



Learning outcomes

Welcome

At the end of this session, participants will:

- be comfortable in their surroundings and with their co-participants
- have pictured themselves in a positive light



Learning outcomes

Session 1

Celebrating the journey

At the end of this session, participants will:

- be aware of the achievements of women in society and NUT in last 150 years
- recognise NUT's work and achievements for women members, historically and ongoing
- understand the power of women working together
- know that advances have been won by the movement, not granted by lawmakers

CELEBRATING THE JOURNEY

TUTORS' NOTES

Time: 1 hour

Resources

- Reciprocal interview sheets
- Timeline cards
- Timeline PowerPoint
- Timeline answer sheets

Outline of Session

- | | | | |
|----|-----------------------|---|------------|
| 1. | Tutor's Introduction | – | 15 minutes |
| 2. | Reciprocal Interviews | – | 15 minutes |
| 3. | Timeline Activity | – | 10 minutes |
| 4. | Plenary and Answers | – | 20 minutes |

DETAIL OF SESSION

1. Tutor's Introduction (15 minutes)

Tutors to introduce themselves and briefly explain their position within the NEU.

General administrative information: see Welcome and Introduction sheet in the tutor's pack.

The course is for division and association secretaries who are new to their posts. This introductory course aims to arm participants to:

- celebrate the skills you have and decide on your priorities
- develop professionally and personally
- understand your rights and how to deal with workplace issues
- help you to build links with other NUT/NEU members through participation in the Union
- empower you to grow and strengthen the Union in your workplace

It is worth emphasising that this is a **trade union** training course, focusing on collaborative learning.

The NUT has a long and proud tradition of campaigning for equality for women teachers. At the beginning of the 20th Century, we were the only teachers'

organisation to campaign for equal pay for women teachers. In the 1980s, we were one of the first unions in the TUC to introduce women only courses such as this one. So we will be drawing on sound trade union principles and we would like participants to think about wearing their trade union hats as well. It may be that they have come to the course and not been active in the Union before, and it may be that at the end of the course they will feel motivated and enthusiastic to go back and become more involved.

Notes pages

Participants should be encouraged to reflect on their learning needs during the course and to identify further training opportunities.

At the end of each section of the course pack, participants will find a green 'notes' page. They should use this to record any reflections on the session they are undertaken or have just completed. It is also important that they use this space to record any action points they wish to carry forward – these can be quickly lost or forgotten during three intense days of training, but will be key to participants completing their own individual forward plan.

Parking and questions

Tutors should have pinned up two flipchart sheets before the start of the course – 'Parking' and 'Questions'. Explain to participants:

- Parking sheets will be used to record any issues raised in the course which the programme will address later. (It's useful to stop sessions getting derailed too). Ask participants' consent to "park" an issue and write it on a post-it note. Once this point has arrived in the course, ask if the participants feels a parked issue has been covered, and take it down if so.
- Question sheets will be used by participants who think of any questions either during or between sessions, which are out of context of the current session. Tutors should make an effort to address any new questions whenever convenient (immediately before or after a break is a good time).

Learning outcomes and evaluation

At the front of each section of the course pack is a peach sheet with the learning outcomes for the corresponding session. These are the outcomes we aim to achieve for the participants.

On the evaluation form, ask participants to evaluate our course by our success or failure based on these learning outcomes, and leave additional comments as wished. Emphasise the value we attach to their comments – they are helping to shape and define our training for the next cadre of secretaries we train.

2. Reciprocal Interviews (15 minutes)

Ask participants to work in a pair with the person next to them. Ask the questions as displayed on the slide, and make a note of their answers.

At the end of 5 minutes discussion, each participant will then tell the whole group about their partner. Tutors will make note of the differing experiences of participants to help with differentiation later, and as a potential example to draw on in a later session.

3. Timeline Activity (10 minutes)

You should already have the date cards laid out in a timeline either on a wall or a pinboard.

