

GROUP TOOLKIT

St Mungo's
Ending homelessness
Rebuilding lives



PURPOSE OF THE TOOLKIT

This toolkit is designed to offer a clear process, tips and useful documents to help people set up and facilitate groups.

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- 2.** Essential Information When Planning A Group *Pages 10 - 43*
- 3.** Templates *Pages 44 - 71*

BACKGROUND

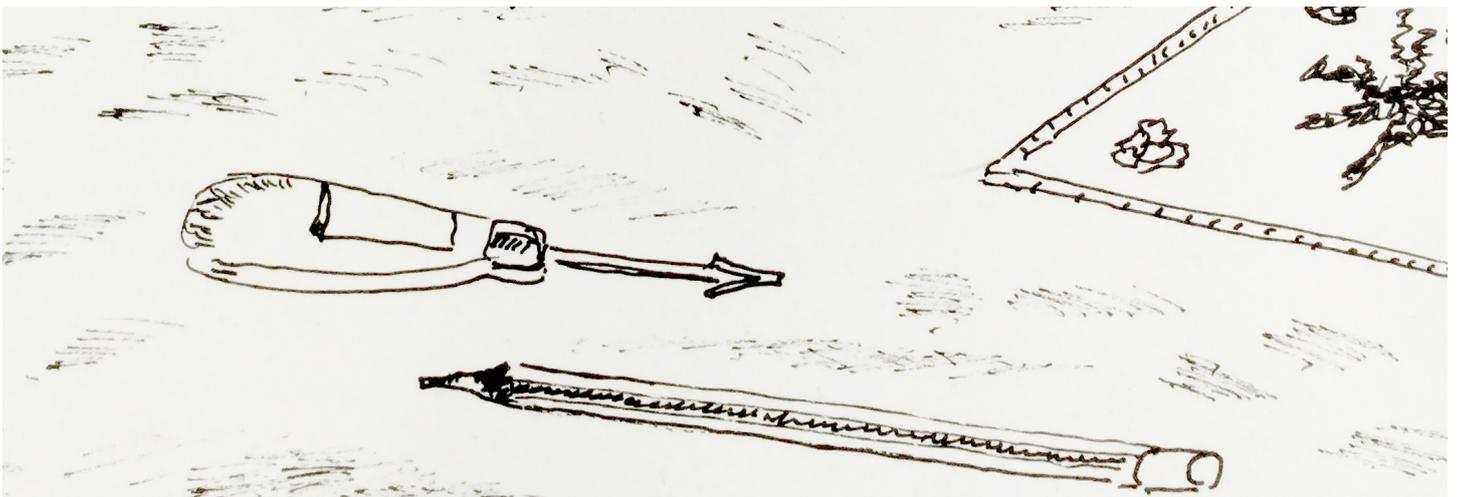
St. Mungo's and Creativity Works collaborated with the University of the West of England (UWE) on a research project to find out what works when setting up, running and supporting community groups in Bath and North East Somerset. They worked with six successful groups that included people affected by mental health difficulties. This toolkit is a practical resource made from that research.

Go to page
43 for more
information.

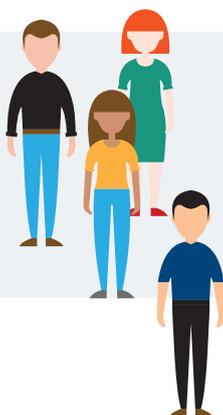


SECTION ONE

BEFORE YOU START



BELOW ARE THE **KEY THINGS** YOU WILL NEED TO THINK ABOUT WHEN RUNNING A GROUP. ALL HAVE LINKS TO FURTHER INFORMATION AND/OR TEMPLATES.



BEFORE YOU START

PLANNING WITH THE GROUP

See **Section Two - Essential Information** for more information on everything covered on this page.



How will we welcome new members?



What do we want the group to be about?
What do we want people to get out of it?



Do we need support from professionals?



What will the roles in the group be?
Who will be the facilitator(s)?



How will we make sure everyone is safe?



We will need to discuss a group contract



We will need to write a risk assessment.



How will we make sure we keep things confidential?



BEFORE YOU START



PLAN, DO, REVIEW

The process of running a group is to first of all *PLAN* what you are going to do, then *DO* it and then *REVIEW* what you have done with the help of feedback and evaluation forms.

The review can be used to improve the group when planing the next one.

For an ongoing group, make sure you still have regular review periods. Go through this process together with other group members, including everyone as much as possible every step of the way.

BEFORE YOU START

KEEPING PEOPLE SAFE

Health and Safety relates to the laws, policies and procedures that are implemented to prevent people becoming injured or unwell.

It is strongly recommended that when setting up a group it be linked to an organisation that has Public Liability Insurance so that health and safety guidance is in place. This is vital especially if working with vulnerable adults and/or children.

You must read and understand the health and safety information of that organisation so you know what to do to keep people safe. You need to know how to help prevent health and safety issues from happening and also how to report incidents and deal with them if anything does happen. You need to know who to contact in case of an incident or emergency.

If the group is part of an organisation it is the organisation's responsibility to ensure clear policies and procedures that keep everyone safe are in place and to check these are being followed. Whoever is leading the group, paid or unpaid, is responsible for ensuring the group's sessions are run safely. However, if the group is part of an organisation, the manager of the department the group is part of is responsible for ensuring that risk management plans are completed and safe processes are followed. Also it is the manager's responsibility for ensuring volunteers are recruited who are able and supported to safely help with the group.

If an activity requires the facilitator(s) to have qualifications and insurance, such as with yoga, complimentary therapies and sport, recruit someone who has certificates to prove this.

If the group is not linked to an organisation you will need to make sure the group is insured.

Before setting up a group it is advised that you complete the following core training:

- First Aid (do not do First Aid unless you are trained to)
- Safeguarding
- Boundaries
- Confidentiality
- Risk Assessment

And that you have read and understood at least the following policies:

- Data protection
- Equality and Diversity
- Health and Safety

VERY IMPORTANT POINTS TO REMEMBER

A **Group Contract** must be written. This includes the aims of the group. Find an example of this on page 13. A **Risk Assessment** must also be completed. See examples of this on pages 14-18.

BEFORE YOU START

WHAT IS SAFEGUARDING?

Very basically, Safeguarding refers to adults or children who are experiencing, or at risk of, abuse or neglect. Abuse might be physical; emotional; psychological; financial/material; sexual; discriminatory; organisational; neglect; self-neglect; human trafficking; exploitation, and the list can go on.

This is why it is important to have safeguarding training and be linked to an organisation, so that you can follow the safeguarding policies and procedures.

Training will help you to be more aware if there are any safeguarding issues. You need to know what to do if you think there is a safeguarding issue, who to call for help and how to report it.

WHAT IS CONFIDENTIALITY?

This is an understanding between you and the person/people you are listening to that your conversation will stay between you. What is said in a group or with an individual should not be shared outside of that space. There are many reasons for this but one example is to maintain trust.

However there is an exception: If what you are told is a situation that could result in self-harm, or harm to others.

In situations of possible harm, inform the person who is confiding in you that you have a duty to pass on this sort of information to a relevant person such as a manager. Not doing this could result in even more harmful consequences.

Confidentiality also relates to data protection - keeping details such as those on the enrolment form (e.g. full name, date of birth, phone numbers and addresses) safe to keep the person whose details they are safe. Make sure you have a secure place to store this information so that it does not get lost and so that is not accessed by people that should not be seeing it. If you email more than one person in the group at one time, make sure you use the 'BCC' option so that you are keeping email addresses confidential.

