

Supporting individuals with face coverings: sample training session

Session plan and trainer notes

Preparation

To deliver this session, you will need:

- Laptop
- Projector
- PowerPoint
- Workshop handouts
- Pens
- Optional: flip chart paper and pens

The layout of the room needs to allow for group discussion and participation in group exercises.

This session can also be delivered online via a platform such as Microsoft Teams.

Some online platforms allow for people to go into virtual rooms for group discussions, or you may choose to have whole group discussions.

You can build on and/or tailor the content to the size of the group, the expectations of your organisation and the people you support. The session has handouts and activities which you can download and print off.

It's important that the trainer or facilitator has a good understanding of person-centred approaches and can explain the Mental Capacity Act as and when it's appropriate to the group discussions.

We've estimated the session will take 4-5 hours, including breaks however the actual time will depend on the size of the group, facilitators style and any changes you make to the training materials.

NOTE: The PowerPoint can be used as a guide throughout the session. It includes slides which show the aim, outcomes and where activities / group discussions take place. Breaks times can be arranged by the facilitator.

PRIOR TO SESSION: Ask participants to bring their favourite face covering.

	<p>Facilitator</p> <p>Facilitator</p>	<p>Face to face housekeeping and domestics can include:</p> <ul style="list-style-type: none"> ▪ Refreshments ▪ Comfort breaks (including location of toilets) ▪ Smoking ▪ Fire procedures ▪ Mobile phones <p>Online training domestics can include:</p> <ul style="list-style-type: none"> ▪ Online instructions such as cameras, microphones, use of messaging box, etc ▪ Mobile phones / emails ▪ Comfort breaks <p>Ground rules</p> <ul style="list-style-type: none"> ▪ Everyone’s view is important ▪ There’s no such thing as a stupid question ▪ Time keeping ▪ Listen to what others have to say – speak one at a time ▪ Confidentiality <p><i>Facilitators note:</i> Identify any other ground rules that need to be agreed by the group.</p>	<p>Flip chart to write up names (optional)</p>
	<p>Whole group</p>	<p>Introductions and ice breaker Use your own preferred method of introductions and ice breaker or: Let us know who you are, where you work and briefly tell us one positive thing you have done during the Covid pandemic, either at work or in personal life.</p>	

Timings	Activity	Content	Resources
2 min	Slide 4 Facilitator to read through	<p>Supporting individuals with face coverings</p> <p>Seeing people wearing face coverings and having to wear one is a new experience for many of us. For people with dementia, mental health problems, learning disabilities and/or autism, this may be a particular challenge.</p>	
2 min	Slide 5 Facilitator to read through	<p>Why use face coverings?</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) usually spreads by droplets from coughs, sneezes and speaking. • These droplets can also be picked up from surfaces, if you touch a surface and then your face without washing your hands first. • This is why social distancing, regular hand hygiene, and covering coughs and sneezes is so important in controlling the spread of the virus. • It is important to follow all the other government advice on coronavirus (COVID-19) 	
2 min	Slide 6 Facilitator to read through	<p>What is a face covering?</p> <ul style="list-style-type: none"> • Face coverings are largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of the coronavirus. • The government has been careful to use the term ‘face covering’ rather than ‘face mask’ - with surgical masks kept for medical use. • You can use a scarf, bandana, religious garment, hand-made cloth covering or disposable mask, but these must securely fit round the side of the face. 	

