

TRAINING OF TRAINERS FOR COMMUNITY CASE MANAGEMENT OF CHILDHOOD ILLNESS



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List of Handout and Training Aids

	Training Aids		Handouts
1	Evaluations	1	Adult Learning Principles
2	Needs Assessment	2	Health Training Activities by Learning Style
3	Co-trainer Debriefing Form	3	Characteristics of Effective Trainers
4	Energizers	4	Trainer Self Assessment
5	Icebreakers	5	Communications Skills Checklist
6	Pre-Post Questionnaire Key	6	Communication Skills for Effective Training
7	Task Clock	7	Managing Stages of Group Dynamics
8	Task Group Instructions	8	Challenging Behaviour
9	Adult Learning Principles	9	Giving and Receiving Feedback
10	Lectures on Diarrhea	10	Overview of Training Methods
11	Challenging Behaviours Cards	11	Teach-back Assessment Forms
12	Sample Teach-Back Topics	12	Training Methods Recommendations
13	Teach-Back Instructions	13	Training Methods
14	Training Methods Cards	14	Closing Exercises
15	Golden Rules 3 groups	15	Energizers
16	Golden Rules 4 groups	16	Icebreakers
17	Planning Steps Cards	17	Using Breaks
18	Difficult Situations Cards	18	Golden Rules of Training – detailed
19	Training Observation Checklist	19	Steps in Planning a Training Workshop
		20	Characteristics of Effective Training Workshop
		21	Training Materials Assembly Checklist
		22	Co-trainer Debriefing Form
		23	Effective Training in Teams
		24	Difficult Situations
		25	Creative Ways to Divide Participants into Groups
		26	Using audiovisuals effectively
		27	Workshop Evaluation

Acknowledgements

This section will change after completion of all the reviews by MOH, iCCM Consortium members and UNICEF/WHO

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Source Materials

This training guide is adapted largely from:

Turner, K, Wegs, C, and Randall, B, *Effective Training in Reproductive Health: Course Design and Delivery-Trainers Manual*. Chapel Hill, NC, Ipas 2003.

Wegs, C, Turner, K, Randall-David, B, *Effective Training in Reproductive Health: Course Design and Delivery – Reference Manual*. Chapel Hill, NC, Ipas 2003.

Other materials consulted include:

Implementation Guide for Community Based Management of Malaria, Pneumonia and Diarrhoea: A Community Child Survival Program, February 2009, Ministry of Health Government of Southern Sudan

Community Based Distributor Training Manual for Community Case Management of Childhood Malaria, Diarrhoea, and Pneumonia, Child Survival Programme, Ministry of Health, Republic of South Sudan, 2012

From CBD to CBD Peer Supervisor: A Five-Day Training Curriculum, International Rescue Committee, 2010

Community Case Management for Community-Based Distributors in a Post-Conflict Environment: A Training Curriculum, International Rescue Committee, 2010

Formation des Formateurs: Communication Interpersonnelle/SIDA, Un Curriculum de 5 Jours, PATH, for USAID/FHI/AIDSCAP, 1993

Guidelines for Training of Trainers (TOT), Uganda Ministry of Gender, Labor and Social Development, 2008

Silberman, M, *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. San Francisco: Jossey-Bass Pfeiffer, 2006.

Billington, D, Seven Characteristics of Highly Effective Adult Learning Programs, <http://www.newhorizons.org/lifelong/workplace/billington.htm> (accessed 25/6/10)

Adult Learning Principles, http://www.medscape.com/viewarticle/547417_2 (accessed 25/6/10)

“Not Just for Kids: Reviewing and Understanding Adult Learning Principles” (accessed 25/6/10)

Guidelines for Training of Trainers: A Curriculum

Solter, C, Duc, P, engelbrech S., *Advanced Training of Trainers: Trainer’s Guide*, Pathfinder International, Watertown, MA 2007.

Burden of Childhood Diseases in South Sudan¹

Malaria, diarrhea and pneumonia account for more than 50% of the morbidity for all age groups of patients seen at health facilities in South Sudan. Infant mortality rate is one of the highest in the world, standing at 102 per 1,000 live births, while the under five mortality rate is 135 per 1,000 live births². Malaria accounts for 20-40% of all health facility visits, 30% of all hospital admissions, and is a leading cause of death³. The Sudan Household and Health Survey (SHHS) conducted in 2006 showed that 44.2% of children under-five suffered from diarrhea and 13.6% had suspected pneumonia. In addition, the survey indicated that 32.9% of children under five were underweight, 13.5% of them were severely malnourished and 7.3% had severe wasting.

The high morbidity rate in children under-five in South Sudan is exacerbated by a lack of access to basic health services and failure to reach children with known cost effective and life saving interventions, Community based treatment programs have proven effective at reducing child mortality from common childhood diseases in developing countries.

Integrated Community Case Management Program in South Sudan

The ICCM implementers including the International Rescue Committee, Malaria Consortium, Population Service International, Save the Children, BRAC, Catholic Diocese of Torit (CDOT) and World Vision in an effort to reduce morbidity and mortality among children 2 month to 5 years are implementing integrated community case management of malaria, diarrhea and pneumonia at the community level in some of the counties in the ten States in South Sudan.

Ministry of Health the leader of all health activities in the country will oversee the implementation of ICCM and ensure all the areas are covered and there is no concentration or overlap of agencies in one area.

The ICCM program strategy involves community mobilization, selection, training and supervision of community based distributors as well supplying medicine and medical materials in their respective communities to treat children under five years who have malaria, diarrhea and pneumonia

The Republic of South Sudan is committed to reducing morbidity and mortality in children under 5 years. This is a major priority area. The Ministry of Health has designed sound disease control strategies aimed at scaling up coverage of cost-effective health interventions. A mix of approaches that include public and private health care providers, a trained and supervised commercial sector and community based health providers is being used.

¹ Adapted from MC ICCM Facilitator Training Manual April 2012

² Sudan Household Health Survey 2006

³ UNICEF Operation Lifeline Sudan 2005-2009

About this Curriculum

This manual is designed for use by Ministry of Health (MOH) staff and iCCM implementing partners in training trainers and supervisors of community based distributors at various levels.

This curriculum is designed to be a resource for master trainers who lead training-of-trainers workshops in community case management of childhood illness. It is designed to provide trainers with all of the instructions and written materials they need to help participants learn more about training, strengthen their training, communication and facilitation skills, and enable them to plan and implement more effective training workshops.

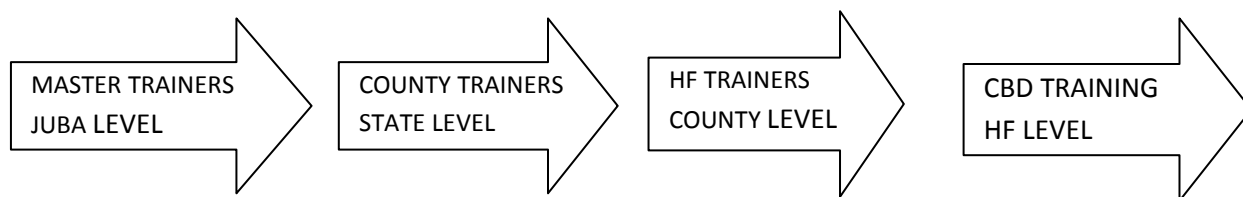
The curriculum:

- ❖ Leads learners through the core concepts and skills that trainers use when designing and delivering effective training.
- ❖ Promotes a learner-centered, participatory approach based on the principles of adult learning.
- ❖ Models the concepts and skills that are essential to effective participatory training, including group facilitation, coaching and the use of a variety of active training methods.
- ❖ Guides learners through the process of planning an effective training workshop.

No matter what the audience or content, the application of these principles and skills in the design and implementation of the training helps ensure that the workshop will be effective in meeting the needs of adult learners. Trainers are encouraged to add, adapt, or change the order of sessions as needed.

Community Based Distributors Training Cascade

At the central level, there will be a team of master trainers who will be trained as trainers (TOT) for each State. The state level trainees should be drawn from all the counties within that State. The objective is to build adequate capacity for each county to train and supervise the Community Based distributors in the program. The county trainers should include personnel from health facilities and county health department and may also include NGO staff operating in the county. This TOT manual supports the development for the necessary cadre of trainers.



The above diagrams illustrate the different levels of training of trainers for CBDs.

Training of Trainers

This is a 4 days training where trainers undergo different stages of training as well as additional 6 days of training the trainers on the community based distributors curriculum.

CBD training

The CBD training follows immediately after the training of trainers and it is conducted at the health facility level or a place as close to the CBDs as possible.

Session Instructions

Each session includes all of the information trainers need to plan and prepare their training workshop, including: purpose, objectives, materials, advance preparation, time needed, instructions and additional materials such as worksheets, handouts, card templates, case studies, role-play scripts and Microsoft PowerPoint® presentations. Session instructions are divided into activities with numbered steps. Training aids and handouts are included for each session. The Microsoft PowerPoint® presentation slides are available and included as handouts with room for notes.

- When trainers are instructed to label a flipchart, they only need to write the specified question or title at the top. When they are instructed to prepare a flipchart, they will need to write the title as well as other information indicated in the instructions.
- When trainers are instructed to prepare slides, they should put the presentation on a laptop for use with a digital projector. If no projector is available, they can transfer the content to flipchart paper. Trainers are also instructed to make handouts for participants from the presentation with three, four or six slides per page and space for participants to write notes.

- It is important for trainers to prepare possible responses to questions and worksheets in advance so that they can respond appropriately to correct, incorrect and missing responses from learners.

A Note on Language

In this curriculum, the terms participants, learners and audience are used interchangeably; in addition, trainers are sometimes referred to as facilitators.

The training of trainers is divided into 16 sessions:

- Session 1: Training Workshop Overview
- Session 2: Adult Learning Principles
- Session 3: Adult Learning Styles
- Session 4: Characteristics of Effective Trainers
- Session 5: Effective Communication Skills
- Session 6: Creating a Productive Learning Environment
- Session 7: Managing Stages of Group Dynamics
- Session 8: Managing Challenging Learning Behaviors
- Session 9: Training Methods
- Session 10: Use of Icebreakers, Energizers, and Closing Activities
- Session 11: Golden Rules of Training
- Session 12: Planning an Effective Training Workshop
- Session 13: Training in Teams
- Session 14: Handling Difficult Situations
- Session 15: Practice Training
- Session 16: Next Steps and Closing

Overview of Agenda

Training Master Trainers for Community Based Distributors Training – a four days training schedule

Time /Days	8:30 – 11:00	11:10 – 12:30	1:30 – 3:45	4:00 – 6:15
Day 1	<ul style="list-style-type: none"> • Arrival/Registration • Workshop overview • Pre-workshop questionnaire 	<ul style="list-style-type: none"> • Adult Learning Principles and Learning Cycle 	<ul style="list-style-type: none"> • Adult Learning Styles 	<ul style="list-style-type: none"> • Characteristics of Effective Trainers • Wrap-up and Evaluation • Facilitator Debrief
Day 2	<ul style="list-style-type: none"> • Review of the previous days' activities • Effective communication skills 	<ul style="list-style-type: none"> • Creating a Productive Learning Environment • Managing Stages of Group Dynamics 	<ul style="list-style-type: none"> • Managing Challenging Learner Behaviour • Training Methods 	<ul style="list-style-type: none"> • Training Methods (cont.) • Wrap-up, Assignments, and Evaluation • Facilitator Debrief
Day 3	<ul style="list-style-type: none"> • Review of the previous days' activities • Training Methods (cont) • Use of Icebreakers, Energizers and Closing Activities 	<ul style="list-style-type: none"> • Golden Rules of Training 	<ul style="list-style-type: none"> • Planning an Effective Training Workshop • Training in Teams • Handling Difficult Situations 	<ul style="list-style-type: none"> • Practice Training • Wrap-up & Daily Evaluation • Facilitator Debrief
Day 4	<ul style="list-style-type: none"> • Review of the previous days' activities • Practice Training 	<ul style="list-style-type: none"> • Next Steps – 6 months Action Plan • Post Test • Evaluation • Closing 		

Overview of Agenda

Training of CBD Trainers training – a six days training schedule

Time /Days	Morning		Mid-morning		Afternoon
Day 1	<ul style="list-style-type: none"> Arrival/Registration Distribution of materials Introductions, norms, expectation Program and Workshop overview 	MORNING BREAK	<ul style="list-style-type: none"> Pre-test CBD's place in the community Linkage between CCM and health facilities 	LUNCH BREAK	<ul style="list-style-type: none"> CBD's place in the community Overview of Malaria, Pneumonia and Diarrhea Effective communication Break (when needed)
Day 2	<ul style="list-style-type: none"> Sign in, Recap of Day 1 Introduction to CBD Record Keeping What are General Danger Signs Identifying and Referring for Danger Signs 		<ul style="list-style-type: none"> Identifying and Referring for Danger Signs 		<ul style="list-style-type: none"> Pneumonia – Signs and Symptoms Identifying Fast Breathing Break (when needed)
Day 3	<ul style="list-style-type: none"> Sign in, Recap of Day 2 Pneumonia – treatment/counseling 		<ul style="list-style-type: none"> Pneumonia – identify/refer danger signs 		<ul style="list-style-type: none"> Pneumonia – Prevention/Summary Malaria – signs/symptoms/causes Malaria – danger signs Break (when needed)
Day 4	<ul style="list-style-type: none"> Sign in, Recap of Day 3 Malaria – treatment/counseling Malaria - prevention 		<ul style="list-style-type: none"> Diarrhea – signs/symptoms/ danger signs 		<ul style="list-style-type: none"> Diarrhea – treatment Diarrhea – counseling/follow-up Severe Acute Malnutrition Break (when needed)
Day 5	<ul style="list-style-type: none"> Sign in, Recap of Day 4 Severe Acute Malnutrition A Day in the Life of a CBD 		<ul style="list-style-type: none"> A Day in the Life of a CBD 		<ul style="list-style-type: none"> Briefing on Field Practice Field Practice
Day 6	<ul style="list-style-type: none"> Sign in, Recap of Day 5 Individual Assessments 		<ul style="list-style-type: none"> Managing medicines Record Keeping Next Steps 		<ul style="list-style-type: none"> Post-test Workshop Evaluation Summary and Closure

Using this Curriculum: General Training Tips

Training in Teams

The lead trainer will need to determine how many co-trainers are needed to effectively implement each session in the training workshop. Once the training team has been assembled, co-trainers should determine their roles, decide who will facilitate each session and review the information in the Training in Teams session to guide their discussions on how they will work together. Co-trainers should make time at the end of each day to debrief together about their work and the sessions; review learners' feedback from the daily evaluation activity; and make changes to improve the workshop. The training aid and handout "Co-trainer Debriefing Form" is a useful guide.

Training Workshop Design

Among the training aids is an overview of workshop sessions with a list of the sessions, time and materials to help guide trainers as they select sessions and design their training-of-trainers workshop. We have also included a sample workshop agenda to illustrate how sessions can be effectively ordered and emphasize the use of a beginning-of-day review/preview activity, icebreakers, energizers, breaks, closing activities and evaluations. **Included in the sample agenda but not in the manual are sessions on ICCM monitoring and evaluation, reporting, and ARI timer use. Including sessions on these topics in TOT workshops will help ensure all the trainers can do them correctly, which will help ensure that they are teaching CBDs and CBD Monitors how to do them correctly.** Someone well-versed in the practice of these topics and who has the ability to make decisions about them should facilitate or be present for these sessions.

Sessions may be shortened by omitting activities. However, trainers should be aware that the activities were designed to build on each other, appeal to all learning styles and contribute to the achievement of the objectives. **Trainers are cautioned to ensure the use of participatory activities.**

Giving Directions for Activities

In general, it is helpful to give directions for an activity before asking learners to move or divide into groups. Once people begin moving into different groups, they tend to pay less attention to someone talking to the full group. It can be extremely helpful to summarize the directions on a flipchart and put it where all the groups can see it (or have someone in each group copy them). You could also print a set of instructions for each small group if the activity is complex.

Distributing Handouts and other Materials

If you are making a presentation or giving a mini-lecture, distribute handouts in advance so that learners can follow and write notes on their own handouts during the presentation.

If you are distributing worksheets or other materials for an activity, consider giving instructions beforehand. Once you begin distributing papers, there is more noise and people tend to be distracted.

Modeling Effective Training

After facilitating each icebreaker, energizer or evaluation activity ask learners why you might have selected that activity and what purpose it served. Once you have covered the Training Methods session, at the conclusion of each activity, ask learners to determine what type of training method was used in the activity and why it was selected. This practice of conscious training provides ongoing reinforcement and modeling of adult learning principles.

