

MFPP TRAINING PLAN

MFPP recognises the value and benefits of stakeholder training. When done properly, training can make organisations more efficient — increasing productivity, revenue, and surplus while decreasing costs, waste, and inefficiencies.

Effective training can also lead to increased compliance with regulations and happier, more satisfied and engaged users - the benefits are many. It is recognised that creating effective training is not easy. Some common problems include creating training that doesn't support a true business goal, or that is intended for a problem that training alone cannot fix, or without first identifying the actual purpose of the training based upon assessing stakeholder needs.

This Training Plan has been written to assist the Project Manager, the Project Team, the Charity trustees' consultants and stakeholders to manage and/or contribute to the Project effectively and in accordance with the Grant conditions.

This document should be read alongside the following documents referred to within the Delivery Plan.

| Name of document | Index Code |
|--------------------------------|------------|
| Skills audit report, community | MFPP9 |
| Evaluation tool | MFPP10 |
| Community Engagement Strategy | MFPP12 |

In order to create effective MFPP stakeholder training materials, we will introduce a **8 Step Programme**, with the end goal being that governance of the organisation becomes more inclusive and stakeholders/users feel that they are able to contribute to the heritage of MFPP. For the purpose of this document stakeholders' relates to, Stakeholders (community), Stakeholders (wider community) park users and community volunteers/Leader.

| 8 Step Programme | |
|-------------------------|-------------------------------|
| 1 | Training needs assessment |
| 2 | Adult Learning Principles |
| 3 | Learning Objectives |
| 4 | Design Training Materials |
| 5 | Developing Training Materials |
| 6 | Implement Training |
| 7 | Evaluate the Training |

1. Training needs assessment

The basic training needs assessment is a four-step process. These steps are:

- Identify a clear business goal that the training supports
- Determine the tasks the Stakeholders need to perform so MFPP can reach that goal
- Determine the training activities that will help the Stakeholders learn to perform the tasks
- Determine the learning characteristics of the Stakeholders that will make the training more effective

Please see MFPP Stakeholder Skills Audit (**Annex 1 attached**)

Identify the business goal:

We cannot provide training if it is not clear why we are doing it, or if it does not directly support a business goal.

Business goals include things like increasing revenue and efficiency, decreasing costs and waste, supporting a new project, teaching a new or changed way of working, or complying with regulations.

Determine the tasks Stakeholders need to perform:

Once the business goals have been identified we have to ask what Stakeholders need to do if MFPP is to reach that goal.

During this phase, we will identify the “skills gap” between what trustees, staff, volunteers and Stakeholders can do now, and what they must be able to do. In turn they will need to know what the HLF project is, how the project is delivered, and most importantly the tasks they must perform to make the project successful.

Determine the training activities that will help stakeholders learn to perform the tasks:

Once we have identified what the Stakeholders need to do, we have to identify the training activities that will help them learn to do those tasks. This may include a quick and short explanation of the project, an equally quick and short overview of the delivery process, and workshops mixed with hands-on practice of the tasks they'll will have to perform when engaged in MFPP activities.

Determine characteristics of stakeholders that will make the training more effective:

Finally, we need to consider the characteristics of Stakeholders to determine the type of training that will be most effective for them. In a perfect world, we would cater training to each individual, but this may not be possible within the given timeframe therefore we may have to consider the average characteristics of the group as a whole. These considerations will include:

- whether they are more comfortable with computer-based training or instructor-led training?
- whether they like self-guided or self-paced learning, or would they struggle in that environment? are they youngish or older?
- are there cultural issues that may factor in?
- do they learn better from reading, listening, or doing?

It is difficult to create one-size training that fits all, therefore we will consider training that blends different aspects so that MFPP has better chance of reaching everyone.

2. Adult Learning Principles

The Stakeholders we want to train are adults, and adults share certain characteristics that make training more accessible. If the training recognises and respects adult learning principles, it is likely to be more effective.

