



WORKSHOP SCENARIO

NEW COLLABORATION -
GROUP DYNAMICS MODEL





DURATION:

8 teaching hours in total, split into 6 lesson workshops.

PARTICIPANTS:

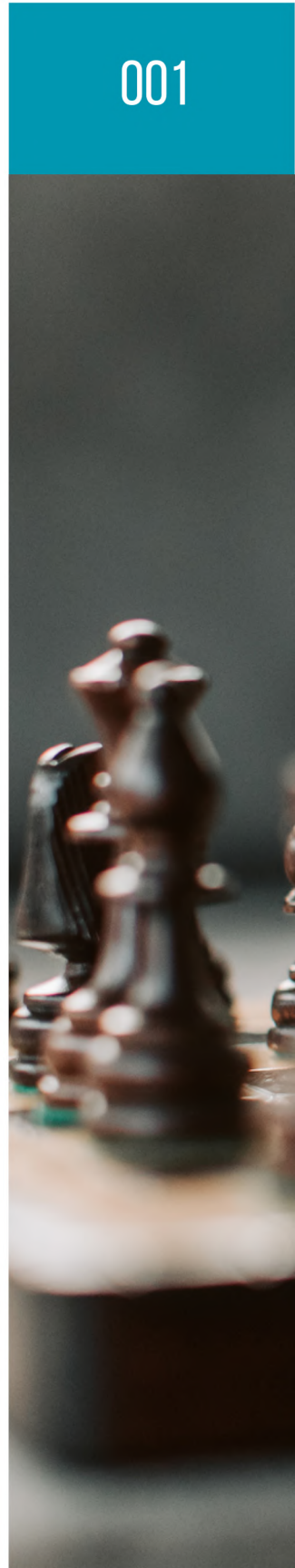
Educators working with disadvantaged adult groups.

TRAINING OBJECTIVE:

The goal is to familiarize participants with the concepts and principles of group dynamics and to develop skills for building engagement and motivation among participants, including those in difficult situations. The training also aims to introduce various tools and exercises that will help the trainer understand the needs and expectations of participants and tailor the training program to meet these needs. Participants will have the opportunity to gain practical skills in working with groups, including those in difficult situations, thereby improving their effectiveness in their professional work.

DESCRIPTION:

The "NEW COLLABORATION - Group Dynamics Model" training aims to acquaint participants with the concepts and principles of group dynamics and to provide tools and techniques that will assist in building engagement and a positive atmosphere within the group. The training program consists of six modules covering different aspects of group work, such as attention-focusing techniques, building participant engagement, understanding stages of training, and changing group needs, as well as working with groups of people in difficult situations. The training is designed for adults, including those in disadvantaged situations, and takes their educational needs into account.





TRAINING SCOPE:

Module 1: Introduction to Group Dynamics (Duration: 45 mins)

- **Group concepts and principles**
- Stages of group development
- Role of the group leader in building engagement and motivation
- Identifying challenges and barriers in working with disadvantaged groups

Module 2: Techniques for Focusing Attention in Training (Duration: 45 mins)

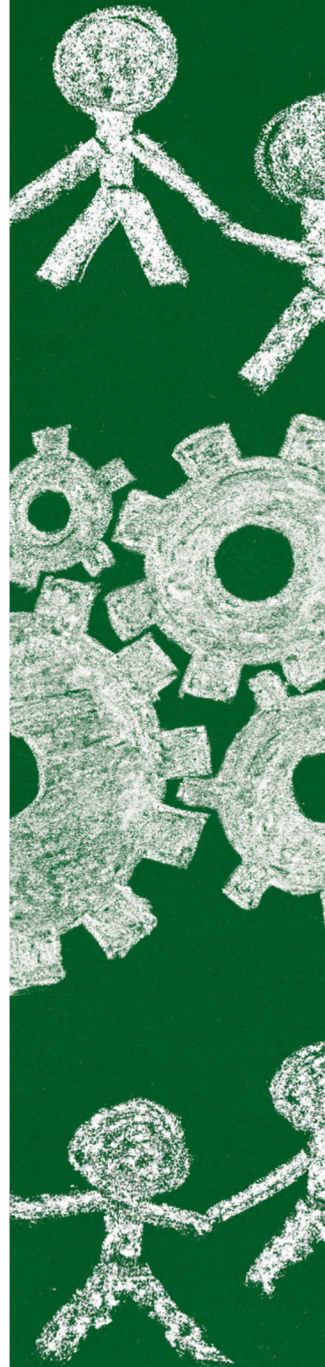
- Various attention-focusing techniques like relaxation, meditation, mindfulness exercises
- Practical exercises using these techniques
- Benefits of regular practice of attention-focusing techniques

