Ideas for workshop leaders



The aim of this simple guide is to provide ideas and practical support for people who don't have much previous experience of organising training or leading groups. We hope this information will make it possible for self-help groups to work through the Memory Project programme.

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The following information is based on a booklet for trainers and community leaders which was part of the original Memory Project Training Manual. (The booklet was written by Maggie Kelly based on her long experience as a trainer and her direct work with young mothers in Kampala who helped to develop the Memory Project training programme in 2002/3)

The aim of these notes is to provide ideas and practical support for people who don't have much previous experience of organising training or leading groups. We hope this information will also make it easier for self-help groups to work through some or all of the Memory Project programme.

It will help us to do a better job for the next generation of self-helpers, if all of you who use these guidelines GIVE US YOUR FEEDBACK. Tell us what other practical help or background information you need. Your ideas, warnings, questions will be passed on to trainers and group leaders who follow in your footsteps.. Thank you for your interest. Please send your comments to www.memorybooks.org.uk/feed-back-form

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Why set up a workshop?

BEFORE you get committed to the workshop try to find out:

- *The people who say they want the workshop - are they able and willing to follow through on the programme, to make it worth the effort of setting it up?*
- *Which days and times would suit the majority of people who want to join in?*
- *How much time is available? How much can you expect to cover?*
- *Can you find a suitable and affordable place to meet?*
- *Can you find a small grant to cover the basic costs – or will individual group members be able to make a small contribution? (Its no good getting started then finding there's no way to pay for the venue, the photocopying and the paper.)*

And MOST IMPORTANT….

- *Who has time and courage to take the overall responsibility to organise the workshop?*
- *Are there other reliable people to share out different bits of the work including:*

  - someone able to take a lead on the learning
  - someone who will make the practical arrangements
  - a trusted person to provide "support" for any group members who struggle with the content or have health or other issues during the programme
  - people in the wider community who would be able to talk about more specialist topics such as children's health, family law, bereavement.

If you get encouraging answers to all these questions – then what are you waiting for???



Time spent on planning the workshop and sharing out the tasks will never be wasted

Before you get started?

The brave person who agrees to take overall responsibility needs to start sharing out the tasks from the outset. The First Step then is to spread the load by building up a core group of willing helpers.

- *Work out with this core group what the Workshop is trying to achieve. If you cant cover all the topics, think about the hopes and fears of the members and try to plan a programme which is "in tune" with their needs. (Topics currently available on this website are listed at www.memorybooks.org.uk/memory-book-training)*
- *Decide a logical order to cover the topics. So, for example, give people a chance to go over the basics of Child Development and Opening up Communications in the Family before moving on to deal with Making Memory Books, Loss and Separation and Legal Aspects of Planning for Children.*
- *Find out if there is anyone in your community who could help you cover the technical side of the topics such as health, legal and financial issues. (eg. a nurse or doctor, lawyer or community leader, someone from an NGO or CBO.)* ***Ask them at an early stage if they are willing to help.***

- *Ask each core group member to take responsibility to really study one of the topics that interests them. They can then flag up any issues which might be difficult to handle; they will also be in a strong position to help the workshop leader to get the key messages across.*
- *Avoid misunderstandings by agreeing (and writing down) exactly what the workshop will cover.*
- *Well before the workshop starts, get core group members to try out the exercises and games that you want to use. This way you will have some people who understand how they "work."*
- *Work out some basic "ground rules" which will help the workshop feel safe and run smoothly. These will need to be discussed, amended and agreed by everyone who is taking part in the workshop.*

SAMPLE GROUND RULES

Here are some ideas to help your group work out their own boundaries.

- *Everyone has responsibility for making the workshop a safe place where people can speak openly about personal matters.*
- *Everyone should have a chance to speak & be heard*
- *The views and beliefs of people from different religions, tribes and backgrounds must be respected*
- *All personal information is confidential and must not be discussed outside the workshop.*
- *Everyone has different levels of knowledge and skills and workshop members must be ready to share knowledge & help each other in practical ways.*
- *Everyone must make a real effort to arrive on TIME!*
- *The workshop leaders MUST be given time to rest, reflect and get ready for the next session. So try not to bombard them in the breaks!*



No-one knows everything, but everyone knows something. So look around the "group" and make best use of the experience and practical skills of any-one who is willing to help set up the workshop.

What makes the workshop go well?

Here are three of the key elements:

KNOWLEDGE.

- *Trainers/leaders need to know their subject inside out.*
- *They need to be comfortable talking about sensitive topics.*
- *They need to understand the theory on key topics such as child development or separation and loss.*
- *They need to understand the different ways and different pace that adults learn (see more information below.)*

SKILLS.

- *Trainers/leaders need to plan and prepare their material so that its easy for all group members to digest. (Remember that this is probably the first experience of adult learning for many of the group.)*
- *Its essential that they use straightforward language, speak clearly, encourage people to join in,*
- *They must give time for new information to sink in.*
- *They need eyes in the back of their heads, so they are always aware of the impact of each new topic.*
- *If people don't understand or need more time they need to be flexible about changing the programme, or trying a different way to get the message across.*

ATTITUDE:

- *Trainers/leaders will show their attitude by the way they welcome the group members and help them to feel at home.*
- *They will handle sensitive subjects with respect for different points of view.*
- *Having a genuine interest in the subject and showing a caring attitude to all group members will make all the difference to the success or failure of the course.*



Remember you never get a second chance to make a first impression – so its worth the extra effort to get it right!

In the box on the next page are some of the working methods and trainers skills which will help to make the workshop come alive and give each member a package of useful ideas to take back to use in their real world.