Arrange the group in to a number of teams and give them a share of the event cards each. They should then consider where on the timeline their card(s) should go. If they don't know, they should make an educated guess based on other events they know about. Encourage them to confer and suggest moving each other's event cards. The dates don't have to be exact!

Once the group is content with the timeline a discussion can begin.

4. Plenary and Answers (20 minutes)

Ask participants to give justification of their answers and thoughts. If they didn't know the date, what led them to estimate the date they ended up with?

Share the answers for the 14 event cards with the group by PowerPoint. Use the notes from the PowerPoint and your own knowledge to extrapolate on certain points and links between events.

Do the participants have any thoughts on reflection? Are there any surprises?

Tutors' learning points

We hope that participants gain the following insights through this activity:

- The women's movement has a long and oscillating history of successes and progress
- That the actions of groups of women have directly challenged and led to improvements in the law and society – these were not granted but fought for by women like you
- Women Workers, and in particular the NUT and its members, have been at the forefront of the movement for gender equality.
- Individual achievements of women, although laudable, are more a signifier of change rather than a driver of it. For instance, Margaret Thatcher's election as PM in 1979 was not the start of a golden age in gender equality (in fact it could be argued that gender equality regressed in this time. Note the lack of 'events' in the 1980s and early 1990s)

Hand out the additional item 'Timeline Answers'.

Ask participants to note any key learning points for them.



Learning outcomes

Session 2

Women in work and society

At the end of this session, participants will:

- know the issues affecting women in teaching, in work and society
- understand that gender equality has not been 'won', despite advances
- begin to recognise the reasons, both local and global, why equality has not been reached

WOMEN IN WORK AND SOCIETY

TUTORS' NOTES

Time: 1 hour

Resources

- Post-its, pens, flipchart
- PPt quiz
- Quiz answers hand-out

Outline of Session

5.	Introduction	–	5 minutes
6.	Women's Issues – Post-It Notes Activity	–	15 minutes
7.	Women in Society Quiz	–	20 minutes
8.	Plenary	–	15 minutes
9.	Conclusion	–	5 minutes

DETAIL OF SESSION

5. Introduction (5 minutes)

This morning we've looked at ways in which the women's movement, with the trade union movement at the forefront, has progressed gender equality in the last 100-plus years. However, we're all aware that the women are still detrimentally affected in work and society. We're going to look now at how, and why.

6. Women's Issues – Post-It Notes Activity (15 minutes)

Ask participants to think of the key issues they see as affecting their constituency – women teachers in their workplace. They should write as many as they think of (preferably 3 or 4) on post-it notes.

Once finished writing, they can stick their post-its to a piece of flip-chart paper. They may be able to start to 'group' them into similar themes.

Tutors can explore some of the most interesting and prominent issues with participants in a short plenary.

7. Women in Society Quiz (20 minutes)

We are going to do a short quiz using PowerPoint with the whole group. It is not a competition; rather each question is designed to inspire debate and discussion.

Take the whole group through each question in turn. Ask participants to give their thoughts as to the answer, and explore with them why they have come to that answer. If participants are initially reticent, ask them to discuss the questions briefly on their table groups before answering.

Now reveal the correct answer. Are participants surprised? What do they think might be the reason for this statistic? Don't dwell too long – there will be an opportunity for deeper discussion after the 13 questions are completed.

8. Plenary (15 minutes)

After quiz, go to a group discussion. Ask participants: do these statistics reflect your experience as a woman? As a woman worker? As a woman teacher? Refer back to the issues participants had themselves raised earlier. Are there any links that can be drawn with the quiz statistics?

Notes for Tutors to sort and extrapolate issues

- Who is to blame for these issues? Societal/institutional but also local. The local is easier to impact through our actions and can contribute to a wider impact!
- What is the significance/impact of these issues?
- What can we as woman/teachers/trade unionists do about it?
 - Refer back to timeline. Women's and TU movements have already made huge impacts or changes. They were people like you!

Questions 1-5 displays the lack of value placed in work traditionally done by women, and despite the fact that that equal pay was passed into law 45 years ago, it is still as far away as ever.

