

A Trainers Guide to Trainers Training Module 2

Trainers Guide and Session Plans

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Preliminary Note

We assume that preparations to this Trainers Training Module 2 have been completed in line with the specifications mentioned in the handouts. Please refer to the enclosed **Checklist for a Seminar**.

Before the seminar:

Before the participants can enter the seminar hall, make sure that the following is in order and ready for use at the seminar:

1. Seating arrangements should be arranged in a way that creates a good working environment. You can move the tables so they stand in a U-shaped form, or you can create small "island" group tables for 4-5 participants.

The U-shape form ensures that you easily keep eye contact with all participants at all times, and it encourages discussions amongst the participants. Alternatively, the Island-shaped forms can ensure group spirits and a safe working environment. Depending of your room/table opportunities, you can arrange the seminar room.

2. Equipment & educational aids should be ready for use.

Check projector and laptop for focus, clarity and angle. Also ensure that a plug point with the right voltage is available.

Clean the whiteboard. Sometimes people have been using permanent markers on the whiteboard. If so, you can erase the writings either by using alcohol, and if this is not available you can remove the permanent ink by carefully overwriting with a whiteboard marker and follow the lines exactly on the whiteboard, while immediately wiping with a cloth (remember to write your name on the board).

Remove all permanent markers from the proximity of the whiteboard (whiteboard markers works perfectly well on flipcharts therefore there is really no need to have permanent markers in use during the seminar).

If you intend to use a video camera, please check:

- a) Systems compatibility between the video camera and the projector/laptop, and
- b) Run a video test – check-up picture and sound qualities.

Make sure that your **electronic files / power point slides** are in order, and that your **session notes** are prepared and arranged on your table. Your **handouts** must be sorted out and ready for distribution.

Stationeries (writing pads, pens, registration forms etc.) should be distributed on the tables of the participants.

Two trainers are recommended to conduct this TTM 2 seminar.

All these preparations ensure that your seminar starts off on an efficient and active way. It enhances your credibility, and it will help you to overcome initial nervousness.

January 2019

Session Plan 1 / Opening of the Programme

Learning Objectives:

Time: 20 min.

Educational Aids	Time	Keywords
Registration Forms	10 minutes	<p>Introduction:</p> <p>Distribute the forms and ask participants to fill in the forms as accurately as possible (check the forms during the seminar to ensure that all fields have been filled in).</p>
	10 minutes	<p>Body:</p> <p>The opening is deliberately allocated very short time. This is because it takes away time from the actual participatory learning process.</p> <p>Sometimes, unions insist on more elaborate openings for political reasons, and you just have to adjust the time accordingly in the programme.</p> <p>All you really need to say in the opening session is your wish that this seminar will be beneficiary to the participants and your vote of thanks to the people/organisations that made it possible.</p> <p>However, very often during openings a row of chairs for the dignitaries are placed in the front of the participants. Before you proceed to do the actual introduction of the programme, ensure that the chairs (and the dignitaries) are moved away so the "stage is set" for the seminar.</p>

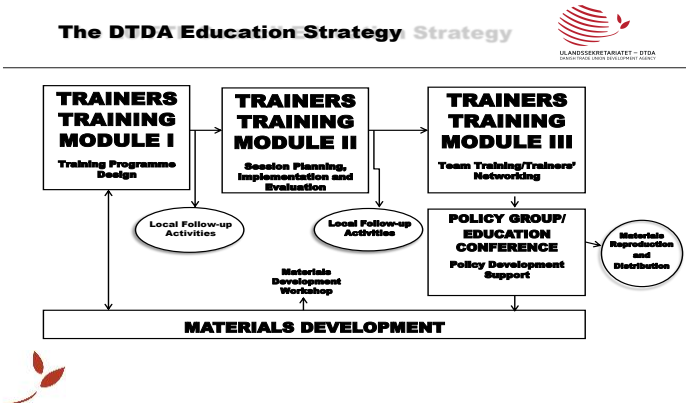
Session Plan 2 / Introduction of staff and participants, group duties and programme overview

Learning Objectives:

- To introduce participants to each other.
- To create an atmosphere conducive for learning and participation.
- To give participants an idea of what can be expected in the coming five (5) days.

Time: 1 hour 30 minutes

Topics/ Educational Aids	Time	Keywords
Exercise on Introduction of Participants (Interview page 15)	60 minutes	<p>Introduction:</p> <p>Divide the participants into groups of two. Distribute the <u>Activity Sheet 1 on Participants' Introduction</u> and ask them to interview one another. The interview should include the following information:</p> <ul style="list-style-type: none"> ☞ Name ☞ Age ☞ Position in union ☞ Trade Union experience ☞ Expectations from this seminar <p>Facilitate the introduction of the participants and also introduce yourself and the other staff to the participants.</p>
Lecture Board/Flip Chart (Workshop Discipline)	10 minutes	<p>Explain to participants that they will be spending five days for the specific reason of acquiring knowledge on TTM 2. Therefore, in order to attain these objectives and to spend these pleasant days they have to formulate workshop rules. They will have to abide by these workshop rules all five days.</p> <p>Ask the participants for suggestions to the workshop rules and write their suggestions on the flip chart. Suggestions for inclusion in the code of ethics can be: smoking policy, speaking policy (when and how), breaks, cell phone policy etc. For their reference, you can choose to distribute to the participants an already prepared 'Workshop Rules' (see attached).</p> <p>After its completion, underline to participants that these rules are formulated by themselves so they will also have to abide by them. The workshop rules will be posted on the wall during all five days of the seminar and any violations to them shall be pointed out (example for punishment could be singing, dancing, telling a story etc.).</p>

