

SME network facilitator

Module 5: Other creative techniques

SME ACTor

Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	to be specified		Duration	12-16 hours	
60 min	How to use brain writing	Brain writing is a technique of rapid concept or project development for few people (3-12)	Plenary and work in small groups of 2 or 3 in rapidly changing combinations, on topics suggested by the participants	Paper and writing utensils <i>Tool 20: Brain writing and similar techniques</i>	Trainer/s All participants
60 min	How to use World Café	World Café is a brain writing technique for larger groups	Plenary and work in small groups of 3 or 4 in changing combinations (frequency adaptable from completely free to changes in regular intervals), on topics suggested by the participants	Tables of four, paper table-cloth (or flip chart paper as table cloth) <i>Tool 21: World Café</i>	Trainer/s All participants
15 min	Break				
120-180 min	How to use Open Space	Open Space is a technique of concept or project development for large groups of people (30 up to several hundred)	Presentation of the concept by trainer or expert. Can only be trained practically as a modification of World Café due to lack of people.	Moderation tools and flip charts <i>Tool 22: Open Space</i>	Trainer/s All participants
30-120 min	Large break (if during the day) (90-120 min if meal included)				
120-180 min	How to use the method of case consultation with colleagues	Case consultation with colleagues is a role play on real cases with strictly defined roles: case provider, case advisors, moderator, supervisor	Presentation of rules by trainer or expert Can be easily carried through with a group larger than 4 (up to 10).	Room large enough for two groups of people to work and listen Moderation tools and flip charts <i>Tool 24: Case consultation with colleagues</i>	Trainer/s All participants
15 min	Break				

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60-120 min	How to use the method of Six thinking hats (by Edward de Bono)	Very helpful rope play technique for clarifying complicated case and conflict situations (groups of max. 12 advised)	<p>Presentation of rules by trainer or expert</p> <p>Can easily be carried through with a group larger than 4 (up to 12). If group is larger, split into two.</p> <p>Cases should be real cases suggested by participants.</p> <p>Trainer/s should be prepared to suggest model case.</p>	<p>Moderation tools and flip charts</p> <p>or</p> <p>laptop, projector</p> <p><i>Tool 25:</i> <i>Six thinking hats</i></p>	<p>Trainer/s</p> <p>All participants or groups of participants, each with participants as moderator, time controller and reporter/presenter</p>
30-45 min	Learning about personal shortcomings or practice which need change or improvement (own judgement)	<p>During the common learning process, participants take note of perceived personal improvement possibilities and decide on which to tackle first.</p> <p>In this session, they also briefly present experiences made with different ways of tackling problems or situations.</p>	<p>Plenary session</p> <p>Contract with myself</p>	<p><i>Tool 2:</i> <i>Form "Contract with myself"</i></p>	All participants
15 min	Break				
60-120 min depending on number of participants	Learning from own projects which allow to practice things learned in the SME ACTor training	Participants present and discuss progress reports on own projects in their organisations of origin (running or to be initialised) which can constitute a meaningful and useful context for applying things learned.	<p>Plenary session or first small groups and then plenary session</p> <p>Participants present projects (one per participant) that are noted in a poster (matrix) which stays on a wall of the plenary room for the time of the training.</p> <p>Presentations are discussed in terms of content and modes of presentation.</p>	<p>PowerPoint presentations</p> <p>Moderation tools and flip charts</p> <p><i>Tool 3:</i> <i>To-do form</i></p>	<p>Participants</p> <p>Trainer</p>
30 min	How to reflect on successful learning	Analysing and learning how to analyse learning processes	<p>Plenary session</p> <p>Satisfaction analysis using a scale of smileys</p> <p>Critical analysis (and self-evaluation) of all structural aspects of the learning arrangement (context conditions, aims, contents, methods, instruments, materials, roles) and its implementation</p>	Moderation material, flip charts	Trainer/s
Open end	How to organise a swell farewell party for people who have intensely worked together over such a long time	Planning a farewell party using some of the methods and tools learned during the course	No trainer needed	<p>Moderation material, flip charts</p> <p>Collecting money, individual skills</p>	All participants or groups of participants, each with participants as moderator, time controller and reporter/presenter