BEFORE YOU START

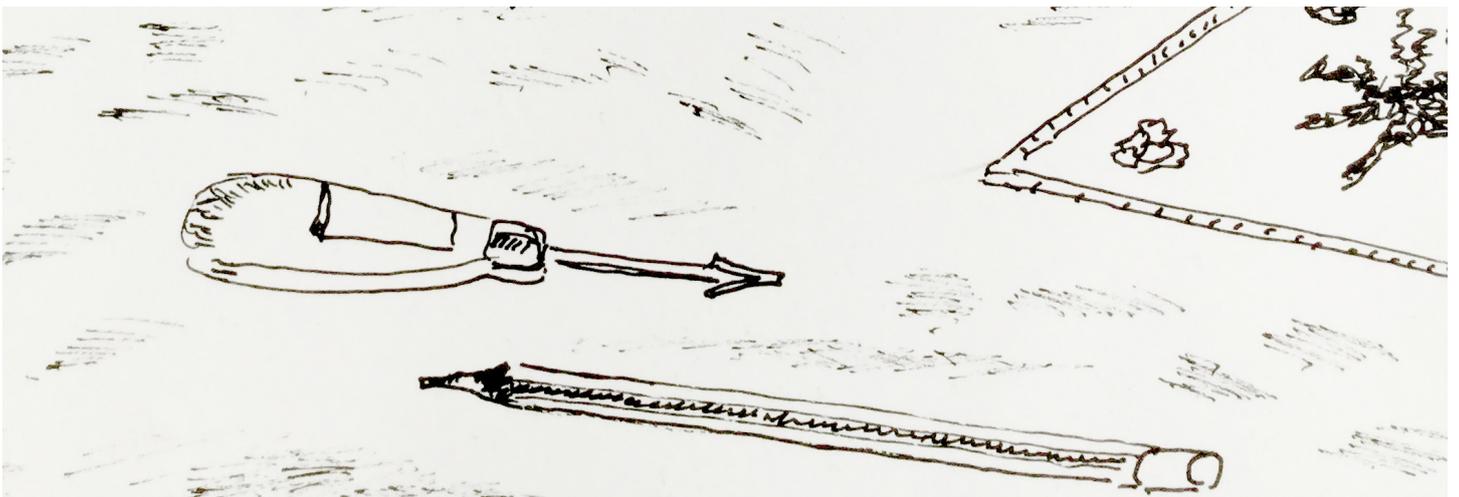
Ask for an induction from the organisation or venue you are linked with. Be clear on the following and inform the other group members of this information for health and safety:

- Who to contact in case of an incident or emergency and how.
- Know the area the group will be in, including fire exits, toilets, entrances and exits, staff areas, where you can get refreshments, car parking, bus stops and routes.
- Know the fire procedure including where fire points are to raise the alarm, what to do if you hear the alarm or see a fire and where the fire assembly point is. **This is very important - the safety of the group could rely on you knowing this.**
- Make sure you and group members sign in and out of the venue if this procedure is in place because this register or the group's attendance form might be used in case of a fire evacuation to recall who was inside.
- How to report incidents, the location of the accident book and the First Aid procedure.
- Identify who the trained first aiders are.
- Find out if any health and safety equipment or clothing is needed for your group and if so where to get and store this and how to use it safely.
- If any hazardous substances will be used you will need to find out what Control Of Substances Hazardous To Health (COSHH) is and how to follow this policy/procedure.
- Ask for the location of any panic alarms (if appropriate) or communication devices used such as walkie talkies.
- Find out who you need to tell if you will be late or absent.
- Ask staff or other appropriate person if there is any risk handover you need to know for your group session. Know who you can debrief to at the end of a session and handover anything important to.
- Whenever possible have two facilitators, so there are always more people on hand to help out.



SECTION TWO

ESSENTIAL INFORMATION WHEN PLANNING A GROUP



IN THIS SECTION

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<i>Page 13</i>	Completed Group Contract
<i>Pages 14 - 18</i>	Risk Assessment
<i>Pages 19 - 24</i>	Session Outlines
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<i>Page 33</i>	- Encouraging Input and Participation from Group Members
<i>Pages 34</i>	- Managing Difficult Behaviour
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DEFINITIONS OF AIMS/OBJECTIVES/GOALS/OUTCOMES

Definitions of these words vary. Being consistent with the definitions will avoid confusion, so below is an example of how to define and use these terms.

Aims, objectives, goals and outcomes should be considered for the overall group and for each individual session so that the group has a focus and is meaningful.

AIMS / OBJECTIVES: What is your group trying to achieve?

- Ask yourself, what changes do you want to bring about and how will those changes benefit the group, its participants and maybe the wider community?
- Keep the aims broad and general so that you don't limit your activities
- Keep them worded as simply and clearly as possible
- Two or three general aims are plenty

GOALS: You could think of goals as stepping stones you will take to reach the aims. Goals should be measurable so you know exactly what you want to achieve and how e.g. every group participant has painted a picture or group participants are able to express their views in the group.

OUTCOMES: Outcomes need to be linked to aims / objectives / goals. Outcomes are what the result will be, what you hope to achieve from running the group. Like goals, outcomes need to be measurable. One way outcomes can be measured is by using answers given on feedback forms. They can also be observable e.g. everyone participated or six participants came every week

Go to pages 46 & 47 for Aims Of The Group template.

Go to pages 54 & 56 for Individual Session Aims / Objectives / Goals / Outcomes

.....

GROUND RULES

To be effective, group contracts are generated with participants, rather than imposed by facilitators

.....

Go to page 46 for template.

How would you all like the group to work?

- *Listen without interrupting*
- *Mobile phones switched off if possible, or on silent*
- *Everyone to have a chance to join in and speak*
- *Keep things confidential*
- *Respect differences of opinion*
- *Avoid using jargon*
- *Keep to the agreed times*
- *Boundaries: Respect other people's physical and emotional space. ASK facilitators for support when you need it.*
- *Challenge ideas, not the individual*
- *No racism, sexism, ageism etc.*

RISK ASSESSMENT

Risk assessing is very important because it helps you to think through what might happen in the group and how to deal with situations to help keep people safe. If you are the facilitator, do not feel that you must do this alone, you could complete the risk assessment with people who will be involved in the group so that they are informed.

If something changes in the group e.g. the group moves to another space or plans to go on a trip together, check and adapt the risk assessment. **The risk assessment is a fluid document, meaning it will need to be checked regularly even if it seems the group has stayed the same.**

If you are linked to an organisation they should have risk assessment policies and procedures and blank templates. The template in this document is an example. The organisation you are linked to should also have a procedure for reporting incidents, make sure you know who you report to and what paperwork you might need to fill in. Recording incidents is partly to gather information to help reduce further incidents in future.

When filling out the risk assessment think about how many group members is a manageable amount so that everyone in the group is safe. Think about how many facilitators are needed for how many group members there are and if extra support is needed for any reason.

Consider if any one member in the group needs their own individual risk assessment e.g. because of a health need or previous behaviour in a group.

Do not plan or do anything that will put others in danger or cause harm.

If a hazard of possible high risk is identified, speak to an appropriate person about this such as a manager and get help to follow health and safety policies and procedures.

The following pages are examples of risk assessing. These are general examples and do not cover an entire group. You may need to risk assess more hazards than the examples given in this toolkit.

RISK ASSESSMENT

ASSESSMENT OF RISK:

The risk level will be determined by the use of the table below. A numeric risk value must be inserted at each risk column.

In the event of a final score of 16 or above the risk assessment is sent to the health and safety team for approval, together with a detailed action plan.

Looking along the top row, decide on the likely consequence e.g. you think the consequence is most likely to be minor, then read down the minor column and decide on the likelihood of occurrence. Circle the box where the two scores meet, for example if you believe it is possible to happen you will give a score of 9 and circle this.

		Consequence				
		No harm 1	Low/Trivial 2	Minor 3	Severe 4	Death 5
Likelihood of Occurrence	Almost certain 5	5	10	15	20	25
	Likely 4	4	8	12	16	20
	Possible 3	3	6	9	12	15
	Unlikely 2	2	4	6	8	10
	Rare 1	1	2	3	4	5

		RISK
HAZARD	Facilitators out with clients in the community. Facilitators may encounter challenging behaviour.	9
PERSONS EFFECTED	Facilitators, clients and members of the public.	
EXISTING CONTROLS	<ul style="list-style-type: none"> At least two facilitators to attend every event to ensure no lone working. Phone support available from staff, who know the event details and location. Each event risk assessed prior to visit and preparation discussed with staff. Facilitators to hold a list of people attending and their emergency contact details. All new participants will complete an enrolment form to collect this data. People requiring support whilst at an event will come with a person who supports them, this person will make themselves known to the facilitators. Facilitators have received core training (safeguarding, boundaries and confidentiality) and understand what their role is if an incident happens. Facilitators will have a debrief after every event with a supervisor / manager and inform of any issues. 	6
FUTURE CONTROLS ACTION REQUIRED	<ul style="list-style-type: none"> All facilitators to have up to date DBS and completed core training. Other training to be offered. Conflict management and mentoring training will be given priority. Facilitators to ask for extra staff support whenever needed. 	4
COMMENTS		

