

Training booklet

Practical training tips  
for WHO colleagues  
implementing training

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The editorial team of this booklet is Isis Pluut and Hande Harmanci. For questions please contact: [influenzatraining@who.int](mailto:influenzatraining@who.int)

## **1 Introduction**

Many training books are written and this booklet is a collection of practical tips based on experience from the authors as well as existing literature. This booklet is by no means complete, and was originally written as part of the facilitators guide of the Rapid Containment training package.

## **2 Participatory learning**

Adult learners benefit from opportunities to reflect on their experiences at work. They learn best "by doing" and "while doing" in a supportive environment that permits self-direction and involvement. The training course proposed here aims not only to transmit knowledge, but also to enable participants to share experiences and knowledge. Participants work together in groups, discussing issues based on experience in their own setting or country and on the introductory presentation, synthesizing these into an overall framework of knowledge that is likely to be applicable in other settings or countries.

Participatory, interactive teaching and learning methods are critical components of adult education, including methods such as role-plays, debates, situation analysis and small-group work. It is through participation in learning activities that use these methods (*I*) that students/participants enhance the skills introduced/discussed during the sessions.

The specific knowledge and experience of each participant is a fundamental contribution to participatory learning, with emphasis on learning and not training, with the trainee at the centre.

## **3 Motivating and managing participants (2, 3)**

The participants are the main resource for advancing the learning process. The design of a course, the presentations and exercises/role-plays/group work should be compatible with their age, experience, language and education level. In heterogeneous groups, more input is required from the trainer/facilitator to involve all participants actively, so as to effectively motivate and manage the group for optimum learning.

### ***Encourage interaction***

Especially during the first day of the course, the facilitator/trainer should make an effort to interact with all participants and encourage them to interact with one another. This will help to overcome shyness and to create a safe learning climate.

It is important to learn the names of all participants and to use them as appropriate. Names should always be used when asking participants to speak, when answering questions, referring to their comments, or thanking them.

Facilitators/trainers should be readily available at all times. Unless it is absolutely necessary, they should not leave the training room, and they should seem approachable. They should interact with participants during breaks to the greatest extent possible, and try to sit with different participants during lunch.

### ***Reinforce the efforts of participants***

Care should be taken not to appear threatening or arrogant, nor to adopt a superior attitude. The following techniques may help trainers/facilitators to improve in this respect:

- Be careful not to use facial expressions or make comments that might make participants feel ridiculous.
- Sit or bend down to be on the same level when talking to a participant (but not during a presentation).
- Do not be in a hurry when asking or answering a question.
- Show interest in what participants say, e.g. by saying: "That is a good question/suggestion".
- Involve participants in the organization of the training (introducing the day, doing warm-ups, time-keeping, arranging the social programme, etc.).

Praise or thank participants who make an effort. Do this when they:

- make great efforts;
- ask for an explanation of a confusing point;
- do a good job on an exercise;
- participate in a group discussion;
- help other participants.

### ***Be aware of language difficulties***

Even though during the nomination and invitation process the language in which the course will be organized is mentioned, not all participants might be fluent in that language, and/or might have difficulty in understanding the language of the course. Always speak slowly and clearly so that you can be easily understood. Double-check with participants that they understand your accent, and/or whether you are talking too fast.

## **4 Tips for dealing with difficult situations/groups (1, 6, 7)**

When teaching or facilitating a course, teachers and facilitators may be dealing with some sensitive topics. As a result, students may react in different ways. Some may be embarrassed or shy, or may not participate; others may make jokes to try to ease some of the tension, or be hostile. It is important to be prepared to deal with potentially difficult situations in the classroom.

There are several models that explain group behaviour. Tuckman's model describes how teams develop maturity and ability, establish relationships, and how the leader (of the team) changes leadership style. There are five stages that small groups go through:

1. Forming: group members learn about each other and the task at hand.
2. Storming: group members become more comfortable with each other and will engage each other in arguments and vie for status in the group.
3. Norming: group members establish implicit or explicit rules about how they will achieve their goal. They address the types of communication that will or will not help with the task.
4. Performing: group members reach a conclusion and implement it.
5. Adjourning: as the project ends, the group disbands in the adjournment phase.

Groups go through stages before they perform well, and conflict is part of the group formation process. As a trainer you will need to remember that conflict arises out of different perceptions and world views, intolerances and prejudices. People have great diversity in their personalities and one should continue to be committed to work through and with differences within the groups.

Conflict may arise and can be good for a group if it is managed properly. By airing differences, group members are able to produce quality decisions and satisfying interpersonal relationships. The climate in which conflict is managed is important. Groups should avoid a defensive climate, and instead should foster a supportive climate (presenting ideas or opinions; focusing on the task; communicating openly and honestly; understanding another person's thoughts; asking for opinions; expressing a willingness to listen to the ideas of others). Conflicts should be regarded as an opportunity to learn different perspectives and become more familiar and comfortable with one's behaviour in a group. The use of games and/or exercises may be helpful to assist with any interpersonal conflict that may arise during training events as a result of sensitive issues or after an intense conflictual session. Some examples are given in the section on "ice-breakers".

