



# Encouraging & Inspiring... Biblically Based Business

## Trainer Training Session Plan

4 day version

version 1.1  
(English)

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# Biblically Based Business Training - Trainer Training (WB1)

## Session Plan

Enter training dates here: \_\_\_\_\_

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
	<b>Preparation – Trainee</b>		To ensure the trainee has done what they can individually to think through how they will deliver the training material efficiently, and through that to have identified their issues and concerns	Session plan Workbook  'Training Support Materials' booklet <i>(available from Reconxile website)</i>	Ensure the trainee is conversant with Workbook 1 and the training session plan for delivering it.  Trainee should work through the session plan for Workbook 1, ensuring they have spent some time thinking through how they will deliver each section, and how they will prepare supporting materials (inputs) using the 'Training Support Materials' booklet as a guide.	Training materials (pre-prepared flipcharts etc.)  Confident trainer
	<b>Preparation – Trainer</b>		To ensure the trainer has done as much as possible to prepare themselves for helping the trainees through the course	This session plan WB1 session plan  Workbook & 'Training Support Materials' booklet  Slide deck for trainer training  Flipchart  Mini-flipcharts & pads	Workbook 1 is largely self explanatory, but it is our experience that people still benefit greatly from working through the book with others as part of a structured training event.  As the trainer of the trainers for such events, it is up to you to do as much as you can to understand how that works in practice, and to have thought through this session plan, and the accompanying slides, for how you will use each session to help people to think through their role in facilitating Workbook 1 training events.  We hope that you will have been through the Trainer training as a recipient and can therefore benefit from having seen this training delivered before you come to deliver it to others	

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
<b>Start of Day 1</b>						
08.30	<b>Gather for coffee</b>	15 mins	To allow time for people to arrive and greet each other	Coffee	Simply ensure people know that it is a 9.00 for 9.30 start, with prayer and worship at 9.15. Provide coffee for those who would like it	
08.45	<b>Opening Prayer and worship</b>	15 mins 2	To welcome everybody, and to establish the meeting under God's hand and to ask his support and protection over the course	Things to pray for Songs to sing	Welcome everybody to the course, thank them for coming and explain that we are going to start the meeting in prayer in prayer and worship.  If you have someone who can lead singing, ask them to lead the group in a song to the Lord, and then pray for the course and its impact on them and their success, and the success of those that they will be training.	
09.00	<b>Introduction – 1</b>	15 mins 3-7	To settle everybody into the course and to agree the course objectives  To establish expectations on how people are to engage with the course and work toward the objectives	Flipcharts on the wall showing:  What the training is and is not  Objectives Agenda Groundrules	Explain what the course is not, and then what it is, and lead onto the objectives, agenda and groundrules. Check that everybody is willing to work toward this. Emphasise the point on punctuality.  <i>(If anybody is not willing to work toward this, then this course is not for them and they would be best leaving)</i>  Check that everybody has had a chance to read through the session plan, and gather their thoughts on how they will deliver the various bits of the training to others.	Agreed objectives & groundrules which can be referred to in order to keep discipline in the group
09.15	<b>Introduction – 2</b>	25 mins 8	To arrange the attendees into groups which can work together, particularly to support each other through the exercises each afternoon	Slide of why we need groups Projector Screen UPS / Generator Format for introductions	Explain how we will be working in groups through the course, and ask the group to divide themselves into groups of five people (or up to six people if necessary to fit everyone into a group)  Then ask each of the new groups to sit down together and to introduce themselves to each other according to a set format. Explain that we will change the membership of the working groups each day to give each of them the experience of working with people that they do not know well.	Groups of five

