>	<p>CANVA presentation</p> <ul style="list-style-type: none"> • Introduction to self-knowledge concept • Health self-knowledge • Knowing our body and mind well 	15'
Participation	<p>Sharing and free commentary by participants on the topic.</p> <p>Ask students about health self-knowledge according to the previous presentation</p>	Discussion: Sharing personal experience by free hand	15'

Coffee break			25'
Video-Influencer	A user explains personal experience about health self-knowledge	Real testimony of a person with ID 2 clips	10'
Practical activity	<p><i>The Checklist Game</i></p> <p>It consists of a 10-question test with a YES/NO answer.</p> <p>For example: <i>Do you visit the dentist at least once a year?</i></p> <p>With the “yes” answers obtained, the game gives you an assessment of your knowledge about your health.</p> <p>0 to 3 = poor 4 to 5 = room for improvement 6 to 8 = good 9 to 10 = excellent</p>	<p>Interactive digital activity</p> <ul style="list-style-type: none"> Printable version: print the checklist and do it on paper 	20'
Conclusions	We compile the concepts worked on, remembering the importance of increasing knowledge about our body and health.	Group reflection considering the results of the previous activity	15'

		Show a slide with the main points discussed in the session	
Evaluation	Let's check if we have understood the concepts	Interactive form (4-5 questions) Optional: For greater flexibility, the evaluation can be done on paper.	10'
Closure	See you soon!	Suggest that students find out what their name means, so they can tell us at the beginning of the next session.	5'

SESSION 2: Main primary and secondary health conditions affecting PID			
Step	Content	Activity	Estimated Duration
Icebreaker	Short activity to create a relaxed environment and promote interaction among participants	Game promoting communication skills <i>"What my name says"</i>	10'
Presentation of the topic	1.2 Main primary and secondary health conditions affecting PID a. What are the main general health conditions that we should know about?	CANVA presentation <ul style="list-style-type: none"> • Examples of health conditions of people in general (physical and mental) • Examples of health conditions (physical 	15'

	<p>b. Main health conditions associated with intellectual disability</p> <p>c. Why is self-knowledge particularly important when managing these health conditions?</p>	<p>and mental) associated with ID</p> <ul style="list-style-type: none"> Why is self-management particularly important in these conditions? 	
Participation	<p>Sharing and free commentary by participants on the topic.</p> <p>Have you recognized any of these conditions?</p> <p>Can you tell us about your personal experience, or do you know someone who suffers from these conditions?</p> <p>Is there any disease or disorder you know about that wasn't mentioned in this presentation?</p>	Discussion: Sharing personal experience by free hand	15'
Coffee break			20'
Video-Influencer	<p>A person with intellectual disability explains what disease he or she suffers from and tells us about his or her personal experience in interpreting symptoms or managing crises.</p> <p>Best practices</p>	<p>Real testimony of a person with ID</p> <p>2 clips</p>	10'

Practical activity 1	<p><i>What's wrong?</i></p> <p>A person presents a certain symptom, and we ask the students if they can describe what is happening: 4 options, choose the correct one</p>	<p>Interactive digital activity</p> <ul style="list-style-type: none"> Printable version: cards with options on paper 	20'
Practical activity 2	<p><i>Inside Out</i></p> <p>Based on the <i>Inside Out</i> characters, we do an activity to identify the different emotions and reactions</p> <p>Anger Sadness Anxiety Fear Joy Disgust Envy Embarrassment <i>Ennui</i></p>	<p>Including 10" videos prepared by users imitating the expressions, colors, and outfits of the <i>Inside Out</i> characters (mime and body language)</p> <p>Discussion: Sharing personal experience by free hand</p> <p>Have you experienced any of them?</p> <p>How you recognize them and ask for help or advice?</p> <p>Taking care of our mental health</p>	
Conclusions	<p>We compile the concepts worked on, remembering the importance of increasing our knowledge, the more we know, the greater our autonomy</p>	<p>Group reflection</p> <p>A supporting slide is projected showing the main points discussed in the session</p>	10'

Evaluation	Let's check if we have understood the concepts	Interactive form (4 questions) Optional: For greater flexibility, the evaluation can be done on paper.	10'
Closure	See you soon!		5'

SESSION 3: Health Self-Management			
Step	Content	Activity	Estimated duration
Icebreaker	Short activity to create a relaxed environment and promote interaction among participants	<i>Inside Out emotions</i> Since we covered emotional expressions in the previous session, each student uses gestures to express an emotion, and the others have to guess it.	10'
Presentation of the topic	<p>Presentation of the main topics of the session:</p> <p>1.3 Health self-management</p> <p>a. What does self-management mean?</p> <p>b. What can I do to self-manage my health?</p> <p>c. Knowing yourself, making decisions, taking</p>	CANVA presentation	15'

	responsibility. Role of supports.		
Participation	Sharing and free commentary by participants on the topic	Discussion: Sharing personal experience by free hand <ul style="list-style-type: none"> - What self-management means? - How can we manage our health? 	15'
Coffee break			25'
Video-Influencer	A person with intellectual disability explains his/her experience	Real testimony of a person with ID 2 clips	10'
Practical activity 1	<i>It's time for the doctor's visit</i> How to organize it	Interactive activity Work in small groups We present several cards with the different steps, and each group orders them. Some cards are fake and they have to discard them. At the end, Each group presents their ideas, and the other groups offer their comments.	15'
Practical activity 2	<i>How do I self-manage my health?</i>	Interactive digital activity	15'

		<p>Role of supports</p> <p>Students carry out the activity with a mobile phone or tablet</p>	
Conclusions	We compile the concepts worked on	<p>Group reflection</p> <p>Have we understood what self-health management means?</p> <p>A supporting slide is projected showing the main points discussed in the session</p>	10'
Evaluation	Let's check if we have understood the concepts	<p>Interactive form</p> <p>(4-5 questions)</p> <p>Optional: For greater flexibility, the evaluation can be done on paper.</p>	10'
Closure	See you soon!		5'

MATERIALS:

- Attendance list (paper or digital form)
- Identification badges
- Computer and Projector or screen for viewing CANVA videos or presentations
- Cards, paper and pencil for practical analogical activities
- Stickers, post-its or other materials for icebreakers or games
- Evaluation questionnaire (paper or digital form)
- Tablets, mobile phones or laptops for participants to complete digital activities or forms

DHTA 3 - Health Literacy, Digital Health Literacy

Introduction

This section is divided into two sessions that explore key concepts in health literacy and digital health literacy. The first session introduces the idea of health literacy—what it means, why it matters, and how it can help us make better decisions about our well-being. Through interactive activities such as identifying health-related behaviors and analyzing medication leaflets, participants learn how to access, understand, and use health information effectively. The second session focuses on digital health literacy, helping participants recognize how technology can support their health. They practice identifying misinformation, explore useful health apps and websites, and reflect on their digital habits through games and group discussions. Together, these sessions aim to build both awareness and practical skills to support health management in everyday life.

