BUILDING A HEALTHY COMMUNITY THROUGH STORY





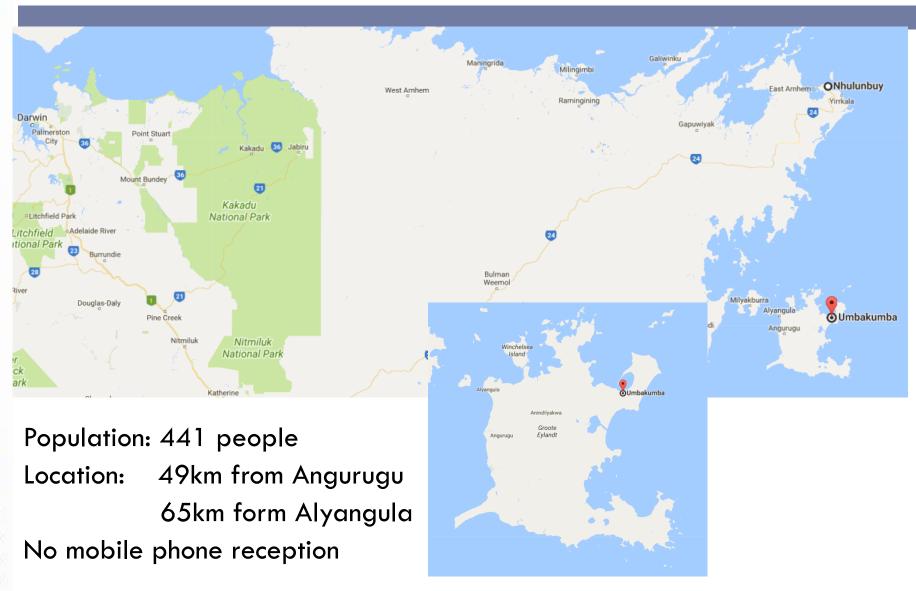


By Lisa Nguyen-Manh



For Bryony Leach and Katrina Gibson, who started this project.

Setting: Umbakumba



Setting: Crèche and FaFT, Umbakumba



2016 Health workshops

The beginning of our journey

Currently: Paternalistic approach to healthcare **Need:** A more creative and innovative approach to health education would improve engagement

Community Engagement Increased health literacy

Community Empowerment Knowledge and skills to make informed health related choices

Target: children and their carers



1. Proposal:

Mapping the plan

The Journey to complete by June 2017

Vision

- Series of locally developed storybooks that provide an innovative approach to health education
- Focus
 - Collaboration
 - Community Engagement
 - Topics-identified health concerns that negatively impacts health and mortality (NT AHKPI's)
 - Anaemia
 - Growth faltering
 - T2DM
 - CVD

Strengths

- Collaboration
 - Established Partnership
- NT and local priorities and needs
 - Management support as it targets NT AHKPI's
- Fostering ownership
 - Long term resource by Aboriginal people (sustainable, limiting person/ role dependency)
- **?Replicated**

Key Characters

- Primary Healthcare Outreach Team
 - PHN/Dietitian (lead in project management)
 HPPEO (support)
- FaFT Coordinator and carers (partner)
 - Crèche (partner)

2. Grant application

- EOI
- Grant application

F.

Grant approval

The Journey to complete by June 17

Project Plan

Objective

To decrease rates of Childhood Anaemia, Growth Faltering, Type 2 Diabetes Mellitus and Heart Disease in Aboriginal people living in Umbakumba and surrounding Outstations.