		RISK
HAZARD	Facilitators encountering intoxicated client.	9
PERSONS EFFECTED	Facilitators, clients and members of the public.	
EXISTING CONTROLS	<ul style="list-style-type: none"> Facilitators will contact supervisor / manager if they have any concerns. If facilitators assess that a person presents a risk due to intoxication, they will inform the person that they cannot support them. If they are already at an event facilitators will seek support of staff or a supervisor / manager. Facilitators will not put themselves at risk and can leave an event if required. 	6
FUTURE CONTROLS ACTION REQUIRED	<ul style="list-style-type: none"> Ensure that facilitators have access to a mobile telephone and can contact staff at all times. A disclaimer will be signed by each member outlining the groups rules about alcohol and drugs. 	3
COMMENTS		

Example

COMPLETED RISK ASSESSMENT

		<i>RISK</i>
<i>HAZARD</i>	<i>Accidents and injuries.</i>	8
<i>PERSONS EFFECTED</i>	<i>All.</i>	
<i>EXISTING CONTROLS</i>	<ul style="list-style-type: none"> • <i>Facilitators will have completed core training and read relevant policies and procedures.</i> • <i>Facilitators will know the location of the accident book, so that any accidents can be reported and reviewed, so any hazards can be minimized.</i> 	4
<i>FUTURE CONTROLS ACTION REQUIRED</i>	<ul style="list-style-type: none"> • <i>An ambulance will be called if required.</i> 	2
<i>COMMENTS</i>		

Example
Art Group, 6 sessions

COMPLETED GROUP SESSIONS OVERALL PLAN

Go to
page 53 for
template.

DATE OF SESSION	ACTIVITIES	RESOURCES REQUIRED	ROLES AND RESPONSIBILITIES Who's doing what?	FURTHER ACTIONS REQUIRED
1 May	Share ideas and themes and agree a group contract. Activity: Have a go session at monoprinting	Refreshments, enrolment forms, aprons, paper, pens, acrylic paint, paper towels	Enrolment/membership, set up the room, facilitate, refreshments, clear and lock up	Keep Group ideas book available each week to share comments and feedback
8th May	Revisit ground rules - make any changes. Activity: Have a go session at dripping, pouring, splattering	Refreshments, paper, water pots, brushes - any, sponges, rags and cloths, paper towels	Set up the room, register, facilitate, refreshments, clear and lock up	Is everyone happy with roles and responsibilities? Are any further roles needed? i.e. newsletter writer / photographer?
15th May	Activity: Water colour	Refreshments, paper, water pots, brushes, sponges, rags and cloths, paper towels	Set up the room, register, facilitate, refreshments, clear and lock up	Check that visiting facilitator has directions to the venue
22nd May	Visiting artist facilitator: Pen and ink	Refreshments, paper, water pots, brushes, sponges, rags and cloths, paper towels	Set up the room, register, facilitate, refreshments, clear and lock up	Get evaluation and feedback forms ready for next week
29th May	Photographing work for group newsletter. Activity: movement in pictures	Refreshments, paper, charcoal, paint, sponges, rags and cloths, paper towels, camera	Set up the room, register, facilitate, refreshments, clear and lock up	Facilitator: Draw together funding opportunities for future projects to discuss at next meeting
5th June	Celebration event mini exhibition for group members. Creative evaluation - collage activity	Refreshments, paper, crayons, felt tips, glue, old magazines, paper towels	Set up the room, register, facilitate, refreshments, clear and lock up	Ask group members who would like to share their experience of the last project for the newsletter

Example COMPLETED INDIVIDUAL SESSION OUTLINE

A different example of a groups session plan.

(Your group's session outlines will vary hugely depending on the activity, the amount of people in the group and the needs of the group).

Go to
page 54 for
template.

Creative Writing

Aims / Objectives:

By the end of the day participants will:

- 1. Know how many sessions there will be and what will happen in this first one*
- 2. Have agreed a group contract with the facilitators and other participants that will be put up and can be amended if needed every session*
- 3. Have started to get to know the facilitators and other participants and feel comfortable in the group*
- 4. Had any questions or concerns answered*
- 5. Have taken part in creative writing exercises that give a sense of challenge, fun and achievement*
- 6. Have been given the chance to share their work if they would like to*

Goals:

Approx. 4 creative writing games/exercises including the following:

- 1. Cutting up and rearranging a classic poem to make a new poem.*
- 2. Letter to future self.*
- 3. Group set a theme and have 10 minutes to write on it, then time to compare.*
- 4. Game - consequences.
Allow participants to come up with other games/exercises but have the above and more prepared in case needed.*
- 5. Keep to time, allowing time to get to know each other, break, reading out of creative work and closing circle.*

Outcomes:

- 1. For group members to feel they have learnt and shared knowledge of creative writing together with the group.*
- 2. For group members to feel they have had chances to connect with each other.*
- 3. For group members to have agreed a group contract.*
- 4. For group members to have had a safe and comfortable introduction to the group.*

Approach:

Interactive using a range of exercises to make the group enjoyable and supportive so that everyone can join in, or chose not to.

Example

COMPLETED INDIVIDUAL SESSION OUTLINE

Go to
page 55 for
template.

Schedule for first Creative Writing Session

<i>TIME</i>	<i>ACTIVITY</i>
2pm	House Keeping and intro to this session
2:05pm	Group Contract
2:15pm	Intro to each other/ice breaker
2:30pm	Creative writing games and activities
3pm	Break
3:15pm	Creative writing games and activities
3:45pm	Closing circle
4pm	Finish

COMPLETED INDIVIDUAL SESSION OUTLINE

Go to page 56 for template.

TIME	TOPIC	DESCRIPTION OF TOPIC	AIMS / GOALS / OUTCOMES ADDRESSED	ASSESSMENT: (how to make sure people are understanding and are on track)	NOTES & RESOURCES NEEDED
2pm	House Keeping and intro to what will be in this session.	<p>Fire Exits: Explain to participants where nearest fire exit is to group room, and if a fire drill is scheduled.</p> <p>Explain fire procedure.</p> <p>Toilets: Location of.</p> <p>Breaks: Time of the break and where group can get refreshments.</p> <p>Let people know that they can leave the group at any time or take time out if needed.</p> <p>ASK participants if they have any questions.</p>	<p>Aims: 1 - 4</p> <p>Goals: 5</p> <p>Outcomes: 2 and 4</p>	<p>Allow time for questions</p>	<p>Session outline</p>
2.05pm	Group Contract (Ground Rules)	<p>Explain that this is about agreeing ground rules for working together.</p> <p>Ask for suggestions from participants and ask for clarification when needed.</p> <p>Write up on flip chart paper so everyone can see.</p> <p>Ask if everyone is happy with group contract.</p> <p>Put group contract somewhere where it's on display throughout the sessions.</p> <p>Give out group contract to participants once written / typed up ready for the next session.</p>	<p>Aims: 2 and 3</p> <p>Goals: 5</p> <p>Outcomes: 2, 3 and 4</p>	<p>Facilitator's observations</p>	<p>Flip chart paper and pens.</p> <p>Example group contract</p>
2:15pm	Intro to each other by an ice-breaker (a short game designed to relieve anxiety of not knowing the other group members)	<p>Introduction of facilitators and participants.</p> <p>Put participants into pairs. Explain that they are going to introduce their partner.</p> <p>Participants will therefore need to tell their partner three things about themselves that they are happy to share with the group.</p>	<p>Aims: 3</p> <p>Goals: 5</p> <p>Outcomes: 2 and 4</p>	<p>Facilitator's observations</p>	<p>Pens and paper for participants to write down their partners three things if they wish</p>

TIME	TOPIC	DESCRIPTION OF TOPIC	AIMS / GOALS / OUTCOMES ADDRESSED	ASSESSMENT: (how to make sure people are understanding and are on track)	NOTES & RESOURCES NEEDED
2:30pm	Creative Writing games /activities. With a chance to read out creative work	Cutting up and rearranging a classic poem to make a new poem. Letter to future self. Ask group members if they have ideas of games / activities to do after the break. They can have the break time to think about any ideas.	Aims: 5 & 6 Goals: 1 - 5 Outcomes: 1 & 2	Facilitator's observations	Pens and paper, Classic poem, printed out for each member. Scissors
3pm	Break	Agree a time that everyone needs to be back by. Direct people again to the nearest toilets and let them know where they can get refreshments and how they can get outside for some fresh air. Allow people time to do what they want. Give them space e.g. do not talk about the session unless they approach you first.	Goals: 5	N/A	N/A
3:15pm	Creative Writing games /activities. With a chance to read out creative work.	Ask group members if they have ideas of games/ activities and if so try these out allowing them to take the lead if they wish. If not carry on with what else you planned e.g. <ul style="list-style-type: none"> • Group set a theme and have 10 minutes to write on it then time to compare • Game - consequences. 	Aims: 5 & 6 Goals: 1 - 5 Outcomes: 1 & 2	Facilitator's observations	Pens and paper

COMPLETED INDIVIDUAL SESSION OUTLINE

Go to page 56 for template.

