2020 Edition





Foundation Module **Trainers Training Resources**



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## Introduction.

The resources for training trainers have been developed to support the training and development of all staff and volunteers who deliver the Safer Spaces Foundation Module.

In recognition of the different requirements for the range of those delivering the course, the resources have been targeted towards three distinct groups:

1. Designated Safeguarding Leads and Learning Network Representatives
2. Existing Foundation Module Trainers
3. Those new to Foundation Module Delivery.

## Group 3 – Preparing the space.

**Preparing the space (for 3 only)**

Before the session set up the area you will use but do not set up the rest of the room. As participants arrive ask them to lay out the space as they feel it should be for a good Foundation Module (FM) session. Part way through provide a copy of this checklist from the FM Trainers notes for them to refer to.

*‘Here is a check list to follow.*

* *Both trainers should arrive early and check all the equipment.*
* *Set up the room with a flip chart stand and have paper, pens (use black or blue for visibility) and post-it notes on each table. Some trainers use a resources table. This is empty at the start but gradually builds up with resources as they are used through the training.*
* *Create a welcoming atmosphere. Put chairs around tables, café style – avoid straight rows if at all possible. Have refreshments ready for when people arrive. You could have flowers on the tables and music playing. Have sweets and water on tables as well as hot drinks available wherever appropriate for the venue.*
* *If the venue has the facilities, you could set up a quiet room so that those who need to go out have a comfortable, safe space to use.*
* *Ensure there is someone on the door to welcome people personally as they arrive and help them sign in. They may need to stay there after you have started, to welcome latecomers, help them sign in, and settle them into the group. ‘*

Let the group settle and then ask what it felt like to arrive in a space that wasn’t prepared. What difference could it make to a FM participants experience if the room is set up well? How could you make the space feel safe for those attending?

The preparation on the day before the session and in the run up to the event is a key part of the event running well. Provide participants with handout x based on session 7 - I need to do this.

## Group 3 – Basic Presentation Skills

**Basic Presentation Skills (3 only)**

Provide everyone with a copy of the presentation skills handout (the points below need going onto either a handout or a PPT slide) and run through together. (see below)

* Talk naturally to your audience and only read from a script at appropriate times.
* Stand, rather than sit.
* Vary the tone, pitch and volume of your voice to add emphasis and maintain the audience’s interest.
* Aim to speak loudly and clearly while facing your audience.
* Make eye contact with your audience but avoid looking directly at any one person for more than a few seconds.
* Find a way to keep your notes and handouts in one place.
* Rehearse your talk and check your timings.
* Answer any questions as honestly and concisely as you can, remembering that you won’t be able to answer all questions. If you don’t know the answer, record the question on the Question Park and offer to provide further information at a later date.
* Have a glass of water available for you.
* Breathe!

Allow time for the participants to put this into practice. Choose a familiar passage or poem (a well-known hymn often works well). Ask the participants to pair up and present this to each other following the guidelines you have just gone through. Some participants will feel they ‘present’ all the time but encourage everyone to have a go to support each other. Ask each pair to give each other constructive feedback to each other.

## Group 2 & 3 – Facilitation Skills

**Facilitation skills (2 and 3 only)**

Place 3 large sheets of paper around the room headed ‘How to best facilitate the group’; ‘How to manage feedback’; ‘How to manage the time’. Allow 5 minutes for people to walk around the room adding their ideas to the sheets.

After 5 minutes look at each sheet in turn. Hand out the Facilitation Skills handout and look at this noticing anything not covered on the flip charts.

**Facilitation Skills (need to be on a handout or PPT slide)**

**Create a welcoming space**

Create a welcoming space as people arrive and make sure they are comfortable. A welcoming space is not just physical, it’s also about the way you engage with the group, building rapport and trust.

**Set the context**

Use the slides at the beginning of the Foundation Module to set the context for the training. Spend time on the Learning Agreement and return to this during the session if needed.

**Encourage participation**

**Different people will participate in different ways and at different times within the Module. Be aware of anyone struggling to participate, this maybe an opportunity for the co trainer to come alongside them.**

**Give instruction clearly and briefly**

Keep instructions short then get people to work on the task. As the groups are talking wander around, clarify questions and support the small groups in working together.

**Take care of time and pace**

Timings are laid out in the Trainers’ Notes, keep to these as far as possible. If you do go off time adjust further timings as necessary. Be aware of people’s energy levels and vary the pace. Sometimes it’s important to speed up, sometimes it’s important to slow down.

**Avoid leading the group or the discussion**

Facilitators have opinions! But during Foundation Module it is important not to lead the group down any particular path.

**Handle difficult situations**

Difficult situations can occur during Foundation Module so being prepared is important. If a situation is halting the session you could break for a coffee, ask the co trainer or chaplain to come alongside an individual, remind individuals of the Learning Agreement or ‘park’ the conversation on the Question Park.

**Handle difficult people**

If an individual is proving difficult, listen and understand before you respond to them. Use the tone and speed of your voice to try to calm and slow down the conversation. If necessary talk to that person in private, and both give them feedback on what they are doing and try to find out if there is a reason for their behaviour.

**Take care of yourself**

Leading Foundation Module can take a lot of effort and energy. Be aware of your own energy levels and the parts of the Module you find difficult to lead.

**Work as a team**

Foundation Module should always be led by 2 trainers. As you work together learn each other’s strengths, work out how to vary the pace of the session by using different trainers, notice sections you find particularly difficult and ask the other to lead them.

## Groups 1, 2 & 3 – Reflection.

Create time during the Training the Trainers session to focus on reflection and evaluation so that it becomes an integral part of the FM trainer’s role.

Ask everyone to take a blank piece of paper and jot down notes and action points from the following discussion.

Remind participants of the importance of reflecting on and learning from each session. To do this it is important that trainers spend time as a team / pair of trainers honestly reflecting on the session. This means that before any delivery they need to work out how they are going to do this.

1. If a FM session finishes at 9.30pm is this the right time to meet and reflect? It maybe that meeting another time would be better. What would work best for you?

If meeting straight away works well then book a little extra time in the room you are using (and maybe bring some cake!). If it isn’t pencil in a time to meet but get into a habit of booking this in your diary when you book in the session in.

1. How will you create an environment where you can be honest about yourself and about your co-trainer? The following questions could be used as a basis for discussion.

* What has gone well in this session?
* What have you each learned from your experience in delivering the Module this time?
* What could each of you do differently in the future to further improve the Module? (answer both for yourself and for your colleague)
* Is there any knowledge, technical skills or 'soft' skills / behaviours that could be improved moving forward?

1. Provide everyone with a blank copy of the feedback forms which will enable trainers to reflect on the session. Again trainers need to decide when is best to look at the forms. Some people will want to look straight away, others will want to wait. What would work best for you? How will you respond to positive feedback on the form, how will you respond to negative feedback?

If you are working with a group of potential or existing trainers who will train together spend 5 minutes in pairs discussing how they will build reflection into their work.