Creative Ways to Divide Learners into Groups

Use creative and varied ways to divide learners into small groups, such as:

- Having them select an item (such as matches out of a box, basket or hat and then asking the people with similar objects to form a group.
- Having them select a playing card and then asking all the people with the same card suit to form a group.
- Asking people to count off to the number of groups you desire and then having all of the ones, twos, threes, etc. form a group.
- Putting stickers on nametags in advance and then asking people with the same category of sticker (for example, animals, flowers, people) to form a group.
- Writing numbers or symbols on a slip of paper and attaching them to the underside of people's chairs in advance. Then when it is time to divide into groups, ask people to pull the slips of paper off and get together with people with the same number or symbol.

Number of Participants in Groups

Trainers may need to adjust the number of participants in each small group or the number of small groups depending on the total number of participants and the type of small-group activity. Changing the number of groups might change the amount of time needed for the activity.

Group Process and Roles

Small groups can work more efficiently when group members begin by selecting a **recorder** to write down the key points discussed and answers to questions, a **timekeeper** to ensure that they are getting through all of the questions in the time given, and a **reporter** to present the group's responses to the larger group. Warn groups several minutes before their time is up to help them manage their time and complete their tasks.

Small Group Reports

The report-back from small groups can become boring for the rest of the group. Encourage small groups and their reporters to be concise, brief, energetic and creative in their presentations. Encourage long talkers to move on to their group's next response. Hold questions and comments by the large group until all small groups have presented. (Participants can write their questions in their notebook to ask during the question and answer period.) It is important to keep learners' energy high, so keep the reports moving.

Keeping Learners Energetic

Prepare several energizers in advance. When learners have been sitting for a while and seem to be getting restless or bored, stop the session and facilitate an energizer that allows them to move and become more alert. Do not be afraid to interrupt a session and ask learners if they need a break when you feel that learners are bored, restless, overwhelmed or no longer able to absorb more information.

De-personalizing Characters in Role Plays and Skits

When learners are playing a role in a skit or role play, sometimes other learners forget to distinguish between the role and the person playing the role. This can make the role player uncomfortable. Remind learners to use language such as “when the doctor...” or “when you, acting as the caregiver, were saying...” when giving feedback on the role play.

Training Toys – this can be debated on whether to be included or not

“Training toys” refers to objects such as clay, stress balls and pipe cleaners - items that are colorful, quiet, can be formed into different shapes and can be played with by learners without distracting others. These can be as simple as:

- Smooth stones
- A small cloth bag stuffed with small beans and stitched closed
- Thin wires (preferably covered in colorful rubber or plastic) that can be twisted into shapes
- Clay made from flour, salt, and water
- Small rubber or plastic balls
- String

Modeling Clay

Recipe 1

Mix together

- 2 1/2 cups flour
- 1 cup water
- 1 cup salt
- Food coloring, optional

Store in refrigerator.

Use your imagination, and notice what children and others are doing with their hands. Can you copy or adapt it?

Some people concentrate better and learn better when they are handling/touching something. Training toys can also make the training site more visually interesting, spark learners’ curiosity and facilitate creative thinking. Training toys should be placed on tables at the beginning of the workshop. Learners should know that they are welcome to play with these toys throughout the workshop and to use them during activities, if appropriate. Trainers may want to introduce new toys during the workshop, or switch toys between tables to maintain learners’ interest.

Modeling Clay

Recipe 2

- 3 ½ cups of all-purpose flour,
- ½ cup of salt
- 1 tablespoon of cream of tartar/baking powder
- 2 ½ tablespoons of oil
- 2 cups of water
- food coloring (optional)

Boil the water along with several drops of food coloring if available. Remove the water from the heat, and mix in the oil. Place the dry ingredients in a large mixing bowl, and slowly add the colored water and oil. Mix it together thoroughly using a wooden or bamboo stick. When the mixture has cooled, knead it until it reaches a pliable consistency. This clay can be stored in airtight containers indefinitely.

http://www.essortment.com/hobbies/doityourselfm_sdhc.htm



DAY 1 – Introduction to Training of Trainings workshop

Training Materials:

- Flipchart, markers, tape/masking tape, string or rope
- Task clock
- Items for dividing participants into groups
- Name tags (optional)
- Icebreakers
- Chime or gentle noisemaker
- Items for dividing participants into groups
- Index cards – different colors

Session	Page number	Session time	Training Aid – (TA)	Training Handout – (HO)
Session 1	1	2 hours	<ul style="list-style-type: none"> • Training overview - Slide presentations • Task Group • Instructions Task Clock 	<ul style="list-style-type: none"> • Workshop overview – slides • Workshop agenda • Pre-test
Session 2	9	1 hour 30 minutes	<ul style="list-style-type: none"> • Adult Learning Principles and Learning Cycle – slide presentation • Adult Learning Principles – trainer version 	<ul style="list-style-type: none"> • Adult Learning Principles worksheet – participant version
Session 3	15	2 hours 10 minutes	<ul style="list-style-type: none"> • Adult Learning Styles – slide presentation 	<ul style="list-style-type: none"> • Health Training Activities for Different Learning Styles - worksheet
Session 4	22	1 hour 5 minutes		<ul style="list-style-type: none"> • Characteristics of Effective Trainers • Trainer’s Self-Assessment Tool

SAMPLE TIMETABLE FOR DAY 1

Time	Topic	Session No.	Page number	Total time
Day 1				
8:30 – 9:00	Arrival and Registration			30 min
9:00 – 11:00	Workshop Overview	Session 1	2	2 hrs
11:00 – 11:10	BREAK			10 min
11:10 – 12:30	Adult Learning Principles and Learning Cycle	Session 2	8	1 hr 20 min
12:30 – 1:30	LUNCH			1 hr
1:30 – 3:30	Adult Learning Styles	Session 3	14	2 hrs
3:30 – 3:45	BREAK			15 min
3:45 – 4:45	Characteristics of Effective Trainers	Session 4	21	1 hr
5:45 – 5:15	Wrap-up and Evaluation			15 min
5:15 – 5:45	Facilitator Debrief			1 hr
	Energizers as needed throughout the day			

Session 1: Training Workshop Overview

Total Time: 1 hour 55 minutes

Purpose:

To welcome participants and hear their expectations; orient them to the workshop objectives and agenda, trainer and participant roles, and group norms; and invite them to evaluate the workshop throughout. This should help create a safe learning environment so trainers and participants can achieve the workshop objectives.

Objectives:

At the end of this session, participants will be able to:

- ☐ Describe the workshop goal, objectives and agenda
- ☐ Identify trainers' and participants' roles and responsibilities, including the four task clock groups
- ☐ Identify the training group norms
- ☐ Name the evaluation methods that will be used at different points in the workshop

Training Aids and Materials:

- Slide presentation: Training Workshop Overview
- Flipchart, markers, tape
- Task clock
- Items for dividing participants into groups
- Name tags (optional)
- Task Group Instructions
- Icebreakers

Handouts:

- Handouts of Workshop Overview slides
- Workshop Agenda
- Pre-Test

Advance Preparation:

- Prepare and copy slides, training aids, and participant handouts
- Write session objectives on flipchart
- Label flipchart pages: "Workshop Expectations," "Workshop Agenda," "Parking Lot," "Trainers' Roles," "Participants' Roles," "Group Norms"
- Prepare task clock's four arms, one representing each group (see Instructions for Task Clock)
- Prepare task clock instructions and materials
- Prepare suggestion box (or basket) and slips of paper; keep a pen next to the box/basket

Instructions:

Welcome and Introduction [20 minutes]

1. **Show slide 2:** Welcome. Welcome participants to the training workshop and thank them for their participation.
2. Introduce yourself and provide some background on your training and facilitation experience. Ask participants to state their names and briefly give some background about themselves (their position title, where they work and any other pertinent information). Encourage participants to be concise.
3. **Show slide 3:** Workshop Goal and discuss with participants.
 - Enhance participants' ability to plan, implement, and evaluate effective health training workshops.
4. **Show slide 4:** Workshop Objectives and discuss with participants.
 - At the end of this training workshop, participants will be able to:
 - Describe and apply the fundamental principles of adult learning and training.
 - List the characteristics of effective trainers.
 - Demonstrate effective communication and facilitation skills.
 - Create a productive learning environment.
 - Describe and use appropriate training methods.
5. **Show slide 5 – Pre- test**
 1. Tell participants they will now complete a pre-workshop questionnaire to establish a current level of knowledge about training and it will take **35 minutes**
 2. Ask them to answer as best they can but understand that they will likely do much better when doing it at the end of the workshop.
 3. Tell them they have 35 minutes and you will be happy to answer questions of clarification.
 4. Distribute the questionnaire and “start the clock.”
 5. After 35 minutes, collect all the questionnaires.

Trainer's Note

Trainers should mark the questionnaires by the end of the day so they have a better idea of what participants already know and do not know. This will tell them what they need to emphasize and where they might be able to spend less time.

Show slide 6 - Housekeeping [5 minutes]

1. Explain where bathrooms are located.
2. Explain when and where breaks and lunch take place.
3. Cover other housekeeping items.
4. Ask if people have other announcements to make.

7. Group norms [10 minutes]

1. Ask participants what are group norms. Ask how they help or what their purpose is.
2. **Show slide 7:** Rationale for Group Norms and explain that group norms are mutually agreed upon and they:
 - Set guidelines for how the group will work together.
 - Create a safe and respectful learning environment.
 - Enable tasks to be accomplished efficiently.
3. Ask participants to suggest norms for this workshop. They should base their suggestions on their experience as trainers and participants. Write their norms on a flipchart.
4. Show the **slides listing norms** (slides 8 to 10) and ask if there are any on this list that they would like to add to theirs.
5. Once it seems the participants have agreed on the list, ask them to raise their hands if they agree to maintain these norms each time they come together.
6. Hang the list on the wall where everyone can see it and explain how it will be used throughout the training workshop.
 - The list will be posted throughout the workshop.
 - Participants should refer to the list as needed.
 - Participants should agree to monitor themselves and raise concerns when they believe participants are not abiding by the norms.

Trainer's Note

If at some point during the workshop a participant is not abiding by the group norms, you can stop the discussion or activity, ask participants to review the group norms, and remind them that everyone agreed in the beginning to abide by these norms.

8. **Show slide 11:** Expectations.
 - Ask participants: What were you hoping to learn in this training workshop?
 - Post flipchart: Workshop Expectations and write participants' expectations on the flipchart as they name them, but do not respond to them. Thank participants for sharing their expectations.
 - Review the list, identify which expectations are likely to be met during the workshop and acknowledge any that may be beyond the scope of the training workshop.
9. **Show slide 12 & 13:** Workshop Agenda.
 - Distribute and review the handout: Workshop Agenda – briefly describe the content areas that will be covered during the workshop.
 - Discuss possible changes that could be made to accommodate the expectations participants named.
 - Ask for questions or concerns about the agenda.

10. Show Slides 14 and 15 - Trainers' and participants roles and responsibilities (20 minutes)

Slide 14: Trainers' roles and responsibilities

1. Share the trainers' expectations about their roles, including:
 - Providing information.
 - Asking and answering questions.
 - Facilitating discussions and activities.
 - Making sure the group stays on task and on time.
 - Modeling effective training skills.
 - Maintaining a safe learning environment.
2. Post flipchart: Trainers' Roles and ask participants to share other roles that trainers should play during a training workshop. Write their answers on the flipchart.
3. Remind participants to provide feedback about the trainers' effectiveness.

Say: We want to be sure that we are modeling effective training and facilitation skills. Please feel free to give us feedback throughout the training workshop if we are not meeting your needs.

Show slide 15: Participants' roles and responsibilities

1. Share trainers' expectations about participants' roles, including:
 - Participating fully according to one's comfort level.
 - Sharing knowledge and experiences with trainers and other participants.
 - Asking questions when you do not understand
 - By participating and sharing our knowledge and experiences, we will all learn a lot from each other during the workshop.
2. Post flipchart: Participants' Roles. Ask participants to share other roles that participants should play during the training workshop. Write their answers on the flipchart.

11. Task clock [15 minutes]

1. **Show slide 16:** Task Clock. – check in workshop overview
2. Post the task clock in a central location and briefly explain it.
 - The purpose of the task clock is to provide participants with the opportunity to practice choosing appropriate activities and facilitating them effectively.
 - Participants will be divided into four groups.
 - Each group is responsible for a different training task: icebreaker, energizer, evaluation and logistics. The groups will rotate to a different task daily.
 - Trainers will provide group members the instructions and materials they need ahead of time. Group members should work together to prepare and facilitate their daily tasks. Trainers will be available to help guide the groups as they prepare, if needed.
3. Use a creative method to divide participants into four groups (see the training aid *Creative Methods for Assigning Group Members* for more information).
4. In advance, trainers will have created four clock arms, one for each group, and will have attached them to the middle of the clock face in such a way that the arms can be moved to point to each of the four quadrants. (Optional: design the arms to match the group categories.)
5. Name the groups using categories that are appropriate to the context in which participants are working, such as four types of fruit, flowers or colors.
6. Show how the arms of the task clock work and remind the four groups of their categories.
7. Explain that the tasks will rotate when the hands of the clock are turned at the end of each day. Group members should look at the task clock to know which task they need to prepare for the next day.

8. Prepare instructions and materials beforehand for the task clock groups to use. Choose five to eight activities for each of the three tasks — icebreaker, energizer, daily evaluation — and put them in folders as resource materials for the participants. You can provide the logistics group with a watch or clock for timekeeping, diagrams of room arrangements, or other materials needed for their tasks to be conducted.
 9. Explain that at the front of the room are materials that each group can use to prepare for its task. At the end of each day groups can come to the front and look through the folders, choose the activity they wish to use and gather the appropriate resources.
 10. Inform the groups that after they lead the activity, they should facilitate a short debriefing in which they present the rationale for their choice of activity and ask the rest of the participants to assess their choice.
12. **Show slide 17:** Four Task Groups. Describe the four tasks — icebreaker, energizer, daily evaluation and logistics — in detail:
- **Slide 17 - Icebreakers:** One of the first activities at the beginning of each training workshop day, icebreakers have a variety of purposes, including getting people acquainted with each other, getting people more engaged, building rapport and introducing the training topics for the day. The group handling icebreakers for the day should review the available icebreaker choices in the icebreaker folder and pick one that is most appropriate for that day of the workshop. For example, a “get to know you” icebreaker is suitable for the first day of a workshop whereas a “transfer of skills” icebreaker may work better towards the end of the workshop. The task group should discuss together what they feel is the most appropriate icebreaker for their assigned day and why, and then prepare to lead the group in the icebreaker the next day.
 - **Slide 18 - Energizers:** These are generally more physical activities that get the energy level of a group up again when it is lagging. They are often done in the afternoon, but are appropriate whenever they are needed. Energizers are not just fun games, but should usually serve some purpose in the learning process. The group handling the energizers for the day should review the available energizer choices in the energizer folder and pick one that is most appropriate for that day of the workshop. It may be related to the content of the workshop that day, or to where the energy level is expected to be at that point in the training cycle. The task group should choose their energizer and then be prepared to lead it at the right time during the workshop, gauging when the energy is low and the activity is most needed. The group should prepare the necessary materials and practice ahead of time.
 - **Slide 19 - Daily evaluation:** Done at the end of each day, the daily evaluations are a way to assist the trainers in getting feedback from participants about a day’s activities and to help them to adjust the workshop as needed for the remaining days. Daily evaluations can be linked to specific content of the day or can be more broad and open-ended feedback. This task group chooses the evaluation, leads the activity and then compiles the results and gives them to the trainers before they leave for the day.
 - **Slide 20 - Logistics:** The roles for this group include keeping track of time, ensuring the room furniture and equipment are set up properly, and tidying up the room throughout the day to promote a productive learning environment. This task group should determine how to monitor time and let the trainers or groups know when they are almost out of time and then when a session should be finished. For example, they can prepare cards to flash time notices (for example, “five minutes remaining”) to facilitators. They should also set up the room arrangement according

to the trainers' needs, help move flipcharts and equipment around as needed during the day, and help straighten up after breaks or at the end of the day. The group can discuss how to ensure that the logistics are handled during their day, such as assigning specific roles to individuals in the group.

13. Feedback and evaluation methods [10 minutes]

1. Show slide 21: Evaluation Methods.

- Discuss them with participants.

Methods	When
Suggestion box	Throughout the workshop
Informal feedback to trainers	Throughout the workshop
Daily evaluation activities	At the end of each day
Trainers' debriefing session	At the end of each day
Skills assessment tools	With each skill-based activity
Pre- and Post-Test	Compare knowledge from before and after the workshop to identify progress and needs
Written evaluation forms	At the end of the workshop

- Designate and label a box or basket as the "Suggestion Box." Place slips of paper or index cards and pens next to the suggestion box (or tie pen to string and tape string to box). Invite participants to write comments and place them in the box throughout the training workshop.
- At the end of the day, meet with other trainers to discuss the day's training session, what went well and what needs improvement. Review the comments in the suggestion box, any informal feedback given, and the results of the daily evaluation activity. Use the training aid "Co-trainer Debriefing Form" as a guide.

