

# TRAINER NOTES

## Activity 1: Tolerating face coverings

### **EXAMPLES BELOW ALSO IN POWER POINT AND SESSION PLAN**

- They may not understand the reasons for the face covering
- They may find it difficult to recognise people
- 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

# Activity 2: Coping with anxiety



# Activity 3

Group discussion: face covering styles



# Activity 5

## Best Interest Decisions

# ACTIVITY 6

## CASE STUDY: SALLY

This case study can either be discussed in small groups or completed by individuals.

1)

**DISCUSSION POINTS:** Consider the Mental Capacity Act and a best interest decision;

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:

**Provide relevant information** - including choices such as different types of face

choices with her clothing for example. Slowly introduce different types of face coverings, maybe try a bandana, explain what you are doing when putting it on. Carefully observe for reactions.

**Communicate in an appropriate way** Sally already uses some objects of reference; introduce the face covering as a visual aid.

Maybe show Sally photographs of the pony club staff with and without a face covering on and explain that everyone wears one.

**Make the person feel at ease** consider the right environment, time of day does Sally tend to make more obvious choices in the morning for example.

**Support the person** who may be able to help? Who knows the person well?

2) You find that Sally is relaxed with a bandana face covering for a short period of time and a better period of

See if the shif  
skills support her at pony club or staff to buddy up to get to know Sally better.