



ENGLISH

Training of Trainers

A manual for training facilitators in participatory teaching techniques



PARTNERS IN HEALTH

Partners In Health (PIH) is an independent, non-profit organization founded over twenty years ago in Haiti with a mission to provide the very best medical care in places that had none, to accompany patients through their care and treatment, and to address the root causes of their illness. Today, PIH works in fourteen countries with a comprehensive approach to breaking the cycle of poverty and disease – through direct health-care delivery as well as community-based interventions in agriculture and nutrition, housing, clean water, and income generation.

PIH's work begins with caring for and treating patients, but it extends far beyond to the transformation of communities, health systems, and global health policy. PIH has built and sustained this integrated approach in the midst of tragedies like the devastating earthquake in Haiti, in countries still scarred from war, like Rwanda, Guatemala, and Burundi, and even in inner-city Boston. Through collaboration with leading medical and academic institutions like Harvard Medical School and the Brigham & Women's Hospital, PIH works to disseminate this model to others. Through advocacy efforts aimed at global health funders and policymakers, PIH seeks to raise the standard for what is possible in the delivery of health care in the poorest corners of the world.

PIH works in Haiti, Russia, Peru, Rwanda, Lesotho, Malawi, Kazakhstan, and the United States. PIH supports partner projects in Mexico, Guatemala, Burundi, Mali, Nepal, and Liberia. For more information about PIH, please visit www.pih.org.

This Training of Trainers (TOT) draws from the work of three leaders in the field of participatory adult learning – Paulo Friere, Malcolm Knowles, and Jane Vella. The TOT also uses the “Teach Back” method, where training participants “teach back” topics to the group to learn facilitation skills and reinforce understanding of training content.

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This manual is dedicated to Partners In Health trainers around the world, who, by training thousands of PIH community health workers, social workers, clinicians, and others with passion, energy, and skill, help to make our mission a reality.



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FACILITATOR MANUAL

This Facilitator Manual contains all the information needed to carry out this training, including:



Background – A brief description of the unit’s purpose and content.



Objectives – A list of the skills and knowledge that participants will gain during the unit.



Unit Overview – A table containing a content summary, teaching methods, time required, and materials needed for each activity.



Key Points – The central ideas of the unit; facilitators can summarize key points at the end of the training.

Training Activities – A series of activities with step-by-step instructions that explain how to carry out the activities.

Handouts – A series of handouts for participants to use during the training, to be photocopied by facilitators.



Notes – Blank pages where the facilitator can write notes as needed.

TRAINING ACTIVITIES

*In order to deliver effective training, facilitators must read all activities, complete all preparation, gather all materials needed, and become familiar with activity steps, **before the day of the training**. If facilitators do not do this ahead of time, they will not be prepared.*

Each activity contains:



Method – The teaching method(s) used during the activity, for example, brainstorming, small group activity, or presentation.



Time – The suggested time needed to complete the activity. Within the activity steps, suggested times are also given for various parts of the activity, for example, 15 minutes for small group work, 10 minutes for a discussion, etc. Times are approximate, but facilitators should try to stay more or less within the suggested times. If this is not possible, facilitators must adjust the training accordingly.



Preparation – A list of what the facilitator must do ahead of time in order to prepare for the activity.



Materials – A list of materials needed to complete the activity. Facilitators must review the materials list and gather all materials before the day of the training.



Steps – Detailed steps that guide the facilitator through each activity. Steps include content to deliver, questions and sample answers for discussion, thumbnail versions of slides/flip chart pictures used, case studies, role plays, picture stories, and any other information needed to complete the activity.



Tips – Suggestions for the facilitator about how to adapt or change activities if appropriate, handle cultural considerations, or encourage participation.

The training starts with these activities:

Introductions and Unit Objectives – Participants introduce themselves and review the unit objectives.

Ground Rules and Anonymous Question Box – Participants brainstorm and establish ground rules, and learn about the Anonymous Question Box – a box where they can put any questions or concerns they have about training content if they feel uncomfortable asking in these questions in front of the group.

The training ends with this activity:

Evaluation and Anonymous Question Box – Participants evaluate the training, and the facilitator addresses any questions collected in the Anonymous Question Box.

EVALUATION

The training contains an evaluation activity designed to capture participants' feedback on the training, including what worked well, what did not, and suggestions to improve future training. Facilitators can ask the evaluation questions orally and record participant responses. Facilitators can also photocopy the evaluation form in this manual and ask participants to complete it. Facilitators must collect and review participants' evaluations and feedback, so that they may be used to improve future trainings.

FACILITATOR PREPARATION

Facilitators must become thoroughly familiar with this training manual before the day of the training. They must read all activities, complete all preparation, gather all necessary materials, and become familiar with activity steps and unit content. If the training lasts more than 1 day, facilitators should review the materials again the night before day 2.

If 2 or more facilitators will deliver the training together, they should meet before the day of the training to determine the agenda and decide who will facilitate which activities. They should also meet at the end of each training day to discuss what worked well, what did not, and how to proceed for the next day.

This training does not require elaborate preparation or materials. For many activities, facilitators will only need the Facilitator Manual, handouts, flip chart paper, markers, and tape. However, *some activities require special materials that facilitators must gather ahead of time*, so facilitators must read and prepare in advance.

ADAPTING THE TRAINING

Training activities are designed for groups of 12–20 participants. If facilitators must work with larger groups of participants, they should adapt activities accordingly. For example, for certain small group activities, facilitators may need to create small groups of 10 participants each rather than 5 participants each. For role plays, facilitators may need to limit performance time.

Activities sometimes contain tips for how to adapt the activities, for example, suggestions about how to shorten the activity if time is limited or participants are very tired. In addition to reading these tips, facilitators should use their own judgment and adapt activities accordingly. For example, in certain contexts, facilitators may need to adapt discussion questions, role plays, or case studies in order to take local cultural practices or beliefs into account.

Facilitators must notice participants' energy and interest levels constantly, and adapt or change plans if participants' energy or concentration is waning. If, by the afternoon, participants are having trouble concentrating, facilitators should add more energizers, give an extra break, or do a short review game to revive participants' energy.

DISCUSSION

The manual provides specific questions and sample answers for all discussions. Sample answers appear in italics. Facilitators should try to elicit these answers during the discussion, rather than simply providing answers themselves. Facilitators may have to rephrase a question a few times, or give an example, in order to elicit answers from participants. But facilitators should only provide answers after participants have had ample opportunity to respond, and should only give answers that participants do not name themselves.

ADULT LEARNING PRINCIPLES

This training is based on important adult learning principles, including:

- **Respect** – Adult students must feel respected and feel like equals.
- **Affirmation** – Adult students need to receive praise, even for small attempts.
- **Experience** – Adult students learn best by drawing on their own knowledge and experience.
- **Relevance** – Learning must meet the real-life needs of adults for their work, families, etc.
- **Dialogue** – Teaching and learning must go both ways, so that the students enter into a dialogue with the teacher.
- **Engagement** – Adult students must engage with the material through dialogue, discussion, and learning from peers.
- **Immediacy** – Adult students must be able to apply their new knowledge immediately.
- **20-40-80 Rule** – Adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.
- **Thinking, feeling, and acting** – Learning is more effective when it involves thinking, feeling (emotions), and also acting (doing).
- **Safety and comfort** – Adult students need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ridiculed or belittled.

METHODOLOGY

To put these principles of adult learning into practice, the training uses a variety of **participatory methodologies** including large and small group discussions, role plays, and case studies. These activities are designed to elicit and build on participants' experiences and knowledge, promote discussion and reflection on key issues, provide hands-on practice of content learned, and help participants learn from each other.

A few activities include short facilitator presentations. But in contrast to many training manuals, this manual does not use facilitator presentation as the primary teaching method. Rather, activities use participatory methodologies that promote higher retention of content and create an open, engaging, and supporting learning environment. *Remember, adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.* Effective training involves participants in hearing, seeing, and doing. If participants only hear facilitator lectures all day, they will not learn or retain information effectively.

Participatory methodologies include:

- Small group activity
- Large group activity
- Small group discussion
- Large group discussion
- Brainstorm
- Role play
- Case study
- Reflection journey
- Demonstration
- Facilitator presentation
- Picture story
- Peer Teaching

LARGE GROUP DISCUSSION

A large group discussion is a dialogue between the facilitator and the whole group of participants, with participants responding to questions the facilitator has prepared ahead of time. During discussions, new questions may also surface. To start the discussion, the facilitator must give clear instructions. During the discussion, the facilitator must manage the discussion by keeping participants focused, eliciting participants' responses, and limiting participants who like to talk a lot.

To facilitate a large group discussion, what should you do?

- Set a time limit and keep track of time.
- Explain that participants who want to speak should raise their hands.
- Keep the discussion on target.
- Keep the discussion moving and flowing.
- Encourage everyone to participate.
- Look around the room and make sure you call on everyone who raises her/his hand.
- Limit participants who like to talk a lot.
- Manage the flow of the discussion.

- If participants do not respond to a question, try asking the question a different way.
- Ask questions to encourage more responses to a question, for example: “What else?” “What other ideas do you have?”
- Wrap up the discussion; repeat and summarize main points.

What are the benefits of using large group discussions?

- Everyone has the chance to participate.
- Everyone hears everyone else’s ideas.
- Hearing many ideas can stimulate further discussion.
- Participants who do not feel comfortable speaking in a large group can participate by listening.

What are the challenges of using large group discussions?

- More talkative or assertive participants tend to dominate large group discussions.
- Shy or less-experienced participants may not feel comfortable speaking in a large group.
- Large group discussions can get off track if there are many competing ideas.

SMALL GROUP DISCUSSION

A small group discussion is a dialogue among a small group of participants (usually 3–6 participants per group), with participants responding to questions the facilitator has prepared ahead of time. During discussions, new questions may also surface. To start the discussion, the facilitator must give clear instructions before dividing participants into small groups. As small groups are discussing, the facilitator must circulate among the groups to make sure that they are keeping the discussion on target and eliciting all group members’ participation.

To facilitate a small group discussion, what should you do?

- Before you divide participants into small groups, give clear instructions about what participants are expected to discuss. Writing and posting instructions on chart paper is a good way to do this.
- Instruct small groups to make sure that all group members participate.
- Ask small groups to choose a facilitator and timekeeper for their groups.
- Keep track of time and give small groups half-time, 5-minute, and 1-minute warnings.

- As small groups are working, move from group to group to make sure participants have understood the task and are making progress.

What are the benefits of using small group discussions?

- Many people feel more comfortable speaking and participating in small groups than in a large group, so small groups tend to elicit more ideas and participation from everyone.
- For sensitive topics, participants may share ideas in a small group that they would be reluctant to share in a large group.

What are the challenges of using small group discussions?

- Effective small group discussion depends on group members facilitating and participating, and some small groups may do this better than others.
- Small group discussions may get off track if group members do not manage the discussion well.

REFLECTION JOURNEY

A reflection journey is guided thinking and reflection about personal experiences. Facilitators use reflection journeys to allow participants to think about experiences from the past or present – events, situations, people, or feelings – that are connected to the training topic. Reflection journeys work best when participants feel comfortable and safe and trust each other and the facilitator.

To facilitate a reflection journey, what should you do?

- Ask participants to relax and close their eyes.
- Use a short series of statements, questions, or a brief story to guide the reflection journey.
- Read each statement or question slowly and clearly, and pause for several seconds between each so that participants have time to think and reflect.
- Depending on the topic, a reflection journey can raise strong emotional reactions. The facilitator must be aware of this and respond sensitively.
- After a reflection journey, participants might want to write their thoughts or share their thoughts with a partner or the large group.

What are the benefits of using reflection journeys?

- Participants learn best if they can connect new information to their own experiences.

- Reflection journeys allow participants to think about their own experiences in an organized way.
- Reflection journeys can be used to introduce a topic, identify issues or challenges, or generate new ideas.

What are the challenges of using reflection journeys?

- Reflection journeys can raise strong emotions. It is important to be aware of this and respond sensitively.
- Participants who like to talk a lot may find it challenging to be quiet for several minutes.

FACILITATOR PRESENTATION

The facilitator presents information by speaking to the whole group, sometimes using visuals such as slides, posters, pictures, or a flip chart. Facilitator presentations are a traditional teaching and training method. Most people who went to school are very familiar with facilitator presentations because most teachers in primary, secondary, and university-level classes teach this way. Presentations work well for introducing new information, but they should be short and accompanied by visuals and discussion.

To do a facilitator presentation, what should you do?

- Prepare and organize your presentation ahead of time so that it is clear and easy to follow.
- Check any equipment (slide projector, flip chart) ahead of time to make sure it is working properly.
- Keep the presentation short, between 5 and 15 minutes if possible.
- Use simple, clear language that participants will understand.
- Use questions during the presentation to engage participants in the material you are presenting.
- Use open body language and a friendly, clear tone of voice.
- Watch participants during the presentation; if they look confused or bored, ask questions or move along more quickly.
- Move around the room as you present (if possible).
- Face participants when you are explaining a visual (do not face the visual).
- To wrap up your presentation, summarize and repeat the main points.

What are the benefits of using facilitator presentations?

- Presentations work well for introducing new information quickly and succinctly.
- Sometimes participants need to have new information presented before they can use or practice it.
- Most participants who went to school are familiar and comfortable with presentations.

What are the challenges of using facilitator presentations?

- Presentations are not as active or engaging as small groups, role plays, or other more participatory activities.
- Sometimes participants stop paying attention.
- If the facilitator is not well-organized, participants will not learn the information effectively.

BRAINSTORMING

Brainstorming is a method in which the facilitator asks a question or poses a problem and asks participants to give as many ideas as they can in response. Facilitators can use brainstorming with large or small groups. Brainstorming is a good way to generate lots of new ideas quickly. The purpose of brainstorming is not to get only one correct answer to the question or problem, but to generate as many ideas as possible.

To facilitate brainstorming, what should you do?

- Explain that the purpose of brainstorming is not to arrive at one correct answer, but to generate as many ideas as possible.
- During brainstorming, take one idea per participant, one at a time.
- Accept all ideas and do not judge or criticize any ideas.
- Encourage participants to let their ideas flow.
- Keep the pace lively.
- Encourage all participants to give ideas. Do not rely on a few participants to give all the ideas.
- One person should facilitate the brainstorming and another person should record the ideas.
- After the brainstorming, the facilitator and participants can use the list of ideas to address a problem, prioritize ideas, put ideas into categories, etc.

- For example, if participants have brainstormed possible solutions to a particular problem, the next steps may be to review each possible solution, choose the top 3 solutions (as a group), discuss them further, and perhaps finally choose the most appropriate solution.

What are the benefits of brainstorming?

- Participants generate lots of ideas quickly.
- Brainstorming can be engaging and energizing.
- Because there are no correct or incorrect answers, participants usually feel comfortable giving ideas.

What are the challenges of brainstorming?

- Some participants may offer ideas that are not appropriate.
- More talkative participants may dominate.

ROLE PLAY

A role play is a brief, informal performance where participants act roles in order to show a particular situation and feel what it is like to be in those roles and situation. Role playing is informal – participants do not need to memorize “lines” or perform perfectly. The point is to illustrate a problem, situation, or idea with acting. Role plays give participants the opportunity to act a real-life situation and practice handling it. Participants can use role plays to illustrate ideas and information for patients and community members. Role plays also help participants learn and practice communication and counseling skills, empathetic behavior, and proper ways to approach community members. Role plays can be improvised and informal, or more formal, and can be done in small or large groups.

To facilitate a role play, what should you do?

- Plan enough time for participants to prepare and perform role plays.
- Explain clearly what the role play is, how participants will prepare, and what the role play should show.
- If participants are not familiar with role plays, model the role play to show how it is done.
- Set a time limit for role play performances and manage time well.
- Remind participants that role plays are not perfect performances, but rather an opportunity to practice handling situations that participants encounter in reality. It is okay to make mistakes during a role play.
- After a role play performance, lead a discussion about the ideas shown in the role play. Focus the discussion on the important issues raised by the role play, not participants’ acting skills.

What are the benefits of using role plays?

- Role plays engage participants and give them the opportunity to think, feel, and act.
- Role plays give participants a chance to practice skills in a safe setting and get feedback.
- You can use 2 short role plays to show 1) the wrong way to handle a situation; and 2) the right way to handle a situation.
- Role plays can raise many issues and lead to useful discussions.

What are the challenges of using role plays?

- Role plays take a lot of time.
- Some participants may be uncomfortable performing in front of the group.
- Participants may not be familiar with doing role plays.

LARGE GROUP ACTIVITY

The facilitator leads the whole group in an activity together. Examples of large group activities include voting, sorting pictures, learning songs, etc. Large group activities often work best for groups of 10–25 participants, but with good planning and organization, facilitators can successfully lead large group activities with much larger groups.

To facilitate a large group activity, what should you do?

