

# Introduction to the Section Unit

## Introduction to the Section Unit

### Why is this general unit important?

This general introduction unit helps prepare participants for the section of training they are about to do. Once you have identified which units or unit parts you will offer, use this general unit to start the training each time you meet. You can customise it to fit what you are going to present, as it has two parts.

- **Part A: Introduction to the training** will be presented **once only** at your first training meeting with participants. It has five activities. After personal introductions, you will review the participant version of the 'Introduction to the Training and Facilitation Resource' and clarify any questions about the purpose, structure or content of the training. This includes briefly stepping participants through the 'Participant Handbook' to make sure they understand how it is set out. Next, you will outline the evaluation surveys so participants know what to expect. Encourage participants to ask questions and discuss any relevant issues to set the scene for a positive learning environment.

You will also ask participants to share their hopes and dreams for user involvement. This is their starting point and it is a chance to identify anything that they are worried or excited about. In the Reflection Unit, another general unit, they will have the opportunity to review how much progress they are making toward these hopes and dreams. Finally, participants will identify the benefits they think they will gain from the training and what difference this may make for their user involvement work. Allow 35 to 40 minutes for Part A.

- **Part B: Introduction to this section** is the 'general' part. It is designed so it can be presented at the beginning of **any** section of training you choose to do with participants. It includes items that always need to be reviewed: Activities 1, 2 and 3. Activity 4 makes sure participants are prepared for the section they are about to do. You will include the relevant PowerPoint slides for the training sections you have chosen to present. If you are only doing some and not all parts of a Unit, you will need to change the content on the PowerPoint slide to match your selection. Allow 15 - 20 minutes for Part B.

## Skills participants will strengthen or develop

Skills that participants will strengthen or develop include:

- Level 1: Develop the ability to speak in large groups
- Level 1: Develop the ability to do personal reflection
- Level 1: Develop the ability to think about issues

## Summary of content in the Introduction to the Section Unit

<b>Part A: Introduction to the training</b>	<b>Time</b>
1. Introductions	15 min
2. The training and facilitation resource	5 - 10 min
3. Evaluating the training and facilitation resource	1 min
4. Hopes and dreams for user involvement	10 - 15 min
5. Benefits and plans for the training	5 min

<b>Part B: Introduction to this section</b>	<b>Time</b>
1. Housekeeping	4 min
2. Getting to know people	5 min
3. Ground rules	5-10 min
4. Focus of this section	1 min

## Part A: Activity 1

### Introductions

#### Things to get ready for all Part A activities

- Print the Introduction to the Section - **Part A** PowerPoint file in 'note pages' for you and 'handouts' (two slides/page) of the presentation material for participants

#### Pair work and large group sharing (15 minutes)

The purpose of the large group discussion is to develop skills in speaking in large groups:

- Welcome people to the training day and do a brief personal introduction of the trainers
- Ask people to work in pairs and tell their partner their name and the health or social service with which you want to be involved
- They will also tell their partner why you chose that service
- After 5 minutes, bring the group back together and ask people to share their partner's story with the group in a 30 second summary

## Part A: Activity 2

### Review of the training and facilitation resource

#### OVERHEADS 1A - 1K

#### Mini-presentation (5 - 10 minutes)

The purpose of the mini-presentation is to gain knowledge in this area. Cover these areas using the PowerPoint slides:

- Introduction to the Training and Facilitation Resource
- Core and Theme sections
- Participant and Trainer Handbooks
- Design of training units
- Purpose of Link Time sessions
- Personal exercises
- Case examples
- Useful information sections
- Purpose and use of the 'talking wall'
- Mutual support

## Part A: Activity 3

### Evaluating the training and facilitation resource

#### OVERHEAD 2A

##### **Mini-presentation (1 minute)**

The purpose of the mini-presentation is to gain knowledge in this area. Cover these areas using the PowerPoint slides:

- How the training will be evaluated
- The three different surveys participants will complete
- Respond to any questions that participants have about this

## Part A: Activity 4

### Hopes and dreams for user involvement

#### Small group work (10 - 15 minutes)

The purpose of the small group work is to develop skills in personal reflection:

- Break people into three or four small groups
- In each group ask people to share their thoughts on this question: What are your hopes and dreams for user involvement?
- Suggest that people write this in a place where it is easy for them to find it again later in the training
- After a few minutes bring them back together and invite people to share some of their hopes and dreams if they wish
- Then ask the group to comment on these questions:
  - \* How are you feeling about it at this stage?
  - \* Are there any worries?
  - \* Are you excited?
- Facilitate a brief discussion based on the issues raised
- Where appropriate, comment on sections of the training that may address their worries or areas of excitement



## Part A: Activity 5

### Benefits and plans for the training

#### Individual work (5 minutes)

The purpose of the small group work is to develop skills in personal reflection:

- Ask people to work individually for a brief time to respond to the following questions:
  - \* **Benefits:** What do you want to get out of the training?
  - \* **Plans:** What difference do you hope this will make to your user involvement work?
- Suggest that people write this in a place where it is easy for them to find it again later in the training

## Part B: Activity 1

### Housekeeping

#### Things to get ready for all Part B activities

- Print the Introduction to the Section - **Part B** PowerPoint file in 'note pages' for you and, where appropriate, 'handouts' (two slides/page) of the presentation material for participants - **remember to customise this file**
- A small beanbag, or any other resource you need for the favourite icebreaker activity you choose to do in Activity 2
- Flipchart paper and markers

#### OVERHEAD 1A: Housekeeping

##### Mini-presentation (4 minutes)

The purpose of the mini-presentation is to gain knowledge in this area. Cover these areas using the PowerPoint slides:

- When breaks are and any other practical matters - access to toilets, food and drinks
- Leaving at any point to care for personal needs
- Fire alarms or other emergency procedures
- Practical questions from participants

## Part B: Activity 2

### Getting to know people

#### Large group game (5 minutes)

The purpose of the large group game is to help the group become familiar with each other.

- Choose a favourite 'icebreaker' game to help people become familiar and more comfortable with each other and provide the relevant instructions to participants - the one described here is **an example only**
- If you are given the beanbag, you must try and remember the name of someone else in the group
- Identify where that person is, call out their name and throw the beanbag at them
- If the beanbag is thrown at you, catch it and confirm whether the thrower got your name right or wrong - if it is wrong tell the group your name - then you must start the game again

## Part B: Activity 3

### Ground rules

#### OVERHEAD 3A: Ground rules

#### Mini-presentation and large group discussion (5 - 10 minutes)

The purpose of the mini-presentation and large group discussion is to develop the ability to think about issues.

- First, present the points on Overhead 3A about recommended ground rules
- Then ask the group: What else do you think should be part of our ground rules so this is a safe and positive place for everyone?
- Facilitate a discussion and record the outcomes on a piece of flipchart paper
- Having done this at the first meeting, from the second meeting onwards put this list up at the beginning of the meeting and review the ground rules with the group

#### TOP TIP

For the first meeting allow ten minutes. For the 2<sup>nd</sup> and following meetings just review the ground rules - allow five minutes.

## Part B: Activity 4

### Focus of this section

**OVERHEAD 4:** Choose the appropriate overhead for the core or theme section that you are presenting

#### **Mini-presentation (1 minute)**

The purpose of the mini-presentation is to gain knowledge in this area. Cover these areas using the PowerPoint slides:

- The name of the unit, parts and activities that you will be presenting at that training meeting

#### **TOP TIP**

Remember, there is an overhead here that provides an outline of each core and theme unit. **Only** show the overhead that **matches** the core or theme unit you are presenting and/or customise it to suit the program you have chosen.