



Participant resource
& learning module

Improving Basic Training Skills



Disaster Preparedness Training Programme



International Federation
of Red Cross and Red Crescent Societies

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Background and uses

This module is one of nine modules that have been prepared by INTERWORKS for the International Federation of Red Cross and Red Crescent Societies Disaster Preparedness office in Geneva. This module can be used as for independent study, as a reference guide on the subject, and to provide participants at a workshop training event on this topic. It is intended to accompany the trainer's notes on this topic. Their intended use is global, and they are written for generalists, planners and professionals with disaster preparedness and/or emergency response responsibilities both within the Federation and in the National Societies. Non-governmental organisations interested in disaster preparedness and preparedness planning, government emergency commissions, local disaster committees and civil defence training units may also find these modules useful.

This material can be used as:

- A general reference material on disaster preparedness
- Training and workshop modules and trainer's guides
- An orientation to disaster preparedness for Delegates and NS officers
- A guide for assessing or planning disaster preparedness capabilities

All nine of these modules are revised and updated versions of modules that were initially developed for the Central Asia IFRC Disaster Preparedness Regional Delegation DP project in 1998. This project resulted from recommendations and training needs expressed by Central Asian National Society and Emergency Commission staff attending the IFRC sponsored regional disaster preparedness conference held in Tashkent, Uzbekistan from June 24-26, 1996.

The overall aim of the Central Asia DP training project was to support the National Societies in further developing their own structures for preparedness in conjunction with those of the Emergency Committees, Ministries and Civil Defence organisations in each of the five countries in the region. To date, disaster preparedness in the region has been typified by highly response oriented, well maintained and trained Civil Defence organisations; and largely unprepared, and untrained local populations and non-governmental organisations. Disaster management has traditionally consisted of preparedness for efficient and centralised emergency response, not the development of community-based or localised preparedness capacity. The Central Asia DP training programme was one attempt to change this emphasis and was proposed as a starting point from which revisions, and modifications for use on a country-by-country basis were expected and welcomed.

This material is based on a “multi-hazard” approach, and is typically applicable to preparedness in all of the hazard situations represented. However, the specific country context of the readers and trainees will necessitate a focus on the hazard types that are most applicable to their situation. While the modules and accompanying trainer’s notes are written for use at national level workshops, individuals with training responsibilities are encouraged to use and adapt the material for use at more local regions and towns.

The nine disaster preparedness modules and trainer's notes

Disaster Preparedness	Preparedness Planning	Risk Reduction
Increasing Community Disaster Awareness	Disaster Emergency Needs Assessment	Disaster Programme Information and Reporting
Improving Coordination	Improving Basic Training Skills	Project Planning

Acknowledgements

These nine modules and their accompanying trainer's notes were prepared for the International Federation by INTERWORKS, a consulting group with disaster management training and consulting experience in over 60 countries worldwide. Review and critique of these modules were provided by a team of Central Asian disaster management specialists, the disaster preparedness officers of five Central Asia National Societies, the Federation disaster preparedness staff in Geneva and delegates in Central Asia, the Caribbean and East Africa.

The following documents served as references for the compilation and writing of this particular module:

1. **Instructor Training Manual**, International Federation of Red Cross and Red Crescent Societies, Regional Office for Central Asia, Disaster Preparedness Programme (used in Almaty, Kazakstan workshop, December 1997).
2. **InterWorks Training-of-Trainers Workshop**, (C. Dufresne's trainer's notes 1999).
3. **Organising and Designing a Training Workshop**, IFRC's Training Support Service, Geneva, April 1997.
4. **Effective Presentations**, IFRC's Training Development Service, Geneva, May 2000.

Improving Basic Training Skills

Aim and audience

IFRC and National Society staff with disaster preparedness responsibilities are often involved in designing and conducting workshops and making presentations related to the theme of disaster preparedness and response. This module is a reference document for those staff who have occasional responsibilities to serve as trainers in participatory workshops using interactive methods. It can also serve as the participant's module during a train-the-trainers workshop.

This module is based on the premise that disaster preparedness and response training is most effective when a variety of training methods are used and when participants are involved as active learners, not simply as passive listeners. There are many methods for conducting this type of training and for involving participants. This module presents several of these in the hope that current and future trainers will examine, expand and improve their own approaches.

Main points in this module

- The rationale for designing highly interactive and participatory disaster preparedness workshops
- A general overview, including advantages and disadvantages, of different types of training methods and techniques
- Specific guidelines and procedures for:
 - Making presentations / mini-lectures
 - Conducting practical demonstrations
 - Facilitating group discussions

Part I: Overview of participatory training and methods

1. Introduction

Disaster preparedness and emergency response training is most effective when participants are involved as active learners, not simply as passive listeners. For this reason, trainers should use an approach where participants are involved in discussing issues, solving problems, practising skills, analysing situations and applying concepts. Participants should be challenged to think critically, use and develop planning skills, and solve problems creatively.

