

AVP NEW SOUTH WALES

SYDNEY FACILITATORS

TRAINING MANUAL

A Continuing Work in Progress

May 2011



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FORWARD

AVP(NSW) Sydney, Australia produces a set of three manuals : -

Sydney Basic Manual Part 1: AVP facilitation

Sydney Basic Manual Part 2: agendas & learning activities (exercises)

Sydney Advanced Manual – agendas & learning activities

Sydney Facilitators Training Manual – agendas & learning activities for T4F workshop

Sydney Basic Manual Part 1: AVP Facilitation

This provides an introduction to the principles and practice of the non-directed restorative experiential circle learning style and facilitation used by AVP in Sydney.

AVP USA Manuals

AVP facilitation worldwide is based on the educational and philosophical principles and practices presented in the manuals produced by AVP USA.

As AVP has spread to different countries around the world different local groups have adapted AVP learning activities/exercises and practices to be more relevant and sensitive to local languages, cultures, faiths and educational practices.

Each group has the opportunity to develop local differences from a range of discretionary decisions, for example - how to present the philosophy of Transforming Power, the mix of content, experience and reflection in each learning activity (exercise) and the use of directed or non-directed learning and processing questions.

Thus each local AVP group can develop their own unique variations of facilitation practices and learning activities within the core essentials of AVP.

AVP Sydney

The four AVP Sydney manuals present the local adaptations and choices made by the AVP group centred in Sydney, Australia.

The non-directed experiential restorative circle learning style used by AVP in Sydney incorporates restorative practices and uses :-

- open non-directed restorative processing and debriefing questions
- restorative listening
- 'holding the space' facilitation
- 'shining a light' on disruptive participant behaviour
- consensus by 'fair process'
- descriptive / acknowledgement feedback.

The learning style used by AVP Sydney is outlined in the Sydney Facilitators Handbook which is designed to accompany each of the workshop manuals of learning activities.

Continuing Work in Progress

The AVP Sydney manuals are being regularly updated with new and revised versions of the learning activities and facilitation ideas being used by AVP Sydney facilitators.

Be mindful that these manuals are not complete in themselves and should be used in conjunction with the AVP USA materials that include important material that is not covered in these local manuals.

Users of these manuals need to ensure that they obtain copies of the new/latest versions of the various learning activities and facilitation material as they are updated. Each learning activity is dated and copies of the latest revisions and the tracking of the updates in each manual will soon be available on the avpmanuals wiki.

Wiki Access

The avpmanuals wiki <http://avpmanuals.wikispaces.com> provides facilitators with the copies of all the AVP/HIP learning activities including the latest revisions. AVP facilitators can either logon with their own username and password or use the generic AVP username and password.

For further information contact avpsydney@avp.org.au.

Contributions

Facilitators are invited to print out the latest revision and/or contribute their own insights, feedback and experience in the 'contributions' section of the wiki. All AVP facilitators are invited to contribute to the development of these manuals. The collaboratively written activities will become part of the future editions of the AVP Sydney manuals.

Copyright

Everyone who receives this information is asked to respect the Alternatives to Violence Project (AVP) copyright for all activities in this manual and on the wiki website.

Anyone engaged in offering training in conflict resolution is hereby granted the right to reproduce this document in small quantities for their own non-commercial use, without prior permission.

Availability

The manuals will be distributed to AVP(NSW) facilitators and is available on request to other AVP facilitators. For PDF copies of these manuals contact avpsydney@avp.org.au and provide your name and the name and contact details of your AVP group.

Acknowledgements

This manual is the work of many dedicated, talented and generous AVP, HIP and other facilitators who have created and contributed to the activities and ideas that it contains. We wish to acknowledge them here with deepest gratitude. I would like to acknowledge and thank Malcolm Smith and Julei Korner, and many other AVP/HIP facilitators for their contributions, creativity and support.

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May 2011

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PREPARATION FOR A T4F WORKSHOP

How to craft a T4F workshop agenda
& prepare for a T4F workshop

SESSION LAYOUT

1. Welcome
2. Gathering
3. Agenda Preview
4. Activity
5. L&L
6. Activity
7. Activity
- break
8. Activity
9. Activity
10. L&L
11. Activity
12. Session Reflection
13. Closing

CORE CONCEPTS COVERED IN AN AVP T4RWORKSHOP

AIM: Explore the impact of our behaviour on others and others behaviour on us.

- Restorative Listening
- Acknowledgement Feedback
- Restorative Debriefing
- Holding the Space
- Team Building
- Manuals
- Agenda Crafting
- Considering needs of participants with building blocks
- My Journey with Transforming Power, Conflict Transformation & AVP Facilitation
- Facilitators Actions & Skills
- Experiential Learning
- Safety & Buddies
- Light' n 'Livelies
- Planning & Presentation
- AVP Brainstorms

CORE LEARNING ACTIVITIES FOR AN AVP T4F WORKSHOP

- Can use adaptive learning activities to present core concepts
- Team Preparation & Presentation of a Basic Workshop Session
- Team Preparation & Presentation of Transforming Power
- Team Building
- Review Manual
- Fishbowl Feedback
- Restorative Listening eg. Pair Share
- Restorative Debriefing eg. *Hassle Lines* and *Back to Back Drawing*
- Role-play Debriefing Practice

T4F WORKSHOP FRAMEWORK

with sample learning activities

2 & ½ DAY WORKSHOPS – 5 Sessions

COMMUNITY BUILDING MANUAL REVIEW TEAM BUILDING	TEAM PREPARATION TEAM 1 PRESENTATION	TRANSFORMING POWER PREPARATION & PRESENTATION ROLE-PLAY PRACTICE
	TEAMS 2 & 3 PRESENTATION	REFLECTION HERE 2 FROM HERE UNGATHERING

3 DAY WORKSHOPS – 6 Sessions

• W A	• C C	• T
• C	• C	• R

2 DAY WORKSHOPS – 4 Sessions

• W A	• T
• C C	• C

Preparation for a T4F workshop

Allocation to Practice Teams

A suggested method for allocation

- Start by identifying the more experienced and confident participants and spread them across the teams
- Then identify the most vulnerable and unconfident participants and spread them across the teams to ensure that they will be supported
- Fill in the gaps across each team with the remaining people
- Check that all the most vulnerable participants have enough support in their team.

Team Tables

- It is important for both the Facilitators Team and Practice Teams to each have their own space, with table, chairs, a place to meet and work and to leave their belongings
- It is recommended that the three or four different team tables be set up in each corner of the room with the circle of chairs in the middle of the room
- Check that the facilitation team table provides privacy for confidential discussion during the workshop and for the planning and debriefing sessions.

Preliminary Reading

Prior to a T4F workshop participants should have read

- 1) How AVP works - from the Pendle Hill pamphlet – Nonviolence and
 - 2) What is AVP - from promotional AVP pamphlets and websites.
- Prior to experiencing a T4F workshop participants will not have sufficient information to be able to full understand either the facilitation guidelines or learning activities in the manuals
 - The Basic manual should be given out at the beginning of the T4F workshop. All facilitator use the manuals to help them prepare for workshops and many facilitators are interested enough to read the whole manuals. Those facilitators who do not read the full manuals will learn the manual content from those who do read them.

Non directed learning style

- The T4F workshop can be delivered in a non-directed experiential learning style
- Where this occurs participants learn from the basic information presented during the workshop and by experiencing and reflecting on theirs and others experiences and reflections.
- The other information can be learnt from both reading the manual and continuing to experience facilitation in workshops
- In a non directed learning style facilitators only need to be able to provide sufficient content for participants to be able to do the activities and have a framework to be able to understand their learning. The rest of the information participants can read in the manuals when they are ready.
- Any content provided in the T4F workshop is better presented either at the beginning with the instructions at the beginning of the activity or after the debriefing process. Content should also be presented where-ever possible with a poster and/or handout
- Facilitators have the choice to either give the participants directed learning or to allow them to experience the activity themselves and find their own learning experientially

AVP SYDNEY T4F SAMPLE AGENDA (2 ½ days)

INTRODUCTION: Most of the activities in this T4F workshop agenda are core activities and are in this sequence for a specific reason. Two activities *Open and Closed Questions* and *What's in a Word* can be placed in the last session or in any other place they will fit eg. towards the end of Session 3 if there is time after the session presentations.
Abbreviations - Team 1=T.1 : Team 2 = T.2 : Team 3 = T.3

DAY 1 - FRIDAY

Session 1 6pm-9pm COMMUNITY BUILDING & FACILITATION INTRO

1	Who/ Time	T4F Workshop Check-in (10-60 mins) <i>This occurs before the workshop starts Provides early arrivals with an organized team focused learning activity/exercise where they can meet their Practice Team members and review the basic manual together. Includes registration, morning tea, team allocation, handing out the manual and short team building</i>
2	6:00	Welcome & Introduction to Facilitation Team (5 mins) <i>Formal welcome and brief intros. "Something I would like you to know about me."</i>
3		Gathering (20 mins) <i>Why I am inspired to be a facilitator</i>
4		Agenda Preview & Introduction to workshop (5 mins) <i>Structure of basic, advanced & T4F workshops, empowerment progression & why have agendas – talk to posters</i>
5		Affirmation Names (20 mins) <i>With a gesture. "Something positive about myself or something I aspire to"</i>
6		What is AVP? (10 mins) <i>Philosophy, Journey, How does T4F work? Housekeeping – talk to posters from a facilitators perspective. Safety, restorative listening & debriefing</i>
7		L&L (10 mins)
8		Restorative Listening Pair Share (15 mins) <i>Introduction to restorative listening for AVP groups that use restorative listening and restorative debriefing. Use if any participant has not practiced this in a basic or advanced workshop. Explain that the 'holding of the space' by the listener extends to facilitation when the facilitator 'holds the space' during the activities particularly during the debriefing Topics – 1) Qualities I recognise in a facilitator I respect, 2) A time I learnt experientially</i> or Brainstorm Practice (30 mins) <i>Opportunity to practice facilitating different styles of AVP brainstorms Topics - Group A – What facilitators do & facilitators' qualities (Inside/Outside) Group B – What is & what is not experiential learning (two posters)</i>
Break		
9	7.45	Team Building (20 mins) <i>Opportunity to experience building a team in situ with the Practice Teams. Team members speak about their strengths & learning edges (things to improve) & things in common. Then teams give themselves a name and present their name to the group</i>
10		Review of the Basic Manual (10 mins)
11		Session Themes (10-20 mins) <i>Teams select their Practice Session themes and major learning activities for their presentations for the next day to allow participants to read the manual for homework.</i>
12		Team Debrief Fishbowl (10 mins) <i>Part 1 – Facilitation Team does a demonstration team debrief fishbowl Topics-What's on top Check-in / What we did well / What we can improve / Acknowledge each other</i>
13		Session Reflection (10 mins) <i>Version of Session Evaluation brainstorm using restorative debriefing question "How was that for you?" instead of evaluation. Provides participants with more opportunity to work through any unresolved frustration or concern</i>
14	9:00	Closing: Sculpture (5 mins) <i>Sculpture of a facilitation quality</i>

DAY 2 - SATURDAY		
Session 2 9am-1pm PREPARATION & PRESENTATION		
1		Welcome Stretch (10 mins)
2	T.1	Agenda Preview [Team 1] (2 mins)
3		Gathering (15-20 mins) <i>An aspect of myself I want to develop through AVP facilitation is</i>
4		Praise vs Acknowledgement (25 mins) <i>For groups that use descriptive or acknowledgement feedback. Participants draw a picture that is significant for them & experience positive & descriptive feedback & explore impact on participants</i>
5		Session Preparation, Part 2 (1 ¼ hrs) <i>Need to also prepare at least 1 closing, 1 L&L & one team- Welcome Stretch. Combine with Break</i>
7	T.1	Session Presentations (10 mins) <i>Instructions are given before the start of the Presentations about the 30 mins of feedback after each session presentation. This includes a short debrief fishbowl, then the Facilitator Team and one Practice Team gives coaching descriptive feedback & the third Practice Team records the feedback. Feedback topics – presentation & logistics, team work, group dynamics & processing.</i>
8	T.1	Session Presentation - Team 1 (1 ¾ hrs) & Team Debrief Fishbowl & Coaching Feedback
9		Session Reflection (10 mins)
10	T.3	Closing [Team 3] (5 mins)
Community Lunch (1 – 2)		

Session 3 2pm–6pm PRESENTATION & PREPARATION		
1	T.3	Welcome Back & Agenda Preview [Team 3] (5 mins)
2	T.2	Session Presentation - Team 2 (1 ¾ hrs) & Team Debrief Fishbowl & Coaching Feedback
Break		
3	T.3	Session Presentation - Team 3 (1 ¾ hrs) & Team Debrief Fishbowl & Coaching Feedback
4		Check-in & debrief with Practice Team (15-20 mins) <i>Check-in "What's on top" & have either formal or informal debrief. Combine with the Break</i>
5		Open, Closed & Directed Questions (optional here or Session 5) (20 mins) <i>Invaluable learning about types of debriefing questions & their impact on the process</i>
6		Transforming Power Homework (10-20 mins) <i>Instructions & start for Practice Teams to plan presentation & use overnight to do preparation like reading the manual</i>
7		Session Reflection (10 mins) <i>Continuum</i>
8	T.2	Closing [Team 2] (5 mins)

