

# How to Conduct Training Sessions



How to Conduct Training Sessions – Updated 18 September 2007

## Icebreaker: Introduce yourself

Introduce yourself to the rest of the group and talk briefly about:

- Your name
- An interesting fact about your home country
- Why you are taking this training
- What your interest is in the substance abuse field

## Training goal

The purpose of the training is to increase trainers' **knowledge and skills** on the **active learning** strategies needed to effectively communicate Treatnet training sessions.

# Training objectives



At the end of this workshop, you will be able to:

1. Understand the concepts of **active learning**
2. **Demonstrate one training strategy** (in addition to lecturing using PowerPoint) that will work with your participants
3. **Attract** participants and **encourage** their attendance
4. Create the **proper environment** and select materials for your training

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## Instructions

1. Read each of the training objectives.
2. Ask your audience if these objectives are clear or if they have questions. Answer questions if necessary.

## Treatnet presentations framework

The organizing framework for the Treatnet training sessions is a set of Microsoft **PowerPoint** presentations.

Other materials:

- Leader's Guide or Manual
- Participant's Workbook

## How many of you...

- Are familiar with Microsoft PowerPoint?
- Have created presentations in PowerPoint?
- Have given lectures using PowerPoint?



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### **Instructions**

Ask your audience the above questions. Explain that it is important for you to know as a “Trainer of Trainers” if your audience is familiar with this technology and if they have used it before.

## How to use PowerPoint presentations



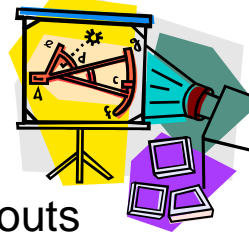
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### **Instructions**

Explain to your audience that most of the training modules are PowerPoint presentations and that at the end of their training they should be familiar with this technology.

## What is PowerPoint (PP)?

- Microsoft computer software program
- Lecture and presentations
- A group of slides
- Laptop, projector, & screen
- Printed slides, notes, & handouts



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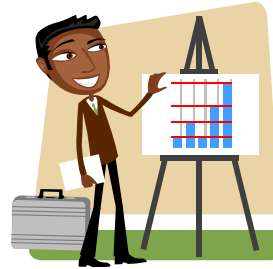
### Instructions

1. Explain that PowerPoint is a Microsoft Computer software program that is generally used for lectures and presentations. The audience can be either big or small.
2. PowerPoint consists of a group of slides that contain the training information, pictures, drawings, figures, etc., that help to guide the presentation, help the learner absorb and understand the material, and help the trainer communicate easily with his/her audience.
3. Explain that it is best to have a laptop, projector, and a screen when using a PowerPoint presentation. The screen may be substituted by a white/clear colored wall. In absence of laptop and projector, they may use the printed slides and handouts for the presentation.
4. Trainers can print slides, slides with notes for themselves, and handouts for the audience.



## How to prepare presentations in PP

- Projector or paper
- Use the instructions in the Leader's Guide or Manual
- Adapt and translate the slides
- Rehearse several times



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### Instructions

- Read the above information to your audience.
- Projector or paper: In absence of the technology mentioned in the previous slide, printed slides and handouts can be used for the presentation.
- Explain to trainers that they may use the instructions in the Leader's Guide or Manual.
- Explain that they will need to adapt and, possibly, translate the slides and that you will talk about this later in this presentation.
- Explain the importance of rehearsing several times before conducting the training
- Explain that they should be aware of their timing when doing a presentation. Rehearsing can be very helpful to master their timing.
- Explain how important is to properly use their voice (tone, emphasis, proper level, etc.)
- It is also important to use non-verbal communication with your audience according to what is acceptable in your culture (moving hands, body language, etc.) Provide some examples.

## Tips for effectively presenting in PP (1)

- Use participants' names
- Face participants
- Be aware of your timing: Stay on schedule
- Use the power of your voice
- Use non-verbal communication
- Use examples as much as you can



Continued

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### Instructions

1. Read the slide to your audience. Include examples such as: "Tell me what I am doing bad in the next slide"
2. You may do things such as: Read the slide word by word, do not make eye contact with your audience, do not emphasise important things with your voice or body language, talk very slow, etc.
3. When your audience gives you feedback, reward them and thank them for their efforts.

