

# A Health and Wellbeing Strategy

for North Kensington to March 2024



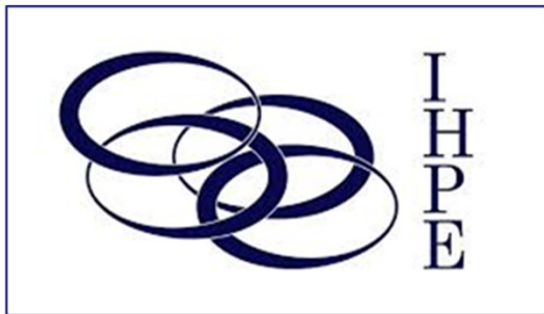
# Health Literacy

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# What we will cover

- Introductions
- What is health literacy?
- Health-literacy programmes that primarily are designed for use with and by communities and service users
- How health literacy programmes can fit with social prescribing models
- Questions

# Introductions



Asymptomatic

Herd immunity

Polymerase chain reaction

Antibody

PCR Test

Antigen

Epidemiologist

R number

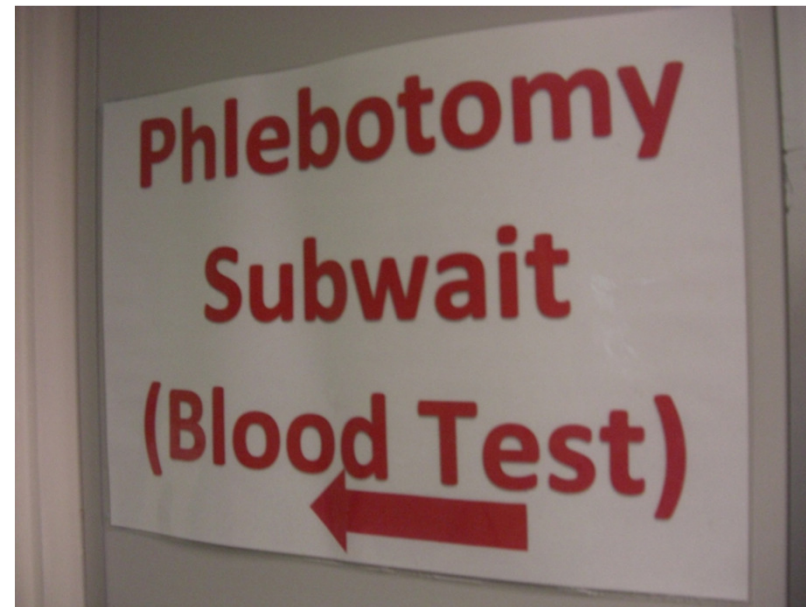
Incubation period

Viral load

Swab test

Viral shedding

# Health literacy challenges



# A definition of health literacy

“the personal characteristics and social resources needed for individuals and communities to access, understand, appraise and use information and services to make decisions about health.”

WHO, 2015.

# Why is health literacy is important?

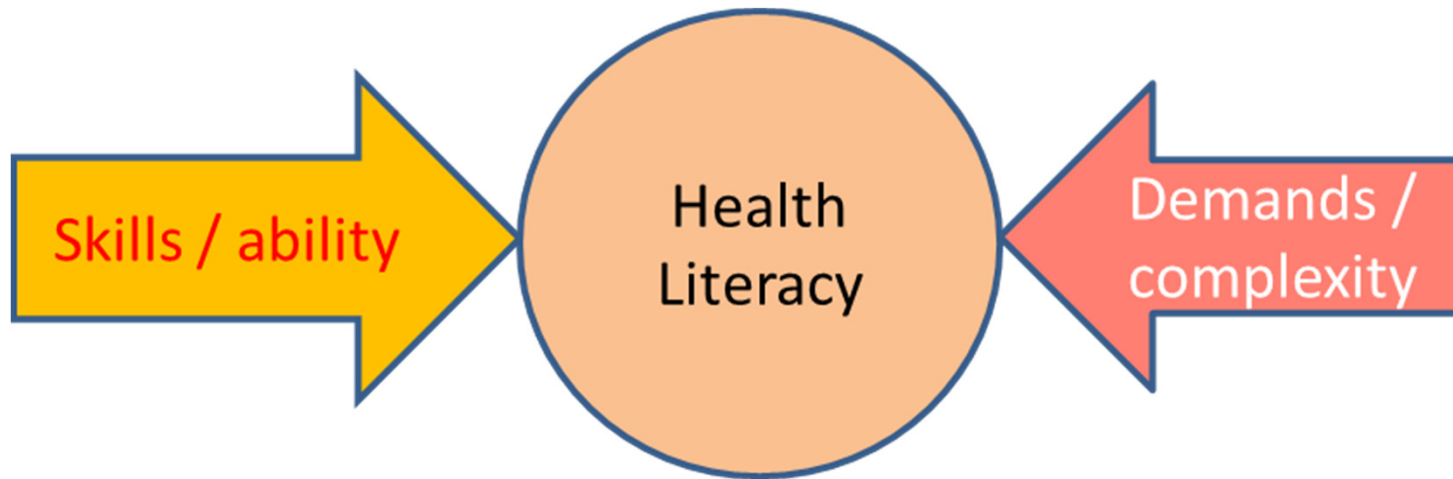
People with low health literacy find it hard to:

- discuss health information/medical concerns with healthcare providers
- engage in self-care and disease management
- successfully manage long-term health conditions
- navigate their way through the healthcare system
- act on medical, health or safety-related information
- use the emergency services effectively

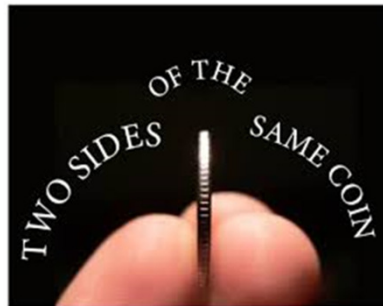
Protheroe et al. (2016)

# What is health literacy?

Health literacy is a **balance** between the skills of the patient / family / community and the environment in which they live (health systems, education systems, social care systems etc.)

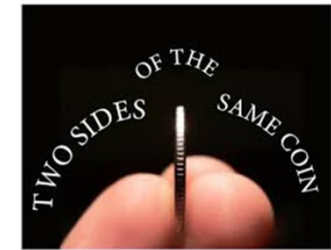


Parker, 2009





# The provider side of the coin: “Health Literate Organisations”



## What does a Health Literate organisation look like?

A Health Literate organisation does everything it possibly can to ensure that everyone is able to access, understand, appraise and use its information and services relating to making decisions about their health...

- Good communication (verbal and written);
- Helping people get around premises;
- Staff and volunteer training;
- Offering help to everyone as a matter of routine.

