

Sawubona Walk and Connect

Host handbook and operating standard

I see you. I hear you. You matter.

Created for Lloyd Munyaviri and L2M Coaching

Pilot edition 1.0 | 19 October 2026

Use this handbook to run a 60-minute community gathering where adults practise listening, make space for one another and choose any support or next step for themselves. Each session includes a short lesson and a structured conversation. The group may walk, wheel or sit together.

The experience we offer

You can arrive as you are. You can speak, listen, pause or pass. You do not have to prove that you are doing well or explain more than you want to. We offer attention, respect and room to be heard.

Start here

1. Read the operating standard and host responsibilities on pages 2 to 4.
2. Complete the local setup, risk and host readiness sheets in the companion Printable Resources pack. Resolve every launch requirement before inviting people.
3. Rehearse the opening, the listening lesson and the response scenarios. Run the session using pages 5 to 9.
4. Review the first four sessions before expanding. Use the later lessons and quality checks to keep the practice consistent.

Scope. This is community listening and connection. It does not provide therapy, diagnosis, crisis care or a Sawubona Practitioner qualification. The host preparation in this pack supports this activity only.

Programme information <https://www.l2mcoaching.com/sawubona>

01 PURPOSE AND FORMAT

Programme format and shared standard

The purpose is to help people experience being noticed and listened to, then practise offering that attention to someone else. Returning participants may revisit a chosen step without having to account publicly for their progress.

Item	Pilot format
Participants	Adults aged 18 and over; aim for 6 to 12 participants, excluding hosts. The maximum is 12 per two-host group.
Hosts	Two prepared adults throughout. One leads the session; one supports inclusion, timing and concerns.
Frequency	Weekly is suggested; choose a reliable local rhythm. Each meeting stands alone for newcomers.
Duration	60 minutes. Optional refreshments follow the formal close and are clearly separate.
Setting	A checked, short accessible route or a suitable seated venue. Choose a format that includes the whole group.
Cost	Suggested pilot: free entry. State any costs or optional donations clearly before booking.

Keep these elements in every session

- Explain choice, privacy limits and the route for concerns before paired sharing.
- Teach one listening skill and provide equal optional speaking turns.
- Ask permission before exploring options; allow someone to choose no action.
- Close with a check-out and confirm everyone has finished or left as agreed.
- Have the local emergency and safeguarding plan ready, with two hosts able to use it.

Adapt these elements locally

Change the language, day, time, venue, examples and refreshments. Offer walking, wheeling or a fully seated meeting. Keep the same listening practice and participant choices. Larger numbers require separate prepared groups with two hosts each. A session for under-18s needs a separately designed safeguarding and delivery plan; this adult handbook does not cover it.

Host roles and preparation

Role	Responsibilities
Lead host	Confirms local readiness; checks the route or venue; welcomes the group; teaches the lesson; manages the session and makes the go or cancel decision.
Supporting host	Welcomes newcomers; checks access needs; keeps time and headcounts; watches group wellbeing; responds to concerns while the lead host looks after the group.
Named local organiser	Holds responsibility for local permissions, cover, safeguarding arrangements, complaints and records. This may be the lead host. Name a backup contact outside the session.

Both hosts need to know the full plan and the local response routes. Neither host should be absorbed in a private conversation while group oversight is needed. Arrange suitable first-aid capability for the activity and location; a kit alone does not establish competence.

Complete a 75 minute host orientation

Minutes	Preparation activity
0 to 15	Read the format, standard and scripts together. Explain the scope and participant choices in your own words.
15 to 30	Practise listening and reflecting with a low-stakes example. Give feedback on interruption, assumptions and permission.
30 to 50	Rehearse a pass, unwanted advice, distress, a serious safety concern and a route or venue problem.
50 to 65	Walk through the local setup and response plan. Confirm who stays with a person and who manages the group.
65 to 75	Complete the readiness sheet. Repeat any response that was unclear before agreeing to host.

