Putting it into practice
Objectives
At the end of this module, participants will increase knowledge, skills and confidence in facilitating group meetings by:

- Increasing knowledge and understanding of how groups work and how people learn
- Having an opportunity to reflect on their preferred ways of working within groups
- Learning some techniques for dealing with individual behaviours within groups and difficult situations
- Understanding the roles of facilitation and co-facilitation
- Learning about communication skills and active listening
- Planning next steps.
<table>
<thead>
<tr>
<th>Sections</th>
<th>Time needed</th>
<th>Content</th>
<th>Activity</th>
<th>Resources required</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 minutes</td>
<td>Participants feel welcome and comfortable; introduced to the module, objectives and objectives for the module; provided with health and safety information</td>
<td>Presentation by facilitators</td>
<td>Handout with objectives for Module 4</td>
<td>Participants feel welcome and comfortable; introduced to the module, objectives and objectives for the module; provided with health and safety information</td>
</tr>
<tr>
<td>2</td>
<td>30 minutes</td>
<td>Participating and share key learning to date, as they start the final module; Can also be drawn upon to reflect throughout the module on group work and facilitation</td>
<td>Facilitated group discussion plus post-it notes for people to write down any queries/reflections</td>
<td>Pens and post-it notes</td>
<td>Participants learn more about the ways groups operate; Participants learn more about how people learn within groups, as well as understanding more about their own approaches to group work</td>
</tr>
<tr>
<td>3</td>
<td>30 minutes</td>
<td>Participants examine and share reflections on the previous training modules and raise any questions</td>
<td>Presentation by facilitator, Whole group discussion, PowerPoint Slides - Section 3, Handout - Section 3, flip chart, pens</td>
<td>PowerPoint Slides - Section 3, Handout - Section 3, flip chart, pens</td>
<td>Participants learn more about the ways groups operate; Participants learn more about how people learn within groups, as well as understanding more about their own approaches to group work</td>
</tr>
<tr>
<td>4</td>
<td>25 minutes</td>
<td>Participants have an overview of key issues, exploring participants’ understandings of their own ways of working within groups; learning and sharing about working with groups</td>
<td>Handout - Section 4, worksheet individually, paired discussions and reflections</td>
<td>Handout - Section 4, pens</td>
<td>Participants learn more about ways that people operate in groups; understanding their own approaches to groups</td>
</tr>
</tbody>
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You’ll need to factor in time for breaks. We’ve suggested a time, but you’ll need to be guided by the group.
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<tr>
<td>5</td>
<td>45 minutes</td>
<td>Participatory small group exercise followed by feedback</td>
<td>Participatory exercise to some techniques to manage a variety of difficult situations</td>
<td>Handout - Section 5, slips of paper listing individual difficult scenarios, flip chart and pens</td>
<td>Participants develop and share some resources for handling different situations within groups</td>
</tr>
<tr>
<td>6</td>
<td>45 minutes</td>
<td>Participatory exercise in pairs followed by feedback</td>
<td>Exploring communication skills and having tips for good communication practice</td>
<td>PowerPoint Slide - Section 6, Handout - Section 6</td>
<td>Participants learn about communication skills and putting these into practice</td>
</tr>
<tr>
<td>7</td>
<td>30 minutes</td>
<td>Whole group brainstorm, completion of individual worksheets and feedback</td>
<td>Planning ways to move forward after the training and identify what support may be needed</td>
<td>Handout - Section 7</td>
<td>Providing participants with an opportunity to plan and set goals to take forward and implement what they have learnt from the course.</td>
</tr>
<tr>
<td>8</td>
<td>15 minutes</td>
<td>Completion of evaluation forms; Provision of information by facilitators</td>
<td>Participants recap and evaluate the module. Options for ongoing queries/feedback experiences/reflections after the course outlined. Participants network outlined</td>
<td>PowerPoint Slide - Section 8, evaluation form (available in appendices), post-it notes and pens</td>
<td>Participants have an opportunity to provide feedback and to set up support networks in course. Participants engage in activities they relate activities they engage in after the course ends.</td>
</tr>
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</table>

**Booklet**

**Suggested Timetable - approximately 4 hours + break**

You’ll need to factor in time for breaks. We’ve suggested a time, but you’ll need to be guided by the group.
Introductions and practical information

Module 4 Putting it into practice

Short introductory presentation and welcome

Time: 15 minutes

Materials
Handout with objectives for Module 4

- Welcome the participants to Module 4
- Introduce them to their facilitators
- Provide them with information about health/safety (fire procedures and exits; location of toilets; breaks and lunch; special needs)
- Check to see if any arrangements need to be made in relation to transport and explain arrangements for expense reimbursement.

