



WELCOME TO FACEWORK

*Preparing Indian young people
for the jobs of the future*




FACEWORK CHAPTER - TRAINING

Final preparation for first Chapter session



DEVELOPMENT FOCUS – this will develop your skills and understanding of how Facework works but also how you as a professional can develop key training, leadership, and social entrepreneurial skills

TRAINING

	Week 1	Week 2	Week 3	Week 4
Development Focus	Communication Skills <i>(Jim Playfoot)</i> <ul style="list-style-type: none"> • Speaking • Listening • Facilitation • Presentation • Body Language 	How People Learn <i>(Jim Playfoot)</i> <ul style="list-style-type: none"> • Active • Social • Reflection • Applying • Contextual • Engagement • Feedback • Mistakes 	How to Engage Learners <i>(Jim Playfoot)</i> <ul style="list-style-type: none"> • Energy • Pace • Variety • Movement • Checking In • Relevance • Involvement 	The Art of Coaching <i>(Nish Aubeeluck/ Tim Mungeam)</i> <ul style="list-style-type: none"> • Coaching in Facework • What coaching is • What coaching isn't • Empowering others • How to listen well • How to ask good questions
Practical Focus	The FW Programme <i>(Stephen Carrick-Davies)</i> <ul style="list-style-type: none"> • Key Objectives • Main Elements • Nature of the materials • Supporting Resources • Making a plan Personal Development → action plan → skills for life	Leading Your Chapter <i>(Stephen Carrick-Davies)</i> <ul style="list-style-type: none"> • Building your Facework Chapter • Taking Ownership • Showing Initiative • Confidence • Outreach • Brand 	Session Delivery <i>(Stephen Carrick-Davies)</i> <ul style="list-style-type: none"> • Structure of a session • Opening the session • Ice breaker • 'Core' activities (including re-capping) • Using your plan • Keeping time • Closing / finishing • Next Steps 	Session Preparation <i>(Stephen Carrick-Davies)</i> <ul style="list-style-type: none"> • Know your materials • Set Objectives • Share expectations • Plan with timings • Collate resources • Time & space 

PRACTICAL FOCUS – these sessions will help you gain the skills and confidence to run the Facework programme, deliver the chapter's work and find ways to produce new content, and sustain the programme.

Tell me about your planning and how you see your first session going ?



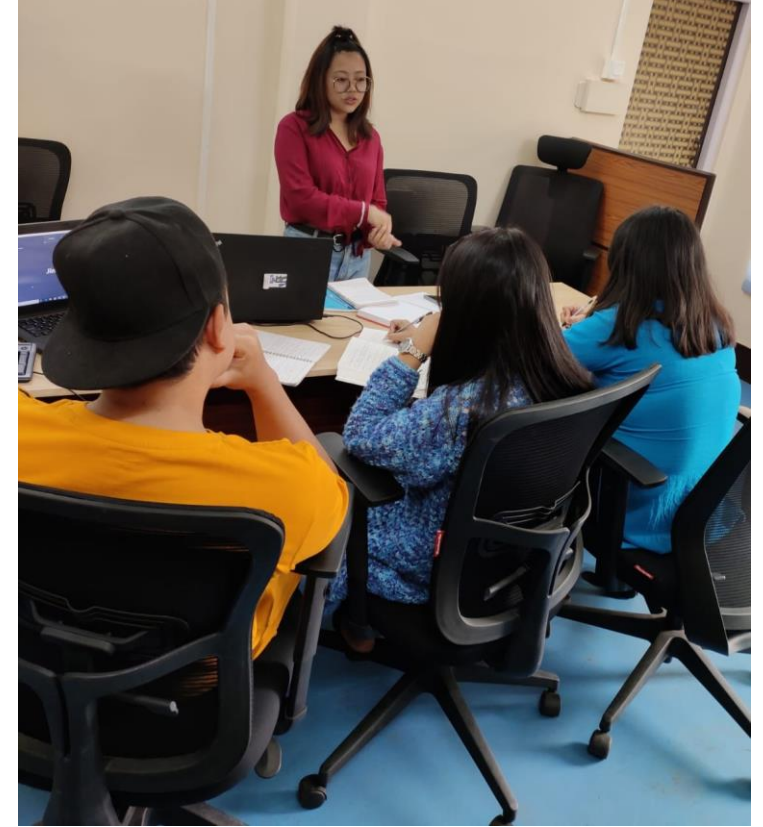
FACE WORK

REMEMBER FROM LAST WEEK

WHAT A CHAPTER IS NOT !!!!

We don't want our Chapters to be:

- ⊗ A clique/private club
- ⊗ A talking shop
- ⊗ Boring – always saying the same thing!
- ⊗ Irrelevant to young people
- ⊗ Just like school
- ⊗ Too long
- ⊗
- ⊗



Last week's Session covered



What we are going to cover?

- ✓ Structure of the Chapter session
- ✓ Opening the session (icebreakers/team building activities)
- ✓ Core elements /activities of the session
 - Existing Training content - eg STEPS, Challenges, Survey etc
 - New Training content – your ideas ?
- ✓ Having an agenda/plan and sticking to the agenda plan
- ✓ Practical arrangements – keeping time, answering questions
- ✓ Closing - finishing feedback and transitioning to the next session.

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We will review these things plus

A check list of what you need

Rehearsing your session.

Evaluating your session.

Planning your wider programme.