Group duties and task	15 minutes	<p>Body:</p> <p>Divide the participants into three/four different groups and explain in detail daily duties to each group. Inform them that they will carry out their prescribed duties daily regarding administrative matters, reports, attendance and for telling jokes (If three group, then one group has 2 duties).</p> <p>Present attached sample of Table of Group Tasks and Duties or explain the scheme on the white-/blackboard.</p>
DTDA Education Strategy	10 minutes	<p>Explain very briefly the DTDA Education strategy with focus on active follow-up activities and participatory methods. Trainers should refer to the strategy included in the manual.</p> <p style="text-align: center;">  </p> <p>The diagram illustrates the DTDA Education Strategy. It shows a flow from 'TRAINERS TRAINING MODULE I' (Training Programme Design) to 'TRAINERS TRAINING MODULE II' (Session Planning, Implementation and Evaluation) to 'TRAINERS TRAINING MODULE III' (Team Training/Trainers' Networking). Below these modules are 'Local Follow-up Activities' and a 'MATERIALS DEVELOPMENT' box. Arrows indicate interactions between the modules, the follow-up activities, and the materials development process. A 'POLICY GROUP/ EDUCATION CONFERENCE' is also shown, leading to 'Materials Reproduction and Distribution'.</p>
Systematic approach to curriculum design	5 minutes	<p>Trainers briefly brush up the systematic approach from TTM module I:</p> <ol style="list-style-type: none"> 1. OBTAIN INFORMATION ABOUT THE TRAINEES (THE NEEDS) 2. DESIGN TRAINING OBJECTIVES 3. DETERMINE AND STRUCTURE CONTENTS 4. SELECT TRAINING METHODS 5. DESIGN TRAINING AIDS & TRAINING MATERIALS 6. WORK OUT A TIME-TABLE 7. ARRANGE TRAINING FACILITIES 8. RUN THE EVENT 9. EVALUATE THE TRAINING

Camera	During the workshop	<p>Explain that you – as the facilitator of the workshop - will take a close-up photo of each participant.</p> <p>Do not forget to explain that photos will be kept in the education department of the trade union organisation or in the project office, if any.</p>
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Workshop Discipline

Example for Trainers

1. Daily Sessions start at 8:00 in the morning with a 15-minute break at 10:00 in the morning. Lunch is at 12:00 noon;
2. Afternoon sessions start at 13:00 in the afternoon with a break at 15:00 hours and closing at 16:00 in the afternoon;
3. Participants must be on time;
4. Cell phones are to be switched-off or to vibration mode in the seminar room;
5. Silence should be observed during sessions by facilitators and /or fellow participants;
6. No talking on the sides during presentations by facilitators and/or co-participants.
7. Raise your hand if you have some comments and/or questions. Do not blur out your comments or questions before the floor is given to you.
8. Promote and respect discipline during the entire workshop.
9. Do not interrupt fellow participants while they present or raise a point.
10. During discussions everyone should be calm. Avoid long and out-of-topic talks. Speak briefly and straight to the point.
11. Try to understand all other participants' questions.

Workshop Group Duties and Tasks

Example for Trainers

Sample table of group duties and tasks.

Every morning these issues are presented / checked-up upon.

GROUPS/DAY	Day 2	Day 3	Day 4	Day 5
Group1	Administration	Attendance	Energizer	Reporting
Group2	Attendance	Energizer	Reporting	Administration
Group3	Energizer	Reporting	Administration	Attendance
Group4	Reporting	Administration	Attendance	Energizer

Administration: Daily group check-ups to ensure that rooms are fine (no mess etc.) - do we have flipcharts and materials, pens and markers etc.?

Attendance: Group keeps reports on attendance (participants absent or late);

Energiser: Group ensures a daily energiser (exercises, jokes etc.), and

Reporting: Group reports on all key point and conclusions from the topics of the day.

Session Plan 3 / Experiential Analysis

Local follow-up activity from TTM I

Learning Objectives:

- To identify strengths and weaknesses of TTM module I
- To reinforce concepts used by participants to previously conducted local activities

Time: 90 minutes

Topics/ Educational Aids	Time	Keywords
Analysing experiences	5 minutes	Introduction: Introduce the topic/activity to participants. Distribute/refer to activity sheet 2 in the materials.
Activity sheet 2 Group work	50 minutes	Body: Divide participants into three groups to work with the task for 45 minutes and ask them to present their outputs on flipcharts. Outputs should include feedback from group discussions on: Design of curriculum: <u>Initial behaviour, Terminal behaviour, Aim, Objectives</u> Training methods utilised Programme administration Results of the conducted activity <u>Initial behaviour, Terminal behaviour, Aim, Objectives</u>
Group presentations Whiteboard	30 minutes	Provide feedback on the mistakes/experiences during the local activities. It is important to involve all participants. Ask all participants: <u>What could we do to avoid this problem in our next activity?</u> As for success experiences, involve all participants to learn from the good experiences. To link the discussions to TTM 2, pose questions to the TTM 2 topics that have not been mentioned during the presentations in relation to the experiences of the participants: Key words / Topics: - Do you feel your participants were motivated ? - Was your task (topics/sessions/units) teachable?

		<p>- What was the minimum of learning (passage criteria) your participants should have learned before you could continue to the next session? How did you check the level of learning?</p> <p>How did you organise your presentations?</p> <p>Did you remember to check all issues before and during the activity? (CHECK LIST)</p> <p>Which training aids did you use? And did they cover your needs?</p> <p>Were your self-developed session plans sufficient?</p> <p>Did you meet any problems concerning communication?</p> <p>Did your selected method in training fit the activity? (timing etc./learning level etc.)</p> <p><i>Save the presentation on flipcharts so the outputs and comments can be noted in the workshop report.</i></p>
	5 minutes	<p>Summary:</p> <p>Summarise presentations. Remember to praise the achievements by the participants and use answers and discussions to open up for the next debate.</p>
Active lecture/ Programme /Daily schedule	10 minutes	<p>Distribute the programme and explain the flow and objectives.</p> <p>The objectives of TTM 2 are:</p> <ul style="list-style-type: none"> - to analyse experiences from already conducted local follow-up activities; - to assess the extent of utility of TTM module I; - to plan and develop a complete 30 min. lecture and one exercise, and - to deliver a session utilising various methods/participatory approaches.

