

# Family and Group Conferencing for Adults

## Preparing the Network for Family and Group Conferencing for Adults

## Example session plan

**Aim:** To ensure professionals feel confident about the process of preparing the network for a Family and Group Conference 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:

- > Video: What is a Family Group Conference?
- > Video: Community Catalysts Introduction video for practitioners
- > Journal article: What is Family and Group Conferencing for adults? Part 2: Developing programme theory
- > 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

*The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved.*

| Session | Output   | Duration           |
|---------|--|--------------------|
| 1       | <b>Watch</b> Community Catalysts Introduction video for practitioners  | Approx. 10 minutes |
|         | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What strengths and weaknesses can you identify in your practice that may impact on preparing the network? | Approx. 15 minutes |
|         | <b>Feedback</b> (whole group feedback)   | Approx. 5 minutes  |
| 2       | <b>Watch</b> What is a Family Group Conference video   | Approx. 10 minutes |
|         | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What barriers may exist for network members to engage with the FGC Adults process?                        | Approx. 15 minutes |
|         | <b>Feedback</b> (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. The session will also explore the FGC standards and guidance relating to preparing the network and explore tools and techniques preparing the network for an FGC.

| Session                | Output  | Duration           |
|------------------------|---|--------------------|
| 1                      | <b>Watch</b> Community Catalysts Introduction video for practitioners   | Approx. 10 minutes |
|                        | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What strengths and weaknesses can you identify in your practice that may impact on preparing the network?  | Approx. 15 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 5 minutes  |
| <b>Suggested break</b> |   |                    |
| 2                      | <b>Watch</b> What is a Family Group Conference video  | Approx. 10 minutes |
|                        | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What barriers may exist for network members to engage with the FGC Adults process?   | Approx. 15 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 5 minutes  |
| 3                      | <b>Read</b> FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 3, 4, 9, 11<br><br>See below for reflective questions:<br><br><ul style="list-style-type: none"> <li>&gt; <b>Standard 3</b> – Reflective discussion: a. What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this also?</li> <li>&gt; <b>Standard 4</b> – Reflective discussion: How can lead ensure high quality information is provided at every stage of the process for different groups?</li> <li>&gt; <b>Standard 9</b> – Reflective discussion: What if there are conflicting ideas about where the meeting should be held? How will you discuss this with the network?</li> <li>&gt; <b>Standard 11</b> – Reflective discussion: What do you need to know about the network, both as a group and individually?</li> </ul> | Approx. 20 minutes |
|                        | <b>Discuss</b> (small groups)   | Approx. 20 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 20 minutes |

|   |  |                    |
|---|--|--------------------|
| 4 | <b>Exercise:</b> Developing icebreakers (small groups) | Approx. 10 minutes |
|   | <b>Discuss</b> (small groups)                          | Approx. 15 minutes |
|   | <b>Feedback</b> (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. The session will also explore the FGC standards and guidance relating to preparing the network, and explore tools and techniques for preparing the network for an FGC.

| Session | Output   | Duration           |
|---------|--|--------------------|
| 1       | <b>Watch</b> Community Catalysts Introduction video for practitioners  | Approx. 10 minutes |
|         | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What strengths and weaknesses can you identify in your practice that may impact on preparing the network?   | Approx. 15 minutes |
|         | <b>Feedback</b> (whole group feedback)   | Approx. 5 minutes  |
| 2       | <b>Watch</b> What is a Family Group Conference video   | Approx. 10 minutes |
|         | <b>Discuss</b> (small groups)<br><b>Reflective Question:</b> What barriers may exist for network members to engage with the FGC Adults process?  | Approx. 15 minutes |
|         | <b>Feedback</b> (whole group feedback)   | Approx. 5 minutes  |
|         | <b>Suggested break</b>   |                    |
| 3       | <b>Read</b> FGC for Adults – Standards and Guidance Practice Tool for Practitioners (PDF) Standards 3, 4, 9, 11<br><br>See below for reflective questions:<br><br><ul style="list-style-type: none"> <li>&gt; <b>Standard 3</b> – Reflective discussion: a. What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this also?</li> <li>&gt; <b>Standard 4</b> – Reflective discussion: How can the lead ensure high quality information is provided at every stage of the process for different groups?</li> </ul> | Approx. 20 minutes |

|                        |   |                    |
|------------------------|---|--------------------|
|                        | <ul style="list-style-type: none"> <li>&gt; <b>Standard 9</b> – Reflective discussion: What if there are conflicting ideas about where the meeting should be held? How will you discuss this with the network?</li> <li>&gt; <b>Standard 11</b> – Reflective discussion: What do you need to know about the network, both as a group and individually?</li> </ul> |                    |
|                        | <b>Discuss</b> (small groups)   | Approx. 20 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 20 minutes |
| 4                      | <b>Exercise</b> : Developing icebreakers (small groups)   | Approx. 15 minutes |
|                        | <b>Discuss</b> (small groups)   | Approx. 15 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 5 minutes  |
| <b>Suggested break</b> |   |                    |
| 5                      | <b>Read</b> : <a href="#">What is family and group conferencing for adults: Part 2: Developing programme theory</a> and make a list of key discussion points (small groups).  | Approx. 30 minutes |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 15 minutes |
| 6                      | <b>Exercise</b> : Dartboard of control (individual reflection)  | Approx. 10 minutes |
|                        | <b>Discuss</b> (small groups)   | Approx. 10 minutes |
|                        | <b>Reflective Question</b> : What aspects of the FGC process are in our control? What aspects are out of our control? How can we manage our response to those factors that are outside of our control?  |                    |
|                        | <b>Feedback</b> (whole group feedback)  | Approx. 10 minutes |
| 7                      | <b>Action Planning</b>  | Approx. 10 minutes |

## Preparing the Network

### 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, explore the FGC standards and guidance relating to preparing the network and explore tools and techniques preparing the network for an FGC.*

**Watch** Community Catalysts Introduction video for practitioners

### Small Group Discussion

**Reflective Question:** What strengths and weaknesses can you identify in your practice that may impact on preparing the network?

