

# Introduction: How to Use this Book

## PLANNING

Read the whole unit you are about to present to gain an overview of it.

For each unit decide whether the key information is adequate or whether it requires additions or adaptations to match the situation in your region. Do the same for each activity. Be selective about the activities you use.

Prepare a plan for the session, indicating:

- Timings - using minimum time for input and maximum for activities
- Content to be delivered
- Activities/processes - plan to use a variety of processes
- Resources needed
- Who will lead each section if working with a partner or in a team.

**NB:** If you are working with a partner a lot more planning time is needed to ensure a balance of activity and timing.

Prepare materials in advance:

- Flip charts with large bold letters
- Flip charts with diagrams and pictures as well as words
- Paper for groups to make notes on
- Overhead projector (if available) and transparencies

## DELIVERY

Be in the room early and set it up with tables and chairs in place. Make sure it is tidy and as attractive as possible. Put flip chart paper on the stand or wall. Have bluetak and pens ready.

Welcome people in, especially first thing in the morning and afternoon.

Start on time, every time. Finish on time or a few minutes before time. Have a clock or watch available. Introduce yourself and relax. Pay attention to the composition of the groups to get a gender balance in each. Try to have a maximum of six in a group. Vary the membership of the groups to encourage interaction. Encourage people to move seats.

Introduce the programme for the session and share timings with participants.

Try to have a short warm-up activity of story, song, rhyme, riddle etc. related to the topic and use some humour to create a warm, relaxed learning climate.

Choose from a variety of methods to give the Key Information:

- Flip chart picture, diagram or words
- Questions to the group
- Keep it short and simple**

## **RUNNING ACTIVITIES**

Explain the activity carefully and convey the reason for doing it in order to motivate people. Link it to the Key Information. Ask for any questions of clarification.

Tell participants how long they have to do the task.

Allow time to get started then walk the floor quietly to check each group has understood the task.

Partner trainers not running the activity should join a group or sit back out of the way. Don't interrupt groups unnecessarily. Use this time to check you are on schedule or make adjustments.

When the working time is nearing an end, check the progress of each group. If necessary negotiate a little more time to complete the tasks.

If reports are to be made by displaying work, make sure all groups have displayed before you start the report back. Insist that people practise their listening skills as well as speaking skills.

Praise good answers, but use probing questions to get underneath any answers that are not clear.

Address people by name when asking questions.

When asking for points to be made by groups, take one point from each group in turn. Not everything has to be written up, but if points are put on the chart ask your partner to write for you. Don't go too fast!

Sometimes when appropriate, leave the group to discuss alone.

Thank groups for their contributions.

When using role play, take time and care to set it up. Give adequate time for the activity and debrief the learning carefully - ask individuals what the learning points were. Summarise the main learning points.

### **Watch your gender language:**

Do not always refer to headmasters (headteacher will do for both sexes). Do not always follow the word inspector with *he* but use *she* as well as *he*.

**Clear up after the session and leave the room tidy for the next trainers.**