Session Plan 4 - Motivation & Adult learners

Time: 60 minutes

Topics/ Educational Aids	Time	Keywords
Motivation Whiteboard/ Method: Q/A	15 minutes	Introduction: Ask these questions in plenary: <u>What is motivation?</u> <u>What do you think when you hear the word motivation?</u>
		Body: Write the feedback on the whiteboard dividing the answers into: Extrinsic and Intrinsic motivation in two columns at the whiteboard without drawing a separate line or informing the participants. When all answers from participants are on the whiteboard you must draw the line between the two types and ask: <u>What is the difference on these ways of motivation?</u> Key points: Extrinsic motivation is connected to: <u>rewards and punishments:</u> <ul style="list-style-type: none"> • If I work, <u>I get money</u> • If I do well in school, <u>I get fine grades</u> • If I drive across red light in the traffic, <u>I get a fine</u> Intrinsic motivation is connected to: <u>What we like to do:</u> <ul style="list-style-type: none"> • I like to play music • I like to cook • I enjoy to swim in the pool We are more motivated if we enjoy what we do. The participation will increase, and we will learn faster.
Laptop - Power point files Projector	15 minutes	Summary: Summarise discussions by presenting the power point: <u>Motivation</u> and adult learners (only the part about motivation)

Adult learners Whiteboard Methods: Q/A	15 minutes	Introduction: Ask the question in plenary: <u>How are we as adult learners?</u> Write down the answers on the whiteboard and provide feedback. Body: Key points: <u>Adult learners are:</u> <ul style="list-style-type: none"> - Realistic and not easily fooled; - Very different because of different life experiences; - Anxious about failure; <u>Adult learners:</u> <ul style="list-style-type: none"> - Are not a captive audience - Are not willing to participate if they have low self confidence - Need to feel success - Expect to be treated as mature people - Respond to good manners - Respond to involvement in connection with their own experiences
Laptop - Power point files Projector	10 minutes	Present the power point: Motivation and <u>adult learners</u> (only the part about adult learners)
	2 minutes	Summary: Use Q/A to ensure understanding and summarise main points

Session Plan 5 - Task Analysing

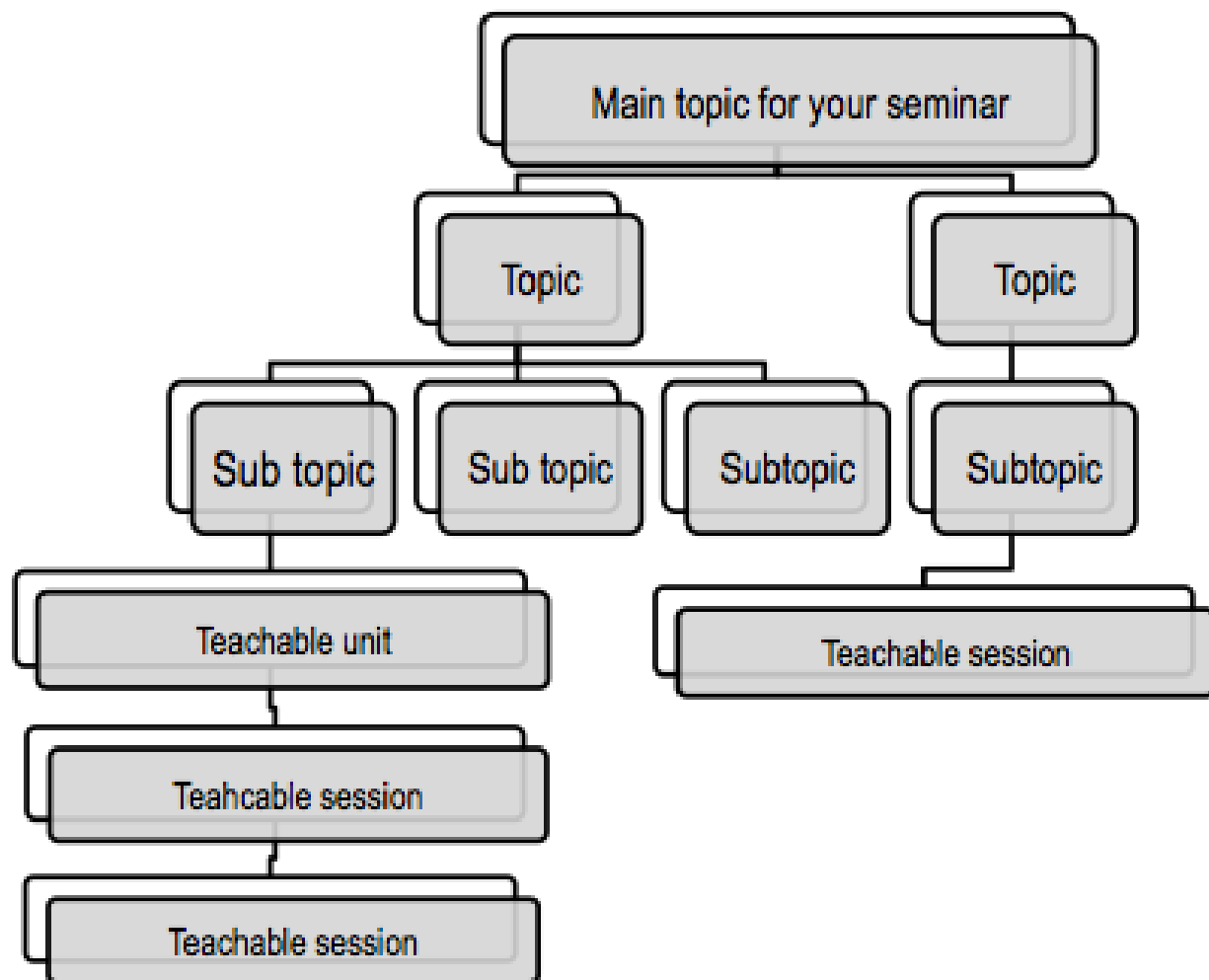
Learning Objectives:

- To analyse a topic based on the identified training needs and sequence of the units of analysis in prioritised order.

Time: 135 minutes

Topics / Educational Aids	Time	Keywords
Task analysing Laptop/ projector/ power points Whiteboard/Blackboard/ Flipchart	10 minutes	Introduction: Body: <p>Explain the example from the manual concerning the human body by drawing on the whiteboard or present the power point: Task Analysing.</p> <p>Focus on:</p> <p>We break down our topics until it become into <u>a teachable session</u>.</p>
Laptop/ projector/ power points on: Task Analysing Whiteboard/Blackboard/ Flipchart	15 minutes	<p>Use the topic mentioned by the participants/ or use the example from this session plan or use the handout example and break it down to detailed units (topics and subtopics). Show the task analysing on the whiteboard or use power points. For example, if the trade union presidents need to negotiate for better working condition they need to know about:</p> <ol style="list-style-type: none"> 1. Labour legislation, Negotiation techniques, Convene Union committee etc. 2. Break one topic down to sub-topics. For example, use labour legislation, and break it down into: <ul style="list-style-type: none"> - Company rules - National labour law - International labour standards 3. For example, national labour law is broken into: <ul style="list-style-type: none"> - Right to collective bargaining - Right to form union committee - Right to participate in union education <p>Explains that if participants cannot break it further down to subtopics, it means that they have their session.</p>

Whiteboard/Blackboard/ Flipchart		Summary: Summarise main points and questions from participants.
Activity sheet 3 Whiteboard	10 minutes	Introduction: <u>Explain the group work/individual work:</u> The groups have to choose a joint trade union topic to work with for the rest of the workshop, and build up their individual sessions from subtopics related to the chosen topic. When the group has chosen its main topic, they must break it down in subtopics and further break down the subtopics to teachable sessions. The task analysis is presented on flipcharts. <i>(It could be two flipcharts clustered together vertically to create more writing space for the task analysis.)</i> Each individual participant selects her/his teachable session and presents it during the presentations.
Group work Flipcharts	60 minutes	Groups work with the task analysis. Assist and check-up on the groups and help with clarifications during the work.
Presentations	35 minutes	Groups present their joint analysis. Each group member explains her/his teachable topic. Give them feedback and keep <u>specific focus</u> on to which extent the selected topics are <u>teachable</u> or if they need further break down. Ask the ones who do not present a teachable topic to re-work on it, and inform them to present their output for you the next morning at the latest.
	5 minutes	Summary: Support the participants with feed-back to make it clear why it is not teachable.



As a trainer, you must illustrate the task analysis on the whiteboard and explain how to break down topics to teachable sessions

Each of the participants chooses and presents/explains the teachable session that they have selected.

Session Plan 6 - Passage Criteria & Learning areas

Learning Objectives:

- To make participants understand and use passage criteria in their training materials, and
- To connect criteria and learning areas (group work).

Time: 120 minutes

Educational Aids	Time	Keywords
Whiteboard Lecture Passage criteria	5 minutes	<p>Introduction: Ask the participants: <u>What is a passage criterion?</u></p> <p><u>Follow-up with answers:</u> The minimum of learning that the participants must have obtained/learned after the sessions:</p> <ul style="list-style-type: none"> - minimum of skills obtained or specific minimum of knowledge learned. <p>The reason we call it <u>passage</u> is that if the participant have not learned the minimum (= the passage), then it is not recommended to go to next step of learning/session.</p>
Trainer's own choice: Whiteboard or Power point <i>Passage criteria and learning areas</i> Lecture	30 minutes	<p>Body:</p> <p>Key points (<u>for example</u>):</p> <p><u>A new apprentice bicycle mechanic</u> needs to learn how to repair a bicycle. In the first session, you learn about different parts on a bicycle:</p> <ul style="list-style-type: none"> • The frame • The wheels • Bars • Pedals • Breaks • Chain and Sprockets • Gearshift • etc. <p>As a trainer, you decide the passage criteria e.g. how many bicycle parts do the participants need to remember after the first session before you continue to the next session. For example:</p> <p>Passage Criteria <u>The participants can list down six spare parts on a bicycle.</u></p> <p>If the participants can list down at least six (6) bicycle parts they pass (= passage criteria), and you can continue to the next step in learning process.</p>

