

# IDSR DISTRICT- LEVEL TRAINING

## TRAINING OF TRAINERS

### *FACILITATOR'S GUIDE*

#### Day One

*Post a flipchart that welcomes participant. Place binders and any necessary materials (pens, pads, name cards) on the tables. Use four tables of four to five people each*

**8:30**  
(15 min)

#### **Welcome/Introductions**

**SAY** opening words of welcome and introduce training team, saying a bit about your own experience both in doing training and in teaching training skills to others

**SAY** that we would like to know more about you and to give you a chance to learn more about one another before we go any further with the course. So, please introduce yourselves.

FC

Please tell us:

- ✓ Name
- ✓ Work experience/training background
- ✓ Expectations you have for this course

**CHART** their responses to the last questions. Once completed, **SUMMARISE** their hopes and expectations and **SAY** that we will discuss these more as we look at our objectives, and make sure we try and meet them all.

**8:45**  
(60 mins)

#### **Getting Started: Picture Activity**

**SAY** that the purpose of a getting started activity in a training course is to allow us to use some creativity to help people to relax, to get to know one another a bit better and to, begin to think about the subject we are working on this kind of activity sets the tone

for the workshop and contributes to a conducive learning environment

**SAY** that we would like to get started today by thinking and talking about experiences as either trainers or trainees.

FC

Individual Task:

Consider your experience as trainer or a trainee:

- What makes training successful?
- What keeps training from being successful?
- Use Page 3 in your workbook to make some notes.
- Please take 5 minutes

Next, give the group picture task:

FC

Group Task:

- Share your individual notes with the others at your table
- Together, create one picture that represents the group ideas on what makes training successful and unsuccessful.
- *Draw pictures and symbols to represent the ideas - no words!*
- You will have 25 minutes

Once all have completed their pictures, line them up at the front of the room with the pictures covered up.

**SAY** we are going to view each picture like we do when people go to an art Museum. We are going to look at each picture and try to interpret what the artists are trying to tell us about delivering effective training, while the artists remain silent. Then we will ask the artists to tell us what their picture means.

**UNVEIL** the pictures one at a time. Ask the non-artist tables to interpret what the people who drew that picture are trying to tell us. Once they've made their guesses, turn to the artists to validate and expand upon what others have said about their picture. You can write the key words/ descriptors on their

drawing (*on post-its*) and do each group picture in turn.

After all the pictures have been interpreted, **ASK** the group to identify some common themes in their experience as deliverers of successful training **SUMMARISE AND ADD** to what they're noticing. Then move on to course objectives and schedule.

**9:45**  
(10 minutes)

## **Objectives and Schedule**

**REVIEW** the course objectives:

**FCs**

By the end of this training of trainers course, you will be able to:

- Present key ideas and concepts from the IDSR District- level training materials
- Describe the elements and value of the Experiential Learning Cycle and how it applies to the training modules
- Use facilitation skills to:
  - Encourage participation when delivering interactive presentations/lecturettes
  - Generate interaction among participants
  - Guide learners through an experiential module.
- Practice the training techniques in the IDSR District- level training Facilitator's Guide
- Identify your strengths and areas for potential improvement in your training delivery skills.
- Clarify roles and responsibilities in the delivery of the IDSR District- level training
- Develop a specific plan for delivering the course

**SHOW WHERE** their hopes and expectations are addressed in the objectives and comment on any hopes that will not be addressed during the course.

Next, have them turn their attention to the block schedule in their workbooks and **EXPLAIN** how the objectives will be addressed over the five days. **PROVIDE** logistical details, such as lunch and break times and locations.

**ASK** for their reactions or questions, and whether they feel there is anything missing from this Programme.

**INTRODUCE** the Participant's Manual, saying that

- We will use it to highlight our key concepts as we go through the course.
- There is space to make notes as well as capture reflections.
- There is a section in the back with a variety of tips and tools that they may find useful.

**9:55**  
(20 mins)

### **Guidelines for Working Together**

**SAY** now that we know what we will be doing this week, we want to talk a bit about how we need to work together in order to make this a successful experience for everyone.