Purpose

Participants are made to feel welcome and comfortable
Participants are introduced to the facilitators and provided with health and safety information
Facilitators check that each person has received the Module information
Special needs (e.g. hearing loss) and arrangements that need to be made for transport are identified
Arrangements for claiming expenses are explained

Notes
Activity

1. Ask participants to share any thoughts or reflections on the previous training modules, and to raise any questions they may have.

2. Invite participants to jot down one thought/reflection/question to add to the graffiti board.

As this module is about group work, you may also wish to outline the benefits of the graffiti board as a method to help facilitate group dialogue:

- It can help participants to ‘hear’ each other’s ideas
- It provides a quick way to get some feedback
- It provides a way for quieter people to engage in a conversation
- It provides a record of participants’ ideas and questions that can be referred to at other points during Module 4
- It provides space and time for participants to reflect on their own thoughts as well as the thoughts of others
- This strategy also creates a visual record of participants’ thoughts and questions.

Purpose

Participants have the opportunity to reflect on previous learning and different ways to contribute their thoughts

Participants feel comfortable about the style proposed for programme delivery
Activity

Time: 30 minutes

Materials/resources required
PowerPoint Slides - Section 3, Handout - Section 3, flip chart and pens

This section is divided between a presentation and a whole group discussion.

Note to Facilitators:
This module should be adjusted according to the participants and the types of groups and dynamics they are most likely to encounter.

Time: 20 minutes presentation and 10 minutes discussion

Presentation by facilitator of module slides to provide a background to group dynamics.

Distribute Handout - Section 3, followed by a brief discussion of the handout to relate information about the Tuckman model - forming, storming, norming and performing.

Notes
Activity

Time: 25 minutes
15 minutes activity and 10 minutes in paired discussions

Materials
Handout - Section 4, pens and paper

Ask each participant to work through the handout on their own. Allow about 15 minutes for reading, reflection and scoring.

Information for the whole group:
Understanding individual learning styles as well as the way a group works together is important.
It is important to get to know others in the group but also to think about yourself.

- How do you like to learn?
- How do you interact in groups?

Knowing your own strengths and weaknesses and sharing these can help build an effective group.

These activities help assess learning styles but are limited in accurately and completely defining a person’s learning style. However, they can help you and others understand more about each other’s styles.

Ask participants to get into pairs and spend 10 minutes sharing and discussing their ‘scores’ and any reflections on this exercise.

Purpose

Participants learn more about the ways groups operate
Participants learn more about how people learn within groups, as well as understanding more about their own approaches to group work

You might want to have a break at this point.
Activity

Time: allow 30 minutes for discussion and 15 minutes for feedback/further whole group discussion

Materials
Handout - Section 5, slips of paper with different scenarios, flip chart

Have slips of paper ready with the following problems written on individual slips of paper:

Note to Facilitators:
These scenarios should be adjusted according to the participants and the types of groups and dynamics they are most likely to encounter.

- Domination by a highly vocal member of the group
- People messing about/not paying attention in the middle of a section
- Low participation by the entire group
- Two people in conflict
- One or two silent members in a group of otherwise active participants
- A participant who is visibly upset.

Divide participants into three groups. Give each group two slips of paper so they have two scenarios to discuss - what would be an effective response to address each scenario?

Bring whole group back together and feedback solutions. Ask others for any further contributions to the feedback given for each scenario.

Provide participants with Handout - Section 5.

Purpose

Participants develop and share some resources for handling different situations within groups
Effective communication is heavily dependent on effective listening; however most conversations do not take place with the full attention of those taking part. An additional purpose of effective listening is to convey interest and respect for the other person.

**Activity A: Barriers to listening**

Ask the whole group to think of situations where either they feel they have not been listened to or where they have been aware that they were not fully listening.