Remind participants that at the end of the first day, trainers will facilitate the evaluation activity, but at the end of each subsequent day, a task clock group will facilitate a different evaluation activity.

2. Show slide 22: Parking Lot – explain the purpose.

- Post flipchart: Parking Lot and explain that when topics come up during a training session that the group doesn't have time to address at that moment, or which would be better addressed at a later time, facilitators will write them on the Parking Lot flipchart, which means they are set aside to be discussed later in the workshop.
- Trainers set aside time at the end of each day to review the parking lot. At this time the group discusses whether they want to include the topic in the training workshop and, if so, when they would like to address it. Trainers will make changes to the agenda to include the topics participants have decided to address.
- Due to time constraints, sometimes trainers will have to ask participants to choose one topic over another.

14. Link to next activity, an icebreaker. Say that:

Now we are going to do an icebreaker activity that will help us get to know each other better. Starting tomorrow, different task groups will facilitate an icebreaker activity at the beginning of each day. Then

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Trainer's Note

Select an icebreaker that is appropriate for the beginning of a training workshop.

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ill move on to the session on Adult Learning Principles and Learning Cycle.

Session 2: Adult Learning Principles

Total Time: 1 hour 20 minutes

Purpose:

The purpose of this session is to introduce the principles of adult learning and the adult learning cycle. During this session, participants will identify the unique learning needs and preferences of adult participants. Participants will also define strategies for workshop design and delivery that maximize participants' acquisition and retention of new knowledge and skills.

Objectives:

At the end of this session, participants will be able to:

- ☐ Name five fundamental principles of adult learning
- ☐ Describe adult learning needs and preferences
- ☐ List strategies for maximizing adult participants' knowledge and skills retention and recall
- ☐ Explain the adult learning cycle

Training Aids and Materials:

- Slide presentation: Adult Learning Principles and Learning Cycle
- Flipchart with learning objectives
- Worksheet: Adult Learning Principles – trainer version
- Chime or gentle noisemaker
- Items for dividing participants into groups

Handouts

- Worksheet: Adult Learning Principles – participant version

For handouts or places to refer to in the participants' manual include a box with page numbers at the beginning of the section under the section called Training materials and handouts

Each handout can be given a number which will make life easier

Advance Preparation:

Prepare and copy slides, handouts, and Adult Learning Principles worksheet

Instructions

Introduction to Adult Learning Principles and Learning Cycle. [10 minutes]

1. Show slide Adult Learning Principles. Say:

During this session, we are going to discuss the ways in which adults learn new information and skills. We will also discuss strategies that trainers can use to maximize adult participants' knowledge and skills retention and recall.

2. Show the learning objectives for this session.
3. Show and discuss slide: Fundamental Principles of Learning.
 - Learning involves more than just being exposed to new information.
 - Participants in training workshops have learned when they:

- Integrate and apply new information.
 - Change their perceptions, feelings or values.
 - Improve the way they perform old tasks.
 - Demonstrate the ability to perform new tasks.
4. Show slide: How do People Learn? Discuss the following points:
- Learning is largely an **associative** process through which participants relate new information to what is already known. Learning is enhanced when participants are able to **practice** applying new attitudes, knowledge and skills.
 - Learning by **understanding** promotes better retention than learning by memorization.
 - **Repetition** increases the retention of new knowledge.
 - Changes are unlikely to take place unless the participant is **motivated** to learn.

Adult learning principles [10 minutes]

1. Show and discuss slide: Adult Learning.
 - Learning does not end after childhood.
 - Adults continue to learn new knowledge and skills throughout their lifetime.
 - Often this learning is associated with taking on new roles and tasks in their communities and in their work.
 - Adults learn differently from children.
 - Effective trainers understand how adults learn and design training to meet their needs.
2. Show slide: Key Elements of Adult Education. Explain that effective education with adults:
 - Is participatory
 - Adults learn best when they are actively involved in the learning process.
 - They are more likely to learn and retain new information when training workshops create opportunities for them to practice applying their new knowledge and skills.
 - Is supportive
 - Learning and practicing new knowledge and skills often involves making and correcting mistakes. This process can be difficult for adults, as they are often uncomfortable feeling “incompetent” and demonstrating “incompetence” to their peers.
 - To help adults learn, create a supportive environment for experimentation and practice with new information and skills.
 - Give participants positive reinforcement, such as praise and encouragement, instead of negative reinforcement, such as criticism.
 - Give participants constructive feedback to help them improve their knowledge and skills.
 - Builds on the experience of participants
 - Provide adults an opportunity to build on existing perspectives, knowledge and skills and to share these with fellow participants.
 - Value participants’ existing experience, helping them feel comfortable experimenting with new knowledge and skills.
 - Build on existing knowledge and skills, helping them link new knowledge to real-life contexts.

- Is relevant
 - Include information and skills that are relevant to their workplace and community contexts.
 - Provide opportunities for them to apply knowledge and skills immediately.
 - Often, adults seek training opportunities when they assume new tasks and roles; adult participants are usually not motivated to use time and resources for training that they perceive as irrelevant to the tasks they regularly complete as part of their work and community lives.
 - Fosters opportunities for self-directed learning
 - Adult learners are accustomed to taking responsibility for their own decisions and actions, including choosing what they want to learn.
 - They learn best when they are treated as active participants in the learning process.
 - Trainers should help them move from the role of dependent learners to self-directed learners.
5. Ask if and how literacy level factors into the adult learning situations participants have encountered and will encounter in the iCCM program. Use this discussion as a way to get participants to realize that non-literate and low-literate adults are still adults and learn best like other adults.

Small-group discussion on working effectively with adult learners [40 minutes]

1. Give instructions for the activity.
 - Break participants into small groups and give the Adult Learning Principles – Participant’s Version worksheet to each group. Use a creative method to divide participants into 4 groups.
 - Ask each group to choose a recorder (secretary), reporter and timekeeper (see *Using this Curriculum* for more information – **page xiii**).
 - Assign the adult learning principles evenly among the groups (i.e., 3 principles per group). Each group will discuss their assigned principles, brainstorm a list of training strategies to address each principle and then write the training strategies in the third column of the worksheet.
 - Tell the groups they have 15 minutes for this assignment.
2. After ten minutes, give groups a five-minute warning, and then after 15 minutes sound chime to bring their attention back to the larger group.
3. Ask each group to briefly report their list of training strategies for each principle. Suggest to the larger group that while other groups report, they may want to take notes about specific training strategies on their worksheets. Use your trainer’s version of the worksheet to ensure participants’ responses are appropriate.
4. Summarize activity and transition to Adult Learning Retention and Recall.

Adult retention and recall [10 minutes]

1. Explain to participants:
 - Information retention refers to taking in and storing what has been learned, while information recall involves retrieving this information for use at a later time.
 - Participants may understand concepts presented to them and retain that information for a short period of time, but not be able to recall the information at a later date.
2. Show and summarize the slide: Adults Retain:
 - 20% of what they hear.
 - 30% of what they see.
 - 50% of what they hear and see.
 - 70% of what they see, hear and say.
 - 90% of what they see, hear, say and do.
3. Show and summarize slide: Learning Recall. Discuss ways that trainers can help increase learners' retention and recall.
 - There are several steps that trainers can take to enhance participants' long-term retention and recall of information.

Learning recall related to type of presentation		
Type of presentation	Ability to recall	
	After 3 hours	After 3 days
Verbal (one-way) lecture	25%	10-20%
Written (reading)	72%	10%
Visual and verbal (illustrated lecture)	80%	65%
Participatory (role play, case study, practice)	90%	70%

(Adapted from Sullivan et al., 1998)

- As shown on this slide, using participatory methods that allow learners to practice applying new attitudes, knowledge and skills increases recall significantly.
 - Having someone teach something to others further increases the – hanging sentence – to check!
4. Point out that one reason retention after hearing is so poor is that while speakers are talking, hearers are both listening and thinking—about what is being said and about other things as well. Add that:

As we have discussed, adults learn best when training workshops are participatory and include hands-on training methods. Using participatory training techniques not only keeps training workshops interesting, but also increases retention and recall of new information.

- Trainers can also structure training sessions in a way that maximizes retention and recall:
 - Summarize important information at the beginning and end of a session.
 - Review important concepts with participants, rather than only presenting ideas once.
 - Show connections or associations between different concepts.
 - Create learning exercises that engage multiple senses – touch, taste, smell, vision and hearing.

- Add movement to learning exercises so that physical gestures become associated with concepts or ideas.
- Use humor as a tool to help participants remember concepts, as well as to reduce tension or boredom.
- Emphasize key words and phrases to point out important information and emphasize main points.
- Use creative devices and visual cues, such as images and symbols, to stimulate learner recall.
- Number or color code concepts that are written on posters or charts.
- Limit periods of concentrated learning to 50 minutes or less by providing breaks.

Adult Learning Cycle: Introduction [15 minutes]

1. Show slide and introduce the topic
 - Adults learn new information by analyzing it and applying it to their own lives.
 - Training is most effective when it is designed with the adult learning cycle in mind.
2. Show slide: Adult Learning Cycle.
 - Adult learning consists of four phases: experiencing new information, processing the information, generalizing the information and then applying the information.
3. Show next slides: Adult Learning Cycle and discuss each phase in detail.
 - Phase 1: Learners experience new information. The trainer:
 - Sets objectives
 - Clarifies group norms
 - Gives directions
 - Sets time limits
 - Presents information in a stimulating manner
 - Actively involves learners through questioning and discussion
 - Possible training methods to use for this phase: group brainstorm, field visits, film/video.
 - Phase 2: Learners process new information. The trainer:
 - Facilitates learners' reflections on what they learned in phase one.
 - Facilitates learners' sharing of their ideas and reactions with each other.
 - Possible training methods to use during Phase two: small-group discussion, case studies, small-group presentations.
 - Phase 3: Learners generalize the experience. The trainer:
 - Guides learners to derive (get/pull) meaning from their reactions to the new information.
 - Is knowledgeable about the topic and its broader context.
 - Should resist providing answers for learners.
 - Possible training methods to use during Phase three: large-group discussion, demonstration, individual reflection through writing.
 - Phase 4: Learners apply the experience to actual work or life situations. The trainer:
 - Helps learners relate what they have learned to their work or life situations.
 - Helps learners plan for post-training application.

- Possible training methods to use during phase four: study tours, action planning, simulated skills practice, practice on actual clients.
- 4. Stress the importance of designing training workshops so that learners move through this cycle at least once every four hours of training.
- 5. Ask for examples of how they have done it before or might do it in the future.
- 6. Show slide: Learning Cycle Example: Strategies to Reduce Stigma Experienced by People with HIV. Use this as an example to illustrate training methods that could help learners move through the adult learning cycle.
 - For example, a training workshop might have an objective of increasing participants' understanding of the ways social stigma adversely affects people living with HIV and then helping participants to develop strategies for addressing HIV-related stigma in their communities. To accomplish this objective, we might employ four different methods:
 - For the experiencing phase of the cycle, begin with a panel presentation of people living with HIV sharing their experiences with stigma due to their HIV status.
 - For the processing phase, divide participants into small groups to discuss their feelings and reactions to HIV-positive people's experiences with stigma.
 - For the generalizing phase, facilitate a large group brainstorm about other diseases that have carried similar social stigmas and the underlying causes of disease-related stigma.
 - Finally, in the application phase, help learners develop solutions in the form of action plans to reduce the stigma for people living with HIV in their communities.

Summary [5 minutes]

1. Show slide: Adults Learn Best When. Summarize some key points about effective education with adults:
 - Adults learn best when...
 - They feel valued and respected.
 - The learning experience is active and not passive.
 - The learning experience fulfills their needs.
 - They accept responsibility for their learning.
 - Their learning is self-directed and meaningful to them.
 - Their learning addresses ideas, feelings and actions.
 - New material is related to what they already know.
 - The training environment is conducive to learning.
 - Learning is reinforced.
 - Learning is applied immediately.
 - Learning occurs in small groups.
 - The trainer values their contributions.
2. Link to next session by saying that:

Now that we're familiar with the central tenets of adult learning, let's move on to another important concept to consider when planning and conducting training workshops: learning styles.

Session 3: **Adult Learning Styles**

Total Time: 2 hours

Purpose

The purpose of this session is to introduce adults' different learning styles and discuss the importance of accommodating the full variety of learning styles in training workshops. Ensuring that training workshops are responsive to the various learning styles of all participants will enhance the effectiveness of the workshop and participants' learning experience.

Objectives

At the end of this session, participants will be able to:

- ☐ Acknowledge the diversity of learning styles.
- ☐ Name the different learning styles and describe their characteristics, preferred trainer roles, and training activities best suited to them.
- ☐ Describe why it is important to include a variety of training methods based on the different learning styles.
- ☐ Design and conduct training activities that appeal to a variety of learning styles.

Training Aids and Materials

- Long piece of masking tape, string, or rope
- Slide presentation: Adult Learning Styles
- Adult learning styles on index cards
- Items for dividing participants into groups
- Prizes for winning group members (optional)

Handouts

- Worksheet: Health Training Activities for Different Learning Styles

Advance Preparation

- Place a long piece of masking tape, string, or rope in a line on the floor from one side of the room to the other.
- Write the four adult learning styles on index cards (one on each card)

Instructions

Introduction to Adult Learning Styles [5 minutes]

1. Show opening slide.
2. Review the session objectives.
3. Discuss the importance of understanding adult learning styles.
 - Every adult has the capacity to learn, but adults learn in different ways.

- Training presents a unique opportunity for adults to learn additional information, adjust their attitudes, and gain new skills. Trainers should design a training workshop using a variety of methods that facilitate learning for all participants.
- Some adults learn through experience and some through observation. Some adults grasp new concepts by hands-on experimenting and innovating on their own, while others prefer to conduct a more step-by-step analysis.
- While most people have a preferred approach to learning, in some cases the specific learning situation may influence how people learn best.
- When preparing a training workshop, it is important to be as responsive to as many different learning styles as possible so that there is an opportunity for everyone to learn the way they learn best.
- **Trainers should resist the temptation to do what seems easiest or more natural to them.** Using methods that work best for the trainees pays off in the long run in on-the-job performance.

Cross the Line [30 minutes]

1. Explain the activity:

- Ask all participants to stand on one side of the line you placed in the floor using tape, string, or rope.
- Explain that you will read aloud a series of four statements. The first statement is about an everyday learning situation, and the other three are about health or work.
- Read the statements one at a time. After you read each statement, tell participants that if the statement you just read describes them, they should cross the line. If it doesn't describe them, they should stay where they are.
- Once some people have crossed the line, give participants an opportunity to observe who crossed the line and who did not.
- Then discuss participants' responses to each statement, first hearing from someone who crossed the line and then from someone who did not.

Trainer's Note

As you read each statement, allow enough time for participants to decide whether or not the statement describes them and to move across the line or stay where they are. You might want to read each statement twice slowly to allow participants to really understand the statement.

2. Read the statement twice, and then process it.

When I need to use a piece of equipment that I have never used before (radio, cell phone, DVD player), the first thing I do to learn how to use it is to study the instruction manual.

- Pause to allow some people to cross the line and give participants time to observe who crossed the line and who did not.

- Explain that whoever crossed the line likely learns best through analysis. Ask someone who crossed the line to briefly share their experience with learning through analysis. Encourage the participant to take only a minute.
 - Ask to hear from someone who stayed in place because she or he learns how to use new equipment a different way. How do they learn to use new equipment? Again, encourage them to only take a minute to explain it.
 - Ask to hear from a third participant who has a third way of learning to use a new piece of equipment.
3. Ask all participants to return to the same side of the line.
 4. Read the second statement twice and then process it.

When I am trying to learn new information, for example facts about childhood illness, I learn best by watching a video about it.

- Pause to allow some people to cross the line and give participants time to observe who crossed the line and who did not.
 - Explain that whoever crossed the line likely learns best through observation. Ask someone who crossed the line to briefly share their experience with learning by observation.
 - Ask to hear from someone who stayed in place because he or she learns information a different way. Encourage only those participants who have a different learning style to share.
5. Ask all participants to return to the same side of the line.
 6. Repeat the same process with the third statement.

When I am trying to learn better ways of relating to and communicating with CBDs, or donors, I learn best by first discussing the issues and practicing with other people.

- Explain that whoever crossed the line likely learns best through first experiencing it with other people. Ask someone who crossed the line to briefly share their experience with learning a new skill y first experiencing it with other people.
 - Ask to hear from someone who stayed in place because he or she gains new skills a different way.
7. Repeat the same process with the fourth statement.