Adult Learners:

- Are self-directed
- Come to training with a lifetime of existing knowledge, experience, and opinions
- are goal-oriented
- Want training that is relevant
- Want training that is task-oriented
- Learn when they see "what's in it for them"
- Want to both be **and** feel respected

These principles relate to the learner characteristics that are identified during the training needs assessment.

3. Learning Objectives

Before we begin creating any training, it is critical that we create a list of learning objectives.

Learning objectives are a list of things the Stakeholders must be able to do after the training is completed. Once created, we will create content that covers the objectives. In addition, any quizzes, tests, case studies, or hands-on exercises performed during training to evaluate the groups comprehension of the training should assess only the Stakeholders' understanding of the objectives. And finally, any observation of the group when they are involved in activities to evaluate the effectiveness of the training should also focus on these objectives.

- **Address Knowledge, Skills, or Attitudes:**
- **Make them SMART**

Address Knowledge, Skills, or Attitudes:

A learning objective can address things that the group can “know,” such as how the project flows through the delivery; skills that your learner’s can perform, such as producing materials; and attitudes that they can hold, such as the importance of producing materials properly in order to create the best possible outcome.

Make them SMART

The objectives should be:

Specific – it is very clearly stated and its meaning is equally apparent to everyone

Measurable – everyone can agree if the learner satisfies it or not

Achievable – the learner truly has a chance to satisfy it

Relevant – it is important for the Stakeholders

Time-bound – meaning it will be clear when the learner must be able to satisfy the objective (typically, after training)

4. Design Training Materials

The design of the materials will include the following:

- The design must be agreed before moving on to the next step (development)
- Focus will be on the learning needs of Stakeholders
- Training content and assessments must relate directly to the learning objectives
- Adult learning principles
- Hands-on practice or simulation as people learn by doing
- Stakeholders in control of the learning process (instead of the trainer)
- Allowing Stakeholders to talk and interact with the trainer and with each other during the training
- Plenty of opportunity for feedback during training
- Training materials broken up into smaller sections that are easier to take in and understand
- “blended learning” approach that includes training in several different formats (computer-based, instructor-led, etc.)
- VARK - to appeal to the diverse learning styles of Stakeholders - **V**isual, **A**uditory, **R**eading (Writing), and **K**inetic.

5. Develop Training Tools

Once the training materials are designed they will need extra work in terms of development in terms of the tools needed to deliver the training as follows:

- Word, Excel, and similar programs to create handouts for stakeholders and to create training outlines and notes for the instructor of any instructor-led components
- Materials for hands-on elements and/or role-playing elements of the training
- PowerPoint for 'in-class' projections and/or handouts to deliver to Stakeholders, avoiding PowerPoint presentations that are nothing but screen after screen of bullet points
- Flip-charts, posters, transparencies, and/or computer-generated graphics for presenting visual materials during training
- E-learning tools

These are just a few ideas, and technology is bringing new possibilities every day, including virtual reality and augmented reality. Be creative and mix and match these to best fit the Stakeholders' training needs.

6. Implement the Training

It may seem obvious, but one of the most critical things we will have to do in this is inform the Stakeholders that will attend the training, giving them plenty of time in advance so that they can work it into their schedules and complete any necessary pre-training preparation. In addition, we may also have to do the following:

- inform the Stakeholders' supervisor
- reserve rooms for training
- buy any necessary supplies
- work through any scheduling or traveling logistics
- have food and drinks available

Moving forward to the actual training, the implementation can take a variety of forms.

- classroom instruction
- practice opportunities such as role-playing exercises
- focus groups
- case studies
- small group assignments
- "on-the-job" skills-based training

- the delivery of paper-based hand-outs for individual reading and study
- the completion of e-learning modules on a computer

If the training includes an on-the-job skills-based component, we need to ensure what Stakeholders must do to demonstrate competence. This should be defined in advance as part of the learning objectives. In terms of the classroom instruction component, there are a number of things we can do to make this more productive. Although the key things involve letting the Stakeholders be active participants instead of passive and bored listeners, things like room temperature, lighting, table and chair set-up, visual aids, and the instructor's presentation style also play a role.