1. Brainstorm possible barriers to effective listening.
2. Ask participants to consider the barriers identified - ask how might any barriers identified be dealt with?

**Time: approx 25 minutes**

15 minutes brainstorm and 10 minutes addressing possible solutions.
A list of possible barriers to listening (could use to prompt participants if necessary or later given to participants as a handout)¹

- Forming a judgment or evaluation before we understand what is being said, or ‘jumping to conclusions’
- Hearing what we want to hear
- Tuning out a point of view that differs from our own
- Formulating and rehearsing our response
- Being inattentive - thinking about something else entirely
- Having a closed mind - you do not want to hear what the person has to say
- Feeling anxious or self-conscious
- Judging the person, either positively or negatively
- Subjective biases based on ignorance or prejudice
- Cultural issues, e.g. listening to the differences in pronunciation of a different accent, rather than the content of the message
- Excessive and incessant talking or interrupting.

Further points to prompt discussion:

- Stop talking - listen openly to the other person
- Remove distractions
- Be receptive to the other person. Demonstrate that you are prepared to listen and accept what they are saying (without automatically agreeing with it). Non-verbal cues can be particularly important here, e.g. maintaining an open posture, appropriate/comfortable eye-contact, leaning slightly forward. These are sometimes known as attending skills
- Delay evaluation of what you have heard until you fully understand it
- Try not to be defensive. Try to relax as any tension or impatience is likely to transmit via non-verbal leakage
- Maintain attention. Respond through your own facial expressions or body gestures such as a nod or a smile without interrupting the other person’s flow. This indicates that you are listening, interested and seeking to understand what they are saying and feeling (again, using attending skills). Be patient
- Ask the other person for as much detail as he/she can provide; reflect back or paraphrase what the other is saying to make sure you understand it and check for understanding. Paraphrase by asking short non-interrogative questions, using some of what the speaker has said to check your understanding; such as ‘so your main concern is…’ or ‘So what you are saying is…’

¹ Taken from Making Practice-Based Learning Work
Activity B

Ask the group to work in pairs and address the following two questions - put questions on a flipchart or a PowerPoint slide:

- What phrases might be useful to reflect back to participants what they have said when you think your perceptions are accurate?
- What phrases might you use when you are having difficulty understanding what someone is trying to say?

Purpose

Participants learn about communication skills and putting these into practice

Notes

Time: approx 20 minutes
10 minutes discussion in pairs and 10 minutes for feedback just one phrase
Activity

Time: 30 minutes

- Brainstorm with the group how they intend to take forward the training and possible opportunities it will provide
- Provide each participant with the handout and ask for them to complete
- Brainstorm ideas of what support they would like to have offered following the course and make note for follow up on suggestions.

Note to facilitator:
Remind participants that their action plan will be personal to their own agenda and it is up to them how much information they may want to include.
Offer suggestions of what they may want to do with this training, e.g. local presentation, discussion with family member, etc.

This training may have been a new experience for many of the participants. Throughout the course they may have been presented with situations that have been challenging and possibly upsetting. It is important then that appropriate support systems are in place to continue support for participants following the end of this course.

Support can be provided in a number of ways, e.g.
- Regular meetings to enable reflection and evaluation
- Programme specific information updates
- Professional and technological advice and support
- Further training and learning experiences

Materials
‘My action plan’ handout

Purpose

Provides an opportunity to summarise and reflect on the training and discuss how to move forward with it
This is an opportunity for participants to set goals of how they take forward and implement what they have learnt from the course
Activity

**Time: 15 minutes**

**Materials**
*PowerPoint Slide - Section 8, evaluation form (available in appendices), post it notes and pens*

- Briefly recap on what has been covered in this module
- Ask participants to work in pairs and to discuss:
  1) what they most and least enjoyed about the four modules;
  2) what two or three key things they have learnt
- Ask them to write these down on post it notes (they don't have to add their names unless they want to)
- Make it clear that these will help the facilitator team adjust the training in the future and pick up on issues and problems next time they run the training course
- Ask participants to complete evaluation form.

**Brief provision of information and roundup**
- Thank everyone for their participation and hard work
- Outline any provision of ongoing support and make sure that they have contact details for ongoing contact and support.

**Purpose**

*Participants have an opportunity to provide feedback and to establish support networks to draw on in course related activities they engage in after the course ends*