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
09.40	<b>Expectations</b>	5 mins 9	To clarify that they are all ready for this course	Slide	Check that everybody has done WB1 training and have done the preparation for today	
09.45	<b>What are we trying to achieve by 'training' WB1?</b>	30 mins 10-11	To understand what we are trying to achieve through the training that cannot be delivered by reading the book on its own.  To further develop their objectives for training WB1	Their copies of Workbook 1  Support materials file for WB1	Point out that Workbook 1 is written to be self sufficient – everything that is needed to train it is actually within it – ask “So what are we trying to achieve by training people in what they can read?”  Point out that through attending the training, many people felt that they get a lot more out of it, and say that this is where we should start – by understanding what people got out of the training that was so valuable to them. Ask them what that was for them and flipchart their answers.  Put up the stated objectives for WB1 and compare these against their answers, and then ask what they would like to add to the objectives for WB1 that they will seek to work toward when they train it. List these also on a flipchart, and get them to note them in their visual aids file.	What the training did for them over and above what they read in the WB  Supplement of objectives for their training of WB1 – on flipchart & noted in their support materials file
10.15	<b>Coffee / Dinks</b>	15 mins				
10.30	<b>How was that achieved in the training they attended?</b>	45 mins 11-13	To begin to understand what is important in the training if the objectives are to be met.	Their copies of Workbook 1  Supplement of objectives for their training of WB1  Syndicate brief – task to be undertaken in their groups  Working sheets for each table	Point to the full set of objectives (original and their supplement) and ask them to work in their groups to identify what exactly took place in the training that enabled each one of the objectives to be met.  Explain their task ( <i>creating a list of things from the training that helped to achieve the objectives</i> ) & the time allowed, & then let them work in their groups to deliver it.  Take feedback from the first group, and flipchart them, and then only additional points from each of the other groups, adding the points to the flipchart  Point out that if these are the objectives we want to achieve, and if these are the mechanisms to achieve them, then the objective of this training has to be “to become better at delivering those mechanisms” – check they agree with this logic.	Mechanisms that deliver the objectives of WB1

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
11.15	<b>A manageable task</b>	15 mins 14	To clarify we should not get hung up about a 'perfect way' but feel comfortable with adding value in whatever way we can.	<p>Slide on journey to arriving at 'what we want to get better at'</p> <p>Slide pointing out that they do not need to be perfect trainers – it is just about helping others through a process</p>	<p>Reflect that, if WB1 is complete, which it is, then all we really need to do is to find simple ways in which to add value to it, through the training – the list we now have. And that we should emphasise this in our minds, rather than to get hung up on the idea of “being perfect trainers”</p> <p>Point out that each of them already has the ability to help someone else through WB1, simply by having gone through it themselves – all the training for WB1 is, is a structure of events that help people to share and discuss what the training says and how to apply it in practice. The trainees already have the answers (WB1) and the training is simply helping them to get better at interpreting and applying them.</p> <p>And that is all this training is too. They already know how to help people through WB1, but this training is about helping them to get better at interpreting &amp; applying that help. Understanding what that is, is half way to being able to do it.</p> <p>Say “So let us start by making a list of what specifically you want to get better at” &amp; link onto ...</p>	
11.30	<b>Practical objectives for this training</b>	30 mins 15-16	To develop from the understanding of what they are trying to achieve, a list of gaps and issues that they wish to focus on in this training to equip them to better achieve them.	Mechanisms that deliver the objectives of WB1	<p>Ask them to consider the list we now have, and to think through what they specifically want to understand regarding how better they can 'add value' to the people they are helping through WB1.</p> <p>Make a list of what they would like these four days to do for them, and of any particular issues or concerns that they want to address through it.</p> <p>Explain how we will now use this list, and how we will further develop it, from a list created 'from theory' to a list created 'from practice' ... and lead onto the group exercises for this afternoon.</p>	List of outcomes and issues to address in the four days (on the wall)

