



Healthy ageing facilitator guide

for teaching community volunteers

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Healthy ageing

facilitator guide

The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network, reaching 150 million people each year through our 189 member National Societies. Together, we act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so with impartiality as to nationality, race, gender, religious beliefs, class and political opinions.

Guided by *Strategy 2020* – our collective plan of action to tackle the major humanitarian and development challenges of this decade – we are committed to "saving lives and changing minds".

Our strength lies in our volunteer network, our community-based expertise and our independence and neutrality. We work to improve humanitarian standards, as partners in development and in response to disasters. We persuade decision-makers to act at all times in the interests of vulnerable people. The result: we enable healthy and safe communities, reduce vulnerabilities, strengthen resilience and foster a culture of peace around the world.

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Foreword

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By 2050, the number of individuals aged 60 years or above will have tripled from 600 million in 2000 to two billion; 80 per cent of them will live in low- or middle-income countries. While these statistics highlight the scale of the challenge society faces, an ageing population provides countless opportunities. Older people are, and will continue to be, vital assets to their families, friends and communities.

The International Federation of Red Cross and Red Crescent Societies (IFRC) continues to call for the eradication of all forms of ageism that deny older people dignity, decrease access to care and the right to a just quality of life. The Federation therefore endorses and aligns its work in the area of healthy ageing to the World Health Organization's (WHO) *Global strategy and action plan on ageing and health*¹, which focuses on five strategic objectives:

1. commitment to action on healthy ageing in every country
2. developing age-friendly environments
3. aligning health systems to the needs of older populations
4. developing sustainable and equitable systems for providing long-term care (home, communities, institutions)
5. improving measurement, monitoring and research on healthy ageing

The IFRC, in partnership with Pfizer, has worked on a joint initiative which aims to use the expertise and resources of both organizations to develop and test evidence-based tools to support healthy and active ageing at the community level. Both organizations continue to advocate for healthy and active ageing.

The materials within this toolkit were developed with subject matter expertise in the life course approach, healthy ageing determinants and evidence-based behaviour change theories. The toolkit includes content about noncommunicable diseases, risk factors such as falls and social isolation, as well as tools which provide guidance and activities to help people pursue healthier lives and enable active ageing with dignity and a better quality of life.

1 www.who.int/ageing/global-strategy/en/

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Importantly, the healthy ageing materials align with the existing Healthy Lifestyles Community – a highly successful learning and online community – which is used by a number of National Societies within their community-based health programmes. Healthy ageing is a notable component in a number of programmes run by Red Cross Red Crescent National Societies across the world. We hope that this new toolkit will support National Societies in the important and valuable work they are doing in their communities.



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Introduction

The International Federation of Red Cross and Red Crescent Societies' (IFRC) community-based healthy ageing programming is designed to empower community members to make the best choices to live longer, healthier and more active lives. The healthy ageing programme includes benefits to older adults such as:

- improved quality of life
- increased or maintained independence, positive health behaviours and/or mobility
- reduced disability (fewer falls, later onset or fewer years of disability, etc.)
- increased social inclusion and improved mental health
- contributing one's experience to the community

The benefits to people of all ages along the life course include:

- an appreciation of how making healthy choices every day contributes to a longer, healthier life
- an awareness of how every person can be a change agent, with an emphasis on youth leading change
- an understanding of how to prevent and combat ageism and stigma associated with age
- an appreciation of how ageing adults can meaningfully contribute to the community
- being empowered to live your best life

With the support of Pfizer, IFRC has developed this package of tools for use globally to address health promotion through topics such as noncommunicable disease (NCD) risk and prevention, social inclusion and mental health with an ageing focus. These materials embrace a life course approach to bridge the generational gap by teaching both younger populations about healthy choices affecting their quality of life and older populations about managing to live healthier and happier lives.

Using the module and toolkit

The healthy ageing module and toolkit include:

Getting started guide

This guide, contained within the facilitator guide, gives an overview of the process and tools for facilitators teaching volunteers and for volunteers working with community members on healthy ageing. The getting started guide provides the intended learning objectives and outlines of session timing for ease of planning healthy ageing sessions.

Healthy ageing facilitator guide

This guide is designed for staff or trainers of trainers to conduct a training of trainers (ToT) or preparation course for staff and volunteers who will work directly with community members. The facilitator guide is comprised of nine topics which we advise teaching in sequential order to allow volunteers to see the full range of materials available. The tools, talking points and activities included allow volunteers to teach communities in an interactive way. The assessment topic allows volunteers to assess community needs and develop a healthy ageing programme for each community based on its unique needs. The assessment determines which topics will be taught and the priority of each topic at any given time in the programme. All topics allow participants to learn and practise key knowledge and skills to coach community members through social and behaviour change techniques and to set a supportive environment for healthy ageing at the community level.

Healthy ageing volunteer guide

This guide is designed for community volunteers who work directly with community members. The guide contains key information and discussion points to work with community members in understanding how to stay healthy throughout the life course. The volunteer guide is comprised of nine topics which include knowledge, tools, talking points and activities for teaching communities in an interactive way. The first three topics: functional ability - life course, assessment, and behaviour change should be taught to all communities. The assessment topic allows volunteers to assess community needs and develop a healthy ageing programme for each community based on its unique needs. The assessment determines which topics will be taught and the priority of each topic at any given time in the programme. Topics include: preventing NCDs, preventing falls, preventing social isolation, healthy eating, physical activity and lifelong learning. All topics promote social and behaviour change techniques and tailored activities to set a supportive environment for healthy ageing at the community level.

Healthy ageing toolkit

The toolkit is intended to be used with the healthy ageing guides. The toolkit features full-colour imagery, interactive formats and games material to teach all audiences according to the methodology suggested in the guides. All materials can be printed in colour or black/white and are of high resolution for those National Societies wishing to enlarge and print posters and banners for other uses in their healthy ageing activities.

Audience

The healthy ageing module and toolkit contains nine topics for use by Red Cross Red Crescent volunteers to teach about a life course approach to community members of all ages. While the materials are specifically tailored to an ageing audience, all materials can be adapted or taught as they are to any adult audience. The activities included allow volunteers and their community members to learn about what healthy ageing is and how to pursue a healthy life course. Community members can also explore the critical components for healthy ageing and assess their personal development along the various components on a regular basis. They can become familiar with, and comfortable in, identifying areas where they may need extra attention and support, as well as empowering themselves to eat more healthily and move more freely, helping to prevent NCDs, falls and social isolation and, in the process, becoming life-long learners. These outcomes can be achieved with the highly interactive and learner-friendly tools included in this toolkit.