TIME	TOPIC	DESCRIPTION OF TOPIC	AIMS / GOALS / OUTCOMES ADDRESSED	ASSESSMENT: (how to make sure people are understanding and are on track)	NOTES & RESOURCES NEEDED
3:45pm	Closing Circle	<p>For participants to treat this as a safe space where they can say how they feel and ask any further questions.</p> <p>Everyone to tell the group - How I am feeling now and what have I learnt today. One thing I enjoyed and one thing I did not like as much (be prepared as a facilitator to accept these answers and not challenge them but use them if possible to improve the group)</p>	<p>Aims: 3, 4 & 6 Goals: 5 Outcomes: 1, 2 and 4</p>	<p>Allow time for questions. Facilitator's observations. Participant's responses in closing circle. Feedback form responses</p>	<p>Further support needed from staff? Give out feedback forms.</p>
4pm	Finish	<p>Remind participants of time and place and any other details of group next week. Encourage group to bring their own ideas for games/ exercises</p>	N/A	N/A	N/A

GROUP ROLES

Think about and ask people what they think their skills are, what do they enjoy doing? What role would they like to try? Roles can change, be open to this and use the template on pages 57-58 to help manage this.

Make sure you do not do something you are not competent to do. If the group want to learn a skill but it is one you need to develop you can call in another person who has those skills. Doing something you are not competent to do could be dangerous in some situations. The role of a facilitator can be more complex than it might seem at first. It is advised that this toolkit be used alongside facilitator training. This toolkit is brief and can only provide examples. This toolkit can not explain everything one needs to know to be a successful facilitator because there are many skills e.g. communication skills and how to manage a meeting. The toolkit does include tips such as how to manage difficult behaviour.

It can be really helpful to share the challenges of facilitating a group with a co-facilitator and to not run a group alone. For more information please see pages 28-29.

VOLUNTEERS

A volunteer is defined as someone who commits time and energy for the benefit of others, who does so freely, through personal choice and without expectation of financial reward. Volunteers can:

- Bring fresh enthusiasm, care and motivation to a variety of roles and projects
- Offer valuable knowledge, training and experience
- Complement the skills and time of paid staff
- Bring new perspectives into the organisation

If you are linked to an organisation it is the manager's responsibility of the department the group is part of to ensure volunteers are recruited who are able and supported to safely help with the group. The organisation might have a department for volunteers that will be able to talk you through the procedures for recruiting, supporting and training volunteers. If part of an organisation, the volunteer will be covered by the organisation's insurance. However, the volunteer might need their own Public Liability Insurance if they are carrying out a particular activity such as yoga or complimentary therapies. When a volunteer has a lead role in supporting or facilitating a group consider the following:

- Volunteer role description
- Equality and Diversity policy followed when recruiting volunteers and making any reasonable adjustments
- Volunteer agreement
- Risk assessment for the activity and possibly a need to risk assess the volunteer who is involved with that activity
- Induction that includes Health and Safety information such as location of first aid box and how to report incidences
- Training such as boundaries; confidentiality and safeguarding
- Fire procedure

- Emergency contact details of volunteers and how to store information confidentially but so it is accessible to those who need it
- Keep a record of qualification certificates needed to carry out the group activity
- Are DBS checks needed? See below for more information
- Who will supervise and support the volunteers?
- Travel expenses and how this works
- Thanking volunteers and how to show appreciation
- Volunteers need the contact details of their supervisor e.g. to report sickness
- Who will hand-over to the volunteer any relevant new information or concerns
- Procedures such as what forms need to be used and filled out by the volunteer and where these are kept e.g. group evaluation forms

DBS INFORMATION

DBS stands for 'The Disclosure and Barring Service'. DBS checks may be necessary, if for example a volunteer will be lone working. If you are part of an organisation ask them about their procedure for DBS and if it is needed. If you are not linked with an organisation you can research in to this on the gov.uk website. The below is taken from that website:

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. Police records are searched and, in relevant cases, barred list information, and then a DBS certificate is issued to the applicant. Information released on DBS certificates can be extremely sensitive and personal. Therefore, a code of practice for recipients of criminal record information has been developed to ensure that any information they get is handled fairly and used properly.

A list of guidance documents about the DBS checking service is available on the gov.uk website.

If you do complete a DBS we recommend you register with the DBS update service which enables:

- Applicants to keep their DBS certificates up to date
- Another organisation you start volunteering or working for to easily check your DBS certificate

Registration is free for volunteers.

FACILITATION SKILLS

It is advised for this toolkit to be used alongside facilitator training

A facilitator is someone who helps a group to unite in their common objectives. A facilitator makes group work easier by understanding the needs of the group and co-ordinating accordingly.

Here are some examples of facilitator skills and qualities:

A facilitator thoroughly prepares and researches projects; understands the needs of the participants; understands the context/setting within which they are working; is open, non-hierarchical, friendly and inclusive; understands the importance of professional boundaries and maintains these; respects everyone; works with integrity and confidentiality; works collaboratively; is guided by best practice; enables participants to inform projects and sessions; is inspirational and aspirational; inclusive of all abilities; supports participant's self-expression; considers, plans and is aware of participant progression opportunities; makes tangible links with community and culture; where possible and appropriate, shares local, regional and national events and activity; provides opportunities for participant's self-empowerment and for participants to be involved in development of the group; supports the development of particular skills where participants chose the content, activity and style of the sessions; is familiar with relevant policies.

Facilitating a group takes a lot of skill and planning, than it might seem at first. Do not let that put you off. This toolkit has a lot that you need to know and you can enrol on a facilitator training course.

It is advised to also consider other courses if you feel you need further development in any areas such as confidence and public speaking. It is also advised you are linked with an organisation so that you can follow already existing policies and procedures and have more support e.g. a supervisor whom you can talk to and debrief with.

Go to pages
30-31 for
Facilitation
Checklist

CO-FACILITATING

Co-facilitating can be really effective and supportive. But it is REALLY important that you prepare with your co-facilitator to make sure you get the most out of each other as facilitators.

Here are some of the benefits and challenges of co-facilitation:

<i>BENEFITS</i>	<i>CHALLENGES</i>
Co-facilitators can support each other.	Co-facilitators can feel unsupported if their needs aren't met by the other facilitator.
Co-facilitators can mix up their different styles leading to more interesting sessions.	Your co-facilitator may find it difficult to work in the way you work if you have different preferences.
Co-facilitators can offer additional support to the group, especially those with additional needs.	The different facilitation styles and preferences may clash.
Co-facilitators can help manage larger or challenging groups.	Session can be chaotic if both facilitators aren't communicating and working together well.

Are there any other benefits or challenges of co-facilitation that you can think of or that you have experienced?

CO-FACILITATING

HAVE CLEAR ROLES:

- Make sure you are clear who is doing what.
- Is one of you leading or are you equal facilitators?
- How will you manage any issues?

AGREE THE PURPOSE OF THE SESSION:

- It may seem clear to you what the aim of the session is but it is important to make sure your co-facilitator agrees.
- It can be OK for both facilitators to have different aims in mind for a session but you need to agree how this will work during the session so that you support each other.

DISCUSS PREFERENCES AND STYLES OF FACILITATION:

- Fixed versus flexible session structure.
- Ways of responding to difficult situations (e.g. if someone is dominating the session).

AGREE A SIGNAL IN CASE YOU NEED SUPPORT:

- This can be a word, phrase or gesture to let each other know you need some help or a chat.
- This can be useful in situations such as:
 - You have lost the thread of the session and need the other person to take over
 - You are struggling to manage a situation
 - You need to take a break for any reason

FACILITATOR CHECK LIST

Have I got everything needed for the group?

Training completed?

- First Aid
- Safeguarding
- Boundaries
- Confidentiality
- Health and Safety

Policies known?

- Data protection
- Equality and Diversity
- Risk Assessment

Facilitator support:

- How often will I have support?

Who I will have support from?

.....

Do I know the following? If no, need to find out before the start of the group

- Fire procedure
- How to respond to and report incidents or concerns

All forms printed and completed as much as possible?

- Risk Assessment
- Group Aims and Objectives
- Group Contract (Ground Rules)
- Session Outline
- Group Contract
- Budget
- Enrolment and Learning Plan forms
- Attendance sheet

FACILITATOR CHECK LIST

Where are the forms going to be securely stored to make sure information is confidential and can be accessed by the facilitator(s)?