		<p>However, if they can only mention three bicycle parts you need to go back to the appropriate level of learning before you continue (after the seminar you may have to adjust your topic).</p> <p>Trainers lecture: Use power-point or whiteboard</p> <p>You can describe the passage criteria for your session by using the:</p> <p><u>Knowledge area</u>, <u>Skills area</u> or the <u>Attitude area</u></p> <p>Changes of participants' knowledge, skills and attitude appear in the three areas after the seminar or after the session. You can observe her/his knowledge/skills or attitude after the workshop, and the changes could also appear in more than one area.</p> <p>It is all up to your planning of the sessions <i>passage criteria</i> to assess how many areas you want to include under which levels/degrees of learning:</p> <p><u>Degree/levels of learning:</u></p> <p>Attitude</p> <p>Within all three areas there is also a degree of learning. For example, after the workshop the participants:</p> <ol style="list-style-type: none"> 1. Participate in 50% of union meetings; 2. Attend all union meetings, but irregularly; 3. Attend all union meetings and participate actively in the meetings. <p>Knowledge</p> <ol style="list-style-type: none"> 1. <u>Identify</u>: "This is a Union president" or "This is a manager"; 2. <u>Explain</u>: Why do we have a Union President or why do we have a manager?; 3. <u>Analyse</u>: Which task does the Union president work with? 4. <u>Define</u>: How does the Union president work with the different tasks? <p>Skills (Union Negotiators)</p> <ol style="list-style-type: none"> 1. List/report main conclusions from a union meeting concerning workers' needs 2. Translate the main conclusions to <u>drafted CBA demands</u> 3. Produce a written CBA negotiation strategy
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		<p>For instance, give an example of how to build up a passage criterion for a session:</p> <p>STUDY OF COMPANY RULES: Break it down in subtopics: Maternity leave, Wages, <u>Holidays</u>, Working hours. Break down the <u>Holidays</u>. The participants are able to:</p> <ul style="list-style-type: none"> - recognise some of the days - or list down 50% of the holidays - or list down all the holidays <p>Your passage criterion could be: <u>The participants are able list down 5 of the holidays</u>; Your session objective could be: <u>The participants is able to list down holidays, and</u> Title of session: <u>Holidays</u>.</p> <p>It is all up to you to decide your level of passage criterion when you have identified your topic.</p> <p>Flow: Title of topic – Passage criterion – Objectives</p>
Individual work Group work Activity sheet 4 Flipcharts Trainers individual check up	5 minutes 30 minutes 15 minutes During the individual work	<p>Explain the two tasks in <u>Activity Sheet 4</u>.</p> <p>a) 30 min. to define passage criteria for your own sessions/topics; b) 15 min. to discuss different learning situations in your group and provide one example of <u>each</u> learning level;</p> <p>1. <u>Knowledge</u> and 2. <u>Skills</u></p> <p>Explain that each participant must develop individual passage criteria for his/her session.</p> <p>Check up on each of the passage criteria in dialogue with each participant. Is it clear? (Possible in a separate room to avoid disturbing other participants)</p> <p>In this way, the trainer can check more of the participant's passage criteria than the time otherwise allows during presentations.</p>
Presentations	30 minutes	<p>A few selected participants present their passage criteria.</p> <p>All groups present examples on the two learning levels: <u>Knowledge and skills</u></p>
	5 minutes	<p>Summary: Provide comments and feedback on the passage criteria/learning levels.</p>

- To obtain knowledge on how to build up flow and content in a session, and
- To focus on main points to remember before presenting a session

Topics/ Educational Aids	Time	Keywords
Active lecture Whiteboard or PP /slides	5 minutes	<p>Introduction:</p> <p>Explain that to do an effective presentation, it is important to organise and prepare your presentation in detail. It will appear more clear and easier to learn/remember for both you as the facilitator/speaker (to know where you are in your topics) and for the audience.</p> <p>Keep focus on three (3) steps:</p> <p><u>1. Introduction 2. Main body, and 3. Conclusion:</u></p> <p>1. (introduction) Explain the aim/objective of the session;</p> <p>2. (main body) Explain to them (details in the topic), and</p> <p>3. (conclusion) Explain to them what you have told them (emphasise main points).</p>
Active lecture Whiteboard or Laptop/projector (PP) <i>Organising your presentations</i>	20 minutes	<p>Body:</p> <p>Ppresent the power point <i>Organising your presentations</i></p> <p>or</p> <p>Use the whiteboard to present the examples from the manual in relation to the topic. Draw the fish (from the manual) on the whiteboard and explain the details in the steps:</p> <p>1. Introduction, 2. Main Body, Stage Check, and 3. Conclusion.</p> <p>1.(Fish head) 2.(Fish body) 3.(Fish tail)</p>
	5 minutes	<p>Stage Check</p> <p>Ask the participants:</p> <ul style="list-style-type: none"> - Why do we organise the presentation? - What do we tell the participants doing the: <p><u>Introduction? During the main body? During the conclusion?</u></p>

		<p><u>How and why are we doing stage check?</u></p> <p>Repeat and summarise topics.</p>
<p>Checklist</p> <p>Active lecture</p> <p>Checklist in the manual page 32-33</p>	<p>2 minutes</p> <p>15 minutes</p>	<p>Introduction:</p> <p>Ask the participants to go through the <u>checklist</u> in the manual and read <u>presenting a session</u></p> <p>Body:</p> <p>Participants go through the check list and “Presenting a Session”.</p>
<p>Active lecture</p> <p>Whiteboard</p> <p>Checklist and Session commencement in the manual page 30-31</p>	<p>10 minutes</p>	<p>Check list</p> <p>Ask the participants:</p> <p>What is important to remember before we plan our session?</p> <p>Write down a few answers on the whiteboard and ask:</p> <p>Why is it important to remember these issues?</p> <p>Stage of communication</p> <p>Which communication issues are important to remember when we present our sessions?</p> <p>(use page 43-46 to support your feedback)</p> <p>Write up a few answers on the whiteboard, and</p> <ul style="list-style-type: none"> • Use the voice as a tool to get attention • Use body language to emphasize • Be clear and structured when using the whiteboard • Involve answers from participants in the session
	<p>3 minutes</p>	<p>Summary:</p> <p>Ask why it is important to remember?</p> <p><u>Show</u> examples on what <u>not</u> to do by:</p> <ul style="list-style-type: none"> • Speaking very low, • Speaking into the board • Standing in front of the board and asking participants to read, and • Looking down in the manual and speaking without eye contact.