DAY 3 – SUNDAY		
Session 4 9am -1pm TRANSFORMING POWER PRESENTATION & ROLE-PLAY		
1	T.?	Welcome Stretch (optional) [Team ?] (10 mins)
2	T.2	Agenda Preview [Team 2] (2 mins)
3		Gathering (15-20 mins) <i>Something I have learnt in my role as a facilitator in an AVP teams</i>
4		Transforming Power Preparation pt. 2 (10-20 mins)
5	T.1	L&L [Team 1] (10 mins)
6		Transforming Power Presentations (50 mins) <i>Practice Teams 3, 2 & 1 present their own activity about Transforming Power. The Facilitation Team provides Coaching Feedback</i>
7		Check-in & debrief with Practice Team in the Break (15 mins) <i>Check-in What's on top & either formal or informal debrief</i>
8		Role-play Debriefing Practice – Team 1 (1 hr) <i>Extension of restorative debriefing. Two role-play teams take turns to do a role-play and to debrief and derole a role-play. Each person practices debriefing and deroling one character</i>
9	T.3	L&L [Team 3] (10 mins)
10		Role-play Debriefing Practice – Team 2 (1 hr)
11	T.2	L&L [Team 2] (10 mins)
12		Session Reflection – One word (10 mins)
13	T.3	Closing (5 mins)
Community Lunch		

Session 4 2 – 6:00pm REFLECTION & UNGATHERING		
1	T.3	Welcome Back [Team 3] (1 min)
2		Gathering (15 mins) <i>Something that surprised me about me during my facilitation was</i>
3	T.2	Agenda Preview [Team 2] (2 mins)
4		Open, Closed & Directed Questions (20 mins) <i>Invaluable learning about types of debriefing questions & their impact on the process</i>
5	T.1	L&L (10 mins)
6		What's in a Word (15 mins) <i>Explore different meanings of words to different people & impact of this on experiential learning</i>
7		Practice Team Debrief and Farewell (20 mins) <i>Practice teams experience a team debriefing process as they farewell their team in the last activity in the team building series of activities. Combine with the BREAK</i>
8		Acknowledgement Poster or Trust Activity (optional) (20 mins) <i>Seated in circle, pass acknowledgement mini posters around circle, all write message on each</i>
9		Written Evaluations (10 mins) <i>Use written evaluation forms</i>
10		Unanswered Questions (10 mins)
11		Ungathering (20 mins) <i>Something I am taking away from this workshop & how I will take care of this</i>
12		Where To From Here (20 mins) <i>Pt.1 Taking care of oneself as we return to the outside world & taking care of those who have not participated in this workshop Pt.2 Joining local AVP group, logistics, roles & responsibilities; steps towards facilitation; & further facilitation training</i>
13		Graduation (10 mins)
14		Closing (10 mins) <i>Yarn Toss & A Gift I Give combined</i>
15		COMMUNITY CLEAN UP <i>Need to have this on the agenda</i>

INDEX OF RESOURCES FOR T4F LEARNING ACTIVITIES

Needs to be updated – Sept 2010

	HANDOUTS	POSTERS	RESOURCES
Agenda Development			Poster kit
Fishbowl Team Debrief		Fishbowl topics?	
Inside / Outside		Body poster	
Introduction to the T4F Workshop and Agenda Review		Building blocks Advanced topics T4F structure Agenda	
Participant Group Brainstorms		Body poster	Poster kit
Praise vs Acknowledgement	Praise/acknol.	3 shapes	Writing kit Markers or paints
Preparation for Team Presentations		Framework agenda	Poster kit
Restorative Listening Pair Share			Timer
Review of the Basic Manual			Manuals
Role-play Debriefing Practice		Debrief practice Role-play guide Debrief questions	Conflict scenarios Debrief guide
Team Building		Team building Team build. tasks	Fishbowl?
Team Debrief and Farewell		Team debrief?	Team debrief
Team presentations of Basic Session			
Team Presentations of Transforming Power			
T4F Check-in	Task list	Team member list	Tables Basic manuals
What is AVP (T4F)		Philosophy Journey Housekeeping Unanswered ? Empowerment Experiential? Un/conscious learn.	
What's in a Word			Writing kit

Standard kits:

For T4F workshop		Poster kit	Writing kit
Poster kit	Mandala	Poster paper	Writing paper
Writing kit	Timer	Markers	Pens
Debrief question poster		Masking tape	Boards to write on

TEAM MEETING GUIDE

TEAM BUILDING MEETING	TEAM DEBRIEFING MEETING
<ul style="list-style-type: none"> • What's on Top? • Select meeting chair, agenda scribe & negotiate time constraints <p>ROUND ROBIN</p> <ul style="list-style-type: none"> • Where I am at present in my life? • Where I am at present with AVP and Transforming Power? • What I need to let go of to facilitate this workshop <ul style="list-style-type: none"> • My recent experiential learning experience that might influence me • My personal agendas • My hidden agendas are • Anything/passions in my life that I have to put aside • What I learnt about myself when working with teams • My strengths are • How I can support others in this team • My learning edges are • How I'd like to be supported in this team <p>AGENDA SETTING</p> <p>OTHER RESPONSIBILITIES</p> <p>BRIEFING ABOUT PARTICIPANTS</p>	<ul style="list-style-type: none"> • What's on Top? • Select meeting chair, agenda scribe & negotiate time constraints • Read feedback sheets <p>How did the workshop go?</p> <ul style="list-style-type: none"> • Group process? • Participants? • Highlights? • Problems? • What might we do differently next time? <p>How have we functioned as a group?</p> <ul style="list-style-type: none"> • Group process? • Everyone participate? • Leadership? • Anyone frustrated? Why? • Goals and plans met? • Anything learnt? <p>How did the activities work?</p> <ul style="list-style-type: none"> • Go through agendas • What worked? • What could be done differently? • What have we learnt? <p>Allocate rankings to workshop graduates</p> <ol style="list-style-type: none"> 1. Ready for AVP facilitation training 2. Not yet ready for AVP facilitation training (still on own journey) 3. Not yet ready to think about AVP facilitation training (still on own journey and are so needy that they impede the journeys of others) <p>LEARNING EDGES</p> <p>AFFIRMATION FEEDBACK</p>

OPEN RESTORATIVE QUESTIONS TO DEBRIEF CONFLICT & TRIGGERING

Three Basic Open Questions	Alternatives in Conflict Situations
1 What happened? PAST	How was that for you? What was that like? What was it like when?
2 What was the hardest thing about that for you? PRESENT	How might that have affected others?
3 Is there anything you would do differently next time? FUTURE	What would you like to happen? What might you do to contribute to this happening? Is there anything you need to say to <name>? Are you OK to move on? What do you need to be able to move on? Is there anything that could have made a difference? Is there anything that you could have done to have made a difference?

GUIDELINES FOR PROCESSING OF ACTIVITIES

- Allow time for participants to think and answer. Do not jump in if there is a silence
- What comes up and happens in the processing is an important part of AVP
- The key is to work with the participants' own process
- Participants will come to the insights that are right for them
- If you ask directed questions participants learning will be directed
- If you ask non-directed questions participants will be open to explore their own learning
- Don't ask any closed questions or directed questions that invite analysis.

ROLE-PLAY DEBRIEF PROCESS

"Cut and sit down"

script in bold

DEBRIEF characters

Ask each in turn "**<character name>.What is going on for you right now?"**

Ask each in turn "**<character name>.What happened?"**

Ask each in turn "**<character name>What was the hardest thing about that for you?"**

Ask each in turn "**<character name>.Is there anything you would do differently next time?"**

DEROLE each player in turn (start with the more emotional or distressed players)

"**<character name> Is there anything you would like to say to any other character?"**

"**<player name>. Are you ready to leave the character <character name>?"**

"**Put the name-tag on the chair and step forward and shake off the character"**

"**<player name>.. Tell me 1 way you are the same as ..<character name>.."**

Keep stepping back

"**<player name>.. Tell me 3 ways you are different to..<character name>.."**

"**<player name>.. Is there anything you would like to say to ..<character's name>.. – the character that you have left behind?"**

Return the person to the audience.

PROCESSING – ask the whole group

"**Is there an element of the mandala that could have made a difference?"**

"**Is there anything further that anyone would like to say?"**

"**Is there anything that anyone would like to say before we move on?"**(if needed)

LEARNING ACTIVITIES

**Sorted
alphabetically**

Experiential
Learning Activities
used in
AVP Training for Facilitators (T4F) Workshops

INTRODUCTION TO THIS SECTION OF T4F WORKSHOP LEARNING ACTIVITIES

Some of the learning activities have been rewritten with a script of what can be said to the participants.

Remember that in the Open (Non-directed) Facilitation Style used by AVP/HIP Sydney most of what the facilitator says are the instructions for the experience part of the activity and for the debriefing part of the activity.

There is a small amount of content and this is included in the script, often with the heading 'explanation'. If you are saying more in your presentation than is in the script, you are likely to be saying too much. If you think you might be saying too much check out with your fellow facilitators for their view.

The activities marked with a tick in the index have been rewritten with the script of what you can say when presenting this activity

- the script is in bold text
- the not bold text are the instructions for the facilitators
- the section headings can be prompts for experienced facilitators.

BRAINSTORM PRACTICE

Scope

- Workshops – T4F
- Use in - the first or second session before the Practice Team presentations
- Facilitation elements Part 1 – brainstorms, Part 2 - facilitator qualities.

Purpose

- Part 1 - Experience and practice facilitating AVP style brainstorms
- Part 2 - Explore the qualities and actions of facilitators.

Time 10-30 minutes.

Resources

- Poster – Brainstorm Guidelines
- Poster - Human Body Drawing
- Blank poster paper – 3 pieces
- Handout – Brainstorm Group Instructions
- Markers/markers - 10 (8 for Group A and 2 for Group B).

PART A BRAINSTORM ABOUT BRAINSTORMING

Directions

1 Introduction *(sample wording)*

- **“In this activity there is the opportunity to practice doing the AVP styles of brainstorms.”**

2 Brainstorm Set Up

- Have everyone seated in a $\frac{3}{4}$ circle (horseshoe) around a poster on a whiteboard
- Have the activity facilitator seated and the scribing facilitator standing by the poster writing silently.

3 Brainstorm Demonstration

- Brainstorm the topic – **“Things I have noticed about AVP type brainstorms”**
- Have a short three minute brainstorm
- Model having the main facilitator for this activity speak from a seated position and a scribe standing and writing silently
- Model using the guidelines from the Brainstorm Guideline poster.

4 Brainstorm Poster

- Put up the Brainstorm Guidelines Poster. Do NOT put this poster up earlier.
- Read through and briefly talk to the poster.

5 Part B is optional

- Skip straight to No. 10 Processing.

PART B PRACTICING BRAINSTORMS

6 Set up for group brainstorms practice

- Divide everyone into two groups, Group A and Group B
- Assign a facilitator to be a coach for each group

- Hand out the 2 sheets of blank poster paper to the Group A and the Human Body Poster paper to Group B
- Have each group gather around one poster either on a table or on the floor
- Hand out 8 markers to Group A and 2 markers to Group B

7 Instructions

- Each group will select a person to become the 'Practice Facilitator' to give the instructions and time the activity
- Group B will also select two practice scribes, one for each poster sheet
- Each group will follow their brainstorm instructions with the assistance of the Group Coaches
- Each group will have 10 minutes to do their brainstorms.

8 Group Coaches

- With each group gathered around their poster the group coach will oversee the group activity
- Each Practice Facilitator will give the first step of the instructions and the group will do the first part of the activity
- Then the Practice Facilitators will give the second step and so on until all the sections of the activity are completed
- The Practice Facilitator will then tell the main facilitator when the group is finished.

9 Walk Around

- When both groups are finished, the main facilitator will then invite each team to place their posters on the floor in the middle of the circle
- Everyone will then be invited to walk around the posters and read them in silence
- Everyone return to their seat when they have finished.

10 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

11 Facilitators Handbook

- Mention that there is a section on how to do AVP type brainstorms in the Sydney Facilitators Handbook that should be read later.

Variations

- Do Part A only

- A representative from each group (not the practice facilitators) display their posters and report back about their brainstorms to the full group. The contents of the posters can be read out to the group if there are known to be non-readers in the group.

Facilitation Notes

- AVP type of brainstorms are different from many other forms of brainstorm. It is very useful particularly in a community or educational setting to include this activity.

References

- Adapted from *Participant Team Brainstorms* by Julei Korner, AVP/HIP Sydney.

