

1 Climbing and Abseiling



Introduction provides the information required for someone seeking Authorisation to lead, to instruct or to supervise climbing and abseiling activities as a member of The Scout Association.

Further details will be published in the light of the publication of future editions of SCOUTING Magazine, 'Talking Points' and the Activities Newsletter.

Why an Authorisation Scheme?

The rules of The Scout Association for Climbing and Abseiling are safety, Organisation and Rules.

example, a person in the Lake District authorisation to go get to and from it climbing location 1 rules apply.

Winter Climbing

The Scout Association Safety Rules for this state cover a not high will add to the Em



Who is *Instructing Practical Skills* for?

This module (number 27) is designed for those who instruct adults, primarily on training courses. It provides them with the skills, knowledge and attitudes necessary to effectively instruct practical skills.

What does this module contain?

This module contains approximately five hours of learning (including one optional session) which may be managed in a variety of ways.

How is this module validated?

The validation for this module is a competence based assessment of the participant's ability to deliver practical skills training to adults.

This means that the participant will be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the *Guide to Instructing Practical Skills*.

What information is provided?

Each module in this series is set out in the same manner. The objectives for the module are given followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.



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Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands and in one case Bailiwick, for ease of reading this material simply refers to County or Counties.

Session details

Session	Page	Timing (hrs)
1 Introduction to competence based assessment (optional)	4	0:30
2 Session planning	6	1:05
3 Working with people	12	1:00
4 Following on	16	0:45
5 Trying it out	19	1:30

Depending on the number and nature of the participants, these sessions may need to be preceded by introduction and/or integration sessions.

Planning considerations

Participants will need to know that they will be asked to instruct a skill for 15 minutes (but shouldn't plan it before they arrive). A wide variety of equipment may therefore be required for this session. Ask participants to either advise the Trainer of the equipment they will need before the course starts or bring it themselves.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

Instructing practical skills

Aim

To provide the skills, knowledge and attitudes necessary to instruct practical skills.

Objectives

There are three overall objectives for this module:

- 1 Plan to instruct practical skills.
- 2 Implement the skills instruction.
- 3 Collect and consider feedback for future planning.

As the validation for this module is by assessment of competence, these objectives are supplemented by second level objectives. These relate directly to the knowledge and understanding needed for the performance indicators. These objectives are given at the beginning of each section.

Methods

A series of sessions

This module may be delivered as a series of training sessions over a weekend or as a series of shorter sessions with the additional work carried out in between. The aim of this module is to impart the knowledge and skills necessary to instruct practical skills. Practical application and practise is a useful method therefore and can be used for validation of the learning.

One to one training

Alternatively, this module may be delivered on a one to one basis by a Trainer or someone with sufficient experience to coach a candidate through the instruction of practical skills.

Resources

To deliver this training module in its entirety, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Paper and pens
- OHP and OHTs
- Copies of the module (optional)
- Copies of the *Guide to Instructing Practical Skills* (optional)
- Evidence Summary Sheets (optional)
- Ring binders (if to be provided by course staff)
- Copies of completed portfolios (optional)
- Hole punches and/or plastic wallets (optional)
- Copies of relevant handouts
- Copies of relevant worksheets
- Copies of relevant factsheets
- Equipment for the skills instruction.

Resources are summarised at the start of each set of Trainer's notes for each session.



Factsheet



Worksheet

Instructing practical skills: session 1



Introduction to competence based assessment

This is an optional session that can be used for participants who are new to competence assessed modules and constructing portfolios of evidence.

Resources

For this session you will need the following resources:

- OHP and OHTs
- Copies of the module, *Instructing Practical Skills*
- Copies of the *Guide to Instructing Practical Skills*
- Evidence Summary Sheets
- Ring binders (if to be provided by course staff)
- Copies of completed portfolios
- Hole punches and/or plastic wallets.



Trainer input

Explain that the validation for this module is competence based. Competence based means that you can prove that you can do what the module states. In order to complete the module, participants must show evidence of their competence in the form of a portfolio of evidence.

The reason why The Scout Association uses competence based assessment for those in training roles is to ensure that adults provide and are provided with high quality and relevant training experiences. Because training is a practical skill it is appropriate that adults involved in training can demonstrate they can actually do it.