Ways of bringing a workshop alive

- *Be well prepared, know the topic inside out.*
- *At the outset TELL people what the session is about!*
- *Be ready to LISTEN as well as talk!*
- *Be on the look out for questions, fears, things that are not understood, and be ready to go back to "catch people up."*
- *If a lot of group members are too shy to ask what they really want to know, try giving out blank cards. This way questions and worries can be dealt with anonymously.*
- *Its o.k. to share personal experiences or stories and encourage members to contribute their own information – BUT always be ready to stop inappropriate revelations.*
- *Challenge controversial ideas or unsuitable behaviour in a constructive way; avoid belittling the speaker.*
- *Keep control of people who speak too much; encourage people who fear to open their mouths.*
- *Make sure there's a helper to look after anyone who is struggling with the content, has difficulty writing or feels unwell.*
- *Find ways to make it easy to understand complicated ideas – by telling a story, showing a picture?*
- *Limit how many new ideas you introduce in one session. Remember LESS is MORE.*
- *Don't exclude people by using language and ideas which they cant grasp. Your job is to make things easy to understand.*
- *Vary the pace by breaking up Talks or Input with exercises, games, time out.*
- *Make sure everyone joins in activities, help them get on their feet!*
- *Find ways of involving the shy people by asking for their help with practical tasks (doing refreshments, handing out the paperwork.)*
- *Have some bold/amusing visual aids on the walls to get people talking.*
- *Work out your own checklists or "answer sheet" so you are ready with ideas if group members struggle with feedback sessions and free thinking.*
- *Be sure to try out games and exercises with other members of the core group BEFORE the workshop starts.*
- *Make sure you have all the materials, pens, paper, information, that you need before you start.*
- *At the end tell people what (you hope) they learned!*
- *Explain how this new knowledge will link in with the next session.*

How do adults learn ?

We adults have learned how to learn in many different ways, depending on our experiences all the way back to being a baby. What have our parents and families taught us to expect from life? How have they encouraged us to learn at every stage of childhood?

Think of a new born baby. She eats and sleeps. She cries when she is hungry, thirsty or uncomfortable. The mother takes care of her – feeds her, makes her clean and comfortable. She falls asleep again. *She is learning to trust from her earliest days*.

Or perhaps the baby is kept waiting for too long for food and comfort. She is learning very different lessons about the world.

Our experiences as children, and our early lives, have all been ***different***. So each of us has learned HOW to learn in a different way.
Unfortunately some of the lessons learned in early life get in the way of learning easily as adults. So some of us:

- *Keep on doing certain things the same way even though we know its not the best way.*
- *Spend too much time going over things time and again, discussing with others, before getting on with the job.*
- *Focus too much on the theory – we have to find out 101 ways of tackling the job before we get down to doing it!*
- *Just cant stop experimenting even though we already knows what works best!*

We all have these different ways of thinking and doing – and so will the members of the workshop.
Here are some of the learning styles you are likely to meet in your workshop:

DOING PEOPLE like tasks such as:
- *writing up the notes*
- *completing questionnaires/written exercises*
- *helping to organise the room*
- *being told what to do and helping others to do it.*

REFLECTING PEOPLE like:
- *discussions*
- *focussing on a topic from their own experience*
- *being given a problem or topic to think about*

THEORY PEOPLE like:
- *notes on the topic*
- *recommended book lists*
- *photocopies of articles*

EXPERIMENTING PEOPLE like:
- *taking risks, for instance talking about their own experiences*
- *role plays*
- *talking about controversial subjects*



The wise trainer will try to spot the different kinds of learners; make sure they all get a chance to work in their "comfort zone", make the best of their strengths – but also encourage them to stretch out and try other ways of learning.

Here are some practical ways to make the most of the strengths and weaknesses of people in the group – and to make it safe for everyone to join in:

- *Make sure everyone understands the ground rules – and stick to them. This makes the boundaries absolutely clear.*
- *Give everyone a chance to speak. This means finding ways to help shy people find their voice early in the session.*
- *Listen out for people who are struggling to understand or express an idea, be ready to help them make their point.*
- *Warn the group that they may find some of the information (eg. about sexual behaviour, relationships, different beliefs) offensive, even taboo in their community. But these things need to be talked about so that everyone can learn to understand and respect each other's lives and experiences.*
- *Working in pairs often helps people to ask and say difficult things – because someone else speaks for them.*
- *Try mixing up the different kinds of learners so, for instance, the Doers and the Reflectors can learn different tactics from each other*
- *Always have a warm and tactful support person to help out if emotions take over or, for example, if someone finds it difficult to read or write.*
- *Be prepared to control "strong" members who tend to take over.*
- *And be ready to challenge anyone whose words or behaviour are out of order – but try to do this with humour and tact rather than a sledge hammer!*



IF the workshop feels safe, different people will help to make it come alive by sharing their personal experiences, skills or fears

Different ways of getting the information across



To make everyone feel comfortable and able to learn in the way that suits them best the programme must include a variety of ways of working.
Here are some different "ingredients" to put into the mix.

Straightforward input from the workshop leader or someone else with relevant knowledge. This will be important when you start a fresh topic or want to introduce ideas which are new to most of the group.

- Be careful not to let the talk become too "solid."
- Avoid a school lecture type session by keeping the formal presentation short and encouraging questions.
- A one-page handout covering the key points will help people remember what it was about!

Using visual aids.