Healthy ageing topics

Mandatory topics:

1. Functional ability – life course
2. Assessment
3. Behaviour change

Primary prevention topics:

4. Preventing NCDs
5. Preventing falls
6. Preventing social isolation

Topics for improving our life at any age:

7. Healthy eating
8. Physical activity
9. Lifelong learning

Mandatory topics

Topic 1: Functional ability - life course	Topic 2: Assessment	Topic 3: Behaviour change
Facilitator guide		
Volunteer guide		
Toolkit with:		
Healthy life course game kit (game board, die, first roll cards, game money and game cards)	Video guide for completing and scoring assessment cards for Red Cross Red Crescent reference	Five stages of behaviour change poster
Layering puzzle	Assessment and answer cards	Behaviour stages game kit including game board, guidance, game cards and answer sheets
Action plan template for week one (appendix A)	Prioritizing and planning sheet (guidelines and example)	Behaviour change matching cards
	Action plan template for follow-up (appendix B)	Action plan template for follow-up (appendix B)

Primary prevention topics

Preventing NCDs topic	Preventing falls topic	Preventing social isolation topic
Facilitator guide		
Volunteer guide		
Toolkit with:		
Effects of... posters (quitting tobacco, drinking less alcohol, healthy diet and physical activity)	Balance cards (9)	Blissful meditation audio file and script
Emergency posters (cardiac arrest, stroke and diabetic)	Frequency table (appendix C)	Social activities sheet
NCDs diagram	Action plan template for follow-up (appendix B)	Action plan template for follow-up (appendix B)
NCD risk assessment card (double-sided) with guidelines		
Measuring strip (in two parts)		
Body Mass Index (BMI) chart		
Action plan template for follow-up (appendix B)		

Improving our life at any age topics

Healthy eating topic	Physical activity topic	Lifelong learning topic
Facilitator guide		
Volunteer guide		
Toolkit with:		
Effects of an unhealthy diet	Effects of physical inactivity poster	Lifelong learning poster
Healthy eating guide poster	Stretch cards (8)	Activity graphics (3)
Fruit and vegetable serving sizes poster	Strength cards (7)	Let's learn ASL video
Action plan template for follow-up (appendix B)	Frequency table (appendix C)	Action plan template for follow-up (appendix B)
	Action plan template for follow-up (appendix B)	

Getting started guide

Learning objectives

1. Learners will be able to explain the components of healthy ageing
2. Learners will be able to identify critical risk and protective factors to do with people's health as they age
3. Learners will be able to identify the critical role of active participation in society
4. Learners will be able to demonstrate the impact of the life course trajectory in all stages of life

Learning objectives and topics map

The four learning objectives can be better achieved through one or more of the nine healthy ageing topics. The blue shading below indicates the learning objectives associated with each healthy ageing topic.

	1 Learners will be able to explain the components of healthy ageing	2 Learners will be able to identify critical risk and protective factors to do with people's health as they age	3 Learners will be able to identify the critical role of active participation in society	4 Learners will be able to demonstrate the impact of the life course trajectory in all stages of life
Functional ability and life course				
Assessment				
Behaviour change				
Preventing NCDs				
Preventing falls				
Preventing social isolation				
Lifelong learning				
Physical activity				
Healthy eating				

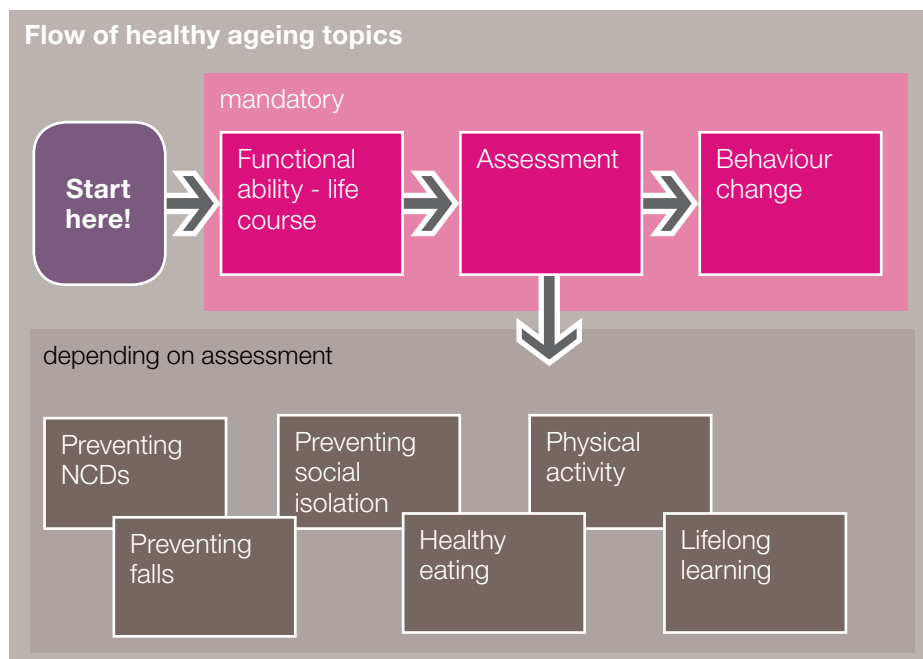
Selecting materials to teach

The materials in this toolkit are designed so that the initial three topics are mandatory:

1. Functional ability - life course
2. Assessment
3. Behaviour change

Assessment results (topic 2) allow volunteers to quickly prioritize the topics to teach in subsequent sessions. This prioritization is unique to each community group based on their specific needs and capacities. Community members can also review the output of their own personal assessment to identify areas where they may need additional support or guidance. The assessment is intended to be conducted regularly to allow Red Cross Red Crescent volunteers to “check in” with their community members and assess for growth and development in critical areas for a healthy life course.

Sounds overwhelming? Just start with functional ability - life course (topic 1) for an overview and introduction to the course. It is an excellent way to introduce people to the topic in an engaging and fun way. From there, if people are comfortable, proceed to assessment.



Time required

Each volunteer-led topic ranges from 60–135 minutes required for the full experience. The facilitator times for some of the training of trainer sessions are longer to allow for practice and discussion. The times for each individual topic are listed in the table below but note that these are only recommendations – modify as needed.

Topic	Time required for volunteers to teach community members	Time required for facilitators to teach volunteers through ToT
Functional ability – life course	1 hour, 50 minutes	2 hours
Assessment	1 hour	2 hours, 10 minutes
Behaviour change	2 hours	2 hours
Preventing NCDs	1 hour, 45 minutes	2 hours, 45 minutes
Preventing falls	1 hour, 30 minutes	1 hour, 40 minutes
Preventing social isolation	2 hours, 15 minutes	2 hours, 40 minutes
Healthy eating	1 hour, 5 minutes	1 hour, 30 minutes
Physical activity	2 hours	2 hours, 5 minutes
Lifelong learning	2 hours	2 hours, 15 minutes

Where to engage with community members

While most Red Cross Red Crescent community meetings occur in a Red Cross Red Crescent site or venue, we suggest that you might feel comfortable in teaching or leading sessions in a social event or gathering for older community members, for example a monthly community event or meeting after religious services when everyone is already there and ready to engage more deeply. The learning environment should be relaxed and enjoyable – community members should want to come back and re-connect with fellow community members while also learning something new about leading a healthier and happier life.

You can also ask during or after the session if people are aware of community members who are struggling with social isolation and might benefit from the sessions. Word of mouth is often the best way to identify vulnerable groups that could benefit from the assistance of the Red Cross Red Crescent and its services. Empower your community to reach out and help those who can also benefit.

Ready to begin?