Most participants use an A4 ring binder or lever-arch file in which to keep their evidence.

Issue copies of the *Guide to Instructing Practical Skills*, which contains the standards for the module and enough copies of the Evidence Summary Sheet (which can be photocopied from the back of the *Guide to Instructing Practical Skills*) for each element of the module. If participants are being issued with ring binders, they should be distributed at this point. If they have been asked to bring them with them, they should get them out.

Explain that each of the competence assessed modules is split into smaller

sections called **elements**. Each element is then split into two further sections: the **Performance indicator**, which is what you have to do, and **Underpinning knowledge and understanding**, which is what you have to know. Take the participants through the simple competence example on OHT **1a**.



The way in which we check that the participant can meet the performance indicator and has the necessary knowledge and understanding, is to ask them to record what they have done. This record is called **evidence** and is kept for ease of reference in a portfolio – usually an A4 ring binder.

Task

It is helpful at this point to show participants a completed portfolio of evidence, preferably for *Instructing Practical Skills*, although any completed portfolio will allow them to see how it is constructed and what other people have included. Allow participants some time to have a brief look through the portfolio to see the methods of recording and range of evidence used.



Trainer input

Explain that following the module, participants will need to record evidence of what they do to show how they can meet the performance indicators and have the necessary knowledge and understanding. Remind them that the evidence should be recorded in the original state and not tidied up or put into 'new' format for their portfolio. They will need to record and index their evidence using an Evidence Summary Sheet for each element. Outline how this is done using OHT **1b**.

Check that participants understand how to complete competence assessed modules and answer any questions they have.

Trainer's notes

Further information on evidence and how elements are constructed can be found in the Guide to Instructing Practical Skills.

Remind participants that they should keep anything they do during this module as it could be valuable evidence for their portfolios.



Instructing practical skills: session 2



Session planning

Key objectives

IPS/1

- 1 Plan in a systematic way.
- 2 State The Scout Association's Safety Policy.
- 3 Identify ways to establish the skills level of learners and explain how to select an appropriate method of instruction.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Pens and paper
- OHP and OHTs
- Copies of Handout A.

Identifying needs



Trainer input

Explain that when giving skills instruction it is important to consider the individual needs of the learners. This involves looking at an individual's background, their current level of knowledge as well as their expectations for the instruction. For example, those with a Scouting background may have a different approach to those without. Similarly, those with some knowledge of the subject may not require the same level of introduction as those who are entirely new to the topic.

Explain that there are many ways to identify someone's needs and level of skill.

Task

In small groups, brainstorm ways in which you could establish the background and skills level of a potential group of learners. Be prepared to report back to the main group with your ideas.

Report back

Compile a list of the ideas that the different groups have come up with. These may include:

- a questionnaire
- a delegate list
- speaking to an individual's Group Scout Leader or Commissioner
- speaking to the individual
- speaking to the Course Director or Event Organiser.

Trainer input

Explain that the tasks will need to be altered to suit an individual's or group's needs. For example, if you are running a session on pitching a tent, it might be appropriate to go through the process step-by-step with someone new to Scouting and camping. This approach however, would not be useful to an adult who holds a Nights Away permit. Finding out the needs and background of the learners can impact on the instruction plan, and can help make the instruction a far more positive experience for all.

Task

Using the ideas generated in the previous task, which methods would be appropriate for the following scenarios?

- a) You are planning a one hour session on camp cooking for a group of Explorer Scouts. Half have been on camp once before for a weekend, the other half are new recruits and are not quite sure what camp cooking involves.
- b) Two Scout Leaders have requested some instruction on the use of an axe. They both do their Scouting in the same District.



- c) A Cub Leader has asked you to come to one of the Section meetings and run an interactive session on knot tying. You suspect that the Cub Scouts knowledge on this subject is varied.
- d) You are running a session on tent pitching on a Nights Away course. There are 25 participants in all.
- e) A group of Scout Leaders want to learn a new pioneering technique for their next District camp.



Report back

Participants give feedback on their suggested methods.

Systematic planning



Trainer input

Explain that there are many models for systematic planning of which The Scout Association uses two. Both of these models have mnemonics – DOOR for Section Leaders and Commissioners (Decide, Organise, Operate, Review) and NAOMIE (Needs, Aims, Objectives, Methods, Implementation, Evaluation) for Trainers. The latter will be used for this process.



