

13 Session plan: Training skills 1

National / Regional / District	
Learning objectives	
By the end of the session participants shall be able to: <ul style="list-style-type: none">• Explain good practice of presenting and facilitating during training delivery.• Demonstrate good practice of presenting and facilitating during training delivery.• Demonstrate good participatory training and communication skills.	
Time allocated	
<ul style="list-style-type: none">• 120 minutes.	
Resources needed	
<ul style="list-style-type: none">• PPT Presentation• Participant Manual• Whiteboard or flipchart• Flipchart paper and markers• Masking tape or prestic• <i>Challenging behaviour</i> laminated cards for first activity• Topic lists for the second activity.	
Preparation	
Familiarise with: <ul style="list-style-type: none">• Relevant content of the Participant Manual• PPT slides. Print: <ul style="list-style-type: none">• The Challenging behaviour list from the end of the session plan, cut into individual strips (one challenging behaviour per strip) and put in a hat or bucket.• One copy of each of the four group topics on coloured card from the session resources folder or end of the session plan. Laminate if you want to re-use.	
Trainer's notes:	
<i>Some of the participants may not go on to play a full training role in the roll out of the CBID training package. However, all will have experience of, and future opportunities in, presenting information, addressing groups of people, sharing knowledge in their own organizations, speaking in meetings and will therefore benefit from this session and from completing the personal action plan at the end.</i>	

13.1 Introduction (5 minutes)

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Training skills 1

Learning objectives

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- Explain good practice of presenting and facilitating during training delivery.
- Demonstrate good practice of presenting and facilitating during training delivery.
- Demonstrate good participatory training and communication skills.

Training Skills 1: 2

Introduce the learning objectives of the session.

Explain:

- This is the first of two sessions designed to help participants in their role as trainers.
- It will also help participants to be good presenters in different situations such as meetings or more informal training situations.

Ask: Who has done some training before? Find out *where, when, what* to give an idea of the existing training experience in the room.

Acknowledge responses.

Topics include:

- Presenting
- Facilitating
- Energizers
- Participatory training methods
- Aspects of group activities.

Training Skills 1: 3

Explain: We are going to look at these training topics in this session.

13.2 Knowledge, skills and attitude (10 minutes)

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Explain: We are going to look at different methods of training and good practice in training – the knowledge and skills that we need as good trainers.

Ask: What do we need apart from knowledge and skills?

Acknowledge responses.

Explain: As well as knowledge and skills we need a good attitude.

Draw three interconnected circles on a flipchart, and label them Knowledge, Skills and Attitude.

Explain:

- knowledge is needed of the topic we are going to teach
- skills are needed to communicate that information in an effective way
- a good attitude is needed to ensure that our training participants are receptive to the information and motivated to use it in a positive way.

Ask: What happens if our attitude comes across as we know it all, or we seem bored or disinterested?

Acknowledge responses.

Therefore whichever methods we are using, we need to ensure we have a good attitude as a foundation.

13.3 Presenting and facilitating (25 minutes)

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Ask: Turn to the person next to you and discuss in a buzz group for two minutes what you think the difference is between *presenting* and *facilitating*?

Acknowledge responses.

Presenting

- One-way
- Provides information
- Corrects misinformation
- Assumes what is presented is not known
- Treats all participants equally.

Training Skills 1: 4

Explain: *Presenting* is a one-way process where participants are given information. Presentations are used to provide information, facts and figures, and correct misinformation. When we present facts, theories or frameworks, we assume people don't know the information or they need to be reminded. Thus we treat all participants in the same way even if some may know the information already.

Facilitating

Facilitating makes it easier for participants to:

- see the connection between theoretical concepts and real life challenges or tasks
- reflect on their own experience
- connect this with new information.

Training Skills 1: 5

Explain: *Facilitating* means 'making things easier'. When we facilitate we make it easier for participants to:

- see the connection between theoretical concepts and real life challenges or tasks
- reflect on their own experience and connect their own experience or views with new information.

Ask: Turning to the person next to you on the other side, discuss in a buzz group what you think makes a good presentation? What should trainers do to help make a presentation interesting and effective?

Acknowledge responses.

Good practice for presenting

- Vary the pace and tone of speech.
- Be aware of your position in the room.
- Ask questions and encourage contributions from the group.

Training Skills 1: 6

Summarise the key points from this slide and the next.

- Vary the pace and tone of speech to keep the interest and attention of participants.
- Be aware of your position in the room and vary it.
- Make the presentation more interactive and participatory by asking probing/guiding questions and encouraging contributions from the group.

Good practice for presenting

- Follow the instructions in the session plan.
- Know and watch your audience - are they listening, interested, awake?
- Break for a few minutes if necessary or insert a short energizer.

Training Skills 1: 7

- Follow the instructions in the session plan. If you deviate from the session plan, you may run out of time.
- Ensure you have good knowledge of the topic by being familiar with the material in the Participant Manual and other relevant resources.
- Take note of your audience – how are they reacting?
- Have a break now and again if necessary or change the activity.

