

SESSION 1	1. INTRODUCTION, COURSE OVERVIEW AND THREATS & ISSUES					08:00 – 11.00 (180 minutes)				
Date	Day 1 Session 1									
NB. Where the course is 5 days long in total, this introduction and course overview need to fit into first session of day 1, so trainers will need to reduce time for stakeholder mapping activity (or have this during Day 1 morning break), and also the identifying issues and threats will need to be shortened. Day 1 needs to start promptly at 8 am to ensure participants have enough time to collect all the materials at registration. You can also do “hopes and concerns” during 1 st morning break.										
Objectives	Monday: Introduction + Course Overview 8.00- 11.000 (180 minutes) <ul style="list-style-type: none">• Registration• Official welcome• Participants introduce themselves• Trainer runs through course objectives and overview• Review, logistics, queries• Communicate your personal hopes and concerns for the course• Identify threats and issues faced by your fisheries and associated ecosystems									
Description of Contents	Time		Expected Participation					Resources used		
			1	2	3	4	5			
MONDAY Registration	8.00- 8.30	Outside room have table laid out with all materials for participants to collect. Participants receive 4 booklets each: Course Handbook, Workbook, Toolkit and Action plan. They also receive pre-assessment form, and are asked to complete this. Trainers will collect this form. Participants sign register, collect blank name badges and write on them the name they want to be called during the course.						Participant Handbook, Workbook, Toolkit, Action plans, register, name badges, pre-course assessment Trainers must memorise participant names as soon as possible		

Rapid assessment (this is happening during registration)	8.00- 8.30	<p>Have 3 large charts up on wall.</p> <p>Explain how this works with first participants in the room, and then get them to explain to others as they come in (i.e. the first ones in become helpers).</p> <p>1st chart has title: Our fisheries experience. On post-its participants write their short name and years of fisheries (management) experience and /or years of ‘natural resources’ experience. E.g. for an older participant: 40 years (have a demo)</p> <p>2nd chart has a matrix with title: How familiar are you with: A number of approaches included in EAFM are listed down in a vertical column (participatory approaches, stakeholder analysis, co-management, project planning, management measures / actions) Along the top have 3 emoticons (smile, neutral, sad) Participants take a sticky dot and place one for each approach , under the emoticon that most reflects how familiar they are with it (e.g. if they are very familiar with participatory approaches they place it under the smiley face; if they don’t know anything about them, dot is placed under sad face).</p> <p>These outputs quickly build a snapshot of experience in the room; useful content for trainers as well as informal sharing / learning about others for participants.</p> <p>3rd chart will help with eventual FMU groupings. Have title: For the purpose of course work and discussion, list which fishery area and (fishery) resource you are most familiar with. Have 3 columns i) name; ii) fishery area; iii) resource (and choice a) + choice b)</p> <p>Latecomers will not manage to complete these charts. Ensure they do so later on (e.g. after pre-course assessment, or after mapping activity). Thus by end of session we have everyone’s names up (if not complete Monday morning as they come in).</p> <p>Have a resource person / support staff take photos of each participant in the room. You will need to print these photos passport-size during the break and add them to participant cards for the mapping ice breaker (or you can print later and ensure you add them first thing next morning)</p>			X		<p>3 Prepared flipcharts + post-its nearby, sticky dots, pens,</p> <p>Camera for photos and printer</p>
Welcome 15 minutes	8.30- 8.45	Welcome from organisers (ideally this should only be a few words)	X				Slide with official event title or banner

Trainer and participant introductions	8.45-9.00	Trainers briefly introduce themselves In table groups, ask participants to each say their name, designation (job title), organisation and country (one sentence only). Then ask everyone to stand up, walk around and greet whoever you don't already know (with same one sentence). This immediately gives a feel for who is in the room.					X	
<i>Ice breaker activities</i> <i>Activity 1</i>	9.00-9.15	Activity 1 (10 minutes): Line of experience Ask everyone to stand in a line from 0 years' experience in fisheries (management) to 50+ years. (Optional: ask participants to do this without talking - using only sign/ body language). Trainer should be able to see from rapid assessment done earlier the various years of experience in the room; this line makes it more visible for all. Also shows trainer possible resource pockets (this is always useful). Conclude by saying we have wealth of experience in the room Optional: you can then ask the two ends of the line (least and most experienced to join hands so that you end up with participants in a circle, representing the learning and exchanges that we can benefit from during the course).					X	
Complete pre-course assessment	9.15-9.30	Hand out pre-course assessment: participants complete this individually. Explain this is a way for us and participants to see what they are really interested in / whether the course content will meet their expectations / needs. This is not a test; it is to ensure we can deliver appropriate content. Give 15 minutes to complete it. Collect all pre-course assessments.					X	Collect pre-course assessment and analyze before day 1 start-feedback any issues. (on 5-day course pre-course assessment to be analyzed during morning+ lunch break day 1)
Course overview	9.30-9.50	Course Overview: Trainers run through slides giving quick overview of course: timetable; content; check participants have all have materials. Call out each document one by one, participants have to find it and write their name on own copy; also show them the visual of navigating course package on back of each document); methodology-adult learning, different methods, trust, openness, sharing of experiences in safe space to enhance learning. For Handbook: explain that ☺ shows the first time a term is used and can be found in glossary; explain that highlighted text shows links to Toolkit (for cross referencing).	X					Slides 1-9
Course code		Agree course code by eliciting from the group and write up agreed suggestions on a flipchart which will remain on display on wall (e.g. mobiles on silent, time keeping, listening, respecting others' views, etc.)						

Introduction to Day 1	9.50-10.00	Trainer review timetable and objectives for Day 1 Reminder of venue/local facilities; logistical arrangements - admin support identified feedback any issues arising from pre-course assessment they completed day before Answer any questions. Reminder of experience in the room - foster trust. Sharing, non-competitive; these are all part of an approach. Also ways of learning: explain some learn by thinking / doing / practice... we will practise all of these to have full learning experience- you will be challenged - be prepared for this. Explain that we will have a 'parking lot' where we will note down difficult terms / concepts (this is also important for translation issues) Note: trainers explain that we will mix all groups - sometimes they will need to be in working units / groups, for EAFM plan, at other times we need them to mix as much as possible and share experiences					
Participant Hopes & Concerns	10.00-10.10	Hopes and concerns: the purpose of this quick activity is to give participants a chance to express their individual hopes and concerns (fears) about attending this EAFM course. It also acts as an ice breaker. Trainer distributes 3 coloured post-its to each participant. Ask them to write one HOPE on e.g. yellow post it, and one CONCERN on e.g. pink post it, on 3 rd colour write WHAT YOU BRING TO THE COURSE (cards can be anonymous). Participants work individually for 1 minute, completing 3 cards each. Invite participants to stand up and place their post-its on relevant flip charts. Everyone to have a look at all post-its displayed. Trainer quickly verbally reviews the main hopes and concerns and asks for clarification as necessary. This provides trainers with an immediate snapshot of participants' expectation and concerns. Content-related ones can then be addressed by referring to specific aspects of course. Any content issues which are not going to be covered directly by sessions can be parked / trainers to discuss how they can be addressed. Any problematic non-content issues can be quickly responded to in morning break with specific individuals.				X	3 different sets of coloured post-it notes or small cards 3 flip charts on wall/ stand with 1 post it of a different colour in each: 1. HOPES (e.g. yellow) 2. CONCERNS (e.g. pink) 3. WHAT I BRING TO THE COURSE (e.g. green) These outputs are kept to one side (can stay on wall) and can be revisited throughout course +on last day as part of course evaluation.
Break + photo	10.10-10.30	BREAK, photo, any latecomers complete rapid assessment					

<p><i>Ice breaker activities</i></p> <p>Activity 2</p>		<p>Activity 2 (20-30 minutes): Participant mapping</p> <ol style="list-style-type: none"> 1. Have large flipchart/on floor. Give each participant an A5 card of same colour. Ask them to write their name and department, + agency on card 2. Then they get up and place on floor- They will have to decide how to cluster the cards (probably by country/ agency). <p>Output - generate large map of who is on this training course, what agencies are represented.</p> <p>(At this point ensure that photos are attached to respective participant cards.)</p> <ol style="list-style-type: none"> 3. Ask them to think of whom they partner / work with for fisheries management, and to take a piece of same-coloured string / wool and connect the cards where relevant. See what connections / partnerships are visualised. Ask again if their current relationships are represented on the map; they add more as necessary. 4. Think about which important agencies / departments are not represented on this course but are important fisheries partners (potentials for future courses). Write each one on a different coloured card and plot on map. 5. Ask participants to think of whom they could / should partner with in the future for fisheries management; take different coloured string to represent these relationships. 6. Hand out the passport size photos of all participants (taken and printed earlier). They must place each photo on correct name card. (these photos will also help trainers remember all the names!). <p>Trainer sums up what has been produced: explain all the dimensions that this map they have created now shows; it is work in progress and can be added to. Participants will learn more about each other's work, share experiences, and they are already identifying linkages. The course is also about strengthening linkages and fostering new ones.</p>						<p>X</p> <p>Postcard size cards of 2 different colours, 4-8 flipcharts sellotaped together to make 1 big rectangle on the floor, pens, coloured wool/string (ideally 2 different colours)</p> <p>Camera or other device to take photos of participants (this could be done earlier during registration/ rapid assessment)</p> <p>Printer to print out passport size photos of all participants</p>
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Activity – identify threats and issues 09.30-11.00	5	<p>Divide participants into random groups (table groups or groups from attendance register). This is generic exercise (not area groups). Set the context for this course with slide 8. Give clear task instruction with slide 9. Brainstorm THREATS AND ISSUES in current fisheries management. Write each threat / issue on a separate card. This is the 1st of many group tasks so ensure participants clearly understand how it works. Explain that this approach is part of team building and getting to know each other; foundation for next few days.</p>						X	<p>Slide 10 Instructions on slide 10</p> <p>Flipchart, pens, cards, sticky tack, sellotape</p>
	20	<p>Groups discuss and write threats and issues on cards. Then they stick cards onto Flipchart spread on tables or on wall. It is up to the groups if they want to cluster issues in way they want. Trainers can feed issues into discussions if groups get stuck (refer to Module 1 for ideas.)</p> <p>If participants seem to run out of ideas, or are unclear, trainer can prompt: ‘Is everything ok with fisheries management in the region’? Elicit participant responses, slowly get them to realise / voice the problems. Point out that policies / legislation do exist (we will go into detail later in course) but still need better management of fisheries (more effective, responsive, efficient).</p>							<p>Trainer: refer to Module 1 for possible threats + issues; you can use this as prompt participants run out of ideas</p> <p>Threats and issues stay posted up on Flipcharts as they are needed after lunch.</p>
	5	<p>Trainers need to be looking out for overlap in issues, and also possible gaps (for afternoon session). Trainers explain that EAFM can help us to ADDRESS SOME OF THESE issues.</p>	X						
	5	<p>Recap with summary slide 11. Explain that module 1. Threats and issues in fisheries contains lots of detail. They need to read this in evening and keep referring to it. Trainer rounds off .</p>	X						<p>Slide 11 summary</p>
<p><u>Notes for trainers:</u></p> <p>The 10-minute BINGO game is an option for morning break on 5 day course; on 5.5 day course it can be done after participant mapping. See Additional trainer resource folder for Bingo template. Copy and pre-cut enough cards for everyone to have one. Instruction: you need to talk to each other and ask questions so as to complete the card with 9 different participant names. The same name cannot appear twice. The first person to complete their card with 9 different names shouts ‘Bingo!’ and they have won. You could have 1-2 small prizes (such as bars of chocolate) for the first 2 winners. This game allows for more fun mingling and getting to know each other informally.</p>									

Trainer Feedback