



## Preparing and running a skillspack session

### What's involved?

The outline plans and suggested timings on the following pages will help you to plan your skillspack session(s) and run them on a flexible basis to meet the needs of your team or group.

You will probably want to run the following 'modules' over more than one session to suit you and your group. You can also plan regular breaks to suit the circumstances.

The following documents are included:

- An overview setting out the aims and guide times for each 'module'. The guide times are further broken down in the separate session plans
- A preparation checklist
- A resources checklist
- Outline plans for:
  - An introductory session
  - A session on 'Finding out what you need to learn' - Section Two of the skillspack (including skills analysis)
  - A session on 'Deciding what you want to achieve' - Section Three of the skillspack
  - A session on Sections Four to Six of the skillspack, which cover a range of topics aimed at enhancing the learning process.

There is also a separate file of PowerPoint slides that you might find useful. They cover all eight modules and sections of the skillspack. You can print them onto acetate sheets for use as overhead projector slides if you prefer.

You could use a similar approach if working with an individual by tailoring some of the suggested activities.

## Overview

### Preparation

Allow approximately 30 minutes preparation time per module. This assumes you have used the pack for yourself and have become reasonably familiar with its main contents.

#### Guide time



30 mins

### Section One: Introduction

**Aim:** This module is designed to help your team or group to:

- Become broadly familiar with the skillspack
- Understand the rationale behind it and the benefits of using it
- Understand how to use it.

#### Guide time



60 mins

### Section Two: 'Finding out what you need to learn' (including skills analysis)

**Aim:** This module is designed to help your team or group to carry out an analysis of their current skills and identify gaps and areas for action.

#### Guide time



125 mins

### Section Three: 'Deciding what you want to achieve'

**Aim:** This module is designed to help your team or group to:

- Set clear learning objectives
- Prepare an individual learning plan, or enhance any plans they might already have

#### Guide time



95 mins

### Sections Four to Six

**Aim:** This module is designed to help your team or group to consider ways of making their learning more effective - including learning styles, choosing the best learning methods, using learning aids and reviewing progress.

#### Guide time



90-140 mins

## 1. Preparation checklist

### Why are you running the session/module and how does it fit with your aims and the aims of your team or group?

What might be the benefits for your team or group in using the skillspack?
What exactly are you trying to change?
Do the desired changes affect one individual or a group?
If a group, who needs to be involved?
How do the skills set out in the regeneration skills framework fit with your organisation's constitution or that of the project or initiative?
How do these skills fit with the goals and values your organisation, project or initiative?
How does the skills framework relate to any 'sector-based' quality or skills frameworks that you are working with, such as those in housing, social services, community health etc?

## 2. Resources checklist

**Do you have the resources needed to run a successful skillspack session?**







A copy of the skillspack for each participant	
Blank copies of the skills analysis sheets from Section Two of the skillspack*	
Blank copies of the objectives setting exercise from Section Three of the skillspack*	
Blank copies of the individual learning plan from Section Three of the skillspack*	
Blank copies of any other exercises you want to use from the skillspack*	
List of the 22 skills from Section Two of the pack on A4 paper (optional – prepare this for yourself if you think it might be useful – see page XX)	
MS PowerPoint slides or OHP visuals (available as a separate file – you may wish to modify them to meet your specific needs and objectives)	
Stationery, for example: ➤ Name cards (folded A4 paper will do if necessary) or name badges	
➤ Blank paper	
➤ BluTac	
➤ Post-it notes	
➤ Ballpoint pens or pencils	
➤ Marker pens	
➤ Flipchart	

\* All the blank forms listed above are available in MSWord and PDF versions on the CDRom contained in the skillspack. They can be printed off and the MSWord versions can also be copied to your computer so that they can be completed and updated electronically.



### 3. Session plans



#### Section One: Introduction



Timing	Topic and key points	Activities, resources and options
 <b>30 mins</b>	<p><b>Welcome and introductions</b></p> <ul style="list-style-type: none"> <li>➤ Aim, objectives and outcomes of the session</li> <li>➤ Context – how does it fit with our constitution, goals, values etc</li> <li>➤ How does it fit with what we are trying to achieve?</li> <li>➤ Outline of the session</li> </ul> <ul style="list-style-type: none"> <li>➤ Personal introductions – who you are, what you do, something we wouldn't know from first meeting you</li> </ul> <ul style="list-style-type: none"> <li>➤ Your expectations and concerns</li> </ul> <ul style="list-style-type: none"> <li>➤ Style of the session – re-assure the group that it will be relaxed, informal, everyone's opinions are valid, we are here to help etc</li> <li>➤ What will happen to evaluate and follow through on the session</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 1 to 3 (PowerPoint or OHP)</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Round the table - or get people to 'interview' and then introduce each other to the group</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief discussion in pairs or trios. Ask each pair/trio to write their expectations and concerns on Post-it notes using a marker pen (ask them to use separate Post-its for each expectation/concern)</li> <li>➤ Ask someone from each pair/trio to stick them to the flipchart or wall and chat through them briefly</li> <li>➤ Cluster the Post-its into related groups and common themes</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul>

