Day Two: Sessions 1-6

Suggested Room Layout – horseshoe.
In some sessions delegates will split into smaller groups for discussion.

Before delegates arrive ensure that flip charts and post-it notes are distributed around the room as the group will split into smaller discussion groups at several points during the day. You’ll also need a laptop and projector plus screen, blu-tack, marker pens etc. Load up the Training Day 2 PowerPoint slides onto the laptop.

Outline Programme: Day 2

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Session 1: Check in and welcome

Timings: 09:30-09:45

Aims
• To welcome participants back.
• To provide housekeeping arrangements.
• To provide an outline of the day.
• To request brief feedback from day 1 – 1 key point from each individual.

Advice for Trainers
• Through individual feedback summarise the key points from day 1.
• Note on flipchart any points that should be followed up during day 2.
• Collect preparatory task sheets from participants.
• Link preparatory task with activity to be undertaken in session 4.

Resources required
• PowerPoint presentation: slides 1 and 2.
Session 1: Check in and welcome

Course Aims

- Reflect upon the skills & qualities required to support young people effectively
- Identify your own strengths and development needs
- Increase confidence in carrying out our support roles
- Explore the different roles and contributions that individuals make within a team
- Examine the roles for support staff with Curriculum for Excellence and Getting it right for every child
- Identify effective strategies to promote positive behaviour and interpersonal skills in young people.

PowerPoint presentation Slide 2
Session 2: Assumptions and judgements

Timings: 09:45-10:10

Aims

- To enable participants to reflect on how we may make assumptions about a situation which may not reflect upon the reality and the problems that can arise.
- To enable participants to consider the importance of finding out facts before taking action.
- To provide participants with examples based on actual events that highlight the importance of fact finding.

Refer to slide 3

Assumptions and Judgements

We sometimes make assumptions and judgements based on visual clues and prior knowledge.

However, it is important to find out accurate information by asking appropriate questions before deciding on a course of action.

PowerPoint presentation Slide 3

Room layout

Split participants into groups of 4 to 6. This can be done by allocating numbers or by an energiser activity such as handing out cards with for example different colours and asking participants to form a group with matching cards; pictures of animals and participants find their group by making the sounds of the animals etc.
Session 2: Assumptions and judgements

Advice for Trainers

• In order to enable participants to link new learning to experience and acknowledge that we all make assumptions, it may be helpful for the trainer to introduce this activity with an example such as – the eldest child in the family getting the blame when siblings get up to mischief, the assumption being that he/she should “know better”; the teacher with his/her back to the class who responds to a disturbance by homing in on the child that is expected to be the perpetrator (by reputation) even though on this occasion he/she is entirely innocent.

• Either put up a slide or give each group an ‘assumptions and judgements’ photograph from the resource pack (NOTE – there are suggested answers on the pictures in the resource pack which you may wish to remove) and give them 5 minutes to reflect with each other on this. What do they see happening in the picture? (NOTE – pictures may be selected to reflect the sectors (primary/secondary) of the group. Pictures not used for this exercise can therefore be deleted from the slide show as required)

Refer to slides 4-10

PowerPoint presentation Slide 4
Session 2: Assumptions and judgements

PowerPoint presentation Slide 5

PowerPoint presentation Slide 6
Session 2: Assumptions and judgements

PowerPoint presentation Slide 7

PowerPoint presentation Slide 8
Session 2: Assumptions and judgements

- Ask each group to summarise their situation for the wider group.
- Draw out the key points re assumptions: highlight how easy it is to get it wrong – and how important it is to try to get the facts. (see suggested negative and positive assumptions in the resource pack)
- Highlight the importance of time in finding out from young people what has been happening and what led to the situation.
Session 2: Assumptions and judgements

• Highlight the importance of checking the events, using visual clues where possible and listening to all parties involved.

Refer to slide 11

Building a full picture

• Don’t act on assumptions only
• Try and see the situation in the round
• Listening and prompting – not interrogating.

PowerPoint presentation Slide 11

Resources required

• Set of ‘assumptions and judgements’ photographs from resources section in pack.
• PowerPoint presentation: slides 3-11.
Session 3: Good coach/bad coach

**Timings: 10:10-10:45**

**Aims**

- To provide participants with opportunities to reflect on the essential features of effective practice.
- To explore with participants the importance of good communication and effective interaction between staff and young people in promoting positive relationships.
- To observe the use of active listening, good body language, appropriate use of words that are spoken in an appropriate tone, volume and manner.

