

Health Promotion for Behavioural Change Training Modules

KZN DoH Health Promotion

Module 1: Introduction to Health Promotion
In Person Workshop Session

Time: 10 min

Instructions to Facilitators:

- Welcome participants into the room.
- Introduce yourself as the Facilitator and thank participants for making the time to engage online.

Hints:

- This day is a lot of fun!
- The areas in question are very practical so the day must be engaging and interactive with plenty of opportunity for practising the skills.
- There is a combination of practical exercises and theory to get participants not only learning about Health promotion but practising it too.
- The important thing about this day is to ensure that participants are moving deeper and deeper into their own personal understanding of their ability as Health Promoters. They will do this as they:
 - Reflect individually on questions.
 - Discuss insights in pairs or small groups.
 - Debrief learnings in the full group.
 - Note personal action steps for real life application.
- Create a space that is welcoming and conducive to interaction (consider having some music playing as people enter the room and during breaks).
- Place the spotlight on the participants.
- Talk less and listen more.

- Whilst taking people through the content, allow plenty of quiet time for personal reflection and team discussions.
- You do not need to provide answers/solutions. Ask questions!
- Do not get roped into debates that are political/negative.

Acknowledgements

- We would like to thank the Strengthening Interprofessional Education (STRIPE) project for funding and supporting this initiative.
- The Strengthening Interprofessional Education (STRIPE) aims to Improve HIV Care Across Africa. The STRIPE HIV project is an initiative by AFREhealth, in partnership with the University of California, San Francisco (UCSF) and with funding from the Human Resources and Services Administration (HRSA).



Time: 2 min

Instructions to Facilitators:

- Acknowledge the STRIPE and SWITCH project who made this initiative possible

Module 1: Objectives

- Explore personal motivations for being a CHW, HCW and related health positions
- Making sense of personal health and wellbeing
- Reinforce existing understandings of Health Promotion
- Gain insight into the key principles and strategies of Health Promotion

Additional COVID-19 Information *(to be provided to you as a separate workbook)*

- Provide oversight of our challenges of COVID-19 and other important health challenges in KwaZulu-Natal and South Africa
- Ensure common understandings of key definitions, concepts and implemented strategies pertaining to COVID-19

🕒 5 MIN



Time: 5 min

Instructions to Facilitators:

- Go through the Objectives for Module 1
- Explain to participants that an additional document will be sent after this module to all participants that focuses on COVID-19 and carrying out Health Promotion with regards to COVID-19

Hints:

- This sets up the expectations for the day and is important to take participants through

Agenda
Introduction to Health Promotion In Person Session
09:00-14:00 Day

Time	Item	Mins
08:00-08:20	Introductions	20 min
08:20-08:30	Ground rules & Focus Areas	10 min
08:30-08:45	Getting to know one another	15 min
08:45-09:55	Focus Area 1: My WHY for Health Promotion	70 min
09:55-10:05	Tea Break	10 min
10:05-11:35	Focus Area 2: My Personal Health & Wellbeing	90 min
11:35-11:45	Tea Break	30 min
11:45-13:15	Focus Area 3: Health Promotion	90 min
13:15-13:25	Lunch Break	10 min
13:35-15:05	Knowledge Check: What have I learnt today?	30 min
15:05-15:30	Workshop Feedback & Conclusion	20 min



Time: 2 min

Instructions to Facilitators:

- Speak to this at a high-level
- Highlight that there will be many Leg-stretches and tea breaks throughout the session

Our ground rules for today...



Time: 5 min

Instructions to Facilitators:

- Speak to each hand on this slide as follows:
- These are some ground-rules on how we will engage with one another in this session:
- **Get Involved:** This session is very interactive. It is important that we all participate and share to learn together. I am also going to learn from you and I am excited that we are going learn and grow together.
- **Respect Others:** We may have different opinions and disagree but it is important that we respect each other and treat everyone as we would like to be treated.
- **If you don't understand, ask:** This is a space for learning and there are no silly questions in this session. Chance are if you don't understand something, someone else in the session also does not understand. So I encourage everyone to ask questions, raise you virtual hand or use the chat function to do this
- **Own your learning:** These sessions are all about what you put in, I encourage you to own you learning by participating, asking questions and listening to others.
- **Confidentiality:** We know as CHW's and HP's that confidentiality is very important, we will be sharing personal stories and learning together in a safe place so please do not share these personal stories elsewhere. Confidentiality is is critical in building trust. I too commit to not share anything personal from these sessions.
- **Feedback:** The only way we grow and learn is through feedback and I want us to practice giving each other feedback throughout this session. Know that this feedback needs to be in-service of everyone, so if it does not help the other person, do not say it. I also encourage you to give me feedback, let me know if I am speaking too fast, I need to explain something

further or you need a 5 min break.

- **Be honest and Open:** This will be safe space to learn from one another and our stories are powerful. We can share and learn the most when we are open and honest with one another- this is how we will connect at a deeper level as well.
- **Cellphones on silent please:** If it is an emergency you may take you call without disrupting anyone however I encourage everyone to stay focussed on today and participate in the session.
- **Engage, don't disrupt:** Please can we stay focussed, no side discussions, keep your microphone on mute when others are talking and as mentioned before if you need to get up and do something urgently please do so without disrupting others.
- **Stay focussed, don't Zoom out:** As mentioned, we will be having lots of breaks, I ask that we all stay focussed on the session and try not multitasking. If we give our best in this session, we will get the best learnings out of this.
- **Follow COVID-19 protocols:** No matter where you are and even if you are vaccinated, we encourage everyone to stay safe and follow preventative measures e.g. if you are around others please keep you masks on, socially distance, don't touch your face nose and mouth- keep hands sanitised etc.
- **Raise your vhand to speak:** Please raise you hand if you would like to say something
- **Step up or Step back:** If you are someone who likes to speak I encourage you to be aware of this and step back and allow other voices to be heard, if you are someone who does not like to speak I encourage you to step up and speak up in the session.
- **Anything else:** Is there anything else that you would like to add to this list to make your session more enjoyable? I have one...can we have some fun today as well, we learn best when we also have FUN!

