

Train the Trainer.

The following is a suite of documents that will be utilised in the Train the Trainer, which is being held on the 7th of July via Skype.

The contents are listed below.

1. Agenda for Training
2. Theatre of Training
3. Broad Training Plan
4. Dealing with Difficult Participants
5. Campaigning and Mobilising – A train the trainer example.

AGENDA

1. Agenda for Training
2. Why we train
3. Challenges of Training – Setting up the Space
4. Learning Outcomes- establishing a learning outcome
5. Dealing with difficult participants
6. Handouts
7. Questions
8. Campaigning and Mobilising- an example of a Train the Trainer.

Handout One

Theatre of Training

Face to Face

There is no definite science to training how you as a trainer, should set up the space and work with participants.

Every trainer learns their own style, and it is important in this scenario to remember this is about **your style** as a trainer. You will develop this more training that you do. The following gives you some basic points that might help you set up the space and make sure your training is useful and participants feel involved.

This includes the before, during and after steps for running a successful training.

Before / Preparation

Content

It is important you know the content before the training is run. You can do this by

1. Familiarising yourself with the content.
2. Reading the additional materials, around the content
3. Practicing with a friend
4. Assessing how many people will be there- if there is going to be more than 15 people sometimes it is worthwhile trying to find a co facilitator.

Plan it out

A training template forms part of this paper.

Remember the components are

1. Learning Outcomes – what you want participants to get out of the training/ what their expectations are of the training
2. Time- work out how long you have for each part of the training
3. Resources- what materials you will need for each aspect of the training

The Space

We train in different spaces, and often we don't get a lot of say in where we will be training. If possible you should check out the space before hand and work out whether there will be interruptions or lots of noise

Remember during the training to project your voice, remain calm and allow space for questions.

Handout Two

Basic Training Outline

STEPS FOR A TRAINING SESSION

SET THE LEARNING CLIMATE

- Gain the learners' attention and interest.
- Create an informal rapport with the learners.
- Recall relevant previous experiences.

PRESENT THE OBJECTIVES

- Provide a link between previous session/s and this one.
- Present behavioral objectives to the learners and check understanding.
- Let the learners know what they will do during the session in order to attain the objectives.

INITIATE THE LEARNING EXPERIENCE

- Introduce an activity in which the learners "experience" a situation relevant to the goals of the training session. The "experience" might be a role play, case study, simulation, field visit or group exercise.
- The learners will use this experience to draw data for discussion during the next step.
- If you begin this session with a presentation, follow it with a more participatory activity.

REFLECT ON THE EXPERIENCE

- Trainer guides the discussion of the experience.
- Learners share their reactions to the experience.
- Learners participate in problem-solving discussions.
- Learners receive feedback from each other and from the trainer on their work.

DISCUSS LESSONS LEARNED FROM THE SUBJECT MATTER

- Learners identify key points that have come out of the experience and the discussion.
- Trainer helps learners draw general conclusions from the experience and reflection.

DISCUSS HOW THE LEARNERS MIGHT APPLY WHAT THEY'VE LEARNED

- Based on the conclusions that were drawn during the previous step, the group discusses how the information/skills will be useful in the learners' own lives.

PROVIDE CLOSURE TO THE SESSION

- Briefly summarize the events of the training session.
- Refer to the objectives to determine how well they were reached.
- Discuss what else needs to happen for better retention or for further learning in the subject area.

- Provide linkages between this session and the rest of the training program.
- Make sure the learners leave with a positive feeling about the session.

Handout Three

Handling Difficult Behavior

These are some basic steps for dealing with objections. In a training scenario occasionally someone raise a question or be argumentative in a training environment.

The following indicates the people that can occasionally hijack training or meeting and some basic steps to dealing with these issues.

How They Behave	Why?	What to do
Heckler	Aggressive, Argumentative,	Don't let him/ her upset you. Try to find merit in their comments, express agreement and then move on.
Talkative	These people can be <ul style="list-style-type: none"> ➤ Highly Enthusiastic ➤ Showing Off ➤ Someone well informed and keen to contribute ➤ Just plain talkative 	When they take a breath, thank them and say something like “ lets hear from someone else” If that statements they make are incorrect ask the group to respond.
Complainer	May have an issue they are upset or angry about ... or might just like complaining. In some cases there may be a legitimate complaint.	Remind the person we are trying to be constructive and learn together. Listen to their complaint if easy to resolve either you or the group should deal with it quickly. Alternatively offer to talk to them after the training.
Shy one/ won't talk	These people may be <ul style="list-style-type: none"> ➤ Be Bored' ➤ Think they know ➤ Be timid and uncertain 	Ask them directly for their opinion Indicate respect for their comments and views when they input
Personality Clash	Difference of opinion or view –	Compliment the individuals on

	may get heated	<p>their enthusiasm- but explain that this is about a shared learning experience.</p> <p>Ask the group to respond- making it a group discussion and removing the individual conflict.</p>
Side Conversations	Maybe commenting on discussion or talking about something completely different.	Don't embarrass the person- but call on them and ask an easy question.
Definitely Wrong	These people may be confused or misinformed	<p>If they are confused say something like "let me see if I understand you..." And tactfully restate the comment more clearly.</p> <p>If misinformed, thank them for the comment and ask the group their thoughts.</p>

