



**Life-skills, Leadership
and Limitless Potential
(LLLP)
3-Day Youth
Facilitator Training**

**Day 2
10am – 5pm**



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Exercise

Facilitator presentation: Welcome and check in

Time

10.00 – 10.15

Aims

- For young people and facilitators to begin to get to know each other and feel comfortable in the group setting
- To ensure that all procedural requirements regarding registration and evaluation have been met

Materials / Resources

- Room set up appropriately for group discussion
- Attendance registers
- 3-day agenda



Stage 1

Welcome everyone to the group.

Explain any housekeeping issues that need to be shared. These should include:

- Location of toilets
- Accessibility information: toilet, lift
- Scheduled break times, start and end times of session

Check that young people have satisfied all applicable registration procedures

Stage 2

Ask the participants to sit down in a circle. Ask if the group can provide an overview of what they did on the previous day. Ask them to summarise what they think the group may have learnt.

Next ask the group to share any reflections they may have as a result of the previous day.

The facilitator should manage the dynamics of this discussion, ensuring that there is not just one or a few dominant voices. They will do this exercise at the beginning of each of the remaining days so the facilitator can encourage those who have not shared any reflections to do so (if they want to – no one should be forced to speak).

Stage 3

Provide an overview of the day.

Exercise:

Team building icebreaker: Newspaper game

Time

10.15 – 10.45

Aims

- To support team building
- To develop group strategies to solve problems
- To reflect on leadership and group dynamics

Materials / Resources

- Newspaper



Stage 1

Clear the furniture to the edge of the room so that you have a large space to conduct this icebreaker. Provide each person with a sheet of newspaper. Ask them to stand up in the room and place their sheet on the floor and then stand on it.

Explain that the aim of the game is to make sure that each member of the group has always got a piece of newspaper between them and the floor. Explain the following rules:

- No part of a group member's body or clothes (for example shoes) may be in contact with the floor
- It is the responsibility of the whole group to make sure that all group members are not in contact with the floor
- They are not allowed to use furniture in their attempts to avoid contact with the floor
- No one is allowed to get hurt

Stage 2

Next ask everyone to step off his or her pieces of newspaper and then take one piece away. Then ask them to step back on to the paper and to ensure they are obeying the three rules. There is now one less piece of newspaper than there are people, so the group has to figure out how they will collectively meet the rules of the game. It is likely at this stage that two members of the group will share the same piece of newspaper.

Stage 3

Keep repeating stage 2, each time reducing the number of sheets of paper that the group has available to stand on (you may want to remove multiple pieces at a time to speed the exercise up). It will become harder and harder for them all to be not in contact with the floor and standing on newspaper. As they attempt each round of the game, you should ask them to think about how they might achieve the aims of the game, reminding them that as long as they don't break the three rules above, then they can do what they need to in order to achieve the aim.

Deconstruction:

The deconstruction can follow the points above. Ask them what it was like to complete the task and why you have asked them to do this exercise. Listen to their opinions. Suggest that:

- It encourages team building and helps them to practice group problem solving
- It helps them to understand what works when trying to solve problems as a group and what doesn't work
- It may help them realise they can rely on each other and need to rely on each other
- It might help with breaking down barriers as it brings people closer physically
- It's fun!

You can discuss if this activity would be suitable on the first day of training (rather than second) with young people – it is quite intimate and might be difficult for vulnerable young people to engage in.

Facilitator notes:

When/if they start to struggle, you should stop the group and ask them to reflect on what works. When are they at their best as a group? When are they most effective in solving a problem together? They should think of things like: when we listen to each other's ideas, when we take our time. Ask whether they can achieve the aim if just a few people are trying to solve the problem while others remain uninvolved in the game. Ask them how they can make sure that all members of the group are on board with the ideas and also understand what is being suggested as a solution.

With some encouragement, the group should start thinking about different and creative ways to use the newspaper (and each other) in order that they can keep going, round after round. For example, they may decide to give each other piggybacks in order to reduce the number of feet that need to stand on newspaper. They may rip the paper into smaller piece to make more pieces for them to stand on. They may start to stand on one foot and use each other to balance.