Often implemented locally but part of a wider movement – for instance, cuts in government spending are affecting women in work – equalities becomes a 'luxury' employers decide they can't afford.

Questions 6-10 displays in different ways level of sexism, misogyny and harassment remain problematic and a real barrier to women. All of these things feedback in to each other. Women are undervalued and not given ownership of their own bodies.

Question 11 shows the genesis of some of these attitudes start early. Why?

Questions 12-13 brings it to teachers, stating and dispelling a useful myth.

9. Conclusion (5 minutes)

Just because laws have changed (and are often long-standing), the attitudes that pre-dated them and the behaviour these attitudes cause continue to effect women workers very obviously and continually. The fight for equality is not 'won'.

As all forms of discrimination help to create a permissive atmosphere, every challenge and victory over it helps shift the overall zeitgeist in the right direction. That's why challenging in our own, small way in our workplaces and local areas can make a huge, widely felt difference. Just look at what the groups of women who took action together managed to do – surely the Dagenham strikers didn't expect to be a catalyst to the Equal Pay Act two years later!

As the course continues, we'll look in more depth about what we, as women teacher trade unionists, can do to challenge these issues.



Learning outcomes

Session 3

Women's health and rights at work

At the end of this session, participants will:

- understand the relationship between teaching and women's health
- understand women teacher's specific rights at work
- be able to identify and resolve issues that arise
- recognise the importance of a collective response to issues affecting a group

WOMEN'S HEALTH AND RIGHTS AT WORK

TUTORS' NOTES

Time: 1 hour

Resources

- Checklist – your rights
- Case studies
- Response sheet
- Briefing resources

Outline of Session

10.	Introduction	–	5 minutes
11.	Health Rights Checklist	–	25 minutes
12.	Case Studies	–	15 minutes
13.	Plenary	–	15 minutes

DETAIL OF SESSION

10. Introduction (5 minutes)

There are a whole range of health-related issues that are specific to women in the workplace, particularly when that workplace is an educational environment. The NUT has been at the forefront of campaigning for women teachers' rights around health issues for a long time. The NUT also does a great deal of work on women's reproductive and maternity health rights.

In this session we are going to explore what your health rights are as a woman teacher; to what extent they are being exercised in your workplace; and look at how we might challenge instances where they are being breached.

11. Health Rights Checklist (25 minutes)

Participants will go through the checklist in their course pack and see how it applies to circumstances in their workplace. Where are their rights being honoured and where are they not? During or after this individual work, they can discuss and compare with those around them.

Once everyone has had a chance to complete their own checklist, tutors can discuss with the group any reoccurring issues, and try to help come up with any general responses.

Tutors' learning point

It's very important for participants to understand that although the list they have just completed represents their rights as enshrined in legislation or other guidance, they should see this as a useful reference and bare minimum, rather than the limit of their ability to challenge and improve conditions in their workplace.

Participants should not be disheartened if a key issue they have identified is not represented on the checklist. It is possible to push for wider and further improvements than are contained on this list, if strength and depth or feeling are great enough. We'll look at how we can do this later in the course.

Under the Equality Act 2010, their employer has a duty to promote equality within the workplace, and women's health is certainly an equality issue.

12. Case Studies (15 minutes)

Tutors will allocate one case study to each table group. The group will work together to analyse the case and give their responses using the format of the case response sheet.

Be clear with participants, we are not necessarily asking them to imagine launching a campaign! Their action could be as simple as raising the issue at a staff meeting, having a conversation with colleagues or talking to their workplace rep. It's about picturing the appropriate, collective response and getting a feel for what that would look like.

13. Plenary (15 minutes)

Ask each group to feed back on their case study in turn – first by briefly outlining the situation, then giving a description of their group responses. Tutors can scribe any pertinent points on flip chart paper. Participants from the other group should be encouraged to give positive, constructive feedback and advice.