When conducting a training event, it is important to recognise that adult learners bring expertise, experience and insights that, when tapped, can enhance the quality of a training session. Adults must be interested and engaged in a topic in order to learn the material. If they do not feel there is a reason to learn a particular skill or subject, it will be very difficult to engage them. One way of engaging adults is to make workshops participatory. By actively

involving adults in their own learning—drawing on their past experiences and allowing opportunities to learn by doing—trainers will facilitate the adult learning process. In general, participants learn better and are more interested if the methods used are varied and if participants are given opportunities to actively participate through practical exercises, small group work and group discussions.

2. Participatory workshops

The participatory methods used in disaster preparedness workshops differ from more instructor-centred teaching and learning approaches. Ideally, the participant-centred approach generally grants a higher value to participant insight and experience and thus relies on increased participant involvement in the teaching and learning process.

In participatory workshops, trainers still make presentations, but they do not rely primarily on this method. They also plan, design and facilitate group discussion, self-study and group problem solving exercises. The following chart presents some additional differences between instructor-centred approaches and participatory approaches.

Comparison	Instructor-centred	Participatory workshops
Expertise/knowledge	Instructor is the sole expert, and authority. Instructor alone has the “correct” knowledge	Both the trainer and participants bring experience, expertise and knowledge relevant to the topic
Role and responsibility of instructor	Lecturer; scholar, savant	Plans and organises seminar; provides structure for participant involvement; stimulates group discussion; facilitates discussion by participants; summarises group discussions and conclusions; makes mini-presentations
Role of the learner	Passive listener, listen and pose questions to instructor.	Active learners, involved in discussions and problem solving
Primary Methods	<ul style="list-style-type: none"> Lecture or presentation by the instructor followed by question and answer period with participants Participants direct their questions to the instructor 	<ul style="list-style-type: none"> Group discussion and analysis Practical exercises and activities Mini-presentations to introduce a topic or to emphasise important points Participants direct questions to each other and to the trainer
Learning	Participants must memorise theory, information and facts. The insights, opinions and experience of participants are seldom sought.	Participants learn from instructor and from each other through discussions; critical reflection; practical activities. A primary goal of participatory seminars and workshops is to develop participants’ critical thinking, problem solving and planning skills
Solutions/Action	Instructor proposes a set of “correct solutions” or expertise-based technical solutions that participants must learn and follow	Participants are involved in identifying and generating solutions, and proposing actions, based on technical information, as well as their own experience, resources and capacities

There are many different types and variations of training methods. Trainers have to choose the most suitable methods for each training situation. To choose suitable and effective training methods, it is necessary to take into account many factors including participant needs and characteristics; the training situation; trainer expertise and skills; amount and content of information; the timing and location of the event; and available equipment.

3. Developing training/learning objectives

Whenever you conduct a training event—be it a presentation, workshop, demonstration, or a similar activity—you must consider, in advance, what you would like participants to learn from the event. Developing training/learning objectives will provide you with a structure to begin developing the rest of your training strategy.

It may be useful to consider two broad types of objectives for your event. First, what are your overarching or broad reasons for holding the training event? What do you hope it will accomplish? Your answers may relate strictly to learning or they may also relate to networking, team building and program promotion.

Once you have developed your overarching course objectives, focus on developing specific training objectives. Ask yourself these questions:

1. Upon completion of the training, what should participants know about this topic that they do not already know?
2. After the training, what should participants do differently?

In order to answer the above two questions, you must have an idea of your trainees' experience with the topic and what they already know about it. Therefore, you will need to determine how you will find out what participants already know and then take steps to assess their existing knowledge and experience.

Based on the answers to the above two questions and on the participants' existing knowledge and experience, develop specific training objectives related to learning, knowledge acquisition and skill development. For example, one of the specific training objectives for this course is: "Learners will understand the basic principles of adult learning and be able to apply them by developing training strategies for multiple learning styles."

After developing your training objectives, list how you will accomplish each objective—including what training methods you will use and the materials that you will need. After you have developed a complete list of objectives and identified your methods, proceed with the development of specific training materials. Annex 1 is a useful tool for designing training/learning objectives and thinking about how you will achieve them.

Part II: Guidelines for improving training skills

This module focuses on three specific training methods: making presentations, conducting demonstrations and facilitating group discussions. There are many other training methods and techniques that trainers can use when developing and leading workshops. Many of these methods and techniques are listed included in Annex 2. Trainers should be familiar with all of

these methods and techniques and remember that adults learn better when instructional techniques are varied.

4. Making effective presentations

4.1 Introduction

Presentations are useful when time is limited, when your training audience is large, and when most, if not all, of the content is new to the audience. Presentations can be used to transfer information, or better yet, to motivate and inspire your audience to a particular course of action, or convince them of a particular point of view. In this chapter, you will learn useful tips and guidelines aimed at improving your presentation skills.

There are five basic elements of effective presentations. The acronym 'COPES' is useful for remembering each of the elements.

- C** = Communicating effectively
- O** = Opening successfully
- P** = Planning, preparing and practising
- E** = Engaging your audience
- S** = (Using) Sign-posts and summarising

The rest of this section considers each of these elements, and provides practical guidelines for doing each well.

4.2 C = *Communicating Effectively*

Presentations are used to communicate an important idea, strategy, concept or vision. Effective communication, however, is much more than just verbally presenting the content of your speech. It is also about engaging your audience, having empathy for them, knowing what content to emphasise, and choosing what to say.