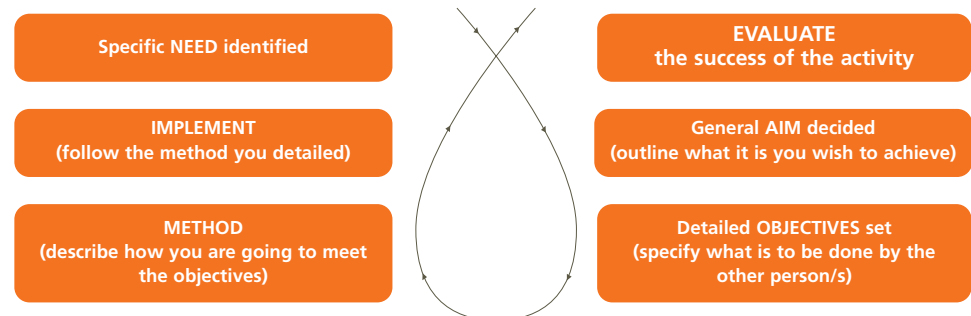
This session is to provide an overview of NAOMIE as a systematic planning tool.



Using OHT **2a** or a drawn visual aid, describe the systematic planning loop explaining what the letters stand for and why it is a loop, not a circle.

Highlight the following at each stage:

The systematic planning loop



Needs

The difference between needs and wants; the sources of different needs e.g. individuals, varying groups, The Scout Association and so on.

Aims

The general nature of an aim is a statement of what you wish to achieve.

Objectives

The specific nature of an objective is that it can be written in terms of measurable outcomes within a time-scale. 'Objectives' refers to skills, knowledge and attitudes with each objective having one simple measurable outcome.

Methods

The method is the way in which something is done to achieve the objective. There are usually many alternatives.

Implementation

Implementation is the process of putting the plan into effect.

Evaluation

Evaluation is achieved by measuring the result of the plan against the objectives set and identifying if new needs have arisen or if current ones have not been met.

Stress the difference between an objective and an aim. Explain that it is helpful to ensure that the objectives are SMART. Write SMART on a flipchart and ask participants to brainstorm what each letter stands for:

S = Simple

M = Measurable

A = Achievable

R = Realistic

T = Timed

S = Simple

Each objective should contain one idea so it is easy to understand and easy to measure whether it has been achieved or not. Therefore an objective that reads:

'Find out how many people need First Response courses and agree a course programme with Girlguiding UK and St John to train everyone,' would be better considered as an aim and split into objectives of:

- 1 'Identify the number of Scouters requiring First Response training'.
- 2 'Discuss a joint programme with Girlguiding UK and St John'.

3 'Agree (if possible) a joint programme to accommodate the numbers identified'.

If the Guides therefore don't want a joint programme or St John cannot provide the training, only one objective needs re-planning, not all three.

M = Measurable

To know whether you have achieved what you have set out to do, objectives must include a fixed target. For example with reference to the above:

- in objective 1, the target is a number
- in objective 2, the target is a discussion
- in objective 3, it is a joint programme.

There is a tangible outcome to each objective. This is usually achieved by having an 'active verb' in the sentence.

Be careful not to confuse Measurable with Timed.

A = Achievable

The target set must be achievable by the team or person for whom it is being set. It is not possible (achievable) for all our Leaders to become brain surgeons as a result of their First Aid training. It is actually beyond the capabilities of most people to learn enough to be able to do it, and combine that with the physical skills needed.

R = Realistic

Following on from the above, nor would it be realistic to expect volunteers in their spare time, regardless of their capabilities, to complete the 12 years' medical study necessary to become a brain surgeon.

Check that the participants understand the difference between Achievable and Realistic. Much of what they might like to put in their plan will later probably prove to be achievable but unrealistic.

T = Timed

To know whether an objective has been achieved, it needs to be set in a time frame. Otherwise the target might remain possible but never achieved.



Task

In small groups, write some needs, aims and objectives for the two scenarios given below.