2 min	<p>Slide 7 Facilitator to read through</p>	<p>Who is exempt from wearing a face covering?</p> <ul style="list-style-type: none"> • The Government has produced advice on when individuals do not need to wear a face covering, which includes: <ul style="list-style-type: none"> - children under the age of 11 (Public Health England do not recommended face coverings for children under the age of 3 for health and safety reasons) - people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability - where putting on, wearing or removing a face covering will cause you severe distress - if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate 	
2 min	<p>Slide 8 Facilitator to read through</p>	<p>Exemption cards</p> <ul style="list-style-type: none"> • Those who have an age, health or disability reason for not wearing a face covering should not be routinely asked to give any written evidence of this, this includes exemption cards. • No person needs to seek advice or request a letter from a medical professional about their reason for not wearing a face covering. • Some people may feel more comfortable showing something that says they do not have to wear a face covering. This could be in the form of an exemption card, lanyard, badge or even a home-made sign. • But remember, this is a personal choice and not necessary in law 	

<p>10 min for group discussion</p> <p>15 min for feedback</p> <p>5 min</p>	<p>Slide 9 Activity 1 This activity can either be done in small groups or as whole group discussion</p> <p>Slides 10/11 Facilitator to go through examples that haven't been mentioned by group.</p> <p>End of slide 11</p>	<p>Activity 1: Tolerating face coverings</p> <p>Why might someone find it difficult to tolerate a face covering?</p> <ul style="list-style-type: none"> • They may not understand the reasons for the face covering • They may find it difficult to recognise people • They may rely on seeing people's faces to help with communication and understanding • Difficulty with making eye contact • They may experience sensory challenges which make it hard to tolerate wearing a face covering; the new feelings of elastic over your ears, material across your face, or the heat caused by the mask can be uncomfortable and overstimulating • They may find the smell of the mask difficult to tolerate • Wearing a mask can make it feel like your airflow is being restricted, and for some individuals this could cause feelings of increased anxiety or claustrophobia • Wearing a mask can reduce peripheral vision and be distracting when looking down • Normal social routines may feel disrupted by the need to wear masks • Seeing people covering their faces might make them feel uneasy or scared <p>Desensitisation may help some people...</p>	<p>Activity 1 Printable activity notes for groups to use</p> <p>Flip chart to write up group feedback (optional)</p>
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5 min	<p>Slide 12 Facilitator to ask the group before going through the alternatives</p>	<p>What do you mean by desensitisation?</p> <ul style="list-style-type: none"> - Getting used to something - Adapting - Feeling comfortable - Familiarisation - Relaxing with something 	
2 min	<p>Slide 13 Facilitator to read through</p>	<p>Desensitisation Desensitisation is a method to teach a person to associate feelings of relaxation with something they previously felt anxious about. A common example is where a therapist will help someone who has a fear of spiders, often using relaxation and breathing exercises. Slowly building up from talking about fears, introducing pictures of spiders, being in a room with a spider and eventually holding one.</p>	
2 min	<p>Slide 14 Facilitator to read through</p>	<p>Desensitisation can be used in many other ways, for example, slowly introducing a face covering to someone, allow the person to see and feel it, wearing it for short periods of time in a safe and comfortable space and gradually building up to wearing while out.</p>	