4.2.1 Communicating Content

Presentations should communicate a few simple and big ideas, goals or concepts; inspire your listeners to action; or emphasise the most critical elements of a strategy, process or procedure. Presentations should rarely, if ever, be used to transmit complex and detailed information, as this will often confuse, tire and bore your audience. Leave the complexity and the details for the discussion session to follow your presentation or include them in a report that you can distribute after your speech. In a 20-minute presentation, no more than three or four major ideas should be presented. Use stories and anecdotes to illustrate and support your main points. It is also good practice to become familiar with and use local terminology and make references to local examples. Thoughts should be expressed as concisely as possible.

Be flexible. Especially with small groups it is quite easy to misjudge the level of expertise or experience of the group prior to the session. If you discover that the participants are well advanced in your topic area, do not waste their time by telling them things they already know. Rather, let them tell you what they know and discuss only problem areas or issues that they are interested in.

4.2.2 Non-verbal communication

Communicating effectively also requires attention to non-verbal means of communication. You need to show enthusiasm or passion for the topic throughout your speech. You want to establish and maintain eye contact with your audience. Some presenters do this by ‘locking-eyes’ briefly (2 seconds) with participants throughout the meeting room. Others do this by using the ‘light-house’ technique, where they slowly scan the audience from side to side—holding eye contact with people on one side of the room and then slowly moving their eyes to the other side of the room. Many presenters use a combination of both techniques. The key is to keep your eyes and focus on your audience, not on your notes or overheads. This communicates that you are attentive and that you care about your audience.

Your body also communicates messages to your audience. Stand up straight in an open and relaxed position. This will communicate confidence and ease with your topic. Likewise, always face your audience. At times, it may be appropriate to walk towards your participants to emphasise a point or to regain their attention. Avoid pacing or weaving back and forth nervously—, as your audience will be more attentive to your motion than to your message. You should also keep your hands free of paper and pens, which can be distracting if they are shuffled or played with.

4.2.3 Voice and Speed of Delivery

The volume, tone and speed of your speech also communicate various messages. Generally, you want to speak slower and louder than normal. A simple rule is to speak to the person at the back of the room—this way everyone is sure to hear you. Speak dynamically by varying the pitch and speed of your voice. Vary your pitch from softer to louder tones to emphasise and gain attention. Similarly, vary the speed of your words—faster to excite and slower to emphasise important points. Ideally your speech should be delivered in a conversational tone, as if you are speaking to a group of trusted colleagues or friends, rather than in a rigid and mechanical fashion.

4.2.4 Multi-medium communication

Your audience will retain more of what you say if you communicate your message in a variety of ways. People learn by listening, seeing, reflecting on experience and doing. This means that you need to present information verbally (appealing to listening), use graphics (appealing to sight) and provide opportunities for your trainees to discuss and apply (reflecting and doing). When trainees are involved in their own learning, they are more likely to remember details of the experience.

4.3 O = Opening successfully

The first 30-60 seconds of your presentation are key for successfully communicating your message. As you approach the front of the room, all eyes are on you and your audience is determining whether or not you are someone they should listen to. Some participants may still be thinking about the last session, about work at the office, or about a sick child at home. If you fail to get your audience’s attention and respect immediately, you may lose them for the remainder of your presentation. Opening successfully, therefore, becomes critical to the success of your entire presentation.

Opening successfully first requires that you show enthusiasm for your topic. If you are enthusiastic, chances are that your enthusiasm will infect others. The reverse is also true. If you are not enthusiastic about the topic, why then should your audience be?

During your opening, present both your objectives and the benefits your audience will receive

from listening. You must let your audience know what it is that you are speaking about and why they should listen. This requires that you learn something about your audience prior to making your presentation. Put yourself in your audience's place and ask yourself, 'Why should I listen?' and 'What can I get out of this presentation?' Answers to these questions should be reflected in your introduction and opening statements.

From the very beginning, you will want to establish trust and build rapport with your audience. One of the most effective ways to open is to make a statement that acknowledges your audience's situation—pose a rhetorical question to your audience, or ask them for a show of hands in answer to a question. For example, if you are speaking about contingency planning, you might begin with the following:

Good afternoon. It's a pleasure to participate in this emergency management workshop. Thank you for inviting me back to Xenostan, where I was a field officer six years ago. Having gone through this workshop myself, I know how hard you have been working and hope that you are benefiting from it like I know I did. Today, I have been asked to speak to you about the five key steps of the 'Contingency Planning' process.

Before I begin, I would like to ask a few questions and have you answer with a quick show of hands. How many of you are involved in any kind of strategic or programme planning activities in your current work? How many of you are familiar with the concept of contingency planning? How many of you have done contingency planning?

In this opening, you have accomplished several important things. First, you have established yourself as one of the group, as someone they can trust. You did this by letting them know that you have been in their shoes (having attended this workshop yourself) and that you also served in this country (Xenostan). You also let them know that they are important by thanking them and involving them in the presentation via your questions. You have briefly shared the topic (Contingency Planning) and the objectives ('five steps'), and you have captured their attention by asking them questions.

