

General supportive questions

Every module starts with a check in and ends with a check out.

These are proposed ways of introducing and welcoming the participants. When organizing the modules please take into consideration the target group that may vary and therefor requires adjustment from the proposed way of facilitating etc. You will find an extended description of the importance of being aware of the context in the training material, e.g. as theoretically highlighted by Him and Hippe.

CONTENT	FACILITATING
Welcome	<p>Each module starts with information given to make participants feel comfortable.</p> <p>Teacher presents todays program, gives a short introduction to the theme and the learning objectives.</p> <p>A short introduction to the teacher(s).</p> <p>Also a short introduction to practical matters, e.g. where smoking is allowed, how the coffee breaks are arranged, will there be lunch and where to find the toilets.</p> <p>Remember to ask for further questions from the participants.</p>
Check in	<p>Participants in groups. You may be sitting around tables or organizing groups otherwise.</p> <p>10-20 minutes.</p> <ol style="list-style-type: none"> 1. Presentation: name, primary interest and where do you come from. At the first module: leave extra time for presentation, e.g. experiences as a volunteer. If professional: experiences in cooperating with volunteers. Also remember to let participants tell why they chose to attend the course/module 2. Mention two things you will like to learn or focus on today (e.g. to know more of organizing homework cafés) 3. What do you expect to bring back home from today (e.g. stronger network with the other volunteers)
Check out	Participants in groups, perhaps sitting around tables.



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	10-20 minutes. 1. What is the most important you learned today? 2. Something you will like to bring to the next module? NB The questions are not replacing the evaluation but give the participants an opportunity to check out properly.
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Ice-breakers – *get moving*

During the day different kind of ice-breakers can be used in order to get the participants moving – physically as well as mentally.

You may choose to start the day with an ice-breaker or they can be used during the day.

These are simple examples. Please be aware to make everybody feel comfortable by introducing the ice-breakers so that it is clear to everybody why we do these ice-breakers.

CONTENT	FACILITATING
Get to know each other	Ask everybody who had coffee this morning to go to one corner, those who had tea to go another corner and those who had juice to go to a third corner. Once arrived at the corners introduce yourself by name. Depending on how many participants you are, more categories can be added. You may continue the ice-breakers by introducing new categories e.g. those who have one or two grandchildren, two or three and those who have more than three.
Swapping chairs	The participants are placed in a circle at chairs, or two or more, depending on the numbers of participants. 10 is suitable pr. circle. The teacher stands in the middle asking everybody who is wearing something red to swap chairs. The teacher participate in the swapping as well. The one left in the middle is now introducing the next category, e.g. those who has a bicycle to swap.

More ice-breakers to be found e.g. at http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf

Module 1

This module has two group sessions (suggested).

Theme: communication and collaboration.

CONTENT	FACILITATING
Casework	<p>The two cases are introduced by a short presentation of the themes – e.g. volunteering at a nursery home, at a school or at a day care institution.</p> <p>The cases can be made by the teachers or by the local authorities. The important thing is to be aware that the themes reflect authentic scenarios in volunteers working together with professionals.</p> <p>The participants must be placed in groups, five-six persons, representing both professionals and volunteers.</p> <p>Questions to facilitate the discussions should be based on today's theme: communication, conflict management and cooperation.</p> <p>Please note that there are no wrong answers!</p> <ol style="list-style-type: none"> 1. Point out where – according to your point of view – the communication is going wrong in this case. 2. How could this conflict be avoided? 3. What is needed in order to improve the collaboration between volunteers and the professionals? And between the voluntary organization and the municipality (if relevant in the concrete context, depending on how voluntariness is organized) 4. If the case contains the perspective of relatives, bring this element to the discussion as well <p>The teacher can either ask for feedback from the groups by letting the chairman of the group sum up the discussion or post-it can be used to</p>



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	<p>summarize. Please remember to thank the participants for being active and willing to share their knowledge and perspectives.</p>
Group session: challenges and possibilities	<p>In groups: two different ways of ending today's theme:</p> <ol style="list-style-type: none"> 1. Taking in to consideration today's debates: what do you as a volunteer regard as the biggest challenges in the cooperation between the professionals and local authorities? And what do you consider the most significant opportunities in cooperation between the professionals and local authorities? Please list the two most important statements. 2. Taking into consideration today's debates: what do you as a volunteer believe are the biggest challenges in cooperating with the fellow citizen? What do you as a volunteer believe are the most significant opportunities in cooperation with the fellow citizen? Please list the two most important statements.

Module 2

Theme: volunteering in families and with children and young people.

Two group sessions.

CONTENT	FACILITATING
Participants own childhood compared to modern day	<p>In groups, five-six persons: The teacher start the debate in groups by giving every participant the possibility to compare their own childhood with today's childhood and the way families are organized. Please take in to consideration the former presentation. Next the teacher ask the participants to focus on the differencies. All groups list the most important differences, e.g. on post-it and present for each other a brief summary of the debate.</p>



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Possibilities within voluntary work with children and families	<p>As a volunteer, how do you believe the greatest opportunities for working with children, young people and families are? Please come up with concrete examples.</p> <p>The proposals and ideas can be presented by the chairman of the group, be presented at post-it or shared by any other way leaving room for reflection.</p>
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Module 3

Also this module contains two major group processes.