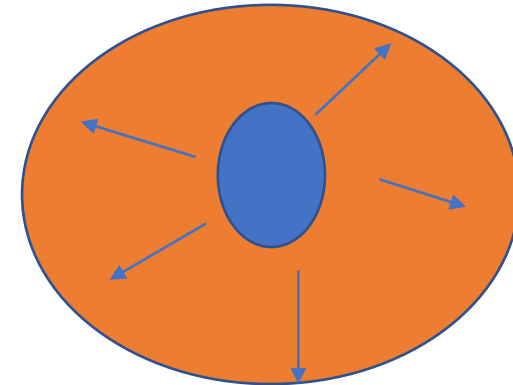
Exercise:

In pairs imagine the perfect session:

- What is happening to the participants ?
- What do they look like ?
- What are you doing in the session?
- What are people saying to you at the end of the session?
- What does the room look like ?
- Are people chatting to each other ?
- Are they engaging in the activities/discussions ?
- What equipment/tools are you using ?
- **WHAT HAVE THEY LEARNT / COME AWAY WITH ?**



- Listening
- Active – they want to do something with their life
- Interactive – both parties are interacting
- What are they saying – “**appreciate that**” “**This has helped me think about my future**”
- **They are curious !!!!!**
- **“Our friends and family” -**
- **Focus – looking at your presentation**
- **Great engagement – they are very interested**

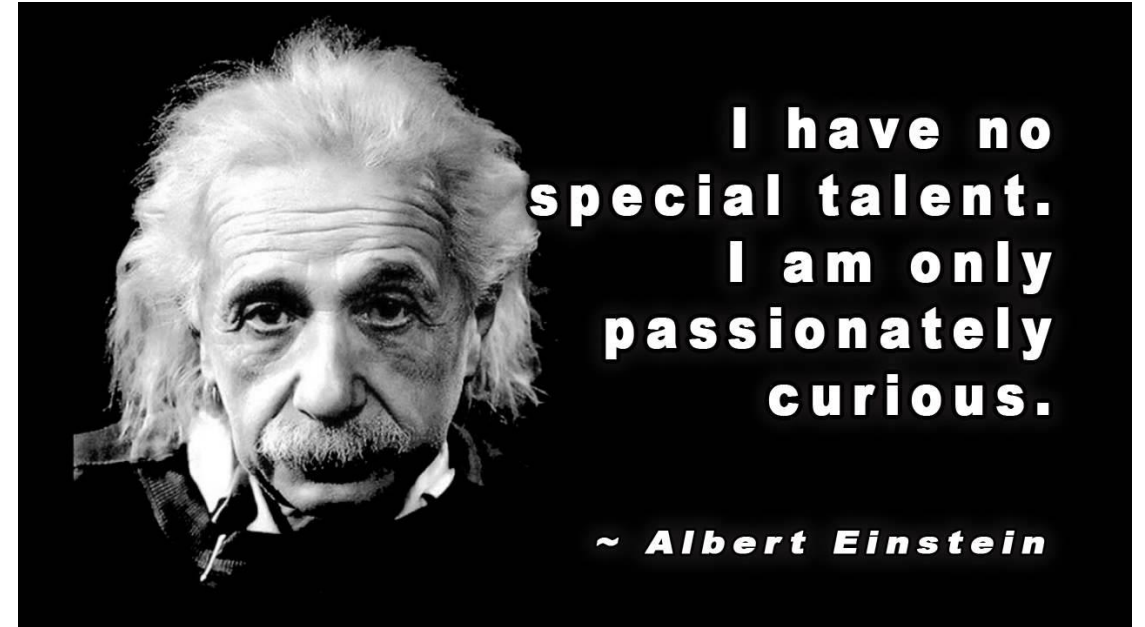


C U R I O U S

Come and find out

You might be surprised !

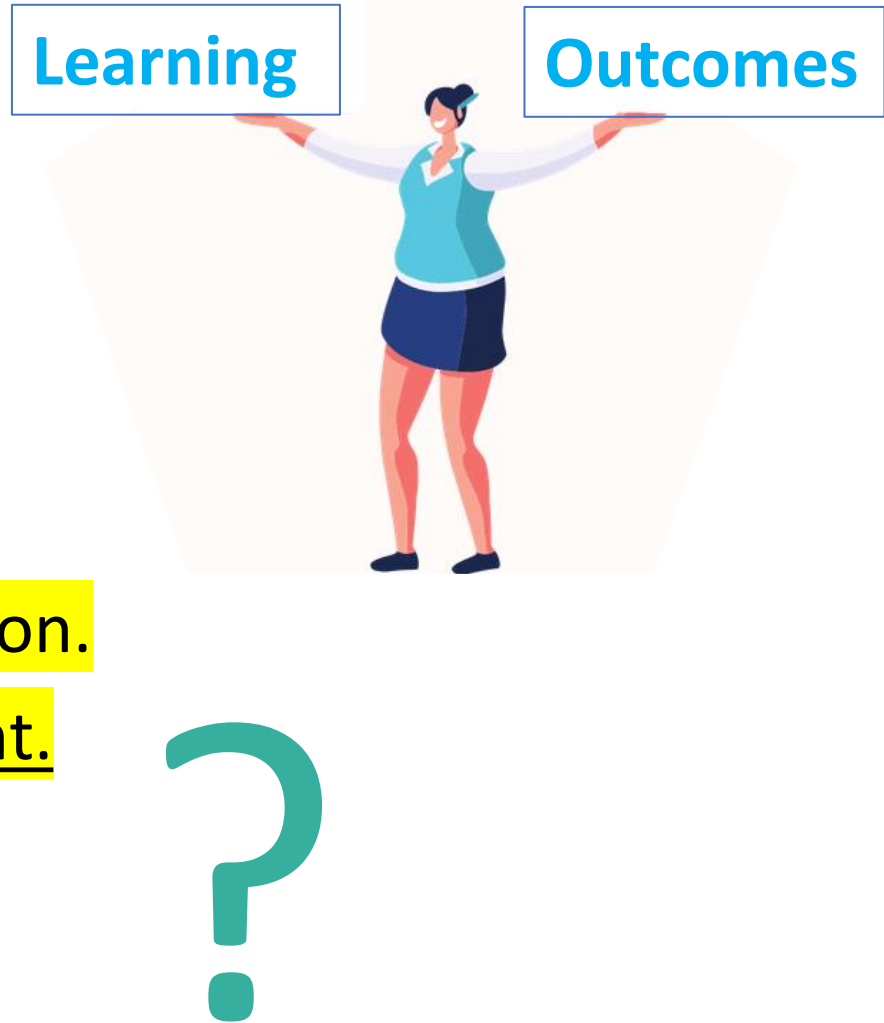
Right now what is going on ?????



