



# Handbook for Trainers

## Sustainable Learning in the Community II

Valuing older people's skills  
and experience

# Partner Overview

Following authors have contributed to this handbook

---

## Austria



### Austrian Red Cross

Charlotte Strümpel, Cornelia Hackl  
Tel. +43 1 58 900 128  
[charlotte.struempel@roteskreuz.at](mailto:charlotte.struempel@roteskreuz.at)  
[www.roteskreuz.at](http://www.roteskreuz.at)



### Research Institute of the Red Cross

Nadine Sturm, Barbara Kuss  
Tel. +43 1 79 580 5427  
[barbara.kuss@w.roteskreuz.at](mailto:barbara.kuss@w.roteskreuz.at)  
[www.wrk.at/forschungsinstitut](http://www.wrk.at/forschungsinstitut)



### Circle of Austrian Adult Education Associations

Wolfgang Kellner  
Tel. +43 1 5336547  
[wolfgang.kellner@ring.bildungswerke.org](mailto:wolfgang.kellner@ring.bildungswerke.org)  
[www.ring.bildungswerke.at](http://www.ring.bildungswerke.at)

## Germany



### ISIS – Institute for Social Infrastructure

Vivian Guerrero Meneses  
Tel. +49 69 2648650  
[guerrero@isis-sozialforschung.de](mailto:guerrero@isis-sozialforschung.de)  
[www.isis-sozialforschung.de](http://www.isis-sozialforschung.de)

## Hungary



### Budapest Cultural Centre

Zsuzsanna Brenner, Peter Basel  
Tel. +36 1371 2770  
[international@bmknet.hu](mailto:international@bmknet.hu)  
[www.bmknet.hu](http://www.bmknet.hu)

## Italy



### LUNARIA

Marcello Mariuzzo  
Tel. +39 0 68841880  
[mariuzzo@lunaria.org](mailto:mariuzzo@lunaria.org)  
[www.lunaria.org](http://www.lunaria.org)

## UK



### University of Strathclyde

Maureen Marley, Alice Morton  
Tel. +44 (0)141 548 43 88  
[maureen.marley@strath.ac.uk](mailto:maureen.marley@strath.ac.uk)  
[www.cll.strath.ac.uk/ssi.html](http://www.cll.strath.ac.uk/ssi.html)

### INTEVAL Ltd.

Nicholas Walters  
Tel. +44 1483 415 106  
[inteval@live.com](mailto:inteval@live.com)

With the support of

## Switzerland



### Ariadne

Miriam Hess  
Tel. +41 (0)41 758 01 32  
[miriam.hess@ariadne.ch](mailto:miriam.hess@ariadne.ch)  
<http://www.ariadne.ch>

## Finland



### City of Helsinki – Social Services Department

Outi Paulig  
Tel. +358503481315  
[outi.paulig@hel.fi](mailto:outi.paulig@hel.fi)  
[www.hel.fi/hki/sote/en/Etusivu](http://www.hel.fi/hki/sote/en/Etusivu)

# Contents

---

	Introduction	4
<b>Part 0</b>	<b>Finding and informing peer facilitator trainees</b>	<b>9</b>
0.1	Information meeting	11
0.2	Personal exploration 1	12
0.3	Personal exploration 2	13
<b>Part 1</b>	<b>SLIC Workshop run through</b>	<b>14</b>
<b>Part 2</b>	<b>Becoming a peer facilitator</b>	<b>18</b>
2.a	Role of the facilitator and communication	21
2.a.1	The role of the facilitator	22
2.a.2	How to communicate in a workshop	23
2.a.3	What is a good and bad communicator?	24
2.a.4	Communication exercise: Chinese whispers	25
2.a.5	Communication: The New Tower of Babel	26
2.a.6	Communication: Listening and drawing exercise	27
2.a.7	Facilitation skills	28
2.a.8	Handling difficult situations	29
2.b	Background information on SLIC Workshop exercises	30
2.b.1	Exploring successful icebreakers and energisers	33
2.b.2	Definition of on-going support	34
2.b.3	Background on evaluation of SLIC Workshop	35
2.c	Planning and rehearsing own workshop	36
2.c.1	Getting started	39
2.c.2	Defining target groups	40
2.c.3	Choosing time frame, developing a work plan	41
2.c.4	Planning resources	43
2.c.5	Venue checklist	44
2.c.6	Finding participants	45
2.c.7	Rehearsing / practising individual exercises	46
<b>Part 3</b>	<b>Running a SLIC Workshop as a peer facilitator</b>	<b>47</b>
<b>Part 4</b>	<b>Debriefing and evaluation</b>	<b>51</b>

---

# Introduction

---

The SLIC II project “Valuing older people's skills and experience: training peer facilitators” addresses the issue of increasingly ageing societies and the promotion of active ageing.

Within the previous project, SLIC I (Sustainable Learning in the Community) an innovative workshop model and a handbook on how to run this workshop were developed. In the first SLIC project, more than 100 older learners from 6 countries took part in the workshops which aimed to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering.

Building on this experience, within the SLIC II project, five peer facilitator training courses were run in Austria, Germany, Hungary, Italy and Scotland and 61 peer facilitators were trained. In total 50 women and 11 men between 50 and 85 took part in these trainings.

As part of the training 12 trial SLIC Workshops were run by peer facilitators in these same countries with 121 participants. Also, a trans-national peer facilitator workshop was run in Budapest with 39 participants, 23 of whom were trained peer facilitators.

The SLIC II project approach, in which the facilitators have similar characteristics to the participants, has been very successful within the trial workshops and very well received.

## **Why train volunteers to become peer facilitators?**

Training volunteers to become peer facilitators opens new opportunities for volunteers as well as the organisation and serves to empower older volunteers on different levels. It also creates a positive domino effect as well as increasing social capacity.

The benefits of participating in the peer facilitator training for participants are that they can acquire new skills such as facilitation, communication and listening skills. Also, their participation can lead to more self-confidence and enable participants to realise their potential. Finally, peer facilitators have the chance to activate and motivate their peers by running SLIC Workshops and following up on them as an active contribution to their communities.

The benefit for organisations in running SLIC Workshops and training peer facilitators is that they can strengthen community ties, improve their networking in their communities and contribute to active ageing within their local setting. Also, peer facilitators can use their informal contacts to engage other participants, encourage others who are less active than themselves to become active and help run activities as volunteers.

## **What are the objectives of the peer facilitator training?**

The aim of the peer facilitator training was to train peer facilitators to conduct SLIC Workshops autonomously in organisations or in any other volunteering context. It is considered beneficial that the peer facilitators are in the same age group as the target group and that they can pass on some of the experience they have gained themselves to others. It can be expected that trained peer facilitators run further SLIC Workshops with older people themselves, either in cooperation with the organisations which run the training, with other organisations or from their own initiative, for example in their local community setting or associations.

# Introduction

---

## What are the prerequisites for sustainability?

In order to ensure the sustainability of running SLIC Workshops and enabling peer facilitators to run SLIC Workshops at a later stage several factors must be in place. Networking on community and informal level is important as well as a commitment by the organisation training the peer facilitators to support them in their further activities or offer them possibilities to run further workshops. It can also be helpful to look for some funding opportunities or other support, like venues.

## Who can use the tool-kit?

This tool-kit is for organisations who would like to train older volunteers to become peer facilitators, in order to run SLIC Workshops with their colleagues and associates. Adult educators; local authorities; welfare and voluntary networks can all benefit from the tool-kit which draws on the practical experience of peer facilitator training sessions run by partners within the SLIC II Project. These sessions include: planning and running a workshop; debriefing and evaluating the outcomes.

Those in charge of the peer facilitator training should be skilled trainers, with experience of working with older people in the framework of active ageing and life-long learning. They should have excellent facilitation and communication skills and have experience of leading SLIC Workshops.

If this is not possible, a trainer team, where one of the trainers has previous experience of running SLIC Workshops is recommended. If both trainers involved have no previous SLIC experience, it is vital that there is enough time between the first and second part of the peer facilitator training to ensure the experience gained from the first training session is used in planning the rest of the peer facilitator training.