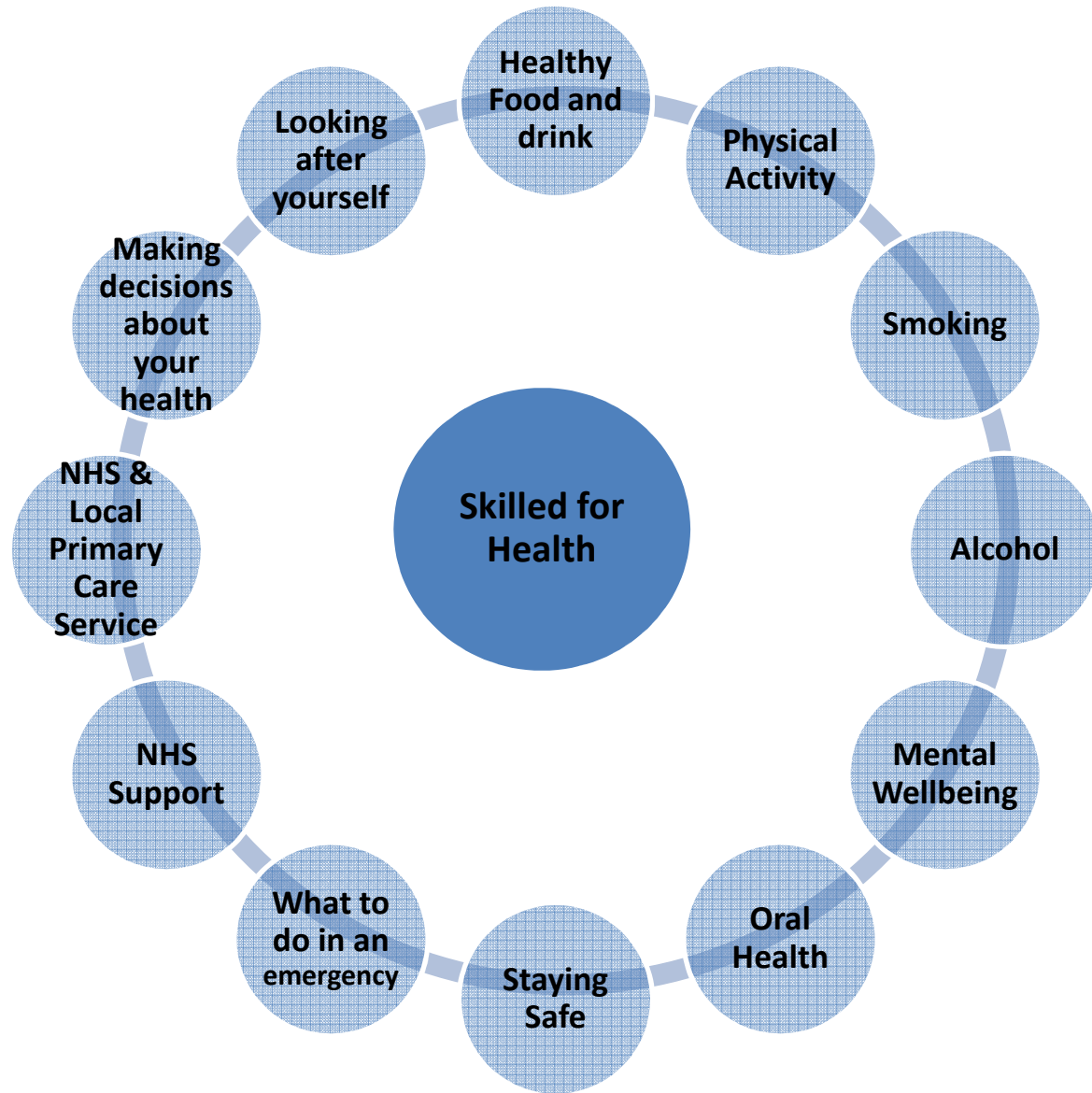
# It is good for the people you are aiming to help

- Access the right services at the right time;
- Navigate health services;
- Attend appointments;
- Engage with disease prevention e.g. cancer screening, immunisation;
- Understand when they need help and feel confident accessing it in a timely manner;
- Communicate better with health staff;
- Avoid unhealthy behaviours; alcohol, unhealthy eating, smoking;
- Engage in healthy behaviours; good diet/normal weight, physical activity;
- Better understand labelling and how to take medicines correctly.

# The community or service user side of the coin: “Skilled for Health”

- Skilled for Health programme uses an approach in which the two “worlds” of health improvement and adult learning were combined. It did this by creating a set of national Skilled for Health learning materials which embedded Language, Literacy and Numeracy (LLN) learning (Skills for Life) into health topics.
- For example, the participant might be learning about healthy eating, keeping active, taking medicines or how to register with a GP but the skills they are learning are LLN skills such as measures, using data, reading comprehension, vocabulary development, speaking, listening and responding.
- For the adult learning professionals, the attraction of using the Skilled for Health learning materials was the use of the topic of health, as a learning context which is relevant and accessible to most people. Health was a “hook” into learning, making learning attractive to a cohort of the community who didn’t have access to or who had actively rejected formal education many years previously.
- For the health professionals, the Skilled for Health approach was about addressing health inequalities by improving individual’s ability to make informed decisions about health and wellbeing in a range of settings; enhancing their health literacy.

