

Being a Trainer

Basic Introduction

List of topics

Introduction

1. What type of training?
2. Preparing the training session
3. Logistical aspects of organising a training session
4. Training methods
5. General instruction for the trainer

TRAINING

Introduction

You have chosen to study Community Management and in this course you will cover many subjects that we hope will assist you in your work or future studies.

While doing the course you will probably have attended various workshops. In the work that you do you may have a need to train others or you may have developed an interest in training and would perhaps like to become a trainer. Or maybe you simply would like to pass on something that you have learned or feel strongly about to others in your community. If you are interested in running a training workshop then this module will assist you with some basic ideas about training.

Training people isn't just about standing in front of people and talking.

In fact conducting a training workshop requires considerable thought and preparation in advance. If you get the basics right then it's most likely that your training session will be a success.

Certificate in Community Management

You will understand more as you work through the module, but please complete the activities along the way which will help you to understand.

At the end of this module there is an assessment to complete, which should be sent in to your co-coordinator.

Topic 1

What Type of Training?

At the end of this topic the student will have a basic knowledge of the participatory approach to training:

Learning Outcomes:

After completing this topic the student will be able to:

- Explain what participatory training is
- Explain the difference between a training programme and a training session
- Describe what a needs assessment is
- Understand the difference between goals and objectives
- Explain the criteria for developing learning objectives

Training is a form of education that is intended to develop a person's practical abilities: to gain new knowledge, acquire new skills and employ creative methods of problem-solving. This module's ideas about a training session are based on a participatory approach, i.e. on the method of making opportunities for active participation with the assumption that this assists learning.

- The whole group actively participates in the process of learning,
- individuals share and exchange their ideas and problems,
- participants together search for optimal or preferred solutions to their common issues.

A participatory training session is one that provides a setting where:

- a facilitator (the trainer) provides input, (usually ways of thinking or doing something which are new to the participants) and opportunities for participants in the training session to voluntarily take responsibility for acquiring and trying to use the skills and knowledge they acquire
- the participants' own knowledge and abilities are acknowledged and valued and constitute the base for acquiring new information and skill;

- the participants have an opportunity to share their experience and analyse it in a comfortable atmosphere (without fear of saying or doing something wrong or feeling stupid)
- there is an opportunity to learn through practice;

The participatory training method is particularly useful when it comes to studying challenging or emotionally sensitive issues; it provides the safe environment of a training session, where new ideas can be tried in safety rather than a real life situation that may be full of threats and risks.



Training allows for learning without the anxiety or discomfort that result from a 'wrong' answer. Much therefore depends on the approach of the facilitator or trainer.

Activity 1

What sort of training have you taken and were the training methods similar to the above? Please explain

Needs Assessment

The first step in preparing any training session should be a needs assessment. A needs assessment is a systematic exploration of the gaps between the current situation and the desired or necessary situation in relation to the issue or skills in question.

The *analysis of the current situation* includes

- determining the present state of skills (knowledge and experience) of the target group/s
- The current and/or future needs of the target group/s.

For the student studying this module, it is useful to be aware that if training is part of your work, your training session probably takes place within a larger framework. The focus of your training session will have been already made clear

within the objectives of the overall programme. A programme such as Community Management, for example, has a set of goals and this set of modules is designed to help achieve those goals. Within those goals, however, there will be objectives or learning outcomes for you to achieve through each specific module. The people providing the Community Management course will have already assessed the training needs of participants. In your own work you might be involved with an organisation that specialises in a particular type of training and your training session might be one component of that programme. It is useful for you to understand how your session fits into the 'big picture', but for the purpose of this module let's concentrate on what you can do to provide a successful training session.

In order to know how to plan for your session. You must first take into account what is expected of you by your organization (if you are working for some kind of programme) or course organizers (if what you are teaching is part of a course).

For example,

- are you providing training for a regular group of participants on a specific subject as outlined in the course curriculum of a programme?

- Or are you providing training of a one-off kind for participants who are simply interested individuals?

If you are clear in your answer, you still need to take into account the varying expectations within the group.

- What is each participant expecting to get from the session to make it useful for them?
- What is the nature of the specific audience being addressed? (this allows the facilitator to access the backgrounds and outlooks or the range of professional cultures which surrounds each particular audience)

Next,

- What administrative support and materials are already available?
- Is someone else going to look after 'logistics', i.e. making sure there is a whiteboard, large paper and marking pens etc or are you as the facilitator responsible for taking care of those things?

Next,

- What do the participants already know?
- Has a needs assessment of some kind already been done (e.g. a report from a previous

training workshop)? Needs assessment is important to the adaptation of training, especially if either the facilitator of the training session comes from a different culture or country.

- Can you discuss with any of the intending participants before the workshop eg in their workplace, to get a better understanding of their specific training needs? What do you, as facilitator know and want to 'get across' to the participants?
- What key materials do you need to consult or introduce to the participants?
- Are there previous workshop agendas/reports that will help you to design your session?
- What videos and resource materials might be consulted used?
- Are there local experts who might be usefully consulted or brought into the workshop?
-

These questions will also help you as facilitator plan the training session to suit the local situation. The more that the facilitator can demonstrate knowledge and understanding of the details of the local situation, the more the participants are likely to value what the facilitator says.

Activity 2

What do you consider to be the most important factors to take into account when doing a needs assessment for a training session?

Goals and Objectives

Each training session should have a clear goals statement that introduces the concepts that will be conveyed in the session. In general terms, this goals statement can be an answer to the question:

Why is this session occurring?

A goals statement (as answer) might be phrased as e.g. :

- "To introduce the concept of violence against women,"
- or
- "To facilitate an understanding of people's legal rights in mental health."

The next step in developing a training session is to identify the actual training objectives. The training objectives should be based on the findings of the needs assessment and reflect the goals statement.

The objectives of the training session need to be stated in terms in terms of:

The desired changes in knowledge, skills and attitudes of the participants.

Sometimes, the objectives can also be thought of in terms of materials to be produced at the session (eg a training manual for future workshops).

In addition you need to think how to assess at the end of the training whether the objectives have been achieved?

In addition the facilitator must think how to assess at the end of the training whether the objectives have been achieved?

These are the things that should now be the central focus of the facilitator's preparation. Clarifying these objectives will aid in the process of selecting the appropriate content and structure for the session.

Remember: A learning or training objective is the response expected from the participant. It is not:

- a goals statement;
- a course title; or
- what the instructor intends to do.

