



Lesson 6.3 – Delivering the Training

Learning Outcomes

- Explain how to set the tone at the beginning of the training
- Explain the process to review learning objectives and course expectations
- Describe the process of delivering the lectures
- Explain how to work with co-facilitator(s)

Lesson 6.3 Content

- Setting the tone
- Course delivery
- Asking questions
- Co-facilitating

Setting the Tone

Setting the tone helps establish an effective learning environment.

It also helps meet participants' safety and social needs.

Delivering the Training

Setting ground rules helps meet participants' safety needs and contributes to the smoothness of the training.

Ground rules should be:

- Participant-led
- Posted for the duration of the training programme
- Modified as needed

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Ice breakers help participants become better acquainted and thus help meet participants' social needs.

When choosing an ice breaker, take into account cultural, religious, gender and other considerations and participants' prior relationships with one another.

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Learning objectives should be introduced at the beginning of the training and each lesson, along with the course schedule and other expectations.

Participants should be clear about what type of work will be expected of them.

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Lectures should be kept short and to the point

Tips for lecturing:

- Speak clearly & at an appropriate volume
- Use an engaging vocal tone
- Move around the room
- Integrate participants' perspectives
- Integrate real life examples

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PowerPoint slides should be used effectively.

Tips for using PowerPoint:

- Avoid too much text
- Do not read directly from the slides
- Use large font size and strong colour contrast
- Design for persuasion, not distraction
- Incorporate other types of visual aids

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Asking
questions

Close-ended: simple yes/no

Open-ended: no right/wrong answer; require statement of opinion or explanation

Leading: clearly intended answer

Probing: intend to bring more information to light

Hypothetical: promotes thinking about application

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Tips for asking questions:

- Give participants time to formulate a response
- Avoid calling on the same participants every time
- Find ways to engage all participants
- Be sensitive in correcting “wrong” answers
- Be a good listener

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Co-facilitating: when working with a co-facilitator, be sure to establish a clear division of responsibilities.

Tips for co-facilitating

- Support whomever is taking the lead
- Spend time getting to know one another
- Take advantage of one another's strengths
- Debrief after each session
- Avoid jumping in
- Stay focused on whomever is presenting

Learning Activity 6.3.1

Practicing Training Delivery

Instructions:

- Work in groups of 3-4 to practice delivering your individual lesson plans
- Videotape one another; watch the video later as part of your preparation for the final delivery
- Provide feedback to your peers

Time: 60-90 minutes

Classroom Management

Managing classroom dynamics is an important part of training facilitation.

Classroom management includes things such as:

- Ensuring participants' safety and wellbeing
- Encouraging active participation in lessons and activities
- Monitoring the pace and flow of discussions
- Managing potential disruptions

Learning Activity 6.3.2

Classroom Management Scenarios

Instructions:

- Working in small groups, read through the classroom management scenarios
- Why is the problem occurring? What are dos and don'ts for managing the situation?

Time: 25 minutes

Summary of Key Messages

- Setting the tone is an important part of establishing an effective learning environment.
- Take time to review learning objectives, review course expectations and getting to know one another.
- Lectures should be short and to the point; use PowerPoint slides effectively.
- Establish a clear division of responsibilities for the training with co-facilitator (if any).



Questions?