# Skilled for Health



# Food groups

## LEARNING OUTCOMES



- To understand why healthy eating is important
- To understand that different foods all contribute to healthy eating
- To categorise food into food groups
- To understand the concept of proportion in relation to foods

## RESOURCES

- Pictures or photos of meals and other food items (Engage activity, Activity 1 English for Speakers of Other Languages)
- Colour copies of Resources 1 and 3
- Enlarged colour copy of Resource 1 (optional, Activity 1)
- Picture cards prepared from Resources 2A and 2B

- Copies of Resources 4 and 5 (optional)
- Sticky notes

## RELATED TOPICS

- Food labels (Theme 1, Topic 2)
- Nutritional information (Theme 1, Topic 3)
- What is a portion? (Theme 1, Topic 4)

## HEALTH SKILLS

Eating healthy food helps people to maintain good health and avoid nutrition-related conditions. Some learners will be interested in what constitutes healthy eating in order to maintain their own health and the health of their families. Other learners may have specific conditions such as heart disease, diabetes and high blood pressure where a healthy approach to eating is essential. Healthy eating can be tasty and interesting. The key is to eat a variety of different foods.

**Related health information**  
[www.nhs.uk/live-well/eat-well/](http://www.nhs.uk/live-well/eat-well/)

## FUNCTIONAL SKILLS

In order to understand healthy eating, learners need to know that there are different food types. It is also important to realise that these food types should make up different proportions of their food intake. Learners therefore need to:

- recognise and name different food groups
- understand and apply the concept of proportion.

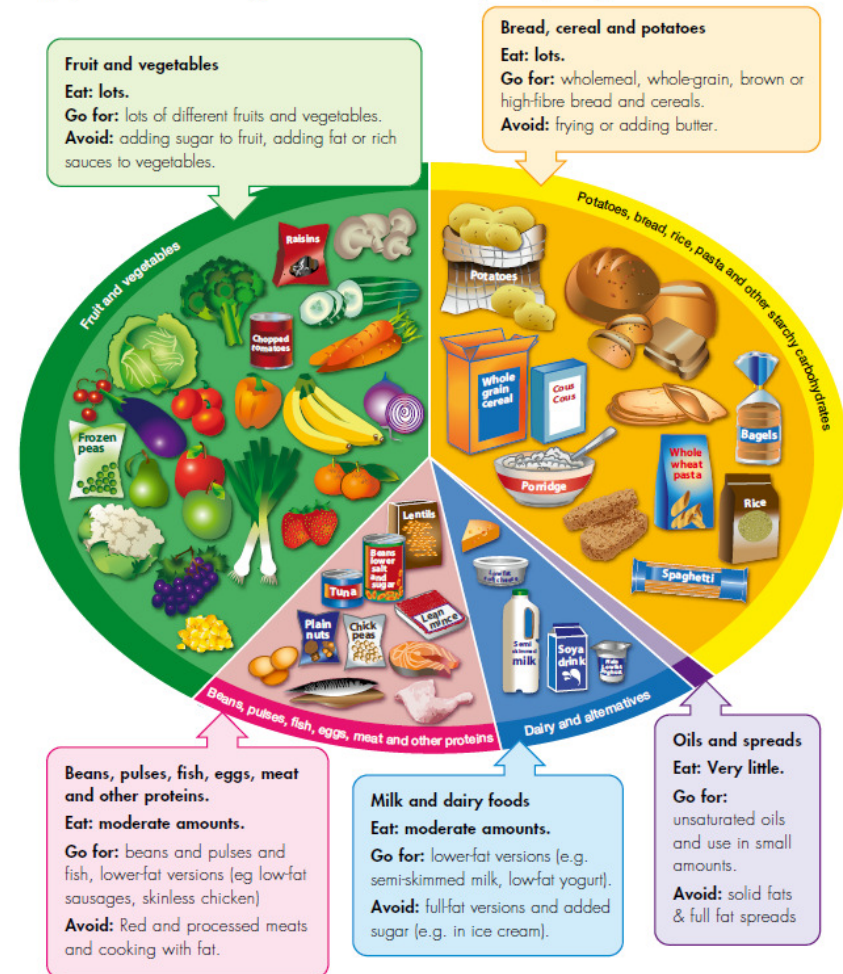
### Functional Skills/Core Curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

