



ACTIVITY 6

Group Activity: How would you feel?



15 minutes



Aim of Activity:

Participants will have experienced how it feels to be on the other side. They will begin to understand the outcomes of their actions however well intentioned.

Trainer Action:

Introduction

This is very much a put yourself in their place exercise and attempts to get the participants to see how the volunteers might feel given various circumstances. Some of them might have started as volunteers but they could do with a reminder of how it feels. During this exercise, you can refer back to the reasons people leave organisations.

- Explain that you are going to read out various [situation scenarios](#) (provided) and want participants' immediate reaction. They must not think objectively, you want instant thoughts.
- They should write down their immediate reaction, how they would feel.
- Give you their thoughts when asked.
- After each one try to sum up an overall feeling – anger, indignation etc. You can record on [flipchart](#) if you want to.
- Facilitate general discussion about how it felt.

Participant Action:

- Listen carefully to the [situation scenario](#) read out by the trainer.
 - Write down immediate reaction
 - Give trainer response when asked.
 - Join in general discussion
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Resources:

[Situation scenarios](#), [flip chart](#), [marker](#), ensure participants have paper and pen.



ACTIVITY 6

Brainstorm Activity:

A Good Supervision Session is.....



15 minutes



Aim of Activity:

Participants will have come up with some ideas of what makes a good supervision session and contributing barriers.

Trainer Action:

Introduction

This is the opportunity to pin point just what makes a Supervision session a good one and the factors that contribute to an unsuccessful one.

- Ask group to contribute ideas for –
 - what they think makes for a good Supervision session
 - what factors can contribute to an unsuccessful session

Participant Action:

- Group members give their ideas what makes a good supervision session and what contributes to a bad one

Trainer Action:

- Write all reasons on [flip chart](#).
 - (See Training Hints for guide to Brainstorming)
 - Go over each point and ask - Agree or disagree? Discuss
 - [Blu-tack](#) flip chart paper to the wall
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Resources:

[Flip chart](#), [marker](#), [Blu-tack](#)



ACTIVITY 4

Small Group Activity

Testing the Policy

How do you handle this?



25 minutes



Aim of Activity:

To look at realistic situations that require decisions to be made regarding confidentiality and come to conclusions using the framework of the policy.

Trainer Action:

Introduction

We have looked at the general concept of confidentiality and explored the organisation's policy in depth. We are now going to look at some dilemmas and decide how we would deal with these situations within the framework of the policy.

- Form three groups by the numbering method (see Training Hints)
- Distribute the [dilemma cards](#) provided
- Give each group [flipchart paper and pen](#)
- Ask each group to contribute ideas for dealing with the situation following the guidelines set out in the policy and yet still being able to help the client in this situation.

If you are delivering to participants from varying organisations, have a dummy policy that they can refer back to for this exercise.

Participant Action:

- Group members to decide how to deal with the situation
- They should make notes on the [flipchart paper](#)
- One person from group reads out their dilemma and says how they would handle the situation
- Discuss any issues raised with the whole group

Trainer Action:

- Walk round offering encouragement and support
 - Facilitate discussion
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Resources:

[Dilemmas](#), [flipchart paper](#), [pens](#).



ACTIVITY 2

Paired Activity :

What are the Risks and the Consequences?



20 minutes



Aim of Activity:

Participants will have identified the risk and the consequences for volunteers and organisations

Trainer Action:

Introduction

We have identified situations that hold an element of risk. We are now going to pin point that risk and look at the possible consequences for the volunteer.

- Ask participants to pair off and give out one of the [situation scenarios](#) provided to each pair
- Ask pair to identify the risk in their situation and the possible consequences for the volunteer and for the organisation.
- Ask each pair to feedback to the main group their scenario, the risks they have identified and the consequences
- Lead general discussion

Participant Action:

- Identify the risks and possible consequences for the volunteer and the organisation
- Feedback to main group their situation scenario and their findings

Trainer Action:

At the session end summarise risk and show the [Power Point slide 2](#)



.Resources:

[Situation scenarios](#), paper, pens. [Power Point Presentation Slide 2](#). Laptop, projector CD (or OHP & slide 2)



ACTIVITY 2

Small Group Activity & Brainstorm: Outcomes & Benefits



30 minutes

Aim of Activity:



Participants will have identified the funders and the clients' expectations for the service and their expectations as befrienders.

Participants will also have identified the benefits gained by the client

Trainer Action:

We have looked at who our funders are, why they fund us and who refers clients to our project but we need to understand what they want from us. Why do they fund, what do they want as an outcome for their clients. We also need to examine what the client expects from the service and what you as befrienders want to achieve.

- Form three small groups by the numbering method
- Give each group a **case study** from those provided
- Ask them to say –
 - What they think are the funders' expectations of befriending for this client.
 - What the client expects from this service
 - What are their expectations, as a befriender
- Each group feeds back to the large group by reading their case study then offering their answers for discussion by the whole group.

Participant Action:

- Form into small groups.
- Read the **case study**
- Answer the questions –
 - What they think are the funders' expectations of befriending for this client.
 - What the client expects from this service
 - What are their expectations, as a befriender
- Feedback answers to the whole group for comments and discussion.

Trainer Action:

- Walk round offering support & encouragement
- Facilitate feedback

[Show Power Point Slide 3](#)

EXTRA
Brainstorm

This would be a good time to do a quick brainstorm on the benefits of befriending for the client.

Trainer Action:

Ask participants to give the benefits of befriending for the client and write all ideas on a [flip chart](#).

[Show the Power Point Slide 4](#)



Resources:

Case Studies, flip chart paper, markers, Power Point Presentation slides 3 & 4, laptop & projector or OHP & slides 3 & 4

Note about Case Studies – there follows some case studies covering the elderly, youth, carers and people with mental ill health. In any event some of the issues raised will fit into other befriending situations and help volunteers to identify client needs and expected outcomes.



ACTIVITY 2
Brainstorm
What is Abuse?
Types of Abuse:



20 minutes -



Aim of Activity:

To have identified what is meant by abuse and defined the different types of abuse

Trainer Action:

Introduction

We are now in agreement on what makes an adult vulnerable. We are going to define abuse and explore different types of abuse

- Ask participants for their ideas on what abuse is (not the types of abuse there are) – the aim is for a definition of abuse
- Record all responses onto [flip chart](#)
- When all ideas are exhausted show [Power Point Slide 3](#) and check understanding

Participant Action:

- Give ideas of a definition of abuse

THEN

- Ask participants to identify types of abuse – tell them you are looking for six main categories of abuse – you will be expanding on this later
- Record all responses onto [flip chart](#)
- Facilitate any discussion
- Show [Power Point Slide 4](#)

Give out [Handout 3](#)



Resources:

[Power Point Presentation slides 3 & 4](#), laptop & projector or OHP & slides 3 & 4, [flipchart](#), marker, [Handout 3](#)