The route inspection and checks with local services happen separately. A rehearsal partner observes each host. If either host cannot demonstrate the steps, arrange support from a competent organiser and practise again before launch. Do not issue a practitioner certificate for this orientation.

Materials

Bring the run sheet, participant cards, local contacts, simple timer, pens, water, charged phone and appropriate route information and first-aid supplies. Provide seats and printed or large-print material as needed. No app or special equipment is required.

03 BEFORE EACH MEETING

Preparation procedure

Before the first invitation

1. Name the organiser, two hosts and backup contact. Complete the local setup record, including emergency, safeguarding and complaints routes. Verify contact details, availability and practical access.
2. Inspect the route or venue at a similar time of day. Check surfaces, crossings, toilets, rest points, mobile coverage, privacy, escape routes and access. Record hazards, controls and who will act.
3. Confirm relevant local permissions, insurance arrangements and safeguarding or volunteer requirements with the responsible organisation. Apply local rules; this pack does not establish legal compliance.
4. Publish accurate access information, session scope, age range, capacity, cost, booking method and cancellation arrangements. Offer a non-digital way to join.
5. Complete the host rehearsal. Decide the record retention and secure access arrangements before collecting information.

The day before and on arrival

Check the forecast, local conditions, host availability and any access requests. Agree a sheltered or seated alternative that includes everyone. If cancelling, use the advertised channel and plan for anyone who may arrive without seeing the message.

Arrive 15 minutes early. Recheck the route or venue, toilets and phone coverage; agree the emergency access point. Count those present and explain how a participant tells a host they are leaving early. Keep both hosts identifiable.

Go or cancel decision

Start only when two prepared hosts are present, the setting is suitable, local response contacts are ready and the group can be supervised. If a requirement fails, use the checked alternative or cancel. If one host must leave, pause and end the session unless a prepared replacement is available.

With 2 to 5 participants, use the same format. With fewer than 2, offer the next date and close the group event. If more than 12 arrive, explain the cap and offer another date or a separately prepared group. Do not improvise an extra group.

04 SESSION RUN SHEET

The 60 minute session

Keep the structure familiar. Newcomers receive the same welcome and agreement every time. The timings below total 60 minutes; the walking or wheeling conversation occupies 20 minutes of that time.

Time	Stage	Host action
0 to 8	Arrive	Welcome by preferred name. Check access, explain the format and offer an optional one-word check-in. Count the group.
8 to 13	See and agree	Read the agreement and privacy limits. Explain the setting, boundaries, concerns contact and right to pass.
13 to 20	Learn	Teach the seven-minute listening lesson. Use Lesson 1 for the first meeting and whenever the group needs a reset.
20 to 40	Listen and understand	Use the paired practice on page 8. Walk, wheel or sit at a pace that includes everyone. Stop talking at crossings.
40 to 50	Support	Return together. Ask what helped each person listen or feel heard. Share only your own experience. Offer a discreet host check-in.
50 to 57	Connect	Invite a private, optional next step or support request. Agree any follow-up explicitly; no public pledge is required.
57 to 60	Close	Offer a one-word check-out or pass. Confirm support handovers and departures. State the next meeting and formally close.

Before moving

Explain the exact route or room limits, pace, rest points and return signal. Keep the group within sight or agreed communication. Count people before moving, at any transition and at the close. Pause the conversation whenever route attention is needed.

Refreshments afterwards

State where, how long and any cost. Joining is optional. The formal close must happen first, so someone who leaves at 60 minutes receives the full session. Listening boundaries still apply during the social time.

Opening agreement and closing words

Opening

“Welcome to Sawubona Walk and Connect. I am [name] and this is [co-host]. Sawubona is an invitation to see the person in front of us and listen with care. Today we will practise a listening skill and make room for one another. You can walk, wheel or sit in the format we have agreed.”

“You decide what to share. You can listen quietly, change your partner, take a pause or pass. Please tell a host before leaving early. We are offering community connection, and we will help you find other support when you need it.”

Agreement to read before sharing

1. Let people finish. Share the time and speak from your own experience.
2. Ask before offering ideas. Avoid advice, diagnosis, pressure, selling or recruitment.
3. Do not repeat another person's story or identify them outside this session. Do not record, photograph or screenshot the activity.
4. We ask everyone to respect privacy, but we cannot guarantee what other participants will do. Public spaces also carry a risk of being overheard. Share only what feels suitable here.
5. Hosts may need to share necessary information if there is a serious safety or safeguarding concern, or where local duties require it. We will explain what is happening where it is safe to do so.
6. Respect differences and personal space. Eye contact, touch, disclosure and exchanging contact details are always optional. Tell either host if anything feels uncomfortable.

“Is there anything you need clarified? Are you comfortable joining on that basis? You can step out or speak to us before we begin.” Ask for an active indication of agreement; do not treat silence as consent.

Closing

“Thank you for the attention you offered today. You can leave with a next step, a question or simply the experience of being heard. If you would like help finding support, speak to a host before you go. Our next gathering is [details]. Our formal session is now closed.”

Lesson 1 Listening with permission

Learning outcome. Each participant can ask permission, listen without interrupting and check whether a brief reflection is accurate. Use an everyday fictional example so nobody needs to disclose a difficult experience.

Minute 0 to 1 Explain

Say: “Sometimes we hear a problem and start preparing our answer. Today we will practise staying with what the person actually says. Ask permission, listen, then check your understanding.”

Minute 1 to 3 Demonstrate

The co-host says: “My week feels crowded. I keep agreeing to things and I am tired.” The lead host asks: “Would you like me to listen for a moment?” After permission, allow a pause and respond: “You have a lot on and you are feeling tired. Have I understood?”

The co-host replies: “Mostly. I am also frustrated with myself.” The host says: “Thank you for correcting me. Frustrated as well as tired. What would be useful from me now?” The co-host replies: “Just listening.” The host responds: “All right. I am here.”

Minute 3 to 6 Practise

In pairs, each person has 90 seconds. The speaker chooses a low-stakes topic such as a busy morning or something they enjoyed. The listener asks permission, listens and offers one brief reflection. The speaker confirms or corrects it. Then swap. Passing or practising from the fictional example is welcome.

Minute 6 to 7 Check and transfer

Ask: “What helped you feel listened to?” Take two brief answers. Then ask everyone to complete privately: “Before I offer an idea, I can ask ...” A suitable answer is: “Would you like me to listen, or think through options with you?”

What the host observes

- Permission is requested and the answer is respected.
- The listener allows the speaker to finish and avoids making the story about themselves.
- The reflection stays close to the words shared, without guessing causes or applying labels.
- The speaker can correct the listener without being challenged.

If advice or assumptions take over, say: “Let us try that again as a reflection, then check it with the speaker.” Rehearsal matters more than a polished performance.

07 LISTEN AND UNDERSTAND

Paired conversation procedure

Invite people to pair by choice, with help from a host if wanted. Nobody has to pair with a manager, partner, relative or person they feel uneasy with. Offer a discreet change without asking for a public explanation.

Minute	What happens
20 to 22	Settle into the checked route or seats. Choose A and B. Confirm that either person may pause or pass.
22 to 29	A has up to 5 minutes to speak. B then has up to 2 minutes to reflect briefly, check understanding and let A correct it.
29 to 36	Swap. B has up to 5 minutes to speak. A then has up to 2 minutes to reflect and check.
36 to 40	Ask what was helpful about the listening. Use quiet time if preferred and return together on the host signal.

Offer one prompt

- How are you arriving today, beyond your usual answer?
- What has been taking up your attention recently?
- What has given you a little energy or support this week?
- What would you like someone to understand about your week?

The listening sequence

Ask whether the person wants to speak. Listen at their pace. Reflect the meaning you heard: "What I heard was ... Have I got that right?" Let them correct you. Ask what would be useful now. Offer ideas only if asked and within your role. Quiet company is a valid choice.

Odd numbers or a wish to listen only

Use a trio with consent. Allow 2 minutes to settle, then three 6-minute turns: up to 5 minutes speaking and 1 minute for a reflection. A person can use their turn for silence. In a trio, one listens and reflects while the third keeps time. Hosts retain group oversight.

On a moving route, cross roads without conversation and regroup before resuming. If traffic, noise or privacy makes the exercise difficult, stop at the checked rest point or use the seated alternative.

Reflection support and chosen next steps

Minutes 40 to 50 Reflect on the experience

Bring everyone back together. Ask: “What did you notice about listening?” or “What helped you feel heard?” Invite a few short responses and allow a pass. Do not ask anyone to summarise their partner’s story or reveal what the partner plans to do.

Offer a quiet way to request support: “You can speak to either host privately before leaving.” A conversation in a public place may still be overheard. Offer the best available privacy without moving into an isolated or unsafe location.

Minutes 50 to 57 Choose

Give out the private reflection sheet or invite people to think quietly. Ask: “What would be kind, realistic and useful for you before we meet again?” Rest, asking for help, one practical action, attending again or choosing no action can all be appropriate.

If they choose an action, invite them to name what, when and any support they want. Keep ownership with the person. Do not score ambition or compare participants. The sheet stays with its owner and is not collected.

Follow up by agreement

Ask: “Would you like a check-in about this? Who with, how and when?” Confirm exactly what they want to share and how they can stop the contact. Do not allocate a buddy automatically, create a messaging group without consent or make support dependent on contact exchange.

Routine contact is by explicit agreement. Serious safety concerns follow the separate response plan. Hosts do not offer round-the-clock availability or promise a service that has not been arranged.

At the next meeting

Use: “Is there anything you want to revisit from last time, or would you like to begin with today?” Welcome someone equally if their circumstances changed or nothing happened. Revisit whether the step was suitable and what support is wanted now.

Minutes 57 to 60 Close

Invite a one-word check-out or pass. Confirm that anyone who requested support knows their next contact. Count those present against arrivals and agreed departures. Give the next date, remind people of privacy and formally close before refreshments.

09 INCLUDE THE WHOLE GROUP

Access and local adaptations

Publish what the setting actually offers. Ask what would help someone participate; do not ask for a diagnosis to justify an adjustment. Agree the format before arrival where possible and recheck it on the day.

Setting or need	How to adapt the activity
Walking or wheeling	Choose a short checked route, comfortable pace and places to pause. State surfaces, gradients, distance, crossings and toilet access accurately.
Seated gathering	Use accessible seating with room for pairs to hear without shouting. Keep the same lesson, turns, reflection and close. Make the whole session seated when that includes everyone.
Mixed preferences	Agree a shared accessible format. Do not split moving and stationary groups unless each has two prepared hosts and its own checked plan.
Language	Use the local language or bilingual prompts. Rehearse translations for meaning, consent and privacy limits. Interpreters agree to the same boundaries; avoid relying on a relative for sensitive sharing.
Hearing or communication	Offer quieter seating, written prompts, more processing time or a suitable communication supporter with consent. Face people if helpful; eye contact is optional.
Workplace or community hierarchy	Make joining voluntary. Offer pairing choices. Do not send attendance, disclosures or individual ratings to managers or sponsors.
Faith or cultural setting	Use examples that fit the community while welcoming different beliefs. Ask before touch or faith-based support; attendance does not imply agreement to either.

Weather and other interruptions

Heat, cold, storms, poor air, flooding, darkness or an unsafe venue can make an activity unsuitable. Use your local risk assessment to decide whether to use the checked alternative or cancel. A host may stop the meeting whenever conditions change. Never use the desire to finish the lesson as a reason to continue.

10 HOST RESPONSE PROCEDURE

Responding to distress or a serious concern

Prepare this response with the responsible local organiser before launch. Use verified local emergency and safeguarding contacts, rather than assuming a number or service works in every country. The handbook does not train hosts to assess or manage a crisis on their own.

If someone becomes upset

1. Pause the conversation. Ask: "Would a quieter place, a seat, some water or a pause help?" Respect space; ask before touch. Do not pressure the person to explain.
2. The supporting host stays available with the person, if wanted. The lead host looks after the group. Maintain safe visibility and practical privacy.
3. Ask what support they want now. Help them contact a trusted person or verified service with their agreement. If the situation suggests serious or immediate danger, use the local emergency plan.
4. Agree the next contact or handover and whether it is suitable for the person to leave or return. Avoid promising that everything will be fine.

If there may be immediate danger

Stop the activity if there is a medical emergency, a threat of serious harm, or a statement or behaviour suggesting someone may act to harm themselves or others now. Contact local emergency services through the verified route and give the exact location. Describe what was said or observed; do not diagnose.

Stay nearby if it is safe, with one host supporting the person and the other arranging help and managing the group. Do not leave someone at immediate risk alone when it is safe to remain. Do not restrain them, put yourself at risk or attempt an unsafe rescue. Follow emergency professionals' instructions. If the person leaves or their location becomes unknown, tell responders promptly.

If abuse or a safeguarding concern is disclosed

Listen without investigating or confronting another person. Explain the privacy limits and contact the named safeguarding lead through the local plan. Share only what is needed, record the facts securely and involve the person in next steps where safe. Do not mediate between a person and an alleged abuser or contact that person for permission.

Immediate danger takes priority over routine consent arrangements. The local organiser must establish applicable reporting duties and services before the session. Never ask participants to carry a serious concern alone.

11 RESPONSIBLE DELIVERY

Conduct privacy and host records

If someone interrupts advises or dominates

Interrupt calmly: "I am going to pause us so we can return to listening and give everyone their time." Remind them of the agreement and offer a restart. If unwanted behaviour continues, a host speaks to them separately while the other stays with the group.

If there is harassment discrimination or aggression

Stop the behaviour and support the affected person. Ask the person responsible to leave if that is safe. Do not require the affected person to explain or reconcile. End the meeting and use the local response plan if safety cannot be maintained. Record and review the incident before the next session.

If someone is missing or leaves unexpectedly

Pause and count the group. Check agreed departures and the last known location. One host keeps the group together; the other follows the local missing-person plan and contacts emergency help if there is a safety concern or the person cannot be located promptly. Do not send participants searching into unsafe areas.

Collect only what the activity needs

For routine booking, use a preferred name and a contact method only if needed for logistics, with an offline alternative. Ask people to carry their own emergency information. Any extra information required locally needs a clear purpose, restricted access and an agreed retention period. Do not collect routine mental-health histories or notes of paired conversations.

Keep attendance counts and anonymous feedback separate from booking details. Participants retain their reflection sheets. Do not take photos or recordings during the session. Arrange any later promotional photo separately, with specific consent and a way to decline without disadvantage.

After a concern or incident

As soon as practical, use the restricted incident sheet. Record date, place, necessary facts or exact words, actions, who received information and follow-up ownership. Avoid speculation and irrelevant story details. Store it through the organiser's secure process, with access limited to the people who need it.

Hosts debrief on decisions and their own support needs without retelling disclosures unnecessarily. Agree the record holder, retention and deletion dates under local policy before launch. Anonymous learning belongs in the session review; identifiable incident records remain separate.

12 REPEATABLE LEARNING CYCLE

Lessons 2 and 3

Each meeting retains the agreement and the full 60-minute structure. Replace only the seven-minute lesson. Use fictional or everyday examples. The main conversation always allows someone to choose their own topic or pass.

Lesson 2 Naming what is present

Outcome. Participants can use a feeling word for themselves and check a meaning without assigning an emotion to someone else.

0 to 1 minute. Ask: “When you say you are fine, what might that include for you today?” Offer tired, hopeful, uncertain and relieved as possibilities. Make clear that mixed feelings and a pass are welcome.

1 to 3 minutes. Demonstrate: “I am excited about a change and uncertain about how it will work.” The listener responds: “Excited and uncertain. Is that how it feels for you?” The speaker can correct the words.

3 to 6 minutes. Give each person 90 seconds to choose a word or say “I do not have a word yet.” Their partner reflects the speaker's own words and checks them. Do not explain what the feeling supposedly means.

6 to 7 minutes. Ask: “Who gets to choose the feeling word?” Check for the answer: the person describing their own experience. During the main conversation, practise asking rather than labelling.

Lesson 3 Making room for a pause

Outcome. Participants can allow a pause and check whether the person wants quiet, a question or a change of topic.

0 to 1 minute. Say: “A pause can mean many things. We will avoid deciding what it means for someone else.”

1 to 3 minutes. The co-host pauses after a simple story. The lead host waits briefly, then asks: “Would you like a moment, or would a question help?” Demonstrate respecting either answer.

3 to 6 minutes. In 90-second turns, practise a low-stakes story with one natural pause. The listener resists filling it, then checks what is wanted. No one is required to stay silent for a set time.

6 to 7 minutes. Ask: “How could you check the meaning of a pause?” Accept a permission-based question. During the main conversation, leave room without turning silence into a test.

13 REPEATABLE LEARNING CYCLE

Lessons 4 and 5

Lesson 4 Asking what support is wanted

Outcome. Participants can distinguish a request for listening from a request for ideas and obtain permission before offering options.

0 to 1 minute. Ask: “When has listening been the help you wanted?” Invite reflection without asking for a personal story.

1 to 3 minutes. The co-host says: “I am finding a decision difficult.” The host asks: “Would it help to talk it through, hear some options or simply have me listen?” Demonstrate accepting “Just listen.”

3 to 6 minutes. In 90-second turns, one person names a simple fictional dilemma. The listener asks what support is wanted and follows that choice. If ideas are requested, offer them as possibilities the speaker may reject.

6 to 7 minutes. Ask: “What changes if someone says they do not want advice?” Check that the listener stops offering it. Use the same question in the main conversation.

Lesson 5 Caring with boundaries

Outcome. Participants can name a limit respectfully and identify when another source of support is needed.

0 to 1 minute. Say: “Caring includes being honest about what we can offer.” Remind the group that participants and hosts are not an emergency service.

1 to 3 minutes. Demonstrate: “I can listen for the rest of our turn. I cannot offer professional advice. Would you like a host to help us find an appropriate contact?” The co-host can accept or decline, subject to serious safety concerns.

3 to 6 minutes. Give each person 90 seconds to practise a boundary using a fictional request for expertise or ongoing availability. Their partner checks whether the limit was clear and respectful.

6 to 7 minutes. Ask people to name the host they can approach. Check that both hosts are identifiable and that the concern route is understood. Avoid asking anyone to act out a crisis.

Keep the lesson suitable for an open group

Use ordinary examples and leave detailed personal histories out of demonstrations. If the group starts debating someone's private situation, return to the skill. Revisit Lesson 1 whenever consent, reflection or boundaries need reinforcing.

Lesson 6 and continuing the group

Lesson 6 Choosing a manageable next step

Outcome. Participants can choose, change or decline a next step while asking for any support they want.

0 to 1 minute. Say: “A useful next step fits the life you have now. It can be small, and it can change.”

1 to 3 minutes. The co-host says: “I want to reconnect with a friend, but I do not have much energy.” The host asks: “What would feel manageable?” The co-host chooses a short message on a day they select. The host asks: “Would any support help?” Accept “No, thank you.”

3 to 6 minutes. In 90-second turns, each person chooses a fictional or everyday step and names when it might happen. Their partner asks whether it is manageable and whether support is wanted. Choosing no action is equally valid.

6 to 7 minutes. Ask: “Who owns this step?” Check that the answer is the person choosing it. Use the private sheet later in the session; there is no public reporting requirement.

After six meetings

Repeat the cycle, invite the group to choose a skill to revisit or alternate the lessons according to observed needs. Always teach the essential permission and reflection practice to newcomers. Do not describe attendance as clinical progress or a professional qualification.

A returning participant check in

Ask: “What would you like to revisit?” If they raise an unfinished intention, respond: “What got in the way, and is that still the right step for you?” Avoid disappointment, pressure or public explanations. The purpose remains connection and self-directed support.

A low attendance or disrupted session

Keep the agreement, learning, equal turns and close when a smaller group meets. If conditions or a concern interrupt the activity, shorten the exercise and close properly. Record the adaptation and its reason. Safety and participant choice take priority over completing every minute.

Use alongside other Sawubona resources

Hosts may signpost to the current Sawubona self-resources page for private reflection. Participation never depends on buying a book, joining coaching or disclosing more. Any separate service is explained as optional, with its own scope and cost.

15 REVIEW AND CONSISTENCY

Checking quality and learning from the pilot

The following are operating requirements for this resource. They are L2M design choices for the pilot, not external accreditation standards. A completed session review records what happened and what needs attention.

Standard	Evidence to record
Two prepared hosts and a checked setting	Named hosts; completed local setup and current route or venue check.
Accessible participation by choice	Format explained; adjustments agreed; pass and pairing choices offered.
Agreement and privacy limits explained	Both explained before sharing; participants actively agreed or stepped out.
One skill taught and practised	Lesson recorded; at least one permission or reflection practice observed.
Equal optional conversation turns	Pair or trio timing used; interventions made if one person dominated.
Support remains person led	No forced disclosure, advice, public pledge or contact exchange.
Concerns handled through the local plan	Any concern passed to the right person or service; follow-up owner named.
Complete close and departures checked	Check-out offered; headcount reconciled; formal finish announced.
Privacy maintained in records	Private sheets retained by participants; incidents stored separately.
Hosts review and improve	Brief debrief completed; next change and owner recorded.

Use feedback without collecting personal stories

Offer the optional anonymous slip in the Printable Resources pack. It uses labelled 1 to 5 ratings for feeling seen and heard, and a separate question about freedom to choose. Every question allows “prefer not to answer”. Count responses and missing answers separately. These describe the experience, not clinical outcomes or proof of impact.

When a requirement is missed

Correct it during the session if possible and record the action. Pause future meetings when host cover, local response routes or the setting are unsuitable. Investigate serious conduct or privacy concerns through the named organiser. Review the first four sessions before increasing numbers or locations.

Launching and supporting local groups

A practical launch sequence

1. Choose one location and a reliable time. Name the responsible organiser and two hosts. Complete the local setup and risk sheets.
2. Rehearse with a small invited group of adults. Check the words, route, timing and response roles; improve anything unclear.
3. Advertise four dates with accurate details and the 12-person cap. Start with Lesson 1, then choose Lessons 2 to 4 or repeat a skill as needed.
4. After each session, review attendance, participant choice, experience feedback, concerns and host workload. Keep stories out of the routine review.
5. After the fourth meeting, decide whether to continue, adapt or pause. Resolve serious gaps before adding hosts, capacity or locations.

What to record for the pilot

Record session counts, attendance totals, optional feedback response counts, access changes, incidents and completed host reviews. If repeat attendance matters, use a voluntary, clearly explained method; do not create an identifiable mental-health tracking record. Note how many people did not give feedback.

What L2M can standardise across locations

Maintain one current handbook, the shared listening lesson, the standard forms and a simple version register. Each local organiser completes its own response contacts, permissions, access and record arrangements. Use a periodic host practice meeting to review difficult decisions without unnecessary identifying detail.

Brand and resource use

Keep the Sawubona and L2M Coaching attribution on the materials, along with the version and any local organiser details. Record changes to language or delivery so they can be checked for meaning and boundaries. This pack does not grant practitioner, trainer, franchise or organisational accreditation.

Any wider licensing, fees, host recognition or formal approval arrangements are decisions for L2M Coaching. Do not advertise a host or local organisation as accredited unless a separate arrangement actually exists.

Basic local budget

List host time, venue or permissions, relevant cover, access adjustments, printing, first aid and optional refreshments. Name who pays each item. A free participant offer still needs a resourced organiser; avoid promising refreshments or facilities that have not been arranged.

Invitation and event listing templates

Short invitation

Sawubona Walk and Connect

I see you. I hear you. You matter.

Make a little room in your week to be heard and to listen to someone else. Join us for a welcoming hour with a short listening lesson, a gentle walk or seated conversation in our advertised local format, and space to reflect on what you need.

You can share as much or as little as you choose. Quiet participation is welcome. Any personal next step is yours to choose.

Date and time: [insert, including local time zone]

Meeting point: [precise accessible location]

Format and access: [walk, wheel or seated; actual route and facilities]

Cost: [state clearly]

Places: adults 18 and over, maximum 12

Join or ask a question: [booking and offline contact]

Cancellation updates: [channel and timing]

A Sawubona community listening activity from L2M Coaching. This gathering offers connection and listening practice; it is not a counselling or crisis service.

Longer event listing

At Sawubona Walk and Connect, we practise giving one another time and attention. Every meeting includes a seven-minute listening lesson and equal optional turns to speak, followed by reflection and a gentle close. Our local session is [describe the checked format].

You do not need a goal, a success story or experience of coaching. You are welcome to listen quietly or pass. Hosts will explain the group agreement and privacy limits before sharing begins. Please choose what feels appropriate in a group or public setting.

Bring [local requirements]. Tell [contact] about access or communication support you would like; you do not need to provide a diagnosis. [State toilets, parking or transport, surfaces, seating and weather arrangements accurately.] Optional refreshments afterwards are [details and cost].

Please do not include personal circumstances in a public booking comment. For session questions or concerns, contact [local host]. For the Sawubona programme, visit the link below.

Sawubona programme <https://www.l2mcoaching.com/sawubona>

Sources resource map and document control

Resource map

The companion Printable Resources pack contains eight reusable sheets: host run sheet; participant agreement and listening prompts; private reflection; local setup and support directory; route and venue risk record; host readiness and rehearsal; session review and optional feedback slip; restricted incident record.

Sources and design basis

1. L2M Coaching Sawubona programme page. Programme identity, existing listening sequence, scope and boundaries. Accessed 19 October 2026.

<https://www.l2mcoaching.com/sawubona>

2. World Health Organization, War Trauma Foundation and World Vision International. Psychological first aid Guide for field workers, 2011. Background for respectful support, dignity and appropriate connections to further help. Sawubona Walk and Connect is not a psychological first aid course. Accessed 19 October 2026.

<https://www.who.int/publications/i/item/9789241548205>

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Concept stimulus. The Weekly Accountability Walking Group Eventbrite screenshots supplied by Lloyd Munyaviri prompted the broad idea of a recurring social gathering with walking. The Sawubona materials use original promotional wording, scripts, lessons and operating procedures.

The session sequence, scripts, lesson cycle, forms, group cap and two-host requirement in this pack were developed for L2M Coaching. They are resource design choices and do not claim external validation or universal legal compliance.

Document control

Resource owner: Lloyd Munyaviri, L2M Coaching

Edition: 1.0, 19 October 2026

Review point: after the first four sessions and after any serious concern

Local organiser: _____

Local adaptation version and date: _____

Next review owner and date: _____

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