POSTERS

BRAINSTORM GUIDELINES

FACILITATOR

1. Anyone can contribute
2. Single word contributions
3. Do not interpret or change contributions
4. Do not allow comments, discussion, analysis, put downs or judgement of contributions.

SCRIBE

1. Record all contributions
2. Do not interrupt or change contributions
3. Act as a silent scribe of the contributions of others
4. Write clearly.

HANDOUT

BRAINSTORM GROUP INSTRUCTIONS

GROUP A – TWO POSTERS

Two people will scribe

Poster 1 – Actions of a facilitator you admire

Poster 2 – Qualities of a facilitator you admire

Link actions and qualities

GROUP B – HUMAN BODY POSTER

Everyone can write in their own comments

- 1 Outside body - Actions of a facilitator you admire
- 2 Inside body - Qualities of a facilitator you admire
- 3 Link actions and qualities.

INTRODUCTION TO T4F WORKSHOP & AGENDA PREVIEW

Scope

- Workshop – T4F
- Use as - a core activity for the first part of the first session of a T4F workshop
- Facilitation element – T4F workshop structure.

Purpose

- Provide a framework for the structure and purpose of the T4F workshop
- Provide a framework for the structure and purpose of a session agenda.

Time 5 minutes.

Resources

- Poster - T4F Workshop Structure (with the overall session structure)
- Poster - Session 1 Agenda.

Directions

1 Introduction (*sample wording*)

- **"In this activity we will look at the overall structure of this workshop and the agenda for the first session."**

2 Set up

- Have the T4F Workshop Structure poster on the wall
- Have the Session 1 Agenda poster on the whiteboard.

3 T4F workshop structure (*sample wording*)

Talk to the T4F Structure Poster

- **"This T4F workshop has 5 sessions over 2 ½ days"**
- **"The AVP learning style is experiential or 'learning by doing' with reflection on your insights and learning. Instead of us lecturing to you about how to facilitate you will learn by doing"**
- **"You will be part of a Practice Team that will facilitate or present twice"**
 - **"You will present a basic workshop session tomorrow (Day 2)"**
 - **"On the next day (Day 3) you will present an activity introducing Transforming Power"**
 - **"You will also have the opportunity to learn about setting up and debriefing a role-play"**
- **"You will have the opportunity to join and build your team later in this session and you will work with your team for most of the rest of the workshop."**
- **"Session One will include Community building and Team building"**
- **"The last session will have the ungathering of the workshop community and of the practice teams."**

3 An Agenda Preview (*sample wording*)

Talk to the Session 1 Agenda poster

- **"We will now do an Agenda Preview"**
- **"An agenda is a list of the activities we will do in this session"**
- **"It needs to be clear, easy to read and short"**
- **"Read the agenda poster so that everyone knows what is going to happen including those who cannot read the agenda"**

- “ ‘Short and simple’ is better than explaining or describing the activities or content
- “The agenda is introduced in every session and the activities are linked to the session theme.”

4 Session One Agenda Preview

- “The theme for this session is Community and Team Building
- “This is what we are going to do in this session”
(then briefly read the list of learning activities).

Facilitation Notes

- This is one of the many times in AVP facilitation when ‘less is better’. This activity should be short, well prepared and to the point. More than 5 minutes for this activity would be too long. Any other material can be presented at another time or is available in the manual
- It is an important element to empower the participants and build their ownership in the process. Just knowing what is going to happen is in itself empowering.

References

- Adapted from *Opening Talk* in T4F manual, 1992, p.c-1.

POSTER

T4F WORKSHOP STRUCTURE 2 & ½ DAY WORKSHOP– 5 Sessions		
	2 AVP FACILITATION (Principles & Techniques) SESSION PREPARATION TEAM 1 PRESENTATION	4 TRANSFORMING POWER PREPARATION & PRESENTATION ROLE-PLAY PRACTICE
1 COMMUNITY BUILDING TEAM BUILDING MANUAL REVIEW AVP FACILITATION (Principles & Techniques) SESSION PREPARATION	3 TEAM 2 PRESENTATION TEAM 3 PRESENTATION TRANSFORMING POWER PREPARATION	5 REFLECTION WHERE TO FROM HERE UNGATHERING

OPEN, CLOSED AND DIRECTED QUESTIONS

Scope

- Workshops – T4F and Continuing Training
- Use in – middle sessions of these workshops
- Facilitation elements – processing questions.

Purpose

- Explore the effectiveness of using open, directed and closed questions for processing AVP learning activities (exercises) and role-plays
- Experience and practice using open questions.

Time 20 minutes.

Resources

- Poster – Questions
- Handout – Steps for the Open, Closed and Directed Question Activity.

Preparation

- All the facilitators need to have read or be familiar with the Background Reading for this activity before the group does the activity.

Directions

1 Introduction (sample wording)

- **“This activity gives an opportunity to spend a few minutes outside.”**

2 Instructions for outside (sample wording)

- **“Everyone is invited to wander around outside and pick up an object of interest to you, one that reminds you of something significant to you**
- **“Do not censor or judge what you pick up**
- **“Come back inside within 5 minutes and bring your object back to the circle.”**
- In a prison workshop, people can be asked to draw a simple picture (or make a plasticine model) of an object, or be instructed at the previous session to bring an object with them.

3 Open, Directed and Closed Questions

- Give out the Steps for the Open, Closed and Directed Questions handout
- Talk to the Questions Poster and the Introduction Section of the handout – read out and explain the definitions and examples.

4 Triads Set Up (some sample wording)

- Divide the people into small groups of three (or triads)
- **“Move to sit with your group.”**

5 Processing Practice (sample wording)

- Talk to the Activity Section of the Steps for the Open, Closed and Directed Questions Activity handout
- **“Will each group select which of these three roles each person will take - a Practice Facilitator and Person 1 and Person 2.”**
- **“Each participant will ask closed and directed questions to Person 1**
- **“Then the Practice Facilitator will ask the open questions to Person 2**

- **“Then the Practice Facilitator will return to ask Person 1 the open questions.”**
- **“The small groups will have 10 minutes to ask the questions and return to the circle.”**

6 Processing

- Invite everyone to reflect briefly with the question **“How was that for you?”**

7 Using these questions in AVP

- Use the Questions Poster and briefly give the following information
- 1 Closed questions – can be used in short **gatherings or closings**
 - 2 Open questions – can be used in processing at the end of learning activities and role-plays to allow participants to **explore their experiences**, their **emotional responses and their learnings**
 - 3 Directed questions – can be used in gatherings and listening activities like pair shares, small group sharing and concentric circles. They can also be used in processing at the end of activities where the **facilitator** would like to direct **the learning or exploration of topics towards the facilitators’ expected outcomes**
 - 4 Combination – using one or more of the **open questions first** to enable participants to explore their emotions and learning and then using one or more directed questions to enable facilitators to direct **participants to the expected or desired learning outcome.**

Variations

- To deepen this activity, have two facilitators model using the different debriefing questions first to enable the participants to see the processing done by others before they experience it themselves.

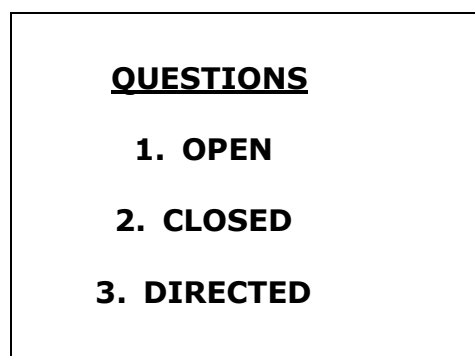
Facilitators Notes

- Do not have the two handouts back to back. They need to be read at different times.

References

- Developed from *Different Debriefing Styles* by Julei Korner AVP/HIP Sydney, Bev Polzin AVP Victoria and Katherine Smith AVP Sydney.

POSTER



STEPS FOR THE OPEN AND CLOSED QUESTION ACTIVITY

1 INTRODUCTION

- i Open questions - offer the opportunity to express thoughts & insights
 - What happened?
 - What is the hardest thing about this for you?
 - Is there anything you could do differently next time?
- ii Closed questions - ask for a one or two word answer
 - Did you find it hard to make your choice?
 - What is your feeling when you think about your object?
 - Did you find your object in the garden or in the courtyard?
- iii Directed questions - ask for an answer or analysis on an aspect directed by the speaker
 - What factors influenced your choice of this object?
 - What were you thinking about when you choose this object?
 - How can you see Transforming Power relating to your object?

2 ACTIVITY

- a) Work in small groups of three - one person will be the Practice Facilitator
- b) The Practice Facilitator will invite Person 2 to show their object & ask Person 2 two closed and two directed questions
 - **"Did you find it hard to make your choice?"**
 - **"What were you feeling when you chose this object?"**
 - **"Why did you choose this object?"**
 - **"How can you see Transforming Power relating to your object?"**
- c) The Practice Facilitator will invite the Person 3 to show their object & ask Person 3 the three open questions
 - **"What happened?"**
 - **"What is the hardest thing about this for you?"**
 - **"Is there anything you could do differently next time?"**
- d) The Practice Facilitator will return to Person 2 and ask the three open questions
 - **"What happened?"**
 - **"What is the hardest thing about this for you?"**
 - **"Is there anything you could do differently next time?"**

It is important to give the person who has been asked the closed and directed questions the three open questions so they can experience open questions as well and to give them the opportunity to work through any frustration that they may have experienced.

PRACTICE TEAM RELECTION AND FAREWELL

Scope

- Workshop – T4F
- Use in - the last session of the T4F workshop
- Facilitation elements – team building and feedback.

Purpose

- Experience and practice team reflection and farewelling an AVP facilitation team
- Experience and practice giving and receiving feedback.

Time 15 minutes.

Resources

- Poster – Team Reflection Topics.

Directions

1 Introduction (*sample wording*)

- **“In this activity everyone will farewell their team.”**

2 Set up (*sample wording*)

- **“Will the teams return to the team tables.”**

3 Instructions (*sample wording*)

- Talk to the Team Review Topics Poster
- **“The task is to for each team to reflect and farewell their team**
- **“Each person in the group will take turns to speak to the first topic with the group in a round robin, then each person will speak to the second topic etc, until all five topics are completed**
- **“Each team will take responsibility for managing their 15 minutes of time.”**
- **“A reflection includes reflection, debriefing, processing, feedback, reconsidering, problem solving and evaluation.”**

Facilitation notes

- This activity works well immediately before a break for afternoon tea.

References

- Adapted by AVP/HIP Sydney.

TEAM REFLECTION TOPICS

- What’s on top?
- What happened for me in this workshop?
- What we did well
- What we can improve
- Acknowledge each other

PRAISE VS ACKNOWLEDGEMENT

Scope

- Workshops – T4F and Continuing Training
- When used - in the earlier sessions before the Practice Team presentations
- Facilitation element – giving and receiving feedback.

Purpose

- Experience and practice giving and receiving descriptive acknowledgement feedback.

Time 30 minutes.

Resources

- Poster - three starting shapes – triangle, circle and square
- Handout - Praise / Acknowledgement: List of Comments - 1 for each pair
- Drawing paper – 1 for each person (eg. A4)
- Backing boards – 1 for each person
- Markers – 1 for each person.

Directions

1 Introduction (*sample wording*)

- **"This is a drawing activity."**

2 Set up

- Give each person a piece of paper to draw on, either a backing board or the use of a table and markers
- Have the Three Shapes Poster displayed
- **DO NOT** hand out the List of Comments handout at this stage.

3 Instructions (*sample wording*)

- Talk to the Three Shape Poster
- **"Everyone select one of these three shapes"**
- **"Use the shape as a starting point to draw a picture about something significant that has happened in your life in the last week (or month)"**
- **"There will be two minutes to do the picture."**

4 Pair Share (*some sample wording*)

- **"Will everyone put away the markers and backing boards."**
- Divide the group into pairs
- **"Will each pair select one person to be the first speaker"**
- **"Each pair will be given a copy of the Comments about the Picture handout."**

6 Participant Pairs (*sample wording*)

- **"Each first speaker will look at their partner's picture and read out one by one the comments from the List of Comments handout"**
- **"The artists will respond to each comment briefly."**

7 Repeat List of Comments

- **"Repeat this activity with the artists now becoming the speaker and commenting on their partner's picture."**

8 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

9 Information about Feedback (sample wording)

"Research has shown that the most effective forms of feedback are in order -

- 1 Descriptive or acknowledgement feedback**
(eg. "I observed/noticed that when you did this happened)"
- 2 No feedback**
- 3 Praise feedback** (eg. "That's good" or "I like that")
- 4 Critical feedback** ("that's wrong" or "you should have ..."),

"Praise provides a person with an external judgement from outside themselves. This encourages the person to learn to depend on others to provide valuation of themselves and their performance."

"Descriptive feedback gives the person acknowledgement by showing them what their actions and qualities look like to others from the outside. They learn by comparing their own view of what happened with another persons view of what happened. This promotes resilience and empowerment and reduces dependence on and control by others."