- Set a time limit and keep track of time.
- If participants need to move around the room during the activity, make sure that chairs and tables are moved away.
- Explain the activity clearly.
- Keep the activity moving along.
- Encourage everyone to participate.
- Highlight key points throughout the activity if appropriate.
- Wrap up the activity by repeating and summarizing main points.

What are the benefits of using large group activities?

- Large group activities involve everyone and can be energizing.
- Large group activities require less intense participation than small group activities, and can be alternated with small group activities so that participants do not grow too tired.

What are the challenges of large group activities?

- Some participants may not participate as actively as they would in a smaller group.
- Large group activities require lots of energy from the facilitator.
- Large group activities can be challenging to manage if the group is very large.

SMALL GROUP ACTIVITY

The facilitator divides participants into small groups to do an activity. Examples of small group activities include small group discussions, case studies, planning role plays, solving problems, and looking at picture stories. Small groups allow each person to participate more than they would in a large group activity. Small group activities also help participants get to know each other and experience working with different people.

To facilitate a small group activity, what should you do?

- Explain the small group activity clearly.
- Tell small groups how they will share their small group work with the large group. For example, will they write information on chart paper to share with the group, report information orally, or perform a role play?
- Divide participants into small groups. Small groups of 4–6 participants work best, but some activities may require groups of 3, or larger groups of 10–12.
- Divide participants into small groups according to the task to be completed. For example, for gender-sensitive topics such as reproductive health, you might group men with men and women with women.
- If the topic does not require any particular kind of grouping, you can divide participants by asking them to count off, “1, 2, 3, 4, etc.” Then group 1’s together, 2’s together, etc.
- Group participants so that they are not always working with people they know well. Counting off is a good way to do this.
- If the small group activity requires reading or writing, make sure that at least one participant in each group has sufficient literacy skills.
- Tell groups how much time they will have to work. Then help groups manage time by giving periodic time warnings, for example, a half-time warning, 5-minute warning, and 1-minute warning. If you see that time is almost up and groups are not finished yet, you can allow groups more time to work if your schedule permits.

- While small groups are working, circulate around the room, observe the work to make sure that groups understand the task and are making progress, help, and answer questions as needed.
- Manage time during small group reports or presentations. For example, give each small group 5 minutes to present and a few minutes to respond to questions or comments.

What are the benefits of using small groups?

- Small groups allow everyone to participate more than in a large group.
- Many people feel more comfortable speaking in small groups.
- Small groups often enable more in-depth learning and discussion because everyone is engaged.

What are the challenges of using small groups?

- Small group work takes more time than some other methods.
- Some small groups find it hard to work together or stay on task. If you observe a small group having difficulty, help them refocus, give examples, explain the task again, etc.

CASE STUDY

A case study is a brief story or scenario that presents a realistic situation for participants to discuss and analyze. Case studies give participants the opportunity to use newly acquired knowledge to discuss, analyze, and solve problems related to the training topic. For example, a case study might describe a sick person's symptoms, and then ask participants to identify the symptoms and discuss what they would do for the sick person. Depending on the size of the group, case studies can be discussed and analyzed in pairs, small groups, or a large group. The goal of using case studies is to help participants generate possible solutions to issues that may arise in the course of their work.

To facilitate a case study, what should you do?

- Read the case study aloud (or ask a volunteer to read aloud) so that even participants with limited literacy skills will understand the case study.
- Explain clearly what participants should do with the case study (discuss the case study questions, or solve a problem represented in the case study, etc.).
- If you write your own case studies, make them simple. Write a short, realistic situation that is similar to situations that participants face. Give essential information. Do not include too many unnecessary details. Provide questions to guide participants in analyzing the case study.

What are the benefits of using case studies?

- Case studies give participants the opportunity to use information that they have learned in a realistic way.
- Case studies give participants the opportunity to practice handling problems that they might encounter during their work.

What are the challenges of using case studies?

- Case studies require problem-solving, which can be challenging and require more time than traditional presentations or simple discussions.
- Participants with limited literacy skills may be intimidated by case studies.

DEMONSTRATION

The facilitator or an experienced participant shows and tells participants how to do something step by step, and then asks participants to practice the steps themselves. Examples of demonstrations might include how to use male and female condoms, how to mix infant formula, how to do mid-upper arm circumference (MUAC) measurement, or how to mix Oral Rehydration Solution.

To do a demonstration, what should you do?

- Before the training, gather all materials and equipment that you will use during the demonstration.
- Make sure that all participants will be able to see the demonstration. Ask them to stand and move forward or gather around you, if needed.
- Explain each step slowly and clearly as you demonstrate it.
- Demonstrate 2 or 3 times if needed.
- After the demonstration, ask a volunteer to repeat the demonstration in front of the whole group. The facilitator and other participants can provide positive feedback and correct the volunteer if needed.
- Then divide participants into small groups or pairs and ask them to practice what you and the volunteer have just demonstrated.
- As participants are practicing, circulate around the room and help or answer questions as needed.

What are the benefits of using demonstrations?

- Demonstrations are the best way to teach hands-on skills.
- Demonstrations give participants the opportunity to practice a skill before they have to do it in real life.

What are the challenges of using demonstrations?

- In large groups, it may be challenging to do a demonstration that everyone will be able to see and hear well. If needed, divide large groups into 2 or 3 smaller groups and demonstrate to each of the smaller groups.
- In large groups, it may be challenging to gather enough materials and equipment for all pairs or small groups to practice at the same time. If this is the case, ask pairs or small groups to take turns until everyone has practiced.

PICTURE STORY

A picture story is a short series of pictures that depict a story or situation. Picture stories usually do not contain words. Picture stories can be used to assess participants' knowledge or to identify issues or challenges related to a given topic.

To use a picture story, what should you do?

- Give clear instructions so that participants understand what they are supposed to do and how they should do it.
- Make sure that participants understand the sequencing of the pictures and how to “read” the story (for example, how to distinguish between a thought bubble and a speech bubble).
- After participants have “read” the story, lead a discussion by asking a set of guiding questions.

What are the benefits of using picture stories?

- Picture stories engage participants visually.
- Even participants with very limited literacy skills can “read” picture stories.

What are the challenges of using picture stories?

- If pictures are not clear, the picture story may not convey content effectively.

PEER TEACHING

The facilitator asks participants to learn content in small groups and then present it to their fellow participants (instead of the facilitator presenting the content). Participants may use slide or flip chart images during their presentations, or they may prepare information on chart paper.

What are the benefits of using peer teaching?

- Peer teaching helps participants learn and remember information more effectively because they have to master it in order to teach it to others.
- Peer teachers often communicate information effectively to their fellow participants because they share the same background and experience.

What are the challenges of using peer teaching?

- Peer teaching takes more time than facilitator presentation because participants need time to prepare.
- If the content is not clear and simple, participants may have trouble understanding it well enough in order to teach it.
- Some participants may be uncomfortable presenting in front of the group.

ICEBREAKER

An icebreaker is a short activity used to help participants relax and get to know each other or get used to working together. Icebreakers are usually used at the beginning of trainings. They often use training themes or content. Examples of icebreakers are: asking participants to introduce the person next to them, describe what they like best about their work, or name expectations they have for the training.

To facilitate an icebreaker, what should you do?

- Explain the icebreaker instructions clearly.
- Give an example of what you would like participants to do during the icebreaker.
- Keep the pace moving.
- Keep the icebreaker short, no more than 15–20 minutes.
- Do not ask participants to share very personal information during icebreakers.

What are the benefits of using icebreakers?

- Icebreakers help to “break the ice” at the beginning of a training session. They help participants to relax, share something about themselves, and learn something about other participants.
- In groups where participants do not know each other well, icebreakers can help participants feel more comfortable with each other.

What are the challenges of using icebreakers?

- Shy participants may not feel comfortable introducing themselves in front of a large group.
- If the group is very large, icebreakers can take too much time. If your group is very large, consider dividing participants into small groups to do an icebreaker. Then small groups can each share 1 or 2 items with the large group if there is time.

ENERGIZER

An energizer is a short, fun activity that involves physical movement. Energizers are used to raise participants' energy levels when they are tired, or when they need a break after a long activity. Energizers do not have to be related to training content. Energizers can help build rapport among participants because the activities are fun and involve interaction. Examples of energizers are dancing, singing, clapping, imitating a leader's movements, stretching, and physical games.

Facilitators should plan for at least 4 or 5 energizers per day of training. This manual does not include examples of energizers, but facilitators can find many good examples in *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community*, by the International HIV/AIDS Alliance, www.aidsalliance.org, published by Progression, www.progressiondesign.co.uk. Energizers can be very simple, for example, asking a participant to lead the group in a song or dance.

To facilitate an energizer, what should you do?

- Explain the energizer instructions clearly.
- Keep the pace moving quickly.
- Use humor and encourage laughter.
- Stop when enough energy has been generated, 5–10 minutes maximum.
- Use energizers frequently, at least every hour or so.
- Choose energizers that will not make participants uncomfortable or embarrassed. For example, do not choose energizers that involve touching other people if participants will be uncomfortable with this.
- Choose energizers that everyone will be able to do, for example, no complicated or difficult movements.
- Make sure that participants have enough space to do the energizer. Move chairs and tables away if needed.

What are the benefits of using energizers?

- Energizers raise participants' energy levels.
- Energizers help participants refocus and feel ready to learn more.
- Energizers make training fun.

What are the challenges of using energizers?

- If your group is very large, you may not have enough room to do certain types of energizers. Plan energizers that can be done in the space that you have.

GAMES

Training activities occasionally include games, usually to help participants review content they have already learned. The game usually requires dividing participants into teams, asking teams questions, and keeping score. If no game is provided in the Facilitator Manual, facilitators can prepare their own review games by creating lists of questions based on unit content.



FACILITATION AND COMMUNICATION CHECKLIST

- Uphold the principles of adult learning.
- Be respectful.
- Treat everyone equally.
- Listen and observe.
- Maintain good eye contact.
- Use open and friendly body language.
- Be flexible and adjust training activities and approaches as needed.
- Be patient, open, and approachable.
- Encourage participation from all participants.
- Give participants time to respond to questions.
- When participants ask questions, take them seriously and respond promptly.
- Give participants constructive, positive feedback.
- Be aware of participants' interest, energy, and level of understanding.
- Be honest. If you do not know the answer to a question, say so. Then tell the participant where she/he can get the information, or find the information after the training and give it to the participant later.
- Be aware of participants' literacy levels and adjust activities accordingly.
- Thank participants for their participation and effort.



TRAINING PREPARATION AND LOGISTICS CHECKLIST

Before the training

- Identify when training will take place.
- Identify where training will take place, and reserve and prepare the space.
- Identify participants, inform them, and arrange for transportation, food, and lodging as needed.
- Read all training materials thoroughly so that you are very familiar with training content and activities.
- If you have questions about the training content, get them answered.
- Complete all preparation for training activities (making photocopies, contacting guest speakers, gathering supplies for demonstrations, etc.).
- Gather all supplies needed for the training (flip chart paper, tape, markers, supplies needed for demonstrations, AV equipment, etc.).
- If you are working with another facilitator, decide ahead of time who will handle which parts of the training, and divide up the work accordingly.

At the start of the training

- Make sure that all training materials are ready and that chairs and tables are arranged.
- Welcome participants as they arrive for the training.
- Welcome the whole group formally when everyone has arrived.
- Review the location of bathrooms, water, the Anonymous Question Box, and other logistics.
- Ask participants to introduce themselves.
- Use an icebreaker to put participants at ease.
- Brainstorm and establish ground rules for the training.
- Review the training objectives and agenda.
- Ask participants to name their hopes and expectations for the training.
- Assign specific participants to help you with timekeeping, energizers, flip charts, etc.
- Give participants the Pre-Test, collect the tests, and correct them during a break.



TRAINING PREPARATION AND LOGISTICS CHECKLIST

Throughout the training

- Uphold the principles of adult learning.
- Keep track of time and pace activities accordingly.
- Provide drinks and food.
- If the room is becoming hot or uncomfortable, arrange for fans, open windows, etc.
- Write neatly and large enough so that everyone can see.
- Position visuals so that everyone can see them.
- Explain instructions clearly and repeat instructions as needed.
- Use energizers and breaks to raise participants' energy levels.
- Summarize the main points at the end of each activity.
- Acknowledge and thank participants for their ideas and contributions.

At the end of the training

- Thank participants for their participation and effort.
- End with a final energizer and applause.
- Give participants the Post-Test. Then give participants their corrected Pre-Tests and ask them to compare results. Collect and save all Pre- and Post-Tests.
- Leave at least 15–20 minutes at the end for participants to evaluate the training.
- Make sure that participants have all the training materials to take home.

After the training

- Make note of what worked well during the training, what did not work well, and what should be revised for future trainings.
- Make note of challenges or problems that arose during the training that need to be addressed. For example, if during a training on malaria, participants raise the issue of home-based treatment supplies not being available, tell the appropriate staff members at the health center so that supplies can be obtained.
- Review and record Pre- and Post-Test results and use them to inform future trainings as needed.



Training of Trainers



BACKGROUND

This training of trainers (TOT) is for current trainers of community health workers and those interested in becoming trainers. This TOT reviews important principles of adult education and participatory training and gives participants practice with various participatory facilitation methods, with the goal of improving participants' training and facilitation skills. This TOT will help to prepare trainers to plan, implement, and facilitate community health worker trainings, as well as other trainings for health center staff members Partners In Health sites and other health facilities. It will also help to improve the quality of training at PIH sites and other health facilities.



GOALS

- Improve participants' facilitation and training skills.
- Improve the quality of training for community health workers.



OBJECTIVES

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

- Describe components of effective training and experiences with effective training.
- Describe the principles of adult education and why they are important for trainers.
- Describe Paulo Friere’s pedagogy of adult learning and why it is important for trainers.
- Create a positive and productive learning environment for training adults.
- Identify the key components of planning and organizing effective training.
- Identify the components of active listening, observation, and good communication skills.
- Describe how to give constructive feedback to fellow trainers and training participants, and demonstrate giving constructive feedback.
- Identify challenges faced when planning and facilitating training and possible solutions to the challenges.
- Describe each of the following methodologies, their benefits, and when they are best used, and facilitate community health worker trainings using the methodologies:
 - Small group activity
 - Large group activity
 - Small group discussion
 - Large group discussion
 - Brainstorm
 - Role play
 - Case study
 - Reflection journey
 - Demonstration



TIME REQUIRED: 2–3 days



TIP: *If you have more than 12–14 participants, you may need to add a third day so that all participants have the chance to practice facilitating in pairs for Activity 18. Also, if participants are not experienced trainers, you may need to give them more than 30 minutes of preparation time during Activity 18.*

TRAINING OVERVIEW

DAY 1 (7 hours of activities plus lunch and breaks)

Activity	Content	 Methods	 Time	 Materials
1	Participants review training agenda and objectives.	Facilitator presentation	10 minutes	<ul style="list-style-type: none"> • Agenda and Goals/ Objectives handouts • Training goals and objectives written on chart paper • Chart paper, markers, tape
2	Participants introduce themselves and voice expectations for the training.	Icebreaker	20 minutes	<ul style="list-style-type: none"> • Chart paper • Markers • Tape
3	Participants discuss ground rules and training logistics.	Brainstorm Facilitator presentation	10 minutes	<ul style="list-style-type: none"> • Ground Rules and Parking Lot flipchart sheets • Anonymous Question Box • Scrap paper cut up • Chart paper, markers, tape
4	Participants examine the key components of effective training.	Small group discussion Large group discussion	45 minutes	<ul style="list-style-type: none"> • Large Group and Small Group Discussion handouts • Chart paper, markers, tape
5	Participants reflect on their experiences with education and training.	Reflection Journey	25 minutes	<ul style="list-style-type: none"> • Reflection Journey handouts • Chart paper, markers, tape
6	Participants review the principles of adult learning.	Facilitator presentation Brainstorm	1 hour	<ul style="list-style-type: none"> • Adult Learning Principles, Facilitator Presentation, and Brainstorm handouts • Chart paper, markers, tape
7	Participants examine how to uphold the principles of adult learning during training.	Role play	1 hour 15 minutes	<ul style="list-style-type: none"> • Role Play Instructions, Small Group Assignments, Role Play, and Creating an Effective Learning Environment handouts • Chart paper, markers, tape