Handout Four

Campaigning and Mobilising

Campaigning & Mobilising

“If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me how to organise, then whatever the challenge I can join together with my peers and we will fashion our own solution.”

Ricardo Levins Morales, Community Organiser and Artist.

This is an example of the training you can run, as part of your planning process you may assess your group needs less or more information.

The following is a train the trainer which can be utilised for Campaigning and Mobilising Training.

Materials Required

- (a) Whiteboard
- (b) Markers
- (c) Or another space to write.
- (d) Handouts included in this pack,

The following is a train the trainer based on the previous training held. The components are referred to in the attachment and can be used to train the basic elements of Campaigning and Mobilising.

There are three sections referred to throughout the module.

- (a) Language (Definitions)
- (b) The Planning Process
- (c) The Critical Path
- (d) Campaigning Cycle

Learning Outcome	Activity	What to do?	Time
Introduction	Getting to know you	Ask people to introduce themselves- and talk about what they understand campaigning to be.	1 minute per participant. .
Discuss Learning Outcomes	Explain the four components of the training to participants.	1: Definitions – understanding commonly used terms. 2: The Planning Process – assessing you target 3: The Critical Path- visualizing the steps to winning. 4. Evaluating and re planning.	
Definitions To understand commonly used language	Definition of Campaigning. Materials required Handout One	Ask participants what they understand each term to mean. Write the definitions on the whiteboard or butchers paper- both the formal as in attachment and other definitions provided by the group. Explain it is good to understand each of these terms – so everyone is speaking the same language.	5 minutes per definition
Why we campaign? To assess and share existing knowledge of campaigning and mobilizing around certain issues.	Facilitate a discussion around what people have campaigned about in the past, why and how?	Using whiteboard or butchers paper ask participants to tell you what they have participated in campaign wise previously.	10 minutes.

		<p>Ask leading questions?</p> <p>What worked? What didn't work? Why?</p>	
<p>The Planning Process</p> <p>Participants understand the planning process holistically</p> <p>Share knowledge and experience</p>	<p>Plan a campaign using the planning template</p>	<p>Give an example. It can be better to give an example that is outside of campaigning experience.</p> <p>For example</p> <p>The government has banned people with short hair going to school.</p> <p>Or you can ask the group for another example.</p> <p>Talk through each component of the attachment and how the group would answer the questions in this scenario.</p> <p>Alternatively if you are training around a specific campaign you can use this template for a group discussion.</p>	<p>20 minutes</p> <p>Hint allows discussion.</p>
<p>Critical Path</p> <p>This helps you visualize the elements you have just laid out.</p>	<p>Visualise the campaign just planned using the critical path.</p> <p>Handout Two</p> <p>Critical Path</p>	<p>Taking the examples just discussed and places it in a visual framework.</p> <p>Give participants handout two.</p>	<p>10 minutes</p>

		<p>Explain the Critical Path plans out the campaign from beginning to end starting with where the idea started and finally what winning looks like,</p> <p>Include dates and targets.</p> <p>You can either do this as a group- or break into small groups.</p>	
<p>Evaluation</p> <p>For participants to understand that each step of the Campaign must be evaluated- sometimes this can mean the initial planning process needs to be altered.</p> <p>We learn through the actions that we take.</p>	<p>Handout Three</p> <p>The Campaign Cycle</p> <p>Talk through an example of campaigns previously participated in, and reflect on the lessons learnt.</p>	<p>Using the examples given at the beginning of the workshop, previous campaigns involved in, you should ask participants to tell you what worked and what didn't.</p> <p>Explain to participants that each major activity should be evaluated in this way.</p> <p>After this evaluation you should alter your planning document and critical path to reflect the lessons learnt.</p>	<p>~10 minutes.</p>
<p>Summary</p> <p>To recap on the information learnt throughout the training.</p>	<p>Activities ask participants to summarise the three areas discussed in this training.</p>	<p>You should ask for volunteers to recap on each section. A Q and A is included as Handout Four, so you can recap if participants have missed something..</p>	<p>15 minutes.</p>