Scenario A

A Cub Leader has asked you to come to one of the Section meetings and run an interactive session on knot tying. Having spoken to the Cub Scout Leader about this, you have found out that the Cub Scouts have varying degrees of knowledge in the subject area. The Leader would like the Cub Scouts to go away from the meeting knowing a bit more about knot tying and its practical uses than they already do.

Scenario B

You are running a session on tent pitching on a *Nights Away* course. There are 25 participants in all. The participants have varying levels of knowledge and experience of camping. You need to cover different types of tents and the most appropriate to use in a variety of situations.

Trainer's notes

It is important to support the participants during this task. Ten minutes should be seen as the minimum timescale and the task should be extended as necessary.

Safety

Trainer input

Explain that everything we do in Scouting should be done safely. Show OHT **2b** detailing The Safety Policy of The Scout Association as follows:

'It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable. The Association believes that this responsibility ranks equally with other responsibilities incumbent upon those providing Scouting activities and functions'.

Remind participants that when planning and carrying out skills instruction, it is important to consider and adhere to the Safety Policy.

Session review

Ask the participants for feedback. Draw a dartboard with the session objectives around the edge, or distribute Handout A. Ask participants to draw a dot at the point where they felt the session hit each objective using the following criteria: closest to the bullseye – very good; furthest away from the bullseye – very poor.



Instructing practical skills: session 3



Working with people

Key objectives

IPS/2

- 1 Understand how to interpret verbal and non-verbal communication.
- 2 Understand that people learn in different ways.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Paper and pens
- OHP and OHTs
- Copies of Handout B
- Copies of *Communication Model - The Six Step Approach* (FS 310508).

Learning styles



Trainer input

Explain that although different people learn in different ways, there is no right or wrong way. There are four ways in which people learn. These are by:

- jumping straight in and having a go
- having been given all of the information, taking time to consider where they stand
- considering the information in a structured and logical manner
- understanding the context and usefulness of the information being given to them.

It is important to appreciate and be aware of these different styles. People who learn in different ways are likely to respond differently to different methods of instruction. While it is unlikely that the entire group of people you are instructing will share the same learning style, it is worth however giving some thought to your target audience.

Using a range of methods to deliver information may help to:

- ensure objectives are met
- choose a method appropriate to a topic
- cover different aspects of the same topic
- gain and keep the learner's interest
- make it more satisfying for the deliverer
- encourage creative thinking.

Communication

Trainer input

Explain that there are many theories of communication, one of which is the 'Six Steps to Communicating'.

- 1 Get an idea - have in mind that you want to communicate.
- 2 Code the message - put the message into words.
- 3 Decode the message – the receiver hears the message.
- 4 Understand the meaning of the idea – know what is being said.
- 5 Decide on a method to use - how to communicate (written/verbal).
- 6 Decide on a channel to use - what to use to communicate e.g. face to face, telephone, letter, meeting.

Explain that when communicating, the non-verbal aspects are just as important as the words that are said. Non-verbal communication includes body language, facial expressions and gestures. Given this, it is important that we recognise what can be interpreted by learners' body language and facial expressions. In the same way, a Trainer needs to think about their body language when they are standing in front of a group of people.

Trainer's notes

This model of communication is outlined in the factsheet: Communication Model - The Six Step Approach (FS 310508), available from the Scout Information Centre.

Task

In small groups, discuss the following. Be prepared to report back to the rest of the group.



How do you sit when you're:

- a** being interviewed?
- b** out with a friend in the evening?
- c** at home in front of the television?
- d** eavesdropping on a conversation in a restaurant?

What do you do when you meet:

- a** a neighbour who doesn't know you very well?
- b** a person who is introduced to you that you've never met before?
- c** a good friend?
- d** your partner?

What kind of body language do you employ when:

- a** two of you are talking and a stranger joins in that you don't want to be involved?
- b** two of you are talking and you want to get away?
- c** someone is trying to get your attention across a room and you don't want it?

What can be interpreted by the following examples of body language?

