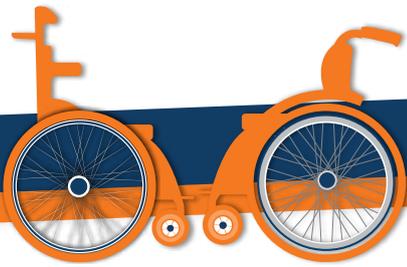


ToT.6 Preparation time

Preparation time has been included in the ToT timetable. This time will be used for:

- Answering car park questions.
- Meeting ToT trainers:
 - asking questions
 - receiving feedback.
- Preparing for your practice delivery sessions:
 - coordinating with co-trainers
 - preparing demonstration materials and AV equipment.



ToT.7 Presenting and facilitating

Activity 1: Trainer behaviour

Think about people who have trained you in the past and identify who you consider to have been an effective trainer. In other words, people who enabled you to learn what you needed to and who gave you positive and worthwhile experiences.

Reflect on your experience in the space below.

What was effective in their behaviour?

Presenting and facilitating



Presenting is a one-way process where participants are given information. Presentations are used to provide information, facts and figures, and correct misinformation. When we present facts, theories or frameworks, we assume people don't know the information or they need to be reminded. Thus we treat all participants in the same way even if some may know the information already.

Facilitating means 'making things easier'. When we facilitate we make it easier for participants to:

- see the connection between theoretical concepts and real life challenges or tasks
- reflect on their own experience
- connect their own experience or views with new information.

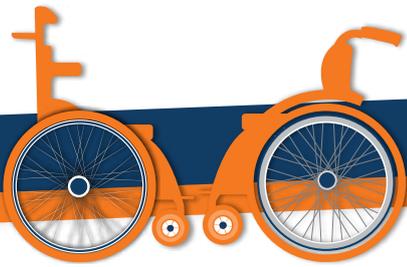
Good practice for presenting and facilitating

Presenting:

- Vary the pace and tone of speech.
- Be aware of your position in the room and vary it.
- Ask questions and encourage contributions from the group.
- Follow the instructions in the *WSTP Trainer's Manual* as these have been tested and timed.
- Make sure the slide shown corresponds with what you are saying. Keep the slide synchronized with the *Trainer's Manual*.
- Do not turn your back to the group when reading from a slide.

Facilitating:

- Try the activity out before the session so you understand its purpose.
- Give people time and space to think for themselves. Be comfortable with silence.
- Refer participants' questions to the group before answering yourself.
- Give clear instructions to participants, and make sure you understand them yourself before the session.
- Monitor participants to ensure they are learning the key points for the session.



Energizers⁷

There are times during any training when energy levels start to drop. Hot weather, stuffy rooms, a big lunch or tiredness from a long day of training can cause attention to wander and group energy to falter.

The best way to deal with this is to inject some activity and fun into the training room by creating an opportunity for people to move and interact in a light-hearted way.

This can be achieved either as part of the training or as a one-off activity to liven things up. Here are a few ideas.

As part of the training:

- Ask frequent questions to the whole group, picking a specific person to answer.
- Ask participants to face their neighbour to discuss the answer to a question or topic, or to explore a different opinion to the one just expressed.
- Ask participants to stand up and come to look at something (a wheelchair, a poster, a flipchart or a demonstration).
- If possible, move the session to a different room or outside to create some change and movement.

As separate activities:

- Sing a song together.
- Stand and do some simple stretching exercises.
- Play “Simon says”: give instructions (“jump in the air”, “touch your toes”, “point to the sky”, “turn around” and so on). Participants should only follow when the instruction is preceded by “Simon Says”.
- Have a three-minute stretch and comfort break.
- Invite a participant, or group of participants, to lead an energizer activity for a few minutes. They are likely to have different and locally-appropriate activities to share with the whole group.

7 With thanks to Robert Chambers for some of them. Chambers R. Participatory workshops: a sourcebook of 21 sets of ideas and activities. London: Routledge/Earthscan; 2002 (<https://www.routledge.com/Participatory-Workshops-A-Sourcebook-of-21-Sets-of-Ideas-and-Activities/Chambers/p/book/9781853838637>).

Remember:

- be aware of, and sensitive to, differences in culture, gender and disability
- don't force participants to do anything they can't or don't want to do
- start slowly and build up to more energetic activities
- join in yourself when you can
- have fun!

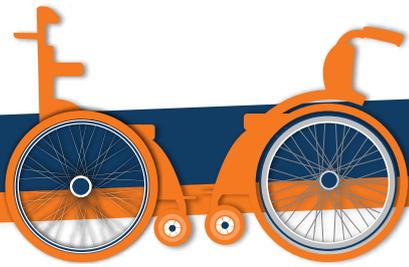
Managing time

You need to make sure that the training runs to time. There are many sessions and activities and a limited amount of time to complete them. We will often need to modify our behaviour and activities to make the best use of the time we have available.

Activity 2: Managing time

In pairs, discuss: What can we do to keep the training running on time?

Write your ideas here:



Ideas for keeping the training on schedule

- Keeping to time is everyone's responsibility; encourage participants to take responsibility for their own timekeeping.
- Begin each session on time (at the beginning of the day and after breaks); avoid penalizing those who arrive on time by making them wait for latecomers.
- Prepare equipment and resources in advance; plan how you will use these and where you will position them.
- Follow session plans closely. Do not add material or too many examples to the WSTP unless you have additional time.
- Keep discussions focused on the aim and objectives of the session. Park topics for discussion that are not relevant to the current session or that cannot be answered quickly.
- Give clear time markers for participants, for example: '15 minute tea break, back at 10:45'; 'You have 10 minutes for discussion in your groups and 5 minutes for feedback'.
- Agree on signals with co-trainers to indicate how much time is remaining for a session.
- Have a back-up plan for sessions that require specific logistics, for example, what if rain interrupts the wheelchair mobility session?
- In areas with unreliable power, consider having a generator with in-line UPS (Uninterrupted Power Supply) for back-up.
- Check that the refreshments are organised – delays in food arriving can mean sessions start late after breaks.