A key learning point from this is that participants understand whatever the issue, we are much more likely to succeed in our actions if we can demonstrate and galvanise the strength of feeling in numerous members. That's the trade union way.



Learning outcomes

Session 4

Engaging in the NUT/NEU democratic structure

At the end of this session, participants will:

- understand the democratic structure of the NUT/NEU and how it relates to women members
- recognise how women are represented in the democratic structure and the significance of this
- have explored different Union roles in the workplace
- be confident in how, where, and why, to become more involved personally

ENGAGING IN THE NEU DEMOCRATIC STRUCTURE

TUTORS' NOTES

Time: 1 hour 15 minutes

Resources

- NUT/NEU structure jigsaw puzzle
- Seesaw quiz sheet
- Seesaw quiz cards
- Flipchart paper

Outline of Session

14.	Introduction	–	5 minutes
15.	Democratic Structure Jigsaw	–	25 minutes
16.	The Union within the Workplace	–	20 minutes
17.	Seesaw Quiz	–	25 minutes

DETAIL OF SESSION

14. Introduction (5 minutes)

In this session we will be looking at the NUT/NEU democratic structure, and how and why it is important to engage with it.

For some of you this will be the first time you have heard about the democratic structure of the Union, while others will be working within it. For this session we will start at the entry level, and more experienced participants can help guide those less experienced.

15. Democratic Structure Jigsaw (25 minutes)

Divide the participants into groups of 4-6 (or one big group depending on numbers).

As the NEU structure will be changing it is important that participants understand the old structure so that they will be able to understand the NEU one. Get them to do this NUT jigsaw activity to get them thinking about how we are currently structured.

- Hand out a set of NUT structure jigsaw cards to each group.

- Ask them to look through the cards, make sure they all agree what each represents, and start to arrange them into a structure. Give them 10 minutes to do this.
- The arrows can be used to show direction of power, authority, agency or communication (as appropriate).
- There are a couple of extra cards in the pack – A BRANCH CARD AND A DISTRICT CARD. To see what the participants make of these and see where they put them. It might confuse them but as you go through the rest of the explanation about the current structure you can explain that Branches and Districts are part of the NEU structure.

Feedback (10 minutes)

Ask them to be prepared to explain their diagram to the other groups.

Groups will usually come up with one of three versions:

- Members at the bottom of a hierarchy, moving upwards through the Executive and the GS to Annual Conference, usually with arrows that connect Conference back to members.
- Members at the top, similar to above but in reverse
- A more circular diagram with members in the middle and everything flowing outwards from them

The arrows usually represent the flow of influence and/or power/authority. They are sometimes used to represent other factors such as communication flow.

Points to bring out in discussion are:

- The structure is a democratic one, so wherever members are that's the most important element.
- The difference between an association and a division:
 - The association is a geographical gathering of teachers for organising and campaigning and the key element of the Union's democratic structure. The size and area of the association is determined by the Union.
 - The divisions are the Union's negotiation and collective bargaining structures at local level and therefore the size and area of divisions matches structures on the employer side, which has hitherto been the local authority area.
- Some of the roles included are elected and some are employees of the Union.
- There are many different ways to get involved in the Union.

16. The Union within the Workplace (20 minutes)

We've seen the office of workplace representative in the jigsaw. However there are a number of different of rep roles within the workplace that could be taken up.

Ask participants to suggest some if they can, and make a note of any they mention. Tutors can add their own if they think important suggestions are missing:

- Workplace rep
- Health and Safety Rep
- Union Learning Rep
- Equalities Rep
- Communications Rep
- International Solidarity rep

****Note that these may be different in the NEU****

Lead a discussion on what each might do or be responsible for. Highlight that all can help out in any aspect of Union work within the workplace, and the Union is stronger for a group of people working together. Encourage members to consider approaching their Rep about taking up a position on the rep team (or if they don't have a workplace rep, why not stand for it?).

Note: The positions of H&S and ULR come with statutory rights as highlighted in the ACAS code.

The division of roles is also reflected further up in the Union democratic structure, in the associations and divisions of the Union.