**FC**

Pair Task – (p. 6)

- Identify behaviours for working together that you would like this group to adopt to make this an effective learning experience for you and others.
- Take 5 minutes

**ASK** for one example per pair, go through a few times until everyone has shared theirs. Create a list on FC while they are reporting.

**ASK** if the group is to nod their heads (or raise their hands) if they are willing to live by the list. Once there is general agreement - break for chai!

**10:15**

**CHAI**

**10:45.**

**Presentation of IDSR Training Materials**

**SAY** it is necessary to have both training skills and knowledge of the content of the course in order to deliver training well. In other words, it's important to know *what* you are training as well as *how* best to present it.

We are going to start this course by making sure that everyone is familiar with the content the **WHAT** that we will be training.

**PRESENT** a brief overview of each module, being sure to cover the following points:

- Title of the module
- A sentence or two about the content it covers
- How the module is designed: what the steps are, where there are individual exercises, and so forth (this is best done in sequential order)
- The importance of the application planning part of the IDSR District- level training

Then **GIVE** participants 3-5 minutes to scan the module and identify any questions for clarification. Proceed in this manner until all 8 modules have been covered.

11:45

**SAY** now that you have an understanding of how the modules are designed, we want them to have the opportunity to discuss and share any of their key concerns and questions.

**NOTE** that we are not looking for editorial corrections or suggestions concerning word choice, spelling and the like. Instead, we want to hear any concerns or comments they have related to training facility health workers on the content contained in the modules.

Table Task:

FC

At your tables, discuss your key concerns and questions regarding the presentation and materials. Write each question or comment on a note card. When you are finished, give the cards to the facilitator.

12:45

## LUNCH

*During the lunch break, the trainers and presenters can review the questions, grouping them where necessary and taking time to think about responses.*

1:45

(30-45 mins)

## Large Group Discussion of Questions (Processing)

**REVIEW** the note card questions that are appropriate at this time. As you answer questions, **CHECK** with the group to make sure that you have been clear and that you have answered their questions/concerns. Some questions may be more appropriate for later, especially if they are related to training delivery. **MAKE NOTE** of these questions, perhaps by tacking them up to be addressed later. Since this is after lunch, probably no more than 30 minutes should be devoted to this discussion. Again, **INTEGRATE** open-ended questions where appropriate to make it more interactive.

2:45

## Generalising

**SAY** that we want them to have an opportunity to digest what they have learned as a result of the discussion so far.

FC

Individual Task:

- Think about the content of the training modules.
- Identify 5-6 key points that you think will be most important for participants to learn during the IDSR District- level training. (You can make notes on **page 8** in your Participant's Manual)
- Take about 5 minutes

As a group at your table,

- 
- Discuss what each of you has written. Agree on the 5-6 most important

- Write them on the flipchart.
- You have 15 minutes.

When they are finished, have each table report out. **ASK** them to identify similarities in their lists. **CONGRATULATE** them for catching the key points, and re-emphasize any you feel they have missed.

3:25

### Applying

Have them turn to *page 19* in their Participant's Manual and answer question 1:

- Based on the discussion of the key ideas and concepts of the IDSR District- level training, what will you pay attention to in your delivery of the training?

3:35

### CHAI

3:50  
(60 mins)

### The Typical Adult Learner

**SAY** that as we move towards presenting you with a methodology for designing and conducting training, we want to begin by focusing on the people for whom we are creating these learning experiences. **STRESS** the relationship between understanding the experienced learner, delivering training appropriate to experienced learner and making behaviour change.

**PREPARE** cards of heavy paper, about 3 inches wide by five inches long (about 4 cards for each participant). **DISTRIBUTE** two cards to each participant (they can request more, if they wish)

**GIVE** the following task:

FC

Individual task:

Think about how you would complete the following sentence:

"I learn best when..."

Write one response to the statement on each card.

You may have more cards if you wish.

Please take 5 minutes

**ASK** participants to form a circle.

**ASK** each participant to read one of his/her responses and drop the card in the centre of the circle.

**CONTINUE** in this manner until all cards have been read and dropped into the circle.

**WORK** with the participants, as a group, to identify common points among the cards. As these commonalities are identified, **GROUP** the cards together. **SUMMARISE** the points, adding any additional points that may have been missed.