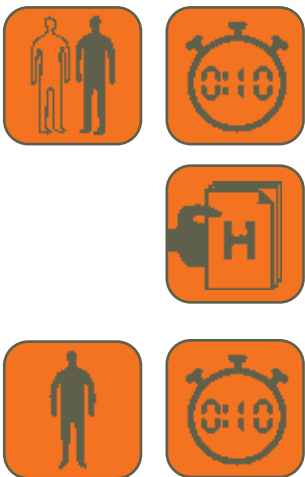
- Touching hands or stroking chins
- Touching nose or covering mouth
- Touching ear
- Scratching head
- Winking
- Flicking hair
- Talking to the sky
- Looking away while talking
- Holding a gaze.

Report back

Gather the thoughts of the groups on the questions posed during the task. Handout B summarises possible responses.

Trainer input

Remind the participants that communication is also about listening to the spoken word and interpreting the message correctly. The aim should be to become an 'effective' or 'active' listener. This takes practice as it does not necessarily come naturally. The skills to learn include the ability to:



- listen with an open mind – don't assume or prejudge
- see the whole picture – spoken message alongside the unspoken (body language) in context
- respond/show interest
- ask open questions
- use prompts/acknowledgements
- give people time/allow for silence
- clarify
- summarise
- answer – if it is a question within your area of responsibility
- encourage them to find their own options or solutions if it is within the learner's area of responsibility.

Trainer's notes

For the next task, each group will need a set of cards with a different emotion written on each one. Emotions could include happy, sad, angry, confused, depressed, excited, scared, shocked, surprised etc.



Task

In small groups, select a card and try and mime the emotion to the rest of the group. You should only use your face. The group should try and guess what the emotion is.



Trainer input

Explain that non-verbal communication adds emotion to the words being spoken. The emotion added to the words has the ability to change the emphasis and meaning. The more you know someone the more you use open rather than closed body language and the more you know someone the easier it is to interpret the non-verbal signals.



Session review

Ask participants to review the session, this time using a 'What went well?/What difficulties occurred?' chart. For an example see OHT **3a**.



Instructing practical skills: session 4



Following on

Key objectives

IPS/3

- 1 Identify ways of collecting feedback from learners and staff.
- 2 Explain the importance of collecting feedback and responding appropriately, during and after the skills instruction.
- 3 Explain the reasons for keeping records of skills instruction.
- 4 Identify with whom it is appropriate to share information.

Resources

For this session, you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Pens and paper.



Trainer input

Explain that collecting feedback checks whether the participants enjoyed themselves and that the objectives have been met. It is important to collect feedback because it:

- gives you feedback on learners' needs, preferences, the assimilation of information provided and methods used
- allows you to follow up on the learning needs
- gives you feedback on your performance
- helps you do better next time
- helps you plan for next time.

Refer back to the end of session feedback exercises used during the previous sessions. They were:

Session 2 – Dartboard method

Session 3 – What went well?/What difficulties occurred?

If possible, the reviews from earlier should be put up around the room. Emphasise that these are just two of the many types of review methods that could be used.

Task

Brainstorm as many other methods of review as possible. Think about the different methods that could be used with participants and those that could be used to gain feedback from staff.



Trainer input

Using the review methods the group has brainstormed, lead a discussion on the advantages and disadvantages of each method. Record the results of the discussion on a flipchart.

Possible review methods and their advantages and disadvantages are given below.



Thermometer	gives a quick measure of how participants are feeling and whether they enjoyed the session. Does not measure learning.
Dartboard	is slightly more detailed than the thermometer as it measures against objectives.
Questionnaire	can be constructed to measure learning as well as enjoyment. Can be time-consuming to create, complete and analyse, however.
WWW/WDO	provides a detailed view on how participants feel the session went, and where participants felt improvements can be made in the future.
Review sheets	provides participants with individual feedback on areas they need to work on. The practical activity shows the Trainer how much the participant has learnt/is putting into practice.

Trainer input

Explain that once the feedback has been collected, appropriate feedback should be given to the appropriate people.

Feedback will usually look at four key areas: content, method, timing and venue.



Content

Feedback on the content of the instruction can be very useful for the person undertaking the skills instruction. It helps them to evaluate whether they have met the needs of their learners. It also helps the Instructor determine whether the existing skill levels have been built upon. As a result of this type of feedback, the Instructor may need to respond to some of the comments made by the learners, particularly if the comments highlight that further clarification is required.