Things to consider:

- Forms/handouts
- Paper/pens
- Tea/coffee/milk/sugar
- Big enough room booked
- Enough chairs
- Accessible for all people e.g. wheelchair access
- Most comfortable room set-up planned
- Know where the nearest toilets are
- Know where group members can get refreshments
- Clock in room? If not know how you will keep to time?

Group member's needs:

- Skill level of group members known?
- Any communication needs?
- Access needs e.g. for wheelchairs?
- Relationships - any potential conflict between people?
- How many people do you expect to take part?
- Is staff-to-participant ratio adequate?
- Is there enough help for individual support if required?
- To know what to do in the event of the fire alarm going off

GUIDELINES FOR GOOD LISTENING SKILLS

- **Be interested and attentive:** People can tell whether they have your interest and attention by the way you reply or do not reply. Forget about the telephone and other distractions. Maintain eye contact to show that you really are with the person.
- **Encourage talking:** Some people need an invitation to start talking. People are more likely to share their ideas and feelings when others think them important. Use open questions such as “Can you explain that further?”, “What would make the situation better?” Closed questions allow for a yes/no response only, whereas open questions allow the person more room to answer fully.
- **Listen patiently:** People will feel more comfortable to talk if you give them plenty of time.
- **Hear the person out:** Avoid cutting the person off before they have finished speaking. It is easy to form an opinion or reject the person’s views before they finish what they have to say. It may be difficult to listen respectfully and not correct misconceptions, but respect their right to have and express their opinions.
- **Listen to nonverbal messages:** Many messages people send are communicated nonverbally by their tone of voice, their facial expressions, their energy level, their posture, or changes in their behaviour patterns. You can often tell more from the way a person says something than from what is said.
- **Extend conversation:** Try to pick up on a piece of the person’s conversation. Respond to his or her statements by asking a question that restates or uses some of the same words they used. When you use the person’s own phrasing or terms, you strengthen their confidence in their conversational and verbal skills and reassure them that their ideas are being listened to and valued.
- **Share your thoughts:** Share what you are thinking and be as open as possible, you will then build trust.
- **Observe signs:** Watch the person for signs that it is time to end a conversation. When a person begins to stare into space, gives silly responses or becomes agitated, it is probably time to stop the exchange.
- **Reflect feelings:** One of the most important skills good listeners have is the ability to put themselves in the shoes of others or empathize. You might reflect a person’s feelings by commenting, “It sounds as if you’re angry.” Restating or rephrasing what the person has said is useful when they are experiencing powerful emotions that they may not be fully aware of.

ENCOURAGING INPUT AND PARTICIPATION FROM GROUP MEMBERS

If you are a facilitator or co-facilitator you must be neutral and not dominate with your own agenda. This is so that you can coordinate the group effectively for all members. The following are useful techniques when facilitating a group:

WATCH GROUP DYNAMICS

If people seem bored or inattentive, you may have to speed up the pace of the meeting. If people seem tense because of unvoiced disagreements, you may have to bring concerns out into the open.

MAKE SURE EVERYONE GETS A CHANCE TO SPEAK

Invite quiet people to speak. If necessary, use the clock: "We have fifteen minutes left. I think we should hear from people who haven't spoken for a while." Another way to get quiet people to speak is to initiate a round, in which you move around the table, with everyone getting a few minutes to present their views.

ENCOURAGE OPEN DISCUSSION

Try to encourage people to speak up if they seem reluctant to disagree with a speaker: "On difficult issues, people disagree. Does anyone have a different point of view?"

DRAW PEOPLE OUT WITH OPEN-ENDED QUESTIONS

Open-ended questions require more than a yes / no answer:

"We seem to be having trouble here, what do you think we should do?"

"Could you say more about that?"

"What do you mean when you say ... ?"

INJECT HUMOUR

Humour is one of the best ways of improving the tone of a meeting because it can make it seem more like a friendly get-together.

PARAPHRASE

When you paraphrase, you try to restate briefly the point that someone has just made: "Let me see if I'm understanding you..." If paraphrasing doesn't convince a person that he or she has been heard, you may have to repeat what was said word for word.

MANAGING DIFFICULT BEHAVIOUR

FLARE-UPS: When two members get into a heated discussion, summarize the points made by each and then turn the discussion back to the group.

GRANDSTANDING: Interrupt the one-person show with a statement that gives credit for his or her contribution, but ask the person to reserve other points for later.

BROKEN RECORD: Paraphrase the contribution of someone who repeats the same point over and over. This lets the person know they have been heard.

INTERRUPTING: Step in immediately e.g. “hold on, let Margaret finish what she has to say”.

CONTINUAL CRITICIZING: Legitimize negative feelings on difficult issues. You might say, “Yes, it will be tough to reduce traffic congestion on Main Street, but there are successful models we can look at.”

IDENTIFY AREAS OF COMMON GROUND:

Summarize differences in points of view, then note where there is common ground. For instance, you might begin, “It seems we agree that . . .”

FOLLOW A PROCEDURE TO REACH CLOSURE:

One procedure for large groups is to ask the group to vote. A better procedure for small groups is for the person in charge to:

1. Close the discussion
2. Clarify the proposal
3. Poll the group, then
4. Decide to a) make the decision or b) continue the discussion.

SUGGEST OPTIONS WHEN TIME RUNS OUT:

Identify areas of partial consensus, or create a small subcommittee to deal with the matter at its convenience.

CONSIDER A ROUND AT THE END OF THE MEETING:

Going quickly around the whole group at the end of the meeting gives people a chance to bring up matters not on the agenda. You can also use a round to evaluate the meeting. With more than ten people, though, a round can become tedious.

LEARN MORE ABOUT FACILITATING:

Good facilitating is something to behold, but it is not magic. Learn more about facilitating by getting a good how-to book on the subject, such as Sam Kaner’s *Facilitator’s Guide to Participatory Decision Making*.

GROUP DYNAMICS

FORMING – STORMING – NORMING – PERFORMING

The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the group to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model has become the basis for subsequent models.

TUCKMAN'S GROUP DEVELOPMENT MODEL

FORMING

In the first stages of team building, the forming of the group takes place. The individual's behaviour is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as group organisation, who does what, when to meet, etc. Individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

STORMING

Group members might open up to each other and confront each other's ideas and perspectives. In some cases storming can be resolved quickly. In others, the group never leaves this stage. The maturity of some group members often determines whether the group will ever move out of this stage. The storming stage can be unpleasant but is necessary to the growth and strength of the group. Tolerance of each group member and their differences should be appreciated. It might be necessary to refer back to the group contract.

NORMING

The group manages to have one goal and come to a mutual plan for the group at this stage. Some may have to give up their own ideas and agree with others in order to make the group function. In this stage, all group members take the responsibility and have the ambition to work for the success of the group's goals.

PERFORMING

It is possible for some groups to reach the performing stage. These high-performing groups are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict. The group members are now competent, autonomous and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channelled through means acceptable to the group.

HOW TO PUBLICISE THE GROUP

WHERE?

- Posters: do not overwhelm with posters. One poster in a clear place is better than one in an overcrowded space. Make sure posters are put up in places where your target group are going to be able to see and read them.
- Flyers: possibly deliver to houses and to places that the target group are likely to see them.
- Personal invitations.
- Social media: you could make a private Facebook group or event page that is invitation only so that you can manage who joins and is invited, which is safer than a group or event page open to the public.
- You could make a website and have links to this on posters, flyers, or via social media.
- Group emails.

HOW?

- Make sure all information on posters / flyers / social media is clear and concise and use appropriate pictures.
- Think about the possible needs of the target group you are advertising to e.g. if people who might come do not have English as their first language then keep text even more concise and use more pictures than text.
- You might need to think about printing costs for flyers and posters and costs for hosting a website.

WHEN?

- How far in advance will you promote?
- Will you run a taster session to introduce the activity?

ROOM BOOKING/SET-UP

Do not underestimate the importance of arriving to the group room early to set it up properly for the group. Half an hour before the group is about to begin is advisable because some group members will arrive early, giving you less time to prepare. The way the room is set up can set the tone of the group. It may require more thought and detail than first thought.

Make sure that the layout of the room fits with the activities that you will be doing. Think about how to use the furniture so that everyone is as comfortable as possible e.g. will a low coffee table be better than using a desk? Think how you will feel participating in that environment. Do you know where the nearest toilets are? And where people can get refreshments? Be clear on the fire exits and escape plan. How is the temperature in the room? Do you need to open windows for ventilation?