"Similarly in AVP, descriptive feedback is used in the feedback activities like Open Clinic and presentation feedback. Remember that in an AVP workshop we consciously build a safe trusting community. As people let down their psychological armour they are more vulnerable to thoughtless comments and judgements."

Variation

- Hand out a copy of the Restorative Questions handout to each pair and invite each pair to debrief each other, each taking it in turn to ask the three restorative debriefing questions.
When the group has reformed the circle ask
"Is there anything further that anyone would like to say?"
- Have two facilitators model one talking to the other about their picture as a demonstration. In this version the facilitator artist responds to what is said to them, and the participant artists are asked not to respond verbally but to think about their reaction.

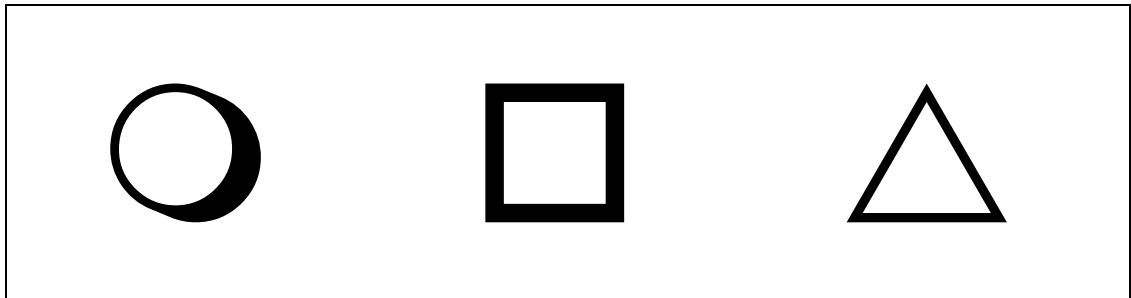
Facilitators Notes

- Facilitators – during the demonstration the facilitator artist could respond defensively and/or aggressively to the first 3 or 4 comments made by the speaker.

References

- Adapted from *Praise vs Acknowledgement* by Julei Korner and Deb Thompson AVP/HIP Sydney.

THREE SHAPES POSTER



EFFECTIVE STYLES OF FEEDBACK

- 1 Descriptive or acknowledgement feedback**
(eg. "I observed/noticed that when you did this happened")
- 2 No feedback**
- 3 Praise feedback** (eg. "That's good" or "I like that")
- 4 Critical feedback** ("that's wrong" or "you should have ...")

STYLES OF FEEDBACK

"That's beautiful" -- is a global judgement

"I like your picture" – is a personal judgement

"I like (something) in your picture" – is a personal interpretation and judgement

"I notice that you have drawn" – is an observation or descriptive feedback

"Tell me about your picture" – opens a space for the artist to respond with what they choose about the painting and its meaning to them."

PRAISE VS ACKNOWLEDGEMENT LIST OF COMMENTS

The speaker makes the following comments about their partner's drawing -

- 1 **"That's a beautiful picture."**
- 2 **"I like your picture."**
- 3 **"I like in your picture."**
(describe an aspect of the picture)
- 4 **"I notice that you have drawn"**
(describe the picture)
- 5 **"Tell me about your picture."**

PRAISE VS ACKNOWLEDGEMENT LIST OF COMMENTS

The speaker makes the following comments about their partner's drawing -

- 1 **"That's a beautiful picture."**
- 2 **"I like your picture."**
- 3 **"I like in your picture."**
(describe an aspect of the picture)
- 4 **"I notice that you have drawn"**
(describe the picture)
- 5 **"Tell me about your picture."**

RESTORATIVE LISTENING PAIR SHARE

Scope

- Workshops – T4F and Continuing Facilitation
- Use in - the first or second sessions, before the presentation practices
- Facilitation aspects – restorative listening and 'holding the space'
- Different workshops – use this pair share in local groups that have decided to use restorative listening and restorative debriefing, to ensure that all the T4F participants are familiar with this method of listening so that they can further develop their listening, 'holding the space' for the group, processing and debriefing skills.

Purpose

- Experience and practice giving and receiving restorative listening
- Experience and practice 'holding the space'
- Explore such issues as experiential learning and qualities of a facilitator.

Time 15-20 minutes.

Resources

- Timer.

Directions

1 Introduction (sample wording)

- **"In this activity the pairs will practice speaking and listening about a topic of interest."**

2 Set up

- **"Divide into pairs by counting 1 to xx twice around the circle (xx is the number of pairs needed)**
- **"Will the pairs sit together facing each other, anywhere around the room where you are comfortable**
- **"Will each pair select your first speaker."**

3 Instructions for first speaker & listener (sample wording)

- **"I invite the speaker to speak for two minutes on a topic that will be given to you**
- **"And I invite the listener to "hold a still and generous space" for your partner to speak into."**
- **"The first speaker, Person A, will now speak for two minutes on the topic 'Qualities I recognise in a facilitator I respect and why.'"**
- After two minutes say **"Time is up. Please finish your thought."**

4 Instructions for second speaker & listener (sample wording)

- **"Will you now reverse roles**
 - **"The speaker will now become the listener"**
 - **"The task of the new listener is to 'hold a still and generous space for your partner to speak into' "**
- **"The second speaker, Person B, will now speak for two minutes on the topic – 'A time I learnt experientially.' "**

5 Debrief the activity

- Return to the circle and ask

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

6 Holding the space'

"I invite you to remember when you were facing your partner

"What it felt like when you were the listener and you 'held a still and generous space for your partner to speak into to'

"I invite you to now imagine turning to face into the circle and 'hold a still and generous space for others to speak into' for example in a gathering or processing

"This is what is meant by a facilitator 'holding the space' for participants to speak, learn, reflect and process during a workshop."

7 More information

- **"For more information about 'holding the space' read the section in your Sydney Facilitators Handbook."**

References

- Adapted from *Restorative Listening* by Julei Korner and Deb Thompson, AVP/HIP Sydney.

REVIEW OF THE BASIC MANUAL

Scope

- Workshop – T4F
- Use – as a core activity in the first session before beginning the Practice Team preparation
- Facilitation element – familiarisation with the manual.

Purpose

- Provide an introduction to and overview of the Basic facilitation manual.

Time 10 minutes.

Resources

- Copies of Sydney Basic manual for each person
- Copy of AVP-USA Basic manual for the facilitator.

Directions

1 Introduction (*sample wording*)

- **“This is an introduction to the Basic manual.”**

2 Set up

- Ensure everyone has a manual to look at.

3 Introduction to the Sydney Facilitators Handbook (*sample wording*)

Go through and talk to the sections of this manual

- **“The Sydney manuals are divided into two parts**
- **“The first is the Sydney Facilitators Handbook which contains an introduction to facilitation in the beginning part and more in-depth background reading in the back**
- **It covers the information you need to know about the how, why, what and where of facilitation.”**

4 Introduction to the Sydney Basic Manual (*sample wording*)

Go through and talk to the sections of this manual

- **“The second part is the Sydney Basic Manual**
 - **“In the front is an index of the learning activities (this includes alternative names of activities)**
 - **“This is followed by how to prepare for a Basic workshop and**
 - **“How to craft a Basic workshop agenda**
 - **“This is followed by the learning activities in alphabetical order.”**

5 Browse manuals (*sample wording*)

- You have 7 minutes to look through both manuals.

6 Explanation about manuals (*sample wording*)

- **“The AVP manuals are the primary tools for facilitators. All facilitators need to be familiar with the learning activities in all the manuals**
- **“Knowledge about how to facilitate an AVP workshop is passed on through the series of AVP manuals**
- **There are manuals produced by AVP-USA and used by all AVP groups throughout the world. There are manuals for the Basic, Advanced, Youth and Facilitators Training workshops.**

- **"Some local groups or regions have produced local manuals with the AVP activities contextualised to local conditions and/or translated into local languages"**
- **"AVP/HIP Sydney is one of the local groups that has produced its own local manuals."**

7 Explanation of your manuals (sample wording)

- **"You have been given the AVP/HIP Sydney Facilitators Handbook and Basic Workshop Manuals because this covers the non-directed learning style used by AVP in Sydney integrating restorative listening, restorative debriefing and 'holding the space'**
- **"When you come to your next AVP workshop you will be given the AVP USA Basic Manual."**
- **"Later as you progress through facilitation of the Advanced and Facilitator Training workshops you will also be given copies of the Sydney and USA manuals for these workshops"**
- **As a member of AVP/HIP Sydney you will be part of the future development of our manuals."**

Variation

- 1 Go through and talk to the 8 sections of the AVP USA manual
 - Table of Contents
 - A – About AVP workshops
 - B – Transforming Power
 - C – Teamwork
 - D – Agendas
 - E – Learning Activities – an alphabetical list
 - F – Gatherings, Light 'n' livelies and Closings
 - G – Role-plays
 - H - Bibliography

References

- Adapted by AVP/HIP Sydney.

BASIC MANUAL

- A – About AVP workshops
- B – Transforming Power
- C – Teamwork
- D – Agendas
- E – Learning Activities – an alphabetical list
- F – Gatherings, Light 'n' livelies and Closings
- G – Role-plays
- H – Bibliography

SYDNEY FACILITATORS HANDBOOK

Introduction to facilitation

How why when & where of facilitation

More In-depth info about Facilitation

SYDNEY BASIC MANUAL

Index of Learning Activities

How to Prepare for Basic Workshop
Incl. Crafting Agendas

Learning Activities A-Z

ROLE-PLAY DEBRIEFING PRACTICE

Scope

- Workshops – T4F and Continuing Training workshops
- When used – in later sessions of the T4F after the session and Transforming Power presentations
- Facilitation element – role-play facilitation.

Purpose

- Experience and practice debriefing role-plays.

Time 1 ½ hours.

Resources

- Poster – Role-play Practice Steps
- Poster - List of conflict scenarios
- Poster – Role-play Guidelines
- Poster paper and markers for each team
- Transforming Power Mandala
- Handout - Debriefing Questions and Guidelines.

Directions

1 Introduction (sample wording)

- **"In this activity everyone will practice debriefing role-plays**
- **"Role-plays are one of the most useful learning activities in AVP. They can also be one of the most demanding to facilitate. Using the Debriefing Questions and Guidelines handout in your Basic Manual is one of the most useful aids to facilitating role-plays and facilitating AVP."**

2 Set up posters and handouts

- Have the three posters displayed
- Give out the Debriefing Questions and Guidelines handout.

3 Set up the room

- Set up the room with a stage area with an empty chair for each member of a small team plus one
- Also have seating for everyone in a semi-circle facing the stage.

4 Divide into 2 or 4 groups

- Divide the participants into two groups of 5 to 7 people including one facilitator in each team. If there are enough facilitators and more people have four teams, with two teams working in a separate room.
- Check that the more vulnerable participants are spread across the teams with sufficient stronger participants to provide any needed support.

5 Explanation of the process (sample wording)

- Read and talk to the Role-play Practice Steps Poster
 - **"Team A will do the first role-play**
 - **"Each member of Team B will debrief and derole a character from Team A using the Debriefing Questions and Guidelines sheet."**
- Then Team B will do the second role-play.

6 Role-play Instructions (sample wording)

- Read and talk to the Role-play Guidelines poster
- **"Have a conflict scenario but do not decide on the solution before the role-play starts**
- **"No player should play themselves or their situation in a role-play. For example, a mother who has an angry teenage son in real life must not play the role of a mother with an angry teenage son in the role-play. It could be useful for the mother to play the role of the angry teenager**
- **"Each player will write the name of their character on a name tag (masking tape) and put the name tag on a chair on the side of the stage area. Do not wear the name tag until you step into the role and keep it on until invited to take it off during the debriefing process**
- **"Facilitator will call 'Cut' to stop the role-play**
- **"Stay in role after the role-play has finished until you are invited to leave the role."**

7 First Role-play Team A Preparation

- Select of conflict scenario from the list
- Develop the conflict scenario
- Have Team A members come to the stage area and be seated
- Each person will select their character, a name for their character and make up a name tag
- Have a short discussion to clarify conflict scenario starting point. Do not solve the conflict at this time.

8 Team B preparation

- While Team A is preparing their role-play Team B members will move to sit across the audience seats where possible next to a member of the Facilitation Team who will provide coaching if needed
- Each member of Team B should have a copy of the Debriefing Guidelines
- One experienced role-play facilitator will be on one end of the row and be prepared to facilitate the first character at each step to provide a model how to do the debrief.

9 Role-players prepare

- Invite each player to select a key from the Mandala to practice using in the role-play
- Each character will put on their name tag
- Start the role-play
- Say 'Cut' when appropriate or necessary.

10 Team Debrief

- Invite the characters to stay in role and to sit in a line across the stage facing the audience
- Each member of Team B will be allocated a character to debrief and derole using the Role-play Debriefing Questions and Guidelines
- Have the Role-play team posters prominently displayed so that each member of Team B can clearly see the names of the Team A players and characters so that they can use the correct names when debriefing and deroling.
- Team B members each in turn, starting with the experienced role-play facilitator, ask a Team A character by name **'What is going on for you right now?'**

- Then in turn each Team B member, starting with the Team B facilitator, will derole their partner and return them to the audience.

