

Place cursor in a specific field and hit the F1 key for Help

<u>Title</u>	The Dilemma Wall
<u>Brief Course Description</u>	<p>Put up 6 sheets of flip-chart paper. Write a different “dilemma” or scenario (see below) on each of these. Ask the group to look at each scenario and write underneath what they would do (if anything). They should go with first reaction and should not miss any out. Suggestions will then be discussed.</p> <p>Trainers to read out the suggestions and ask group what they think. Any they want to score out? Any they find particularly useful? Anything anyone wants to add? Add any ideas you think may be useful that have not been covered.</p> <p><u>Examples of “dilemmas”</u></p> <ul style="list-style-type: none"> • You notice what looks like a bite mark on a child’s leg while she is playing • You see a woman smack her child repeatedly in a supermarket • You see a colleague grab and shake a child who is threatening another child • Robbie goes round eating all the left over food from other plates <p>Scenarios should be challenging and, where possible, involve contentious issues</p>
<u>Required trainer skills</u>	<input type="checkbox"/> Beginner, <input checked="" type="checkbox"/> Intermediate, <input type="checkbox"/> Advanced
<u>Level of CP knowledge/experience required from trainer</u>	<input type="checkbox"/> Beginner, <input type="checkbox"/> Intermediate, <input checked="" type="checkbox"/> Advanced
<p><u>Level of training</u></p> <p style="text-align: center;"><i>Targets</i></p> <p><u>Select up to three:</u> S1-1 or S1-7, but can be adapted for other levels</p> <p style="text-align: center;"><i>Contributes to</i></p> <p><u>Select up to three:</u></p> <p>What participants need to know already No previous knowledge is required</p>	

Overview & Objectives

Learning objectives This exercise provides a good basis for challenging values and attitudes and can give trainers evidence in assessable training

Learning outcome They should be more aware of their own and other people’s values and attitudes and question these in an appropriate manner. Greater awareness of CP procedures

How does the selected approach fit with the learning outcome? The approach uses adult learning theory/experiential learning. There is often no right or wrong answer to the scenarios, encouraging participants to take part fully in discussion and explain their views.

Before the training day

Audience Practitioners across the services, volunteers, newly qualified staff

Length of activity • 45 minutes (can be shorter or longer depending on number of scenarios used)

Group size • 12-15

Approximate timing (for group of 20) •

Materials Flipchart paper x 6 (to be prepared beforehand with scenarios)
Pens for each participant, Blue-tack

Preparation Although no previous knowledge is required, this exercise should not be used too early in the training as it involves a degree of “risk-taking” on the part of the participants.

Original context for training

Original context from which this learning activity is drawn Introductory training for ChildLine volunteers

On the training day

The activity Put up 6 sheets of flip-chart paper. Write a different “dilemma” or scenario on each of these. Ask the group to look at each scenario and write underneath what they would do (if anything). They should go with first reaction and should not miss any out. Suggestions will then be discussed.
Trainers to read out the suggestions and ask group what they think. Any they want to score out? Any they find particularly useful? Anything anyone wants to add? Add any ideas you think may be useful that have not been covered.

Conclusion

Reflecting on what has been learned

The next training step Guidance on child protection procedures to ensure participants know in what circumstances action is required.

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ANNEX A

ANNEX B

ANNEX C