Method

The method selected for the skills instruction will depend on the identified needs of the learners. If, after feedback is given, it is clear that the method was particularly successful or unsuccessful this needs to be taken on board. If the method failed entirely then the Instructor may need to look again at how they identified the method. Any comments that could help to improve the method for the future should be noted.

Timing

There are two aspects to be considered as part of a review with regard to timing. The first is the timing of the session in terms of length and organisation. Feedback on whether the instruction allowed enough time to be useful, and whether certain aspects need amending for the future are of primary interest to the Instructor. The second aspect of timing is whether the instruction was well timed in terms of where it fits into a course or event. It is possible that the instruction came too early or too late in the day to be useful. A further consideration is whether the instruction impacts upon or is crucial to a following activity or task. This type of feedback should be given to the Course Director or Event Organiser.

Venue

Feedback about the venue is important as often the venue can seriously impact upon the success of the instruction. Learner feedback could influence the decision whether to use the venue again in the future. Any comments should be passed on to the Course Director or Event Organiser.



Trainer input

Explain the importance and usefulness of keeping records. As part of the review, records should be kept in order to help you plan for next time and to improve your performance. Reviews can be used to identify aspects of the person's performance, including the planning and delivery stages. These could then alter or improve for next time. Records are also helpful when experimenting with methods or new ideas as they can indicate what learners thought about the techniques, equipment and ways of working used.

Instructing practical skills: **session 5**

Trying it out



Key objectives

IPS/1

- 1 Explain the relevance of the skills to Scouting.
- 2 Explain relevant safety rules and guidance.
- 3 List the resources and facilities required to carry out the skills instruction – human, material and physical.

IPS/2

- 1 Identify ways of adapting resources.

Resources

For this session, you will need the following resources:

- Equipment for the skills instruction.

Trainer input



Set the following task, ensuring everyone is clear that they will be working individually. Clarify any queries.

Task



Using the NAOMIE approach to planning, plan and present a 15-minute skill instruction.

In planning the instruction, you should consider:

- who your target audience is and any specific needs they may have
- how to carry out your instruction safely and in accordance with The Scout Association's Safety Policy
- what resources and facilities you will need, whether they be human, material or physical
- what relevance the skill that you are instructing has in Scouting.

You will also need to consider how you are going to review the skills instruction with participants and staff (if appropriate). After the instruction, you will have an additional five minutes to carry out this review method.



20-40 mins per participant

Skills instruction

Working in pairs and taking it in turn, participants should each carry out their skill instruction, followed by a five minute review.



Summary

Thank the participants for their work. Remind them that much of an individual's time in Scouting is involved in skills instruction. Skills for all types of activities, whether they be indoors, outdoors, survival and adventurous or life skills, require instruction.

Encourage participants and those they work with to be adventurous. The message to send is: 'Don't just stick with what you know but have a go at learning something new and pass it on to others!'



IPS/1 Plan to instruct practical skills

Performance indicator

Evidence must be provided that:

- a. the purpose of the learning experience in the overall development of the learners is understood
- b. the specific brief for the learning experience is agreed
- c. safety rules appropriate to the skill are used
- d. planning of the skills instruction, to an agreed brief, is demonstrated
- e. appropriate methods of instruction are considered and selected
- f. relevant resources, both human and material, are identified and obtained
- g. appropriate Risk Assessments are prepared.

Underpinning knowledge and understanding

Learners who demonstrate competence are able to meet the following requirements:

1. Plan in a systematic way.
2. State The Scout Association's Safety Policy.
3. Identify ways to establish the skills level of learners and explain how to select an appropriate method of instruction.
4. Explain the relevance of the skills to Scouting.
5. Explain relevant safety rules and guidance.
6. List the resources and facilities required to carry out the skills instruction – human, material and physical.