4.4 P = Planning, Preparing and Practising

As you are now aware, making effective presentations requires much more than just delivering content. It requires many other verbal and non-verbal communication strategies as well as planning for an effective opening, delivery of three or four key ideas, and a strong conclusion. In some ways, your presentation is like a short trip. It should have a beginning, an efficient route, and successful arrival at the destination or main point. Be flexible and sightsee at points of interest, but do not take extensive detours from your planned route. This requires that you plan your presentation, prepare your material, and practice your delivery prior to the actual presentation. The main planning stages are:

- Outline the main themes or ideas and how they will be sequenced for maximum impact
- Determine the main points for each idea, the methods for transmitting these points (speech, transparencies, handouts, etc.), and the time allocated for each main idea or theme
- Write a draft or outline of your presentation
- Research and prepare your materials (transparencies, flip-charts, handouts)
- Practice and rehearse your presentation (e.g. tape record yourself and listen to it, and/or visualise your presentation and your audience)

4.5 E = Engaging your Audience

Not only is it important to capture your audience's attention at the beginning of your presentation, you must also devise strategies for engaging them throughout, lest their attention wander. There are many ways to do this. One of the best ways is to maintain a high level of enthusiasm and passion throughout your presentation. Relevant and interesting stories, anecdotes and examples are also powerful ways to maintain your audience's attention and to make important points that they can understand intuitively. You can also engage them by asking them to respond to thoughtful or provocative questions, asking one or two of them to share their experience or an anecdote, maintaining eye contact, using good visual aids, and planning some time for discussion or an interactive exercise (completing a questionnaire for example). Jokes—especially ethnic, racist, sexist, or vulgar ones—should be avoided, as they are inappropriate and sure to offend at least one person in your audience.

4.6 S = Sign-posts and summary

Throughout your presentation, you have to make it easy for your audience to follow and retain what you are saying. One way to do this is to use a mnemonic, such as the 'COPES' acronym that we used to present the material in this chapter. Another way is to sprinkle your presentation with 'sign-posts.' In longer presentations, you will want to summarise occasionally during your presentations as well as at the end. This section provides guidelines on using signposts and on summarising.

4.6.1 Sign-posts

'Sign-posts' in oral presentations are words and phrases that explain what you are doing and where you are going. They are transitions, emphases, and reminders that help you structure the pace and direction of your presentation. Especially in situations where your audience has varying degrees of expertise in the language being used, signposts can help them find their way. Commonly used signposts include:

- *This presentation is divided into three parts ...*
- *First of all, ... Second, ...*
- *To sum up, ... or In Conclusion ...*
- *So far I have presented ...*
- *I will next turn to my second point ...*
- *Let me begin by saying ...*
- *This brings me to my third point ...*
- *You will note on the flip chart that ...*
- *Let me spend a moment on that idea ...*
- *Before I go on to the next issue ...*
- *In my opinion, the answer to your question is ...*
- *Your comment brings us to the issue of ...*

4.6.2 Summary

In longer presentations (over 10 minutes, for example), summarise occasionally in addition to providing a conclusion at the end of your presentation. The best presentations always deliver a forceful summary or conclusion. It is good practice to prepare and rehearse your concluding remarks ahead of time to make sure that you conclude clearly and with confidence.

5. Organising and conducting demonstrations

Demonstrations, followed by participant practice, are an effective method for helping participants master and develop new skills. This section reviews the steps and procedures for organising and conducting effective demonstrations.

5.1 Preparation

Demonstrations require adequate preparation. At a minimum, the following steps should be followed:

1. Determine the aims of the demonstration—what skills and experience should students acquire?
2. Prepare and study information about what aspects should be demonstrated
3. Create detailed step by step instructions
4. Prepare all necessary materials beforehand and check all necessary equipment
5. Practice the demonstration to gain confidence and improve the flow of delivery

5.2 During the demonstration

1. Introduce yourself and ask participants what they know about the given theme.
2. Ask them if they ever saw a demonstration on this theme—where and in connection with what?
3. Use their answers to supplement the description of what you are going to do, and why the demonstration you are about to give is important.
4. Explain and show a new skill—slowly, thoroughly and consistently—but keep your explanations brief.
5. Pause to answer questions and to informally quiz the group.
6. Repeat the most difficult procedures.
7. Ask members of the group to help you demonstrate a new skill.
8. When you finish your demonstration, ask students to demonstrate one or several components of the new skill, in order to check their level of comprehension and competence in using it. Provide several opportunities to practice the new skill.
9. Finish the demonstration with questions to the audience to determine what they have mastered as a result of the demonstration.
10. Summarise the session by repeating key points and conclusions

5.3 Post-demonstration

During the demonstration, lengthy explanations should be avoided. After finishing the

demonstration, however, the trainer can provide additional explanations or clarify procedures that may be confusing or difficult to grasp. If participants are still confused, it is preferable to repeat the demonstration rather than to give long, elaborate verbal explanations. Generally, the demonstration will be grasped better the second time. Simple procedures or techniques can be learned quickly; whereas more complicated procedures may require several demonstrations.

5.4 Participant practice

Use the following steps for the practice session.

