Planning and designing a training session

For a training to take place, a great deal of planning needs to be done – both by the Training Organiser and the Trainer. The former organises and coordinates with the people involved in a training event; the latter delivers the training.

This chapter covers the role and duties of the Training Organiser and then describes in detail how a Trainer plans and designs a training session.

THE TRAINING ORGANISER'S RESPONSIBILITIES

As the Trainer it is important for you to be aware of the planning that the Training Organiser and her team have already put in.

The role and responsibilities of a Training Organiser vary across the Countries and Regions of Girlguiding, but they can be split into three time-specific stages:

▌ **before** a training event

▌ **during** a training event

▌ **after** a training event.

Girlguiding provides support for Training Organisers in the form of a downloadable resource or as a one-day training session. To download the resource, follow the link.

🔗 *Top Trainings*

Before the training event

Deciding to hold an event
The decision to hold a training event could be the result of a request from a Commissioner or from a District team – sometimes known as the sponsor – or it may be something that is held every year at a particular time or event, for example, the Spring County Day. Whatever the prompt, the Training Organiser has first to **ensure that the purpose and outcomes of the training event are clearly defined**, so that the planning works towards delivering that event. From this point, the order in which the tasks are carried out may vary, but all need to be considered.

Setting the budget
Before any major decisions can be made, the Training Organiser will need to establish, with the sponsor, what the budget for the event is. The training may be funded solely by fees paid by those attending, or it may be subsidised, or there may be a grant available. There will be outgoings to consider (cost of hiring the venue, food, the Trainer's expenses etc).

Booking the training venue
One of the first and most important things a Training Organiser has to do for a training event is to book a suitable venue. Often this needs to be done several months in advance. There are many considerations in choosing a venue: it should be in a location that is convenient to the majority of learners, ideally have good transport links, have facilities for both able and disabled learners, be cost effective and provide an appropriate learning environment.

When choosing a venue she will need to consider:

▌ the potential number of learners – can the venue accommodate them all and provide adequate facilities for parking, refreshments and comfort breaks?

▌ whether she will need additional volunteers for managing car-parking, setting up the event or providing refreshments

▌ what additional resources are needed and available, such as computers, internet access, outdoor space, cooking facilities, disabled access, projectors, flipcharts and the flexibility of seating arrangements.

Identifying and capturing learning needs
Part of the Training Organiser's role will be to identify and capture the learning needs of the Girlguiding members within her remit. This information may come from a variety of sources, for example, from Country/Region, County or Division Advisers or Commissioners, from Mentors and Tutors, directly from members, or as a result of new Girlguiding initiatives, direction or programme changes. She, and you as the Trainer, can find out more about the needs of the individuals on the training once bookings are taken.

Contacting the Trainer(s) with the training title

Once a Training Organiser has identified and captured the learning needs, she will need to source a Trainer(s) who will design and deliver the training session. At this stage it is helpful to Trainers if she can communicate the overall training aims for the training session, and the expected training objectives. This may not be possible, as she may only have been given a general training need such as 'How to mentor a new Unit Leader'. It is therefore important at this stage for the Training Organiser to keep the channels of communication open with all parties involved, so that questions can be asked to clarify the specific learning needs and expectations to enable a suitable training session to be designed and delivered.

The Trainer(s) will also need to know about housekeeping guidelines and facilities, dates, times and any special requirements, and the budget that they have.

This early information, in whatever form, is known as the training brief. It is likely to be refined later as more information emerges.

Advertising the training

The Training Organiser will need to advertise the training to all potential learners through her normal communication channels, which will include newsletters, emails and websites.

She can inform people of the training at Country/Region, County, Division, District and unit meetings. She may choose to use promotional flyers and mail them directly to potential learners, or use an e-bulletin or email invitation. The learners may have access to a local guiding website where the training session can be advertised.

The advertisement should include details of the training event, an overview of the training aims and objectives, details of the venue, date, time, facilities, minimum and maximum numbers, and costs. Also, the Training Organiser will need to include a form or a website link so those interested can make a booking by a certain date.

Taking training bookings

Once the training event has been advertised, the Training Organiser needs to be ready to take and answer queries and bookings. If she would prefer to be contacted only on certain days/times and via certain methods, she will make this clear in the advertisement.

She should also consider her response to and process for late bookings so that she can quickly and efficiently deal with them as and when they happen. She also need to consider the potential impact of accepting late bookings on you as the Trainer. Will you still have time to order/prepare all of the resources? Do you have enough budget to accommodate more learners? Will the addition of more learners affect your training plan in any other way?

The Training Organiser may delegate this stage to another person, but whoever does the task, they need to take a methodical and comprehensive approach. Learners will want to know whether or not they have a place, so the Training Organiser will need to consider how she lets them know, and the time and expense that it will incur. She can ask learners for an email address that she can use to send information and confirmation of the booking to.

Maintaining communication with Trainer(s)

As bookings start to arrive, the Training Organiser will keep the Trainer(s) updated with details of the number of learners and any special requirements that they may have, so that they can be planned and accommodated for in a timely manner.

She will also ask the Trainer(s) about any resources that they need her to provide, for example, flipchart paper, marker pens, sticky notes or computer and/or projector

equipment. If it is a specialised training, such as first aid, abseiling or outdoor cooking, the Training Organiser may need to source or arrange specialist equipment, or provide a specialist speaker/instructor to support the session. Alternatively, she may have a booking from a learner with a disability that requires her to arrange certain facilities, or perhaps book a learning assistant, such as an interpreter for someone who is deaf.

Inclusivity

In the run-up to the training

After the cut-off date for bookings has been reached, the Training Organiser should quickly communicate the final details to the Trainer to allow them to complete their planning and preparation for the training session. She has to consider what to do if there are not enough bookings and how to communicate this to the Trainer and/or make changes to accommodate this.

A Training Organiser will also take time to consider how the training event will run on the day and draw up a plan of what needs to happen when and where. This will include things to remember and details of contingency plans and emergency contacts should they be required. She will create checklists to assist her and ask for helpers for the day. If it is a big event, she will arrange a meeting with those involved before the event to walk through her plans.

During the training event

This will be a very visible and busy part of the Training Organiser's role as she meets and greets Trainers, helpers and learners, and tries to manage and facilitate both an enjoyable and rewarding experience for everyone. All the planning, organisation and communication that she has carried out before the training date will now be tested as the event unfolds. As is true of a Trainer, the Training Organiser's personal impact at this time is crucial to setting and leading a professional and enthusiastic tone for the event.

Some of the tasks that she will either need to personally carry out or delegate are:

❚ welcoming participants to the event and providing housekeeping and health and safety information

❚ providing refreshments for participants including Trainer(s)

- providing lunch for participants including Trainer(s), remembering to consider dietary requirements

- managing and resolving any concerns or problems

- collecting participants' feedback including that of the Trainer(s)

- providing the Trainer(s) with expense forms and details of where to send them

- considering a thank you card/gift for the Trainer(s), especially if they have travelled a long distance to run the session.