Module 3: Building Participant Engagement in Training (Duration: 90 mins)

- Tools and exercises for generating participant interest and building a positive atmosphere
- Case studies and examples for building engagement in disadvantaged groups

Module 4: Understanding Different Stages of Training and Changing Group Needs (Duration: 45 mins)

- Stages of group development and the changing needs of participants
- Tools to understand participant needs and tailor training programs accordingly





TRAINING SCOPE:

Module 5: Working with Groups in Difficult Situations (Duration: 45 mins)

- Specific challenges of working with disadvantaged groups
- Tools and techniques for overcoming entry barriers and building a positive atmosphere

Module 6: Conclusion

- Summing up key points discussed
- Highlighting crucial insights and recommendations for educators

Educational Outcomes: After completing the training, participants will be able to:

- Improve skills for building and maintaining participant engagement
- Expand knowledge about various phases and stages of group development
- Increase communication skills within the group
- Increase awareness about individual and cultural differences
- Enhance planning and implementation skills for achieving group goals
- Improve stress management skills during group training sessions
- Increase the effectiveness of group work
- Work effectively with disadvantaged groups
- Understand the principles and stages of group dynamics
- Use various attention-focusing techniques
- Generate interest and build a positive group atmosphere using specific tools and exercises





TRAINING SCOPE:

Materials needed:

- Screen and projector
- Laptop
- Flip chart or A2/A3 paper
- Coloured pens/markers
- Printer

WELCOMING AND INTRODUCTION (1 HOUR)

1. Introduction of the leader and welcoming of participants on arrival (10 minutes)

Introduce yourself using the following prompts. You may want to write them on a board or display on the screen along with a welcome message

- Name
- Education and professional experience
- Interests and areas of expertise
- Signposting of the venue e.g., toilets, bins, emergency exits/fire alarms

2. Agenda (5 minutes)

Print off or display the agenda for all participants to refer to. Highlight when breaks are and how they will be spent, as well as if the agenda is flexible or not. Ask the participants if they have any questions.

3. Introduction to the programme (5 minutes)

This consists of the summary of each module that will be taught today. You may refer to the agenda to explain the workshop in order. Include what the participants will learn and key learning objectives. Ask participants if they have any questions. When introducing the programme, be aware of your non-verbal communication (appearance, gestures, facial expressions,





movements) as well as verbal communication (intonation, length of sentences) to highlight your expectations and motivate participants. You may play the introduction to the course podcast.

4. **Group rules (10 minutes)**

You may distribute sticky notes to participants and ask them to write down their first thoughts on group rules. Make sure you specify that group rules should be in the format 'We do... We say... we listen...' rather than 'We do not...' to create a positive mindset and atmosphere within the group. Give the participants 2 minutes, collect the sticky notes, read them aloud, and write them or stick them down where everyone can see them. Talk through the suggestions with the participants, ask if they agree, as well as give space for small discussion and further rule examples. At the end, summarise the rules and refer to them during the workshop when necessary.

5. **Icebreaker / introduction of participants (20 minutes)**

This allows participants to get to know and become comfortable with each other.

Examples include:

People Bingo: Print off an A4 paper with 10 characteristics such as 'plays a sport' or 'enjoys jazz music'. Allow the participants to talk to each other and ask questions to fill up the paper with names of other participants.

Interviews: Put participants in pairs or threes and let them interview each other. They can ask questions about their background and interests. Then, ask the interviewer to introduce their partner to the group, for example - This is Elizabeth, she has three dogs, just finished her master's in psychology, enjoys watching movies in her spare time. She is at this workshop with a friend from work, Adam.





6. Verification of expectations (10 minutes)

Complete work card 1 which includes pre-reflection of participants in relation to the workshop. Display the agenda or programme summary for the participants to refer to. Leave two minutes at the end to allow participants to share their statements with yourself and other participants. The work cards may show you specific areas of focus that the participants need or want to find out more about, questions or misconceptions they need answering, and verification of current knowledge within the group. Thank the participants.

Module 1: Introduction to group dynamics (45 minutes)

Learning objectives include:

- Discussion of the concepts and principles of the group's operation
- Stages of group development
- The role of the group leader in building participants' commitment and motivation
- Identification of challenges and barriers in working with disadvantaged groups

1. PowerPoint lecture (30 minutes)

Present the slides 1-20 to the participants. Give the participants the chance to ask questions or write them down to be answered later.