Learning outcomes

By the end of this session you should be:

- Well prepared to run the first session.
- Clear in understanding the roles of the team.
- Having all the resources you need for the session.
- Be confident you have well promoted the event.
- Feeling excited about the first session
- Have had an opportunity to ask questions.



PRACTICAL THINGS

You will need to:

- a) **DRESS THE SET** - set up a warm inviting room -
- b) **RUNNING ORDER** – one page agenda/timeline
- c) **PRESENTATION** A slide deck to help you keep to task (
- d) AV EQUIPMENT – Projector/screen, video
- e) TRAINING RESOURCES - Flip chart paper and pens Post-It notes
- f) LAYOUT OF ROOM – suggest 4 tables with 3 chairs
- g) A RECORD KEEPER – photographer, monitor and feedback



Preparation

One week before the event

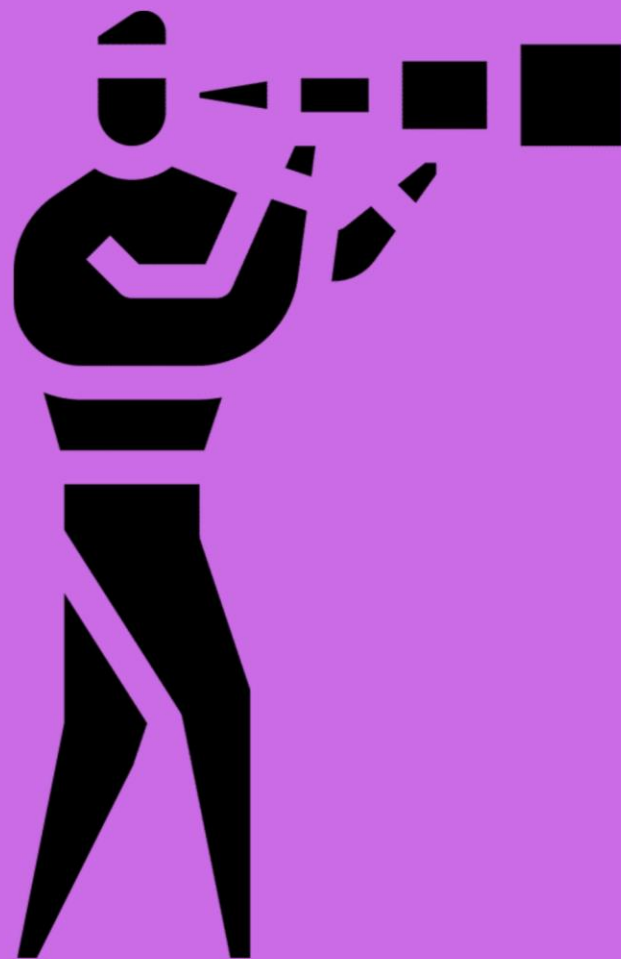
- ☐ Publicity out
- ☐ Registration forms ready
- ☐ Activities planned
- ☐ Timetable created
- ☐ Presentation created
- ☐ Roles agreed
- ☐ Practical details checked
- ☐ Evaluation forms ready
- ☐ T shirts printed
- ☐ Rehearsed the session

Just people guests arrive

- ☐ Room ready
- ☐ Drink, snacks/sweets ready
- ☐ Welcome desk prepared
- ☐ Projector checked
- ☐ All hand-outs ready
- ☐ Observer ready
- ☐
- ☐

After guests have left.

- ☐ Evaluation forms collated
- ☐ Debrief all
- ☐ Make sure you identify who does what
- ☐ Ask Observer for feedback
- ☐ Give yourself a great pat on the back 😊
- ☐
- ☐



VISION

What is your medium term vision ?

Do you think if you ran a longer series of Chapter meetings people would come?

Where could this Chapter lead you?

But first

“Begin with the end in mind”

What about the ongoing chapter events ?

As you start your first session you need to have in mind how you are going to ensure people come back for the next one, and the one after that etc?