17. Seesaw Quiz (25 minutes)

Tutors should already have the 'scale' cards for this activity placed on a wall or pin board. 'WOMEN' will be at the left of the scale and 'MEN' at the right.

Give participants a few minutes to discuss amongst each other what they think are the correct percentages of women at each level of the Union democratic structure, as per the question sheet in their book.

Once they have finished discussions, take each of the six laminated cards in turn, and ask the whole group, through a process of bargaining with each other, to agree at what point between the 'WOMEN' and 'MEN' cards they should go.

Once this is completed for all six cards, reveal the correct answers for each, and consider the differences between those and the groups' guesses. Are there any surprises there? What do the correct answers show as, as against our assumptions?

What are participants' thoughts as to how these statistics affect the way that the NUT operates, particularly with regard NUT policy? Perhaps women's issues might be more prominently addressed if total gender equality were reached, or if, for example, officers and executive make-up were fully representative on gender lines?

This is all the more reason for women like our participants to become more involved!



Learning outcomes

Session 5

Tackling issues in the workplace

At the end of this session, participants will:

- be confident to tackle an issue through the Union
- understand the importance of strong school-based rep teams
- understand the importance of building union presence
- know how successes can engage members and strengthen the Union
- understand the strength of collective action

TACKLING ISSUES IN THE WORKPLACE

TUTORS' NOTES

Time: 1 hour 15 minutes

Resources

- My workplace sheet
- Unionised v organised workplace sheet
- Activity planning sheet
- National campaigns – literature

Outline of Session

18.	Introduction	–	5 minutes
19.	My Workplace	–	15 minutes
20.	Tackling Issues – Plenary	–	20 minutes
21.	Tackling Issues – Action Plan	–	20 minutes
22.	Feedback	–	15 minutes

DETAIL OF SESSION

18. Introduction (5 minutes)

Earlier on we identified the key issues that we think affect women teachers (including ourselves) in our workplaces. We're going to look at how we can address these, and how the collective strength of the Union can help us.

19. My Workplace (15 minutes)

Before we think about tackling issues, it is useful to have a clear idea of what our workplace is like, and to what extent we know about it and how the Union operates within it. For instance:

- What is the atmosphere like in your workplace?
- In your experience, are your head and management approachable over issues?
- Do things generally 'get done' about issues when raised?
- Do you know who (if you have any) are the NUT/NEU reps in your workplace?

- Is the Union seen as effective in your workplace?

Again, the aim is not necessarily to know the answers to all of these questions (why would you necessarily?). However it gives food for thought and some potential actions in the 'what I need to find out' part of participant's forward planning activity at the end of the course.

The main thing to recognise is that the better we know our workplaces and Union within it, the better equipped we are (as individuals through the Union) to deal with issues like those we have previously identified.

Ask participants to share their findings with their close colleagues on the table, and if you wish, ask a few to feed back to the whole group.

20. Tackling Issues - Plenary (20 minutes)

Ask participants if any of them have experiences of approaching and dealing with a workplace issue, which they are happy to share. Further to that, ask for any suggestions from the floor as to effective things to do, and important things to consider, when confronted with an issue in the workplace.

Tutors should scribe any interesting points that come out of these discussions and anecdotes on a piece of flip-chart paper.

From this discussion, tutors should guide participants to a recognition that:

- issues are much more likely to be resolved positively if a group of people feel strongly about it and work together
- the appropriate forum to bring people together in this way is the workplace Union
- the local and national Union are there to help.

Sometimes, as a non-activist, the best thing to do with an issue is take it to your union rep. However, this can be very disempowering for the member. Why not use this opportunity to become more active?

21. Tackling Issues – Action Plan (20 minutes)

Participants will now have the opportunity to apply some of the ideas presented in the previous plenary to the issues they identified in their own workplace. It may be useful here to partner participants based on a particular issue they both share, or by experience and confidence.