Exercise

Group activity: Good teacher/bad teacher

Time

10.45 – 11.15

Aims

- To understand what is effective and non-effective communication
- Understand the qualities of a 'good' trainer

Materials / Resources

- Flip chart paper and pens



Stage 1

Do a board blast with two columns titled 'good teacher' and 'bad teacher'. Ask the group to think back to being in school or college – recognising that this might not have been a happy experience for some of them. Ask them to think about teachers they had and different things that made them both a 'good' or a 'bad' teacher.

The group should collectively throw ideas out and these should be recorded on the flip chart.

Ask them to elaborate on why these qualities are either good or bad. For example: why is a teacher that doesn't shout good? What impact does this have on a student and their ability to learn? Why is a teacher that seems to have favourites bad? How might this impact on other students self esteem etc. Why would a teacher that points out individuals in a class be a bad teacher? Could this also be a good thing? What are the different ways that a bad teacher would communicate compared to a good teacher?

Ask the group to think about why this exercise is important when thinking about how we facilitate groups and how they will deliver the 12-session programme.

Explain that teachers will have a communication 'style' which will impact on how comfortable people feel and how able they are to learn and how effective they are at communicating.

Stage 3

Briefly, ask the group to turn to the person next to them. Ask them to have a quick discussion about teachers they remember that brought out the best in people. How did they do this? How did they treat people? How did they communicate?

Alternatively, you can ask them these questions thinking about which communication strategies they use themselves when working with other people, e.g. leaving silence is important to allow people to talk.

Record ideas from the discussion on flip chart paper.

Stage 4

Next create two columns titled 'effective communication' and 'non-effective communication'. Ask the group to turn to someone sitting next to them again and create a list for each heading. What makes communication effective or non-effective? What is someone doing if they are communicating badly or well?

When they have had some time to think about this ask each pair to take it in turns to provide one example for each column. They shouldn't repeat what has already been suggested. These examples should be recorded on the flip chart paper. Keep going with carousel feedback until all ideas are exhausted.

Deconstruction:

Ask the group why they think you have asked them to think about communication. The discussion might include:

- Understanding how to communicate effectively can help us to express our needs, wants and opinions
- Thinking about the skills of a good teacher can help in their own development as youth and adult facilitators

Break

Time
11.15 – 11.30



Exercise

Group activity: Techniques for facilitating groups

Time

11.30 - 12.15

Aim

- To identify different techniques that can be used to facilitate groups

Materials / Resources

- Techniques for facilitating groups hand-out



Stage 1

Explain to the group that you are going to facilitate a brief group discussion. While you are doing this you would like them to observe and make a note of the different techniques that you are using that are useful in facilitating conversation.

You should choose a question to discuss that is relevant to the subject of the programme. This could be:

“It is more important to keep young people safe than it is to have them involved in decision making that affects them.”

Ask the group to stand on their feet. If they agree with the statement they should stand at one end of the room, if they disagree they should stand at the other end. If they don't know, then they should stand in the middle.

To start the conversation, ask the group to raise their hand if they agree with this statement, then to raise their hand if they disagree, and again to raise their hand if they are not sure. Use these responses to kick-start your group discussion.

Use the different techniques listed on the next page to facilitate a group discussion. You will not have time to fully explore this statement – even though people may want to!

Stage 2

You should only let this conversation go on for about 10 minutes. When you have closed the conversation down in a diplomatic and polite way (another technique!), you should ask the group what they observed about the techniques you demonstrated. Capture these on flip chart paper. They should identify the questioning techniques used and the evidence of where this was used.

Next show them the chart of techniques below and ask where they saw examples of the techniques which you haven't discussed yet. Then go on to think about the benefits of the techniques that they have identified.

