



Tools to Build African Australian & CaLD Men as Leaders in the Prevention of Domestic Violence Project

FACILITATING WORKSHOPS: GUIDELINES FOR FACITATORS

Make It an Enjoyable Experience

Before training ...

- know the topic, review all materials in the tool box and think about your own knowledge and experience of the topic
- have a plan for each session that you will conduct
- prepare your session well in advance
- learn about your participants
- know your venue and the facilities available
- have your handouts ready
- choose the equipment you wish to use beforehand, and check that it is working
- familiarise yourself with the participatory methods you will employ during the training and prepare any materials you will need for this.

During training ...

- be enthusiastic
- face your participants, make eye contact
- speak audibly and pronounce your words clearly
- write legibly on the board, not using bright colours or shorthand
- keep within your allocated time, avoid rushing
- allow time for questions and input from participants, facilitate the sharing process
- learn from the participants
- dress appropriately
- do not make vulgar or insensitive jokes
- avoid referring to participants' personal lives (unless agreed in advance) or your own
- control dominant participants and encourage shy/passive ones
- use energisers, especially if the weather is hot, the topic difficult or the session long.

Ice breakers/Energisers: Come up with your own to fill the learning with fun. They are a tool to embed learning (especially through repetition!). Get the group involved.

Role Plays: Use them as often as you can. Always remember when you use role-play to make sure the group 'de-roles' – see the process on the next page. This means ensuring that everyone knows it was a role and everyone involved was just acting.

INSTRUCTIONS FOR ROLE PLAYING

Role-plays are a powerful tool for learning and they do not stop within the confines of the workshop.

A common experience is that the first role-play is less successful. Some kind of intervention may be helpful to coach the participants and/or ease the awkwardness.

No person should ever play his or her own role in a conflict that s/he has experienced in real life, especially if it was/is difficult or painful. However, it is often productive of valuable insights if a person plays the role of someone who has been his/her opponent in a real-life conflict.

Role-plays are more useful if there is a facilitator who monitors (and, if necessary, 'cuts') debriefs, and de-roles and leads the ensuing discussion.

It is important to know when to cut a role-play. Rule of thumb - a role-play should be cut whenever any of the following situations arise:

- the situation becomes so tense and emotional, and anger turns so real, that physical violence is imminent, or the psychological stress level threatens to become intolerable for the participants;
- the role play reaches a point where the action to date provides enough food for analysis and learning, whether based on success or failure;
- the action reaches a successful conclusion;
- the situation reaches an impasse and it is clear that nothing more is likely to be learned by continuing.

PREPARATION FOR A ROLE PLAY – read these instructions to the participants.

When you act in a role, read your instructions carefully (if provided) and do your best to be the person you are playing and feel that person's feelings. It will help you to understand the experience of that person and the point of view of that person.

Imagine what it would be like to be that person in their shoes, not in your shoes.

The facilitator will be responsible for stopping the role-play and for debriefing and leading the discussion. If, however, you feel unreasonably uncomfortable in your role, feel free to ask the facilitator to terminate the role-play, or call a temporary halt.

It's useful for the observers and group facilitator to sit well away from the role players, but where they can hear the communication and see the behaviour.

Feedback must always be useful to the receiver and constructive – see the next page.

DE-BRIEFING AND DE-ROLING ROLE PLAYS.

The facilitator will stop the role-play at an appropriate moment, leaving enough time for debriefing, de-roleing, and discussion in the time allotted.

The facilitator will then ask the participants to stay in role for the moment;

- each person to say what s/he did that felt comfortable/worked well and where s/he was not so satisfied;
- while still in role, each person to then say what they would like the other party to say to them to make them feel more comfortable (it's important to debrief the most emotionally involved person first). The other party to say something in response to try to resolve the feeling or issue so the person feels more comfortable while in role.
- each role-player to then stand, say their real name, and say something to the other person as himself or herself;
- each person, by their own name, to then comment on how they are different from the person they were role-playing.

Never leave anyone in a state of negative emotion and with no outlet or assistance to enable him/her to cope with it.