**Room Layout – as previous session**

**Advice for Trainers**

- Show “Brad” excerpt from “Good Coach, Bad Coach”, and discuss.

**Refer to slide 12.**

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**Good Coach**

- Appropriate information
- Clear instructions
- Encouragement and support
- Appropriate body language
- Positive approach
- Feedback
- Appropriate volume and tone of voice

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PowerPoint presentation Slide 15
Session 3: Good coach/bad coach

- Show “Gerry” excerpt and discuss.
  
  **Refer to slide 13.**
  
  Video clips courtesy of BT Betterworld

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Coaching – Take 1: Brad

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**PowerPoint presentation Slide 13**

- Take feedback from the groups drawing out significant characteristics of effective practice: providing and retrieving information; clear instructions; engagement; explanation; encouragement; good feedback; and active listening etc.
- Draw out how we know that these approaches are useful.
- Encourage reflection on participants’ own practice.
- Encourage some discussion on how we can now enhance our practice building upon the skills modelled in ‘Good Coach’.
Session 3: Good coach/bad coach

Refer to slide 14.

Coaching – Take 2: Gerry

PowerPoint presentation Slide 14

Resources required

- PowerPoint presentation: Slide 12-14.

Coffee Break (Approx 10:45-11:10)
Session 4(A): Communication is a lot more than words (overview)

**Timings: 11:10-11:30**

**Aims**
- To consider the various components of communication and the impact they have.
- To build participants’ skills in the different components such as body language and verbal communication.

**Room layout**
Bring participants together with chairs in a horseshoe.

**Advice for Trainers**
- Before showing slide 15, ask participants to discuss in pairs the percentage of the message pertaining to feelings and attitudes which comes from a) the words that are spoken, b) the way the words are spoken eg tone, volume and c) the body language, such as facial expression. Invite feedback.

- Divide the group into 2 and explain that half will be asked to talk for about a minute about their favourite TV programme – why they enjoy it, the characters they like/dislike etc. The other half will be the listeners. Take the listeners to an area where you will not be overheard briefing them eg outside the room. Divide this group in two and explain that half will respond to the “talkers” positively by listening attentively and showing interest whilst the other half will respond in a negative fashion such as not paying attention by fidgeting, failing to making eye contact, looking at their mobile phone etc. Emphasise that they should not respond by talking or asking questions as this is a listening exercise. Following the exercise ask the “talkers” how they felt. Discuss the responses to the positive and negative listeners. Then show slide 15. (Note – this activity could be carried out as role play if there are 2 presenters.)

- Emphasise that only 7% of what we communicate comes from the actual words we speak and that we must be aware of the power within us to communicate effectively if we use all aspects of our body language. Refer back to the previous activity. Are the percentages a surprise? Did the group estimate correctly?
Session 4(A): Communication is a lot more than words (overview)

Refer to slide 15.

Communication is a lot more than words

Moriarty, Stanford University

PowerPoint presentation Slide 12

- Show slide to take participants through the various aspects of body language.

Refer to slide 16.

- Describe and exemplify.

Body language/non-verbal communication

Threatening:
- Close proximity
- Face to face
- Towering above pupil
- Pointing, waving arms
- Prolonged eye contact

Non-threatening:
- Appropriate personal space
- Facing at an angle 45º
- Sitting down if appropriate
- Open-palmed gestures
- Make appropriate eye contact

PowerPoint presentation Slide 16
Session 4(A): Communication is a lot more than words (overview)

Refer to slide 17.

Total Voice Control

- **Tone** – supportive and calm
- **Volume** – appropriate to setting/distance
- **Cadence** – rhythm and rate

PowerPoint presentation Slide 17

**Tone:** supportive and calm

**Volume:** appropriate to setting/distance

**Cadence:** awareness of rate, rhythm (not irritating, condescending or patronising)

**Resources required**

- PowerPoint presentation: slides 16-17.
Session 4(B): Communication is a lot more than words: active, empathic listening

Timings: 11:30-12:00

Aims
• To establish the importance of active, empathic listening with regard to positive interaction between individuals and within groups.
• To develop skills in active, empathic listening from perspectives of talker, listener and observer.
• To practice giving and receiving feedback.