Many books have been written about how groups often have problem members. However it is not the group member that poses communication problems but the interaction between the different group members and the facilitator. It is useful to try to analyse what it is that seems difficult, or that causes misunderstanding. There are a few questions trainers can ask themselves regarding difficult participants at a training session. The following list provides a few examples (8):

*Is it me?*

- Did I make them feel insecure?
- Was I too theoretical?
- Was I insufficiently structured?
- Was I too impatient?
- Was I too directive?
- Did I show how to apply knowledge?

### *Is it the course?*

- Inadequate introduction;
- no contract/rules;
- no ice-breaker/inclusion activity;
- the equipment did not work;
- unprofessional organization;
- no link to the job.

There are no set rules about effective ways of coping with difficult situations. What is seen as challenging for one facilitator might not be challenging for another. What is important is to always stay calm during a difficult situation. Acknowledge the problem and tell the group what you will try to do to solve it, e.g. if there is a problem with the hotel rooms, you should contact the manager and report back to the group. Also, during breaks you should talk to participants in order to establish a less formal relationship with them.

In order to add variety, prevent conflicts among participants and give each participant an opportunity to learn from others, it is possible to change the composition of small working groups for each activity. The section with sample ice-breakers and warm-up exercises provides some ideas of techniques that may be used to divide into small groups.

Dominating or silent participants are the most frequently encountered challenges in training groups. The least threatening way to approach them is to consciously use nonverbal cues such as increasing eye contact with the silent participants, approaching them physically, having a positive facial expression while interacting with them and giving praise when they respond or contribute during discussions. As may be expected, the opposite approach might be used in the case of dominating participants: decreasing direct eye contact and turning slightly away from them while speaking would generally be enough. As the others gain the courage to participate more in the discussions, the effect of the dominating participants should naturally fade without unnecessary confrontation.

### *Establishing ground rules*

Ground rules may be set with participants on the first day of the course. They help students to understand from the start the behaviour expected of them throughout the course. Teachers should encourage participants to develop their own rules for the duration of the course in order to create a sense of ownership. These rules are then posted in a prominent place so that they may be referred to during relevant situations.

### *Examples of ground rules*

- *Respect.* We value and respect one another's opinions. We give our undivided attention to the person speaking. We do not interrupt one another.

- *Confidentiality.* We do not mention personal matters discussed in the group with people outside the group.
- *Right to pass.* We have a right to “pass” if we do not want to answer a question.
- *Non-judgemental approach.* It is acceptable to disagree. We do not put down or criticize other people in the group.
- *Non-discriminating approach.* We should not make insensitive remarks regarding cultural, ethnic or other diversity issues.
- *Anonymity.* If you do not wish to ask a question in front of everyone, you may ask the course organizers anonymously (e.g. using the coloured cards provided and collected each afternoon together with the evaluation cards/forms).
- *Responsibility.* We arrive at the agreed time. Anyone who cannot attend should notify another group member or the facilitator.

## **5 Training preparations (2, 3)**

Preparing for a training session is important, regardless of the number of times a trainer/facilitator has organized one. The points listed below may be useful to ensure that all the areas of preparation are covered.

### ***Space requirements***

As training sessions are organized in different settings, it may not always be possible to choose the venue of the training/course. It is important to communicate space requirements clearly to the administrative organizers.

The course should be held in a meeting room (or classroom) that is large enough to accommodate all participants and the trainers/facilitators. Aim for a maximum of 30 participants. A large uncluttered room where the tables can be moved around is best. There should be no physical barriers in the room such as columns that may prevent eye contact between participants.

Ideally, additional rooms should be available for break-out sessions, so that participants in the different groups do not disturb one another during discussions and role-plays. If no additional rooms are available, the groups should have enough space in the training room to do course activities without disturbing the other group(s). Special space arrangements should be made for breaks. They should always be arranged outside the training room, to allow participants to mingle and stretch their legs, and not to “lock” participants too much in one room.

Different settings of the room are possible:

1. U-shaped setting;
2. square blocks of (or round) tables to allow participants to sit closer to each other in groups (6–8/9 persons per table). Allow enough space for the participants and the facilitator to move around the room and between the tables.

Regardless of the chosen setting, the following points should be considered:

- The size of the room should be large enough to allow comfortable seating for all participants and enough space for the trainer/facilitator to stand at the front of the room and to move around. Overcrowding should be avoided.
- There should be space for the participants to move during group activities and warm-ups.
- A separate table and chairs are needed behind the group for the trainers, so that they do not distract the participants during a session.
- There should be a table either at the back or at the side of the room for stationery (paper, etc.), tools and reference materials needed during the course/training, as well as handouts.
- Ideally the entrance door should be at the back of the room.
- The room should be well-lit. All lights should be checked prior to the course to make sure that they are functional. Ideally the room is distraction-free.
- Adequate ventilation should be ensured and should be tested prior to the course.
- Heating/air-conditioning should be checked prior to the course to ensure proper functioning. Try to choose a medium temperature that is comfortable for most participants.
- Outlets for computers and projection monitors should be conveniently located; tape the cords to the floor to avoid tripping.
- Breaks should take place outside the training room to minimize the "locked-in" effect.
- Safe water and glasses should be available on each table.