Implement the Training/Workshops:

The workshops are a major tool for engaging with and seeking the input of the stakeholder groups.

The workshops are colour coded as follows:

Green = main target audience is MFPP

Blue = main target audience is community.

Yellow = for both audiences

| Workshop no | Training description | Objective/goal | Facilitator | Attendees | Date | Format |
|-------------|---|--|--|--|-------------|--------------------------|
| 1 | How local needs can be met by MFPP heritage asset and introduction to the Project | How can we contribute to local needs and address our core objectives of sustainable Income and a mission that | Paul , Patrischia, (15 Minutes Presentation on Mentoring Programme by Phil, Julie) meets local needs | Trustees, staff, volunteers, targeted community and park stakeholders, supported organisations | October 19 | Workshop |
| 2 | Effective and inclusive governance (1) and overview of the project for community stakeholders | Sustainable and inclusive governance. Share delivery Plan with project activities and results of skills audit. | Patrischia, Paul | Community stakeholders, supported organisations, park users, Trustees, Staff, Volunteers | October 19 | Dinner and Debate |
| 3 | Business planning (1) to incorporate Business Plans for Park and depot, management plans, marketing plan and fundraising plan | Sustainable income - What needs to happen to make the Park financially sustainable? | Maurice, Eliza and Paul | Trustees, staff, volunteers, supported organisations | November 19 | Away Day |

| | | | | | | |
|---|---|---|--------------------------------|--|-------------|--------------------------|
| 4 | Financial Planning and Risk management | Reviewing current financial planning process and putting in place effective process and procedure for risk management | Maurice | Trustees, staff, volunteers, supported organisation | January 20 | Board Meeting |
| 5 | Representing yourself | Communication hygiene and tools to effect positive change Tbc | Ceri | Trustees, staff, supported organisation | January 20 | Workshop(s) |
| 6 | Developing a tool to achieve a balanced approach to income and mission | Support MFPP and local organisations to make decisions in a sustainable manner | Paul | Trustees, staff, supported organisations | February 20 | Workshop |
| 7 | Business planning (2) to incorporate Business Plans for Park and depot, management plans, marketing plan and fundraising plan | We have our draft final plans - Are they doing what we want and expect them to? | Maurice, Eliza and Paul | Trustees, staff, volunteers, supported organisations | May 20 | Away Day |
| 8 | Community Engagement | How local projects can engage and support each other and how they can interact with MFPP effectively | Patrischia, Dionne Paul, Eliza | Community stakeholders, supported organisations, park users, Trustees, Staff, Volunteers | May 20 | Dinner and Debate |

| | | | | | | |
|----|--|--|------------------------|--|------------|--|
| 9 | Effective and inclusive governance (2) | What has changed? Revisiting goals and assessing progress | Patrischia and Paul | Community stakeholders, supported organisations, park users, Trustees, Staff, Volunteers | June 20 | Dinner and Debate |
| 10 | A future Vision, Mission and values for MFPP | Review of what we have achieved and agreeing our guiding star and route map for the future | Paul, Ceri, Patrischia | Community stakeholders, supported organisations, park users, Trustees, Staff, Volunteers | July 20 | Dinner and Debate |
| 11 | MFPP mentoring programme | Facilitate discussions around what is, what could be and what will be in relation to ongoing projects, team building and succession pathways | Phil and Julie | Supported organisations and Stakeholders | January 20 | 6 month programme (1 day per month) |

Following the Skills Audit, there will be an additional 3 tailored workshops organised. The subjects of the workshops will be decided based upon the findings of the audit.

7. Evaluation

This involves evaluating the effectiveness of the training at 4 levels:

Stakeholders' reaction

Did the Stakeholders like the training?

