

My Bones and Me 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:

- My Bones and Me - Facilitation Guide
- My Bones and Me - Presentation
- My Bones and Me - Workshop Plan
- My Bones and Me - 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 (**My Bones and Me - Facilitation Guide**)
- b. the **My Bones and Me - Workshop Plan**
- c. the **My Bones and Me - 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 (**My Bones and Me - 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.

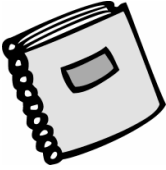


This image will indicate that there is an activity for the participants.

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
-
- 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 **My Bones and Me - 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 **My Bones and Me - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning.

Slide 7 - Bone Mineral Density (BMD)

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



What is a bone mineral density test?

- 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 8-12 - BMD Tests

- Review the definition of bone mineral density, the importance of the bone mineral density test and how the bone mineral density test is interpreted
- briefly compare these slides to the responses you received from the previous question and highlight the aspects that were successfully identified.
- encourage participants to record keywords and definitions into the fill-in-blank section of their **My Bones and Me - Workshop Guide** for their own record
- 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 13 - Understanding Fracture Risk

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



Who should get a bone mineral density test?

- 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 14 - Fracture Risk for Men and Women

- Compare the responses to the above question to the information presented on the slide
- encourage participants to record keywords into the fill-in-blank section of their **My Bones and Me - Workshop Guide** for their own record
- Play the video [1:07] for the group to help reinforce this information

Slides 15-17 - Fracture Risk Assessment Tool

- encourage participants to record the keywords into the appropriate fill-in-the-blanks of their **My Bones and Me - Workshop Guide**
- Slides 16 and 17 are values to help the participants get a sense of what scores will indicate if their risk of fracture is low, moderate or high

Slide 18 - BMD vs. Fracture Risk - Activity



- Encourage participants to discuss the questions presented on the slide within their groups and record their responses in the appropriate section of their **My Bones and Me - Workshop Guide**
- The participants should draw on the information from the previous slides to answer these questions

Slide 19 - Low Bone Mass

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



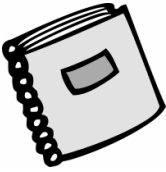
What is a low bone mass?

- 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 20 - Low Bone Mass

- Review the definition of low bone mass and have participants record the keyword into the appropriate section of their **My Bones and Me - Workshop Guide**

Slide 21 - What is the Significance of Low Bone Mass? - Activity



- Encourage the participants to work in their table groups to brainstorm their ideas on the following topic:
 - What is the significance of low bone mass?
- Give the groups 1-2 minutes to discuss this topic

Slide 22 - Significance of Low Bone Mass

- After the groups have discussed this topic briefly, review the significance of low bone mass
 - Call on volunteers to briefly read each bullet point to help engage the participants more actively
- Encourage participants record at least 2 reasons why low bone mass is significant into the appropriate section of their **My Bones and Me - Workshop Guide**

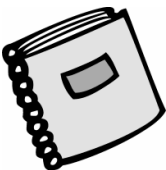
Slide 23 - Treating Low Bone Mass

- Briefly, review how to treat low bone mass
- Encourage participants to volunteer to read the bullet points aloud
- Encourage participants to complete the appropriate section of their **My Bones and Me - Workshop Guide**

Slide 24 - What Men and Women need to know!

- Section title slide used to indicate the start of the next section of the presentation
- Very briefly highlight that this next section will examine how bone loss factors differ in men and women.

Slide 25 - What Men and Women need to know! - Activity



- In their groups, encourage participants to compile a list of factors for men and women that can lead to bone loss and/or osteoporosis and record these ideas into their **My Bones and Me - Workshop Guide**
- After you instructed the group, begin the 3-minute timer for this part of the activity

Slide 26 - Bone Loss and Ageing

- Once the timer has expired, read the two bullet points to the group and then start the video on the topic of losing bone mass [1:30]

Slide 27 - Bone Loss Factors for Women

- After the video, direct the groups to review the bone loss factors for women and compare these factors to their ideas in their **My Bones and Me - Workshop Guide**

Slide 28 - Bone Loss Factors for Men

- Direct the groups to repeat this process for the bone loss factors for men

Slide 29 - Cool-down Activity



- Encourage participants to answer the three review questions in their **My Bones and Me - Workshop Guide** regarding some of the key concepts from this workshop
- Participants should then review and compare their responses with a partner
- 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

2. “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?

Even better if...