### ***Tools and materials***


Tools and materials should be available before the course and be tested to ensure that they function properly. Flip charts may be used for group work, to make notes during sessions, or to build a list of abbreviations throughout the course.

- Flip charts should be available for each working group; ensure that enough paper and markers are also available.
- Provide notepads for each participant as well as pens and pencils.
- Audiovisual equipment should be tested before the course and each day prior to starting to ensure proper functioning. This should include marking the floor for the screen and data projector/overhead projector since they may be moved aside during some sessions.
- Ensure that the necessary electric extension cables, multiplugs and adaptors are available. Cords should be taped to the floor to prevent tripping.
- Name tags and place names for the tables should be prepared for all participants and distributed according to the seating plan prior to the start of the course. Seats should be assigned prior to the course to prevent free seating, as participants tend to sit with people they know. When preparing the seating arrangement, trainers should consider the participant's country of origin, background and gender.

- Coloured cards (A4 size cut in two) may be used for feedback, evaluation, unanswered questions, expectations and input. Ensure that enough cards are available for the entire course.
- Bring tape to stick the cards and flip charts on the wall.

### *Name cards*

When preparing the name cards, leave some space blank where participants may write with a marker how they would like to be addressed. During the introduction session on the first day, they should be asked to fill this out. An example of a name card is shown below.

	<b>Name of training</b> <b>Date</b> <b>City COUNTRY</b>
<i>Space for participants to write how they would like to be addressed</i>	
<b>Title ... Name ... Country of origin</b>	

## **6 Guidelines for running a session (2, 7)**

Even if you have conducted a similar session before, it is always advisable to be well prepared. Knowing your session is critical to the success of a training course, as even the best training skills cannot conceal a trainer's inadequate knowledge of the content. Be sure to read the session plan completely and carefully.

As the facilitator/trainer, you are the manager of the training course and it is your responsibility to make it a success. The following sections provide some practical information on how to run the session(s).

### ***Preparing to give the presentation***

- Prepare the presentation, and gather and duplicate any materials you need.
- Read your notes carefully and study all the audiovisuals to be used.
- Go through the session plan, mark it and add your notes as a reminder of what you wish to say.
- Take notes – even if they are not part of the presentation – that might be helpful in giving answers to questions that arise during the session.

- Ensure that all flip charts, overheads and other materials are ready for use and in the correct order.
- Ensure that participants will be able to see the images or screen.
- If other trainers/facilitators are needed during the session, discuss beforehand what is expected from each person.
- All handouts should be prepared and checked before each session begins. Distribution of correct handouts is critical.

### ***Introducing the session***

- Start the session with the objectives.
- Where appropriate, link the session with previous sessions.
- Review plans and timing for handling the session, for example a half-hour presentation followed by questions and answers for 15 minutes, group exercises for 45 minutes and a plenary analysis for 45 minutes. If necessary, designate someone to keep time.
- Set the ground rules for the session, e.g. when questions may be asked during the discussion, how the facilitator will function as a resource during group work, or any other special instructions for the plenary session.
- Clearly describe the purpose of the activity, the skill to be practised, and the methods that will be used.

### ***Giving presentations***

- All contents indicated in each session plan should be covered during the presentation.
- Introduce concepts in clear, simple and manageable (short) segments.
- An effective and clear summary at the end of the session is an important part of a presentation. The summary should not be handled as a "discussion" session, but underline the most important facts and points from the session.
- Speak clearly and slowly so that all can understand you, especially if the language of the course is not the first language of the participants.
- If your presentation is being translated, spend some time with the interpreter prior to your presentation and give him/her your notes at least the day before. Speak even more slowly and clearly to ensure a more accurate translation.
- Speak loudly enough for everyone to hear.
- Positive feedback should be given to participants during the sessions, as it is the key in sustaining a positive learning climate during the course. Positive feedback helps participants to maintain their self-esteem and encourages more interaction.
- Participants are more comfortable and the presentations are more effective if the resource person is active – walking/moving around – instead of sitting or standing still the entire time.
- Try to maintain your plan and timing as much as possible so as not to impose a time penalty on future presentations.
- Ask questions frequently, including breaking every few minutes to ask participants if they have any questions.

- Do not turn your back to the participants, keep looking at them, maintaining eye contact so that they feel you are talking to them personally.

### *Group work and practical sessions*

Group work and practical sessions are an important part of the training as the session becomes more interactive. At the same time, they allow quiet or shy people to speak up in a smaller setting. Discussions allow participants to learn from each other's experience.