Using Powerpoint

- Use slides as a prompt.
- Make the point clearly using as few words as possible.
- Make sure the font size can be read easily.
- Allow time for participants to absorb the content.

Training Skills 1: 8

Continue with the key points relating to Powerpoint presentations:

- Use the slides as a prompt and to show participants the key information.
- Make sure the slides don't contain too many words – this is a common mistake.
- Use a font size that can be read.
- Allow time for participants to absorb the information.
- As you have seen from the slides used in this training so far, the words on the slide are in a big font, and bullet points are kept brief.

Using Powerpoint

- Match slides to what you are saying.
- Avoid reading from screen with your back to the audience.
- Avoid blocking the beam.

Training Skills 1: 9

- Make sure the slide shown corresponds with what you are saying. Keep the slide synchronized with the session plan.
- Do not turn your back to the group when reading from a slide.
- Don't block the projector light beam.

Good practice for facilitating

- Understand the purpose of the activity.
- Give people time and space to think for themselves.
- Ask rather than tell.
- Give clear instructions.
- Check on learning and be sensitive to diversity of learners.

Training Skills 1: 10

Explain that this slide shows good practice points for facilitating.

- Understand the purpose of the activity and what you are facilitating. Try out the activity before the session.
- Give people time and space to think for themselves. This means that the trainer should be comfortable with silence.
- Avoid giving the answers when a participant asks a question but the group knows the answer. Refer the question to the group.
- Give clear instructions to participants, and make sure you understand them before the session.
- Monitor participants' learning to ensure they are learning the key points for the session.

Ask: What can we do if we ask a question and someone gives the wrong answer?

Acknowledge responses and confirm that we should encourage responses, so should thank all participants for their contributions such as in answer to a question – even if it is wrong. Don't tell them it is wrong but continue until you get the right answer.

13.4 Participatory training methods (30 minutes)

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Explain that one of the ways to stimulate full participation of your participants is also to include 'Energizers' when energy levels are low.

Ask if one of the participants can lead the group with a short energizer. If no-one volunteers, run one yourself (examples are given in the Participant Manual).

Energizers

- Can be run as part of the training:
 - Ask participants to move to a different area
 - Move the session to a different space (e.g. outside)
 - Ask questions.
- Can be run as separate activities:
 - Usually a 2-3 minute fun activity to get people to stretch in some way.
 - Sing a song.

Training Skills 1: 11

Energizers can be run as part of the training – such as getting people to move around the room to look at something; or moving the session to a different location such as outside; or asking questions of the group or individuals.

Or they can be run as separate activities – usually a fun activity such as stretching exercises, or singing a song.

Make sure the energizer is appropriate to the group, such as being culturally and gender sensitive, and inclusive of any persons with disabilities in the group.

Participatory training methods

- Discussions
- Activities
- Case studies
- Using pictures or films
- Role plays
- Brainstorming
- Demonstrations
- Field visits.

Training Skills 1: 12

Remind participants that people learn in different ways therefore a good trainer will use a variety of training methods to keep the interest and engagement of the group. Examples are:

- **Discussions** – often used for problem solving, stimulating thinking.
- **Activities** – as we are using in this training – to engage participants.
- **Case studies** – to give examples to support points being made.
- **Using pictures or films** – to stimulate discussion.
- **Role-plays** – acting out scenarios. This could be used for example, to show the difference between a person with a disability being treated positively or negatively in a situation such as at a polling station.
- **Brainstorming** – used to find solutions by stimulating ideas between participants.
- **Demonstrations** – to teach practical skills.
- **Field visits** – a visit to a venue for participants to observe a situation for themselves.

Group activities allow:

- Trainers to find out what participants already know.
- Those with more knowledge and expertise to share it.
- Participants to gain confidence.
- Shy or more junior participants to participate more fully.

Training Skills 1: 13

Dividing the participants into groups for activities is a good way to get everyone's participation in a session. It also allows:

- trainers to find out how much participants already know
- those with more knowledge and expertise to share it
- participants to gain confidence as they see they already know a lot from their experience
- shy or more junior participants to participate more fully as they usually have more confidence speaking out in smaller groups.

Factors in dividing groups

- Time: more groups – more time for feedback.
- Involvement: the smaller the group the greater the participation of everyone.
- Purpose of activity: will it work better to have people together from the same organization or different organizations?
- How to divide: use interesting fun methods such as dividing by birthday months or initial of first name.

Training Skills 1: 14

- **Organizing groups:** think about the size of groups, who to group together, and methods of dividing participants into groups.
- The more groups you have, the more feedback time you will need.
- The smaller the groups are, the more it will encourage participation of everyone.
- Use different methods to group people each time to make it fun and interesting.
- Use local resources where possible, such as getting people to pick something from a bag and grouping people with the same item such as a stone, stick, or sweet.

Explain that we need to work in groups of 2-3 for the next exercise (modify based on participant numbers: there are seven challenging behaviour cards).

Ask: can anyone show us an example of an interesting way they have learnt to divide training course participants into groups?

Divide the group members using the participant's method.