April	May	June	July		
X	X x x x	x x x x	x x x x		

Should you have the rest of the sessions every month, every 2 weeks, or every week?

Do you have enough ideas/activities to run 20 sessions ?

Do you think people will drop off ?

What if more people want to join sessions ?

One week before the event

- ☐ Publicity out
- ☐ Registration forms ready
- ☐ Activities planned
- ☐ Timetable created
- ☐ Presentation created
- ☐ Roles agreed
- ☐ Practical details checked
- ☐ Evaluation forms ready
- ☐ T shirts printed
- ☐ Rehearsed the session

What do you need help with ?

Informed consent form for participants for Facework project

FACE WORK

CONSENT FORM - GRANTING PERMISSION TO BE RECORDED FOR FACEWORK PROJECT

photographs video interview

In our work of promoting Facework and developing new content for other students we want to record both students and adults through photography, video, or sound.

When we do this, we will always:

- 1) Seek permission from the person we are recording asking whether they are happy for us to ask questions, record or take photograph or video **BEFORE** we begin.
- 2) We will ensure that this permission is granted by asking the person to give their consent through a written signature (see side 2 of this sheet).
- 3) If the recording is of a minor (under 18 yrs.) or vulnerable adult, we will ensure we have a parent/carer or teacher's permission to film and use the recording.
- 4) Every effort will be made to ensure that the person being filmed is aware of what we are doing. When working in another country, pi-top staff will make sure that the local partners understand pi-top's commitment to privacy and child safety and can provide translation so that the participant is fully aware.
- 5) Before the person agrees for the content to be used, they will be informed on how Pi-top will use this content, how it will be stored. (see over)
- 6) Should the participant want to change their mind during or after the recording and wishes to withdraw consent to the recording being used, pi-top will honour this wish and destroy the content recorded.

I GIVE PERMISSION FOR MY RECORDING TO BE USED BY FACEWORK

I hereby grant permission to Stephen Carrick-Davies and the Facework team to ask questions, film, photograph or record sound and use my image (moving or still) and voice to promote Facework employability project and services.

Before you sign indicating that you are giving consent please review the following:

1. I voluntarily agree to participate in this research study.
2. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
3. I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
4. I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the project.
5. I understand that personal information I provide for this project (name, contact details etc) will be treated confidentially and not shared with other bodies or individuals.
6. I understand that in any report or film on the results of this project my identity will remain anonymous. Unless I specifically say I am happy for my name to be used.
7. I understand that extracts from my interview may be edited and quoted in a report, published paper, video or podcast and that this may be made freely available on a website, social media including YouTube.
8. I understand that I am free to contact any of the people involved in the research to seek further clarification and information.
9. The researcher has explained the purpose of the project and I understand the reason for wanting to film and include youth voice in the project and future employability training tools.

Print Name:
Address:
Telephone: Email:

I give permission for my contribution in video/photography or sound to be used in the Facework project

Signature of participant Date

Signature of parent/teacher (if child is under 18 yrs.) Date

I confirm that the participant is giving informed consent to participate in this project.

Signature of Facework staff member Date



FACEWORK TRAINING

WHAT DID YOU THINK?

At the end of the training please take a few minutes to give some feedback with these questions below. *Please tick or write comments in the space below. Thank you!*

1) Overall how did you rate the Facework training?

Poor Fair Good Excellent

2) Do you think this type of training will be useful for your career? Yes/No

If yes, Why?

3) Were there areas which you would like us to have covered in greater depth?

4) Do you think that the Facework approach will work in India? YES ☐ NO ☐

If 'yes' why?

If 'no' why?

What is our biggest challenge in developing this project in India?

5) How did you rate the practical aspects of the presentation? (i.e. was the sound good, the visuals clear, etc)

Poor Fair Good Excellent

6) Did you feel that there was a good mixture of activities and teaching styles (videos, role, play, small group work etc)? Yes/No

What worked best?

7) In one sentence, how would you describe what you learnt today?

8) Feel free to use the reverse of this sheet if you have any other feedback for us.

This evaluation form is anonymous but if you would like to leave your name and contact details please feel free to do so here.

FACEWORK REGISTRATION

At the start of this training we need some information from you.

This information will be used to keep you in-touch with how the Facework project develops and will not be shared with any outside person or organisation.

Please write legibly in capital letters and ☐ tick or write comments in the space below.

First Name Surname

Age Male ☐ Female ☐

Home town

CONTACT INFORMATION

E-mail address:

Would you be interested in joining a WhatsApp group? If yes what is your mobile no.

What is it that has made you want to come on this Facework course?

If we were able to develop the Facework programme in your area what do you think you could contribute? We need help in designing new content for other young people in India, and could distribute this through a podcast, updating our website, designing an app, writing a book, producing resources for schools. Would you be interested in helping?

Have you signed the 'informed consent form' giving Facework staff and volunteers permission to take photographs and videos of you whilst on the Facework course? YES ☐ NO ☐

What is the biggest thing you need help with in facing work?