Necessarily this activity will be somewhat hypothetical. Although the issue they are working on may be very real to their own experience, it may be necessary for participants to imagine a particular event or scenario to trigger any action they would take. They will also need to anticipate the reactions of their colleagues and management in any scenario.

Allow participants time to work through their issue using the worksheet include in the course pack, circulating to help where necessary. They should also let participants know they will need to be prepared to feed back to the whole group on their plans.

Some participants may find this activity hard, or the idea of taking 'action' daunting, if they have had little to no experience of this before. Tutors will need to explain to these participants we do not expect them to do anything beyond their capacity. Sometimes a very small action – like talking to colleagues or their workplace rep – can be sufficient and empowers that individual whilst strengthening the Union.

22. Feedback (15 minutes)

Participants will now be invited to feedback briefly on their issue, and their plans. Other participants and tutors can offer constructive advice, whilst tutors make note of any previously unmentioned points on the flipchart.

So, what is the importance of asking people like those on this course to take ownership of their own issues and their solutions? Tutors can here introduce the difference between a Unionised and an Organised workplace (as described on the sheet provided in their packs). In teaching we can boast of great proportion of professionals being a member of a trade union (about 97%), but that doesn't necessarily mean there will be a positive impact on the workplace. A Union where many members are active, engaged and prepared to do even a little will mean much more getting done. This means members like our participants on the course – not necessarily 'activists' or reps, but people who actively contribute to the Union in their workplace.



Learning outcomes

Session 6

Contributing to meetings

At the end of this session, participants will:

- understand the importance and function of a workplace meeting
- be confident in contributing to a meeting
- recognise what contributes to the success or otherwise of a meeting

CONTRIBUTING TO MEETINGS

TUTORS' NOTES

Time: 1 hour 15 minutes

Resources

- Meeting scenario
- Contributing checklist
- Chairing checklist
- Feedback recording sheet
- Fogging sheet
- Flipchart paper and pens

Outline of Session

23.	Introduction	–	5 minutes
24.	Four Communication Types	–	15 minutes
25.	Fogging Technique	–	15 minutes
26.	Meeting Role Play	–	40 minutes

DETAIL OF SESSION

23. Introduction (5 minutes)

Meetings are an important part of our professional lives, be it in a work capacity (e.g., a department meeting) or in the Union (for instance, at a workplace Union meeting where you wish to raise an issue such as those we talked about yesterday).

As women, we can find it hard to have our point heard in this kind of group environment. We are socially trained to speak up less, and our opinions are often subconsciously undervalued. What's more, research shows that women tend to be perceived as having talked much more than is reality by other group members and observers, whilst being dismissed as 'emotional' and 'irrational' when making a passionate point. Although this combined tends to make us less confident about contributing to or even leading discussions.

We are going to spend the following session practicing contributing to a meeting in a trade union context within a safe environment (here). First though, we will address the issue of assertive behaviour and how to utilise it.

24. Four Communication Types (15 minutes)

First, a little straw poll – have you ever said ‘yes’ when you really wanted to say ‘no’? The chances are that most people will be in that situation.

Ask participants if anyone has a definition of what assertiveness is. Basically, assertiveness is about:

- communications skills; and
- self-esteem

There are whole courses on assertiveness. (Ask if anyone has done an assertiveness course). These can be very valuable indeed and can be offered, quite cheaply, at local adult education providers.

What we are doing now is simply a ‘taster’ in assertive communication.

Also emphasise that assertiveness in a trade union context is part of a toolbox of strategies to draw upon. It is not a substitute for collective action. However, assertiveness can help with much trade union activity. For example, representing members in casework and being a negotiator.

Explain that broadly we can split ways of communicating with others into 4 groups: **Aggressive**, **Passive**, **Passive/Aggressive**, and **Assertive**. Show the powerpoint slide of the chart with these four behaviours explained by way of their characteristics (there are certainly others but we don’t have time to analyse them in depth).