DISCUSSION

The facilitator will then involve the whole group in a discussion of the learning that occurred in the role-play.

For adequate learning to occur in the limited time available, it is important for the facilitator to keep to the specified time, and to avoid irrelevant discussion.

Avoid the temptation to continue discussing the content of the role-play.

Discussion should focus on the usefulness or otherwise of the experience, and possible alternative approaches.

GIVING AND RECEIVING FEEDBACK

Feedback from others can provide useful information and help you learn more about what you do, how you do it and how your behaviour affects others. You can use feedback to modify your behaviour so that you are more effective in your interactions with others. Try to be open when receiving feedback and never defend your actions or behaviour.

When *giving feedback to others* it is important that you provide it as information, not criticism. Feedback should always be constructive or useful to the receiver (never negative).

When giving feedback to others they are more likely to hear it as information if you:

- Focus on aspects of the person's behaviour that can be changed (what the person does), rather than on personal qualities or traits (who the person is).

- Be specific - focus on specific observations (what you actually see and hear) rather than on inferences, assumptions and generalisations.
- Use "I" statements - talk about your own reactions, thoughts and feelings - rather than labelling, judging, blaming or analysing (sentences that start with "You ...").
- Ask questions when you need information rather than disguising your statements.
- Offer specific examples to help the person know exactly what he/she has done well, and offer examples of how the person could behave differently.
- Explore a range of options or alternatives rather than giving advice.

ICEBREAKERS – SAMPLES

1. 2-MINUTE MIXER

Ideal Size: This is a great mixer for large groups, especially if you don't require that everyone talks to everyone else. Use this game for introductions, especially when you have space enough to move around.

Time Needed: Depends on the size of the group.

Ice Breaker Materials: Grab a clock, watch and a whistle or some other noise-maker.

Instructions: Ask people to get up, pair up, introduce themselves and chat for 2 minutes with each other about whatever interests them. You'll be the timer. When 2 minutes are up, blow your whistle or make some other sound loud enough for everyone to hear. When they hear your signal, everyone must find a new partner and chat for the next 2 minutes. If you have flexibility, allow enough time for everyone to have 2 minutes with every other person.

After the mixer, ask each person to give his or her name to the large group and share something interesting they learned from someone else during the mixer.

2. THE NAME GAME

This icebreaker is ideal for almost any setting because no materials are needed, your group can be divided into manageable sizes, and you want your participants to get to know each other anyway.

You may have people in your group who hate this icebreaker so much they'll still remember everyone's name two years from now! You can make it harder by requiring everyone to add an adjective to their name that starts with the same letter (e.g. Cranky Carla, Blue-eyed Bob, Zesty Zelda).

Ideal Size: Up to 30. Larger groups have tackled this game, but it becomes increasingly harder unless you break into smaller groups.

Application: You can use this game to facilitate introductions in the classroom or at a meeting. This is also a fabulous game for classes involving memory.

Time Needed: Depends entirely on the size of the group and how much trouble people have remembering.

Instructions: Leave the group in a large circle. Instruct the first person to give his or her name with a descriptor: Cranky Carla. The second person then gives the first person's name and then his own name: Cranky Carla, Blue-eyed Bob. The third person starts at the beginning, reciting each person before her and adding her own: Cranky Carla, Blue-eyed Bob, Zesty Zelda etc etc

ADDITIONAL NAME GAME ICE BREAKERS

Introduce Another Person: Divide the class into partners. Have each person talk about himself to the other. You can offer a specific instruction, such as "tell your colleague about your greatest accomplishment". After switching, the participants introduce each other to the class.

What Have You Done That's Unique? Request each person introduce himself by stating something he's done that he thinks no one else in the class has. If someone else has done it, the person has to try again to find something unique!

Find Your Match: Ask each person to write two or three statements on a card, such as an interest, goal or dream vacation. Distribute the cards so each person gets someone else's. The group has to mingle until each person finds the one who matches their card.

Describe Your Name: When people introduce themselves, ask them to talk about how they got their name (first or last name). Perhaps they were named after someone specific, or maybe their last name means something in an ancestral language.

The Interview: Pair up participants and have one interview the other for a few minutes and then switch. They can ask about interests, hobbies, favourite music and more. When finished, have each person write three words to describe their partner and reveal them to the group. (example: My partner John is witty, irreverent and motivated.)

GUIDELINES FOR FACILITATING DISCUSSIONS ON SENSITIVE TOPICS SUCH AS SEXUAL VIOLENCE

Sexual violence is a sensitive topic and it is important for the facilitator to create the right environment for people to discuss the issue. Consider the following tips when facilitating groups:

- Be aware of the culture of the group. Be aware that some issues may be difficult to talk about openly or in mixed groups.
- When introducing a sensitive topic, think about different ways to present it to the participants, such as through using a role play, telling a story, showing some pictures or a video to demonstrate a problem or asking groups to discuss particular issues. Some people may find it easier to talk about their experiences as if it was a story about someone else.
- Consider breaking up large groups into smaller groups of five or six people. This may need to be done on the basis of gender and age (for example, a group of men who are over 18 years old).
- Nominate a leader for each group who is confident enough to give feedback to the larger group if necessary.
- Ask the larger group to firstly agree on ground rules so that each person feels free to share their ideas.
- Where possible, ask groups to record people's feedback on paper – through pictures or words. This is a useful record of discussions. Be sensitive to the literacy levels within the group and try and ensure inclusion of everyone regardless of whether they can read and write.
- Use different techniques to make sure one person does not always talk too much. For example, a person can only speak when holding a certain object.
- Ask small groups to present and share their discussions with the wider group using drawings and role play. This enables others to hear their thoughts.
- Try and summarise what has been said frequently, for example after each group has spoken to the wider group. Check that everyone has understood what has been shared.
- Ensure there are plenty of breaks and fun activities to relieve any tension from the sensitive discussions.

Creating a 'safe' space

It is important to create a space where people feel free to discuss their understanding of sensitive topics such as sexual violence and talk openly about their experiences. Sexual violence is a traumatic experience and it may take a long time for survivors' trauma to heal. It may take time to create an environment where survivors feel accepted and listened to. It is therefore important to continue to listen humbly to survivors and include them in all aspects of discussion. Try to ensure that separate counselling is available for survivors and that at all times you work to create a 'safe' environment for the survivors and protect them in public discussions.

Guidelines / practical tips:

- Offer support and counselling to any person who would like to talk about their experiences.

- Focus on creating an environment where all individuals feel confident about being involved in discussions. If some people are not participating, ask them privately if there is anything that can be done to help them participate.
- A non-judgmental attitude is important so survivors are encouraged to be open and share their experiences, without fearing what people think of them.
- Listen to survivors: let them know they are being heard. Once they are able to speak about their own experience, survivors can also help care for and support other survivors.
- The survivor may feel unable to express themselves for some time after the attack and may only do so when they feel safe and they trust the person listening.

The facilitator's own awareness and understanding of sexual violence

There are key things that each facilitator needs to be aware of when leading discussions on sexual violence.

A. The facilitator needs to be aware of his/her own attitude to sexual violence

This means the facilitator should be aware of his/her own beliefs and should disclose any myths he/she may have believed, as well as understanding how culture and beliefs have shaped his/her understanding of sexual violence. This is the first and the most important step: being open about one's own misconceptions and misunderstandings is vital to facilitating impartial discussions and if survivors of sexual violence are to feel included within these discussions. It also allows the facilitator to experience personal growth and learning.

It is important to understand that we all have different views and attitudes to sexual violence. The facilitator may learn from members of the community and be challenged as they listen to individuals' experiences.

B. The facilitator needs to be aware that group discussions may involve survivors of sexual violence.

The facilitator needs to be sensitive in facilitating discussions about sexual violence as some participants may have had painful experiences and may not have received support and treatment to enable healing. It is important to have a trained counsellor at hand or be able to refer survivors to expert care and support.

C. The facilitator needs to be aware of recent incidents of sexual violence in the media

These events may have been reported in the newspapers or talked about in the community or on the radio. The way these events have been reported will also affect an individual's thoughts and beliefs about sexual violence.