- *Use headlines, pictures or objects which help make the point*
- *Don't put visual aids on show until you are ready to use them.*
- *DON'T put too much information on the sheet – headlines only!*
- *Make them BIG, BOLD, BRILLIANT so people will remember the key points.*
- *Give people enough time to read them before moving on.*



ALWAYS practice using visual aids before you try them on the group!

Encouraging Free Thinking.

Choose a subject or a statement which ties in with the previous or following topic.

- Explain that the aim is to get people thinking freely, to come up with quick reactions, not stopping to work out if their comment is right or wrong, not trying to make a good impression.
- Ask someone with clear writing to put up the ideas on a large piece of paper. This way you can concentrate on encouraging everyone to get their word in.
- Don't judge or comment at this stage - wait to discuss at the end and, again, try to get the quiet people to join in.
- Be ready to summarise the ideas, correcting any wrong information, explaining how different points of view all have their value and show how the ideas link in with the previous or next topic in the workshop.
- Be sure you have your own checklist up your sleeve, so you can introduce key ideas which the group have missed.

Games and active exercises.

Each of the topics include ideas and activities that you can use with the group. These are just ideas and you may know other games or activities that you want to try out. Whatever you do, before you start:

- Make sure that you and the "core team" have tried out the activity beforehand so you know it will work.
- Make sure you have all the materials you need – paper, pens, balls, whatever.
- Be aware that some people will really hate having to get up, move around and possibly make themselves look or feel foolish. So do what you can to make it "light" and help the shy people to get into a group where they will feel most comfortable.

Talking in small groups.

This is often the safest way to get people talking about intimate or sensitive topics that they couldn't bear to discuss in the big group.

- Give very clear information about what is to be discussed (it might be a specific subject related to the topic, or it might be inviting group members to share personal information with a partner.)
- Remind everyone that any personal information must remain absolutely confidential within the group.
- Make sure people get together with someone they feel safe to confide in.
- If you are asking for feedback, each person can ask someone in their small group to speak for them, making it clear what they are willing to be told to the full group.

Personal stories.

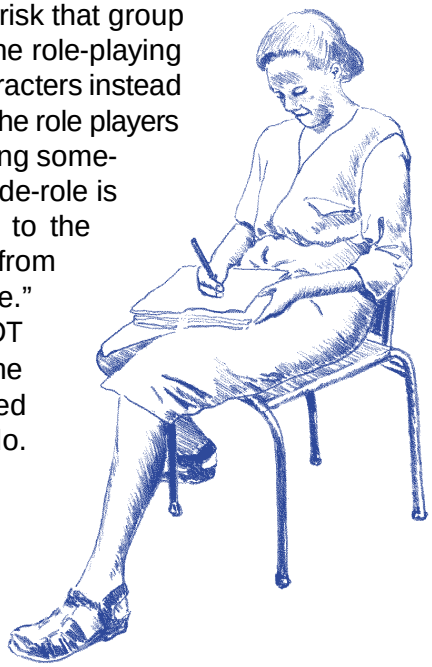
You will soon become aware that some members of the group have personal experiences or ideas which could be helpful for other people to hear and discuss. (For example you might have a mother in the workshop who has already talked to her children about her HIV status.) Whether you plan ahead with that person to talk about herself, or if someone decides to speak up spontaneously in response to the topic of the day - either way:

- Remind the group that personal information must never go outside the room.
- You may need to bring someone's story to an end if they go on for too long or talk about something that is inappropriate.
- Talking about your own personal experiences is a good way to show solidarity and build trust with the group. But make sure its relevant and leads on to useful discussion. And beware revealing too much or making the group members feel they have to look after you!

Role-playing in front of the group.

This can be a really good way of involving the whole group in "witnessing" and thinking how to deal with a difficult situation. But in order for it to be safe and constructive it has to be well handled. Before launching in :

- *Explain the purpose of the role play – to illustrate an issue from the current topic.*
- Choose role-players from the willing because the prospect of having to "put on a show" can be terrifying for shy people. NO-ONE should be pressurised into taking part against their wishes.
- Remind the group that the role-players don't have a script. They are just trying to put themselves into their character's shoes and what they say may not be what they themselves really believe.
- Don't let the role play go on once the key points have been made. Bring it to a neat end and lead discussion about what has been learned and how else the characters could have dealt with the issue. The characters can stay "in role" at this stage, answering questions about why they handled the situation as they did.
- BUT after discussion it is essential for the role-players to "de-role." This is to avoid the risk that group members will go home thinking of the role-playing people as difficult or dangerous characters instead of their usual selves. It will also stop the role players from going home "in character" - being someone they really are not. The way to de-role is for each character to say out loud to the whole group "I am no longer……. from the role play. I am ……. Own name."
- And don't forget - role play is NOT meant to be an entertainment so the people who are not actively involved need to be given something else to do.



Practicing lessons learned in small groups.

In some of the topics you will be helping group members to learn different ways to talk about subjects which may previously have been taboo in their community. This could be finding ways to answer awkward questions from a child, talk openly about health or other family problems or facing up to the likelihood of loss or separation in the near future. Trying out these new ideas in small groups will give each person a chance to practice voicing some of the difficult ideas or words they have been learning about. Remember:

- Work out simple scenarios which will fit the topic you are covering.
- It generally works best in groups of 3 – the main speaker, the person who listens or responds and the third person watching and giving feedback on what happened.
- Everyone must be given a chance to practice saying the words/trying out the ideas. So set time limits for each "speaker" so that everyone gets their turn.
- Make sure people are in small groups with people they trust
- At the end invite each small group to say what they learned and what else they need to do to help them cope with these situations.

Homework.