**PRESENT AND DISCUSS** Effective Training for Adults list – *Participant's Manual p 9*, weaving in their suggestions:

- Makes explicit links between real world and content.
- Is participatory – provides opportunities to share or contribute ideas.
- Includes practice in the use of skills or of frameworks.
- Integrates and makes links between modules/topics.
- Uses a mix of methodologies.
- Matches method to content in ways appropriate for the learning you are trying to achieve.
- Challenges participants to be analytical.
- Helps participants identify the relevance/importance/applicability to their work.
- Balances individual and group context for learning.



- Supports theoretical frameworks with concrete examples.
- Provides materials/resources that eliminate obstacles to learning.

4:50

### Homework and Closure

**THANK** participants for their energy and hard work in the day. Ask them to read *pages 10-13 and 23-27 in their manuals* before tomorrow.

## Day 2

8:30  
(10 mins)

### Schedule for the Day

Review content covered yesterday  
Preview the day's schedule

- The Experiential Learning Cycle
- Facilitation Skills
- Facilitation Skills Practice Sessions
- Training Techniques

8:40  
(40 mins)

### The Experiential Learning Cycle

**SAY** that experiential learning is just what it sounds like – learning from experience.

We've established already that adult learners prefer to learn by doing, by sharing experiences, by seeing the application of what they're learning to their real work environments.

There is a process that you, as the facilitator, can use to help your participants to get the greatest benefit from their experiences. It we call it the Experiential Learning Cycle and every module in the IDSR District- level training uses it.

FC

**PRESENT** the graphical representation of the model and explain the elements in more detail. **REFER** to *page 10 in the Participant's Manual*.

Experience: The experience phase is the initial activity and the data producing part of the experiential learning cycle. During this phase, participants become actively involved in "doing" something. This might be a case study, role-play, Lecturette, film or slide show, or working as a group to solve a problem.

Process: Once the experience stage is completed, the trainer or instructor guides the group into the process part of the cycle.

During this phase, participants reflect on the activity undertaken during the experience phase, and they

share their reactions in a structured way with the whole group. This may happen on an individual basis, in small work groups, or in a full training group.

Individuals share both what they think and what they feel about the activities in which they have engaged. In addition, with trainer assistance, they try to link these thoughts and feelings together in order to derive some meaning from the experience. During the process phase, the facilitator should be prepared to help the participants think critically about the experience and to help the participants verbalize their feelings and perceptions, as well as draw attention to any recurrent themes or patterns that appear in the participants' reactions to the experience. The trainer's role involves helping the participants to conceptualise their reflections on the experience so that they can move toward drawing conclusions.

Generalisation: The generalisation stage is that part of the experiential learning cycle in which the participants extract conclusions and generalisations from the first two phases of the cycle. During this phase, participants are helped to "take a step back" from the immediate experience and discussion, and to think critically in order to draw conclusions that might be related to "real life" or to a particular theoretical construct. This stage is perhaps best symbolized by the following questions:

- What did you learn from all this?
- What more general meaning does this have for you?

During this part the trainer helps to facilitate by:

- Asking and helping individuals to summarise what they have learned into concise statements or generalisations.
- "Pushing back" at people to help make their thinking more rigorous.
- Relating the conclusions reached and integrating them into a theoretical model.
- Making sure, within reasonable time boundaries, that everyone who wishes to share significant insights gets a chance to contribute.

- Helping the group compare and contrast different conclusions, identifying patterns where they exist, and identifying legitimate areas of disagreement.

Application: After participants have done some focused work developing some generalisations from their experiences, they are guided into the application stage. Drawing upon insights and conclusions they have reached during the previous phase (and other phases), participants incorporate what they have learned into their lives by planning for more effective behaviour in the future.

In an ideal educational or training event, participants would be able to apply what they have learned immediately after the workshop ends.

Techniques used to facilitate the application stage include the following:

- Individual work to develop a thoughtful action plan which puts "thought into action".
- Participants review each other's plans, and provide consultation and help as appropriate to each other.
- some parts of individual plans might be shared with the whole group in order to create a sense of synergy.
- Participants identify other learning needs.

One of the ways the trainer assists during this process is by helping participants be as specific as possible in developing their application plans.