Hints:

- You may want to make this more interactive and ask participants to explain what each hand means first and you build on their explanation/ For example, "Own you learning, can anyone tell me what we mean when we say own you learning?"

Getting to know one another...

In Table Teams (10 min):

1. Your Name
2. What do you do?
3. Something very few people know about you



Group Discussion (10 min):

1. Would anyone like to share?

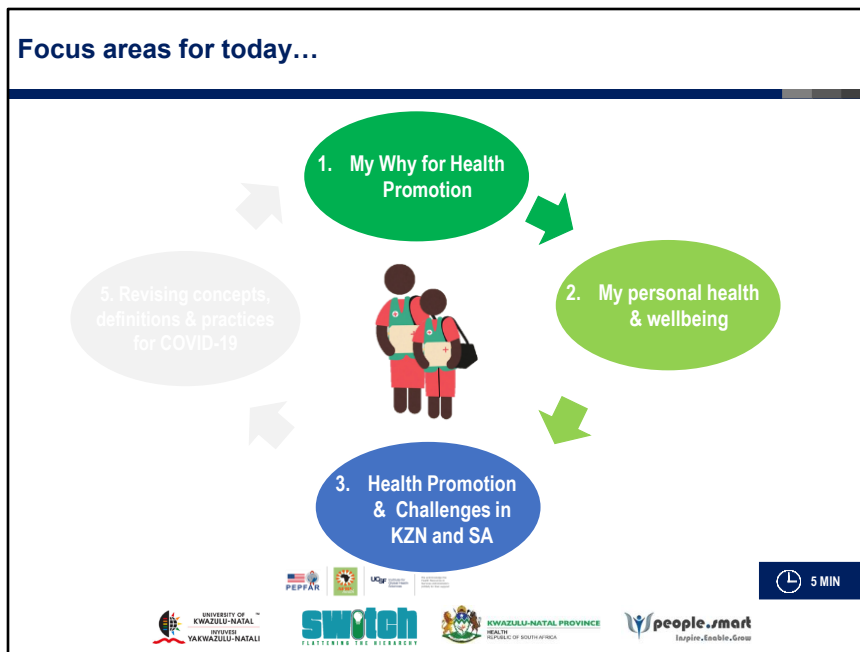
15 MIN



Time: 20 min

Instructions to Facilitators:

- Say: We are going to spend some time getting to know one another better
- I am going to put you in random break-out rooms and I would like you to share the following:
 - Your Name
 - What do you do?
 - Something very few people know about you
- Please give everyone in your group a chance to speak and you will have 10 mins for this activity.
- During the Group Discussion ask: Would anyone like to share- take a few comments from the room and say that we will learn about each other more throughout this training session



Time: 5 min

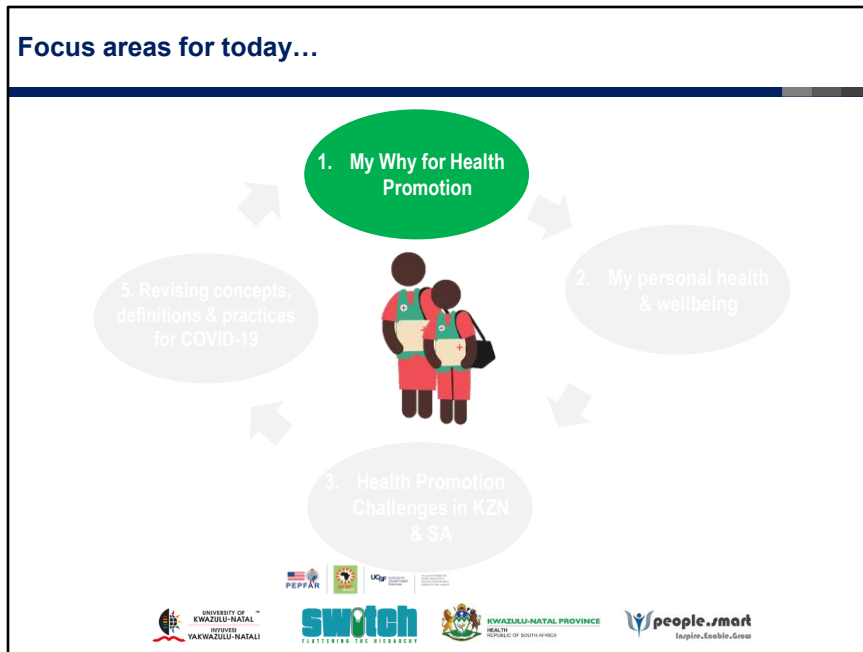
Instructions to Facilitators

- Take participants through this slide and explain the following: We are going to focus on the following key areas in today's session
 - Firstly, we are going to start with understanding our WHY for Health Promotion- it starts with us and we need to understand this to inform everything else we do in our work
 - Secondly we are going to explore our personal health and wellbeing, if I am unwell how can I support others in their health, we need to be looking after our own health and wellbeing so that we are able to support others
 - Thirdly, we are going to unpack some of the health challenges in KZN and SA, it is important to understand the context that we work in and how to support others within this context
 - As I mentioned previously, the last section will be sent to you as additional reading and covers concepts, definitions and practices from COVID-19
- We will keep coming back to this slide and see where we are on the journey

Hints:

- This is to provide participants with a sense of structure for the session. You are going to take participants on a learning journey using this slide (they will be able to see how everything links together and where they are on the journey)

Focus areas for today...



