UN Peacekeeping

Training of Trainers

Participant Handbook

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Introduction

Welcome to the United Nations Peacekeeping Training of Trainers (TOT) course. The purpose of this TOT is to provide participants with the knowledge and skills needed to effectively deliver pre-deployment and other UN peacekeeping training. Peacekeeping training is an important part of improving mandate implementation, and the work that facilitators do to adequately prepare and deliver a training programme has a major impact on its success.

This course is based on the DPO Guidelines on the Design, Delivery and Evaluation of Training (2019/14) and other industry best practices used by the UN System Staff College (UNSCC), the UN Institute for Training and Research (UNITAR) and other UN training institutions. The course will integrate practical sessions and learning exercises throughout, privileging a learning-by-doing approach.

Course objectives:
Upon completion of this TOT, participants will be able to:
- Take into account the needs and experiences of training participants and incorporate these into the design and delivery of training
- Facilitate trainings that are interactive in nature, utilizing a mix of learning activities that teach to a broad range of learning styles based on adult learning principles
- Utilize good practices of teaching and facilitation, including, among other things, delivery skills, interpersonal interaction, debriefing, providing feedback, flexibility and responsiveness to the room, effective communication, effectively engaging all participants and handling challenging audiences
- Plan and conduct training evaluations, and report on training effectiveness when required

TOT Overview & Evaluation Process:
This TOT comprises the following five modules:
1. The Training Cycle
2. Training Design & Theories of Learning
3. Training Evaluation & Reporting
4. Lesson Development
5. Training Delivery

TOT participants will be evaluated on the basis of a **performance assessment**, which will take place on the final day of the TOT, as well as a written portfolio. For the performance assessment, participants will deliver a portion of a UN peacekeeping lesson (assigned prior to the TOT), in which they will demonstrate training facilitation skills and knowledge learned over the course of the TOT. A copy of the grading rubric for the final performance assessment is included in this handbook (item 15, Final Performance Rubric).

In addition, all participants will submit a **written portfolio of work**, which will include activities and assignments completed over the course of the TOT, as well as a final performance reflection and action plan, which will be completed after the conclusion of the TOT. This portfolio will be submitted electronically following the conclusion of the TOT. A checklist of written portfolio requirements is included in this Handbook.

Once the written portfolio has been submitted, TOT participants can expect to hear from ITS-DPO within one month regarding their eligibility for certification. Certificates will be provided by email.

Preparing for the TOT

In advance of the training, participants should review the following:
1. UN Department of Peace Operations, Guidelines on the Design, Delivery and Evaluation of Training (Training Cycle), Ref. 2019/14
2. United Nations Peacekeeping Resource Hub
3. Global Peacekeeping Training Needs Assessment 2012-13
4. Protection of Civilians Training Needs Assessment 2016-17
5. The Toolbox: A How-to Guide on Facilitating Learning

Participants are encouraged to bring a laptop to use during individual and group work in the classroom as well for aspects of assignments that will be completed as homework.

Prior to the TOT, participants should choose (or be assigned by TOT facilitators) one lesson from the CPTM or STM that they will use as a basis for various activities as well as their final performance evaluation. The lesson should be approximately 45 minutes in length. Participants are expected to be familiar with the lesson prior to their arrival at the TOT. Participants should liaise with TOT facilitators for more details on lesson assignments.

Thank you for your participation in this TOT course and for the work you do as peacekeeping training facilitators. We look forward to a productive time of learning and collaboration.

Written Portfolio Checklist

Module 1:

_____ **Target audience analysis** (Activity 1.4)

Module 2:

_____ **Learning objectives** (Activity 2.2; learning objectives written at multiple levels of complexity; learning objectives for final lesson plan)

Module 3:

_____ **Level 1 evaluation** (Activity 3.1)

_____ **Level 2 evaluation** (Activity 3.3; including pre- and post-tests)

_____ **Level 3 evaluation – application objectives** (Activity 3.4)

Module 4:

_____ **Lesson plan** (Activity 4.2)

_____ **Lesson plan reflection** (Activity 4.2)

Module 5:

_____ **Training delivery practice – self-reflection** (Activity 5.1)

Post-TOT:

_____ **Post-performance assignments** (to be completed and submitted after the TOT course)

_____ **Post-evaluation reflection**

_____ **Action plan**

1. Self-Assessment (Activity 1.2)

	I am able to…	With no confidence at all	With slight confidence	With some confidence	With fair amount of confidence	With complete confidence
1	Define UN peacekeeping training	1	2	3	4	5
2	Describe the role of a trainer	1	2	3	4	5
3	Outline the purpose of a Training Needs Assessment, including how it fits into the training cycle	1	2	3	4	5
4	Conduct a target audience analysis and incorporate this information into lesson design and delivery	1	2	3	4	5
5	Write learning objectives at various levels of comprehension	1	2	3	4	5
6	Design training activities with a logical learning sequence to meet learning objectives	1	2	3	4	5
7	Develop learning materials to meet the needs of a target audience	1	2	3	4	5
8	Plan and conduct training evaluations	1	2	3	4	5
9	Write end of course reports	1	2	3	4	5
10	Describe various theories of learning	1	2	3	4	5
11	Design a lesson plan using the BOPPPS model	1	2	3	4	5
12	Use appropriate pacing when delivering a lesson	1	2	3	4	5

(Continued on next page)

I am able to...	With no confidence at all	With slight confidence	With some confidence	With fair amount of confidence	With complete confidence
13	Integrate meaningful questions into lesson delivery	1	2	3	4	5
14	Manage the timing and pacing of a lesson effectively	1	2	3	4	5
15	Practice effective classroom management	1	2	3	4	5
16	Communicate key concepts in a way that is relevant to participants' on-the-job tasks and experiences	1	2	3	4	5
17	Effectively set the tone at the beginning of a training to facilitate participation and learning	1	2	3	4	5
18	Utilize a variety of techniques to maintain participants' attention	1	2	3	4	5
19	List key elements of effective public speaking	1	2	3	4	5
20	Use effective verbal and non-verbal communication techniques	1	2	3	4	5

List 3-5 goals you have for yourself over the course of this TOT:

1. …
2. …
3. …
4. …
5. …

2. Target Audience List (Activity 1.4)

<u>**Option 1**</u>

	Name	F/M	Country/ Mission	Category of personnel	UN experience
1	Ms. M. J.	F	MONUSCO	Civilian	2 months
2	Lt Col M. S.	M	Bangladesh	Military	1 year
3	Ms. E. K.	F	Belgium	Police	3 years
4	Capt R. O. G.	F	Benin	Military	9 months
5	Mr. H. K.	M	MONUSCO	Civilian	8 years
6	Mr. W. D.	M	MONUSCO	Civilian	4 years
7	Mr. M. P.	M	MONUSCO	Civilian	15 years
8	Captain A. A.	M	Egypt	Police	1 year
9	Col. R. A.	M	Ethiopia	Police	3 months
10	Commander F. M.	M	Finland	Military	2 years
11	Ms. O. E.	F	MONUSCO	Civilian	4 months
12	Lt. I. R.	M	Guatemala	Military	2 years
13	Ms. S. N.	F	Guinea	Military	1 year
14	Sgt. K. A.	M	India	Police	1 year
15	Maj R. K.	F	Kenya	Military	3 years
16	Capt. B. E.	M	Mongolia	Military	2 years

2. Target Audience List (continued)

<u>**Option 2.**</u>

	Name	F/M	Deploying to MINUSCA	Rank	UN experience
1	H. S.	M	France	Major	None, deploying in 2 months
2	K. S.	F	Bangladesh	Lt. Colonel	None, deploying in 2 months
3	D. V.	M	Belgium	Major	None, deploying in 2 months
4	G. A.	M	Benin	Captain	None, deploying in 2 months
5	D. T.	M	Nepal	Lt. Colonel	None, deploying in 2 months
6	V. K.	M	Netherlands	Captain	None, deploying in 2 months
7	D. T.	M	Gabon	Major	None, deploying in 2 months
8	S. N.	M	Egypt	Major	None, deploying in 2 months
9	K. B.	M	Ethiopia	Captain	None, deploying in 2 months
10	F. A.	M	Finland	Lt. Colonel	None, deploying in 2 months
11	J. K.	M	Senegal	Captain	None, deploying in 2 months
12	S. A.	M	Guatemala	Lt. Colonel	None, deploying in 2 months
13	Y. A.	M	Guinea	Major	None, deploying in 2 months
14	E. A.	M	Uruguay	Major	None, deploying in 2 months
15	A. A.	M	Kenya	Captain	None, deploying in 2 months
16	H. M.	M	USA	Major	None, deploying in 2 months
17	A. R.	M	Senegal	Major	None, deploying in 2 months
18	E. Y.	M	Zambia	Captain	None, deploying in 2 months