Start your group with functional ability - life course (topic 1). In the next session with the same group, conduct assessment (topic 2) to better understand the unique needs of your group. Tabulate their assessment results to plan and prioritize the topics for the next seven weeks. Proceed to behaviour change (topic 3) to prepare your group members to make healthier changes and then follow the prioritization plan you developed based on the assessment results.

Facilitator guide

Topic 1

Functional ability - life course

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
Functional ability–life course	20
Life course layering puzzle	10
Life course layering puzzle practice	10
Healthy life course game	30
Action planning	20
Wrap-up	10
TOTAL TIME	2 hours

Materials

- Healthy ageing volunteer guide functional ability–life course packet (printed and stapled)
- Topic 1 toolkit pieces—one of each of the following tools for each trainee plus one for facilitator:
 - Layering puzzle—one for every two participants
 - Healthy life course game kit—one for every four to five participants containing:
 - First roll cards
 - Die
 - Game cards
 - Game board
 - Game money (happy and healthy (HH) points)
 - Action plan template for week one (appendix A)

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for topic 1 on a sheet of flipchart paper and tape it at the front of the room.
2. Prepare toolkit contents as described above.

Facilitator directions

Introduction

1. Welcome trainees to the session. Ask them to introduce themselves.
2. Introduce the learning objectives one by one, using the flipchart.
3. State how they will meet each objective by the end of the session. Refer to the outline of activities above.
4. Explain that this facilitator training is very hands-on and they will be active all day learning and applying their new knowledge and skills to teach others.
5. Answer any questions that may come up and encourage trainees to ask questions during the training.

Functional ability–life course

1. Distribute the **healthy ageing volunteer guide functional ability–life course packet** to each trainee.
 - Explain that this training uses many hands-on tools that they will receive throughout the course of the training.
 - They will be taught how to use the tools for each topic in each session and then will receive their own copy of tools to practise using them in a simulated setting.
 - By the end of the full facilitator training, they will have nine complete topic kits which comprise the healthy ageing module.
 - These materials are their tools for teaching about healthy ageing and are their responsibility to take care of and keep track of.
 - Allow them approximately two minutes to become familiar with the materials.
2. In groups of four to five people, they should read through the **healthy ageing volunteer guide functional ability–life course packet**.
 - In their small group, they should discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
 - They will have ten minutes to read and discuss.

3. After 10 to 15 minutes, hold a quick plenary discussion to check for understanding. Monitor responses for evidence of learning.
4. Congratulate the group on conducting their first official healthy ageing discussion.

Life course layering puzzle

1. Hold up the **layering puzzle** pages from the toolkit.
 - Explain that this is a tool that they will receive and use to start the healthy ageing training.
 - They will receive their own copy shortly.
2. Follow the guidance on the back of the poster to explain the concept of life course and its effect on healthy ageing.

Life course layering puzzle practice

1. Ask participants to pair up with another person and distribute a **layering puzzle** packet to each pair of trainees.
2. Point out the guidance given on the back of the tool.
 - Point out that the words in **bold** are what they should say to the person/people they are training as they hold up the tool for all to see.
3. Ask participants to take turns practising with the tool.
 - Each person takes a turn going through the full activity as directed in the guidance sheet, using their partner as the audience.
 - Each person in a pair has three minutes to present the activity to their partner.
 - They have a total of six minutes to practise in their pairs.
4. When they have had six minutes to practise, ask them how they did.
5. Ask if they have any questions about the content or the teaching of the content.

Healthy life course game

1. Show the "Make Health Last" video (youtu.be/Qo6QNU8kHxI).
 2. Discuss functional ability as a result of health characteristics, personal characteristics and environment.
-

3. Discuss how functional ability improves resilience.
4. Ask people to get into groups of four to six participants.
5. Distribute a **healthy life course game** to each group. Explain that they will play the game to explore the financial, physical, mental and emotional struggles that we may face. The game will explore prevention and treatment strategies for a healthier and happier life.
6. The goal of the game is to be the first to reach the finish line successfully holding the most number of happy and healthy (HH) points (represented by notes of game money).
7. Read through the game directions as a group. Answer any questions they may have and allow them to get started. They have 20 minutes to play the game.
8. After the groups finish the game, lead a plenary discussion about the game's outcomes and their experiences. Questions may include:
 - What did you like about the game?
 - What was frustrating about the game? Why?
 - Who won by having the most HH points? How did they win?
 - Who ended up with the least HH points?
 - Who died early in the game? What happened?
 - Which diagnosis was the most expensive? Least expensive?
 - What costs are associated with unhealthy habits?

Action planning

1. Distribute an **action plan template for week one** to each participant. Allow them a couple of minutes to read through the pages.
2. Call their attention to page three and say: "You've learned about areas where you might be able to improve your behaviours for a healthier life. Let's think about some things we can do for our next meeting and put them in writing to help you age more healthfully."
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until next week's session.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through the objectives in turn and ask the group if they achieved each one.
- Ask them to say briefly how they met each objective.

Topic 2

Assessment

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Identify the critical role of active participation in society
- Demonstrate the impact of the life course trajectory in all stages of life
- Administer and score the healthy ageing assessment sheet

Outline of activities

Section	Suggested time (minutes)
Introduction	5
Information on assessment	20
Modelling the assessment	15
Modelling the scoring	15
Assessment practice	45
Action planning	20
Wrap-up	10
TOTAL TIME	2 hours, 10 minutes

Materials

- Healthy ageing volunteer guide assessment packet (printed and stapled)
- Topic 2 toolkit pieces—one of each of the following tools for each participant plus one for facilitator:
 - Assessment cards (11) with instructions
 - Answer card (double-sided)
 - Prioritizing and planning sheet with instructions and example
 - Action plan template for follow-up (appendix B)
- Assessment instructions video (optional)
- Pencils and erasers for each participant

Materials in the facilitator directions are indicated in **pink**.

Preparation

1. Write learning objectives for topic 2 on a sheet of flipchart paper and tape it at the front of the room.
2. Prepare one set of assessment cards (11), answer card and prioritizing and planning sheet for each participant.
3. Secure enough pens or pencils for each trainee.

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Facilitator directions

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Introduction

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1. Welcome trainees to the session.
2. Introduce the learning objectives one by one, using the flipchart.

Information on assessment

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1. Distribute the **healthy ageing volunteer guide assessment packet** to each trainee.
2. Instruct them to start reading. When they have finished, they should get together in a small group of four to five people to discuss the questions at the end of the session sheet. They should be prepared to report back to the larger group.
3. They will have ten minutes to read and discuss.
4. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Modelling the assessment

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1. Hold up a **healthy ageing assessment packet** for all to see. Explain that the assessment packet will be completed every two to four weeks as their allotted community members progress through the healthy ageing programme.
 2. Show that the **assessment cards** give prompts for information about individual group members including:
 - Where and with whom they live
 - Their age group
 - How much physical activity they currently do
 - The amount of sleep they regularly get
 - How many servings of fruit and vegetables they eat each day
-

- Their general emotional state
 - Their level of daily and social activities
 - If they are experiencing any pain
 - How much social support they feel they have
 - How much they pursue their personal interests
 - Their feeling about their general quality of life
3. By regularly assessing these important areas, community participants can help to ensure that they are living healthy lives, or if not, can explore how they can get back to a more optimal quality of life.
 4. Explain that they will tell their group that they should score their own cards and that they, the volunteers, will be reviewing everyone's cards to help give appropriate direction to the healthy ageing programme for their particular group.
 5. Distribute an assessment packet to each trainee. Allow them a few minutes to look through the pages.
 6. Explain that you will first demonstrate how to do the assessment and then they will all work on one together. Tell them to just watch you first. Optionally you can show the [assessment instructions video](#).
 7. Model how you hold the [answer card](#) perpendicular to each prompt on the assessment card. Go through each card in the assessment packet and read each prompt and answer choice aloud. Answer each question/prompt and fill in the oval for each specific prompt on the appropriate space of the answer card.
 8. Hand out pencils to all participants.
 9. After you have completed the answer card, ask everyone to hold their answer card perpendicular to the first assessment card in the packet and go through each prompt as a group.
 10. Provide support where needed.

