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Facilitator Guide

Introduction



Introduction

This guide contains important information about the design of **The Adoption Story Engagement Programme**. Specific reference is made to the factors which can determine an effective process, for example which facilitator mode to use; time allocation per activity; tools; group size; learning triggers and levels of energy generated by activities.

This document will show:

- What learning outcomes have been selected to reach the main objectives.
- What tools and activities have been selected to achieve the learning outcomes.

Engagement objectives

Why the solution is required

This engagement aims to create awareness and promotes adoption as an option while building partnerships and collaboration across the adoption community.



Who are the participants?

Participants in the workshop will be from the following areas:

- The Adoption Community
- Woman experiencing unplanned pregnancies
- Potential adoptive parents
- Interest groups
- Communities within South Africa



How long is the training?

This is a 4 hour engagement workshop

Lesson 1: Introduction to the Adoption Story

Lesson 2: The process of adoption

Lesson 3: Options considered with an unplanned pregnancy

Lesson 4: The adoption process for an abandoned child

Lesson 5: In action

The workshop can be run as one 4 hour workshop, or four x 1 hour mini workshops.

How to use this guide?

This guide contains important information about:

- How to conduct the activities
- How to plan and prepare for the session
- How to use the materials.

The guide starts with general information that the trainer will need and then moves into detail about each of the lessons.

The instructions are a guide to help the trainer use the material correctly and achieve the desired results.

In order to get maximum value and lifetime from the maps, we strongly recommend that no pen or permanent markers are used to write on the maps.



Facilitator Guide

Prepare for the workshop



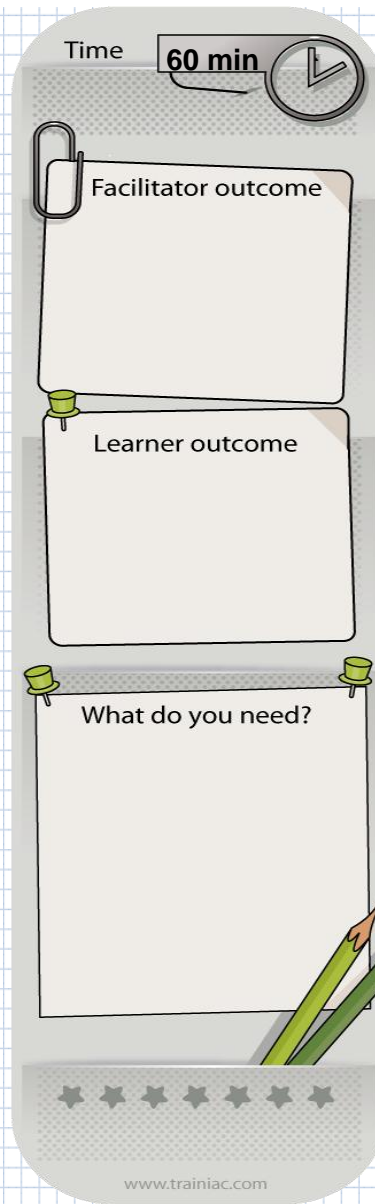
Time

This refers to the estimated amount of time it will take to run the activity.

Learner outcome

This is what the participants must be able to do by the end of the activity.

This is how the icon applies to learning.



Facilitator outcome

This is what the facilitator is required to do to ensure the outcomes are met.

What do you need?

This refers to the tools needed for the activity?

Facilitator material

Size	Quantity	Description	Check
A4	1	Facilitator Guide	
	1 Pack	Playing cards	
		Flip chart paper	
	1	Soft ball, balloon or balloon filled with maize meal	
	3 Packs	Flip chart pens (4 X assorted colours)	
Round	2 x boxes	Stickers (2 different colours). Alternatively small stones or coins – coloured with a marker	
	1	Ball of string	