2. Work card 3 (10 minutes)

Talk the participants through the work card. This is an individual and silent activity. Coloured pens or markers are needed for this activity.

3. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.



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Complete work card 1 which includes pre-reflection of participants in relation to the workshop. Display the agenda or programme summary for the participants to refer to. Leave two minutes at the end to allow participants to share their statements with yourself and other participants. The work cards may show you specific areas of focus that the participants need or want to find out more about, questions or misconceptions they need answering, and verification of current knowledge within the group. Thank the participants.

Module 2: Training Focus Techniques (45 minutes)

Learning objectives include:

- Presentation of various techniques of focusing participants' attention, such as relaxation, meditation, mindfulness exercises
- Practical exercises with the use of attention focusing techniques
- Discussion of the benefits of regular practice of focusing techniques

1. Podcast on relaxation, meditation, and mindfulness exercises (15 minutes)

2. Work card 6 (10 minutes)

Talk the participants through the work card. This is an individual and silent activity for the first 5 minutes. The remaining time should be used to share answers and allow participants to see different points of view.





3. Practical exercise - Analyse the object (5 minutes)

This is a simple attention focusing exercise and can be used within many disadvantaged groups.

1. Start by collecting interesting items from around the room such as an apple, book, scarf etc.
2. Make sure every participant can see at least one object at arm's length, and be given the opportunity to touch it.
3. Tell the participants that their task is to concentrate on the object and its properties such as texture, size, colour, feel, taste, sound, shape, smell, material etc. They must focus only on the object. Say that if their thoughts wander, to bring themselves back to thinking about the object.
4. Set a timer for 1 minute, and calmly inform the participants when the time is over.

More information to share with the participants:

This exercise practices visual attention. This refers to the cognitive processes responsible for analysing information from what we see and notice every second of the day. Our brain processes visual information so fast, that we often do not have time to concentrate on one particular aspect or thing. This exercise helps you develop selective attention of being able to focus at a specific task at hand. Practicing this with different objects or surroundings can have long term benefits of calmed breathing, creativity, increased cognitive processing as well as alertness.

4. Work card 4 (10 minutes)

Using information from the podcast and own knowledge, talk the participants through the work card. Encourage them to speak to each other in pairs or small groups.





5. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 3: Building the involvement of training participants (90 minutes)

Learning objectives include:

- Discussion of tools and exercises that will help to arouse the interest of training participants and build commitment and positive atmosphere in the group
- Examples of the use of tools and exercises to build the involvement of training participants in working with disadvantaged people
- Presentation of various programs and exercises that are effective in building the involvement of trainees, such as team building exercises, relaxation exercises, communication exercises and others
- Tailoring programs and exercises to the needs and expectations of a disadvantaged group

1. Work card 5 (20 minutes)

Talk the participants through the work card and share the information below as examples for the first 5 minutes. This is an individual and silent activity for the next 10 minutes. The remaining 5 minutes should be used to share answers and allow participants to see different points of view, as well as share examples of the exercises they have come up with.

More information to share with the participants:

Team building is the process of creating a team that cohesively works together towards a common goal. The importance and main purpose of team building is to create a strong team through forming bonds and connections.

Source: <https://www.teambonding.com/6-reasons-for-team-building/>



Examples of teambuilding exercises:

Tennis ball throw:

1. Set empty buckets together in a triangle shape.
2. Give each participant three to five tennis or ping-pong balls. Players will take turns shooting the balls into the empty buckets.
3. Players get a point if they score a shot. If another ball enters the same bucket, then the player gets three points instead.
4. The game will continue in this manner until each player shoots all their balls into the buckets.
5. The player with the most points wins the game. To give players a better chance, you can pour some water into the buckets, so they do not tip over.