## Tips for effectively presenting in PP (2)

- Avoid simply reading the slides
- Establish continuous eye contact
- Refer to the pictures, graphics, & figures
- Be aware of participants' non-verbal signs
- Encourage participation: questions, comments, examples, feedback, etc.



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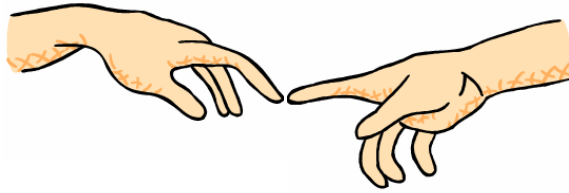
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### Instructions

Read the slide to your audience.

## How to use the slides (3)

1. Go straight to the point
2. Make it easy
3. Connect with participants!



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### Instructions

Summarise the previous slides with these three important ideas:

- Go straight to the point
- Make it easy for participants to make sure that they understand you and
- Connect with your audience to make the learning active, fun.

## What is in the slides? (1)

Structure of the presentations:

- Introductory slides
- Pre-assessment
- Training goals
- Workshop objectives
- Content with examples, pictures, graphics, & figures



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## What is in the slides? (2)

Structure of the presentations:

- Case studies
- Learning activities
- Questions and comments
- Post-assessment
- Thank you for your time!



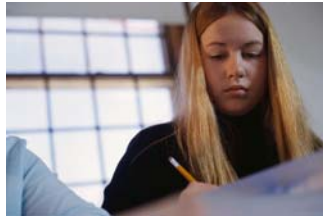
# Principles of Active Learning



## Telling vs. teaching (I)

### **Telling only**

Does not require an active audience.



### **Teaching**

Requires an active role by the person who learns.



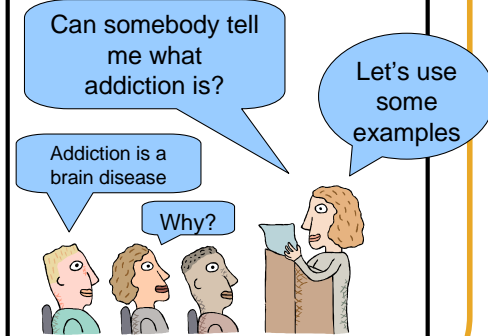


## Telling vs. teaching (II)

### Telling only Unidirectional



### Teaching Bidirectional



## What is active learning?

- **Active process** of information and/or skills **exchange** from the trainer to the participants, and the
- **Processing, understanding,** and **connecting** of the new information/skills with previous knowledge by participants.

**Active learning requires mental and physical participation!**

## Activity 1: Reflection

- Think about the **WORST** presentation that you have attended.
- Share with the rest of the group why that presentation didn't work.



## Activity 2: Brainstorming

Having that “poor” presentation in mind:

- What kind of things would you do differently?



Remember there are no good or bad answers!

## Activity 3: Reflection

- Think about the **BEST** presentation that you have attended
- Why was it such a good presentation?

I have an  
Idea!



## Active learning requires that...

- Participants have an important role
- Content should **make sense** and activate prior knowledge
- Content should **be useful**
- Training should be **fun, supportive, & engaging**



## Active learning: Participants' role

Active learning requires that participants:

- Acquire new knowledge and skills
- Solve problems during the training
- Demonstrate their understanding
- Apply their knowledge and skills



## Understanding

“People are more likely to understand what they figure out for themselves than what you figure out for them”

(Silverman, 1995)





## How to produce active learning (1)

- Include content that connects with your participants' previous knowledge
- Include content / activities that are applicable
- Explain content with examples, images, situations, etc.

## How to produce active learning (2)

- Include activities that are useful
- Make learning a fun experience
- Encourage participation
- Answer questions





# Training Techniques

## Icebreakers (1)

- Adult learners appreciate an open, comfortable learning environment.
- Motivate participants at the beginning of a training session by introducing a **fun** exercise that requires them to **interact**.