| Strategies | Activities | Evaluation | Time frame |
|--|---|--|-----------------|
| To increase Develop an educational story book that innowledge and provides an innovative educational method to inderstanding on communicate key preventative messages on inhildhood anaemia. Story book to be integrated into Outreach education sessions with children and their carers at FaFT and Day Care. | | Analysis of Northern Territory Aboriginal Health Key Performance Indicators (NT AHKPI's) and East Arnhem Region Service Performance Agreement (SPA) Key Performance Indicator data through Primary Care Information System (PCIS). Analysis of data will be conducted prior to commencement of project to benchmark and at 3 monthly intervals. | 30 June 2017 |
| | | Completion and implementation of the book/resource. | |
| To increase knowledge and understanding on Type 2 Diabetes Mellitus | Develop an educational story book that provides an innovative educational method to communicate key preventative messages on Type 2 Diabetes. Story book to be integrated into Outreach education sessions with children and their carers at FaFT and Day Care. | Analysis of Northern NT AHKPI's and East Arnhem Region (SPA) KPI data through (PCIS). Analysis of data will be conducted prior to commencement of project to benchmark and at 3 monthly intervals. Completion and implementation of the book/resource. | 30 June 2017 |
| To increase knowledge and understanding on Coronary Heart Disease | Develop an educational story book that provides an innovative educational method to communicate key preventative messages on heart disease. Story book to be integrated into Outreach education sessions with children and their carers at FaFT and Day Care. | Analysis of Northern NT AHKPI's and East Arnhem Region (SPA) KPI data through (PCIS). Analysis of data will be conducted prior to commencement of project to benchmark and at 3 monthly intervals. Completion and implementation of the book/resource. | 30 June 2017 |

Stakeholder support



Alyarrmandumanja Umbakumba School Postal address | PO Box 698, Alyangula, NT 0885, Australia | tel (08 897 6793) fax | 08 897 6793 | e | principal.umbakumba@ntschools.net |

02/09/2016

Re: Building a Healthy Community through Story Project

I wish to give a statement of support for the collaborative project between the Public Health Nutritionist/Dietitian and Umbakumba early years services, Families as First Teachers (FaFT) and the East Arnhem Shire Day Care Centre to create a series of stories promoting positive health messages for families.

The Public Health Nutritionist/Dietitian has been working with our services in Umbakumba for over 12months, building a strong rapport with families and delivering engaging activities on themes of Childhood Anaemia and Growth Faltering, T2DM and CHD.

Recently our families have also been using creative expression to reflect on experiences, build confidence and self-esteem using a range of media types including screen printing and drawing.

Families love sharing stories with their children both oral and pictorial. Many of our families have low literacy and lack confidence in sharing important parenting information with each other. I believe this project will assist families to be empowered to teach each other through story prompts about looking after children's nutrition by creating resources that can be used again and again. Especially as currently there are very few texts that exist promoting Wanindilyakwan knowledge.

This resource will directly support a key strategy for early literacy underpinning of the FaFT program, Conversation Reading as part of the Abecedarian program. Whereby families have back and forth conversations around a text, assisting children's brain development.

FaFT and the Umbakumba Childcare, is very excited to be collaborating on this project with the Public Health Nutritionist/Dietitian.

Warm Regards,

Michela Renders

Family Educator Families as First Teachers Umbakumba



Lost ARnhem

т 08 8986 8986

- F 08 8986 8999
- E info@eastamhem.nt.gov.au
- P PO Box 1060, Nhulunbuy NT 0881
- w www.eastamhem.nt.gov.au

abn 92 334 301 078

2nd September 2016

Building a Healthy Community Through Story Project

To whom it may concern

I am writing in support of the collaborative project between the Public Health Nutritionist/Dietician and Umbakumba early childhood services including Umbakumba Creche (managed by East Arnhem Regional Council) and Families as First Teachers, to create a series of stories promoting positive health messages for families.

I am very happy to support any project working collaboratively between early childhood services in Umbakumba as they already work closely together, and any project such as this is a reinforcement of that relationship.

This is a project that the Educators at the creche are keen to pursue, recognizing the benefits it will have for Umbakumba families. We feel strongly that this project will support not only literacy but also nutrition and health. By involving families to produce stories we expect the resulting messages around health and nutrition to be relevant and meaningful.

I look forward to supporting creche staff to be involved and to seeing families benefit.

Thank you

Carol Stableford

Regional Manager-Children, Families, Libraries East Arnhem Regional Council 08 8986 8917 0429 362 851 Carol.stableford@eastamhem.nt.gov.au

3. Developing Book 1

- Writing the story
- Creating artwork
- Editing and finalising
- Sent off to printing (3 wk)
- TOTAL- 6mo (minus 2months)

E.