Timing	Topic and key points	Activities, resources and options
 <b>15 mins</b>	<p><b>Introduce the skillspack</b></p> <ul style="list-style-type: none"> <li>➤ Brief history</li> <li>➤ What the skillspack is aiming to do (not saying we aren't already doing a great job – it's aimed at helping us to get even better)</li> <li>➤ Benefits of using the pack</li> <li>➤ The skills framework</li> <li>➤ Structure of the pack</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Show the pack, but don't issue it yet</li> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 4 to 14</li> </ul>
 <b>20 mins</b>	<p><b>Issue the skillspack</b></p> <ul style="list-style-type: none"> <li>➤ Invite everyone to have a look through it</li> <li>➤ Ask the group to skim through the sections, just to get the general feel of it – 'we will look at it in a more structured way later'</li> <li>➤ Emphasise that it's not as daunting as it might look</li> <li>➤ Emphasise not to let the detail or the paperwork put you off – some people like a lot of detail and some don't, so use it in whatever way suits you best</li> <li>➤ Take some brief feedback on initial reactions to the pack</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ The skillspack</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Issue the pack</li> <li>➤ Brief input and discussion</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ You might prefer to issue the pack section by section. If so, issue Section One and take your group briefly through it, then issue Section Two but hold the other sections back until later</li> </ul>
 <b>5 mins</b>	<p><b>Quick review of Introduction</b></p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 15 to 17</li> <li>➤ Re-show selected slides as appropriate</li> </ul>


## Section Two: Finding out what you need to learn



Timing	Topic and key points	Activities, resources and options
 <b>10-15 mins</b>	<p><b>Finding out what you need to learn - Section Two of the skillspack</b></p> <ul style="list-style-type: none"> <li>➤ Introduce Section 2 of the pack in more detail</li> <li>➤ Talk briefly through the 22 skills</li> <li>➤ Use a couple of relevant examples, such as 'working in partnership' and 'working in an inclusive and non-discriminatory way' and relate these to the objectives of the team or group</li> <li>➤ Draw attention to the spaces for making notes on pages 5 to 25 of Section 2 (these are optional and individuals might prefer to use the skills analysis sheets that you will issue shortly)</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 18 to 21</li> <li>➤ Section Two of the pack</li> </ul> <p><b>Option</b></p> <ul style="list-style-type: none"> <li>➤ You might prefer to draw up a list of the 22 skills on A4 paper and issue a copy to each person. Ask the group to go through the list quickly and make an initial decision on which ones are relevant to their role and which are not. This might be a less 'daunting' way of beginning the analysis process</li> </ul>
 <b>15 mins</b>	<p><b>Skills analysis For process skills only</b> - Issue blank skills analysis sheets for process skills only and talk through how to use the sheets. Ask the group to work individually and:</p> <ul style="list-style-type: none"> <li>➤ Take each of the process skills in turn</li> <li>➤ Write down examples of how these skills relate to their role (for example 'listening and communicating' might mean chairing a project group meeting or writing a report)</li> <li>➤ Consider the level of relevance to their role on a scale of 1 to 10</li> <li>➤ Consider their current skill level for each of the skills on a scale of 1 to 10</li> <li>➤ Consider getting other people's views on their current skill levels (this is optional)</li> <li>➤ Decide what skills they need to develop (the gap between relevance and current skill level)</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Individual activity</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slide 22</li> <li>➤ blank skills analysis sheets for process skills</li> </ul>