Learning objectives can be of the following kinds:

- *Cognitive* – information the participant encounter perceive, understand or remember. (The participant should clearly receive information and develop knowledge.)
- *Affective* - what the participant will feel, value, become committed to or enthusiastic about. (The participant will become sensitized to the issue in question.)
- *Behavioural* - what the participant will be able to do, perform, demonstrate, use or explain. (The participant will acquire or reinforce skills.)

An effective training session aims to improve: **knowledge + skills + attitudes** to contribute to: **appropriate behaviour**

Criteria for Developing Learning Objectives

The learning objectives should be:

- Relevant to the participant's needs. (That is why it is important to consider the specifics of the target audience: i.e. professional background and experience)
- Consistent with the overall learning goals.
- Stated in clear language.
- Specific and measurable.
- Achievable within the time of the training.
- Achievable in terms of learning resources.
- Suitable for evaluating learning results.

Writing the Learning Objectives

1) Begin the objective statement by writing down **"As a result of this session, the participants will be able to . . ."**

2) Select the appropriate verb - be sure to use an action verb, e.g. identify, write, organise, utilise, create, define, apply, analyse, conduct, evaluate, develop, ie what the participants will have learned to **do**.

3) Complete the learning objective statement with the content of the session e.g. **"As a result of this session, participants will be able to plan** (there's the verb)...

In the case of the learning objective for this module, we could say **"As a result of this workshop, participants will be able to create an effective training session."**

Activity 3

In your own words explain the importance of having objectives for a training session

Topic 2

Preparing the Training Session:

At the end of this topic the student will be able to prepare a basic training session

Learning Outcomes:

After completing this topic the student will be able to:

- State the guidelines for the training session
- Explain what questions the facilitator should ask her/himself when planning a training session
- Describe the components of a training session

Training Structure

In preparing the training structure and content the facilitators should consider the following:

What they intend to do:	Objectives
How are they going to do it:	Content, methods and materials
How will they know if they have succeeded:	Monitoring and evaluation

Content refers to the information to be provided, a list of topics to be covered (usually with an indication of the amount of time to be spent on each). Alongside this there should be a parallel list of methods to be used for covering each of the content topics. It is also useful to prepare another parallel list of materials and services that will be required for each topic given the number of participants and

the method to be used. During planning it is useful to set out the contents, methods and materials in three parallel columns.

Topic	Teaching method	Materials needed

Monitoring and evaluation determine the extent to which the training session was successful in achieving its objectives and goals. The pattern of monitoring and evaluation may take several forms, either formal or informal; open response or directed questionnaire; during, at the end or some time after the workshop, by the facilitator, by the participants, by some higher level manager. The facilitator will want to monitor whether he/she feels that the goals as laid out by the organisation have been achieved. He/she will also want to know if the objectives of the training session have been met and if not why not? Were they too ambitious, was the training material effective or does it need modifying.

General guidelines for planning the structure and the content of the session:

- Be *specific* and address as much as possible the needs of the participants.
- Do not attempt to evenly divide the time between all topic areas. Each topic should *only* be given the amount of time it will take to adequately cover the most important points.
- It is advisable to plan to use materials that are easily understood at the beginning of the class. After this initial groundwork is laid and the participants have a basic understanding, the facilitator can proceed to more complex materials. More complex information should be introduced only after the first break.
- Build in flexibility. Be prepared to spend more time on some topics if the need develops. Be aware, however, that this reduces planned discussion time for other topics.
- Have reserve materials on hand. Be prepared for unexpected questions and problems. When answering questions, always be honest in your response. If you don't know the answer, think of other resources to recommend on the subject in question.
- Prepare general time guidelines for each session, but remember the need for flexibility. It can be helpful

to put together a plan or programme or timetable for the training, which should be displayed in a visible location in the room during the whole training session. The visibility of the training plan will positively influence the learning process, as it allows the participants to clearly see the objectives of the training session and their progress at various times during the session.

- Prepare succinct, usable written materials. Session outlines do not need to be long.
- Try to use visual support throughout, so make sure you have available at least a whiteboard and flip chart paper.
- Build in early participation. Involve the participants as early as possible in the programme. Remember that it can be difficult to sit and concentrate for more than one hour.
- If necessary consider the team approach to planning the session structure. Some training sessions involve 2-3 training specialists and facilitators; it is essential that they plan a unified, coherent session.

Questions the facilitator should consider before planning the training session include:

- What do I want to accomplish in this session (goals and objectives)?

- What needs to be done with the group in order to reach the desired goals and objectives?

Answering these questions will assist the facilitator in putting together the training plan and selecting the appropriate exercises or activities. While conducting the training and the individual exercises, the facilitator should always remember the main objective of the session, and take opportunities to remind the group as well.

Activity 4

Why is content very important when developing a training course?

Components of a training course

- a) *Introductory Block*

A training workshop can last from a few hours to several days and can consist of one session or many. Regardless of the length, each training workshop starts with an

Introductory Block, which usually includes the following exercises: **Introduction and Acquaintance**, **Guidelines**, and **Expectations**.

The ***Introduction and Acquaintance*** exercises consist of the following:

- Introduction of the trainers;
- Brief information about the activities of the organisation, or about the programme or project, within which the training session is conducted;
- Statement of the training topic;
- Explanation of the specific training methods for the given session (i.e. what the facilitator will do and what participants will be expected to do);
- Introduction of participants, acquaintance with one another.

After the Introduction, facilitators should present the training schedule laying out the following: session times, breaks, meals (if planned), etc.

It is advisable to include some additional time in the Introduction exercise to adjust for the participants that are late. This time could be used to foster the group members' familiarity with each other, and to speak about the training objectives and any specific aspects that need explanation.

The Introduction and Acquaintance exercise is usually followed by the **Guidelines exercise**. This is a proven and effective method for developing an atmosphere of trust and cooperation. The guidelines are usually introduced by the facilitator and discussed and agreed to by everyone at the beginning of training.

One way of introducing the exercise is when the facilitator proposes a core set of main guidelines and the participants then may supplement it with their own suggestions.

Another way is to have the participants brainstorm the guidelines, while the facilitator lists the suggestions and adds his or her own to the list. The guidelines could then be prominently displayed on a large sheet of paper posted on a wall in the classroom. They should be visible throughout the training session, so that they may be referred to when necessary. Guidelines can include such things as:

Participants can interrupt the facilitator at any time.