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
12.00	<b>Process for the afternoons</b>	15 mins 17	To explain the process for each afternoon, and ensure people are clear on what they will be doing	Slide on process for the afternoon	Explain how the structure of the afternoon works and take any questions on it. Ask each group to number themselves 1, 2, 3, 4 & 5, and then allocate the tasks (where there is a 6 they can help who they wish). Check everyone is clear on what they will be doing.	
12.15	<b>Rules for Feedback (and role play)</b>	15 mins 18-19	To ensure that feedback will be constructive for the person who is to receive it	Slides on feedback	Ask what will be the purpose of feedback from the sessions this afternoon, and draw out that it is to help the person receiving it. Lead onto how then it needs to be framed to make it most use to them and introduce the rules of feedback. Check that everyone is going to use them.  Then explain that each person needs to role play a trainee in the training, as they would if they had read WB1, done the exercises, but were doing the training for the first time.  Then break for lunch ...	
12.30	<b>Lunch</b>	45 mins				
13.15	<b>Preparing for the afternoon sessions</b>	30 mins 20-22	To give each person time to think through and prepare their session	WB1 session plan Support materials Workbook 1	Allow each person time individually to develop their session for the afternoon, and to decide what visual aids they intend to use.  Wander round and check everyone is okay for this and reemphasise that it is about adding value rather than being perfect...	
13.45	<b>Introduction 1 / Hopes &amp; Concerns</b>	20 mins 20	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 1) delivers the 9.15-9.30 activity from session 1, and the first paragraph (all paragraphs refer to blocks of text in the process column of the WB1 session plan) of the 10.15-10.45 activity from session 1, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
14.05	<b>Feedback</b>	10 mins 22	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 2) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
14.15	<b>What is a business? / How this Training helps</b>	20 mins 20	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 2) delivers the first and third paragraphs of 9.15-9.55 activity from session 2, and all of the 9.55-10.00 activity from session 2, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
14.35	<b>Feedback</b>	10 mins 22	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 3) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
14.45	<b>Break</b>	15 mins				
15.00	<b>What is your business? – Parts 1 &amp; 3</b>	20 mins 20	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 3) delivers the first, third and fourth paragraph of the 10.00-10.35 activity from session 2, and the first paragraph from the 11.15-11.40 activity from session 2, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
15.20	<b>Feedback</b>	10 mins 22	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 4) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
15.30	<b>What makes a customer buy?</b>	20 mins 20	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 4) delivers the 11.40-12.00 activity from session 2 to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
15.50	<b>Feedback</b>	10 mins 22	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 5) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
16.00	<b>Introducing Project 1 &amp; practicing</b>	20 mins 20	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 5) delivers the 12.00-12.15 activity from session 2, and the first paragraph of the 12.25-12.45 activity from session 2, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
16.20	<b>Feedback</b>	10 mins 22	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 1) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
16.30	<b>End of Day 1</b>					



Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
<b>Start of Day 2</b>						
08.30	<b>Gather for coffee</b>	15 mins	To allow time for people to arrive and greet each other	Coffee	Simply ensure people know that it is a 9.00 for 9.30 start, with prayer and worship at 9.15. Provide coffee for those who would like it	
08.45	<b>Opening Prayer and worship</b>	15 mins 23	To welcome everybody, and to establish the meeting under God's hand and to ask his support and protection over the course	Things to pray for Songs to sing	Welcome everybody to the second day of the course, thank them for returning and explain that each day we are going to start the meeting in prayer and worship.  If you have someone who can lead singing, ask them to lead the group in a song to the Lord, and then pray for the course and its impact on them and their success, and the success of those that they will be training.	
09.00	<b>Clinic of issues from yesterday</b>	80 mins 24	To focus learning where it is most needed – on the practical issues that have arisen from trying to deliver the training	Feedback from yesterday Sticky dots	Ask everybody how their rehearsal sessions went yesterday, and get some general feedback.  Then ask them what new issues arose for them and what new questions they have, or things that they would like to learn from.  Merge these with items on the list from 12.00 yesterday. Ask people to indicate with sticky dots the ones that they most want to address, and begin to work through these in priority order.  Raise the topic or issue, and bring out ideas from the group before adding to the contribution – keep the debate moving on, and encourage people to make personal notes as it does.  Cross off the items that have been covered.	Answers to key issues
10.20	<b>Redividing the groups</b>	10 mins 25-26	To ensure people gain experience of working with different groups of people	Cards with 1 to 5 on them?	Ask all the ones to come to the front of the room, and then the twos behind them, and so on to the fives, then recount groups of five from the front to create new working groups, and ask these to number off their members from 1 to 5.	
10.30	<b>Coffee / Dinks</b>	15 mins				