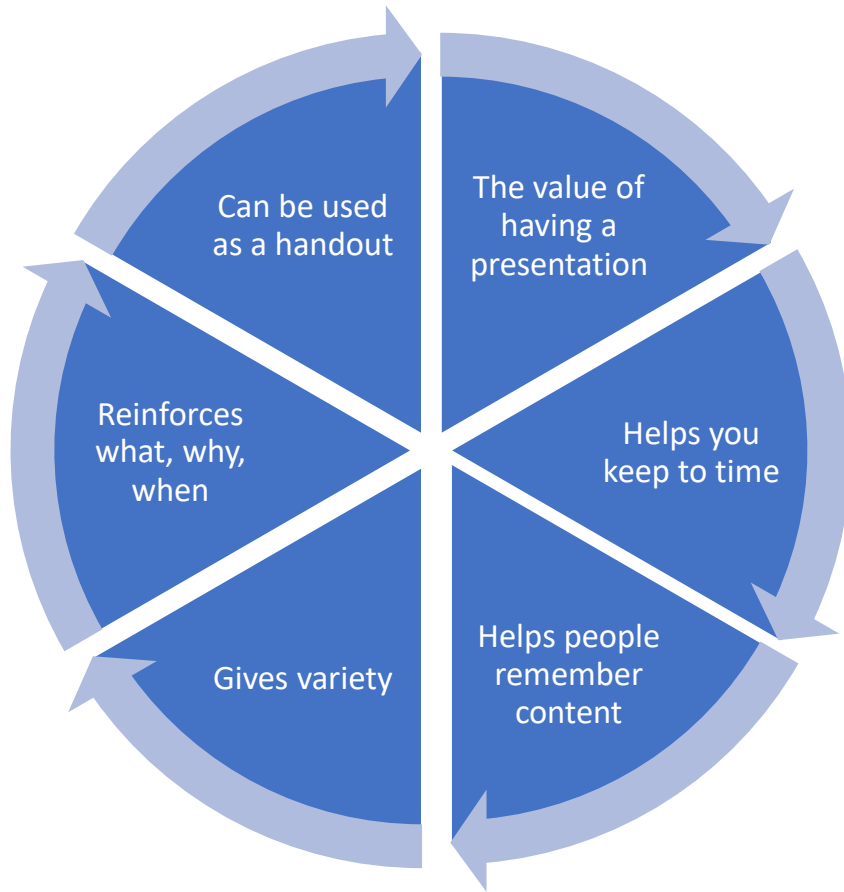
The power-point



- Needs to be simple
- Engaging
- Helps keep the pace and structure of the session
- Explains clearly
- You can print out copies
- “Death by PP” – think pictures think simple text, think fun !
- Could you produce this?

Having an agenda/plan and sticking to the agenda plan

Practical arrangements – keeping time, answering questions



You can use Facework existing “DESIGN ASETTS” but you will also be able to develop your own.

Any reflections/questions at this stage ?



STRUCTURE OF THE SESSION - Exercise

Put these things in the order you feel they should go:

Feedback

Aims of session

Comfort Break

Any Questions?

Registration

Welcome

Ice-breaker

Session 1

Session 2

Group photo

Video clip

Feedback

Introductions

Evaluation

Setting Assignment

Leader's review

Saying goodbyes

Registration



Welcome

Introductions

Ice-breaker

Aims of session

Any Questions?

Session 1

Activity- STEPS

Feedback

Any Questions?

Comfort Break

Video clip

Feedback

Session 2

Steps II

Feedback

Any Questions?

***Setting
Assignment***

HARD OUT !

Saying goodbyes

Any Questions?

***Later on – after
session***

Leader's review

Evaluation

Group photo

Leader's review

Tell me about your planning and how you see your first session going ?



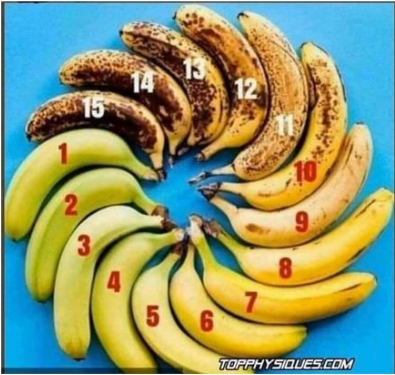
FACE WORK

Who is going to do what ?



What opening activity will you do?

Which one is the perfect banana ?



Banana quiz

5 mins

Ice breaker

Getting to

21

What do you learn from playing this game?

Fun Competition

10 mins



Make a duck from lego

30 mins

Opening the session

(icebreakers/team building activities)

- Why is it important to have a fun first activity ?
- Is this something you do in other settings ?
- What things do you think would help:
 - Break the ice ?
 - Introduce each other ?
 - Create a something which introduces the theme?
 - Includes everyone in a good way?
 - Gets people out of their chairs !