Or

Participants should keep their questions for the end of the presentation;

Cell-phones will be turned off or silent.

Someone in the group will act as timekeeper to make sure the session begins and ends on time

etc

The *Guidelines* exercise is followed by the ***Expectations exercise***.

The purpose of the *Expectations* exercise is to facilitate the learning process during the training course on the basis of existing knowledge. It is important for successful facilitators to know in advance why participants have come to this workshop and what relevant knowledge base they already have.

The *Expectations* exercise also defines the objectives of the training course or session in relevant terms and sets the general direction of work for the group. The mission of the trainer or facilitator is to assist the participants in actively realising and articulating the results that they expect will be achieved upon completion of the training session

Knowing the expected results of the training helps participants overcome doubts, skepticism (even sometimes hostility), and keeps them motivated. As a result of this exercise, everyone is aware of the objectives of the training session and what is expected of them. The expectations expressed by the participants should assist the trainer to modify the planned training programme if necessary.

b) ***Problem Identification Block***

The *Expectations* exercise is followed by the sessions from the Problem Identification Block, which determine the terminology, identify the problem and lead the group into a discussion of the main issues.

c) ***Researching the Problem Block***

The Researching the Problem Block includes sessions and activities/exercises devoted to the causes and effects of the main issues (e.g. conflict, poor communication, workplace harassment, etc), as well as activities/exercises that aim to challenge the existing myths and stereotypes around the issues.

d) ***Addressing the Problem Block***

The next step is Addressing the Problem Block, which includes sessions and exercises aimed at the development of plans for concrete tasks relevant to the main issue.

e) ***Closing Exercises***

The culmination of the training process is the Closing session or exercises followed by an evaluation - an analysis of the training sessions.

f) ***Evaluation***

The final step in any training is an evaluation of the training. This is usually seen as evaluation by the

participants. (Evaluation by the facilitator is also necessary!). The training evaluation aims to check the quality of the training process and determine to what extent it was effective. The training process analysis and evaluation also allows for correcting the content of the session, stimulates the generation of new ideas, and helps establish to what extent the initial set of objectives were met.

Evaluation also provides good indicators as to what information gained during the training session will lead the participants to actually alter their practices. Unfortunately, very often participants know all the right answers to questions posed during training, but are unable to implement these new practices in their regular work environment. This is why the evaluation and analysis section should address the issue related to changes in practical work habits of training session participants.

The evaluation may be conducted in written form by filling out special questionnaires/forms, or surveying the participants orally. Written forms usually prove more useful for the purposes of documentation and continuity, in case the training materials were to be used by different facilitators in the future.

The evaluation form usually includes questions regarding relevance and effectiveness of training materials, whether

the material covered the professional needs of the participant. It is advisable to include space on the evaluation form for participants to add comments.

Organisation of the evaluation form:

- Try to group related questions together. Don't make the participant switch from one subject to another.
- Questions should be open-ended, allowing for candid responses.
- It is advisable to provide ample space to answer questions. However, the evaluation form should not be too long. Consider whether the form could be completed in the allotted time.

Questionnaires / forms do not need to be signed. Anonymity promotes honest answers that mirror the true thoughts of training programme participants.

Activity 5

What do we mean by 'components of a training course and why are they important?'

Topic 3

Logistical Aspects of Organising a Training Session

At the end of this topic the student will understand the logistical aspects of a training session

Learning Outcomes:

After completing this topic the student will be able to:

- State four logistical considerations for a training session
- Explain the importance of choosing a facilitator
- Describe the components of a training course
- State what is meant by participants
- Demonstrate how to conduct exercises

Logistical Aspects

There are four important logistical considerations in preparing for a training workshop:

Contracts

Contracts are negotiated criteria for training.

When the facilitator is external to the organisation requesting training, the organisation's manager or relevant staff or leader should clearly outline the terms for the training based on the organisation's expectations. Are they expecting preliminary research, production of training materials, running workshops, and follow up? What time frame is being considered including preparation and follow-up time? How much money is available to produce materials, pay for workshop costs and participants' food and travel costs and to pay the trainer?

It is useful to negotiate the trainer's terms of reference which set out in some detail exactly what the trainer is expected to do and / or produce, to what standard, by when, and at what cost.

Administrative Support

Administrative support includes scheduling, invitations, clerical and purchasing assistance.

If the trainer is external to the organisation then s/he will need to know how much administrative support can be expected from the organisation.

- Who can the trainer call upon for day-to-day advice and support?
- Who is responsible for setting the schedule of events and for sending invitations?
- Who deals with food and accommodation and with reimbursing traveling expenses of the participants?

Is clerical support available and if so, how much. Who will look after stationery supplies, typing, photocopying, collating and binding, purchasing materials and equipment needed for workshops?

Venue

The venue includes the room, utilities, furniture, and equipment.

Ideally, the following conditions should be met in respect to the location for a training workshop:

- The workshop should be held in a location away from the normal place of work of the participants
- The room used should be large enough to hold all participants comfortably
- Seating facilities should be comfortable and if possible mobile (in case you prefer a circle or something else)

If possible, check the training venue in advance for the availability of relevant resources. Check for:

◦ Air conditioning or fans	Does it exist and who is responsible for turning it on?
◦ Lighting	Is this adequate and are there blackout facilities if you need to show an overhead?
◦ Electricity	Where are the electrical outlets, will you need an extension cord and an adapter?
◦ Furniture	Are there enough chairs and tables and is it possible to move them around?
◦ Walls	Is it possible to post materials on the walls or will you have to bring flip chart stands/use blackboard?
◦ Equipment	What equipment is available, is it working, are there spare light bulbs?
◦ Kitchen	Can food be prepared at the venue (are there cups, etc.) or will it have to be brought in (i.e.

	coffee)?
° Toilets	Do they exist, are they clean, will they be open and is there water and toilet paper?
° Access	Is the venue easy to find or will participants need a map? In some cases is car parking available?

Suggestions for Set-Up

Certain ways of arranging a room facilitate an open and equal learning environment for all the participants of the training session (including the trainer).

It is advisable to arrange the furniture so that the participants are able to face one another. This kind of set-up promotes open communication and the sharing of ideas. One common way to facilitate this is to organise the table and chairs in a U-shape, with the facilitator and visuals located in the front.

Another effective arrangement for smaller groups is a circle. Chairs should be easily moveable around the room, depending on the conditions and types of training activities.

Facilitators should use their own judgment for whether or not tables are necessary in the set-ups.