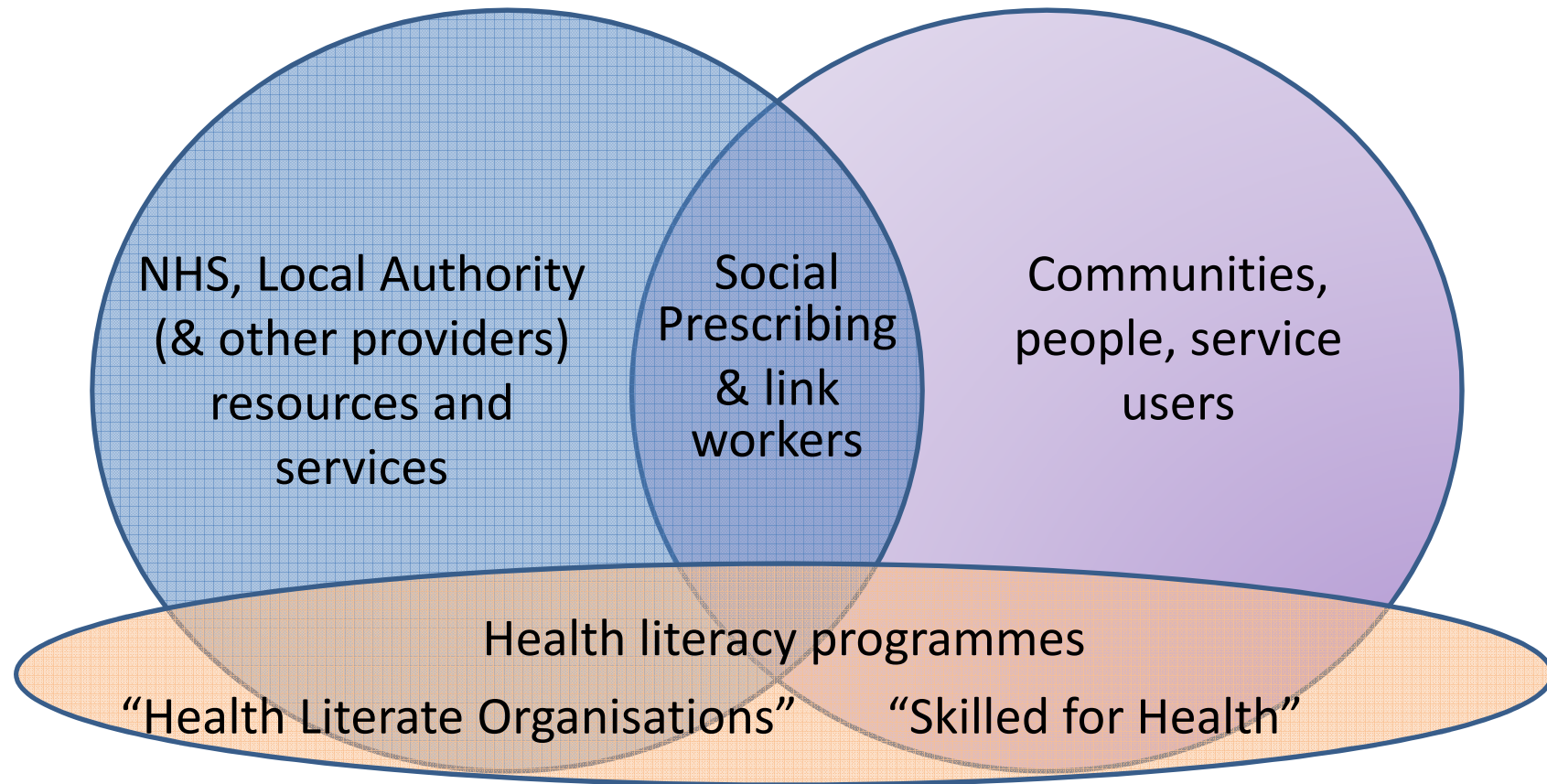
- sort and classify food types  
**Maths** E2.22 (N)HD1/E2.3)
- extract information from a simple diagram (e.g. the food plate)  
**Maths** E2.24 (N)HD1/E2.1)
- understand the language used to compare size and proportion  
**English** E3.3 (L)Rw/E3.1)
- understand and use graphical information (e.g. the food plate)  
**English** E2.12 (L)Rt/E2.4).

# Food groups

Your body relies on the goodness that food provides. By eating a **wide variety** of foods in the **proportions** shown below, you can achieve a balanced, healthy eating pattern.



# Service users, social prescribing healthcare providers and health literacy





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