- Preparation of scenes (furniture set-up, visual aids, equipment used during simulations) should always be completed before practical sessions take place.
- Be sure to let participants know before they break into groups what is expected from them.
- Let them know how much time they have to practise each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).
- Ask participants to think about ways to adapt the activity (e.g. adding new examples of myths and facts) to make it more relevant to their setting.
- Clearly indicate the sections from the reference material that participants need to read.
- Indicate the pages describing the exercises/role-plays or other tasks to guide them through the group work.
- Ensure that the instructions are clear to all participants, e.g. which group meets in what room, at what time the plenary session will start, at what time they may take a break and where. Provide written instructions for more complex tasks.
- Before they begin, ask participants if they have any questions or need clarification regarding the instructions.
- Once the group is divided into smaller groups, visit each group. Monitor the progress of each group (against a general timetable) – both the activity as well as the learning content.
- All trainers should be available during group work to answer questions.
- Make sure each group follows the instructions and observes the ground rules.
- Create opportunities for intergroup contact, such as presentations and demonstrations.
- Close each activity with individual reflection.

Consider a variety of ways to divide participants into small groups for practice. The section with sample ice-breakers and warm-up exercises provides some examples on how to form small groups. When participants are given a chance to interact with others:

- the formation of a "group" is encouraged;
- they may learn from others (a valuable and underutilized resource in adult training);
- they may build better networks to carry forward after the meeting;
- they are likely to remain more concentrated when interacting with a new face because of the curiosity factor.

The simple act of breaking into random groups becomes a natural way of increasing energy to start a new activity. It comes naturally since it serves a clear purpose (getting into small groups), gives a clear indication of time (get into groups and start working when you find each other). Moving about and talking for a short time increases the energy.

Participants also usually appreciate the fact that the trainer has taken time to plan for small details and for example has brought coloured candy, postcards, etc.

Within a training week, a trainer may (and probably should) try various ways of group-forming.

Change small-group composition:

- randomly;
- in an assigned way;
- semi-randomly.

Keep small-group composition for a whole day or two.

### ***Plenary analysis of small-group work***

Once participants have finished the group work, a plenary session may be held for the large group to reflect on and discuss some key points or analyse the substance of the discussions held during group work. Participants should never be asked to do small-group work without acknowledging their results and giving them a chance to present their work during the plenary session.

Some techniques for communicating effectively:

- Listen carefully to what the person is saying.
- Restate and make the question legitimate by saying, for example: "That's a good question" or "Thank you for asking that question".
- Ask for clarification if you don't understand.
- Try to keep your answers as clear and simple as possible.
- Check to be sure people understand your response (e.g. by asking: "Did I answer your question?").
- Correct any misunderstandings, errors or omissions.
- It is acceptable not to know the answer to a question. If this is the case, say so and let the person know you will make every effort to get an answer. In addition, you may ask someone in the group if they have had a similar experience.
- Use your facial expression. Have a friendly face, smile and show enthusiasm.
- Use your voice. Project your voice so that everyone can hear you, and use a comfortable and varied pace. If necessary use a microphone.

If questions or statements are angry or confrontational:

- Acknowledge and validate feelings (e.g. "I know you're upset, and I understand how you feel").
- Be aware of whether you are raising your voice in tone or loudness. Doing so may only escalate the situation.
- Listen carefully.
- Try to keep the interaction positive.

Some suggestions for analysing the substance of the reports:

- Point out, or have the group point out, similarities, differences, contradictions and exceptional ideas in group reports.
- Analyse facts and arguments for accuracy; look for what is missing as well as for what is there.
- Integrate ideas and relate them to the overall framework.
- Relate discussions to the real world and to policy issues.
- Develop sides on an issue, for example by noticing groups or individuals with opposing viewpoints and asking each to elaborate on their perspective.

Some suggestions for managing the group process:

- Rotate the sequence of group presentations to reduce monotony, e.g. group B before A.
- When summarizing, use the words of participants.
- Check for individual points of view different from group presentations.
- Rather than answering all questions, refer them to other group members.
- Encourage silent members to speak and prevent monopolization by a few.
- Invite people to share subconversations with the entire group.

### *Using case-studies*

Case-studies are useful for participants to help analyse problems and think through solutions before they have to use new information in a real-life situation.

### *Using role-play*

Role-play enables participants to learn through simulated situations. They take the part or role of someone in a situation to try out possible responses, followed by analysis of the interaction by the entire group, for the purpose of understanding and/or changing one's behaviour. Role-plays may be built around a hypothetical situation, or be allowed to form spontaneously around examples suggested by participants or problems that arise during the training.

Role-play engages the group in a real-life problem in a relatively safe environment where learners are able to rehearse their negotiation and decision-making skills with the support

of a moderator and their peers. Role-play also allows people to experiment with the unpredictable, and to deal with emotions and feelings that are not always brought into a discussion, case-study or analysis. Role-play simulation is in essence a social experience: it cannot happen without a group of people interacting within a social context to solve a problem.