Did they feel like they learned?

This can be obtained by observing the Stakeholders during training, asking their opinions, or handing out surveys. We can either hand out paper-based surveys after training, however we may get better results if the survey is online and anonymous. Survey Monkey provides free online tools to help you do this.

Stakeholders' actual learning

Assessments during the training should evaluate the Stakeholders' actual learning of the objectives. This might include simple tests for knowledge issues, or case studies, job simulations, or hands-on exercises for skills and attitudes.

Employee's post training behavior

As Stakeholders will be asked to take the new knowledge/skills/attitudes from training and applying them at MFPP where it counts, observations of the Stakeholders' 'on-the-job' work behavior will determine this, as will other performance-based metrics.

Qualitative business results

Did the training result in reaching the desired business goal (Is the project being delivered effectively? Is there a reduction in incidents?)

After we have performed these four levels of evaluation, we may determine that the training was not as effective as we hoped, or even more effective. These evaluations may also show that the training was not at all what we hoped for some individual and if so, this would be the time to revise the training for the same.

8. Review and revise

We may have to return to different parts of this 8-step process in the future for a number of reasons. As mentioned above, one would be if our original training proved to be ineffective at any of the four levels or we may have to do it again if you identify new Stakeholders or if the project delivery process changes.

9. Training Provision

Workshop Leaders/Facilitators will be asked to deliver training to the PTLLS (Preparing to Teach in the lifelong) standard. Please refer to MFPP Example Workshop Training Template (**Annex 2 attached**)

We may have to return to different parts of this 8-step process in the future for a number of reasons. As mentioned above, one would be if our original training proved to be ineffective at any of the four levels or we may have to do it again if you identify new Stakeholders or if the project delivery process changes.

MFPP Stakeholder Skills Audit

As part of the process of looking at Community Engagement obtained via the Resilient heritage Grant, we are undertaking a skills audit to gather information about the needs of MFPP stakeholders identified as supported Projects; Community and wider community organisations/groups. This should also help inform as to what training support we can assist you with to extend the benefit of the funding. Results will be collated and discussed with the MFPP Project Team with a view to roll out required training and support from September 2019.

PLEASE EMAIL YOUR COMPLETED SKILLS AUDIT TO Patrischia Warmington warmingtonpatrischia@gmail.com

The survey should take no longer than 20 minutes to complete.

Completion instructions

1. Please review the statements in each section below and rate yourself on a scale of 1 to 5 where: 1=none, 2=some, 3=good, 4=extensive, 5=specialist/professional.
2. Mark the appropriate box for your score after each statement
e.g. 4. Areas of expertise

a. Law:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | X | | | |

3. If you think there are any areas missing, please include details at the end of the section or at the end of the form and rate yourself on a scale of 1 to 5 against that.
4. Any queries should be sent to Patrischia Warmington warmingtonpatrischia@gmail.com

| | |
|--|--|
| Your name: | |
| Organisation (if appropriate) | |
| Email contact | |
| Contact number | |
| 1 Specific to Myatt's Fields (the Park) itself: | |