Modelling the scoring

1. Once all answer cards have been scored, ask them to look at their answer card and for all columns except for the "Self" column, ask them to circle each D and E response.
2. Distribute a [prioritizing and planning sheet](#) to each participant.
3. For each column on the answer card where they circled a D or E response, they should go to the corresponding column on the prioritizing and planning sheet and shade in all of the ovals under the corresponding sign/column.
4. Total each row. The number with the highest score should be the topic area on which to focus.

5. Explain that if community members are not interested in doing individual healthy ageing work and prefer to be part of the healthy ageing community, they should instruct them to just submit their scoresheet to you, the volunteer, to score and use for planning for the group.
6. Explain that they, the volunteer, should tally the group's sheets to come up with a plan for the rest of the healthy ageing content specific to the group's needs.

Assessment practice

1. Explain to the trainees that they will work in groups of three practising completing, scoring and determining needs from the **healthy ageing assessment cards**. They should find two other people with whom they will practise.
2. In groups of three they should number themselves one, two or three. Once they have their number, explain that the "ones" should now model first and then walk the other two participants through the process of completing the assessment cards and then scoring the answer cards. Answer any questions and let them begin.
3. After the ones have had their practice, bring together the full group. Ask the ones:
 - When you total the rows, which healthy ageing topics are prioritized?
 - What does the healthy ageing programme plan look like for your specific group?
 - Check with your groupmates to make sure that this is accurate.
4. Quickly check to make sure that people are doing it correctly and clarify any remaining concerns.
5. Tell the ones to erase their responses to allow the "twos" to now practise.
6. Now instruct the twos to first model and then walk their other two participants through the process of completing the assessment cards and then scoring each answer card.
7. Now ask everyone to erase their responses again and instruct the "threes" to first model and then walk the other two participants through the process of completing the assessment cards and then scoring each answer card.
8. Run a brief plenary. Questions can include:
 - How does this assessment packet help you as a volunteer?
 - How does this assessment packet help the people in your community?
 - What challenges do you see with this assessment packet?
 - What strengths do you see with this assessment packet?
 - Why is assessing their needs important?

Action planning

1. Distribute an **action plan template for follow-up** to each participant. Allow them a minute to review the form to see how it aligns and to note that it is a simpler version of the form they completed in the previous topic.
2. Say: “You've learned about areas where you might be able to improve your behaviours for a healthier life. Let's think about some things we can do for our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next meeting.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they feel they have achieved each learning objective.
- Ask them to say briefly how they met each objective.

Topic 3

Behaviour change

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Identify the critical role of active participation in society
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	25
Five stages of behaviour change	10
Five stages of behaviour change practice	15
Behaviour change matching	15
Behaviour stages game	30
Action planning	20
Wrap-up	5
TOTAL TIME	2 hours

Materials

- Healthy ageing volunteer guide behaviour change packet (printed and stapled)
- Topic 3 toolkit pieces:
 - Five stages of behaviour change poster
 - Behaviour change matching cards—one set for every four participants
 - Behaviour stages game kit—one for every four participants including:
 - Game board
 - Guidance
 - Game cards (40)
 - Answer sheets (3)
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for topic 3 on a sheet of flipchart paper and tape it at the front of the room.
2. For every four participants, make one copy of the behaviour change matching cards. Cut into individual cards and place all cards for one set into an envelope. Make one set for every four participants.
3. For every four participants, make one behaviour change stage game kit:
 - Make one copy of the game board and guidance for every four participants.
 - Cut the game cards into 40 individual cards and place all cards for one set into an envelope. Make one set for every four participants.
 - Make one copy of the three answer sheets for every four participants.

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Facilitator directions

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Introduction

1. Introduce the learning objectives one by one, using the flipchart.
2. State how they will meet each objective by the end of the session. Refer to the outline of activities above.

Behaviour change

1. Distribute the [healthy ageing volunteer guide behaviour change packet](#) to each trainee.
2. Instruct them to start reading. When they have finished, they should talk with three other participants to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
3. They will have ten minutes to read and discuss.
4. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Helping people to stay on track

Explain that they may refer to their volunteer guide as needed. Hold a plenary session with some of the following questions:

- What is your role as a volunteer in helping community members to pursue a healthy lifestyle? (to get them to the practice stage)
- When you meet with community members, what two things should they be frequently reminded of in pursuit of healthy ageing? (goal and motivation)
- When you work with community members, it is necessary to give them guidance and reminders on which two things? (clear guidance on how to reach their goal and frequent reminders of how to successfully respond to challenges or triggers in their environment)
- Is the volunteer the only means of support for those undergoing behaviour change? (no, support from others going through similar changes in behaviour,

- such as in a community group, is important.)
- Is it possible to be a volunteer for healthy ageing if you yourself have bad habits?
 - What are DO behaviours that we should promote?
 - What are DON'T behaviours that we should promote?
 - What is an important rule in stopping a DON'T behaviour? (replace)

Five stages of behaviour change

1. Hold up the [five stages of behaviour change poster](#).
2. Read the poster to explain the four conditions for success in changing a personal behaviour.

Five stages of behaviour change practice

1. Distribute a [five stages of behaviour change poster](#) to each trainee.
2. Point out the guidance given on the front of the tool.
3. Ask each person to pair up with another trainee and take turns practising to deliver the tool.
 - Each person in a pair takes a turn going through the tool, using their partner as the audience.
 - Each person in a pair has three minutes to present the activity to their partner and then switch.
 - They have six minutes in total to practise in their pairs.
4. When they have had six minutes to practise, ask how they did. Ask if they have any questions about teaching the content.

Behaviour change matching

1. Hold up several of the [behaviour change matching cards](#).
2. Explain that each coloured card details the specific stage of behaviour change. Each white card with an image provides an example that aligns with one of the behaviour change stages.
3. They will work with a partner to arrange the coloured behaviour change cards in order.
4. They will then place the white example card of each stage next to the coloured behaviour change description card.
5. Ask everyone to find a partner.

6. Distribute a set of behaviour change matching cards to every pair.
7. Tell them to first place the coloured behaviour change cards in order. Then they should place the white example card for each stage next to it. They have 5 to 10 minutes. Let them begin.
8. After they finish, discuss the exercise and ask how they did. Clarify any issues with the cards or the example.