2. Target Audience List (continued)

<u>**Option 3.**</u>

	Name	F/M	Country	Rank	Current job title	UN experience
1	J. S.	M	Burkina Faso	Captain	Company Commander National Gendarmerie; Instructor for FPU PDT	MINUSTAH 2015, UNIOGBIS 2017
2	N. D.	M	Gabon	Colonel	Region Commander National Gendarmerie	UNAMID 2008, MINUSMA 2014
3	Y. B.	M	Benin	Lieutenant	Commissioner of Police Station	None
4	R. N.	M	Ghana	Chief Inspector	FPU Station officer, FPU instructor	UNMISS 2014, UNAMID 2015
5	S. M.	M	Ghana	Assistant Commissioner	Company Commander, Ghana Police	None
6	A. K.	M	Togo	Chief Inspector	Regional Commander, PDT Instructor	MONUSCO 2013 - 15
7	A. A.	F	Togo	Lieutenant	Gendarmerie National	UNAMID 2013-14
8	P. R.	M	Bangladesh	Lieutenant	FPU Trainer, Police Training Centre	UNAMID 2009
9	M. H.	M	Pakistan	Captain	Police Training Centre	MONUSCO 2017-18
10	E. W.	F	Indonesia	2nd Sergeant	Mobile Brigade Corps	MINUSCA 2011
11	A. S.	M	Indonesia	Captain	Company Commander	MINUSCA 2018
12	J. S.	F	Namibia	Sergeant	FPU Coordination Officer	UNAMID 2014
13	D. S.	M	Djibouti	Colonel	Technical adviser, National Gendarmerie	UNOCI 2004; MINUSMA 2016
14	J. D.	M	Nigeria	Captain	Company Commander	AMISOM 2012-13
15	I. C.	M	Senegal	Major	Commissioner of Police Station	AMISOM 2017-18
16	H. Z.	F	Egypt	First Lieutenant	PK Operations Department	None
17	B. S.	M	Algeria	Major	Deputy Chief, PK Department	None
18	D. G.	M	Nepal	Major	Training Officer	UNMIT 2010-11

3. Target Audience Analysis Worksheet (Activity 1.4)

1. Read through the information on the mock participant list. What do you observe?

2. How might this information impact the way you design or deliver your training?

3. What other information would be useful in your preparation process?

4. How might you be able to gather this information? What sorts of tools might you use? (E.g., pre-course knowledge test, questionnaire, survey, etc.)

4. "SMART" Learning Objectives (Activity 2.1)

Read through the following learning objectives and assess the extent to which they are "SMART". Objectives from the list that are weak in one respect or another should be re-written to make them "SMART"-er.

1. Participants will demonstrate good practices for community-based policing.
2. Participants will be able to apply the 'do no harm' principle to peacekeepers' impact on the environment.
3. By the end of the training programme, participants will be able to identify various protection actors in peace operations, including roles and responsibilities.
4. Describe peacebuilding activities that may be undertaken in a peace operation.
5. At the end of this training module, participants will be able identify the 5 out of the 6 steps in the training cycle.
6. Participants will be able to design and implement a level 3 training evaluation.
7. By the end of the training programme, learners will utilize best practices in training design and delivery.
8. Explain the different impact that conflict has on women, men, boys and girls.
9. Participants will be able to integrate gender mainstreaming on various mandated tasks.
10. Learners will be able to recount the principles of adult learning and implement them into lesson design and delivery.
11. Demonstrate knowledge of human rights regulations on the use of force, via a series of hypothetical scenarios.
12. Upon completion of this lesson, participants will be able to list five of the six ways learning aids can improve your presentation.