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|--|---|---|---|---|---|
| A. General knowledge of Myatt's Fields history: | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| B. Knowledge of the Park's heritage features including the historic bandstand and 19 th century roundhouse | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| C. Knowledge about Myatt's Fields biodiversity: | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| D. Knowledge about the other organisations using space in Myatt's Fields: | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| E. Anything else - please specify below | 1 | 2 | 3 | 4 | 5 |
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| 2 Specific to Myatt's Fields Park Project: | | | | | |
| A. Knowledge of Myatt's Fields Park Project history in recent years: | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| B. Knowledge of national policy concerning MFPP: Please state below at E the area(s) of national policy you have knowledge of | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| C. Knowledge of the Lambeth Council: Please state below service areas you have knowledge of | 1 | 2 | 3 | 4 | 5 |
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| D. Anything else - please specify | 1 | 2 | 3 | 4 | 5 |
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| E. National policy knowledge? | | | | | |
| 3 The Voluntary Sector | | | | | |
| A. Knowledge of the sector in general | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| B. Knowledge of current good practice for charities | 1 | 2 | 3 | 4 | 5 |
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| C. Experience of working with other voluntary organisations (at board/committee level) | 1 | 2 | 3 | 4 | 5 |
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| D. Experience of working with other voluntary organisations (as staff or a volunteer) | 1 | 2 | 3 | 4 | 5 | |
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| E. Campaigning | 1 | 2 | 3 | 4 | 5 | |
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| F. Partnership Working (please name group): | 1 | 2 | 3 | 4 | 5 | |
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| G. Community Development | 1 | 2 | 3 | 4 | 5 | |
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| H. Leading and Managing Projects | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| I. Anything else - please specify | 1 | 2 | 3 | 4 | 5 | |
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| 4 Management/Organisation | | | | | | |
| A. General Management: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| B. Financial Management: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| C. Project Management: | 1 | 2 | 3 | 4 | 5 | |
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| D. Monitoring and Evaluation: | 1 | 2 | 3 | 4 | 5 | |
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| E. Policy and Strategy: | 1 | 2 | 3 | 4 | 5 | |
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| F. Business Planning | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| G. Issues and Risk Management: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| H. Fundraising: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| I. Income generation | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| J. Property and leases | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| K. Facilities and buildings | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| L. Contracts | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| M. Procurement | 1 | 2 | 3 | 4 | 5 | |
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| N. Volunteer Management | 1 | 2 | 3 | 4 | 5 | |
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|-------------------------------------|---|---|---|---|---|--|
| O. Management of staff | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| P. Mentoring and coaching | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| Q. Equalities | 1 | 2 | 3 | 4 | 5 | |
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| R. Capacity Building | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| S. Change Management | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| T. Anything else - please specify | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| 5 Areas of expertise | | | | | | |
| A. Law: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| B. Accounting: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| C. IT | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| D. HR: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| E. Marketing/PR: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| F. Training/Development: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| G. Social Media: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| H. Website Design and Maintenance: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| I. Events Management: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| J. Arboriculture: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| K. Biodiversity: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| L. Gardening | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| M. Horticulture | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| N. Parks management and maintenance | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| O. Parks Development | 1 | 2 | 3 | 4 | 5 | |
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|---|---|---|---|---|---|--|
| P. Sports clubs and sports development | 1 | 2 | 3 | 4 | 5 | |
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| Q. Equalities - Working with disadvantaged and/or target groups (young people, people with disabilities, older people, ethnic minorities) – Please specify below: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| R. Anything else - please specify | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| 6 Other Board/Committee experience | | | | | | |
| A. Chairing: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| B. Secretary: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| C: Treasurer: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| D. Consensus building: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| E. Strategic Thinking: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| F. Governance: | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| G. Inclusive governance | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| H. Anything else - please specify | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| 7 Local Area knowledge and connections | | | | | | |
| A. Local voluntary groups connections, including other local parks and green spaces – please specify group(s) at F below | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| B. Connections to regular local events or festivals – please specify | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| C. Involvement in local schools or other educational institutions, including parents' groups – please specify : | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |
| D. Involvement in any local charities or business that you think could be relevant - please specify: | 1 | 2 | 3 | 4 | 5 | |
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|--|---|---|---|---|---|--|
| E. Anything else relevant - please specify: | 1 | 2 | 3 | 4 | 5 | |
| F. Local groups you are connected to - please name below: | | | | | | |
| 6 Any other relevant experience or knowledge – please specify | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | |

MFPP Example Workshop Training Template

Workshop Name: Representing Yourself

Aim: To assist clients in positively interacting with other

| Time | Content (What section of the presentation) bullet points please | Activity (What will they be learning) | Resources eg. Prezi; flipchart etc |
|-------|---|---|--|
| 10.00 | <ul style="list-style-type: none"> Icebreaker | <ul style="list-style-type: none"> Two truths, one lie (teambuilding) | <ul style="list-style-type: none"> Note paper/ Pens |
| 10.20 | <ul style="list-style-type: none"> Slide 3 + 4 of Representing yourself presentation | <ul style="list-style-type: none"> Presentation with slides covering “Demonstrating Proper Behaviour Hygiene” and “PMA” Cognitive | <ul style="list-style-type: none"> Power point Projector and Laptop |
| 10.40 | <ul style="list-style-type: none"> Group Activity – “Conversation with someone new” | <ul style="list-style-type: none"> Ask the group to pair up with someone new and have a conversation. Ask them to find out 3 interesting facts about each other and also to make notes about body language, speech etc. Reasoning | <ul style="list-style-type: none"> Note paper/ pens/Flip chart |
| 11.00 | <ul style="list-style-type: none"> Slide 5 + 6 of Representing yourself presentation | <ul style="list-style-type: none"> Presentation with slides covering “Getting into the right mind-set” and “Interacting with others” Cognitive | <ul style="list-style-type: none"> Power point Projector and Laptop |
| 11.20 | <ul style="list-style-type: none"> Group Activity – “How close can you go?” | <ul style="list-style-type: none"> Activity to demonstrate personal space with group feedback/reflection afterwards Decision Making Reasoning | <ul style="list-style-type: none"> Note paper/ pens/Flip chart Flipchart paper |
| 11.40 | Break | | |

| | | | |
|--------------|---|--|--|
| 11.55 | <ul style="list-style-type: none"> Slide 7 – “Be the best version of yourself” | <ul style="list-style-type: none"> Presentation slide on being the best version of yourself Cognitive | <ul style="list-style-type: none"> Power point Projector and Laptop |
| 12.05 | <ul style="list-style-type: none"> “Be the best version of yourself” Video | <ul style="list-style-type: none"> https://www.youtube.com/watch | <ul style="list-style-type: none"> Power point Projector, Laptop, and speakers |
| 12.25 | <ul style="list-style-type: none"> Group Activity – “Be the best version of yourself” reflection | <ul style="list-style-type: none"> Group discussion about video – Groups of 3 identifying 3 points about video they like and then presenting back to the group Cognitive | <ul style="list-style-type: none"> Note paper/ pens/Flip chart Flipchart paper |
| 13.00 | Lunch | | |
| 13.30 | <ul style="list-style-type: none"> Slide 8, 9, 10 and 11 of Representing yourself presentation | <ul style="list-style-type: none"> Taking action, Documentation, Communication Numeracy literacy | <ul style="list-style-type: none"> Power point Projector and Laptop |
| 13.50 | <ul style="list-style-type: none"> Group Activity – Checking Documentation | <ul style="list-style-type: none"> Checking documentation as a group with guidance from tutor Literacy | <ul style="list-style-type: none"> Folders Note paper/ pens/Flip chart |
| 14.10 | <ul style="list-style-type: none"> Slide 12 of Representing yourself presentation | <ul style="list-style-type: none"> Presentation with slides covering “Mindset” Cognitive | <ul style="list-style-type: none"> Power point Projector and Laptop |
| 14.20 | <ul style="list-style-type: none"> Group Activity – Customer Service Roleplay | <ul style="list-style-type: none"> Tutor lead roleplays of interaction with customer service advisor, housing officer, job centre employee Decision Making | <ul style="list-style-type: none"> Note paper/ pens/Flip chart |
| 14.50 | <ul style="list-style-type: none"> Questions | <ul style="list-style-type: none"> Questions about any of the topics by attendees Cognitive Reasoning | <ul style="list-style-type: none"> Note paper/ pens/Flip chart |
| 15.00 | End | | |