Discussion Techniques	Purpose
Open questions	Stimulate ideas and opinions, avoid leading questions and answers
Body language, using people's names	Encourages people to contribute, provides a sense of validation and respect
Careful listening	Helps you understand clearly how to lead the discussion, and how to keep focused on the group's agenda rather than your own
Encouragers, e.g. nodding	Encourage people to keep talking, physical sign you are listening
Rephrasing	Clarifies what a person says and shows appreciation, shows you are listening and gives you time to think and reflect
Redirecting questions	Gets others involved and gathers more opinions, shows you are interested in everyone's views
Probing questions	Draw out more information and views, helps people notice things they hadn't thought of before
Observing and reacting	Encourages people who are silent, demonstrates you are dealing with unfair or unequal group dynamics
Summarising	Helps people understand and reach agreement, shows you have listened

Adapted from: Aids Alliance, http://www.aidsalliance.org/assets/000/000/710/296-Feel!-Think!-Act!_original.pdf?1406297257

Deconstruction:

Ask the group why they think you have asked them to do this.

Explain that for the rest of the training they will be practicing exercises that they will be delivering to young people and will need to hold these techniques in mind in order to create a space that feels safe, encouraging and non-discriminatory.

Exercise

Group activity: Challenges of facilitation

Time

12.15 – 1.00

Aims

- To begin to identify some of the challenges they may face when they are facilitating group work
- To begin to identify strategies to deal with challenges they may face

Materials / Resources

- Challenge cards



Stage 1

Next explain that you are going to explore some of the challenges of facilitating groups and how they might deal with these. Split the group into smaller sub-groups of about four people.

Provide each group with a deck of 'challenge cards'. These cards represent some of the challenges they may face as facilitators. In their groups, they should have 10 minutes to read out a card and then the group should suggest ways of dealing with the challenge. ENSURE YOUNG PEOPLE UNDERSTAND CONTENT OF CARDS and have some time to discuss if necessary.

Stage 2

Ask the group to come back into the circle. Explain that you are going to explore these challenges in more detail. They should contribute the ideas that they came up with in their smaller groups to this following exercise.

Explain that you would like two people at a time to come into the centre of the space and role-play one of the challenge cards. You should pick the challenges randomly so that people don't know what they are getting. Ask the pair to act out the scenario as best they can. The person playing the facilitator should try and respond to the challenge in the role-play.

The person playing the young person should keep trying to challenge the facilitator but they should concede if they think the facilitator has used

good strategies that would actually work!

Stage 3

Allow each role-play to proceed for a couple of minutes and then stop the action. With the actors still in the space, you should ask the audience what went well, and what strategies they can see that are working. They should also make suggestions as to how the facilitator could make things even better.

Based on this input from the audience, the 'actors' should re-play the challenge. This time they should use the techniques suggested by the audience and see whether it has an impact on the challenging behaviour.

Deconstruction:

Ask the group what it was like to do this exercise. Was it useful? What was helpful? What were some of the good ideas? Were there any cards you really struggled with? What were these?

Explain that as they practice delivering the 12-session programme they will have the chance to explore other challenges as they arise.

Facilitator notes:

This is a version of forum theatre. You are aiming for the audience to become a resource for the actors and to help with finding solutions to conflict and challenges. It allows for a group of people to benefit from the learning despite there being only two actors. If the first two actors find they can't respond effectively to the challenge, then you can ask a member of the audience to take the place of the facilitator and to try their own techniques. Again, you can stop the action and get input from the audience.

Lunch

Time
1.00 – 1.45



Exercise

Group exercise: Practice of 12-session toolkit

Time

1.45 – 4.35

Aims

- For the group to set their own 'desired outcomes' from the project
- For the group to understand that what they want from the project is of equal (if not more) importance than the wishes of the project facilitators or organisers
- To set the tone as a young person led project
- To generate distance travelled data that can contribute to the evaluation of the training programme

Materials / Resources

- Individual outcomes and goal setting forms
- Pens



Explain that you are going to spend the rest of the day practicing some of the exercises that they will be delivering to young people on the 12-session programme.