5. Key Verbs for Writing Learning Objectives (Activity 2.2)

Knowledge-Based Training

Know	Comprehend	Apply	Analyze	Evaluate	Create
Copy	Arrange	Apply	Analyze	Appraise	Calculate
Define	Categorize	Calculate	Break down	Assess	Change
Describe	Chart	Change	Classify	Argue	Combine
Find	Compile	Construct	Combine	Compare	Compose
Identify	Convert	Demonstrate	Compare	Conclude	Constitute
Indicate	Defend	Develop	Contrast	Contrast	Create
List	Determine	Employ	Critique	Critique	Derive
Match	Explain	Generalize	Defend	Decide	Discover
Name	Formulate	Manipulate	Detect	Discriminate	Document
Order	Generalize	Operate	Formulate	Explain	Explain
Outline	Illustrate	Organize	Generate	Interpret	Generate
Recall	Organize	Predict	Illustrate	Justify	Modify
Recite	Predict	Prepare	Outline	Recommend	Originate
Select	Prepare	Restructure	Paraphrase	Relate	Rearrange
State	Summarize	Show	Plan	Summarize	Specify
Underline	Update	Solve	Structure	Validate	Synthesize

Skills-Based Training

Imitation	Manipulation	Precision	Articulation	Naturalization
Copy	Act	Assemble	Adapt	Adapt
Follow	Build	Calibrate	Construct	Alter
Mimic	Execute	Construct	Combine	Change
Repeat	Move	Demonstrate	Customize	Compose
Replicate	Perform	Master	Formulate	Create
Reproduce	React	Organize	Modify	Design
Trace	Respond	Perfect		Develop
	Show	Sketch		Invent
				Manage
				Reorganize

Attitudes-Based Training

Receive	Respond	Value	Organize	Internalize
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Demonstrate	Alter	Discriminate
Describe	Comply	Differentiate	Arrange	Influence
Follow	Conform	Explain	Combine	Listen
Give	Discuss	Form	Compare	Modify
Hold	Help	Invite	Complete	Perform
Identify	Label	Join	Defend	Practice
Locate	Perform	Justify	Formulate	Propose
Name	Practice	Propose	Generalize	Qualify
Reply	Present	Report	Integrate	Question
Select	Report	Select	Modify	Revise
Use	Select	Share	Synthesize	Verify

6. Behaviourist Learning Theory – Joint & Integrated Structures in UN Peace Operations – Worksheet (Activity 2.3a)

Fill in the blank with the appropriate joint or integrated structure (each structure may be used more than once): ISS, MSC, JOC, JMAC, IMTC

1. Consolidates information from across the mission and UNCT to update mission and report to UNHQ _____

2. Responsible for providing training services to mission peacekeeping personnel _____

3. Single point of coordination for all logistics support in a mission area ____

_____

4. Because of their complementary functions, these two structures co-locate whenever possible _____

5. Analyzes threats to inform decision-making by mission leadership _____

_____

6. Gives logistics support to all mission components and controls logistical resources in a mission _____

7. Social Cognitive Learning Theory – Interviewing Techniques for Military Observers (Activity 2.3b)

Scenario for demonstration: You are working as a Military Observer in a UN peace operation. You are conducting a patrol and happen upon a group of civilians who are in distress because of a recent event. They claim they were victims of an attack by a local rebel group, in which several young men from their community were abducted. In order to investigate the situation, you will be interviewing several witnesses from the local community.

8. Constructivist Theory – Community-Based Policing (Activity 2.3c)

Scenario: The Carana police service is divided into the Carana National Police (CNP) and Gendarmerie. CNP are located in population centres and are controlled by the provincial administration. The Gendarmerie is part of the Ministry of Interior, maintains the police presence in rural areas and is responsible for border security. However, in recent years the Gendarmerie was used more often to suppress opposition political groups than for rural security or border control. In addition, Carana Defence Force units often exercise police tasks, representing government power in the internal security role.

In recent years, CNP and Gendarmerie have suffered a critical shortage of qualified personnel, logistical and financial resources and training. In addition, they have been plagued by heavy politicization, corruption and mismanagement. Police presence in Carana is very low. The estimated number for CNP and Gendarmerie officers amounts to 10,000 officers, or one officer for every 1,400 citizens. Out of this number, only 5 per cent are female officers.

Crime rates are high, particularly in population centres, and there are numerous reports of abuses perpetrated by the police service. This inefficiency and erosion of professional standards has led to a widespread loss of credibility in the eyes of the population.

There are problems with Internally Displaced People (IDPs). The IDPs are mostly women and children, and many of these women are being abused by local youths. Several reports have been made to the CNP but actions have not been taken.

Discuss: Working in groups, discuss the best approach for UN community-based policing.