Classroom material

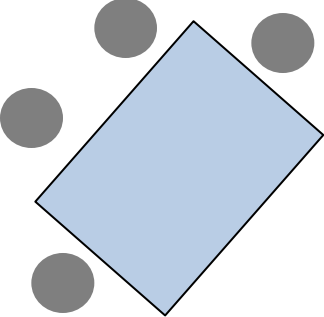
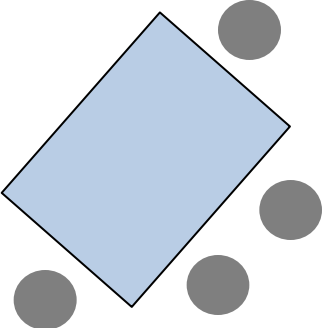
Size	Quantity	Description	Check
A1	3	The Adoption Story Community Map	
A1	3	The Process of Adoption Map	
A1	3	Options Considered with an Unplanned Pregnancy Map	
A1	3	Adoption Process for an Abandoned Child Map	



Room set up

Outcomes I am achieving:

- Set up an environment conducive to learning with the material.

Activity: Room lay out	Description
	<p>We recommend setting up the participants in this format to get the most out of your session and the learning material.</p> <p>If participants are seated outside, we recommend setting up the groups in this configuration.</p>
	<p>What we need</p> <p>Tool list: Tables and chairs are useful, however, the workshop can be conducted in any environment, as long as the participants are comfortable.</p>

Your role as facilitator

Your role is to guide and steer the engagement workshop. This guide will provide you with suggestions and instructions on how to use the material to ensure successful transfer and application of knowledge.

We acknowledge that everybody has his or her own style of facilitation and we want to encourage you to continue to develop your personal strengths.

Facilitators need to understand

- How to motivate participants and maintain the energy level throughout the session;
- How to deal with difficult participants;
- Guide the participants in meeting the learning outcomes by using the 3 facilitator modes e.g. Hierarchical; Cooperative; Autonomous – please see detail over-page.



Hierarchical mode

You prefer to lead from the front of the class, the focus is on your expertise, you teach or talk to participants and they have little or no involvement.

This approach may be effective in dealing with large numbers of participants as well as short time spans.

Tip

Try and use this mode sparingly. Use Hierarchical mode at the beginning of activities to introduce or instruct the participants.

Note

Over-reliance on hierarchical mode can lead to disengaged participants and will exhaust you.

Tip

Determine the level of interaction by using different groupings of participants: Class; Groups; Pairs.

Note

For cooperative mode to be effective, a safe environment must be engendered.

Cooperative mode

You like to work in partnership with your participants.

Your role is to ask questions; allow the participants to take part in discussions and be active in the exercise or activity.

Tip

Autonomous mode does not mean you are free to leave the room physically or check out mentally. You still need to take responsibility for the participants achieving the learning objective.

Note

Clear ground rules and instructions are essential for autonomous mode.

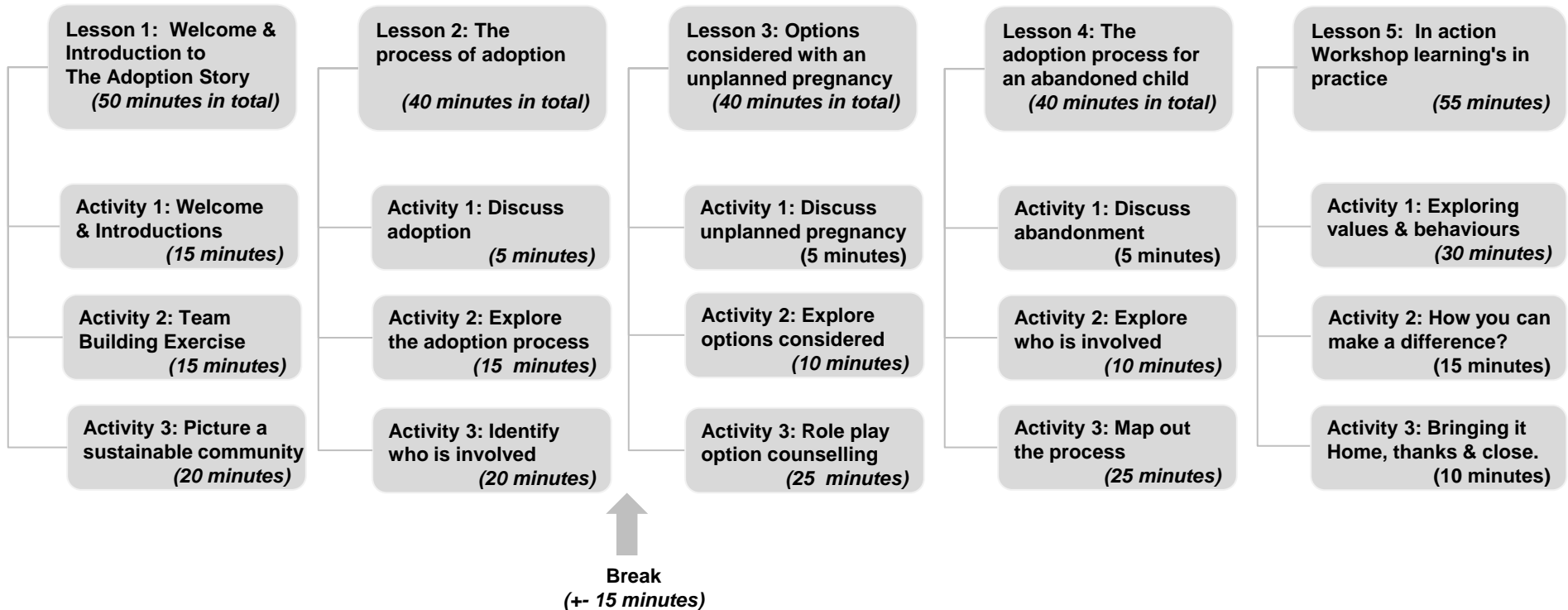
Autonomous mode

You prefer to allow the participants to learn through their own experiences.

The focus is on the participants and your role is to leave participants on their own to discuss or complete an activity and observe from the sidelines.

Lesson Plan Overview

Discuss adoption and the specific processes involved.



Welcome & Introduction to the Adoption Story - Lesson 1



Lesson 1: Activity outcomes

**Lesson 1:
Welcome & Introduction to
The Adoption Story**

(50 minutes in total)

Activity 1: Welcome and Introductions

(15 minutes)

**Activity 2: The importance of
teamwork and partnerships**

(15 minutes)

**Activity 3: Sustainable vs.
unsustainable community**

(20 minutes)

Lesson 1: Notes



Welcome and Introductions

Time 15 min



Facilitator outcome

- Welcome everyone.
- Share the agenda.
- Discuss individual expectations

Learner outcome

- Introduce self and personal expectations.
- Discuss the overview of the session.

What do you need?

- Flip chart paper
- Flip chart pens

Outcomes I am achieving:

- Introduce and set the tone for the workshop.
- Create a shared sense of what the 4 hour session is about and what the participants can expect to cover during this time.
- Guide the participants through a set of shared expectations of group behaviour.

Activity: Set the scene, agenda

Description

AGENDA

Lesson 1 – Intro to the Adoption Story

Lesson 2 – The process for adoption

Lesson 3 – Options considered with an unplanned pregnancy

Lesson 4 – The adoption process for an abandoned child

Lesson 5 – In Action

1. Write the agenda on a flip chart before you start the session.
2. Introduce everyone to the session.
3. Use the agenda to describe the topics to be covered in the workshop
4. Allow everyone to introduce themselves and what they would like to get out of the session.
5. As a group agree the behaviours or 'rules of engagement' for the session e.g. respect, teamwork etc.

Respect

Teamwork



Importance of teamwork and partnerships

Time 15 min



Facilitator outcome

- Get participants to engage with each other in a fun and interactive way (break the ice).

Learner outcome

- Apply the concept of team-work in a fun activity.

What do you need?

- Flip chart paper



Outcomes I am achieving:

- Encourage team work and create a fun connection between all participants.

Activity: The power of team work

Description



1. Place a piece of flipchart paper on the floor, allocate 4 to 5 participants to each piece of paper.
2. Ask the group to try and all stand on the paper without touching the floor.
3. Fold the paper in half and repeat, until they are unable to all balance on the folded paper together.
4. The key is to encourage participants to take hands or use their arms to hold on to and support each other, and have fun.

Sustainable vs. unsustainable community

Time

2 min



Facilitator outcome

- Divide the group into smaller random teams, to work together.

Learner outcome

- Allocate team to work with.

What do you need?

- Pack of playing cards.

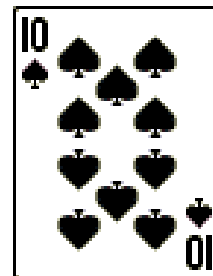
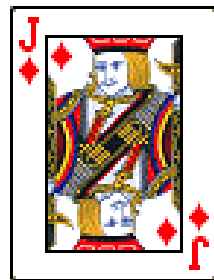
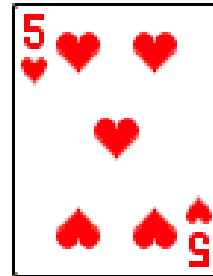
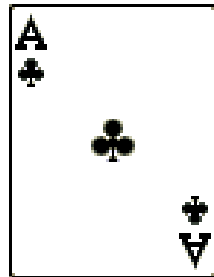


Outcomes I am achieving:

- Use the cards to divide into groups.

Activity: Dividing into groups

Description



1. Participants are divided into smaller more manageable groups (+- 4 participants per group).
2. Use equal number of cards of each suit (according to group size), for example three hearts; three spades; three diamonds and three clubs – if you have 12 participants in the workshop group.
3. Hold the cards facing down in your hand and allow each participant to pick a card from your hand.
4. Group the participants according to the suits of the card they pick.

Sustainable vs. unsustainable community

Outcomes I am achieving:


- Describe the different elements of the Community Map and style guide (community scenarios, community characters, engagement icons, and tools for the adoption process).
- Discuss what creates a sustainable community that puts its children's needs first.

Activity: Children first

Description

1. Give participants the Adoption Story Map and explain that it represents a typical South African community.
2. The teams should explore and discuss the map and icons.
3. Ask participants what they see, and if they have seen things like this in their own community?
4. Ensure that all participants understand the concept of sustainability (discuss).
5. Ask participants what they think makes a sustainable community, write these points on a flip chart.
6. Ask participants what they think makes a community unsustainable, write these down.
7. Discuss and reflect as a group.



Time 18 min 

Facilitator outcome


- Introduce the Adoption Story Community Map.
- Guide participants in the discussion.

Learner outcome

- Identify and discuss the map & scenarios.
- Discuss the impact on the community.

What do you need?

- The Adoption Story Community Map (1 per group)
- Flip chart paper and pen



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Facilitator Guide

The process of adoption - Lesson 2



Lesson 2: Activity outcomes

**Lesson 2:
The process of adoption**
(40 minutes in total)

Activity 1: Discuss adoption
(5 minutes)

**Activity 2: Explore the adoption
process**
(15 minutes)

**Activity 3: Identify the key role players
in the process of adoption**
(20 minutes)

Please note: You may wish to give all participants a 15 minute break after this lesson.

Lesson 2: Notes



Discuss adoption, the process and who is involved

Time

40 min



Facilitator outcome

- Explore adoption.
- Introduce the process of adoption
- Identify the key role players.

Learner outcome

- Discuss the process of adoption.
- Identify who the role players are.

What do you need?

- The Adoption Story Community Map (1 per group)
- Process of Adoption Map (1 per group)

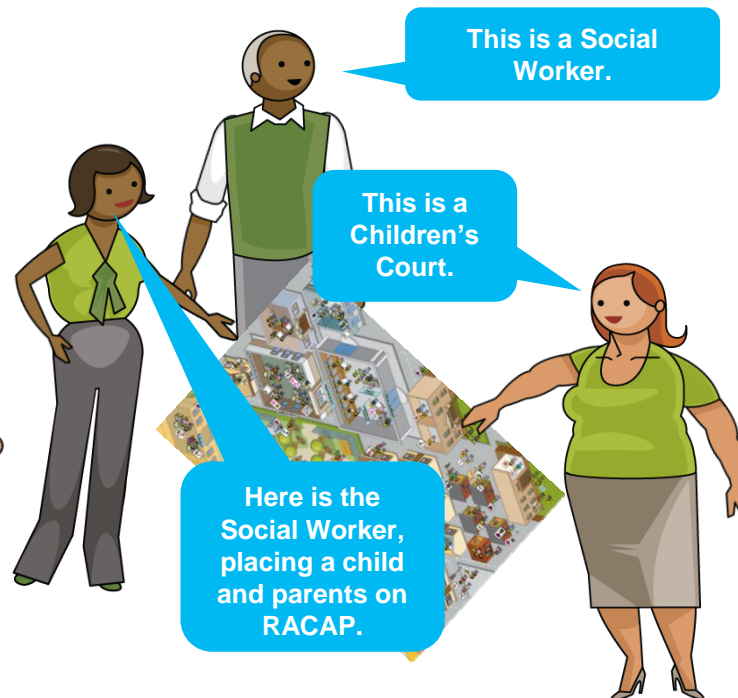


Outcomes I am achieving:

- Discuss positive vs. negative perceptions of adoption in South Africa.
- Discuss the process of adoption.
- Identify the key role players in the adoption process.

Activity: Identify the role-players

Description



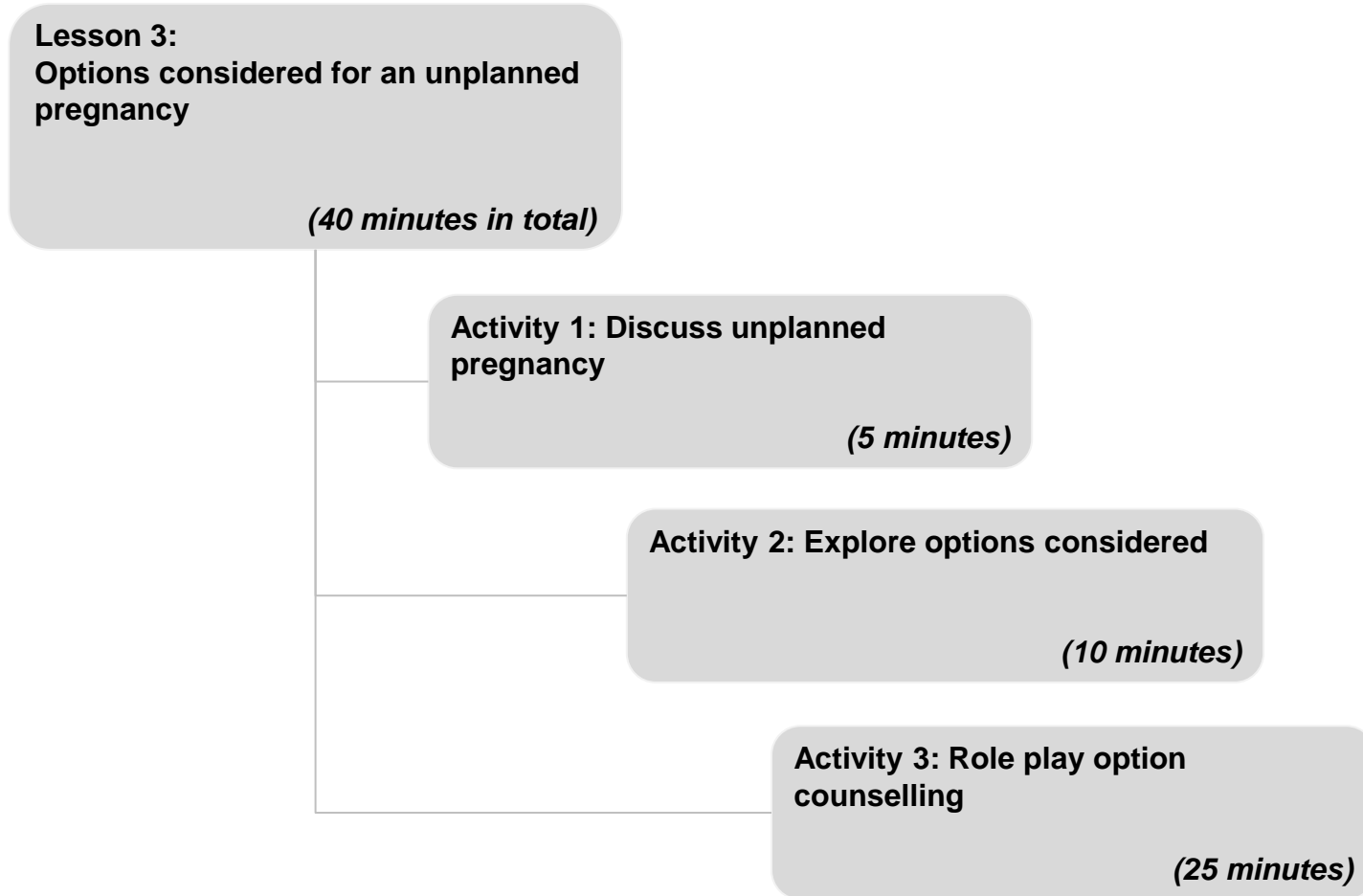
1. Discuss the concept of adoption with the group. Write down the positive vs. negative perceptions of adoption on a flip chart. Discuss and reflect on this.
2. Introduce the Process of Adoption Map, briefly explaining each step to the group.
3. Let the participants familiarise themselves with the process map, and discuss in teams.
4. Using the coloured stickers, ask participants to identify all of the key role players in the adoption process on the Community Map.
5. As a group, discuss and reflect on the process and role players in adoption.

Options considered for an unplanned pregnancy

- Lesson 3



Lesson 3: Activity outcomes



Lesson 3: Notes



Series of horizontal lines for writing notes.

Discuss unplanned pregnancy, explore options and role play

Time 40 min



Facilitator outcome

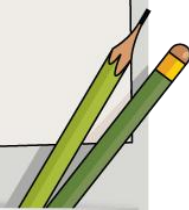
- Discuss unplanned/crisis pregnancy
- Discuss the rules and options considered
- Guide the role play

Learner outcome

- Explore empathy & non-judgment
- Understand the options considered
- Experience counseling

What do you need?

- Options Considered with an Unplanned Pregnancy Map (1 per group)



Outcomes I am achieving:

- Explore possible reasons for an unplanned pregnancy.
- Understand the options a person may consider and the considerations for each.
- Experience counselling a person with an unplanned pregnancy through role play.

Activity: Choices have consequences

Description

1. Ask the participants what they think leads to an unplanned pregnancy, and write the feedback on flip chart paper (encourage empathy and understanding e.g. The person could be a victim of rape).
2. Introduce the Options Map and explore the four golden rules for counselling.
3. Discuss the options that they may consider, using the Option Map. Discuss the importance of not judging the person based on your own value system and choices.
4. Pair up participants and allow time for role-play (one participant is counselling, the other is being counselled). Swop participants around at half time so that they experience both sides and perspectives.
5. Allow time to reflect on the exercise and how they felt playing these roles.



The adoption process for an abandoned child - Lesson 4



Lesson 4: Activity outcomes

Lesson 4: The adoption process for an abandoned child

(40 minutes in total)

Activity 1: Discuss abandonment

(5 minutes)

Activity 2: Explore who is involved

(10 minutes)

Activity 3: Map out the process

(25 minutes)

Discuss abandonment, who is involved and map out the process

Time 40 min



Facilitator outcome

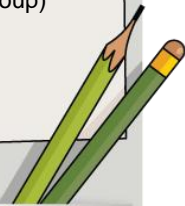
- Discuss abandonment
- Introduce the process
- Guide exercise

Learner outcome

- Identify the key role players
- Map out the steps taken when a child is found abandoned

What do you need?

- The Adoption Story Community Map (1 per group)
- Process for an abandoned child map (1 per group)



Outcomes I am achieving:

- Identify the key role players and steps involved in the process.
- Discuss the process for an abandoned child.

Activity: Identify role-players and steps

Description



1. Ask participants what they think leads to the abandonment of a child. Write the feedback on the flip chart. Try to encourage understanding e.g. The child could be a result of rape?
2. Introduce the Adoption Process for an Abandoned Child Map and take participants through each step.
3. Ask the participants to identify scenarios on the map that could lead to abandonment?
4. Each team must then map out the process on the Adoption Story Community Map using the coloured stickers & string.
5. As a group, feedback and reflect on the exercise.

Lesson 4: Notes



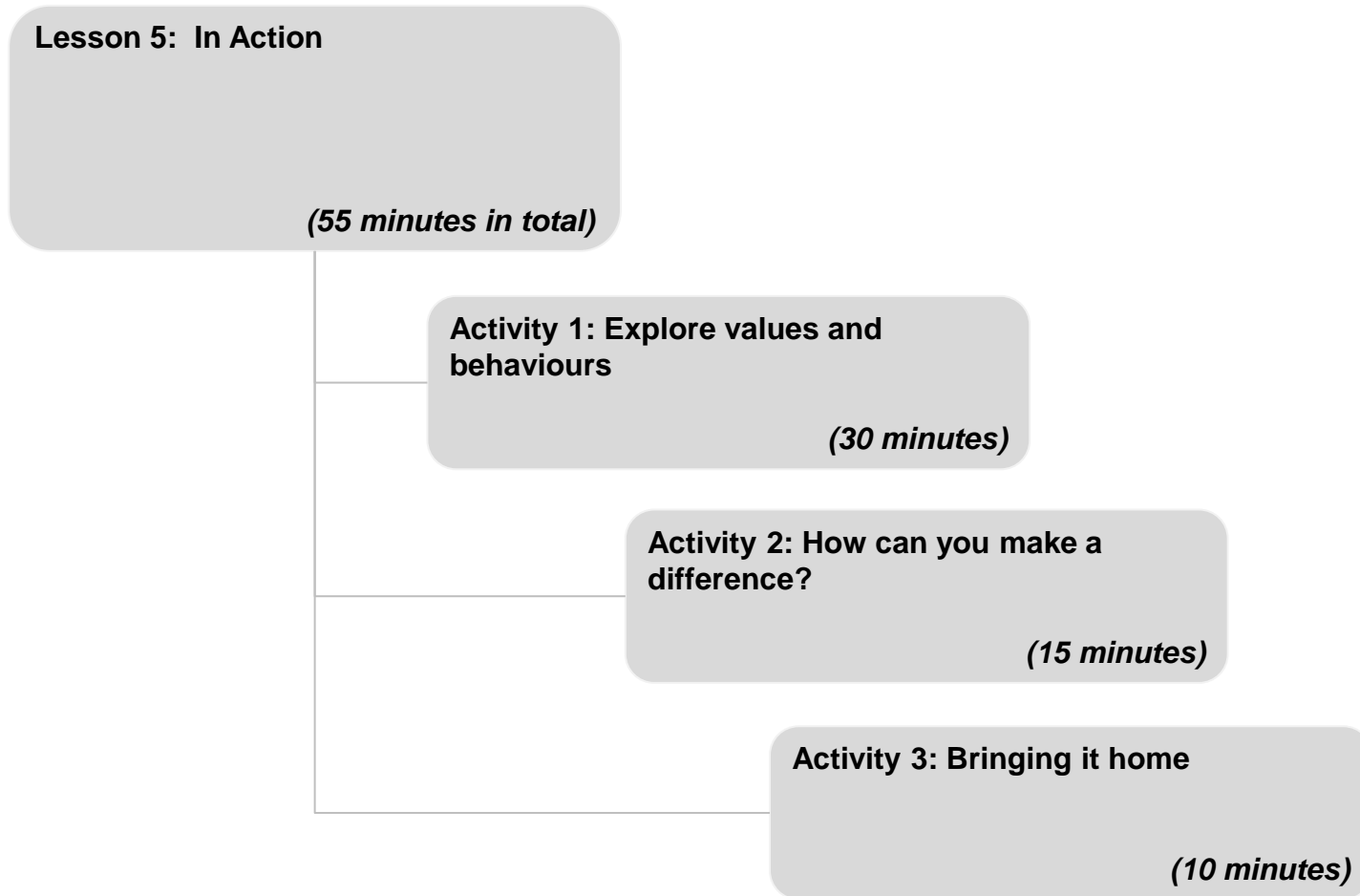
Facilitator Guide

In Action

- Lesson 5



Lesson 5: Activity outcomes



Lesson 5: Notes



Exploring values and behaviours

Outcomes I am achieving:


- Identify the behaviours that support the LOVE values of adoption.

Activity: Behaviors identification

Description

1. We believe that any support of adoption is an act of LOVE.
2. The word LOVE, actually represents each of the values that we believe in:
 - **Lead** by example
 - **Own** your life
 - **Vision** your future
 - **Engage** with your community
4. Write each of these values on a separate flip chart and place on the walls around the room
5. Divide participants into 4 teams and tell them to write the behaviours that they think support each of these values on the relevant flip charts.
6. Each team should review and add to each chart, by rotating around the room every few minutes.