When I am learning a new skill at work, for example, learning a new computer program, I learn best by trying out different things on my own until I'm able to use it correctly.

- Explain that whoever crossed the line likely learns best through innovation. Ask someone who crossed the line to briefly share their experience with learning a new skill by trial and error on their own.
 - Ask to hear from someone who stayed in place because she or he learns new skills in a way that has not yet been discussed.
8. Thank participants, and ask them to return to their seats. Process the activity by asking one or two learners to share their responses to each of the following questions:
 - *What did you learn from this activity?*

- *As trainers, what does this activity tell us we need to remember when we are designing and delivering training?*
- *Take a minute to think about non-literate and low-literate participants who have been in your workshops. Did they favor any of these learning styles?*

Trainer's Note

The point here is to get participants to realize that low-literate and non-literate adults also learn best in various ways.

9. Summarize the activity, acknowledging the validity of the responses to the three questions just asked:
 - As participants demonstrated in the above activity, in every group there are a variety of preferred learning styles, all of which need to be accommodated within a training workshop's design.
 - Different people also learn in different ways at different times and depending on the type of information or task they are trying to learn.
 - It is seldom if ever possible to know in advance what configuration of learning styles you will have in a given workshop. It is therefore important to include in each workshop a variety of training methods appropriate for all four adult learning styles.
 - Varying the teaching methods used helps ensure that everyone in the group has a chance to learn the way they learn best. This enhances the likelihood that more participants will carry out their new tasks/responsibilities effectively.

Adult Learning Styles [40 minutes]

1. Show slide: Adult Learning Styles. Tell participants you will now look at each in more detail.
2. Show slide: Experiencers. In the Cross the Line activity, Experiencers are the people who preferred to learn new CBD or donor interaction skills by discussing and role-playing with other people. We're using a heart to symbolize this style. People who prefer to learn this way tend to:
 - Be receptive
 - Like experience-based learning
 - Be people-oriented and empathetic
 - Make feeling-based judgments
 - Be oriented toward their peers
 - Like feedback and discussion
 - Lead with their hearts
 - See each situation as unique
 - Not like a theoretical approach
 - Ask "why?"
3. Show slide: Experiencer's Learning Strategies and explain that these individuals learn by experiencing, relating to people, and being sensitive to people and feelings. Experiencers prefer trainers to be coaches and helpers.

4. Ask participants: *What type of training methods or activities do you think will work best for this type of learner?*
5. Allow time for participants to suggest several, then show the slide: Training Activities for Experiencers and add to their responses from the following list:
 - Games
 - Role plays
 - Brainstorming
 - Interviews
 - Discussion
 - Hands-on exercises
6. Show slide: Observers. These are the people from the Cross the Line exercise who learned childhood illness facts best from lecture or video. The eye symbolizes this style. People who prefer this way of learning tend to:
 - Reflect and be tentative
 - Observe what's going on carefully
 - Use what works
 - Like to get to the point
 - Use plans and timelines
 - Be introverted
 - Prefer lectures and observation
 - Use strategic thinking processes
 - Like practical application
 - Ask: "How does it work?"
7. Show slide: Observers' Learning Strengths. Explain that the strengths of these individuals include carefully observing before making judgments, viewing issues from different perspectives and looking for the meaning of things. For the observers, the preferred role of the trainer is guide or task master.
8. Ask participants: *What types of training activities do you think will work best for this type of learner?*
9. Allow time for participants to respond, then show slide: Training Activities for Observers: Add to their responses from the following list:
 - Mini-lecture
 - Demonstration
 - Video
 - Modeling
 - Exhibits
10. Show slide: Innovators. These are the people from our Cross the Line activity who try out different things until they learn how to use a new computer program correctly. The hand symbolizes this learning style. People who prefer this way of learning tend to:
 - Like to be engaged and doing something
 - Enjoy discovering on their own
 - Be open to all kinds of possibilities
 - Be flexible

- Be risk-takers
 - Like to experiment with new things
 - Be extroverts
 - Dislike passive learning
 - Ask “If?” or “what happens if...?”
11. Show slide: Innovators’ Learning Strengths. Explain that the strengths of these individuals include showing their ability to get things done, taking risks, and acting to influence people and events. Innovators prefer trainers to be role models.
 12. Ask participants: *What types of training activities do you think will work best for this type of learner?*
 13. Allow time for participants to respond, then show slide: Training Activities for Innovators: Add to their responses from the following list:
 - Projects
 - Role plays
 - Hands-on, experimental activities
 - Action plans
 14. Show slide: Analyzers. These are the people who, in our Cross the Line activity, read the instruction manual to learn how to use a new piece of equipment. The head/mind symbolizes this learning style. People who prefer this way of learning tend to:
 - Be analytical
 - Use logic and like to analyze
 - Think in sequences
 - Pay attention to details
 - Like certainty
 - Be oriented toward symbols and ideas
 - Be authority-oriented
 - Prefer interpersonal learning
 - Dislike activities
 - Ask “What?”
 15. Show slide: Analyzers’ Learning Strengths and explain that the strengths of these individuals include logical analysis of ideas, systematic planning, and deductive thinking (i.e., drawing conclusions based on evidence). For the analyzer, the preferred role of the trainer is as communicator of information.
 16. Ask participants: *What types of training activities do you think will work best for this type of learner?*
 17. Allow for group brainstorming, then show slide: Training Activities for Analyzers. Add to their responses from the following list:
 - Mini-lectures
 - Case studies
 - Reading
 - Journaling
 - Visualization
 18. Tell participants that now that we have a better understanding of different learning styles and the activities to which they respond best, we should be able to plan training workshops that include activities for every learning style so that there is an opportunity for everyone to learn effectively.

Training by learning style [30 minutes]

1. Creatively divide participants into four small groups.
2. Have groups go to different areas of the room and give each group a card with one of the four adult learning styles written on it. Each group is going to design a training activity to teach an everyday skill for their assigned learning style and then act it out in front of the large group. The rest of the groups will guess the learning style for which the activity is designed.
 - All four groups have the same everyday skill. For example, train the group how to plant rice, send a text message, or use an ARI timer. Select a skill that most people in that setting have.
3. Give each group 10 minutes to design their training activity.
4. One by one, have groups demonstrate their activity in front of the larger group.
 - Ask the larger group to guess which learning style the activity was designed for.
 - Once the other groups guess the learning style, have the large group brainstorm what other activities that group could have chosen for that learning style.
 - Thank the group for their activity and ask other group members to applaud them.
 - Optional: Give a prize to the group that guesses the most learning styles first.

Selecting different health training activities for all learning types [20 minutes]

1. Explain that the next activity will help learners practice choosing different health training activities for all learning types. Give participants the worksheet: Health Training Activities for Different Learning Styles.
2. As a large group, discuss each health topic on the worksheet and, one learning style at a time, fill in possible activities that would be conducive to that learning style.
 - Optional: Save time by only covering the most relevant training topics for that setting and audience. If you only cover some, ensure that you have covered topics aimed at:
 - increasing knowledge,
 - changing attitudes, and
 - acquiring skills.
 - Ensure that participants' suggestions are appropriate and show a true understanding of each learning style.
 - Advise participants that they can refer to the worksheet when they are designing training workshops or adapting training sessions in the future.

Summary [5 minutes]

1. Ask participants what other comments and questions they have about adult learning styles.

Link to the next session. Say: ***While catering to different learning styles is an important aspect of training design and delivery, just as important are the characteristics that make trainers effective.***

Session 4: Characteristics of Effective Trainers

Total Time: 1 hour

Purpose:

The purpose of this session is to provide an overview of the characteristics of effective trainers and to allow learners the opportunity to reflect on their strengths and weaknesses as trainers and identify those areas in which they would like to improve.

Objectives:

At the end of this session, learners will be able to:

- ☐ Describe characteristics of effective trainers
- ☐ Identify concrete skills that enable trainers to be effective
- ☐ Identify their own strengths and areas for improvement as trainers

Training Aids and Materials:

- Flipchart, markers, masking tape
- Index cards of two different colors (or cut paper into card-size and mark half of the “cards” with one color and half with another color)

Handouts

- Characteristics of Effective Trainers (optional)
- Trainer’s Self-Assessment Tool

Advance Preparation:

- Prepare flipchart: Trainer Characteristics with two columns titled “positive” and “negative”
- Prepare pieces of tape for participants to post cards on the flipchart

Instructions:

Experiences with effective and ineffective trainers [25 minutes]

1. Introduce session and review objectives.
2. Explain to participants that:
During this session, we will discuss the roles and characteristics of effective trainers, assess our strengths and weaknesses as trainers and examine ways in which each of us can improve our skills.
3. Give each participant 2 cards—one of each color (for example, pink and yellow).
4. Ask learners to reflect on different training workshops in which they have participated. Do they remember a certain trainer who was very effective? What about this particular trainer made her or him so effective?
5. After giving learners a moment to think, ask them to write down one positive characteristic of this trainer on a note card of one color.
6. Ask learners to think about a trainer who was not very effective. After a moment, ask the learners to write down a negative characteristic of this trainer on the note card of the other color.

7. Ask learners to share their cards with the group.
8. Post flipchart: Trainer Characteristics in a place that is visible to all learners.
9. Explain that you would like eight volunteers to share their cards with the group. Four volunteers will share cards with positive characteristics and four will share negative characteristics.
10. Tell learners that you would like volunteers to come to the front of the room one at a time, hang a card in the appropriate column (positive or negative) and briefly tell the group a little about the characteristic they have chosen. Tell them:

When you hang your card on the flipchart, please tell the group why you chose this characteristic. What about this characteristic made the trainer effective or ineffective?

- Allow each learner no more than one minute to talk about their card.

Positive Characteristics of Effective Trainers [20 minutes]

1. Read aloud the positive characteristics that have been posted on the flipchart.
2. Refer learners to the handout *Characteristics of Effective Trainers*.
3. Ask 10 volunteers to each select and read one characteristic from the list and give a very brief example of when they have seen this characteristic in action in an effective trainer.

Trainer's Note

If participants have more characteristics to add that are not repeating what's already there, welcome their additions. However, do not spend too much time including additional characteristics.

Trainer Self-Assessment [15 minutes]

1. Distribute the Trainer's Self-Assessment Tool and instruct learners to take five minutes to complete it.
2. Ask learners to write check marks next to the characteristics they already possess. At the end, they should list their three biggest strengths from the list and three areas they would like to improve.
3. Ask learners to turn to the person next to them and for five minutes discuss their three strengths and weaknesses as trainers.

Summary [5 minutes]

1. Thank learners for their honest self-assessments
2. Remind learners that even the most experienced trainers can always improve their skills.
3. Express your hope that everyone has identified strengths they can share with other learners during the training workshop, as well as areas in which they would like to improve.
4. Encourage learners to proactively seek opportunities during the training workshop to practice their skills and get constructive feedback from the trainers and other learners to help them strengthen the areas they would like to improve.
5. Link to the next session.

Now that we have covered all of the characteristics of effective trainers, in the next session we will discuss some in more detail, specifically effective communication.

DAY 2 – Effective Communication & Training Methodologies

Training Materials:

- Flipchart, permanent markers pens, tape/masking tape, string or rope
- Items for dividing participants into groups
- Copies of Lecture on Diarrhea Use Script for Small Groups
- Training toys
- Chime/bell or bottle

Session	Page number	Session time	Training Aid – (TA)	Training Handout – (HO)
Session 5	24	1 hour 50 minutes	• Lecture on Diarrhea Use Script for Trainer	• Communication Skills checklist • Communication Skills Essential for Effective Training
Session 6	29	40 minutes	NONE	NONE
Session 7	32	55 minutes	• Managing Stages of Training Group Dynamics – slide presentation	• Managing Stages of Training Group Dynamics - worksheet
Session 8	36	50 minutes	• Challenging Participants Behaviour Cards	• Challenging Behaviour and Possible Solutions Cards
Session 9	39	3 hours	• Training Method Cards • Teach Back Instructions • Sample Teach Back Topics	• Overview of Training Methods • Training Methods • Training Methods: Recommendations for Effective Use • Training Methods Teach Back Assessment Forms • Giving and Receiving Feedback

Day 2 Sample Timetable

Time	Total time	Trainer/Team	Topic	Session No.
Day 2				
9:00 – 9:15	15 min	[trainer's name]	Review and Preview	
9:15 – 11:00	1 hr 30 min	[trainer's name]	Effective Communication Skills	Session 5
11:00 – 11:10	10 min	ALL	BREAK	
11:10 – 11:40	30 min	[trainer's name]	Creating a Productive Learning Environment	Session 6
11:40 – 12:30	50 min	[trainer's name]	Managing Stages of Group Dynamics	Session 7
12:30 – 1:30	1 hr	ALL	LUNCH	
1:30 – 2:20	50 min	[trainer's name]	Managing Challenging Learner Behaviors	Session 8
2:20 – 3:45	1 hr 20 min	[trainer's name]	Training Methods	Session 9
3:45 – 4:00	15 min	ALL	BREAK	
4:00 – 5:00	1 hr	[trainer's name]	Training Methods (cont.)	Session 9
5:00 – 5:15	15 min	Evaluators	Wrap-up, Assignments, Evaluation	
5:15 – 5:45	30 min		Facilitator Debrief	

Session 5: Effective Communication Skills

Total Time: 1 hour and 50 minutes

Purpose:

The purpose of this session is to identify techniques for effective verbal and nonverbal communication during a training workshop, and to practice employing these techniques to demonstrate interest in and respect for learners' contributions and ensure that learners comprehend key information.

Objectives:

At the end of this session, learners will be able to:

- ☐ Explain why good communication is an important skill for trainers
- ☐ Identify characteristics of effective verbal and nonverbal communication
- ☐ Recognize poor communication skills
- ☐ Demonstrate effective communication skills, including effective nonverbal communication and the use of open-ended questions

Training Aids and Materials:

- Flipchart, Markers, Tape
- *Lecture on Diarrhea Use Script for Trainer*
- Several copies of *Lecture on Diarrhea Use Script for Small Groups*
- Items for dividing participants into groups

Handouts

- Communication and Facilitation: Essential Skills for Effective Training
- Communication Skills Checklist

Advance Preparation:

- Label flipchart: Effective Nonverbal Communication
- Label flipchart: Effective Verbal Communication
- Prepare flipchart: Examples of Closed-Ended Questions
- Prepare flipchart: Examples of Open-Ended Questions
- Prepare flipchart: Examples of Paraphrasing
- Prepare Lecture on Diarrhea: Script for Trainer Demonstrating Poor Communication Skills
- Copy Training Aid: Lecture on Diarrhea: Script for Small Groups Copy handout: Communication Skills Checklist

Instructions:

Practicing effective communication skills [50 minutes]

Trainers Activity:

1. Introduce the session, including the objectives.
2. Explain to the group that the trainer will perform a skit demonstrating poor communication skills, both verbal and nonverbal. Afterwards, learners will break into smaller groups to discuss what could be improved and then improve the skit using effective communication techniques.
3. Distribute the Communication Skills Checklist. Participants should use it to take notes.
4. Perform the skit using the “Lecture on Diarrhea: Script for Trainer Demonstrating Poor Communication Skills.”
5. Use a creative way to divide participants into small groups of four or five participants.
6. Distribute copies of “Lecture on Diarrhea for Small Groups to Revise” to each group.
7. Ask each group to spend about five minutes referring to their Communication Skills Checklist and discussing ways that the person playing the role of trainer in this skit could have communicated more effectively.
8. Using these suggestions, ask each group to select a group member to perform the skit again in their small group, this time using more effective communication techniques.
9. Discuss the skit and small-group work as a large group using the following questions.
 - *Which types of ineffective communication were the most obvious to detect? Some answers might include:*

Some possible answers:

- **Used judgmental statements like “is bad for infants.”**
- **Made assumptions about audience’s definition of cleanliness.**
- **Presented many ideas at once; no summarizing or check-in for audience understanding.**
- **Didn’t include audience by making eye contact and asking questions.**
- **Was not familiar enough with information; read from a script.**
- **Put learners on the spot by asking a personal opinion on a sensitive subject.**
- **Interrupted learner after asking for opinion.**
- **Inserted own opinions.**
- **Didn’t link topics together or provide smooth transition.**

- *When groups performed the skit using more effective communication techniques, what were some of the changes they made?*
- *What might be some results of not using effective communication skills in training workshops?*

Answers might include:

- **Alienating your audience.**
- **Neglecting important take-home messages.**
- **Audience not comprehending the information.**
- **Information not relevant to the audience.**

10. Transition to the next exercises by saying that:

Now that we have seen and practiced the use of effective and ineffective communication techniques, we will focus on identifying specific types of effective communication: nonverbal and verbal communication, open and closed-ended questions, and paraphrasing.

