Lesson Plan:
"Facilitating a Child and Family Team to Support Pathways to Mental Health"

Topic and Time	Methodology	Learning Point
Introduction and Overview 9:00-9:15 a.m.	"Lecture" and Introductions	Introduce Trainer Introduce Participants Introduce Overview and Topics Elicit Participants Needs for the Day
Team – We are all in this together Team Building 9:15-9:30 a.m.	Human Profile Activity 1. Answer worksheet questions for self 2. Find and share commonalities	Icebreaker/ Warm-up Team Building Activity Reinforce seeking common purpose
Core Practice Model Values and Principles Review 9:30 – 10:00 a.m.	"Lecture" and Activity 1. Values and Principles -Reference to Chapter Two of Core Practice Model Guidebook 2. Activity – "My Passion"	-For team efforts to be successful, they must be built on these values -Understanding these values and practicing them can be different -How do we ensure we are practicing them?
Core Practice Model Values, Principles and Models 10:00 – 10:15 a.m.	Group Discussion	-Values transcend Models -Principles are practiced whether you are using the structure of TDM, FGDM, Wraparound, etc. (This also gets a "pulse" of participants in terms of their points of reference for facilitation, permitting instructor to adjust language/ approach accordingly.)
BREAK – 10:15 – 10:30 a.m.		

Topic and Time	Methodology	Learning Point
Facilitation Beyond Models Overview - All The Right Pieces 10:30 – 10:45 a.m.	"Lecture"	-Understand the Facilitator Role -Steps in the Facilitation Process -Managing People and Process -Dealing with Difficult Situations
Facilitation Beyond Models The Right Pieces 1. The Role of the Facilitator 10:45 – 11:00 a.m.	Activity and Group Discussion, "Lecture" 1. Appreciative Inquiry – Your Most Successful Team Experiences 2. What was the "leader" / facilitator doing that made it successful?	-Based upon our own experiences, we have knowledge about what makes for a successful team experience – we know what we appreciate in a facilitator (define) -Research indicates six conditions that are associated with successful team outcomes
The Role of the Facilitator (continued) Good/ Successful Facilitators 11:00 – 11:30 a.m.	"Lecture," Video examples, Group Discussion (Two video clips provide examples of meeting "facilitation." Participants will be asked to observe and note what is missing from the approaches provided.)	-Understand the difference between a "meeting" and a team -Remain "neutral" -Create/ Maintain a safe environment -Focus on assisting a process -Balance process and product -Remain needs-driven -Live strengths perspective
Facilitation Beyond Models The Right Pieces 2. Steps in the Facilitation Process 11:30 - Noon	"Lecture" and Activity Skill Checklist – Rate your facilitation skills	-Regardless of Model, the following steps are taken to facilitate a team. How well each step is accomplished will somewhat determine how successful the steps that follow are. -Unpacking the facilitation process helps us understanding what we are doing and the skills we are using to do it. -Use Skill Checklist to assist you in becoming more aware and in your own plans for skill development/ improvement

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LUNCH – Noon – 1:00 p.m.		
Facilitation Beyond Models The Right Pieces 3. Managing People and Process 1:00 – 1:15 p.m.	"Lecture" and Activity/ Group Discussion Consensus Building Handout	Helpful reminders include: 1. Return to Common Purpose 2. Mindfulness 3. Consensus Decision Making (Handout) 4. Communication 5. BE strength-based
Facilitation Beyond Models The Right Pieces 4. Dealing with Difficult Situations 1:15 – 2:00 p.m.	Activity: Define your Difficulties – share your "difficult" people experiences	-We all have strategies in our tool bag -We continue to build our tools/ strategies -What may be a "button pusher" for one person, may not be for another
Dealing with Difficult Situations (continued) (1) Communication Skills 2:00 – 2:15 p.m.	"Lecture"	-Crucial Conversations take place all the time in team meetings (define) -General key is to always address the need -But if you are caught in personal reaction, you can't access the right intervention from your tool bag -Self awareness about your "default" communication style under stress and "default" reaction to conflict will assist you in shifting your own energy so that you may respond appropriately to the situation -Default styles include silence and/ or violence
BREAK – 2:15 – 2:30 p.m.		

Topic and Time	Methodology	Learning Point
Dealing with Difficult Situations (continued) (1) Communication Skills 2:30 – 3:05 p.m.	Activity – Your Style Under Stress "Lecture" – Keys for Dealing with Your Style	-Assessing your "default" communication style -Step Back -Practice Compassionate Disengagement (Nothing is personal) -Address Needs
Dealing with Difficult Situations (continued) (2) Conflict Management 3:05 – 3:20 p.m.	"Lecture" – -Minimizing Conflict -"Default" responses to conflict (Handout) -Steps in Managing Conflict	-Minimizing Conflict by valuing the perspective of each person and addressing his/ her needs -If conflict escalates, understand your default so you can adjust to meet the needs of the situation -Fall back on steps in conflict management if necessary
Dealing with Difficult Situations (continued) (2) Conflict Management 3:20 – 3:40 p.m.	Activity – "Difficult Dianna"	-Practice conflict management, being aware of your "default" responses -Note the facilitation skills being used (refer to Skill Checklist)
Review, Summary, Leftover Needs 3:40 – 3:50 p.m. Evaluation and Closing 3:50 – 4:00 p.m.		