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
10.45	<b>The Way People Learn</b>	30 mins 27-29	To establish that there is a clear process to learning and that we each have different preferences within that cycle,	Learning styles slide Learning slides Slide explaining preferred learning approaches of different styles	Run through the introduction to learning slides.  Put up the post it slide, and explain that underneath the sheet there are 4 bags of gold, and that the volunteer needs to find them by removing the minimum number of post-its. Pick a volunteer and ask them to explain their thinking before each post-it they remove.  After the exercise map their process onto Kolb's learning cycle and check others can relate to this. Explain that although we all do the cycle we have preferences within it.  Ask people to divide into the four corners of the room according to how they like to learn	Individual learning styles
11.15	<b>Implications of Learning Style</b>	15 mins 29-31	To establish that the different learning styles require a variety of approaches if we are to efficiently address them all.	Learning styles and discussion points	Ask the groups to consider between themselves what implication such a variety of styles has for anyone trying to train a mixed group of people  Take the feedback briefly, and draw onto the need for variety of approaches. Show the slide on how much people retain of learning, and use this to explain how vital the exercises are to getting people to learn effectively about business.	
11.30	<b>Running Exercises – Tips &amp; Guidance</b>	15 mins 32-37	To lay down some basic guidelines for running exercises with a group	3 Minute exercise Slide on running exercises	Run the 3 minute exercise, and then discuss how it went for people.  Point out that it is very common for people to go off track in an exercise, and the need to follow some basic principles when you run them.  Put up the slide on running exercises and talk people through the things that they will need to do to ensure that their sessions stay on track.	

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
11.45	<b>Body Language</b>	30 mins 38-45	To ensure a basic understanding of body language  To ensure people know its value & limitations, and how to be aware of it in practice.	Body language slides  Body language exercises	Ask what people know of body language. Present the basic slides, and then try out some role play body language.  Discuss about the subconscious and draw onto the need to be aware of how we are feeling about how they are feeling.	
12.15	<b>Sessions for this afternoon</b>	15 mins 46	To clarify who will be doing which sessions this afternoon	Slide on this afternoon	Put up who will be doing what sessions this afternoon, and explain that this is an opportunity to put some of the learning from this morning into practice (particularly body language and running exercises)	
12.30	<b>Lunch</b>	45 mins				
13.15	<b>Preparing for the afternoon sessions</b>	30 mins 47-48	To give each person time to think through and prepare their session	WB1 session plan Support materials Workbook 1	Allow each person time individually to develop their session for the afternoon, and to decide what visual aids they intend to use.  Wander round and check everyone is okay for this and reemphasise that it is about adding value rather than being perfect...	
13.45	<b>Welcome Back</b>	20 mins 46	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 1) delivers the 9.00-9.35 activity from session 3 (excluding review of market research – last 15 minutes), to their four/five colleagues in their group – but where the session plan refers to 'projects', substitute this instead with 'training exercises from yesterday'. Their colleagues role play a small group in the real training.	
14.05	<b>Feedback</b>	10 mins 48	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 2) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
14.15	<b>Developing a Process Map – 1</b>	20 mins 46	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 2) delivers the 9.35-9.55 activity from session 3, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
14.35	<b>Feedback</b>	10 mins 48	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 3) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
14.45	<b>Break</b>	15 mins				
15.00	<b>Importance of Planning Developing a Process Map – 2</b>	20 mins 46	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 3) delivers the 09.55-10.00 activity from session 3, and begins the 10.00-11.00 activity from session 3 (getting as far with it as they can), to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
15.20	<b>Feedback</b>	10 mins 48	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 4) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
15.30	<b>Keeping Costs Down</b>	20 mins 46	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 4) delivers the 11.15-11.30 activity from session 3 and begins the 11.30-12.00 activity from session 3, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
15.50	<b>Feedback</b>	10 mins 48	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 5) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
16.00	<b>People Costs Introducing Project 2</b>	20 mins 46	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 5) delivers the 12.00-12.15 activity from session 3, and the first paragraph of the 12.15-12.30 activity from session 3, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
16.20	<b>Feedback</b>	10 mins 48	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 1) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
16.30	<b>End of Day 2</b>					