Do not spend too much time on icebreakers!  
(recommended time about 10 minutes)

## Icebreakers (2)

**Introduce Myself:** Participants introduce themselves and tell why they are taking this training. Participants may also say their occupation, home town, favorite television show or singer, or the best book they read lately.

**About My Name:** Trainees introduce themselves and explain why they were given their name (they were born on a particular day, their mother wanted to name them after her great grandmother, etc.).

## Icebreakers (3)

**Dream Vacation:** Participants introduce themselves and describe details of their perfect dream vacation: the place, activities that they would do, who they would take with them, etc.



## Ice breakers (4)

If you had to move to an uninhabited island, what 3 things would you take with you and why? (food and water are provided)



## Energisers

After lunch or late in the afternoon, participants may become lethargic and unmotivated. Revitalise their energy with a **brief fun activity** (either physical or not) that gets learning moving!





## Activity 4: Now it is your turn!

Working individually or in small group:

- Select 2 icebreakers that may work for your participants
- Plan 1 “energiser” that may work for your participants
- Present 1 icebreaker or energiser to the group (5 minutes)



30 minutes

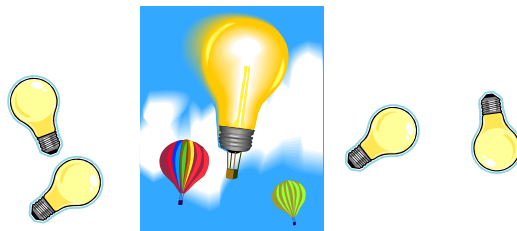


## Techniques used in Treatnet Modules

- Brainstorming
- Case Study
- Comment Cards
- Demonstration
- Drawing / illustration
- Energiser
- Gallery walk
- Group Feedback
- Observation & Feedback
- Reflection
- Role-playing
- Rotating Roles
- Silent or Out-Loud Reading
- Story Telling

# Brainstorming

- Give participants a topic or a question.
- Ask them to think about as many items related to the topic or question that they can.
- Write down all their responses (no wrong answers).
- Guide learners to determine the best ideas presented.



## Case study

This technique provides participants with a description of an event, incident, or situation related to the subject under discussion. Participants **analyse** the case and **report** their findings to the entire group.



## Comment cards for shy participants

- Hand out cards to all participants at the beginning of the session.
- Participants can write comments on the cards and hand them to the trainer at any time.
- Address the questions / concerns with the group or privately, if necessary.



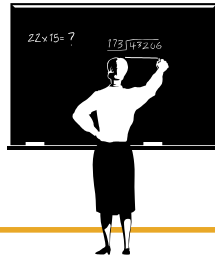
## Demonstration

Ask participants to practise a new skill by **showing what they have learned** to the rest of the group. Such demonstrations allow learners to “try out” new learning.



## Drawing / illustration

Some participants learn best through visual activities. Consider **illustrating a concept** through a drawing rather than explaining it in words, or ask participants for a volunteer who could illustrate what you have verbally taught in a drawing.



## Gallery walk

- Post items for participants to review around the training room.
- Participants walk around the room reviewing the displayed items or answering a question.
- Ask participants to record their observations or answers for each item.
- Have participants complete an activity at each stop, or contribute to each item in some way.
- Reconvene and discuss.





## Group Feedback

- After a demonstration or observation (role-playing, video), ask for feedback.
- Feedback **should not be judgemental** or negative about other participants' performances.
- Feedback helps participants recognise their **strengths** as well as **areas needing improvement**.



## Profile Cards: Mini case studies

- Pass out the case studies to groups.
- Allow time for discussion and analysis.
- Reconvene to discuss what they have found.



## Observation

- Participants observe an activity.
- Once the activity is concluded, they provide feedback on positive and negative behaviors.



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### Notes

For instance, a video displaying a therapy session may be used to explain Cognitive Behavioral Therapy techniques.