1. All participants should start work simultaneously, consistently following every instruction. The trainer should assist participants when necessary. Participants should be allowed enough time to complete each of the actions or steps. When they make a mistake, the trainer should correct participants and help them master the given action. Each step must be clear before moving onto the next step or skill.
2. Participants repeat their actions step by step gradually moving to the next step under trainer supervision. The required number of repetitions will depend upon the ability of participants to master the different skills. At first, participants work under trainer supervision, then independently.
3. The class should be divided into several groups, and the trainer should circulate from group to group. Not all participants will work at the same pace. Participants who have successfully completed the task can be asked to assist or demonstrate to others who are experiencing difficulties.
4. The more time participants have to practice a skill, the better the chance that they will be able to retain the skill.
5. The trainer should allow plenty of time for self-directed practice and for questions.
6. The trainer should provide timely and continual feedback.

5.5 Feedback

Feedback consists of making both encouraging and critical comments to help a person improve their performance. In training, feedback can come from the trainer and be directed toward participants. Or, participants can give each other feedback. Finally, participants can also give the trainer feedback on his/her methods, the content being taught, etc. Feedback helps individuals recognise what they are doing well, and what they need to improve. Critical feedback is effective and useful, when it is:

- precise and concrete
- constructive without judging
- directed at behaviour which results in desired changes
- immediate
- combined with suggestions on correcting mistakes

Constantly provide listeners with feedback, praising them for the efforts just completed and encouraging them in the upcoming ones. Participants who receive positive feedback from a trainer become aware of their progress and will be further motivated to learn. Success

generates success

5.6 Demonstrations are most effective when:

- The trainer's background and characteristics closely match those of the participants. Participants should be able to relate to the trainer on a personal level.
- Practical training should immediately follow theoretical presentations.
- The sooner participants have an opportunity to use the knowledge that has been demonstrated, the greater the chance that they will be able to learn and retain what they have heard or observed
- Participants are asked to repeat movements in the same way and order as they observed them being done by the trainer

6. Facilitating group discussion

6.1 Responsibilities of the discussion facilitator

When leading a discussion, the workshop trainer has many responsibilities including:

- Encouraging active, meaningful and full participation
- Stimulating discussion
- Managing the discussion time and keeping the workshop on track
- Managing conflicts that may arise
- Allowing minority views to be expressed
- Summarising and synthesising main points, views and conclusions
- Inviting quieter or shy participants to give their opinion or ideas

During participatory workshops, both structured and impromptu discussions will occur between participants, and between participants and the trainer. Thus, the trainer needs to be adept at managing and leading group discussions. In this section, the following facilitation skills are considered:

1. Asking good questions
2. Handling participant questions
3. Stimulating discussion
4. Listening

6.1.1 Asking good questions

Not all questions will generate the response you want. Asking good questions is an important skill trainers must master. Trainers who ask good questions keep the discussion interesting, highlight critical issues and keep participants engaged. Guidelines for asking good questions include:

- Initially pose general questions to the whole group
- Make follow-up questions precise and direct
- Ask answerable questions (questions that seek information that is within the participants' knowledge or experience)
- Formulate clear questions. If your question is not initially understood, reformulate it, or break it down into sub-questions.

- Prepare your questions in advance and envision the type of responses you hope to receive. This will help you reformulate the question if the initial response takes the discussion on an unintended tangent.
- Ask one question at a time. Allow enough time for participants to answer. If there is silence, count to five before asking your next question.
- Avoid leading questions such as, "Don't you think that...?"
- Formulate reflective or hypothetical question, "What would happen if...?"
- Use open-ended questions. Open-ended questions cannot be answered with a simple "yes" or "no." They require a more complex answer or opinion. Generally, questions that begin with "What," "How," or "Why" will generate more complete responses.

Even when trainers ask good questions, they do not always get in-depth, informative answers. Trainers must follow-up with participants to go beyond the superficial answers that are sometimes offered. For example, in a discussion about ensuring local participation in projects, trainers might ask questions, such as, "how specifically would you involve the local population?" "What specific activities would they be involved in?" "Who would you involve?" "Can you give me a specific example of what you have tried in the past?" These types of questions will invoke more thoughtful responses that will benefit other participants in the course.

6.1.2 Handling participant questions

Not only will the trainer be asking questions, but often s/he will have to respond to questions posed by participants. Some guidelines for handling participant questions include:

- Anticipate the type of questions participants might ask and prepare your response or strategy for handling them.
- Redirect the question to someone else: the questioner, other participants, or other trainers
- If the question is critical, insulting or confrontational, stay calm. Some ways to stay calm include counting to six and taking a deep breath before responding. You can also defuse a tense situation by taking a break, or by breaking a larger group into smaller groups and asking each group to identify four or five main problems or issues under contention and what they would recommend to solve them. You might also ask if anyone could share a different perspective or opinion on the matter. Sometimes just thanking a person for his/her contribution, or suggesting that you can speak with him/her during the break are other strategies for dealing with this challenging behaviour.
- Summarise or reformulate the question before answering.
- Take several questions at a time.
- Stimulate a general discussion if the question seems of general interest to other participants.
- Admit you don't know the answer and redirect the question to someone who does know.