## Who can participate in the SLIC II training?

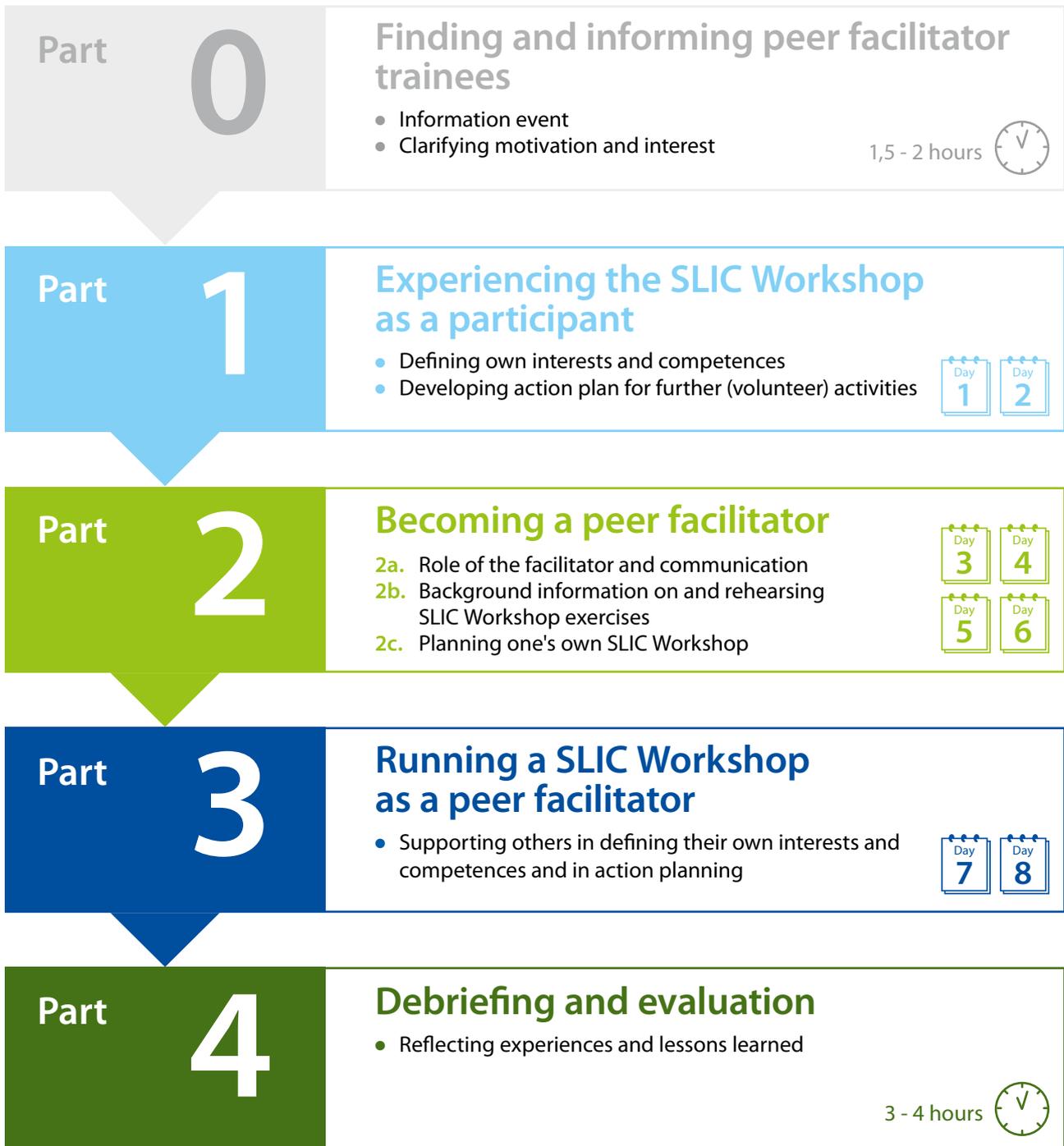
Our experience with the peer facilitator trainees has shown that future peer facilitators should be 50+, enthusiastic and willing to be active. Also it is helpful if a trainee is open-minded, communicative and likes to work with other people. The trainee should in principle be willing to run further SLIC Workshops after their trial workshops, either alone or with other peer facilitators. In the course of the SLIC II project, the idea was to attract peer facilitators with previous experience in volunteering. However, in practice, there were some trainees of the peer facilitator training, who did not have previous volunteer experience. This did not lead to any problems in practice as these peer facilitators got involved in the topic very quickly during the training and were able to benefit from the experiences of others. The trial workshops were successfully conducted regardless of the peer facilitators' former experience in the field of volunteer work.

It is important that the trainee peer facilitators have very clear information on what they can expect and what will be expected of them. For this purpose, a personal exploration conversation to elicit whether the person is suited to take part in the training (or the training is suited to him or her) has proved to be very helpful. These activities are described in more detail in Part 0.

# Introduction

## How is the training structured?

The peer facilitator training is divided into different parts:



# Introduction

---

The peer facilitator training is devised in such a way, that all trainees have a chance to experience a SLIC Workshop.

The SLIC Peer Facilitator Training consists of four parts:

Part 1 - On Days 1 & 2 the trainees experience the SLIC Workshop as participants, as a start to their training.

Part 2 - On Days 3, 4, 5 & 6 participants change their role from mere “participants” in a workshop to “peer facilitator trainees” and take up the role of facilitators, who will be running and planning their own trial workshops. In this phase, the trainees experience exercises in facilitation techniques; communication and coping skills; organisation and planning skills and role play.

Part 3 – On days 7 & 8 the newly trained peer facilitators run their own trial SLIC Workshops. This can also be done in teams of two or more with some support from the trainers if needed.

Part 4 - A half day debriefing session is conducted to enable trainees to exchange their experiences in running their trial workshops and discuss and plan follow-up activities.

Trainees should participate in all four parts to ensure continuity and the full learning experience. The trainees need to be made aware of this in the preparatory information sessions as well as in the personal exploration interviews.

## How is the SLIC tool-kit structured?

The tool-kit consists of 4 separate parts:



A Handbook for trainers of the peer facilitator training, that includes the time planning and the session plans for all elements of the peer facilitator training.



Materials for the peer facilitator trainees, which is arranged and numbered according to the handbook for trainers.



The SLIC Handbook containing the time planning for the actual SLIC Workshops.



Additional exercises for the SLIC Workshop (supplement to the handbook) including exercises for the SLIC Workshops that have not been included in the SLIC Handbook.

## Which resources are for the peer facilitator trainees?

The peer facilitator trainees will receive the Materials for Trainees (2), the SLIC Handbook (3) and the Additional exercises for the SLIC Workshops (4). The materials contain all the checklists and background information they will need for the peer facilitator training. The SLIC Handbook and Additional Exercises will be their tools for planning and running their trial SLIC Workshops and their own workshops at a later stage.

# Introduction

---

## How can the handbook for trainers be used?

The trainers' handbook includes a prototype agenda for the peer facilitator training – including the SLIC Workshop.

Trainers of the peer facilitator training can adjust the training according to the needs and size of the group that they will be working with.

When planning and running their trial workshops, peer facilitator trainees should be able to adjust the SLIC Workshop agenda according to their preferences and also to the target group that they will be working with. The SLIC Handbook (3) and additional exercises for the SLIC Workshop (4) contain different types of exercises that can be used and adapted for groups with different types of needs.

It is vital that the workshop material is adapted appropriately to suit a particular target group. The ways of working also need to be acceptable to the cultural beliefs, values and assumptions of the trainees/participants. Links are provided to further workshop material and examples of individual workshops run on the SLIC website at [www.slic-project.eu](http://www.slic-project.eu).

## How can on-going evaluation be ensured?

In order to ensure the success of the peer facilitator training on-going evaluation should be in place. Also, short de-briefing discussions immediately after each module can help to deepen the learning experience and inform the trainer how the training is going. Either certain questions can be prepared for discussion after each module or certain evaluation exercises can be run. Several short evaluation exercises are in the SLIC Handbook and the additional exercises, for example the bull's-eye or smiley exercises. These tools are easy to explain, and give a clear picture of the mood of the participants towards the different training aspects.

SLIC II – Valuing older people's skills and experience – Training per facilitators is a European project funded within the GRUNDTVIG-programme of the European Commission and coordinated by the Austrian Red Cross. The project is being carried out by 9 organisations from 7 countries (Austria, Finland, Germany, Hungary, Italy, Switzerland and the United Kingdom). It was run from January 2011 until December 2012. The project is co-financed by the Austrian Ministry of Labour, Social Affairs and Consumer Protection and the German Ministry of Families, Seniors, Women and Youth. More information on the SLIC I and II – project can also be found on [www.slic-project.eu](http://www.slic-project.eu).



## Finding and informing peer facilitator trainees

Part

0

## Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours



Part

1

## Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities



Part

2

## Becoming a peer facilitator

- 2a. Role of the facilitator and communication
- 2b. Background information on and rehearsing SLIC Workshop exercises
- 2c. Planning one's own SLIC Workshop



Part

3

## Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning



Part

4

## Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours



## Café Conversations to inform potential peer facilitator trainees

1.5 - 2 hours 

As mentioned above, it is of vital importance to inform participants in detail in advance, what the peer facilitator training is all about, what they can expect and what is expected from them. In the SLIC II project all partners ran information meetings and some complemented these by “personal exploration” interviews. Several documents were handed out to participants and agreements made. These documents can all be found in the Materials for Peer Facilitators.

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To inform prospective participants about the SLIC idea and the peer facilitator training</li> <li>• To explain the commitment involved in the training</li> <li>• To recruit peer facilitators</li> </ul>
<b>Resources</b>	Presentation; in advance, prepare tables for Café Conversations; paper & felt pens; sign in sheet; name badges; tea/coffee; biscuits; fruit
<b>How to run the activity</b>	<ul style="list-style-type: none"> <li>• Welcome people with tea/coffee; biscuits; fruit</li> <li>• Start on time</li> <li>• Short, round the room self-introductions</li> <li>• Outline the agenda for the meeting (PowerPoint)</li> <li>• Present outline of SLIC I &amp; SLIC II (PowerPoint)</li> <li>• Outline the development of SLIC II Peer Facilitator training</li> <li>• Explain the commitment involved in the training</li> <li>• Explain Café Conversations format [see SLIC Handbook, page 19]</li> <li>• Ask participants to work at tables along the lines of these three questions:             <ol style="list-style-type: none"> <li>1) How useful is a skills profile for those interested in volunteering?</li> <li>2) What workshop content would be useful in your area of volunteering?</li> <li>3) How do you feel about sharing your experience and knowledge with others?</li> </ol> </li> <li>• Mingle, observe and talk to participants during the Café Conversations</li> <li>• Finish the activity and gather participants together to</li> <li>• consider the comments made in the Café Conversations</li> <li>• Confirm that each participant will receive a copy of the resulting Mind Map</li> <li>• Confirm that each participant will be contacted by email to elicit their interest in participating in SLIC 2 within the personal exploration</li> <li>• Thank everyone for attending and “Goodbye”</li> </ul>
<b>Issues to consider</b>	<ul style="list-style-type: none"> <li>• Provide refreshments</li> <li>• Ensure those attending are aware of the time commitment for the training</li> <li>• Keep to time!</li> </ul>
<b>Alternative</b>	It is also possible just to offer information on the planned training and allow for questions and discussions in plenary, rather than run a Café Conversations session.