Session Plan 8 - Session planning

Learning Objectives:

- To analyse a subject/topic and organise the session systematically (individual work), and
- To practice to develop using computers and practice the use of projector for presentations.

Time: 150 minutes (2 hours 30 min)

Topics/ Educational Aids	Time	Keywords
Active lecture Whiteboard	5 minutes	<p>Introduction:</p> <p>Refer to TTM I and ask the question:</p> <p>What is a session plan and why do we need a session plan? Follow-up with questions and answers (Q/A).</p> <p>Explain that the session plan takes 30 minutes, and each one of the participants must soon start to work on the session that each of them must present during this workshop. Explain how to monitor the flow and be "safe" with the session plans as a guide if we suddenly forget next issue/topic/keywords.</p> <p>This is why your session plan is a TOOL to organise your presentation</p>
Whiteboard Active lecture	15 minutes	<p>Body:</p> <p>Explain how to build up first step in a session:</p> <ol style="list-style-type: none"> 1. First we need a title on the session; 2. Next will be to time the session to for instance 30 minutes; 3. Goals that meet our passage criteria, and 4. The topics and the activities (lecture, group work). <p>Explain the details in each step by referring to the distributed materials.</p> <p>Briefly introduce the outline of a session plan and draw on the examples from the manual on the whiteboard. Briefly explain how to fill in content (similar to a cook book) step by step. This is how you build up the session.</p>
Individual work Activity sheet 5 Note paper/pens	65 minutes	<p>Explain to participants that they must work in 60 minutes to develop first draft of their 30 min. session plan as an electronic file on computers.</p> <p>Mention that the last minor details that may lack in the session plan can be worked on during the last activity.</p>

Computers/Laptops		<p>Explain that they must present their own session plan individually by using the projector/laptop.</p> <p>It is very important that you support/assist during the individual work if any of the participants have doubts about the task or have computer problems.</p> <p>You must stop the work and re-explain the task to all if many participants do not understand the task.</p>
Presentations Laptop/projector	60 minutes	Participants present their session plans individually by using the laptop/projector. Give them feedback during the presentations.
	5 minutes	<p>Summary:</p> <p>Summarise the topic.</p>

Session Plan 9 - Training Aids / Training Aids development

Learning Objectives:

- To introduce the different type of training aids;
- To let participants produce training aids for their upcoming session, and
- To introduce how to construct a low tech/low cost training aid.

Time: 120 minutes:

Educational Aids	Time	Keywords
Active Lecture Whiteboard	5 minutes	Introduction: Introduce the topic and ask participants to <u>mention some training aids?</u> Write down the answers on the whiteboard. Explain that we choose our training aids in relation to the task we must conduct.
Active Lecture PPT slides Laptop/projector TTM 2 manual and handout	20 minutes	Body: Continue the session by explaining each type of training aid. Use the PPT slides and/or the whiteboard. Use Q/A to involve participants in discussing prospects/consequences of using different training aids. Refer to the distributed training materials.
Active lecture	5 minutes.	Summary Briefly go through the mentioned training aids and use questions and answers feedback on the topic.
Individual work in the groups Activity sheet 6 3-in-1 opportunity	60 minutes	Participants work for 60 minutes to develop training aids (power points/handouts etc.) to be used doing their own sessions. During the 60 minutes, please start building the 3-in-1 and make a short break (5-10 min) in the individual work to explain that they have an opportunity to make a low cost/low tech training aid (only used in poor circumstances). Explain briefly how to build it as well as prospects/consequences of 3-in-1 technology aid.
Presentations	30 minutes	Each participant presents (briefly for 2 minutes) each their outputs while you provide feedback during the presentations.

Session Plan 10 - Message sending and Communication

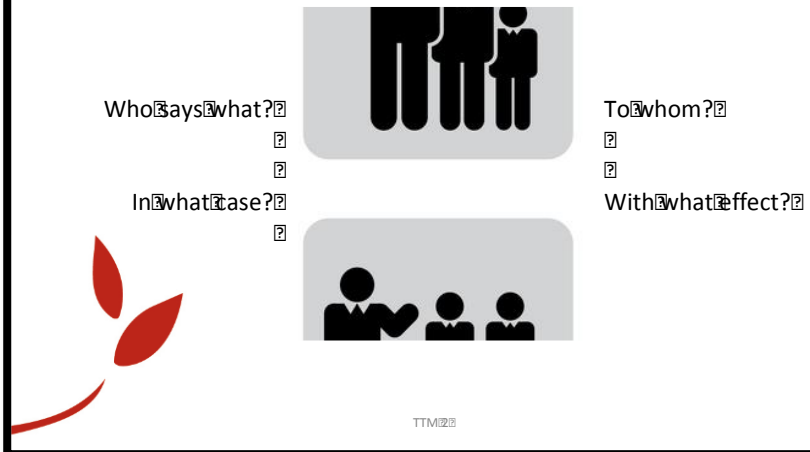
Learning Objectives:

- To introduce participants to communication skills, and
- To strengthen communication skills of trainers.

