

Team Teach Tabletop Activities

Listed within this document are both Core and Optional Tabletop activities. Please do not make any modifications to the activities or introduce new activities without first gaining approval from the Team Teach.

Core Tabletop activities must be delivered on every Level One and Level Two courses. Remember the format for all initial training is to divide course members into groups of 3 or 4 on separate tables.

Core Activities

Activity One - Values or Photo Share

Learning Objectives

- To allow course members to explore, share and feedback key values
- To link those key values to their service setting

Resources Required

- Flipchart paper (one sheet per table)
- Flipchart pens (two per table)
- Flipchart easel and pad (plus pens)

Process

- Ask course members to share a photo of an individual who means something to them and provide a little background information about this person, age, relationship etc. with others on their table.
- Handout flipchart paper and ask course members to list a number of words that best describe how they would like to see such family members or friends treated in a care/ education/ health service setting (in other words, what would that care look like?)
- Take feedback. Ask for a couple of words from each table group. Put these key words onto central flipchart. Words that are repeated are marked to indicate popularity.
- Collect in papers and display around walls (be careful to use tape that will not damage wall covering). If possible, leave up for the duration of the course.
- Explain how these words should remain at the forefront of our thinking, feeling, saying and doing throughout the course and in our service settings. Examples of words should include:
 - With respect, understanding and dignity
 - With quality care, to be treated individually
 - To be kept informed and involved
 - To be kept safe, provided with boundaries & limits
 - To be able to complain, to be listened to
 - To be treated fairly, openly and honestly with humanity, compassion, courtesy, ethically, empathetically and supportively
 - With appreciation of worth and with fairness and firmness when needed

The Team Teach PowerPoint slides support this activity, listing the values that commonly come up.

Activity Two - Behaviours that Challenge

Learning Objectives

- To allow course members to share and feedback behaviour(s) service users display that challenge them as staff.
- To allow course members to share and explore their own behaviour(s) and the effect they have on their service users.

Resources Required

- Flipchart paper (two sheets per table)
- Flipchart pens (two per table)
- Flipchart easel and pad (plus pens)

Process

- Handout flipchart paper and ask table group to list behaviours that challenge them. Behaviours that frustrate, irritate, annoy or that are just difficult to cope with. Suggest that they list all that are mentioned within the group, as it is useful to share with colleagues those things that challenge us all.
- Handout flipchart paper and repeat the process but this time ask course members to list staff behaviours that challenge our services users. Staff may find this more difficult, so if Trainers mingle between tables and suggest a few to facilitate this process.
- Take feedback. Ask for a couple of words from each table group. Put these key words onto central flipchart. Words that are repeated are marked to indicate popularity.
- Collect in papers and display around walls (be careful to use tape that will not damage wall covering). If possible, leave up for the duration of the course.
- Explain that by understanding how we react and our awareness to certain behaviours can help us stay focused and remain calm when our buttons and being pushed. Moreover, if we are aware of how our behaviour affects service users we are able to modify our behaviour to reduce anxiety or conflict.

The Team Teach PowerPoint slides support this activity, listing the behaviours that commonly come up.

Examples of service users behaviour

SLD/ AUTISM/ PMLD

Intentional smearing, soiling or wetting, wet 'fish' hands, vomiting (projectile), masturbating, self-injurious behaviour e.g. head-banging, grinding of teeth/rocking, pre-meditated attacks on more vulnerable children, constant pulling & touching, constant bickering & teasing (drip, drip, drip effect).

EDB/ PRU

Intentional spitting, dismissiveness/ non-compliance e.g. ignoring and stubborn silences, getting the last word in and answering back, making it intensely personal to you or your family, absconding, physical attacks and assaults on staff & peers, self-destruction of worth such as work, SIB, hopelessness and bullying.