This is not just a chore but a way to build a bridge between the workshop and the home. Some people may find its a way of getting the family involved, for instance in hunting for photos or information to bring back to the workshop.

- Give clear instructions about what you want people to do.
- Be firm about when you want them to report back.

Written information/handouts.

Its no point overloading people with written materials they will never have time to read. But BRIEF notes, headlines, a picture that illustrates a point, may help to make the information "stick."

- IF you have enough funds its worth providing each person with a folder to keep the notes in.
- Also, where possible, copy information onto different coloured sheets so it looks interesting and easy to find the sheet you want.
- Include pictures, jokes, quotations, whatever you can find to highlight the key points of a particular topic.

Preparing for each topic in the workshop.

You and your core team will already have decided on the overall programme for the workshop. Next you have to do the fine tuning on each topic, so that you are ready to go on the day.

However experienced you are its essential:

To know each topic inside out. As well as knowing the facts you have to be confident to deal with the feelings that will get stirred up.

Work out with your colleagues exactly who does what. Make sure you, the lead trainer, don't take responsibility for every moment of the session.

Try out games and exercises in advance. You need to be sure they work , fit the topic well and can be easily understood by the workshop members.

Make sure written information, handouts, posters etc are clear to read and easy to understand. The point of written information is to reinforce the facts that will be covered in each topic.

Write a Teaching Plan. This will give you a skeleton plan to help you achieve your goals for the session. If you lose your place it will help you to find you way, reminding you what comes next and highlighting the key points that you have to get across.

On page 13 there is a blank copy of a simple Teaching Plan, which you could use, or adapt to suit your style. If you decide to try this way of working, you will need a copy for each topic you intend to cover in the workshop.

Before you start filling it in decide the most important points you are trying to get across in the session. Then fill in each column with just enough information to help you keep on track.

Aims. This is the place to make a short list of what you want to achieve in the session – for example getting people to realise and share what they already know on the topic; introducing new ideas on the topic; giving members a chance to practice saying or doing things they have learned about the topic….

Method. This gives a summary of WHAT you will actually DO and what you expect the group members to do during the session. Include a note about the main topic or presentation and details of any group work or activities that you intend to use. (Detailed information including suggestions for exercises and group activities is included in the section for each TOPIC.)

Key Points to get across. Make a list of the essential ideas that you have to get across to the group in this session. This will help you to stick to the task if members of the group try to avoid difficult issues or attempt to swing discussion towards things that are important to them.

Materials and exercises. Make a list of all the paperwork and other materials you will need so that you wont end up at the workshop without vital ingredients! (materials might include a tape recorder or video as well as the obvious paper and marker pens.)

Workshop Leader Don't forget! This is the place to list all the other tasks which you, the leader, have to remember - making sure the premises is up to scratch, taking care of vulnerable members during difficult sessions; reminding the start time for the next session and handing out notes or homework.

TOPIC _____ **Day** _____

AIMS	METHOD	KEY LEARNING POINTS	NOTES/EXERCISES	LEAD TRAINER

Getting ready…..



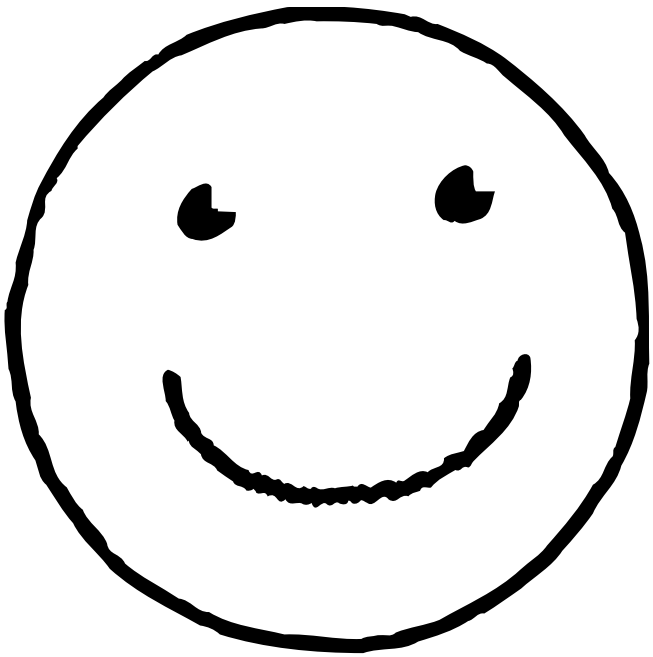
Be at the venue at least half an hour before starting time so you feel calm and on top of the arrangements.

- *Make sure the venue is as welcoming as it can be. (clean and tidy, toilets in a good state, enough chairs or mats, a comfortable quiet place for people who need time out.)*
- *Check that people from the core team who agreed to share responsibility have turned up, especially the person whose task is to support group members who get distressed or need help with writing. In case of emergency, find a reliable group member to fill the gap because you, as leader, just cant take on these extra tasks. NEVER try to do it all on your own!*
- *Have some "spare" activities up your sleeve to fill the gap in case one of the speakers or presenters doesn't turn up at the last minute*
- *Have refreshments ready (maybe with group members taking turns to provide, serve and clear up? This needs to be sorted out in advance of each session.)*
- *Find a convenient place where you can lay out all the materials you need for the session.*
- *stick your teaching plan at eye level close to where you will be working so you can check up if you ever lose your place!*
- *Check your equipment for the day. If you are using a video or tape recorder make sure you know how to use it! And have the tape or film wound to the right starting place.*
- *Just in case the electricity power goes off, have another activity ready to fill the gap.*
- *Arrange with one of your core group to make notes of important events during the session, including points made by members of the group and un-answered questions that need a follow up. Try to make time at the end to tie in this summary with the Feedback Session (see later on in this section.)*



Draw a large SMILEY FACE and write WELCOME on a notice near the door (**see page 15**).

