

| <i>Task or skill/Competency</i> | <i>Training session</i> | <i>Training activity</i> |
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| Introducing yourself | 1 | Ice breaker: Group have to introduce themselves in a welcoming and professional manner, then in an unwelcoming manner. Group then discuss the differences whilst tutor writes them on flipchart. |
| Putting people at ease | 1 | Group discussion |
| Relaying basic information | 1 | Tutor gives good and bad examples followed by group discussion |
| Stating the limitations of your role | 1 | Group discussion followed by a summary from the tutor |
| Active listening | 1 | Role play followed by de-brief and group discussion |
| Phoning agencies to ask for information on behalf of a client | 2 | Talk and demonstration by experienced IAG worker followed by group feedback. |
| Using the internet to research and fact find | 2 | Tutor talk and demonstration followed by group feedback. |
| Relaying detailed information to your client | 2 | Tutor gives example of poor practice. Group discussion (what did tutor do wrong?) followed by tutor summary. |
| Make your client feel at ease before, during and after interactions with other agencies | 2 | Group discussion on techniques they use to put people at ease. Tutor follows this with summary of key points. |
| Encouraging the client to find out information for themselves | 2 | Tutor talk followed by role play and debrief. |
| Helping clients set goals and targets | 3 | Tutor talk with feedback from the group |
| Providing constructive feedback | 3 | Role play followed by group discussion |
| Helping a client identify their strengths, skills and interests | 3 | Group discussion: Give examples of how you have done this in the past Whether with clients or friends and family. Tutor gives summary of key points. |
| Using your initiative (e.g. Your ability to try something new when your preferred method fails) | 3 | Experienced worker gives talk and real life examples of using initiative. Learners then feedback on a fictional scenario. |
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| Show awareness of people's emotions and respond appropriately | 3 | Tutor and experienced worker give demonstration and group provide feedback. Tutor then summarises key points. |
| Remain positive and challenge negative preconceptions | 3 | Experienced worker talks and gives real life examples. Group provide feedback. |
| Helping people to cope with change | 4 | Tutor talk with feedback from group. |
| Working with Recovering families | 4 | Talk from experienced worker followed by group discussion. |
| Encourage people to make positive & well thought out decisions | 4 | Brief talk from tutor followed by questions and answers/Group discussion. |
| Using problem solving skills | 4 | Group activity, using the techniques you have learned so, describe how you would help a client tackle a set of problems in a fictional scenario |
| Using analytical skills | 4 | Tutor talk, reading between the lines to identify and tackle problems and challenges. Group activity: How have you done this before? |
| Aiding and supporting development | 4 | Tutor talk: Providing appropriate, positive and consistent feedback to support clients. Group feedback on the session and reflect on how they will use learning in practice. Provide learners with handouts. |
| Staying calm when faced with angry and abusive clients | Briefly covered in induction. Followed up in session 5 | Tutor talk and questions and answers. |
| Dealing with intoxicated clients | Briefly covered in induction. Followed up in session 5 | Tutor talk and questions and answers. |
| Supporting a client who is desperate and distraught following lapse or relapse | 5 | Group discussion followed by tutor summary. |
| Managing uncertainty | 5 | Group discussion with feedback from tutor. |
| Managing Your own emotions | 5 | Talk from experienced worker. Group discussion followed by course debrief. Identify any further support they may need as a group. |