Activity	Content	 Methods	 Time	 Materials
8	Participants discuss treating men and women equally during training.	Large group activity	30 minutes	<ul style="list-style-type: none"> • Questions about Men and Women and Large Group Activity handouts • Prepared chart sheet for tallying question answers • Chart paper, markers, tape
9	Participants identify the key components of planning and organizing training.	Large group discussion Case study	1 hour	<ul style="list-style-type: none"> • Trainer Case Study and Planning/Organizing Training handouts • Before, During, and After flipchart sheets • Chart paper, markers, tape
10	Participants explore how to notice and respond to nonverbal communication.	Large group activity	20 minutes	<ul style="list-style-type: none"> • Nonverbal communication items written on small cards or pieces of paper • Chart paper, markers, tape
11	Participants experience and discuss an icebreaker and energizer.	Icebreaker Energizer	20 minutes	<ul style="list-style-type: none"> • Icebreaker and Energizer handouts • Chart paper, markers, tape
12	Participants discuss the components of effective listening.	Small group activity	30 minutes	<ul style="list-style-type: none"> • Effective Listening and Small Group Activity handouts • Chart paper, markers, tape
13	Participants evaluate the training and have questions answered.	Large group discussion	15 minutes	<ul style="list-style-type: none"> • Evaluation questions written on chart or notebook paper • Anonymous Question Box • Chart paper, markers, tape

DAY 2 (7 hours 40 minutes of activities plus lunch and breaks)

Activity	Content	 Methods	 Time	 Materials
14	Participants review unit agenda and objectives.	Facilitator presentation	5 minutes	<ul style="list-style-type: none"> • Agenda and Goals/ Objectives handouts • Training goals and objectives written on chart paper • Chart paper, markers, tape
15	Participants review Day 1 training content.	Game	15 minutes	<ul style="list-style-type: none"> • One complete set of handouts • Game questions • Chart paper, markers, tape
16	Participants practice using the facilitator flipchart.	Demonstration	30 minutes	<ul style="list-style-type: none"> • Flipchart for CHW HIV/ TB training • Demonstration handout • Chart paper, markers, tape
17	Participants examine how to give constructive feedback.	Role play	30 minutes	<ul style="list-style-type: none"> • 6 copies of role play script • Constructive Feedback handout • Chart paper, markers, tape
18	Participants practice facilitating activities from the CHW HIV/TB training.	Demonstration Practice	5 hours 5 minutes (more if needed)	<ul style="list-style-type: none"> • All materials from HIV/ TB training needed for activities • Pair 1 through Pair 9 handouts • Chart paper, markers, tape
19	Participants identify challenges they face to conducting effective training.	Brainstorm Small group activity	45 minutes	<ul style="list-style-type: none"> • Post-Its of 2 different colors (or small pieces of paper) • Chart paper, markers, tape
20	Participants evaluate the training and have questions answered.	Large group discussion Written evaluation	30 minutes	<ul style="list-style-type: none"> • Evaluation form • Anonymous Question Box • Chart paper, markers, tape



KEY POINTS

- Training adults effectively requires careful preparation, good facilitation and communication skills, appropriate and engaging training materials and activities, and evaluation.
- Effective training for adults upholds the principles of adult learning, including: respect, affirmation, experience, relevance, dialogue, engagement, immediacy, safety, and comfort.
- Adult students typically remember 20% of what they hear, 40% of what they hear *and* see, and 80% of what they hear, see, *and* do. Effective training involves participants in hearing, seeing, *and* doing. For example: participants hear and see a demonstration on using condoms and then practice using condoms on models. Or, participants hear and see a story and picture about an HIV/AIDS patient experiencing discrimination, and then practice responding to discrimination with a role play.
- Effective trainers use a variety of training activities that ask participants to think critically, feel emotion, and practice real skills (thinking, feeling, and doing).
- Effective training activities include small and large group activities, small and large group discussions, brainstorming, role plays, case studies, reflection journeys, demonstrations, icebreakers, and energizers.
- Effective training includes giving positive, constructive feedback that helps participants learn and improve.

DAY 1

ACTIVITY 1 WELCOME, OBJECTIVES, AND AGENDA



Method: Facilitator presentation



Time: 10 minutes



Preparation

- Write the training goals and objectives on a sheet of flipchart paper.
- Photocopy the Goals/Objectives and Agenda handouts and put copies on each participant's chair or desk. You may have to type a revised agenda depending on your plans for the TOT.
- Set up the room so participants are sitting in a “U” formation facing each other.



Materials

- Photocopies of Goals/Objectives and Agenda handouts
- Training goals and objectives written on chart paper
- Chart paper
- Markers
- Tape



STEPS



10 minutes

1. Introduce yourself and welcome participants to this training of trainers (TOT).
2. Tell participants:

This training of trainers (TOT) is for current trainers of community health workers and those interested in becoming trainers. During this TOT, we will review important principles of adult education and participatory training and give you practice with various participatory training and facilitation methods, with the goal of

enhancing your training and facilitation skills. This TOT will help you to plan, implement, and facilitate community health worker trainings, as well as other trainings for health center staff members, at Partners In Health sites and other health facilities. It will also help to improve the quality of training at PIH sites and other health facilities.

Many people become trainers because they are experts in a particular field or subject matter. Often they receive training on content, but they do not receive training on teaching methodologies or adult learning. During this TOT, you will have the opportunity to review adult learning theory, practice your training skills, and receive feedback on your performance.

This training will be very interactive and participatory. The training will not work unless you do! There is an ancient proverb that says: “Tell me, I forget; show me, I remember; Involve me, I understand.” This training will *involve* you, so you will gain greater understanding.

- 3.** Post the TOT goals and objectives on flipchart paper and review them briefly.
- 4.** Review the TOT agenda briefly.
- 5.** Ask participants what questions they have about the TOT agenda and objectives, and answer as needed.

TRAINING OF TRAINERS GOALS AND OBJECTIVES

Goals

- Improve participants' facilitation and training skills.
- Improve the quality of training for community health workers.

Objectives

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

- Describe components of effective training and experiences with effective training.
- Describe the principles of adult education and why they are important for trainers.
- Describe Paulo Friere's pedagogy of adult learning and why it is important for trainers.
- Create a positive and productive learning environment for training adults.
- Identify the key components of planning and organizing effective training.
- Identify the components of active listening, observation, and good communication skills.
- Describe how to give constructive feedback to fellow trainers and training participants and demonstrate giving constructive feedback.
- Identify challenges faced when planning and facilitating training and possible solutions to the challenges.
- Describe each of the following methodologies, their benefits, and when they are best used, and facilitate community health worker trainings using the methodologies:
 - Small group activity
 - Large group activity
 - Small group discussion
 - Large group discussion
 - Brainstorm
 - Role Play
 - Case Study
 - Reflection Journey
 - Demonstration

TRAINING OF TRAINERS

Date: _____

Agenda

Day 1

- Welcome, objectives, agenda
- Introductions and participant expectations
- Ground rules and training logistics
- What is good training?
- Education and training experiences
- Adult education theory
- Facilitator and participant roles
- Treating men and women equally
- Planning and organization
- Nonverbal communication
- Observation skills
- Effective listening
- Evaluation

Day 2

- Objectives, agenda
- Review
- Using visuals
- Constructive feedback
- Facilitation practice in pairs
- Challenges
- Evaluation

Day 3 (if needed)

- Continuation of facilitation practice

Breaks and lunch

- We will take periodic breaks.
- We will take lunch half way through the training.

ACTIVITY 2

INTRODUCTIONS AND PARTICIPANT EXPECTATIONS



Method: Icebreaker



Time: 20 minutes



Preparation

- Post a sheet of flipchart paper and write “Expectations” at the top.



Materials

- “Expectations” flipchart sheet
- Chart paper
- Markers
- Tape



TIP: *If participants already know each other, you can start with step 3. Ask people to give their names also.*



STEPS



10 minutes

1. Ask participants to introduce themselves one at a time. The 1st participant to introduce her/himself should say:
 - Her/his name
 - The meaning of her/his name
2. The 2nd participant must say the 1st participant’s name and name meaning, and then give her/his own. The 3rd participant must say the 1st and 2nd participants’ names and name meanings, and then give her/his own. Continue in this way until everyone has introduced her/himself.



10 minutes

3. Ask participants:

- How long have you worked as a trainer?
- What expectations do you have for this training? (What do you hope to learn from this training?)

4. As each participant says how long she/he has worked as a trainer and names one expectation she/he has for this training, write the expectations on the posted sheet of chart paper.

5. After all participants have named expectations, review the list. Explain which expectations are likely to be met during this TOT and which will not, and how the expectations not met here might be met in other ways in the future.

6. Keep the list of expectations posted throughout the training.

ACTIVITY 3

GROUND RULES AND TRAINING LOGISTICS



Methods: Brainstorm and facilitator presentation



Time: 10 minutes



Preparation

- Write the title “Ground Rules” at the top of a sheet of chart paper.
- Write the title “Parking Lot” at the top of another sheet of chart paper.
- Get the Anonymous Question Box ready and place it in an area of the room where participants can access it easily throughout the training.
- Cut up some scrap paper and put it next to the Anonymous Question Box.



Materials

- “Ground Rules” and “Parking Lot” flipchart sheets
- Anonymous Question Box
- Scrap paper cut up
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

In order for a training to be effective, it is helpful to agree on ground rules. Ground rules are expectations and rules for both participants and trainers that help the training go smoothly. We will use these ground rules throughout the training, and we can add to them during the training if we need to.

2. Ask participants:

- What rules do we need for this training that will help the training run smoothly, maximize learning, encourage participation, and make everyone feel welcome and respected?

3. Write participants' responses on the "Ground Rules" sheet of chart paper.
4. When everyone has responded, check the ground rules list and add anything that is missing. The list should include:
 - Arrive on time.
 - Run each session on time.
 - Switch off mobile phones while in the training room.
 - View and treat each other as equals in the training room.
 - Share experience and expertise.
 - Ask questions at any time.
 - Allow one person to speak at a time.
 - Provide each participant with an opportunity to contribute.
 - Provide feedback that is constructive, not critical.
 - Be flexible with differences in culture and language.
5. Post the ground rules on a wall where everyone can see them, and keep them posted throughout the training.



5 minutes

6. Post the "Parking Lot" sheet of chart paper on a wall where it can remain throughout the training.
7. Tell participants:

The "Parking Lot" is a place where questions on topics there is no time to address during this training can be "parked." When such questions arise, I will write the question, concern, or topic on the Parking Lot sheet. We will try to address Parking Lot issues during breaks, at lunch, or at the end of the day.
8. Ask participants:

Why should a facilitator use a Parking Lot?

(The Parking Lots help manage discussions that are taking too long or that are moving away from the objectives of the session.)
9. Explain the following "housekeeping" information briefly as needed:
 - Breaks
 - Meals
 - Restrooms

- Lodging
- Emergencies
- Other (e.g., per diem, transportation, etc.)

10. Show participants the Question Box. Tell participants:

You are welcome to ask questions at any time during this training. In addition, there is a Anonymous Question Box at the back of the room. You can write your questions on pieces of paper and place them in the Anonymous Question Box (there are pieces of paper next to the box). Someone will read the questions daily and respond to them the following day during the training. These questions can be submitted anonymously.

11. Ask participants what questions they have about ground rules, training logistics, or the Anonymous Question Box, and answer as needed.

ACTIVITY 4

WHAT IS GOOD TRAINING?



Methods: Small and large group discussion



Time: 45 minutes



Objectives

- Describe components of effective training and experiences with effective training.
- Describe small group and large group discussion methodologies, their benefits, and when they are best used.



Preparation

- Photocopy the Large and Small Group Discussion handouts (1 copy per participant).
- Write these 2 questions on 2 sheets of flipchart paper, 1 question per sheet:
 - What is good (effective) training? (What should a good trainer do?)
 - Why is good training important for our work?



Materials

- Photocopies of Large and Small Group Discussion handouts
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Divide participants into small groups of 4 or 5. Explain that small groups will discuss what makes training effective, using a discussion question to guide them. Post the 1st question you prepared and read it aloud for the group:

Think of trainings you have given and trainings you have participated in. Then discuss:

- What is good (effective) training? (What should a good trainer do?)

2. Ask each small group to choose one group member to record the group's answers and another group member to facilitate group discussion. Group facilitators should encourage all group members to participate in the discussion, and keep discussion moving so that groups finish discussing the question within 10 minutes.
3. Remind participants that there will be many answers and opinions for the question. The idea is not to arrive at one correct answer, but to share ideas and experiences.



10 minutes

4. Give groups 10 minutes to work. As groups are working, circulate and help or answer questions as needed. Give participants 5-minute and 1-minute warnings.



15 minutes

5. Ask groups to stop work. Ask one small group to share one answer for the question. (What is good training?) Write it briefly on the flipchart sheet you prepared. Ask a second group to share another answer, and write it on the sheet. Continue in this way until all groups' ideas for the question are listed on the sheet.
6. Check the sheet. If any of these items are missing from the sheet, add them:

Effective training:

- Is well organized.
- Respects time limits.
- Respects participants.
- Provides a variety of activities and ways for people to participate and practice.
- Presents information clearly.
- Provides opportunities for questions and dialogue.
- Provides content that is relevant to participants' work and needs.
- Acknowledges participants' prior experience and knowledge.
- Empowers participants to use the information and skills they have learned.
- Includes evaluation of training and participant knowledge gained.



10 minutes

7. Post the 2nd question you prepared and write participants' responses on the sheet:
 - Why is good training important for our work?
8. When everyone has had a chance to respond, check the list and make sure it includes these points (add them if they are not on the list):
 - Community health workers must perform vital work to keep communities healthy, and they need good training in order to do this.
 - Good training helps participants learn and remember more.
 - Good training shows respect for participants and their work.
 - Good training makes a more effective community health program.



5 minutes

9. Explain that participants have just participated in two common training methods or activities:
 - Small group discussion
 - Large group discussion
10. Ask participants:
 - What was your experience with the small group discussion?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Many people feel more comfortable speaking and participating in small groups than in a large group, so small groups tend to elicit more ideas and participation from everyone, etc.)
 - What was challenging about this method?
(Effective small group discussion depends on group members facilitating and participating, small group discussions may get off track if groups do not manage the discussion well, etc.)
 - What did I (facilitator) do to set up and use the method?
(Used an efficient way to divide groups, gave clear instructions for small group tasks, circulated to check on small groups and answer questions, gave 5- and 1-minute warnings, etc.)

11. Repeat these questions for large group discussion:

- What was your experience with the large group discussion?
(Responses will vary.)
- What was effective about this method? (What are the benefits of using this method?)
(Everyone hears everyone else's ideas (this is not so for small groups), participants can listen if they do not feel comfortable speaking, etc.)
- What was challenging about this method?
(More talkative or assertive participants tend to dominate large group discussions, shy or less-experienced participants may not speak, etc.)
- What did I (facilitator) do to set up and use the method?
(Kept the discussion moving, looked around the room and made sure I called on everyone who volunteered, asked little questions to encourage more ideas ("What else?" etc.), limited participants who like to talk a lot, kept an eye on the time, etc.)

12. Ask participants:

- How were the small group discussions different from the large group discussion?
(Everyone participated during small group discussions; certain participants did most of the talking during large group discussions; some small group discussions got off track, large group discussion stayed on track, etc.)

13. Give participants the Large and Small Group Discussion handouts and review the information briefly.

14. Ask participants:

- What are some ways you have used, or could use, small and large group discussions in your trainings?
(Responses will vary.)

15. Leave the 2 sheets (good training, why training is important) posted for the remainder of the training.

LARGE GROUP DISCUSSION

What is a large group discussion?

A large group discussion is a dialogue between the facilitator and the whole group of participants, with participants responding to questions the facilitator has prepared ahead of time. During discussions, new questions may also surface. To start the discussion, the facilitator must give clear instructions. During the discussion, the facilitator must manage the discussion by keeping the discussion on target, eliciting participants' responses, and limiting participants who like to talk a lot.

To facilitate a large group discussion, what should you do?

- Set a time limit and keep track of time.
- Explain that participants who want to speak should raise their hands.
- Keep the discussion on target.
- Keep the discussion moving and flowing.
- Encourage everyone to participate.
- Look around the room and make sure you call on everyone who raises their hand.
- Limit participants who like to talk a lot.
- Manage the flow of the discussion.
- If participants do not respond to a question, try asking the question a different way.
- Ask questions to encourage more responses to a question, for example: "What else?" "What other ideas do you have?"
- Wrap up the discussion, repeat and summarize main points.

What are the benefits of using large group discussions?

- Everyone has the chance to participate.
- Everyone hears everyone else's ideas.
- Hearing many ideas can stimulate further discussion.
- Participants who do not feel comfortable speaking in a large group can participate by listening.

What are the challenges of using large group discussions?

- More talkative or assertive participants tend to dominate large group discussions.
- Shy or less-experienced participants may not feel comfortable speaking in a large group.
- Large discussions run the danger of getting off track if there are many competing ideas.

SMALL GROUP DISCUSSION

What is a small group discussion?

A small group discussion is a dialogue among a small group of participants (usually 3–6 participants per group), with participants responding to questions the facilitator has prepared ahead of time. During discussions, new questions may also surface. To start the discussion, the facilitator must give clear instructions before dividing participants into small groups. As small groups are discussing, the facilitator must circulate among the groups to make sure that they are keeping the discussion on target and eliciting all group members' participation.