6.1.3 Stimulating discussions

The trainer will need to find a way to stimulate the group's interest and participation if s/he is to engage them in the discussion. There are various ways to do this.

- Make a brief presentation that raises issues of concern to participants and sets the stage for the discussion questions that follow
- Ask the group to read a short excerpt from an article
- Distribute discussion papers or reports ahead of time

- Show a short, thought-provoking video
- Ask the group to complete a quick exercise, questionnaire or short problem
- Make a provocative statement or ask a provocative question
- Stage a brief role play or skit

After using any of these techniques, the trainer should have several follow-up discussion questions ready. "What did you think about ...?" "How do you feel about what you saw?" "What is your view about what you've read?"

Trainers should know where they want to lead a discussion and what kind of discussion is to take place. It is helpful to envision beforehand how you want the discussion to proceed. You might also imagine the types of questions or concerns that will arise during the discussion and prepare a response to deal with those issues.

6.1.4 Active listening

The trainer will need to be an active listener if s/he is to encourage participants to share their opinions and respond meaningfully to questions. A trainer who listens actively is telling his/her participants that s/he cares about what they are saying. Active listening helps the trainer accurately interpret the meaning and purpose of the participant's question or comment. Active listening techniques include:

- Allowing the participant to complete his/her question or comment before responding
- Asking questions to clarify your understanding
- Paraphrasing
- Summarise and reformulating what has been said
- Asking open-ended questions
- Including participant's words or concepts in your response
- Asking a participant to elaborate on his/her answer: "Ali, why don't you tell us more about that..."

Annex 1: Training design planner

This checklist can assist trainers in preparing the design and content for their training course or workshop session.

I. **Overarching course objectives**

What are your overarching or broad reasons for holding this workshop course? What do you hope that this workshop will accomplish? Reasons can include "pure" learning objectives, as well as objectives related to networking, team building, program promotion or political reasons. For each reason, in the table below list how you will accomplish it.

Reasons for this workshop	Ways this will be accomplished
E.g. To improve training skills	Participants will get opportunity to practice and apply training techniques.
E.g. To build organisational links between National Society and civil defence disaster preparedness unit.	Invite participants from each organisation and use small work groups consisting of National Society and civil defence participants.
E.g. To raise confidence and visibility of the DP programme and its capabilities.	Invite key stakeholders to participate in the workshop.

II. **Training objectives and training methods**

- A. Next, develop the specific objectives that you have for this training. To do this, ask yourself the following questions. After taking this course,
1. *What should participants know about this particular subject that they don't know already?*

 2. *What should participants do that they don't do already?*

In order to answer the above two questions, you must have an idea of what your trainees' experience with and knowledge of the workshop topic. *How will you assess their knowledge and experience during the training design phase?*

B. After you have defined your overarching objectives, list your specific training objectives related to learning, knowledge acquisition and skill development for your group of trainees. In the second column of the table below list the different training methods that you will use to meet each objective.

Training objectives	Training methods
E.g. Improve presentation skills	<ul style="list-style-type: none"> • Participants make presentations. (Learn by doing) • Participants evaluate each other's presentations. (Learn by observing)
E.g. Increase knowledge and awareness about the DP programme.	<ul style="list-style-type: none"> • Participants will be asked what they know about the DP programme? • Based on this input, the "DP Delegate" will make a presentation and answer questions from participants about how DP relates to them.

III. *Workshop or session plan*

Based on your course and training objectives, you will need to determine how best to schedule your time. The following table is a useful way to draft your workshop agenda. The questions are useful to think about as you decide on the timing and the methods to be used.

Time	Session theme, key points and procedures	Materials required

Additional points to consider

- Have you varied the workshop methods? (For example, a presentation is better followed by a good group exercise than by another presentation.)
- Have you built in practical activities where participants can apply and discuss what they have learned or heard in a presentation?
- If networking is an important course objective, have you allowed enough time for participants to meet informally during breaks and meal times?
- Have you prepared the materials (handouts, exercise instructions, flip charts, etc.) that are required?

Annex 2: Review of training methods and techniques

In this section we briefly discuss several training methods and the advantages and disadvantages associated with each of them.

