



Module 4 – Strategies and Practices to Integrate Health Literacy Programmes in Youth Work

Partner: Association Mano Europa

Author: Ruta Pajalić



Co-funded by
the European Union



Summary

Introduction	03
.....	
Learning Outcomes	04
.....	
Key Concepts	04
.....	
Structure of the Module	06
.....	
Step 1 – Digital Spark	07
.....	
Step 2 – Skills Lab	09
.....	
Step 3 – Individual Assessment	21
.....	

Introduction

Health literacy is not a topic young people encounter only in clinical or educational settings. It is present in every scroll through a social media feed, every conversation with a peer about diet or mental health, every moment of confusion or curiosity about the body and its needs. Youth workers, educators, and facilitators are uniquely positioned to meet young people in those moments – but only if they have the practical tools and confidence to do so.

This module equips youth workers and educators with concrete strategies to integrate health literacy into their everyday practice. It **focuses on the four priority health topics** identified through the HEALTH-LIT needs assessment conducted across partner countries between June and September 2025:

- Mental health
- Sexual and reproductive health
- Nutrition and body image
- Addictions and peer pressure

The module is built around three sequential steps – **Digital Spark, Skills Lab, and Badge Quest** – which move participants from foundational understanding through active facilitation practice to individual reflection and assessment. Throughout, the emphasis is on participatory, youth-centred methods: creating safe spaces, building critical thinking, and designing interventions that are realistic within the constraints of actual youth work contexts.

The module is primarily addressed to youth workers, educators, and facilitators. Where content is intended specifically for facilitators running the workshop, this is clearly indicated.

Learning outcomes

By the end of this module, participants will be able to:

1. Understand the concept of health literacy and its relevance in youth work contexts;
2. Identify the key challenges young people face when navigating digital health information;
3. Apply participatory and youth-centered methods to integrate health literacy topics into youth work activities;
4. Facilitate safe, inclusive, and non-judgmental learning environments for discussing sensitive health topics;
5. Design and implement engaging learning activities addressing mental health, sexual and reproductive health, nutrition and body image, and addictions and peer pressure;
6. Support young people in developing critical thinking, fact-checking, and decision-making skills;
7. Produce practical learning artefacts that demonstrate acquired competencies.

Key Concepts

The following definitions underpin this module. Reading them before proceeding will help you engage more confidently with the content.

Health Literacy: the ability to find, understand, evaluate, and use health information to make informed decisions about physical, mental, and social wellbeing. (*Source: World Health Organisation*)

Youth Work: a professional practice that supports the personal, social, and educational development of young people through structured non-formal and informal learning environments. Youth workers build relationships of trust that create conditions for meaningful conversations about health.

Non-formal Learning: structured educational activity that takes place outside formal school curricula, typically in community, youth centre, or online settings. It is participatory, flexible, and responsive to the needs of the group.

Safe Space: an environment in which participants feel able to share experiences, opinions, and questions without fear of judgement, ridicule, or disclosure. In health literacy work, creating and maintaining safe spaces is a prerequisite for productive conversations about sensitive topics.

Participatory Methods: facilitation approaches that actively involve participants in the learning process — through discussion, co-creation, role-play, and collaborative problem-solving — rather than presenting them as passive recipients of information.

Youth-Centered Design: the practice of designing learning activities, communications, and interventions around the actual needs, preferences, and realities of young people, rather than around the assumptions of adult designers.

Misinformation vs. Disinformation: misinformation is false or inaccurate information shared without deliberate intent to harm. Disinformation is false or misleading information deliberately created and spread to deceive. Both are prevalent in digital health content and require different response strategies.

Structure of the Module

The module is organised into three sequential steps. Each step builds on the previous one, moving from theoretical grounding to active practice to individual reflection.

Total duration	Approximately 4 hours
Step 1 – Digital Spark	30 minutes (asynchronous, self-directed)
Step 2 – Skills Lab	2–3 hours (in-person workshop with bread
Step 3 – Individual Assessment	15 minutes (individual reflection)

4.1. Materials and Equipment

The following materials are needed to deliver the full module:

Irure laboris velit adipisicing aute. Dolore dolor reprehenderit aliquip
Lorem ullamco eiusmod incididunt aliqua do officia. Dolore incididunt
adipisicing deserunt quis quis est.