Time: 2 min

Instructions to Facilitators

- **Say:** We are going to start by focussing on My Why for Health Promotion

In this section we will:

Explore what our work means to us and how we care about work

Identify our WHY for Health Promotion

Understand how our WHY influences how we feel, think and how we act at work and at home

5 MIN



Time: 5 min

Instructions to Facilitators

- Take participants through this slide
- **Say:** In this section we will:
 - Explore what our work means to us and how we care about work
 - Identify our WHY for Health Promotion
 - Understand how our WHY influences how we feel, think and how we act at work and at home

Hints:

- Meaning in work has been found to be related to work engagement and health promoting behaviours. Through gaining insights into meaning in work (personal reasons and also because of loved ones) the need to ensure the engagement in health promoting behaviours will become evident, My Why for Health Promotion will thus be reinforced.

Exercise 1: What is my WHY?

Individually (10 min):

- Answer the following:
 1. Why is working as a HP/CHW or HCW important to me?
- Draw a picture, mind map or write why working as a HP/CHW is important to you.



Time: 10 min

Instructions to Facilitators

- Explain to participants that they must use their workbooks and draw a picture/mind-map to answer the following question: "Why is working as a HP/CHW or HCW important to me?"

Hints:

- Trust the process and allow participants to discover their own meaning.
- In the group feedback session you may prompt them further on the question asked.

Exercise 1: What Is My WHY?

In Table Teams (10 min):

1. Share your picture and explain why working as a HP/CHW/HCW is important to you

Group Discussion (10 min)

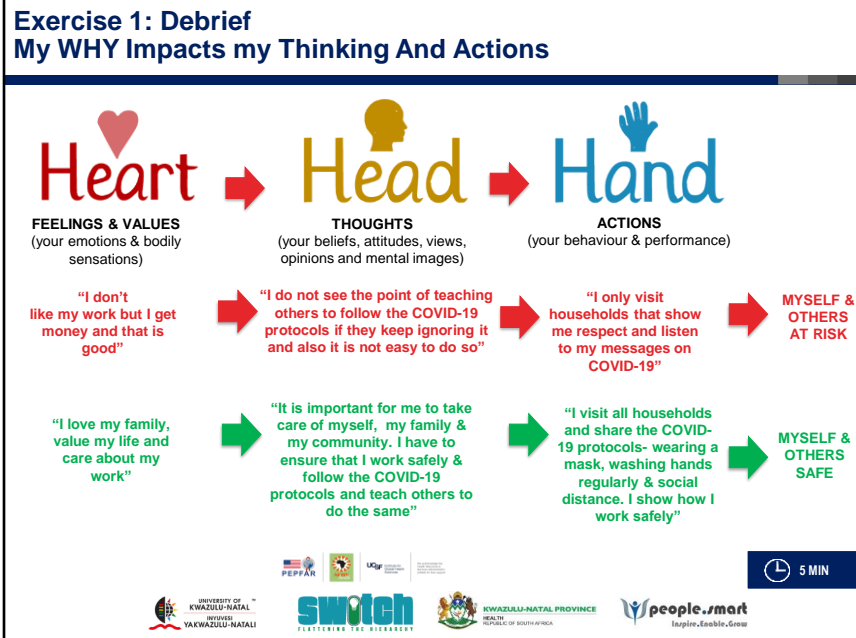
1. What did you learn from each other's pictures/stories?



Time: 20 min

Instructions to Facilitators

- Once participants have drawn their picture, ask them to share their picture in their table teams
- During the group discussion ask “what did you learn from each other’s pictures/stories?” Take a few comments from participants in the group.



Time: 5 min

Instructions to Facilitators:

- This is a debrief slide to the previous exercise
- Explain to participants:
 - Your why impacts how you feel, your thoughts and your actions
 - If you feel that caring about yourself and your family is important you are more likely to think about health promotion positively and act in a safe way
 - If you feel that caring about yourself and your family is not that important you are more likely to think about healthy promotion in a negative way and are more likely to place yourself at risk

Hints:

- If participants raise that they do care for their family it is contradictory if they do not take health promoting behaviours seriously and they need to reflect on what they think and feel about health promoting behaviours
- Adhering to health promoting behaviours will keep them safe for their families and loved ones.
 - If you do not care about health promotion and protecting yourself you are saying indirectly that you do not care about your loved ones.

**Exercise 1: Personal WHY Story:
Video: 18 Reasons- A WHY story...**

18 REASONS



Time: 5 min

Instructions to Facilitators:

- Show participants the video-"18 Reasons"
- After the video has been shown, give a few minutes of silence to reflect on the video.

Personal WHY Story: Video Debrief

Group Discussion:

1. What did you learn from the ladies WHY stories?
2. How did their WHY impact their actions?

 5 MIN



Time: 5 min

Instructions to Facilitators:

- Debrief the video by asking participants the following:
 - What did you learn from the ladies WHY stories?
 - How did their WHY impact their actions?

Hints:

- Link the video to the My Why activity



Time: 10 min

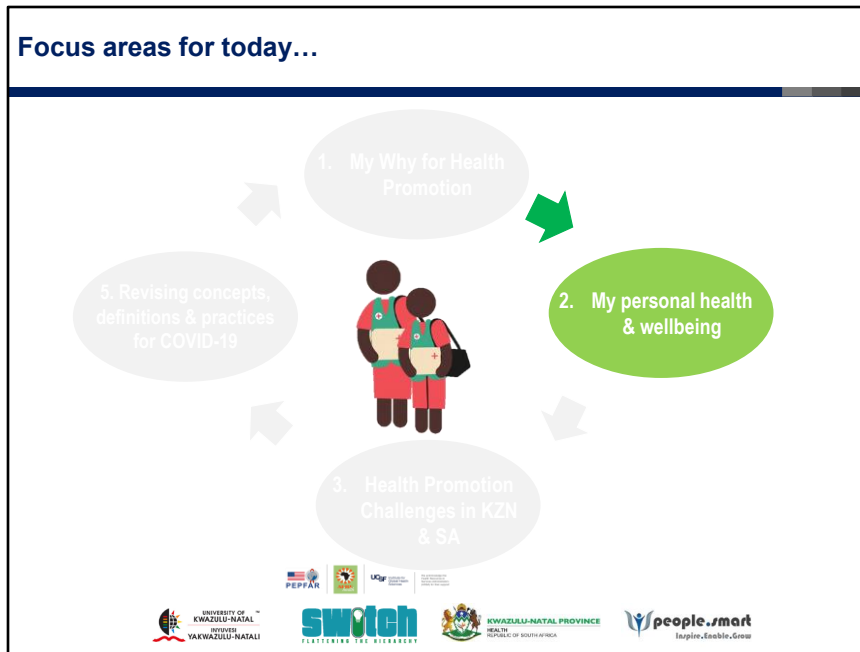
Instructions to Facilitators:

- Explain that there will be a tea break for 10 min and highlight the time that everyone needs to be back in the room

Hints:

- You may want to have some music playing during the breaks

Focus areas for today...