## Reflection (1)

- Reflection allows participants to stop and think about what they have experienced.
- Reflection helps participants synthesise new material and connect it to their own experiences.

## Reflection (2)

### Ways to encourage reflection:

Give participants specific questions to consider, and have them:

- Write down their thoughts
- Discuss what they have learned with other participants
- Illustrate what they have learned in a drawing
- Make a plan on how to apply the new skills or knowledge

Reflection helps participants synthesise new material and connect it to their own experiences.

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### Notes

Reflection allows participants to stop and think about what they have experienced. There are many ways to encourage reflection.

## Role Playing:

One person plays the role of the clinician and another person plays the role of the client. The group observes and provides feedback on their performance.

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### Notes

- One person plays the role of the therapist and another person will play the role of the client. The group observes and provides feedback on their performance.

- Variants: Non-threatening Role Playing: When the learners are not yet ready to get involved in role-playing, the trainer (or another person that feels comfortable) may play the lead role. Once you start the role-playing (e.g., being the clinician) remember to stop at frequent intervals to ask the audience for directions. In this way, the group will provide the responses and set the scenario's direction. You, as a trainer, can ask participants, "What should I say next?" Listen to their suggestions and try one of them out. This will help participants practise their therapeutic skills while you handle the role-playing.

- Rotating Roles: Divide the class into groups of three. On a rotating basis, each member of the group will have an opportunity to be "the clinician," "the client," or "the observer." In each round, the observer will concentrate on identifying what "the clinician" did well in using the concepts and therapeutic skills learned in the session and what can be improved. After all three rounds have been completed, involve the groups in a general discussion of the key learning points and the value of the activity.

## Silent or Out-Loud Reading

Some people can learn best by reading text. Consider incorporating brief periods of silent or out-loud reading into your trainings.

Make reading fun and encourage active reading by providing a means for participants to interact with the text (e.g., graphic organizers, questions to answer, or space for note-taking).

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### Notes

Out loud reading encourages participation in a group that has shy participants. It also focuses attention when the material is difficult or boring.

## Storytelling (1)

Narrate a story. It could be personal, fictional, a parable, an allegory, a fable, etc. Use the story as a way to open a discussion, engage participants, share experiences, pose and / or solve problems, and aid understanding.





## Activity 5: Now it is your turn!

Working in small groups:

- Select a drug-related topic or idea (5 minutes)
- Prepare a brief presentation using one training strategy besides lecture and questions-and-answers (5 minutes)
- Present your mini training to the rest of the group (5 minutes)