Timing	Topic and key points	Activities, resources and options
 <p><b>15 mins</b></p>	<p><b>For process skills only</b> – ask participants to work in small groups to compare notes and to look particularly for the examples people have come up with of the relevance of the process skills to their different roles and objectives</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Working in pairs, trios or small groups</li> </ul> <p><b>Option:</b> If time permits, ask each group to:</p> <ul style="list-style-type: none"> <li>➤ List some interesting examples of how the process skills relate to their different roles and objectives</li> <li>➤ Stick them to the flipchart or wall</li> <li>➤ Get a volunteer from each group to explain them briefly to the rest of the participants</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Flipchart or A4 paper, marker pens. blutac</li> </ul>
 <p><b>30-45 mins</b></p>	<p><b>Skills analysis For practical skills</b> – use a similar process to that used for process skills.</p> <p>This part of the session may go a bit quicker than that for process skills, as people become more comfortable with using the analysis sheets</p>	<p><b>Activities/options as above</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slide 23</li> <li>➤ Blank skills analysis sheets for practical skills</li> </ul>

Timing	Topic and key points	Activities, resources and options
 <b>20-30 mins</b>	<p><b>Skills analysis for strategic and specific skills</b> - use a similar process to that used for process and practical skills</p> <p>There may be some debate at this point as to whether some of the other skills that people come up with should go under process, practical or strategic skills. The simple answer is that it doesn't really matter where they list them, as long as they are brought to the surface.</p> <p>Suggest they might want to get the views of others on their skill levels before scoring themselves – the skills analysis sheets have a column for this.</p> <p>Get them to think about/complete the 'Change and Opportunity' exercise on pages 41-42 of Section Two of the skillspack or discuss briefly - see examples given on pages 43 and 44 of Section Two.</p>	<p><b>Activities/options as above</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slide 24</li> <li>➤ Blank skills analysis sheets for specific skills</li> </ul> <ul style="list-style-type: none"> <li>➤ Slides 25 and 26</li> </ul> <ul style="list-style-type: none"> <li>➤ Slide 27</li> </ul>
 <b>5 mins</b>	<p><b>Quick review of the skills analysis</b></p> <ul style="list-style-type: none"> <li>➤ Before moving on to Section Three of the pack, take a few minutes to review what has gone before.</li> <li>➤ Advise the group that it is probably worth re-visiting their skills analysis over the next few days and adding to it as necessary – and indeed to do this on a regular basis</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 29-30</li> <li>➤ Re-show selected slides as appropriate</li> <li>➤ Quick review notes on page 30 of Section 2</li> </ul>




## Section Three: Deciding what you want to achieve

Timing	Topic and key points	Activities, resources and options
 <b>15 mins</b>	<p><b>Deciding what you want to achieve - Section Three of the skillspack</b></p> <p><b>1. Overview</b></p> <ul style="list-style-type: none"> <li>➤ Discuss the benefits of clear objectives:           <ul style="list-style-type: none"> <li>• You need to tackle learning in bite size chunks – talking about ‘learning the computer’ or ‘learning accounts’ is too vague</li> <li>• Easier to keep track of progress</li> <li>• Tell the story of Alice and the Cheshire Cat (see page 1 in Section Three) - when you know exactly what you are trying to learn, you are in a better position to know how to what your options are</li> </ul> </li> <li>➤ Outline the criteria for a ‘good’ learning objective – see page 1 of Section Three</li> <li>➤ Discuss the example of a vague statement and a clear learning objective given in Section Three, page 1 and 2</li> <li>➤ Clarify that the latter is the ‘Rolls Royce’ version of a learning objective – they might not want to follow this approach slavishly, but it’s a lot better than the vague statement ‘to learn about partnership working’</li> <li>➤ Comment on how this improved learning objective meets the criteria for a ‘good’ learning objective (see shaded panel at top of page 2 of Section Three)</li> <li>➤ Comment on the case study on page 2 – in this real life example, the team had clear objectives to deal with an issue that was causing problems in the organisation and this helped the group to decide what to do.</li> <li>➤ Finally, discuss the importance of SMARTER objectives (see page 3 of Section Three)</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 31 to 34</li> <li>➤ Section Three of the skillspack – in particular pages 1 -3</li> </ul>