Role-playing is helpful when you want participants to:

- try to understand how a person would feel in a particular situation;
- learn how others might react to certain behaviours or attitudes;
- try out new ways of behaving to see if they bring the intended results;
- try out new ways of behaving to see what they would "feel like";
- take the risk of behaving in a certain way without fear of failure or negative consequences.

The facilitator should brief each group thoroughly on the situation, suggesting that participants play their parts as naturally as possible, putting aside an exact script in favour of what they think a person in that role might do or say. People might keep in mind a particular person whom they know and think in terms of how he or she would respond.

Use “props” (hats, cards with names, etc.) when possible. Even the simplest props can make a difference. Props help people to identify with the characters during the role-play and as importantly, to disengage from them at the end of the role-play. Disengagement is important because it prevents the spill-over effect of emotions that may arise during the role-play itself.

As a facilitator/trainer:

- ask participants to read the instructions;
- ask for volunteers and have them assign a role for themselves;
- assign one (or more) person(s) to an “observer” role, in which they take note of what is happening;
- give them the instructions on what to do or think about during the role-plays and hand out the props;
- use humour whenever possible;
- ask participants to end the role-play when they think the situation has resolved itself, has become repetitive, and/or when time has run out;
- have participants discuss what happened during the role-play; ask how each of the role-players felt, why they think it turned out the way it did, and what they might have done differently. The discussion after the role-play is almost as important as the role-play itself, as it helps participants gain more insight into the situation;
- praise all efforts.

Ideally, each role-play should not take more than 10–15 minutes, since it is crucial that time be spent on analysing what took place. Ask a few of the group members to use an observation form to jot down notes and be prepared to actively join in the discussion.

After the role-play, ask the group members themselves to comment on points on the observation form. Most of the time, group members will themselves be aware of the meaning of what took place, and it helps them be less defensive.

### ***Types and uses of questions***

The use of questions is a valuable tool for directing discussion and encouraging participation. They may: (1) be addressed generally to the group; (2) stimulate everyone to think; and (3) avoid embarrassing someone who may not yet be ready to respond. To start, a question may be phrased as a general question, and then some time allowed for all the members of the group to reflect. However, all three types of questions mentioned above should be used. Questions should be brief, clear and simply worded, and ideally cover one point only.

### ***Facilitating discussion***

A good discussion is invaluable to ensure that the best ideas in a group are shared, analysed and used for fully informed decisions and conclusions. At the same time, if not well handled, discussions may be a waste of time.

Discussions may be held to:

- *Ensure that participants understand the information presented and how to apply it in practical situations.* A well-structured session is needed in which the discussion-leader (often someone with more knowledge or experience than the group) has specific points in mind that he or she wishes to communicate.
- *Share experiences and information.* This may be achieved through a more loosely-structured session. The discussion-leader, who is usually familiar but not the primary expert on the topic, should ensure that the task set for the group is accomplished and that everybody's thinking is shared. The discussion-leaders should have some skills in managing a group.

The background of the members of the group should be taken into consideration when preparing for a discussion: what they already know, what they can contribute, and whether or not the facilitator anticipates any objections or conflicts.

### ***Working with groups***

Each group takes on a character of its own. This is to a large extent influenced by the person facilitating the process of interaction, and by the learning style of people in the group. Depending on the session objectives, facilitators may be selected either for their ability to help all members of the group actively participate in analysing and solving problems, or for their expertise in content. Groups will ideally strive towards equal participation, but several factors may hinder this ideal "such as a desire for power or control by one or more members, discomfort in speaking up when in a group of people with higher status, a preference for harmony over open argument/discussion, or

unwillingness to examine all the possibilities before reaching a conclusion. Sometimes groups become grounds for confrontation or, at other times, opinions are suppressed in favour of a phenomenon called *groupthink*" (5).

As the lead trainer/facilitator, you do not have to perform all group functions yourself. Ensure that the following takes place:

- Everyone is clear on the task.
- All members of the group participate in a relatively equal manner and no specific person(s) dominate(s) the discussion.
- Someone watches the time so the group will meet its goals.
- If required, one or more persons (on a rotating basis) may act as recorder to report key points, check whether the report reflects the thinking of the group, and (as necessary) make sure that key points are written on flip charts or transparencies for the group report. The recorder does not necessarily have to deliver the group report, although this is often the case.

### ***Reaching group consensus***

Consensus is a process for using effectively all available resources when making decisions. The goal is not perfect agreement, but simply that everyone in the group is able to accept the group's decision based on logic and feasibility. It does not mean that a few people decide and the others go along. Everyone should participate in the discussion; do not assume that silent members agree. The following suggestions are offered for reaching group consensus:

1. This is not about winning and losing. One should avoid arguing in an attempt to win as an individual. Consensus is about the best collective judgement of the group as a whole.
2. It is not necessary to change one's mind just to avoid conflict or arguing. Conflict about ideas, solutions, predictions, etc. should be viewed as helping rather than hindering the process of seeking consensus.
3. Differences of opinion are normal and are to be expected. Individual group members should accept responsibility for both listening and contributing, so that everyone is included in the decision.
4. Tension-reducing behaviours may be useful if conflict is impeding the group process.

