

Guidance for trainers

Overview of training

The training consists of one short exercise (barriers and enablers) and two longer sessions. **Part 1: Introducing the iCAN framework** must be delivered before **Part 2: Understanding children's journeys using the iCAN framework** but the '**barriers and enablers**' exercise can be used at the start of either session or as a standalone exercise. The sessions (Part 1 and Part 2) can be delivered together and the entire training will fit into a half-day session (maximum 3 hours). However, it can easily be split into two shorter sessions.

Barriers and enablers (50 minutes)

This short exercise can be used with either Part 1 or Part 2 training. We suggest that you use it at the beginning of either session as an icebreaker. It is helpful for thinking about barriers and enablers to recognising, telling and accepting help for young people. It also considers barriers and enablers from the teacher's point of view and emphasises consideration of barriers and enablers within *your* school or college.

RUNNING ORDER OF THE PRESENTATION:

Aims of the session

Safeguarding is everyone's business

Working in groups to explore

- Barriers
- Enablers

Learning points

Slide 1	Introduction	5 minutes
Slide 2	Aims of the session	
Slide 3	Safeguarding responsibilities	
Slides 4-6	Barriers – group exercise Barriers handout	15 minutes
Slides 7-9	Enablers – group exercise Enablers handout	15 minutes
Slide 10	Learning points and action plan	15 minutes

Required printing (in colour) per participant:

Barriers handout

Enablers handout

Copy of slides as handout (optional)

A review of the literature (optional and available on the website)

Part 1 (approximately 1 hour)

This training session introduces the iCAN framework and explores the different aspects of the framework. There are 11 slides and you will need audio in order to watch three videos available on the website. The slides include notes for the trainer and each slide can be edited to suit your school or college. The materials are available with a boy or a girl at the centre.

RUNNING ORDER OF THE PRESENTATION:

Aims of the session

Exploring each aspect of the framework in relation to Serena

Working in groups to use the iCAN framework

- Provide a blank framework (in colour)

Once the different aspects of the framework have been explored (supported by videos), look at the completed framework.

Summarise learning points

Slide 1	Introduction	3 minutes to explore where the framework fits within statutory guidance. Introduce the website.
Slide 2	Aims of the session	
Slide 3	Serena – use Serena handout 1	10 minutes (5 minutes small group discussion and then 5 minutes large group discussion)
Slide 4	What is the iCAN framework?	5 minutes
Slide 5	The framework explained	
Slide 6	Serena's story – use Serena handout 2 and blank framework	5 minutes
Slide 7	Serena's point of view	2 minutes
Switch to website	Watch recognition video http://www.uea.ac.uk/ican/the-framework/recognition	5 minutes
Slide 8	Discuss Serena	5 minutes
Switch to website	Watch telling video http://www.uea.ac.uk/ican/the-framework/telling	5 minutes
Slide 9	Discuss Serena	5 minutes
Switch to website	Watch help video http://www.uea.ac.uk/ican/the-framework/help	4 minutes
Slide 10	Discuss Serena and the completed framework	10 minutes
Slide 11	Learning points	2 minutes

See next page for required printing

Required printing per participant:

- Serena handout 1
- Serena handout 2 (colour)
- Blank framework (colour)
- Copy of slides as handout (optional)

Part 2 (approximately 50 minutes)

This session builds on Part 1 and looks at a child's experiences over time. There is an option within the presentation to use either Ben or Megan as a case study. We do not recommend using both. It may be that for your setting you have a preference for the gender of the child in the case study or you may want the shorter case study (Megan) if you are short of time. **You will need to delete the slides that you are not using from the presentation before the start of the session.**

You will need audio facilities to show video clips on the website.

RUNNING ORDER OF THE PRESENTATION:

Aims of the session

Using the framework to look at experiences over time (Sara video)

Working in groups with the iCAN framework

- print out one A3 framework for each group – in colour
- provide coloured pens for mapping the pathways at each age
- provide participants with the pathways (use Ben OR Megan)

Once the pathways have been plotted and discussed, watch the Ben pathways video

Summarise the learning points

Slide 1	Introduction	2 minutes
Slide 2	Aims of the session	
Slide 3	Video of Sara. Switch to website http://www.uea.ac.uk/ican/childrens-journeys	10 minutes
Slide 4	After watching the video of Sara, participants work in groups with the A3 iCAN framework to plot the path.	2 minutes to get into groups
Slide 5	12-year-old Ben (Ben's pathways)	10 minutes to plot and for whole participant group discussion
Slide 6 and Slide 7	15-year-old Ben and 16-year-old Ben	10 minutes plotting – 5 minutes per pathway (participants will be quicker now) and discussion

Slide 8	Watch Dr Jeanette Cossar presenting Ben's journey. Switch to website website http://www.uea.ac.uk/ican/childrens-journeys	10 minutes
NOTE that you can use Megan's pathway materials instead (see notes above)		
Slide 9	14-year-old Megan (Megan's pathways)	10 minutes to plot and for whole participant group discussion
Slide 10	16-year-old Megan	5 minutes plotting (participants will be quicker now) and discussion
Slide 11	Watch Dr Jeanette Cossar presenting Megan's pathways. Switch to website website http://www.uea.ac.uk/ican/childrens-journeys	10 minutes
NOTE that the final slide applies to both Ben and Megan presentations		
Slide 12	Learning points and final discussion	5 minutes to allow participants to ask questions

Required printing per group:

iCAN framework linear A3 (colour and A3 paper)

Printing per participant:

Ben's pathways or Megan's pathways

Small linear iCAN framework to take away (optional)

Copy of slides as handout (optional)

NOTE TO FACILITATOR:

WE ARE KEEN TO COLLECT FEEDBACK ABOUT WHO IS USING THE TRAINING MATERIALS AND HOW EFFECTIVE THEY ARE.

YOUR FEEDBACK CAN HELP US DEVELOP THE MATERIALS FURTHER SO PLEASE SEND YOUR COMMENTS TO jeanette.cossar@uea.ac.uk INCLUDING YOUR ROLE, SCHOOL AND FEEDBACK.

THANK YOU!