To facilitate a small group discussion, what should you do?

- Before you divide participants into small groups, give clear instructions about what participants are expected to discuss. Writing and posting instructions on chart paper is a good way to do this.
- Instruct small groups to make sure that all group members participate.
- Keep track of time and give small groups half-time, 5-minute, 1-minute, etc. warnings.
- As small groups are working, move from group to group to make sure participants have understood the task and are making progress.

What are the benefits of using small group discussions?

- Many people feel more comfortable speaking and participating in small groups than in a large group, so small groups tend to elicit more ideas and participation from everyone.
- For sensitive topics, participants may share ideas in a small group that they would be reluctant to share in a large group.

What are the challenges of using small group discussions?

- Effective small group discussion depends on group members facilitating and participating, and some small groups may do this better than others.
- Small group discussions may get off track if group members do not manage the discussion well.

ACTIVITY 5

EDUCATION AND TRAINING EXPERIENCES



Method: Reflection journey



Time: 25 minutes



Objective

- Describe the reflection journey methodology, its benefits, and when it is best used.



Preparation

- Review the reflection journey questions.
- Photocopy the Reflection Journey handout for participants.



Materials

- Photocopies of the Reflection Journey handout
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Ask participants to sit back, relax, and close their eyes. Tell participants that this training is about educating adults, but now, for a moment, you are going to ask them to remember when they were in school as children.
2. Take participants through a reflection journey by reading aloud the following statements and questions slowly as participants sit with eyes closed. Pause for several seconds between each statement or question:

Think back to your childhood, when you were in school. Think about how you would put on your uniform in the morning, how far you walked to get to school, how you felt as you were walking, and how you felt when you arrived.

Try to remember a teacher that you liked.

- Why was she/he a good teacher?
- How did she/he treat the students?
- How did she/he help the students learn?
- What did you do in her/his classroom? How did you feel? How did you interact with this teacher?



5 minutes

3. Ask participants to open their eyes. Ask a few volunteers to share their reflection journeys briefly.



5 minutes

4. Ask participants to sit back, relax, and close their eyes again. Tell them that this time, you will ask them to remember trainings they have attended as adults (as participants, not as trainers themselves). Lead a second reflection journey using the following statements and questions:

Think about trainings and courses you have participated in as an adult. Think about how you felt as you were traveling to the training, and how you felt when you arrived.

Try to remember a trainer or instructor that you liked.

- Why was she/he a good instructor?
- How did she/he treat the participants?
- How did she/he help the participants learn?
- What did you do in her/his classroom? How did you feel? How did you interact with this instructor?



5 minutes

5. Ask participants to open their eyes. Ask a few volunteers to share their reflection journeys.

6. Ask participants:

- What are some differences between your experience of education as children and as adults?

(Responses will vary and may include: teachers of children often act as guardians or disciplinarians; they may not ask children their experiences or opinions; they give knowledge and expect students to absorb it without question, etc. Instructors of adults are more like peers, they allow students to learn from their experiences, ask questions, discuss important issues, etc.)

- What are some qualities that good teachers of children and adults share?
(They respect students, encourage participation, have a good grasp of the content to be taught, etc.)



5 minutes

7. Summarize by telling participants:

Throughout this training, we are going to be talking about adult learning, education, and training. We are going to learn the principles of adult education. We will also talk about how to create an environment conducive to adult learning.

8. Explain that participants have just participated in a training method called a reflection journey, which is when the facilitator invites participants to think in a structured way about something from their past or present experience.

9. Ask participants:

- What was your experience with the reflection journey?
(Responses will vary.)
- What was effective about this method? (What are the benefits of using this method?)
(Most people like to remember and talk about good experiences from their lives; asking people about their personal experiences helps them connect their experiences to the training topic; adults need to connect new learning to past experiences in order to learn well and a reflection journey is one way to do that, etc.)
- What was challenging about this method?
(Sometimes remembering the past can be painful or difficult; it may not seem like a valid training activity to some participants, etc.)
- What did I (facilitator) do to set up and use the method?
(Explained what participants would do and why, asked people to relax and close their eyes, spoke slowly and clearly, used a series of questions to guide the reflection, paused in between each statement or question, etc.)

10. Give participants the Reflection Journey handout and review the information briefly.

11. Ask participants:

- What are some ways you have used, or could use, reflection journeys in your trainings?

(Responses will vary.)

REFLECTION JOURNEY

What is a reflection journey?

A reflection journey is guided thinking and reflection about personal experiences. Facilitators use reflection journeys to allow participants to think about experiences from the past or present – events, situations, people, or feelings – that are connected to the training topic. Reflection journeys work best when participants feel comfortable and safe and trust each other and the facilitator.

To facilitate a reflection journey, what should you do?

- Ask participants to relax and close their eyes.
- Use a short series of statements, questions, or a brief story to guide the reflection journey.
- Read each statement or question slowly and clearly, and pause for several seconds between each so that participants have time to think and reflect.
- Depending on the topic, a reflection journey can raise strong emotional reactions. The facilitator must be aware of this and respond sensitively.
- Sometimes after a reflection journey, participants might want to write their thoughts or share their thoughts with a partner or the large group.

What are the benefits of using reflection journeys?

- Participants learn best if they can connect new information to their own experiences.
- Reflection journeys allow participants to think about their own experiences in an organized way.
- Reflection journeys can be used to introduce a topic, identify issues or challenges, or generate new ideas.

What are the challenges of using reflection journeys?

- Reflection journeys can raise strong emotions. It is important to be aware of this and respond sensitively.
- Participants who like to talk a lot may find it challenging to be quiet for several minutes.

ACTIVITY 6

ADULT EDUCATION THEORY



Methods: Facilitator presentation and brainstorm



Time: 1 hour



Objectives

- Describe the principles of adult education and why they are important for trainers.
- Describe Paulo Friere’s pedagogy of adult learning and how it is important for trainers.
- Describe the methodologies of facilitator presentations and brainstorms, their benefits, and when they are best used.



Preparation

- Review the presentation information and handouts.
- Photocopy the Facilitator Presentation, Brainstorm, and Principles of Adult Learning handouts.
- Write the adult learning principles on a few sheets of chart paper.
- Write two principle titles (“Respect,” “Affirmation,” etc.) per sheet of chart paper, leaving room below each title.



Materials

- Photocopies of the Adult Learning Principles, Facilitator Presentation, and Brainstorm handouts
- Adult learning principles written on chart paper
- Adult learning principle titles written on chart paper
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

During the small and large group discussions about effective training and the reflection journey, you examined your own experiences receiving and giving training as adults. These experiences reflect some of the important theories and principles of adult education.

I am going to give a brief presentation about the theory and principles of adult education. The presentation will focus on the theories and work of two professors and practitioners of adult learning, Malcolm Knowles and Paulo Freire. The presentation will also include ideas from a training methodology called “TeachBack.”

2. Tell participants:

Paulo Freire was a Brazilian activist and educator who believed that education should give students the opportunity to critically examine issues and problems in their lives, develop strategies to address those issues, and become empowered to improve their communities and societies.

Paulo Freire believed that many traditional education systems treat students (both adults and children) like “empty vessels” that a teacher “fills” with knowledge.

3. Tell participants:

In contrast to this traditional system of education, Paulo Friere believed that students and teachers alike have rich life experiences, and that teachers and students can both learn from each other. He believed that teaching and learning should be a **dialogue** between teacher and student, where each can learn from the other. In this type of education, the students are active participants who become empowered to use what they learn to improve their communities. This is different from traditional classrooms, in which the teacher engages in a **monologue** and students listen passively.

4. Ask participants:

- What examples can you give of dialogue that you have experienced as trainers or as participants receiving training?

(Responses will vary and may include: trainers who ask questions and engage participants in discussion; training where students are asked to share their experiences with the topic, etc.)



10 minutes

5. Post the flipchart sheets of Adult Learning Principles. Read the information aloud:

Principles of Adult Learning

Respect – Adult students must feel respected and feel like equals.

Affirmation – Adult students need to receive praise, even for small attempts.

Experience – Adult students learn best by drawing on their own knowledge and experience.

Relevance – Learning must meet the real-life needs of adults for their work, families, etc.

Dialogue – Teaching and learning must go both ways, so that the students enter into a dialogue with the teacher.

Engagement – Adult students must engage with the material through dialogue, discussion, and learning from peers.

Immediacy – Adult students must be able to apply the new learning immediately.

20-40-80 Rule – Adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.

Thinking, feeling, and acting – Learning is more effective when it involves thinking, feeling (emotions), and also acting (doing).

Safety and comfort – Adult students need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ridiculed or belittled.



5 minutes

6. Tell participants:

As facilitators and trainers, we are responsible for acting in ways that support and uphold these principles. Participants are also responsible, but facilitators play the most important role in creating an effective training environment that upholds the principles of adult learning. Let us examine what facilitators can do to uphold the principles of adult learning.

7. Post the flipchart sheets with the principle titles.

8. Divide participants into pairs. Assign each pair one of the principles of adult learning. Ask pairs to brainstorm how the facilitator can act in ways that support and uphold the principles.



5 minutes

9. Give pairs 5 minutes to work. As pairs are working, circulate and help as needed. Give pairs a 1-minute warning.



15 minutes

10. Call everyone's attention. Ask the pair assigned "respect" to name the ideas they brainstormed for how the facilitator can create and show respect. Write ideas onto the flipchart sheet under the title "respect." Then ask if other pairs have any other ideas to add, and write them onto the sheet.

11. Repeat this for each principle until you have covered all of the principles:

As facilitators, how can we...?

- Create and show respect?

(Do not judge, scold, interrupt, or ridicule participants, create and follow ground rules, take participants' questions seriously and respond promptly, arrive on time, keep track of time, etc.)

- Show affirmation?

(Thank participants for their ideas, point out what they already know and are good at, etc.)

- Elicit participants' experiences?

(Ask participants what experiences they have with the topic, plan activities that elicit participants' experiences—reflection journey, discussion questions that ask about experience, etc.)

- Make sure that training content is relevant?

(Find out what participants are expected to be able to know and do, research if needed, learn about participants' contexts and needs, ask participants what they need to learn, etc.)

- Create dialogue?

(Ask open-ended discussion questions that do not require only one correct answer, respond to participants' questions by asking other participants how they would answer / what they know, plan small and large-group discussions, actively listen and ask for participants' opinions, give participants many opportunities to ask questions, etc.)

- Engage participants?
(Plan a variety of small- and large-group activities, use energizers, plan activities that invite participants to problem-solve, discuss, or otherwise work with content they must learn, etc.)
- Make sure that participants apply learning immediately?
(Teach content they will be able to use right away, follow up with participants after training, during the next training ask how participants used what they learned, etc.)
- Apply the 20-40-80 rule?
(Use pictures and other visuals, use activities that ask participants to do something with the information they've learned, give participants the chance to practice new skills, etc.)
- Allow participants to think, act, and feel?
(Use activities that involve learning the content, doing something with it, and engaging emotions, ask participants how they feel about issues, etc.)
- Create a safe and comfortable environment?
(Provide comfortable seating and a place to write, a comfortable room, drinks and food, pencils, good materials, etc. Do not react with anger, scold participants, etc. Use open and friendly body language, create ground rules and follow them, give breaks, use energizers, etc.)



10 minutes

- 12.** Tell participants that affirming, eliciting experiences, engaging participants, and letting them think, act, and feel are mostly the facilitator's responsibility. But the participants in a training are also responsible for upholding the principles of adult learning.
- 13.** For each of the following principles, ask everyone to brainstorm how training participants can act in ways that support and uphold the principles. Write ideas onto the flipchart sheets using a different color marker.

How can participants...?

- Create and show respect?
(Listen to others, do not criticize others' contributions, do not interrupt, raise a hand to ask questions, create and follow ground rules, etc.)

- Create dialogue?
(Listen to others, ask questions, offer contributions, do not dominate the discussion, let everyone talk, etc.)
- Be engaged?
(Pay attention, participate actively, listen actively, etc.)
- Create a safe and comfortable environment?
(Do not criticize others, do not interrupt, do not dominate the discussion, etc.)



5 minutes

14. Thank participants for their ideas. Give them the Principles of Adult Learning handout and review it briefly.
15. Explain that participants have just participated in two training methods, a facilitator presentation and a brainstorm.
16. Ask participants:
 - What was your experience with the facilitator presentation?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Presentations work well for presenting new information quickly and succinctly, sometimes participants need to have new information presented before they can do something else with it, etc.)
 - What was challenging about this method?
(Sometimes participants “tune out,” the facilitator may not explain things well, presentations are not as participatory as other methods, etc.)
 - What did I (facilitator) do to set up and use the method?
(Spoke slowly and clearly, used a flipchart / visual as I presented, then asked participants questions about the information (brainstorm) to engage them, etc.)
17. Give participants the Facilitator Presentation handout and review the information briefly.
18. Ask participants:
 - What are some ways you have used, or could use, facilitator presentations during your trainings?
(Responses will vary.)



5 minutes

19. Ask participants:

- What was your experience with the brainstorm?
(Responses will vary.)
- What was effective about this method? (What are the benefits of using this method?)
(Lots of ideas surface quickly, participants are engaged, everyone can participate, etc.)
- What was challenging about this method?
(Participants may offer ideas that are not appropriate, more talkative people may dominate if it is a whole-group brainstorm, etc.)
- What did I (facilitator) do to set up and use the method?
(Kept a lively pace, called on various people, did not rely on only a few people to give answers, etc.)

20. Give participants the Brainstorm handout and review the information briefly.

21. Ask participants:

- What are some ways you have used, or could use, brainstorms during your trainings?
(Responses will vary.)

PRINCIPLES OF ADULT LEARNING

Adults learn most effectively when they have:

Respect – Adult students must feel respected and feel like equals.

Affirmation – Adult students need to receive praise, even for small attempts.

Experience – Adult students learn best by drawing on their own knowledge and experience.

Relevance – Learning must meet the real-life needs of adults—for their work and families.

Dialogue – Teaching and learning must go both ways, so that the students enter into a dialogue with the teacher.

Engagement – Adult students must engage with the material through dialogue, discussion, and learning from peers.

Immediacy – Learners must be able to apply the new learning immediately.

20-40-80 Rule – Adult learners typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.

Thinking, feeling, and acting – Learning is more effective when it involves thinking, feeling (emotions), and acting (doing).

Safety and comfort – Adult students need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ridiculed or belittled.

FACILITATOR PRESENTATION

What is a facilitator presentation?

The facilitator presents information by speaking to the whole group, sometimes using visuals such as slides, posters, pictures or a flipchart. Facilitator presentations are a traditional teaching and training method. Most people who went to school are very familiar with facilitator presentations because most teachers in primary, secondary and university-level classes teach this way. Presentations work well for introducing new information, but they should be short and accompanied with visuals and discussion.

To do a facilitator presentation, what should you do?

- Prepare and organize your presentation ahead of time so that it is clear and easy to follow.
- Check any equipment (slide projector, flipchart) ahead of time to make sure it is working properly.
- Keep the presentation short, between 5 and 15 minutes if possible.
- Use simple, clear language that participants will understand.
- Use questions during the presentation to engage participants in the material you are presenting.
- Use open body language and a friendly, clear tone of voice.
- Watch participants during the presentation; if they look confused or bored, ask questions or move along more quickly.
- Move around the room as you present (if possible).
- Face participants when you are explaining a visual (do not face the visual).
- To wrap up your presentation, summarize and repeat the main points.

What are the benefits of using facilitator presentations?

- Presentations work well for introducing new information quickly and succinctly.
- Sometimes participants need to have new information presented before they can use or practice it.
- Most participants who went to school are familiar and comfortable with presentations.

What are the challenges of using facilitator presentations?

- Presentations are not as active or engaging as small groups, role plays, or other more participatory activities.
- Sometimes participants stop paying attention.
- If the facilitator is not well-organized, participants will not learn the information effectively.

BRAINSTORMING

What is brainstorming?

Brainstorming is a method in which the facilitator asks a question or poses a problem and asks participants to give as many ideas as they can in response. Facilitators can use brainstorming with large or small groups. Brainstorming is a good way to generate lots of new ideas quickly. The purpose of brainstorming is not to get only one correct answer to the question or problem, but to generate as many ideas as possible.

To facilitate brainstorming, what should you do?

- Explain that the purpose of brainstorming is not to arrive at one correct answer, but to generate as many ideas as possible.
- During brainstorming, take one idea per participant, one at a time.
- Accept all ideas and do not judge or criticize any ideas.
- Encourage participants to let their ideas flow.
- Keep the pace lively.
- Encourage all participants to give ideas. Do not rely on a few participants to give all the ideas.
- One person should facilitate the brainstorming and another person should record the ideas.
- After the brainstorming, the facilitator and participants can use the list of ideas to address a problem, prioritize ideas, put ideas into categories, etc.
- For example, if participants have brainstormed possible solutions to a particular problem, the next steps may be to review each possible solution, choose the top three solutions (as a group), discuss them further, and perhaps finally choose the most appropriate solution.