At this point you can refer to the 12-session toolkit/ worksheet or information you feel is suitable at this stage. You will be asking them to practice some exercises from the programme for the rest of the time on the training days. Explain the format of the afternoon will be as follows:

1. They will split into small groups and be allocated an exercise from the toolkit. The groups should consist of a mix of adult and youth facilitators. In their groups, they should read through the exercise to understand what it aims to achieve and how to deliver it. They should then practice or 'rehearse' the delivery of it. They should decide which group members will deliver which aspects of it, attempting to include all group members in delivery.

2. Each group will then take it in turns to deliver the exercise to the rest of the participants as if they are delivering it to young people on the 12-session programme. The participants should be supportive and get involved as much as they can. They should not role-play being 'challenging' young people.

3. Each group will have 30 minutes to deliver their exercise. This may not be long enough for them to allow full conversations to take place, or to deliver the entirety of the exercise but they will get a taste of what the exercise involves and what it feels like to deliver, including the possible challenges.

4. After a group has delivered their exercise, they will have 10 minutes to receive feedback from the rest of the participants and you as facilitators. Feedback should include what they did well and what could be done differently to make it even better.

5. You should help to deconstruct their experience by asking questions such as: what was that like for you? What worked? What didn't work? Is it a useful exercise to deliver to young people? Why? What challenges did you pre-empt?

The first three recommended exercises they should deliver from the 12-session toolkit are:

- Giving and receiving feedback: Session 7
- Sexual violence: Session 3
- Traffic light exercise: Session 3

Explain that you have asked them to practice the constructive feedback exercise first as you want them as a group to be able to give constructive feedback to each other as they deliver the exercises.

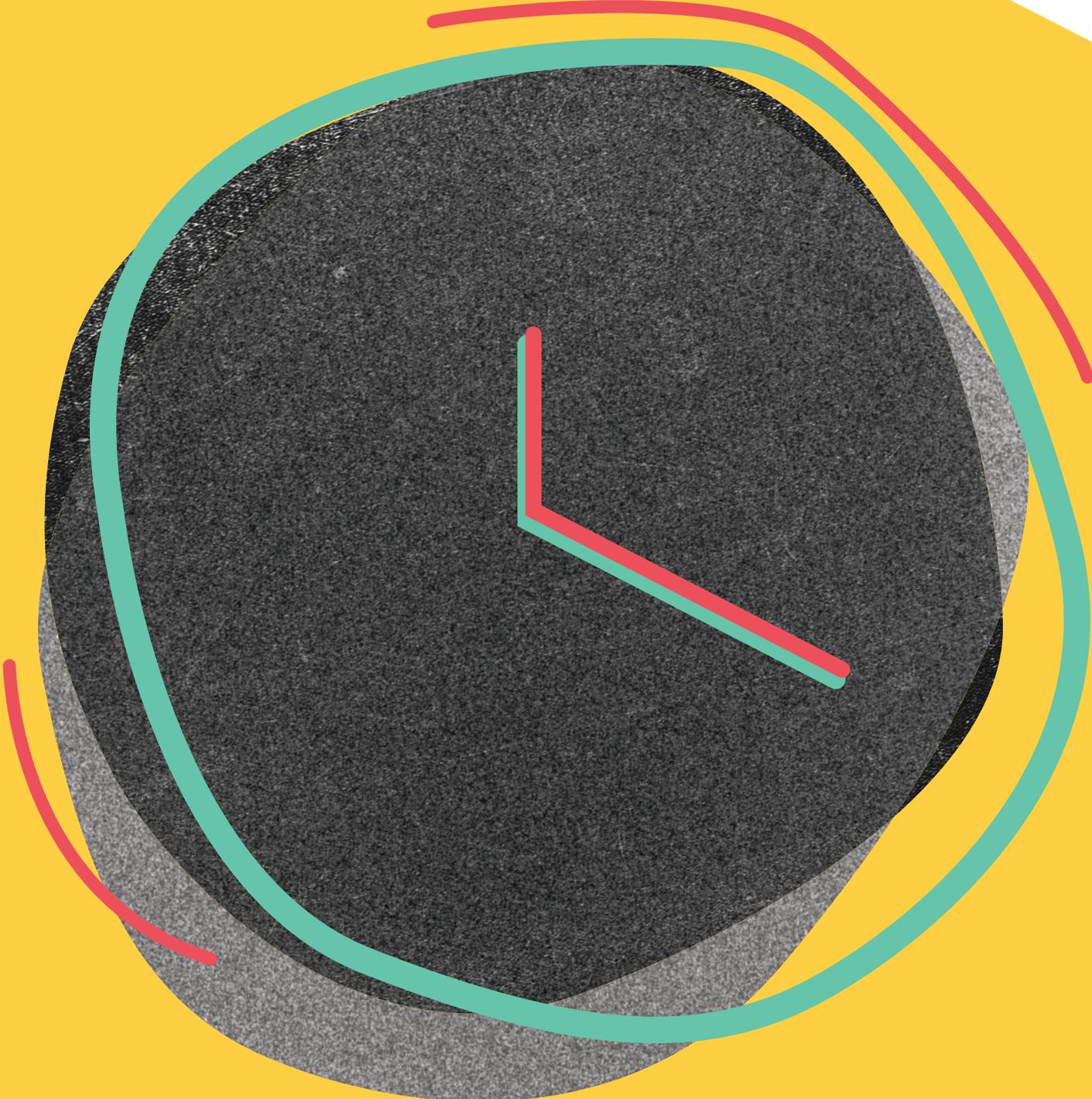
Facilitator notes:

The schedule for the afternoon should be worked out with young people together allowing for time to practice, present and feedback.

Ensure there is plenty of time to discuss delivery and challenges.

Break

Time
3.25-3.45



Exercise

Group exercise: Practice of 12-session toolkit

Time

1.45 – 4.35

Continue with the format from before the break.
You will need to co-ordinate the timing of the break
so as not to interrupt delivery and feedback.



Exercise

Group activity and lone working: Checking in, scaling and closing

Time

4.35 – 5.00

Aims

- For the participants to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and critical thinking

Materials / Resources

- Name cards of group members



Stage 1

Start by asking the group to sit in a circle and explain that you are going to do a final exercise to end the session.

First simply ask the group to take it in turns to say one thing that they have found most enjoyable or useful from this particular session and why.

Stage 2

Next explain that you have name cards for each member of the group (including the facilitators) and you have folded them up and put them in a hat (or an equivalent). Explain that you would like each group member to draw out a card from the hat. If they pull out their own name they should put it back in the hat and draw another card.

Once everyone has drawn a name card they should then think of one thing that they have come to learn about that person that they admire. This might be something they have seen them doing during the sessions so far. Give them some time to think about this.

Next take it in turns for the group to say whose name they drew out of the hat and the one thing they want to say about them. When they have finished, give them a chance to say what it was like to say those things and also hear them. It can be very hard to hear positive things about yourself, and to think about positive things. It is important to give them a chance to reflect on this.

Scaling

Using their Best Hopes and Goal Setting forms, they should think about each best hope they have identified and scale themselves again against them from 0 – 10, where '0' is 'not achieved' and '10' 'fully achieved'. They should hand their forms back to you once this is completed.

Mood metre

Ask the group to complete one last task before they leave. The facilitator should place a chart on the wall near the exit door. The chart consists of two columns. In one column there are three categories defined by smiley faces ranging from happy to sad. Young people should mark an 'X' against which category most reflects their level of satisfaction with the day. This is anonymous and takes just a few seconds as young people leave.

This will give you a rough overview of satisfaction levels. If these are in the 'unhappy' face category, the facilitator will need to think about how to address this with delegates in the following session.

Example of the mood metre





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Terre des hommes

Helping children worldwide. tdh.ch

Stichting **Alexander**
Young people active in
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