If the training event is a local, small event, the Training Organiser may not need to be present. She should still consider the list of tasks and see which are relevant, and make the necessary arrangements.

After the training event

After the training event the Training Organiser will need to carry out an evaluation and ensure that expenses are claimed and paid in a timely manner. She may also organise a meeting with the sponsor of the training event and/ or session(s). At this meeting she may also discuss newly identified learning needs from this event and set dates for future training sessions.

Evaluation

THE TRAINER'S FIRST STEPS

There are several ways in which a Trainer could be invited to run a session. If you are a prospective Trainer, it may be that your Tutor found you the training opportunity because she felt it would be good experience for you. Or, you could be a qualified Trainer who has offered to train as part of your Country or Region's system for matching trainers to training events.

Invitations to train can come to you in formal and informal ways.

Formal invitations could come through:

- guiding networks outside your Country or Region. This could be, for example, as a result of involvement in a Girlguiding programme or being on the list of Trainers approved to train at Girlguiding's Training and Activity Centres (TACs)

- being a member of the County/Region Training Team, and/or the County's Adult Support Team or Training Team.

Informal invitations could come through:

- being recommended to a Training Organiser by a third party who may or may not be a qualified Girlguiding Trainer herself

- identifying opportunities in conversations with Leaders

- you (or someone else) volunteering to run a session in which you have a special interest, or skill, and which you think will meet a need.

If the invitation came direct to you through a formal route or through your Tutor, if you have one, the Training Organiser will be reassured that you will have the training background, experience and/or support to deliver the training she wants.

If the invitation came from an informal route, then this may or may not be the case. Depending on what the training topic is, it will be important to check with the Training Organiser to see that she is aware of your level of experience and what you can and cannot offer, and/or with your Country/Region Training Adviser or your Tutor.

Turning down an invitation

If, in the early planning stage, there is any aspect of the invitation to train that does not feel right to you (for example, you do not get enough clarity about the brief, you feel the group size will be too big or too small, the venue will not be suitable for what you are being asked to do, or the time to do it is too short), do tell the Training Organiser as soon as possible. Work with her to find a solution.

However, if you cannot find a solution that works for you and, if appropriate, you have talked it over with another Trainer or your Tutor for advice, as a last option consider saying 'no thank you' to the invitation. But do so as soon as possible, so that the Training Organiser has time to find a replacement for you.

Gathering essential information

Once you receive and accept an invitation, and have the initial training brief, you need to ensure that you have all the relevant information to hand before starting to plan.

You can design the training session only if you are clear about what is expected of you; at this early stage you are likely to need to know more. Ask the Training Organiser for any details you do not have. This is the point at which you are refining the training brief.

Does the title reflect what the subject actually is?
Start by making sure that the title of the training session is clear and explicit (for example, 'Lightweight tent pitching for those new to camping'). If it is ambiguous or lends itself to different interpretations (for example, 'Bringing the fun back to unit guiding'), talk to the Training Organiser or refer to the training brief, if you have been given one.

There could be several reasons why a title is not self-explanatory or there is no brief. When organising a County Training Day, for example, sometimes the Training Organisers may decide to choose a theme for the whole training event and general titles for each session within the day, but are very happy for you as the Trainer to decide what the session actually contains as long as it fits in with the theme. Or it may be that the Training Organiser is new

to the role, and doesn't yet have a feel for what it is you need to know.

It may also be that because of people's different experiences of guiding, even a straightforward-looking title can be interpreted in a number of ways. Should a session on 'Enjoying the outdoors at unit meetings' include making use of the local public footpaths and nearby riverside or woodland? Or focus on what can be done in a tarmac-covered school playground? Or is the pavement outside the girls' meeting place the only nearby outdoor space available? You have to think about which interpretation will have most relevance for the leaners you will be training.

What is the aim of the session?

Sometimes the answer to this question will be clear and straightforward, but on some occasions it might not be, so it may help to ask the Training Organiser the same thing in other ways, even if the aim was set down in the training brief.

▌ Why is this session being offered?

▌ Who is the session aimed at?

▌ Has the Training Organiser offered any training in this subject in the recent past? What was the result?

▌ Where is this subject working well in practice, and what is she seeing and hearing that tells her this? What else needs to happen to spread that success?

▌ What do the learners need to know/do/be aware of by the end of the session?

By asking these kinds of questions you can explore with the Training Organiser what is behind the title, the reason for offering this session to learners, and the scope of the session, till you understand what has to be included in order to meet the aim of the session.

Who are the learners?

You will also need to know who will be coming to your training session and why. Will it be members who already have a lot of experience of this subject, or Leaders who are very new to it? Could you have Leaders from different sections working together?

▌ Why will the learners be in your session on the day?

▌ Will they have chosen the session in advance?

▌ Will they be allocated to it on a random basis?

▌ Will they be choosing sessions on the day and able to opt in, or out, right up to the session start time?

▌ Do they need this session as part of a qualification?

▌ Is this session part of a themed programme that needs to link to other events running over several months?

The answers to these kinds of questions will help you decide how to approach the design stage. Will you for example offer a standalone session that focuses on finding some common ground for all the learners who attend, knowing that they may have wide differences in knowledge and a variety of experience between them? Or, will you need to offer in-depth, targeted content that best suits the specific needs of the learners you know will be coming to your session?

Objectives: what does the outcome of this training need to be?

An important aspect of planning for the training session is to know what the outcome should be. This is different from the aim, which is what learners need to have achieved by the end of your session.

The outcome is a description of what the learners will be able to do with the learning after the session. To produce good training objectives you need to focus on the outcome.

For example, if you are asked to lead a session on the subject of Go For Its! for a group of new Leaders who are working with the Guide section:

▌ the **aim** of this session is straightforward enough – it is to show Leaders how 'Go For Its!' fit into the overall programme and how they work in practice, and what Go For Its! look like

▌ the **outcome**, on the other hand, is Leaders introducing Go For Its! into their unit so their Guides know what they are, how they work in practice and, in their Patrols, how to choose one to work on.

Having in mind the *actual* beneficiary of your training – ultimately the girls in the units who are led by the learners in your session – will help you bring a girl-led guiding focus to your training. It will help you design a training with the purpose of helping the learners take back their learning to their unit – and apply it.

Do I now understand the training brief?

Have you asked all the questions you need to enable you to start designing the session?

As you gain in experience as a Trainer, you will also develop an appreciation of what information best helps you plan for developing a new session and what kinds of additional questions it is helpful to ask to get a better understanding of the training brief.

If the Training Organiser is new to her role, she may be relying on you to ask these questions so you both can feel confident the training session will meet expectations.