Here is space to record your thoughts and reflections.

### Notes

**Watch** What is a Family Group Conference video

**Small Group Discussion**

**Reflective Question:** What barriers may exist for network members to engage with the FGC for Adults process?

Here is space to record your thoughts and reflections.

**Notes**

**Read** FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 3, 4, 9, 11

See below for questions and reflective discussion points:

- > **Standard 3** - Reflective discussion: a. What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this also?
- > **Standard 4** - Reflective discussion: How can lead ensure high quality information is provided at every stage of the process for different groups?
- > **Standard 9** - Reflective discussion: What if there are conflicting ideas about where the meeting should be held? How will you discuss this with the network?
- > **Standard 11** - Reflective discussion: What do you need to know about the network, both as a group and individually?

Here is space to record your thoughts and reflections.

### **Notes**

### **Exercise:** Building a plan for preparing the network

When working with the central person's network, you will be managing multiple relationships. It is important to build rapport with each member of the network, to ensure they feel prepared to take part in the FGC. This takes time and can be complex, depending on the relationship(s) that exists between the central person and member of the network. Having a clear plan will help keep this process on track.

| <b>Who do I need to contact?</b> | <b>What might I need to prepare for in advance?</b> | <b>What are the possible issues that could arise?</b> | <b>How can I manage these issues?</b> |
|----------------------------------|---|---|---------------------------------------|
|                                  |   |   |                                       |
|                                  |   |   |                                       |
|                                  |   |   |                                       |
|                                  |   |   |                                       |
|                                  |   |   |                                       |
|                                  |   |   |                                       |
|                                  |   |   |                                       |

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

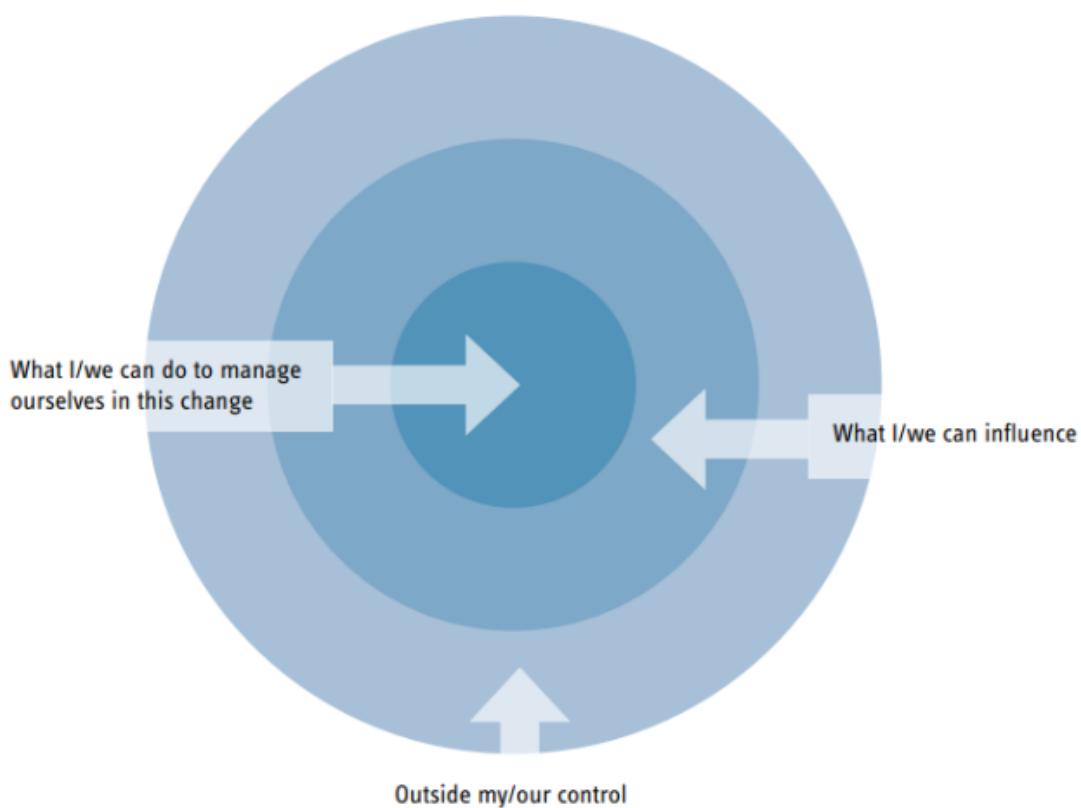
Here is space to record your thoughts and reflections.

### **Notes**

### **Exercise: Dartboard of Control**

This is a tool used to help you consider the impact of change. Change is a constant. Depending on how it is implemented, it can lead to a range of emotional and practical impacts on people. Sometimes it can feel overwhelming because not everything is in an individual's control; we are part of wider connected systems, teams, organisations and wider socio-political structures.

Use the dartboard to identify: What is in our control; what we can influence; what is outside of our control when it comes to the FGC process.



**Exercise:** What aspects of the FGC process are in our control? What aspects are out of our control? How can we manage our response to those factors that are outside of our control?

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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