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BY NC SA

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Theme

Life and career competences

Duration

60–70 minutes

Level

Beginner

Computational Thinking Principles Used

☑ Decomposition
☑ Pattern recognition
☑ Abstraction
☐ Algorithmic thinking

LEARNING BOX OF UNPLUGGED ACTIVITIES

"What Should I Do?" – Health Decisions Through Voting

In this activity, participants explore everyday health situations and decide what actions to take by voting. They listen to different options, choose what they think is best, and discuss their decisions. Participants reflect on what is important for their health and learn from each other's experiences. By the end, they feel more confident making simple health decisions.

Target Group

☑ Low-skilled adults with low digital competences
☑ Low-skilled adults with limited formal education or qualifications
☑ Low-skilled adults with low participation in lifelong learning/training opportunities

Learning Objectives

By the end of this activity, adult learners will be able to:

- Break down a simple healthcare situation into clear and manageable steps.
- Recognise common actions and recurring patterns in everyday health-related situations.
- Identify the essential information required to make a safe and informed decision.
- Select, explain, and justify appropriate actions in basic healthcare scenarios.

Competence Areas

a) Innovation Competences

☐ Creativity
☑ Critical thinking
☐ Problem solving
☑ Communication
☑ Collaboration

b) Information Literacy Competences

☑ Ability to access, understand, and critically analyse information

Methodological Approach

☑ Gamification
☐ Challenge-Based Learning
☑ Collaborative learning
☐ Experiential learning

☐ Interpretation of digital and visual content
☐ Awareness of media influence and biases

c) Life and Career Competences

☑ Flexibility and adaptability
☑ Initiative and autonomy
☐ Sociability and intercultural competence
☐ Productivity
☐ Leadership and responsibility

Learning Outcomes

Adult learners will be able to:

- Break down a familiar healthcare situation into clear and manageable steps;
- Identify common actions and recurring patterns in everyday health-related situations;
- Distinguish essential information from less relevant details;
- Select an appropriate and safe course of action in a basic healthcare scenario.

Notes

- Use simple, realistic, and familiar healthcare scenarios that are relevant to participants' everyday lives.
- Avoid scenarios that require participants to diagnose illnesses or recommend medical treatments.
- Use voting methods, such as raising hands, moving to different areas of the room, or using gesture cards, to increase participation and engagement.
- Encourage participants to discuss and explain their choices, but do not pressure anyone to speak or disclose personal health information.
- Use clear, accessible language and explain unfamiliar healthcare terms when necessary.
- Maintain a safe, respectful, and non-judgemental learning environment throughout the activity.

Step 1. Decomposition

The facilitator presents a simple and familiar healthcare situation, for example: "You feel unwell", "You forgot to take your prescribed medicine", "You have a headache", "You feel dizzy".

Participants are asked to:

- Describe what is happening;
- Identify the main problem;
- Break the situation down;
- Explain what should happen first, next, and afterwards;
- Identify what information is needed before deciding what to do.

Facilitator support

- The facilitator may ask: "What do people usually do in such a situation?", "What would you do first?", "What information would you need?"
- Highlight similarities.
- Encourage discussion.

This step helps participants understand everyday healthcare situations in a clear, structured, and manageable way.

Step 2. Pattern Recognition

The facilitator presents several similar healthcare situations and possible responses.

Participants are asked to:

- Identify common actions, such as:
  - ✓ Asking for help
  - ✓ Resting
  - ✓ Taking medicine
- Recognize what people usually do in these situations

Facilitator support:

- Facilitator may ask: "What do people commonly do in this type of situation?", "Which action could help?", "Which action could be unsafe?"

- Highlight similarities and recurring patterns while reminding participants that similar symptoms may have different causes and should not automatically lead to the same response.
- Encourage discussion.

This step helps adult learners recognise common patterns in everyday healthcare situations and identify actions that may support safe decision-making.

Step 3. Abstraction

Adult learners identify the information and actions that are most important for making a safe decision.

They are asked to:

- Identify the main health concern;
- Focus on relevant information, such as the severity and duration of symptoms;
- Consider whether the person has existing health conditions or prescribed instructions;
- Distinguish essential information from less relevant details.

Facilitator support

- Facilitator may ask: “What information is most important here?”, “How serious does the situation appear?”, “How long has the person felt this way?”, “Is the situation becoming worse?”, “Does the person need professional help?”
- Emphasize simple decisions
- Support adult learners in focusing on health and safety rather than making assumptions or attempting to diagnose the condition.

This step helps adult learners simplify healthcare situations, identify the most relevant information, and make safer decisions.

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"What Should I Do?" – Health Decisions Through Voting

Gamification Element (Voting Activity)

The facilitator reads a situation, for example: "80 years man/woman has had a headache for several hours. What should they do?"

Then the facilitator gives 2–3 possible actions, for example:

- "Rest at home"
- "Call a doctor"
- "Ignore the problem"

Adult learners vote by:

- Raising hands;
- Moving to different areas of the room;
- Using simple gestures, such as thumbs up, sideways, or down.

After voting:

- Adult learners explain their choices
- The group discusses which option is best and why.

The facilitator clarifies that the purpose is not to diagnose illnesses, but to practise recognising relevant information and selecting safe actions. When medication is discussed, adult learners should follow the prescribed instructions or seek advice from a pharmacist or doctor rather than making independent changes.