What are the benefits of using brainstorming?

- Participants generate lots of ideas quickly.
- Brainstorming can be engaging and energizing.
- Because there are no correct or incorrect answers, participants usually feel comfortable giving ideas.

What are the challenges of using brainstorming?

- Some participants may offer ideas that are not appropriate.
- More talkative participants may dominate.

ACTIVITY 7

FACILITATOR AND PARTICIPANT ROLES



Method: Role play



Time: 1 hour 15 minutes



Objectives

- Create a positive and productive learning environment for training adults.
- Describe the role play methodology, its benefits, and when it is best used.



Preparation

- Review the role play instructions.
- Photocopy and cut the Role Play Instructions and Small Group Assignments.
- Photocopy the Role Play and Creating an Effective Learning Environment handouts.



Materials

- Photocopies of Role Play Instructions and Small Group Assignments for Role Plays handouts
- Photocopies of Role Play and Creating an Effective Learning Environment handouts
- Chart paper
- Markers
- Tape



STEPS



10 minutes

1. Tell participants:

We have just discussed the principles of adult learning: adults need to be respected, affirmed, and engaged in order to learn effectively. They need dialogue and opportunities to think, act, and feel what they are learning. And they need to feel safe and comfortable in order to learn effectively.

Now you will have the chance to practice some of the ways that facilitators and participants uphold the principles of adult learning.

2. Divide participants into 4 small groups by asking them to count off “1, 2, 3, 4,” etc.
3. Explain that small groups will develop brief role plays that show how facilitators and participants uphold the principles of adult learning.
4. Ask participants:
 - What is a role play?
(A role play is a brief informal performance where you act roles in order to show a particular situation and feel what it is like to be in that situation. Role playing is informal – you do not need to perform perfectly. The point is to illustrate the ideas with acting.)
5. Give participants the Role Play Instructions and review them:
 - Imagine that you are in a training on cholera for community health workers.
 - Choose one group member to play the facilitator. The other group members will play participants.
 - Create a brief role play (no more than 5 minutes) that illustrates how the facilitator would act during the cholera training to uphold the principles of adult education that your group has been assigned. Decide what the facilitator will say and do and what participants will say and do.
 - Prepare to present your role play to the whole group.
 - You will have 15 minutes to work.
6. Give groups the small group assignments sheet, explain the assignments briefly, and assign each group.
 - Group 1 – Show how the facilitator shows respect and creates safety and comfort.
 - Group 2 – Show how the facilitator elicits participants’ experience and creates dialogue.
 - Group 3 – Show how the facilitator follows the 20-40-80 rule and creates opportunities for participants to think, feel, and act.
 - Group 4 – Show what participants would do to show respect, create dialogue, and be engaged.



15 minutes

7. Give small groups 15 minutes to work. As they are working, circulate and help or answer questions as needed. Give groups 5-minute and 1-minute warnings.



40 minutes

8. Invite the first group forward to perform their role play.
9. After the role play, invite applause. Then ask participants:
 - How did this group show the principle of adult education that they were assigned?
 - What questions or comments do you have for this group? (Encourage participants to give feedback in a positive way.)
10. Repeat this process for the remaining groups. Spend about 10 minutes per group.



5 minutes

11. Explain that participants have just participated in a training method called role play.
12. Ask participants:
 - What was your experience with the role play?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Engages participants, gives participants a chance to practice a skill, lets participants think, feel, and act, is active, etc.)
 - What was challenging about this method?
(Some participants may be uncomfortable performing in front of the group, participants may not be familiar with doing role plays, role plays take more time than some other methods, etc.)
 - What did I (facilitator) do to set up and use the method?
(Explained instructions clearly, checked in with small groups frequently, limited each group's role play time, asked for feedback after each role play, etc.)
13. Give participants the Role Play handout and review the information briefly.
14. Ask participants:
 - What are some ways you have used, or could use, role plays during your trainings?
(Responses will vary.)



5 minutes

15. Give participants the Creating an Effective Learning Environment handout and review it briefly.

16. Ask participants:

- What are some ways you have created an effective learning environment during your trainings?

(Responses will vary.)

- What are some of the things we have done during this training today to create an effective learning environment?

(Greeted and introduced everyone, established ground rules, invited questions and dialogue, gave breaks, provided clear instructions and materials, provided a variety of activities, etc.)

- What new idea from this training might you consider using during your next training?

(Responses will vary.)

ROLE PLAY INSTRUCTIONS

1. Imagine that you are in a training on cholera for community health workers.
2. Choose one group member to play the facilitator. The other group members will play participants.
3. Create a brief role play (no more than 5 minutes) that illustrates how the facilitator would act during the cholera training to uphold the principles of adult education that your group has been assigned. Decide what the facilitator will say and do and what participants will say and do.
4. Practice your role play and prepare to present it to the whole group.
5. You have 15 minutes to work.

Cut.....

Small group assignments for role plays

Group 1 – Show how the facilitator shows respect and creates safety and comfort.

Group 2 – Show how the facilitator elicits participants' experience and creates dialogue.

Group 3 – Show how the facilitator follows the 20-40-80 rule and creates opportunities for participants to think, feel, and act.

Group 4 – Show what participants would do to show respect, create dialogue, and be engaged.

ROLE PLAY

What is a role play?

A role play is a brief informal performance where participants act roles in order to show a particular situation and feel what it is like to be in those roles. Role playing is informal—you do not need to memorize “lines” or perform perfectly. The point is to illustrate a problem, situation, or idea with acting. Role plays give participants the opportunity to play out a real-life situation and practice handling it. Participants can use role plays to illustrate ideas and information for patients and community members. Role plays also help participants learn and practice communication and counseling skills, empathetic behavior, and proper ways to approach community members. Role plays can be improvised and informal, or more formal, and can be done in small or large groups.

To facilitate a role play, what should you do?

- Plan enough time for participants to prepare and perform role plays.
- Explain clearly what the role play is, how participants will prepare, and what the role play should show.
- If participants are not familiar with role plays, model the role play to show how it is done.
- Set a time limit for role play performances and manage time well.
- Remind participants that role plays are not perfect performances, but rather an opportunity to practice handling situations that participants encounter in reality. It is OK to make mistakes during a role play.
- After a role play performance, lead a discussion about the ideas shown in the role play. Focus the discussion on the important issues raised by the role play, not participants’ acting skills.

What are the benefits of using role plays?

- Role plays are active, engage participants, and give them the opportunity to think, feel, and act.
- Role plays give participants a chance to practice skills in a safe setting and get feedback.
- You can use 2 short role plays to show 1) the wrong way to handle a situation; and 2) the right way to handle a situation.
- Role plays can raise many issues and lead to useful discussions.

What are the challenges of using role plays?

- Role plays take a lot of time.
- Some participants may be uncomfortable performing in front of the group.
- Participants may not be familiar with doing role plays.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

At the beginning

- Make sure that all training materials are ready and that chairs and tables are arranged.
- Welcome participants as they arrive for the training.
- Welcome the whole group formally when everyone has arrived.
- Use friendly, open body language.
- Review locations of bathrooms, water, question box, and other logistics.
- Ask participants to introduce themselves.
- Use icebreakers to put participants at ease.
- Brainstorm and establish ground rules for the training.
- Review the training objectives and agenda.
- Ask participants to name their hopes and expectations for the training.
- Assign specific participants to help you with: timekeeping, energizers, flipcharts, etc.

Throughout the training

- **Uphold the principles of adult learning.**
- Use friendly, open body language.
- Provide drinks and food.
- Schedule regular breaks.
- Use energizers to raise participants' energy.
- Keep track of time and pace activities accordingly.
- If the room is becoming hot or uncomfortable, arrange for fans, open windows, etc.
- Take participants' questions seriously and respond to questions promptly.
- Treat everyone equally. Do not play favorites with participants.
- Do not give too much information too quickly.

At the end

- Thank participants for their participation and effort.
- End with a final energizer and applause.
- Leave at least 15 or 20 minutes at the end for participants to evaluate the training. You can do this with quick oral questions or ask participants to write answers to questions. (What was most useful about today's training? What was least useful? What did you learn that you will use in your work? Was there anything that you did not understand? What are your recommendations for improving this training? Etc.)
- Make sure that participants have all the training materials to take home.

ACTIVITY 8

TREATING MEN AND WOMEN EQUALLY



Method: Large group activity



Time: 30 minutes



Objectives

- Create a positive and productive learning environment for training adults.
- Describe the large group activity methodology, its benefits, and when it is best used.



Preparation

- Photocopy the Questions about Men and Women, and Large Group Activity handouts.
- Prepare a sheet of chart paper with two columns, one column titled YES and one titled NO. Down the left side of the sheet, put the numbers 1 through 13.



Materials

- Photocopies of Questions about Men and Women and Large Group Activity handouts
- Chart paper with YES and NO columns and numbers 1–13
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

As we have discussed, there are many ways that a facilitator can create an effective learning environment in which participants feel comfortable and safe and can share their ideas and experiences. For example, facilitators can: show respect, foster dialogue, elicit and affirm participants' experiences, and give participants opportunities to engage with the training content.

Another important way to create an effective learning environment is to be aware of how you treat men and women in your trainings. We know that men and women are equal—women have the same human rights under the law as men and should be treated equally.

But sometimes women are not treated as men's equals. Sometimes men are given unfair preference over women. Sometimes men's ideas and needs are seen as more important, and they are allowed to dominate meetings or discussions simply because they are men.

2. Ask participants to stand up and form a circle facing outward, so that they are facing the walls, not each other.
3. Explain that you will lead the group in an activity to explore how men and women are treated during training.
4. Post the sheet of flipchart paper with the YES and NO columns.



10 minutes

5. Tell participants:
 - Think about your own experience as a trainer. Think about the community health workers you train. And think about trainings you have attended yourself as a participant.
 - Now I will read some questions about men and women. For each question, I will ask you to raise your hand and vote “yes” or “no.”
 - Please close your eyes and keep them closed during the voting. You will not see how your colleagues vote, and they will not see how you vote. So please reflect on your experience and vote honestly.
 - I will tally each vote and write it on the flipchart sheet. At the end, we will look at the voting results.
6. Read each question aloud slowly. After each question, ask:
 - If you think yes, raise your hand. (Tally the vote. Then ask participants to put their hands down.)
 - If you think no, raise your hand. (Tally the vote. Then ask participants to put their hands down.)

Questions about Men and Women

1. In general, in this country, are men and women treated equally?
2. In general, in the areas where CHWs work, are men and women treated equally?
3. In general, in the trainings that you receive yourself, are women and men treated equally?

4. In general, are male and female community health workers treated equally?
5. When you are doing training, do you treat male and female community health workers equally?
6. During training, do you usually choose male participants to speak first?
7. During training, do male participants usually raise their hands more and ask more questions?
8. During training, do male participants usually come to the front of the room more?
9. During training, are female participants shyer than male participants?
10. During training, do female participants avoid asking many questions?
11. Among the CHWs in your trainings, do male participants usually have higher levels of education than female participants?
12. Among the CHWs in your trainings, do male participants usually understand the training content faster than female participants?
13. During training, do male participants interrupt more?



10 minutes

7. Ask participants to open their eyes and return to their seats. Thank everyone for participating in the voting.
8. Give everyone the Questions about Men and Women Handout. Review the voting results briefly for the group by repeating each question and then reading aloud the vote tallies, one question at a time. Then ask participants:
 - What do these results mean?
(Responses will vary and might include: Not everyone agrees that men and women are treated equally; people say that they treat men and women equally during training but they call on men more, so perhaps there is not as much equality as we think; if women do not ask as many questions, it might be because male trainers usually call on men, etc.)
 - What are some examples from your trainings of how you treat men and women equally?
(Men and women are both called on to answer questions, everyone's ideas are counted equally, etc.)

- What are some examples from training of how men might be favored over women?
(Men are called on first to answer questions, men are chosen to come to the front and explain, most trainers are men, etc.)
- What can you do to make sure that you treat men and women equally during training?
(Be aware of your own actions, call on men and women equally, make sure women are seen as leaders, etc.)



5 minutes

9. Explain that participants have just participated in a large group activity. Large group activities vary, but always involve all participants at the same time. Examples of large group activities might be: voting, sorting pictures, games, etc.
10. Ask participants:
 - What was your experience with the large group activity?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Engages participants, lets participants think, feel, and act, is active, involves the whole group, etc.)
 - What was challenging about this method?
(Some participants may “tune out,” you must organize the activity well or it may not work, etc.)
 - What did I (facilitator) do to set up and use the method?
(Explained instructions clearly, kept the activity moving along, kept the activity active and short, etc.)
11. Give participants the Large Group Activity handout and review the information briefly.
12. Ask participants:
 - What are some ways you have used, or could use, large group activities during your trainings?
(Responses will vary.)

QUESTIONS ABOUT MEN AND WOMEN

1. In general, in this country, are men and women treated equally?
2. In general, in the areas where CHWs work, are men and women treated equally?
3. In general, in the trainings that you receive yourself, are women and men treated equally?
4. In general, are male and female community health workers treated equally?
5. When you are doing training, do you treat male and female community health workers equally?
6. During training, do you usually choose male participants to speak first?
7. During training, do male participants usually raise their hands more and ask more questions?
8. During training, do male participants usually come to the front of the room more?
9. During training, are female participants shyer than male participants?
10. During training, do female participants avoid asking many questions?
11. Among the CHWs in your trainings, do male participants usually have higher levels of education than female participants?
12. Among the CHWs in your trainings, do male participants usually understand the training content faster than female participants?
13. During training, do male participants interrupt more?

LARGE GROUP ACTIVITY

What is a large group activity?

The facilitator leads the whole group in doing an activity together. Examples of large group activities include voting, sorting pictures, learning songs, etc. Large group activities often work best for groups of 10–25 participants, but with good planning and organization, facilitators can successfully lead large group activities with much larger groups.

To facilitate a large group activity, what should you do?

- Set a time limit and keep track of time.
- If participants need to move around the room during the activity, make sure that chairs and tables are moved away.
- Explain the activity clearly.
- Keep the activity moving along.
- Encourage everyone to participate.
- Highlight key points throughout the activity if appropriate.
- Wrap up the activity by repeating and summarizing main points.

What are the benefits to using large group activities?

- Large group activities involve everyone and can be energizing.
- Large group activities require less intense participation than small group activities, and can be alternated with small group activities so that participants do not grow too tired.

What are the challenges of large group activities?

- Some participants may not participate as actively as they would in a smaller group.
- Large group activities require lots of energy from the facilitator.
- Large group activities can be challenging to manage if the group is very large.

ACTIVITY 9 PLANNING AND ORGANIZATION



Methods: Large group discussion and case study



Time: 1 hour



Objectives

- Identify the key components of planning and organizing effective training.
- Describe the case study methodology, its benefits, and when it is best used.



Preparation

- Review the Trainer Case Study and case study questions and answers.
- Photocopy the Trainer Case Study, Case Study, and Planning and Organizing Training handouts.
- Write “Before,” “During,” and “After” at the top of 3 sheets of chart paper, 1 title per sheet.



Materials

- Photocopies of Trainer Case Study, Case Study, and Planning and Organizing Training handouts
- “Before,” “During,” and “After” chart paper sheets
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

We have just discussed and demonstrated how to uphold principles of adult education, and treat men and women equally during training. Now we will discuss what facilitators must consider when they are planning and organizing training.

2. Ask participants:

- Think of a time when you gave or attended a training that was organized well. What was it like?

(Ask a few volunteers to briefly share their experiences.)

- Think of a time when you gave or attended a training that was organized poorly. What was it like?

(Ask a few volunteers to briefly share their experiences.)



10 minutes

3. Tell participants:

When we plan and organize trainings, we think about 3 phases or areas:

- Before training
- During training
- After training

4. Post and ask the following questions one at a time, and record participants' responses on the 3 flipchart sheets you prepared:

- **Before** – In your experience, when you are getting ready to do training, what must you do and think about ahead of time?

(Who are the participants, what do they need to learn, what do they need to be able to know and do (objectives), materials preparation (including review of materials), which training methods will be used, logistics (location, notification of participants, food & drink, how to create a good learning environment that upholds the principles of adult learning, etc.)

- **During** – When you are doing training, what must you do and think about?

(Uphold the principles of adult learning, create and follow ground rules, ensure everyone's engagement and participation, use energizers and breaks, ensure respect, safety, and comfort, keep track of time, etc.)

- **After** – After the training is over, what must you do and think about?

(Evaluate the training by asking participants what did and did not work well, evaluate how participants are using what they learned, pre/post test for evaluation, etc.)