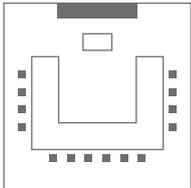
WHERE AND WHEN DO YOU PLAN TO HOLD THE ACTIVITY?

- Is there a cost?
- Do you know who will book the room? When and how?
- Is the space appropriate for the activity?
- Is there safe, secure and adequate storage space available for people's belongings and your resources?
- Is the space regularly available?
- Accessible for all?
- Safe?
- Clean?
- Adequately lit, heated and ventilated?

ROOM BOOKING/SET-UP

See below for some examples of room layout.

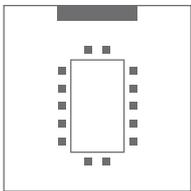
You can see from the pictures below that how you set up a room can have a big impact on the group e.g. everyone sitting in the U-shape room will be able to see each other and so this might be better for a discussion meeting than the classroom style.



U-SHAPE

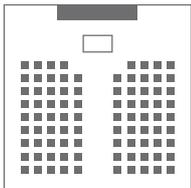
Seating around three sides of the room – good for presentations from the front

- Square layout conducive to discussion
- Presentation space in the middle of the room



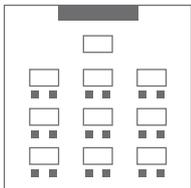
BOARDROOM STYLE

- Centrally located table (can be adapted to a hollow square layout)
- Classic layout ideal for debate and discussion
- Popular for smaller meetings



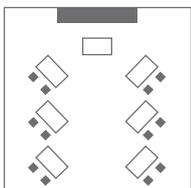
THEATRE STYLE

- Used for product launches, presentations, displays
- Used to present to large numbers of people
- Allows for optimal room occupancy



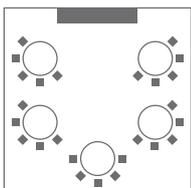
CLASSROOM STYLE

- Used to present to small to medium groups
- People (in ones or twos) have own workplace
- Ideal for testing and individual training



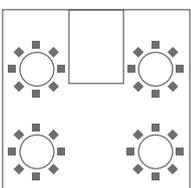
HERRINGBONE CLASSROOM STYLE

- Tables angled towards centre
- Allows more discussion than ordinary classroom layout



CABARET STYLE (also known as Bistro or Café Style)

- All people facing front-centre on round tables
- Large space in the middle of the room
- Ideal for small-group work



DINNER/DANCE LAYOUT

- Tables around the outside of the room
- Dance floor in central area
- Used mostly for evening entertainment

ENROLMENT : FEEDBACK AND EVALUATION

The enrolment form templates in this toolkit (pages 59-62) include an Individual Learning Plan (ILP) asking people to fill out what their goals are. Ideally ask group members to fill out before they start in the group because you can later use this to compare what they write on the evaluation form at the end when answering if they achieved their goals. This is important because it shows you why group members are coming and if they got out of it what they expected and wanted to. This can also help to improve the overall experience when planning the next group.

This information will also be needed if the group is funded. If money is given to the group by funders they will set out what outcomes they need to see achieved (see page 40). Feedback works in the same way.

Feedback and evaluation are quality insurance for the group. Make sure you read the feedback, discuss it with other facilitators of the group and a supervisor, manager or other support you might receive and use the feedback to improve the group next time.

Go to pages 69-70 for feedback and evaluation forms

COMPLAINTS PROCEDURE

- Do you know who you can complain to?
- Is there someone group members can complain to other than the facilitator(s)?
- What is the organisational procedure for handling complaints?

This is another example why it is useful to be affiliated with an organisation. Make sure you know the complaints policy and procedures and be open to people in the group about how they can make a complaint if they feel they need to. There needs to be someone group members can complain to other than the facilitator(s) because the complaint might be about them or they might feel more comfortable speaking to someone else. A way to do this could be to have a feedback box in the room that people can put written comments into confidentially.

Go to page 71 for suggestions, compliments and complaints form.

MAKING THE GROUP SELF-SUFFICIENT

FUNDRAISING IDEAS

MAKING PRODUCTS TO SELL

If the group wants to make products to sell think about market demand and manage expectations. Will people want what is made? Research if there is a demand/ desire for it. How much are people charging already for something similar? Where and how will you sell it?

A market stall costs money to set up. Social media and selling on ebay.co.uk or websites like etsy.com could be cheaper and easier options. Maybe you could start by selling the product within in the organisation you are associated with? If the group makes money it will need to be agreed how this is recorded and where this information is kept.

If the group has petty cash you will need to agree where this is kept and who has access. For information about having a bank account see below in funding section.

Do not let any of the above put you off. Keep making whatever the product is if that is what the group wants to do. Selling the item is not the most important part of creativity. The creative process is very important and beneficial to well-being.

Another possible way the group could make money e.g. to help buy resources could be for all members to contribute a small amount each session, week or month. However, it will need to be agreed who handles this money and be careful that this will not be a barrier to people getting involved.

GIFTS IN KIND

Gifts in Kind are non-cash donations from companies e.g. paint and paintbrushes for an art group.

If you are linked to an organisation speak to a manager and the fundraising department before asking for or accepting gifts in kind. It is not advised to ask for money. If you have contact with a fundraising team they could help you with a draft letter template to approach businesses. If you are given a gift in kind it could be a good opportunity to include the media in thanking the company and this could also raise awareness for your group and/or the organisation you are associated with.

FUNDING

The group could apply for funding from a funding body. You might decide to seek support from someone who has experience applying for funding. Below are some further points to consider:

- Every funding body will have different amounts of money for you to apply for and different criteria to meet.
- Different funders require different recorded evidence of outcomes, so adjust accordingly.
- Applying for small amounts of money is likely to cause less work than applying for larger amounts. Need to be realistic not only about the amount of money needed and what for but how much time you have to work on the forms.

Most sources of funding are only available to groups with a bank account, and banks will only allow an account to be opened if you have a constitution. If you do not currently have a constitution, you can create your own. If you are considering registering with the Charity Commission in the future, it is a good idea to adapt one of the model constitutions that they approve.

MAKING THE GROUP SELF-SUFFICIENT

WHAT IS A CONSTITUTION? “A constitution is a written agreement of what a group is going to do and how they will do it. Constitutions are important because they can help people to understand exactly why they are working together and can help them to plan how best to get things done. They can help to solve disputes and outsiders can see that your group is democratic and accountable” (time-to-change.org.uk)

ADVICE AND KNOWLEDGE FROM A PERSON WHO HAS SET UP A CONSTITUTED GROUP

- Google constituted group to see examples
- The constitution needs to be passed by the core committee, this usually includes the Treasurer, Chairperson and Secretary
- People in the group have to sign the constitution to show they agree to it
- When a group has a bank account there will be at least two card holders who need to counter sign to everything they buy. The card holders are usually the Secretary and the Treasurer. Receipts need to be kept for everything bought and photocopied/photographed to keep as proof
- If you are a constituted group you need to have an Annual General Meeting (AGM) once a year. This is when group members are elected into roles such as Secretary. This is a time for group members to vote on certain aspects of the group.
- Groups can either be constituted or go through a larger provider. Some groups who have funds might not have their own bank account but might have a larger organisation hold the money on their behalf
- It is good to have a venue that you do not have to pay as this is often the largest cost
- The name of the group should be voted on by the group

SUPPORT AGREEMENT

The following is a real life example: A person started attending a carer's group who was not a carer. The facilitator was informed by another local organisation that this person was trying to gain confidential information from the group members and the vulnerable people they were caring for. One way this was resolved was by having a **support agreement** between the self-sufficient group and staff from a supporting organisation. This agreement set out ways of safe working such as who to contact for further guidance and the co-facilitator who was a volunteer was covered by the supporting organisation's insurance.

EXAMPLE OF AN INDIVIDUAL'S GROUP PROGRESSION

“Just a few years ago, Phoebe was struggling with Borderline Personality Disorder, which brought her university studies to a stop. As she tried to get help with her condition, she saw that mental health services didn't effectively meet the needs of people like her. That's when she decided to change things for the future. Thankfully, in 2012 whilst living in a women's shelter, she discovered New Hope, a peer support and influencing group based in Bath, and began attending their meetings regularly. She took advantage of the training opportunities on offer, and became more involved in New Hope using her new skills.