Timing	Topic and key points	Activities, resources and options
 <b>45 mins</b>	<p><b>2. Setting learning objective</b></p> <ul style="list-style-type: none"> <li>➤ Form the group into threes/fours and ask them to try the exercise on page 4 of Section Three of the pack</li> <li>➤ Ask the group to use a bit of imagination and add any detail they want to the objectives (for example 'report writing' could refer to a particular type of report such as a monthly management report)</li> <li>➤ Ask the group to avoid looking at page 7 – the 'answers'</li> <li>➤ Allow 15-20 minutes</li> <li>➤ Take feedback and comment sensitively on the results</li> <li>➤ Refer to page 4 of Section Three and emphasise that these are only examples, but that they do cover the criteria for good learning objectives</li> <li>➤ Ask the group how these sample objectives, or the ones they have set during the exercise, could be improved</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Working in pairs, trios or small groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Blank copies of the objectives setting exercise</li> <li>➤ Slides 35 to 40</li> <li>➤ Section Three of the skillspack – in particular pages 4 and 7</li> <li>➤ Flipchart or A4 paper, marker pens. blutac</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ You might want to allocate one or two objectives to each group, which will save some time</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the groups to write examples of the objectives they have come up with on flipchart and stick them to the wall</li> </ul>
 <b>30 mins</b>	<p><b>3. Individual learning plans</b></p> <ul style="list-style-type: none"> <li>➤ Introduce individual learning plans as a means of planning to learn and keeping track of progress</li> <li>➤ Ask if anyone has an individual learning plan, probably as part of their organisation's learning system – if they do, how similar are they to the version in Appendix Two and Two (a)?</li> <li>➤ Remind the group of how to set objectives</li> <li>➤ Ask the group to begin completing their individual plans, by setting objectives as we did in the earlier session and then thinking about how they might meet these objectives</li> <li>➤ Advise the group that they will spend more time looking at options for learning in the session on 'Meeting your Learning Needs' (Section Five of the pack)</li> <li>➤ Ask the group to compare their approaches and help each other to form objectives</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> <li>➤ Individual activity</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 41 to 44</li> <li>➤ Section Three of the skillspack – in particular pages 5, 9 and 10</li> <li>➤ Blank copies of the individual learning plan from Section Three of the pack</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Working in pairs, trios or small groups</li> </ul>




 <b>5 mins</b>	<b>Quick review of setting learning objectives</b> <ul style="list-style-type: none"><li>➤ Quick review of main learning points</li></ul>	<b>Activity:</b> <ul style="list-style-type: none"><li>➤ Brief input and discussion</li></ul> <b>Resources:</b> <ul style="list-style-type: none"><li>➤ Slides 45 to 47</li><li>➤ Re-show selected slides as appropriate</li><li>➤ Quick review notes on page 6 of Section Three</li></ul>
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
## Sections Four to Six:



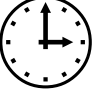
Timing	Topic and key points	Activities, resources and options
 <b>20 mins</b>	<p><b>Sections Four to Six of the skillspack</b></p> <p><b>General introduction</b></p> <ul style="list-style-type: none"> <li>➤ Break the group into pairs/trios or small groups and ask them to consider how they have learned best in the past</li> <li>➤ Ask the group to think of all aspects of life, not just work – hobbies, pastimes, parenting, learning from parents and ‘elders’, riding a bike, tying your shoelaces, learning to drive, to play a sport etc</li> <li>➤ Ask the group to list the ways they have learned on flipchart or A4 paper, using marker pens. Stick these to the wall and ask for someone in each group to talk briefly through them</li> <li>➤ Make the point that the best learning nearly always takes place through having an experience – but it has to be the ‘right’ experience and the learner has to reflect and put the learning into practice</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Working in pairs, trios or small groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 49 to 92 – NB: use these slides selectively depending on the focus of your session and people’s interests – see further guidance below</li> <li>➤ Sections Four to Six of the skillspack</li> <li>➤ Blank copies of any of the exercises you plan to use from Sections Four to Six (see resource notes below)</li> </ul>
 <b>10 mins</b>	<p><b>Learning about learning - Section Four</b></p> <p><b>1. The learning cycle</b></p> <ul style="list-style-type: none"> <li>➤ Following on from the above discussion, show and explain the learning cycle and ask the group think about how they as individuals go through this cycle every day without even realising it</li> <li>➤ Ask the group to consider which part of the learning cycle they feel most comfortable in and which parts they neglect</li> <li>➤ Ask the group to consider how they can help each other to work through the learning cycle to learn more effectively – for example ‘coaching’ and supporting each other</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Section Four of the pack – in particular pages 5 and 6</li> <li>➤ Slides 54 to 55</li> </ul>
 <b>20-30 mins</b>	<p><b>2. Learning styles</b></p> <ul style="list-style-type: none"> <li>➤ Refer back to how people said they had learned in the past</li> <li>➤ Ask the group to consider the different learning styles on pages 7 to 10 of Section Four – in particular, whether as individuals they prefer to ‘roll their sleeves up and get stuck in’ or need to spend time thinking about things before they make a start on it</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Blank copies of the objectives setting exercise</li> <li>➤ Slide 56</li> <li>➤ Section Four of the pack – in particular pages 7 to</li> </ul>


