



A G E N D A

AGENDA GUIDE

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CANADA
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INTRODUCTION

Your agenda is your plan for the session. It's a tool to help you:

- think through every aspect of the session ahead of time
- start and end on time
- manage time effectively during the session
- ensure there is variety in the pace and type of activities
- design opportunities for participants to discuss the key points and ask questions
- intentionally include aspects of adult learning. For example (or E.g. if not enough room), plan to begin with a strong opening statement and end with a strong concluding statement to take advantage of the “Primacy/recency” effect

Try to keep to the approximate time frames you have planned for each section of your presentation to ensure that you have time for all of your key points.

Ideally, for every session you will have desired learning outcomes or learning objectives. We recommend that you think about what you want participants to **understand** and **be able to do** by the end of your session and use these learning objectives to build your agenda. You may find it effective to think about learning outcomes/objectives as described in the KIDCARECANADA “Teaching Framework and Quick Facts about Adult Learning” document – and other documents in this series.

Here are some suggested agendas. You can use these as templates for your own sessions.

Suggested Agenda (for casual 1-2 hour session – group size 3-6)

Day	Time	Activity	Who	Resources
Mon.	9:00-9:05	<p>Strong opening statement that expresses your key message, e.g. "Nurturing relationships are important for language development."</p> <p>Warm welcome to participants, short self-introduction, happy to be there, etc.</p> <p>Housekeeping information, such as where the bathrooms are located and participants are free to move around and take food/drink as needed.</p>	LEADER	<p>Flip chart with title of session and brief agenda – for a very small group this is optional</p> <p>We suggest not including times on the participant agenda</p>
	9:05-9:10	Self-introductions – people may already know each other, if so they can simply say a quick "highlight" of their past week.	ALL	
	9:10-9:20	Help participants to warm up and connect to their previous learning	LEADER and GROUP	"Previous Learning" one question from video-specific question sheet
	9:20-9:35	<p>Show video</p> <p>Debrief – ask for words that come to mind</p>	LEADER and GROUP	Show Video
	9:35-9:45	Help participants apply what they have learned – make it personally relevant and meaningful.	LEADER and GROUP	"Application" "Personal Experience" 1 or 2 questions from video-specific question sheet
	9:45-9:55	<p>Use "reflection" questions to encourage deeper thinking about the topic</p> <p><i>a break could go here for a longer session</i></p>	LEADER and GROUP	"Reflection" 1 or 2 questions from video-specific question sheet
	End of session (for a 1-hr session this would be brief)	Closure: Depending on the time available and the group you are working with, either summarize key discussion points or ask participants to summarize some of the key discussion points and share what they will continue to do because of the content of the video or what changes they will make because of what they have learned.	LEADER and GROUP	
	Before leaving	Fill out evaluation forms	Participants	Evaluation Forms

Suggested Agenda (for larger or more formal group: 1 hour session)

Day	Time	Activity	Who	Resources
Mon.	9:00-9:05	<p>Welcome and Strong Statement derived from the KidCareCanada description of the video to be shown e.g. "Your family is a learning environment for your baby. As you interact with your baby, your baby grows and learns to trust, focus and engage. We are here to watch and discuss a video that shows why nurturing relationships are important for language development."</p> <p>Workshop overview, housekeeping – washrooms etc.</p> <p>Let participants know they are free to take food/drink as needed.</p>	LEADER	Flip chart with title of session and brief agenda – without actual times
	9:05-9:10	Self-introductions (people will only have time to quickly state their name and one brief bit of information about themselves)	ALL	
	9:10-9:15	Help participants to warm up and connect to their previous learning	LEADER and GROUP	"Previous Learning" one question from video-specific question sheet
	9:15-9:35	<p>Show video</p> <p>Debrief – words that come to mind?</p>	LEADER and GROUP	Show Video Capture comments on flip chart paper
	9:35-9:45	Help participants apply what they have learned – make it personally relevant and meaningful.	LEADER and GROUP	"Application" "Personal Experience" 1 or 2 questions from video-specific question sheet
	9:45-9:50	Use "reflection" questions to encourage deeper thinking about the topic. Since time is short, also encourage people to continue thinking about this later.	LEADER and GROUP	"Reflection" one question from video-specific question sheet
	9:50-9:55	Closure: summarize key discussion points and ask participants what they will continue to do because of the content of the video or what changes they will make because of what they have learned.	LEADER and GROUP	
	9:55-10:00	Fill out evaluation forms	Participants	Evaluation Forms

Suggested Agenda (for 3 hour session – larger group size)

Day	Time	Activity	Who	Resources
Mon.	9:00-9:10	Welcome and Strong Statement derived from the KIDCARECANADA description of the video to be shown e.g. "Your family is a learning environment for your baby. As you interact with your baby, your baby grows and learns to trust, focus and engage. We are here to watch and discuss a video that shows why nurturing relationships are important for language development." Workshop overview, housekeeping – washrooms etc. Let participants know they are free to take food/drink as needed.	LEADER	Flip chart with title of session and brief agenda
	9:10-9:35	Self-introductions. Suggested Icebreaker: "What is something your parent(s) did that contributed to who you are today?"	ALL	
	9:35-9:55	Help participants to warm up and connect to their previous learning	LEADER and GROUP	"Previous Learning" questions from video-specific question sheet
	9:55-10:15	Show video Debrief – words that come to mind?	LEADER and GROUP	Show Video Capture comments on flip chart paper
	10:15-10:30	Help participants apply what they have learned – make it personally relevant and meaningful.	LEADER and GROUP	"Application" "Personal Experience" 1 or 2 questions from video-specific question sheet
10:30-10:45 BREAK				
	10:45-11:15	Use "reflection" questions to encourage deeper thinking about the topic.	LEADER and GROUP	"Reflection" questions from video-specific question sheet
	11:15-11:45	Closure: Depending on the time available and the group you are working with, either summarize key discussion points or ask participants to summarize some of the key discussion points and share what they will continue to do because of the content of the video or what changes they will make because of what they have learned.	LEADER and GROUP (perhaps smaller breakout groups?)	Capture comments on flip chart paper
	11:45-noon	Fill out evaluation forms	Participants	Evaluation Forms

Brief Agenda Sample – same for all.

This is the format you'd share with participants. Whether or not you include the "time column" is up to you. Please note, it is often stressful for participants to have the estimated times. They may focus on the times rather than the content. Not providing the times gives you the freedom to make changes as you go along.

You will find a downloadable agenda by clicking on the following link.

Scheduled Activities	Time
Welcome	
Self-introductions	
Warm up and connect to previous learning (Q & A)	
Watch video & Debrief	
Apply what you have learned (Q & A)	
Reflect (Q & A)	
Closure and fill out evaluation forms	

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It should not be used for diagnosing or treating, and is NOT a substitute for professional care.