Behaviour stages game

1. Display the **five stages of behaviour change poster**.
 2. Hold up a complete copy of the **behaviour stages game kit** with the exception of the **answer sheets**. Keep these hidden for now.
 3. Explain that they will work in groups of four to five people to read each of the **behaviour stage game cards** in their game kit. Together they will discuss each card and place the card in a behaviour change stage.
 4. Read one or two of the cards from the game and state where you would place each on the game board and explain why you did so.
 5. Now ask them to work in their small groups and allow them to discuss and place all of the cards. They should take approximately 15 minutes to place all cards, but allow as much time as necessary.
 6. When each group finishes give them a copy of the **answer sheet**. They can self-check their own work.
 7. When all groups have finished, ask them to say which cards they may have placed incorrectly. Discuss each to clarify in which stage the card should have been placed.
 8. Hold a short plenary discussion with questions that may include:
 - What were the general clues to know if someone was in the knowledge stage?
 - What were the general clues to know that someone was in the approval stage?
 - What were the general clues to know that someone was in the intention stage?
 - What were the general clues to know that someone was in the practice stage?
 - What were the general clues to know that someone was in the advocacy stage?
 - How is knowing the stages important to changing your behaviour?
 - How is knowing the stages important to supporting community members undergoing behaviour change?
-

Action planning

1. Distribute an **action plan template for follow-up** to each participant. Allow them a minute to review the form to see how it aligns and to note that it is a simpler version of the form they completed in topic 1.
2. Say: “Today you learned about areas where you might be able to improve your behaviours for a healthier life. Now that you know a little bit more about how and why you do or fail to do healthy behaviours, think about some things you can do before our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next meeting.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
- Ask them to say briefly how they met each objective.

Topic

Preventing NCDs

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
Knowledge about NCDs	20
Knowledge about NCDs practice	15
NCD risk self-assessment cards	15
NCD risk self-assessment cards practice	20
Prevention behaviours	5
Prevention behaviours practice	20
Emergency response	5
Emergency response practice	10

Action planning	20
Wrap-up	15
TOTAL TIME	2 hours, 45 minutes

Materials

- Healthy ageing volunteer guide preventing NCDs packet (printed and stapled)
- Preventing NCDs toolkit pieces—one for every two participants plus one for the facilitator (unless noted otherwise):
 - Effects of... posters (quitting tobacco, drinking less alcohol, healthy diet and physical activity)
 - Emergency posters (cardiac arrest, stroke and diabetic)
 - NCDs diagram
 - NCD risk assessment card (double-sided) with guidelines—one for every participant plus one for the facilitator
 - Measuring strip (in two parts)
 - Body Mass Index (BMI) chart
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for the topic on a sheet of flipchart paper and tape it at the front of the room.
2. For every two participants, make one copy of all posters.
3. For every participant, make one copy of the NCD risk assessment card.

Facilitator directions

Introduction

1. Introduce the learning objectives one by one, using the flipchart.
2. Distribute a copy of the **healthy ageing volunteer guide preventing NCDs packet** to each trainee.
4. Instruct them to start reading. When they have finished, they should talk with two or three other participants to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
5. They will have ten minutes to read and discuss.
6. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Knowledge about NCDs

1. Hold up the **NCDs diagram**.
2. Define the four NCDs as cardiovascular disease, cancer, diabetes and chronic respiratory diseases. Explain that NCDs cause the most number of deaths globally each year, more than any other cause.
3. Define the four common risk factors that contribute to NCD risk. These risk factors include unhealthy diet, physical inactivity, tobacco use and excess alcohol.

Knowledge about NCDs practice

1. Ask each participant to find a partner.
2. Give each pair a copy of the **NCDs diagram**. Instruct them to each spend three minutes presenting the poster to their partner.
3. Once the time is up, check in with all the pairs to see how they did. Answer any questions.

NCD risk assessment

1. Hold up a copy of a **NCD risk assessment card**. Explain that the purpose of the card is to identify specific NCD risk. This card can be completed at any time to assess their health and NCD prevention activity. For now, only the "self" portion of the risk assessment card will be discussed.
2. As you hold up the card, explain that you will model how to complete the self-assessment portion.
3. Using yourself as the model, read the self-assessment portion aloud and complete it.
4. Model how to score and read the self-assessment score to determine NCD risk.

NCD risk assessment practice

1. Distribute a copy of the **NCD risk assessment card** to every pair. Give each pair a pencil and explain that each person will walk their partner through completing a self-assessment portion.
2. That person should also talk their partner through scoring the self-assessment portion and explain that they should each have their NCD risk clearly defined at the bottom of the card.
3. Distribute a second NCD risk assessment card to each pair. Now they will switch their roles and the person in each pair who coached the other will now be talked through completing the "self" portion of their NCD risk assessment card.
4. Allow approximately 15 to 20 minutes for each pair to coach each other through completing and scoring their cards.
5. When all pairs have had time to practise, ask how they did. Ask if they have any questions about teaching the content.

Prevention behaviours

1. Hold up the four **effects of...** posters (**quitting tobacco, drinking less alcohol, healthy diet and physical activity**).
 2. Model how you would present one of these posters by showing and talking through the points given on the poster.
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Prevention behaviours practice

1. Ask everyone to form groups of four.
2. Distribute a set of all **effects of... posters** to every group.
3. Explain that each person in the group will take one of the posters and will model/practise how to deliver the content by showing and explaining the points on the poster. They should also ask questions of the group until they are satisfied that all understand the content. Each poster should be presented in no more than five minutes.
4. Once everyone is clear on the directions, ask the groups to start practising.
5. Once all four posters have been presented in each group, hold a short plenary. Questions may include:
 - What information was most intriguing to you about your body and healthy diet?
 - What information was most intriguing to you about your body and physical activity?
 - What information was most intriguing to you about your body and quitting tobacco?
 - What information was most intriguing to you about your body and drinking less alcohol?
 - How do you see yourself presenting and re-presenting this information to your community members?

Emergency response

1. Hold up the three **emergency posters (cardiac arrest, stroke and diabetic)**.
2. Model how you would present one of these posters by showing and talking through the points given on the stroke emergency poster.

Emergency response practice

1. Ask participants to get into groups of three and give each group a set of the three **emergency posters**.
2. Explain that each person in the group will take one of the posters and will model/practise how to deliver the content by showing and explaining the points on the poster. They should also ask questions of the group until they are satisfied that all understand the content. Each poster should be presented in about five minutes.
3. Once everyone is clear on the directions, ask the groups to start practising.

4. Once all three posters have been presented in each group, hold a short plenary. Questions may include:
 - How might you present these three posters in a calm way that reassures but also prepares your group to respond to an emergency?
 - How might you present one or more of these posters to a group of people already diagnosed with diabetes or cardiovascular disease?

Action planning

1. Distribute an [action plan template for follow-up](#) to each participant. Allow them a minute to review the form.
2. Say: “Today you learned about areas where you might be able to improve your behaviours to prevent NCDs or an additional NCD diagnosis. Let's think about some things you can do before our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next meeting.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
- Ask them to say briefly how they met each objective.

