14 Session plan: Training skills 2

Learning objectives
By the end of the session participants shall be able to: • Explain training needs analysis. • Describe different options for seating arrangements for training. • Describe the characteristics of adult learning. • Explain how to provide for persons with disabilities as trainers and participants.

Time allocated
• 120 minutes.

Resources needed
• PPT presentation • Participant Manual • Whiteboard or flipchart • Flipchart paper and markers • Post it notes or coloured card.

Preparation

Familiarise with:
• Relevant content of the Participant Manual
• PPT slides
Write:
Four flipcharts headed:
    • visual impairment
    • hearing impairment
    • mobility impairment
    • intellectual impairment
• Write a vertical line down the centre of each sheet and write a sub-heading on each side. On the left side write: *As a trainer* and on the right write: *As a participant*.

Trainer's notes:
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.

14.1 Introduction (5 minutes)

Training Skills 2

Learning objectives

By the end of the session participants shall be able to:
- Explain training needs analysis.
- Describe different options for seating arrangements for training.
- Describe the characteristics of adult learning.
- Explain how to provide for persons with disabilities as trainers and participants.
- Describe the role of the trainer and co-trainer.

Training Skills 2: 2

Introduce the learning objectives of the session.

Explain: This is the second of two sessions designed to help participants in their role as trainers.
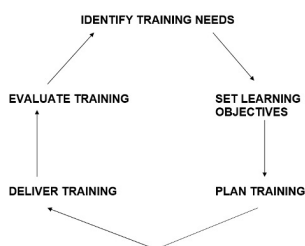
14.2 Training needs analysis (15 minutes)

Ask if anyone knows and can describe the *training cycle.* **Acknowledge** responses.

Ask: What steps do we have to go through before we can give training? What steps have taken place previously so that this CBID training can happen now?

Acknowledge responses and write any key words on the whiteboard or flipchart.

The training cycle

IDENTIFY TRAINING NEEDS

EVALUATE TRAINING

SET LEARNING OBJECTIVES

DELIVER TRAINING

PLAN TRAINING

Training Skills 2: 3

Show the slide of the training cycle.

Briefly **describe** each step of the cycle and what it involves.

Explain that *training needs analysis* is the first step of the training cycle.

Training needs analysis

- What do we mean by training needs analysis?
- Why is it important?

Training Skills 2: 4

Ask:
- What do we mean by training needs analysis?
- Why is it important?

Invite comments from the whole group.

Summarise any additional key points that have not already been mentioned:
- Training needs analysis is the process of defining:
    - the purpose and scope of the training
    - the target group and their existing knowledge and skills
    - the learning objectives – the new knowledge and skills to be imparted
    - the broad content of the training
- Training needs analysis is important because:
    - It ensures the training is targeted to the needs of the participants
    - it defines the training and keeps it on track during development and delivery
    - it results in more effective outcomes.

14.3   Seating arrangements for training (10 minutes)

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Ask: Why is it important to have an appropriate seating arrangement?
Acknowledge responses.

Trainer's notes:
• *It enables trainers and participants to see everyone*   • *A good arrangement encourages participation*   • *Everyone can be positioned equally – no one can hide or be ignored*   • *It can address the needs of persons with different disabilities.*

Ask: What do you think are the advantages of the way the training room is laid out today?
Acknowledge responses.

Ask: What is the most common format used for training?
Acknowledge responses and ask about the advantages and disadvantages of that format.

Explain:
- The layout of the training room can affect how people learn, and their concentration levels, so it is worth considering at the planning stage.
- Remember to always consider the needs of persons with disabilities.

Ask: What are some of the considerations when your participants include people with disabilities?
**Acknowledge** responses.

Seating arrangements

- Allow space between tables for wheelchair users
- Brief people with visual impairments when things change
- Consider needs of people with hearing impairments

Training Skills 2: 5

Explain: there are several things you can consider:
- Allow enough space between tables for wheelchair users to pass easily and do not change the layout without ensuring you brief any participants who have visual impairments, so they can re-orient themselves to the space.
- Allow for people with poor sight or hearing to sit near the front of the training room, whichever format is used.
- If a person with a hearing disability is working with a signer, make provision for them to be seated in a good position for their client to see them.
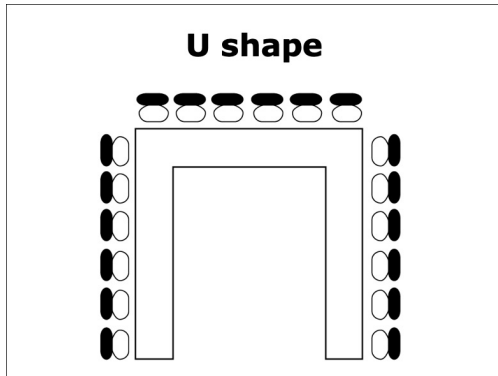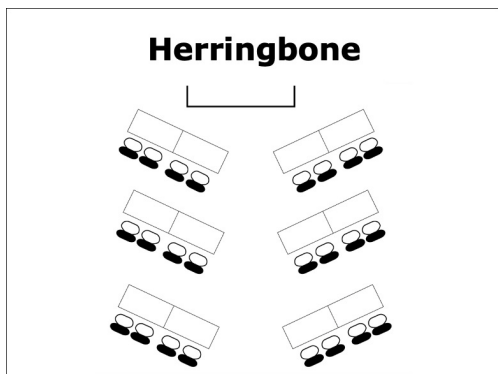
U shape