- **Challenges** – What are some of the challenges you face when you are planning and organizing training for community health workers? How do you handle these challenges?

(Responses will vary and may include: not enough time, large groups of participants trained at one time, lack of adequate training space, etc.)

5. Explain that participants will now use their experience as facilitators to practice planning for a future training. To do this, they will do a case study in pairs.
6. Divide participants into pairs. (If participants are not experienced facilitators, divide them into small groups instead of pairs.) Give everyone copies of the Trainer Case Study and review it briefly.



10 minutes

7. Give pairs (or small groups) 10 minutes to work. As they are working, circulate, help, and answer questions as needed. Give pairs (or small groups) 5- and 1-minute warnings.



15 minutes

8. Call the group back together. Ask a volunteer pair (or small group) to share their ideas for the first case study question. Then ask if other pairs have any other ideas to add. Write key ideas on flipchart paper as pairs share.
9. Repeat this process for each case study question:
 1. What should she/he do before the training to get ready?
(Find out what participants will need to know, review training information / content, prepare and gather training materials, plan activities, etc.)
 2. What should she/he be sure to do during the training?
(Respect and engage participants, encourage questions and dialogue, plan a variety of activities, encourage participation, keep track of time, give breaks, use energizers, etc.)
 3. What should she/he do after the training?
(Ask participants to evaluate the training, review the training and make note of what did or did not go well, what needs follow up, etc.)
 4. What challenges might she/he face as she/he is planning and organizing the training? What advice would you give her/him about those challenges?
(Large number of participants, not enough time available for training, limits of training space, etc.)



5 minutes

10. Review the key ideas on the flipchart sheet. Then give participants the Planning and Organizing Training handout. Ask them to look over the handout and identify which ideas from the flipchart sheet are on it. Then review any items on the handout that pairs did not name.



10 minutes

11. Explain that participants have just participated in a training method called case study.
12. Ask participants:
 - What was your experience with the case study?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Engages participants, gives participants a chance to practice handling a problem that they might encounter during their work, etc.)
 - What was challenging about this method?
(Case studies require problem-solving, which can be challenging; case studies require more time than traditional presentations or discussions, etc.)
 - What did I (facilitator) do to set up and use the method?
(Wrote a case study similar to what participants might encounter in their work, explained instructions clearly, checked in with pairs frequently, took case study answers from all pairs in turn, etc.)



5 minutes

13. Give participants the Case Study handout and review the information briefly.
14. Ask participants:
 - What are some ways that you have used, or could use, case studies during your training?
(Provide participants with the opportunity to think through cases related to the training topic, etc.)

TRAINER CASE STUDY

A new trainer has just joined the staff. He has done trainings in another part of the country, but is new to the way trainings are conducted by your group of trainers.

A few weeks from now, community health workers at all the sites are supposed to receive training on a review of how HIV is transmitted and what its symptoms and stages are. The new trainer is scheduled to do one of the trainings for a group of 25 community health workers. He approaches you and asks for help planning the training. What advice will you give her/him?

Questions

1. What should she/he do before the training to get ready?
2. What should she/he be sure to do during the training?
3. What should she/he do after the training?
4. What challenges might she/he face as she/he is planning and organizing the training? What advice would you give her/him about those challenges?

PLANNING AND ORGANIZING TRAINING

Before training

- Identify **who** will receive training.
- Identify **what** participants need to learn—the training objectives. In particular, what do they need to know? What they need to be able to do?
- Identify **why** training is needed. Do participants need to learn new material? Review old material? Practice something that they did not learn completely the first time around?
- Identify **how** training will be conducted. What information and training materials will you use? What training methods and activities will you use?
- Identify **when** training will take place.
- Identify **where** training will take place and reserve and prepare space.
- **Prepare** training information, materials, and methods (activities). Make sure that your training will uphold the principles of adult learning. Plan opportunities for participants to share experiences and talk to each other.
- Prepare **evaluation** activities and materials.
- Gather **supplies** needed for the training (flipchart paper, tape, markers, etc.)
- If **materials need to be reviewed** by an expert ahead of time, decide who will do this and when.

During training

- Uphold the **principles of adult learning**.
- Create an **effective learning environment**.
- Create and follow ground rules.
- Keep track of time.
- Make sure that everyone participates.
- Use icebreakers, energizers, and breaks.

After training

- **Evaluate** the training by asking participants what did and did not go well, what they have learned that they will use in their work, etc. A pre/post test can be used to determine content learned.

CASE STUDY

What is a case study?

A case study is a brief story or scenario that presents a realistic situation for participants to discuss and analyze. Case studies give participants the opportunity to use newly acquired knowledge to discuss, analyze, and solve problems related to the training topic. For example, a case study might describe a sick person's symptoms, and then ask participants to identify the symptoms and discuss what they would do for the sick person. Depending on the size of the group, case studies can be discussed and analyzed in pairs, small groups, or a large group. The goal of using case studies is to help participants generate possible solutions to issues that may arise in the course of their work.

To facilitate a case study, what should you do?

- Read the case study aloud (or ask a volunteer to read aloud) so that even participants with limited literacy skills will understand the case study.
- Give participants paper copies of the case study if possible.
- Explain clearly what participants should do with the case study (discuss the case study questions, or solve a problem represented in the case study, etc.).
- If you write your own case studies, make them simple. Write a short, realistic situation that is similar to situations that participants face. Give essential information. Do not include too many unnecessary details. Provide questions to guide participants in analyzing the case study.

What are the benefits of using case studies?

- Case studies give participants the opportunity to use information that they have learned in a realistic way.
- Case studies give participants the opportunity to practice handling problems that they might encounter during their work.

What are the challenges of using case studies?

- Case studies require problem-solving, which can be challenging and require more time than traditional presentations or simple discussions.
- Participants with limited literacy skills may be intimidated by case studies.

ACTIVITY 10

NONVERBAL COMMUNICATION



Method: Large group activity



Time: 20 minutes



Objectives

- Identify the components of active listening and observation, and good communication skills.
- Describe the large group activity methodology, its benefits, and when it is best used.



Preparation

- Write the nonverbal communication items (at the end of this activity) on small cards or pieces of paper, one item per piece of paper or card.



Materials

- Nonverbal communication items written on small cards or pieces of paper
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

Throughout the day we have been discussing how to uphold the principles of adult learning during training—dialogue, engagement, respect, safety, and how to create an effective learning environment. An important part of being able to do this is being a good communicator. Good communication is essential to upholding the principles of adult learning and delivering effective training.

2. Ask participants:

- What is good communication? What does a trainer need to do to be a good communicator?

(Explain things clearly and slowly, ask questions to make sure people understand, ask open-ended questions to promote dialogue, affirm participants, elicit participants' experience, listen carefully to what participants tell you, etc.)

- 3.** If someone mentions being a good observer as part of being a good communicator, or communicating with body language or without words, point this out. Then tell participants:

An important part of communication happens without words. People often communicate very clear messages without saying anything. We call this nonverbal communication. During your trainings, even when participants are not saying anything, they may be communicating very clear messages to you.

- 4.** Explain that in a moment, you will give each participant a piece of paper/card that has written on it a feeling or condition that a training participant might experience. Participants will think for a moment about how a training participant might show this feeling or condition without using words, using only facial expressions and body language. Then you will invite participants to the front of the room one at a time to act the feelings/conditions on their cards. Other participants will try to guess what the actor is conveying. Participants should not act for laughs, but act realistically, as CHWs might during training.
- 5.** Give everyone one nonverbal communication paper/card. Give participants a moment to think about how they will act the feelings or conditions. If you have more participants than cards, you can ask for 14 volunteers (there are 14 nonverbal communication items), or give cards to pairs.



10 minutes

- 6.** Ask for a volunteer to come to the front of the room and act the feeling or condition on her/his card. Invite participants to guess what the actor is conveying. Repeat this process for all participants.



5 minutes

- 7.** Thank everyone for their fine acting and invite applause. Then ask participants:
 - Why is it important to notice participants' nonverbal communication during your trainings?

(You can adjust what you are doing based on nonverbal feedback,

for example, call a break if people are tired or losing interest, gauge how participants feel about content or activities, tell if participants understand content or not, be aware of participants who are upset so that you can respond sensitively, etc.)

8. Explain that participants have just participated in another large group activity. Ask participants:

- What was your experience with this large group activity?
(Responses will vary.)
- What was effective about this method? (What are the benefits of using this method?)
(Engages participants, gives participants a chance to think, feel, and act, is active (good for later in the day), invites humor, etc.)
- What was challenging about this method?
(Some participants might be uncomfortable acting in front of the group, etc.)
- What did I (facilitator) do to set up and use the method?
(Asked for volunteers first, so more hesitant participants could get comfortable with the idea as they saw their colleagues act, explained clearly, prepared the cards, kept the activity moving along, etc.)

9. Summarize by telling participants:

Nonverbal communication can be subtle – participants usually want to be respectful of the facilitator, and they may not give obvious nonverbal signs. But if you observe carefully, you will always notice some signs, and can then respond accordingly.

NONVERBAL COMMUNICATION

You are confused and you don't understand what the facilitator is saying.

You understand well what the facilitator is saying.

You are bored.

You are very tired.

You are enjoying the training.

You agree with what the facilitator is saying.

You disagree with what the facilitator is saying.

You are angry about what the facilitator is saying.

Something that the facilitator has said upsets you very much.

You are shocked.

You feel embarrassed or ashamed.

You are afraid that the facilitator might ask you a question and you will not know the answer.

You are impatient.

You think the training is too long and you want it to end.

ACTIVITY 11

OBSERVATION SKILLS



Methods: Icebreaker and energizer



Time: 20 minutes



Objectives

- Identify the components of active listening, observation, and good communication skills.
- Describe the icebreaker and energizer methodologies, their benefits, and when they are best used.



Preparation

- Decide who you will choose to start the laughing part of the activity.
- Photocopy the Icebreaker and Energizer handouts for participants.



Materials

- Photocopies of the Icebreaker and Energizer handouts for participants
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

As we discussed in the previous activity, an important part of the facilitator's job is to be a good observer. This activity will test your observation skills.

2. Ask participants to stand and turn their backs to you, so that they cannot see you. Then ask a few questions about your appearance and see if volunteers can answer. Ask about things that are not too obvious. For example:

- What color are my shoes?
- How many rings am I wearing?

- Am I left-handed or right-handed?
 - What color are the buttons on my shirt?
3. Ask participants to turn around and check to see if volunteers answered correctly.
 4. Tell participants that now they will have the chance to practice their observations skills with each other.
 5. Divide participants into pairs. Ask pairs to move to various areas of the room and stand so that their backs are to their partners (so they can't observe each other yet).



5 minutes

6. Explain the first part of the activity:

You will have 1 minute to observe your partner carefully. Observe what the person is wearing. I will tell you when 1 minute has passed.

7. Ask pair partners to turn around and face each other. Tell them: Start!
8. Time 1 minute on your watch, or count 60 seconds silently. Then ask pairs to turn their backs to each other quickly, so that they can no longer see each other.
9. Explain the second part of the activity:

Now, everyone should make 3 small changes to your appearance, changes that are subtle and that might be somewhat difficult to observe.
10. Give everyone a minute or so to make 3 changes to their appearance.
11. When everyone has made their 3 changes, ask pair partners to turn around again and try to determine what changes were made.
12. Ask participants:
 - How many of you noticed all 3 changes that your partner made? Raise your hands.
 - How many of you noticed 2 changes? Raise your hands.
 - How many of you noticed 1 change? Raise your hands.

13. Ask participants:

- Why did I ask you to do this activity? Why is it relevant for your work as trainers?

(Facilitators must be good observers of nonverbal communication, details in the training room, details among participants, etc.)



5 minutes

14. Ask participants to remain standing. Tell them that you will now lead an energizer called “Laughter is Contagious.”

15. Choose one person and ask that person to create a laugh. She/he should demonstrate the laugh, and then everyone else must imitate it.

16. Repeat this process 2 or 3 times, with a different laugh each time. After a few minutes, everyone should be laughing in earnest!



5 minutes

17. Explain that participants have just participated in two training methods: an icebreaker (changing appearances) and an energizer (laughter is contagious).

18. Ask participants:

- What was your experience with the icebreaker?

(Responses will vary.)

- What was your experience with the energizer?

(Responses will vary.)

- What are the differences between an icebreaker and an energizer?

(Icebreakers are used to help participants relax and get to know each other or get used to working together. Icebreakers often use training themes or content. Energizers are used to raise participants’ energy levels when they are tired or sleepy, or need a break after a long activity. Energizers are usually shorter, and the focus is fun and energy. Energizers do not have to be related to training content.)

- What did I (facilitator) do to set up and use the icebreaker and the energizer?

(Icebreaker: explained clearly, ask participants to spread out, kept the pace moving. Energizer: kept the pace fast and energy-filled, stopped when enough energy had been generated, kept it short, etc.)

- What are some ways that you have used, or could use, icebreakers or energizers during your training?

(Responses will vary.)

- 19.** Give participants the Icebreaker and Energizer handouts and review the information briefly.

ICEBREAKER

What is an icebreaker?

An icebreaker is a short activity used to help participants relax and get to know each other or get used to working together. Icebreakers are usually used at the beginning of trainings. They often use training themes or content. Examples of icebreakers are: asking participants to introduce the person next to them, name favorite activities, or describe what they like best about their work.

To facilitate an icebreaker, what should you do?

- Explain the icebreaker instructions clearly.
- Give an example of what you would like participants to do during the icebreaker.
- Keep the pace moving.
- Keep the icebreaker short, no more than 15–20 minutes.
- Do not ask participants to share very personal information during icebreakers.

What are the benefits of using icebreakers?

- Icebreakers help to “break the ice” at the beginning of a training session. They help participants to relax, share something about themselves, and learn something about other participants.
- In groups where participants do not know each other well, icebreakers can help participants feel more comfortable with each other.

What are the challenges of using icebreakers?

- Shyer participants may not feel comfortable introducing themselves in front of a large group.
- If the group is very large, icebreakers can become too long. If your group is very large, consider dividing participants into small groups to do an icebreaker. Then small groups can each share one or two items with the large group if there is time.

ENERGIZER

What is an energizer?

An energizer is a short, fun, activity that involves physical movement. Energizers are used to raise participants' energy level when they are tired or sleepy, or need a break after a long activity. Energizers do not have to be related to training content. The focus of energizers is fun and energy. Energizers can help build rapport among participants because they are fun and involve interaction. Examples of energizers are dancing, singing, clapping, imitating a leader's movements, stretching, and physical games.

To facilitate an energizer, what should you do?

- Explain the energizer instructions clearly.
- Keep the pace moving quickly.
- Use humor and encourage laughter.
- Stop when enough energy has been generated.
- Energizers usually last 5 minutes or so, no longer than 10 minutes.
- Use energizers frequently, at least every hour or so.
- Choose energizers that will not make participants uncomfortable or embarrassed. For example, do not choose energizers that involve touching other people if participants will be uncomfortable with this.
- Choose energizers that everyone will be able to do, e.g., no complicated or difficult movements.
- Make sure that participants have enough space to do the energizer. Move chairs and tables away if needed.

What are the benefits of using energizers?

- Energizers raise participants' energy level.
- Energizers help participants refocus and be ready to learn more.
- Energizers make training fun.

What are the challenges of using energizers?

- If your group is very large, you may not have enough room to do certain types of energizers. Plan energizers that can be done in the space that you have.

ACTIVITY 12

EFFECTIVE LISTENING



Method: Small group activity



Time: 30 minutes



Objectives

- Identify the components of active listening, observation, and good communication skills.
- Describe the small group activity methodology, its benefits, and when it is best used.



Preparation

- Photocopy the Effective Listening and Small Group Activity handouts for participants.



Materials

- Photocopies of the Effective Listening and Small Group Activity handouts
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Tell participants:

We have been discussing good communication, and how being a good observer and observing nonverbal communication are part of good communication. Another important part of good communication is listening well. To communicate well with someone, you must listen effectively so that you understand what the person is saying and know how to respond.

2. Explain that now participants will have the chance to practice listening skills. Divide participants into groups of 3. Explain the small group activity:

- Each group will have: a **Talker**, a **Listener**, and an **Observer**. Group members should decide who will take each part.
- **Talkers** will tell a short story, i.e., talk about something they like to talk about—vacation, family, or a favorite sport or hobby. The Talker will have 2 minutes to talk.
- **Listeners** should listen to what the Talker is saying.
- **Observers** should observe both the Talker and the Listener, and notice what each is doing. The Observer can take brief notes if needed. The Observer should not interrupt in any way.



5 minutes

3. Ask group members to choose roles. Tell them that you will time 2 minutes and will let everyone know when to start.

4. Ask Talkers to **START**, and time 2 minutes on your watch. As you are timing, circulate around the room and observe each small group briefly. Do not interrupt or say anything, just observe.