The Journey to complete by June 17

Book 1. Education before writing story

Extensive education on anaemia

Book 1. Writing the story

Intention for
 carers to
 develop story
 Needed
 support

| Page Number | Text | Description of Picture | | |
|-------------|---|--|--|--|
| Cover | Title | | | |
| 1 | Three little Cyclones Whip, Whirl and Weave around the house | Or close up of the children's taces all messy with junk toda? Dod wolking out the back door Mum on the phone with head in hands Sleeping in the classroom on desk, under desk, crying on met. | | |
| 2 | Ded has given up. Mum has had enough | | | |
| | Three little Cyclones Whine, Whinge and Wear out around community | | | |
| | "The Nurse says we're not growing, Our Teacher says we're not learning" | A nurse measuring children | | |
| i. | *Grandmal* | Close up of an old lady/grandmother Or Grandma driving a 4wd all packed ready to go comping | | |
| | Three little Cyclones forage, fish and find Out on Country | Children out bush, in mangroves and fishing off the beach | | |
| 7 | "These bush foods make our blood strong" | Cooking on the fire, close up of the strong blood bush foods | | |
| | "These bush foods help the strong foods work harder" | Bush fruits, high in vitamin c | | |
| | Three little cyclones doze, dream and deep sleep at camp | Night time around the fire, children sleeping. Adults relaxing | | |
| 10 | Three little Cyclones plan, push and pack at the shop | Grandma and 3 children inside the shop, one with a shopping list, one pushing tralley, one putting things in tralley from shelves. | | |
| u | "These shop foods make our blood strong" | Fridge shelf full of strong blood foods, meat, tuna fish, bean etc. | | |
| 12 | "These shop foods help the strong foods work horder" | Shop shelves with fruits and vegetables | | |
| 13 | Three little Cyclones chop, clean and chomp at home | Grandma and children cooking at home, cutting, stirring, eating. | | |
| 14 | Three little Cyclones humbug, hit and are harrible around community! | Outside the shap, one child wailing in front of someone with coke, one child eating lollies and hitting another child, one child making a big mess | | |
| 15 | Then a glant, grunbling grunting Grandma Cyclone groans | Grandma looking scary, up close. Wild hair, angry eyes | | |
| 16 | NO TEAI NO CAKEI NO COFFEEI They stop kids from growing | Tea, Cake and Coffee with big red crosses on them | | |
| 17 | The Grand, Grizzling Grandma Cyclone Groons NO Lollies, Icrecreans or Biscuits They give you short energy and fill you up like a garbage bin | Lallies, Toe Creams and Biscuits going into a sick looking garbage bin | | |
| 18 | "Nobody is allowed to make my grandkids weak" Grawled the Grandma Cyclone | Hands on hips, cross grandma. Children look shamed | | |
| 9 | Three Wanandilyakwan Children are strong, smart and smiling. | Three children looking healthy, taller, lots of energy standing with their family. | | |

Book 1. Creating artwork







Grandma teaches the Three Little Cyclones to have Strong Blood



Three Little Cyclones whip, whirl and weave around the house.



Three Little Cyclones whine, whinge and wear out at school.

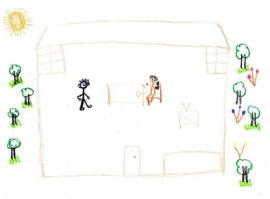




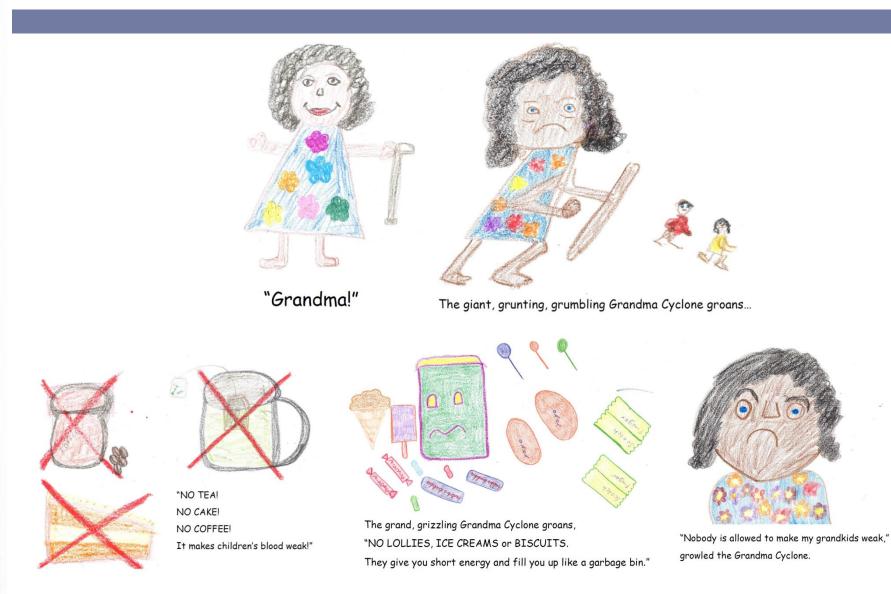
Three Little Cyclones humbug, hit and are horrible around community!