CONTENT	FACILITATING
Creating a profile of a senior citizen who will benefit from voluntary work	<p>Before the module: the teacher must bring materials for the creative process. Anything can be brought in to the process! Paper, yarn, buttons, fabrics, paints, felt pens etc. Remember to bring scissors and glue.</p> <p>In groups, 5-6 persons.</p> <p>Introduce the group process by letting the participants know that this is a creative process leaving space for profiling the “typically” senior citizen who, according to the participants, will benefit from voluntary work.</p> <p>By using different kind of materials and methods in preparing a portrait the story telling of seniors will take place representing different perspectives.</p> <p>The creative process in profiling a senior citizen (drawing, painting and storytelling) will in the verbal presentation often result in reflections leading to a greater understanding of the topic - in this case the lives and living conditions of senior citizens.</p>
Consider the challenges and opportunities within voluntary work different groups of senior citizen	<p>The participants are still in groups.</p> <p>The starting point is the portrait/profile made in the former group process.</p> <p>By introducing this process please remember to address the work of the former process e.g. by repeating the teachers own reflections or some of the most significant reflections from the process in order to keep the</p>



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	<p>discussion “on track”.</p> <p>Ask the participants about how they, as volunteers, believe the greatest opportunities for working with seniors are? And what are their main concerns, if any? Please come up with concrete examples and be specific on how to organize, what to be aware of etc.</p> <p>The proposals and ideas can be presented by the chairman of the group, be presented at post-it or shared by any other way leaving room for reflection.</p>
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Module 4

This module has two group sessions.

CONTENT	FACILITATING
Network building	<p>In groups, 5-6 persons.</p> <p>Teacher introduces the session by summing up the most important points from the former presentation.</p> <p>Creating and maintaining network in groups within volunteer work will need attention on the purpose, the target group, and the context in general.</p> <p>The purpose of the group session is to train how to create a network group in one of the following contexts: disadvantaged seniors, adolescents in disadvantaged residential areas, young families with a single parent, refugees living in asylums – or among other groups specifically to be taken in to consideration depending on where the training session is being held. The teacher must decide this when preparing the module.</p> <p>You can ask the groups to follow the structure like this:</p> <p>First step is to identify a target group. Then the group will discuss</p> <ol style="list-style-type: none"> a) how to identify the relevant citizens b) how to invite the citizens <p>The session ends by each group concluding how to deal with the most</p>



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	important steps in the decision making process. What decisions must be taken, who will need to be involved and who can help the identification etc. The groups take notes, and the chairman (or another representative) presents the focal themes.
How to create network groups. Focus on methods and motivation	<p>From the methods represented in the former presentation one method is chosen by the group.</p> <p>The group will hereafter continue the work with the chosen target group from the first group session.</p> <p>The group now describes how to start the networking process, how to maintain the network and eventually how to end the network. The last theme is to be addressed also by talking about when and how decisions on ending a network can be made.</p> <p>During the discussions the groups gather the most important statements and put these on the blackboard or the like.</p> <p>The group session will end by a common presentation. The teacher can ask for support from the other groups in case there will be challenges to be solved or considered.</p>

Module 5

This module is the final module and the focus must be on concluding and looking forward to what kind of initiatives that can be initiated.

CONTENT	FACILITATING
Participants will identify the most important challenges concerning the judicial and ethical perspective of volunteer social work	<p>Based on the former presentation the teacher now introduces the participants in groups to identify the most important dilemmas and challenges.</p> <p>The groups will now be each other's critical opponent in order to help answering and commenting the dilemmas.</p> <p>Since this is the last module, it is very important that the participants are not left behind with unanswered questions or dilemmas that are not addressed. The questions should preferably be solved – or at least the</p>



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	<p>participants must be led to ways in which the questions and dilemmas can afterward be solved. In case the opponent group cannot help finding solutions, the teacher must help answering the questions or gather the questions and dilemmas to be (preferably) solved in the very last part of the module's program. At the very last part of the module the local authorities will be represented and can therefore help clarifying the unsolved dilemmas etc. In case the module is organized without representation of local authorities you will have to guide the participants to other ways of finding contextual solutions.</p>
<p>Discuss how and why volunteer work can be a mutual pleasure: for the volunteer, the citizen and the local authorities. Initiatives can be formed by organizations, local authorities or can be private, individual initiatives.</p>	<p>Introduce this session keeping in mind that we are on our way to implementing ideas and presenting the ideas to the local authorities in order to have a basis for the collaboration.</p> <p>Participants engage actively in this module. They will write down their reflections on challenges and ideas to enrich volunteer work on a poster. This is an important part of the final evaluation of the course and as part of the plan for cooperation with the local authorities.</p> <p>Representatives from the municipalities will participate from 1:15 PM and take part in the exhibition of the posters.</p>