Topic

Preventing falls

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
Preventing falls	25
Balance exercises	15
Balance exercises practice	25
Wrap-up	15
TOTAL TIME	1 hour, 40 minutes

Materials

- Healthy ageing volunteer guide preventing falls packet (printed and stapled)
- Preventing falls toolkit pieces – one of each of the following tools for each

trainee plus one for facilitator:

- Balance cards (9 double-sided with guidance)
- Frequency table (appendix C)
- Action plan template for follow-up (appendix B)

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for this topic on a sheet of flipchart paper and tape it at the front of the room.
2. For every three participants, make one copy of all posters.

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Facilitator directions

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Introduction

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1. Introduce the learning objectives one by one, using the flipchart.
2. Distribute a copy of the [healthy ageing volunteer guide preventing falls packet](#) to each trainee.
3. Instruct them to start reading. When they have finished, they should talk with two or three other people to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
4. They will have ten minutes to read and discuss.
5. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Balance exercises

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1. Hold up the set of [balance cards](#).
 2. Explain that falls are one of the leading causes of injury and early death in ageing populations.
 3. Explain how as we get older we start to assume a wider stance and our body's muscles forget how to do basic functions to keep our balance.
 4. Balance exercises are one of the best ways to re-teach your body's muscles how to keep you moving and stable.
 5. These nine exercises, when done regularly, can help to keep people mobile and feeling safer as they move about.
 6. Hold up one of the exercise cards and read the guidance as you perform the activity. Repeat. Ask if there are any questions.
-

Balance exercises practice

1. Ask participants to form groups of three.
2. Give each group a copy of all **balance cards**. Explain that as a group they will present all nine posters to each other.
3. Give them some time to look through the cards and to divide them evenly among themselves, so that each participant will present three posters. Give them five minutes to make this decision.
4. Once they have decided who will do which cards, explain that you will show one of the cards on the overhead projector or hold it up for all to see. The person who is presenting that particular exercise will then be prompted to model/demonstrate the exercise and coach the other two in their group how to do the exercise.
5. Each exercise modelling/demonstration should take three to five minutes.
6. Continue by showing another balance exercise for all to see. The person in each group assigned to that exercise should model/demonstrate and coach the other two in their group how to do the exercise.
7. Continue until all nine cards have been presented. Check to make sure that all participants in each group are evenly and actively participating in modelling and doing the exercises correctly.
8. After all exercises have been done, hold a brief plenary to see how they did. Questions may include:
 - How did you find the exercises?
 - Which exercises did you find difficult to explain or model?
 - Which exercises did you find easy to explain or model?
 - These balance exercises should be supplemented by strengthening and stretching exercises (see "physical activity" topic). How can you ensure that people are doing their exercises when the community group is not meeting every day?

Action planning

1. Distribute an **action plan template for follow-up** to each participant. Allow them a minute to review the form.
 2. Say: "Today you learned about areas where you might be able to reduce your risk of falling. Let's think about some things you can do before our next meeting and put them in writing to help you age more healthfully."
 3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next meeting.
 4. Encourage participants to complete an action plan with you.
-

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
- Ask them to say briefly how they met each objective.

Topic

Preventing social isolation

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Identify the critical role of active participation in society
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
Preventing social isolation	40
Social activities	60
Meditation	20
Action planning	15
Wrap-up	5
TOTAL TIME	2 hours, 40 minutes

Materials

- Healthy ageing volunteer guide preventing social isolation packet (printed and stapled)
- Preventing social isolation toolkit pieces:
 - Blissful mind meditation audio file and/or meditation script—one copy for facilitator
 - Social activities sheet—one copy for every three participants plus one for facilitator
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator
- Sound system to play the meditation audio file (optional)

Materials in the facilitator directions are indicated in **pink**.

Preparation

Write learning objectives for this topic on a sheet of flipchart paper and tape it at the front of the room.

Facilitator directions

Introduction

1. Introduce the learning objectives one by one, using the flipchart.
2. Distribute a copy of the [healthy ageing volunteer guide preventing social isolation packet](#) to each trainee.
3. Instruct them to start reading. When they have finished, they should talk with two or three other people to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
4. They will have ten minutes to read and discuss.
5. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Preventing social isolation

1. Show this short film: <https://vimeo.com/13831362>
2. The film is about a man who socially isolates himself and does not seek social interaction with others, instead focusing on memories of his deceased wife. This film is sad – it is included here to allow people to see how social isolation affects one man and then discuss his struggles with sadness and social isolation – a very personal matter. Community members can talk about this man's struggles and explore why we may choose to socially isolate ourselves and discuss ways to combat the desire for social isolation. This focus on another person through the film is a more comfortable way to explore this difficult subject sensitively and respectfully, rather than expecting community members to discuss their own personal struggles with social isolation – a sensitive topic for many.
3. Explain that they will watch the short film and have a brief discussion afterwards.
4. When the film concludes, conduct a brief plenary about the film using questions from the volunteer guide.

Social activities

1. Explain that for the training of trainers, facilitators will put participants in situations where they will interact with each other and learn new things about other people in their healthy ageing community. Explain that this facilitator's toolkit contains three different activities to get people interacting in the session.
 2. These activities can be done by community volunteers with community members.
 3. For this session, they will work in groups of three. In the small group, each person will have to plan either activity 1, 2 or 3 and then will facilitate the activity within their small group. All materials they may need can be found at the back of the room.
 4. Ask the participants to get into groups of three.
 5. Distribute a copy of the [social activities sheet](#) to each group and explain that they have five minutes to divide the activities amongst themselves and quickly plan their activity for their small group.
 6. After five to seven minutes, tell all the participants who are conducting activity 1 to start their activity with their small group. They have up to seven minutes to conclude activity 1.
 7. When all have mostly finished, tell all the participants who are conducting activity 2 to start their activity with their small group. Activity 2 has up to seven minutes.
 8. When all have mostly finished, tell all the participants who are conducting activity 3 to start their activity with their small group. Activity 3 has up to seven minutes.
 9. When all three activities have finished, hold a plenary discussion with the questions below:
 - What types of social activities do you enjoy at home (your home or someone else's home), in the community and elsewhere?
 - What kinds of activities would you like to do/participate in? These can be actual activities or a wish list of fun and interesting things you would like to try.
 - I see several activities that you would like to do, but they are not being done. What barriers stand in the way of doing these?
 - What can we do as a group or as Red Cross Red Crescent to help address or even remove these barriers?
 - How can you keep integrating fun activities that keep community members engaged with each other socially into your Red Cross Red Crescent sessions?
-

Meditation

1. Explain that just as much as we need to engage with others, we also need to give our mind appropriate rest through meditation to quieten the negative voice in our head that may contribute to our loneliness or depression. Meditation is proven to actually help you feel less isolated, even if you spend a lot of time alone. Meditation may feel difficult—or even strange—for many people at first. Your mind is used to wandering and so struggles to sit quietly.
2. Explain that they will listen to a guided meditation/imagery to rest their mind for the next 15 minutes.
3. Play gentle instrumental music or sounds of nature like birds or a waterfall as a quiet background sound while you read the script, if possible.
4. Ask people to sit up in their chairs, feet flat on the floor and hands resting on their knees. Read the **meditation script** slowly and with a soothing voice.
5. After the meditation concludes, allow the group to rest for 30 seconds or so and then ask them how they are feeling. Questions can include:
 - Do you feel a little more rested?
 - Do you feel a bit more at peace?
 - Is this something that you could do on your own at home when you have a few minutes? If so, even meditating or sitting quietly—not thinking over anything but just sitting—can help your mind feel much better. Anxiety and loneliness will decrease.