Description of method/technique	Procedures/how to use	When to use	Advantages	Disadvantages
<p>Brainstorming Creative thinking is more important than practical thinking. Participants spontaneously offer ideas on the given theme.</p>	<p>Participants spontaneously offer ideas on the given theme. During the idea generating stage, no idea is rejected or criticised, all ideas are written down and all participants are given a turn to share their idea. Participant ideas should be quick and brief. They should be encouraged to feel at ease in suggesting any ideas—even the most absurd (wild) ideas should be welcomed. When the group has exhausted all ideas, the group should discuss the ideas generated, asking for clarification, combination or refinement of ideas. The most valuable ideas should be chosen and developed.</p>	<p>The aim of this method is to generate as many ideas as possible and to stimulate creative thinking.</p> <p>It is a good technique to use for problem solving sessions, when you want to reframe an issue, or when you want to generate new ideas (e.g. identification of project ideas).</p>	<ul style="list-style-type: none"> • Freedom of expression is encouraged • Fast way to gather many opinions • New and innovative solutions are often suggested. 	<ul style="list-style-type: none"> • Requires a skilled trainer to encourage full participation and to suspend criticism and judgement of ideas.
<p>Case studies Case studies involve discussing details about actual or hypothetical situations which participants could face in their work. The event or case is analysed and discussed resulting in a plan of action to address the given situation.</p>	<p>Either the trainer or the participants prepare a case study in advance of the session. The trainer should provide a structure for the case studies to follow. For example, case studies could consist of a description of the problem, an analysis of the problem, the actions that were taken, results and lessons learned.</p> <p>The value of case studies must correspond to the time spent developing and analysing them. Examples should not be too long, complicated or detailed.</p>	<p>Very good method for applying theory to a real case. Case studies allow participants to suggest alternative solutions and promote the development of problem solving skills.</p> <p>For example, following a discussion of coordination of an international response to a large-scale disaster, it may be useful to analyse a case study for a specific example.</p>	<ul style="list-style-type: none"> • Case studies promote the development of problem solving skills and allow participants to learn from each other's experiences and suggest alternative solutions. 	<ul style="list-style-type: none"> • Case studies must be developed ahead of time. • May take much time to prepare and complete. • Participants may lack the knowledge or experience to analyse adequately the case study.

Description of method/technique	Procedures/how to use	When to use	Advantages	Disadvantages
<p>Demonstration A demonstration is a performance showing how to perform an action, or how to follow a certain procedure.</p>	<p>The trainer models the behaviour or the action that s/he wants participants to copy. Trainer demonstrations should be followed by practical hands-on exercises which give participants an opportunity to practice what they have just observed.</p>	<p>Use when your objective is to get participants to use and learn new technical skills. For example, giving mouth-to-mouth resuscitation, applying a splint or rescuing someone from a building.</p>	<ul style="list-style-type: none"> • Participants have a chance to practice • Trainers can see whether participants have mastered the skill 	<ul style="list-style-type: none"> • Demonstrations are constrained by the amount of time and money that may be required to conduct them • If the materials used in a demonstration are small, some participants will have difficulty seeing what is being done
<p>Group discussions In group discussions, the trainer serves as a facilitator—enabling all members of the group to participate and ensuring that a vocal minority does not dominate the discussion.</p>	<p>Additional guidelines are offered in Part II, in the section "Facilitation of group discussions."</p>	<p>Use when you want:</p> <ul style="list-style-type: none"> • trainees to share their opinions and experience • conflicting viewpoints to emerge and be debated • to allow examples and anecdotes from trainees' experience • to raise issues that you will address in a case study or presentation 	<ul style="list-style-type: none"> • Shows respect for trainees' opinions and experience • Involves trainees in the teaching and learning process • Relies on the real opinions and experience of trainees • Helps highlight many important, complex and interrelated issues 	<ul style="list-style-type: none"> • Requires someone with good facilitation skills • Good discussions require trust among participants • Some trainees may want the trainer to provide the "correct" or final viewpoint • New, tangential issues may arise which may require additional time to discuss
<p>Modelling/simulation/role playing Modelling, simulations and role-plays involve participants in situations which mirror or simulate life-like situations. The purpose is to get participants to think, feel and act in these simulated situations and then to reflect on their experience. Simulations recreate the environment which participants are likely to encounter in a real situation.</p>	<p>To conduct a simulation or role-play, at a minimum the trainer needs to develop the scenario for the role-play and several roles that participants will take on. The trainer must also consider what the objectives of the role-play are and make sure that the role play/simulation illustrates relevant points.</p>	<p>This method serves as a type of "experimental laboratory" where participants are allowed to try out different roles, make mistakes, and learn from the whole experience. One example of a simulation might involve a situation which requires participants to plan, prepare for and respond to a large refugee influx, chemical spill or earthquake.</p>	<ul style="list-style-type: none"> • Practical exercises that stimulate adult learning 	<ul style="list-style-type: none"> • Often costly and time consuming to develop

Description of method/technique	Procedures/how to use	When to use	Advantages	Disadvantages
<p><i>Practical exercises/group work</i> Practical exercises involve participants in thinking about and/or using a technique or method.</p>	<p>Practical exercises are usually preceded with a presentation by the trainer which provides the necessary concepts, principles, questions or formula for resolving the problem posed in the subsequent practical exercise. Participants then work on a problem or exercise in groups. Groups discuss the problem and come to a solution or make a recommendation, and then report their decision to the whole meeting. Reports are presented by a member of the group, with the use of flip-chart illustration, lists or other visual aids.</p> <p>For example, an instructor may present the principles of storing relief supplies in a warehouse and then give participants a written practical exercise where they have to calculate the use of warehouse space.</p>	<p>Participants learn best through actually practising what they are learning.</p>	<ul style="list-style-type: none"> • Everyone participates. • Encourages discussions, exchange of experience and ideas. • Shy participants are more relaxed in small groups. • Incorporates the use of specific information and recommendations. 	<ul style="list-style-type: none"> • Takes time and may require more space where separate rooms are required. • May turn out to be non-productive, if instructions or set-up is confusing or incomplete or if not enough time is allotted for the groups to work. • Small group work can be an overused method. • Requires effective group leadership • Do not overload the amount of work the small groups need to produce. Allow enough time for group work or you will frustrate the participants.
<p><i>Presentations/Lectures</i> Presentations or lectures may be used to present factual material in logical form, to describe one point of view on a debatable issue, to entertain or inspire the audience, to stimulate thinking and further study of a problem or to initiate a general discussion. Some participants prefer to learn by listening than by having to read the same information.</p>	<p>Presentations should be brief, not longer than 20 minutes (lectures should be limited to an hour or less), should be thoroughly prepared in advance and should be followed by some other training method. Try to involve participants by asking questions, use visual materials to supplement your presentation.</p>	<p>Use with large groups, when participation is not required, and to summarise main points.</p> <p>Presentations are also useful to present new concepts, themes or theories.</p>	<ul style="list-style-type: none"> • A lot of information can be presented quickly • Useful for large groups • Allows participants to pose questions which may be of interest to the whole group • Often preferred when the lecturer is a highly respected expert who is also engaging • Participants who like traditional methods will like this 	<ul style="list-style-type: none"> • Relies on the speaker's experience • Participants are passive recipients of knowledge • Tiring after about 15 minutes • Easily forgotten • No feedback from trainees