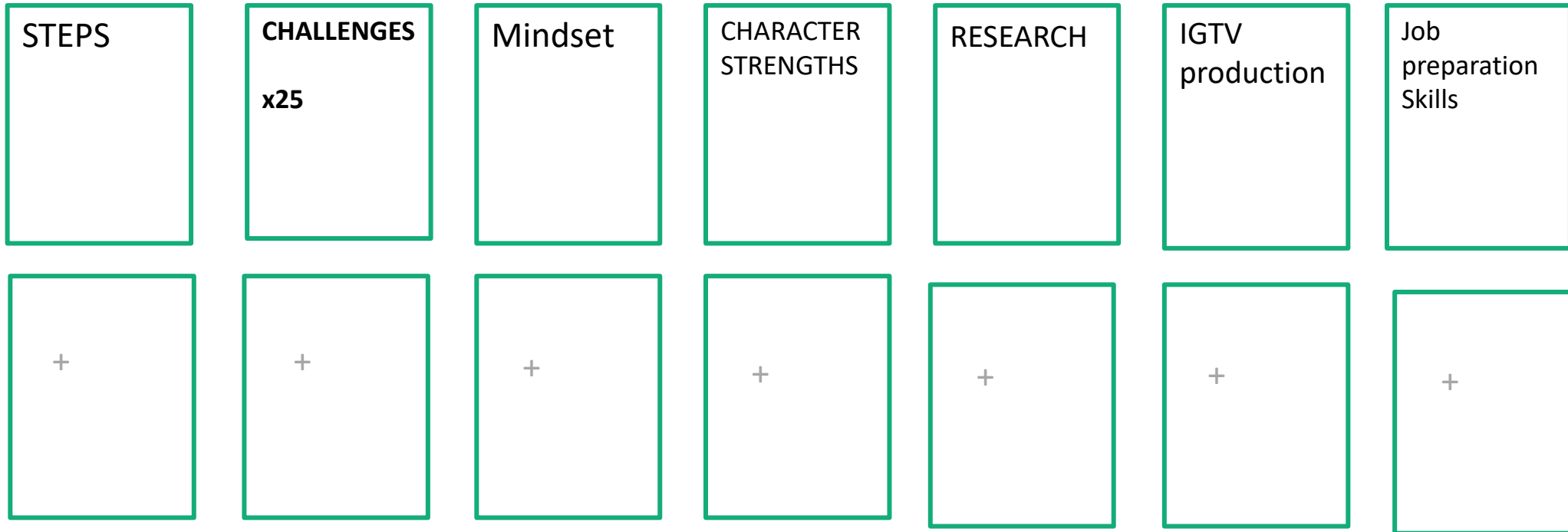
Let's have a 10 minute break.
Any reflections/questions at this stage ?



Core elements /activities of the session

Existing Training content - eg STEPS, Challenges, Survey etc

New Training content – your ideas ?



Core elements /activities of the session

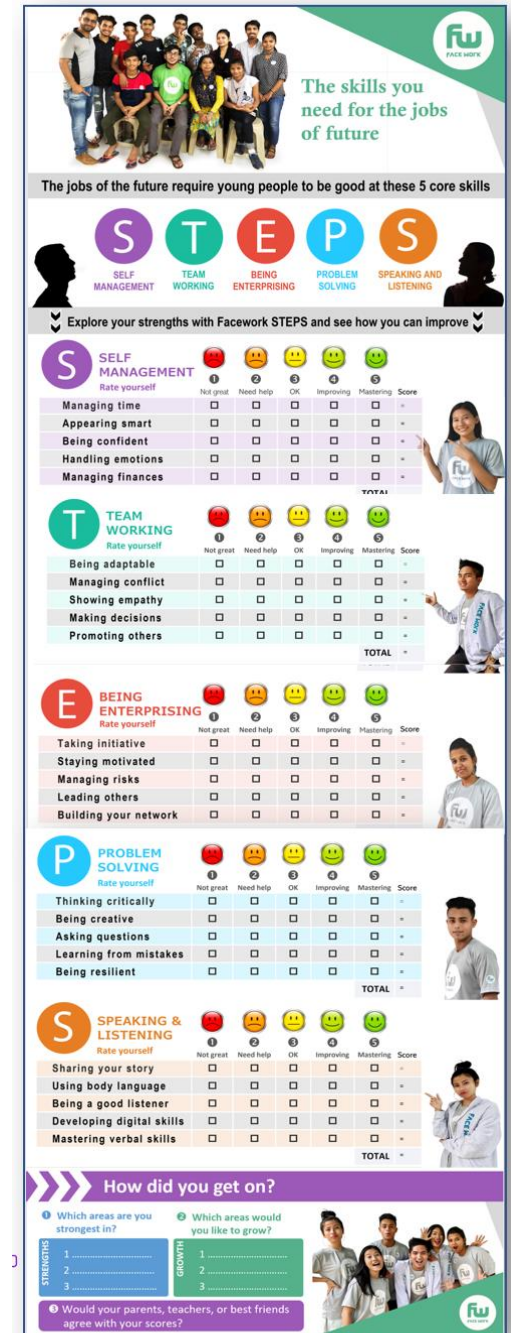
Existing Training content - eg STEPS, Challenges, Survey etc

New Training content – your ideas ?

STEPS

1. Introduce what we mean by 'soft-Skills'
2. Introduce the way we have grouped the 5 'STEPS' families
3. Ask people to break into pairs
4. Give them the task of going through each of the STEPS (10 mins) scoring themselves and having discussions
5. Identify the top scorers of each STEPS
6. Ask them to become the S.T.E.P or S champion ! – why do did they score highest?
7. What is their tip for getting good in this S.T.E.P.S area ?
8. Ask them what was missing in the list ?
9. Did they find this exercise useful ?
10. Do they think this exercise would be useful for other YP ?