Training Contents Summary:

1. HEALTH LITERACY

- Theoretical content: Introduction to the concept of health literacy
- Why is it important to me?
- Improve health literacy to achieve greater autonomy.
- Examples from our daily lives.
- Helping myself and other people through health literacy.

2. DIGITAL HEALTH LITERACY

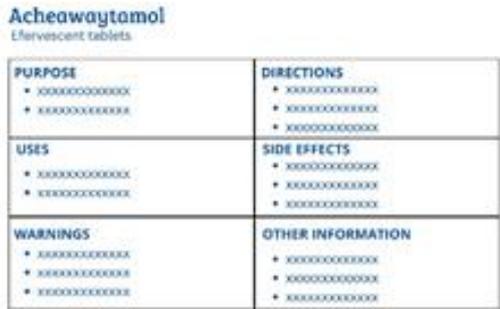
- Analyzing my digital health literacy level
- How can technology help me manage my health?
- Examples of applications or websites for health management

Activity implementation

SESSION 1: Health Literacy			
Step	Content	Activity	Estimated duration
Icebreaker	Short activity to create a relaxed environment and promote interaction among participants	Short game Communication skills Meet my classmate	5'

		Each student introduces and says the name of the person on his or her right.	
Brief reminder of the topics covered in previous DHTAs	Contextualization of the topics we are going to cover, remembering what we learned in previous sessions	Brief introduction supported by images presented in previous workshops (DHTA1, DHTA2) CANVA presentation (1-2 slides)	5'
Presentation of the topic	<p>Presentation of the main topic of the session: Health Literacy</p> <p>2.1 Health Literacy</p> <p>a. Theoretical content: Introduction to the concept of health literacy</p> <p>b. Why is it important for me?</p> <p>c. Improve health literacy to achieve greater autonomy.</p> <p>d. Examples from our daily lives.</p> <p>e. Helping myself and other people through health literacy.</p>	<p>CANVA presentation</p> <ul style="list-style-type: none"> - What health literacy means? - Why it is important to have a good level of health literacy? 	15'

Video-Influencer	A user explains personal experience about health literacy (d. Examples from our daily lives)	Real testimony of a person with ID 2 clips	10'
Practical activity 1	<i>Become a health literate</i>	<p>Interactive digital activity</p> <p>HEALTH LITERACY PANEL</p> <p>We display a mural with 12 actions linked (or not) to health literacy (explained with text and images) Students place a green Post-it note on those related actions.</p>  <p>The panel can be displayed in paper (one sheet each action) on the wall or in an image projected on a screen</p>	20'
Coffee break			20'
Practical activity 2	Exploring the <i>PIL</i> (Patient information leaflet) Following guidelines and reading	Interactive digital activity Work in small groups Each group is given a PIL (Patient Information Leaflet) of a fictitious	30'

	<p>medication labels carefully will ensure that medication can do its job</p>	<p>medicine with different details, and they must find the significant ones and the fake ones</p> <p>Examples:</p> <ul style="list-style-type: none"> - PURPOSE: reason for taking the medicine - WARNINGS: Risks, contraindications - COLOR: the color tells us what the medicine is for - TYPE OF MEDICINE: pills, capsules, creams, injections, suppositories - FLAVOR: The worse the taste, the better the medicine - DIRECTIONS: dosage, frequency - TREATMENT: I feel better, so I stop taking the medication - STORAGE: Always near the sink 	
Conclusions	Short reflection	<p>In view of the practical activity, we return to the initial question:</p> <ul style="list-style-type: none"> - Why is it important to have a good level of health literacy? 	10'
Evaluation	Let's check if we have understood the concepts	<p>Interactive form</p> <p>(4-5 questions)</p>	10'

		Optional: For greater flexibility, the evaluation can be done on paper.	
Closure	See you soon!		5'

SESSION 2: Digital Health Literacy			
Step	Content	Activity	Estimated duration
Icebreaker	Short activity to create a relaxed environment and promote interaction among participants	<p><i>Mindfulness</i></p> <p>Sitting in a chair (or standing in a circle), back straight and our arms, neck, and shoulders relaxed.</p> <p>The facilitator says: <i>Close your eyes and focus on your breathing.</i></p> <p><i>We calmly inhale through our nose and exhale through our mouth.</i></p> <p><i>We pause at that moment, just after inhaling and before exhaling, to observe how the cold air enters and how the warm air is expelled after passing through our body...</i></p> <ul style="list-style-type: none"> - <i>We concentrate on this present moment, without judging... if we hear a noise, we identify it, let it pass and return to our breathing.</i> - <i>We fill our lungs with air and exhale three times, open our eyes, and... we're ready to begin our session!</i> 	10'

<p>Presentation of the topic</p>	<p>2.2 Digital Health Literacy</p> <ol style="list-style-type: none"> Analyzing my digital health literacy level How can technology help me manage my health? Examples of applications or websites for health management 	<p>CANVA presentation</p> <ul style="list-style-type: none"> Do we know how technologies can help us improve our health management? Examples of digital tools that help manage health 	<p>15'</p>
<p>Video</p>	<p>How to use the internet to manage my health</p> <p>Some examples of how to use the web, apps, etc. for digital health. There's no need for students to do the research themselves; we show them some ways to do it in a video tutorial.</p>	<p>Video Tutorial with examples</p> <p>Ideas:</p> <ul style="list-style-type: none"> Show how to enter an app to take your blood pressure Show how to make an appointment with the doctor online Example of fake news (a serious influencer vs. a charlatan) showing the differences. 	<p>15'</p>
<p>Practical activity 1</p>	<p>Facts or fake news?</p> <p>Health is at stake: Misinformation about health can be dangerous</p>	<p>Interactive activity</p> <p>Work in small groups</p> <p>Each group is given a news story, which can be real or fake. They are given a checklist with the points they must review to</p>	<p>20'</p>

		<p>try to determine whether it is real or fake.</p> <p>When they complete the checklist, they explain to the other groups why they think it is real or a hoax.</p> 	
Coffee break			20'
Practical activity 2	Health Millionaire	<p>Interactive digital activity Genially Quiz</p> <p>10 interactive questions in a TV quiz show format. This can be done by projecting the questions and the entire group answers collaboratively. It can also be done in small groups, using a tablet or computer, with a facilitator in each group.</p>	20'

			
Conclusions	Purpose: To improve our knowledge about our own health and how to use digital skills to manage it.	<p>The group reflects on their digital health literacy literacy level</p> <p>Setting common goals: reflection about the importance of training to gain autonomy and improve quality of life</p> <p>Better training for better health</p>	15'
Evaluation	Let's check if we have understood the concepts	<p>Interactive form</p> <p>(4-5 questions)</p> <p>Optional: For greater flexibility, the evaluation can be done on paper.</p>	10'
Closure	See you soon!		5'

Materials:

- Attendance list (paper or digital form)
- Identification badges (provided in previous DHTAs)
- Projector or screen for viewing videos or presentations
- Computer or tablet for quizzes or interactive activities (working in groups or individually)
- Paper and pencil for practical activities