🔗 *Interpreting the brief*

Do I have the knowledge and the skills to deliver this training?

Once you are clear about the scope of the session and what outcomes are wanted, think about whether you have the knowledge, skills and perhaps qualifications to be able to deliver that session. Do not worry if you feel you do not. It may be that you are already a very experienced Trainer, and the subject of the session is familiar, so you have no concerns on that front. Alternatively, there may be a part of it you don't know, or can't do, so you can decide if there is time to gain the knowledge and/or practise the skill.

If you are new to training, you might feel that you don't have enough knowledge or skill for some training sessions, but agreeing to train in something you don't quite have all the answers to is a good way to gain experience. In fact it is the way that all the experienced Trainers you have met learned and gained their skills! So work out how best to use the time you have before the training to acquire the knowledge and skills you need for the session.

Do I have the experience to work with this type of learning group?

The answer to this depends on what is meant by 'experience'. It may be that you have been doing something similar for 20 years, and although you may seem very experienced, you may just be repeating the same training many times over, so do not have depth of experience.

It may be that you don't have experience in working with a section other than your main one – but you do have experience of helping learners to learn. Then what will count more is how you work with the adult learners to help them share their experience with each other, rather than cramming in information about a section you don't know very well.

Or, if you are new to training, perhaps you have a lot of practical experience from running a unit, so you have plenty of personal learning to draw on that others will benefit from – but feel less confident at the moment in working with adults? If so, can you team up with a more experienced Trainer who will help you to share your experience to help others learn while she looks after the learning process as a whole?

If the group you will be training seems very experienced, and you are wondering what you can bring to them that is 'new', it may be that by just asking some good, thoughtful questions you might help them have insights into their guiding that will make a difference.

There may be ways to stretch and enhance the learners' understanding, whether or not you are an expert in the subject.

Do I have relevant materials and resources I can use for this session? Or do I know where I can get them?

If you have delivered training on the subject before, you may well already have the basis of the materials and resources you will want to use. It will be a question of checking the content of the new session to be sure the resources are still a good fit with the aims, objectives and training methods you will be using, and then producing more copies/examples, perhaps repairing or replenishing materials, or adding in some more if needed.

If it is a subject that is completely new to you, you will need some time to research, source materials, make examples, produce handouts – whatever is appropriate to your session. If so, consider all of these aspects of the preparation.

▌ How long might it take to do this?

▌ Is this a realistic option for you, given everything else you will have to do in that time frame?

▌ Could you get your learning point across in another way?

▌ Could you borrow some of what you need from a friend?

▌ Are there copyright considerations?

🔗 Copyright

Many successful learning sessions are based on facilitating good conversations and discussions, with the minimum of materials and props, if any. Equally, the success of others is heavily dependent on having the right equipment, resources and visual aids available.

Producing good resources in very tight time frames is possible of course, but sometimes a rush job will look like a rush job to the learner, which may leave her feeling undervalued by the experience of being in your session, and/or thinking that this is an acceptable way to produce the resources she uses with her unit.

How long you need to do the detailed planning will depend greatly upon the amount of time needed to prepare the resources.

Planning and preparation

The planning and preparation for every training session are essential, as each one is unique. Even when you are asked to carry out 'repeat' trainings, no two sessions will ever be the same. The learners at every training session will come with their own needs and expectations, and for that reason you need to plan and prepare for every session. If you have planned your session well, you are less likely to experience difficulties, and will feel more confident when delivering your session. Good preparation will make sure that the training session meets the needs and expectations of all the learners, and will help you to deliver and facilitate the session successfully.

Informal planning of the session often starts as soon as you get the title, but you should aim to finalise plans no later than three to four weeks before the session date, to give you plenty of time to produce resources. Experienced Trainers are constantly on the lookout for ideas, content, materials and resources to support and include in their learning sessions now and in the future. Over time, this is a useful habit to develop.

INTERPRETING THE BRIEF

The training brief given to you by the Training Organiser will contain most of the information you need to start the overall planning. However, you need to stop and think carefully about the brief before you do any of the detailed planning for the session.

An overview

Interpreting the brief for a training session involves the following elements.

▮ Be clear both about what you need to do and how you need to do it.

▮ Go back to the sponsor and/or organiser as soon as you can if you need more information.

▮ Use planning techniques to work up your detailed plans.

▮ Check your early proposals for the session with the Training Organiser to get agreement for your approach to the learning objectives and choices of training method.

▮ Get early agreement to any out-of-the-ordinary expenditure before you commit to spending.

Assessing the needs of the learners

When you have gathered all available practical information about the learning event, you can begin to assess the needs of the learners themselves and how you might be able to meet them.

▮ You will have some information from the organiser(s) about what they perceive the learners' needs to be, and how they made that assessment. This information may come from the bookings they have taken.

▮ Unless you are very new to training, you will have worked with and assessed the needs of similar groups in the past, and so will have some views to test out about what this group might need.

Confirming the aims

With the starting point of an initial assessment of the needs of the learners, you can begin to confirm what the broad,

overall aim or purpose of the session is to be, which may have been provided in the training brief. The aim can be defined as the general intention of the Trainer for the session – what she has arrived at as a result of consulting with all the other interested parties. For example, after talking with the Training Organiser, you both might agree the aim of the learning event will be:

'To help Division Commissioners to manage their teams more effectively'.

It's a broad statement, so next it will need to be broken down into more detailed objectives to show how exactly you will help these Commissioners to manage their teams more effectively.

Your consulting stage needs to include exploring with the Training Organiser what is meant by 'more effectively', and what different behaviours or actions will need to be seen in future that will show those involved that the Commissioners are, indeed, managing 'more effectively'.

Deciding on the objectives

Objectives are the clearly defined chunks of activity you hope the learners will have completed, usually by the end of the session, that will help them connect with the aim and how it relates to them. If relevant to the subject of the training, the objectives might also include meaningful actions they will try out later in their everyday guiding situation that help them achieve the aim.

Few Trainers can immediately produce a fully formed, ready-for-use statement of objectives from scratch. Often you will need time to mull over possibilities and think around the topic until you can confirm what the objectives need to be and then how to describe them. Each Trainer finds her own way of recording the process that she goes through in this pre-planning phase. You may like to think creatively and diversely around the topic and organise these thoughts using a mind-mapping exercise. You may want to add more to your recorded thoughts as the idea develops, perhaps spotting and noting places where you can put in an activity that would illustrate an idea, or a reference that is particularly useful, for you to come back to when you start your detailed planning.

When the thinking process is more or less complete, you can arrange your ideas into some order that also takes into account the needs of the group and options for

handling any time or location constraints that might exist. Creating a flowchart might be a useful way of seeing how one objective will lead into the next in a logical way, or carrying a digital voice recorder so you can capture ideas for the session as they come to you, wherever you are.