A traditional classroom set-up with tables in rows, however, is generally not effective. A more relaxed set-up is better for encouraging open communication.

Activity 6

Why could your training be unsuccessful if you do not know the logistics of the training session?

Choosing a Training facilitator

Training facilitators are not teachers in the traditional sense; their role is rather to facilitate the process of learning by the participants, to be an intermediary between new knowledge, fresh ideas and the group.

The responsibility of a training facilitator is to build a relationship with the group participants.

Facilitators can either be from outside or inside of the organisation requesting training. They can also be from the same or a different country or culture than the country of training. Combining inside and outside facilitators as a team, creates an especially effective training, as each facilitator brings different skills and knowledge to the sessions.

For example, an outside consultant facilitator can bring the new knowledge and skills for facilitating a training workshop on a particular issue, while the internal facilitators bring knowledge of the organisation and the country specifics in relation to the training issue.

It is important that the selection of facilitators be based on the following criteria:

The facilitator(s) must have:

- expertise in the subject matter;
- ability to use interactive teaching methods;
- credibility and appropriate reputation;
- awareness of their own values, biases, and comfort towards diversity;
- understanding of group learning processes;

- flexibility while conducting exercises and the unanticipated situations that arise in them;
- ability to establish an informal, warm, and supportive atmosphere using a relaxed approach;
- ability to handle participant resistance and denial and to deal with highly-charged emotional issues;
- ability to remain open to the feedback of participants.

In addition, an external facilitator should try to have some knowledge of the country's historical and current background relevant to the topic of training; should know which international treaties and laws the country has signed/ratified in relation to the topic of training; and should be aware of any issues of current concern in relation to the audience being trained.

Activity 7

Sometimes you might run a training course using an external facilitator – what things should you take into account (a) for the students and (b) for the facilitator?

Participants

It is important to consider the size of the group being trained. If the group is too small (i.e. less than 10 participants) it may be difficult to facilitate discussion. With a larger group, however, the learning process may be slower. The optimal number of participants in a training session is 15-20 persons.

It is necessary to consider in advance who exactly needs this particular training or whether they are there because 'they heard about it' and always go to any available training or whether they have been told by their organisation 'they must go'. Once the participants are assembled, the facilitator must consider whether the chosen participants are responsible and receptive enough to learn something useful from the session.

One of the major considerations should be how to create equal opportunities for **all** participants during the training session. Equity and mutual respect among all members of the group (including the facilitator) are essential in fully accepting new knowledge and opinions.

The training session should help build trust among the members of the group to each other, the facilitator, as well

as to new ideas and new information. In order to better appreciate and digest the learning material, it is important to develop an atmosphere in the group, which will encourage each participant to openly express his or her ideas, and search for answers to questions posed. That is why the trainer/team needs to plan well in advance on how to create equal opportunities for all the participants of the training session.

Activity 8

Often at training sessions quite a few 'extra' people simply turn up without advance warning – what could you do in advance to help prevent this?

Conducting Exercises

The purpose of training exercises and activities is to facilitate the learning process. For the training exercises to be successful they should meet the following requirements:

The exercises should:

- have an objective;
- be strategically timed within the training;
- occur within a specific time frame.

Therefore, besides a general training plan, it is necessary to develop a more detailed plan of how and when each exercise will be conducted.

While planning an exercise, it is advisable to take into account priorities, i.e. all important issues should be addressed early in the session, and secondary issues may be combined and summarised in whatever remaining time there is.

Each exercise is divided into specific consistent logical steps:

- 1) *Facilitator's introduction* leads the training group into the main topic of the exercise and sets the guidelines.
- 2) Then, through various techniques, the facilitators gradually facilitate reaching the *goal of the exercise*.
- 3) The exercise concludes with the *Facilitator's commentary* or *debriefing*, which allows the trainer(s) to summarise the results of the discussion, briefly review the group's accomplishments and emphasise the most important points

regarding the subject of the exercise. The facilitator's commentary is a response to the objectives set forth for the exercise.

The trainer(s) should share a very clear vision of the results they seek to achieve with the group, as well as the techniques that will be used in the process. Interactive methodologies facilitate attaining the objective of the exercise, as well as the free exchange of thoughts and feelings after each exercise.

However, with some interactive methodologies, such as a group discussion, it is important that the facilitator focus the group's attention on the main issue and prevent any irrelevant issues from 'taking over'. It is advisable to determine the key steps or points or guidelines for conducting the group session. The guidelines will depend on the time available for each exercise (it is particularly necessary to narrow the topic of discussion when time is short) or on the group composition (professional affiliation of group members, their education, age, etc.). Such planning helps facilitators get their points across more effectively and avoid controversial arguments.

Some flexibility is necessary, however, to ensure active participation, otherwise the group's grasp of the subject matter may be insufficient and they will not master any new information.

Activity 9

When conducting exercises why is it important to have a detailed plan?

Topic 4

Training Methods

At the end of this topic the student will be able to prepare a basic training session

Learning Outcomes:

After completing this topic the student will be able to:

- State the overall purpose of using different training methods and describe the following
 - a) Brainstorming
 - b) Group Discussions
 - c) Case Studies

- d) Role Playing
- e) Mini Lectures
- f) Self tests
- g) Demonstrations
- h) Field trips
- i) Panel Discussions

Training Methods

Adults have different learning needs than children.

The best training sessions for adult audiences teach sufficient content as well as help develop the professional skills and attitudes of the participants.

As a general rule, people learn better when they are active and are able to participate in the learning process. This is particularly true of skills and attitudes.

Participants are more likely to retain information when various styles of presentation are used. On average, participants will need to hear information six or more times to understand the information and its relevance to a given situation. Repetition is important, but different presentation styles also facilitate different types of learning (cognitive, affective, and behavioural).

There are several training techniques that can be used to assure active participation of an adult audience. The methods discussed below are suggested for use with groups of 12-20 people.

It is not necessary to limit yourself to one training technique throughout an entire session. Utilisation of various methods not only facilitates increased attention and productivity of group members, but also mirrors real-life situations that may necessitate simultaneous employment of several models of behaviour.

Furthermore, facilitators should rotate techniques: circle - small groups - mini-lectures - small groups - brainstorming - work in pairs - joint work of the whole group - small groups - role-playing game, etc.

Activity 10

What is the benefit of not limiting yourself to one training technique during your lesson?

Brainstorming

What Is It and Why Is It Useful?