- Green post-it notes
- Mural in paper or projected on the wall (where students can stick post-it notes)
- Medications leaflets (PILs) templates (printed)
- News Stories about Health templates (PDF or printed)
- Myths Health List (PDF or printed)
- Health News Checklists templates (printed)
- Evaluation questionnaire (digital form)

MODULE 2. Basic Digital Skills

DHTA 2 - Digital literacy skills

Introduction

This section is structured around four sessions to build essential digital literacy skills. The first session introduces the basic concepts of digital literacy and familiarizes participants with different digital devices such as smartphones, tablets, and computers. The second session teaches how to effectively search the internet using tools like search engines, voice assistants, and AI, along with tips for finding reliable information. The third session focuses on safely using an email account, covering how to access, read, send, and delete emails securely. The final session guides participants through downloading, using, and deleting apps relevant to daily life, while emphasizing safe practices. Each session combines presentations, interactive discussions, practical exercises, and video content to support learning and promote confidence in using digital technologies.

Training contents:

1. Introduction of Digital literacy

- What is digital literacy?
- What is a digital device?
- Uses of the digital devices

2. Surfing the internet

- Access to information search (Google, Chatgpt, Voice assistants...)
- How to find the information I need
- Tips for finding good information

3. Use an e-mail account safely

- Access to my e-mail account.
- How to read my e-mails
- How to send e-mails
- How to delete e-mails
- Tips for using my e-mail safely.

4. Download, use and delete application (for daily life)

- Types of Apps.
- How and where to download APPs
- How to find my APP
- How to delete an APP

- Tips for using the APPS.

Activity implementation

SESSION 1: introduction to digital literacy			
Step	Content	Activity	Estimated duration
<i>Presentation of the topic</i>	<p><i>Presentation of the contents of this topic</i></p> <ul style="list-style-type: none"> • <i>What is digital literacy?</i> • <i>What is a digital device?</i> • <i>Surfing the Internet and using AI</i> • <i>Creating and using a secure and accessible email account.</i> • <i>Downloading, installing and using an app</i> • <i>Good use of the Internet (Safety and security)</i> • <i>Accessibility features</i> 	<i>Animated presentation</i>	15'
<i>Group dynamic</i>	<p><i>Group reflection on previous experiences based on the definition of digital literacy:</i></p> <ul style="list-style-type: none"> • <i>Do you use the internet?</i> • <i>What for?</i> • <i>What device do you use most?</i> • <i>What is your experience?</i> • <i>Difficulties/barriers/fears?</i> 	<i>The facilitator can write down the participants' contributions in columns on a board.</i>	15'
<i>Coffee Break</i>			20''

<p>Explanations /Practical activity</p>	<p>Presentation of content: What is a digital device?</p>	<ul style="list-style-type: none"> • Explain what a digital device is and what its functions are. • Distinguish between smartphones, tablets, computers, smart watches and digital glasses. • Show physical examples if possible. • Help participants identify how they are similar and how they differ. <p>During the presentation of content, allow participants to handle and touch the different devices.</p>	<p>40'</p>
<p><i>Video-forum</i></p>	<p>Video influencer: "I show you digital devices!"</p>	<p><i>Presentation of a short video in which a person will dynamically demonstrate the different devices that exist and their possible uses. + short discussion</i></p>	<p>10'</p>
<p><i>Evaluation</i></p>	<p><i>Interactive activity</i></p> <p><i>Checklist of achievements</i></p>	<p>Completion of interactive exercise on identification of digital devices.</p> <p>The trainer and participants will spend a few</p>	<p>10'</p>

	<i>(Trainer and participants)</i>	minutes filling out the checklist of achievements made during the session in an easy-to-read format.	
<i>Closure</i>	<i>Positive reinforcement</i>		5'

SESSION 2: surfing the internet			
Step	Context	Activity	Estimated duration
Presentation of the Agenda	Presentation of the topics of the session: <ul style="list-style-type: none"> How to search the internet: Tools 	Share a slide with the agenda of the content we will cover in the session.	5'
Icebreaker	Facilitate a group discussion where participants share their previous experiences and starting points related to digital tools. Suggested questions: <ul style="list-style-type: none"> How do you usually search for information on the internet? Do you have and/or use an email account? What difficulties do you face when using the internet 	Each participant expresses their ideas freely.	15'

	<p>or digital tools?</p> <ul style="list-style-type: none"> • Do you use apps? Do you know how to download them? • Have you ever tried using Artificial Intelligence (AI) tools? <p>This activity helps identify the group's digital literacy level and tailor the training to their needs.</p>		
Explanation	<p>Content presentation:</p> <ul style="list-style-type: none"> • Access to search engines (Google, ChatGPT and voice assistants) from different devices (PC, tablet, smartphone) • Explanation of how to find the information we need (written and/or by voice assistants) from different devices (PC, tablet, smartphone). 	<p>Practical explanation by the facilitator, using a presentation and live demonstrations on various devices to support understanding and engagement. Participants can be encouraged to practise in small groups as the content is presented and the trainer demonstrates.</p>	35'
Video-forum	<p>Video influencer: " Tips for finding good information"</p>	<p>Presentation of a short video in which a person explains</p>	10'

		some useful and simple tips for finding good information. After watching the video, open a brief discussion with the participants.	
Coffee break			20'
Practical activity	Invite participants to carry out small guided exercises based on their interests	<p>Guided exercises:</p> <ul style="list-style-type: none"> • Searching for a phrase like "healthy recipes" on Google • Using the voice assistant to find an address • Asking an AI tool how to clean a wound in easy-to-read language <p>These practical activities help reinforce digital skills in a meaningful and personalized way.</p>	20'
Evaluation	<i>Checklist of achievements (Trainer and participants)</i>	The trainer and participants will spend a few minutes filling out the checklist of achievements made during the session	10'

		in an easy-to-read format.	
<i>Clousure</i>	Positive reinforcement		5'

SESSION 3: use an e- mail account safely

Step	Content	Activity	Estimated duration
Presentation of the Agenda	Presentation of the topics of the session: <ul style="list-style-type: none"> Access to my email account. How to read emails. How to send emails. How to delete emails. 	Share a slide with the agenda of the content we will cover in the session.	5'
Icebraker	Facilitate a group discussion in which participants share their previous experiences and starting points in relation to the use of email: <ul style="list-style-type: none"> Do I use it? What do I use it for? What difficulties do I encounter? Do I need help? 	Each participant expresses their ideas freely.	15'
Explanation	Note: <i>The most important thing is to ensure that the person has access to email, not that they know how to create an account. Therefore, it will be important for the trainer to help those who do not</i>	Participants will be encouraged to practice with their own devices in small groups, allowing them to follow the trainer's steps in real time.	35'