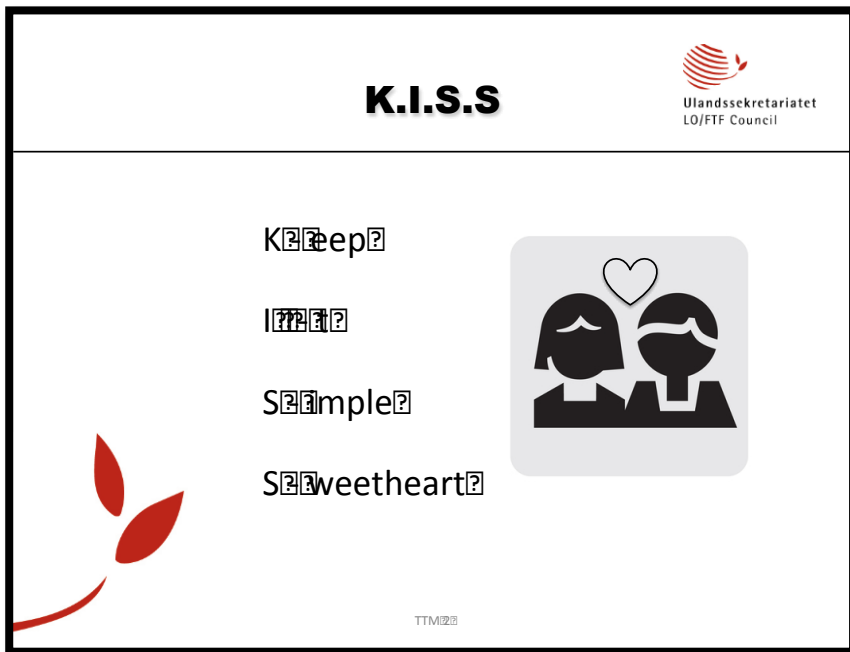
Time: 60 minutes:

Educational Aids	Time	Keywords
Activity sheet 7 Message sending	5 minutes	Introduction: Explain the exercise and identify the first participant. The five participants selected must wait in another room until you call them into the seminar room one by one.
Activity sheet 7 Message sending	10 minutes	Body: Allow first participant one (1) minute to look at a picture. S/he must then explain to the next participant what s/he sees on the picture. You call in the next participant to listen to the description. The following participants pass on the information from one to another so only the receiver/and the seminar room can hear the story. The last participant tells his/her story to everybody in the seminar room. After the last participant has told the story, you then ask the first participant if s/he can recognise the information s/he presented initially.
Summary of exercise	15 minutes	Use communication exercises as examples of how to discuss ways of communication.
Projector + laptop PP slides on communication	25 minutes	Present the Power points/slides: <ul style="list-style-type: none"> • The communication process

The Communication Process



- Important points to remember:
 - Two-way communication is made when feedback takes place;
 - The sender knows what the receiver's response is to his message once s/he gets feedback;
 - If the receiver's response is what the sender intended it to be, then communication is successful;
 - Messages must be coded and decoded;
- Communication during sessions:
 - Be aware of:**
 - Same words have different meanings;
 - Different words have same meanings;
 - Verbal communication is sometimes understood differently by the receiver of the message because of:
 - Language barriers**
- To improve communication skills
 - You must paraphrase by restating what the person said to you;
 - Describe what he/she perceives – to check if his/her understanding is correct.
- Why questions?
 - To obtain feedback;

		<p>To arouse interest, and To open a discussion.</p> <p><u>Types of questions:</u></p> <p>Open questions - closed questions (specific info) Probes (further clarification) and mirror (restatement)</p> <ul style="list-style-type: none"> • <u>Ways to minimize communication breakdown</u> <ol style="list-style-type: none"> 1. Provide feedback; 2. Emphatic speaking habits; 3. Avoid credibility gaps; 4. Choose the right time to communicate, and 5. Avoid wordiness (remember KISS). <div data-bbox="626 764 1471 1411">  <p>K.I.S.S</p> <p>Keep it Simple Sweetheart</p> <p>TTM22</p> </div>
Active lecture	5 minutes	<p>Summary: Summarise the topic.</p>

Session Plan 11 - Methods in Training

Learning Objectives:

- To identify different kinds of method in training, and
- To raise participants' awareness about the connections between methods used and types of activities.

Time: 45 minutes:

Educational Aids	Time	Keywords
Whiteboard Active lecture	10 minutes	Introduction: Introduce the participants to the topic. Ask out in class room: Which type of training methods do we know? Write down the answers on the whiteboard.
Active lecture TTM 2 manual	20 minutes	Body: Go through the methods mentioned in the distributed training materials and discuss each method in plenary. <u>1. Types of methods in training:</u> - Active lecture (Questions and Answers); - Debates (Series of speakers on a set of topic); - Forum/panel experts with different opinions on a topic; - Buzz group (ultra-brief group discussions as part of a lecture) - <u>3 to 4 participants</u> ; - Group discussions (involves participants actively in the learning process) - <u>6 to 10 participants</u> ; - Brainstorm (to encourage creative thinking); - Case study (reality cases or issues/ problem analysing) - <u>3 to 6 participants</u> ; - Structured exercises (participants participate following rules/steps) used to simulate real life situations; - Demonstration (participants reproduce the action); - Practices, and - Field trip (participants observe and record for later analyses).