Brainstorming is a conference technique, which rather quickly pools the maximum amount of ideas and opinions on a given problem. This method is not only useful in generating ideas, but is also effective in finding solutions to the problems in question.

Principles of Brainstorming

The success of brainstorming depends on two main principles:

- 1) A group can produce a wider range of ideas when joining forces than if each participant works alone. Sometimes group interaction reveals that even an impractical idea can be developed and improved by the group to become a breakthrough new idea.

- 2) To generate new ideas, the environment should be informal and friendly, and people should be unconstrained.

These principles are the foundation for the rules of brainstorming:

- Withholding judgment. Statements are all accepted without comments
- Encouragement of ideas. Emphasis is made on the quantity of suggestions, not the quality
- Build on the ideas put forward by others
- Equality of all participants and ideas

How to Conduct a Brainstorming Session

Explain the goals of the brainstorming session first:

For example: *"The goal of our brainstorming session is to develop guidelines as to how the group would like to work together"*. Make sure the group understand this and then note it down briefly as a title on the blackboard, white board or sheet of paper.

Next, introduce the procedure to be followed by the group by explaining the main rules, clarifying in more detail when necessary.

Emphasise that the process of brainstorming itself is designed to generate as many ideas as possible, not to evaluate their quality.

Make clear that after completing the list of ideas, ie after the brainstorming, participant will have a chance to discuss any or all of the suggestions. It is important to set clear time limits, so that the group knows how long they have to accomplish the process. Usually this is short sharp exercise,

not a long drawn out one. All ideas put forward should be noted down in the same words as used by the participants.

Upon completing the brainstorming, organise and discuss suggested proposals and turn each idea into a well-formed statement.

If the group is slow to begin generating ideas, or the group stops generating new ideas, you may move them along by adding a comment of your own to get things started again.

Keep a record of the ideas generated. Sometimes it is good to make copies and distribute them back to the group later in the programme.

Activity 11

You are conducting a three minute brainstorming session. What will you need to do when the time is up?

Small Group Discussions

What Is It and Why Is It Useful?

Facilitators very often form participants into small groups to make it possible for them to share ideas more easily through discussion. Especially when time is limited, this technique allows for all the participants to express their opinions, discuss the problem in a more convenient and comfortable setting, and helps the participants to communicate more openly with each other.

How to Conduct Small Group Discussions

- 1) Divide the large group into groups of 4 - 5 persons (if the size of the large group allows; (if the total number of participants is small, working in pairs might be a good option).
- 2) Clearly state the task you want the participants to complete;
- 3) Allot what you think is the right amount of time to complete the task, it could be from 10 to 30 minutes;
- 4) Make sure the group knows that all members of the group are expected to put forward their ideas.
- 5) Makes sure the groups all know that somebody in the group must accept responsibility for recording the ideas and

somebody must act as a spokesperson for the group at the next stage.

6) Call the groups back together and ask the spokespersons of the small groups to share and discuss their experience and joint ideas with the larger group. Open up the discussion for all to participate.

Activity 12

How can you help participants express opinions, problems and communicate more openly?

Case Studies

What Is It and Why Is It Useful?

Case studies typically try to examine the interplay of all variables in a real-life case in order to provide as complete an understanding of an event or situation as possible. This type of comprehensive understanding is arrived at through an in-depth description of the situation being evaluated, the circumstances under which it occurred, the characteristics of the people involved in it, and the nature of the community in which it is located.

Case studies allow the participants from different organizations and places to be exposed to settings and contexts that they might not otherwise experience.

However, it is important to remember that if the case study is based on a real life situation, the names of those involved should be changed.

How to Conduct a Case Study Exercise

- 1) Distribute written hand-outs; or write the case on a flipchart or blackboard so all participants can read and analyse it together;
- 2) Have the participants discuss the case for clarification;
- 3) Have all participants give some type of response, either written or oral (it is necessary to have a format for the participants to follow, e. g. a set of questions, headings and tasks to help structure the discussion).

Activity 13

If you were presenting a 'real life' cases study to a group what aspect would you consider the most important, and why?

Guided Discussion

What Is It and Why Is It Useful?

Guided discussion is used to help participants develop a better understanding of new information or training material. During the training exercise the facilitators guide by indicating potentially useful questions to consider but then should encourage a group discussion of the problem providing the participants freedom to express their opinions about the problem and proposals for its resolution.

How to Conduct a Guided Discussion

- 1) Guided discussion is conducted through using the "question-answer" technique.
- 2) The group is guided towards the desired conclusion through a sequence of short and concise questions to which they are asked to provide concrete short answers.
- 3) The questions should be formulated in a way that will help guide the group toward understanding the problem.
- 4) If someone in the group makes an erroneous conclusion, it is preferable not to point it out, but rather to help the group move on to the correct conclusion through a chain of questions.
- 5) After the questions have been answered, the facilitator should analyse and discuss the responses, and summarise the group's conclusions.

Activity 13

You are guiding a group discussion, but it appears to be getting off track and going the wrong way, what do you think you could do?

Role Playing or Simulation

What Is It and Why Is It Useful?

Role-playing, or "learning through acting", is a technique that requires participants to 'act out' performing a task in a simulating "real life". This type of exercise is an effective means to take in and absorb the content and substance of new ideas. It facilitates an active understanding of the information and gives participants the opportunity to apply new skills and abilities.

The simulation serves as a rehearsal on how to conduct future activities. By recreating models of real situations, which "play out" a problematic scenario, the participants are given the opportunity to see the situation from perspectives different from their own. Both the participants and the facilitators have an opportunity to see "hidden obstacles" that may arise in dealing with the problem and can then explore alternative ways of addressing them.

The participants not only rehearse their own behaviour in a particular situation, but also have the opportunity as a group to evaluate how effective the staged resolution of the problem actually was.

Role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyse how people behave in a certain situation, how to evaluate and predict their reactions.

Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.

How to Conduct a Role-Playing Exercise

There are three stages to a standard role-play exercise: (1) the set-up, (2) the play, (3) the follow up.

1. Setting up:

In the set up stage, the trainer describes the scenario and assigns roles to the participants. It is a good idea to make sure that you assign each participant a different role than that which they play in real life. So for example, if the role-play deals with a school situation and includes the role of the principal, don't ask a real life school principal in your group to play that role.