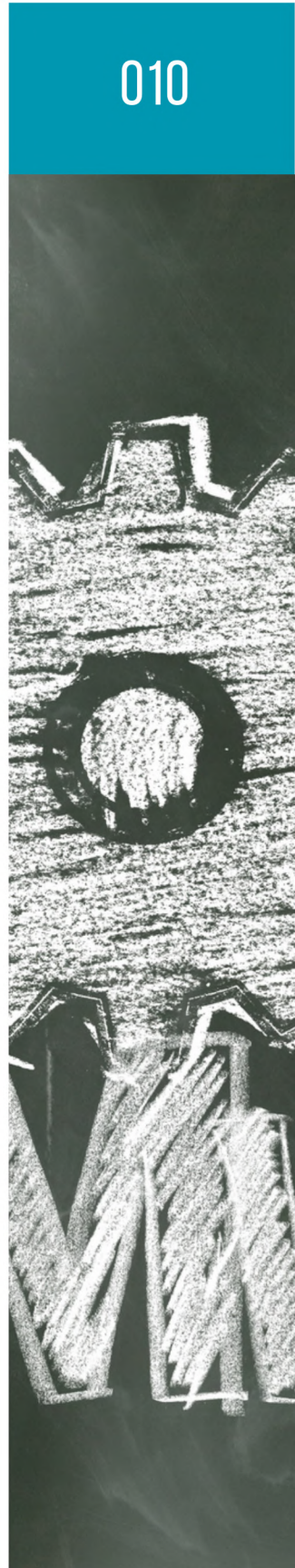
Best and Worst Experience:

1. Write down two questions on each slip and put them in a hat. For example, "What is your best intercontinental dish, what is your worst intercontinental dish, and why?"
2. Pass the hat around, and each participant must pick a slip.
3. Players will take turns sharing their best and worst experiences

Source: <https://museumhack.com/small-group-team-building/>

2. Work card 7 (20 minutes)

Talk the participants through the work card and share the information below as examples for the first 5 minutes. This is an individual and silent activity for the next 10 minutes. The remaining 5 minutes should be used to share answers and allow participants to see different points of view, as well as share examples of the exercises they have come up with.





More information to share with the participants:

Communication is simply the act of transferring information from one place, person, or group to another. The successful conveying or sharing of ideas and feelings. Every communication involves (at least) one sender, a message, and a recipient. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. In face-to-face communication, the roles of the sender and recipient are not distinct. There are three types of communication: verbal, non-verbal and written.

Source: <https://www.skillsyouneed.com/ips/what-is-communication.html>

Example of a communication exercise:

Listener and Talker Activity:

1. Divide your group into pairs, with one person assigned the talker role and the other the listener role.
2. The talker's job is to describe what they require from a vacation without specifying a destination. The listener's job is to listen to what is being said (and what is not being said).
3. Set a timer for 3 minutes
4. The listener should summarise the three or main criteria the talker is considering when it comes to enjoying their vacation and come up with the perfect destination for the talker.
5. Evaluate pairs, switch roles, and try the exercise again.

Source: <https://positivepsychology.com/communication-games-and-activities/>



3. Carry out the above communication exercise with the group (10 minutes)

4. Work card 8 (30 minutes)

Talk the participants through the work card. This is a group discussion task – encourage participants to fill out the work card in relation to PowerPoint slides 16-21, discussion points, as well as their own thoughts.

5. Summary (10 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 4: Understanding the different stages of training and the changing needs of the group (45 minutes)

Learning objectives include:

- Discussion of the stages of group development and changes in the needs of participants during the training
- Presentation of tools that will help the trainer understand the needs and expectations of the participants and adapt the training program to their needs
- Application of tools to work with disadvantaged groups

1. Work card 2 part 1 (5 minutes)

Talk the participants through the work card. First instruct the participants to draw and label the graph you may refer to PowerPoint slide 11. Then, whilst playing the podcast in 5.2 below, instruct the participants to fill out the rest of the work card.



2. Podcast on group development, characteristics and needs (15 minutes)

3. Case study / good practice 2 (20 minutes)

Read the case study out to the group, you may provide printed or electronic copies for the participants to read, write on, or annotate. Give the participants 5 minutes of quiet reflection time and the chance to write down their thoughts on the questions. The remaining time should be used to openly discuss ideas and answers within the group.

4. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 5: Working with disadvantaged groups (45 minutes)

Learning objectives include:

- Discussing the specificity of working with groups of people in a difficult situation
- Presentation of tools and techniques that will help the trainer to overcome entry barriers and build commitment and positive atmosphere in the group
- Practical exercises with the use of tools and techniques of working with disadvantaged groups.





1. PowerPoint 21-23 (10 minutes)

Present the slides 21-23 to the participants. Give the participants the chance to ask questions or write them down to be answered later.

2. Work card 9 (5 minutes)

Talk the participants through the work card. This is a paired activity. Participants should quickly brainstorm ideas and fill out the work card, writing down ideas that first come to mind.