Examples of staff behaviour

Low expectations, boring repetitive activities, routines, resources, inconsistency and moving goal-posts, being taken for granted, talk about them not to them, personal space invaded, over-facing, dominating, treating age inappropriately, treated with no dignity & respect, being humiliated made fun of, belittled, insensitive framing of language, lack of tolerance, being shouted at, no sense of humour, not prepared to laugh at self, no understanding of the need to banter, not being given choices, not being consulted, lack of differentiation (personal and curriculum), inflexibility of staff, not listening, staff having favourites, being rejected, ignored, not treated individually, no effort from staff to make feel special or valued, no advocacy for the children, the “me and “them” approach, sexually explicit and assaultive language.

Activity Three – Fizzy Pop Challenge

Learning Objectives

- To allow course members to focus in on CALM Skills and De-escalation
- To allow course members to understand how their actions can influence the outcome
- Open the bottle without a mess

Resources Required

- A 2 Litre bottle of fizzy pop
- 500ml bottle of fizzy pop (preferably flat)
Give both bottles a name so they can be referred to during the activity as part of the story telling.

Process

- Stand bottles on the front table with 500ml bottle slightly hidden behind the 2 litre bottle. Course members will clearly be curious as to why the bottles are there.
- Take the 2 litre bottle and shake as you begin to tell his story. Example, rejected at an early age by his mother, moved from children’s home to foster carers, rejected by most. Failed at various schools, and PRUs (Pupil Referral Units). Explain how all these experiences have left the 500ml bottle with a lot of fizz inside.
- Ask for a volunteer, to open the bottle. Be clear to tell not to make a mess and to vocalise how, what and why they are doing, as they tackle this task. If they are doing well, you could try piling on the pressure by adding a few time constraints e.g. looking at your watch, foot tapping and asking them to hurry up (be careful not to move too far in role play).
- When open, hopefully without a mess, thank your volunteer and encourage applause from course members. Explain that clearly this exercise is not about fizzy pop, but the skills we use to de-escalate and CALM situations with our service users. PowerPoint slides support this activity.
- Now introduce the 500ml bottle (if not flat don’t shake). Explain that some of our services users don’t explode or act out like the 2 litre bottle, and no matter how much you shake them (gesture) there is just no fizz. Service users like this internalise their painful experiences, which perhaps leads to self-harm, or children that become severely withdrawn. These children often don’t receive the help and support they need, as they don’t draw as much attention to themselves as the 2 litre bottle.

Activity Four - De-escalation Scenario

Learning Objectives

- To allow course members to focus in on poor practice and identify how and why the situation was escalated by staff's response/actions or lack of support/intervention.
- To allow course members to understand and to focus in on preferred practice and explore how staff could act or react to improve the situation for all concerned.
- To allow the opportunity for staff to explore the link between behaviours and feelings.

Resources Required

- Flipchart paper (two sheets per table)
- Flipchart pens (two per table)
- Flipchart easel and pad (plus pens)

These activities may be run in one of two ways, hence there are two processes (A and B) described, both have the same learning objectives. Choose the process you are most comfortable with:

Process A

- Devise and show a role play demonstrating poor practice. Explain to the course members that their role is purely that of passive observers. Once finished formally end the role play and state you are out of role.
- During the role play ask course members to make a mental note of anything they consider to be poor practice.
- Handout flipchart paper and ask table groups to list behaviours that they consider to be poor practice. Behaviours that escalated the situation. E.g. dismissal of a service users' needs or feelings, ignoring the service user, blaming, shaming, labelling etc. Ask them also to list the feelings/emotions displayed by all characters in the role play.
- Write the term 'Poor Practice' on the central flipchart. Take feedback. Ask for a couple of words from each table group. Put these key words onto central flipchart. Words that are repeated are marked to indicate popularity.
- Handout more flipchart paper and ask table groups to problem solve and plan for this situation. List any behaviours, actions or procedures that could improve the situation.
- Write the term 'Preferred Practice' on the central flipchart. Take feedback. Ask for a couple of words from each table group. Put these key words onto central flipchart. Words that are repeated are marked to indicate popularity.
- If time, now replay the role play but taking on board the comments from course members. Once finished formally end the role play and state you are out of role.
- Collect in papers and display around walls (be careful to use tape that will not damage wall covering). If possible, leave up for the duration of the course.