Verbal and nonverbal communication skills [30 minutes]

1. Tell participants that:

To work effectively with adult learners, trainers need to be skilled communicators. Trainers use effective verbal and non-verbal communication to demonstrate interest in and respect for learners' diverse contributions, manage group conflict, facilitate learning and ensure that learners comprehend key information.

2. Post flipchart: Effective Nonverbal Communication.

3. Ask participants to identify nonverbal communication trainers use to encourage open communication and facilitate learning. Define nonverbal communication as silent communication through physical posture or body language, facial expressions and gestures. Write their comments on the flipchart.

Possible answers – add if participants have not included in the list

- **Maintaining eye contact.**
- **Nodding head or smiling to demonstrate interest in what is being said.**
- **Standing in front of learners without placing any barriers, such as a desk or podium, between themselves and learners.**
- **Standing in relaxed yet confident postures.**
- **Demonstrating enthusiasm about the topic by moving around the room and gesturing.**

4. Ask participants for examples of nonverbal cues or communication trainers should avoid. Add from this list as needed, and ask what messages such actions send.

- **Distracting movements, such as tapping feet, pacing back and forth, or passing out handouts while someone is speaking**
- **Chewing gum**
- **Avoiding eye contact**
- **Looking at only a few of the participants**
- **Walking in front of a co-trainer while he or she is interacting with the group**
- **Focusing on the flipchart instead of participants**

5. Note that effective trainers also pay attention to learners' nonverbal communication.

- People's body language may indicate that they are uncomfortable discussing a certain topic or are bored or distracted.

6. Post flipchart: Effective Verbal Communication.

7. Ask participants to identify verbal communication trainers use to encourage open communication and facilitate learning. Write their comments on the flipchart

Possible answers – add if not mentioned by participants

- **Varying pitch, tone and volume of voice**
- **Speaking clearly**
- **Encouraging questions**
- **Not becoming defensive when learners challenge them**
- **Allowing learners to answer each other's question**
- **Emphasizing important points**
- **Summarizing at the end of an important point**
- **Avoiding repetitive phrases such as, "OK?" "Right?" "Do you understand?" or "Is that clear?"**
- **Making smooth transitions from one topic to another.**
- **Making connections between various topics, when possible.**
- **Giving clear directions by posting written directions in a visible place.**
- **Using language that is easily understood and is culturally acceptable to the learners.**

Key communication techniques [25 minutes]

1. Ask learners for an example of a closed-ended question. Ensure the example is correct, and then discuss closed-ended questions.
 - Closed-ended questions elicit short answers, often "yes" or "no."
 - They can be used to check in with the group, for example, to find out whether or not they understand the material or are ready to move to the next topic.
 - Closed-ended questions can also be useful when the trainer is trying to uncover specific information or make a point.
 - Closed-ended questions are not useful when trainers are trying to get in-depth responses from learners or to initiate discussion.
2. Post and read flipchart: Examples of Closed-Ended Questions.
 - *Is the meaning of that word clear?*
 - *Do the CBDs in your area regularly attend the monthly meeting?*
3. Ask learners for an example of an open-ended question. Ensure the example is correct, and then discuss open-ended questions.
 - Open-ended questions elicit in-depth responses, thus engaging learners more fully in discussions and activities.
 - Open-ended questions begin with "how," "what," "when" and "tell me about."
 - They do not have a "yes" or "no" answer.
4. Post flipchart: Examples of Open-Ended Questions.
 - *What skills are you hoping to learn during this training session?*
 - *Tell me some possible reasons why this problem is occurring.*
5. Ask learners to explain "paraphrasing". Ensure the explanation is correct, and then discuss use of paraphrasing.
 - Paraphrasing, or restating what someone has said to you, is an effective way to make sure that you and the speaker understand each other.
 - It shows that you are listening carefully to what is being said.

- If you have misunderstood, speakers have an opportunity to clarify the point they were trying to communicate.
- 6. Post flipchart: Examples of Paraphrasing.
 - *What I hear you saying is that you're not getting the support you need to make these changes. Is this correct?*
 - *In other words, you find that women are often reluctant to discuss diarrhea with CBDs?*
- 7. Refer learners to the handout *Communication and Facilitation: Essential Skills for Effective Training* for more information on closed- and open-ended questions and paraphrasing.
- 8. Link to next exercise by saying:

Summary [5 minutes]

1. Summarize the importance of effective communication:
 - Key points:
 - Effective trainers employ good communication skills to facilitate learning, manage tension and conflict, and maintain a positive and productive learning environment.
 - Skilled trainers use verbal and nonverbal communication to demonstrate interest in and respect for learners' contributions, and to interpret nonverbal cues that learners provide about their comfort and satisfaction with the training workshop.
 - Successful trainers acknowledge the value of different perspectives, while diplomatically testing and challenging learners' assumptions and prejudices.
 - Effective trainers are skilled at providing productive, positive feedback to learners and respond non-defensively to learners' feedback.
2. Link to next session.

Now that we have discussed and practiced effective communication skills, let's talk more about the different ways to create a productive learning environment.

Session 6: Creating a Productive Learning Environment

Total Time: 40 minutes

Purpose

The purpose of this session is to highlight the importance of creating a training environment that is emotionally safe, physically comfortable, and conducive to learning. Participants will discuss concrete strategies for creating a productive learning environment.

Objectives

- ☐ Describe ways to create a physically comfortable training environment.
- ☐ Identify ways to help participants feel emotionally safe during a training workshop.

Training Aids and Materials

- Flipchart, markers
- Training toys

Advance Preparation

- Label flipchart: Creating a Physically Comfortable Environment
- Label flipchart: Ways to Make Participants Feel Emotionally Safe

Instructions:

Introduction [5 minutes]

1. Review session purpose and objectives.
2. Explain to participants that:
 - Adults learn best when the training environment is affirming and comfortable, meaning that people feel physically at ease, emotionally safe, and open and ready to learn.
 - Ask if there is anything specific to South Sudan's post-conflict situation that needs to be taken into account when considering the comfort and safety of participants. Examples might include the need to ensure access to people with prosthetic or missing limbs, topics to avoid because of past conflict, or other sensitivities.

Creating a physically comfortable training environment [15 minutes]

1. Mention that, ideally, when trainers consider physical comfort, they should think about ways to appeal to—or at least not offend—the five senses: sight, smell, hearing, touch, and taste.
2. Post flipchart: Creating a Physically Comfortable Environment. Ask participants to share what things they have done or seen others do (including in this workshop) to create a physically comfortable space for learners. Add from the list below:
 - Use a room with window that allows for natural light and a view of the outside world.
 - Use a room that is quiet, without exposure to outside noise or distractions.
 - Make sure the room has adequate lighting and that everyone can be heard well.
 - Decorate the room to make it more pleasant.
 - Keep the room at a comfortable temperature.

- Play soft music as learners enter the room or during breaks.
 - Ensure that there are no sources of bad odors near or in the room.
 - Use chimes or bells to bring participants back together from breaks or small group activities.
 - Use colorful markers that are easy to see from a distance.
 - Have snacks or water available for participants.
 - Have quiet toys on the tables so participants who need to do something with their hands can do so without distracting others.
 - Set up chairs and tables to create a physical environment that is conducive to learning and interaction.
3. Ask how the physical arrangement of participants and furniture in the room affects interaction and communication among participants and trainers.
 - Note that trainers and participants may rearrange the furniture during the training day to facilitate different training activities and meet participants' needs, such as moving chairs into small circles for small group work.
 4. Draw on the flipchart and have participants say what are the benefits and drawbacks of various room arrangements:
 - Circle Seating: participants and trainer sit in one circle
 - U-Shape Seating: Participants make a "U" shape, with the trainer in the front and center.
 - Clusters: Participants sit in groups; the trainer may move between groups.
 - Standard Classroom Seating: Participants sit in rows facing the front; the trainer faces the group from the front of the room.
 5. Provide examples of how the room arrangement may need to vary based on the training methods used, such as:
 - A session practicing use of the ARI Timer needs an arrangement that allows small groups to see and hear without disturbing other groups.
 - A group discussion will require participants to be able to see and talk to each other easily.
 6. Ask participants to share other examples of training methods or activities, which room arrangements are most conducive to them, and how they can make the most of limited flexibility in some of the training venues they use or are likely to use.
 7. As you close the discussion about physical comfort, explain to participants that, like the furniture, other aspects of the physical environment can be changed each day.
 - Bring in different training toys or snacks each day to keep things interesting and enhance the likelihood of meeting the needs of all participants over the workshop of the workshop.
 - Change wall hangings to include participants' projects from previous activities.

Emotional safety as part of a positive learning environment [15 minutes]

1. Ask participants if they have ever been in a learning situation where one or more participants did not seem to feel emotionally safe at the beginning of the workshop. What were the telltale signs? (Examples might include: They did not say much, looked embarrassed when called on to answer a questions, or avoided eye contact with trainers and participants.)
2. Explain that for participants to feel emotionally safe in a training environment, they need to know what to expect from the training and what is expected from them as participants.
 - Trainers should think about potential barriers to full participation and then find ways to remove those barriers.
3. Post flipchart: Ways to Make Participants Feel Emotionally Safe. Ask participants what trainers can do to make a group feel emotionally safe. Write their ideas on the flipchart. Add from the list below, as necessary.
 - Review the workshop goals and objectives.
 - Provide an agenda, including stop and start times, break times, and meal times.
 - Explain the trainers' role.
 - Explain and come to agreement on participants' roles (for example, active contributor to group discussions and activities)
 - Emphasize that participants have a lot of wisdom and experience to share with the group and that sharing it will help everybody.
 - Treat all participants with respect at all times.
 - Let the group know where they can take care of their basic needs (toilets, food, drink).
 - Have participants determine and agree to group norms.
 - Use the parking lot to let participants know you value their questions and comments even if you cannot get to them immediately.
4. Ask how participants have used group norms or a parking lot in the past to keep the learning environment productive (safe and comfortable).

Summary [5 minutes]

1. Pose the session objectives as questions and give participants the chance to respond.
2. Summarize the session by saying that:

During this session, we discussed the importance of creating a training environment that is emotionally safe, physically comfortable, and conducive to learning. You shared concrete strategies for creating a productive learning environment.

3. Link to the next session by saying that:

Now that we have clear strategies for creating an inviting learning environment, we will move on to managing group dynamics, which is also important in ensuring a conducive environment.

Session 7: Managing Stages of Group Dynamics

Total Time: 55 minutes

Purpose:

The purpose of this session is to make participants aware of the stages of training group development that take place during a workshop and how the states affect learning. Participants will also learn to identify strategies for managing training group dynamics to create a supportive learning environment.

Objectives:

At the end of this session, participants will be able to:

- ☐ Explain the four stages of training group development.
- ☐ Describe participant characteristics at each stage of group development.
- ☐ Describe appropriate strategies for trainers to manage group dynamics.

Training Aids and Materials

- Slide presentation: Managing Stages of Training Group Dynamics

Handouts

- Worksheet: Managing Stages of Training Group Dynamics

Advance Preparation

Instructions

Introduction [5 minutes]

1. Introduce the session by reviewing the objectives.
2. Ask participants what are group dynamics.
3. Show slide: Managing Stages of Training Group Dynamics.
 - Any time a group of people comes together as a learning community, such as in a training workshop, they will experience a series of predictable interpersonal stages of development.
 - As a trainer, it is important to understand and predict stages of training group dynamics and development so you can intervene and manage those dynamics in a way that will support learning.
 - The skilled trainer notices patterns of interpersonal dynamics in the training room. Knowing when to respond to which dynamics and when to allow participants to handle the dynamics themselves is a skill that trainers learn through experience.

Group Dynamics as a Continuum [5 minutes]

1. Show slide: Group Dynamics as a Continuum. Give a brief overview of the stages of group development.
 - When participants and trainers come together as a training group, form relationships with each other, and master new ideas and skills, they undergo certain stages of group development. These different phases of group dynamics form a continuum that can be divided into five stages.
2. Show slide: Stages of Group Development and discuss the phases of group dynamics.

- Stage 1: Apprehension – the group is both nervous and excited about the training workshop and their roles.
 - Stage 2: Cohesion – the group becomes more familiar and comfortable with each other and begins to form interpersonal relationships.
 - Stage 3: Creation – the group begins to function as a team, applying new knowledge and skills with each other.
 - Stage 4: Achievement – participants have completed practice sessions and recognize their new skills.
 - Stage 5: Closure – participants may experience both a sense of accomplishment and loss about the workshop ending. They make follow-up plans and prepare for closure.
 - During each stage, participants have different needs. Trainers should adjust their roles to help meet participants' needs at each stage.
3. Tell participants that for the next few minutes, we will brainstorm about what trainers can do to enhance learning throughout the different stages of group learning.

Participants' characteristics and trainer strategies during the stages of group development [35 minutes]

1. Distribute worksheet: Managing Stages of Training Group Dynamics.
2. Show slide: Group Dynamics – Stage 1 and present participants' characteristics during Stage 1, Apprehension.
 - During Stage 1, participants:
 - Are eager to begin the training workshop.
 - Have high expectations of themselves and the trainers.
 - Have some anxiety about why they are participating in the workshop, how they were chosen, what they will gain from the workshop, and what will be expected of them after the workshop.
 - Are unsure about other members of the group.
 - Are dependent upon the trainers.
 - Might have questions or doubts about the training workshop.
3. Ask the group to brainstorm concrete strategies the trainer can use to manage Stage 1 dynamics.
 - Ask how the trainer can help the group feel more comfortable and can facilitate learning.
 - Suggest that they write down roles on the worksheet.
4. After participants have finished brainstorming, show slide: Stage 1 — Trainer Strategies and highlight any trainer strategies participants did not mention.
 - During stage one, trainers:
 - Evaluate participants' needs and expectations.
 - Provide context, objectives and tone of the workshop.
 - Explain what the group will do and how they will do it.
 - Closely supervise activities.
5. Repeat this process for stage two, cohesion.

6. Show slide: Group Dynamics — Stage 2 and discuss participants' roles during stage two, cohesion.
 - During stage two, participants:
 - Become more familiar and comfortable with each other.
 - Become more satisfied as the workshop design identifies the ways in which the participants will master skills, and as the activities clarify how the group will work together.
 - Begin to experience the results of interactive techniques and realign their expectations to fit the reality of the workshop.
 - Through small-group activities, develop respect for other participants and group cohesion begins.
 - Begin to feel more self-esteem in relation to the group by mastering new skills.
 - Take pleasure in their accomplishments as more activities are completed successfully.
7. Ask the group to brainstorm concrete strategies the trainer can use to manage stage two group dynamics.
 - Ask how the trainer can help the group develop cohesion and facilitate learning.
 - Remind participants to write down notes on the handout.
8. After participants have finished brainstorming, show slide: Stage 2 — Trainer Strategies and highlight any trainer strategies participants did not mention.
 - During stage two, trainers:
 - Assume more coaching behaviors and are less directive in communicating with the group.
 - Make observations that acknowledge the group progress in assuming responsibility for its own learning.
 - Know when to intervene in the group and when to transfer responsibility to the participants as they gain more autonomy and confidence.
 - Are able to let go of total control of the group.
9. Show slide: Group Dynamics – Stage 3 and repeat this process for stage three, creation.
 - During stage three, participants:
 - Concentrate on integrating the concepts that they have learned throughout the workshop by applying them in group work and in skill practice sessions.
 - Regard their fellow team members positively.
 - Support other team members by recognizing their strengths and competence.
 - Are able to challenge one another without fear of damaging their relationships.
 - Communicate with candor and directness.
 - As a group, recognize one another's contributions to the success of the workshop.
10. After participants have finished brainstorming concrete strategies the trainer can use to manage stage three group dynamics, show slide: Stage 3 — Trainer Strategies.
 - During stage three, trainers:
 - Are aware that the special status of the trainer has been eliminated as the group has mastered the content and process of training.
 - Treat group members as colleagues, yet are aware that they continue to need support in their newly discovered autonomy.

11. Show slide: Group Dynamics – Stage 4 and repeat this process for stage four, achievement.
 - During stage four, participants:
 - Have strong positive feelings about their accomplishments.
 - Have new reactions to clear, direct feedback about their performance.
12. After participants have finished brainstorming concrete strategies the trainer can use to manage stage four group dynamics, show slide: Stage 4 — Trainer Strategies.
 - During stage four, trainers:
 - Acknowledge accomplishments and skills participants have gained.
 - Review and discuss items that were set aside (for example in the Parking Lot), leaving no unfinished business.
13. Show slide: Group Dynamics – Stage 5. Repeat this process for stage five, closure.
 - During stage five, participants:
 - May experience both a sense of accomplishment and loss about the workshop ending.
 - Some participants may deny their sense of loss by joking, leaving the workshop early or dismissing other participants' statements about their feelings.
 - Make follow-up plans to use their new skills.
14. After participants have finished brainstorming concrete strategies the trainer can use to manage stage five group dynamics, show slide: Stage 5 — Trainer Strategies.
 - During stage five, trainers:
 - Design a special activity to create a sense of closure for the training workshop.
 - Are aware of their own feelings about the end of the training workshop and share them with participants, as appropriate.
 - Contribute to follow-up plans when needed.