It is important to stress one other point about the experiential model. First, the exact nature of each phase of the model is driven by the goals of the training or orientation session/program. Once the goals are defined, then the module can be designed using the model as the framework.

*In order for this model to be effective, it needs to be rigorously applied, both in the design and delivery stages.* "Experiential training or learning" is a phrase often heard in the educational and training world; yet, it is frequently misused in practice where it seems

to mean letting people participate in a presentation, having a question and answer session after a lecture, or a role play or case study by itself without the subsequent steps in the model. Most frequently, the generalising and application stages are simply left out of the design or the program; as a result, the power of experiential learning is significantly diminished or is negated altogether.

**ASK** for any questions about the model.

**SAY** that even this morning we have used the model when explaining the content for the IDSR training.

**ASK** for their ideas on how we did this.

**SAY** that now we would like to give you the opportunity to find the ELC in one of the modules from the IDSR District- level training Facilitator's Guide.

FC

Pair Task (same pairs)

- Open your *IDSR Facilitator Guides to Module 2: Overview of IDSR Strategy*. Identify the four elements of the ELC in the design.
- Take 10 minutes

After 20 minutes, **ASK**:

- What was the Experience? (*the case study*)
- What was the Processing? (*after the report outs: 'after the small groups report out, compare the different responses, and ask for some explanations of why they made the choices they did.'*)
- What was the Generalising? (*part 5, summary*)
- What was the Application? (*part 6, application*)
- Where was the theory? (*before the experience*)

9:30

## The Telephone Activity

a. Climate setter

**SAY** that we want to do an activity now that illustrates the use of this model. The subject of the

demonstration is communications. **ASK** participants to act as they would if they were participating in a regular training session, while also observing the different steps the trainers use in delivering the module.

FC

b. Objective

To identify some of the factors that can block effective oral communications

c. Experience

FC

- Divide participants into two groups, each forming a line
- The first person in each line receives a message
- He/she should whisper that message (only once) to the next person, and so on
- The last person writes the message on flipchart
- The first group to finish and get the most accurate message wins

Message: "Watumishi wa afya wanaojua wajibu wa kazi zao na kuelewa umuhimu wake, wanaweza kufanya vizuri"

d.. Process

**ASK:** "How was this exercise? Easy? Difficult? Why?"

e.. Generalise

**ASK:** "What conclusions can we draw from this experience about what blocks effective oral communications?"

f.. Apply

**ASK:** "What can we do during this course to overcome the things that block effective communications?"

g. Close: Review the module objective

**ASK** participants whether this activity followed the elements of the ELC we learned yesterday? Where were the steps?

10:20

## Application and Reflection

**ASK** participants to do the following:

FC

Individual Task:

- Turn to page **19** in your *Participant's Manual* and complete the remaining reflection questions.
- Take 10 minutes

10:30

## CHAI

11:00  
(10 min)

## Intro to Facilitation Skills

Given what we've said about the adult learner, and what makes for an effective learning experience,

FC

**ASK**

- What are the behaviours expected of a trainer who is creating an effective adult learning experience?
- What does he/she need to do?

Have them write down their responses individually.

**DISCUSS** their answers and **LINK** to facilitation skills.

11:10  
(40 min)

## Presentation of Facilitation Skills

**SAY** that facilitation skills:

- Are core skills – the glue that holds the module together
- Make or break a module (style, process)
- Are key to involvement/participation
- Keep you from being in the "lecture" mode

FC

Question Asking - *The trainer asks open-ended, clarifying and, occasionally, closed questions to expand both the listener's and the speaker's understanding of the situation.*

Open-ended questions usually begin with "what", "how", "when", "where" and are posed in a way in which the speaker cannot answer "yes" or "no", but must expand the base of information. Clarifying questions are posed in order for the trainer to become clearer about the situation and often begin with "which", "why", "do you mean to say..." Etc. Closed questions can be answered with a "yes" or "no" and are asked to get specific information.

FC

Paraphrasing - *The trainer using her/his own words, reflects what the speaker is saying and how the speaker is feeling.*

The purpose of paraphrasing is to determine if the trainer understands what the speaker is trying to get across, and also, the affective (emotional) aspect of what is being shared. This gives the speaker the opportunity to acknowledge the trainer's understanding, or to correct it. This skill is extremely useful when clarifying and understanding a situation.