Digital equipment

- Screen and audio equipment (speakers) for displaying short-form video content

Workshop materials

- Flipchart paper and markers
- Post-it notes

Facilitation resources

- Facilitation scripts for each activity (provided in this document)
- Printed copies of the Strategy Design Template (one per group, Activity 3)
- Printed copies of the Individual Assessment Template (one per participant, Step 3)

Step 1 – Digital Spark

Format: short, high-energy introductory video (asynchronous, self-directed).

Duration: 30 minutes.

Purpose: to introduce the essential theoretical concepts that underpin the module and prepare participants for practical application in the Skills Lab.

5.1 Key Content Topics

The Digital Spark introduces the following conceptual foundations:

- What is health literacy, and why does it matter in youth work?
- The role of youth work in promoting health literacy: opportunities, responsibilities, and limits

- Digital health information: how young people access it, what makes it valuable, and what makes it risky
- The difference between misinformation and disinformation, and how both manifest in youth-facing health content
- Youth-friendly approaches to discussing sensitive health topics: principles of safe space, non-judgement, and inclusion

5.1 Key Content Topics

The Digital Spark introduces the following conceptual foundations:

- What is health literacy, and why does it matter in youth work?
- The role of youth work in promoting health literacy: opportunities, responsibilities, and limits
- Digital health information: how young people access it, what makes it valuable, and what makes it risky
- The difference between misinformation and disinformation, and how both manifest in youth-facing health content
- Youth-friendly approaches to discussing sensitive health topics: principles of safe space, non-judgement, and inclusion

5.2 Introductory Video

The Digital Spark is built around the following introductory video, which participants watch before attending the Skills Lab:

Introductory video: youtube.com/watch?v=cQiyKRjC_LU

Before watching, consider: what do you already know about health literacy in your current youth work practice? What gaps or challenges do you encounter most often when health topics come up with young people?

Step 2 – Skills Lab

Format: in-person workshop, facilitated by trained youth workers.

Duration: 2–3 hours, including a short break.

Focus: hands-on learning, group discussions, experiential activities, and peer collaboration.

The Skills Lab is the core practical component of the module. It is organised into four sequential activities, each building on the previous one. The full arc moves from mapping the current reality of young people’s digital health behaviours, through topic-specific skills development, to the design of original health literacy interventions, and finally to collective reflection.

6.1 Activity 1 – Youth Reality Mapping

Duration: 30 minutes.

This activity anchors the workshop in participants’ direct experience of working with young people. Before designing interventions or discussing theory, participants first examine and share what they already observe about how young people in their contexts access, use, and are influenced by health information online. This grounding step ensures that what follows is shaped by actual practice rather than assumptions.

Part 1: Mapping information sources – 10 minutes

Participants work in small groups of three to four. Each group receives flipchart paper or sticky notes.

The task is to list all the ways the young people they work with currently access health information – including formal and informal sources, online and offline channels. Examples might include TikTok, YouTube, school lessons, friends, family, healthcare professionals, or community organisations.

Prompt for groups: think broadly. The goal is to capture the full picture of how young people in your specific context encounter health information, not just the obvious digital channels.

Part 2: Analysing digital habits and trends – 10 minutes

Staying in the same groups, participants focus on the digital behaviour they observe: which platforms young people use most, how they engage with content (scrolling, sharing, following trends, commenting), and which current health-related trends they are seeing in their work contexts.

Groups consider: fitness challenges, diet advice, mental health content, wellness influencers, or any other patterns currently visible in their groups.

Part 3: Group discussion on risks and opportunities – 10 minutes

All groups come together for a full-group discussion. The facilitator draws two columns on the board: Risks and Opportunities. Participants contribute examples from the previous steps. The discussion explores not just what the risks and opportunities are, but where youth workers can make the most practical difference.

Guiding questions for the facilitator:

- What worries you most about how young people access health information in your context?
- What positive opportunities do you see in the digital spaces where young people spend time?
- Where can youth workers make the biggest difference – and where are the limits of our role?