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
<b>Start of Day 3</b>						
08.30	<b>Gather for coffee</b>	15 mins	To allow time for people to arrive and greet each other	Coffee	Simply ensure people know that it is a 9.00 for 9.30 start, with prayer and worship at 9.15. Provide coffee for those who would like it	
08.45	<b>Opening Prayer and worship</b>	15 mins 49	To welcome everybody, and to establish the meeting under God's hand and to ask his support and protection over the course	Things to pray for Songs to sing	Welcome everybody to the second day of the course, thank them for returning and explain that each day we are going to start the meeting in prayer and worship.  If you have someone who can lead singing, ask them to lead the group in a song to the Lord, and then pray for the course and its impact on them and their success, and the success of those that they will be training.	
09.00	<b>Clinic of issues from yesterday</b>	80 mins 50	To focus learning where it is most needed – on the practical issues that have arisen from trying to deliver the training	Feedback from yesterday Sticky dots	Ask everybody how their rehearsal sessions went yesterday, and get some general feedback.  Then ask them what new issues arose for them and what new questions they have, or things that they would like to learn from.  Merge these with the existing list. Ask people to indicate with (further) sticky dots the remaining / new ones that they most want to address, and begin to work through these in priority order.  Raise the topic or issue, and bring out ideas from the group before adding to the contribution – keep the debate moving on, and encourage people to make personal notes as it does.  Cross off the items that have been covered.	Answers to key issues
10.20	<b>Redividing the groups</b>	10 mins 51-52	To ensure people gain experience of working with different groups of people	Cards with 1 to 5 on them?	Ask all the ones to come to the front of the room, and then the twos behind them, and so on to the fives, then recount groups of five from the front to create new working groups, and ask these to number off their members from 1 to 5.	
10.30	<b>Coffee / Dinks</b>	15 mins				

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
10.45	<b>Introducing the maths exercise book</b>	30 mins 53	To make sure people know about the maths exercise book resource and how they might use it	Maths booklets	<p>Relate back to the problems we encountered in the training where people struggled with some aspects of the maths in the finance section, and how the maths booklet fits in to that.</p> <p>Hand out the maths booklets, and give people a chance to look through them, work through the examples and try out some of the questions</p> <p>Answer questions and take any feedback for further improvement of the booklet</p>	
11.15	<b>Making sure we are confident with the Maths</b>	45 mins 54	To ensure that trainers have a sufficient degree of confidence in the maths that they will be using	Maths booklets Sticky dots Flipchart	<p>Work through the maths sections of the workbooks, and link them to the sections of the exercise book, and ask which sections the group would like further teaching on to build their confidence. List the areas, and prioritise them using sticky dots.</p> <p>Work through the areas in priority order, and rearrange the group each time so that people can help each other through the examples. Use the maths booklet wherever appropriate. <i>(And make notes about where it can be further improved)</i></p>	
12.00	<b>Handling Questions</b> <i>(Positioning yourself with the group)</i>	15 mins 55-56	To build confidence in handling questions from the group		<p>Ask what sort of questions most worry the group and why. Talk about these, and the common themes between them (if any).</p> <p>Lead onto the importance of correct positioning with the group – they are there as volunteers who are just helping people to understand the teaching in the workbook, not as self-proclaimed experts.</p> <p>Talk about throwing questions back out into the group, or working on it together, or working with a co-trainer that is good where we are weak.</p>	

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
12.15	<b>Sessions for this afternoon</b>	15 mins 57	To clarify who will be doing which sessions this afternoon	Slide on this afternoon	Put up who will be doing what sessions this afternoon, and explain that this is an opportunity to put some of the learning from this morning into practice (particularly body language and running exercises)	
12.30	<b>Lunch</b>	45 mins				
13.15	<b>Preparing for the afternoon sessions</b>	30 mins 58-59	To give each person time to think through and prepare their session	WB1 session plan Support materials Workbook 1	Allow each person time individually to develop their session for the afternoon, and to decide what visual aids they intend to use.  Wander round and check everyone is okay for this and reemphasise that it is about adding value rather than being perfect...	
13.45	<b>Finance &amp; Checking the Homework</b>	20 mins 57	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 1) delivers the 9.25-9.30 activity from session 4 and as much of the 9.30-10.00 activity from session 4 as they can manage, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
14.05	<b>Feedback</b>	10 mins 59	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 2) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
14.15	<b>Step-by-step Revenue</b>	20 mins 57	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 2) delivers the 10.00-10.05 activity from session 4 and the 10.05-10.25 activity from session 4 (this part should be kept to 15 minutes in a smaller group), to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
14.35	<b>Feedback</b>	10 mins 59	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 3) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group



Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
14.45	<b>Break</b>	15 mins				
15.00	<b>Fixed Costs</b> <b>Variable Costs</b>	20 mins 57	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 3) delivers the first paragraph of the 10.25-10.45 activity from session 4, and the first paragraph of the 10.45-11.15 activity from session 4, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
15.20	<b>Feedback</b>	10 mins 59	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 4) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
15.30	<b>How much profit do you need</b>	20 mins 57	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 4) delivers the 11.50-12.10 activity from session 4 to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
15.50	<b>Feedback</b>	10 mins 59	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 5) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
16.00	<b>Cashflow</b>	20 mins 57	To practice delivery of sessions from the WB1 training	WB1 session plan Support materials Workbook 1	One of the group (identified by number 5) delivers the 12.10-12.30 activity from session 4, to their four/five colleagues in their group. Their colleagues role play a small group in the real training.	
16.20	<b>Feedback</b>	10 mins 59	To learn from what went well and also from areas for improvement	Feedback rules	Another member of the group (identified by number 1) takes feedback from the group by asking firstly what they think went well in helping them to progress and understand, and then where they felt there was room for improvement in that.	Feedback for member of the group
16.30	<b>End of Day 3</b>					

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
<b>Start of Day 4</b>						
08.30	<b>Gather for coffee</b>	15 mins	To allow time for people to arrive and greet each other	Coffee	Simply ensure people know that it is a 9.00 for 9.30 start, with prayer and worship at 9.15. Provide coffee for those who would like it	
08.45	<b>Opening Prayer and worship</b>	15 mins 60	To welcome everybody, and to establish the meeting under God's hand and to ask his support and protection over the course	Things to pray for Songs to sing	Welcome everybody to the second day of the course, thank them for returning and explain that each day we are going to start the meeting in prayer and worship.  If you have someone who can lead singing, ask them to lead the group in a song to the Lord, and then pray for the course and its impact on them and their success, and the success of those that they will be training.	
09.00	<b>Clinic of issues from yesterday</b>	80 mins 61	To focus learning where it is most needed – on the practical issues that have arisen from trying to deliver the training	Feedback from yesterday Sticky dots	Ask everybody how their rehearsal sessions went yesterday, and get some general feedback.  Then ask them what new issues arose for them and what new questions they have, or things that they would like to learn from.  Merge these with the existing list. Ask people to indicate with (further) sticky dots the remaining / new ones that they most want to address, and begin to work through these in priority order.  Raise the topic or issue, and bring out ideas from the group before adding to the contribution – keep the debate moving on, and encourage people to make personal notes as it does.  Cross off the items that have been covered.	Answers to key issues
10.20	<b>Redividing the groups</b>	10 mins 62-63	To ensure people gain experience of working with different groups of people	Cards with 1 to 5 on them?	Ask all the ones to come to the front of the room, and then the twos behind them, and so on to the fives, then recount groups of five from the front to create new working groups, and ask these to number off their members from 1 to 5.	
10.30	<b>Coffee / Dinks</b>	15 mins				

Time	Item/Desc.	Durn.	Objective	Inputs	Process	Outputs
10.45	<b>What will you need to do to set it up</b> <b>Preparation syndicate</b>	45 mins 64	To gain a clear picture on what the trainers will need to do to establish their own training sessions.	Syndicate brief	In their new groups of 5, ask them to think through all that they will need to do to run their first training session with others. Take feedback from the first group and list it on a flipchart, and then just take additional items from the other groups. Explain that you will get the list typed up for them.  Raise the option of training large groups or small groups (as they have been this week) and perhaps starting small to build their confidence before they tackle a big group (perhaps in pairs).  Also raise the options of training four days together (like we did) or in separate sessions	
11.30	<b>Access to resources</b> <b>Open discussion</b>	15 mins 65	To begin to develop a strategy for how we will resource each training event		Explain to the group what resources currently exist, and ask them what else they think they will need to do the training.  Open up a discussion on how we can gain access to those resources and how we can fund them on a sustainable basis, and develop some clear actions out of this.  Explain that this course will also be developed up into a resource that they can use, should they wish to.	
11.45	<b>Handling Worship</b>	15 mins 66			Ask the group how they see themselves handling prayer and worship at the start of each session, and note this down	
12.00	<b>Awards &amp; Celebrations</b>	20 mins 67	To acknowledge the effort that they have put in and to celebrate their success	Certificates Celebratory drinks	Hand out the completion certificates to everybody individually, shaking their hands & congratulating them on completing the course. And then hand everyone a drink and toast their future success.  Finish with prayer for their work in training others	Certificated people qualified to train WB1 to others
12.20	<b>Feedback</b>	10 mins	To learn from how course is run, and to improve on it	Course assessments	Hand out the course assessments and invite them to complete and return them before they leave	Learning
12.30	<b>Lunch</b>	45 mins				