	<ul style="list-style-type: none"> <li>➤ As an example, ask the group how they would go about learning to use a new video recorder, mobile phone, washing machine etc – would they want to experiment by pressing all the buttons, or would they sit down and read the instructions first?</li> <li>➤ Make the point that we all have elements of these different learning styles within us, but that we tend to have preferences – no one style is better than another</li> <li>➤ Relate the different learning styles to the learning cycle – see page 8 of Section Four – for example get the group to think about how an Activist would probably skimp on reflection and a Reflector might be less comfortable in the ‘experience’ part of the cycle</li> <li>➤ Ask the group to consider how they can help each other to learn more effectively by recognising and respecting different learning styles</li> </ul>	<p>10</p> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Issue blank copies of the learning styles exercise on page 10 of Section Four and ask the group to consider in pairs/trios or small groups – re-emphasise the point about choosing learning activities that suit a range of individual learning styles</li> </ul>
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Timing	Topic and key points	Activities, resources and options
 <b>20-30 mins</b>	<p><b>3. Hidden talents (multiple intelligences)</b></p> <ul style="list-style-type: none"> <li>➤ Introduce the idea behind multiple intelligences – psychologists believe that there are at least eight, rather than the traditional concept of one (the idea of high IQ/low IQ)</li> <li>➤ Ask the group to consider how intelligent they would consider a footballer to be (a gross generalisation of course, but most people will say 'not very')</li> <li>➤ Ask the group to consider which of the intelligences a footballer might need to be really successful. They will usually be able to list at least four (inter-personal, spatial, intra-personal, physical and perhaps logical)</li> <li>➤ Make the point that, using this idea of multiple intelligences, footballers are more intelligent than we might first realise (again, a generalisation)</li> <li>➤ Make the point that we all have different levels of these intelligences – it's a case of 'how are you clever, not how clever are you?'</li> <li>➤ Ask the group to consider how they can help each other by recognising and tapping into these 'hidden talents'</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Blank copies of the objectives setting exercise</li> <li>➤ Slide 57</li> <li>➤ Section Four of the pack – in particular pages 11-13</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Issue blank copies of the multiple intelligences exercise on page 13 of Section Four and ask the group to consider in pairs/trios or small groups. Keep it light – it is simply intended to underline the point about 'hidden talents', not to set off a scientific debate</li> </ul>

 <p><b>10 - 15 mins</b></p>	<p><b>4. Time and place</b></p> <ul style="list-style-type: none"> <li>➤ Introduce the idea of choosing the best time and place for learning and other things that can help or hinder learning, such as music</li> <li>➤ Run a brief discussion on individual preferences and emphasise that everyone is slightly different in these respects</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Blank copies of the objectives setting exercise</li> <li>➤ Slide 58</li> <li>➤ Section Four of the pack – in particular pages 4 and 7</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Issue blank copies of the exercise on page 15 of Section Four and ask the group to consider in pairs/trios or small groups</li> </ul>
 <p><b>10 - 15 mins</b></p>	<p><b>5. Getting in the mood</b></p> <ul style="list-style-type: none"> <li>➤ Introduce the idea of getting into the mood/frame of mind for learning</li> <li>➤ Ask the group to consider times when they have learned effectively or ineffectively and how their frame of mind might have affected this</li> <li>➤ Run a brief discussion on how a positive frame of mind can help you in your learning, how they can help to encourage this within the team/group, and how they can support each other 'when the going gets tough'</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Blank copies of the objectives setting exercise</li> <li>➤ Slides 59 to 62</li> <li>➤ Section Four of the pack – in particular pages 14 and 15</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Issue blank copies of the exercise on page 14 of Section Four and ask the group to consider it individually or in pairs/trios or small groups</li> <li>➤ Get individuals to draw a 'map' of how they have learned so far – see exercise on Slide 61 and example on Slide 62</li> </ul>
 <p><b>5 mins</b></p>	<p><b>Quick review of Learning about learning</b></p> <ul style="list-style-type: none"> <li>➤ Quick review of main learning points</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 63 to 65</li> <li>➤ Re-show selected slides as appropriate</li> <li>➤ Quick review notes on page 16 of Section Four</li> </ul>