Process B

- Devise and show a role play demonstrating poor practice. Be sure to explain the course members that their role is purely that of passive observers. Once finished formally end the role play and state you out of role.
- During the role play assign a character to each table group (double up for you have a two-character role play and 4 tables). Ask them to focus on how the character is feeling throughout the role play and how this affects their behaviour.
- Handout flipchart paper with a gingerbread person drawn on it. Ask table groups to list the feelings they observed inside the gingerbread drawing, and linked on the outside of the drawing, list the external pressures or actions of others that contributed or affected those feelings. To assist this process characters may briefly go back into role, so table groups can ask questions and clarify feelings and understanding.
- Take feedback. Ask for a couple of words from each table group. Put these key words onto central flip-chart. Words that are repeated are marked to indicate popularity.
- Explain and draw out the links between feelings and behaviours, and ultimately how feelings drive our behaviour.
- Handout more flipchart paper and ask table groups to problem solve and plan for this situation. List any behaviour(s), actions or procedures that could improve the situation and how that ultimately would affect how they feel and behave.
- If time, now replay the role play but taking on board the comments from course members. Once finished formally end the role play and state you are out of role.
- Collect in papers and display around walls (be careful to use tape that will not damage wall covering). If possible, leave up for the duration of the course.

PowerPoint Slides on the conflict spiral, staff behaviours that hinder and understanding feelings support this activity. Also, clear reference should be made to documentation. Support and Interventions Plans (SIP) put into place following an incident, and SIPs can help us plan to reduce anxiety and therefore reduce conflict.

Activity Five - Positive Listening

Learning Objectives

- To allow course members to focus on those skills that make us good listeners.
- To gain understanding of the process of listening, verbal and non verbal language and engagement.

Resources Required

- Note pad and paper for Observer
- Flipchart easel and pad (plus pens)

Process

- Divide the course members into small groups of three.
- Give each group member a role, one to be an observer, one to be a listener and one to be a talker.

- Ask the talker to share an incident / story / experience - work related where possible, that had a positive outcome that they are willing to share (3 - 4 minutes max). Ask the listener to listen to the story and the observer to watch the listener. Be sure to mention that the observer should not become involved in the story, their role is just to observe the listener. Ask the observer to make notes on what they observe and to write any characteristics of active listening.
- Allow the groups to find a space in the room to carry out the task. There is no need to give any further directions / instructions as to how the talker and listener arrange themselves, as this is part of the process.
- Draw the groups back to the tables, ask the observers for feedback. Take a couple of observations for each observer and write key words on to a central flipchart.
- Collect in papers and display around walls. (Be careful to use tape that will not damage wall covering) If possible, leave up for the duration of the course.

The Team Teach PowerPoint slides support this activity, listing the physical and emotional characteristics of active listening.

Physical Characteristics of Active Listening

- Giving your whole attention. Showing physically that you are engaged (eye contact not too sustained! Facial expressions, body language - leaning towards, nods of head, smiles, hands open and attentive)
- Positive non-verbal utterances.
- Neutrality of location. (limited distraction)
- Arrangements of furniture. (Not directly in front, no furniture in between)

Emotional Characteristics of Active Listening

- No Judgements.
- OK to acknowledge feelings.
- Silence that matters. Listening is a statement of value
- A few relevant questions to show engagement and clarify points
- Concentration & controlled movement that relates to the talker.
- Give positive feedback for sharing. That was interesting, I enjoyed listening, thank you for telling/sharing

Activity Six - Issues Discussion Group

Learning Objectives

- To allow course members to identify and clarify those issues that have been raised as a result of training.
- To enable the Lead Trainer to compile his/her report based on the issues raised.