Having got a sense of how things will flow you can then check back to see that you are likely to achieve your objectives by the methods and the activities that you will use to illustrate each of the main points that you plan to make. Then you can start to work your ideas into a planned programme for the session as a whole, checking back regularly to see that the plans will help you to achieve the aims and objectives.

If you are a prospective Trainer, although you may feel that you want to present a finished product when you first share your plans for a training with your Tutor, it may be easier to go with your initial thoughts (however you record them) so that the two of you can then start on the session-building process together. Once the objectives are clearly defined, you can decide on specific content and choose the training methods that will most likely help the learners to learn.

The language of objectives

When describing objectives, make them specific statements of action by using words that make it easy to see and in some way measure what the learners have achieved. Use verbs such as 'make', 'demonstrate', 'identify'. (This will also help when you are planning how to evaluate your session.)

Avoid using verbs that make it difficult to measure what the learners have achieved, such as 'understand', 'know', 'ensure', 'enjoy', 'feel', 'believe', 'become aware of'.

For example, if the aim of the session is to assist Division Commissioners to manage their teams more effectively, depending on the result of your discussion with the Training Organiser, you might have any or all of the following objectives.

'By the end of the session the Commissioners will have:

▮ each drawn up an agenda for their next meeting

▮ told each other who they will partner with in future when needing some support from within the team

described the arrangements for a social gathering for the team…'

If the content of these observable events corresponds accurately with the session's input, and the learners tell you that these actions will help them manage their teams more effectively, then you will be able to say that the objectives have been met.

Embedded objectives

It will sometimes be the case that you will need different levels of objectives. For example, participants in a weekend session will have objectives to achieve for the whole weekend, but below that, each session will have its own objectives.

Asking for help

If you have set the objectives for the session and they look likely to achieve the agreed aim and fit the training brief, you may feel ready to go straight to deciding the detail of content and choice of training methods. But if it isn't going well at this stage, perhaps because you can't decide how best to word the objectives or because you find you don't have enough background information to decide with any confidence what the objectives should be, you can go back to the Training Organiser to check your understanding of what is required and ask more questions. This is better than finding too late that you have spent time on detailed planning you won't use.

Sometimes, if the request is for a learning event that is on a simple topic, perhaps for a short length of time, or with learners you already know well and/or the subject is a very familiar one to you, then there may be no need to go back to the Training Organiser for approval before you start detailed design. But if it is a complex topic, or new to you, or there's significant expense being incurred, it is good practice to be able to say in advance what is it you will be doing at the learning event. This will help the Training Organiser confirm that your approach is on the right lines and that she feels you have interpreted the brief in the way that was wanted.

Details of the event

Before you start the detailed planning for the session, make sure you have the answers to the following questions or at least know where to find them.

Content
▮ What type of training event is it – evening, day, weekend?

▮ What is the subject of the session and the session title?

▮ What is the reason for offering training in this subject?

▮ Does it need to fit in with any bigger event of which this is a part?

▮ What previous experience of this subject will the learners have?

▮ How long will you have with this group of learners – one short session, half a day, longer?

▮ Budget – what can you spend on any resources and materials? What process is there for claiming expenses, and are there any restrictions?

Learners
▮ What section are the learners from or what role in guiding do they hold?

▮ Are they experienced or new to role?

▮ Are there any learning requests from the learners that must be included during the session?

▮ Are there any special needs the learners may have that will affect how you set up the room and/or present resources and information?

Training arrangements
▮ What is the date of the training?

▮ What time does the session (and the event) start and end?

▮ How many learners will be at the event and in your session?

Venue
▮ Where is the training venue?

▮ What type of venue is it?

▮ What kind of space will you be working in?

▮ What facilities or resources are available for your use: in the room, at the venue, near the venue?

▮ Are there any facilities or resources you might need that will not be available?

▮ How long before the session begins can you have access to the training room?

▮ Are there any other activities happening that might delay the start of your session?

▮ How quickly do you need to be packed up and out of the room at the end of the session?

Although it seems like this is a long list of questions, the more answers you can get to them, the more you will be able to prepare in advance for your session.

Contingency planning

Unfortunately, despite people's best efforts and hard work, not every training event goes according to plan. With experience you will learn the need to build in some flexibility as to how you interpret the brief to allow for the unexpected to happen at the venue, or with the learners.

Venue
There are times when you may be unable to find out much more about the event than where, when and the session title, because the Training Organiser herself has not been able to find out more about the venue, or had not appreciated your need to know. If you agree to do the training you will need to turn up with your Trainer's basic equipment kit having done some good, flexible contingency planning first.

If the Training Organiser you are working with is very experienced in running training events – large or small – you will find that she is also very good at anticipating Trainers' needs, letting you know in advance of any last-minute changes to plans, and making sure you will be training in a

good-sized room, with a manageable numbers of learners, whose numbers do not change much from the initial brief. You are likely to experience great hospitality, being fed and watered, and helped to and from the building with all your boxes and bags. This will ensure that you are not worn out before you start, and that you can give your best to the learners in the session.

But sometimes things do go wrong despite all the planning. You might find that:

▌ a fellow Trainer pulls out because of illness on the day – and you end up having a lot more learners in your session than you first thought

▌ on a County Day the classrooms in the school that were booked in advance are not, after all, available, and so you are training in rooms a long way from the main events – taking 20 minutes off your session time

▌ you need to train in a lobby or corridor because the room you had been allocated has been double booked

▌ the heating at the venue for the evening training you are running has broken down, and your (small) group decides not to cancel but to relocate to the nearest place where they can buy coffee in exchange for the use of a table.

If need be, can you alter your session plan and still deliver the content that is needed, despite the setbacks?

Learners
▌ What if the learners want a different objective to the one you have been asked to deliver?

▌ What are the risks with that, and what can you do to make sure the risks are minimised?

▌ What if far more or far fewer learners turn up than you were told to expect?

Detailed planning – where to start?
Start by firming up the draft aims and objectives for the session. Once you have fully explored the brief for the session and confirmed what the objectives need to be, you can start the detailed design, thinking about options for training methods, the resources and any materials you may need to support learning.

While there is no one right way to do the detailed planning for a training session, these are some processes most likely

to be used when deciding how to approach it, what to include and what training methods to use:

▌ mind maps

▌ rough notes
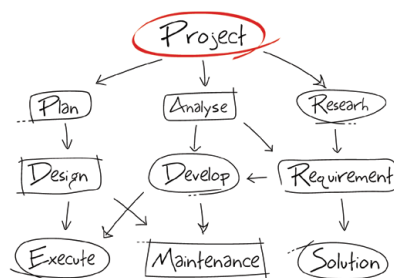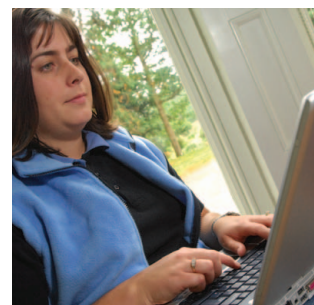
▌ templates

▌ flow charts

▌ talking to other Trainers

▌ internet research

▌ talking to other learners about what they would expect to be included.