Time 30 min 

Facilitator outcome


- Introduce the adoption LOVE values.
- Guide discussion around behaviours.

Learner outcome

- Identify the tangible behaviours that support each of the LOVE values.

What do you need?

- 4 x pieces of flip chart paper (stuck up around the room)



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Time

15 min



Facilitator outcome

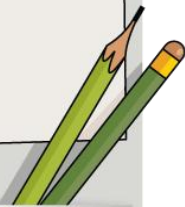
- Encourage a personal commitment from each participant to support adoption.

Learner outcome

- Identify where they fit in the community and what they can do to support adoption.

What do you need?

- Flipchart paper and pen.



How can you make a difference?

Outcomes I am achieving:

- Each participant identifies where they fit in the Adoption Story Community Map.
- Each participant commits to at least two behaviour changes in support of adoption.

Activity: Take action

Description



1. Each participant should identify where they fit on the Community Map.
2. Ask each person to think about what it is that they, as individuals, have to **STOP**, **START** or **CONTINUE** doing in order to build a sustainable community.
3. Each participant must share one action per focus area e.g.:
 - *STOP*: Ignorance, intolerance etc.
 - *START*: Partnering, sharing commitment with friends, family and colleagues, encouraging leadership, ownership, vision etc.
 - *CONTINUE*: Creating awareness and sharing information. etc.

Remember: There's no right or wrong answer. Discuss the responses.
4. Write all responses on a flip chart paper and review briefly at the end as a group.

Bringing it home

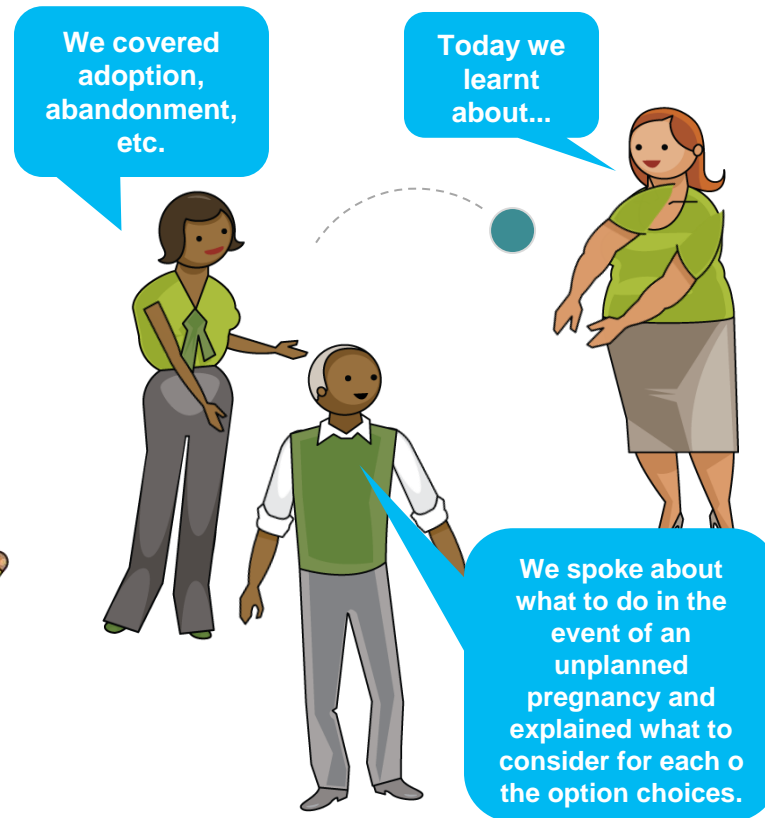
Outcomes I am achieving:

- Recall the key learning points from the session.

Activity: Key learning points

Description

1. Throw a ball, or any small object around the room to each participant.
2. As they catch the ball, each participant must share what they have learnt from the session.
3. Thank all participants for taking part in the workshop.
4. Close out the session.



Time 10 min

Facilitator outcome

- Discuss the key learning points

Learner outcome

- Reflect on key learning points

What do you need?

- Soft ball, balloon or balloon filled with maize meal

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