Action planning

1. Distribute an **action plan template for follow-up** to each participant. Allow them a minute to review the form.
2. Say: “Today you learned about areas where you might be able to reduce your feeling of social isolation. Let’s think about some things you can do before our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next meeting.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
 - Ask them to say briefly how they met each objective.
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Topic

Healthy eating

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Identify the critical role of active participation in society
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
An unhealthy diet	20
What is healthy food?	25
Action planning	20
Wrap-up	5
TOTAL TIME	1 hour, 30 minutes

Materials

- Healthy ageing volunteer guide healthy eating packet (printed and stapled)
- Healthy eating toolkit pieces—one for every two participants plus one for facilitator (unless stated otherwise):
 - Effects of an unhealthy diet
 - Healthy eating guide poster
 - Fruit and vegetable serving sizes poster
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for this topic on a sheet of flipchart paper and tape it at the front of the room.
2. Prepare toolkit contents as described above.

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Facilitator directions

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Introduction

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1. Introduce the learning objectives one by one, using the flipchart.
2. Distribute a copy of the **healthy ageing volunteer guide healthy eating packet** to each trainee.
3. Instruct them to start reading. When they have finished, they should talk with two or three other participants to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
4. They will have ten minutes to read and discuss.
5. After 10 to 15 minutes, hold a quick plenary discussion to check for understanding. Monitor responses for evidence of learning. Be sure to ask:
 - What is the healthiest liquid to drink and how much should you drink?
 - How many servings of fruit and vegetables should we aim to eat every day?
 - What three things should you keep to a minimum in your diet?

An unhealthy diet

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1. Hold up the **effects of an unhealthy diet poster**. Model how you would present the poster by talking through the points given on the poster.
 2. Ask trainees to get into pairs.
 3. Distribute one copy of the **effects of an unhealthy diet poster** plus a copy of the **effects of a healthy diet poster** from the “preventing NCDs” topic. Tell them to identify at least seven differences in how a healthy diet positively affects your body. They have five minutes to identify the differences.
 4. After five minutes, discuss with the full group to explain what the differences are.
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What is healthy food?

1. Show the [healthy eating guide poster](#) to the group. Review the different effects on the body of eating healthy foods and of eating unhealthy foods, using the poster as a guide.
2. Explain that you should ensure that you get your five servings of fruit and vegetables every day as well as a variety of other fresh foods, such as wholegrains and pulses. These five fruit and vegetable servings will fill you up and give your body what it needs for fuel.
3. Hold a short plenary to discuss. Questions can include:
 - Explain one way how unhealthy food affects your cardiovascular system or heart.
 - Explain one way how healthy food affects your cardiovascular system or heart.
 - Explain one way how unhealthy food affects the way you feel physically or mentally.
 - Explain one way how healthy food affects the way you feel physically or mentally.
 - Name your favourite food. Is it healthy or unhealthy? If it is unhealthy, how much is too much?

Action planning

1. Distribute an [action plan template for follow-up](#) to each participant. Allow them a minute to review the form.
2. Say: "Today you learned about areas where you might be able to improve your body through healthier eating. Let's think about some things you can do before our next meeting and put them in writing to help you age more healthfully."
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next session.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
 - Ask them to say briefly how they met each objective.
-

Topic

Physical activity

Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people's health as they age
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	20
How physical inactivity hurts your body	20
Strengthening and stretching introduction	5
Strengthening exercise practice	25
Stretching exercise practice	30
Action planning	20
Wrap-up	5
TOTAL TIME	2 hours, 5 minutes

Materials

- Healthy ageing volunteer guide physical activity packet (printed and stapled)
- Physical activity toolkit pieces—one for every three participants plus one for facilitator (unless stated otherwise):
 - Effects of physical inactivity poster – one for every two participants plus one for facilitator
 - Strength cards (7 double-sided with guidelines)
 - Stretch cards (8 double-sided with guidelines)
 - Frequency table (appendix C)
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator

Materials in the facilitator directions are indicated in pink.

Preparation

1. Write learning objectives for this topic on a sheet of flipchart paper and tape it at the front of the room.
2. Prepare toolkit contents as described above.

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Facilitator directions

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Introduction

1. Introduce the learning objectives one by one, using the flipchart.
2. Distribute a copy of the [healthy ageing volunteer guide physical activity packet](#) to each trainee.
3. Instruct them to start reading. When they have finished, they should talk with two or three other participants to discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
4. They will have ten minutes to read and discuss.
5. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

How physical inactivity hurts your body

1. Hold up the [effects of physical inactivity poster](#). Model how you would present the poster by talking through the points given on the poster.
2. Ask people to get into pairs.
3. Distribute one copy of the [effects of physical inactivity poster](#), plus a copy of the [effects of physical activity poster](#) from the “preventing NCDs” topic. Tell them to identify at least seven differences in how physical activity positively affects your body. They have five minutes to identify the differences.
4. After five minutes, explain to the full group what the differences are.

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Strengthening and stretching introduction

1. Hold up one set of **strength and stretch cards**.
2. Explain that as we age our body starts to lose muscle and we have less flexibility. This loss of muscle and flexibility contributes to more rapid ageing. We can age more healthfully by building and stretching our muscles gently but regularly.
3. By keeping your body moving we can re-teach our body's muscles to keep strong and flexible and keep you mobile.
4. These two sets of exercises, when done regularly, can help to keep people mobile and feeling stronger, younger and safer as they move about.
5. It is recommended to do stretching exercises one day, strengthening exercises the next day, and balance exercises the day after. Then you repeat the cycle, giving yourself a day of rest one day a week. Keep moving to keep mobile.
6. Hold up any one of the strength cards and read the guidance as you perform the activity. Repeat. Ask if there are any questions.
7. Hold up any one of the stretch cards and read the guidance as you perform the activity. Repeat. Ask if there are any questions.

Strengthening exercises practice

1. Ask participants to form groups of three.
2. Give a copy of the **strength cards** to each group. Explain that as a group they will jointly present all seven cards to each other.
3. Give them some time to look through the cards and allow them to evenly divide the cards among themselves, so that each participant will present two or three of the cards. Give them five minutes to make this decision.
4. Once they have decided who will do which cards, explain that you will show one of the strength cards on the overhead projector or hold it up for all to see. The person who is presenting that particular exercise will then be prompted to model/demonstrate the strengthening exercise and coach the other two in their group how to do it.
5. Each exercise modelling/demonstration should take three to five minutes.
6. Continue by showing another strength card for all to see. The person in each group assigned to that exercise should model/demonstrate and coach the other two in their group how to do the exercise.