Gathering facts and resources
Research well. Know your subject and collect appropriate information and data. This can be done over a period of time using the internet, newspapers and magazines, talking with experts, listening to podcasts, or watching programmes. As you become more experienced you may already have some appropriate information that you can use, but always make sure that it is current and that facts, figures, theories and practices are up to date and accurate.

Determining content
There is never enough time to totally cover a topic in a training session, so you must decide what to include and what to leave out, and have a flexible training plan and approach. Identify the sections and subsections needed to make sure that the learning aims and objectives are met.

Group information and data in the following way to help you decide on the key content.

▌ **Need to know:** The content that is essential for learners to know so that they achieve the learning objectives.

▌ **Good to know:** If time allows, learners can learn about this content because it supports the learning objectives.

▌ **Nice to know:** This content is not significant to achieving the learning objectives, and should be included only if the learners totally understand the important content.

Someone new to training is often asked to begin by delivering a single training session of 60 to 90 minutes. If so, less is certainly more and it is much better to get across one topic well than to rush through several quickly. It is easy to put too much content into a session, as you might worry that you will run out of things for your learners. Identify content that could be left out or included so that your plan is flexible and supports the learners' learning needs and expectations as required.

Recording your planning

Keep a careful record of your trainings, either electronically or on paper. This will not only help you to note down all that you plan to do, but it will be an ongoing record of trainings, places, activities and ideas for presenting them. Add in any formal observation forms alongside your own observations and evaluations of each training session to help you plan in the future and be part of your self-reflection process.

Structuring the session

The training content should be organised so that it gives the session structure, and sections should follow a logical order to help the learners learn. Link each session/subsection to bring them all together. Sections and subsections should build on one another to create an effective learning experience.

Estimate how long each section and subsection will take to deliver. Remember, if you move to a more learner-centred style (see Chapter 5), each section will take far longer than a Trainer-centred style would.

Consider where the energy 'highs and lows' might be and plan suitable activities to address them.

Also consider the following.

▌ What content will be in my start, middle and end?

▌ What method do I need to get my message across?

▌ Is there the opportunity to try out something this time (new content/different training method) that I have not done before?

▌ How will I end the session so that the learners leave feeling confident and that it was useful/achieved its objectives?

▌ How will I check that the learners have learned anything?

▌ How will the session be evaluated by the Training Organiser – have I built that process into my session plan?

▌ If no plan is in place to evaluate my session, can I help the Training Organiser to put something in place?

🔗 *Signposting and linking*   🔗 *Learner-centred learning*

Choosing training methods

The fun of training for Girlguiding is that what you include in the content of the session can be as creative and varied as you wish it to be, as long as it serves the purpose of achieving the session's aim and objectives.

However, there are some fundamental considerations about your choice of the training methods, or the 'how', that will make a difference to how well what you do supports learning or even prevents learning from taking place.

As the Trainer do you know whether you are there in this session mainly to:

▌ teach a new skill?

▌ pass on knowledge?

▌ help the learners to share skills and/or knowledge with each other?

▌ improve attitudes towards something?

▌ raise awareness of something?

Generally, all five things need to happen at different points in the session. It is just that the balance between them depends on the type of learning being undertaken, so you need to be aware of that. But because of the way that adults learn there is an order to them that makes the choice of where to start important.

🔗 *How adults learn*   🔗 *Training methods*

Before a new skill can be learned, the learner has first to know **why** she needs to learn it, and then **how** to learn it. And she has to believe that learning it is achievable. Take, for example, a Commissioner having concerns about

Leaders in her District showing a lack of rigour in carrying out risk assessments before they take their girls outdoors. She can see that there may be safety issues not being addressed. The Unit Leaders have said they see no need or value in doing any form of risk assessment. This makes it a situation where an improvement in attitude towards risk assessment is essential.

Before an attitude can change, the learner first needs to be aware she has it, know **why** she has it and then be helped to discover **why** a change in it might bring a better objective. If these Leaders attend a training session about risk assessment that covers only the practicalities of what to do, without connecting to what they think and feel about the need for doing it, no learning will take place.

The '**why**' connects to theories about adults' motivation to learn.

▌ Why should I learn this?

▌ What's in it for me if I learn this?

▌ What's the problem if I don't learn this?

Sometimes these questions are just below the surface, and sometimes the learners make it very clear to the Trainer that these are important questions!

The '**how**' links to learning styles.

If an adult learns a new skill most easily by seeing it in action, she won't learn it as quickly if she has to read instructions first or have someone else tell her how to do it. And if the learners in your session already have the skill, or the knowledge, but just haven't put it to use for a while, then they need much less time, if any, spent on the 'why' and more time in practising the 'how'.

When choosing and shaping the learning objectives to meet the brief for the session, bear in mind the need to respond to the learners' 'why' questions.

When selecting the training methods, check back to see that you have made it as easy as possible for learners with differing learning styles to get the most learning they can from your session.

CREATING A TRAINING PLAN

A training plan is a detailed outline for the delivering of the training session. Even the most experienced Trainers use training plans, although they will be able to adapt them as needed and not stick rigidly to them.

Benefits of a training plan

A training plan:

▌ helps you to plan in advance

▌ reminds you during the training session of the key points to make

▌ helps you to structure the training session and keep it running on time

▌ details all the equipment required to deliver and facilitate the training session, such as a projector, laptop, music player and so on

▌ lists the supporting materials required such as learner workbooks, handouts, assessments, marker pens and so on

▌ provides you with a written record of the session that can be evaluated

▌ is something you or other Trainers can reuse in the future.

Creating and using a training plan

When creating a training plan, use a format or template that works for you. Some Trainers like to have a detailed plan to make sure there is no danger of getting lost in the training session. Others are comfortable with a summarised version. The level of detail may reflect your level of experience as a Trainer, or knowledge of the subject matter.

Training notes can be on A4 paper in a file, or perhaps in a fairly small notebook (A5 or smaller or index cards) so that they do not intrude into your session too much. Either hold them or place them on a table or chair near you where you can refer to them. Try not to read them so often that you lose eye contact with the learners – but do not be afraid to stop and look at your notes before going on. To use your notes successfully you need to develop a method of writing them and setting them out which will be useful to you.

Experiment with different ways until you get it right for you, but here are some guidelines to think about.
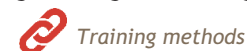
Your notes will probably include:

▌ date, time and place of training

▌ who the training is for

▌ numbers attending

▌ the topic

▌ your aim

▌ your objectives

▌ opening

▌ methods

▌ timing

▌ activity details

▌ methods of achieving groupings

▌ discussions

▌ methods of feedback

▌ clearly marked items which could be left out

▌ closing

▌ equipment and visual aids needed

▌ fillers

▌ comments by you after the session

▌ method of learner evaluation.

