

## Appendix 4: Guidelines for table leaders

**Thank you!** As a table leader you will lead a model group during Session 2 and then help your group members to evaluate themselves during Session 3

### Session 2: Leading a model group

Leading a model group is so important because afterwards we ask the group members to write down what they noticed about the way you led your group. Then we use this feedback to draw out Key Skills that really help an Advisor to facilitate a group effectively. That means that group members need to see you modelling these Key Skills!

#### Key skills for CFM Advisors

Here are the things which we hope group members will notice about the way you lead your group:

You talk for less than 30% of the total group time (*this is vital... how is it done?...by guiding the discussion with questions as in the advisor's guide*)

**1. You ask relevant and important questions to stimulate discussion:**

*i.e. 'open' questions where there are multiple contributions towards a response, and everyone has something to contribute.*

**2. You listen well to the group members:**

*The temptation is to look at notes/ study book/ advisors guide rather than giving the group member who is speaking appropriate eye-contact!*

**3. You make sure everyone contributes to the discussion, without one or two people dominating:**

*Being aware of who is contributing, who is not, encouraging contributions from everyone, but sensitive to those who are more reticent.*

**4. You use the Guidelines in the Advisor's Guide effectively: Please see below**

**5. If there were difficult issues, diversions, or dominant people in the group, you deal with these sensitively & well:**

In a real group meeting over many weeks, this is probably the hardest thing. But we hope that in this group, there will not be too many difficult issues!

**6. You help the group to find and commit to relevant practical application**

### Lesson 12 Model group adaptation

We have 45 minutes for the 'model group', but in real life you'd expect to take 90 or more for a whole group meeting. We want to give participants an idea of all the components of a real group meeting. So we will shorten the central discussion section. *See the Advisor's Guide for Lesson 12.*

- **Use ALL the elements of the Opening: 5 Minutes.**  
*Explain that you would normally discuss Last week's practical task. For the home study review, you could ask participants to swap books and mark each other's answers.*
- **Central discussion section: 30 minutes. Cut this down by using only some questions, e.g.:**
  - **5 minutes: Disputes among Christ's followers**
  - **5 minutes: Bad ways to solve disputes**
  - **20 minutes: A better way to solve disputes.** Cutting this down by missing out e.g. the role play, or not discussing the speech bubbles for Ali and Karim).
- **Conclusion: 10 minutes: Make sure you leave time for practical application and prayer using the conclusion box.**

## Session 3: Helping group members to reflect and evaluate themselves

Your other role will be to help group members evaluate themselves after they have all taken it in turns to lead a short, ten minute section of Lesson 19. We will already have explained the Key Skills that we are looking for and introduced the Key Skills sheet which is in their participants pack.

You will be **observer** and **timekeeper** as each member of your group takes turns to lead. Make notes on whether each member of the group uses the key skills, and what % of time they talk for.

After ten minutes, if the person leading has not finished, ask them to close their section, and pass on to the next person. We suggest using a phone alarm to time it, so they hear that and know when to come to a close, without you interrupting them.

When everyone has finished leading their section you will help each person to evaluate themselves.

- First, ask each person to work through the Key Skills sheet – using the copy in their participants pack.
- This will show you how aware the person is about how they were leading.
- Then addressing one person at a time, ask for comments from the group, and help the person to a realistic assessment if they have not been aware of e.g. how much they were talking or if there was one person who was not involved... etc.