15 minutes



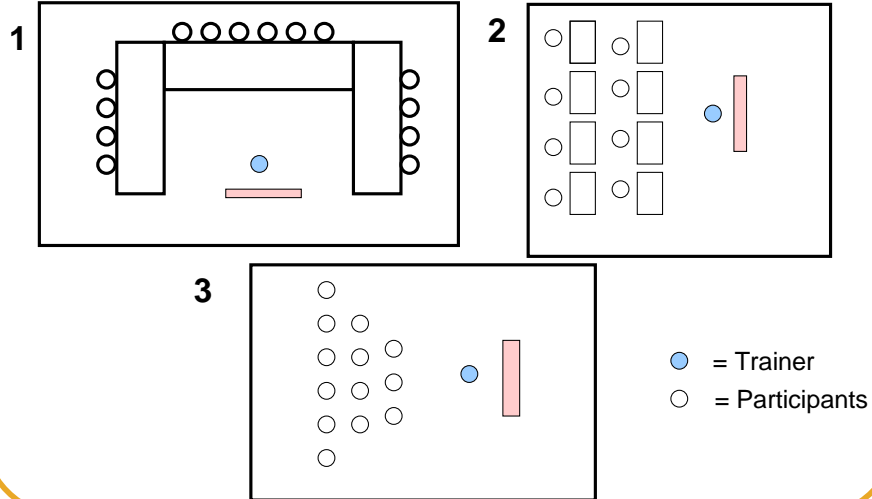


Create the Proper Environment

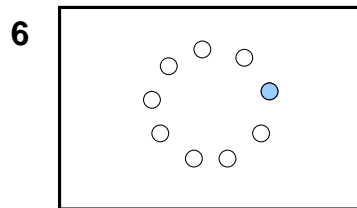
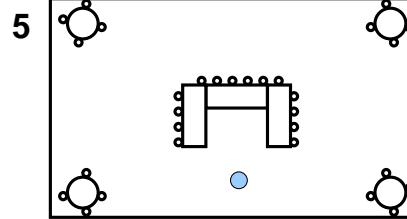
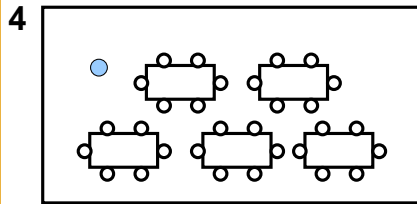
## The training room

- Room temperature, light, noise, etc.
- Sitting arrangements
- Audiovisual
- Resources
- Materials
- Water, tea, coffee, & snacks
- W.C. locations

# The training room: Seating arrangements for a lecture



## The training room: Seating arrangements for working groups



## Know your materials!

- Review the module content and Leader's Guide or Manual
- Resources needed for the training
- Logistics
- Timeframe
- Pre-post assessments

## Know your audience! (1)

Adapt the training activities to the number, knowledge/skills, and culture of the training participants.



## Know your audience! (2)

How to assess participants' previous knowledge:

- Pre-assessment on-the-spot
- Ask questions

### **Reduce anxiety among participants!**

- The assessment evaluates the effectiveness of the training, not the individual's knowledge
- Assessments are completely confidential

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### **Notes**

Reduce anxiety among participants related to the pre- and post-assessments by saying that the assessments are not meant to evaluate their knowledge individually but as a group and that the goal is to evaluate the training performance. Also let your participants know that the pre-post assessments are totally confidential, and that it is anticipated that they will **not** know the questions at the beginning of the training.



## Required materials

- Agenda
- Leader's guide
- Participant's workbooks
- Presentation (audiovisual or paper)
- Sign-in sheets
- Pre-post assessments
- Training satisfaction survey



## Recommended materials

- White board and markers
- Projector
- Laptop or desktop computer
- Name tags
- Certificates of completion
- Water, tea, coffee, snacks, etc.



## Logistics

Take care of issues such as:

- Participants' transportation needs
- Directions to the training center & room
- Posting signs for the training
- Getting your participants' contact information to send certificates, follow-up forms, etc.
- Getting directions to W.C. (toilets)

# Agenda

Have an agenda ready!



# Sample Agenda

## Agenda: January 5, 2007

8:00	Introductions
8:20	Workshop 1
10:00	Break
10:15	Workshop 1 (continuation)
11:00	Workshop 2
12:30	Lunch
1:15	Workshop 2 (continuation)
2:45	Break
3:00	Workshop 3
5:30	Break
5:46	Workshop 3 (continuation)
6:30	Wrap-up and follow-up plan
6:40	Training Satisfaction Survey and Post-assessment



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### Notes

This is a sample of an agenda. Explain to participants (trainers) that they will need to modify or create their own agendas accordingly to their needs, culture, and customs of their audience or participants.



During the Training

## Once participants are present (1)

1. Welcome participants and introduce yourself.
2. Distribute name tags.
3. Ask participants to complete the pre-assessment. Allow about 10-15 minutes to complete this task.
4. Collect pre-assessments.

Continued

## Once participants are present (2)

4. Explain your role in this training and your experience in substance abuse treatment.
5. Ask participants to introduce themselves (if 20 participants or less)
6. Present the agenda (handouts)
7. Start the training



## Once the training is over (1)

1. Make sure you **answer** all participants' **questions**
2. Ask participants to **complete** the **Training Satisfaction Survey**
3. Ask participants to **complete** the **post-assessment**
4. **Collect** surveys and post-assessment forms
5. Provide your **contact information** and a **follow-up plan** for questions
6. **Thank participants** for their time

Questions?



Comments?



Thank you for your time!