- *As people arrive stop fussing with your papers, Smile, make each one welcome; introduce yourself; make sure the shy people don't get isolated. (People who are strangers to the group might be glad if you give them something useful to do – make the tea, pass round the paperwork…)*



WELCOME

www.memorybooks.org.uk

Starting the day

After all the planning you are finally ready to begin.

- *Remember your ground-rules and start on time!*
- *Introduce yourself and your colleagues to the group.*
- *Explain housekeeping matters – safety, toilets, refreshments, finishing time…..*
- *Set the scene for the day with summary of main topic and activities.*
- *Reassure everyone that everything will be fully explained as you go along.*
- *Now start things moving with a light-hearted Name game or ice-breaker. This gives everyone a chance to learn each others names, open their own mouths and get used to moving around. If the group members are very shy and can't face speaking up in front of strangers you could try saying something funny about "the first time I spoke up in a group of strangers ….."*
- *Don't go on too long with the introductions. Get going on the business of the day.*

Ideas for ice-breakers are given at the end of this section.

Closing down the day

Just as important as starting off the day with a simple shared activity, is the way you bring the day or session to a close. There needs to be a mental "full stop" so people know they have completed the task. So just before the end of the day (or close of the session) slow down the programme, summarise the day's learning and if you want to get feedback this is the time to do it. (see Feedback section below.) Then cover some of the points below – whatever seems most important for your group:

- *Talk about the "highs" and "lows".*
- *Acknowledge that some people will feel their needs weren't covered today; others may have had to struggle with sad or difficult issues raised in the workshop.*
- *Remind people how much they have learned and shared with each other.*
- *Help people think how they will use their new knowledge.*
- *Explain how the next workshop topic will link with today's.*

THEN

- *Introduce a brief calming activity which will bring the days events to a close and help people to face going home*
- *Try hard to stick to time so people don't have to run off before you bring the day to a firm close.*
- *As you say goodbye remind people about the next date and starting time.*



New ideas, especially controversial or upsetting issues, should never be introduced at the end of the day.

Ideas for ways of closing the day are given at the end of this section.

Ideas on ending the final workshop.

When people have been working close together over several sessions, often sharing very personal and difficult information, some of them will find it difficult to face going back to "normal" daily life without the support and excitement of the group. So be ready with words of comfort
and encouragement:

- *Highlight the most important ideas from the whole workshop*
- *Say how far people have moved in their understanding and determination to make changes.*
- *Remind people that this workshop has been special because each of them has been willing to be open, trusting, working together.*
- *Give each person a chance to say a few last words, for instance on one new step they will try to take tomorrow or what they have most appreciated in the workshop.*
- *On a positive note say goodbye and encourage everyone to move along home.*

Importance of getting feedback

At different times in the workshop its important to get feedback. It will help you and the workshop members in different ways:

- *It gives everyone a chance to say what they understand, what they struggle with, what they want more of.*
- *It provides an opportunity to explain things that haven't been clear enough or where people have felt uncomfortable.*
- *It gives you, the leader, a chance to work out what you need to include or leave out in future sessions.*
- *It provides a good opportunity to remind people how much they have already learned – and enjoyed*
- *Don't get defensive if there's criticism. But be ready to act on the feedback by making changes to the programme or going back on things that weren't well understood.*

Before the feedback session:

- *Be ready with different exercise or techniques so that everyone finds a way to express their feelings about the topic or the events of the day.*
- *Explain that honest feedback will help you to focus on the topics or skills where members of the group feel they need more help.*
- *Remind them that this is NOT the time for them to be too polite but to say what they really think*

Ideas for feedback sessions will be found at the end of training section.

Importance of protecting yourself.



NEVER work alone!

Being responsible for a group of people who are tackling difficult emotional ideas is exhausting. To give yourself the best chance of doing a good job, you have to take care of yourself. Here are the basics:

- *Make sure other members of the core group show up and don't leave everything to you – if you don't spread the load you will go under.*
- *You can also ask for help from group members, both practical tasks and looking out for each other. Remember - you are all in this together.*
- *Check, double check, that you have all the materials you need and a clear plan of action (Teaching plan) (Remember that sorting out papers is a good way of sorting out your thoughts.)*
- *Don't be put off balance by difficult questions. Just say "Sorry I don't know the answer to that... but I will try to find out later."*
- *Ask the group members to give you a break at mealtimes - so you can have time of your own to plan or even close your eyes.*
- *If you become aware that a group member is desperate for individual support or information, make a time to talk outside the workshop or find someone else to give this support.*
- *Don't forget to eat and drink at regular intervals - and go to the toilet before you are desperate!*
- *Keep to time because over-running means you are on duty for even longer.*
- *And finally, try to lighten up, work in some jokes or have some fun in between the heavy sessions. It will be a relief for you as well as the group.*

Some ideas on timekeeping.



If you don't keep time, no-one else will!

- *KEEP TO TIME. That means starting when you say you will start even if some group members have not arrived.*
- *Make it clear in the ground-rules that latecomers must just slip in quietly so you don't break the thread of the presentation.*
- *STOP when you say you will stop – this means organising the day carefully so you have time to get to a good finishing point. Some people really have to get home; others who are not in a rush can stay around to talk it over.*
- *Think ahead about how to stop people who talk too much*
- *Sometimes topics are so popular the group wants to keep going – but keep control - promise to return to the topic at a later date.*

Ideas on dealing with latecomers and emergencies.