6.2 Activity 2 – Topic Labs

Duration: 1 hour total, 15 minutes per station.

This activity strengthens participants' practical skills across the four priority health topics through a rotating station format. Each station provides a focused, hands-on experience of facilitation techniques relevant to one topic area. The rotation ensures that all participants engage with all four themes before the Strategy Design Lab.

Format and facilitation

Set up four stations, each focused on one priority topic. Divide participants into four small groups. Each group starts at a different station and rotates every 15 minutes. Signal rotations clearly and keep time strictly.

If possible, assign one facilitator to each station. If this is not feasible, provide very clear written instructions at each station so groups can work independently.

Station 1 Mental Health	Station 2 Sexual & Reproductive Health	Station 3 Nutrition & Body Image	Station 4 Addictions & Peer Pressure
<i>Identifying stress triggers</i>	<i>Debunking myths about sexual health</i>	<i>Analysing media influence on body image</i>	<i>Peer influence simulations</i>
<i>Promoting emotional wellbeing</i>	<i>Consent scenarios and discussion</i>	<i>Self-esteem building activities</i>	<i>Refusal skills role-play</i>
<i>Crisis response role-play</i>	<i>Safe communication exercises</i>	<i>Social media body image challenge</i>	<i>Myths vs. facts about addiction</i>

Wrap-up – 5 minutes:

Once all groups have completed all four stations, bring everyone together briefly. Ask: which station felt most relevant to your current work? Which skill or technique can you apply immediately? This brief reflection primes participants for the Strategy Design Lab that follows.

6.3 Activity 3 – Strategy Design Lab

Duration: up to 1 hour (35–40 minutes design + 20 minutes presentations).

This is the core applied output activity of the module. Participants work in groups to design a practical, youth-centred health literacy intervention that they could realistically implement in their own youth work setting. The emphasis throughout is on feasibility, youth engagement, and clear health literacy relevance.

Format and task

Divide participants into groups of three to five. Each group chooses one of the four priority health topics and one intervention format. Ensure that different groups work on different topics.

Available intervention formats:

- Workshop activity
- Social media awareness campaign
- Peer education session
- Digital challenge

Each group uses the Strategy Design Template (provided separately) to structure their intervention. Groups have 35 to 40 minutes to complete the template, followed by a 3-minute presentation to the full group.

Output:

Each group submits a completed Strategy Design Template and delivers a 3-minute presentation summary to the group. Presentations should be followed by brief peer feedback.

Facilitator note

Script for participants:

You will now design a short health literacy intervention for young people. Your task is to create a realistic, engaging activity that you could actually implement in your youth work practice. Your intervention must be youth-friendly, participatory, inclusive, practical, and easy to implement within realistic youth work constraints.

Guiding questions if groups are stuck:

- How would young people actually experience this activity?
- Is this realistic in your local context — with the time, budget, and resources you have?
- What makes this engaging and fun for young people, not just informative?
- How does this empower young people rather than just telling them what to do?

Strategy Design Template

Part A — Basic Information

Group name: _____

Chosen topic:

- ☐ Mental Health ☐ Sexual and Reproductive Health
☐ Nutrition and Body Image ☐ Addictions and Peer Pressure

Chosen format:

- ☐ Workshop activity ☐ Social media campaign
☐ Peer education session ☐ Digital challenge

Part B – Target Group

Who is this intervention for? (age range, background, specific needs)

--

Group size:

☐ 5–10 ☐ 10–15 ☐ 15–25 ☐ Other: -----

Part C – Problem and Objective

What problem or need does this intervention address?

--

--

Main learning objective (1–2 sentences):

After this activity, young people will be able to...

--

--

Part D — Activity Description

Name of the intervention: _____

1. Opening (5 minutes)

What happens? How do you introduce the topic and engage the group?

—

2. Main Activity (20–30 minutes)

What exactly do participants do? Describe step by step.

—

—

3. Reflection and Closing (10 minutes)

How do you close the activity and consolidate learning?