Room layout
Bring participants together with chairs in a horseshoe.

Advice for Trainers
• Ask everyone to think about a situation that has gone particularly well. This will be fed back within the smaller group. (NOTE – it may be helpful to provide some suggestions e.g. a situation at work where the participant has experienced a positive outcome with a pupil / been involved in organising a successful event in the school or a personal achievement eg passing a driving test / exam / winning a competition etc.) Divide into groups of 3.
• Person 1 is the talker, person 2 is the listener and person 3 is the observer.
• Each member of the group will then have the opportunity to experience each role. This will provide individuals the chance to reflect on the key components of effective communication. Each session should last about 3-5 minutes.
• Ask the listener to convey the skills of the role in as many aspects as possible by listening empathically.
• Conclude this section by asking participants how they were feeling when they were being listened to and what they noticed about their colleague’s behaviour that told them they were being taken seriously.
Session 4(B): Communication is a lot more than words: active, empathic listening

Refer to slides 18-21.

Active, empathic listening

Empathic listening

Colleagues who were telling the story:

- How did you feel when your partner was listening to you?
- What did you notice about your partner’s behaviour as you told your story?
Session 4(B): Communication is a lot more than words: active, empathic listening

Active, empathic listening – How?

What it is:
• “Tell me more”
• Acknowledge feeling
• Minimal prompts
• Respectful curiosity
• Clarifying what speaker feels/needs
• Checks assumptions
• Accurate feedback

What it isn’t:
• Judgements and put-downs
• ‘Shoulds’, ‘Oughts’, ‘Musts’
• Interrogation
• Trivialisation
• Sarcasm
• Blame and accusation
• “You think you’ve got it bad…”

The power of Active Listening!

“But let someone really listen, let someone acknowledge my inner pain and give me a chance to talk more about what’s troubling me and I begin to feel less upset, less confused, more able to cope with my feelings and problems.”

Faber & Mazlish 1980

Resources required:
• PowerPoint presentation: slides 18-21.
Session 4(C): Communication is a lot more than words: 5 useful questions

Timings: 12:00-12:30

Aims
• To gain further experience of each role i.e. observer, talker, empathic listener.
• To practice the skills involved in using the 5 useful questions.

Room layout – as previous session.

Advice for Trainers
• Introduce the 5 useful questions. Some participants may be familiar with these questions if their school has been involved in delivering peer mediation programmes. The questions are used to ascertain what has happened (the past), explore feelings about the incident(s) and look forward towards a resolution (the future).
• Invite participants to use the 5 useful questions sheet on page 11 of their Participant’s Handbook as they work with one of their own scenarios from the preparatory task activity. Alternatively, they may wish to use the “Jamie” case study for this exercise taking the role of the adult faced with a young person who point blank refuses to sit a test.
• Provide the opportunity for feedback from the groups.

Refer to slide 22.

The Five Magic Questions

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who else has been affected?
5. What do you need / need to do?

Transforming lives through learning

PowerPoint presentation Slide 22
Session 4(C): Communication is a lot more than words: 5 useful questions

Resources required

- 5 Useful Questions Cards (page 11 Participant’s Handbook).
- Copies of scenarios from the preparatory tasks for all participants.
- PowerPoint presentation: slide 22.

Lunch (12:30-13:30)
Session 5: Helpful strategies: bus stop activity, meet the characters

**Timings:** 13:30-14:30

**Aims**

- To identify the key aspects of team work (building upon Day One).
- Building upon this morning’s input to consider and share useful strategies for supporting young people in different learning situations.

**Room layout**

Divide participants into groups of 4-6. Character sheets placed on flipcharts or tables around the room.

**Advice for Trainer**

- Introduce the characters – select two examples. (Available from resources section in pack).
- Outline the activity – to read and discuss a particular character. The task is to provide appropriate strategies to support that individual young person.
- Participants move round the stations and add their suggestions on post-it notes of ideas from their own experience which may prove helpful in developing an effective support strategy for individual young people presenting particular challenges. Trainers may make available the ‘key strategies Primary/Secondary’ sheets to assist participants in this activity. (Available from the Participant’s Handbook).
- Take feedback from the whole group.

**Resources required**

- Character sheets.
- Key strategies – Primary (Participant’s Handbook pages 12-19).
Session 6: Summary, progress and evaluation

Timings: 14:30-15:00

Aims
• To encourage participants' feedback on how course has matched their expectations.
• To consider achievement of learning outcomes.
• To complete evaluation checklist.