**Objectives**

- To provide the opportunity to discuss the Peer Facilitator Training
- To explore a person's suitability for the role of peer facilitator trainee
- To mutually decide if a person is suitable for the Peer Facilitator training

**Resources**

Personal Exploration sheet

**How to run the activity**

- Meet with participant in an informal, friendly setting.
- Provide refreshments.
- Put participant at ease by explaining the purpose of the meeting and the questionnaire.
- Let participant decide if he/she wants to fill in the questionnaire or if they would prefer you to do so.
- Take time to discuss each of the points in the questionnaire.
- Allow time for the participant to consider each question before answering.
- Allow time for participant to ask questions to clarify a point.
- Ensure that participant is aware of the time commitment and the ability to deliver SLIC in their organisation.
- This part of the meeting should finish with the participant being advised to take time to consider their personal situation and ability to fulfil the necessary time commitment.
- If they are happy to continue, obtain their signature on the questionnaire and continue with Part 2 – Peer Facilitator Pack (¼ hour)
- If not, thank them for their interest in the training and for taking time to find out about it and say good-bye.

**Issues to consider**

- Give participants plenty notice of intended meeting
- By the end of this part of the meeting, it should be becoming clearer whether somebody is suitable or not
- Photocopy the signed questionnaire. Keep and file the original and give participant a copy.
- It might become clear that someone is not suitable or cannot make the commitment, but he or she does not come to this decision him or herself. In this case, you might have to explain to him or her in a nice and friendly fashion, why it might be better if he or she does not take part in the training.

**Objectives**

- To enable a final decision whether the person would like to participate in the Peer facilitator Training

**Resources**

Materials for Trainees

**How to run the activity**

- Provide and briefly go over the contents "Being a peer facilitator" (0.2).
- Provide and discuss Learning Log (0.3). Explain the purpose of the Learning Log - to keep control of your learning by reflecting on:
  - What you learned?
  - What was most significant?
  - How you contributed?
  - What you need to do next?
- Provide Photography Consent Form (0.4) and explain the need for photography/media consent. Obtain a signature.
- Provide Training Agreement (0.5). Talk through the different parts of the training agreement emphasising the time commitment and the ability to deliver SLIC in their organisation. Highlight that this is not a legally binding document, but a mutual agreement. Obtain a signature.
- Provide Handbook of Venue (0.6). Discuss the contents of the handbook of the venue drawing particular attention to the Fire and Safety rules (if applicable).
- Provide information on date and venue of training.

**Issues to consider**

- By the end of the meeting, it will be obvious whether somebody is suitable or not and whether the person will participate is usually decided mutually.
- At this part of the personal exploration only those who definitely want to participate in the training should sign the documents.
- Photocopy the signed documents (Photography Consent and Training Agreement). Keep and file the originals and give participant copies.
- Adapt information sheet according to own venue

**Alternative**

These materials can also be explained within the information meeting and be handed out then.



# Experiencing the SLIC Workshop as a participant

Part

0

## Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours



Part

1

## Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities



Part

2

## Becoming a peer facilitator

- 2a. Role of the facilitator and communication
- 2b. Background information on and rehearsing SLIC Workshop exercises
- 2c. Planning one's own SLIC Workshop



Part

3

## Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning



Part

4

## Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours



The first two days are dedicated to running the SLIC Workshop as depicted in the SLIC Handbook. The Additional exercises for SLIC Workshops (Document 4) offer further methods and exercises that have been developed additionally throughout the SLIC II Project. While the original versions of the exercises can be found in the SLIC Handbook, some exercises have been modified to meet the specific needs of different groups. These can be found in the additional exercises document together with new exercises.

The overall agenda for the SLIC Workshop is depicted in the following. It mentions which exercises/pages in the SLIC Handbook as well as the additional exercises correspond to which parts of the workshop. Refer to the SLIC handbook and additional exercises for the detailed planning of the first two days of the Peer Facilitator Training.

The aim of these two days is to allow participants to experience the SLIC Workshop themselves, before changing roles and taking on the perspective of a peer facilitator at a later stage in the training (Day 3).

## Day 1



Session	Duration	DAY 1: Activities (4.5 hours)	SLIC Handbook	Additional Exercises for SLIC Workshop
<b>Introduction and ice-breakers</b>	15 minutes	Introducing SLIC Workshop and trainers	Pages 11-12	-
	45 minutes	Carrying out icebreakers to introduce participants to each other	Pages 11-12	Pages 4-12
<b>Skills profile</b>	15 minutes	Introducing the topic of competences and learning in life	Pages 13-14	-
	60 minutes	Skills profile: Preparatory session	Pages 15, 17, 19, 20	-
	90 minutes	Completing a skills profile	Pages 16, 18, 21	Pages 13-17
<b>Energisers</b>	15 minutes	Carrying out one or more energisers	Pages 11-12	Pages 4-12
<b>Evaluation of Day 1</b>	30 minutes	Smiley or not smiley / Bull's-eye / Flashlight	Page 22	Pages 36-38

## Day 2



Session	Duration	DAY 2: Activities (4.5 hours)	SLIC Handbook	Additional exercises for the SLIC Workshop
<b>Welcome</b>	15 minutes	Energiser, Welcome to new day	Pages 11-12	Pages 4-12
<b>Between skills profile and volunteering</b>	30 minutes	Profiles of volunteer activities, group competences OR trading volunteer activities	-	Pages 18-20
<b>Volunteering and learning opportunities</b>	90 Minutes	Inviting volunteers and/or representatives from organisations / Providing hand-outs with information on volunteering opportunities / Balance of giving and getting in voluntary work	Page 25	Page 21-24
<b>Energisers</b>	15 minutes	Running additional energiser(s)	Pages 11-12	Pages 4-12
<b>Action plan</b>	30 minutes	Preparatory activity: Tree of dreams and/or further activities	Page 27	Pages 25-35
	60 minutes	Creating an action plan	Page 26	Pages 25-35
<b>Evaluation and closing</b>	30 minutes	Evaluating whole workshop	Page 30	Pages 36-38



## Becoming a peer facilitator

Part

0

### Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours



Part

1

### Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities



Part

2

### Becoming a peer facilitator

- 2a. Role of the facilitator and communication
- 2b. Background information on and rehearsing SLIC Workshop exercises
- 2c. Planning one's own SLIC Workshop



Part

3

### Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning



Part

4

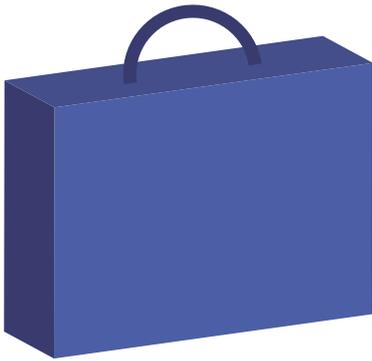
### Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours



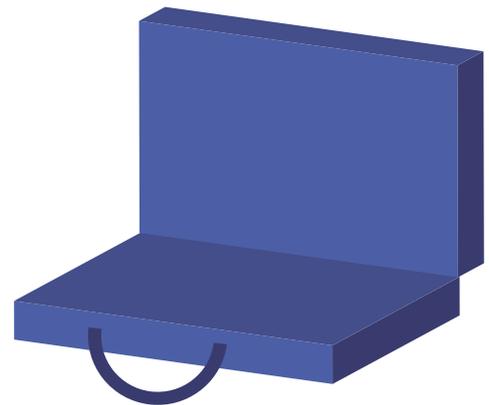
## SLIC I



Participant



## SLIC II



Facilitator

## Part 2 consists of

- 2a Role and tasks of peer facilitator: facilitation skills, including communication exercises,
- 2b Background information on parts of the SLIC Workshops and
- 2c Planning and rehearsing of the trial workshops.

The following model agenda has all the exercises on facilitation and communication on Day 3 (2a), background information on the SLIC Workshop on Day 4 (2b) and Planning and rehearsing one's own workshop on Day 5 and 6 (2c). In the SLIC II project however, in some cases planning and background information on the SLIC Workshop and rehearsing parts of it were run alternately on the same days. Sometimes certain exercises were run flexibly depending on the needs of the group. Generally, it has proved to be very important to run the training in a flexible fashion and change the agenda and the exercises according to the needs of the group.

The main idea of Part 2 is that the trainees experienced SLIC Workshop (Day 1 and Day 2) as participants / trainees and that now for the rest of the training they will change their roles into "peer facilitators" and thus have another perspective. This section also relies heavily on reviewing and thinking about how the trainers of the SLIC Workshop behaved and how they ran the workshop.

**Note:** It has been useful to ask peer facilitator trainees to run icebreakers and energisers or other exercises during the peer facilitator training with the group.