FC

Summarizing - *The trainer, when appropriate during the course of the conversation, identifies and verbalizes the key elements or details of the conversation up to that point.*

The purpose of summarizing is to end one phase of the conversation and either terminate or move on to the next phase. Summarizing is valuable in controlling the pace and amount of time spent listening and conversing.

FC

Encouraging - *The trainer through facial expressions, body language, and comments, encourages the speaker to say more about the situation.*

When encouraging another to speak, the trainer should be aware of behaviours, which are actually encouraging to the other, as well as those which may be discouraging.



Demonstrate the use of each of the four skills. Take a couple of minutes for questions or clarification after each demonstration. (NOTE: In order to assure that the concepts are clear, it is useful to demonstrate these skills either speaking in or utilising a text written in kiswahili.

**ASK** if there are any questions about the skills before we begin to practice them?

**11:50**  
(40 mins)

### **Facilitation Skills Drills**

**SAY** that we want to give you an opportunity to practice facilitation skills by doing some drills. Drills are an effective way to practice new skills in pieces. Here is how we will do this.

**USE** numbered note cards – enough for each participant. **HAND THEM OUT**, so that each participant has a numbered note card but in a random order.

**SAY:** I am going to tell you a story about my own learning of facilitation skills. I will stop at various points and ask someone to practice a skill. Throughout my story there will be opportunities to ask me questions (try for the open-ended ones!), paraphrase, summarise, or encourage me. The trick is that you will not know when you will be called because I am going to call out a number! So listen carefully.

**SAY** that you are going to give participants a few minutes to prepare to use the skills – they can look over the list of open-ended questions on page 27 of the Participant's Manual.

After about 10 minutes **BEGIN TO TELL** your story. Choose a story that illustrates a learning experience you have had as a trainer in using facilitation skills and the experiential learning cycle. Stop at various points and call out a number for someone to paraphrase, ask open-ended questions, summarise the story thus far, etc. Sometimes ask the person to

ask a question, and then paraphrase. Ask each participant to be using encouraging behaviours/body language while you're speaking. At the end, stop again and ask for summary.

For processing, **ASK** what are you noticing about using paraphrasing? What does it take to do it well?

- What about open-ended questions, what impact did those questions have on the situation?
- What is difficult about summarizing?
- Why is encouraging so important?

**12:30**  
(30 mins)

### **Facilitation Skills: Preparation for Practice**

*In preparation for this session, trainers should prepare a list of 8-10 possible facilitation topics for participants to use in their practice modules. They should be content related to the IDSR District- level training, such as "Ways to find out about cases and trends of diseases" or "How to best prepare for disease outbreak." Write these on a Flipchart.*

**SAY** that now we want to give you the opportunity to practice facilitation skills in order to make a presentation and discussion more interactive -- a challenge for all of us.

**PRESENT** the sample topics for you to use, to analyse just as we've done in the large group, and to think about how you can present the information interactively.

**FC**

Individual Task:

- You will be facilitating a group of no more than four people. The group you will be facilitating is a group of participants in a class or workshop. You will have 10 min. to make an interactive presentation. There will be 5 minutes for feedback from your small group members and observers.
- Identify the key points you want to convey from the topic you have selected (avoid a lengthy lead-in)

- Develop questions to generate interactions
- Plan for how you will use the other facilitation skills
- You have 20 minutes to get ready. Manual p 28

**1:00**

## **Lunch**

**2:00**

(1hr 20mins)

## **Facilitation Skills Practice**

**Set UP** groups of four people, each with a different practice topic. Explain in more detail how the practice rounds will work:

**FC**

### **PRACTICING FACILITATION SKILLS**

Work in groups of 4

Give each person:

- 10 minutes of practice
- 5 minutes of feedback and discussion
  - What skills did the facilitator use?
  - What impact did they have on the discussion?
  - What is one example of something that could have been done differently to make the discussion more interactive?

Trainers will keep time, so you just keep the discussion going until we tell you to stop. Don't worry about timekeeping.