PG



The skills you need for the jobs of future

The jobs of the future require young people to be good at these 5 core skills

S T E P S

SELF MANAGEMENT TEAM WORKING BEING ENTERPRISING PROBLEM SOLVING SPEAKING AND LISTENING

Explore your strengths with Facework STEPS and see how you can improve

S SELF MANAGEMENT
Rate yourself

	Not great	Need help	OK	Improving	Mastering	Score
Managing time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Appearing smart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Being confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Handling emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Managing finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
TOTAL						+

T TEAM WORKING
Rate yourself

	Not great	Need help	OK	Improving	Mastering	Score
Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Showing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Promoting others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
TOTAL						+

E BEING ENTERPRISING
Rate yourself

	Not great	Need help	OK	Improving	Mastering	Score
Taking initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Staying motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Managing risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Leading others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Building your network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
TOTAL						+

P PROBLEM SOLVING
Rate yourself

	Not great	Need help	OK	Improving	Mastering	Score
Thinking critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Being creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Learning from mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Being resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
TOTAL						+

S SPEAKING & LISTENING
Rate yourself

	Not great	Need help	OK	Improving	Mastering	Score
Sharing your story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Using body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Being a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Developing digital skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
Mastering verbal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
TOTAL						+

How did you get on?

Which areas are you strongest in?

1. _____
2. _____
3. _____

Which areas would you like to grow?

1. _____
2. _____
3. _____

Would your parents, teachers, or best friends agree with your scores?

The jobs of the future require young people to be good at these 5 core skills

S
SELF
MANAGEMENT


T
TEAM
WORKING

E
BEING
ENTERPRISING

P
PROBLEM
SOLVING

S
SPEAKING AND
LISTENING

“Soft Skills get little respect but will make or break your career”
Peggy Klaus

 The skills you need for the jobs of future

The jobs of the future require young people to be good at these 5 core skills

S SELF MANAGEMENT **T** TEAM WORKING **E** BEING ENTERPRISING **P** PROBLEM SOLVING **S** SPEAKING AND LISTENING

Explore your strengths with Facework STEPS and see how you can improve

S SELF MANAGEMENT

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Appearing smart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Being confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Handling emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Managing finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
TOTAL						-

T TEAM WORKING

Rate yourself	Not great	Need help	OK	Improving	Mastering	Score
Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Showing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Promoting others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
TOTAL						-

E BEING ENTERPRISING

Rate yourself	Not great	Need help	OK	Improving	Mastering	Score
Taking initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Staying motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Managing risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Leading others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Building your network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
TOTAL						-

P PROBLEM SOLVING

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Being creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Learning from mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Being resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
TOTAL						-

S SPEAKING & LISTENING

Rate yourself	Not great	Need help	OK	Improving	Mastering	Score
Sharing your story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Using body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Being a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Developing digital skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Mastering verbal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
TOTAL						-

How did you get on?


Which areas are you strongest in?