Advice for Trainers
• Comment on slide 23 – the Chinese proverb and slide 24
• Refer to slides 23 and 24.
• Request feedback from whole group re learning outcomes.

“A child’s life is like a piece of paper on which each passer-by leaves a mark.”

Ancient Chinese Proverb

What kind of imprint do you wish to leave?

PowerPoint presentation Slide 23
Session 6: Summary, progress and evaluation

Plan of Action

The most important experience anyone can have:

‘You are important and I care about you.’

Refer to slide 25.

• Include time for participants to discuss next steps as well as future training needs. What have they got from the course? What do they need to happen now?
• Thank participants for their participation and for making a difference to the young people we work with.

Learning Outcomes

• Fuller knowledge and understanding of my role
• Improved skills base
• Awareness of national context
• Access to resources
• Value of my role
• Awareness of my contribution within the team(s)
Session 6: Summary, progress and evaluation

Refer to slide 26.

- Issue evaluation sheets.

Thank you for your consideration, thought and contribution today.

It is appreciated.

PowerPoint presentation Slide 26

Resources

- Evaluation form. (NOTE it is anticipated that establishments will complete their own Local Authority form in line with their CPD policy).
Session 2: “Assumptions and judgements”

Print the following sheets – give each group a picture card for discussion.
Session 2: “Assumptions and judgements”

Negative scenario – A young girl has been hurt when a group of boys pushed passed her, knocking her to the ground. Two other young people come to help her.

Positive scenario – A young girl has fallen and hurt herself while playing a game. Two boys come to help.
Session 2: “Assumptions and judgements”

Negative scenario – A group of boys are pressurising a young boy to go over the fence and retrieve a ball, which has gone out of bounds.

Positive scenario – A young boy has been given permission to go over the fence to retrieve the ball, which has gone out of bounds.
Session 2: “Assumptions and judgements”

Negative scenario – Two youngsters have split the plasticine balls between them and are not allowing others to join in or share.

Positive scenario – Two youngsters have split their plasticine balls equally to enable them to play the team game fairly.
Session 2: “Assumptions and judgements”

Negative scenario – Two girls are intimidating a third.

Positive scenario – Two girls notice the third sitting alone looking upset and have come to speak to her.
Session 2: “Assumptions and judgements”

**Negative scenario** – The girl is accusing the boy of wrongdoing eg “dumping” a girlfriend.

**Positive scenario** – The girl is recounting the story of a film she has recently seen and is acting out one of the scenes to the bemusement of the boy.
Session 2: “Assumptions and judgements”

Negative scenario – The two girls have pushed the third to the ground and are assaulting her physically and verbally.

Positive scenario – The two girls have come across another girl who has slipped and fallen on ice and are looking at how they can help her.
Session 5: Helpful strategies: Bus stop activity, meet the characters

Print the following pictures. Attach each picture to a sheet of flipchart paper to form a carousel around the room.

Cool? Carlo

Carlo has every new cool toy that comes on the market. He boasts about what he has and puts down other young people for what they don’t have.

He doesn’t tolerate others who are less cool/clever than himself and has recently made a fool of several other boys because of the “state of their trainers”.

Angry Alec

Alec always sees the negative in everything.

He finds it hard to express his strong feelings and lashes out with his hands, feet and words, finding it hard to take responsibility for his own actions.

He’s often heard to say: “Why is it always me?”
Session 5: Helpful strategies: Bus stop activity, meet the characters

Loud Laurie
Laurie always has something to say in and out of class. His off-the-cuff remarks which he finds amusing are often hurtful to those on the receiving end and you are getting complaints from parents of other young people.

Sad Sue
Despite your best efforts to include Sue, she looks really unhappy and doesn’t seem to show any interest in her school work right now.
Session 5: Helpful strategies: Bus stop activity, meet the characters

Angry Aileen

Aileen finds it really hard to express her strong feelings in a purposeful way. As a result she often loses her temper and hurts others.

She hates to be in a situation when others are calling her names.

Bullying Bertha

Bertha has recently got a mobile phone. She has been told to leave it at home or hand it in at the school office.

You just found one of her classmates hiding in the corridor and the reason for that is that Bertha’s sent her a text message to say she’ll be beaten up at home time.