The nurse says, "You have weak blood, you're not growing!" The teacher says, "You're not learning!"



Dad has given up. Mum has had enough. They need help and call on...

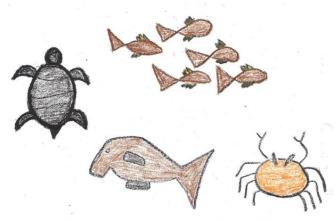




She takes the three Little Cyclones to forage, fish and find out on country.



"These bush foods help the strong foods work harder."



"These bush foods make our blood strong."



Three Little Cyclones doze, dream and deep sleep at camp.





She takes the three Little Cyclones to plan, push and pack at the shop.



"These shop foods help the strong foods work harder."

"These shop foods make our blood strong."



Three Little Cyclones chop, clean and chomp at home.



Three Wanandilyakwan Children are now strong, smart and smiling.

4. Progression

- Books received
- Book launch
- Distribution to other communities
- Evaluation

The Journey

Book Launch Party



Book Launch Party

- Community event
 - Umbakumba FaFT
 - Angurugu FaFT
 - Crèche
 - School- principal
 - Health Centre
 - Primary Health Outreach Team
 - Sport and Recreation
 - Aged Care
 - General community
- Food
 - Community garden
 - □ SNP
 - FaFT





Distribution to other communities

- Angurugu FaFT attended book launch
 - Planning commence a similar project
- Numbulwar FaFT given book and story read
 - Hope to undertake similar project

Process Evaluation

lssue

- 1: Not on track timewise-1 book by April
 - Unrealistic expectations
 - Considerations: school holiday breaks, quiet in term 1, issues in community, environmental impacts
- □ 2: Other costs
 - PHN visits
 - High printing costs
 - 3: Rely on stakeholders to drive projects
 - Staff changeover

| Reso | ution |
|------|-------|
| | |

- Create timeline
- Extension of project until Dec 2017
- Change medium
- Less pages
- More frequent visits
 - Encourage work to be done in between visits

| | 12 | | | 24 | | |
|-----|-----|------|-----------------|------|------|-----------------|
| | A5 | A4 | A4 colouring | A5 | A4 | A4 colouring |
| 25 | 237 | 330 | | 335 | 528 | |
| 50 | 390 | 583 | 314 | 605 | 962 | 358 |
| 75 | 555 | 841 | 363 | 869 | 1391 | 435 |
| 100 | 698 | 1056 | 402 | 1094 | 1793 | 484 |



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Developing Book 2

- Created timeline
- Developing story
 - Started earlier
 - Creating artwork/photography
- TOTAL: 4 months (minus 1 for holidays)
 - still need to do translations

Book 2

Make Me Grow Strong















Talking about healthy eating and when children are fussy or not growing well









We would like to acknowledge the Aboriginal and Torres Strait Islander people as the traditional custodians of this land where we work and we pay respect to their history, living cultures and their elders past and present.

This book was created by Families as First Teachers (FaFT) Umbakumba Community, Northern Territory in 2016-2017. Thank-you to all the families for their ideas and beautiful photos.

We would also like to acknowledge the collaborative partnership between FaFT. East Arnhem Regional Council Childcare and Top End Primary Health Outreach team and funding provided by Northern Territory **Department of Health- Office of Aboriginal Health Policy** and Engagement: Aboriginal Health Innovation Sponsorship Fund.

Have fun sharing this with your children again and again!

Children need to eat healthy food to make their mind and body strong. So they can ...















Children need to eat a variety of foods to provide all the nutrients their bodies need.

They need





















to keep tummy's well

"My child won't eat that!"