Go through the first round of practice and feedback and call time. **ASK** for examples of facilitation skills used really well and for examples of things that could have been done better. Set up the remaining rounds of practice in a similar fashion.

**3:20**

(10 min)

## **Debrief Practice**

When the practice rounds are completed, **DEBRIEF** the practice.

- Which skills were used the most? Examples?
- What impact did paraphrasing seem to have on the discussion? Question asking? Summarizing? Encouraging?
- Which skills were the most difficult to use? Why?
- What did you discover about the role of listening in facilitation?

**SAY** that this session was intended to focus on facilitating for a purpose using an interactive presentation. Note that these skills can be used in a variety of situations throughout a training session. We will continue to look at where they are used and how to prepare for using them.

**3:30**

**CHAI**

**4:00**  
(1 hr)

### **Preparation for Practice Round 1**

**SAY** that now is the time they can begin to prepare for their first practice training rounds. **Explain** what we will be doing by making the following points:

- You will be working with a co-trainer (*if you have an odd number, one person will have the chance to train alone...*)
- You both will be training a 50-minute module of the IDSR District- level training Manual

You and your co-trainer may choose any part of the training modules that you would like, provided that the sections you select are consecutive. We would recommend that you not chose a 60-minute small group task. Instead, we would like you to choose something that will give you all the opportunity to do some presenting, and some processing.

- You will be getting feedback from the trainers and colleagues on your performance (*we will be*

*talking about giving feedback tomorrow morning).*

- You will have one hour of preparation time today, and an additional 1 hour and 30 minutes in the morning before we begin.

Next **GIVE** them their pair task: (manual page 44)

**FC**

1. Find another person to work with and choose a module (one of modules 3 through 10).
2. Review the design of your module in the IDSR District- level Facilitator's Guide. Make sure you are both clear on the points the module is making.
3. Chose segments from the module that total to a 50-minute session Highlight key points from the presentation, and choose one small group activity to practice.

Since the purpose of these sessions is to practice using the module, Use the sections of the module as they are written, rather than rewriting them to fit the 50 minute time limit.

4. Using the guidelines for co-training, divide up the module equally between the two co-trainers to prepare for delivery.
5. You will have time to prepare flipcharts in the morning.

While they are preparing, trainers should make themselves available for consultations

**5:00**

### **End for the Day and Homework**

**ASK** participants to read the *article on giving feedback during practice rounds on page 45 of the Participant's Manual, and answer the questions on page 48* when finished.

## Day 3

**8:30**  
(10 min)

### Schedule for the day

**ASK** how preparation from yesterday is going – hopefully everyone had a restful evening? **ASK** if there are any questions about the article on feedback from homework? Get some of the key points from the article by asking:

- What is the value of peer feedback during the practice modules?
- What will be most important to pay attention to when giving one another feedback today and tomorrow?

Present the day's Schedule:

FC

- Use of Visual aids and other training tips
- Finish Preparations
- Group 1
- LUNCH
- Group 2
- Group 3
- Group 4

**8:40**  
(60 min)

### Use of flipcharts and transparencies

We will take a break from your preparation to talk about visuals, focusing on some tips for the preparation of flipcharts and transparencies. Then you may complete your module preparation by preparing your visuals, making use of those tips as necessary.

#### Lecturette on Flipcharts

**ASK** about the visual aids and materials that they use. What questions do they have about using visual aids?

What do you see around the room? What strikes you about the way these flipcharts are prepared? What do you like? What problems do you see with flipcharts?

**SAY** that we will take a few minutes to go over some key points on flipcharts:

FCs

- a) Print consistently.
- b) Use even strokes when printing.
- c) Prepare in advance when possible.
- d) Use colours and remember the colours with greatest visibility are black, blue and green.
- e) Avoid writing to the edges.
- f) Bullets points or separate them visually.
- g) Use lines and other symbols for emphasis.
- h) Don't put too much on a chart.
- i) Pre-tape them for easy posting.
- j) Use the "flags" for easy identification.

**Note** that there is an article in their *participant's manual, pages 51-53* concerning use of flip charts and transparencies

#### Lecturette on transparencies

**ASK** how about transparencies? When are they useful? What are their limitations? What are some tips you can give the group?