—

Part E — Methods and Tools

Methods used:

- ☐ Group discussion ☐ Role play ☐ Quiz / game ☐ Digital tools
☐ Video ☐ Social media ☐ Peer teaching ☐ Creative tasks

Tools and materials needed:

Part F — Youth Engagement and Inclusion

For each of the following dimensions, briefly explain how the intervention addresses it:

Youth-friendly:

--

Inclusive and safe:

--

Participatory:

--

Part G — Implementation Plan

Estimated duration: ----- minutes

Setting:

☐ Youth centre ☐ School ☐ Online ☐ Community space

☐ Other: -----

Number of facilitators needed: -----

Part H — Expected Impact and Quality Review

What changes do you expect in young people after this activity?

Quality checklist — before presenting, confirm:

- ☐ Is the activity clear and logical in its structure?
- ☐ Is it realistic in terms of time and available resources?
- ☐ Is it genuinely youth-friendly in format and language?
- ☐ Is it safe and inclusive for a diverse group of young people?
- ☐ Is health literacy clearly and explicitly addressed?

6.4 Activity 4 — Reflection and Group Debrief

Duration: 15 minutes.

This closing activity helps participants process what they have learned, share feedback, and close the workshop in a meaningful way. The facilitator selects one of the two methods below, depending on the group's energy level, size, and the time available. Both methods achieve the same goals: consolidating learning, gathering feedback, and providing emotional closure.

Option A – Learning Reflections – 10 minutes

Participants take a few minutes of individual reflection on the session before sharing with the group. The facilitator explains that there are no right or wrong answers – this is about personal insights and honest reflection.

Recommended reflection questions:

- What is one key insight or learning moment you are taking away from today?
- Which activity or topic felt most relevant for your work with young people, and why?
- What is one concrete action you feel more confident to implement after this training?
- What challenge do you still feel unsure about when addressing health literacy topics with young people?

Option B – Feedback Circle – 5 minutes

Participants stand or sit in a circle. The facilitator explains: “We will close the session with a short feedback circle. This gives everyone a chance to share how they experienced today and what they are taking with them.” Sharing is voluntary, and each contribution should be one sentence.

Choose one prompt for the circle:

- “One word that describes how I feel right now is...”
- “One thing I appreciated about today’s session is...”
- “One thing I am taking with me into my youth work is...”
- “One small improvement I would suggest is...”

Facilitator closing:

“Thank you for your openness, ideas, and energy today. Your reflections help us improve this programme and ensure it truly meets the needs of youth workers and young people.”

Step 3 – Individual Assessment

Duration: 15 minutes.

After completing all workshop activities, each participant completes an individual reflection and self-assessment. The purpose is to consolidate personal learning, identify the insights that have been most significant, and reflect on how the skills and strategies developed in this module can be carried into their own youth work practice.

The Individual Assessment is completed independently and is not shared with the group unless the participant chooses to do so. It forms part of the evidence base for the Digital Health Achiever badge.

7.1 Individual Assessment Template

Name and Date

Name: _____

Date: _____

Part A – Workshop Learning Reflection

What is the most important thing you learned in today's session?

--

--

Which activity helped you understand youth health literacy the most? Why?

--

--

What new skills or strategies do you feel confident using in your youth work?

--

--

Part B – Self-Assessment

Rate yourself on the following areas using the scale: 1 = Needs Improvement | 2 = Developing | 3 = Competent | 4 = Confident | 5 = Highly Confident

Skill / Competency	1	2	3	4	5
Understanding of youth health literacy					
Applying digital tools to support health learning					
Engaging in group discussions and reflection					
Designing practical, youth-centred interventions					
Identifying risks and opportunities in youth health content					

Part C – Application in Practice

How will you apply what you learned today in your work with young people?

What is one concrete action you will take in the next month based on this workshop?

Part D – Final Reflection

Overall, how would you rate your learning experience in this workshop?

☐ Excellent ☐ Good ☐ Average ☐ Needs Improvement

Any additional comments or suggestions:

--

--

Key Reminder

- The Individual Assessment is a tool for personal reflection, not a performance evaluation. Honest responses are more valuable than polished ones.
- The self-assessment scale (1–5) is a snapshot of your current confidence, not a measure of your worth as a youth worker. Identifying areas of development is the first step toward growth.
- The concrete action you identify in Part C is the most important output of this assessment. Write something you will actually do.