11 Full group debrief

- After everyone has returned to the circle, the facilitator asks the full group
 - **“Is there any element of the Mandala that could have made a difference?”**
 - **“Is there anything further that anyone would like to say?”**

12 Light ‘n’ Lively and break

- One Practice Team presents the light and lively.

13 Second Role-play

- Repeat the Role-play process with Team B doing the role-play and Team A members practicing debriefing and deroling a Team B character.

Variations

- Some AVP groups have separate Continuing Training Role-play workshops to teach new facilitators how to present and debrief role-plays. Then this would be one of the activities in the workshop

Facilitators Notes

- The facilitator will call ‘Cut’ to finish the role-play when the conflict has been resolved, the conflict has become ‘stuck’ or if either a player or member of the audience becomes distressed.

References

- Adapted from *Role-play Debriefing Practice* by Julei Korner and Katherine Smith, AVP/HIP Sydney.

POSTERS



ROLE-PLAY PRACTICE TIMETABLE

- 1. TEAM A ROLE-PLAY**
- 2. TEAM B DEBRIEF & DEROLE TEAM A PARTNER**
 - **USE EACH DEBRIEFING QUESTION**
 - **USE EACH DEROLING STEP**
- 3. SHORT WHOLE GROUP DEBRIEF**
- 4. LIGHT 'N' LIVELY**
- break**
- 5. TEAM B ROLE-PLAY – REPEAT STEPS (1-3)**
- 6. LIGHT 'N' LIVELY**

ROLE-PLAY GUIDELINES

- 1. SELECT CONFLICT FROM LIST
DO NOT PLAN SOLUTION**
- 2. SELECT CHARACTERS
DO NOT PLAY YOURSELF**
- 3. MAKE NAME-TAGS
USE ROLE-PLAY & DEBRIEF**
- 4 MAKE TEAM POSTER
PLAYERS & CHARACTERS NAMES**
- 5 SELECT ELEMENT OF MANDALA
TO PRACTICE**
- 6 FACILITATOR CALL 'CUT'
STOP ROLE-PLAY**
- 7 STAY IN ROLE
FOR ROLE-PLAY & DEBRIEF**

OPEN RESTORATIVE QUESTIONS TO DEBRIEF CONFLICT & TRIGGERING

Three Basic Open Questions	Alternatives in Conflict Situations
1 What happened? PAST	How was that for you? What was that like? What was it like when?
2 What was the hardest thing about that for you? PRESENT	How might that have affected others?
3 Is there anything you would do differently next time? FUTURE	What would you like to happen? What might you do to contribute to this happening? Is there anything you need to say to <name>? Are you OK to move on? What do you need to be able to move on? Is there anything that could have made a difference? Is there anything that you could have done to have made a difference?

GUIDELINES FOR PROCESSING OF ACTIVITIES

- Allow time for participants to think and answer. Do not jump in if there is a silence
- What comes up and happens in the processing is an important part of AVP
- The key is to work with the participants' own process
- Participants will come to the insights that are right for them
- If you ask directed questions participants learning will be directed
- If you ask non-directed questions participants will be open to explore their own learning
- Don't ask any closed questions or directed questions that invite analysis.

ROLE-PLAY DEBRIEF PROCESS

"Cut and sit down"

script in bold

DEBRIEF characters

Ask each in turn "**<character name>.What is going on for you right now?"**

Ask each in turn "**<character name>.What happened?"**

Ask each in turn "**<character name>What was the hardest thing about that for you?"**

Ask each in turn "**<character name>.Is there anything you would do differently next time?"**

DEROLE each player in turn (start with the more emotional or distressed players)

"**<character name> Is there anything you would like to say to any other character?"**

"**<player name>. Are you ready to leave the character <character name>?"**

"**Put the name-tag on the chair and step forward and shake off the character"**

"**<player name>.. Tell me 1 way you are the same as ..<character name>.."**

Keep stepping back

"**<player name>.. Tell me 3 ways you are different to..<character name>.."**

"**<player name>.. Is there anything you would like to say to ..<character's name>.. – the character that you have left behind?"**

Return the person to the audience.

PROCESSING – ask the whole group

"**Is there an element of the mandala that could have made a difference?"**

"**Is there anything further that anyone would like to say?"**

"**Is there anything that anyone would like to say before we move on?"**(if needed)

SESSION PREPARATION

Scope

- Workshop – T4F
- Use in – the middle sessions of the workshop after the Session Themes activity and before the Practice Team session presentations
- This is the second part of the preparation for a session, and the Session Themes activity is part 1. These two activities can be presented either
 - As two activities with the Session Themes activity first on Day 1, and this activity second on Day 2, or
 - As two sequential activities in the same session, or
 - As one combined activity
- Facilitation elements – facilitation skills, preparation and crafting an agenda.

Purpose

- Provide the instructions and guidelines for the team presentations
- Practice and experience preparing in a team for the presentation of a session.

Time - 1 hr 40 mins

- Instructions – 10 minutes
- Team preparation – 1 hour 30 minutes.

Resources

- Handout – Session Agenda Worksheet (side 1)
- Handout – Session Preparation Tasks (side 2)
- Poster – Session Agenda Parts
- Poster – Practice Team List
- Facilitation team workshop resources
- Poster paper & markers.

Directions

1 Introduction (*sample wording*)

- **“This is your time to prepare your team presentation.”**

2 Set Up

- Give out copies of the double sided handout Session Agenda Worksheet & Session Preparation Tasks.

3 What to prepare (*sample wording*)

Talk to the Session Preparations Task handout

- **“Each Practice Team will -**
 - **“Prepare for the presentation of a 1 ½ hour session of a basic workshop**
 - **“Prepare for the presentation of two light ‘n’ livelies**
 - **“Prepare for the presentation of two closings.”**

“The presentation of the session will occur between ...and today

“The presentation of the light ‘n’ livelies and closings will be scheduled on the agendas for the rest of the workshop. Be careful to check out the person column of each agenda to see when your team will do their activities.”

4 Agenda Worksheet (*sample wording*)

Talk to the Session Agenda Worksheet handout

- **"Select the learning activities for your session and write them in the worksheet**
- **"Do not forget to introduce Practice Team facilitators to the group**
- **"Notice that there is a column to write in the initial of the person facilitating the activity and a column to record the planned length of time for each activity."**

4 Agenda Preparation (sample wording)

Read out and talk to the Prepare Agenda section of the Session Preparation Tasks handout

- **"When preparing the agenda start with the two learning activities that have been allocated with the session theme and write them onto the worksheet**
- **"Then work out which activities will be used in the rest of the session agenda**
- **"Before finalising the agenda check with the other Practice Teams that there is no duplication of activity."**

5 Timing (sample wording)

Read out and talk to the Timing section of the Tasks handout

- **"Timing is very important for this presentation. Each Practice Team has 1 ½ hours in which to present. When the time has finished the presentation must stop, even if it is not finished**
- **"If all the activities were presented fully it would take longer than 1 ½ hours, so each team needs to shorten activities by only doing the first 5 minutes, stopping mid way through the activity or 'fast forward' by doing several parts of the activity eg. the first 5 minutes of the activity and the processing part**
- **"Allocate a certain amount of time to each activity."**

6 Resources

Talk to the Prepare Resources section of the Session Preparation Tasks handout
Read out each point and explain it.

7 Team Organisation (sample wording)

Read out and talk to the Team Organisation and Roles sections of Tasks handout
"Team members may need to communicate with each other during the presentation without disturbing the activities. Some teams develop team signals that can pass a message to another facilitator without disrupting the group, for example a circling movement of the finger may mean 'wind up, this activity has gone on too long, people are losing energy.' "

"A vibes watcher is the facilitator who has the role of checking out throughout the presentation whether the participants are engaged with the process or getting bored, tired or restless

"If a 'vibes watcher' notices people are getting bored (or lose energy) they need to inform the facilitator eg. with a team signal

"The 'process watcher' checks that the participants are participating in each part of the activity - understanding the instructions, able to do the activity and are participating in the processing part "

8 Overall

"Remember that -

- **"The important learning is the process of running the activity and not the content of the activity**
- **"Facilitators should be careful not take the participants to a deep level where there is no time to process and debrief the activity well enough**
- **"Participants should be careful not to participate in an activity so deeply that special processing is needed."**

9 Resource Facilitators

- Each Practice Team will sit at their team table and prepare for their presentation
- The Resource Facilitators provide mentor-type assistance only when requested rather than directing or coaching
- The resource facilitator needs to monitor that the group is managing time. This activity should not be longer than 1½ hours.

Variation

- If short of time have one hour presentations instead of one and half hour presentations with the same 1 ½ hours preparation

References

- Adapted from the *Sample Agendas* in the AVP T4F manual, 1992 p.B.1.

SESSION PREPARATION TASKS
<p>WHAT TO PREPARE</p> <ul style="list-style-type: none"> • 1 or 1 ½ hour presentation plus <ul style="list-style-type: none"> • 2 light 'n' Livelies • 2 Closings
PREPARATION TIME – 1 ½ hours
<p>PREPARE AGENDA</p> <ul style="list-style-type: none"> • Use Session Agenda Worksheet • Use session theme activities <ul style="list-style-type: none"> • Craft the agenda • Select other activities (no duplication between teams) <ul style="list-style-type: none"> • Assign facilitators to each activity • Prepare Agenda Poster • Write facilitators' first name clearly on Agenda Poster • Involve all team members in preparation & presentation <ul style="list-style-type: none"> • Each team have a Resource Facilitator
<p>TIMING</p> <ul style="list-style-type: none"> • Work out timing • Fit the activities into the time • Shorten or fast forward activities as needed • Write planned time on agenda worksheet
<p>PREPARE RESOURCES</p> <ul style="list-style-type: none"> • Decide on resources needed • Gather before presentation • Markers, posters, paper, specific resources & masking tape <ul style="list-style-type: none"> • Prepare posters if needed
<p>TEAM ORGANISATION</p> <ul style="list-style-type: none"> • Team signals • Team members seating around the circle • Start team meeting with a check in "What's on top?" (or "What's happening for you right now?") <p>ALLOCATE ROLES</p> <ul style="list-style-type: none"> • Time keeper • Vibes watcher • Process watcher

SESSION AGENDA WORKSHEET

THEME:

No	Person	Time	
1			Welcome Back & Introduction to the Facilitators
2			Gathering: My name &
3			Agenda Preview
4			Activity #
5			L&L
6			Activity #
7			Session Feedback
8			Closing

Use the Session Theme learning activities

SESSION PRESENTATIONS

Scope

- Workshop – T4F
- Use in – the middle sessions of the T4F workshop, after the group has completed the 1 ½ hour activity to prepare their presentation and are seated in the circle ready for the first team to do their presentation
- Facilitation elements – practice facilitation and giving and receiving feedback.

Purpose

- Experience and practice facilitating an AVP Basic workshop session
- Experience and practice giving and receiving feedback.

Time 10 mins.

Resources

- Poster – Timetable for Session Presentations
- Poster - Team Debrief Topics
- Poster – Timetable for Team Feedback
- Poster – Practice Team List
- Poster - Feedback Topic Areas
- Handout – Feedback Topics
- AVP workshop resources.

Directions

PART 1 INSTRUCTIONS

1 Introduction (sample wording)

- **“These are the instructions for the presentations.”**

2 Set up (sample wording)

Everyone will sit in the circle

- **“The first Practice Team will need to all their posters and resources ready**
- **“The Practice Team facilitators will need to be seated around the circle so that they can see each other**
- **“Everyone will receive the handout Feedback Topics**
- **“All the audience for the first team presentation will need paper, pen and backing board.”**

3 Instructions for the Timetable for the Session Presentations (sample wording)

- Talk to the Timetable for Session Presentations

3a Audience

- **“The first Practice Team will present and the other Practice Teams and the Facilitator Team members will act as the participants. The participants are members of a Basic workshop.”**

3b Sequence & Timing

- **“Team 1 will present first**
- **“They will have 2 hours ie. 1 ½ hours for presentation and ½ for debriefing and feedback**
- **“Then Team 2 will present and then Team 3**
- **“There will be a break between each presentation.”**

4 Instructions for the Team Debrief Fishbowls (sample wording)

- Talk to the Team Debrief Topics Poster
 - **"At the end of each Practice Team presentation the Team will have a short (5 minutes) team debrief fishbowl (or open clinic) to
 - check in
 - debrief themselves
 - acknowledge each otherusing the four topics listed on the Team Debrief Poster."**
- "Everyone will have seen this done by the Facilitators in the last session."**

5 Instructions for the Team Feedback (sample wording)

- Talk to the Timetable for Team Feedback & Feedback Topic Posters

5a Feedback topics

- **"The Facilitation Team members will each select from the Feedback Topics Poster a different feedback topic (facilitation, teamwork, group dynamics or processing) on which to give descriptive feedback to each member of the Practice Team."**
- Ensure that all feedback topics are covered by members of the Facilitation Team and members of the Practice Team that is also giving feedback
- Each facilitator will try to give at least one piece of feedback to each member of the Practice Team.