Its understandable that some people will be late for all sorts of reasons - because of family duties, lack of transport, the rainy season…. But the programme will not be fully covered if you have to break off and start again for each new arrival. So at the very beginning:

- *Agree the starting time in the ground-rules and make it clear that you will start on time.*

Dealing with latecomers and emergencies. *(continued)*

- *Agree in advance that you wont break off to introduce late-comers but they are welcome to come in quietly and find a place to sit near the entrance.*
- *The less fuss the better so the majority are not disturbed.*
- *At a suitable break in proceedings give a brief welcome to latecomers, saying you know people are doing their best, often making heroic efforts to attend the workshop.*
- *Ask latecomers to get help from other members to catch up on anything they have missed.*

And at the end of the day remind people of starting time for the next session.

Keeping records of what you do & how it works out..

The first time you run the workshops will be the hardest because you will be experimenting with new material, trying out exercises, finding out how much the group members can cope with at one go and learning the hard way how much time you need for each activity.

In the hope that the workshop will be a great success and that you will be ready to do it again, its strongly recommended that you keep a full record of what you did, the materials you used, the relevant feedback from group members and, most important, your own honest opinion about what worked well, what you would like to change next time and what other people could do to make it easier, less stressful.

Here are some questions to help you evaluate your programme for the individual topics or the whole workshop:

- *Did you manage to stick to your teaching plan and timescale?*
- *Do you think you met the "Aims" for each topic?*
- *Do you think most people went away understanding the Key Learning Points?*
- *From their feedback do you think most members were satisfied with the way the workshop was managed as well as with what they learned?*
- *Did most members keep coming back and complete the full programme?*
- *Were the teaching methods, exercises and visual aids comfortable to use and clear enough for most people to understand?*
- *Did most people manage to speak up and join in?*
- *Did any of the sessions or exercises NOT work out well? Can you identify the reasons?*
- *Did you have enough colleagues to keep things moving without too much stress?*

Over time you will build up a clear idea of what information is easily understood, what needs to be simplified or changed, what needs to be added, how much to pack into each session – how fast can you go? Group members will tell you or show you by their involvement, which teaching methods work best. With all this information (feed-back) you can adapt the programme next time around.

PLEASE feedback to the website If you have any ideas about how this training section could be improved. Please also send us examples of any useful material, exercises, visual aids – anything that you come across – which we could add to the section to make it more useful for future workshop leaders. We shall be glad to hear from you. Please go to: www.memorybooks.org.uk/feed-back-form.

Icebreakers for starting the day.

The following ideas give every member of the group a chance to say a few words at the start of the session. You and the other workshop leaders will also pick up some useful information about the people you will be working with – and in particular what it is they want to learn.

The first few exercises could help at the beginning when people who aren't used to training or workshops may feel shy and nervous to open their mouths. Whether you try these or your own ideas:

- Get people mixed up so they talk to people they don't already know
- Make sure that every person speaks – and is heard.
- Have a big sheet of paper ready to write down anything important that comes out of the exercise, including "wants" and "worries"
- Gently explain that this session, or the whole workshop, cant deal with all their "wants" but you will keep listening to what they say and do your best to make changes to the programme where you can.
- At the end of the first introductory session, tell the group that ALL of them have spoken out loud; they have all taken the risk of sharing information with strangers; they have all survived!

1. Introducing each other.

- Divide the group into pairs, if possible with people they don't know.
- Each person asks the other "Who are you?" and "What do you want from this workshop?"
- After one minute they swap over.
- The pairs then feedback to the whole group, speaking for each other…….. "This is Florence. She is a widow and has five children. She has a sewing machine and she manages to feed the children. She is here because she wants help to plan the future for her children."

2. Bouncing Ball.

- Everyone including leaders stands in a circle.
- Bounce the ball towards one of the group saying "This is for the woman in the ……red blouse."
- The woman replies with "My name is…. And I am here today because….. "(for example "I want my children to know their family background.")
- That woman then bounces the ball to another woman.
- And so on until every woman has said her name and talked about her hopes.

3. All about me.

- Explain that you want each person to answer five easy questions. (Give example of answers..)
- My name is …….. (Margaret known to friends as Maggie.)
- I travelled here today by……. (foot, taxi, bike.)
- Who I left behind at home…….. (children, animals, aunty…)
- Something you wouldn't know about me just by looking….. (I sing in the church choir….)

The next two exercises may help to dig out more of the wants and worries as the workshops get underway.

4. Talking in small groups. The aim is to get people mixed up and talking in a relaxed way in a small group.For a start they will have to move around or ask questions to find out which group to join. Ask group members to make a group based on:

- Colour of their clothes.
- number of children in their family.
- Number of brothers and sisters they have.
- Any other category you can think of to mix people up…

Now ask each person to tell the other members of the small group:

- Her name
- One thing she is hoping for in the workshop today
- One thing that worries her about the workshop

5. Through the eyes of our children. This time you will ask members of the group to introduce themselves AS IF they were being introduced by one of their own children. Each introduction will include:

- the mother's name,
- some small background details which the child thinks important
- the reason why the child thinks the parent is at the workshop..
- what the child is hoping for.

Here is an example:

> *"This is my mother. Her name is Martha and I am called after her. There are six children in our family and she tries hard to look after us. When she feels o.k. she cooks good food. She encourages us to go to school. But when she is tired she gets angry and I get worried because she is tired so often. I think she has come here to make a Memory Book. I wish we could all talk together about our family problems"*

Ideas for getting feedback.