Evidence should include:

Evidence should include:



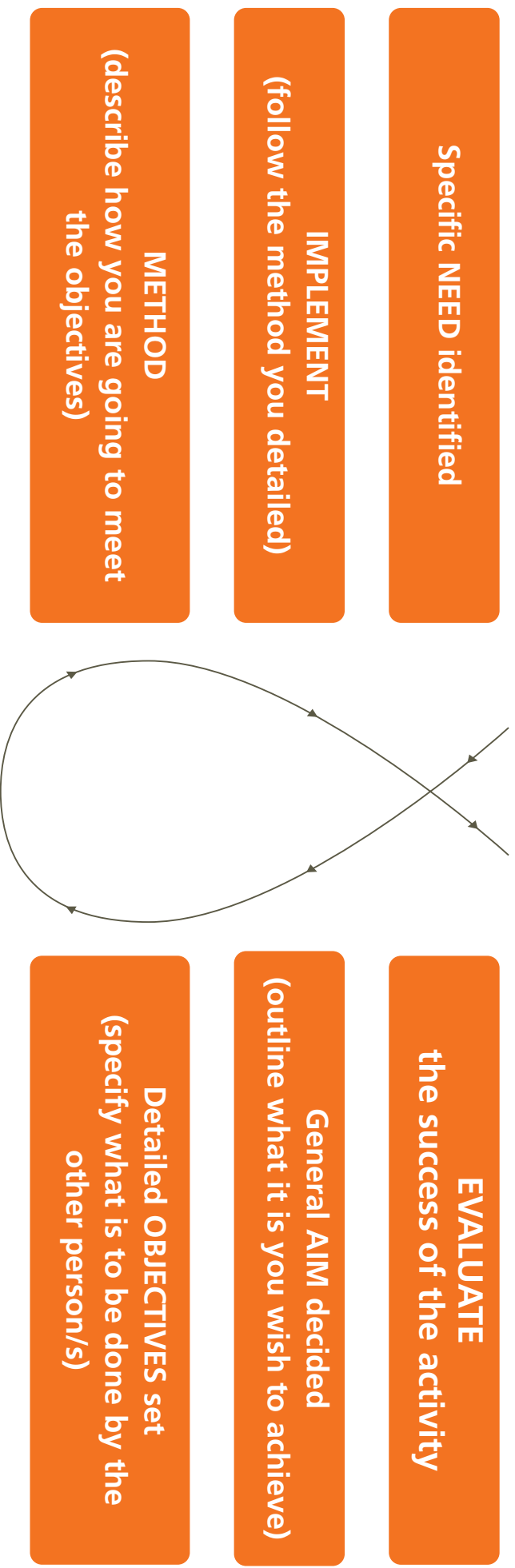
Evidence Summary Sheet

Element reference: IPS/1

Element title: Plan to instruct practical skills

Date	Evidence	Description	Performance indicator								Knowledge and understanding									
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8		
10/6	1	Testimony from Mr Barnes				✓	✓	✓	✓											
21/6	2	Memo from County Training Manager		✓	✓															
20/6	3	Letter to course staff								✓										