Summary and transition [10 minutes]

1. Explain to learners:
 - In addition to group dynamics, there are many other challenges a trainer must face in a training workshop, including surprises, unfortunate events, challenging learners and the trainer's own mistakes. Having the capability to deal with these situations openly lets the trainer demonstrate exemplary trainer behavior to learners.
 - When faced with a decision about how to manage a challenging situation during a training workshop, select the workshop of action that benefits the group as a whole.
2. Thank the group for their participation and summarize the session by stating that recognizing group development stages and employing strategies tailored for each stage will help create a supportive learning environment. Ask participants to say what the stages are and give a few characteristics of participants in each stage.
3. Link to next session by saying that:

In some of the next sessions, we will explore some of these challenges in greater detail. During the next session, we will share strategies for coping with challenging participants during a training workshop.

Session 8: Managing Challenging Learning Behaviors

Total Time: 50 minutes

Purpose

The purpose of this session is to help trainers develop strategies for managing disruptive or challenging behaviors that learners might display during a training workshop. During this session, participants will identify types of participant behaviors that are particularly challenging to them and work in pairs to share strategies and practice managing this behavior.

Objectives

By the end of this session, participants will be able to:

- ☐ Identify types of challenging participant behaviors that are particularly difficult for them as trainers.
- ☐ Describe strategies for successfully managing the behaviors of challenging participants.
- ☐ Demonstrate several ways of addressing challenging participants' behaviors.

Training Aids and Materials

- Bottle with pen to tap on it
- Challenging Participant Behavior cards

Handouts

- Challenging Behaviors and Possible Solutions

Advance Preparation

- Copy and prepare a set of Challenging Participant Behavior cards for each participants
- On flipchart, summarize general guidelines for coping with challenging behaviors

Instructions

Introduction [5 minutes]

1. Review session purpose and objectives
2. Explain to participants that:
 - In most training groups there are participants whose behaviors pose some challenges to the training process. Most trainers have encountered participants whose behaviors have challenged them, been disruptive, or slowed down the group process.
 - Trainers must effectively address the needs of challenging participants to ensure that they have an optimal learning experience, to ensure that they do not negatively affect group dynamics, and so they do not impede the rest of the group's learning.
 - During this session, we are going to identify and share strategies for working effectively with learners whose behavior can be challenging or disruptive.

Types of challenging participants [35 minutes]

3. Facilitate the Challenging Participant activity.
 - The next activity will allow participants to consider different types of challenging participant behaviors, identify which ones are most difficult for them to manage as trainers, share how they or other trainers have successfully dealt with these participants, and practice addressing the challenging participant behavior.
4. Give a brief explanation of the activity before asking participants to move.
 - Ask participants to form two lines facing each other so that each participant is paired up with the participant facing them.
 - Give one line the name “oranges” and the other, “pineapples”.
 - When participants are in the two lines, distribute a set of Challenging Participant Behavior cards to each person. Ask participants to look at the front of their cards and determine the type of challenging participant who is most difficult for them to manage as a trainer. Ask participants not to read the back of the cards where the solutions are written.
 - Ask the participants in the “orange” line to share the challenging behavior they selected with their partner in the outer circle.
 - Give the pair 3 minutes for the participant “pineapple” line to share the ways that they or other trainers have successfully managed this type of challenging participant behavior or how they might want to deal with such behaviors in the future. Remind participants not to look at the back of the cards. Tap on a bottle with a pen to acknowledge when the three minutes are up.
 - Give two minutes for the participant in the orange line to read the solutions on the back of the card and discuss with their partner how their solutions were similar or different. Tap on the bottle to signal the end of the two minutes
 - Give the pairs five minutes to role play and discuss actually addressing the challenging participant’s behavior, with the oranges playing the role of trainer and pineapples playing the role of challenging participant. Explain that the role play gives them the opportunity to practice forming the words and strategies to address the challenging participant’s behaviors. After three minutes, tap on the bottle and remind participants to take two minutes to discuss their role play. Tap on the bottle again to signal the end of the two minutes.
 - Ask participants in the orange line to stay where they are. Ask the first participant in the pineapple line to move to the end of that line so that everyone has a new partner.
 - Have the participants repeat this exercise, this time having the pineapple select a behavior type that is most difficult for them to manage. Ask participants to select a different challenging participant behavior each time they change partners.
 - After 20 minutes, ask participants to return to their seats.
 - Ask a few participants to identify the challenging behavior they selected, offer the solutions their pair discussed for working effectively with them, and briefly share how well they were able to manage the challenging participant during the role play.
 - Only if there is time, ask if there are other challenging behaviors participant’s have experienced and how they dealt with them.

Summary [10 minutes]

1. Use flipchart to offer general guidelines for coping with challenging behaviors.
 - Some participants will test the trainer to see how the trainer handles an uncomfortable situation. Avoid a struggle of wills with a participant, as that is a situation that will not benefit the trainer, the participant or the group.
 - Adults do not like to feel incompetent in front of their peers. Sometimes participants try to make themselves feel superior by challenging the trainer. Trainers should not take this behavior personally, but respond in a way that does not meet the challenge directly.
 - A skilled trainer never allows behaviors that are disruptive to other participants or the training process to continue. Especially during later stages of the training group development process, the trainer may allow participants to manage other participants' difficult behaviors, as long as the workshop they choose is not disrespectful or harmful.
 - An effective trainer will identify the challenging participant's hidden skills or strengths and use them to manage the disruptive behaviors and benefit the group. For example, a "Know-it-all" may have extensive experience in the training topic.
 - A trainer can make optimal use of this experience by asking the participant to make a presentation or lead a discussion on the topic. Giving the participant the opportunity to showcase their experience may also diffuse the participant's disruptive behavior.
 - When deciding on a particular solution, the best workshop of action is always the one that benefits the most people in the group and harms no one
2. Link to the next session.

Now that we have identified and practiced managing different types of challenging participants, we will move on to managing sensitive topics in groups.

Session 9: Training Methods

Total Time: up to 3 hours (includes enough time for up to 4 small groups)

Purpose:

The purpose of this session is to introduce different training methods that facilitate participants' learning and practice of new knowledge, attitudes, and skills. Learners will practice using different kinds of training methods and receive structured feedback about their performance as trainers.

Objectives:

At the end of this session, learners will be able to:

- ☐ Describe various training methods, their advantages, and disadvantages
- ☐ Describe which training methods are most appropriate to achieve different learning objectives
- ☐ Identify which training methods are most effective with different types of learners
- ☐ Practice planning and facilitating different training methods
- ☐ Give and receive constructive feedback

Training Aids and Materials:

- Training Methods cards (at least 2-3 sets, depending on number of small groups you will have)
- Items for dividing participants into groups
- Optional: Prizes for winning group members flipcharts
- Flipchart, markers, tape
- Instructions: Preparing, Demonstrating and Discussing the Teach-backs
- Sample teach-back topics
- Chime, bell, or bottle with a pen to tap on it
- Detailed descriptions of the chosen training methods (excerpt from Training Methods: Recommendations for Use)

Handouts:

- Overview of Training Methods
- Training Methods
- Training Methods: Recommendations for Effective Use (optional)
- Training Methods Teach-Back Assessment Forms
- Giving and Receiving Feedback

Advance Preparation:

- Create two sets of training methods cards: one set of same color cards has a different training method pasted onto each one; second set of cards in a different color has the description pasted on each one (methods and descriptions can be copied, cut and pasted from Training Aid *Training Methods Cards*). The number of sets depends on the number of small groups.

- Prepare flipchart: Instructions: Preparing, Demonstrating and Discussing the Teach-backs (main steps of instructions only).
- Create a 10-minute teach-back activity for demonstration.

Trainer's Note

During this session you will model how to conduct a teach-back activity, facilitate a brainstorming session, and ask for and receive feedback. You will need to have a 10-minute teach-back activity ready before beginning this module. We recommend designing a 10-minute activity using the “game” training method because this training method is one that you would not plan to have participants demonstrate for their teach-back activity.

Instructions:

Introduction [5 minutes]

1. Introduce the session by reviewing the purpose and objectives.
2. Explain the purpose of learning different training methods.

The purpose of this session is to introduce the different training methods that facilitate learning and practice of new knowledge, attitudes and skills. You will practice using different kinds of training methods and receive structured feedback about your performance as trainers.

Training methods [10 minutes]

1. Use a creative way of dividing participants into small groups.
2. Give each group a set of training methods cards that you have prepared in advance and shuffled to change the order.
3. Instruct each group that when you say “start,” they will correctly match the training method to the description. When you review groups’ matched cards, use the Handout *Overview of Training Methods* as your answer key.
4. Optional: The first group to correctly match all 10 training methods wins a prize.

Introduction to teach-backs [20 minutes]

1. Inform participants that they will now participate in a teach-back activity to help them practice designing and facilitating different training methods. Define teach-back activity.
 - A teach-back is a type of demonstration where participants take a particular topic, technique or skill they have learned during the training workshop and demonstrate or teach it back to the other participants and trainers.
 - Afterwards, the other participants and trainers provide feedback on how well the participants demonstrated that skill.
 - Teach-backs are an excellent way to have participants practice applying new information or skills, receive constructive feedback to further hone their skills, and demonstrate competence in a supportive setting such as a training workshop.

- One disadvantage to a teach-back activity is that it can take a lot of time.
 - During this teach-back activity, participants will practice designing and facilitating some of the more common training methods.
2. Project on wall/screen or post flipchart: Instructions: Preparing, Demonstrating and Discussing the Teach-backs.
 - Small groups will take 25-30 minutes to **design and practice** their activity.
 - Ensure that your activity takes no more than **10 minutes to demonstrate** and 10 minutes to debrief.
 - The 10-minute demonstration should include an introduction, an objective, the activity, and a summary.
 - If facilitators have not assigned topics, select a topic area or skill that is familiar to your group members **and** is appropriate for your assigned training method.
 - Use three resource materials to help you design an activity that demonstrates the effective use of one particular training method:
 - Overview of Training Methods (handout)
 - A detailed description of the training method they will demonstrate or “Training Methods: Recommendations for Effective Use” (optional handout)
 - The Training Methods Teach-Back Assessment Form for your method outlines what a successful implementation of your training method should include.
 - One at a time, small groups will demonstrate their activity.
 - One group member will pass out the teach-back assessment form for their training method.
 - Group members will lead the rest of the participants through the activity.
 - After the activity demonstration, a teach-back group member will spend 5 minutes telling the large group:
 - Advantages and disadvantages of that training method.
 - Which learning objectives can be met with this training method.
 - Learning styles that are the best match with that training method.
 - What went well and what could use improvement.
 - Then a teach-back group member will lead a 5-minute brainstorming session with the large group, asking for feedback about the small group’s demonstration. This should focus on what went well and what could be improved.
 - The participants should use their assessment forms as a guide for providing feedback.
 - A small-group member will then thank the group and collect the assessment form.
 - Recommendations for splitting up small-group work:
 - All small-group members should play a role in the activity design.
 - Group members can divide up responsibilities for demonstrating activity, leading brainstorm, asking for and receiving feedback, and recording responses on a flipchart.
 3. Tell participants that you will first model the teach-back activity and answer their questions.
 4. Distribute handout: Giving and Receiving Feedback and project it on the screen. Review the ground rules for feedback.

Model a teach-back [25 minutes]

1. Conduct a demonstration teach-back (prepared in advance) to model the proper way to carry out this teach-back activity.
 - Teach an activity.
 - Lead a brainstorming session to discuss advantages, disadvantages, objectives met and best match for which learning style.
 - Ask for feedback from participants, modeling the ground rules for giving and receiving feedback.
2. Ask the participants what questions they have from the example.

Small groups plan teach-back activities [30 minutes]

1. Creatively divide participants into small groups of three to six members.
2. Give each group a hard copy of the Training Aid *Teach-back Instructions*
3. Assign each small group a training method and distribute the appropriate Training Methods Teach-Back Assessment Form.
 - Training methods included in this activity are: Mini-Lecture, Small-Group Discussion, Brainstorm, Case Study, Demonstration, Role Plays and Games. (Trainer should demonstrate a game.)
4. Instruct each small group to begin designing their activity using their training method and following the instructions posted on the flipchart: Instructions: Preparing, Demonstrating and Discussing the Teach-backs. Circulate around the room offering guidance as needed.
5. Tap on the bottle or other signal after 15 minutes and remind groups to start practicing their activity within their small group.
6. When 25 minutes have passed, sound chime to bring the small groups back to the large group.

Trainer's Note

Select training methods that participants have less experience designing and using to give them the opportunity to expand their range. Use the training needs assessment (or poll participants) to determine which methods they use most.

Small groups conduct teach-backs [up to 2 hours, including transitions between groups]

1. Ask each small group to demonstrate their training method, following the instructions above.
2. Trainers should act as timekeepers and prompt each group to stay within its allocated 20 minutes (10 minutes for demonstration and 10 minutes for brainstorm and feedback).
3. When all small groups have implemented their teach-back activities, ask the participants to get back together into their small groups for a five-minute reflection on how the activity went and what they learned from the feedback.

Evaluation and summary [10 minutes]

1. Hand out flipchart paper and markers to small groups. Have each group write the name of their training method on the top of a flipchart along with one thing they learned about this training method, one thing they really liked about their method and one thing they would do differently next time. Post these on the wall for participants to look at during the next break.
2. In closing, discuss the usefulness of the teach-back as a training method (5 minutes).
 - *What have you learned about teach-backs?*
 - *What are some examples of sessions in training workshops you currently facilitate where you could effectively use teach-backs?*
 - *Under what training situations might it be best to avoid using teach-backs?*
3. Thank the groups for their participation.

Trainer's Note

Examples for using teach-backs in CBD and CBD Monitor training might include:

- Teaching a caregiver to prepare ORS
- Teaching a CBD to correctly complete registers or use the ARI timer

Examples of when using teach-backs should be avoided:

- When participants know little or nothing about the topic or task
- Before developing trust with and among workshop participants

4. Link to next session by saying that:

Now that we have learned about and practiced different training methods, we will focus specifically on how to use icebreakers, energizers and breaks effectively in a training workshop.

DAY 3

Training Materials:

- Flipchart, marker pens, tape/masking tape
- Items for dividing participants into groups
- Bottle with a pen to tap
- Blank paper
- iCCM drugs
- Water
- Cups/spoons
- Pictures/Posters

Session	Page number	Session time	Training Aid – (TA)	Training Handout – (HO)
Session 10	46	30 minutes	NONE	<ul style="list-style-type: none"> • Icebreakers • Energizers • Closing Activities
Session 11	51	1 hour 30 minutes	<ul style="list-style-type: none"> • Four cards prepared with golden rules 	<ul style="list-style-type: none"> • Golden Rules of Training
Session 12	54	1 hour 15 minutes	<ul style="list-style-type: none"> • 12 Planning Cards 	<ul style="list-style-type: none"> • Completing the 12 Planning Steps • Characteristics of Effective Training Workshop • Training Materials Assembly Checklist
Session 13	58	30 minutes	NONE	<ul style="list-style-type: none"> • Training in Teams • Co-trainer Debriefing Form
Session 14	61	45 minutes	<ul style="list-style-type: none"> • Difficult Situation Cards 	NONE
Session 15	63	4 – 5 hours	<ul style="list-style-type: none"> • Training Observation Checklist • South Sudan CBD Training Manual 	<ul style="list-style-type: none"> • Using Audiovisual Materials Effectively • Creative ways to divide participants into groups

Time	Total time	Trainer/Team	Topic	Session No.
Day 3				
9:00 – 9:15	15 min	[trainer's name]	Review and Preview	
9:15 – 10:15	1 hr	[trainer's name]	Training Methods (cont.)	Session 9
10:15 – 10:45	30 min	[trainer's name]	Use of Icebreakers, Energizers, and Closing Activities	Session 10
10:45 – 11:00	15 min	ALL	BREAK	
11:00 – 12:30	1 ½ hrs	[trainer's name]	Golden Rules of Training	Session 11
12:30 – 1:30	1 hr	ALL	LUNCH	
1:30 – 2:30	1 hr	[trainer's name]	Planning an Effective Training Workshop	Session 12
2:30 – 3:00	30 min	[trainer's name]	Training in Teams	Session 13
3:00 – 3:45	45 min	[trainer's name]	Handling Difficult Situations	Session 14
3:45 – 4:00	15 min	ALL	BREAK	
4:00 – 6:00	2 hrs		Practice Training	Session 15
6:00 – 6:15	15 min		Wrap up, Daily Evaluation	
6:15 – 6:30	15 min		Facilitator Debrief	
			Energizers as needed throughout the day	

Session 10: Icebreakers, Energizers, & Closing Activities

Total Time: 35 minutes

Purpose

This session emphasizes the importance of incorporating breaks, icebreakers, energizers, and closing activities into training workshops to create a comfortable and supportive learning environment, help learners maintain energy and focus throughout a workshop, increase learner retention and recall, and provide closure at the end of the workshop.