Other useful tips

▌ The training plan can be kept as a record after the training and become a resource when planning future trainings.

▌ Use a column down the right-hand side of your training plan to fill in the training equipment you need to deliver the session. This can speed up preparation and checking time.

▌ Use of a highlighter, or a list in the left-hand column, for timing and identifying the crucial stages of the training session may be useful.

▌ A list of the points you hope to get back in feedback is a useful check for you.

▌ Sometimes you might want the exact wording of very important points that you wish to make – perhaps to boost your confidence in the early stages of a session or to avoid verbal mix-ups. If that's the case, do not be afraid to pick up your notes and just read that bit out.

▌ References to *The Guiding Manual* and handouts can be useful and save time in the session.

The next section gives a sample of a training planner – you may find a format like this helpful, or you may prefer to develop your own. The session described in the planner is based around a PowerPoint presentation, because it is important to ensure that the key messages are clearly delivered. However, the planner shows how the session is broken up with energisers, activities and even a DVD, to ensure that all learning styles are stimulated, and that a good range of training methods are used.

Training methods

TRAINING PLAN EXAMPLE

Training Planner	
Session Title	Programme Training for Senior Section Leaders
Delivery Date	17 October 2013
Learner Numbers	10 (Senior Section Leaders and Leaders-in-Training)
Session Duration	2 hours (6.45pm to 8.45pm)
Location	Waddow
Set Up and Seating Layout	Rooms available from 6.30pm. Arrange soft chairs in horseshoe with activity tables in large open space
Training Aims	To help the Leaders deliver an effective programme to the young women
Training Session Objectives	By the end of the session the participants will have : ▌ taken part in a quiz about the facts relating to The Senior Section ▌ heard about the latest Girlguiding and the World Association of Girl Guides and Girl Scouts (WAGGGS) initiatives of interest to The Senior Section ▌ aired and shared experiences with other Leaders ▌ tried activities from the latest resources ▌ related activities to Look Wider ▌ investigated programme planning.

TIME	DETAILS	EQUIPMENT
6.45pm	Introduce myself Icebreaker – Why are you like the sweet? Tell us something about yourself	Roses
6.55pm	Round the wall quiz about The Senior Section Discuss answers	Question cards Blu-Tack
7.15pm	Presentation of initiatives ▌ Key messages ▌ Senior Section newsletter ▌ Senior Section website ▌ WAGGGS website ▌ *guiding* magazine	Flipchart paper and pens Laptop Projector Dongle and sticks
7.30pm	Raising issues What is the most challenging thing for YOU as a Senior Section Leader?	Flip Post-its
7.35pm	Activity Round-a-bout ▌ Moving up – What sort of Senior Section member are you? ▌ WAGGGS Thinking Day 2013 – What do you see? ▌ WAGGGS Biodiversity – online games ▌ MDG3 – Generation attitudes ▌ guiding – Look and Learn As you try the activities, ask yourself: 'Did I already know about it?' 'Would the girls do it? Would they like it? How would you introduce it?'	Card, paper, pens Newspaper and activity card Internet access Sheets of generation game *guiding* mag – instructions
8.05pm	Feed back the answers to the questions asked as they tried the activities Share solutions to problems – be sure to ask 'Are you sure the GIRLS wouldn't like it?'	Flipchart and pens
8.20pm	Group look at Look Wider – where would the activities we have been trying fit into Look Wider?	Flipchart and pens Senior Section CD (or printed copies of target diagram)

TIME	DETAILS		EQUIPMENT
8.30pm	How do we do planning ? In your groups, look at the case studies. How would you 'arrange' these? What would you expect the young women to do? What might go wrong? What is your role? Feedback		Cards with questions on Cards with the planning case studies on Flipchart and pens, Blu-Tack
8.45pm	Closing thoughts playing music		See below – which do they empathise with the most CD Player and reflective music

Extra activity as filler:

▌ All different from WAGGGS World Thinking Day 2013

Failure is only a temporary change in direction to set you straight for your next success.

Only those who dare to fail greatly can ever achieve greatly.

The only true wisdom is in knowing you know nothing.

A wise man does not need advice and a fool won't take it.

I have enjoyed life a lot more by saying yes than by saying no.

Don't waste a minute not being happy. If one window closes, run to the next window — or break down a door.

Happiness is the best face lift.

Think of the beauty still left around you and be happy.

If you spend your whole life waiting for the storm, you'll never enjoy the sunshine.

TRAINING AIDS

Using appropriate training aids will assist you greatly in delivering the key objectives of the training session, and will also give the learners a greater understanding of the topics covered. A wide range of aids can be used in a session:

▌ a sheet of writing
▌ diagrams
▌ a DVD and player
▌ a display table
▌ a projector
▌ photographs
▌ handouts
▌ books.

What are training aids?

The most commonly used training aids are visual in nature. They enhance a training session and help learners recall or retain information by using the most powerful of the senses – sight.

There are three main types of visual aids:

▌ printed materials (books, handouts, leaflets, pamphlets, flashcards and workbooks)
▌ display materials (posters, flipcharts, whiteboards, photographs and digital images)
▌ projected display materials (PowerPoint slides, pre-recorded and self-recorded video, DVDs, photo CDs and vodcasts).

In addition, audio materials (audio tape, MP3, CD, audio files, podcasts and internet downloads) can be used to aid learning.

🔗 *Multi-sensory learning*

Printed materials
Text and graphic handouts are often given out during – or at the end of – a session to summarise the overall aims and objectives of the training. The handouts can also complement a session, recap the key points, give further instructions or clarify procedure.

A good handout should be clear and legible. It must also be relevant, contain accurate details and information, be attractive to look at and not cover too much content, as the reader will be daunted and perhaps not use it.

🔗 *Training methods*

Display materials
Display materials such as imagery and props can be very effective when 'setting the scene' in certain training sessions. For example, an international training may have posters of the country involved and artefacts from it. It is important that they are relevant and that they add to the training and not distract the learners' attention during the session. To ensure that the display materials are effective, plan their use well, make them look good and present them as such that they are well received by the learners. It is also crucial that you ask the training venue provider if you can present display materials, and if so what is the preferred way – you do not want to cause offence or damage to a training venue for the sake of a poster!

Projected display materials
It is important to ensure that you have the resources and equipment needed to successfully carry out a presentation of this kind. You do not want to have technical issues that interrupt and hinder the training session or its aims and objectives. It is also vital to ensure that the content you are using is up to date, relevant and able to be viewed in such a way – so it is always best to double check copyright legislation.