Three popular formats to consider for training are:

- **U-shape:** Oblong tables in a U-shape with chairs around the outside of the 'U'. This is an ideal format as the trainer can be in the middle of the participants as well as move around. It is also easy to break into small groups from this format – as people can move into the middle of the U to be opposite group members.
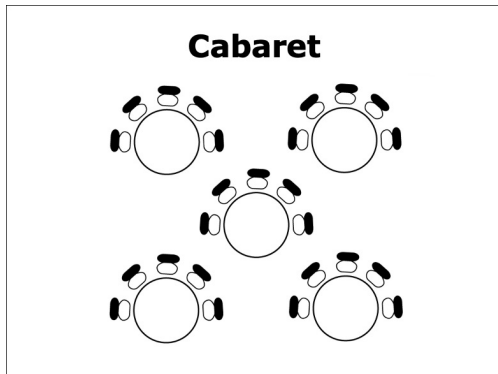
Cabaret

- **Cabaret:** Circular tables with seats on one half, facing forward. This allows people to face the front when someone is presenting, and to use the full circular table for group activities.

Herringbone

- **Herringbone:** This format works well in spaces where the room shape is not suitable for a U-shape format. The angled tables make it easy for everyone to see the trainer and each other, and space between the tables allows for group work.

- All three of these formats also allow the participants to take notes.

14.4   Adult learning (20 minutes)

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With your colleague

Discuss:
- What are the characteristics of adult learning?
- How can trainers better meet the needs of adult learners?

Training Skills 2: 9

In pairs, ask participants to discuss:
- What are the characteristics of adult learning?
- How can trainers better meet the needs of adult learners?

Allow five minutes for discussion.

Facilitate feedback from some of the participants for a few minutes.

Adult learning **Adult learners:** • have previous knowledge and experience • like learning to be practical and relevant • like to apply new learning to own situation • are well motivated. Training Skills 2: 10	**Show** the slide. **Summarise** any additional key points that have not already been mentioned: Adult learners: • bring their own knowledge and experience of work, education, family life (including mistakes) to the training environment – this provides a platform for learning • need learning to be practical and relevant • like to be able to apply the new learning to their own context – problem-centred (not content-centred) • are usually self-directed, voluntary and therefore motivated.

Note that children can also benefit from many techniques considered for adult learning but are very often taught using more traditional methods.

Adult learning **We can help adult learners by:** • having clear objectives • putting learning into practice and making relevant • using active participation and problem solving • explaining why it's important to learn • using a variety of methods • sharing knowledge and learning from others. Training Skills 2: 11	**Continue** As trainers, we can better meet the needs of adult learners by: • setting clear learning objectives • applying the learning to practical applications • connecting what they are learning during the training with what they will do after the training programme is over • using problem-solving activities and encouraging active participation • creating learning action plans • explaining the reasons for the new learning, skill or experience • offering a variety of methods and training techniques to cater for different learning styles (we don't all like to learn in the same way): presentations, games, brainstorming, group work, role plays, practical activities, use of all the senses. • allowing participants to share experience with others, and learn from others.

Explain: From birth, we use all our senses to help us learn – we use our eyes and ears, and we learn through our senses of smell, taste and touch. We learn by doing things, by experimenting, by reading, by listening and, often, by making mistakes. There is an old saying that teachers often quote: I hear, and I forget; I see, and I remember; I do, and I understand. So learning is a combination of different sensory inputs and experiences.

Adult learning **Four main learning styles:** – Experiencing – Observing – Thinking – Doing But best to do all four. Training Skills 2: 12	**Show** the slide. **Explain:** But we don't all like to learn in the same way – different people have difference preferences when it comes to learning. Some prefer to learn by: • experiencing, some by • observing, others by • thinking, or by • doing **Ask:** What do you think your preferred learning style is? **Acknowledge** responses.