Make sure the participants understand what it is that they are intended to portray, e.g. a school meeting, a confrontation between two rival groups etc

Alternatively, it may be useful to write one-paragraph descriptions of personality and 'approach' of the key role players. Participants are then asked to try to achieve a certain objective, eg to negotiate an agreement. Sometimes, the scenario can include some key dialogues or a statement to be read by the persons playing particular roles.

2. The Play Stage:

During the play stage, the participants act out their roles as a 'play'.

It is usual to set a time limit for the role-play and if the role-play becomes too long, then the facilitator can give the participants a time warning of one or two minutes, and then end the play after that.

3. The Follow Up:

It is important for all the participants to discuss what happened during the role-play. They may question individual role-players to ask why they took a particular position, made a certain statement, or undertook an action. The explanation and the resulting discussion is important for the participants to obtain a greater understanding of the social dynamics related to a particular "real life" situation.

Sometimes a role-play session may generate strong emotions (anger, dismay, disagreement), especially if some

role-players take the play too seriously, and take extreme positions. The follow-up discussions offer the facilitators an opening to explain that these reactions were caused by the structure of the situation, not by the stubbornness of the individuals playing the roles.

It is not necessary to avoid strong emotions; rather, it is an opportunity to reveal the nature of some "real-life" situations, and to encourage participants to be sensitive to the different assumptions, values, goals and positions that may be taken by different persons actually in "real life".

Activity 14

During a role-playing activity the players start taking their roles too seriously – what can you do (a) during the role play and (b) when the role play has finished?

Mini-Lectures

What Is It and Why Is It Useful?

Mini-lectures (10-15 minutes long) provide an opportunity to deliver new information necessary for future work that would assist the participants in better comprehending the problem and making correct conclusions.

How to Conduct a Mini-Lecture

- 1) It is important to remember that the facilitators' mission is not only to offer the required information, but also to convince the group members that this information is important for considering and resolving the given problem. Therefore, mini-lectures often include additional questions or a short exchange of ideas;
- 2) Mini-lectures conclude with a collective discussion or exercise, where participants can apply the new information in practice;
- 3) It is a nice idea to distribute the information discussed during the mini-lecture in printed hand-outs.

Resource Exercises

Resource exercises are activities that supply the training session participants with the required group resources to engage in a difficult social situation (the training session) without too much pain --- enjoyable group experiences, shared fun to outweigh or overcome unpleasant memories and experiences that may occur.

Self-Tests and Circle Technique

Self-Tests

Self-tests may be given before, during or after the training session. The purpose of the self-tests is to determine what the participants already know about the issue in question, to monitor their progress during the training workshop, and to assess the knowledge and skills that have been acquired or developed as a result of the training session. You need to take into account that not everyone that attends a training session is there because they want to be and often people will attend a training session but have very little motivation. Often people are sent to training sessions because their employer or other person thinks that it would be good for them, or the supervisor in an organisation is under pressure

to provide people in order to fill up the training spaces to make the most of funds available. By understanding why people are attending your training, will enable you to gauge your success or failure to achieve your objectives. It simply might not be possible to achieve your objectives with everyone – you have to be realistic.

Circle Technique

During introductions, or when it is necessary for all the participants to give a short response outlining their opinion, facilitators may utilise the circle technique. With this technique, participants are seated in a circle facing one another, one participant volunteers to begin and the rest follow him or her in order. For example; you might ask the participants to give the name of a person they admire and the reason why? Or, you could conclude a session by asking participants to say how they would feel about conducting a training session in the future.

Other Training Methods

Demonstrations

1) May be video or audio taped if possible. Often when you hear yourself speak or see yourself on video, it can give you greater insight regarding how you might want to change or modify your style.

2) May be live and spontaneous. Often during training, you might think of an activity that is appropriate for the particular group you have. You need to build in some flexibility for such times. Often, spontaneous activities that fit the group are some of the most rewarding activities.

3) If instructors are doing the demonstration, they should rehearse it. If you are planning a particular demonstration, you would be wise to rehearse it prior to your session. For example if you want to show the group various forms of non-verbal communication you might find it useful to practice in front of a mirror to see how others will see you.

4) If participants are included, select people who are not likely to be embarrassed to present in front of the group. If for example you are doing a role-play, you might be wise to do it later in the session, not just to energise the group, but you will probably have noticed who is shy and who is outgoing. If possible always ask for volunteers first, but if the role-play is part of your session and no-one volunteers you will have to choose someone, so try to choose people who seem not to be shy.

Field Trips

1) Group visits to a relevant institution may provide valuable perspectives. Field trips are usually reserved for trainings that cover a few days. If you are going on a field trip make sure that you or designate have made all necessary

arrangements beforehand. You don't want to plan a trip only to find out the transport hasn't been booked or the place you intended to visit isn't expecting you.

2) The purpose of the visit should be explained in advance, and participants should be alerted to what kinds of things to look for, instructed to pay attention and record their observations.

Panel Discussion

1) Composed of a panel of presenters or experts. A panel discussion is particularly effective when presenters have expertise in different aspects of a topic.

2) One presenter should act as a facilitator to enable the greatest possible participation and to provide a summary at the end of the discussion.

3) Should include question and answer exchanges between panel members themselves and between panel members and the participants.

Activity 16

Can you think of a piece of training where the inclusion of a field trip might be extremely useful?

Topic 5

General Instructions for the Trainer

Learning Outcomes: The student will be able to assemble an appropriate selection of components to make up a successful training session.

After completing this topic the student will be able to:

- Describe the needs before and during a training session
- Conduct a guidelines exercise
- Know when to use role playing
- Explain the importance of de-briefing

- Evaluate and select various training activities to make up a training session

General Instructions

Before the Workshop:

1. Outline the objectives of the training; what are your personal objectives and what are the objectives for the session?
2. Outline the training methods that you will use during the session;
3. What is expected from you with regard to the session?

During the Workshop:

1. When you are making a presentation, set yourself a time limit and try to keep within that time frame. If you have a keen listening audience (or if you are very

enthusiastic about your topic!) it is very easy to continue talking longer than you planned. Whilst you may feel at the time that this might be beneficial for the audience, it will hamper your ability to achieve the objectives that were set out.

2. Make practical recommendations. Being aware of who your participants are will help you keep your recommendations practical. If your participants come from a rural village area, there is little point in asking them to research something on the Internet. Likewise, you might think that referring them to a particular book would be useful, but if the book is in English and their ability to read in English is limited, this also is not very practical.
3. Use examples. Newspaper articles and hypothetical examples to help illustrate your point more clearly. Often articles that are found in newspapers or magazines can be of great value in getting a point across, especially to people who cannot buy newspapers or magazines. Photocopying an article and handing it out is a good way. You might want to draw from your own experience to make up a 'case study' that can help you illustrate a point.
4. Use visual aids, such as handouts, chalkboard or flipchart with textual graphics, charts, maps, films, videotapes, posters, photographs, audio-visual equipment, etc. Make sure when using such aids that

everyone is able to see and read them. Flipchart writing that is too small or handouts that are faded will not be very helpful to the participants.

5. Encourage active group participation. Remember, if participants are actively involved in the session, they are much more likely to remember things. But participatory activities require forward planning.

At the end, ensure that any comments/recommendations are consistent with the standards set out in the training materials.

Planning for Participants Needs

The level of physical comfort of training participants will have a direct impact on the outcome of the learning exercise. Keep these basic facts in mind:

1. Try to keep the temperature of the room at a comfortable level for all participants. If you have air conditioning great, but be aware that being too cold is just as uncomfortable as being too hot. Check regularly with the group – “is the air con OK for everyone?” If there are windows you might like to open them, but make sure the wind isn’t too strong or that by opening the windows there is too much noise.
2. Classrooms should never be filled beyond capacity. It may be flattering to find you have

more participants than you planned for. But too many people in the group can threaten the success of your training. People need space and you as a trainer need to be heard by all people. If the group is too large you might start finding yourself shouting instead of talking and tend to be too worried that the people at the back cannot be heard.

3. Toilets should be easily accessible. Tell the participants during your introduction where the toilets are and make a point of telling them to just leave quietly if they need to use the toilet. Often participants come from a particular style of learning and will not leave the room without permission.
4. Time factor: A training workshop may last from a few hours to several days. Usually a daily session should include a 15-minute mid-morning break, lunch break of at least one hour, and a 15-minute coffee/rest break in the afternoon. Sometimes during your training and if it's a hot day, you might find it beneficial to incorporate several 5 minute extra breaks to allow participants to move around or get something to drink. Participants usually appreciate this consideration and often the group suddenly re-vitalizes itself. After each major

break, the training group needs at least 5 minutes to get back into the rhythm after the short period of relaxation and conversation. This period could be used for warm-up activities and games.

5. Lunch breaks should be scheduled within the time to which participants are accustomed to having lunch. If you know that in such and such a place lunch is normally taken at noon, you will probably find that if you go on much longer then the participants will start getting restless and hoping that you are going to stop soon.
6. When possible, provide/allow beverages in the classroom. This is a personal thing for the trainer. Some trainers don't mind if people are eating and drinking during the session. For others it becomes bothersome, especially if there is constant slurping of drinks or crunching of food. By being aware of the participants and your personal likes and dislikes, you can decide the best way. It might be best just to say; "if anyone wants to get a drink please feel free to do so at anytime, but please drink it outside".

Using Visual Support

Use the chalkboard or paper to write down pertinent information, to track ideas or opinions, answers to questions

or, to draw schemes and note definitions. Recording information on paper helps reinforce the key points and allows for summarising the material covered. It is a good idea to keep most recorded information posted around the room for the participants and the facilitator to refer to throughout the training session.

When a facilitator has to talk and write at the same time, the group may concentrate more on what he or she writes than what he or she says. In addition, the facilitator's voice becomes muffled when he or she speaks toward the board, not to the group.

If a facilitator is working alone, he or she must face the audience when talking to them and not the sheet of paper placed on the wall. Remember, written information should only reinforce what is being said, not vice versa.

If you use an overhead projector to illustrate a point, don't forget to turn it off when you have made the point. If it is left on, the participants' attention constantly wanders towards the projected image and concentration on what the facilitator is saying diminishes.

Conducting the Guidelines Exercise

Propose or have the participants brainstorm the guidelines regarding work and communication during the training session. The following are suggested guidelines and ways of explaining them to the group (if proposed by the facilitator):

1) *Value Time*

Our first principle - *Value Time*. Take a good look at the Training Plan. In a relatively short span of time allotted for the training session, you might have to cover some complex issues. If we agree to value time, we are committing to being attentive, not to stray from the subject of discussion, and to trying to work within the time frame allocated for each training session. Does the group agree to value time?

2) *Speak One At A Time*

Take turns speaking. In your introduction to the group, you could ask that they show respect when a person is speaking and not to interrupt them. Often in a group if a person wants to speak, they may make eye contact with you, nod or raise their hand. Be alert to these signs and try to allow people to speak, but be aware that it doesn't turn into a group discussion that takes you completely off track.

3) *Speak Briefly and To The Point*

Guidelines two and three are *Courtesy Guidelines* which help us to follow our first point of valuing time. Does the group

agree to *speak one at a time* without interrupting each other?

There are many people in this group and the opinion of each participant is valuable. Because of this, let us speak *briefly*. Those of us, who can speak on each of the subjects of our sessions, should allow others to participate as well. In addition, given our limited time, let us speak specifically on the *given topic*. Does the group agree with this?

4) *Speak Only On Behalf Of Yourself*

Let us try and speak only on our own behalf. It is better to use "I believe..., my suggestion is ..., in my opinion ...". Statements like the following will make the training more difficult: "Everybody thinks ..., This is widely established ..., Everybody knows ..., All children are the same ..., All city people do so ..., It was always like this...". Also, when anyone cites information from a specific source (books, articles, media news), please disclose this source. Does the group agree with this?

5) *Be Positive*

Let us make an agreement to maintain positive atmosphere, express positive ideas and propose positive actions, respect yourself and others. Does the group agree with this?

6) *Addition Principle*

Let us consider the principle of *Addition*. This principle addresses the importance of tolerance of other people's opinions and ideas. This means that effort should be made to formulate each newly expressed idea in a way that supplements what has already been said, instead of repeating or contradicting previous statements. There may be any number of correct answers to a given question, as they each represent the ideas and opinions of different people. Does the group agree with this principle?

7) *Respect Each Other*

Let us be respectful of ourselves and other participants. It is important to omit from this training any comments or jokes based on gender, race or religion which might be offensive. Does the group agree with this?

8) *Voluntary Participation*

The principle of *Voluntary Participation* means that when volunteers are needed during an exercise, it is only appropriate to volunteer yourself - it is not appropriate to 'volunteer' others. Does the group agree with this?

9) *Confidentiality*

The *Confidentiality* guideline provides that personal information about each participant, which may be disclosed during the classes, should not be discussed outside the

session; it should remain confidential within our close group. Does the group agree with this?

It is important that all the participants agree upon each of the guidelines and accept them. Therefore, after the facilitator has written the guidelines on the board he or she should make sure there are no objections on anyone's part.

If one of the group members offers an additional guideline, it may be included in the list on the condition that it does not contradict any other guidelines and the group accepts it.

In case one or more participants don't agree with a guideline, the facilitator should explain how that guideline helps to achieve the training. He or she may ask the opinion of the group. If the facilitator's arguments do not convince the participant, it is advisable to ask him or her to trust the judgment of the facilitator and approve the guideline, and later discuss its merits. Compiling a set of guidelines for training with the group promotes an atmosphere of interaction and cooperation. However, you need to set a brief time limit of say 10-15 minutes to do this otherwise you might find that you are using up most of your session.....time has a habit of moving along fast!

Tips on Role Playing

When to Use Role-Playing

Role-playing is useful in initial training or awareness raising sessions, as well as in follow-up and ongoing training sessions. It can be used in the training of many kinds of people including students, facilitators, community workers, heads of programmes, managers, planners and head office staff, etc.

In a single training session or workshop, the training team may wish to set up more than one role-play. If so, it is advisable to change scenarios and use a different structure (e. g. whether or not written instructions are handed out; whether or not the participants are given time to prepare their plot; whether or not the role-play involves all or some of the participants).

As a trainer you are not there to open up a whole load of feelings, this is a dangerous area to let yourself get drawn into. If you see a person is upset or looks angry don't draw them to the attention of the group, most people will usually deal with it in their own unique way. However, if at the appropriate time you feel a word of support a "well done, that took a lot of courage" is required, then go ahead.

In both the set up and the discussion stages of the role-play, the facilitator should encourage humour. Remember that a 'play' by definition is not reality, and should not be taken

completely seriously. Humour can defuse the tension in a role-play situation, and it allows participants to take a more practical approach to analysing the potential 'real life' situations they might experience later.

Tips on Debriefing

Comment [HK1]: Shouldn't this be moved down so that it follows the role play point?

Facilitators might consider the debriefing model that begins with the question:

How do you feel about the activity and the results?

The purpose of this question is to give an opportunity for the participants to express their feelings and emotions and prepare for the intellectual analysis in the latter phases of the debriefing. Sometimes the participants are so preoccupied with their internal conversations about their feelings that they do not mindfully participate in the external conversation. Also, their responses to other questions (such as *what happened during the activity?* or *what did you learn from the activity?*) might involve emotional reactions or complaints.

Many facilitators avoid any discussion about feelings and emotions during the debriefing. Usually, they project their reluctance to the participants and explain that this particular group does not like to discuss emotional issues due to their position in the organisational hierarchy or their field of work (e.g. managers, or officials).

If the facilitators really believe in combining emotional intelligence with the other forms of intelligence, they probably would not omit this phase of debriefing.

On the other hand, over-emphasising the discussion of feelings can also be detrimental. The facilitator should explain that the aim of the exercise is to give people an opportunity to briefly express their frustrations or share their opinions, and move on to the other phases of debriefing.

Debriefing is particularly important after certain role plays. Sometimes, role – playing can seem almost like the real thing, especially if you are role playing a situation that deals with emotions or someone's feelings being hurt. It is important to bring the players back to the group and once again state who they are and to say something like " my name is xxxx, I am on such and such training course and I have just role played a situation for the benefit of learning part of the course material.

The participants' statements should be treated as bits of information and not as personal attacks. It is important that the facilitator does not react defensively. It is advisable to discourage participants from attempting in-depth analysis of different feelings. In case asking the question "*how do you feel?*" still seems uncomfortable, the facilitator can substitute it with "*what are your reactions to the activity?*".

Tips on Selecting Training Activities and Exercises

Facilitators might find it helpful to use the following checklist as a guide while choosing among different training exercises and activities:

- *Real-World Relevance.* Does the training exercise help participants learn skills and concepts that are applicable to their situation? Do the roles in the training exercise relate to easily recognisable real-world situations? If you are training a group from a rural area, there might be very little use in designing a role play that is set in an Internet café.
- *Appropriate Structure.* Is the basic structure of the training exercise appropriate for the instructional objectives, participant characteristics, type of learning, and intended use? If you are training people how to draw diagrams or make charts, it would be little use if your training consisted mainly of lecturing people. It would be more appropriate to get the participants actively involved in the practicalities of drawing diagrams or making charts.
- *Flexible Format.* Does the training activity permit easy modifications to suit local resources and constraints in terms of schedule, number and background of participants, and physical facilities? Although you may have researched your audience well, there will always be a time when you feel it is better to change track . Don't get disheartened, try to maintain a level of

flexibility that will allow you to change directions if need be.

- *Participant Involvement.* Are all participants involved in the training activity at all times? Whether listening, seeing or doing it is important that the participants always feel involved. Some subjects by their very nature are boring at times, so it's necessary to stop, check for understanding, ask for feedback etc. In other words involve the participants so they don't fall asleep.
- *Effective Instructions.* Does the training activity include clear and concise instructions? Are the participants clear about the rules, the session content and the objectives of the session?
- *Intellectual Stimulation.* Are the participants engaged in challenging tasks instead of rote memory activities?
- *Are the students aware of what they have learned?* Is the mastery of useful skills and knowledge obvious to the participants?
- *User Friendliness.* Can a typical facilitator use the activity without having to spend too much time preparing the materials or learning the rules?
- *Cost-Effectiveness.* Is the training activity inexpensive? Can a cheaper alternative produce the same training outcomes?

Previously we talked about “ice breakers” and about you developing your favourite. In conclusion to this module, we have included a list of ice breakers that have been used in various trainings. You might find that in your training sessions some or all of them will be useful. As you come across more and more ice breakers, add them to your list so that you can collect a list of material that can be used at various times during your training sessions.

We have included a list of ice breakers that have been used in other trainings we know about

We quite like the one that asks participants to introduce themselves and also give some pointers so that their name becomes memorable, e.g. tell the meaning of their name, or a short version of it etc.

Some people are very good at recalling names, for others (like the writer) it is a difficult task. Some trainers are reluctant to use it with older people for fear of being being ‘patronising’. However, often older people will enter into the spirit of

the course and besides no-one can get everything 100% right for everyone – so just do your best.

You have now completed the training module. If you feel confident it is now time to attempt your assessment – good luck!