9. Course Report Template (Module 3)

Course title, location/venue and date
Contents:
   A. Introduction / Background
   B. Overall course objectives
   C. Facilitators and participants
   D. Course conduct and methodology
   E. Course evaluations: Level 1, 2, 3
   F. Observations and recommendation
   G. Conclusions
   H. Annexes:
        a. Course Agenda
        b. List of Facilitators and Participants
        c. Evaluation questionnaires and data report

A. Introduction / Background
   1. Include here the course background, rationale and higher organizational requirements and needs that necessitated the conceptualization and development of the training course, e.g. organization-wide reform initiatives, strategic reports, requirements by decision-making bodies, findings and recommendations of training needs assessments, etc.

   2. Include here brief introduction of the course: brief history, previous rollouts, overarching objectives, target groups, type and level (e.g. pilot course, official roll-out, training of trainers, training for contingent troops or civilian experts, etc.), training partners, collaborators and training location (host training institution, place and country).

B. Overall course objectives
   3. Mention here the overall course objectives and expected outcomes. Link the objectives with expected outcomes of the training course and describe any effects beyond the training itself, e.g. how the training will help to improve performance on the job and/or fill the identified gaps, etc.

C. Facilitators and participants
   4. Include here information on the Trainers' Team. List of trainers and their contact details should be included in the annexes. If relevant, indicate the type of the trainers' team (e.g. mobile training team, mixed national

team), rationale and selection of facilitators/trainers, type and expertise level of trainers, etc. Record any observations on the trainers' technical expertise and teaching methodology and how effectively each trainer supported the course.

5. Include here information on participants. List of participants and their contact details should be included in the annexes. Indicate total number of participants, number of troop and policy-contributing countries, regions and institutions, gender representation and level of expertise, if relevant. Include rationale and criteria for selection of participants, expected actions to be undertaken by participants upon the completion of the training (e.g. for a TOT of national trainers, participants are expected to deliver training once back to their national institutions, etc.) and any other observations.

D. Course conduct and methodology

6. Include brief administrative and logistics details. Describe preparation processes, meetings, joining instructions and course roll-out stages, if relevant and offer lessons learned for future courses.

7. Explain the course methodology, tools and learning aids used. Include rationale for choosing certain methodologies over others for the benefits of improving learning retention and maximizing training effectiveness.

8. If used extensive practical and table-top exercises, briefly explain how they were planned, introduced, rolled out and de-briefed; and what learning outcomes were achieved. Any lessons learned and suggestions for improvements for future trainings could be included.

E. Course Evaluations[1]

Level 1 - Quality and Relevance

9. Include here a summary of Level 1 evaluation on the following aspects:
    a. Relevance of training to learners' needs
    b. Clarity of learning objectives and quality of training materials
    c. Appropriateness of training methodology
    d. Quality of delivery and credibility of trainers
    e. Overall usefulness and importance of training, intent to use / action plans established

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[1] For detailed information and evaluation templates, consult DPO Guidelines on Training Design, Delivery and Evaluation of Training, ref.2019.14

  f. Participants and trainers' suggestions for improvement on the training quality

10. Include any other reaction data on the quality of the training (observations and feedback received from the participants). Attach the detailed data report in the annexes.

Level 2 - Learning Objectives and Outcomes
11. Reiterate here the overarching learning objectives of the training and list the main learning outcomes achieved. Back up the stated learning outcomes with a summary of Level 2 evaluation findings demonstrating any changes/improvements in knowledge, skills and attitudes.
12. Include any other observations and feedback received regarding the learning processes and outcomes. Attach the detailed data report in the annexes.

Level 3 - Learning Application and Follow-up Actions
13. Include here any follow-up actions that the course director/trainers have planned to undertake. Actions may include reaching out to the course participants in four to six months to conduct level 3 evaluations and support the implementation of individual action plans, contacting their peers and supervisors to get performance feedback and collecting any recommendations to improve the training design and delivery.

F. Observations and Recommendation
14. Any constructive feedback on the conduct of the course could be useful here to include, e.g. aspects of the course to improve, lessons learned to be mindful of, and tips/advice for the future trainers.

G. Conclusions
15. The section may include your overall impression/assessment of the course (including self-assessment) and next steps for the planning and roll-out of the training programme.