A few questions that the tutors may wish to pose with their group, should there be time or will:

- Can participants identify which type of communication they are most likely to use as habit? (nobody is entirely one or another)
- Can participants think of an occasion where one of these was used on them?
- Can participants identify a particular example of each? (for instance – leaving a note on someone’s desk with a complaint – classic passive/aggressive)

The most important thing is that participants are able to identify the pros and cons of each type of communication. There is the obvious, such as acting aggressively will make you less popular, and acting passively may lose you respect. There is also the fact, as demonstrated on the slide (after clicking the animation) that an assertive approach is the only one that allows you to be honest about what you need out of an interaction, whilst respecting the need of the other person (or people) as well. In other words, this is the only route to a ‘win/win’ outcome.

25. Fogging Technique (15 minutes)

This is a technique we will look at briefly to allow you to act assertively, particularly in the face of aggressive behaviour.

Whilst repeatedly saying 'no' to an unreasonable demand, until it is accepted by the other party (the 'broken record' technique) can be very effective, it may be difficult to do so when approached aggressively. You may feel a 'no' might escalate the tension.

Fogging involves disarming the other, aggressive party by giving an unexpected response, whilst not agreeing to their demand. For instance:

Aggressive demand

"You must complete this assignment over the weekend! If not, you'd be letting me and the school down. That would be incredibly selfish of you."

Aggressive response

"That's totally unfair, I won't do it!"

Passive response

"Um, well okay I suppose."

Passive / aggressive response

"Fine." "There's no need to be upset." "I don't see why/should have to do it." (followed by complaining to others and late or unsatisfactory compliance)

Assertive response (using fogging)

"Yes, I can see why you would think that would be selfish. I'm simply not prepared to lose my weekend."

Here, the 'yes' in the answer disarms the other party, by agreeing with them in part (it's very hard to argue with someone who won't argue back). However, you've managed to maintain your position.

In pairs, participants can come up with a brief scenario in which one person makes a demand in an aggressive manor, and then rehearse what each response might sound like. Participants can take 5 minutes doing a short role play in pairs, practising all four with each other, noting the effectiveness (or otherwise) of each and how they felt whilst playing them.

After this is complete, invite some participants to feed back to the whole group how it went with them. With luck, they will recognise that the fogging technique of assertiveness was the most productive, and less stressful on either/both parties than the other three responses.

26. Meeting Role Play (40 minutes)

We are now going to practice these skills in a group role-play. We will pretend we are in a workplace Union meeting, in which you will be able to raise a Union issue for discussion in the group.

Before we start, ask participants for any experiences they have of meetings, either Union or otherwise. Have they been positive or negative? Why? Take 2 or 3 examples. Any useful points can be jotted down. Refer participants to the advice on contributing to meetings in the course pack.

Split the group in to two, for more manageable meeting role-play size. It is up to tutors how they wish to do this (by ability or mixing up table groups, for example).

Each tutor will take one group and act as chair for the meeting. You can consider using a different space for each 'meeting'.

Have a few issues in reserve if participants are struggling or are reticent to contribute. However participants should be encouraged to bring issues of their own thinking to this meeting, preferably appropriate to the setting (they may wish to refer back to the issues they identified on day 1).

Participants should also be encouraged to participate in some debate and disagreement with colleagues, even if this is through playing 'devil's advocate'. The important thing is not so much the issue, but the practicing of skills – namely contributing and being assertive.

Each participant will should also use their feedback sheet to make notes of other people's participation in the meeting, both during and just after.

Once the meeting is complete, they can share these points constructively with the whole group. The tutor will guide this feedback and make notes of any salient points.