	<p><i>have an email account to create one that they can use securely and functionally from their mobile phone.</i></p> <p>Step-by-step demonstrative explanation on:</p> <ul style="list-style-type: none"> • Accessing email from a mobile device • How to read an email • How to send an email 	An interactive presentation will be used as visual support	
Video-forum	Video influencer linked to safety and security: 'Tips for using your email safely'	Presentation of a short video in which a person explains some useful and simple tips for using email safely. After watching the video, open a brief discussion with the participants.	10'
Coffee Break			20'
Practical activity	Invite participants to perform short guided exercises to practise the basic uses of email.	<p>Guided exercises:</p> <ul style="list-style-type: none"> • Access your email • Read the email you have received. • Reply to the email • Send an email to someone else. <p>Remember</p>	25'

		<p>to find out their email address!</p> <p>These practical activities help to reinforce digital skills in a meaningful and personalised way.</p>	
Evaluation	Checklist of achievements (Trainer and participants)	The trainer and participants will spend a few minutes filling out the checklist of achievements made during the session in an easy-to-read format.	10'
Closure	Positive reinforcement		5'

SESSION 4: install, uses and delete applications (for daily life)

Step	Content	Activity	Estimated duration
Presentation of the Agenda	Presentation of the topics of the session: <ul style="list-style-type: none"> What is an app? Types How and where can I download it? How can I access it? How can I delete it? 	Share a slide with the agenda of the content we will cover in the session.	5'
Icebreaker	Facilitate a group discussion in which participants share their previous experiences and starting points in	Each participant expresses their ideas freely.	15'

	<p>relation to the use of APPs:</p> <ul style="list-style-type: none"> • Do I usually use apps? • Which ones? • Do I know how to install an app or do I need help? • Do I feel safe when using an app? • Can an app be deleted? 		
Explanation	<p>Step-by-step demonstrative explanation on:</p> <ul style="list-style-type: none"> • Types of apps • How and where to download an app • How to find it. • How to delete it when you no longer need it. 	Participants will be encouraged to practice with their own devices in small groups, allowing them to follow the trainer's steps in real time. An interactive presentation will be used as visual support	35'
Video-forum	Video influencer linked to safety and security: 'Tips for using the APPs'	Presentation of a short video in which a person explains some useful and simple tips for using APPs safely. After watching the video, open a brief discussion with the participants.	10'
Coffee Break			20'
Practical activity	Invite participants to perform short guided exercises to practise the install	Guided exercises: <ul style="list-style-type: none"> • Download an app (previously 	25'

	and uses of the APPs	<p>selected by the trainer).</p> <ul style="list-style-type: none"> • Locate the app. • Use it for a few minutes. • Delete the app. • Throughout the process, the trainer should make special mention of security aspects to bear in mind (payments within the app, etc.). 	
Evaluation	Checklist of achievements (Trainer and participants)	The trainer and participants will spend a few minutes filling out the checklist of achievements made during the session in an easy-to-read format	10'
Closure	Positive reinforcement		5'

Materials

- Attendant list
- Electronic Devices (PC, Tablet, Smartphones, smartwatches)
- Projector or screen for viewing videos or presentations
- Paper and pencils for practical activities
- Evaluation checklist for trainers
- Evaluation checklist for participants

MODULE 3. What is Digital Health Literacy.

DHTA 4 - Navigating Digital Health Systems.

Introduction

This training program is organized into four sessions to help participants understand what digital health is, how to use it safely, and how to access support when needed. The first session introduces the concept of digital health, exploring tools like apps, telemedicine, wearable devices, and AI assistants, while encouraging personal reflection on their usefulness. The second session is split into two parts and focuses on practicing the use of real tools in everyday life, including public health apps, medication reminders, medical videocalls, health-related purchases, and wearable health devices. Participants also learn how to ask health-related questions to conversational AIs like ChatGPT. The third session addresses the importance of digital safety and rights, helping participants identify safe behaviors, recognize their digital health rights, and reflect on how to protect their personal information. The final session focuses on support systems, encouraging collaboration among participants, families, and caregivers, and identifying the best ways to promote digital health literacy through shared experiences and practical advice.

Training contents

- Introduction to the Topic Block: What is Digital Health?
- Health Digital tools
 - Public System Health Apps
 - Digital Reminder Apps
 - Videoconference
 - Apps to buy medicines or health products
 - Digital devices to take care of our health
 - Conversational AI: Using ChatGPT, Gemini or other assistants for digital health
- Digital health security and rights
 - Security, protection and personal integrity in eHealth
 - My digital health rights
- How can other people support me?
- Best Practices on Digital Health Literacy

Activity implementation

SESSION 1: What is digital Health?			
Step	Content	Activity	Estimated duration

Icebreaker	Welcome participants and introduce the theme	Simple question game: “What do you use your phone for?” Participants share in pairs or small groups	10’
Presentation of the topic	Introduction to digital health: definition, uses, tools	The trainer will introduce the topic through a presentation with visuals and simple language. Show examples of apps, websites, wristbands, telehealth. Use real images or slides.	20-30’
Video influencer	Real-life example of using digital health	Watch an influencer video of a person saying: “With my cell phone I can make an appointment, see my prescription, talk to the doctor...”	5’
Coffee break			10’
Interactive activity	Explore real digital health tools, uses and benefits	Group activity: " The Digital Health Map ". Use image cards (apps, prescription, doctor, benefits). Participants place them on a mural divided into: tools, uses, benefits.	20’
Personal reflection	Encourage individual awareness and choice	Each person creates a small “ Personal Digital Health Map ”: What tool do I use? What do I want to learn? What’s hard for me?	10-20’
Evaluation	Short checklist to evaluate learning.	Kahoot quiz or google form with the main concepts of the session.	10’
Closure	Positive reinforcements and greetings.		

The second session may be done in the same day, including a long break between the first and second part, or in two separate days.

SESSION 2.1: Digital Health Tools in Daily Life

Step	Content	Activity	Estimated duration
Icebreaker	Icebreaker game + agenda	The trainer will pick a short energizer and share the Agenda for the session.	10'
Introduction	Overview of digital tools for health: apps, reminders, videocalls, buying medicine, devices	The trainer will introduce the topic with slides . They will briefly mention each tool that will be explored.	15'
2.1 Public Health Apps (demo + practice)	What are public health apps (e.g., MiSalud, Fascicolo Sanitario)? Features: view history, make appointments, prescriptions	The trainer will do introduction using influencer video . <i>Demo:</i> the trainer will show how to access the platform/app, how to use features included. <i>Practice:</i> Participants will practice individually with caregivers or in pairs.	30'
Coffee break			10'
2.2 Reminder Apps (demo + practice)	What are digital reminders? Use of alarms or apps to remember medication	The trainer will do introduction using influencer video . <i>Demo:</i> trainer will show how to create alarms or install dedicated apps. <i>Practice:</i> Participants create an alarm and install a simple reminder app, individually with caregivers and trainers supervision.	20-30'
2.3 Medical Videocalls	What is a medical videocall? When and how to use it	The trainer will do introduction using influencer video . Participants will practice a simulated video call in pairs (doctor/patient). Discuss what is needed: wifi, app, quiet place.	15'

Closure	Positive reinforcements and greetings.		
SESSION 2.2: Digital Health Tools in Daily Life			
Welcome and introduction (if done in a separate day)	Agenda + recap of the previous session.	<p>The trainer will pick a short energizer and share the Agenda for the session.</p> <p>The trainer will do a short recap about the previous session for the participants.</p>	
2.4 Buying Medicines (demo + practice)	What can I buy online? Reliable info and finding open pharmacies	<p>The trainer will do introduction using influencer video.</p> <p><i>Demo:</i> The trainer will show how to search for a product online (no purchase). All the group will then read the product info. The trainer will show how to search open pharmacies.</p> <p><i>Practice:</i> Participants will repeat these actions individually with caregivers or in pairs.</p>	30'
2.5 Health Devices (<i>demo + practice</i>)	Devices that support health: watches, bracelets. What they measure, how they help	<p>The trainer will do introduction using influencer video.</p> <p><i>Demo:</i> Show a device (real or image), explore its functions, such as how to turn it on, how it displays data etc.</p> <p><i>Practice:</i> Participants, if possible, will try the device, for example recording steps or heartbeat.</p>	30'
Coffee break			10'
2.5 Health Devices <i>practical activity 2</i>	Devices that support health: watches, bracelets. What they measure, how they help	The trainer will ask the participants to identify healthy daily habits. Using a presentation , they will link them with technologies: app, alarm, video, bracelet.	30'

		The trainer may then create a challenge, such as: drink 4 glasses of water or walk 1000 steps. A board can be created to record the achievements.	
2.6 Conversational AI	What is ChatGPT or Gemini? How can it help?	The trainer will do introduction using influencer video . <i>Group activity:</i> Ask AI questions like “What is a digital medical record?” Read and discuss responses. The trainer may launch an optional individual mini-challenge: type your own question and discuss in pairs the answer.	15’
Evaluation	Understanding and use of health tools	Each participant identifies a tool they understood, names a benefit, and reflects on which one they want to use or learn better.	15’
Closure	Positive reinforcements and greetings.		

SESSION 3: Security and Rights in Digital Health

Step	Content	Activity	Estimated duration
Icebreaker	Icebreaker game + agenda	The trainer will pick a short energizer and share the Agenda for the session.	10’
Introduction	Why security and rights matter in digital health	The trainer will hold a brief talk with visual support (slides): health info is private and valuable. We all have digital rights.	15’

		Video influencer will be shown and discussed with participants.	
3.1 Security and Integrity	What is safe/unsafe in digital health. Protecting health info and oneself.	<p>Card game: 'Safe or Not Safe?' - Each participant will pick a card and they will be asked to sort actions on a board. The trainer will facilitate a group discussion.</p> <p>Personal Commitment Corner: participants are asked to choose one good habit and one to start doing, and they will write or draw it on a board.</p>	30'
Coffee break			10'
3.2 Rights in Digital Health – <i>introduction.</i>	What are our rights in digital health? Right to help, privacy, understanding.	Video influencer will be shown and discussed with participants.	10'
3.2 Rights in Digital Health – <i>Practical activities.</i>	What are our rights in digital health? Right to help, privacy, understanding.	<p>Rights cards discussion: cards are handed out and discussed as a group.</p> <p>Situation game: Situations are presented, and the group identify if a right is respected.</p> <p>My Rights Card: Each person chooses one or two rights that are most important to him or her and completes a small card (what is the right? What can i do to defend it? Who Will support me?)</p>	30'
Evaluation	Recognize safe behaviors and personal rights.	<p>Participants name 1 safety action and 1 right.</p> <p>Game of situations: quiz with 2 – 3 situations, recognizing if the rights are respected.</p>	10'

SESSION 4: support needs and best practices <i>Presence of caregivers recommended</i>			
Step	Content	Activity	Estimated duration
Icebreaker	Icebreaker game + agenda	The trainer will pick a short energizer and share the Agenda for the session.	10'
Introduction	Barriers (fear, difficulty) and supports (family, peers).	Group conversation: 'When was it hard to use health tech? Who helped you?'	20-30'
Support network	Importance of being supported to access digital health.	Video influencer: Watch a video of someone explaining how support helps. Group discussion.	10'
Coffee break			10'
Exchange seminar	Sharing digital health experiences among peers, families, and professionals.	Participants present what they learned, which tool they use now, and what helped them most. Families and professionals share insights too. Questions: What was new for me? What will I keep using? What was difficult?	30-45'
Interactive activity	What supports do we need?	Create a shared ' Support Decalogue ': everyone contributes a tip or drawing about helpful support in digital health.	20-30'
Evaluation	Name important supporters and reflect on help received.	Each participant identifies 3 supporters and contributes to the Decalogue. Participants fill in a satisfaction questionnaire (maybe at the end of the whole training?)	10'

Materials

- Cell phones or tablets with internet.
- Projector or screen to show Canva videos and presentations.
- Presentation of contents / Videos in easy-to-read format.
- Printed or digital manual for trainers that includes the evaluation system.
- Memory or board games with app icons.
- Access to real apps
- Evaluation checklist for participants.
- Evaluation checklist for the trainer.

DHTA 5 - Using health information from the internet

Introduction

This section is divided in two sessions, and it helps participants develop their ability to recognize trustworthy health information and use digital tools effectively. In the first session, participants learn to search for health-related topics online and evaluate sources based on specific criteria, using engaging group discussions and games to reinforce understanding. The second session introduces the ID Health Catalogue—a curated tool for accessing reliable health information—and guides participants through its practical use. Both sessions promote critical thinking, digital and health literacy, and real-life application, empowering participants to navigate the digital health landscape with more confidence.

Training Contents:

- Theoretical content: criteria for selecting reliable information and sources, content of the ID health catalogue
- Daily life examples: why or when might the catalogue be helpful?
- Improvement of digital literacy and health literacy
- Usage of digital devices

Activity implementation

Session 1 - DHTA 5			
Step	Content	Activity	Duration
Reception	Reception of participants	Informal “get to know”, small talk, everyone takes a seat and introduces themselves	5 min.
What is our task today?	Presentation of today’s objectives	Powerpoint or flipcharts containing pictures	5 min.
Icebreaker	Motivation	Physical activity, everyone jumps around as he likes. Question: “You have sprained your ankle while skipping. Now you want to look for information about it on the internet. How do you know, if this information is reliable?”	10 min.

Group exercise and discussion	Searching/ finding health information from the internet	Participants use devices provided or their own to search for health information and select them about a health topic of interest. Participants present the source they have selected, everyone explains why the certain source was chosen.	30 min.
Presentation of the main topic	Criteria for selecting reliable information and sources	Powerpoint containing pictures regarding single criteria like e.g. no advertising	20 min.
Quiz/ game	Repetition/ recognition	Kahoot to evaluate the session/ learnings	10 min.
Conclusion/ evaluation	Discussion	What did I learn today?	10 min.

Session 2 - DHTA 5			
Step	Content	Activity	Duration
Reception	Reception of participants	Informal “get to know”, small talk, everyone takes a seat	5 min.
Reminding last session/ Icebreaker	What did we do in our last session? Can you remember for example the kahoot?	Discussion, repeating the kahoot of the last session	5 min.
What is our task today?	Presenting the main objectives of the session.	Powerpoint: ID Health site, where can you find the catalogue with reliable sources?	5 min.
Presentation	Presentation of the catalogue	Live Presentation (beamer)	15 min.
Using the catalogue	The participants should use provided or their own devices to use the catalogue themselves	Participants suggest a topic of research, search, find and discuss the results	15 min.

Conclusion/ evaluation	Discussion about the experience with the catalogue	What worked well, was there something that did not work? Did you understand everything? How was your experience using the catalogue?	10 min.
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Materials:

- Powerpoint presentation/ flipcharts
- Kahoot app
- Beamer
- Laptops/ tablets/ smartphones

MODULE 4. Digital Health media for PID.

DHTA 6 - Digital tools for prevention and recognizing symptoms.

Introduction

This section helps participants become familiar with health-related apps and understand how to use them in everyday situations. The first session introduces the concept of digital health tools, guiding participants through basic symptom identification and connecting those symptoms to app functions. Through interactive storytelling, demonstrations, and peer sharing, participants explore the purpose and features of various health apps. In the second session, participants practice using the apps in pairs or with caregiver support, take part in role-playing exercises with real-life scenarios, and reflect on their decision-making process. The training also emphasizes safety, privacy, and knowing when to ask for help, promoting confident and informed use of digital tools for personal health management.

Training contents

1. Identifying basic symptoms and linking them with app functions.
2. Overview of health-related apps for prevention and symptom recognition.
3. Analysis of the characteristics of each app, based on practical use.
4. Understanding of the pros and cons of each app.
5. Safety, privacy, and asking for help when needed.

Activity implementation

SESSION 1 – DHTA 6			
Step	Content	Activity	Estimated duration
Icebreaker	Welcome and warm-up	Welcome the participants and icebreaker game, such as “2 truths and 1 lie”	10’
Presentation of the topic	<p>The trainer will explain the activities foreseen during the session.</p> <p>The trainer will present the themes of this activity and its purposes.</p>	<p>The trainer will introduce the activities of the session with a simple Agenda.</p> <p>Then, the trainer explains in simple language, using a PowerPoint presentation, the contents of this section.</p> <p>They will introduce what</p>	15’

		digital health tools are and how they help us stay healthy.	
Interactive activity	Interactive storytelling: it is meant to support the ability of the participants to detect, identify and name their body sensations and their mood.	Guided storytelling: the trainer uses images/emojis cards to help participants describe how they feel today.	20'
Examples of apps/tools and peer education	Participants are given examples of apps or tools to be shown. Participants may share their experience with those tools.	The trainer will show a list of selected apps and tools explaining their features and functions (Presentation). They will involve the participants asking if they know or have experience with those apps.	20'
Coffee break			10'
Guided demonstration	Step-by-step use of the app	Trainer shows how to open the app, choose a function, listen to audio, and read visual cues, etc. (sample presentation) Participants with experience may explain some features as well.	20'
Conclusions	Final questions and doubts.	The trainer may leave some time for questions, doubts and observations regarding the session.	10-20'
Evaluation	Short checklist to evaluate learning.	Kahoot quiz or google form with the main concepts of the session.	10'
Closure	Positive reinforcements and greetings.		

SESSION 2 – DHTA 9

Step	Content	Activity materials	Estimated duration
Welcome and icebreaker	Welcome and warm-up	Welcome the participants and icebreaker game, such as “the mirror game”	10’
Presentation of the topic	The trainer will summarize the previous session and introduce the content of this one.	The trainer will introduce the activities of the session with a simple Agenda . The trainer will show a Ppt presentation , summarizing the content of the previous session and introducing the practical activities of this one.	15’
Practice in pairs or individually	Exploring the app in pairs or individually with caregivers.	Participants try using the app in pairs, with caregivers and professionals supervising the group. If participants have less competence, they can practice individually with caregivers. The trainer will follow the activity instructions .	20-30’
Coffee break			10’
Simulation and role-play	Small-group role-play with simple scenarios	Participants are divided into small groups (max 4 people) or pairs. Each group picks a card with a scenario and uses the app to decide what to do. The trainer will be given scenarios cards .	20’
Reflection and discussion	Sharing experiences and reinforcing decision-making	Each group shares what they did and why; the trainer reinforces correct or helpful choices. The trainer may use a digital or physical board to support the activity, if needed.	20’
Conclusions	Final questions and doubts.	The trainer may leave some time for questions, doubts and observations regarding the session.	10-20’

Evaluation	Short checklist to evaluate learning.	Kahoot quiz or google form with the main concepts of the session.	10'
Closure	Positive reinforcements and greetings.		

MATERIALS:

- Tablets or smartphones (one per participant or pair).
- Projector or large screen for group demonstration.
- Printed cards with symptoms and app icons.
- Simplified instruction sheets with images and keywords.
- Support materials for caregivers (guidelines to continue practice at home)

DHTA 7 - Digital Health Tools for monitoring my physical health condition

Introduction

This section guides participants in discovering how apps and devices can support their individual health needs. In the first session, participants learn about different tools for measuring physical conditions -such as step counters or hydration trackers- through videos, demonstrations, and hands-on use. They also reflect on which tools best fit their personal goals. The second session focuses on interpreting health data, understanding standard values, and comparing various tools. Participants actively test devices, discuss their experiences, and receive guidance on finding the best solutions for their needs. This activity promotes both digital confidence and health awareness in everyday life.

Training Contents:

- Knowledge about standard values
- Knowing different devices and apps to monitor physical health conditions
- Knowing your own individual needs and which apps/ devices are helpful to promote health
- Usage of devices and apps

Activity implementation

Session 1 - DHTA 7			
Step	Content	Activity	Duration
Introduction	Introduction of trainer and course. What is today's task?	Short introduction of trainer and topics of the session	5 min.
Icebreaker	Game/ quiz regarding physical condition	Kahoot: Questions regarding e.g. the benefits of movement or sufficient fluid intake	10 min.
Video	Introducing devices, apps and their functions	Observation	10 min.
Presentation	Practical demonstration of different devices and health apps (presenting a selection from the ID Health catalogue?)	Observation	15 min.
Break			10 min.

Group discussion	What are my personal needs? Why did I choose a special device or app?	Participants present their needs and their personal choice (why?)	10 min.
Scenario based testing	Real use of devices, monitoring of physical health conditions	e.g. counting steps by smartphone, walk around	15 min.
Feedback	Experience of usage. Users present their experience in using the app/ device: what did work well? Which problems appeared?	Discussion/ communication	10 min.
Quiz/ evaluation	Quiz about contents of the session	kahoot	5 min.

Session 2 - DHTA 7			
Step	Content	Activity	Duration
Introduction	Introduction of trainer and course. What is today's task?	Short introduction of trainer and topics of the session	5 min.
Icebreaker	Quiz about values which can be measured/ monitored by devices/ apps	Kahoot quiz: "Which data can be monitored?"	10 min.
Video	Information on standard values and recommended quantities	Learning standard values using videos	15 min.
Demonstration	Practical demonstration of different devices and apps (selection depending on chosen devices/ apps by participants in session 1)	Each user presents the app/ device they chose	10 min.
Group discussion	What is the benefit of the app/device I chose?	Communication/ feedback	10 min.
Break			10 min.
Scenario based testing	Real use of devices, monitoring of physical health conditions	Users search alternative applications to monitor the same physical state (are there different apps to e.g. count my steps?)	10 min.
Feedback	Users tell how their experience with the respective device/	Discussion, communication	10 min.

	app was and how well they coped with the task (e.g. monitoring and interpreting the pulse with a fitness watch). Which app/device is best for your needs? The trainer gives the user feedback on engagement and progress.		
Quiz/ evaluation	Quiz about the contents of the session	Kahoot Evaluation of the session	10 min.

Materials:

- Flipcharts
- Smartphones
- Tablets
- Various digital devices from the participants' own collections (For example smartwatches or fitness apps).

DHTA 8 - Digital Health Tools for monitoring my mental health condition

Introduction

This section helps participants understand their basic emotional states and discover how digital tools can support their mental health in daily life. In the first session, participants explore different apps and devices—such as mood trackers, breathing exercises, and relaxation tools—through videos, demonstrations, and hands-on use. They also reflect on their personal emotional needs and which tools might help them most. The second session offers more practice, as participants test selected tools, compare their experiences, and learn how to choose the most effective app or device for their emotional well-being. The activities encourage self-awareness, emotional literacy, and confidence in using digital support tools.

Training contents

- Understanding basic emotional states and how they impact our daily life.
- Exploring different digital tools (apps, devices) that can help improve emotional well-being.
- Identifying personal emotional needs and which apps/devices are most helpful.
- Practicing the use of selected apps or devices (e.g. mood journals, breathing exercises, relaxation music apps).

Activity implementation

Session 1 - DHTA 8			
Step	Content	Activity	Duration
Introduction	Introduction of trainer and course. What is today's task?	Short introduction of trainer and topics of the session	5 min.
Icebreaker	Game/ quiz regarding mental condition	Kahoot: Questions about Mental and Emotional Well-being	10 min.
Video	Introducing devices, apps and their functions	Observation	10 min.
Presentation	Practical demonstration of different devices and	Observation	15 min.

	health apps (presenting a selection from the ID Health catalogue?)		
Break			10 min.
Group discussion	What are my personal needs regarding my emotional well-being? Why did I choose a special device or app?	Participants present their needs and their personal choice (why?)	10 min.
Scenario based testing	Real use of devices, monitoring of mental health conditions	e.g. mood tracking, breathing exercises, guided meditation, emotional writing, etc.	15 min.
Feedback	Experience of usage. Users present their experience in using the app/ device: what did work well? Which problems appeared?	Discussion/ communication	10 min.
Quiz/ evaluation	Quiz about contents of the session	kahoot	5 min.

Session 2 - DHTA 8			
Step	Content	Activity	Duration
Introduction	Introduction of trainer and course. What is today's task?	Short introduction of trainer and topics of the session	5 min.
Icebreaker	Quiz about values which can be measured/ monitored by devices/ apps	Kahoot quiz: "Which data can be monitored?"	10 min.
Video	Information on standard values and	Learning standard values using videos	15 min.

	recommended quantities		
Demonstration	Practical demonstration of different devices and apps (selection depending on chosen devices/ apps by participants in session 1)	Each user presents the app/ device they chose	10 min.
Group discussion	What is the benefit of the app/device I chose?	Communication/ feedback	10 min.
Break			10 min.
Scenario based testing	Real use of devices, monitoring or improving the mental health conditions	Users search alternative applications to monitor or improve the same mental state (are there different apps to e.g. Meditation)	10 min.
Feedback	Users share their experience with the selected app or device and how well they managed the task (e.g. using an app to track their mood or practice breathing exercises). Which app or device helps you feel better or supports your emotional well-being? The trainer provides feedback on each user's participation and progress, encouraging reflection and	Discussion, communication	10 min.

	confidence in using the tool.		
Quiz/ evaluation	Quiz about the contents of the session	Kahoot Evaluation of the session	10 min.

Materials:

- Flipcharts
- Smartphones
- Tablets
- Various digital devices from the participants’ own collections (e.g. mood tracking apps, meditation tools, or smartwatches with stress-monitoring features).

DHTA 9 - Digital Health Tools for healthier lifestyles

Introduction

This section focuses on developing emotional awareness and well-being through empathy, mindfulness, and the use of digital health tools. In the first session, participants explore how self-compassion and connectedness can support mental health, and practice mindful breathing to manage stress. They are introduced to various digital tools—such as mood tracking apps and meditation platforms—and test them through guided activities and scenario-based role-play. In the second session, participants deepen their understanding of basic emotions and how these affect daily life. They observe demonstrations of digital tools, try them out in real-life scenarios, and reflect on how these technologies can support their emotional regulation and self-care. The activity encourages participants to integrate empathy, emotional awareness, and healthy digital habits into their daily routines.

Training contents

- The role of empathy and connectedness in promoting well-being.
- Practicing mindfulness and self-compassion as a tool for managing stress and supporting health.
- Using digital health tools to track physical health and emotional well-being.
- Integrating empathy, self-compassion, and connectedness into daily health habits.

Activity implementation

Session 1 – DHTA 9			
Step	Content	Activity	Duration
Introduction	Trainer and course presentation, icebreaker activity if necessary.	Trainer introduces themselves, provides an overview of the session, and explains the goals of using DHTs.	5 minutes
Icebreaker	Quiz related to mental health and emotional well-being.	Kahoot quiz on mental health and emotional well-being, including how DHTs can support mental health.	10 minutes
Video	Overview of standard mental health values and	Watch a video explaining how digital tools track variables such as mood,	10 minutes

	how DHTs monitor them.	stress, and physical activity.	
Presentation	Introduction to digital health tools and their benefits.	Trainer introduces various DHTs like mood trackers, meditation apps, and fitness devices for emotional well-being.	10 minutes
Mindfulness & Self-Compassion	Practice mindful breathing with self-compassion.	The trainer guides participants through deep breathing exercises, helping them focus on the breath while cultivating self-compassion.	15 minutes
Break	Rest and reflection.	Participants take a short break.	10 minutes
Group Discussion	Discuss the benefits of using DHTs for emotional well-being.	Discuss what participants found interesting in the video, and how they think DHTs can benefit their mental health.	10 minutes
Scenario-based Testing	Real use of digital health tools, exploring various features.	Participants choose an app they are interested in (e.g., Calm, Headspace) and explore its features.	15 minutes
Empathy Building	Enhancing empathy through role-playing.	Role-play different health-related scenarios, where participants practice supporting others with empathy.	20 minutes
Feedback	Discuss experiences with the apps and role-playing.	Participants share their thoughts on the apps, what worked well, and what was challenging in the role-play.	10 minutes
Quiz/Evaluation	Review of session's content.	Kahoot quiz to assess understanding of DHTs, including features and benefits of using apps for mental health.	5 minutes

Session 2 – DHTA 9

Step	Content	Activity	Duration
Brief Explanation	About basic emotions (joy, sadness, fear, calm, anger) and how they can affect our body and daily life.	Overview of basic emotions and their impact on physical and emotional health.	10 minutes
Discussion	Why is it important to pay attention to how I feel?	Discuss emotional awareness and examples of signs indicating the need for emotional self-care.	15 minutes
Practical Demonstration	Of different devices and applications.	Trainer demonstrates the usage of apps selected by participants to track mood, stress, and emotional states.	25 minutes
Group Discussion	What are the benefits of the app/device I chose?	Participants reflect on how the device or app can help them monitor their emotional well-being.	10 minutes
Break	Short break to relax and reset.	Participants take a break to reflect on the demonstrations and prepare for practical use.	10 minutes
Scenario-Based Testing	Real use of devices to monitor and improve emotional states.	Participants use apps to track and improve mood or engage in stress-reducing activities.	30 minutes
Feedback	Users present their experience using the app or device.	Participants share what worked well, any issues faced, and how the app affected their mood or stress levels.	10 minutes
Quiz/Evaluation	Quiz or game based on session content.	A quiz to assess understanding of the devices and their impact on emotional well-being.	10 minutes

Materials

- **Devices:** Smartphones, tablets, smart wearables or other digital health devices (e.g., scale, blood pressure monitor, thermometer).
- **Internet Access:** Stable connection to access online learning platform and app updates.
- **Software & Apps:** A list of simple, user-friendly health apps with intuitive interfaces and voice-guided features will be provided.
- **Printed Materials:** Handouts on self-compassion techniques and empathy-building practices.
- **Support Materials:** Caregiver/family guides to support reflection and active participation.
- **Apps:** Stress and Physical Activity Monitoring Apps, Mindfulness and Meditation Apps, Apps for tracking chronic conditions
- **Optional: VR equipment** (headsets, online simulations)

DHTA 10 - Digital Health Tools for communication with my supports.

Introduction

This section helps participants explore how digital tools (like messaging and calendar apps) can support healthcare-related communication. In the first session, participants learn about the role of communication in health, share their experiences with commonly used apps, and practice using a calendar app to manage appointments and reminders. In the second session, the focus shifts to WhatsApp, with guided activities on sending messages, making calls, and role-playing real-life scenarios such as booking a doctor’s visit or asking for support. Through group discussion, demonstrations, and hands-on practice, participants build confidence in using everyday digital tools to take more control over their health and well-being.

Training contents

- Understanding communication and sharing as an important factor to manage healthcare.
- Identifying personal needs and which apps/devices are most helpful.
- Exploring the main important digital tools (apps, devices) that can help improve communication with support.
- Practicing the use of selected apps or devices (e.g. WhatsApp; Calendar).

Activity implementation

SESSION 1 - DHTA 10			
Step	Content	Activity	Estimated duration
Introduction	Introduction of trainer and course. What is today’s task?	Short introduction of trainer and topics of the session	5 min.
Icebreaker	Game “Pass the Energy”	Participants stand or sit in a circle, hold hands, and concentrate silently. The facilitator sends a series of pulses both ways round the group by discreetly squeezing the hands of those next to her/him. Participants	15 min.

		pass these pulses round the circle, as in an electric current by squeezing the hand of the person next to them.	
Video	Introducing communication apps and their functions	ID HEALTH Influencer Video Short, clear video showing examples of communication apps (WhatsApp, Calendar).	5 min.
Group discussion	Which Apps Do We Use? And how? Collect information about different communication apps the group uses. Have them sorted by their functions and realize which are the most used. Find out that they can be used to manage our health too	Open group discussion and flipchart notes: <ul style="list-style-type: none"> • Which apps do participants use? • What are they used for? • Has anyone used them for health-related communication? 	10 min.
Coffee Break			10 min
App Presentation	Calendar App Presentation	Using a PowerPoint presentation describing the Calendar App	5 min
Hands on Practice	Calendar App Demo Practical demonstration	<ul style="list-style-type: none"> • Live demonstration of how to use a calendar app for appointments or medication reminders. • Activity: Participants create an event/reminder on their device (with support as needed). 	15 min
Round table	Sharing experiences and tips	Users share their experiences using the app/device: what worked well?	10 min

		Which problems appeared? Some useful tips	
Conclusions	Key Takeaways	<ul style="list-style-type: none"> Recap because good communication is important for health. Share examples of how apps help manage health and stay connected. 	10 min
Closure	Next meeting will be...	Set the date and time for Session 2	5 min.

SESSION 2 - DHTA 10

Step	Content	Activity	Estimated Duration
Introduction	Greet participants. What is today's task?	Short introduction to the topics of the session	5 min.
Icebreak/Recap	Briefly review what was learned in Session 1.	<ul style="list-style-type: none"> Each participant writes on two post-its: 1) the main idea they got from Session 1 and 2) the name of an App they use or remember. Post on a wall and briefly discuss them. 	10 min.
Hands-on Practice	WhatsApp Practical demonstration	Demonstration of how to: <ul style="list-style-type: none"> Send a text message Record and send a voice message Make a video call Activity: Participants try each function on their device.	20 min

Coffee Break			10 min
Role play	Sharing the experience of usage and tips	<p>In a group of three, take turns being the “doctor/GP” user and the “support person.”</p> <p>Construct a role play for one of these options:</p> <ul style="list-style-type: none"> • Send a message to schedule a doctor’s visit • Ask for help with medication • Make a short video call • Schedule an appointment on the calendar and share with the support person <p>Rotate partners.</p>	25 min
Conclusions	Group Reflection – What Worked?	<p>Share feedback:</p> <ul style="list-style-type: none"> • Was it easy or hard? • What tips would you give others? • Each participant says one thing they learned and how they will use it in daily life. 	5 min
Evaluation	Short questionnaire (paper or digital).	Use Kahoot or Mentimeter if the group is comfortable.	10 min
Closure		<ul style="list-style-type: none"> • Thank the participants. • Encourage continued use of tools with support from caregivers or families. 	5 min.

Materials

- Attendance list (paper or digital form)
- Projector or screen for viewing videos or presentations
- Computer or tablet for practical demonstration of the use of health websites or applications
- Paper and pencil for practical activities
- Stickers or other materials for icebreakers or games
- Evaluation questionnaire (digital form)