

## International Short Breaks Conference June 2010

### Workshop Plan

This workshop will explore the concept of short breaks as a Right from the perspective of those accessing the conference. The approach utilised to facilitate the discussion is pin point facilitation which is an inclusive, democratic process allowing thematical discussion of the concepts raised. Following clarity of each individual's views the process will stimulate and record discussions dynamically to identify the barriers and challenges preventing access to short breaks as a Right. The third stage of the workshop will be to identify solutions and practical steps needed to deliver short breaks as a Right. This work shop can be managed flexibly between one and three hours.

Pin boards will be used throughout the process on which the groups/ individuals responses and priorities can be viewed. These will be photographed at each stage of the discussion and form a report upon which organisations or individuals can take the next steps to move towards short breaks as a Right.

### Step One

#### Entry Board

#### Introductions board- step 1

Who I am?

A little bit about me

What I want From this Workshop

### Step 2

Overview of the workshop presented by the facilitator

### Step two

#### Trailer-

#### Part one

“How would you rate your belief that short breaks are accessed as a Right?”



#### Part two

Explore the differences in opinion expressed by those in the group and why?



### Step Three

#### Closed Card Call

##### Part one

Each individual will be given a number of cards to write on their views regarding “what are the barriers to short breaks as a Right”

##### Part Two

Each person will be asked (dependent on the number in the group) to prioritise the three most important ideas in response to the premise. These will be collected by the facilitator.

##### Part 3

The ideas written on the cards will be read out and themed by the group. This approach will allow clarity of themes to emerge, to be titled and to be voted upon by all involved.

### Step Four

#### Part one

The priorities reached, via voting will form the basis of the solutions exercise. In this context, the themes will be considered and the options to remove the barriers highlighted for each theme in order of priority. The technique enabling this activity will again be a card call; each participant will again have a number of cards and prioritise a specific number to be used in the process.

#### Part two

The cards will be read by the facilitator and themed by the group for each priority area. This process will be completed for a specific number of the priorities achieved in step two (this is time specific).

### Step Five

The group will be split into small groups and discuss the;

1. solutions reached by the group
2. How these can be translated in to their organisation or
3. why solutions cannot be translated

To record this information each person will be asked to produce a poster defining how, when, what they will do and with who to move the concept forward. All posters will be photographed and inserted in to the final report.

### Step Six

Exit Board- What I thought about the workshop!



**Information and references obtained from:-**

Shared care network.org.uk

Edcm.org.uk

Aiming high for disabled children

Scie.org.uk

Communitycare.co.uk

Audit-commission.gov.uk

Quality Protects research briefings No 6 and No 11

Triangle publications - Listening on all Channels and Tomorrow I go.

Family Fund Trust publication - Taking Care

Community Fund publication - Better for the Break