5. After 2 minutes, ask Talkers to **STOP**.



5 minutes

6. Ask participants the following questions and encourage a brief discussion:

- Listeners: How did it feel to listen for 2 minutes?
(Responses will vary.)
- Listeners: What did you do while you were listening?
(Responses will vary.)
- Listeners: How well do you think you listened?
(Responses will vary.)
- Listeners: What do you remember about what the Talker told you?
(Ask a few volunteers to say what they heard, and ask the Talkers to verify.)
- Talkers: How did it feel to talk for 2 minutes?
(Responses will vary.)

- Talkers: What was the Listener doing while you were talking?
(Responses will vary and may include: looked interested, nodded head, asked a few questions, encouraged me to go on, etc.)
- Observers: What did the Listener do that was good, that showed he/she was listening well?
(Nodded head, laughed or showed expressions in reaction to the story, asked a few questions, appeared interested, etc.)
- Observers: What did the Listener do that was not good, that showed that she/he was not listening well?
(Appeared bored, did not remember what was told, did not show any reactions or expressions, etc.)



5 minutes

7. Ask participants:

- What are the qualities of a good listener? What does a good listener do?
(Pays attention, is patient, asks questions for clarification or to encourage the talker, shows interest, empathizes, etc.)
- What are the qualities of a poor listener? What does a poor listener do?
(Does not pay attention, is impatient, does not ask any questions, shows boredom, etc.)
- What are some of the reasons that we sometimes do not listen well?
(We are distracted; we don't like, or disagree with, what the talker is saying; the talker does not tell the story very well; we don't think the talker is worth listening to, etc.)



5 minutes

8. Give participants the Effective Listening handout and review it briefly.

9. Ask participants:

- Why is effective listening important for facilitating training?
(You must listen effectively in order to hear participants' experiences, needs, concerns, and questions, to gauge how participants are understanding the material or not, to create real dialogue, etc.)



5 minutes

- 10.** Explain that participants have just participated in a training method called a small group activity. Earlier in the training, participants did a small group discussion. Many activities can be done in small groups.

- 11.** Ask participants:
 - What was your experience with the small group activity?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(Engages participants, allows everyone to participate and experience something that would be hard to do in a large group, etc.)
 - What was challenging about this method?
(Some small groups may not work well together, etc.)
 - What did I (facilitator) do to set up and use the method?
(Explained instructions clearly, circulated while groups were working, gave a specific amount of time to work, etc.)

- 12.** Give participants the Small Group Activity handout and review the information briefly.

- 13.** Ask participants:
 - What are some ways that you have used, or could use, small group activities during your training?
(Have participants talk about their experience, have them practice a skill, discuss case studies, prepare role plays, etc.)

EFFECTIVE LISTENING

To be a good listener

DO

- Empathize with the talker.
- Be patient.
- Show that you are interested and want to listen.
- Ask questions occasionally to make sure you understand.
- Use open and friendly body language to put the talker at ease.
- Be aware of your emotions and prejudices and do not let them interfere with listening.
- Listen not just to the words, but how they are said (tone of voice, facial expression).
- Listen also for what the person is not saying.
- Do not to jump to conclusions.

DO NOT

- Become distracted or bored or stop listening.
- Show boredom or irritation.
- Interrupt.
- Jump to conclusions before the person has finished speaking.
- Allow yourself to become distracted.

Become aware of your own poor listening habits.

- Do you only listen to your friends or people you like?
- Do you stop listening if you do not like the appearance of someone?
- Does the way a person speaks prevent you from listening?
- Do you jump in and finish sentences for others?
- Do you jump to conclusions before someone has finished talking?
- Do you interrupt and change the topic?
- Do you interrupt if you find the topic boring?
- Are you easily distracted by things happening around you?
- Do you allow your mind to wander?
- Does your body language usually show that you are not listening?

SMALL GROUP ACTIVITY

What is a small group activity?

The facilitator divides participants into small groups to do an activity. Examples of small group activities include small group discussions, case studies, planning role plays, solving problems, and looking at picture stories. Small groups allow each person to participate more than they would in a large group activity. Small group activities also help participants get to know each other and experience working with different people.

To facilitate a small group activity, what should I do?

- Explain the small group activity clearly. It helps to write small group instructions on a large sheet of flipchart paper, review the instructions and then leave the sheet posted during the activity.
- Tell small groups how they will share their small group work with the large group. For example, will they write information on chart paper to share with the group, report information orally, or perform a role play?
- Divide participants into small groups. Small groups of 4–6 participants work best, but some activities may require groups of 3, or larger groups of 10–12.
- Divide participants into small groups according to the task to be completed. For example, for gender-sensitive topics such as reproductive health, group men with men and women with women.
- If the topic does not require any particular kind of grouping, you can divide participants by asking them to count off, “1, 2, 3, 4, etc.” Then group ones together, twos together, etc.
- Group participants so that they are not always working with people they know well. Counting off is a good way to do this.
- If the small group activity requires reading or writing, make sure that at least one participant in each group has sufficient literacy skills.
- Tell groups how much time they will have to work. Then help groups manage time by giving periodic time warnings, for example a half-time warning, 5-minute warning, and 1-minute warning. If you see that time is almost up and groups are not finished yet, you can allow groups more time to work if your schedule permits.
- While small groups are working, circulate around the room, observe the work to make sure that groups understand the task and are making progress, help, and answer questions as needed.
- Manage time during small group reports or presentations. For example, give each small group 5 minutes to present and a few minutes to respond to questions or comments.

What are the benefits of using small groups?

- Small groups allow everyone to participate more than in a large group.
- Many people feel more comfortable speaking in small groups.
- Small groups often enable more in-depth learning and discussion because everyone is engaged.

What are the challenges of using small groups?

- Small group work takes more time than some methods.
- Some small groups find it hard to work together or stay on task. If you observe a small group having difficulty, help them refocus, give examples, explain the task again, etc.

ACTIVITY 13 EVALUATION



Method: Large group discussion



Time: 15 minutes



Objective

- Evaluate the training, including what was most useful and what could be improved.



Preparation

- Write the evaluation questions from step 3 on chart paper or notebook paper. Leave space after each question so that you can record participants' responses.
- Have the Anonymous Question Box ready.



Materials

- Chart paper or notebook paper
- Oral evaluation questions written on chart or notebook paper
- Markers
- Tape



STEPS



10 minutes

1. Thank the participants for being engaged and active in today's training.
2. Tell participants that you would like to know what they thought of this training session. You will use their comments to gauge what they have learned as well as understand what they liked and what they did not care for.
3. Ask them the following questions and record responses on chart paper (or notebook paper):
 - Which activities or parts of the training were most effective or useful for you? Why?
 - Which activities or parts of the training were least effective or useful for you? Why?

- What did you learn today that was valuable, that you will use in your work?
- Was there anything you did not understand? Give specific examples.
- What are your recommendations for improving this training? What would you change? (Activities, handouts, etc.)
- Any additional comments?



5 minutes

4. Take the questions out of the Anonymous Question Box and answer them appropriately (either with the whole group or with individuals after the training).
5. Ask participants to review what they have learned this evening.

DAY 2

ACTIVITY 14 OBJECTIVES, AGENDA, AND ANONYMOUS QUESTION BOX



Method: Facilitator presentation



Time: 5 minutes



Preparation

- Write the training goals and objectives on a sheet of chart paper.
- Set up the room so participants are sitting in a “U” formation facing each other (not in rows).



Materials

- Photocopies of agenda and objectives (from Day 1)
- Training goals and objectives written on chart paper
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Review the objectives and agenda for Day 2.
2. Remind participants about the Anonymous Question Box: during the day, they are free to write questions they have (but don't want to ask in front of the group) and place them in the box. Questions will be answered later in the day.
3. Ask what questions participants have about the Day 2 agenda and objectives and then answer as needed.

ACTIVITY 15

REVIEW OF DAY 1



Method: Game



Time: 15 minutes



Objective

- Review content from Day 1 of the training.



Preparation

- Post a blank sheet of chart paper to record team scores.
- Gather one complete set of handouts to consult during the game.
- Check the review game questions and adapt them as needed.



Materials

- One complete set of handouts
- Chart paper
- Markers
- Tape



STEPS



15 minutes

1. Explain that participants will review some of the information from yesterday's training by playing a game.
2. Divide participants into 4 teams.
3. Explain the rules of the game:
 - The facilitator will ask a question.
 - The 1st team will have 15 seconds to consult and decide on an answer.
 - If the 1st team answers correctly, they receive 1 point.
 - If they cannot answer, the question goes to the 2nd team.
 - If the 2nd team answers correctly, they receive 1 point.

- If the 2nd team cannot answer, the question goes to the 3rd team, etc.
 - The game will continue until all questions have been answered.
4. Start the game and play until all questions have been answered, or until 15 minutes have passed. As you ask questions, consult your handouts to verify that teams are answering correctly.
 5. Determine the winning team and thank all teams for their participation.

REVIEW GAME QUESTIONS

1. Name one of the principles of adult learning. (Ask until all principles have been named.)
2. What is a small group discussion?
3. Name one thing the facilitator should do to facilitate a small group discussion. (Ask several times.)
4. What is a large group discussion?
5. Name one thing the facilitator should do to facilitate a large group discussion. (Ask several times.)
6. What is brainstorming?
7. Name one thing the facilitator should do to facilitate a brainstorming session. (Ask several times.)
8. What is a role play?
9. Name one thing the facilitator should do to facilitate a role play. (Ask several times.)
10. Name one thing the facilitator can do to create an effective learning environment. (Ask several times.)
11. What is a large group activity?
12. Name one thing the facilitator should do to facilitate a large group activity.
13. What is a small group activity?
14. Name one thing the facilitator should do to facilitate a small group activity. (Ask several times.)
15. Name one thing the facilitator should do to prepare and organize a training session. (Ask several times.)
16. What is a case study?

- 17.** Give an example of when the facilitator could use a case study effectively.
(Ask a few times.)
- 18.** What is nonverbal communication?
- 19.** Give an example of nonverbal communication. (Ask a few times.)
- 20.** What is an icebreaker?
- 21.** Give an example of an icebreaker.
- 22.** What is an energizer?
- 23.** Give an example of an energizer.
- 24.** Name one thing that an effective listener does. (Ask several times.)
- 25.** Demonstrate an energizer. (Ask each team to do this as a fun way to end the game.)

ACTIVITY 16 USING VISUALS



Method: Demonstration



Time: 30 minutes



Objective

- Describe the methodology of giving demonstrations, its benefits, and when it is best used.



Preparation

- Get the Accompagnateur HIV/TB training flipchart ready. (Get 2 flipcharts if possible.)
- Photocopy the Demonstration handout.



Materials

- Flipchart for Accompagnateur HIV/TB training
- Photocopies of Demonstration handout
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Show participants the Accompagnateur flipchart and explain that facilitators use this flipchart to show visuals during the Accompagnateur training.
2. Show participants how the flipchart works: the participants see the large visual while the facilitator sees a small version of the visual on the back side and the text that she/he should use to explain the visual.



10 minutes

3. Find Unit 3, Activity 3 in the flipchart (Symptoms and Stages of HIV/AIDS). Demonstrate how to use the flipchart by presenting a few of the Unit 3, Activity 3 flipchart images one at a time and reading the accompanying text.
4. Tell participants that now they will practice using the flipchart. Each participant will come to the front of the room and present two images of the Unit 3, Activity 3 presentation on stages/symptoms.



10 minutes

5. Call the first participant forward and ask her/him to present the first two images. Then continue by calling another participant forward. Continue in this way until all participants have practiced using the flipchart. (It is alright to start over again, repeating images if you have many participants).
6. If you have two flipcharts, divide the group in half and give each half one of the flipcharts. Group members should take turns presenting flipchart images to their groups.



5 minutes

7. Explain that participants have just participated in a common training method: demonstration.
8. Ask participants:
 - What was your experience with the demonstration?
(Responses will vary.)
 - What was effective about this method? (What are the benefits of using this method?)
(It is a good way to teach hands-on skills, gives participants a chance to practice, etc.)
 - What was challenging about this method?
(The facilitator must be comfortable enough with the process, equipment etc. so that she/he feels comfortable doing the demonstration; if the group is large, it may be hard for some participants to see the demonstration; if the group is very large not all participants may be able to practice the demonstration, etc.)

- What did I (facilitator) do to set up and use the method?
(Explained what the demonstration was for, talked through each step as I demonstrated it, then asked all participants to practice, etc.)

9. Give participants the Demonstration handout and review the information briefly.

10. Ask participants:

- What are some ways that you have used, or could use, demonstrations during your training?
(For hands-on skills like mixing formula, mixing ORS, using male and female condoms, setting up a hand-washing station, etc.)

DEMONSTRATION

What is a demonstration?

The facilitator shows and tells participants how to do something step by step, and then asks participants to practice the steps themselves. Examples of demonstrations might include how to use male and female condoms, how to mix infant formula, how to do mid-upper arm circumference (MUAC) measurement, or how to mix Oral Rehydration Solution.

To do a demonstration, what should you do?

- Before the training, gather all materials and equipment that you will use during the demonstration.
- Make sure that all participants will be able to see the demonstration. Ask them to stand and move forward or gather around you, if needed.
- Explain each step slowly and clearly as you demonstrate it.
- Demonstrate two or three times if needed.
- After the demonstration, ask a volunteer to repeat the demonstration in front of the whole group. The facilitator and other participants can provide positive feedback and correct the volunteer if needed.
- Then divide participants into small groups or pairs and ask them to practice what you and the volunteer have just demonstrated.
- As participants are practicing, circulate around the room and help or answer questions as needed.

What are the benefits of using demonstrations?

- Demonstrations are the best way to teach hands-on skills.
- Demonstrations give participants the opportunity to practice a skill before they have to do it in real life.

What are the challenges of using demonstrations?

- In large groups, it may be challenging to do a demonstration that everyone will be able to see and hear well. If needed, divide large groups into two or three smaller groups and demonstrate to each of the smaller groups.
- In large groups, it may be challenging to gather enough materials and equipment for all pairs or small groups to practice at the same time. If this is the case, ask pairs or small groups to take turns until everyone has practiced.

ACTIVITY 17

CONSTRUCTIVE FEEDBACK



Method: Role play



Time: 30 minutes



Objectives

- Describe how to give constructive feedback to fellow trainers and training participants, and demonstrate giving constructive feedback.
- Describe the role play methodology, its benefits, and when it is best used.



Preparation

- Read the role play script.
- Make 6 copies of the role play script for the 6 role play performers.
- Choose 6 participants to perform the role play: Narrator, Trainer 1, Trainer 2, Trainer 3, Trainer 4, and wife/husband. Give them scripts before this activity starts so that they can read and prepare ahead of time.
- Photocopy the Constructive Feedback Handout for participants.



Materials

- Photocopies of the role play script
- Photocopies of the Constructive Feedback handout
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Explain that today, Day 2 of this training of trainers, participants will practice facilitating various activities from PIH's *Accompagnateur HIV/TB Curriculum*. Pairs of participants will facilitate activities for the other participants. Then pairs will receive feedback from the group.

2. Ask participants:

- What does it mean to give feedback?
(It means giving your thoughts on how the person performed, both on things they did well and things they could improve.)
- What does it mean to give **constructive** feedback?
(It means giving your thoughts in a positive, constructive way that is not negative or overly critical, and that helps the person improve.)
- Why should feedback be constructive, not negative?
(Constructive, positive feedback helps participants learn and improve. If people are criticized too negatively or harshly, they will be upset or offended and will not be able to focus on or learn what they could do to improve. Harsh or very negative feedback does not make participants feel safe and respected, and it is less likely that they will listen to the feedback and use it to learn and improve.)

3. Tell participants:

Giving feedback in a constructive, positive way is part of creating an effective learning environment and upholding the principles of adult education. Remember that the principles of adult education include affirming and respecting participants, encouraging dialogue, and creating a safe and comfortable environment for learning. Giving constructive feedback, rather than negative or overly critical feedback, helps facilitators and participants to do these things.



10 minutes

4. Explain that now participants will watch a few of their colleagues perform a scripted role play. Ask a few volunteers to help you set up 3 chairs for the Trainer 2, 3, and 4 actors.
5. Invite the role play actors forward and ask them to perform the role play.
6. After the role play, thank the actors, invite applause, and ask the actors to be seated.



5 minutes

7. Ask the following questions and encourage a brief discussion of the role play:
 - What happened here?

(The trainer's colleagues were overly critical and negative about his performance.)

- What kind of feedback did the participants give their colleague? What did they say?

(They gave only negative, overly critical feedback, for example: she / he was not prepared, was nervous, used the visuals incorrectly, made mistakes, mixed up questions, appeared not to have any training experience.)

- How did she/he react to the feedback? What effect did the feedback have?

(He / she tried to defend him / herself, was discouraged, got angry, will probably not learn anything from the experience, etc.)

