

Family and Group Conferencing for Adults

Difficult Conversations and Conflict in Family and Group Conferencing for Adults

Example session plan

Aim: To ensure staff feel confident managing difficult conversations and conflict within a Family and Group Conferencing for Adults.

Target Audience:

- > Social workers
- > Wider social care and health staff
- > Voluntary sector

Materials

All materials are accessible on the website or via hyperlinks:

- > Practice Tool: FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF)

Session content

You can use elements of this session as you choose. Below you will find suggested outlines for a sixty minute session, a half-day session and a full-day session.

One hour session

You can use elements of this session as you choose. Below you will find suggested outlines for a sixty minute session, a half-day session and a full-day session.

Session	Output	Duration
1	Watch Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) Reflective Question: What would the possible benefits be to your organisation of using the FGC model?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	Watch What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: How could the FGC model improve the outcomes for people you work with?	
	Feedback (whole group feedback)	Approx. 5 minutes

Half-day session

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved. It will also support practitioners to build self-awareness, and explore the FGC standards and guidance relating to difficult conversations and managing conflict.

Session	Output	Duration
1	Watch Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) Reflective Question: What sort of conflict may arise within the FGC process?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	Watch What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: What tools can you use to manage difficult conversations during the FGC process?	
	Feedback (whole group feedback)	Approx. 5 minutes

Suggested break

3	<p>Read FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 6, 8, 9, 10, 11, 12, 13</p> <p>See below for questions and reflective discussion points:</p> <ul style="list-style-type: none"> > Standard 6 – Give examples of where you have enabled alternative mechanisms for people to express their views and preferences where there were issues that affected their ability to participate. > Standard 8 – If there is something you are unsure should be expressed in the plan, how will you manage this with the central person? > Standard 9 – How would you manage conflicting ideas about where the conference should be held? > Standard 10 – Do you find yourself wanting to give advice as to what should go into a Plan? If so, how do you manage this to avoid ‘taking over’? > Standard 11 – To set the tone for the FGC, what do you need to discuss with the central person and network to prepare for this in a way that supports them? > Standard 12 – What might you need to become skilled at managing during facilitation to open people’s willingness to listen and hear as well as express themselves? 	Approx. 20 minutes
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	<p>> Standard 13 – What strategies and options do you offer if networks seem to be struggling to stay focused and/or move towards agreeing a Plan.</p>	
	Discuss (small groups)	Approx. 20 minutes
	Feedback (whole group feedback)	Approx. 20 minutes
4	Exercise: Awareness of the self (individual reflection, see worksheet)	Approx. 15 minutes
	Discuss (small groups)	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes

Full-day session

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved. It will also support practitioners to build self-awareness, explore the FGC standards and guidance relating to difficult conversations and managing conflict. The session will explore tools and techniques for managing difficult conversations and conflict.

Session	Output	Duration
1	Watch Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) Reflective Question: What sort of conflict may arise within the FGC process?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	Watch What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: What tools can you use to manage difficult conversations during the FGC process?	
	Feedback (whole group feedback)	Approx. 5 minutes
Suggested break		
3	Read FGC for Adults – Standards and Guidance Practice Tool for Practitioners (PDF) Standards 6, 8, 9, 10, 11, 12, 13 See below for questions and reflective discussion points:	Approx. 20 minutes
	<p>> Standard 6 – Give examples of where you have enabled alternative mechanisms for people to express their views and preferences where there were issues that affected their ability to participate.</p> <p>> Standard 8 – If there is something you are unsure should be expressed in the plan, how will you manage this with the central person?</p>	

	<ul style="list-style-type: none"> > Standard 9 – How would you manage conflicting ideas about where the conference should be held? > Standard 10 – Do you find yourself wanting to give advice as to what should go into a Plan? If so, how do you manage this to avoid ‘taking over’? > Standard 11 – To set the tone for the FGC, what do you need to discuss with the central person and network to prepare for this in a way that supports them? > Standard 12 – What might you need to become skilled at managing during facilitation to open people’s willingness to listen and hear as well as express themselves? > Standard 13 – What strategies and options do you offer if networks seem to be struggling to stay focused and/or move towards agreeing a Plan. 										
	Discuss (small groups)	Approx. 20 minutes									
	Feedback (whole group feedback)	Approx. 20 minutes									
4	Exercise: Awareness of the self (individual reflection)	Approx. 15 minutes									
	Discuss (small groups)	Approx. 15 minutes									
	Feedback (whole group feedback)	Approx. 5 minutes									
Suggested break											
5	Slides: Difficult Conversations and conflict Individual reflection: Can you think of a situation where you engaged in one or more of these reactions (e.g., avoidance, delay, delegate)? What did you do to manage this?	Approx. 30 minutes									
	Exercise: Conversation planning tool (individual reflection)	Approx. 10 minutes									
6	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Question</th><th style="text-align: left; padding: 2px;">Me</th><th style="text-align: left; padding: 2px;">You</th></tr> </thead> <tbody> <tr> <td style="padding: 2px;"> Why are we having this conversation? <i>What is the legal or practical context of this meeting?</i> </td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;"> What is the aim of the conversation? <i>What do we want to happen?</i> <i>What needs to change?</i> </td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> </tbody> </table>	Question	Me	You	Why are we having this conversation? <i>What is the legal or practical context of this meeting?</i>			What is the aim of the conversation? <i>What do we want to happen?</i> <i>What needs to change?</i>			Approx. 15 minutes
Question	Me	You									
Why are we having this conversation? <i>What is the legal or practical context of this meeting?</i>											
What is the aim of the conversation? <i>What do we want to happen?</i> <i>What needs to change?</i>											

	<p>What emotions might be triggered?</p> <p><i>Both parties may feel strongly about the issues raised in different ways. How can this be supported safely?</i></p>			
	<p>How does previous experience impact on this conversation?</p> <p><i>What assumptions or inferences might be made based on past experiences?</i></p> <p><i>How does this situation compare?</i></p>			
				Approx. 15 minutes
	Discuss (small groups)			Approx. 15 minutes
	Feedback (whole group feedback)			Approx. 10 minutes
7	Action Planning			Approx. 10 minutes

Read [What is family and group conferencing for adults: Part 2: Developing programme theory](#) and make a list of key discussion points (small groups)

Difficult Conversations and Conflict worksheet

Aim

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved, build self-awareness, explore the FGC standards and guidance relating to difficult conversations and managing conflict and explore tools and techniques for managing difficult conversations and conflict.

Watch Community Catalysts Introduction video for practitioners

Small Group Discussion

Reflective Question: What sort of conflict may arise within the FGC process?

Here is space to record your thoughts and reflections.

Notes

Watch What is a Family Group Conference video

Small Group Discussion

Reflective Question: What tools can you use to manage difficult conversations during the FGC process?

Here is space to record your thoughts and reflections.

Notes

Read FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 6, 8, 9, 10, 11, 12, 13

See below for questions and reflective discussion points:

- > **Standard 6** - Give examples of where you have enabled alternative mechanisms for people to express their views and preferences where there were issues that affected their ability to participate.
- > **Standard 8** - If there is something you are unsure should be expressed in the plan, how will you manage this with the central person?
- > **Standard 9** - How would you manage conflicting ideas about where the conference should be held?
- > **Standard 10** - Do you find yourself wanting to give advice as to what should go into a Plan? If so, how do you manage this to avoid 'taking over'?
- > **Standard 11** - To set the tone for the FGC, what do you need to discuss with the central person and network to prepare for this in a supportive way?
- > **Standard 12** - What might you need to become skilled at managing during facilitation to open people's willingness to listen and hear as well as express themselves?
- > **Standard 13** - What strategies and options do you offer if networks seem to be struggling to stay focused and/or move towards agreeing a Plan?

Here is space to record your thoughts and reflections.

Notes

Exercise: Awareness of the self

An awareness of the self is needed when supporting people through the FGC process – a person's identity informs how they see others.

Some self-reflective questions may help with awareness such as:

Which parts of my identity am I aware of?

Which parts of my identity are privileged and/or marginalised?

What might be the gaps in my own knowledge or my possible biases?

Slides: Difficult Conversations and conflict

Reflective question: Can you think of a situation where you engaged in one or more of these reactions (e.g., avoidance, delay, delegate)? What did you do to manage this?

Here is space to record your thoughts and reflections.

Notes

Exercise: Conversation planning tool (individual reflection)

Question	Me	You
<p>Why are we having this conversation?</p> <p><i>What is the legal or practical context of this meeting?</i></p>		
<p>What is the aim of the conversation?</p> <p><i>What do we want to happen?</i></p> <p><i>What needs to change?</i></p>		
<p>What emotions might be triggered?</p> <p><i>Both parties may feel strongly about the issues raised in different ways. How can this be supported safely?</i></p>		
<p>How does previous experience impact on this conversation?</p> <p><i>What assumptions or inferences might be made based on past experiences?</i></p> <p><i>How does this situation compare?</i></p>		

Here is space to record your thoughts and reflections.

Notes

Action Planning

Use the table below to identify some actions you can take away from today and how you will measure progress and success.

What will I do?	What support/information will I need?	How will I measure progress and success?	When?



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