Ask if any of the participants have been in a training where one of the participants was challenging in some way?

Acknowledge responses.

Activity

Challenging behaviour

- Choose a card.
- How would you deal with the challenging behaviour described?

Training Skills 1: 15

Ask each group to choose one of the 'challenging behaviour' cards from a hat or bucket (print these from the end of this session plan). Give the groups 2-3 minutes to discuss and then go around the room in turn asking the groups how they would deal with the behaviour on their card.

When all groups have given their responses ask participants to turn to the section in their Participant Manual and highlight any ideas that have not been raised.

13.5 Communication skills (50 minutes)

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Explain that communication skills are key to being a good trainer.

- In this activity, you will have the opportunity to practise your communication skills.
- You will take on the role of trainer and present the key learning points about communication skills yourself.
- This is a chance for you to put some of the skills just discussed in the presenting and facilitating section into practice.

Activity

Communication skills

- Read and discuss the key points of your topic in your Participant Manual.
- Prepare a five minute presentation to explain the key communication points.
- Use a variety of presentation styles to convey the information, such as presentation, role play, demonstration.

Training Skills 1: 16

Show the activity slide and explain the activity below.

Activity: Communication skills

Groups	Divide all the participants into <u>four</u> groups.
Instructions	Assign each group one of the topics listed at the end of the session plan and give them each one of the topic lists. Each group should present the information listed under their heading. Encourage groups to be creative and to use role-play, props, flipcharts, or the board as desired.
Monitor	Monitor the groups and assist as needed.
Time	Allow 20 minutes for groups to prepare the task; 5 minutes for each group to present; and 10 minutes in total for discussion after each group and final feedback by trainer. (Total time: 45 minutes).
Feedback	Refer participants to their Participant Manual to check if all the information was communicated in the session. Focus feedback on the content and different communication skills. The trainer should briefly summarize any key points not clearly presented by the group.

Ask participants to reflect on their own roles and **consider** any actions they can take to improve their performance as a trainer, presenter or speaker in any context.

Refer participants to the *Tips for training* in their Participant Manual.

Print out the list and cut into individual strips. Put them in a hat or bucket for groups of 2-3 to choose.

The senior participant: in a position of authority
over others in the group



The participant who talks too much – seems to
know it all



The quiet one who hardly talks



The participant who is constantly arguing or
challenging



The easily distracted participant who is always on
the phone or missing



The participant who is always joking



The negative, unenthusiastic participant

Print out and cut the four group topics below and give one to each group for the activity.

Group 1 – Topic: Verbal and non-verbal communication skills

- *Be aware of the speed, volume, rise and fall (intonation) of your voice when presenting.*
- *Avoid using socially inappropriate language, including slang and ‘non-speak’ (‘er’, ‘um’, ‘like’, ‘you know’).*
- *Be heard clearly by all participants – be aware of those with hearing impairments and ensure you allow sufficient time if they are working with a sign language interpreter.*
- *Be aware of when participants do, and do not, understand what you say*
- *Use terms that will be understood by all the participants.*
- *Maintain eye contact and be aware of your body language.*



Group 2 – Topic: Asking questions

- *Allow time for all participants to think about and respond to the question – don’t always take an answer from the first respondent. Some participants may need some time to think, especially if the training is not being delivered in their first language.*
- *Don’t jump to answer participants’ questions. Help facilitate participants to think of the idea, concept or answer without telling them the answer when possible. Draw answers from the room.*
- *Rephrase questions when needed: if the response from participants is silence, confusion, or a wrong answer, the question may need to be rephrased.*
- *Use open questions to check understanding (for example, ‘what are the five models of disability?’)*
- *Avoid using closed questions (questions where the response is ‘yes’ or ‘no’)*
- *Acknowledge when correct answers are given.*

Group 3 – Topic: Answering questions

- *Sometimes participants ask a question without thinking it through for themselves. When this happens, challenge them to work out the answer themselves.*
- *Help participants find the answer using questioning. For example, ‘What do you think?’, ‘What factors are important to consider when deciding...?’ Draw out the correct ideas from participants, developing their reasoning and problem-solving skills.*
- *If someone asks a question that you do not know the answer to, first ask if any participants or co-trainers can answer it. If no one can answer, offer to look it up and share it with the group before the end of the training.*
- *If there is not enough time to answer a question at the time of asking, use the Car Park to make a note of it and address it later in the training programme.*
- *Avoid spending time on questions that fall outside the objectives for the session. Take the opportunity in a break to discuss the issue with the questioner.*
- *Listen: make sure you listen to the whole question before assuming you know what the question is. This means not interrupting or filling in the sentence.*



Group 4 – Topic – Appropriateness for local context

- *Be familiar with the local environment: understand the community’s challenges and what they consider important.*
- *Incorporate local proverbs and sayings in your training.*
- *Follow local customs – for example, in relation to opening ceremonies, closing speeches etc.*
- *Make references to local organizations and individuals to help participants understand concepts.*
- *Use appropriate and respectful language.*
- *Use local case studies to illustrate your training messages.*