Here are some additional tips. Key points from the readings:

FC

#### ➤ Your Position at the Projector

You operate an overhead projector in the front of the room as you stand beside it facing the audience. The projection screen is behind you.

Make certain that the neck and lens of the machine do not interfere with the audience's view of the projected material and that in giving the presentation you yourself do not obstruct their view.

#### ➤ Adjusting the Angle of Light

When you turn on the projector, the reflected light may strike the screen creating an effect

that is narrow at the bottom and wide at the top.

To correct the problem, raise the lens higher. This will eliminate the angle from lens to screen. If you are using a roll screen, tying back the lower level will also correct the angle.

Place the transparency on the glass table-like surface of the projector where you can refer to details that are projected on the screen. Make sure it is properly positioned so no light leaks or awkward angle of the image occurs on the screen. Progressive disclosure of the material on the transparency can be accomplished by sliding a cover sheet of paper away from topics or areas of the transparency to be shown.

If you decide to use a pointer, use a thin device such as a toothpick or paperclip. Any larger object (pencil, pen) will project too great a magnification. Also, the quivering of your hand will show on the screen. Don't hold it over the platform.

#### ➤ Changing Transparencies

You can annoy and lose the attention of your audience by allowing a blast of hot white light to startle them between transparencies.

To avoid this problem, manoeuvre the next transparency into position as you remove the preceding one in a quick smooth simultaneous transfer.

Another method is to merely turn off the light, remove the old transparency and position the next one, then turn on the light.

Remember to turn off the projector when you do not want the attention of the audience directed at the screen.



**9:40**  
(30 min)

## **Team training and other training techniques** **Team training/co-facilitation**

(Refer to Participant's Manual page 37)

- o Define the term team teaching
- o Explain the benefits of team teaching
- o Discuss the roles of the trainers in a team training

## **Other training techniques**

**SAY** that there are other useful skills for trainers in addition to those already discussed. Discuss Climate setting, closure, and assigning tasks (*Participant's Manual page 14, 18, and 35-36*).

**10:10**  
(1 hr, 30 min)

## **Continue Practice Preparation**

Task:

**FC**

- Sign up for a time.
- Prepare your visuals - flipcharts, transparencies, handouts
- Do a practice of your module
- Make decisions about where each co-trainer will be standing when in the lead, sitting when not in the lead, when to be available to help write on flipchart, distribute handouts.
- CHAI WILL BE AVAILABLE AT ABOUT 10:45
- Take a break after you are finished. Be ready by 11:10 to be either a trainer or an active participant!

**11:40**

## **Practice Training**

The time and schedule for practice sessions must be calculated based on the number of participants and the number of trainers available to help manage the sessions. However, assuming there are 16 participants, working *in two tracks of 8*, four practice modules with 2 co-trainers per track, we will allow 50 minutes maximum per practice module. We will then follow with 20 minutes of feedback by the trainers and participants, now with observer hats on, and the co-trainers will make notes of the feedback they receive.

Group One: 11:40 – 10:50

12:50

**LUNCH**

1:50

**Practice Training cont'd**

Group Two: 1:50 – 3:00

Group Three Training: 3:00 – 4:10

4:10

**CHAI**

4:20

Group Four: 4:30 – 5:40

5:40

**Close for the Day**

**REMIND** participants to capture their thoughts on the feedback they received at the end of their rounds. For homework, ask them to complete the reflection sheet on page **54 of their Participant's Manuals**.

## Day 4

8:30  
(10 min)

### Schedule for the day

FC

- Debrief from yesterday's practice rounds
- Preparations for the next rounds
- Practice Group 1
- Lunch
- Practice Groups 2 & 3

8:40  
(35 min)

### Debrief from Practice Training Round One

**ASK** for reactions to the practice training. Trade stories from the different groups. **ASK** what was especially hard. **GIVE** the following tasks

FC

- First individually (for 5 minutes), and then with your co trainer, reflect on how your module went, what feedback you received, and how you worked together. You will have 15 minutes

FC

Then make a transition to generalising. Put the question on the flipchart:

- What are you learning about delivering the IDSR District- level training through the experiential learning cycle?

**ASK** them to write down everything they can think of. Give them time to think and write. Then **CHART** their learning.

