

Introduction to Bone Health Facilitation Guide

This guide will help you through the process of preparing for and facilitating the workshop, followed by how to evaluate the success of the workshop. Prior to the workshop, it is essential that you prepare yourself well in advance so that you feel as comfortable as possible with what needs to be done before, during and after to help mitigate any potential surprises.

There are a number of resources associated with this workshop. They are as follows:

- Introduction to Bone Health - Facilitation Guide
- Introduction to Bone Health - Presentation
- Introduction to Bone Health - Workshop Plan
- Introduction to Bone Health - Workshop Guide
- Workshop Sign-In Sheet
- Workshop Evaluation Form

1. PREPARE

You will want to make sure to read through and print:

- a. this document (**Introduction to Bone Health - Facilitation Guide**)
- b. the **Introduction to Bone Health - Workshop Plan**
- c. the **Introduction to Bone Health - Workshop Guide** - one per each participant, with a few extras

2. ORGANIZE

- a. Decide on a co-facilitator and discuss how you will work together
- b. Check to make sure that the PowerPoint (**Introduction to Bone Health - Presentation**) for this workshop will work on your computer
 - i. You will want to do this, ideally, the day before the workshop so that if an unexpected issue arises, you will have time to address it without ample time.
- c. You will also want to print off a copy of the **Workshop Sign-In Sheet**
- d. The **Workshop Evaluation Form** can be sent out as part of an email or printed out and distributed within the workshop for more immediate feedback.
- e. For each participant, they will require a pen or pencil to participate in the activities and complete their workshop guides.

3. ROOM SET-UP

For this workshop, the learning activities require small (between 2-4 member) group work.

- a. We recommend setting up the room to have four (4) chairs set-up around different tables, with enough tables and chairs to meet your estimated number of participants.
 - i. If setting up small groups is not possible, this workshop will work just as well with a theatre-style set-up (chairs in rows), but it might be difficult for participants to write during activities and complete their workshop guide comfortably.
- b. Once the tables and chairs have been set up, you will want to distribute the workshop guides (one at each chair) as well as the pens/pencils.
 - i. This will make it easier for participants to enter into the room and begin the workshop without interruptions.

4. THE WORKSHOP

At the beginning of the workshop, as the participants are arriving

- a. Greet participants at the door
- b. Encourage attendees to find their seats
- c. Encourage attendees to begin the *starter activity*
- d. Direct attendees to sign-in

FYI



This image will indicate that there is a question to be asked to the group to help transition between slides or to engage the group in an activity.

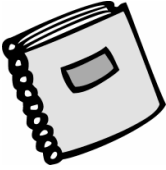


This image will indicate that there is an activity for the participants.

Slide 1 - Title Slide

- You will probably want this slide up before the start of the workshop so that as participants enter the room, they know they are in the right location
- Transition to Slide 2 when the workshop has officially begun

Slide 2 - Starter Activity



- encourage participants to begin the starter activity when they take their seats
 - circulate around the room so that you can help anyone who is having difficulty completing the activity - give the group 2 minutes to complete the activity
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- This is also the time when you will pass out the **Workshop Sign-In Sheet**

Slide 3 - Agenda

- Once the starter activity is complete, review the agenda for the workshop

Slide 4 - Learning Objectives

- review the learning objectives with the group
 - set the tone for the workshop by engaging the participants in volunteering to read the objectives aloud, ideally having a different volunteer read a single objective
 - These will identify specifically what the participants should expect to know by the end of the workshop
 - The **Introduction to Bone Health - Workshop Guide** has been designed to help the participants achieve this goal

Slide 5 - How to navigate the slides

- Reviewing the structure of the slides will help the participants quickly navigate the information presented
- This slide should help you relay the information from each slide more efficiently

Slide 6 - Workshop Guide

- Encourage the participants to complete the **Introduction to Bone Health - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Our Bones

- Section title slide used to indicate the start of the next section of the presentation.



Who can tell me what our bones are made up of?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slide 8 - Our Bones

- Review what the three major components of bones and briefly compare this slide to the responses you received from the previous question and highlight the aspects that were successfully identified.
- The goal of these early slides in this section is to draw from the previous knowledge of the participants
 - We want to engage them to build upon what they already know so that they can make meaningful connections between old and new concepts while challenging any misconceptions they might have previously held

Slide 9 - How do bones grow? - Activity



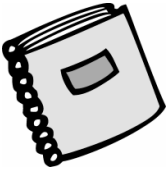
- Direct participants to break-up into groups of 3-4 members (their table groups)
- Encourage all of the participants to record their group's ideas into their **Introduction to Bone Health - Workshop Guide**
- Start the timer on the slide - the groups will have 2 minutes to brainstorm and share their ideas.