5b Roles for other teams (sample wording)

- **"The second Practice Team members will also each select a feedback topic that they will give one piece of descriptive feedback about to the first team**
- **"The third Practice Team members will write down the comments and give a copy to the first team**
- **"The team roles will be changed for each Practice Team presentation."**

5c Before presentations (sample wording)

- **"Before each presentation all the members of the audience will need to have paper, pen and backing board. Some will need to make notes about the things you notice and could include in the feedback you will give in the Feedback Section. Others will need to record the feedback comments as they are given to the presentation team."**

6 Giving and Receiving Feedback - OPTIONAL (sample wording)

- Continue to talk to the Feedback Topic Poster
- **"There are several models of giving and receiving feedback**
- **"Our AVP group uses descriptive / acknowledgement feedback**
- **"Remember that the AVP group agreements support positive messages, no judgement, no violence and no putdowns. I-messages are just as important to use in an AVP workshop as in everyday life**
- **"Remember that when people are learning something new it is better to acknowledge what they have achieved rather than judging them by pointing out the skills they have not yet mastered. The aim is to build and acknowledge competence and avoid damaging confidence."**

PART 2 PRESENTATIONS

- Hand over to the first Practice Team

- After their allocated time is up call **"Cut. Your time is up. Please finish up."**
- Proceed to the fishbowl and feedback then hand over to the second team and repeat for the third team.
- When giving feedback address the Practice Team members by name. Check the Practice Team List Poster if you are unsure of anyone's name.

PART 3 PROCESSING AFTER ALL THE PRESENTATIONS

Processing

- Everyone will return to the circle
- Ask **"What happened?"**
 - **"What was the hardest thing about this for you?"**
 - **"Is there anything you would do differently next time?"**

Variations

- Facilitators can identify themselves as difficult participants, eg. by wearing a scarf or a cap and behave in a challenging manner and have the practice team respond to these problems. This extra challenge for a Practice Team is better done in a Continuing Training workshop as it is usually hard enough for new facilitators facilitating for the first time to handle facilitating and working in a team, without also having to handle difficult participant behaviour.

Facilitators Notes & Background Reading

- A second facilitator can take responsibility for time keeping for this activity and monitor the time for each Practice Team and gently stop each presentation after 1 ½ hours
- The Section on the Team Debrief Fishbowl is also covered in the Team Debrief Fishbowls activity
- There does not normally need to be extra light 'n' livelies or session reflections because these are covered within each practice team presentation
- However if a problem arises the facilitation team should add either a three question debrief or a Session Reflection to ensure the problems are debriefed before the next practice team presentation begins.
- The longer time that is available for preparation, the deeper the preparation goes and there is more time for 'nerves'. These presentations are practice for realistic presentations within AVP workshops. It is good to be strict with time. Giving responsibility for managing the time to each group is an important component of empowerment for AVP presentation.

References

- Adapted from *Fishbowl* in the Advanced Manual, 2005, p. D.78 and the *Open Clinic* referred to in the T4F (1992), p.B-1 and E-1
- Aka *Fishbowl Team Open Clinic*
- Also adapted from *Team Presentation* in the T4F Manual, 1992, p. D-1.

POSTER

<p style="text-align: center;">TEAM DEBRIEF TOPICS</p> <ul style="list-style-type: none"> ○ What's on top? ○ What we did well ○ What we can improve ○ Acknowledge each other

POSTERS

TIMETABLE FOR SESSION PRESENTATIONS

- 1 PREPARATION FOR THREE PRACTICE TEAMS 1 ½ hours
- 2 PRACTICE TEAM 1 PRESENTATION 1 ½ hours
- 3 PRACTICE TEAM 1 FEEDBACK ½ hour
Team Debrief Fishbowl 5 mins & Feedback 20 mins
- Break
- 4 PRACTICE TEAM 2 PRESENTATION 1 ½ hours
- 5 PRACTICE TEAM 2 FEEDBACK ½ hour
Team Debrief Fishbowl 5 mins & Feedback 20 mins
- Break
- 6 PRACTICE TEAM 3 PRESENTATION 1 ½ hours
- 7 PRACTICE TEAM 3 FEEDBACK ½ hour
Team Debrief Fishbowl 5 mins & Feedback 20 mins
- 8 FULL GROUP PROCESSING 10 mins

FEEDBACK TOPIC AREAS

- 1 FACILITATION
- 2 TEAMWORK
- 3 GROUP DYNAMICS
- 4 PROCESSING

TIMETABLE FOR TEAM FEEDBACK

	Team 1 Affirmation theme	Team 2 Communication theme	Team 3 Cooperation theme	Facilitators Team
1	Present	Give feedback	Record feedback	Give feedback
2	Record feedback	Present	Give feedback	Give feedback
3	Give feedback	Record feedback	Present	Give feedback

FEEDBACK TOPICS GUIDE

Facilitation – structure, presentation and logistics	
<ul style="list-style-type: none"> • Speaking clearly • Clear instructions • Setting up • Checking for understanding • Nonverbal messages • Agenda & Agenda Poster • Resources 	<ul style="list-style-type: none"> • Holding the space • Maintaining the circle energy • Maintaining experiential process • Purpose • Sequence • Progression
Teamwork - how the team members behave and work together as a team	
<ul style="list-style-type: none"> • Support for each other • Task sharing • Decision-making as a team (consensus) • Relationship (and atmosphere) tense or relaxed 	<ul style="list-style-type: none"> • Support for the person presenting • Keeping in touch • Eye contact • Communication & signals • Handovers
Group Dynamics - how the team members create, deal with and influence the group dynamics – i.e. how the group members behave and interact together as a group	
<ul style="list-style-type: none"> • Building the community • Interacting with the group • Sensing the group (vibes) • Maintaining safety 	<ul style="list-style-type: none"> • Noticing and responding to the groups needs and responses • Cultural sensitivity • Respect for individuals
Processing – people reflecting, thinking and talking about what has happened for them, hearing others experiences and coming to conclusions and insights	
<ul style="list-style-type: none"> • Open questions • Use of non-directed and directed questions • Holding the space 	<ul style="list-style-type: none"> • Giving time and space • Brevity, relevance and placement of content • Handling silence

SESSION THEMES

Scope

- Workshop – T4F
- When use – unless the Practice Team presentations are on Day One of the workshop this activity is held towards the end of Day One and provides homework for the Session Preparation activity
- Facilitation elements – preparation for presentation.

Purpose

- Enable Practice Teams to select their presentation themes
- Provide homework time for participants to read their manuals and be better prepared for their Session Preparation next day.

Time 10 minutes

Resources

- Poster – Session Themes
- Poster – Session Agenda Parts
- Handout – Session Themes

Directions

1 Introduction (sample wording)

- **“This activity is the start of the preparation for the Practice Team presentation.”**

2 Set up

- Have the Session Themes posters up on the wall
- Have the handouts ready to hand out
- Have the Practice Team members sitting together either in the circle or at their team tables which ever is more convenient in the workshop room layout.

3 Session Theme Instructions (sample wording)

- Talk to the Basic Workshop Building Blocks poster
- **“The Basic workshop is built around presenting the Basic workshop building blocks in turn starting with Affirmation, Community Building and Communication.”**

- Talk to the Session Themes poster (sample wording)
- **“Each Practice Team will present one session of a Basic workshop**
- **“Each session has one of three themes – Affirmation, Community Building and Communication**
- **“Each Practice Team will need to select a different one of the three building block session themes**
- **“Each session plan will include two learning activities.”**

4 Selection of the Session Themes (sample wording)

- **“Each Practice Team will have 1 minute to select which session theme your team would like to present**
- **“Which team would like to select each session theme?”**
- The teams agree which session theme they will select.

5 Session Planning Handout

- Give out the Session Planning template handout with the Session theme activities on the reverse side
- Talk to the Session Planning template handout
 - Tomorrow each Practice Team will present one session of a Basic workshop
 - There will be an hour and a half Session Preparation time tomorrow for each team to plan their session presentation. During this time each Practice Team will use the Session Planning template to prepare their session agenda.

6 Tonight's homework (*sample wording*)

- **"Tonight you have homework – to read about how to present the learning activities that your Practice Team will be using tomorrow**
- **"Each Practice Team will have the two nominated learning activities for their session theme (see the reverse side of the handout), plus an Agenda Preview, Gathering, Session Reflection, Closings and Light 'n' Livelies**
- **"This will be a good preparation for your Session Preparation tomorrow."**

Variation

- This activity can be held immediately before the Session Preparation activity, and held either as one activity or as two
- Teams can each be given a different building block theme eg. affirmation, community building, etc. and make up their own agenda.

Facilitators Notes

- It is better to have three teams than four or two
- With a very large group it is still better to have a maximum of four teams. Even if people in a large group only get to do brief facilitation they will have the opportunity to learn much from experiencing the facilitation of others
- Team D Cooperation (Only use this if there is a 4th team)
Use activities * Power Grab & * Jelly Bean Jar.

References

- Adapted from the *Sample Agendas* in the AVP T4F manual, 1992 p.B.1.

SESSION THEMES

TEAM A AFFIRMATION THEME

Use activities

- Affirmation Pairs
- Let's Build (or Cooperative Construction)

TEAM B BUILDING THEME

Use activities

- Concentric Circles
- Back to Back Drawing

TEAM C COMMUNICATION

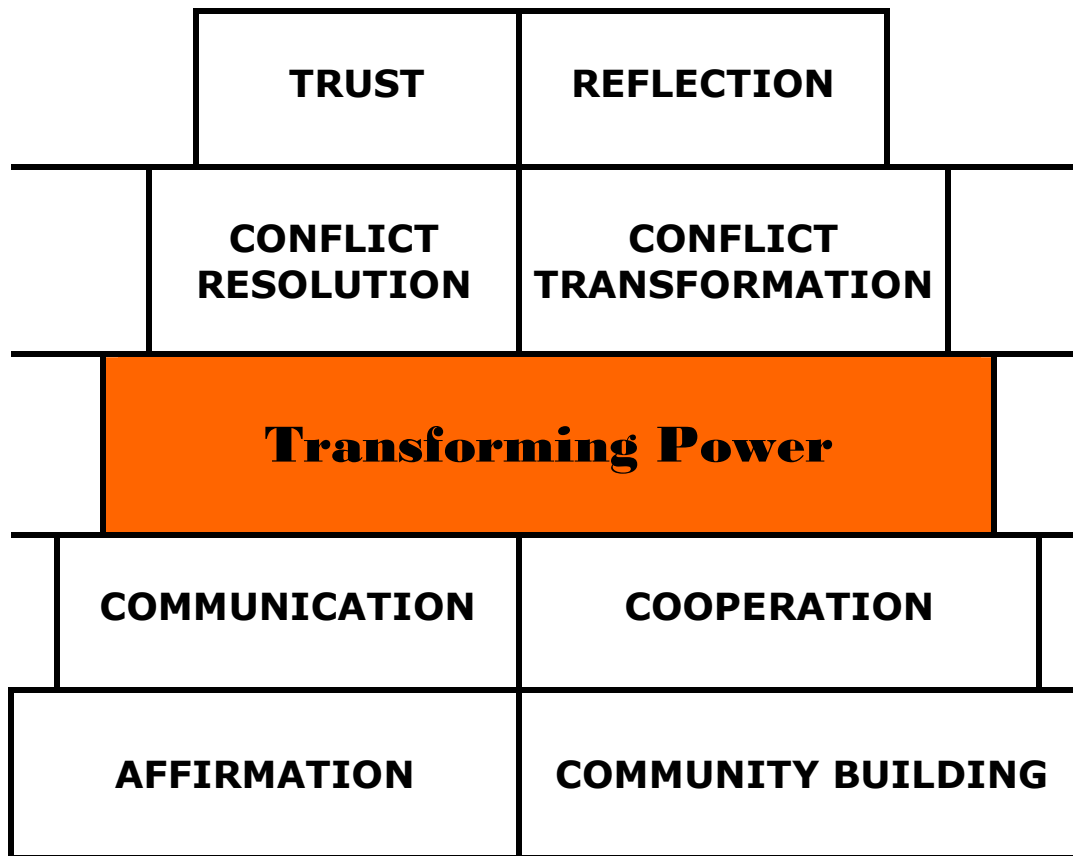
Use activities

- Inside / Outside / Needs (or Facts / Feelings)
- Assertiveness eg. Green & Red, I Messages etc.