Audio material
As with projected display materials, it is important to ensure that you have the resources and equipment needed to successfully carry out a presentation of this kind, so your session is not interrupted by technical issues. Again, check that the content you are using is up to date, relevant and copyright-free.

Why do we use visual aids?
There are many reasons as to why we use visual aids during training sessions. Visual aids help to increase the effectiveness of Trainers in helping adults learn. They can allow learners to take on and retain information that is new to them and also to build upon what they already know.

Visual aids also add variety to a training session and help stimulate a learner's interest in the given topic. They can also assist the learner, in particular those individuals who learn best from seeing, in retaining and recalling given information.

Visual aids can save time during the session, be a source

of humour, symbolise concepts and give out much more information than the spoken word.

Choosing the right visual aid

It is important to think carefully about what visual aids you will use during your training session, so you can be sure that they are effective and contribute to the training session rather than hinder it. Some factors to consider are listed below.

- What is the message/aim/concept that you want to convey to the learners?
- What is the size of your training group?
- What equipment and resources are available to you?
- What equipment, resources and visual aids are you familiar with and comfortable using?
- What visual aids are you able to produce well?
- What transportation does the visual aid require? Are you able to accommodate this?

The use of visual aids

It is important to understand the use, advantages and disadvantages of the variety of visual aids when deciding what the appropriate visual aid is for your session. The following guidelines are general – you will be able to add to them as you build up your own experience.

Flipcharts

This is the most widely used visual aid during training sessions as it is easy to use and very helpful. A flipchart can help:

- inform
- focus attention
- record
- give instructions
- enhance the learning process
- in brainstorming sessions
- display visuals/imagery/props/etc.

There are many ADVANTAGES to flipcharts:

- they are low cost and easily available
- they are very reliable as very little can go wrong with them
- they can be prepared in advance and then discussed/reviewed in the training session
- each sheet of discussion/debate/brainstorming can be easily turned over so as not to distract from the next point of discussion, yet it can always be referred back to. Or it can be easily peeled off and further discussed in relation to other flipchart sheets away from the flipchart board, if required
- certain areas can be hidden or masked, or alternatively areas can be exposed as needed
- the sheets can be archived, referred back to or reused in multiple training sessions
- they are easy to transport and set up
- most learners will be familiar with flipcharts
- sheets can be torn off and given to individual groups for use or pinned up on the wall to display and convey information.

There are some DISADVANTAGES to flipcharts – they are not useful if:

- the Trainer/learner has poor handwriting or difficulties with spelling
- the learners cannot clearly see and interact with the discussion or brainstorming session

- the quality of paper is poor and the ink bleeds through to the next layer of paper, making the next page untidy and messy.

Computer presentations

This type of visual aid – using a laptop computer and presentation software such as PowerPoint with a digital projector – has become very popular, and it is clear why. If the training venue has both electrical power points and wall space to project to, a computer presentation can allow the Trainer to present a wealth of information and rich visual imagery to better meet the training objectives.

Some of the ADVANTAGES of using computer presentations during training sessions are:

- they can be used with small and large groups
- they can be shown in daylight or with dimmed lighting so that the learners can still take their own notes from the presented information
- as a Trainer you can follow the presentation and use it as a visual aid yet still keep eye contact and interaction with the audience
- you can reveal information and text as you go, so learners cannot speed up and read ahead, thereby missing the importance of that particular point
- you can use computer timings so answers can be added to a screen shot, or an image can present itself at a particular point – adding individuality and humour to a presentation.

There are also a few DISADVANTAGES to consider when using a computer presentation, like:

- you will require a laptop and projector, both of which are costly
- the laptop and projector can be bulky and awkward to transport to and from the training venue
- the training venue will also require a power supply as well as a plain, open wall space (you could purchase a projection screen, but they are costly and not very large in size so some larger audiences may have difficulty seeing)
- you may have technical issues on the day and the laptop or projector will not do what you require it to, so you

would need to personally have the technical knowhow or a plan B so as not to waste valuable training session time.

🔗 *Managing when things don't go to plan*

If you are using a computer presentation, you should arrive at the training venue early to set up the presentation as well as have a run through, so you are fully prepared and confident everything will run smoothly.

Avoid reading out the text on PowerPoint screens to your audience. They can read ahead, and will find your additional narration irritating! If the problem is that the text is too small to be seen by those furthest from the screen, it usually means you are expecting too much of the medium, and having short headlines would be better, or that a handout is in fact the more effective aid.

Other factors to consider when using visual aids

The use of text and lettering
It is important that your audience can read what is on your visual aids, whether this is on paper handouts or on large-scale posters. Consider the size and font of text so it is readable and not confusing. Bear in mind, too, that you may have trainees in your group who have visual impairments.

- Avoid using unnecessary capital letters as this can be perceived as 'shouting' on a visual aid.
- Ensure that the text and information that you convey in self-made and self-written handouts and/or posters are up to date and factually correct, with appropriate referencing or sourcing of information.

The use of colour
- A good use of colour is important when using visual aids as this makes the content of your work much more pleasing to your audience. Areas of white space around a piece of text makes it much cleaner and easier for the learner to read.
- Use colours that contrast and work well together to highlight points. Use of colour is important especially for learners with visual impairment. The use of strong text colours such as black, dark blue or dark green on light backgrounds is important. Text in pale colours such as any pastel shade, yellow, brown and orange is usually

difficult to read, and therefore not helpful to people with visual impairment.

- Using a colour combination is very effective, particularly when presenting using a flipchart, as two colours are better than one. Inform the training group at the start of the session what each colour represents, for example – write advantages in blue and disadvantages in red.

- Red is a particularly useful colour when highlighting or drawing attention to important information. However, if you were to write a whole document in red the reader would find this difficult and daunting to read, so use red to highlight points using bullet points, underlining or starring. Red can also be seen as aggressive or signifying danger.

- The clearest colour combination for learners with visual impairment is black on yellow. This combination, and others, can also be helpful for some learners with dyslexia. See Girlguiding's resource *Including All: Disabilities* for more information:

🔗 *The British Dyslexia Association*

🔗 *Girlguiding Online Shop*

TRAINER RESOURCES

Trainers need different sorts of resources – books and brochures, materials and equipment – to assist them in the planning, preparation and delivery of training sessions. The more experienced you become as a Trainer, the more aware you will be of what you need during a training session, and what would be beneficial.

It is difficult to develop a generalised list of resources that any Trainer would need for a training session, as the resources list will vary dramatically in regards to the individual Trainer's/learner's needs, wants and interests, the venue available, the training topic, the transportation to and from the session, the location/country of the session and the number of learners in the training group.
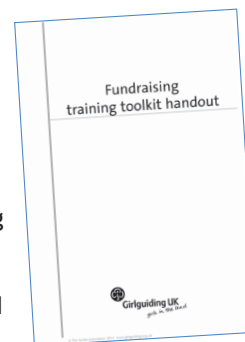
These factors illustrate how adaptable a Trainer must be with every training session she delivers, and how the preparation of the resources list is important to the overall success and delivery of the session.

