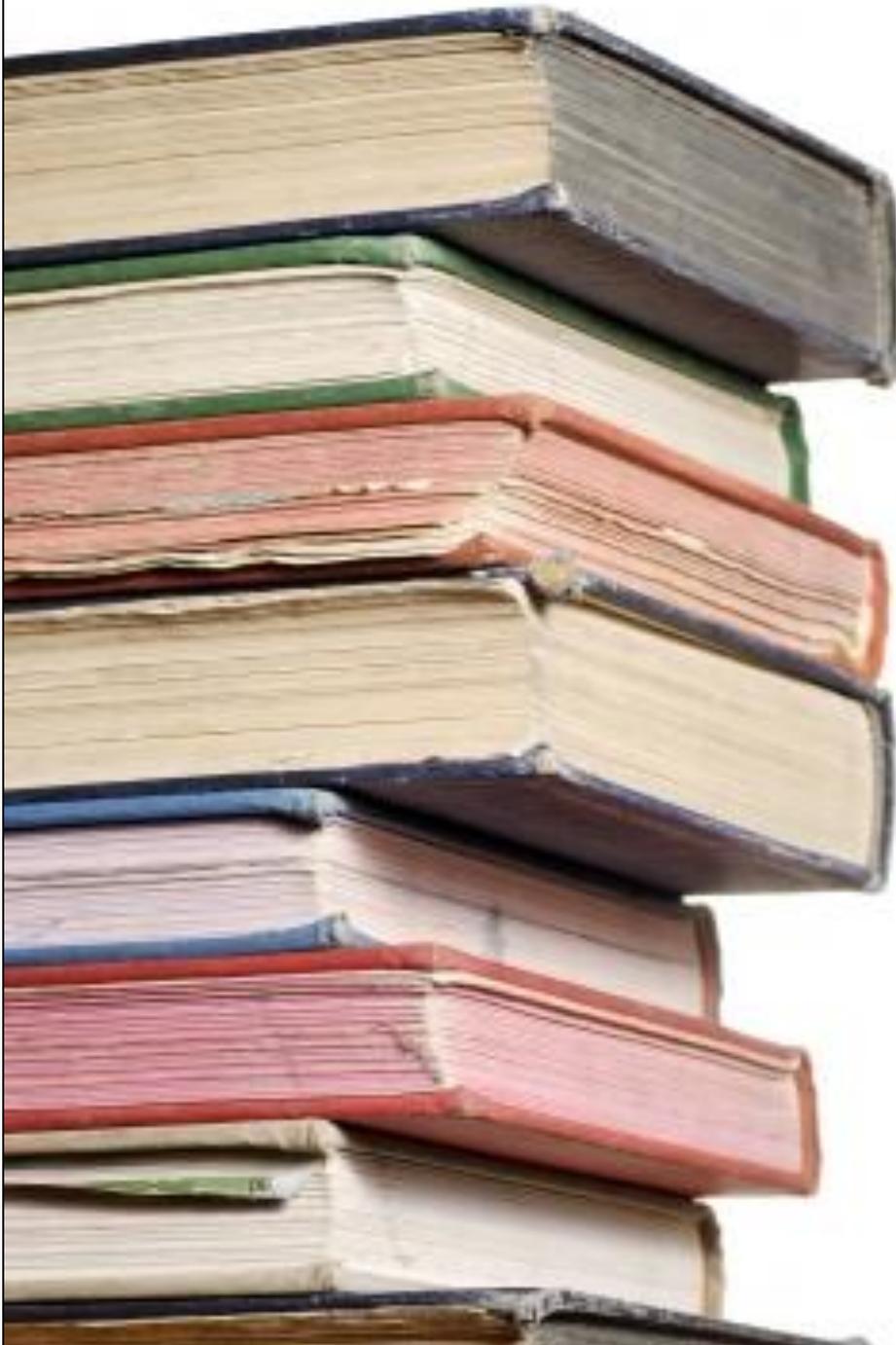


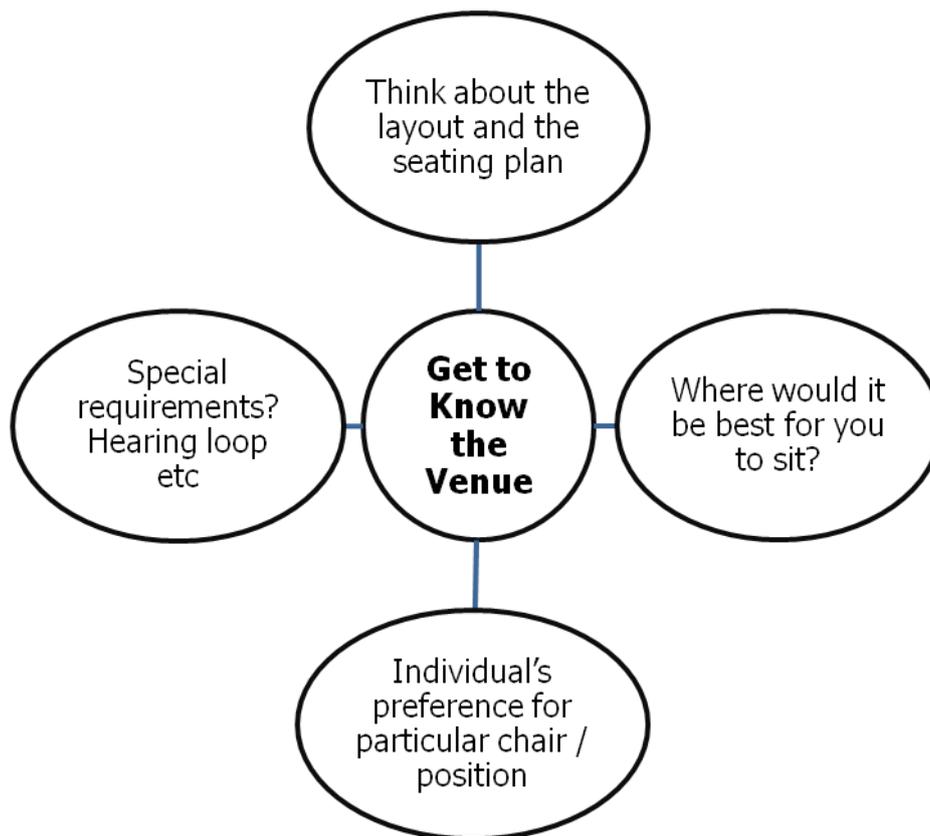


Time to Read

Facilitator's Support Pack



Before the Session



Think about the Timing

-  Avoid arranging sessions around refreshment breaks
-  What is the best time for staff / participants?
-  Do you need to fit it in with daily routines?
-  Are participants more alert at certain times of the day?
-  Does everyone know about the group and when it will run?

Preparations for Yourself

- ❖ Have you got a drink?
- ❖ Do you need the toilet?
- ❖ Are you organised, do you have enough copies of all the texts, any differentiated texts and any visual materials to support texts?

Get to Know Your Participants

- ❖ Do they need large print?
- ❖ Do they need different coloured paper / text?
- ❖ Have they got their glasses / hearing aid?
- ❖ Have they been to the toilet?
- ❖ Are they near a call bell / door if they need the toilet and assistance during the session?
- ❖ Do you need to build comfort breaks into the session?
- ❖ Have you read the texts at least once and made a note of any unusual words / phrases? (**Facilitators may find it useful to have an annotated copy of the text**)

Course

- ❖ The 1st six weeks will be run as a pilot
- ❖ Then after six weeks, participants will be asked if they wish to continue
- ❖ Although texts have been chosen anyone can request favourite authors / poets or texts (this will be relayed to Venus through the evaluation sheet)

Introducing the First Session

Make the Introductions:

- ❖ Facilitator
- ❖ Participants

Sessions

Explain:

- ❖ How long a session will be
- ❖ Who will be reading / listening
- ❖ Texts are chosen to encourage discussion – both negative and positive

Running Each Session

Each session will consist of:

- ❖ Two poems
- ❖ One short story or extract from a novel

There is no prescribed order of reading but the facilitator will need to consider the best order before each session.

Poems

- ❖ After each poem has been read the facilitator should open a discussion about the content using the attached guidance notes.
- ❖ The facilitator should introduce various discussion points and gently encourage people to participate. It may help if the facilitator shares his / her own thoughts about the poem in order to encourage others to contribute.
- ❖ There are no right or wrong answers
- ❖ Negative and positive opinions are welcomed
- ❖ The aim is to get responses and reactions to both the text and other people's comments

Story/Extract

- ❖ If it is an extract, you must first tell the participants which book it has been taken from and give the context of the book.
- ❖ The story or extract, depending on length, may need to be read over two weeks

At the end of the session you need to have an informal evaluation (chat) about what the participants enjoyed / disliked and any requests / preferences. (see 'Evaluation')

Points to Consider

Reading

- ❖ Be prepared. Read the texts and annotate a copy, marking any unusual words or thoughts.
- ❖ Read slightly slower than usual (but not too slowly as this gets boring!
- ❖ Stop at intervals, throughout long pieces of text to make / accept comments or draw attention to interesting / relevant areas.
- ❖ Do not cover your mouth with your hand, chew sweets/gum or mumble.

Timing

- ❖ Keep to the same place, day and time but be flexible within the session to allow people time to relax and say everything they want to say.

Participation

- ❖ Encourage participants to take a turn at reading and contribute to discussions but do not pressurise or make people feel uncomfortable.
- ❖ Remember to thank / praise (not patronise) contributors when appropriate.

Be Aware

- ❖ Consider participants body language
 - Are they bored / restless?
 - Are they uncomfortable?
 - Do they want to contribute?
 - Are they following the text?
- ❖ That it may take a few sessions for participants to relax / engage.
- ❖ That some texts may raise issues that could be contentious. Be prepared to steer participants through difficult areas of discussion, to ensure no one feels aggrieved.

Photocopying

- ❖ Try not to copy back to back (this confuses readers)
- ❖ Use good clear copies

Evaluation

- ❖ These are for your benefit as well as ours.
- ❖ Please use the forms to comment on how the session went as well as giving us your opinion on the text and any preferred texts people may have requested