SESSION AGENDA PARTS

1. Welcome Back & Intro to Facilitators
2. Gathering
3. Agenda Preview
4. activity
5. Light 'n' Lively
6. activity
7. Session Feedback
8. Closing

AVP BASIC BUILDING BLOCKS



T4F WORKSHOP CHECK-IN

Scope

- Workshop – T4F
- Use as - a core first activity in the T4F workshop
- Facilitation elements - team building and manual familiarisation.

Purpose

- Experience and practice team building
- Provide a structured check-in activity at the beginning of the workshop including registration, morning tea (if available), team allocation, getting the manual and starting team building
- Provide early arrivals with the time to look through the manual before the workshop
- Start the training workshop with an organised team focused learning approach.

Time 10-60 minutes.

Resources

- Poster – Practice Team List
- Table and chairs set up for each Practice Team
- Basic manual for each participant
- Check-in handout with instructions for each person.

Facilitator activities

- Before the participants arrive
 - Allocate the participants to Practice Teams and write up the first names on the Practice Team List poster
 - Set up separate team areas with tables and chairs for the different teams, independent and separate from the main circle
 - Have the posters, handouts, manuals etc. ready.
- When the participants arrive
 - Have one facilitator greet the participants as they arrive and introduce this Check-in activity to them
 - Have a second facilitator or support person to register participants and invite them to have a drink, meal etc. (if available).

Directions

1 Introduction (*sample wording*)

- **"This is the first activity for the T4F workshop."**

2 Instructions

As each person is ready -

- Give them the Check-in Instructions handout and read it with them
- Check that they understand the instructions, have the resources and answer any questions
- Invite the participants to leave their belongings in the team space, get some morning tea and join their team colleagues as they arrive.

Facilitation Notes

- Participants are asked to come early to be ready when the workshop starts, eg. at 8:00am for an 8:30am start
- This activity needs to be included on the agenda to provide the opportunity to debrief it if necessary during the Session One *Session Reflection*. This activity is not debriefed immediately after the activity as this would interrupt the flow of the Session 1 Welcome activities. Being included in the Session One Agenda also provides this activity with the status of a serious or purposeful activity
- Check with any participants who have already completed a T4F that their Basic manual is the current version. If they have left their manual at home they can be lent one for the duration of the workshop.

Allocation to Practice Teams

A suggested method for allocation

- Start by identifying the more experienced and confident participants and spread them across the teams
- Then identify the most vulnerable and unconfident participants and spread them across the teams to ensure that they will be supported
- Fill in the gaps across each team with the remaining people
- Check that all the most vulnerable participants have enough support in their team.

Team Tables

- It is important for both the Facilitators Team and Practice Teams to each have their own space, with table, chairs, a place to meet and work and to leave their belongings
- It is recommended that the three or four different team tables be set up in each corner of the room with the circle of chairs in the middle of the room
- Check that the facilitation team table provides privacy for confidential discussion during the workshop and for the planning and debriefing sessions
- Organise the Team Tables and the circle of chairs so that both can be left for the whole workshop and participants can move from one to the other without disrupting the workshop process by frequently moving furniture.

Different workshop settings

- Community workshops – This activity was designed for community workshops where participants usually arrive at different times, some can arrive up to one hour early and where it can be useful to provide a 'professional' quality of workshop opening that is similar to workplace staff training programs that participants are familiar with in other training situations
- Prisons & schools – It may be better to have a shorter version of this activity in situations where all the participants arrive at the same time. However it is useful to start to build the Practice Team by providing tables where the participants can put their belongings together at the tables where they will be working together during the workshop
- It is useful to enable participants who have arrived early the opportunity browse through the manual before the workshop starts.

References

- Adapted from *T4F Preliminary Activity* by Katherine Smith, AVP/HIP Sydney.

CHECK-IN HANDOUT

T4F CHECK IN - INSTRUCTIONS

- 1 Register for the workshop
- 2 Check your Practice Team (see Practice Team list poster)
- 3 Check your Practice Team table (leave your things at the table)
- 4 Collect your copy of the AVP Basic Manual
- 5 Collect your set of handouts
- 6 Browse through the manual and handouts until your team members arrive
- 7 Introduce yourself to your team members and check in with "What's on top"
- 8 Have morning tea/coffee (optional)

T4F CHECK IN - INSTRUCTIONS

1. Register for the workshop
2. Check your Practice Team (see Practice Team list poster)
3. Check your team table (you can leave your things at the table)
4. Collect your copy of the AVP Basic Manual
5. Collect your set of handouts
6. Browse through the manual and handouts until your team members arrive
7. Introduce yourself to your team members and check in with "What's on top"
8. Have morning tea/coffee (optional)

TEAM BUILDING

Scope

- Workshop – T4F
- Use in - the first session of the T4F workshop, before the Practice Teams start the planning for their presentations
- Facilitation element – team building.

Purpose

- Experience and practice building a facilitation team
- Build a cohesive Practice Team.

Time 25 minutes.

Resources

- Poster - Team Building
- Poster – Team Name Tasks
- Poster – Team Building T4F Workshop Activities
- Handout - Team Building T4F Workshop Activities – side 1
- Handout – Team Building and Team Name Tasks – side 2
- Poster paper for each team
- Markers for each team.

Directions

1 Introduction (*sample wording*)

- **“This is a team building activity.”**

2 Divide into teams (if this has not been already done)

- Divide the participants into two, three or four Practice Teams
- The teams are often created by the Facilitation Team in advance but can be created randomly
- Tell people who are in each team.

3 Set up (*sample wording*)

- **“Will everyone move to sit at your team tables**
- **“Each team will be given a poster paper and markers**
- **“Each person will be given a Team Building handout.”**

4 Team building process (*sample wording*)

- Talk to the Team Building Task and Team Name Tasks posters and handout
- **“Each team will have 15 minutes to do the first 5 tasks in the Team Name Tasks poster**
- **“The first task is for the each person in each team to use a ‘round robin’ process to answer in turn the questions listed on the Team Building Process poster starting with the question “What’s on top for me right now?” (or ‘What is going on for me right now?’)**
- **“Team members will take turns around their circle to speak to the first topic, then take turns to speak on the second topic, etc. until each person has spoken to each topic.”**

7 Team name tasks (*sample wording*)

- Talk to the Team Name Task poster
- **“Then each team will select three strengths shared by the team members**

- **"Each team will decide on a team name**
- **"Make a poster to depict their team name**
- **"And prepare a mini presentation of the team poster and team name to the group. This could include a song and/or dance)**
- **"You have 15 minutes to do these tasks."**

8 Team Building Presentation (some sample wording)

- After 15 minutes
- **"Which team will do their presentation first?"**
- Then each team will do their presentation in turn
- Applause and acknowledgement.

9 Debrief the activity

- Return to the circle and ask

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

10 Content - Importance of team building in an AVP workshop (sample wording)

- Speak briefly to this concept
- **"It is important to build AVP teams and communities at the beginning of every workshop and maintain this throughout the workshop as the AVP learning style is based on a safe, supportive and accepting environment for group learning.**

11 Content - Team building activities in this workshop (sample wording)

- Talk to the Team Building Activities in this T4F Workshop Poster
- **"This is the sequence of team building activities that each team will do together during this workshop. It is similar to the sequence of team building activities that occur in every AVP workshop."**
- Read out the activities listed on the poster.

Variations

- Each team could read their team poster listing their team strengths to the group instead of presenting their team name and strengths in song and dance if the group is short of time.

Facilitation Notes

- This activity needs to occur before the team presentation planning and works well before the Review of the Manuals
- This activity usually does not require a long debrief so asking the first debriefing question may be sufficient.

References

- Adapted by AVP/HIP Sydney from *Team Building Exercise* in the T4F Manual, 1992, p.D-1.

POSTERS and HANDOUT

TEAM BUILDING

What's on top?
My strengths are ..
My learning edges are ...
Supports I would like are ...
OFF WE GO!!!

TEAM NAME TASKS

1. DO THE TEAM BUILDING (see poster)
2. CHOOSE THREE STRENGTHS SHARED BY TEAM MEMBERS
3. SELECT A TEAM NAME
4. MAKE A POSTER PRESENTING THE TEAM NAME
5. PLAN PRESENTATION OF TEAM NAME & POSTER
6. PRESENTATION OF TEAM NAME & POSTER

TEAM BUILDING T4F WORKSHOP ACTIVITIES

- 1 T4F WORKSHOP CHECK-IN
- 2 TEAM PREPARATON & PRESENTATION
OF A BASIC SESSION
- 3 TEAM DEBRIEF FISHBOWL (OPEN CLINIC)
- 4 TEAM PREPARATION & PRESENTATION
OF TRANSFORMING POWER
- 5 TEAM DEBRIEF & FAREWELL

Always start a team meeting or clinic with
“What’s on top?” (or What’s going on for you
right now?) – so that you are together as a
team before you move forward together to
facilitate

TEAM REFLECTION FISHBOWL

Scope

- Workshop – T4F
- Use in – the first session before the Practice Teams do their presentations
- Facilitation elements – team building, processing and giving feedback.

Purpose

- Explore team reflection of facilitation sessions and giving and receiving feedback.

Time 10-15 minutes.

Resources

- Poster – Team Reflection Topics
- Poster – Feedback Topics.

Directions

PART ONE - FACILITATORS TEAM MODELLING

1 Introduction (sample wording)

- **“This is a fishbowl activity where the facilitation team will have a team reflection and you can see what the facilitators do when you see them sitting at their table during the breaks during the workshop”.**

2 Set up

- Have the group sit in a circle with the Facilitation Team members sitting in an inner circle, so that the participants in the outer circle can hear and to an extent see what is happening in the inner circle. It is like looking into a fishbowl.

3 Facilitator Team Reflection Fishbowl (Open Clinic)

- **“We will talk to the four topics listed on the Team Reflection Topics Poster”**
- Read the Poster
 - 1. What’s on top? (or ‘What is happening for me right now?’)**
 - 2. What we did well**
 - 3. What we can improve**
 - 4. Acknowledge each other.”**

4 Fishbowl

- Facilitation Team members take turns around their circle to speak to the first topic, sharing from personal experience and ‘Speaking from the I’
- Then they take turns to speak to the second topic, then the third topic etc. until each person has spoken to each topic
- (Briefly give descriptive feedback about one thing about each person’s presentation (eg. “I noticed that when happened”).

5 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

6 Facilitation and Feedback Information

- A team reflection includes reflection, debriefing, processing, feedback, reconsidering, problem solving and evaluation
- Briefly introduce the facilitation skills that are useful for working together as a team like descriptive feedback, Speaking from the I, I messages and using processing questions to respond to challenges from other facilitators
- Information about feedback can be given here, in a separate activity like 'Praise vs Acknowledgement' or in the Session Presentation instructions.

PART TWO – PRACTICIPANT TEAMS

After Session Presentations

- After each Practice Team presentation the team members form an inner circle for a five minute review of their presentation
- Then the Facilitators Team and another Practice Team give feedback about the presentation.

Facilitators Notes

- The Facilitation Teams presentation of an honest and direct evaluation of the team performance and workshop effectiveness provides an effective model for participants own performance evaluation and feedback.

References

- Adapted from *Fishbowl* in the Advanced Manual, 2005, p. D.78 and the *Open Clinic* referred to in the T4F (1992), p.B-1 and E-1
- aka *Fishbowl Team Open Clinic*.

POSTER

TEAM REFLECTION TOPICS

- What's on top?
- What we did well
- What we can improve
- Acknowledge each other

TRANSFORMING POWER HOMEWORK

Scope

- Workshop – T4F
- Use – a short optional activity towards the end of the last session of the day before the Transforming Power preparation and presentation
- Facilitation elements – presenting Transforming Power.

Purpose

- Provide participants with the opportunity to read through the Transforming Power sections of the manual for homework. To prepare for the Transforming Power preparation and presentations the next day.

Time 5 minutes.

Resources

- Poster – large Mandala.

Directions

1 Instructions (*sample wording*)

- **“Tomorrow each Practice Team will present an activity about Transforming Power.”**
- **“Read your manual about Transforming Power for homework.”**
- **“You will be asked to not use any of the manual activities and to develop a different way of introducing Transforming Power.”**
- **“You will present an activity which enables participants to further explore and experience the concept of Transforming Power.”**

TRANSFORMING POWER PRESENTATIONS

Scope

- Workshop – T4F
- Use – usually after the main practice team presentations and before the role-play practice activity
- Facilitation elements – presenting Transforming Power and receiving feedback.

Purpose

- Explore and practice understanding, articulating and presenting the concept and experience of Transforming Power
- Experience and practice receiving descriptive/acknowledgement feedback.

Time 1 hour 15 minutes (for three teams).

Resources

- Poster – Transforming Power Presentations Timetable
- Poster – Practice Team List
- Poster – Feedback Topic Areas
- Handout – Feedback Topics
- Poster – large Mandala
- Workshop resources including small mandalas
- Timer.