<p>15 min for group discussion</p> <p>15 min for feedback</p>	<p>Slide 15 Activity 2 This activity can either be done in small groups or as whole group discussion</p> <p>Facilitator notes: Examples to use if the group struggle to come up with ideas.</p>	<p>Activity 2: Coping with anxiety</p> <p>Think of a time when you felt anxious or scared about something, such as a job interview.</p> <ul style="list-style-type: none"> - How does your body react when you are anxious or scared? - What techniques do you use to help overcome anxiety? - Imagine having difficulty in expressing these anxieties if you had limited communication skills; how might you communicate them instead? <p>FACILITATOR NOTES: Think of a time when you felt anxious or scared about something, such as a job interview.</p> <p>Job interview Speaking up at a meeting Being late for an appointment Being short of money Work pressures Watching sport that is important to you Being unwell / knowing someone who is unwell Receiving bad news Facing a phobia, such as spiders Exams Driving Test</p> <p>How does your body react when you are anxious or scared?</p> <p>Hot Sweating Shaking Feeling sick Headaches Increased heart rate Restlessness</p>	<p>Activity 2 Printable activity notes page for groups to use if required</p> <p>Flip chart to write up group ideas (optional)</p> <p>Activity 2 Printable facilitator notes also available if required</p>
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2 min	<p>Slide 16 Facilitator to read through</p>	<p>REMEMBER: COVID has brought new challenges for us all, but for some, these challenges may take longer to adjust to.</p> <p>Why use desensitisation? Some people may be able to learn to tolerate wearing a face covering. Supporting someone to get used to seeing people wearing face coverings or wearing one themselves may make life less stressful for them. It may mean that they are able to return to activities and routines they enjoy sooner. Care providers might feel more confident in supporting someone in the community and to have contact with family if they can wear a face covering.</p>	
10 min	<p>Slide 17 Facilitator to read through</p> <p>Facilitator note:</p>	<p>Communication</p> <ul style="list-style-type: none"> • Supporting someone to understand why a face covering is important can be a good starting point with desensitisation. • Consider the persons usual method of communication, can you find, create or adapt something? • Take a look at the resource list and framework for more information on communication methods and ideas. <p>Let the participants know where the framework and resource list can be found via the Skills for Care website; you may want to select a few examples to look at with the group.</p> <p>There is a simple communication example on slide 17 of ‘now and next’ pictures that may be helpful for some people.</p>	<p>Links to the framework and resource list can be emailed out to participants.</p> <p>The framework can also be printed as a handout /resource.</p>

2 min	Slide 18, 19, 20 Facilitator to read through	Consider different types of face coverings and fittings <ul style="list-style-type: none"> • Different types of fabric, cloth, and linen • Different shapes of face masks - some sit closer or further from your face, others are more rounded, and some have elastic that goes behind your ears or around your head • A bandana that covers your nose and mouth but allows for more airflow from below • A circular scarf or headband pulled up over your nose and mouth • Transparent face masks that are clear around the mouth • Clip the loops behind the head • Clip to a hat or headband (buttons can easily be sewn on) • Tie loops around headphones • Tie more tightly or loosely with knots • Choosing one that is most comfortable • Choosing their preferred design • Choosing preferred fabric to make their own face covering <p>Provide choice and make it fun!</p>	
5 minutes	Slide 21	<ul style="list-style-type: none"> • Take a moment to feel different types of fabric around you. The clothing you are wearing, what you are sitting on. • Touch the fabric with the inside of your wrist or on your face. • Some people don't mind the feel of different fabrics, but for some, certain materials can be difficult to cope with. • Smell some of the fabric around you – can you smell perfume, aftershave or washing powder? Do you like the smell? • Some people, including those with autism, can be hypersensitive to smells so consider how the face covering smells. 	

<p>10 min for group discussion</p> <p>10 min for feedback</p>	<p>Slide 22 Activity 3 This activity can either be done in small groups or as whole group discussion</p>	<p>Activity 3: Group discussion We have all had to get used to wearing a face covering; what style is your preference? Is there a reason for this, such as comfort or fit?</p>	<p>Activity 3 Printable activity notes page for groups to use if required</p> <p>Flip chart to write up group ideas (optional)</p>
<p>2 min</p>	<p>Slide 23 Facilitator to read through</p>	<p>Ideas for desensitisation</p> <ul style="list-style-type: none"> • Look at pictures / videos of people wearing face coverings • Holding the mask • Bringing the mask toward their face • Touching the mask to the face, rubbing the fabric on cheek • Slowly fitting the elastic over the ears • Keeping it on for specified amounts of time; start with a short amount of time, even if only a few seconds • Once it is on, a visual timer may help to indicate how much time remains (start with just a few seconds and work up). • It may help if you wear one during these practices as well 	
<p>2 min</p>	<p>Slide 24 Continued from previous. Facilitator to read through</p>	<ul style="list-style-type: none"> • It might be useful to practice with the person in front of a mirror • Wearing the mask during a favourite activity such as watching TV, playing a video game, baking etc • Make the first outing outside short such as a walk around the block • Have an incentive such as buying something from a local shop <p>IMPORTANT...</p> <ul style="list-style-type: none"> • Don't rush 	