Learning outcomes

Session 7

Presentation skills

At the end of this session, participants will:

- have more confidence in planning and presenting an argument
- know how to structure an effective oral presentation
- be confident to 'sell' the NEU or its position on an issue to a multitude of audiences
- recognise how they can strengthen our persuasive skills

PRESENTATION SKILLS

TUTORS' NOTES

Time: 1 hour 15 minutes

Resources

- Presentation scenario
- Presentation planning sheet
- Tips for public speaking/preparing a presentation
- Observer feedback
- Flipchart paper and pens

Outline of Session

27.	Introduction	–	5 minutes
28.	Presentation and Public Speaking Tips	–	25 minutes
29.	Group Presentations – Preparation	–	15 minutes
30.	Group Presentations – Delivery	–	15 minutes
31.	Group Presentations – Feedback	–	15 minutes

DETAIL OF SESSION

27. Introduction (5 minutes)

Presentation is a very important skill to practice. It can help us in a personal, professional and Union capacity, and improve our confidence. In some ways it links to our previous session on contributing to meetings – in both scenarios it is you are presenting a point or argument, but the audience and forum is different.

We are going to focus on oral presentation skills for this session, although many other types of presentations are possible of course. There are equally many excellent courses on presentation skills available, if you wish to pursue it.

Ask participants if they have any experience of speaking in public. Were they positive? What was good or bad about it?

28. Presentation and Public Speaking Tips (25 minutes)

Ask participants to discuss amongst themselves some ideas about what makes for a good presentation. Ask them to write any ideas they have on post-it notes. We'll use these in a minute.

Now is time to introduce the group to the idea of different types of public speaking – namely **informative**, **demonstrative**, **persuasive** and **entertaining**. Do this by asking the group if they can think of types of public speaking that one might conduct, and write down the answers suggested. Tutors may wish to prepare a sheet of paper with four columns, rows or squares, or four sheets of paper, on which to write them. Tutors will know that each is assigned to a particular heading but not reveal that yet.

Each column should hopefully have at least a couple of ideas in before you add the categories of speech in the top. If some are blank, you could add your own in (suggestions below):

Ask participants what they feel about these categories. They are a bit arbitrary and will certainly overlap, as will some types of speech (a lecture can be informative and entertaining at the same time).

Finally, ask participants to consider their post-it notes of tips on a good presentation. Ask them to come up to the paper and add their tip to the category of public speaking where they feel it applies best, or is most important. Again, there will definitely be overlaps, so it's not an exact science!

<p>Informative</p> <ul style="list-style-type: none"> • University lecture • Report at a general meeting 	<p>Persuasive</p> <ul style="list-style-type: none"> • Sales pitch • Conference speech
<p>Entertaining</p> <ul style="list-style-type: none"> • Wedding speech • Retirement party 	<p>Demonstrative</p> <ul style="list-style-type: none"> • 'How to...' presentation • Steward's briefing

29. Group Presentations – Preparation (15 minutes)

We will now be preparing and delivering group presentations. This will be on a Union-related issue, the topic of which can be decided by the groups in conjunction with tutors. Some suggested topics are listed below. It should be something about which participants are comfortable to talk for at least 3 minutes as a group.

- Why I love teaching
- Why trade Unions are important
- Why every woman teacher should be in the NUT
- How to make the Union more accessible to women
- Persuading parents to support an NUT campaign

Advice on how to structure a presentation, along with a worksheet to help plan it, are provided in the course pack.

It will help participants to think about who their audience is, and as such, how they should target them; and what kind of speech they are writing (informative, demonstrative, persuasive or entertaining).

Whilst writing their presentations, each group should consider who is going to deliver which part, to ensure that everyone gets roughly the same amount to do.

Visual aids are welcome but not necessary. If participants have the time and inclination to create or find them, we can provide the resources.

30. Group Presentations – Delivery (15 minutes)

Each group will have an appropriate amount of time to deliver their presentations (at least 3 minutes but short enough to ensure everyone has their turn). Whilst they are delivering, other participants will complete feedback forms in their course pack (one per presenting group). Continue like this until everyone has finished.

31. Group Presentations – Feedback (15 minutes)

At the end of the presentations, constructive feedback will be invited from the floor from each group in turn. Tutors can scribe any useful pointers as they go.



Learning outcomes

Session 8

When I get back

At the end of this session, participants will:

- have consolidated and reviewed their learning throughout the course
- have a clear set of actions to carry out on their return to their workplace or division/association