

# A Team Session on Sharing Family Resources

Use this complete pack for a self-directed discussion within your organization. The aim is to practice selecting and explaining a resource, then agreeing on a clear next step. Use fictional examples and keep family case records out of the session.

## Prepare

Choose a facilitator and about 30 minutes as a starting point. Bring a family guide, the [conversation guide](#), [referral sheet](#) and space for notes. Make the materials available in the formats participants need. Two to six people can work in pairs or as a small group.

### 1. Open the discussion: about five minutes

Invite each person to name one thing that can make a resource conversation difficult. Examples include a mismatch between the question and brochure, an uncertain referral or too much information at once. Select one concern to keep in mind during practice.

### 2. Practice choosing a resource: about ten minutes

**Fictional situation:** a caregiver says, “Every morning is an argument when we leave for child care.” The practitioner has a general development handout, a guide about separation and a care handoff sheet.

In pairs, ask a question that clarifies a recent morning. Choose one starting resource and explain why it fits. Invite the caregiver to decide whether reading a short section or taking a copy would help.

**Discussion direction:** distinguish trouble with the routine, feelings about leaving and an arrangement needing clarification. Do not assume the cause from one sentence. A specific guide may be a better first choice than a large general packet.

[Separation guide](#) · [Handoff sheet](#)

### 3. Practice a clear referral: about ten minutes

**Fictional provider summary - for practice:** “The Community Care Information Desk helps families in Example County find information about child care. Families make a first request by telephone. The summary does not say whether the desk searches evening care or whether providers currently have places.”

The caregiver asks, “Can they find care for my evening shift?” This is invented exercise material; participants do not contact a real service.

One person explains what the page confirms. Another asks, “Does that mean we can go?” Practice a reply that separates known information from the decision the provider must make. Record who will call and what needs an answer.

**Reference reply:** “The desk provides child care information for this county. We still need to ask about evening care and current openings. Would you like to make the first call, or discuss what help you need with it?”

| Takeaway field   | Filled practice example                                                                   |
|------------------|-------------------------------------------------------------------------------------------|
| Confirmed        | Purpose: child care information; area: Example County; first contact by telephone.        |
| Still to check   | Whether evening care can be included and whether providers have places.                   |
| Agreed next step | The caregiver chooses to make the first call using the selected questions.                |
| Follow-up        | The practitioner asks at the next agreed conversation whether another resource is needed. |

Discuss which words make the uncertainty clear and which part of the reply leaves the caregiver a choice.

#### 4. Check understanding and close: about five minutes

Ask each pair to describe the next step in its own words. If the two accounts differ, identify the missing explanation. Finish with one change a participant can try in their work.

## Takeaway sheet

The family's question, in plain language:

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The resource and why it fits:

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What is known and what needs checking:

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Who will do what next:

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How understanding was checked:

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One improvement to revisit with the team:

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Using the pack

Adapt timing and participation within your setting. This educational discussion does not confer a clinical qualification or continuing education credit. Keep the complete resource and permissions when sharing.

[Read the learning approach](#) · [See all discussion topics](#) · [Find complete kits](#)

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