

Training plan

This training plan is in two parts.

- Building shared understanding of the *Key tips for a warmer, drier home toolkit* (video and cards).
- How to use the toolkit with whānau/families.

Length

This training plan has been designed for two hours on the basis that most providers will be using only the video or the cards. If the people you are training will be using both video and cards, the session will take between two and three hours. The timeframes in the plan are a guide. If you need to, spend more time on making sure the people you are training get to know the content of the toolkit (video and cards) and how they can use these in their work.

Framework

This training plan is based on the Three Steps to Health Literacy Model (Ask, Build, Check).

Ask

Before the session the trainer will find out what participants already know.

Build

During each session or part of each session the trainer will build new knowledge onto participants' existing knowledge.

Check

At the end of each session or part of the session the trainer will check that participants have achieved the intended outcomes for that session or part of the session. If not, the trainer takes responsibility for not being clear and goes back to the Build stage to develop the necessary knowledge.

Objectives for this session

By the end of this session participants will:

- understand the content of the toolkit (video and cards)
- understand the Three Step Model
- understand how to use the toolkit with whānau/families using the Three Step Model.

Resources

- Laptop and data show for showing video and PowerPoint.
- Whiteboard and markers or flipcharts and marker pens.
- Post-it notes.

- Flipchart paper for ‘carpark’ (issues that are outside this training session).
- Video.
- Cards.
- Small prizes.
- Quiz answers.
- Copies for each participant of:
 - video
 - cards
 - modified EECA diagram
 - blank key messages handout
 - Three Step Model
 - Three Step video handout
 - Three Step cards handout.
 - Quiz.

Time	Activity	Resources
5 mins	<p>Welcome and housekeeping</p> <p>Welcome all participants.</p> <p>Give housekeeping information.</p> <p>Show objectives of training session on flipcharts/PowerPoint.</p> <p>Explain it is a two hour session.</p> <p>Encourage participants to ask questions throughout session.</p> <p>Do a quick round of introductions if participants don't know each other.</p>	Flipchart/slides with session objectives
5 mins	<p>Background information</p> <p>Show flipchart/slides about the strategies and 2015 Campaign.</p> <p>Link the toolkit to the last objective of the 2015 Campaign.</p> <p>Show slides/flipcharts showing background and findings from the trial of the draft toolkit.</p>	<p>Flipchart/slides with strategies and 2015 Campaign objectives</p> <p>Flipcharts/ slides showing background and findings of toolkit trial</p>
5 mins	<p>Purpose of the toolkit</p> <p>Ask participants why they think the toolkit was developed.</p> <p>Confirm that the toolkit (video and cards) was designed to provide information about what whānau/families can do to keep their houses warmer and drier and to prevent the spread of infections by creating as much space as possible between sleeping children.</p>	

Time	Activity	Resources
10 mins	<p>Aspects of a warmer, drier home</p> <p>Ask participants about the four parts to having a warmer, drier home (heating, insulation, ventilation, deal with dampness).</p> <p>Explain in this toolkit there is an additional element – sleeping distance between children to prevent spread of infections.</p> <p>Hand out modified EECA diagram and refer to acronym: SHIVereD.</p>	Modified EECA diagram
20 mins	<p>Getting to know the toolkit (video)</p> <p>Explain that the toolkit consists of two parts (video and cards) and you are going to look at video first.</p> <p>Explain that the houses in the videos may not reflect some of the homes participants visit. Also explain that video was preferred format for Pacific families interviewed in trial. Video is available with some parts in Te Reo Māori, Samoan and Tongan.</p> <p>Show the video in full. Explain for those people who will be using the video that later you are going to get them to do some activities about the messages in the video.</p> <p>Ask the group to brainstorm what was good about the video and any questions, gaps or things they are not sure of</p> <p>Give them a blank key messages handout and ask participants to fill in the form with the ten key messages from the video and whether reasons were given for each message.</p> <p>Go around the group and get feedback on messages.</p>	Video Blank key messages handout
20 mins	<p>Getting to know the toolkit (cards)</p> <p>Hand out a copy of the cards. Explain that there is one extra message in the cards that is not in the video. Ask participants to find it.</p> <p>Explain that in the trial of the toolkit Māori whānau were very familiar with top and tailing and would consider it as a temporary measure.</p> <p>Pacific health professionals and families were more likely to be concerned about this from a cultural perspective (heads and feet).</p> <p>Ask participants to work in pairs (or small work teams as relevant) and go through the cards.</p> <p>If you have a large group allocate certain card numbers to each pair/team to make sure all the cards are covered.</p> <p>Identify things that are good about the cards and any questions/comments/gaps/not sure of.</p> <p>Answer questions as needed.</p>	Cards

Time	Activity	Resources
	If relevant give an example of how Pacific providers can use top and tailing card. For example, if they come across a family with children with constant Strep A infections you could say <i>“Māori whānau think the same as us about heads being sacred but they do something called top and tailing for short periods of time. Is this something that you could think about doing for a short time to stop children coughing and sneezing over each other when they are sleeping?”</i>	
5 mins	Break	
5 mins	Checking preferences Ask the group for a show of hands about which parts of the toolkit (cards or video) they would use and why. If you have time, do a quick round to find out the preferences and reasons. Repeat, if necessary, that the video was preferred by Pacific families.	
5 mins	How to use the toolkit (cards and/or video) with whānau/families Explain: <ul style="list-style-type: none"> • cards not designed to be used from beginning to end • cards are flexible so whānau/families can choose what is discussed • toolkit is whānau/family centred • cards are not mini-flipcharts • that the toolkit provides information – whānau/families make the decision to act on information • why to do things as well as how to do things. 	
10 mins	Three Step Model Put up flipchart/slide with Three Step Model to Health Literacy. Ask participants who has heard of these steps or been trained in these steps. Go through each step quickly in relation to the toolkit. Ask – find out what whānau/families are already doing to make their homes warmer, drier and to prevent infections spreading between sleeping children. Build – based on what whānau/families are already doing, make sure that they understand not just how but most importantly the why . Check – at the end check what the whānau/family and you plan to do. Write this plan down on reminder note or use your organisation’s own form. Suggest this goes on the fridge.	Flipchart/slide Three Step handout