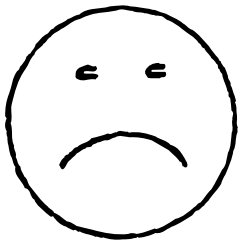
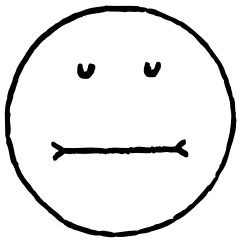
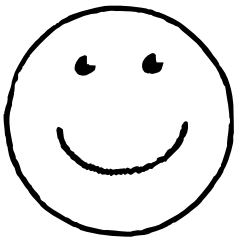
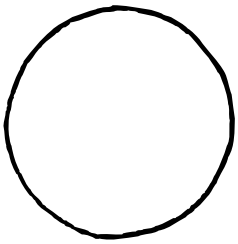
The purpose is to find out:

- *What group members have learned*
- *What they enjoyed; what didn't go down so well*
- *What they have not yet fully understood*
- *What they need more of*

You will need to try different ideas to make sure everyone finds a way to speak up. ***Here are some to try:***

1. SMILEY FACES - an easy, fun way to get quick reactions.

- *Draw large copies of the faces as shown below*
- *Ask group members to vote (show of hands) for how they felt about different parts of the training*
- *Use the blank face if the session made no impact at all. Or, for example, put a big ? if people didn't seem to know what was going on!*

			
didn't – like, enjoy, learn	so/so	liked, enjoyed, learnt	

2. SHOUTING OUT. A way to find out which teaching methods work well

- *Ask the group members to just shout out the various exercises and ways of learning that they experienced during the session.*
- *DON'T PROMPT THEM IF THEY MISS SOMETHING OUT. You stay silent because they are telling you what had an impact on them.*
- *Have ready a big sheet of paper marked up as shown in table below*
- *List everything they shouted out down the left hand side of the sheet and then explain that:*

  - you can learn something NEW but NOT enjoy it.
  - You can learn something NEW AND enjoy it.

Activities	New Learning			Enjoyment		
	A Lot	Some	None	A Lot	Some	None

- *Explain that you are going to ask them to give an honest response because it wont help the workshop leaders to do a good job if they are too polite to give their real opinions. (this is another small way that they can practice being open and honest, a key learning point in the whole workshop!)*
- *Now ask group members to raise their hands to show how they rated each topic on the list for*

    - their level of enjoyment
    - how much they feel they learned.

- *Go through the results with the group, taking special note of any activities which got low ratings and trying to work out with them why this should be.*

3. WALKING AND TALKING. A comfortable way for group members to talk about what really mattered to them in this session.

- *Ask group members to get up and wander around the room.*
- *When you call STOP ask them to stand still, look about and spot one or two people they would like to chat with.*
- *Ask them to talk to each other about what mattered most in the training session..*
- *Give a few minutes walking and talking time, then call the group back together.*
- *Ask each small group for their feedback on what had really "got through" to them today.*

AT THE END OF THE FEEDBACK SESSION, close by thanking everyone for working hard and especially for being honest about the day's activities.

Ideas for closing the day.

As well as getting feedback on the content and feel of the day, its important to help members of the group to calm down and get ready to face leaving the group and going home. Here are some ideas to help bring the session to a close:

1. Looking backwards and forwards.

- *Ask group members to join up with one or two others to talk about the day's events.*
- *After 10 minutes ask people to move around, form another small group and talk about "something I am looking forward to when I get home today.!*
- *In the final 5 minutes bring everyone together and ask if anyone wants to share what they have been discussing with the whole group. One of the workshop leaders may help to get discussion going – and its quite likely you will get a useful impression of the highs and lows of the day.*