		<p>Focus on the different methods by explaining:</p> <p>Key points</p> <p><u>2. Why are we using participatory methods?</u></p> <p>Participatory methods provide instant feedback on the learning process; Participatory methods also provide participants with experiences.</p> <p>In a trade union context, a mixture with emphasis on PARTICIPATORY METHODS will prove most efficient because participatory methods and techniques build MOTIVATION.</p> <p><u>3. We need to analyse the following when we choose our methods:</u></p> <ul style="list-style-type: none"> - Target group; - Size of group; - Timing; - Type of topic / activity; - Access to training aids; - Trainers knowledge and skills etc. <p>Refer to the manual.</p>
<p>Active lecture</p> <p>PP- participatory methods</p> <p>projector/laptop</p>	15 minutes	<p>Summary:</p> <p>Summarise the topic – you can choose to use Power points such as <u>participatory methods</u>.</p>

Activity sheet 8		Individual work continues the rest of the day
Test Video camera – Test Video showing equipment /feedback room	10 minutes	<p>Test the video camera and prepare the seminar room.</p> <p>It is highly recommended to work with two Trainers.</p> <p><i>(If two trainers) - Check separate feedback room and test the video equipment you will use to show the video recorded sessions so you both can show and give feedback to one participant at the same time the Co-trainers continue to video record the next participants' session.</i></p> <p><i>The Trainers switch to record/watching sessions and provide feedback.</i></p> <p><i>It is especially important to be two trainers if the workshop is translated/ using interpreters as the timing will increase and therefore you can save of time by working with two trainers.</i></p>
Active lecture	15 minutes	<p>Ask for a copy of all session plans by the participants.</p> <p>Copy the session plans and distribute to involved observers/trainers just before the observer task.</p> <p>Arrange your notes and materials before - Check equipment;</p> <p>Speak clear - Eye contact - Body language - The fish;</p> <p>Stage check - timing 30 minutes, attitude 😊, and monitoring.</p> <p>Check if observers are ready and explain to them their roles.</p>
Presentations - delivering a session and Feedback from observers and trainer Manual page 54 in observers guide	1½ days	<p>After each of the 12 presentations, you must ask observers to provide feedback using the guide for analysing a session (page 50).</p> <p>Provide feedback as well.</p> <p>Small parts of the documented session are shown. Comment on the presentation in connection with earlier feedback.</p> <p>Point out the good work, praise them and provide them with feedback on situations where it can be improved.</p>

Examples of flipchart forms must be developed to point out the flow of presentations and who will be observers for the specific participants. Post the flipchart on the wall in the seminar room.

No	Name of participants - presenter	Observers
1	Alvin	Susan, Samwel, Mary
2	Denise	Peter, Joseph, Judith
3	Samwel	Alvin, Denise, Peter
4	Etc.	Etc.
5		
6		

Session Plan 13 – Summary

Learning Objectives:

To provide participants with the possibility to clarify any doubts in relation to the topics, and
 To emphasise the main points of each of the topics.

Time: 45 minutes:

Educational Aids	Time	Keywords
Active lecture Whiteboard	5 minutes	Introduction: Explain that the class should jointly develop a summary of the week to avoid any significant misunderstanding on the topics. Ask participants to ask questions if they have doubts about any of the topics
Active lecture Whiteboard Q/A	30 minutes	Body: List down the main topics one by one: For each topic, request participants to explain the topics. For example: <u>Why do we need to be aware of motivation?</u> <u>Can you explain the difference between the two types of motivation? etc.</u> <ul style="list-style-type: none"> • Motivation (Extrinsic - Intrinsic) • Adult learners • Task analysing • Passage Criteria • Organising the presentations • Checklist • Session planning • Training Aids • Communication • Methods in training
	10 minutes	Ask participants about any other details or questions while discussing the topic or related issues. Provide feedback.

Session Plan 14 – Evaluation

Learning Objectives:

Time: 60 minutes:

Educational Aids	Time	Keywords
Active lecture Q/A Whiteboard	5 minutes	Introduction: Ask - <u>Why do we do evaluation?</u> Write down the answers from participants on the whiteboard.
Active lecture Q/A Whiteboard	20 minutes	Body: Ask - Which issues should be evaluated in relation to a workshop? Write down participants' answers on the whiteboard and give feedback. <i>You can refer further to the reality evaluation sheet in the manual as an example.</i> Continue the session by referring to the manual using rating and calculating average to create a clearer overview of the response; Draw on an example of rating on the whiteboard; Show an example of calculating average; Distribute and explain the evaluation form. Explain to the participants that if they have any additional comments they are welcome to write them on the back of the evaluation form.
Evaluation form	20 minutes	Participants fill out the evaluation forms.
	5 minutes	Trainer collects the evaluation forms.
	10 minutes	Summary: Ask participants if they have further comments and feedback in relation to the workshop

Session Plan 15 - Local follow-up activities

Learning Objectives:

Time: 45 minutes

Educational Aids	Time	Keywords
Active lecture Whiteboard	5 minutes	Introduction: Briefly explain what a “follow-up” activity is and refer to their earlier activities in connection with TTM module 1.
TTM 2 Manual Whiteboard	20 minutes	Body: Refer to the manual and explain about: <ul style="list-style-type: none"> • Application for local follow-up activity; • Level of maximum funds to apply for (if possible); • Content of the application; • Reports and photo documentation • Whom to contact and where to send applications. Open up for questions from participants and provide feedback to the questions.
Outputs from/ Experiential analysis Activity sheet 2 Active lecture	10 minutes	Refer to previous group work on analysing the experiences from the local follow-up activities after TTM module 1. Use Q/A to ensure focus on the pitfalls during planning and conducting local follow-up activities.
	10 minutes	Summary: Summarise the session

Session Plan 16 – Closing

Learning Objectives:

Time: 30 - 60 minutes

Educational Aids	Time	Keywords
<p>Participant list including contact information</p> <p>Certificates</p>	<p>20 minutes</p>	<p>Introduction:</p> <p>Close the workshop, and</p> <p>Distribute copies of list of participants including their contact information (for networking between the trainers), and</p> <p>Distribute certificates</p> <p>Body:</p> <p>Give the floor to leaders participating in the workshop closing.</p> <p>Thank staff, assisting trainers, and the participants, and wish the participants good luck with their local activities.</p>
<p>Camera</p>	<p>10 minutes</p>	<p>Summary:</p> <p>Group photos and farewell.</p>

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