Move to application. **ASK** them what they want to work on in the next round. **TAKE** a few examples.

9:15  
(2 hours)

### Set up Practice Training Round 2

**ASK THEM** to choose new partners.

**SAY** As we did yesterday, you and your co-trainer may choose any part of the training that you would

like – again we suggest you pick a content piece that seems more challenging for you, so you can try it out with us.

Again, we recommend that you not choose a 60-minute small group task – we would like you to choose something that will give you all the opportunity to do some presenting, and some processing.

Again we ask you not to redesign the module to fit the time allowed. Instead pick sections from the module and train them as they are written.

**FC**

Pair Task:

1. Choose the section of a module that you would like to train.
2. Go through and make any adjustments based on timing. Make sure you plan to give your 'participants' some context for where you will be beginning in the design so we can jump right in.
3. Divide the module equally between you two.
4. Prepare your visuals - flipcharts, transparencies
5. Do a brief dry run of your module
6. Make decisions about where each co-trainer will be standing when in the lead, in the lead, when to be available to help write on sitting when not flipchart, distribute handouts
7. Sign up for a time.
8. CHAI WILL BE AVAILABLE at ABOUT 10:45
9. Be ready by 11:15 p.m. to be either a trainer or an active participant!

**11:15**

**Practice Training Round 2, Group1**

Group 1: 11:15-12:45

**12:45**

**LUNCH**

**1:45**

**Practice Training cont'd**

Group 2: 1:45-3:15

**3:15**

**CHAI**

**3:30**

## **Practice Training cont'd**

Group 3: 3:30-5:00

**5:00**

## **Homework and Closure**

**REMIND** participants that we are nearing the end of the workshop. Prior to closing tomorrow, we want participants to have a chance to raise any issues and to ask any questions they might have. In preparation for this session, **ASK** participants to write down questions or concerns they have and to bring that list with them in the morning

## Day 5

**8:30**  
(30 mins)

### Start up/Energizer and Schedule

**INTRODUCE** a small activity here to get people talking, thinking. It may be a riddle, or a drawing you ask them to interpret

Schedule for the day:

- Practice Group 4: Last One!
- Reflections on Practice Round Two
- Loose ends and unanswered questions
- Roles and Responsibilities
- Application Planning
- Next Steps

**9:00**

### Practice Training Round Two: Group 4

Group 4: 9:00- 10:30

**10:30**

### CHAI

**11:00**  
(30 mins)

### Reflections on Round 2 Practice

**ASK** for reactions to practice training. Trade stories from the two groups. **ASK** what was especially hard? Give the co-trainers the following pair task

FC

- Individually (for 5 minutes), and then with your co-trainer, do some final reflecting on how your module went, what feedback you received, and how you worked together. Refer to the *Participant's Manual p. 60*
- You will have 15 minutes

Then **TRANSITION TO GENERALISING**. Put the following question on the flipchart:

FC

- What is the most important thing you have learned about what it takes to effectively deliver the IDSR Training?

**GIVE THEM time** to think and write. Then **CHART** their learning.

**11:30**  
(45 mins)

## **Loose ends and unanswered questions**

**FC**

Individual Task:

- Review the work you have done in the course so far and the notes you made last night Identify the one or two most important ones. You will have 5 minutes

**FC**

Table Task

- Discuss what you have written and identify at least one that you would like to raise with the larger group. Write your questions or concerns on flipchart
- You will have 20 minutes

**11:50**  
(40 mins)

## **Responding to Loose Ends and Questions**

Facilitate a large group discussion, responding to the items noted by each table.

**12:30**

## **LUNCH**

**1:30**  
(60 min)

## **Application Planning**

**ASK** participants to complete the following individual task:

**FC**

Given the roles you may be playing in the training:

Review your notes and reflections from the course, and to prepare an application plan on page 63 of your manual.

Take 30 minutes

**ASK** for 2-3 examples, discuss.

**2:00**

**Course evaluation**

**SAY** that it is really important that we receive feedback on our training so that we can continue to improve on the work we are doing. Distribute the evaluation forms, asking them to be thoughtful and take their time.

**2:30**

**Closing Ceremony**

**3:00**

**CHAI**

**4:00**

**Planning for Facility Training**