Time: 2 min

Instructions to Facilitators:


- Welcome everyone back into the session
- Explain to participants that we spent the previous session exploring out why for health promotion and we learnt that our Why informs how we feel, think and act.
- We are now going to explore our own personal health and wellbeing

In this section we will:

Explore my personal health and wellbeing

Unpack the influencing factors that contribute to personal health and wellbeing

5 MIN



The slide features a large green oval containing the text 'Explore my personal health and wellbeing' and 'Unpack the influencing factors that contribute to personal health and wellbeing'. At the bottom right, a blue box with a clock icon indicates a duration of '5 MIN'. The footer contains several logos: PEPPAR, Uqir, SWITCH (with the tagline 'ELECTRICITY THE DIFFERENCE'), the University of KwaZulu-Natal, the KwaZulu-Natal Province, and people.smart (with the tagline 'Inspire, Enable, Grow').

Time: 5 min

Instructions to Facilitators

- Take participants through this slide
- **Say:** In this section we will:
 - Explore my personal health and wellbeing
 - Unpack the influencing factors that contribute to personal health and wellbeing

Exercise 2: Understanding my personal health

In Table Teams (10 min):

1. What does health mean to you?
2. What factors influence your health?

Group Discussion (5 min)



Time: 15 min

Instructions to Facilitators:

- Ask participants in their Table Teams to answer the following:
 - What does health mean to you?
 - What factors influence your health?
- In the group discussion, invite each Table Team to share their answers and capture this on a flipchart.

Hints:

- Discuss some of the answers that emerged from the Table Team discussion
- Ask participants if there is anything else that they would like to share or add

Debrief: Understandings of Health

"...health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (sickness)"

WHO (1946)

"Health is the extent to which an individual or group is able, on the one hand to realise aspiration and satisfy needs; and, on the other hand, to change or cope with the environment.

Health is therefore, seen as a resource for everyday life, not the object of living; it is a positive concept emphasizing social and personal resources, as well as physical capacities.

WHO (1984, p. 23)

The African concept of health is embracing.... it cannot be taken in isolation. For the traditional African, health is not just about the proper functioning of bodily organs. Good health for the African consists of mental, physical, spiritual, and emotional stability for oneself, family members, and community; this integrated view of health is based on the African unitary view of reality. Relation

Peter F. Omonzejele, Nigeria 2007

 3 MIN

Time: 3 min

Instructions to Facilitators:

- This is a debrief to the previous exercise
- Take participants through the different understandings of Health
- Highlight the holistic understanding of health (not just a focus on physical health)

Debrief: Understandings of Health & Wellness (cont.)

“...Health does not just mean the physical well-being of the individual but refers to the social, emotional, spiritual and cultural well-being of the whole community. This is a whole of life view and includes the cyclical concept of life-death-life”

Australian Aboriginal People - NHMRC, 1996

Wellness is a life long process, a way of living by being fully aware of our body, mind, and spirit. It is a positive approach to life in aspiring to achieve our highest potential for well-being.

2 MIN

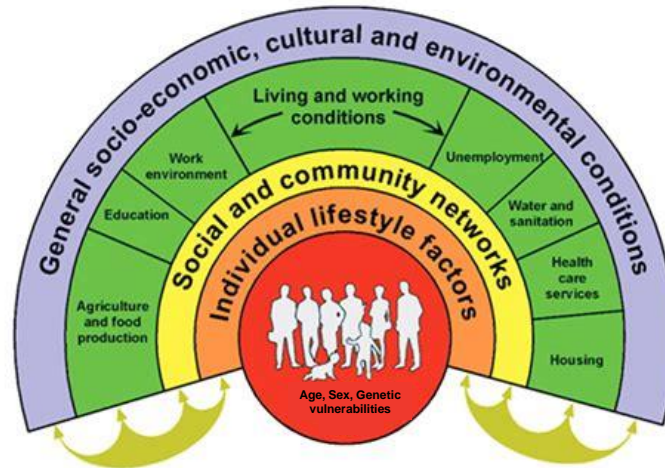


Time: 2 min

Instructions to Facilitators:

- This is a debrief to the previous exercise
- Take participants through the different understandings of Health
- Highlight the holistic understanding of health (not just a focus on physical health)

Debrief: Biological and Social Determinants of Health



Time: 5 min

Instructions to Facilitators:

- This is a debrief to the previous exercise
- Take participants through the different factors that influence our health and understandings of health
- Highlight the interaction between the individual and the environment

Exercise 3: How well am I?

Individually:

- Complete your wellness assessments and calculate your scores.
- Transfer your scores to the table in your workbook
- Plot your scores on your wellness wheel
- Reflect on your state of wellness



Time: 20 min

Instructions to Facilitators:

- Ask participants to turn to the Wellness Assessment in their workbooks and to complete the assessments
- Once completed ask participants to transfer their scores to the table in their workbook
- Once the scores are transferred ask participants to plot their scores on their wellness wheel
- Ask participants to reflect on their state of wellness

Hints:

- Use slides 23-25 to take participants through step by step in this process.
- Some participants will be faster than others, walk around the room and assist those who may need further support

Exercise 3: How well am I? Complete your wellness assessment in your workbook

Physical Wellness				Never	Sometimes	Always
1.	I exercise energetically and continuously for 20 – 30 minutes at least three times per week.	0	1	2		
2.	I eat a variety of fruits, vegetables and whole-grains every day.	0	1	2		
3.	I maintain a reasonable weight, not being too overweight or too thin.	0	1	2		
4.	I go for medical and dental check-ups at least once a year.	0	1	2		
5.	I know my full health status (HIV status, sugar levels and blood pressure)	0	1	2		
TOTAL SCORE						

Spiritual Wellness				Never	Sometimes	Always
1.	Prayer, meditation and/or quiet personal reflection is important to me.	0	1	2		
2.	When I feel depressed or frustrated, my spiritual beliefs and values give me direction.	0	1	2		
3.	Life is meaningful to me, and I have a sense of purpose.	0	1	2		
4.	I am tolerant of and try to learn about others' beliefs and values.	0	1	2		
5.	There is a clear link between my personal values and daily actions.	0	1	2		
TOTAL SCORE						

Emotional Wellness				Never	Sometimes	Always
1.	I see challenges and change as an opportunity for growth.	0	1	2		
2.	I am able to develop and maintain close relationships.	0	1	2		
3.	I accept responsibility for my actions.	0	1	2		
4.	I am able to laugh at life and myself.	0	1	2		
5.	I feel good about myself.	0	1	2		
TOTAL SCORE						

Social Wellness				Never	Sometimes	Always
1.	I am a caring person and try to help others when I can irrespective of who they are and where they come from.	0	1	2		
2.	I am fair when dealing with people.	0	1	2		
3.	I obey the rules and laws of our society.	0	1	2		
4.	I am able to communicate and get along with a wide variety of people.	0	1	2		
5.	I am able to balance my own needs with the needs of others (think of my needs too and not only others' needs).	0	1	2		
TOTAL SCORE						

🕒 15 MIN



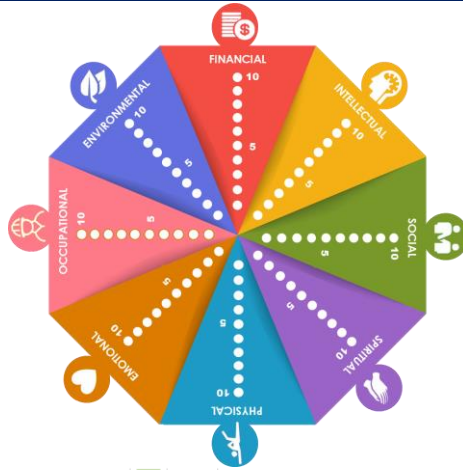
Exercise 3: How well am I?
Transfer your scores to the table in your workbook

Wellness Dimension	Your Score
Intellectual wellness	
Social wellness	
Spiritual wellness	
Physical wellness	
Emotional wellness	
Occupational wellness	
Environmental wellness	
Medical wellness	
Financial wellness	

🕒 5 MIN



Exercise 3: How well am I? Plot your scores on your wellness wheel



5 MIN



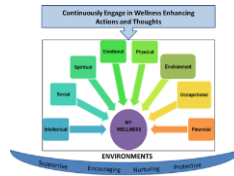
KWAZULU-NATAL PROVINCE
HEALTH
REPUBLIC OF SOUTH AFRICA

switch
ELEVATING THE HORIZON

people.smart
Inspire.Enable.Grow

Debrief: My wellness wheel

🕒 2 MIN



Emotional: Self-insight, self-worth & cope with life difficulties



Physical: Healthy quality of life and have healthy lifestyles



Spiritual: Have peace & harmony and align values with actions



Environmental: Value the environment e.g. air, water, land, nature etc.



Social: Quality & long lasting relationships



Occupational: Be productive and enjoy job satisfaction



Intellectual: Open your mind to new ideas and learnings



Financial: Responsible management of finances & prevention of debt

Time: 2 min

Instructions to Facilitators:

- This is a debrief to the previous exercise
- Go through each component of the wellness wheel
- Highlight that your areas of strength (areas you scored high in) can support you when you are facing challenges e.g. if you are struggling with your financial wellness but your social wellness is high, you can ask for support from family and friends with managing your finances.

Hints:

- Participants may want to give more examples or share after the previous activity. You may want to hear a few examples before moving on.

Exercise 3: How well am I? My wellness actions

Individually (10 min):

1. How satisfied are you in each area of your life?
2. Look at the areas where your scores are high and low - why is this the case?
3. Are you putting too much energy/effort into some areas of your life at the expense of others (e.g. over investment in work at the expense of family?)

In Table Teams (10 min):

1. Discuss some of your proposed actions



Time: 20 min

Instructions to Facilitators:

- Individually ask participants to identify answer the following:
 1. How satisfied are you in each area of your life?
 2. Look at the areas where your scores are high and low - why is this the case?
 3. Are you putting too much energy/effort into some areas of your life at the expense of others (e.g. over investment in work at the expense of family?)
- In Table Teams, ask participants to share their proposed actions to address areas that they are dissatisfied with



Time: 10 min

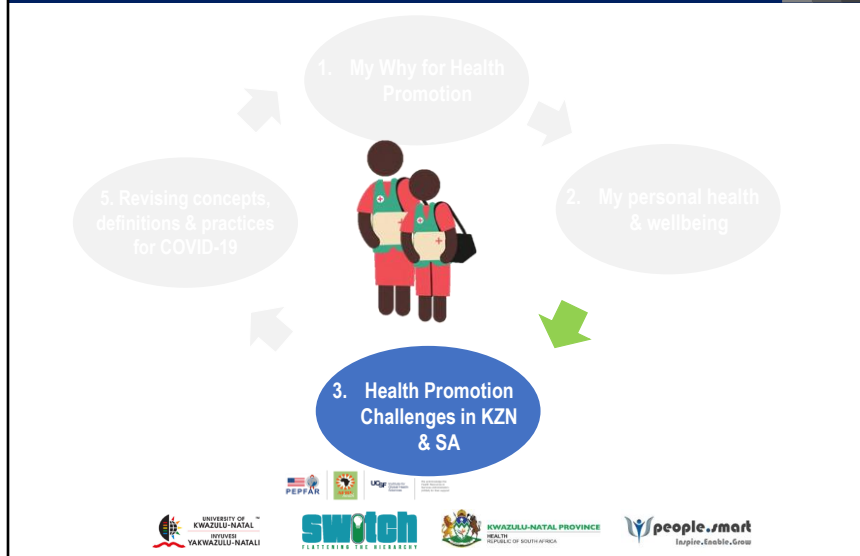
Instructions to Facilitators:

- Explain that there will be a tea break for 10 min and highlight the time that everyone needs to be back in the room

Hints:

- You may want to have some music playing during the breaks

Focus areas for today...



Time: 2 min

Instructions to Facilitators:

- Welcome everyone back into the session
- Explain to participants that we spent the morning exploring out why for health promotion and we learnt that our Why informs how we feel, think and act.
- We then spent time looking at our own personal health and wellbeing, understanding wellness and our own wellness strengths and areas of improvement
- We are now going to explore the health promotion challenges in KZN and SA

In this section we will:

Understand Health Promotion in practice
Understand the Health Challenges in KZN and SA
Unpack our key Health Promotion Challenges when considering the 3 strategies and 5 actions of Health Promotion

5 MIN



Time: 5 min

Instructions to Facilitators:

- Take participants through this slide
- **Say:** In this section we will:
 - Understand Health Promotion in practice
 - Understand the Health Challenges in KZN and SA
 - Unpack our key Health Promotion Challenges when considering the 3 strategies and 5 actions of Health Promotion

Exercise 4: Understanding Health Promotion

Group Discussion:

1. What is your understanding of Health Promotion?



10 MIN

Time: 10 min

Instructions to Facilitators:

- Ask participants to answer the following:
 - What is your understanding of Health Promotion?
- In the group, discuss the answers that were shared by participants

Hints:

- Discuss some of the answers that emerged from the discussion
- Ask participants if there is anything else that they would like to share or add

“Health Promotion (HP) is a process of enabling people to increase control over the determinants of health and to improve their health”

(Ottawa Charter for Health Promotion, 1986)



Time: 2 min

Instructions to Facilitators:

- Read the quote to participants

Hints:

- You may want to ask participants what they think about this definition



Time: 3 min

Instructions to Facilitators:

- Take participant through this slide
- Highlight that SA has a very enabling legislative environment for Health Promotion that informs our Health Promotion practices

The Strategies & Actions for Health Promotion: Ottawa Charter (1986)

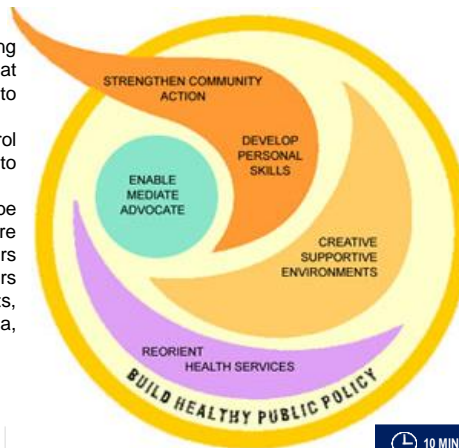
Prioritised strategies

Advocate: Health is a resource for living and developing and the factors that influence these negatively needs to change

Enable: Empower individuals to control the factors that affect their health to improve their quality of life

Mediation: Health Promotion cannot be achieved by the formal health care sector alone. All relevant stakeholders need to work together as equal partners e.g. all Government Departments, NGOs, CBOs, Civil Society, Media, Business etc.

Actions



10 MIN



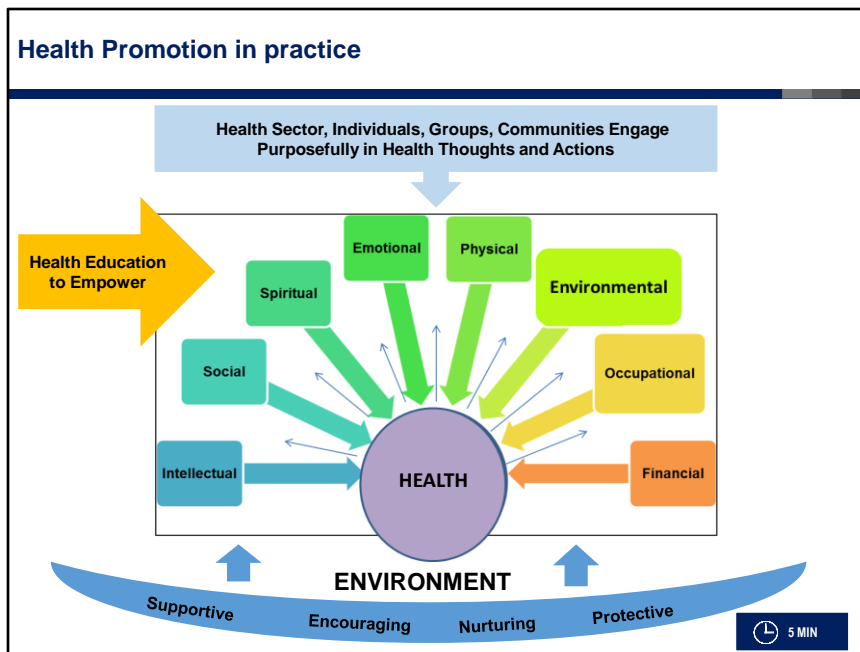
Time: 10 min

Instructions to Facilitators:

- Take participants through the slide
- The first International Conference on Health Promotion was held in Ottawa, Canada in November 1986. The aim of the conference was action to achieve Health for all by the year 2000 and beyond.
- Highlight the prioritised strategies of Advocate, Enable and Mediate:
 - **Advocate:** Good health is a major resource for social, economic and personal development, and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour or harm health. Health promotion aims to make these conditions favourable, through advocacy for health.
 - **Enable:** Health promotion focuses on achieving equity in health. Health promotion action aims to reduce differences in current health status and to ensure the availability of equal opportunities and resources to enable all people to achieve their full health potential. This includes a secure foundation in a supportive environment, access to information, life skills and opportunities to make healthy choices. People cannot achieve their fullest health potential unless they are able to control those things that determine their health. This must apply equally to women and men.
 - **Mediate:** The prerequisites and prospects for health cannot be ensured by the health sector alone. Health promotion demands coordinated action by all concerned, including governments, health and other social and economic sectors,

non-government and voluntary organisations, local authorities, industry and the media.

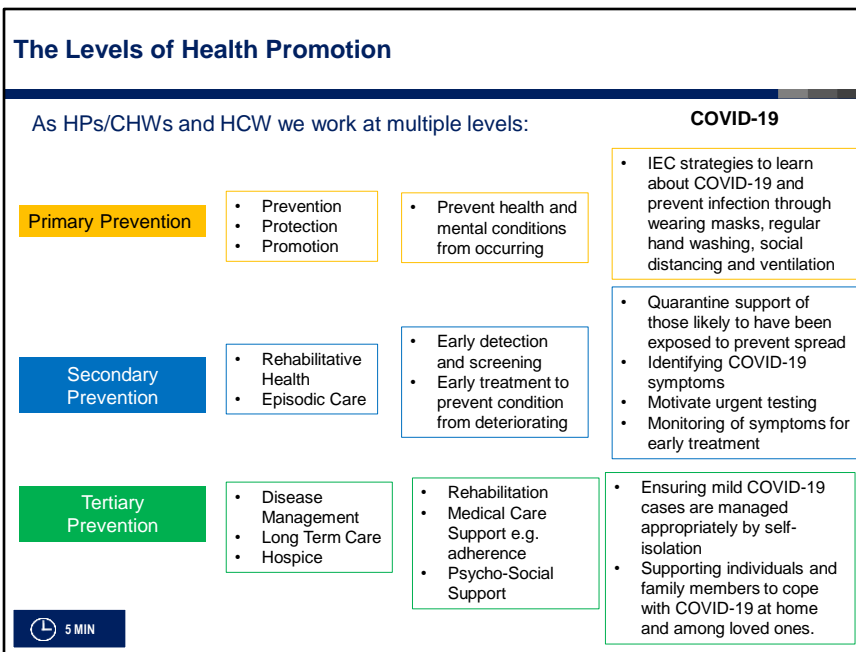
- **Health promotion priority action areas identified in the Ottawa Charter are:**
- **Build healthy public policy:** Health promotion policy requires the identification of obstacles to the adoption of healthy public policies in non-health sectors and the development of ways to remove them.
- **Create supportive environments:** The protection of the natural and built environments, and the conservation of natural resources must be addressed in any health promotion strategy.
- **Strengthen community actions:** Community development draws on existing human and material resources to enhance self-help and social support, and to develop flexible systems for strengthening public participation in, and direction of, health matters. This requires full and continuous access to information and learning opportunities for health, as well as funding support.
- **Develop personal skills:** Enabling people to learn (throughout life) to prepare themselves for all of its stages and to cope with chronic illness and injuries is essential. This has to be facilitated in school, home, work and community settings.
- **Reorient health services:** The role of the health sector must move increasingly in a health promotion direction, beyond its responsibility for providing clinical services. Reorienting health services also requires stronger attention to health research, as well as changes in professional education and training.
- **Moving into the future:** Caring, holism and ecology are essential issues in developing strategies for health promotion. A guiding principle should be that women and men should become equal partners in each phase of planning, implementation and evaluation of health promotion activities.



Time: 5 min

Instructions to Facilitators:

- Take participants through this slide explaining Health Promotion in Practice
- As HP's/CHW's & HCW's you provide health education to empower others to look after their health (the many areas in the wellness wheel). Peoples understanding and health practices are also informed by the key stakeholders and the environment- a supportive, encouraging, nurturing and protective environment will positively impact on an individuals health.



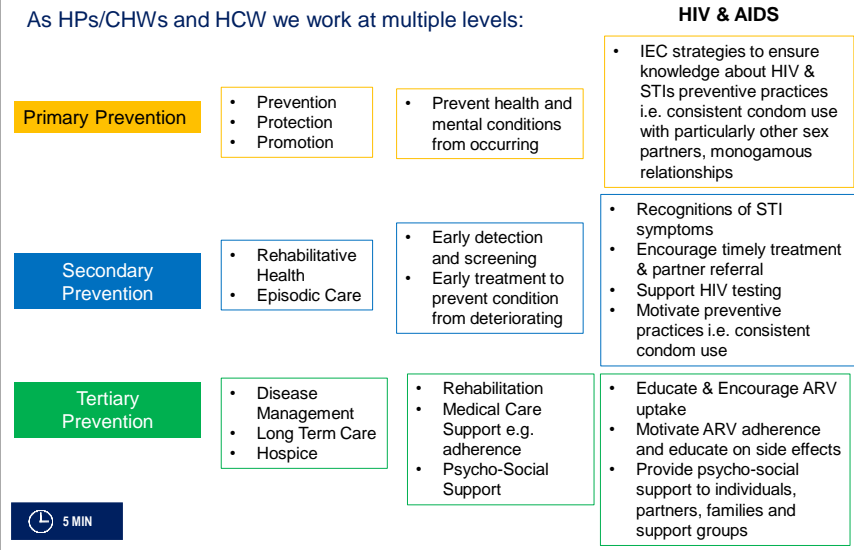
Time: 5 min

Instructions to Facilitators:

- Take participants through this slide
- Highlight that as HP's/CHW's and HCW's we work at multiple levels, go through each level and take participant through the COVID-19 example

The Levels of Health Promotion....