Timing	Topic and key points	Activities, resources and options
 <p><b>30-45 mins</b></p>	<p><b>Meeting your learning needs - Section Five</b></p> <p><b>1. Finding creative solutions and making your choices</b></p> <ul style="list-style-type: none"> <li>➤ Make the point that learning is not just about going on training courses (although well designed and delivered training courses do have their place)</li> <li>➤ Discuss how finding creative ways of learning can be more beneficial, particularly if they appeal to the ways that people learn best (Section Four of the pack)</li> <li>➤ Refer back to examples of how people have learned in the past</li> <li>➤ Break into trios/small groups and ask them to list as many ways of learning as they can – set them a target of, say, 20 as a light-hearted challenge</li> <li>➤ Summarise the main possibilities using slide XX</li> <li>➤ Ask the group to read quickly through the examples listed on pages 2 to 9 of Section 5</li> <li>➤ Briefly discuss the case study on page 3 of Section Five and emphasise how the Network used a number of learning methods to meet their objectives and how group learning helped them</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> <li>➤ Working in pairs, trios or small groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Section Five of the skillspack – in particular pages 1 to 9</li> <li>➤ Slides 66 to 70</li> <li>➤ Flipchart or A4 paper, marker pens. blutac</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Issue blank copies of the exercise on page 9 of Section Five and ask the group to consider in pairs/trios or small groups – what methods would they choose to meet the SMARTER learning objectives in this exercise?</li> </ul>

Timing	Topic and key points	Activities, resources and options
 <b>30-45 mins</b>	<p><b>2. Using learning aids</b></p> <ul style="list-style-type: none"> <li>➤ Introduce the idea of learning aids, using the overview slide (slide xx)</li> <li>➤ Ask the group to read fairly quickly through notes on pages 11-17 on the different learning aids</li> <li>➤ From into pairs, trios or small groups and ask the group to consider which of these aids might help them to learn more effectively as individuals or in a group</li> <li>➤ Take brief feedback and stress that different people find different aids helpful</li> <li>➤ These aids have all been found to be helpful to different people, even if the individuals in the group don't accept them all – it's all about choice</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> <li>➤ Working in pairs, trios or small groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Section Five of the skillspack – in particular pages 11 to 17</li> <li>➤ Slides 71 to 80</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Ask pairs, trios or small groups to focus on one or two learning aids each and to be prepared to report back to the full group – this might save some time</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Explain and demonstrate mind mapping briefly and ask individuals, pairs, trios or small groups to draw a mind map of the workshop so far</li> </ul> <p><b>Option:</b></p> <ul style="list-style-type: none"> <li>➤ Ask individuals, pairs, trios or small groups to come up with a memory jogger for a piece of information that is important to the group (for example a fun acronym for their project or initiative)</li> </ul>
 <b>5 mins</b>	<p><b>Quick review of meeting your learning needs</b></p> <ul style="list-style-type: none"> <li>➤ Quick review of main learning points</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 81 to 83</li> <li>➤ Re-show selected slides as appropriate</li> <li>➤ Quick review notes on page 18 of Section Five</li> </ul>
 <b>10 mins</b>	<p><b>Valuing what you've achieved - Section Six</b></p> <ul style="list-style-type: none"> <li>➤ Highlight the importance of learning in 'bite size chunks' and reviewing your learning regularly</li> <li>➤ Discuss the need to deal with hurdles as they arise – to</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Section Six of the pack</li> <li>➤ Slides 84 to 89</li> </ul>

	<p>isolate them and deal with them in a constructive way</p> <ul style="list-style-type: none"> <li>➤ Emphasise the need to get help where you need it – there’s no need to go it alone</li> <li>➤ Remind the group of the need to maintain a positive approach and to celebrate success and</li> <li>➤ Talk them through the checklist on ‘learning about your learning’ in Section Six – to learn about what works best for them, which they can use in the future, and to try to understand how hurdles might have arisen and how they might deal with them</li> <li>➤ Re-emphasise key points from earlier sessions – e.g. clear learning objectives, learning cycle, learning styles, choosing the ‘right’ learning etc.</li> </ul>	
 <p><b>5 mins</b></p>	<p><b>Quick review of valuing what you’ve achieved</b></p> <ul style="list-style-type: none"> <li>➤ Quick review of main learning points</li> <li>➤ Remind the group that the process is never really finished and that they should review their learning needs on a regular basis, using the tools in Section Two and elsewhere in the pack.</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Brief input and discussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Slides 90 to 92</li> <li>➤ Re-show selected slides as appropriate</li> <li>➤ Quick review notes on final page of Section Six</li> </ul>