"It can take time for your child to try or like new foods. You can try..."

Families modelling good behaviour by trying and enjoying new foods as well

Don't give attention to

fussy behaviours

Try hiding the food, such

as grating vegetables and

mixing it into soup, stews

or pasta

27 in





Children will learn that being fussy means they get treats or attention

Giving praise for tryin

new food



Importantly... try to be patient!



Making food fun



Placing new foods next to

food they like



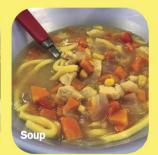


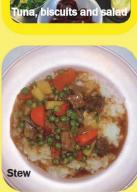
Turning off TV while eating



Salad



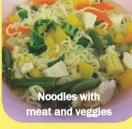






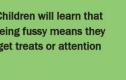


















Process Evaluation- Book 2

lssue

- 1: Time taken with cooking
- 2: Extra costs
 - Involved in cooking
- 3: Rely on stakeholders to drive projects

Resolution

- Quality at forefront
- Should have gotten translations done earlier
- Try creating colouring book- less time involved

Process Evaluation

- Distribution of books
- Other opportunities for HP projects
 - Rolling out in other communities/other stakeholders

Impact Evaluation

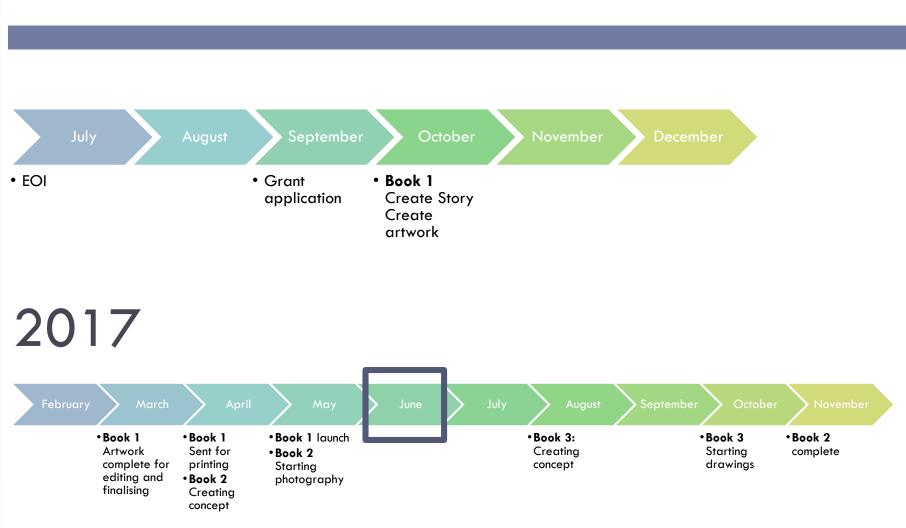
- Survey with stakeholders
 - Health related behaviours
- Focus group with parents
 - Knowledge
 - Behaviour

Outcome Evaluation

Data

PCIS data

Traffic light reports



Timelines

Number of Dietitian/PHN visits

- □ Term 4 2016: ?
- 🗆 Term 1 2017: 4
- 🗆 Term 2 2017: 6
- □ Term 3 2017: 6

□ Term 4 2017: 8

- 3 + 1 extra day visits
- 2 + 4 extra day visits
- 2 + 4 extra day visits
- 2 + 4 extra day visits

Total: 22 visits



Developing Book 3

- Created timeline
- Developing story
- Creating artwork/photography

This is

Please insert photo of child

It is important we look after our children like ______ so they can become healthy adults and older people. Try not too have too much foods or drinks that are high in...

Healthy food tips

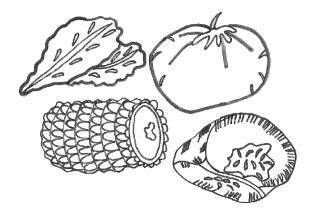
This can make you gain weight, increasing the risk of diabetes. If you have diabetes, it can make your sugars go up.

Exercise Ideas Word Search

Exercising helps keep us healthy For people with diabetes, it can help reduce their sugar levels. You can try...