Your name and date here
END OF THE REPORT

H. Annexes:
  a. Course Agenda: must include names of facilitators for each session

b. List of Facilitators and Participants: must include name, gender, current job title and employer, country and email addresses for follow-up contacts

c. Evaluation questionnaires and data report: must include all first-hand data

10. Lesson Plan Template (Activity 4.2)

Lesson Title:

Lesson Objectives:

-
-
-

Time:

Materials:

-

	List of Activities (Title and Time Allocated)	**Notes/Instructions**
Introduction (Bridge-In)		
Body		

Wrap-Up		
Pre-Assessment		
Post-Assessment		

Notes:

11. Lesson Plan Reflection (Activity 4.2)

1. How have you incorporated elements of the BOPPPS model into your lesson?

2. Do you have a balance of visual, auditory and kinesthetic learning approaches? Explain.

3. Do your activities reflect behaviorist, social cognitive or constructivist learning theories? If they are a mix, which activities line up with which learning theory?

4. In what ways have you accounted for the specific needs of your target audience?

5. In what ways does your lesson correspond with adult learning principles?

6. What sequencing approach does your lesson plan use? Why was this approach chosen?

7. Which elements of your lesson are "need to know"? Which are "nice to know"? How have you reflected this in the timing and sequence of your lesson?

12. Peer Evaluation Prompts (Activity 5.1)

Following each participant's presentation, peers in their small group will provide feedback. Participants should make notes when receiving peer feedback.

Potential prompts for feedback:
- How was the pacing and tone of the presentation?
- Did they make good use of questions?
- Did they periodically check for understanding?
- Was their presentation style and tone of voice engaging?
- Did they appear confident?
- Did you observe any nervous habits that can be improved?
- How well did they know the subject matter? Did they need to regularly read from their notes?
- What elements of the BOPPPS model were present in the presentation?

13. Individual Performance Reflections (Activity 5.1)

Each participant will have their performance practice videotaped – preferably on their own device so they can watch it afterwards. After watching the video (for homework), respond using the following worksheet. This worksheet will be included in the final portfolio.

1. What are your overall observations after watching the video presentation?

2. What worked well?

3. How did you manage areas in which you need improvement (fear of public speaking, anxiety, tendency to talk fast, etc.)?

4. Do you notice any other habits that can be improved?

5. How was the overall pacing and tone of your voice (clarity, volume)?

6. Based on your performance in the video, what are 2-3 goals you want to set for your final performance evaluation?

14. Classroom Management Scenarios (Activity 5.2)

For each scenario below, identify why the problem may be occurring and a list of do's and don'ts for managing the situation.

Scenario 1: The Unresponsive Audience
You just finished giving a short lecture and are now trying to facilitate a group discussion on some key points. However, your audience is largely unresponsive. Only a few individuals volunteer to speak. Others look tired or checked out. Some are checking their phones. Most of the individuals in the room have peacekeeping experience, so you are fairly certain that the issue is not due to lack of understanding.

- ▪ What are some reasons why this behaviour might be occurring?

- • What are dos/don'ts for handling this situation?

Scenario 2: The Dominating Participant
During class discussions, one participant regularly wants to speak and tends to dominate the conversation. They are very opinionated and sometimes shut down other points of view. When commenting, they speak for long periods of time, sometimes derailing the conversation or bringing up issues that are only tangential to the lesson. Even though you regularly try to bring others into the conversation, they continue to interject.

- ▪ What are some reasons why this behaviour might be occurring?

- ▪ What are dos/don'ts for handling this situation?

Scenario 3: Challenged Authority

Throughout the training, some participants signal that they doubt your authority. They regularly question key points of your lesson, offer corrections and exhibit dismissive or even defiant attitudes. The general tone of the training starts to feel argumentative rather than constructive.

- What are some reasons why this behaviour might be occurring?

- What are dos/don'ts to handle this situation?

15. Final Performance Rubric

	5 Mastery of standard	4 Exceeds standard	3 Meets standard	2 Below standard	1 Failing
Delivery					
Participant **manages time** well; lesson is well paced					
Participant demonstrates strong **verbal communication** skills, including tone of voice, volume and inflection					
Participant demonstrates strong **non-verbal communication** skills, including appropriate gestures, movement and eye contact					
Participant exhibits **strong posture** and **professional appearance**					
Delivery is **engaging** and appropriately animated					
Participant **sets up room**, including seating arrangements and visuals, in an appropriate way to facilitate learning objectives					
Substance					
Lesson plan is provided prior to the demonstration, filled out according to the provided template and serves as a guide for the presentation (lesson plans will also be evaluated as part of the written portfolio)					
Learning objectives are written according to "SMART" guidelines					
Lesson is crafted in such a way so as to **achieve the stated learning objectives**					
Lesson includes activities and approaches reflecting a mix of **learning styles**					
Information from **target audience analysis** is taken into account in lesson design and delivery					