Explain however, that studies have shown the best and most lasting learning takes place when we are exposed to all four of those learning styles. This is why a good training programme will involve a variety of training and learning methods: presentations, pictures, sometimes films, discussions in small groups, practical sessions, demonstrations, role play, games and so on.

14.5   Role of trainer and co-trainer (5 minutes)

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Explain: It is usually best for trainers to work together to deliver a session:
- Less tiring than for one trainer to deliver the whole session by themselves
- Different trainers can deliver different parts of the same session

So, at any moment in time, one of the trainers is acting as trainer while the other is co-trainer.

Trainer roles

- Delivering the session
- Preparing demonstration and practical equipment
- Keeping to time
- Coordinating co-trainers.

Training Skills 2: 13

Describe the trainer roles.

Co-trainer roles

- Writing answers on the board during ask/answer sessions
- Adding any missing or supporting information
- Helping to keep time
- Helping to facilitate group activities
- Giving feedback about participants to the trainer
- Contributing to the overall feedback/reflection of the session delivery.

Training Skills 2: 14

Describe the co-trainer roles.

14.6   Training for and by persons with disabilities (60 minutes)

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Explain that there will be times during the training (at all three levels) when one of more of the participants or trainers has a disability/difficulty (e. g. physical and/or intellectual disability).

It is necessary that we give some consideration as to how this impacts on the training and trainer skills. **Ask** why this is important.

Acknowledge responses.

Show the activity slide.

Activity: training for and by persons with disabilities	
Groups	**Split** the participants into <u>four</u> groups. **Allocate** each group one of the four categories of the following *types of disability:* • Visual impairment • Hearing impairment • Mobility impairment • Intellectual impairment.
Instructions	**Ask** each group to move to a different area of the training room next to the flipchart for their assigned disability and discuss the individual questions as they apply to the group's allocated category of disability: 1. What should you take into account when a person with that type of disability is part of the training team? 2. What should you take into account when a person with that type of disability is a participant in the training? Each group should add post it notes to the flipchart of different considerations (one note per consideration). When all groups have had enough time, ask them to rotate and spend a few minutes reviewing the other flipcharts and adding further ideas. When the process is complete, ask a member of each group to bring the flipchart to the front and summarise for the group.
Monitor	Make sure each group is working on the correct category/questions and assist as necessary. Move the groups between the flipcharts as needed.
Time	15 minutes for group discussion on the assigned category; 5 minutes for each group to review each of the other flipcharts. Groups to finish by returning to the flipchart they began with to review additions for 5 mins. Allow 15 minutes for feedback and discussion. (Total time: 55 minutes).
Feedback	**Invite** each group in turn to present its summary to the others. After each presentation, **invite** the other groups to add their thoughts and **add** your own to the general discussion, referring to the list in the Participant Manual to cover any aspects not covered.

14.7   Plan of action (5 minutes)

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Plan of action

Reflect on your own role and write down any actions **you and your organisation** can take to ensure greater inclusion of persons with disabilities in the CBR/CBID training, either as a trainer or a participant.

Training Skills 2: 16

Ask participants to reflect on their own roles and write down any actions they and their organisations can take to ensure greater inclusion of persons with disabilities in the CBID training, either as a trainer or a participant.

See trainer's notes below for examples of actions.

Trainer's notes: Actions I can take to ensure greater inclusion of persons with disabilities in this training, either as a trainer or a participant.

- Provide disability awareness training to all staff to encourage them to run inclusive training
- Include persons with disabilities in training of trainers programmes
- Support trainers with provision of any equipment that can support their training delivery (such as voice recognition for trainers with visual impairments, splint or adaptation for a trainer with quadriplegia to operate the projector independently)
- Encourage persons with disabilities to provide testimonials and presentations particularly on topics where they have personal experience and insights
- Always organize training in accessible venues
- Ensure activities and energizers take into account any limitations that a person's impairment may present
- Ask potential participants ahead of the training if they have any specific needs
- Don't assume any topic won't be relevant or interesting to persons with disabilities
- Be aware of and try to remove any barriers to attendance of persons with disabilities such as transport issues
- Encourage persons with disabilities to attend by targeting invitations to them
- If the person has an assistant, include them in arrangements e.g. catering
- Provide training materials in advance in accessible formats
- Sensitize non-disabled participants regarding the needs of a person with a disability in the training
- Read out Powerpoint slides and describe video images presented in the training for visually impaired participants
- Include sub-titles on videos for persons with hearing impairments
- Use simple straightforward language and pace training appropriately for persons with intellectual impairments
- Check in with participants with a disability during the training if there are any aspects of the training where you can provide further support.

Highlight to participants that their Participant Manual provides more detail on many of the training skills areas and they should make time to read through the resources.

Ask if there are any questions.
Close the session.