Description of method/technique	Procedures/how to use	When to use	Advantages	Disadvantages
<p>Roundtable (panel) discussions Roundtable discussions offer listeners information on different sides of a problem and give them the opportunity to weigh all sides of an issue.</p>	<p>To organise a roundtable (also referred to as a panel discussion), the trainer invites a group of experts to discuss and debate an issue.</p> <p>Roundtable discussions require an effective discussion leader who maintains order, gives every expert equal time to express himself/herself and organises the discussion so that the theme is adequately covered. They should be followed by an opportunity for participants to discuss and ask questions about what has been said.</p>	<p>When you want to allow multiple experts to speak in a semi-structured session.</p>	<ul style="list-style-type: none"> • Allows multiple viewpoints to be expressed. • Good method for incorporating experts into a workshop. 	<ul style="list-style-type: none"> • The use of roundtables is limited when not all sides of an issue are discussed as in the case when all roundtable experts share similar points of view. Also, roundtables depend on having a good, effective roundtable leader to make sure that all the experts have equal time to share their ideas.
<p>Skits Skits are short, rehearsed performances involving one or more participants.</p>	<p>Using prepared scenarios, participants perform a situation or event, dramatising a real situation at work.</p>	<p>Skits may be used to present a new theme for discussion, highlight certain problems or sensitise participants to the culture or lifestyle of a group or society.</p>	<ul style="list-style-type: none"> • Skits allow participants to become personally and emotionally involved in the topic or problem. They also stimulate participants' interest and their involvement in the discussion. 	<ul style="list-style-type: none"> • While skits can include humour, it should not overshadow or blur the intended message.
<p>Independent reading Participants are asked to read some material independently and be able to discuss it later.</p>		<p>This technique may be used at the beginning, at the end, and during the lesson. In many cases independent reading will save time.</p>	<ul style="list-style-type: none"> • Participants can proceed at their own pace. • Allows participants to delve into topics more deeply 	<ul style="list-style-type: none"> • Time consuming • Difficult to rely on this method because some participants will not do the reading

Description of method/technique	Procedures/how to use	When to use	Advantages	Disadvantages
<p>Idea cards Sometimes it is useful to use small cards to record thoughts, lists and ideas — rather than the static whiteboard, or flip-chart paper.</p>	Distribute large cards (minimum size should be approximately 1/2 of an A4 sheet of paper) to participants. Ask them to write one idea/comment/procedure, etc. per card (depending on the topic you are discussing). Collect the cards from the participants. Organise and summarise them based on the group's discussion.	Use when you want input from the entire group. For example, if the topic you are discussing is assessment information sources, you could ask participants to write down one source of information per card and then discuss the list generated by the whole group.	<ul style="list-style-type: none"> • Useful for soliciting ideas from everyone • Useful when you need to capture a lot of input from the group in a short amount of time • Notes made on separate cards are easily classified, organised and moved 	<ul style="list-style-type: none"> • May be difficult for participants to read the cards during the debriefing session
<p>Video playback A good collection of video materials may enliven the workshop, and is useful for stimulating discussion.</p>	It is frequently useful to show short video segments and discuss their relevance to the topic being considered.	Videos show real-life situations about which you are talking. They are also a good method for demonstrating a procedural or step-by-step skill.	<ul style="list-style-type: none"> • Can show real situation • Provides variety for participants 	<ul style="list-style-type: none"> • Can be expensive to purchase or produce • May be difficult for all participants to see or hear the video without the proper equipment
<p>Video feedback Participants are videotaped while performing a specified activity.</p>	The trainer must clearly define the purpose and objectives of the videotaping exercise. After participants are taped, the video is played back so each participant can review his/her own performance. The trainer offers helpful suggestions to each participant.	Useful when participants are practising a specific skill as it allows them to see their own performance. For example, trainees in a training-of-trainers workshop can be videotaped making presentations.	<ul style="list-style-type: none"> • Participants can view and critique their own performances 	<ul style="list-style-type: none"> • Time consuming • Need the proper equipment to conduct such an exercise