### ***Using audiovisual aids***

Use visual aids during a training course as an aid for communication, not as a substitute. A good use of visual aids is if they support your training. A trainer/facilitator should always have contact and interaction with trainees.

As a general rule for all audiovisual material, respect and use space as much as text, and use colour with a clear purpose.

### *Flip charts*

Flip charts are the simplest tool as they can be used on the spot, are easily portable, do not require a power source, and can be saved, displayed on walls, and/or copied for inclusion in the course record or for distribution to participants. As flip-chart paper or markers are not always readily available in all countries, verify prior to the training/course that: (1) they are available; and (2) they are included in the budget for local purchase (or bring them with you).

When using flip charts, the following suggestions are offered:

- do not try to write too much on one page;
- write in letters large enough for everyone in the room to see;
- use markers that do not bleed through the paper;
- leave them on the wall for continued visual stimulus until the end of the course;
- use colours with a purpose;
- if you put your flip charts up in advance of a presentation, cover them with a blank sheet so no one can see them until you are ready.

### *Presentations*

Computer or overhead presentations have a number of advantages over flip charts if the power source is reliable. First of all, they are easier to prepare, transport and copy for the record or distribution. Secondly, while one still has to pay attention to the amount of text put on a single slide, they may be prepared in advance and tables or diagrams are easily included. The following suggestions may be useful when preparing slides:

- Do not try to put too much text on one slide. Use key words or phrases rather than long sentences. Leave plenty of space between lines. As a rule of thumb, have no more than six bullet points of no more than six words each.
- Use colour, but do not distract the group by using too many colours on one page.
- Use diagrams and pictures.

### *Films or videos*

Films and videos are a dynamic way to present information and to involve participants in the drama of a situation. However they are not sufficient in themselves. As a trainer/facilitator you should introduce the film by talking about its purpose. At the same time you may provide one or two questions for participants to keep in mind while viewing the film/video that will be used afterwards for discussion.

Ensure that everyone can see the film. For larger groups, try to have the material copied on a DVD, as the film may then be played on a computer with an LCD projector. When using video, consider having more than one video monitor in larger rooms. Several monitors may be hooked up to one video playback machine. Films and videos should be carefully selected for their learning value.

The following points may be of use when selecting a film/video:

- *Content.* Is the objective of the film in line with the objective of the training session? If not, can it be adapted to the teaching purpose? Is the technical information up to date? Appropriate to the audience level? Applicable to the local situation or sufficiently similar to it? Is the subject dealt with at an appropriate level? Is the language understandable for non-native speakers of that language?
- *Length.* Does the length of the film fit in with the time available in the programme? Can it be used in parts?
- *Condition.* Is the film copy in good condition? How old is it? If the film is "old", will out-of-fashion styles (clothing, hair-dos and automobiles) or outdated machinery create the impression that the message is old-fashioned too? If this is the case what can you do as a trainer/facilitator to counteract this impression?
- *Style.* Is the style in line with and appropriate to the subject? Will cartoons, drawings and charts be understood? If animated drawings of people are used, will they be taken seriously?

## **7 Practical suggestions for the present training course**

The present course involves reading, completing exercises, undertaking small-group work with colleagues, role-plays and plenary sessions during which guidance and feedback are provided. Participants are responsible for moving through the various learning activities according to a schedule established with input from you.

As a trainer/facilitator for this course, your primary responsibilities include:

- being a subject-matter expert in and champion for effective teaching;
- being familiar with the content of this learning package (including all the exercises);
- working with participants individually and in small groups to facilitate discussions and review learning exercises;
- observing and providing feedback on performance.

Before you begin working with participants, it is recommended that you complete the learning activities in the *Participant's guide*. This means reading the modules in the reference manual and completing the learning exercises. This will help you become a more effective facilitator as you become familiar with the content. If possible, you should attend a "trainer of trainers" course if you have not already done so.

Each day, a short summary of the previous day's work and feedback on the written evaluation should be given, as well as a short introduction to the day. If the evaluation was done orally at the end of the day, there will be no need to repeat what was said the previous day. The summary may be written and presented by the participants, each day asking 2–3 participants to volunteer, or by organizing on the first day who will be responsible to report back on each day.

### ***Teaching/learning methods***

The learning methods used in this course include:

- presentations at the beginning of the session;
- reading and completion of written exercises by the participants while in small groups;
- role-plays to practise with observation and feedback;
- plenary sessions to provide feedback on progress.

### ***Learning materials***

- Reference material: *Rapid containment protocol*.
- Participant's guide.
- Facilitator's guide.

### ***Course assignments***

The assignments in this course are the practical exercises that the participants complete with each of the modules in the *Participant's guide*. The assignments that the participants complete will depend on the teaching skills they wish to develop.