7. Continue until all seven cards have been presented. Check to make sure that all participants in each group are evenly and actively participating in modelling and doing the exercises correctly.
8. After all exercises have been done, ask everyone to take a seat and applaud themselves for their hard work. Hold a brief plenary to see how they did. Questions may include:
 - How did you find the exercises?
 - Which exercises did you find difficult to explain or model?
 - Which exercises did you find easy to explain or model?
 - These strengthening exercises should be supplemented by stretching and balance exercises (see “preventing falls” topic). How can you ensure that people are doing their exercises when the community group is not meeting every day?

Stretching exercises practice

1. Ask participants to form groups of four—they should try to find people that they have not yet worked with.
2. Give a copy of the **stretch cards** to each group. Explain that as a group they will jointly present all eight cards to each other.
3. Give them some time to look through the cards and allow them to evenly divide the cards among themselves, so that each participant will present two of the stretch cards. Give them five minutes to make this decision.
4. Once they have decided who will do which cards, explain that you will show one of the stretch cards on the overhead projector or hold it up for all to see. The person who is presenting that particular exercise will then be prompted to model/demonstrate the stretching exercise and coach the other three in their group how to do it. Each exercise modelling/demonstration should take three to five minutes.
5. Continue by showing another stretch card for all to see. The person in each group assigned to that exercise should model/demonstrate and coach the other three in their group how to do the exercise.
6. Continue until all eight cards have been presented. Check to make sure that all participants in each group are evenly and actively participating in modelling and doing the exercises correctly.
7. After all exercises have been done, ask everyone to take a seat and applaud themselves for their hard work. Hold a brief plenary to see how they did. Questions may include:
 - How did you find the exercises?
 - Which exercises did you find difficult to explain or model?
 - Which exercises did you find easy to explain or model?

- These stretching exercises should be supplemented by strengthening and balance exercises (see “preventing falls” topic). How can you ensure that people are doing their exercises when the community group is not meeting every day?

Action planning

1. Distribute an **action plan template for follow-up** to each participant. Allow them a minute to review the form.
2. Say: “Today you learned about areas where you might be able to improve your mobility and make your body stronger. Let’s think about some things you can do before our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next session.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
- Ask them to say briefly how they met each objective.

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Topic

Lifelong learning

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Learning objectives

At the completion of this topic, volunteers will be better able to:

- Explain the components of healthy ageing
- Identify critical risk and protective factors to do with people’s health as they age
- Identify the critical role of active participation in society
- Demonstrate the impact of the life course trajectory in all stages of life
- Teach community members key content about healthy ageing

Outline of activities

Section	Suggested time (minutes)
Introduction	5
Lifelong learning	15
Your brain as you age	15
Brain building activities	75
Action planning	20
Relaxation	5
TOTAL TIME	2 hours, 15 minutes

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Materials

- Healthy ageing volunteer guide lifelong learning packet (printed and stapled)
- Lifelong learning toolkit pieces—one for every two participants plus one for facilitator (unless stated otherwise):
 - Lifelong learning poster
 - Activity graphics (3 cards)
 - Action plan template for follow-up (appendix B)—one for every participant plus one for facilitator
- Let's learn ASL video

Materials in the facilitator directions are indicated in **pink**.

Preparation

1. Write learning objectives for this topic on a sheet of flipchart paper and tape it at the front of the room.
2. Prepare toolkit contents as described above.

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Facilitator directions

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Introduction

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1. Introduce the learning objectives one by one, using the flipchart.
2. State how they will meet each objective by the end of the session.

Lifelong learning

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1. Distribute the [healthy ageing volunteer guide lifelong learning packet](#) to each trainee.
2. In groups of four to five people, they should read through the lifelong learning packet. As a group, they should discuss the questions at the end of the session sheet and be prepared to respond back to the larger group.
3. They will have ten minutes to read and discuss.
4. After 10 to 15 minutes, hold a brief plenary discussion to check for understanding. Monitor responses for evidence of learning.

Your brain as you age

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1. Explain how the brain is a muscle that can become stronger with use and exercise. Use the [lifelong learning poster](#) to explain your main points.
2. Ask participants to find a partner.
3. Distribute a [lifelong learning poster](#) to every pair. Ask them to review the poster together.
4. Instruct them to work together in preparing to present the poster to another pair. Each pair has two minutes to prepare their presentation, one minute to

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present to another pair and two minutes to receive feedback.

5. After the two minutes of preparation time is up, ask pairs to find another pair to whom to present. Each group of four should decide which pair goes first.
6. Allow one minute for the first pair to present. When the time is up, ask the pair that heard the presentation to provide feedback on how they did.
7. After feedback has been given, the pairs should switch and allow the other team to present the poster for one minute.
8. When the time is up, prompt the other pair to provide feedback.

Brain building activities

1. Explain that the brain is also a muscle that can be strengthened through processing information in different ways and through critical thinking.
2. To train your brain, it is helpful to focus on one task at a time. While many people insist that they can multi-task, your brain can truly only function on one thing at a time. Those people who multi-task are actually forcing their brain to continually focus on different things over brief bouts of time. This is exhausting to the brain and is not the type of critical thinking that strengthens the brain.
3. Explain that they will try out three new activities today that will help them to strengthen their brain a little bit each day, allow them time to socialize with others and have fun in becoming a lifelong learner. These activities can be done with community members to build stronger and more resilient brains by building new pathways in the brain for better health.

Activity 1 - Language processing

Conduct the “learning a language” activity. If you do not have access to the [Let’s learn ASL video](#), simply learn the signs yourself and teach the signs for the key words to the group. After teaching all the words, assess the group by asking them to sign some of the words they just learned.

After the activity concludes, ask how they feel. Was it easy or difficult at first? Why do you think this is?

Activity 2 - Visual thinking

Conduct the “back-to-back” activity. If you do not have access to the [activity graphics \(3 cards\)](#) in the toolkit, simply provide a picture from a magazine or book.

After the activity concludes, ask how they feel. Was it easy or difficult? Why? Who has the more difficult task? Why do you think so? How do you know that your brain is getting exercise?

Activity 3 - Non-verbal communication

Conduct the “birthday” activity (in the [healthy ageing volunteer lifelong learning packet](#)).

After the activity concludes, ask how they feel. Was it easy or difficult? How did you make yourself known? How do you know your brain is getting exercise?

Free play

Now ask the group if they have any brain exercises that they use or know about. Allow up to 10 minutes for each group to share their new exercises with the full group.

Action planning

1. Distribute an [action plan template for follow-up](#) to each participant. Allow them a minute to review the form.
2. Say: “Today you learned about areas where you might be able to strengthen your brain and build new pathways for a healthier body. Let’s think about some things you can do before our next meeting and put them in writing to help you age more healthfully.”
3. Read aloud each question and model completing the form, using yourself as an example of how you apply the learning from the session until the next session.
4. Encourage participants to complete an action plan with you.

Wrap-up

Review the topic objectives that were introduced at the beginning of the session.

- Go through each objective and ask the group if they achieved each learning objective.
- Ask them to say briefly how they met each objective.

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The fundamental principles of the international Red Cross and Red Crescent movement

Humanity The international Red Cross and Red Crescent movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The international Red Cross and Red Crescent movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

For more information on this IFRC publication, please contact:

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