## Day 3



Session	Duration	DAY 3: Activities (4.5 hours)	Handbook for trainers	Materials for trainees	SLIC Handbook	Additional Exercises for the SLIC Workshop
<b>Role of the facilitator</b>	60 minutes	The role of the facilitator: The Sunflower Game	Page 22			
<b>Communication</b>	45 -60 minutes	How to communicate in a workshop <b>OR</b>	Page 23	Page 21-22		
	60 minutes	Communication is the word – What is a good and bad communicator?	Page 24			Any exercise in the SLIC Handbook or Additional Exercises
	30 minutes	Communication: Chinese whispers <b>OR</b>	Page 25			
	30 minutes	Communication: The New Tower of Babel	Page 26			
	10 minutes	Communication: Listening and drawing exercise	Page 27			
<b>Facilitation</b>	60 minutes	Facilitation skills	Page 28	Page 23-24		Any exercise in the SLIC Handbook or Additional Exercises
	60 minutes	Handling difficult situations	Page 29			
<b>Evaluation of day</b>	10 minutes	Evaluation of day			Page 22	Page 36-38

## The role of the facilitator

### The Sunflower Game

60 minutes



#### Objectives

- To discuss the qualities and tasks of a facilitator
- To reflect on the principles of facilitation and evaluation

#### Resources

- Big poster of a sunflower without petals
- Cards of different colours, that have the shape of flower petals
- Pens, blu-tack

#### How to run the activity

The trainer asks the participants in plenary to remember the SLIC workshop that they have just experienced along the following questions:

- What did you like about the facilitator?
- What were the qualities of the facilitator, the way s/he spoke and explained the activities, how s/he helped them during the training and how s/he evaluated what they had been doing?

The trainer then asks participants to work in pairs. They should write on the cards of different colours which features an ideal facilitator should have (one or two words per card). The trainer can give some examples (e.g. patient, empathetic).

Different colour cards can be used for following questions:

- What are the tasks of a facilitator?
- What is the role of a facilitator?
- What are personal characteristics of a facilitator?

When the pairs are done, the trainer sticks the cards on the poster and reads them.

Finally, the entire group discusses the recordings and starts to consider whether they have those qualities, and how they can develop them in themselves.

#### Issues to consider

Some participants may be shy or feel awkward about talking about the facilitator or about themselves. The trainer could give examples about her/himself to promote discussion.

#### Alternative

The sunflower game can also be used to evaluate the trainers who ran the SLIC Workshop on Day 1 and Day 2. The questions to ask would be: Which role and tasks did the facilitator have?

An alternative exercise "GEARS-smooth facilitation" can be found in English under [www.slic-project.eu](http://www.slic-project.eu).

### Objectives

To explore

- different techniques of communication
- how a facilitator should be - qualities, attitudes etc
- how a facilitator engages with the participants
- how a facilitator manages tension and conflict if something goes wrong in the workshop

### Resources

- Handbook "How to run the activity" section
- Flipchart paper, pens, blu tack,
- Briefing Cards [See Material for Trainees p. 21.]
- Text: How to communicate in a workshop [See Material for Trainees p. 21.]

### How to run the activity

The trainer organises 3 groups and asks that they explore the following issues and record the results on flipchart:

#### **Group 1: Briefing Card**

How a facilitator can communicate effectively: e.g. the effective communicator speaks clearly, repeats something if participants do not understand, summarises

#### **Group 2: Briefing Card**

How a facilitator engages with the group and individual participants: e.g. a facilitator includes all participants, makes sure everyone speaks.

#### **Group 3: Briefing Card**

How a facilitator might respond/react if things go wrong during the workshop: e.g. lack of cooperation, short of time, dominating participant, tiredness etc).

Groups are asked to present their flipcharts, which are then discussed with the entire group.

### Issues to consider

- Good listening requires two way communication – sending and receiving a message (knowledge)
- Using open questions and listening for feelings as well as facts is essential for good communication e.g. what, why, how (skills)
- Being aware of how body language can demonstrate whether or not you are being listened to or are listening (attitudes/values)
- Being mindful of the context of the communication (person or place)

### Alternative

The issue of how to respond if something goes wrong is very important. The trainer should make sure that enough focus is put on this issue in the plenary discussion.



### Objectives

- To elicit positive and negative aspects of communicating in a workshop
- To practice different techniques of communication

### Resources

- SLIC Handbook
- Additional Exercises for the SLIC Workshop Handbook “How to run the activity” section
- Flipchart paper, pens, blu tack,
- Briefing Cards [See Material for Trainees p. 21.]
- Text: How to communicate in a workshop [See Material for Trainees p. 22.]

### How to run the activity

- The trainer asks participants to think about what a good communicator and bad communicator does. [e.g. the good communicator speaks clearly, repeats something if trainees do not understand, the bad communicator speaks very fast, uses unknown expressions ...]. The trainer collects participants' ideas and writes key words for good and bad communication on two flipcharts.
- The trainer asks participants to go into small groups and choose an activity from the handbook or the Additional Exercises for the SLIC Handbook (e.g. an icebreaker). Groups are then asked to prepare the “How to run the activity” section in two different ways: the first done as a bad communicator, the second done as a good communicator.
- Groups are then asked to run their activity in plenary.
- End the session by discussing any comments, ideas there might still be concerning what participants saw in the role play.

### Alternative

Participants might find it awkward at the beginning to “do everything wrong”, but it can be quite fun and a good way to demonstrate some crucial issues clearly.

### Objectives

- To demonstrate how communication works
- To be aware of what people remember when communicating

### Resources

Short story (about ½ a page)

### How to run the activity

Four participants volunteer to leave the room.  
One person who remained in the room sits in front.  
The trainer reads the short story slowly and clearly.

The first volunteer comes back into the room and the person in the front retells the story to the volunteer with as many details as he can remember.

The next volunteer then comes into the room and now the first volunteer tells the story to him/her.

This is repeated until all of the volunteers are back in the room again.

Now the original story is read out again by the trainer. This will show that the story has changed.

After that the group reflects on the following questions:

- How much of the original information was kept up until the last versions?
- How did misunderstandings come up?
- What was remembered in detail, which information was already forgotten in the beginning?

### Issues to consider

The story should contain details that allow imagining what happened. It can also contain some additional information such as “a green door” or “a big white dog with long hair”.

### Alternative

You can also run a simpler exercise that only takes 5 minutes:

1. Compose a sentence
2. Whisper it in the ear of first person
3. First person passes on to second person what they heard
4. The second person passes the message to third person and so on, until the last person receives the message
5. The last person says aloud what they heard
6. Compare this with initial sentence

## Communication: The New Tower of Babel

30 minutes



### Objectives

- To introduce the participants to group dynamics/team building
- To introduce the participants to group work and non-verbal communication

### Resources

Papers, scissors, glue, scotch tape, pens

### How to run the activity

Participants are divided in groups of approximately 5-6 people.

They are then asked to stop talking from now on, so they must find alternative forms of communication.

The task is for the whole group to create a tower by using the material provided, allowing each participant to get involved.

In plenary they are asked how they felt having a common task, how they felt not being able to speak and how this affected their cooperation and their attitude towards the activity.

### Issues to consider

If you want to focus the game on "difficulties and barriers" in each group one person can be blind folded, and/or another's hands can be tied. In this case, make sure to ask the participant and the others in plenary how they felt about working with this "disadvantage".



## Communication: Listening and drawing exercise

### Objectives

Raising awareness of listening and communication skills

### Resources

Paper and pen

### How to run the activity

The trainer tells participants, that they are going to draw a picture. They are told that they need to listen to the instructions and that they may not ask any questions during the exercise. The trainer reads out following instructions:

- Draw an oval shape
- Draw a circle touching the oval shape
- Draw a small circle inside the circle you have just drawn
- Draw three straight lines inside the oval shape
- Draw two small lines coming out of the circle that touch at one end
- Draw another two small lines coming out of the circle that touch at one end just below
- Draw two longer lines coming out of the oval shape
- Draw a line to join up these two lines
- Draw three straight lines inside the shape you have just created
- Draw two lines coming out of the bottom of the oval shape
- Draw two short lines coming out of the lines you have just drawn.

Afterwards participants discuss following questions in plenary:

What have you got?

What made the task difficult?

Discuss that the outcome should have been a chicken and that the difficulty was, that no questions could be asked and participants could not check the information they were hearing. Establish that good listening needs two way communication.

### Issues to consider

This exercise can be used either together with or instead of the Chinese Whispers.