## **8 Sample ice-breakers and warm-up exercises**

In this section, several ice-breakers and warm-ups are described. As most of the following exercises were either mentioned in several manuals or were "picked up" during training courses, no reference is given for each exercise. Many more exist, and the *Bibliography* provides a few references to those mentioned below and a few others.

The purpose of most exercises is to enable participants to interact in a humorous, inoffensive way, and make them feel at ease with each other, which facilitates learning. Ensure that the ice-breaker or warm-up exercise used fits in with the local culture. If you are not sure about the cultural appropriateness of an exercise, ask one of the cofacilitators or one of the participants.

People love winning prizes no matter how small they are. Chocolate or other sweets are always welcome. Give a chocolate/sweet as a thank you for their participation.

A good way to involve participants is to ask them for ice-breakers or warm-ups/energizers at regular/preassigned times throughout the course. Offer help for identifying exercises.

### ***Introduction***

These introduction exercises may be done on the first day and throughout the week to help people get to know each other and/or each other's name.

### *Bingo*

Objective: to encourage people to speak to each other in an attempt to break the initial stressful environment.

Instructions: give each participant a sheet of paper with a table that has one question per box. Feel free to change the questions according to the topic or cultural appropriateness.

Who has more than two children?	Who plays a musical instrument?	Who has blue eyes?
Who wears a tie?	Who speaks more than two languages?	Who has a cat?
Who has worked in an epidemic?	Who plays football?	Who lives in a country that borders with three other countries?

Ask participants to go around the room and ask each person one of the questions. However they may use one individual name only once in the table – so they have to talk to all participants (or as many as possible). The first person to fill out the sheet calls out "bingo" and is the winner.

### *Who are you?*

Objective: to learn the names of the other participants.

Instructions: ask participants to stand or sit in a circle. Explain that they will introduce themselves and the persons next to them using a word that describes themselves and that starts with the same letter as their first name. The first person introduces him or herself ("Hi, I'm Magnificent Madoda"). The next person introduces "Magnificent Madoda" and then presents him or herself ("and I'm Lovely Lindi"). The next person introduces "Magnificent Madoda" and "Lovely Lindi" and then presents him or herself (and I'm Nice Nongaba"). This continues until everyone has been presented. The last person will have to remember all the names and descriptive words. After he or she does this, ask if anyone else in the group wants to try to remember them all.

*Variation 1.* Instead of having participants introduce themselves as well as those before them, simplify the activity. Have them introduce themselves with a descriptive word and then say something they like about themselves (e.g. "I'm Radiant Rose and I like cooking").

*Variation 2.* Ask participants to give themselves a name that links them with their country: e.g. baguette or sphynx.

### *Five things in common*

Objective: to encourage participants to share personal information with one another.

Instructions: ask the large group to divide into small groups of three persons per group, with "being from a different country" or "not knowing each other" as selection criteria. Ask them to discuss for five minutes and find five things they have in common not related to work –

so if they are all pharmacists or physicians, this does not count. When they have all finished, ask them to read out loud what they have written.

### *Concentric circles*

Objective: this is an ice-breaker that will help participants learn about others in the group.

Instructions: ask one half of the group to form a circle facing outwards while the other half of the group forms a circle around them, facing inwards. Each person should be facing one other person. There should be exactly the same number of people in the inner circle as in the outer circle. Call out a question (e.g. "What is one thing you hope to learn about preventing influenza transmission? What is one thing about yourself you would like to share? What is one thing you have accomplished that you are proud of?"). The people in the inner circle have 20 seconds (or a minute, or five minutes, depending on the purpose of the exercise) to respond to the question. Then those in the outer circle have the same amount of time to give their response to the same question. Before the next question, have the outer circle rotate counterclockwise so that everyone has a new partner. Then call out another question and continue the activity.

*Variation.* If the questions focus only on topics discussed during the course, it thus becomes an exercise of "testing" the knowledge. When you use it for this purpose, you should ensure that you give out the right answers at the end, or ask participants to give the correct answers during a debriefing session.

### *In the afternoon*

#### *Confusing messages*

Objective: to make people laugh and help participants appreciate in a humorous way how easy it is to misunderstand what someone has said.

Instructions: think of a phrase to whisper or ask one of the participants to think of a phrase. Ask the participants to sit in a circle or if the room set-up is in a circle or U-form they may stay where they are. Whisper the phrase quietly to the person next to you or the first person in the row. This person then repeats what he/she has heard by whispering to

the next person. After having whispered the phrase, they should write down what they heard. Each person then whispers to the neighbour. The last person in the circle will then say out loud what he/she heard, and the first person who started whispering will then say what the phrase was.

### *Body-writing*

Objective: to make people laugh and stretch their body.

Instructions: write H5N1 with your body or ask one of the participants to stand in front of the group and ask him/her to show the group how to write H5N1 with your body. The group has to copy what the person in front is doing.

*Variation.* Ask the participants to identify in small groups ways to write H5N1 with their body and then have the larger group copy what each smaller group proposes.

### *Farmyard*

Objective: to have people walk around and interact using nonverbal communication only. Can also be used to form groups.