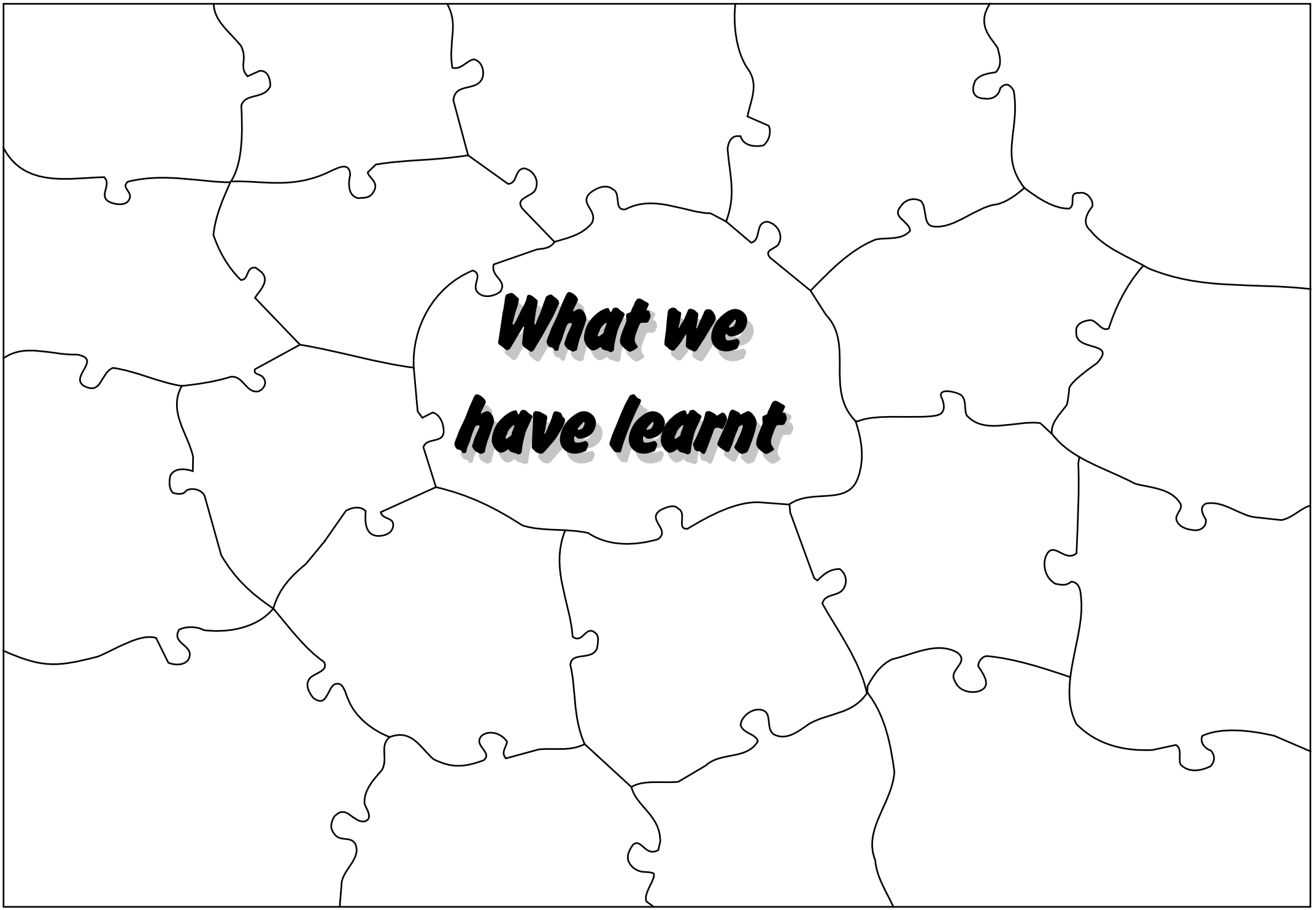
2. The Learning jigsaw.

- *Prepare a copy of the Learning Jigsaw on to large paper. (See next page)*
- *Explain to group members that over the next few sessions you want them to fill in blanks on the jigsaw with things they have learned.*
- *Depending on what topics have been covered so far, the ideas can range from "speaking up in front of the group" to "listening to my child" or "realising the law is there to help me."*
- *If necessary prompt people to join in by reminding them of some of their contributions or feedback during the day.*

3. Walking and Talking. This activity can be used in various ways. At the end of a hard session it's a good way to help group members to talk in a relaxed way about anything on their mind before they go home.

- *Clear the room so there is space to walk around*
- *Explain to group members that you want them to walk around the room (or in the compound or garden) at a comfortable pace – a bit like walking in the market. Every now and then they will stop and have a chat with a friend.*
- *Ask them to start moving around until you shout STOP, when you want them to stand still and look about for someone, or a small group, that they would like to talk to.*
- *Give them a lead on what to discuss – something from the day's topic or an important issue that has come up in discussion.*
- *Allow 2 minutes talking time, then ask group members to walk on again, with their companion or alone.*
- *Repeat the process a few times so that ideas and worries are shared around the group.*
- *When its time to end, bring everyone together, invite any comments, then thank them all for trusting each other and sharing their hopes and fears.*





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4. Your turn, my turn. This exercise gives people an experience of giving and receiving support from a trusted friend. The idea can be tried out briefly at the end of a topic or end of the day. Then, if individual members think it would be helpful, they could decide to continue talking and listening on a regular basis. (This activity is explained more fully in **Your turn, My turn.** which can be found in the Resources section of the website - **www.memorybooks.org.uk/memory-work-resources**)

- *Explain the following ideas – Most of us have difficulty finding the right time and place to talk about things that are really important to us. Sometimes when you do make a decision to talk, it may be a good time for you, but not good for the other person. So the opportunity is lost. If you feel the need to talk, but never have the time, you could choose a reliable friend and ask if she would be your talking and listening partner for a set period each week.*
- *In the next half hour everyone in the group will be given a chance to try out taking turns to speak and to listen with a friend.*
- *At this stage and again at the end, remind group members that this activity relies on each of them respecting confidentiality of the others.*
- *Discussion is private. There will be no audience and no feedback to the group.*
- *Divide the group into twos – one to talk, one to listen.*
- *Each person will have a chance to be the talker and listener.*
- *Each Talker has 10" including a few minutes for both talker and listener to feedback any important issues and how it felt for them.*
- *The Talker can talk (offload) about their own issue or take part in a role play connected to the day's topic (see sample scenarios in* **Your turn, My turn** *or make up your own to fit the day's topic.)*
- *The Listener can comment but NOT take over.*
- *After 10" the roles will swap so that they each get a turn to talk.*

At the end explain that this has been a brief example of a support system which could be carried on long after the end of the workshop. If any members of the group feel this would be a useful way to give and receive support, you can provide written guidelines to help them set up a fair and helpful arrangement.

5. Helpful poems, words and quotations. At the end of the Resources section on the website (**www.memorybooks.org.uk/memory-work-resources**) is a small collection of poems and other words which have been found helpful at different times in the workshops. Particularly at the end when some members have dreaded losing the friendship and solidarity of the group, its been useful to read out one of these poems, or to hand out copies for people to take away.

We shall be very glad if you send us any other words or ideas to add to this section – so that more people can be supported through the rough times.