3. Case study / good practise 1 (20 minutes)

Read the case study out to the group, you may provide printed or electronic copies for the participants to read, write on, or annotate. Give the participants 5 minutes of quiet reflection time and the chance to write down their thoughts on the questions. The remaining time should be used to openly discuss ideas and answers within the group.

4. Summary (5 minutes)

Summarise each bullet point from the learning objectives. Encourage participants to put away the work cards or notes as part of their portfolio.

Module 6: Conclusion (45 minutes)

Learning objectives include:

- A summary by the participants of the main issues and techniques discussed during the training.
- Highlighting the most important conclusions and recommendations for educators working with disadvantaged adults.
- Evaluation of the training and participants' comments.





1. PowerPoint 24-25 (10 minutes)

Present the slides 24-25 to the participants. Give the participants the chance to ask questions or write them down to be answered later. Ask the participants to share their thoughts on these conclusions.

2. Work card 10 (10 minutes)

Complete work card 10 which includes post-reflection of participants in relation to the workshop. This acts as verification of the knowledge acquired during the workshop, as well as a quiet reflection time to solidify the learning.

3. Final mind map (20 minutes)

1. Using a big piece of flip chart or A3/A2 paper, in the middle write down 'NEW COLLABORATION - Group Dynamics Model'

2. Pass around a marker or pen and have each participant write down two new things they have learnt in relation to the following objectives:

- A summary by the participants of the main issues and techniques discussed during the training.
- Highlighting the most important conclusions and recommendations for educators working with disadvantaged adults.

3. Each participant must write down a different sentence/ key word/ drawing – cannot be repeated. Participants may draw a line out and expand on the idea of another participant.

4. Goodbye (5 minutes)

Thank the participants for their attendance.





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3. Each participant must write down a different sentence/ key word/ drawing – cannot be repeated. Participants may draw a line out and expand on the idea of another participant.

4. Goodbye (5 minutes)

Thank the participants for their attendance.



At this point, it is most important for the educator to summarise the workshop conducted. The key points discussed should be highlighted as a tie-in to all the content discussed during the training.

At this point there is also time for:

- Questions from the group
- Conclusions
- Evaluation questionnaire
- Diplomas for participants





At this point, it is most important for the educator to summarise the workshop conducted. The key points discussed should be highlighted as a tie-in to all the content discussed during the training.

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- Questions from the group
- Conclusions
- Evaluation questionnaire
- Diplomas for participants





EVALUATION SURVEY

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Dear participant

We hope that today's classes were interesting for you and you had a chance to learn a lot of interesting things. We are keen to receive feedback from you, so we will be very grateful if you take time to complete the following survey. **The survey is anonymous.**

1. Did the classes answer your questions on the topic 'NEW COLLABORATION Group Dynamics Model' which appeared within your professional life?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

2. Did the classes provide you with useful tips, new approaches, concepts, and principles which you previously were not aware of / did not consider when working with groups?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

3. Did the classes provide you with useful tips that can improve group dynamics?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

4. Do you feel the strategies to strengthen your team's dynamics will be to discover individual's helpful within your professional life?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

5. Do you feel you have understood the different stages of team development?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

6. Did you acquire new knowledge in relation to role of the group leader in building participants' commitment and motivation?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No





EVALUATION SURVEY

7. Will you be using strategies to overcome barriers and build a positive atmosphere in the future?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

8. How confident do you feel in your ability to identify disadvantaged groups?

Confident / Quite confident / Content / Quite uncertain / Uncertain

9. How confident do you feel in your ability to identify possible challenges and barriers when working with disadvantaged groups?

Confident / Quite confident / Content / Quite uncertain / Uncertain

10. Do you understand the differences between relaxation, mindfulness, and meditation?

Definitely Yes / Rather Yes / Neither Yes nor No / Rather No / Definitely No

11. Which part of the classes did you like the most and why?

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.....

12. Which part of the classes could use improvement and how?

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.....

13. Are there any topics you still feel like you need clarification / more practice /research on?

YES / NO / UNSURE



EVALUATION SURVEY

13. If YES, please list topics that would be of interest to you.

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.....

13. Would you like to take part in other thematic activities?

YES / NO / UNSURE

14. If YES, please list topics that would be of interest to you.

.....
.....

15. Any additional comments about the session our programme covered:

.....
.....

Thank you for completing the survey. Your feedback is appreciated.



Diploma for

For participation in the workshop
entitled "NEW COLLABORATION - Group Dynamics Model"
organised on