Phoebe began facilitating New Hope meetings, and taking an interest in delivering her own training – so she trained as a Personality Disorder Awareness trainer, and took a qualification in teaching adult learning. Phoebe facilitated groups and played a central part in events such as World Mental Health Day celebrations in Bath, helping to organise and run meetings and events. In 2015, Phoebe started working for St Mungo's as an apprentice – supporting New Hope as a staff member, and supporting the set up and running of other peer led groups in Bath. She is now working in partnership with Avon and Wiltshire Mental Health Partnership Trust helping others living with a Personality Disorder diagnosis to set up their own Personality Disorder support group, something that has been a dream of hers since 2012.”

WHY GROUPS CAN REGRESS

Groups work well when there is at least one person who is organised and can be the motivator, making sure everything gets done. There can be a lot of work involved in running a group and so somebody needs to be able to keep on top of the work load. However, research shows that groups work best when they are a collaboration (page 43) and when there is equality. If one person dictates the content of group sessions other people will feel they are not as important and not needed and this can lead to people leaving the group. Everyone has knowledge, experience and qualities to bring to the group, talk to people and get to know what they bring to the group. No one can do it all alone, and that is not the point of a group. You will have a more successful group if you encourage people to work together, not just on what you want but on ideas that everyone brings.

RESEARCH SUMMARY

The following is a summary of research that this toolkit was based on. The research was carried out by Vanessa Parmenter and Jon Field House from the University of the West of England with the same organisations who produced this toolkit, St. Mungo's and Creativity Works. These organisations support people with lived experience of mental health difficulties and homelessness. This toolkit began as a 'Peer Toolkit', which means it was aimed at people with the lived experience mentioned. However, it became a 'Group Toolkit' because it can be useful to anybody wanting to run a group.

WHAT MAKES A SUCCESSFUL GROUP?

What works for Peer Led Groups? A condensed report.

This report evaluated a range of peer led groups to look at what does and doesn't work for them.

PURPOSE

This action inquiry-based evaluation aimed to develop an understanding of what was working well in terms of peer involvement and leadership in a diverse network of community groups for people affected by mental health problems in Bath and North East Somerset.

What is a peer led group?

Peers are people who inspire others and want to lead by example. They are involved in enabling the group to do its best work. A group led by peers can benefit from this, as they have similar experiences to each other.

FINDINGS

Participating groups display a dynamic interaction of five key features:

- Mutuality, a shared positive identity,
- Opportunities to take on group roles,
- Negotiated ground rules, and skilled facilitation.

The success of a group was seen as its capacity to bring these features to bear on its own growth and development; an evolutionary process that allowed it to reach equilibrium in relation to some key areas of possible tension.

These were:

- The need for ground rules balanced against a wish to avoid bureaucracy,
- The need to focus on group structure whilst also committing to group activities,
- The wish to be facilitated but with transparently accountable leadership,
- The desire for peer leadership whilst also acknowledging and managing concerns about the burden of responsibility,
- And balancing a desire to lobby for change with the need for support.

IMPLICATIONS

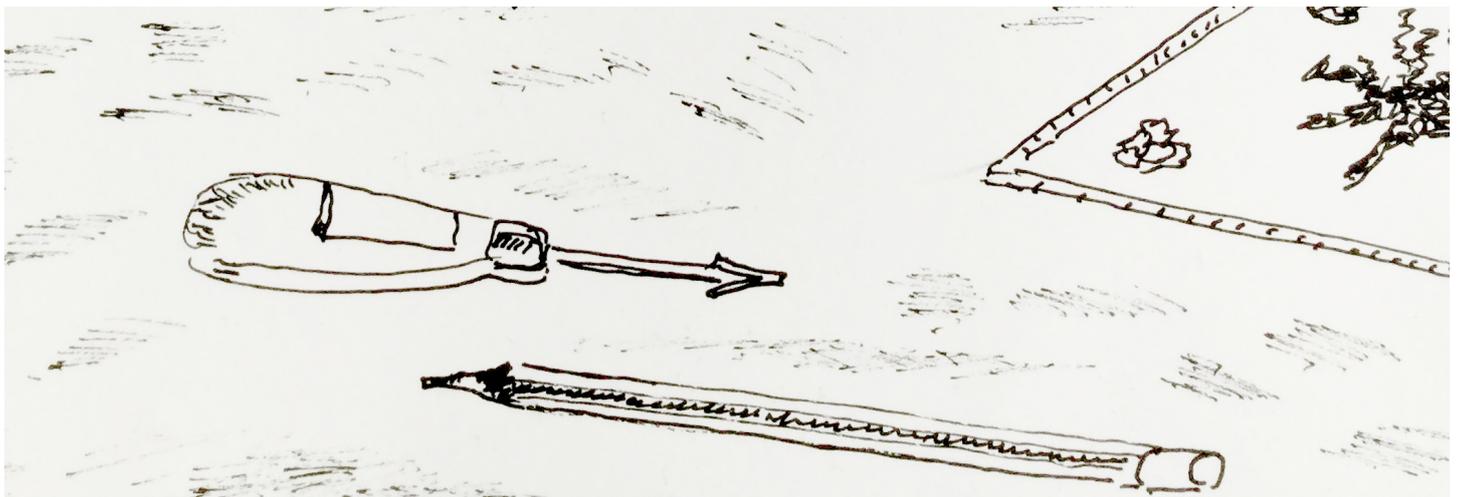
Being flexible and adaptable is the key to success, and facilitation of these groups can be seen as the process of working together to resolve difficulties.

For a copy of the report go to www.newhopebanes.org



SECTION THREE

TEMPLATES



Groups vary, so you might find you do not need to use all of these templates. However, it is recommended that sections marked with an asterisk (*) in the list below should be mandatory for all groups.

N.B: You can chose between pages 63 and 64, or use both.

You can choose between pages 69 and 70.

The evaluation form on page 70 links with the enrolment form and the Individual Learning Goals.

IN THIS SECTION

.....

<i>Pages 46 - 47</i>	Aims of the Group
<i>Page 48</i>	Group Contract*
<i>Pages 49 - 50</i>	Risk Assessment*
<i>Pages 51 - 52</i>	Budget
<i>Page 53</i>	Group Sessions Overall Plan
<i>Pages 54 - 56</i>	Individual Session Outline
<i>Pages 57 - 58</i>	Roles within the Group
<i>Page 59</i>	Enrolment Form
<i>Page 60</i>	- Data Protection
<i>Page 61</i>	- Individual Learning Plan
<i>Page 62</i>	- Enrolment Agreement
<i>Page 63</i>	Attendance
<i>Page 64</i>	Register*
<i>Page 65</i>	Photography and Video Permission Form
<i>Pages 66 - 68</i>	What has the Group Learned?
<i>Pages 69 - 70</i>	Feedback and Evaluation*
<i>Page 71</i>	Suggestions, Compliments and Complaints Form
<i>Page 72</i>	Credits

AIMS OF THE GROUP

What Aims are and how to write them is covered in much more detail on page12. The facilitator does not have to do this alone, include the group when thinking about aims. The group is more likely to be successful if everyone is involved in the foundations of what the group is and why it will be attended.

The following questions might help think about the aims of the group:

What is the group for or about?

Who is the group for?

How long will the group be for?

What time of day? What day of the week?

AIMS OF THE GROUP

How will the group be evaluated so you know it has worked or how to improve it? When will you review the group? e.g. Review mid-way, evaluation at the end?

Brief description of the group:

What will the name of the group be?

HINT

When naming the group be careful with what you pick. Make sure you get opinions from the group members of what to call it so that it is not named anything that could be offensive to someone. Make sure the name of the group represents what the group will be doing so that people are clear what is expected and are not put off. For example, if you call a group Advanced Photography Skills some people may feel intimidated and unable to come. Photography skills may be more inclusive unless you only want experts coming along.

GROUP CONTRACT

.....

GROUND RULES

To be effective, group contracts must always be generated with participants, rather than imposed by facilitators

.....

How would you all like the group to work?