Preparation

- The Facilitation Team will decide who will be the Resource Facilitator for each Practice Team
- Each member of the Facilitation Team will select which of the aspects of feedback they will give the Practice Teams and use the Poster and/or handout Feedback Topics as necessary
- If in this workshop this is the Practice Teams first chance to practice presentation, consider using the more detailed directions and posters from the *Instructions section of the Session Presentation* activity when providing the instructions for this activity
- Have the Teams List of Names Poster available as it is important for feedback to be given to individuals by name when appropriate
- Have a second facilitator check the timing of each presentation and ensure that the presentation space is available for each Practice Teams presentation and posters before the group gathers for each presentation. (optional)

Directions

1 Introduction (sample wording)

- **“This is the opportunity for you to practice presenting the core AVP concept of Transforming Power”.**

2 Set up

Have each Practice Team sit at their team tables with their manuals

3 First Instructions for Preparation (sample wording)

- **“Each group has 10 minutes to do an activity which will introduce or present Transforming Power to a basic workshop group**
- **“This presentation can be a different or new way of presenting Transforming Power. Do not use the activities in the book**

- **“Think how you might present this activity in a way that enables participants to learn about Transforming Power by experiencing it for themselves.”**
- **“The groups will have 20 minutes to prepare for this presentation.”**

4 Timing (sample wording)

Talk to the Transforming Power Presentations Timetable poster

- **“The timing for this activity is -**
 - **5 minutes for the instructions**
 - **20 minutes for the Practice Teams to prepare**
 - **30 minutes for the three Practice Team presentation, that is ten minutes for each Practice Team presentations**
 - **10 minutes feedback from the Facilitator Team for all the three teams together**
 - **5 minutes for the debrief of the whole activity.”**
- **“Each team needs to manage their time.”**

5 Further Instructions (sample wording)

- **“The teams can use the workshop resources**
- **“Every member of the team needs to be involved in the preparation and/or presentation**
- **“Each team will have a Resource Facilitator who is available to be consulted as a Resource person.”**

5 Presentations (sample wording)

- **“Each team will take it in turn to present to the group for 10 minutes**
- **“The time keeper will monitor the Practice Teams’ time management.”**

6 Feedback (sample wording)

- **“When all the presentations have finished the members of the Facilitating Team will briefly give feedback on their chosen feedback topic to each team**
- **“Everyone will then return to the circle.”**

7 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
“What happened?” PAST	or	“What did you notice here?” (or “What did you notice in this activity?”) PAST
“What was the hardest thing for you?” PRESENT	or	“Is there anything here that challenged you?” PRESENT
“Is there anything that you would do differently next time?” FUTURE	or	“What can you take from this into your life?” FUTURE “How might that relate to Transforming Power?” (optional)

Variations

- The Practice Teams can start their preparation on one day and use homework time to spend more time on preparation and consulting the manuals
- Instead of having all the presentations together after the preparation time, the presentations can be spread during the day. The Facilitation Team will say when each group is to present at a time that can be conveniently fitted into the agenda
- The Practice Teams can practice presenting the learning activities on Transforming Power from the Basic manual.

Facilitation Notes

- The longer time that is available for presentation, the deeper the preparation goes and there is more time for nerves. These presentations are practice for realistic presentations within AVP workshops. It is good to be strict with time. Giving responsibility for managing the time to each group is an important practice for AVP presentation
- The Resource Facilitator is available to answer questions and provide advice. They are not a coach or a Practice Team leader.

References

- Adapted from *Sample Agendas* in T4F manual, 1992, p. B-1.

POSTER

TRANSFORMING POWER PRESENTATION TIMETABLE		
1)	Instructions	5 minutes
2)	Team preparation	20 minutes
3)	Team presentations (10 minutes each x 3 times)	30 minutes
4)	Feedback to Practice Teams (feedback given by Facilitators)	10 minutes
5)	Processing	5 minutes

Total		70 minutes

WHAT IS AVP (FOR T4F)

Scope

- Workshops - mini, basic and advanced workshop
-
- Use in the first session
- Building blocks - community building.

Purpose

- Explain the framework and process of AVP learning and AVP workshop facilitation to participants to increase a sense of understanding, safety, credibility and ownership of the workshop and its activities
- Explain AVP philosophy, individual journey in the workshop, AVP history, change in empowerment during the sequence of workshops from the facilitators perspective
- Explain AVP experiential learning and how to facilitate this process
- Discuss housekeeping matters
- Introduce how this facilitation training process will happen
- Facilitators model this critical part of the AVP facilitation process.

Time 10-15 minutes.

Resources

- History of AVP poster
- AVP Philosophy poster
- The Journey Is Mine poster
- Housekeeping poster
- Unanswered Questions poster
- Empowerment poster
- Poster – Empowerment line or progression (**use FTM manual poster**)
-
- Experiential learning poster.

Directions

1 Introduction (sample wording)

- **“This introduction to AVP will cover the history, philosophy, journey in a workshop and the housekeeping matters.”**

2 Set up

- Be seated in a circle
- Display the posters on the wall.

3 Philosophy

- Talk to the Philosophy poster

4 Journey

- Explanation of the AVP Workshop Journey, the journey is yours – it will be designed to meet your needs. If the learning outcomes or agenda is set before the workshop the Journey is Mine (the facilitators)

5 History of AVP

- Briefly talk to the History of AVP poster.

6 Empowerment

- Talk to the Empowerment Poster.

- Poster – Empowerment line or progression (**use FTM manual poster**)

5 Explanation of the Empowerment Poster (*sample wording*)

Talk to the Empowerment Poster

- **"The three boxes in this poster represent the three AVP workshops – Basic, Advanced and T4F"**
- **"The line that starts in the left-hand corner and goes diagonally across three squares represents the level of empowerment of the participants"**
- **"When you start an AVP workshop you don't know what to expect. As you understand how the workshop works you become more empowered as the workshop progresses"**
- **"In the Advanced workshop you selected the topic you wished to explore in the workshop and your level of empowerment in the workshop process increased"**
- **"By the end of the T4F workshop you will hopefully feel empowered to be an AVP facilitator, able to be part of a team."**
-

7 Experiential Learning

- Talk to Experiential Learning Poster

Tomorrow all of you will be presenting an agenda. We will not give you lots of information about How to present an agenda in this session. What you need to know about how to present an agenda will be in your manual under the heading Agenda.

Every facilitation topic covered in this workshop like acknowledgement or descriptive feedback, open and directed questions, holding the space and role-play is covered in more depth in the Facilitation Handbook.

In this workshop you will have the opportunity to briefly experience the most important aspects of facilitation and to reflect and articulate your learning in the debrief processes. Later when you have time you will need to read the Facilitators Handbook for more indepth information about these.

8 Housekeeping

- Discussion of workshop housekeeping issues.

Variations

- Maybe have a handout given to participants before the workshop so that they know of the information prior to the workshop
- Divide these topics into two or more 'bite sized chunks' to present at different times.

Facilitation Notes

- This is one of the many times in AVP facilitation when 'less is better'. This activity should be short, well prepared and to the point. More than 5 minutes for this activity would be too long. Any other material can be presented at another time and be available in the manual
- Strategies to ensure this information is imparted briefly and succinctly
 - To not give a 'rap' or talk. No one facilitator should speak for more than -3-4 minutes

- What is presented here is a framework for the participants to build on during the workshop, when they begin facilitating and when they read the manuals. This is not a dissertation
- Use posters with pictures or diagrams to illustrate and talk to for each of the major concepts
- Touch on the concepts lightly, more information will be presented during the workshop and will be covered fully in the manuals
- Presenting facilitators prepare their presentations carefully with a summary to ensure the brief major points are covered
- Each of the facilitation team presents part of the activity to ensure that there are a variety of voices and energy
- Have a team member tightly monitor the time during this activity
- Have a team 'vibes' watcher who will signal when the energy goes too low
- If there is too much talking and the participants glaze over cut the activity short and present the rest of the material at a different time
- Follow this activity with a light and lively.
- The advantage of having all these together is to contain the 'non experiential content to one small part of the workshop. Brief information is valuable to provide a framework to understand the whole workshop process.

Facilitation Content

- Experiential / transformational learning
- AVP learning style is based on experiential learning with everyone having the opportunity to experience an activity then reflect on their learning
- A friend shared with me that when she came to learn about experiential learning she was given a one and a half hour lecture. In this workshop you will learn about experiential learning experientially. There will be a series of experiential activities as in any AVP workshop
- However in this workshop there will be a little bit more content. The facilitating team members will tell you what we are doing, why and how as we go through the workshop. You have already started this process as you joined in the setting up of the workshop this morning.

References

- Adapted by AVP/HIP Sydney from *Opening Talk* in T4F manual, 1992, p.C-1.

EMPOWERMENT POSTER (***To be revised – use FTM manual copy***)

/	/	/
Basic	Advanced	T4F

WHAT'S IN A WORD

Scope

- Workshop – useful in T4F or Continuing Training workshops and can be used as an adaptive activity on any theme in a Basic or Advanced workshop
- When used – can be used any section in a T4F workshop
- Building block – communication
- Facilitation element – presentation.

Purpose

- Explore the different meanings that different people can give to the same word and the potential for misunderstanding
- Explore the impact of facilitators using experiential learning with speaking less and not lecturing (when used in facilitators training workshops).

Time 20 minutes.

Resources

- Sheets of A4 or letter paper, one per person
- Pens for each person
- Backing board for each person.

Directions

1 Introduction (*sample wording*)

- **"In this activity we will explore the meanings of words".**

2 Set up

- **"Everyone can be seated comfortably anywhere in the room**
- **"Each person will need a piece of paper, a pen and backing board."**
- The facilitator will select a word for the group to work with, for example 'love', 'conflict', 'facilitation', 'experiential', 'power', 'fear' or 'anger'.

3 Instructions (*sample wording*)

- **"Draw a circle in the middle of the paper (about 4 to 6 inches across)."**
- Show an example of the circle in the middle of the page with the word written inside it and enough space around the outside for ten more words to be written on the page
- **"Inside the circle write the word "**
- **"Write down ten words that mean the same to you as the circled word."**

4 Small groups

- Form the group into small groups of 4 or 5 people. Do not use Practice Teams unless they have 4 or 5 people
- Each group will compare words and list how many words all the people in the group have in common.
- While the groups are busy a facilitator scribe will write up on a poster a list of groups.

5 Reporting back

- One person from each group will report back to the group how many words the group has in common

- The facilitator scribe will record next to the group name the number of words that the group has in common
- Then the facilitator will summarise the result
- The facilitator could comment that **"it is rare for groups to have more than one or two words in common, no matter what the word is."**

6 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- This is an important learning activity to use at the beginning of a T4F workshop to increase awareness of the different meanings people can give to words and the high chance that someone's words will mean different things to different people
- It is easy to be misunderstood. Misunderstanding is important in both teaching/learning and in conflict situations. The more words we use and the longer the explanation we use, the more the chance of misunderstandings and confusion.

Reference

- Source unknown.

LEARNING ACTIVITIES

**Sorted
alphabetically**

Experiential
Learning Activities
used in
AVP Continuing Training
Workshops

INTRODUCTION TO THIS SECTION OF CONTINUING TRAINING OR ADVANCED FACILITATION WORKSHOP LEARNING ACTIVITIES

Some of the learning activities have been rewritten with a script of what can be said to the participants.

Remember that in the Open (Non-directed) Facilitation Style used by AVP/HIP Sydney most of what the facilitator says are the instructions for the experience part of the activity and for the debriefing part of the activity.

There is a small amount of content and this is included in the script, often with the heading 'explanation'. If you are saying more in your presentation than is in the script, you are likely to be saying too much. If you think you might be saying too much check out with your fellow facilitators for their view.

The activities marked with a tick in the index have been rewritten with the script of what you can say when presenting this activity

- the script is in bold text
- the not bold text are the instructions for the facilitators
- the section headings can be prompts for experienced facilitators.

AGENDA DEVELOPMENT - DRAFT

Scope

Workshops – T4F or Continuing Training
Used after the T4F practice team presentations
Training building blocks – facilitation – agenda crafting skills

Purpose

- Experience and practice developing a session agenda in response to the needs of the group.

Time 30 minutes

Resources

- 2 poster papers for each participant team
- Training Building Blocks poster
- Markers for each participant team.

Directions

1 Introduction

- “In this activity each practice team will have the opportunity to plan a follow-up session the session they have just presented.”

2 Set up

- Ask each team to sit at their team table
- Give each team two poster papers and markers.

3 Instructions

- Each team will first discuss and then brainstorm on a poster paper
 - Where the group was at during their team presentation
 - What building blocks still need to be focused on
 - What kind of activities might be useful for the group.

4 Next agenda

- Each team will select suitable learning activities
- On the second poster paper each team will write up an agenda for a follow up session that would be appropriate for the group.

5 Report Back

- A representative from each team will put up the two posters and
 1. Report back the summary of the team’s brainstorm
 2. Read out the agenda.

6 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

Facilitation Notes

Facilitation Content

References

- Adapted by AVP/HIP Sydney from *Crafting an Agenda* in T4F manual, 1992, p.E-17.