The resources you use during your training session must be current and relevant. This will mean that you should have access to all updated and new Girlguiding material. You might not be able to buy everything new that comes out but there are allowances and financial support for such purchases – unit funds, grants and working the expense into your overall training expenses. Speak to your Tutor, Trainer peers or your local Trainer Adviser for more information regarding these options.

Below is a list of resources that are beneficial to a Trainer during any Girlguiding training session. It is by no means exhaustive, so revisit and add to this list items you feel are important.

- This resource!
- *guiding* magazine
- *The Guiding Manual*
- *The Guiding Handbook*
- 1st *Response* book
- Copies of Girlguiding forms
- Other Girlguiding resources
- Relevant books, dependent on training topic – craft books, camp skills publications etc
- Relevant training books, such as books on how adults learn, communication theories, leadership skills etc
- Handouts

- Felt-tip pens
- Flipchart paper
- Scissors
- Spare pens
- Erasers
- Rulers
- Blu-Tack
- Elastic bands
- First aid box
- Sticky tape
- Paperclips
- Post-its
- Glue
- Envelopes/plastic bags
- Highlighters/marker pens
- Storage boxes

As you will now be aware, the resource list you will require for each training session will vary, for example, if you run a 'First Aid' training session you will obviously need specific items such as bandages, slings, antiseptic wet wipes and 'airways' torsos, whereas a training session on the Rainbow programme would not.

It is good practice to draft a personal 'mandatory' resources list – items that you feel you need with you at every training session such as flipchart paper, extra pens, marker pens and so on, and to keep these in one box that is marked as your 'Training Resources Survival Kit'. This will go with you to every session and be replenished after each training event so you are never caught out.

Then in the planning stages of every training session that you agree to do, draw up a separate list of all resources and equipment that you will need specifically for that session. Run through the training plan, aims and objectives, listing every item you may need and the approximate quantity. This will highlight any items that you might have overlooked and will ensure that you have everything you need for the session to run smoothly.

MANAGING COSTS AND BUDGETS

As a Trainer, you are generally expected to provide basic materials which will be used by the learners. This basic stock can be used at all training sessions you run, and will need to be replenished as and when required. Your guiding County should allow you to claim your expenses for these basic items.

Within reason, any items bought specifically for a training session should be claimed as an expense from the Training Organiser at the end of the session. Therefore, it is essential that you keep your receipts for anything you purchase for training purposes.

What you might need to spend money on to deliver training
- Basic materials for personal use by the learners such as pens, pencils, note paper.
- Basic materials for use by groups of learners such as flipchart pens, flipchart paper, Blu-Tack, drawing pins, glue, scissors and card.
- Examples of resources the learners will produce during the session.
- Enough materials for every learner to make an example for herself.
- Copies of Girlguiding publications for learners to see and use during the session.
- A box, or boxes, to transport everything in.

🔗 *Trainer resources*

What other costs you need to consider
- Travel to and from the training event.
- Postage and phone call costs incurred as part of planning the training.
- Overnight accommodation if you have an early start and the venue is far from where you live.
- Items of official guiding wear if you need to top up what you wear in other guiding roles.

How to pay for these expenses
- The County (or other guiding area) that asked you to deliver the training should refund the costs of any materials you use during the session, and pay your travel, planning and accommodation costs.
- If any of the materials/resources are only partially used during the session, charge only for what the learners actually used.
- When starting out as a Trainer, check with your County, Region or Country whether there is a grant for you to buy materials so that some basic and regularly used materials, like scissors and marker pens, which should last for months or years, can be bought for use at all trainings.

How do you know how much to spend?
- Before you spend any money, speak with the Training Organiser to check what the budget is.

🔗 *Training Organiser's responsibilities*

What if the budget seems too small to pay for what you want to use in the session?
- Check your chosen training methods again. Is there another way to get the learning point across without spending money on this or that resource?

🔗 *Training methods*
- Can you make something that works just as well, instead of buying it?
- Can you borrow what you need from another Trainer, or elsewhere, instead of buying it?

Budgeting for future training sessions

As you become more experienced, you may want to add additional resources to your training sessions.

What might you want to spend money on once you have been training for a while?
- Equipment to play music – DVD player, MP3 player and pair of small speakers.
- Extension lead.
- Laminating machine and laminates in A4, A5 and A3 sizes.
- Paper/card cutter.

How do you pay for this?
- Some of the things in this category are down to personal choice rather than necessity – so you may decide to use your own personal belongings for the training, or borrow them from a shared equipment source such as from a County or Region/Country support group.
- Consider sharing and pooling resources with other Trainers when delivering training.

TECHNOLOGY IN TRAINING

As new forms of technology becomes more readily available, it is inevitable that more training sessions will embrace them.

What technology is available to use?

There is a large variety of technology that is already available – for example, you could use PowerPoint presentations, send handouts via email, capture and communicate key learning points via Twitter, use QR (Quick Response) codes to direct people to websites and events pages, and sign up to news feeds on social network sites.

What are the opportunities for outreach training?

There is potentially a huge opportunity to use Skype or web conferencing (webinars) for training, especially in rural areas.

🔗 *Environment*

What to consider when delivering Skype or web conference training

- You will need to consider if learners are confident in using this technology.
- If they are not, you could consider adding a section to some of your current training session on how to sign up and use Skype or webinars so that learners could use this method of training in the future.
- You may also need to consider if the technology is up to delivering training – for example, is the internet connection stable enough?
- This type of technology may be more suited to one-to-one training or small groups, especially initially while you are new to this yourself.

Other types of technology that could be used

- QR codes could be used to direct learners to websites or to give maps showing where the venue is.
- Electronic handouts could be sent out to learners.
- Social networks such as group pages on Facebook or similar could be used to give tips or new ideas out each month.
- Twitter can be used to start discussions before a training event, during a training event and to capture key learning points.

Disadvantages of technology

- There is a danger that use of technology on principle may disengage some learners.
- Do not rely on technology to deliver key messages by themselves, but use them to enforce the key messages as it can go wrong without notice.
- Learners may have concerns about the security of online social networking tools and be unwilling to join in. Be clear about addressing any security concerns the learners may have, or choose another method.

The future

While it is difficult to predict, it is likely that technology will continue to develop fast, and so as a Trainer it is important that you keep up to date, so that your training remains current.

USEFUL REFERENCES

Mind mapping

🔗 *www.mindmapping.com/*

🔗 *www.mindtools.com/pages/article/newISS_01.htm*

🔗 *www.thinkbuzan.com/uk/*

Brainstorming

🔗 *www.mindtools.com/brainstm.html*

ADDIE model

🔗 *www.learning-theories.com/addie-model.html*