RISK ASSESSMENT

DATE OF ASSESSMENT:

DATE OF REVIEW:

*ACTIVITY/PLACE BEING
ASSESSED:*

RISK ASSESSOR'S NAME:

STAFF INVOLVED:

VOLUNTEERS INVOLVED:

RISK ASSESSMENT

	<i>RISK</i>
<i>HAZARD</i>	
<i>PERSONS EFFECTED</i>	
<i>EXISTING CONTROLS</i>	
<i>FUTURE CONTROLS ACTION REQUIRED</i>	
<i>COMMENTS</i>	

GROUP SESSIONS OVERALL PLAN

<i>DATE OF SESSION</i>	<i>ACTIVITIES</i>	<i>RESOURCES REQUIRED</i>	<i>ROLES AND RESPONSIBILITIES</i> Who's doing what?	<i>FURTHER ACTIONS REQUIRED</i>

INDIVIDUAL SESSION OUTLINE

Aims / Objectives:

Goals:

Outcomes:

Approach:

INDIVIDUAL SESSION OUTLINE

<i>TIME</i>	<i>TOPIC</i>	<i>DESCRIPTION OF TOPIC</i>	<i>AIMS / GOALS / OUTCOMES ADDRESSED</i>	<i>ASSESSMENT:</i> (how to make sure people are understanding and are on track)	<i>NOTES & RESOURCES NEEDED</i>

ROLES WITHIN THE GROUP

Group roles should be reviewed regularly. Facilitators will need supervision to look at how they feel about their role. Group members who would like to take on a more formal role should have space to discuss this in feedback. It might be helpful to share a role with another person or with the group.

<i>ROLE</i>	<i>ROLE DESCRIPTION</i>	<i>WHO WILL DO THIS?</i>	<i>WHO WANTS TO DO THIS NEXT TIME?</i>
Facilitator	A facilitator helps a group to unite in their common objectives. A facilitator makes group work easier by understanding the needs of the group and co-ordinating accordingly.		
Co-Facilitator(s)	A co-facilitator supports the facilitator to manage the group and the physical environment (the room).		
Mentor	A mentor supports new people, and can be called on for individual support		
Open Up And Set Up	This person arrives before the group to open up, gain access to the room and set up any furniture or other equipment including putting on the kettle!		

ROLES WITHIN THE GROUP

Continued

<i>ROLE</i>	<i>ROLE DESCRIPTION</i>	<i>WHO WILL DO THIS?</i>	<i>WHO WANTS TO DO THIS NEXT TIME?</i>
Tidy Up And Lock Up	Someone to do whatever is needed to clean up and close the venue. This could include washing up, stacking chairs, sweeping and locking up. (Be clear about what is needed and how much the group should do before they leave so it does not all fall on one person.)		
Note-taker and send out information	This person keeps a written record of what happens during the group if this is needed. They also share this information (e.g. meeting minutes) and other important information (e.g. details of future events) with the group in the agreed way (e.g. email).		
Treasurer (Manages finances)	The treasurer manages any money that the group uses either from group member fees or from grants. They need to keep a record of what is spent and make sure any spending has been agreed by everyone who needs to agree it.		
Time Keeper	The timekeeper makes sure that the facilitator knows when group activities and processes should start and stop.		
Monitor	Someone who supports the time keeper.		

ENROLMENT FORM

PERSONAL DETAILS

Title (Miss, Mrs, Mr)

First Name

Last Name

Date of Birth
(day/month/year)

Address

Phone Number(s)

Email Address

Emergency contact name
& phone number

Do you have any health
conditions or allergies we
need to be aware of?

How did you hear
about this group?

I would like extra support with:

DATA PROTECTION

DATA PROTECTION ARRANGEMENTS

Under the Data Protection Act it is necessary to obtain your permission for your personal information to be collected and stored.

The principles of Data Protection state that data (information about you) must be stored safely, can only be used lawfully and can only be kept for the purpose and time span of the project.

Information we will keep on file will be your name and address, an emergency contact number, any essential medical information, groups attended and outcomes achieved.

All data used for reporting purposes will be anonymised. We sometimes need to let other people know how our group is going but when we do this, we don't tell people anything specific about you or any other members. We won't even mention that you are one of the group members.

- Your personal data will not be shared with anyone other than agencies directly supporting the group.
- Your information will be stored confidentially and securely. We will share information with relevant agencies if we believe it will keep you or someone else safe from harm.
- We use statistical data derived from the information we collect to help with evaluation of the group.

I acknowledge that I have read and understood the Data Protection arrangements

Participant's Name:

Facilitator's Name:

.....

.....

Participant's Signature:

Facilitator's Signature:

.....

.....

Date:

Date:

.....

.....

INDIVIDUAL LEARNING PLAN

By coming to this group I hope to:

I would like to build my skills and knowledge in:

By the end of the group I would like to be able to:

ENROLMENT AGREEMENT

The group facilitators agree to:

By enrolling I agree to:

Participant's Name:

Facilitator's Name:

.....

.....

Participant's Signature:

Facilitator's Signature:

.....

.....

Date:

Date:

.....

.....

PHOTOGRAPHY / VIDEO PERMISSION FORM

We would like your permission to photograph/video you/your creative work for possible inclusion in our publications, website and other publicity material. The photograph(s)/video(s) will remain the property of the participants and the group named below and will be used for the purposes of promoting the group. Your contact details will remain strictly confidential and will not be passed on to third parties.

Group Name:

.....

I can confirm that I am happy for
to use photo(s)/video(s) which were taken of me and / or my work, for the following purposes:

(Please tick the relevant boxes or delete as appropriate)

- Group Website
- Social media (e.g. Facebook, Twitter, LinkedIn)
- Public relations, marketing and publicity
- Display in offices and workplaces of the above group(s) or as agreed with you

1. 2. 3. 4.

• Photo(s)/video(s) taken of me in the sessions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

• Photo(s)/video(s) of me in sessions not personally identifiable (i.e close up hands etc)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I confirm that my correct name can / cannot (delete as appropriate) be used to accompany the photo(s)/video(s).

I would prefer to use another name when photo(s)/video(s) of me or my work is shown.

The name I choose is:

.....

Name:

.....

Signature:

Date:

.....

.....

WHAT HAS THE GROUP LEARNED?

This is the time to evaluate and review the group and to use this information when planning the next group.

Did the group achieve its aims?

What were the individual and group benefits of participating?

Review of group roles e.g. did group members enjoy their role? Will roles be changed next time?

Were there challenges? If yes, how did you resolve these?

WHAT HAS THE GROUP LEARNED?

What went well?

Did anything change? e.g. group roles

Any concerns? If yes, how did / will you resolve these?

Do you need any support next time?

WHAT HAS THE GROUP LEARNED?

Were there risk issues? If yes, how did you resolve these?

Update the risk assessment if anything has changed

Thoughts on positively progressing or ending the group:

Ways in which members could progress within or on from the group:
(Any support needed to do this?)

Future plans:

Please note: Make sure you give the group members an **Evaluation Form** on the last session or at a review point. See pages 69 and 70 for a template.

FEEDBACK AND EVALUATION

EVALUATION QUESTIONNAIRE

We are always looking at ways to improve and one of the most important sources of information is feedback from you. We would be very grateful if you could complete the following questionnaire to help prepare for the next group.

Name (optional)

.....

How happy were you with this session?

Very Satisfied



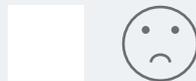
Satisfied



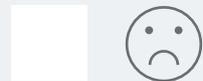
Not sure



Unsatisfied



Very unsatisfied



How happy were you with your facilitator(s)?

Very Satisfied



Satisfied



Not sure



Unsatisfied



Very unsatisfied



How happy were you with the materials for the session?

Very Satisfied



Satisfied



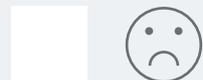
Not sure



Unsatisfied



Very unsatisfied



How happy were you with the venue of this session?

Very Satisfied



Satisfied



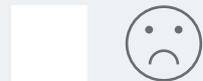
Not sure



Unsatisfied



Very unsatisfied



How happy were you with the facilities/environment of this session?

Very Satisfied



Satisfied



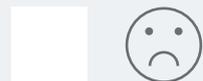
Not sure



Unsatisfied



Very unsatisfied



Comments:

Thank you! Your opinion is important and helps us make the group better.

FEEDBACK AND EVALUATION

Your Name:

Date:

Group attended:

What did you gain from coming to the group(s)?

I have achieved what I wanted:
(please tick one box)

Strongly
Disagree

Disagree

Unsure

Agree

Strongly
Agree

Would you like to come again?

Yes

No

Would you recommend the group to others?

Yes

No

What do you think you might do next?

Do you have any comments or suggestions to improve the group(s)?

SUGGESTIONS, COMPLIMENTS AND COMPLAINTS FORM

Your Name:

Date:

Telephone Number:

Email:

Address:

I am making a:

Suggestion

Compliment

Complaint

Please tell us about your suggestion, compliment or complaint.
Use extra paper if you need more space.

What action would you like us to take?

Please give your form to a group facilitator, a member of staff, put it in a feedback box or send it to the manager of the service.

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For more information please visit:

<http://www.newhopebanes.org/> or www.creativityworks.org.uk