<p>15 min for group discussion</p> <p>15 min for feedback</p>	<p>Slide 25 Activity 4</p>	<ul style="list-style-type: none"> • Try each step slowly • Observe the persons reactions carefully • Keep anxiety to a minimum • Try and make it a fun experience / activity • Don't leave the practice until absolutely necessary e.g. going to hospital <p>Case study - Tayo</p> <p>Please see Activity 4 printable case study and trainer notes. This activity can either be done in small groups or as whole group discussion.</p>	<p>Activity 4 Printable case study notes page for groups to use if required</p> <p>Flip chart to write up group ideas (optional)</p>
<p>2 min</p>	<p>Slide 26 Facilitator to read through</p>	<p>Best Interest decisions</p> <p>Some people may lack the capacity to make a decision to wear a face covering, for example:</p> <ul style="list-style-type: none"> - They may not be able to understand the reasons for wearing one - They may not be able to communicate a decision about wearing one <p>In addition, they may not be able to put on and take off the face covering themselves. In these situations, a proportionate best interest decision may need to be made.</p>	
<p>2 min</p>	<p>Slide 27 Continued from previous. Facilitator to read through</p>	<p>Before deciding that someone lacks the capacity to make a decision, all practical and appropriate steps must be taken to help them make the decision themselves:</p> <ul style="list-style-type: none"> - Provide relevant information - including choices e.g. different types of face coverings - Communicate in an appropriate way - such as pictures, visual aids, etc - Make the person feel at ease - the right environment, time of day etc 	

15 min group discussion	<p>Slide 28 Activity 5 This activity can either be done in small groups or as whole group discussion</p>	<ul style="list-style-type: none"> - Support the person – who may be able to help e.g. family, friends, carers who know the person well <p>If a best interest decision has been made to support someone to wear a face covering, it's important to consider the most comfortable and dignified ways of providing support.</p> <p>What sort of things might you need to consider?</p>	<p>Activity 5 Printable activity notes page for groups to use if required</p>
15 min feedback			
2 min	<p>Slide 29 Facilitator to run through ideas of things to consider that the group may not have covered in discussion.</p>	<ul style="list-style-type: none"> • consider the type of face covering used, for example, what may be most comfortable, maybe a bandana that provides air flow, rather than a mask the loops around the ears • Consider when and where the person wears the face covering. For example, while inside a shop they may wear one, but remembering to help them remove it when back outside, just as we may do so ourselves. 	<p>Flip chart to write up group ideas (optional)</p>
2 min	<p>Slide 30 Continued from previous</p>	<ul style="list-style-type: none"> • When removing someone's face covering, be gentle and explain what you are doing. • They may need support to dry their face around their nose and mouth after wearing a covering, ensuring this is done in a dignified manner. 	

2 min	Slide 31 Continued from previous	<ul style="list-style-type: none"> • Ensure you keep a regular check on the person and are able to recognise any subtle clues of discomfort, this may be through their vocal sounds or sometimes just subtle eye movements; keep a record of any signs of possible discomfort and ensure other support workers are aware of them. • Keep the person informed of what you are doing, no matter what level of learning disability. • Use the face covering as a visual clue (object of reference) to show the person before putting it on, explaining what you are doing and why • Provide plenty of reassurance 	
15 min group discussion 15 min feedback	Slide 32 Activity 6	<p>Case study - Sally</p> <p>Please see Activity 4 printable case study and trainer notes. This activity can either be done in small groups or as whole group discussion.</p>	<p>Activity 6 Printable case study notes page for groups to use if required</p>
2 min	Slide 33 Facilitator to read through	<p>This may not work for everyone! You may try lots of different approaches and the person may still find it very difficult to tolerate a face covering. Remember the exemption rule, you mustn't put anyone under undue pressure to wear a face covering.</p> <p>END OF SESSION</p>	<p>Flip chart to write up group ideas (optional)</p>