Slides 10-13

- After the 2-minute timer has expired, refocus the participants to the presentation and review the key concepts of the bone growth cycle
- For slide 10, after reviewing the key points, play the video about "Peak Bone Mass" [2:23]
- Continue to review the bone growth concepts on Slides 11-13 and have groups contrast these with their preconceptions about the bone growth cycle and have participants take note of any differences in their responses in their **Introduction to Bone Health - Workshop Guide**

- To review the material covered on the slides, you can either choose to briefly summarize the slides yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 14 - What are strong bones? - Activity



- In their table groups, encourage participants collaborate, share and respond to the following questions drawing from their personal experience and knowledge:
 - What is Bone Strength?
 - Why are strong bones important?
 - Why should strong bones be a priority from an early age?
- Once you have finished your brief instructions, start the 2-minute timer on the slide

Slides 15-16 - Bone Strength; Strong Bones at an Early Age

- After the 2-minute timer has expired, refocus the participants to the presentation and review the key concepts in relation to these questions
 - Encourage the groups to fill in any gaps in their information with the information from the presentation slides
- To review the material covered on the slides, you can either choose to briefly summarize the slides yourself or have volunteers read the bullet points to the rest of the group
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible

Slide 17 - What is Osteoporosis?

- Section title slide used to indicate the start of the next section of the presentation.



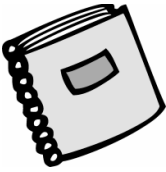
What is osteoporosis?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slides 18-20 - Osteoporosis; Fragility Fracture

- Review the definitions of osteoporosis and fragility fractures with the participants by briefly summarizing the slides yourself or have volunteers read the bullet points to the rest of the group
 - Encourage everyone to complete the appropriate fill-in-the-blank section of their **Introduction to Bone Health - Workshop Guide** to complete the definitions for their own record and highlight the key terms.

Slide 21 - What are Osteoporosis Risk Factors?



- Direct participants to partner-up with someone in their group to share and record their knowledge about risk factors for osteoporosis in their **Introduction to Bone Health - Workshop Guide** by completing the following sections:
 - Risk factors you cannot change
 - Risk factors you may be able to change
- Once you have finished these brief instructions, start the 2-minute timer on the slide.

Slide 22 - What are Osteoporosis Risk Factors?



- Direct participants to change partners with someone in their group to review their risk factors for osteoporosis in their **Introduction to Bone Health - Workshop Guide**
 - Encourage participants to make adjustments as necessary
- Once you have finished these brief instructions, start the 1-minute timer on the slide.

Slides 23-24 - Risk Factors you CANNOT Change

- After the 1-minute timer has expired, refocus the participants to the presentation and review the key concepts in relation to these questions
 - Encourage the groups to make adjustments to their list of risk factors from the presentation slides into their **Introduction to Bone Health - Workshop Guide**
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible

Slide 25 - Risk Factors you may be able to Change

- Similarly to Slide 23, review the material covered on the slide by either briefly summarizing the slide yourself or having volunteers read the information aloud
 - Encourage the participants to make adjustments to their list of risk factors in their **Introduction to Bone Health - Workshop Guide**

Slide 26 - Why is preventing/treating osteoporosis important?

- This slide can be handled in a few ways, depending on time permitting
 - Review the slide by quickly examining the key points with the group to provide context around the importance of osteoporosis

OR

- Use this slide to engage the group in a discussion around the importance of osteoporosis and facts that surprise them from this slide and the rest of the presentation



- Encourage participants to read the information presented on the slide - give everyone a couple of minutes to read the information
- Ask: **What information did you find surprising from this slide?**
 - Have the participants discuss this question in their table groups or with the entire workshop
 - Can use this discussion to lead into the Cool-down Activity to follow

Slide 27 - Cool-down Activity



- Encourage participants to review their Self-Evaluation Quiz from the starter activity in their **Introduction to Bone Health - Workshop Guide** and then complete the right side of the chart to identify what they have learned during the workshop in comparison to what they thought they knew before the workshop
- Once they have completed this, have participants work with the person beside them to discuss the following questions:
 - What did you learn in the workshop?
 - What did you find surprising about the information presented?
 - What do you want to learn more about?
 - What will you do next with this new knowledge?

- The Cool-down Activity is an important part of the learning process as it helps the participants make meaningful connections between previous knowledge and new knowledge, but it also encourages reflection and opportunities for development and improvement

5. AFTER THE WORKSHOP

Following the workshop, it is important to gather as much feedback as possible so that you can determine how successful the workshop was at meeting the learning objectives and your own goals.

- Encourage participants complete the **Workshop Evaluation Form** or your own evaluation form and have them submit the form before they leave the workshop or via email following the workshop
 - Collect these responses and use them to help improve future workshops
- Engage in a self-reflection activity following the workshop as a method of evaluating its success

Self-Reflection Activity

One effective tool is to assess the workshop in terms of two statements:

- “What went well?”
 - Identify ALL of the positives aspects of the workshop and even aspects that surprised you
 - which activities went according to plan, which questions elicited a positive response from the participants or even what are some issues/concerns that you handled well
- “Even better if...”
 - Identify which areas or aspects of the workshop could use some development or improvement and how would you change them the next time you ran this workshop

What went well?

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Even better if...