Fill your plates with lots of veggies and beans

You can add fresh, frozen or tinned

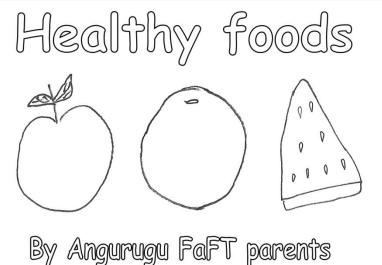


17 in

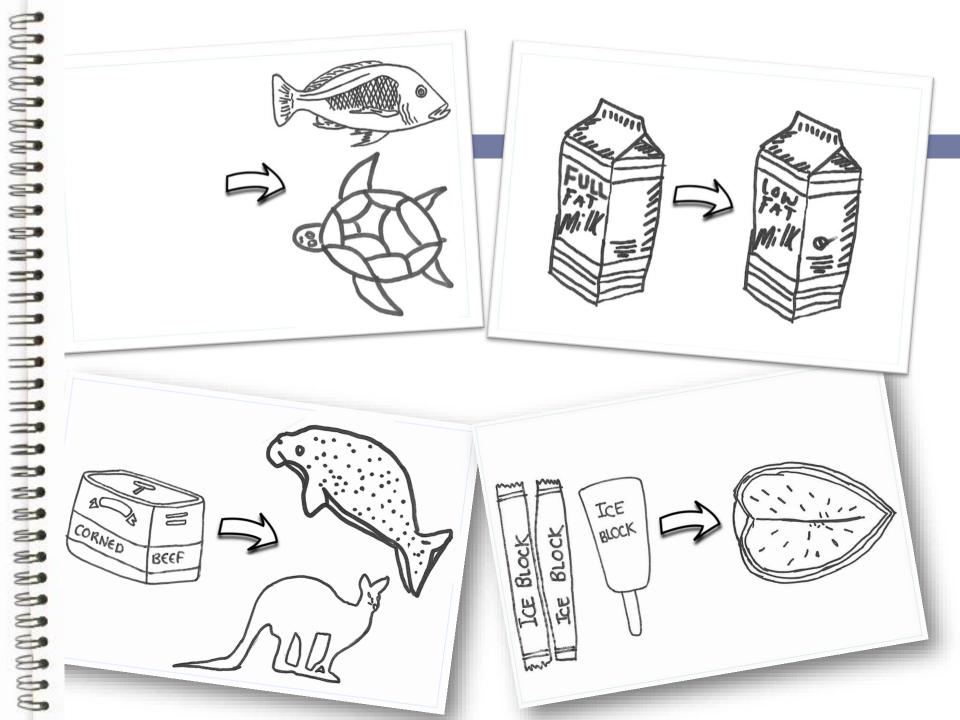
Replication in other communities?

Angurugu FaFT

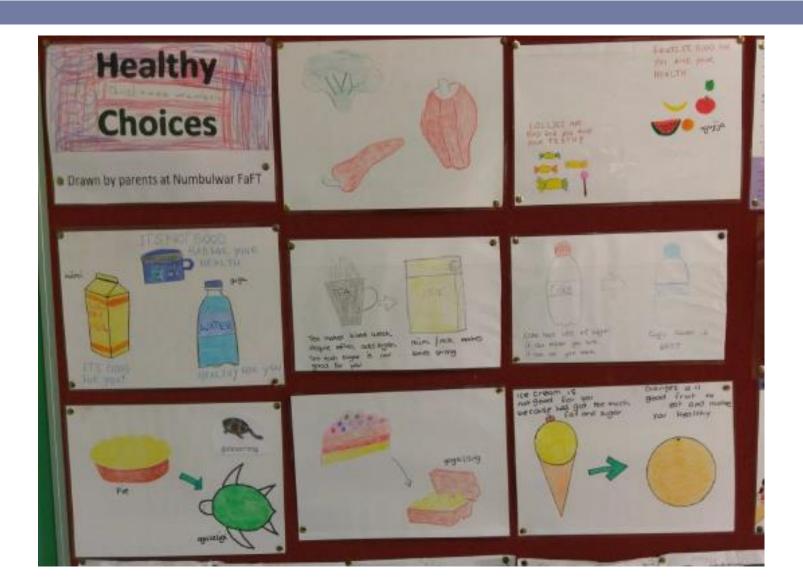




Draw picture of a child



Numbulwar posters



Numbulwar video



Questions or comments