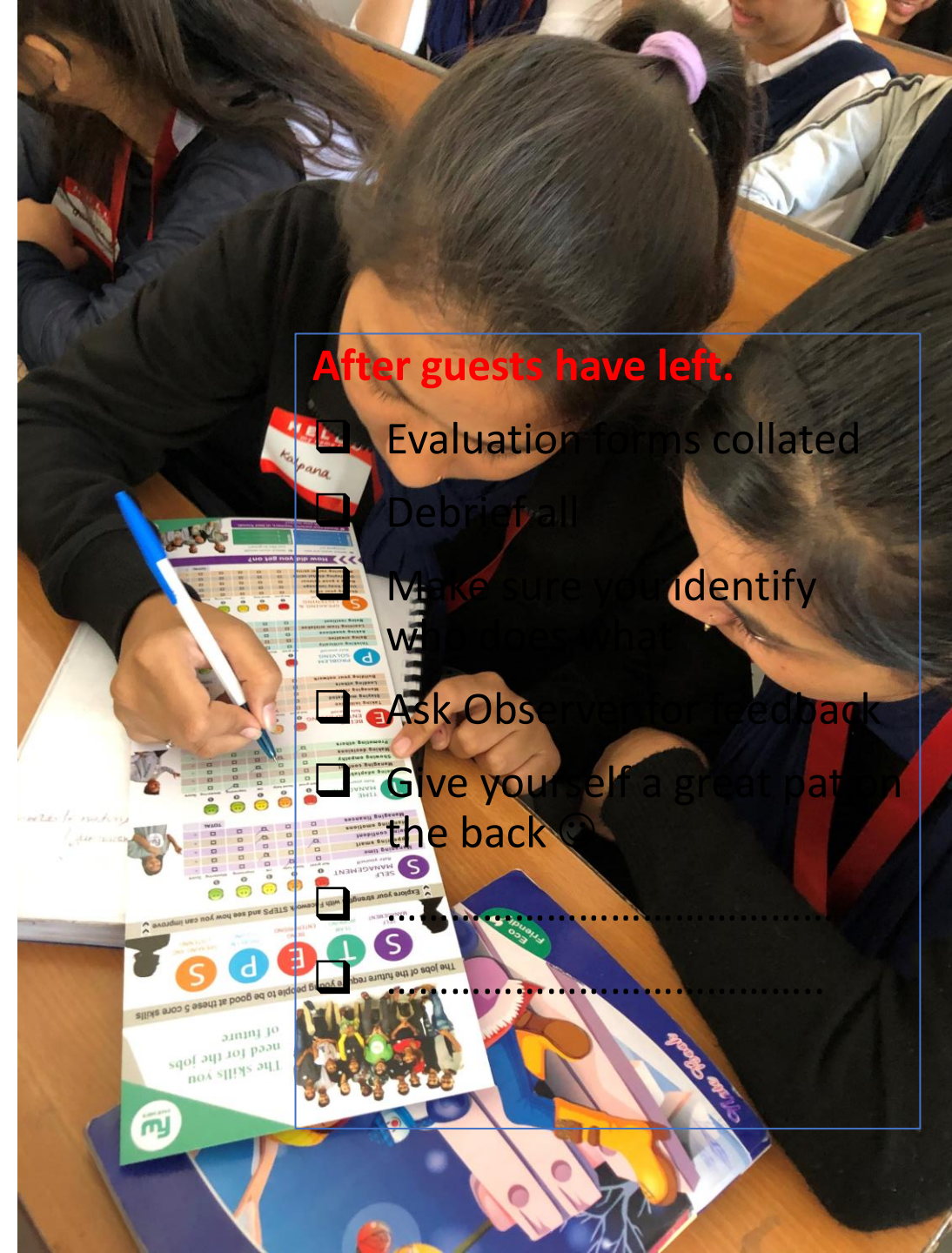
1
2
3

Which areas would you like to grow?

1
2
3

Would your parents, teachers, or best friends agree with your scores?



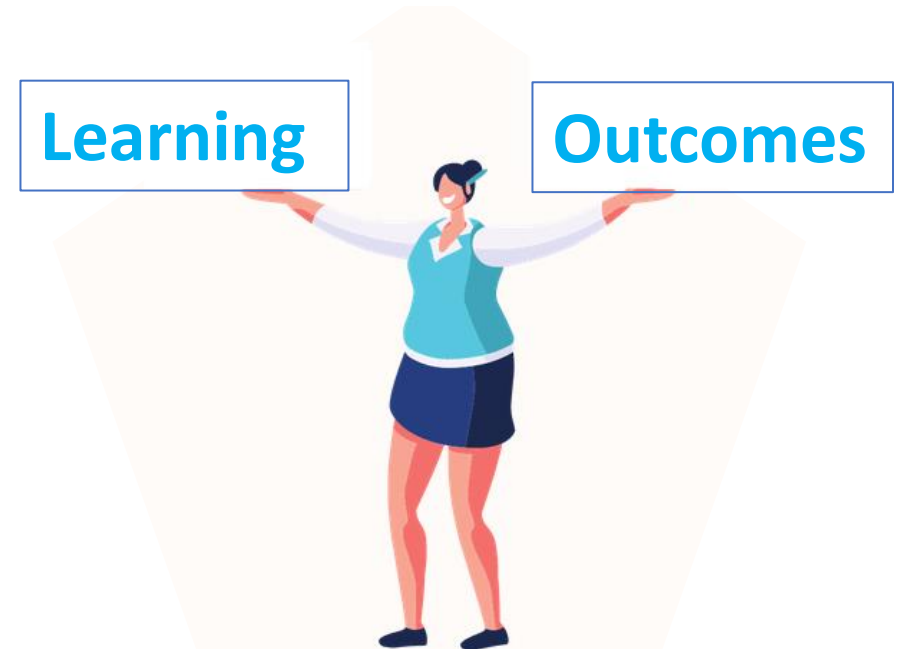


What did you learn ?

How will you measure the impact of the session ?

After guests have left.

- ☐ Evaluation forms collated
- ☐ Debrief all
- ☐ Make sure you identify who does what
- ☐ Ask Observer for feedback
- ☐ Give yourself a great pat on the back 😊
- ☐
- ☐



Closing the Session

Finishing, feedback and transitioning to the next session.

- **“HARD OUT”** - Don't let it fade out.....
- **RECAP** – Revisit Learning Outcomes
- **FEEDBACK** - Chance to get feedback
- **NEXT MEETING** – promote next meeting
- **ACTION** - Give them something to do before next session
- **PRESENT** - Give out T shirt (make this a surprise and only if people want to join)
- **PHOTOGRAPH**- encourages ownership – make sure you have permission
- **VOLUNTEER** - Ask for volunteers to do things.

Learning outcomes

Learning

Outcomes



By the end of this session you will be able to:

- Understand how a FW Chapter meeting is run
- Gain the confidence to run the first session
- Recognising the roles of the team in running the session
- Ensuring you have a plan for the session (aims, timetable, roles practical).
- Thinking about how you will evaluate the session.
- Feeling excited about the first session and have opportunity to ask questions, discuss options and start to plan the actual event.

OK ? - let's see how we got on today

Last week's Session covered



What we are going to cover?

- ✓ Structure of the Chapter session
- ✓ Opening the session (icebreakers/team building activities)
- ✓ Core elements /activities of the session
 - Existing Training content - eg STEPS, Challenges, Survey etc
 - New Training content – your ideas ?
- ✓ Having an agenda/plan and sticking to the agenda plan
- ✓ Practical arrangements – keeping time, answering questions
- ✓ Closing - finishing feedback and transitioning to the next session.

We will review these things plus

A check list of what you need

Rehearsing your session.

Evaluating your session.

Planning your wider programme.

Questions and discussion

- Do you feel you can run this first session ?
- Have we missed anything out ?
- Tomorrow Jim will do a session on how people learn .



Action

Steve

- Send the Forms (registration, evaluation, permission for photos)
- Template for the PP
- Check list of materials/resource you need

Kalimpong Team

- Start designing the pp
- Template for the PP
- Rehearse the session
- Practice practice practice
- Confirm attendees
- Break the group in two – how are you going to do that ?
- Make sure you know who is doing what when – roles