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To prepare for workshop activity</li> <li>• To understand different parts of the workshop activity</li> <li>• To consider opening, running and closing workshop activities</li> <li>• To consider time management</li> <li>• To trial with 2 activities (Icebreaker and Action Plans)</li> </ul>
<b>Resources</b>	<p>Handbook, flipchart paper  Pens, blu tack  Briefing cards [See Material for Trainees p.23.]  Overview on facilitation skills [ p.28]</p>
<b>How to run the activity</b>	<p>Either in plenary or in groups discuss the following questions: The trainer explains to the participants that they are going to explore facilitation skills for future workshops. Four groups are formed, with a different task each:</p> <p><b>Group 1:</b> List resources to be used in a workshop – How should resources be used? How can resources be adapted?(e.g cards, flip charts,)</p> <p><b>Group 2:</b> How can you introduce objectives and the steps of an activity? How can you run an activity?</p> <p><b>Group 3:</b> How can you encourage participants and keep time?</p> <p><b>Group 4:</b> How can you ask participants for feedback, close and round off an activity?</p> <p>Each group presents their flipchart and the issues are discussed. In two groups each chooses an activity (e.g. Icebreaker and/or Action Plans) and using the results of the feedback the 2 groups consider the most useful techniques to employ in delivering the two activities and try these out. In plenary, discuss what worked well and what did not work so well.</p>
<b>Issues to consider</b>	<p>Some participants may have no experience in facilitating workshops. If they cannot share their own experiences they should be encouraged to comment on their experience of trainers they have experienced or others' remarks.</p>
<b>Background information</b>	<p>Important points in the process are:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Objectives</li> <li>• Organising groups</li> <li>• Electing a reporter</li> <li>• Keeping time</li> <li>• Open, run, close, round off</li> </ul>
<b>Alternative</b>	<p>Instead of forming groups, the questions can also be discussed in plenary and answers recorded on flipchart. Another possibility is to introduce the issues in hand by PowerPoint and let participants use this information for trialling their activity.</p>

**Objectives**

- To be aware of difficulties and disruptions that can occur in workshops
- To know how to handle these difficulties and disruptions and solve problems that occur
- To raise self-confidence of the peer facilitators

**Resources**

Flip Charts, Pens

**How to run the activity****1. Brainstorming:**

In plenary, ask participants to name difficulties and disruptions that can occur and collect these on flipchart.

Examples can be: someone talks too much or interrupts others, taking others off the subject, someone does not want to participate

**2. Group work – finding solutions:**

Divide participants into groups and ask each group to discuss the following questions:

- How can each of these difficulties and disruptions be dealt with?
- How would participants react and what would be the result?

**3. Plenary discussion:**

The results of the participants are discussed and further solutions found.

**Issues to consider**

Some participants may have no experience in facilitating workshops. If they cannot share their own experiences they should be encouraged to comment on their experience of trainers they have experienced or others' remarks.

**Background information**

The aim is to take away fears and show participants that they are able to handle disturbances!

Some issues that might arise here will not address disturbances directly, but might concern other issues, such as questions of participants concerning volunteering.

It is important for peer facilitators to understand that most of the time criticism is not directed against the trainer but has other reasons. Thus Peer Facilitators should learn not take critical comments personally! Mention that there might be problems in the trial workshops, but they can be solved. Trainers are there to support the peer facilitator trainees. Trainees will also support each other. They are not alone.

**Alternative**

Difficulties and disruptions that are recognised at an early stage are easier to handle and usually solved quickly. Very often it is just a misunderstanding that has to be clarified. Difficulties and disruptions can be a barrier for further constructive work! Therefore they should be dealt with as a priority!



## Background information on SLIC Workshop exercises

## Day 4



Activities Day 4 (4.5 hours)	Duration	Handbook for trainers	Materials for trainees	SLIC Handbook	Additional Exercises for the SLIC Workshop
Exploring successful ice breakers and energisers	40 minutes	Page 33	Page 26	Pages 11-12	Pages 4-12
Going through exercises on skills profiles	60 minutes			Pages 14-21	Pages 12-19
Going through exercises on volunteering activities	45 minutes			Page 25	Pages 21-24
Going through exercises on action plans	45 minutes			Pages 26-27	Pages 25- 35
Definition of on-going support	20 minutes	Page 34	Page 27		
Background on evaluation of SLIC Workshop	30 minutes	Page 35	Page 29-31		
Energisers	20 minutes			Pages 11-12	Pages 4-12
Evaluation of day	10 minutes			Page 22	Pages 36- 38

## The elements of the SLIC Workshop

Before participants start planning and rehearsing their own workshops the trainer should go through the SLIC Handbook and the Additional Exercises with the participants with respect to certain activities and explain to them which different possible exercises there are. It should be discussed what was done in the SLIC Workshop in Part 1, why these were run and how to do it. Also, trainees should be told that they can choose from different exercises when they are preparing their own trial workshops.

In some cases, some additional background information on certain parts of the SLIC Workshop can be useful. However, in the SLIC II project it became clear that too much additional theoretical information might be too much for the peer facilitator trainees and that a practical focus on how to run the individual exercises is much more important.

In the following, a few activities to highlight certain parts of the SLIC Workshops are described. We have not included sessions on additional background material on the skills profile and volunteering and learning opportunities, as in most training courses the exercises from the SLIC Workshop provided enough information. Some background information on competences and skills profile can be found under [www.slic-project.eu](http://www.slic-project.eu). Also, additional exercises on learning and volunteering opportunities can be found in the "Additional Exercises for the SLIC Workshop document". Also, there are several new activities that have been developed for the preparation of the action plans. These can be looked at and discussed with the group. Peer facilitators can then choose those activities that are appropriate to the target group of their trial workshops.



### Objectives

- To evaluate the rationale for icebreakers and energisers
- To consider new exercises
- To encourage participants to add to the development of a toolkit of icebreakers and energisers

### Resources

- Icebreakers and energisers as experienced in [See Handbook page 5-6]
- New ice breakers and energisers as presented – (See Additional Exercises for SLIC Workshop)
- Background information on icebreakers and energisers in Material for Trainees p. 26

### How to run the activity

- The trainer opens up discussion starting with the icebreakers experienced in Part 1 (SLIC Workshop) and asks participants about their effectiveness.
- Then move on to energisers experienced in Part 1 (SLIC Workshop) and opens up a similar discussion
- Trainer introduces new icebreaker and energiser exercises to be explored
- Trainer invites participants to contribute to the toolkit of exercises by running their own icebreakers and energisers throughout the course.

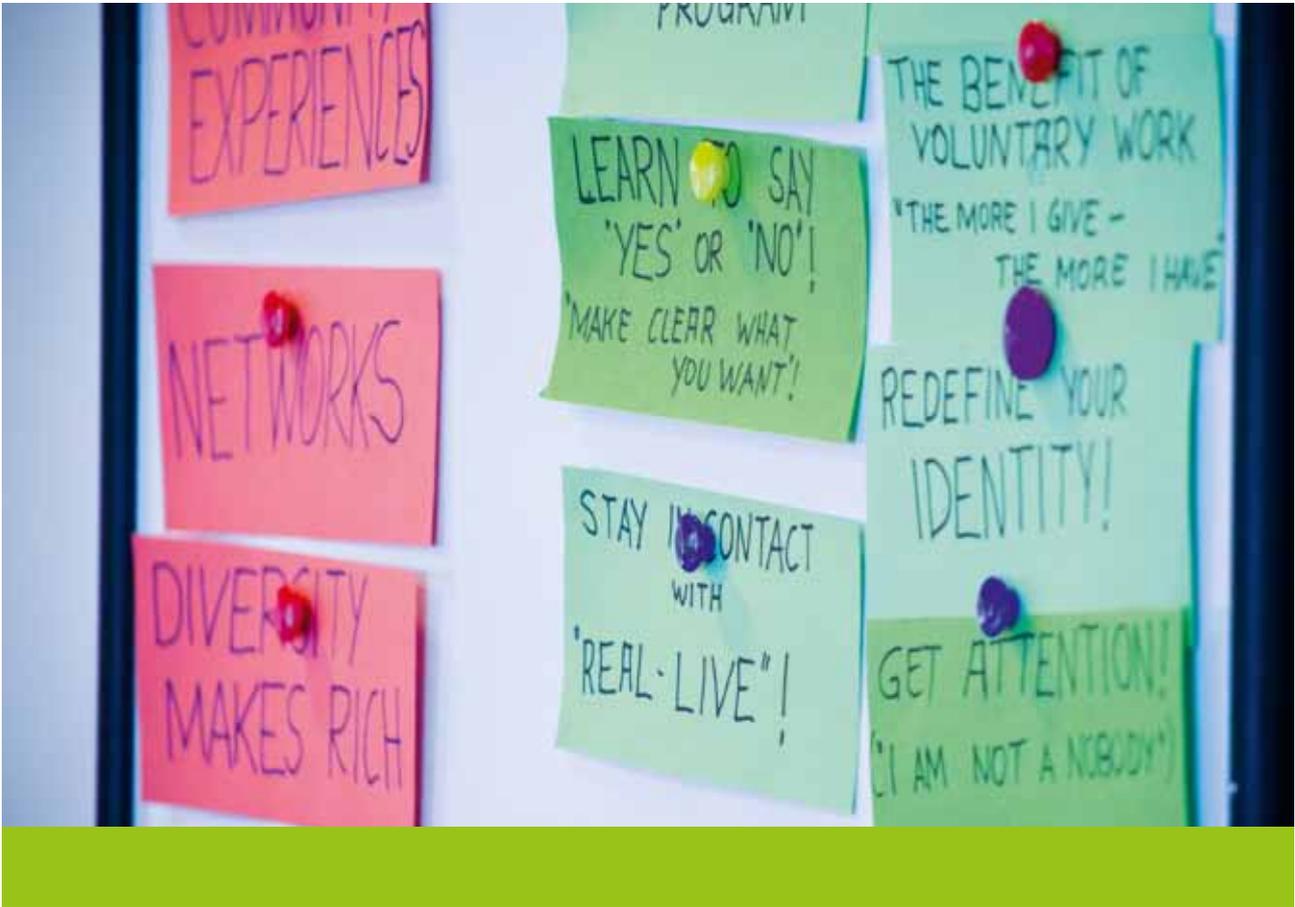
### Issues to consider

Peer facilitator trainees should be encouraged to run their own icebreakers and energisers throughout the peer facilitator training. These are good exercises for peer facilitators to start running activities themselves as they are usually short and lively. Also, it is likely that many participants already know some sort of an energiser, such as a game or a song.