Time	Activity	Resources
	<p>Important points to remember:</p> <ul style="list-style-type: none"> • You are not telling the whānau/family what to do. • Whānau/family get to decide what to work on. • If they decide not to do anything, find something they are already doing and record this e.g. having house assessed, closing windows at night. • If possible, the priority would be for the drier tips before heating because a drier home is easier to heat. <p>Give participants Three Step handout.</p>	
20 mins	<p>Using the Three Step Model with the videos</p> <p>Explain to participants that they are going to use the Three Step Model when showing the video to whānau/families.</p> <p>Remind them of the Three Steps:</p> <ol style="list-style-type: none"> 1. Ask 2. Build 3. Check (on the plan that has been agreed). <p>Refer to Three Step Model handout.</p> <p>In this activity explain that participants are going to be whānau/family you are showing video to.</p> <p>Explain to the whānau/family that you are going to show them a video about the things they can do to make their houses warmer, drier and to stop children spreading infections when they are asleep.</p> <p>Step 1: Ask</p> <p>Ask the participants <i>“In your whānau what are you already doing to make your home warmer and drier?”</i></p> <p>Show them the video.</p> <p>Step 2: Build</p> <p>After watching the video ask them what extra things they realise they are already doing. Add this to what they already know (Step 1).</p> <p>Ask them what new information was on the video.</p> <p>Record this.</p> <p>Say most people have lots of questions – what questions do they have?</p> <p>Ask them to identify something they could do to make their house warmer, drier or to stop the spread of infections between sleeping children.</p> <p>Record this on the reminder message (circle the relevant picture).</p> <p>Ask them who is going to do this task.</p> <p>Record anything you said you would do (e.g. referral to healthy homes provider) and put in a date.</p>	<p>Video</p> <p>Flipchart or whiteboard</p> <p>Three Step handout</p> <p>Three Step video handout</p>

Time	Activity	Resources
	<p>Ask the whānau/family if they want to tick any pictures on the reminder message of the things they are already doing.</p> <p>Step 3: Check</p> <p>Ask them to tell you what they are now going to do to make their house warmer/drier/to stop infections.</p> <p>If relevant, ask them to say what you are going to do and by when.</p> <p>If necessary, refer to the reminder message.</p> <p>Thank them and write down your name and contact number if they need to contact you again.</p> <p>Give participants the Three Step video handout.</p>	
20 mins	<p>Using the Three Step Model with the cards</p> <p>Explain to participants that they are going to use the Three Step Model when using the cards from the toolkit.</p> <p>Ask participants what they think are the differences between using the cards and the video (if necessary, prompt for 'with the video you really need to go through the whole thing, with the cards whānau/family can choose what cards they want to go through and which ones they don't want to go through').</p> <p>Reinforce to participants that cards are not flipcharts that you go through with whānau/family from start to finish.</p> <p>Providers might suggest a starting point, depending on the situation, but whānau/family gets to decide.</p> <p>Write up a case study on the whiteboard/flipchart paper that is relevant to participants' setting. For example:</p> <ul style="list-style-type: none"> • Nurse goes to visit a child to give bicillin injection and notices for the second time the curtains are closed in the house. • Assessor goes to visit a house and mother says that her three children have all had repeat Strep A throats over last five months. All the children sleep together on one double mattress. • PES provider goes to visit a family and notices there is condensation on the window. <p>Ask participants to work in pairs or threes and go through the case study relevant to them. Ask them to record:</p> <ul style="list-style-type: none"> • Step 1: Ask. What questions the provider asked of the whānau/family to find out what they already knew or were doing about the situation. • Step 2: Build. How the provider built on the whānau/family's existing knowledge in relation to the relevant card(s) and developed and recorded a plan. • Step 3: Check. How the provider checked they had been clear and the whānau/family understood what they had agreed to do, who was going to do it and when, and what, if anything, the provider was going to do. <p>Give participants a copy of the Three Step cards handout.</p>	<p>Cards</p> <p>Three Step Model on whiteboard or flipchart paper</p> <p>Relevant case studies on flipchart paper or whiteboard</p> <p>Three Step cards handout</p>

Time	Activity	Resources
10 mins	<p>Check you have been clear</p> <p>Say you are going to give everyone a quick quiz to make sure everyone knows the contents before they go out and talk to whānau/families.</p> <p>Hand out quiz and get people to fill it in quickly.</p> <p>Hand out a small prize at the end to person with most complete answers.</p> <p>Ask each participant to take a few minutes and write some notes about how they will fit the toolkit into their existing work.</p> <p>Go around the group and get ideas from each person.</p> <p>Thank all participants.</p> <p>Make sure they have your contact number if they think of any questions later.</p>	<p>Quiz</p> <p>Small prize</p>