Resources Required

- Note pad and paper for Observer
- Flipchart easel and aad (plus pens)

Process

- Depending on setting / course, organise your group into similar interest and service user groups.
- Ask them to discuss and identify any issues that have been raised as a result of training. Ask one group member to take notes.
- Give each group member a role, one to be an observer, one to be a listener and one to be a talker.
- Take feedback. Ask for a couple of issues from each table group. Put these key words onto central flipchart. Words that are repeated are marked to indicate popularity.

It is a good idea to ask for the notes to be handed in (if group members don't mind), in case sentiments have been missed or misunderstood. These will aid in writing your report to the commissioner of training.

Optional Activities

Activity - Rights and Responsibilities

Ideal activity for refresher training. It's worth mentioning that this activity could be used back in the service setting with service users.

Learning Objectives

- To allow course members to appreciate the rights service users should have in their settings.
- To allow course members to make the link and focus on the responsibilities, service users should accept and acknowledge when accessing those rights.

Resources Required

- Flipchart paper (one sheet per table)
- Flip chart pens (two per table)
- Flipchart easel and pad (plus pens)

Process

- Distribute flipchart paper. Ask course members to divide the paper into two sections. On one side title the section 'Rights' and on the other 'Responsibilities'.
- Ask table groups to note down the rights their service users have and list them under the rights section.
- Now ask the table groups to link the responsibility that goes with that right, and list under the responsibilities section
- Take feedback. Ask for a couple of comments from each table group. Put these key comments onto central flipchart. Comments that are repeated are marked to indicate popularity.
- Collect in papers and display around walls. (Be careful to use tape that will not damage wall covering!) If possible, leave up for the duration of the course.

The Team Teach PowerPoint slides support this activity, listing the comments that commonly come up.

Rights

- To a safe, secure environment. Free from harm where basic needs (physical, emotional and medical) are met.
- To be treated with respect, dignity.
- To be listened to and have the right to complain (freedom of expression).
- To be treated individually & kept informed and involved.
- To receive an education.
- To be involved in the formation of and provided with choices (more than two), rules, limits and boundaries to behaviour.

Responsibilities

- To not hurt others, self, or seriously damage the environment.
- To treat others with respect and dignity.
- To listen and consider the views of others.
- To acknowledge the same right for others.
- To access education offered.
- To participate in the formation of rules, limits boundaries and choices that allow us to live in harmony with each other.

Activity - Mission Statement

Ideal activity for refresher training.

Learning Objectives

- To allow course members to review the mission statement of their own service setting.
- To allow course members the opportunity to devise a mission statement based on the values discussed at the initial Team Teach Training.

Resources Required

- Flipchart paper (two sheets per table)
- Flipchart pens (two per table)
- Flipchart easel and pad (plus pens)

Process

- Distribute flipchart paper and flipchart pens.
- Provide course members with a list of (or view on screen via PowerPoint) the values discussed during the photo share activity.
- Ask table groups to describe in a few sentences their own mission statement (either current with the aim of revising it, or devised on the day), but to incorporate as many of the values listed. Bear in mind that a

mission statement of an establishment is for the benefit of all concerned, staff, services users and other involved in the service setting.

- Ask each table group in turn to read out and share their mission statement with the rest of the group.
- Collect in papers and display around walls. (Be careful to use tape that will not damage wall covering) If possible, leave up for the duration of the course.

Activity - The Dot

Ideal activity for refresher training.

Learning Objectives

- To allow course members look beyond the behaviour.
- To allow course members to focus on the common causes of aggressive behaviour in their own settings.

Resources Required

- Central flipchart easel and pad (plus pens)

Process

- Draw a dot on the central flipchart.
- Distribute flipchart paper and flipchart pens.
- Ask the course members what they see.
- Most course members will rightly focus on the dot. Your aim is to get them to describe what else they can see. White space etc.
- Explain that is activity this not about dots, it's about not just seeing the behaviour of service user but seeing beyond it.
- Now ask the table group to list as many causes of aggressive behaviour in their settings i.e. pool games, football at break time.
- Collect in papers and display around walls (be careful to use tape that will not damage wall covering). If possible, leave up for the duration of the course.