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To raise awareness of the importance of a volunteer policy and on-going support in volunteer organisations</li> <li>• To know the difference between volunteer policy and on-going support for volunteers</li> <li>• To learn and to reflect on the roles and the processes within a volunteer organisation.</li> </ul>
<b>Resources</b>	Table and Snail Graph [See Material for Trainees p.27-29]
<b>How to run the activity</b>	<p>Give some input on volunteer policy and on-going support and distinguish between both by using the table [Material for Trainees, p. 27].</p> <p>Discuss the process of volunteering step by step using the snail graph.</p>
<b>Issues to consider</b>	See Material for Trainees p.28
<b>Sources</b>	Lesky, Martin, 2004: "Organisationsentwicklungsschnecke" für die Arbeit mit Freiwilligen. Innsbruck: Freiwilligenzentrum Tirol.



<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To review the experience of the workshop evaluation already done in the Peer Facilitator Training</li> <li>• To address how trainees will use the workshop evaluation in their future workshops</li> <li>• To understand how to use the data from the workshop evaluation</li> </ul>
<b>Resources</b>	<p>Evaluation exercises in SLIC Handbook [p. 22, 30] and Additional Exercises for SLIC Workshops [p. 36-38]          Background information on Evaluation [Material for Trainees p.30-32]</p>
<b>How to run the activity</b>	<ul style="list-style-type: none"> <li>• Prepare, for your introduction, a short review of any results from the data from the trainees' previous Workshop evaluation questionnaire and feedback.</li> <li>• You can also use the PowerPoint Presentation under <a href="http://www.slic-project.eu">www.slic-project.eu</a>.</li> <li>• Have a copy of the Background Paper on evaluation to hand.</li> <li>• Have copies of the SLIC Handbook and Additional Exercises for the SLIC Workshop to refer to.</li> </ul>
<b>Issues to consider</b>	<p>This session should be an informal discussion so participants</p> <ul style="list-style-type: none"> <li>• can reflect on their own experience of evaluation in their previous workshop;</li> <li>• address how they are going to use the SLIC evaluation when they are facilitating future workshops</li> <li>• introduce any further evaluation exercises that were not used in the SLIC Workshop</li> <li>• understand how they might use any data they have generated and the processes of reporting their findings.</li> </ul>
<b>Alternative</b>	<p>Focus the discussion on the practical application of the evaluation of Workshops and use the background paper available in the Peer Facilitator Materials for Trainees as a resource for more general information about evaluation, should it be needed.</p>



## Planning and rehearsing own workshop

## Day 5



Session	Duration	DAY 5: Activities (4.5 hours)	Handbook for trainers	Materials for trainees	SLIC Handbook	Additional Exercises for the SLIC Workshop
<b>Workshop planning sessions</b>	15 minutes	Getting started: Exploring phases when implementing a SLIC workshop	Page 39	Pages 34-35		
	30 minutes	Defining target groups	Page 40	Pages 36-38		
	40 minutes	Choosing time frame, developing a work plan and assigning tasks	Page 41	Pages 41-43		
	30 minutes	Planning resources	Page 43	Page 47		
	20 minutes	Venue checklist	Page 44	Pages 48-49		
	40 minutes	Finding participants	Page 45			
<b>Planning</b>	60 minutes	Forming groups and starting to plan workshop				
<b>Energisers</b>	20 minutes	Individual trainees run energisers throughout the day			Page 11-12	Pages 4-12
<b>Evaluation of day</b>	15 minutes	Evaluation of day			Page 22	Pages 36-38

# Planning and rehearsing own workshop

## Day 6



Session	Duration	DAY 6: Activities (4.5 hours)	Handbook for trainers	Materials for trainees	SLIC Handbook	Additional Exercises for the SLIC Workshop
<b>Workshop rehearsal session</b>	180 minutes	Rehearsing / practising individual exercises	Page 46			
<b>Planning</b>	180 minutes	Participants plan their SLIC Workshops in groups				
<b>Energisers</b>	30 minutes	Individual trainees run energisers throughout the day			Pages 11-12	Pages 4-12
<b>Evaluation and Certificate Ceremony</b>	30 minutes	Evaluating			Pages 22; 30	Pages 36-38

The next section highlights a host of activities which will enable peer facilitators to plan and organise all aspects of their trial workshops. Depending on how much they will be expected to do by themselves with respect to finding participants, finding a venue or allocating other resources, either all of the following exercises or a selection can be run. In some cases the supporting organisation will take care of certain aspects, such as providing a venue, in which case it might not necessary to go into these aspects in such detail.

As mentioned in the introduction, peer facilitators should be encouraged to be able to choose their own exercises for the different elements of the SLIC Workshop. However, in practice within the SLIC II project it has become evident, that peer facilitator trainees tend to choose those exercises that they have experienced themselves in Part 1 of the Peer Facilitator Training.

One of the main elements of this session is giving peer facilitator trainees the opportunity to practise /rehearse the different elements of the SLIC Workshop. Also, this session should allow participants to start planning their workshops in small groups (as indicated in the time tables above).



## Getting started: Exploring Phases when implementing a SLIC Workshop

### Objectives

- Getting to know different phases of implementing a SLIC workshop
- Getting an overview of different tasks in each phase

### Resources

Overview on phases: Materials for Trainees page 34, 35  
Background information on phases: Material for Trainees

### How to run the activity

Give a short introduction on phases when implementing a SLIC workshop using the graph in the Material for Trainees.

### Background information

You may only have a vague notion of what is needed for carrying out your own SLIC Workshop. To get started it's a good idea to break down the entire process into manageable bits and think in single phases. Here are 4 phases to think about:

- Phase 1 : Planning the workshop
- Phase 2 : Organising and preparing the workshop
- Phase 3 : Running the workshop and evaluating it afterwards
- Phase 4 : Follow-up and on-going support.

For details on each of the phases see Materials for Trainees page 34, 35.

**Objectives**

- Define characteristics of the target group of workshop participants
- Define characteristics of the target group of (volunteer) organisation
- Know which information is relevant for the workshop

**Resources**

2 Flip Charts  
Checklists in Materials for Trainees p.36, 37

**How to run the activity****Step 1: Describing target group of workshop participants**

Open the activity with the question on what the trainees think it is relevant to know about the target group of workshop participants. Write all suggestions down on a Flip Chart.

**Step 2: Describing target group of (volunteer) organisations, including local backgrounds**

Which issues are relevant in the opinion of Peer Facilitators to be considered before starting the workshop for the target group of organisations to cooperate with? Which local background features is it important to know?

Write all suggestions down on a Flip Chart

**Step 3: Hand out the checklists and discuss them**

In order to find out all relevant details from workshop participants and organisations you will need to get in contact with all relevant persons.

**Issues to consider**

Checklists could be filled in as homework by the participants. This might need to be arranged with a person from the organisation beforehand.

**Background information**

Peer facilitator trainees should be aware of the fact that it is important to think about who one's target group will be before planning and running a SLIC Workshop. This is important for finding participants, but also for planning the exact exercises and duration of the workshop.

Therefore it will be necessary to take a close look at who exactly will be involved in the workshop and how one can identify their goals, needs and interests - Trainees should be encouraged to think about:

- Which characteristics participants in their workshop might have in terms of age, gender, living situation or other aspects?
- Which volunteer organisations or sector in the region could one cooperate with?
- How can one find out which relevant characteristics each target group has?



## Choosing time frame, developing a work plan and assigning tasks

### Objectives

- Decide on a time frame for the workshop
- Know how to create a detailed, structured work plan
- Assign tasks among peer facilitator trainees

### Resources

- Copies of the planning checklist [Material for Trainees p.39-42]
- Copies of the basic work plan schemes for all trainees [Material for Trainees p.43-46]

### How to run the activity

First: introduce the concept of the time frame and which factors could influence this choice.

Second: deliver the Work Plan Sheet and show how it could be filled in. This will provide a basis for all planning activities and can be completed during the real planning of the trial workshops of the participants.

Ask trainees to form groups according to their interests, local proximity or other criteria.

Those delivering a trial workshop together should be able to plan together and divide up the tasks for the individual activities amongst themselves.

Before starting the trial workshop every group / trainee should have filled in the work plan sheet in detail.

### Issues to consider

**Time Frame:** What is the best time frame? Within the pilot workshops two one-day sessions from 10.00 to 16.00 with a number of breaks and with a gap of a week to allow time for reflection, were tested and found to be a good rule of thumb. Nevertheless, the exact time frame will depend on the number of participants, life and learning experience of the group, the nature of the activities and possibly also the availability of other resources (e.g. opening hours of the venue). If resources are available, a third follow-up session can be useful to offer possibilities for sharing experiences and supporting networking. And of course, one may have further good reasons for choosing another time frame like e. g. existing offers of the volunteer organisation. Moreover the needs of the target group or the availability of the venue might afford other time frames.

### Work plan including content related and organisational tasks:

A detailed and well structured work plan will guide the peer facilitator through the whole workshop. It will support the peer facilitator to keep a clear line in contents, to stay on schedule and to remember tasks and methods. Of course, it is up to the peer facilitators to fill in additional remarks. The work plan contains information about different activities of the workshop, time needed for these activities, facilitation details and comments, material needed and time for breaks.



## Choosing time frame, developing a work plan and assigning tasks

### Issues to consider

For the planning it is important to decide how many peer facilitator trainees will be running a workshop together. In some cases where peer facilitator trainees are very confident, 2-3 people might run a whole workshop together and split all the tasks amongst themselves. In other cases, 6-8 people might run a workshop together and each trainee might run one exercise alone or with another person.