As HPs/CHWs and HCW we work at multiple levels:



Time: 5 min

Instructions to Facilitators:

- Take participants through the HIV & AIDs example

Exercise 5: What are our Health & Health Promotion (HP) Challenges? Debrief

In Table Teams (10 min):

1. What do you consider to be the major health challenges in KZN?
2. What are our key challenges in HP?

Group Discussion (10 min)



🕒 20 MIN



Time: 20 min

Instructions to Facilitators:

- In Table Teams ask participants to answer the following questions:
 - What do you consider to be the major health challenges in KZN?
 - What are our key challenges in HP?
- In the group, discuss the answers that were shared by participants

Hints:

- Discuss some of the answers that emerged from the discussion
- Ask participants if there is anything else that they would like to share or add

Debrief: Current Health Challenges in South Africa

Communicable Diseases

Non-Communicable Diseases

Maternal, Neo-natal & Child Health

Injury & Violence

Mental Distress



Time: 5 min

Instructions to Facilitators:

- Take participants through this slide of the current health challenges in South Africa
- Explain that you will unpack this in detail in the next 2 slides

Current Health Challenges in South Africa...

Communicable Diseases (Chronic diseases)

- COVID-19
- HIV and AIDS
- Tuberculosis

Non-Communicable Diseases (Chronic diseases)

- Cardiovascular diseases (heart disease)
- Hypertension (stroke)
- Cancers
- Chronic respiratory diseases (asthma)
- Diabetes

Maternal, Neonatal and Child Health

- Maternal, neonatal and child health is closely linked to Communicable and Non-Communicable diseases
- The WHO's Continuum of Care stress the importance of care from:
 - pre-pregnancy, pregnancy, delivery, postnatal care
 - childhood care and support
- PMTCT Programme is successful in reducing the peri-natal HIV transmission (<2% by 2015)



Time: 3 min

Instructions to Facilitators:

- Take participants through this slide of the current health challenges in South Africa

Health Challenges in South Africa (DoH, 2015) cont.

Injury & Violence

- Injuries and Violence are major causes of deaths and disability in SA
- Injuries include:
 - Motor vehicle accidents
 - Workplace accidents
 - Paraffin poisoning
- Violence (assault): SA has 6 times the global average for gender based violence!

Mental Distress

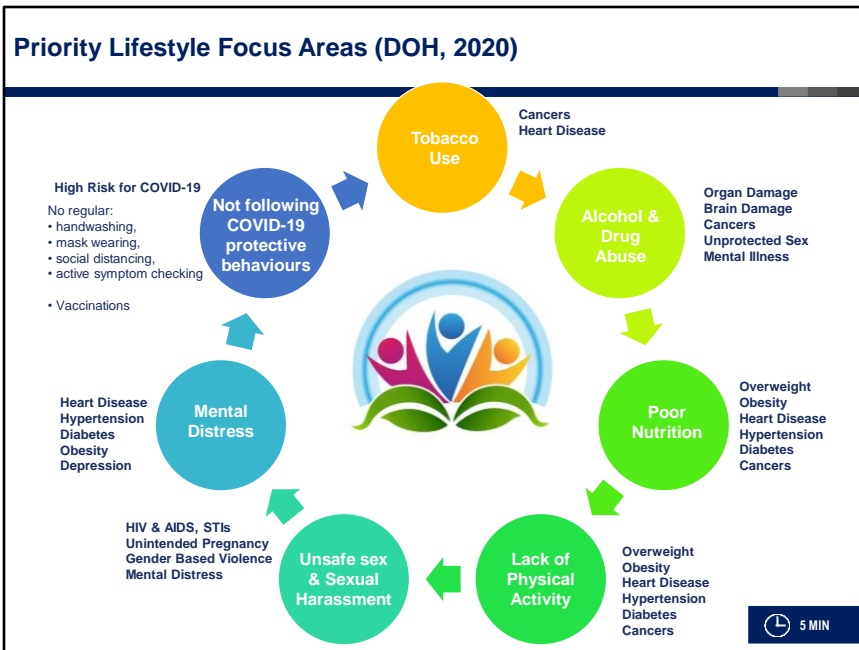
- Mental illness and psychological distress



Time: 2 min

Instructions to Facilitators:

- Take participants through this slide of the current health challenges in South Africa



Time: 5 min

Instructions to Facilitators:

- Take participants through this slide of the priority lifestyle focus areas (DoH, 2020)
- Highlight that as HP's, CHW's & HCW's you support others in these areas



Time: 20 min

Instructions to Facilitators:

- Explain that there will be a lunch break for 20 min and highlight the time that everyone needs to be back in the room

Hints:

- You may want to have some music playing during the breaks

Knowledge Check- What have I learnt today?

Individually:

1. Complete the Knowledge Check Google Doc for this Session



🕒 10 MIN



Time: 5 min

Instructions to Facilitators:

- Hand out the knowledge-check for this module
- Ask participants to complete the knowledge check for this module
- Explain that you can use your workbook when going through the assessment

Workshop Feedback

Group Discussion:

Reflecting on today's workshop...

1. What excited you?
2. What challenged you?
3. What are your take-aways from today?



Time: 10 min

Instructions to Facilitators:

- In the group, ask participants to the following questions:
 1. What excited you?
 2. What challenged you?
 3. What are your take-aways from today?
- Capture the participants feedback on a flipchart

What does Thandi say?

I feel happy to know &
understand better why I am a
health promotor!



Time: 2 min

Instructions to Facilitators:

- This is to close the session, say: Let's see what Thandi says about today's session...

Thank You!



Time: 2 min

Instructions to Facilitators:

- Thank participants for attending and participating in the session and that you look forward to seeing them for Module 2