Objectives

At the end of this session, participants will be able to:

- ☐ Explain the purpose of incorporating breaks, icebreakers, energizers, and closing activities into training workshops.
- ☐ Describe the ways breaks, icebreakers, energizers, and closing activities can positively influence participants' training experience.
- ☐ Identify several factors to consider when determining an appropriate icebreaker, energizer, and closing activity.

Training Aids and Materials

- Flipchart, markers, tape, ball and string

Handouts

- Icebreakers
- Energizers
- Closing Activities

Advance Preparation

Label flipchart: How icebreakers influenced you

Label flipchart: How energizers influenced you

Label flipchart: What to consider when choosing icebreakers, energizers, and closing activities

Trainer's Note

Ideally, you would schedule this session at the end of the day.

Instructions

Introduction to use of Breaks, Icebreakers, Energizers, and Closing Activities [less than 5 minutes]

Explain the purpose of the session:

In previous sessions, we discussed strategies for creating a productive learning environment. In this session, we are going to spend some time discussing some other important strategies to increase participants' physical and emotional comfort during training events, and to facilitate their retention of training material.

As you have noticed, we are integrating icebreaker and energizer activities and other regular breaks into this training workshop. These activities and breaks do not just help keep the workshop interesting and participants motivated to learn, but they also help to build trust between participants and reveal talents participants have to offer.

Breaks [5 minutes]

1. Discuss the reasons why breaks are essential to learning.
 - After 50 minutes, participants' abilities to retain and recall information significantly decline.
 - Participants need regular breaks from concentrated learning to maintain their focus and increase their information recall.
 - Trainers can enhance learning by integrating regular breaks into training workshops in a number of ways:
 - The use of energizer activities.
 - The use of snack and meal breaks.
 - Structuring long training sessions so that they include a number of different training methods as well as opportunities for physical movement.
2. Discuss the importance of snack and meal breaks.
 - Unlike icebreaker and energizer activities, snack and meal breaks often allow participants to have some time to themselves.
 - When participants are hungry or thirsty, they may no longer be able to focus on learning.
 - Snack and meal breaks also provide a designated time for participants to use the bathroom, smoke, make phone calls and perform other short tasks. This can reduce the disruption of participants exiting and entering the training room at different times.
 - This unstructured time is important for participants to relax and may help them process the information that has been presented.

Icebreakers [5 minutes]

1. Review the purpose and use of icebreakers. Start by asking how they have used icebreakers. Add from this list as necessary:
 - Icebreakers are warm-up activities that allow participants to get to know each other and their trainer at the beginning of a training session.

- At the beginning of each day of the training workshop, icebreakers can help focus participants' attention on the workshop, introduce the training topic and prepare participants to learn.
- Icebreakers help the trainer relax and get acquainted with participants and encourage interaction between participants by engaging them in fun, meaningful activities.
- 2. Remind the group of the icebreaker activities they have participated in thus far in the training workshop.
- 3. Post flipchart: How Icebreakers Influenced You. Ask the group to share how the icebreakers used thus far in the training workshop influenced their mood, their comfort within the group and their readiness to learn the training topic. Write their responses on the flipchart.
- 4. If necessary, add the following:
 - Build trust among participants, and between participants and trainers.
 - Help participants relax and be spontaneous.
 - Encourage interaction between participants.
 - Help participants overcome shyness and begin to build rapport with each other.
 - Get energized and excited about the training.
 - Set a participatory tone for the workshop.
 - Identify the resources and talents each participant has to offer.

Energizers [5 minutes]

1. Define the purpose and use of energizers.
 - Energizers are short, fun activities that, like icebreakers, are designed to help participants maintain energy and focus throughout a training workshop.
 - Energizers often illustrate concepts and ideas that are linked to the content of a training workshop.
 - Some energizers are not related to the training content. These may include activities as simple as asking participants to stand up and stretch.
 - In addition to increasing energy, energizers may help create an emotionally safe learning environment. Energizers do this by helping participants to:
 - Build trust.
 - Get better acquainted.
 - Relax during intense training.
 - Reveal talents and skills that may not be expressed during other parts of the training, such as their creative or athletic abilities.
2. Remind the group of the energizer activities they have participated in thus far in the training workshop.
3. Post flipchart: How Energizers Influenced You. Ask participants to share how the energizers used thus far in the training workshop have influenced their motivation to learn, their energy and their comfort within the group. Record their responses on the flipchart.
 - Point out that some of these responses may be similar to the results from the icebreaker brainstorm.

Closing activities [5 minutes]

1. Define the purpose and use of closing activities.
 - Create emotional closure at the end of a training workshop.
 - Help participants productively channel the emotions they have about the workshop ending, which could vary from regret, loss, sadness or relief.
 - Help participants come to terms with the end of the intimacy they shared with the trainer and other participants.
 - Create an opportunity for participants to articulate their accomplishments and commit to applying the knowledge, attitudes and skills they gained in the workshop.
2. Say that closing activities should:
 - Allow sufficient time so participants do not feel rushed at the end of the workshop.
 - Provide an opportunity for participants to assess and articulate what they have learned and accomplished.
 - Allow time to recognize every person's contributions.
 - Examples of things to do as part of closing activities include:
 - Group photograph: give each participant a copy during a supervision visit or group meeting
 - Collage or other artistic product (especially if it can hang where participants can occasionally see it)
 - Closing circle: have participants form circle and say briefly what they learned, appreciated, or intend to do differently as a result of the workshop
 - Web of connections: using a ball of string, first person holds end, says something they learned or appreciated about another person, then tosses ball to another participant. That person holds on to the string, says something, then tosses the ball to another person while still holding onto the string. Repeat until all are touching the string and have said something. Say that this exercise seeks to reinforce the connections made during the workshop or that they are all connected now.

What to consider when choosing icebreakers, energizers, closing activities and breaks [5 minutes]

1. Explain that while icebreakers, energizers, closing activities and breaks are important elements of all training workshops, the appropriateness of a particular activity may vary according to the group of participants.
2. Post flipchart and ask participants to respond to the question: What to consider when choosing icebreakers, energizers and closing activities. Record responses on flipchart.
3. Participants responses should include:
 - Training workshop goals and objectives.
 - Participants' expectations of their roles.
 - Amount of time available.
 - Participants' cultural and training norms.
 - Atmosphere in the training setting.
 - Trainer's style and preferences.

4. Explain that when selecting icebreakers, energizers and closing activities, trainers should consider the desired effect of the activity, as well as possible negative outcomes.
 - Consider the characteristics of participants, as well as the training environment and the program material. The learning preferences and style of a trainer may differ greatly from those of the participants.
 - Avoid activities that might cause disagreements, rather than build rapport, as well as activities that are likely to provoke embarrassment for shy participants.
 - Test icebreakers and energizers with other trainers before using them during a training workshop.

Sharing successful icebreakers, energizers, and closing activities [10 minutes]

1. Ask participants to turn to their partner and develop together a list of icebreakers, energizers, and closing activities that they have used successfully. [5 minutes]
2. Pose the session objectives as questions. [4 minutes]
3. Thank the group for their participation and distribute the handouts: Icebreakers, Energizers, Closing Activities.
4. Link to next session:

We covered the importance of icebreakers, energizers and closing activities in this session, and now in the next session we will discuss the golden rules of training.

Session 11: Golden Rules of Training

Total Time: 1 hour and 30 minutes

Purpose:

This session introduces the golden rules, or key concepts, of training that trainers should keep foremost in their minds as they plan and conduct a training workshop to increase the likelihood that the workshop will be effective.

Objectives:

- ☐ At the end of this session, participants will be able to:
- ☐ Identify and describe the golden rules of training
- ☐ Explain how they can use these rules as a guide when planning and conducting effective training workshops

Training Aids and Materials:

- Four cards prepared with golden rules (see Training Aid)

Handouts:

- Golden Rules of Training

Advance Preparation:

- Prepare Golden Rules of Training cards by printing the rules and their descriptions from these instructions on certificate paper (card stock). Cut so that each group has a similar number of rules (3 or 4, depending on the number of groups).

Instructions:

Introduction [5 minutes]

1. Review purpose and objectives.
2. Acknowledge that a whole lot of time and skill is required to plan and implement an effective training workshop.
3. Explain that while there are many factors to consider when planning and conducting a training workshop, there are a few golden rules that trainers should keep in mind to guide them through the process.

Golden Rules [1 hour and 20 minutes]

1. Explain that small groups will prepare a creative visual presentation on several golden rules of training without using any words, and the large group will try to guess what the rules are.
2. Divide participants into 4 small groups. Distribute one Golden Rules of Training card to each group.
3. Ask groups to take 15 minutes to discuss the rules on their card and prepare a creative visual presentation to describe each rule without using any words. The presentation could be a skit, role

play, song, dance, picture or other creative presentation, as long as it does not include any words. Each group should plan on 10 minutes to present all of their rules to the large group.

Card one:

- Be clear what you are trying to accomplish.
 - Present the learning objectives at the beginning of the training workshop so participants know what is expected of them and what they should know and be able to do at the end of the workshop.
- Less is more.
 - Trying to do too much in a training workshop may leave participants feeling overwhelmed and less competent than they did before the training. It is better to spend more time on fewer topics so participants have adequate time to absorb and reflect on new information and to practice new skills.
- Ask, don't tell.
 - Instead of telling participants what they need to know, get them actively involved in the learning process by asking them to share experiences and perspectives, providing discussion questions, and encouraging participation in learning activities. Participants will be more likely to remember new information and apply it outside of the training if they discover it themselves rather than have it told to them.

Card two:

- It's not about you.
 - Remember, the training workshop should be participant-centered, not trainer-centered. As a trainer, the point is not to demonstrate how knowledgeable or skilled you are about the topic at hand. Instead, your role is to ensure that the participants are meeting the workshop objectives.
- Appreciate diversity.
 - Everyone comes to a training workshop with diverse life experiences and perspectives. Encourage learners to participate and interact so that they can learn from each other. Also, remember the four adult learning styles and incorporate methods that all types of participants will be able to relate to.
- Practice makes perfect.
 - Integrate opportunities throughout the training workshop for participants to apply new knowledge and practice new skills. The more comfortable they become with new information or skills during a training workshop, the more likely they will use them outside of the training.

Card three:

- Simple to complex.
 - Start with simple information or skill-building activities, allowing participants to develop confidence in their understanding of the information or their ability to perform the skill, then gradually add new, more complex information or skill development steps. Always try to build on existing knowledge and skill levels.
- Safe to risk-taking.
 - Avoid sensitive or emotionally charged topics and activities that may place a learner in a position outside of his or her comfort zone early in the training workshop. Start with safe activities that foster trust and information-sharing among group members. Gradually integrate risk-taking activities, such as role plays, and sensitive topics as the training progresses.
- Group supported to solo.
 - Start with activities that encourage group members to help each other uncover new information and develop new skills. Gradually move towards activities that require independence as participants become more comfortable with their grasp of the content and skills.

Card four:

- Repetition of facts and skills in diverse and interesting ways.
 - Enable participants to master new information and skills by creating various opportunities for that information to be repeated and those skills to be practiced.
- Don't do what the learner can do; don't decide what the learner can decide.
 - As appropriate, let go of having complete control of the group. Allow the participants to be in charge of their own learning and support newfound autonomy that occurs with the mastery of new information and skills.
- Consider use of other training materials and methods.
 - Always think about the learning needs of the group and adapt training curricula and activities to best foster learning among the group.
- Honor cultural factors.
 - Tailor training activities to honor local traditions and customs to make the training workshop relevant to and respectful of the participants.

4. Distribute handout: Golden Rules of Training.
5. As the small group presents each rule, the large group will try to guess what it is.
 - If after several minutes the large group has not successfully guessed the rule, ask the small group to name the rule and move on to the next one.
6. After the small group has presented their rules, have them name and describe them all for the large group.
7. Facilitate a discussion about the activity by asking the following questions:
 - What did you learn from this activity?
 - Which of these golden rules do you already practice as a trainer?
 - What were new rules for you?
 - How can you use these golden rules to guide you as you plan and facilitate effective training workshops?

Summary [5 minutes]

1. Thank the participants for their creative presentations and summarize the main points in the session.
2. Suggest that they refer to the golden rules when they are planning a training workshop to ensure they are on the right track.
3. Link to the next session by saying:

Now that we have discussed the golden rules of training, let's move to the next session where we'll cover the steps of planning an effective training workshop.

Session 12: Planning an Effective Training Workshop

Total Time: 1 hour and 15 minutes

Purpose

The purpose of this session is for participants to explore the characteristics of an effective training workshop, the 12 steps that guide the process of planning an effective training workshop and the reason for each step and key parts of each step. Participants will practice applying the 12 planning steps to design a training workshop for a specific audience and training need.

Objectives

At the end of this session, participants will be able to:

- ☐ Describe the characteristics of an effective training workshop
- ☐ List the 12 steps to planning an effective training workshop
- ☐ Discuss the rationale and key components of each step
- ☐ Describe strategies for coping with resource and time constraints when planning a workshop

Training Aids and Materials

- Flipchart, markers, tape
- 12 Planning Steps cards
- Prizes
- Bottle with a pen to tap it

Handouts

- Completing the 12 Planning Steps
- Characteristics of Effective Training Workshops
- Training Materials Assembly Checklist

Advance Preparation

- Label flipchart: Characteristics of Effective Training Workshops
- Prepare Planning Steps cards: one set of 12 cards with planning step on each one for each small group (can copy and paste from reference manual onto index cards or just copy and cut page into strips). Be sure to remove the numbers when you cut out steps. Trainers may choose to include only the steps for which participants are responsible. For example, if trainers are working from an existing training manual and do not decide on workshop objectives, you could remove that step.

Instructions

Introduction [5 minutes]

1. Review session purpose and objectives.
2. Note that in this session the group will explore the process of planning an effective training workshop, which we have divided into 12 key planning steps.

Before we discuss the process of planning a workshop, let's review the characteristics of an effective training workshop.

Characteristics of effective training workshops [15 minutes]

1. Post flipchart: Characteristics of Effective Training Workshops.
2. Separate participants into pairs.
3. Ask each pair to take three minutes to reflect on effective workshops in which they have participated either as participants or trainers and to discuss the characteristics of these workshops that contributed to their success (for example, trainer was an engaging facilitator, the workshop started and ended on time, workshop content met participants' needs).
4. After three minutes, ask pairs to stop working and ask for volunteers from several different pairs to share some of their ideas.
5. Write each new characteristic on the flipchart.
6. Distribute the handout Characteristics of Effective Training Workshops and ask a volunteer to read aloud the characteristics of effective training workshops listed there.
7. Check off items on the flipchart that match characteristics listed in the handout "Characteristics of Effective Training Workshops" and remark on similarities and differences between the lists.
8. Transition to next step:
 - *Every trainer uses a different process to plan their workshops, but there are certain key steps that each trainer should complete as they plan.*
 - *In the next part of the session, we are going to explore the 12 key steps of this planning process.*

12 Steps card-sorting race [30 minutes]

1. Provide instructions for the activity:
 - Participants are going to work in groups of three to compete in a race against each other to see which group can put the 12 planning steps in correct order first.
 - Each group will receive a set of cards with the 12 planning steps that have been mixed up.
 - When the trainer tells them to start, they will discuss each card and put them in the order they believe is correct.
 - When they think that they have put the cards in the correct order, all group members should raise their hands and the trainer will verify that they have correctly ordered the steps.
 - The first group who puts the steps into the correct order will receive a prize.
2. Use a creative method to divide participants into small groups and have them sit at different tables.

3. Tell groups when to start playing and circulate around the room to check on them.
4. When one group has correctly ordered the steps, declare the race over and announce the winning group.
5. Ask the winning group to read the 12 steps aloud.
6. Give prizes to the members of the winning group.

12 Steps – rationale and key components [15 minutes]

1. Give participants the handout “12 steps for Planning a Training Workshop.”
2. Emphasize that each trainer uses his or her own process to plan workshops. Trainers may not always complete all of the steps in the same order, but there are certain steps that must be completed, and certain steps that need to be completed before other steps.
 - For example, it is important to determine the purpose of a workshop and the needs of the participants before selecting trainers, training methods and materials.
3. Facilitate a discussion of the rationale and key components of 12 planning steps.