The trainer should offer support for planning the trial workshop if necessary. Also, he or she should encourage peer facilitator trainees to take on as many tasks as possible and feasible. However, the trainees need to feel confident enough to be able to take a task on. The trainer should encourage peer facilitator trainees to be as independent as possible, but should be able to assess, whether the trainees can handle a certain task and how much support a trainee might need.

It should be clear to trainees that they will be supported within the trial workshops by the trainers if necessary and by their peers.

### Alternative

If the whole group will be running a trial workshop together, the tasks can be assigned in the following way.

The trainer prepares a chart together with the trainees where all the workshop's activities are listed for each day, specifying the name of the activity and its tasks.

The peer facilitators split the workshop's activities among themselves. Each workshop participant registers for one activity he/she would like to carry out and signs his/her name into the list ("Person in charge").

The activity works well for groups of peer facilitators with more than 3 members who want to conduct a workshop but may not feel confident enough to carry out all the activities.

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Know how to calculate resources needed for the workshop</li> <li>• Gain a budget overview</li> <li>• Think about personnel resources</li> </ul>
<b>Resources</b>	Copy of table for each participant [Materials for Trainees p. 47]
<b>How to run the activity</b>	<p>Point out the importance of resource calculation by explaining the background information.</p> <p>Use the table to list different resources needed which can be collected by each peer facilitator or in small groups. Afterwards discuss the results.</p>
<b>Issues to consider</b>	<p>Depending on the organisational context and the amount of support that peer facilitators receive, they may not have to allocate and secure resources themselves. In any case, it is good to raise this issue, so that peer facilitators understand which resources are necessary in this context.</p>
<b>Background information</b>	<p>Budgeting is an important aspect when planning your workshop. Essentially a budget is not more than a list of all planned expenses (and sometimes revenues). To calculate the total costs the number of units (e.g. participant number, printouts, tickets) is needed for each cost category. Furthermore the estimated costs/price per unit for each cost category needs to be estimated. Sometimes you can estimate it based on your experiences, but in other cases you need to ask for the actual costs. When having this information you can compute the total costs/price per cost category by multiplying the units with the estimated costs.</p> <p>Moreover you have to clarify if your own organisation can take over certain costs or whether you need to find partners or external funding from local or national source.</p>



<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Make sure the venue meets necessary criteria for the workshop</li> <li>• Choose the most appropriate venue</li> </ul>
<b>Resources</b>	Copies of the table for all participants [Material for Trainees, p.48, 49]
<b>How to run the activity</b>	<p>Take the venue inspection checklist before booking a venue for your workshop. You can tick all aspects which are relevant for your targets but you can also make notices if you need to. Furthermore you can add additional categories under "other issues". In addition the checklists are useful to rate different venues against each other by using the columns for Venue A, B, and C which may help with the decision.</p> <p>As an exercise you can rate the room you are actually in using the venue checklist.</p>
<b>Issues to be considered</b>	<p>In some cases, the venue might already be set. Then you will not have to compare venues. However, it might still be helpful to go through the checklist to make provisions to solve potential problems of the venue beforehand (e.g. not enough parking or restrictions to hang charts).</p>
<b>Background information</b>	<p>A special focus should be put on the venue of a workshop: Thus trainees should think about conditions for a suitable venue fitting your and workshop's participants' purposes. This addresses first the geographical accessibility for the target group of being close to participants' homes or close to public transportation. Furthermore venue issues should take into account following principles:</p> <ul style="list-style-type: none"> <li>• Being large enough to allow work in small groups around tables and space to move around,</li> <li>• Being well-ventilated and appropriately heated,</li> <li>• Having a refreshment/eating space in the room or close by.</li> <li>• Having a minimum standard concerning equipment, e. g. moderation material available, IT-facilities and flipcharts as well as pin boards.</li> <li>• Being appropriate to the needs of disabled people (free of constructional barriers)</li> </ul> <p>A lot of the above aspects can be answered by a visit to the venue's website and by asking for a quote or it may be feasible to visit the venue personally to get a first-hand impression. Trainees should become aware that it is important that the venue they choose can also have a large influence on the quality of the workshop.</p>



<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Exploring how to find participants for the trial workshops</li> <li>• Provide facilitators with a useful output for practical use</li> <li>• Helps to reduce possible anxieties about addressing other organisations or new people</li> <li>• Empowering facilitators</li> </ul>
<b>Resources</b>	<p>Flipchart and pens, SLIC Handbook page 7, Background information on finding participants, p. 52 Materials for Trainees “Seven Deadly Sins”; “Ten Tips on Publicity”, p.53, 54</p>
<b>How to run the activity</b>	<p>Brainstorming on ways to find participants, keeping in mind the group you would like to target</p> <ul style="list-style-type: none"> <li>• Give a short input along the lines of the SLIC Handbook page 7</li> <li>• Ask trainees to divide into small groups. Each group should devise a flyer, an advertisement for the paper, a poster or a motivating letter.</li> <li>• Back in the whole group they present their results to each other.</li> <li>• The other trainees and the trainer give feedback using the “Seven Deadly Sins” and “Ten Tips on Publicity Design”</li> </ul>
<b>Issues to consider</b>	<ul style="list-style-type: none"> <li>• Trainees should be made aware that while publicity material is important, word of mouth and using informal networks can also be very helpful in finding participants, especially for trial workshops.</li> <li>• Some trainees might also need technical support, e.g. for using mailing lists.</li> </ul>
<b>Background information</b>	<p>The above mentioned resources provide background information.</p>
<b>Alternative</b>	<p>If you would like to spend more time on devising publicity material you can access the material “Publicity Design” through <a href="http://www.slic-project.eu">www.slic-project.eu</a>.</p>



<b>Objectives</b>	<p>To enable peer facilitator trainees to practise those exercises which they will be running in the trial workshops</p> <p>To give trainees the confidence to run the trial workshops</p>
<b>Resources</b>	<p>Enough space, support from the trainers and the same materials that were used by the trainers (cards, flipchart etc.)</p>
<b>How to run the activity</b>	<p>Divide trainees in to two groups (of approximately 8) and ask them to select the activities that they would like to rehearse.</p> <p>Discuss the aim of the activity, how to run the activity and the resources necessary in plenary first.</p> <p>Ask two people in each group to trial one activity with the rest of the group. Tell them to divide their tasks into three phases: introducing, running and evaluating the activity.</p> <p>After each activity the trainees running the exercise should explain how they felt while they were doing their task, what went wrong and what they would do differently next time. Other participants also have opportunity to speak about how they felt about the performance of the trainee and give advice about what they would do differently.</p>
<b>Issues to consider</b>	<p>Trainees should take turns practising these activities. They can practise different activities or the same one.</p> <p>The trainers are an important resource and can give their support to a group or a trainee if needed.</p>
<b>Alternative</b>	<p>“Learning posts”</p> <p>For each group a table with material is provided on how to run one specific activity. [The information can also be on computers]</p> <p>Trainees go to the table with the activity that they would like to rehearse. In the table groups trainees take turns trying the activity out. The group members can give the others advice to improve their facilitation. One or two people from each group then demonstrate the exercise in plenary.</p>



## Running a SLIC Workshop as a peer facilitator

Part

0

## Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours



Part

1

## Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities



Part

2

## Becoming a peer facilitator

- 2a. Role of the facilitator and communication
- 2b. Background information on and rehearsing SLIC Workshop exercises
- 2c. Planning one's own SLIC Workshop



Part

3

## Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning



Part

4

## Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours



## Planning and rehearsing SLIC Workshops

The trial workshops that are to be run by the peer facilitators will be structured along the lines of the SLIC Workshop that they have participated in on Day 1 and Day 2 (see structure page 5). Peer facilitators will need the SLIC Handbook and Additional Exercises for the SLIC Workshop for this.

The SLIC Handbook as well as the Additional Exercises are the basis for the peer facilitators for putting together their own SLIC Workshop. The planning of the trial workshops will have been prepared largely on Day 5 and Day 6. However, the peer facilitator trainees might have to spend additional time planning their workshops and possibly rehearsing the running of the workshop. For some groups, it has proved very helpful to have rehearsals of the whole workshop before carrying it out with new participants.

Peer facilitators are also encouraged to replace exercises using the SLIC Handbook and/or the Additional Exercises for the SLIC Workshop according to the aims of their workshops and their target group. In some cases peer facilitators will choose to keep with the time planning and exercises of the workshop that they experienced in Part 1.

## Supporting peer facilitators during the trial workshop

The amount of support given by the trainers of the Peer Facilitator Training to the peer facilitator trainees can be quite different depending on the peer facilitators' experience and confidence. Some peer facilitators might feel confident to hold workshops on their own with one other peer. In other cases, 1 or 2 peer facilitators might want to hold one part of the workshops and have others run other parts.

In all the examples in the SLIC II project, it has proved beneficial to have the trainers of the peer facilitators present at the trial workshops. This constant presence from the trainers in the workshops was very important and necessary to give peer facilitators confidence even in cases where no interventions were needed. The basic idea here is to give as little support as possible and as much support as necessary.

There will be some cases, where trainers and trainees disagree about the amount support needed. In principle the trainees should be encouraged to do as much independently as possible. However, if the trainer notices that the trainees cannot cope with the situation, it is important to provide the necessary support.