The systematic planning loop: session 3





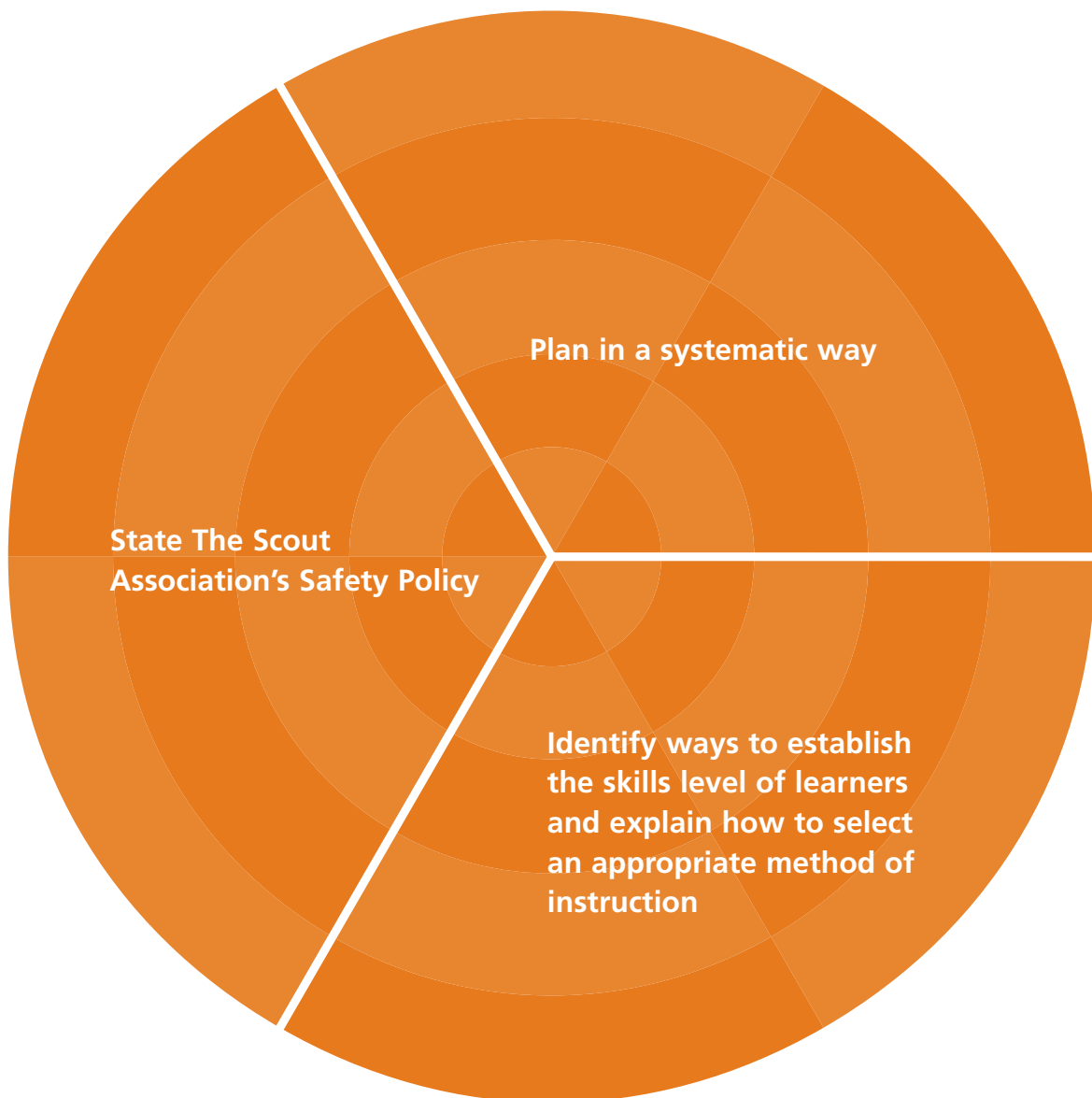
The Scout Association's Safety Policy

'It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable. The Association believes that this responsibility ranks equally with other responsibilities incumbent upon those providing Scouting activities and functions'.

Session review: dartboard method



Draw a dot at the point where you felt the session hit each objective. Closest to the bullseye - very good; furthest away from the bullseye - very poor.





How do you sit when you are:

- | | |
|------------------------------------------------------|---------------------------|
| a) being interviewed? | (up straight/attentively) |
| b) out with a friend in the evening? | (relaxed) |
| c) at home in front of the television? | (slumped) |
| d) eaves-dropping on a conversation in a restaurant? | (still/leaning forward) |

What do you do when you meet:

- | | |
|--------------------------------------------------------------------|---------------------|
| a) a neighbour who doesn't know you very well? | (nod/shake hands) |
| b) a person who is introduced to you that you've never met before? | (shake hands) |
| c) a good friend? | (hug/kiss on cheek) |
| d) a partner? | (kiss/hug) |

What kind of body language do you employ when:

- two of you are talking and a stranger who you don't want to be involved joins in? (face away from the stranger)
- two of you are talking and you want to get away? (keep distance/try and turn away/closed body language)
- someone is trying to get your attention across a room and you don't want it? (turn back on them/do something else)

What can be interpreted by the following examples of body language?

- Touching hands or stroking chins (I'm thinking/deciding)
- Touching nose or covering mouth (I'm lying/telling a secret)
- Touching ear (I don't need to/want to listen to you)
- Scratching head (I'm thinking/confused)
- Winking (reassurance, friendly, interested)
- Flicking hair (preening/nervous)
- Talking to the sky (not really interested/patronising)
- Looking away while talking (to detract from the speaker/lying/boredom)
- Holding a gaze (to gain attention/communicate interest)



Session review method

What went well?	Why?	Plan for next time
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What difficulties occurred?	Why?	Plan for next time
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