Key aspects of workshop design [5 minutes]

1. Explain the following points about workshop design to participants:
 - Designing an effective workshop requires careful planning.
 - Match workshop objectives and participants’ needs with appropriate training methods, materials and approaches.
 - Structure workshops to maximize participants’ likelihood of gaining relevant knowledge, attitudes, and skills.
 - Use informal and formal evaluation to make mid-workshop adjustments, measure participant satisfaction and learning, and assess retention and use of knowledge and skills in the months after the training workshop.
2. Review management of resource and time constraints:
 - To cope with time constraints, limit objectives and, whenever possible, link participants to ongoing training opportunities.
 - Take advantage of supervision visits to provide on-the-job training as needed.
 - Do not abandon participatory methods because of time limits.

Summary and wrap up [5 minutes]

1. Thank participants for their insights and participation. Distribute *Training Materials Assembly Checklist* and tell participants it is one example of a checklist they can use when planning a training workshop.
2. Tell participants that, in the context of the iCCM program, they will be provided with training manuals designed specifically for the South Sudan iCCM program. They, along with the trainers they train, will be responsible for adapting the content and exercises to meet the specific needs of each group of CBDs and CBD Monitors they train. For some of the participants, their first opportunity to do this will be next week, at the CBD workshop they will co-facilitate. They will begin practicing tomorrow.

- They will need to:
 - Assess the needs of the participants
 - Assess time and resource constraints
 - Select approaches, methods, and materials to meet participants' needs
- In future workshops they plan alone, they will have to pay attention to all 12 planning steps.

3. Link to the next session.

Now that we have covered the steps to plan an effective training workshop, including the step of selecting co-trainers, we will discuss effective training in teams.

Session 13: Training in Teams

Total Time: 30 minutes

Purpose

The purpose of this session is to help participants work effectively in a training team.

Objectives

At the end of this session, learners will be able to:

- ☐ Identify the advantages of training in teams
- ☐ Provide examples of strategies for training effectively in teams
- ☐ Describe the purpose of co-trainer debriefing sessions
- ☐ Provide examples of appropriate questions to ask during a co-trainer debriefing session

Training Aids and Materials

- Flipchart, markers
- Ball (can be balled up paper)

Handouts

- Training in Teams
- Co-trainer Debriefing Form

Advance Preparation

- Label flipchart: Benefits of Training in Teams
- Prepare flipchart: Effective Co-trainers ... (see Instructions for flipchart content)
- Label flipchart: Strategies for Training Effectively in Teams

Instructions

Benefits of training in teams [10 minutes]

1. Review session purpose and objectives
2. Explain that there are many benefits to working as a team with co-trainers.

We are going to reflect on some of the ways that training in teams increases the quality and effectiveness of training workshops. We are also going to discuss some guidelines for working effectively with other trainers.

3. Ask participants to stand in a circle, but do not join the circle yourself.

4. Explain that participants will pass a small ball around the circle. Participants will toss the ball to each other in no particular order. Whenever a participant catches the ball, he or she should offer an idea about the benefits of training in teams.
5. Post flipchart: **Benefits of Training in Teams**. Explain that you will write down each idea.
6. Give the ball to a participant. Ask the participant who is holding the ball to suggest one way that they believe training in teams may increase training quality and effectiveness.
7. Once the participant has shared an idea, prompt him or her to toss the ball to another participant.
8. Write down participants' ideas on the flipchart.
9. Add the following ideas to the flipchart as needed:
 - Exposes participants to a variety of training styles.
 - Reduces trainer fatigue by allowing trainers to share tasks.
 - Eases facilitation of sessions and supervision of small-group work.
 - Allows participants to benefit from different trainers' skills, styles, and expertise.
 - Allows co-trainers to problem-solve together.
 - Allows co-trainers to provide constructive feedback to each other throughout a training workshop.
 - Makes training more interesting for both participants and trainer.
10. Ask the participants to return to their seats.

Working effectively with co-trainers [20 minutes]

1. Explain that while there are many benefits to training in teams, successful co-training requires planning, communication and collaboration between co-trainers.
2. Post flipchart: Effective Co-trainers.
 - Work to establish respectful, collaborative working relationships.
 - Enter into new training workshops with clearly defined roles and shared expectations about how to conduct training workshops.
 - Resolve difficult situations that may arise during training workshops
3. Post flipchart: Strategies for Training Effectively in Teams.
4. Ask participants to share several strategies for training effectively in teams. Write their ideas on flipchart. What has worked best for them and what have they seen work best for others? Add the following key points to the list, as necessary. Verbally provide the examples in italics.
 - Agree before the workshop how to manage potentially disruptive situations:
 - How to intervene if a trainer forgets an important point.
 - How to manage challenging participant behaviors.
 - How to warn each other if the pace of training is too fast or too slow.
 - How to alert each other when a session or presentation is running over its scheduled time.
 - Before the workshop, identify opposing perspectives and establish ways to communicate about them with participants:

For example, if one trainer believes that insecticide-treated nets are the best way to avoid malaria, while another favors keeping the environment clean and free of mosquito breeding

sites, the trainers should work to ensure that participants understand there are different options for prevention and that the trainers are not competing to promote their views.

- Give each other your full attention, even when it is not your turn to facilitate.
 - Set aside time at the end of each training day to debrief and discuss any issues or concerns that arose.
 - Develop plans to make necessary adjustments to the training workshop agenda.
 - Give participants the handout, Co-trainer Debriefing Form. Explain that these are some questions co-trainers can use at the end of the day to initiate discussion about issues and concerns that arose during the training session, as well as appropriate adjustments that need to be made. This activity is called “debriefing.”
 - Ask participants what other debriefing questions they have found helpful.
 - Tell participants that the lead trainers of this training workshop meet at the end of every day to reflect on the day and make necessary adjustments to the workshop.
5. Thank the group for their great ideas and link to next session. Say that:

Now that we have discussed effective training in teams, we will move on to discuss how to handle difficult situations.

Session 14: Handling Difficult Situations

Total Time: 45 minutes

Purpose

The purpose of this session is to help prepare participants to handle difficult situations by sharing strategies for how to respond to them.

Objectives

At the end of this session, participants will be able to:

- ☐ Describe solutions for dealing with disruptive or difficult situations in the context of a training workshop.

Training Aids and Materials

- Blank paper
- Markers (one for each small group)
- Difficult Situation cards

Handouts

Advance Preparation

- Copy and cut out Difficult Situations cards

Instructions

Introduction [5 minutes]

1. Review session purpose and objectives.
2. Explain that in almost every training workshop an unexpected event will occur that is either disruptive to the group or difficult to handle.
 - A trainer's ability to deal effectively and efficiently with these situations will ensure that the flow of the training is not disrupted and the training content is not affected.
 - This session will provide participants with an opportunity to consider how they would respond to various difficult or disruptive situations.
3. Ask if there are any questions about the objectives

Brainstorm [35 minutes]

1. Tell participants they will divide into small groups, assigning a reporter, recorder and timekeeper. Give the following instructions:

- You will pass out cards that each present a different disruptive or difficult situation. Four of the cards describe common disruptive situations and one card is blank so that participants can use it to share a difficult situation that they have coped with in the past.
 - The groups will use the cards to brainstorm potential solutions to these problems.
 - Each group will get one set of cards. They should lay the cards on the table with the difficult situation face up so they cannot see the possible solutions.
 - Members of each group will take turns selecting a card and reading the situation to the other members of their small group without looking at the solutions on the back.
 - Then the small group will discuss ways to handle that situation if it arose during a training workshop. The recorder will take notes on their ideas.
 - Once the group has discussed all four situations, they will think of an example of a disruptive situation that one of their members encountered during a training workshop and brainstorm solutions. The recorder will write the situation on the front of the card and write solutions for managing the situation on the back of the card.
2. Divide participants into small groups and have them complete the activity in 15 minutes.
 - Use a creative method to divide participants into small groups.
 - Pass out the Difficult Situation cards, blank paper and markers to groups.
 - Remind participants they have 15 minutes to complete the activity; give them a two-minute warning.
 - Trainers should circulate and provide support to groups as needed.
 3. Facilitate report-back and discussion.
 - Ask each group reporter to share several solutions they developed to one of the four difficult situations as well as their unique fifth training situation and solutions.
 - Allocate two minutes to each group.
 - Ensure that each group presents a different situation.
 - Once each group has presented, ask the other groups what additional strategies they have for handling the situation.

Summary [5 minutes]

1. Explain to participants that this is not an exhaustive list of possible disruptive or difficult situations.
2. Encourage participants to take time when planning training events to always think about disruptive situations that are likely to come up during different workshops and strategize about how they would manage them.
3. Tell participants that, when presented with a difficult situation, they should analyze it and learn from their experience.
4. Also say that it is important to respond to difficult situations in a way that benefits the most people in the group.
5. Thank the group for their great solutions and link to next session.

Handling difficult and often unexpected situations is one of many skills we have learned during this workshop. Now we will move into the next part of this training workshop, monitoring and reporting.

Session 15: Practice Training

Total Time: 4 -5 hours

Purpose

The purpose of this session is to give participants the chance to practice and test their training skills using sessions from an iCCM training curriculum. It also gives participants the opportunity to get constructive feedback from their peers.

Objectives

By the end of this session, participants will be able to:

- ☐ Deliver an iCCM-related training session.
- ☐ Critique their own performance as trainers and co-trainers.
- ☐ Receive constructive feedback from other participants and the facilitator.

Training Aids and Materials

- Training Observation Checklist (enough copies for two participants and all facilitators to assess each training team)
- South Sudan CBD Training Manual
- Flipchart, markers, tape
- As appropriate: iCCM drugs, water, cups, spoons, pictures/posters, flipcharts, etc.

Handouts

- Using Audiovisual Materials Effectively
- Creative ways to divide participants into groups

Preparations

- Training teams to work with training organizers/facilitators to ensure session handouts are copied for participants
- Prepare handouts for each practice session as appropriate

Instructions

1. Form teams to conduct the sessions.
2. Distribute and briefly review the handout “Using Audiovisual Materials Effectively.”
3. Distribute and briefly review the handout “Creative Ways to Divide Participants into Groups.”
4. Review the outline of the curriculum/manual that will be used for the practice training. This will give participants some idea of the “big picture” of that training workshop so they will know how their small piece (their session) fits in. They will know what comes before and what comes afterward.
5. Give each team a session from the CBD training manual to facilitate. Depending on the group, it might be best to use consecutive sessions from consecutive modules.

6. Review the format of the session, showing that it gives the total time, training materials and handouts needed, advanced preparation needed, notes for the trainer, suggested times for each activity, etc. Ensure they understand how to follow it and use it. Discuss with the group or each team how to tailor their session to the time allotted. Also let them know if and how much they can adjust the activities.
7. Teams will need to prepare overnight for their sessions the next day.
8. Each team will have 30 minutes to teach the rest of the group. Two participants will serve as observers. The rest will act as CBDs or CBD Monitors.
9. Give the first two observers a copy of the training observation checklist.
10. Process each practice session by hearing from the participants first, then the observers, then the trainers. Facilitators should add feedback as necessary.
 - Sample questions for processing the sessions :
 - What did you learn from the overall experience?
 - What did you learn by doing?
 - What did you learn by observing others?
 - What will you do differently in the future?
 - What recommendations do you have for improving the session?
11. Process the overall session by asking participants questions such as:
 - What did you learn by observing your peers?
 - What do you wish had been done differently? (By you or anyone else)
 - What was it like to work in teams?
 - What do you need to work on before training CBDs next week?

DAY 4 – Next Steps and Closing

Training Materials:

- Flipchart, marker pens, tape/masking

Time	Total time	Trainer/Team	Topic	Session No.
Day 4				
9:00 – 9:15			Review and Preview	
9:15 – 10:45	1 hr 30 min		Practice Training Selection	
10:45 – 11:00	15 min		BREAK	
11:00 – 1:00	30 min 35 min 20 min 20 min		Next Steps and Closing – 6 months Action Post Test Evaluation Closing	Session 16
1:00 – 2:00			LUNCH	

Session	Page number	Session time	Training Aid – (TA)	Training Handout – (HO)
Session 16		2 hours	<ul style="list-style-type: none"> • Pre/Post Workshop Questionnaire Key • Pre/Post Test Cores • Summary of Workshop Evaluation 	<ul style="list-style-type: none"> • Pre/Post workshop questionnaire • Workshop evaluation Form • Pre-test

Session 16: Next Steps and Closing

Total Time: 2 hours

Purpose

Workshop participants have a lot of important work ahead of them as they use what they learned in this workshop to train CBDs and CBD Monitors. The closing should encourage them and leave them feeling both capable and supported.

Objectives

By the end of this session, participants will be able to:

- ☐ Outline a 6-month training plan.
- ☐ Assess their progress by comparing their pre- and post-workshop test results.
- ☐ Provide feedback on the content and delivery of the training workshop.
- ☐ Leave the workshop feeling a sense of accomplishment and a sense of community with the other participants and facilitators.

Training Aids and Materials

- Pre- and post-workshop questionnaire key
- Pre- and Post- scores
- Return participants' marked questionnaires to them (and then collect them)
- Summary of workshop evaluation
- Camera for taking group photograph(s)

Handouts

- Pre/Post-Workshop Questionnaire
- Workshop Evaluation Form
- Workshop certificates

Advance Preparation

- Mark the post-tests and compare pre-test to post-test scores. Identify the most improved and the highest scores. Here is how to calculate the percentage change:
 - Step 1: Take the old value and subtract it from the new value, then divide by the old value.
 - Step 2: Multiply by 100. That number represents the percent change.
 - Here is an example:
The local school had 16 teachers in 2008. The next year, there were 12. What is the percent change from 2008 to 2009?
 - Subtract 12 from 16. That's 4. Then divide 4 by 16. That's .25. Now multiply by 100 and you get 25. That's the percent change. The number of teachers at local school went down 25 percent from 2008 to 2009.

Adapted from: http://www.ehow.com/how_2165137_calculate-percent-change.html#ixzz0woA18gub

- Prepare workshop certificates for the participants and have them signed by the appropriate person
- Summarize the workshop evaluations for presentation

Instructions

Next Steps [30 minutes]

1. Engage participants in a discussion about the training they will need to organize over the next 6-12 months.
 - Cover topics such as:
 - How many CBDs need to be trained
 - When that training should take place
 - How many CBD Monitors need to be trained and when training should take place
 - Options for conducive training venues
 - What refresher training will be necessary and when—including how to determine areas needing review vs. those that almost everyone does well
 - Who could be available to co-facilitate so that each workshop has at least two trainers
 - What resources are needed and available (financial, material, human)
 - Ways to assess the impact of training on an ongoing basis
 - Knowledge, attitudes, and skills they need to improve in order to be even better trainers
2. Give participants 10 minutes to outline a work plan based on the discussion.
3. Spend 5 minutes allowing participants to share any problems or discoveries from outlining the work plans.

Post-Test [35 minutes]

1. Ask participants if they feel they have learned and improved their training skills this week. Tell them that they will now have the opportunity to answer the same questions they answered at the beginning of the workshop. Encourage them to answer the questions as best they can, using what they have learned.
2. Distribute the post-test. Ask participants to write their names at the top of each page.
3. Tell participants they have exactly 30 minutes to complete the questionnaire. Tell them when that half-hour starts. Collect the tests after 30 minutes.
4. Mark the tests so the results can be presented later in the session.

Workshop Evaluation [20 minutes]

1. Congratulate participants and comment on the post-test as appropriate.
2. Mention that the scores are just one indication of what participants learned and that how they perform their duties is another.
3. Comment on facilitators' perceptions of the progress made, what might need more attention, and how that attention will be given.

4. Return pre- and post-tests to participants so they can see how they did. Encourage and challenge them.
5. Since the same test will be used over and over, consider collecting them from participants after giving them the chance to look at them and ask questions.
6. Ask participants to complete a workshop evaluation form. Tell them what they write will help improve the training in the future. Assist non-literate and semi-literate participants to complete theirs.
7. Collect the evaluation forms before moving to the next session. Review, in order to share some participant feedback during the closing session.

Closing [20 minutes]

1. The workshop organizer should give a very brief summary of what participants learned during the week, the evaluation feedback, and expectations for the future of the program. Thank them for their active participation and congratulate them on their progress.
2. Express the hope and expectation that they will start to use what they learned immediately,. Also thank the co-facilitators for their hard work and dedication.
3. Hand out certificates.
4. If possible, take a group photograph and later give each participant a copy. This should help encourage team spirit.
5. Participants may want to give a vote of thanks or share what the workshop meant for them.