## Supporting peer facilitators in organising the trial workshop

It has become clear that detailed planning, good communication and a supportive ethos are paramount for a successful outcome of trial workshops. Also, the amount of support given for the organisation and planning of the trial workshops will also be varied. While running a SLIC Workshop empowers peer facilitators substantially, the implementation together with the whole organisational arrangements can be too much for some peer facilitators. In some cases organisational tasks have to be taken over by the trainers in order to enable peer facilitators to concentrate on their tasks of leading the workshops. However, here also it is advisable to have peer facilitators take over as much of the organisation and planning as is feasible. It can also be helpful if organisations and trainers assist peer facilitators in finding participants.

## Length of trial workshop

In some cases it proved to be good to offer shorter workshops and carry all activities out in one day. All in all, also concerning the trial workshops peer facilitators as well as trainers need a certain amount of flexibility to adapt to the participants of the workshops. Participants of the trial workshops might need more guidance for realising their action plans and more information on learning and volunteering opportunities after completing the workshop. This is a role that peer facilitators can play, if they are supported by the organisation to do so.

## Trial workshop vs. “real” workshop

One issue is in how far a trial SLIC Workshop is a “real” SLIC Workshop. This can vary. In some cases the workshop will be organised as a regular offer of an organisation, while in other cases, it can be organised more informally. But however it is organised, it will basically be a “real” workshop and the same issues need to be put in place as in a regular workshop. While the trial workshop might be a trial workshop for the peer facilitator, it might not be one for organisations or for the participants. Thus, the workshop planning should be agreed on with the responsible people in the respective organisations.

## Experience with trial workshops

Within the SLIC II - project 12 trial SLIC Workshops were run by peer facilitators in Austria, Germany, Hungary, Italy and Scotland with 121 participants in all. While some trials workshops were more challenging than others, peer facilitators were very successful in delivering them. The workshops were well received by participants.



## Debriefing and evaluation

Part

0

## Finding and informing peer facilitator trainees

- Information event
- Clarifying motivation and interest

1,5 - 2 hours



Part

1

## Experiencing the SLIC Workshop as a participant

- Defining own interests and competences
- Developing action plan for further (volunteer) activities



Part

2

## Becoming a peer facilitator

- 2a. Role of the facilitator and communication
- 2b. Background information on and rehearsing SLIC Workshop exercises
- 2c. Planning one's own SLIC Workshop



Part

3

## Running a SLIC Workshop as a peer facilitator

- Supporting others in defining their own interests and competences and in action planning



Part

4

## Debriefing and evaluation

- Reflecting experiences and lessons learned

3 - 4 hours



## Day 8



Session	Duration	DAY 9 Activities (3.5 hours)	Handbook for trainers	Materials for trainees	SLIC Hand- book	Additional Exercises for the SLIC Workshop
<b>Debriefing and Evaluation</b>	15 minutes	How was my SLIC Workshop?	Page 54			
	45 minutes	How well did I do in my SLIC Workshop?	Page 55			
	30 minutes	How satisfied were the participants during my SLIC Workshop	Page 56			
	30 minutes	How to improve the Peer Facilitator Training and the SLIC Workshop in the future	Page 57			
	60 minutes	What will we do now?	Page 58			
	30 minutes	Final evaluation of the whole training process			Page 22; 30	Pages 36-38

The debriefing activities objective is to allow future peer facilitators to reflect and evaluate parts of the training and/or the training as a whole. In addition to filling in evaluation questionnaires, an ongoing debriefing will make the trainees more confident with their future role of facilitators, and allow them to exchange experiences.

Many non-formal education activities lack debriefing (because of a lack of time, preparation, knowledge and experience of preparatory team members). In an experiential learning context the debriefing is indispensable. Without it trainees might not learn anything (or profit a lot less from the exercise than they actually could).

The debriefing session is also important to open up new perspectives for peer facilitators and help them plan their further activities.

**Objectives**

- Allow peer facilitator trainees to exchange their experiences with their trial SLIC Workshops
- To have a clear picture of the trial workshops

**Resources**

An empty room  
A bull's-eye on a big sheet of paper and a flip-chart beside it  
Stickers

**How to run the activity**

Create a bull's-eye beforehand and put it in a central place. The bull's-eye will have five areas: the contents, the timing, the participants' involvement, the organisation and the atmosphere. Put a flip chart beside it.

Make sure that every trainee has the same amount of stickers as areas on the bull's-eye.

Explain the objectives of the activity and ask people to put the stickers on the sheet depending on their level of satisfaction and to write down any remarks on the flip chart.

Leave the flip chart standing like this for the next activities and suggest to the peer facilitator trainees that they keep looking at it, explaining that changes of the post-its are allowed...



### Objectives

- Allow the trainees to exchange their experiences with their trial workshops
- To evaluate oneself
- To exchange opinions on different approaches

### Resources

An empty room  
 A list of 5-10 statements about the workshops experiences  
 Objects representing being comfortable and uncomfortable  
 A1 sheets  
 Post-It  
 Colour markers

### How to run the activity

Prepare the following special setting for this activity:

The room should represent different levels of comfortable and uncomfortable situations/objects. Very comfortable (e.g. a nice sofa or a chair and table with coffee on it) should be on one side of the room, very uncomfortable (e.g. dirt or waste on the floor) on the opposite side. The room should be empty in the middle.

Ask the trainees to stand in a line, in the middle of the room.

Then the trainer reads the statements about the workshop (any statement should refer to the different workshop sessions and methodologies.) The peer facilitator trainees are asked to move to the position they think may represent their feeling about the statement.

When everyone has taken a position, ask them for the reasons why they have moved there and start a discussion.

This procedure can be followed for up to 10 statements.

### Issues to consider

- The trainer should put together a list of 5 – 10 statements beforehand. Include issues/statements that came up within the peer facilitator training and that you would like to discuss with the peer facilitator trainees. For example:
- "I was not anxious before the start of the workshop and I felt well prepared!"
- "During the workshop I felt supported by my colleague/s or by the trainer"
- "The participants' reactions made me feel that everything was going in the right direction"

## 4.3

30 minutes



# How satisfied were the participants during my SLIC Workshop?

### Objectives

- Allow trainees to exchange their experiences of their trial workshops
- To check the reactions and involvement of the SLIC Workshop participants

### Resources

The evaluation questionnaires filled in by the participants of the trial workshops  
SLIC Handbook and Additional Exercises for the SLIC Handbook  
Flipchart

### How to run the activity

The peer facilitator trainees will study, in two groups, the questionnaires filled in by participants of a workshop not led by them (10 minutes).

Then they will be asked to introduce the evaluation of participants, focusing on strengths, weaknesses, threats and opportunities that the workshop participants highlighted in the questionnaires, taking into account the results of Activity 1 and 2.

Afterwards a group discussion will take place and the actual facilitators of the SLIC Workshops under investigation will have the chance to modify and integrate the analysis (15 minutes each SWOT presentation).

### Alternative

It is also possible to prepare a presentation of the evaluation results of the trial workshops and discuss the results in plenary.



### Objectives

- To summarise peer facilitators experience
- To elicit how to improve the peer facilitator training
- To elicit improvements for the SLIC Workshop

### Resources

Flipchart and Pen

### How to run the activity

Ask participants to divide into small groups and think back to the results of the first three exercises and answer the following questions:

With respect to the peer facilitator training:

- What was good and should be kept up in the future?
- What can be improved?

With respect to SLIC Workshop:

- What was good and should be kept up in the future?
- What can be improved?

Ask groups to record their answers on flipchart and share them in plenary.

**Objectives**

- Elicit what peer facilitators are planning to do in the future with respect to their training
- Exchange future opportunities for running SLIC Workshops
- Exchange future opportunities for other further activities

**Resources**

Filled-in action plans by peer facilitators, any available information on future plans

**How to run the activity**

In advance, ask peer facilitators to complete an action plan as home work, which further activities they would like to engage in with respect to the peer facilitator training.

Ask peer facilitators to divide into pairs and talk about each other's action plans and to discuss how they can be implemented. Focus on which resources they need and how they can find support to carry out their plans.

In plenary ask each partner to introduce the main points of the other's action plan.

The trainer introduces any concrete opportunities for further activities (e.g. plans for running SLIC Workshop within an organisation or other planned activities or events that peer facilitator could engage in).

The trainer collects all ideas and opportunities on flipchart and indicates who is interested in which activities and who will be responsible for following-up on them.

Finish the debriefing session with an overall evaluation of the participants impression of the whole peer facilitator training experience (see SLIC Handbook page 22 and 30 and Additional Exercises for SLIC Handbook pages 35-37).

# Imprint

---

Edited by: Charlotte Strümpel, Cornelia Hackl; English editing: Eleanor Crawford; Published by: Austrian Red Cross, Wiedner Hauptstraße 32, 1041 Vienna, Austria, Tel.: +43 (0) 1 589 00-128, [www.redcross.at](http://www.redcross.at), ZVR-Zahl: 432857691; Design: November Design & PR; Production: Gugler; Picture credits: Budapest Cultural Centre, Takács Zsolt; SLIC II – Sustainable Learning in the Community: "Valuing older people's skills and experience: Training peer facilitators"; Grant Agreement Number: 2010-3407/001-001; Project Number: 510253-LLP-1-2010-1-AT-GRUNDTVIG-GMP © 2012

This project has been funded with support from the European Commission. This handbook reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Impressions from the Transnational Peer Facilitator Meeting



Exchanging information and learning from each other

[www.slic-project.eu](http://www.slic-project.eu)