- What should his colleagues have said to make their feedback constructive and positive?

(They should have first told her / him what she / he did well (the narrator tells us the trainer did some things well); then they should have used positive ways to suggest how she / he could improve, for example: You seemed a bit nervous. That's natural, we all get nervous. What could you do to help yourself relax a bit more next time? Some of the questions went really well. You asked a few questions out of order and that affected how the participants answered. What could you do differently next time? Etc.)



5 minutes

8. Tell participants:

All of you are going to practice training skills today in front of your colleagues. All of you will make mistakes. This is natural – making mistakes is part of learning. When someone makes a mistake, it is important to give constructive, positive feedback. The mistake needs to be corrected, but in a positive way that will help the participant learn and also feel respected and safe.

Everyone makes mistakes, and we need to know that we will not be punished or criticized harshly for making mistakes. Mistakes can become times for learning if we handle them positively and help the person who made the mistake see how she/he can do better in the future.

9. Give participants the Constructive Feedback handout and review it briefly.

10. Tell participants that now they will have the chance to practice giving positive feedback after each pair of participants facilitates a training

activity. They should also use the same kind of positive feedback with the CHWs that they work with every month.



5 minutes

11. Tell participants that this activity was an example of how to use a scripted role play, where the actors follow a script instead of improvising their roles.

12. Ask participants:

- What was your experience with the scripted role play?
(Responses will vary.)
- What was effective about this method? (What are the benefits of using this method?)
(Because there is a script, the role play contains the key messages that you want convey; it is not up to the actors to include key messages, etc.)
- What was challenging about this method?
(Participants do not help create the script, and may therefore be less engaged; reading a written script can sometimes be less effective or stiffer than improvised dialogue, the facilitator must write the script ahead of time, participants with limited literacy skills may have trouble reading scripts, etc.)
- What did I (facilitator) do to set up and use the method?
(Gave actors the script ahead of time so they could practice a bit, explained the activity to everyone, facilitated a discussion after the role play, etc.)

13. Ask participants:

- What are some ways that you have used, or could use, scripted role plays during your training?
(Ask participants to role play household visits, interactions with community members, etc.)

FEEDBACK ROLE PLAY

Narrator: A trainer has just finished facilitating an activity in front of his colleagues. During the activity, he/she sometimes seemed unsure of what to do, and he/she made a few mistakes. But he/she also did some things well. Now it is time for his/her colleagues to give him/her feedback on his/his performance.

Trainer 1 (*hesitant*): What did you think of my performance? How was the activity?

Trainer 2 (*in an unfriendly manner*): Well, you certainly made a lot of mistakes! It seemed like you hadn't prepared at all.

Trainer 1 (*surprised*): But I did prepare!

Trainer 3 (*in an unfriendly manner*): I'll bet you didn't prepare at all. Also, you seemed really nervous. That's not good. You should not be nervous when you are facilitating in front of a group.

Trainer 4 (*in an unfriendly manner*): Also, you did not use the visuals correctly. That was a big mistake. The visuals are very important.

Trainer 1 (*starting to become angry*): But I tried to do the best I could. (*Sighs angrily*)

Trainer 2 (*in an unfriendly manner*): You also mixed up the questions that you were supposed to ask during the activity. Can't you read? The questions you were supposed to ask are written right in front of you on the paper.

Trainer 1 (*angry*): Of course I can read!

Trainer 3 (*in an unfriendly manner*): Well, the questions were confusing because you mixed them up. You also forgot to explain the activity before you started.

Trainer 4 (*in an unfriendly manner*): You've been a trainer for how many years? You looked like you don't have any experience at all.

Trainer 1 (*angry*): I've been a trainer for 5 years!

.....
Narrator: At the end of the day, the Trainer goes home, tired and angry. Her/his husband/wife greets her/him and asks how the training went.

Wife or Husband (*kindly*): It's good to see you! How was the training?

Trainer 1 (*tired and discouraged*): It was terrible. I had to facilitate an activity in front of the whole group. Afterwards, everyone criticized me. After a while I was so angry I don't even remember what they said. I'm certainly not going to try facilitating any new activities with the community health workers, not after today's experience!

Wife or Husband (*kindly*): I'm so sorry. I know that you were hoping to learn some new facilitation techniques today. Well, come and have your tea. It will help you relax.

THE END

CONSTRUCTIVE FEEDBACK

What is feedback?

Feedback is giving your thoughts on how a person performed, both on things they did well and things they could improve.

What is *constructive* feedback?

Constructive feedback means giving your thoughts in a positive, constructive way that is not negative or overly critical, and that helps the person improve.

Why should feedback be constructive, not negative?

Constructive, positive feedback helps participants learn and improve. If people are criticized too negatively or harshly, they will be upset or offended and will not be able to focus on or learn what they could do to improve. Harsh or very negative feedback does not make participants feel safe and respected, and it is less likely that they will listen to the feedback and use it to learn and improve.

How does giving constructive feedback improve learning?

Giving feedback in a constructive, positive way is part of creating an effective learning environment and upholding the principles of adult education. The principles of adult education include affirming and respecting participants, encouraging dialogue, and creating a safe and comfortable environment for learning. Giving constructive feedback, rather than negative or overly critical feedback, helps facilitators and participants to do these things.

When I give constructive feedback, what should I do?

- Be brief.
- First tell the person what she/he did well. This will make the person more receptive to hearing what she/he needs to improve.
- Then tell the person what she/he needs to improve.
- Be respectful.
- Be honest and friendly.
- Be positive.
- Encourage the person.
- Build on each participant's strengths.
- Do not compare participants with each other.
- Do not ask participants to change things that they do not have control over.

When I receive constructive feedback, what should I do?

- Ask for specific suggestions for improvement (not just general comments).
- If you do not understand a suggestion, ask for clarification.
- Do not defend or justify your performance; simply listen to and accept feedback.
- Listen carefully, reflect on the feedback, and use relevant suggestions to improve your performance in the future.

Making mistakes

Everyone makes mistakes. This is natural – making mistakes is part of learning. When someone makes a mistake, it is important to give constructive, positive feedback. The mistake needs to be corrected, but in a positive way that will help the participant learn and also feel respected and safe.

Everyone needs to know that they will not be punished or criticized harshly for making mistakes. Mistakes can become times for learning if we handle them positively and help people see how they can do better in the future.

ACTIVITY 18

FACILITATION PRACTICE



Methods: Demonstration and practice



Time: 4 hours 30 minutes (more if needed)



Objective

- Describe each of the following methodologies, their benefits, and when they are best used, and facilitate CHW trainings using the methodologies:
 - Small group activity
 - Large group activity
 - Small group discussion
 - Large group discussion
 - Brainstorming
 - Role Play
 - Case Study
 - Reflection Journey
 - Demonstration
 - Picture Story



Preparation

- Read the activities that participants will present from the *Accompagnateur Curriculum* or other training curricula (Nutrition & Malnutrition, Family Planning, etc.). The *Accompagnateur* activities are listed in the handouts for Pairs 1–9.
- If you will use activities from other training curricula, choose one activity each to represent the activity types listed under Preparation. Create a new handout for each activity, or photocopy the Pair 1–9 handouts, handwrite the new activity on each handout, and then photocopy.
- Prepare all materials that participants will need to present their activities (photocopy pictures, get the flipchart ready, etc.)
- Photocopy the Pair 1–9 handouts (2 copies of each handout).



Materials

- All materials that participants will need to present their activities (photocopies, pictures, flipchart, etc.)
- Photocopies of the Pair 1–9 handouts (2 copies of each)
- Chart paper
- Markers
- Tape



TIP: *If you have more than 12–14 participants, you may need to add a third day so that all participants have the chance to practice facilitating in pairs for Activity 18. Also, if participants are not experienced trainers, you may need to give them more than 30 minutes of preparation time during Activity 18.*



STEPS



5 minutes

1. Explain that you will divide participants into pairs and assign each pair one activity from the Accompagnateur curriculum. Pairs will have 30 minutes to read and prepare to facilitate their activities. Then you will call each pair to the front of the room, one at a time, to facilitate their activities for the group.
2. Divide participants into pairs. Give each pair 2 copies of one of the Pair handouts. Read through the handout so that pairs understand their task. Give each pair any materials they will need to do their activity.



30 minutes (more if needed)

3. Give pairs 30 minutes to work. As pairs are working, circulate and help as needed.



25 minutes

4. Explain that each pair will present their activity. During the activity, other participants will participate in the activity as CHWs. People should not

comment on facilitation or give advice during the activity; there will be time to give feedback at the end of the activity.

5. Invite the first pair forward to present their activity. Remind them that they will have 25 minutes to present. You will ask them to stop after 25 minutes, even if they have not finished the activity.
6. During the presentation, keep track of time. Give the pair periodic, silent time warnings if needed, including half-time, 5-minute and 1-minute warnings (hold up 5 fingers to indicate 5 minutes, etc.).



5 minutes

7. After 25 minutes, ask the pair to stop the activity. Invite applause. Then ask the pair to remain standing to receive feedback.
8. Invite the pair to evaluate their own performance by asking:
 - What do you think you did well?
 - What could you improve?
9. Invite participants to give constructive feedback by asking:
 - What did the facilitators do well?
(Take volunteer comments.)
 - What could the facilitators improve?
(Take volunteer comments.)



4 hours (more if needed)

10. Invite the next pair forward to present their activity. Repeat this process until all groups have presented.
11. Use energizers and breaks periodically to raise participants' energy levels.
12. After all pairs have presented, invite a big round of applause and thank everyone for their hard work.

PAIR 1

Facilitate a role play

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a role play and discussion for the whole group using **Unit 4, Activity 4** of the *Accompagnateur Curriculum: Teaching Others about Transmission*.

Preparation

1. Read Unit 4, Activity 4.
2. Review the Role Play handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 2

Facilitate a Brainstorming session

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a brainstorming for the whole group using **Unit 11, Activity 1** of the *Accompagnateur Curriculum: Tuberculosis*.

Preparation

1. Read Unit 11, Activity 1.
2. Review the Brainstorming handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 3

Facilitate a Case Study

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a case study activity for the whole group using **Unit 9, Activity 4** of the *Accompagnateur Curriculum: Evaluation of Stigma and Discrimination*.

Preparation

1. Read Unit 9, Activity 4.
2. Review the Case Study handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 4

Facilitate a Large Group Activity

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a large group activity for the whole group using **Unit 4, Activity 1** of the *Accompagnateur Curriculum*: HIV transmission.

Preparation

1. Read Unit 4, Activity 1.
2. Review the Large Group Activity handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 5

Facilitate a Small Group Activity

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a small group activity for the whole group using **Unit 12, Activity 2** of the *Accompagnateur Curriculum: TB Side Effects Identification*.

Preparation

1. Read Unit 12, Activity 2.
2. Review the Small Group Activity handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 6

Facilitate a Reflection Journey

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a reflection journey for the whole group using **Unit 2, Activity 3** of the *Accompagnateur Curriculum: The Patient-Accompagnateur Relationship*.

Preparation

1. Read Unit 2, Activity 3.
2. Review the Reflection Journey handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 7

Facilitate a Large Group Discussion

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a large group discussion for the whole group using **Unit 7, Activity 1** of the *Accompagnateur Curriculum: AIDS and Women*.

Preparation

1. Read Unit 7, Activity 1.
2. Review the Large Group Discussion handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 8

Facilitate a picture story/small group activity

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a small group activity for the whole group using **Unit 8, Activity 2** of the *Accompagnateur Curriculum: Symptoms and Prevention of Sexually Transmitted Infections*.

Preparation

1. Read Unit 8, Activity 2.
2. Review the Small Group Activity handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

PAIR 9

Facilitate a demonstration

Time

- 30 minutes to prepare your activity
- 25 minutes to present your activity
- 5 minutes to receive feedback

Task

Facilitate a demonstration for the whole group using **Unit 4, Activity 3** of the *Accompagnateur Curriculum: Condom Demonstration*.

Preparation

1. Read Unit 4, Activity 3.
2. Review the Demonstration handout from Day 1 of this training and use it as a guide as you prepare.
3. Decide who will do each part of the activity. Both pair partners must facilitate part of the activity.
4. Become familiar with the activity steps.
5. Practice the activity with your pair partner. For example, practice explaining what participants will do, practice describing pictures, or whatever else your activity requires.

Evaluation and feedback

- After you present your activity you will evaluate your own performance.
- Then you will receive feedback from the facilitator and other participants.

ACTIVITY 19 CHALLENGES



Methods: Brainstorming and small group activity



Time: 45 minutes



Objectives

- Identify challenges faced when planning and facilitating training, and possible solutions to the challenges.
- Describe the brainstorm methodology, its benefits, and when it is best used.



Preparation

- Gather 4 pads of large Post-Its, 2 of one color and 2 of another color. If you do not have Post-Its, you can cut up pieces of paper of different colors, or mark pieces of white paper with dots of two colors.
- Post 4 sheets of blank chart paper at the front of the room.



Materials

- 4 pads of large Post-Its, 2 of one color and 2 of another color, or small pieces of paper
- 4 blank sheets of chart paper posted at the front of the room
- Chart paper
- Markers
- Tape



STEPS



5 minutes

1. Explain that, as the group has discussed throughout this training, trainers face many challenges that may make it difficult to deliver effective training. During this activity, participants will identify some of the main challenges and brainstorm possible solutions.
2. Give each participant several large Post-Its of the first color.

3. Explain the task:

- Think about the main challenges you face as trainers.
- When you have thought for a minute, write each challenge on a Post-It note, one challenge per Post-It.



5 minutes

4. Give participants 5 minutes or so to write challenges on Post-Its.



10 minutes

5. Ask a volunteer to name one challenge he/she wrote. Then ask those who have written a similar challenge to raise their hands. Ask all those with that similar challenge to come up and post those Post-Its on one area of one of the 4 blank flipchart sheets.

6. Ask another volunteer to name a different challenge. Follow the process above and repeat this process until everyone has named and posted their challenges. When you are finished, you should have clusters of Post-Its representing similar challenges posted on various areas of the 4 flipchart sheets.

7. Review the challenges by reading the main ones aloud (you do not have to read every Post-It, just the general challenge represented by each group of Post-Its).



5 minutes

8. Divide participants into small groups. Give each group some Post-Its of the second color.

9. Explain the small group task:

- Brainstorm possible solutions to the challenges. You may choose to brainstorm several possible solutions to one challenge or a few solutions for each of the challenges.
- Write each solution on a Post-It Note of the second color, one solution per Post-It.



10 minutes

- 10.** Give small groups 10 minutes to work. As groups are working, circulate and help as needed.



10 minutes

- 11.** Ask a volunteer group to read aloud the solutions they brainstormed for the first main challenge, and then come forward and put their solution Post-Its next to the challenge Post-Its.
- 12.** Ask other groups what other solutions they brainstormed for that challenge, and ask them to come forward and post them.
- 13.** Repeat this process until all solutions have been named and posted.
- 14.** Tell participants that from today forward, they can work on handling at least one of the challenges identified during this activity, using at least one of the possible solutions identified.
- 15.** Summarize by telling participants:

Many of you identified similar challenges. This means that you can work on solutions together. You are not alone; you can help each other move forward to meet these challenges.

ACTIVITY 20

EVALUATION



Methods: Large group discussion and written evaluation



Time: 30 minutes



Objective

- Evaluate the training, including what was most useful and what could be improved.



Preparation

- Write the evaluation questions from step 3 on chart paper or notebook paper. Leave space after each question so that you can record participants' responses.
- Photocopy the written evaluation form.
- Have the Anonymous Question Box ready.



Materials

- Chart paper or notebook paper
- Oral evaluation questions written on chart or notebook paper
- Photocopies of written evaluation form
- Markers
- Tape



STEPS



10 minutes

1. Thank the participants for being engaged and active in today's training.
2. Tell participants that you would like to know what they thought of this training session. You will use their comments to gauge what they have learned, as well as understand what they liked and what they did not care for.
3. Ask them the following questions and record responses on chart paper (or notebook paper):
 - Which activities or parts of the training were most effective or useful for you? Why?

- Which activities or parts of the training were least effective or useful for you? Why?



5 minutes

- 4.** Take the questions out of the Anonymous Question Box and answer them appropriately (either with the whole group or with individuals after the training).



15 minutes

- 5.** Ask participants to complete the written evaluation form. Collect the forms as participants complete them.
- 6.** Thank the participants for coming to the training and thank them for the important work that they do every day.



TRAINING OF TRAINERS EVALUATION

**Which activities or parts of the training were most effective or useful for you?
Why?**

**Which activities or parts of the training were least effective or useful for you?
Why?**

What did you learn today that was valuable, that you will use in your work?

Was there anything you did not understand? Give specific examples.

What are your recommendations to help improve this training? What would you change (activities, handouts, topics)?

What additional comments do you have?

Thank you for completing this evaluation.