Lesson incorporates various elements of the **BOPPPS model** in a way that is logical and in support of the learning objectives					
Lesson reflects **adult learning principles** and **theories of learning**					
Preparation					
Participant is **well-prepared** and **confident** in delivering the material;					
Participant has a **strong grasp** of the lesson's **concepts**					
Participant **moves fluidly** from one section of the lesson to the next					
Participant **refers to notes minimally** and only as a guide					
Visual Aids					
Participant has developed appropriate and **effective visual aids** in support of the lesson					
Visual aids are **easy to read**, have a minimal amount of text and are attractive					
Engagement					
Participant is intentional about **engaging all learners** in the lesson					
Participant **integrates questions** effectively throughout the lesson and is able to respond appropriately					
Participant regularly **checks for understanding** and reinforces key concepts					
Participant is able to effectively **manage classroom dynamics**					

Total score = _____/115

Comments:

16. Final Performance Peer Evaluation

	5 Mastery of standard	4 Exceeds standard	3 Meets standard	2 Below standard	1 Failing
Delivery					
Participant **manages time** well; lesson is well paced					
Participant demonstrates strong **verbal & non-verbal communication** skills					
Delivery is **engaging** and appropriately animated					
Substance					
Lesson includes activities and approaches reflecting a mix of **learning styles**					
Lesson incorporates various elements of the **BOPPPS model** in a way that is logical and in support of the learning objectives					
Lesson reflects **adult learning principles** and **theories of learning**					
Preparation					
Participant is **well-prepared** and **confident** in delivering the material					
Participant has a **strong grasp** of the lesson's **concepts**					
Participant **refers to notes minimally** and only as a guide					
Engagement					
Participant is intentional about **engaging all learners** in the lesson					
Participant **integrates questions** effectively throughout the lesson and is able to respond appropriately					
Participant regularly **checks for understanding** and reinforces key concepts					
Participant is able to effectively **manage classroom dynamics**					

17. Post-Evaluation Reflection

This reflection is to be completed by all participants after delivering their final performance assessment. Prior to completing the reflection, participants should have received and viewed a video recording of their presentations.

Rate yourself in the following categories. Then answer the questions below.

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
Delivery					
I managed time effectively; the lesson was well-paced					
I exhibited strong verbal communication skills, including tone of voice, volume and inflection					
I exhibited strong non-verbal communication skills, including appropriate gestures, movement and eye contact					
I exhibited strong posture and professional appearance					
My delivery was engaging and appropriately animated					
Substance					
My lesson included activities and approaches reflecting a mix of learning styles					
I did well incorporating information from the target audience analysis into lesson design & delivery					
My lesson incorporated various elements of the BOPPPS model in a way that was logical and in support of the learning objectives					
The lesson reflected adult learning principles and theories of learning					
Preparation					
I was well-prepared and confident in delivering the material;					

I moved fluidly from one section of the lesson to the next					
I referred to my notes minimally and only as a guide					
Visual Aids					
Visual aids are easy to read, have a minimal amount of text and are attractive					
Engagement					
I was intentional about engaging all learners in the lesson					
I integrated questions effectively throughout the lesson and is able to respond appropriately					
I regularly checked for understanding and reinforces key concepts					

1. What aspects of your delivery were strong? Be specific.

2. What aspects of your delivery could be improved? Be specific.

3. What goals did you set for yourself for your final performance (Activity 4.2)? How well did you do in achieving these goals?

4. What specific tools or resources do you need to improve?

18. Action Plan

An **Action Plan** is a detailed plan, with timelines, outlining specific steps or actions to reach a particular goal. Typically developed at the end of a training course, it is one of the most common post-training "commitments" to apply learned knowledge and skills on the job.

TOT Action Plan	
Name:	Date:
What specific goals do you have to implement the knowledge and skills from this TOT into your work as a trainer? 1. 2. 3.	
What measurable indicators can you use to monitor whether you have achieved these goals? (e.g. number of courses conducted, number of soldiers/staff officers/personnel trained, number of training materials tailored, etc.)	

What barriers/enablers do you anticipate facing when trying to implement these goals?	
Barriers:	Enablers:

What resources/support do you need to help remove barriers or enhance enablers?

Next steps for implementation:		
In the next 3 months I will:	In the next 6 months I will:	In the next 12 months I will:

Other comments/feedback: