**UNIT 1**

**WHAT HEALTH MEANS TO ME**

**UNIT 1: LEARNING OBJECTIVES**

* To create a welcoming, inclusive atmosphere; beginning to develop a sense of group cohesion.
* For participants to gain a clear idea of the demands and opportunities provided by the course.
* To begin to establish a particular style of learning, starting from people’s own knowledge. This can be used to identify more general themes, contradictions and initiate debates.
* To explore the distinction between medical and social perspectives in relation to health.

**UNIT 1: SUMMARY OUTLINE**

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| **Exercise number** | **Exercise** | **Handouts** |
| **1.1** | Welcome, introductions and ice-breaker  |  |
| **1.2** | What the course is about | H1.2A: Zola H1.2B: What is expected of you this term.  |
| **1.3** | Hopes and concerns  |  |
| **1.4** | Introduction to groups  |  |
| **1.5** | What affects our health |  |
| **1.6** | Medical and social explanations  | H1.6A: Trying to get back.  |
| **1.7** | Recap and summary | Learning Log Unit 1 |

**UNIT 1: ADDITIONAL TUTOR SUMMARY NOTES**

There is a fair amount of information that you need to share about the course in this unit so you may want to run a separate induction/information session that covers all the unit. Including more time to cover Exercise 1.4, 1.5 and 1.6.

**EXERCISE 1.1: WELCOME, INTRODUCTIONS AND ICE-BREAKER**

The content of this will depend on how familiar the group members are with one another. A basic ice-breaker is described but you may want to use one of your own.

**EXERCISE 1.2: WHAT THE COURSE IS ABOUT**

Spending a fair amount of time in looking at what is involved in the course

now can prevent problems later on. Things like the group presentation and the course assignment can look a bit daunting at this stage so reassurance will be needed for some participants. Give out H1.2 and H1.2B and go through with group.

**EXERCISE 1.3: HOPES AND CONCERNS**

The idea of this exercise is not only to identify hopes and concerns, but also common themes or particular issues that you as the tutor may need to address as the course progresses. It should also give participants a chance to see that at least some of their hopes and concerns are shared by others.

**EXERCISE 1.4: INTRODUCTION TO GROUPS**

This may be the first time that this group of people has met together. As much of the course work involves working together then it is really important that basic ground rules and group dynamics are addressed at this stage. If the right environment is created in terms of mutual trust and respect, then the quality of the participants’ experience will be greatly enhanced.

**EXERCISE 1.5: WHAT AFFECTS OUR HEALTH**

This exercise is a scene-setter for the course in terms of people identifying and describing their health issues. It can also set the pattern for the group’s participation and can be a lively and energetic way of introducing serious issues. (Can also be used as a stand-alone exercise with a variety of groups).

**EXERCISE 1.6: MEDICAL AND SOCIAL EXPLANATIONS**

This exercise can be quite an eye-opener for people who have always believed that only the NHS deals with health concerns. The aim of this exercise is to start people thinking about what impacts on our health and the mismatch between this and what the health service provides. Give out H1.6A.

**EXERCISE 1.7: RECAP AND SUMMARY**

It is important that the group gets an opportunity to reflect on what they’ve covered at the end of the session. This is also an opportunity to introduce the learning logs and for participants to complete them before they leave. Give out Learning Log 1.