Instructions: write animal names to form groups on slips. Mix them up. Hand them out or have participants pick them up. Participants then act out their animal, both nonverbally and with animal noises, until they find others in their group. A variant is to appoint a hunter/shepherd for each animal who is briefed outside the room; they are then responsible for finding and gathering the relevant animals. Whichever herd gets together fastest wins.

### ***"Testing" the knowledge***

#### *Asking questions on the topic*

Objective: in an amusing way, have people review the information they have learned during the course.

Instructions: ask participants to think of a question they would like to see if there were an exam. Ask them to stand in a circle. Have a ball or make a ball out of paper. Give the ball to one of the participants. He/she throws the ball to one person in the group and asks a question related to the topic. The person who catches the ball answers the question. He/she then throws the ball to another person, asks another question, and the person catching responds. Go around until each person has caught and thrown the ball once.

#### *True or false*

Objective: in an amusing way, have people review the information they have learned during the course.

Instructions: line up all participants. Give each person a card with YES or NO written on it (or use two different colours). Read out statements with "yes" and "no" answers only. Ask the participants to hold up the sign either with a YES or a NO. Read out the answer. Those who give the right answer can take one step forward. The person (or persons) first across the room (or a line) is the winner.

*Variation.* Ask the group to divide into smaller groups. Give each group two different-coloured cards, e.g. one yellow for NO and one green for YES. Read out the statements and each group will hold the card (yellow or green) up in the air based on what they think is the correct answer.

### ***Ways to divide participants into groups***

There are different ways to divide participants into groups prior to group work. If you wish to ensure that the groups include different backgrounds, preassigning participants into groups is one option.

If you would like to change the groups after the first or second day, the following exercises are different ways to divide participants into groups.

1. *Numbering.* Begin counting starting anywhere in the group, giving each participant a number ranging from 1 to the number of groups you want, e.g. if five groups are wanted then count 1, 2, 3, 4, 5 and start with person 6 being 1, person 7 being 2, etc. Then ask all number 1s to group, all number 2s to group, etc.
2. *Zoo.* Another way of counting is to use animals: tiger, elephant, snake, kangaroo and crocodile if you need five groups, repeating tiger, elephant, etc. until everyone has been assigned an animal name.
3. *Postcard torn up.* Have as many postcards available as you want groups. Cut each postcard in as many pieces as the group will have members, the total of each postcard cut up will equal the number of participants. Hand each participant a piece. Each person will have to seek the group with the matching pieces to make the postcard complete.
4. *Find and fit.* Cut up postcards or make jigsaws. Write the names of participants on the blank side. Hand out the pieces randomly. Each seeks the person whose name is on their piece and hands it over. Then everyone looks for others with fitting pieces. People come together unselfconsciously with a sense of fun and achievement, having solved their first problem. The picture on the card gives the group its identity. Cards of wild animals serve well – elephant, lion, tiger, zebra, hippo, monkey, giraffe. (Tip: carry with you a stock of animal postcards and a pair of scissors.)
5. *Farmyard.* See above under "in the afternoon" exercises.

6. *Coloured candy.* Hand out candy in different colours (as many as you want to have groups). Each group will have to seek the group with the matching colour candy.

### *Conflict management*

Such ice-breakers are difficult and can only be used effectively by very experienced trainers. Otherwise they may do more harm than good.

### *"Grumble, grumble"*

Objective: to provide an opportunity for the release of tension and to encourage participants to express negative feelings.

Instructions: the facilitator should ask participants to divide into pairs. Instruct participants to talk simultaneously, sharing any complaints, reservations, resentments, grievances, irritants, gripes or concerns they have on their minds. When one participant runs out of issues to disclose, he/she may say "grumble, grumble" until all participants have finished speaking. Call a halt to the exercise when it is apparent that the negative energy has dissipated and only the "grumbling" is heard.

Encourage group discussion with the following questions:

- How did you feel during the exercise?
- How do you feel now?
- Did you feel that you were being heard during the exercise?
- What are the benefits of this exercise?
- What issues did you hear that merit further discussion?
- In what ways do we fall into a "grumble, grumble" trap in our daily lives?

### *Chairs*

Objective: to show participants how to turn conflict into cooperation and to highlight cultural differences in handling conflict.

Instructions: prepare the following instructions on small slips of paper, each instruction on a separate piece of paper.

*Instruction A.* Put all the chairs in a circle. (15 minutes to do this.)

*Instruction B.* Put all the chairs near the door. (15 minutes to do this.)

*Instruction C.* Put all the chairs near the window. (15 minutes to do this.)

Give every participant one set of instructions, either set A, B or C. Ask them not to show the instructions to anyone else. Ask everyone to start the exercise and follow the instructions they were given. After 15 minutes, bring the group together and analyse the exercise. The following questions may help with discussion:

- Did you follow your instructions?
- How did you relate to people who wanted to do something different than you? Did you cooperate, argue, persuade, give in?
- If you confronted others, how did you do it?

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