MODULE 7: FACILITATION SKILLS

Unit 7.2: Preparing for Training
Unit 7.2.1: Objectives

By the end of this lesson participants will be able to:

• Explain what a lesson is
• Define the components of a lesson (TLC Model)
• Identify the different training modes (LDO Model)
• Prepare the training agenda
• Prepare openers and closers
• Prepare for the lesson
Content

- Fundamentals of a lesson
- Lesson plan model (Trigger – Learning – Conclusion (TLC) model)
- Training modes (Lecture – Discussion – Own Time (TLO) model)
- Training agenda
- Openers and closers
- Preparing for training sessions
Fundamentals of a lesson

- Help the learner to integrate the learning into long-term memory.
- Expose learners to small segments of learning to help them to place this information into short-term memory.
- Break down the content into meaningful lessons.

When things are not structured or logical, trainers can easily get lost, confused and make mistakes.

In order for learners to have the best learning experience, your material needs to be structured and logical.
What is a lesson?
Lesson plan model – TLC

- Trigger: 10%-15%
- Conclusion: 25%
- Learning: 60%-65%
# TLC model – Trigger

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives / Learning Outcomes (LO)</td>
<td>Identify the LOs in your design. Should be placed within the first few pages of your lesson material.</td>
</tr>
<tr>
<td>WIFM what is this?</td>
<td>LOs need to mean something to learners in order to have some value to them. Learners need to WANT to learn because this will add value and help them.</td>
</tr>
<tr>
<td>Link</td>
<td>Adults learn best when the learning is linked to something familiar. A previous lesson, a workplace issue or experience, a tried and tested product, all form good bases for new learning. Every lesson should begin with a strong link to reinforce learning.</td>
</tr>
<tr>
<td>Attention Getter</td>
<td>Some lessons need to begin with a BANG! That’s your attention getter to draw the learner into the learning. The best attention getters double up as one of the other parts of the introduction. They are relevant and help the learning along.</td>
</tr>
</tbody>
</table>
# TLC Model – Learning

<table>
<thead>
<tr>
<th>Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Typically, we build knowledge blocks at the beginning of the lesson, and set the skill on top of them.</td>
</tr>
<tr>
<td><strong>Teach 5 Test 5 principle</strong></td>
<td>Research has shown that our short-term memory can only hold between 7 ± 2 pieces of new information before starting to feel over-loaded. We need to reinforce the information to move it from short-term to long-term memory. We teach 5 pieces of new information and recap, before moving onto the next chunk of information.</td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td>Most workplace learning includes steps, procedures or processes for performing some task. Typically the trainer shows the learner how to perform these tasks – a key part of the skills lesson.</td>
</tr>
<tr>
<td><strong>Practical or activity</strong></td>
<td>If your course focuses on skills mastery, you will need to run practical sessions to give your learners a chance to apply what they have learned.</td>
</tr>
</tbody>
</table>
Activity

Instructions

• Try to remember as many words as you can.
• So, how did you do?
• How many words could you remember?
• Teach 5 Test 5 (T5T5) is a phenomenal principle that when incorporated into our training makes us better trainers.

Don’t Feel That The More You Give People The More They Will Learn!!
# TLC – Conclusion

<table>
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<tbody>
<tr>
<td><strong>Assess the learning</strong></td>
<td>Good facilitators know how to assess the knowledge and skills developed on course. This is built into the design of the course.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Learners need to pull all the loose threads of the learning together. Do this in the summary.</td>
</tr>
<tr>
<td><strong>Reflection and debriefing</strong></td>
<td>Reflection is the opportunity we give learners to consider what they have learnt. Debriefing occurs when the learners share their thoughts, insights and conclusions about the learning within the group.</td>
</tr>
<tr>
<td><strong>Link</strong></td>
<td>“Link it or loose it” Good lessons close by linking ahead to the workplace, the next learning intervention or relevant activity.</td>
</tr>
</tbody>
</table>
Instructions

• How will you break down the course content into meaningful lessons?
• What would you include in each section of the TLC model?
• Take some time to work through the worksheet – TLC
The LDO Training Model

Lecture

Discussion

Own Time
Lecture – L mode

- Introduce a topic
- Provide key facts that learners don’t know
- Present information where it is vitally important that learners get the information without distraction
- Provide instructions for activities and role-plays to dependent learners who rely on the training for information
Discussion – D mode

- **D mode** is two-way communication in the learning environment.
- The trainer involves learners in the learning and encourages them to share their ideas, thoughts and experiences with each other.
- The trainer’s task is to ask questions, steer discussion, share their own ideas, listen and learn – all the while being guided by the objectives of the training session.
On Your Own Time – O mode

- **O mode** is the opportunity for the facilitator to move outside the active learning environment.
- The facilitator sets a task or guidelines for the learners to work on individually or in groups, and then lets the learners get on with it.
- It is a powerful learning format, which encourages the best forms of discovery learning.
The 3 Training Modes – Useful Tips

- Plan to use all three modes in every lesson.
- Use L mode where it counts most – when covering core material.
- But move into D mode frequently to stimulate discussion and debate.
- Use plenty of O mode if your learners are required to make their own decisions and think on their feet when they return to the workplace.
- Be aware that D mode requires extensive knowledge and understanding of the subject.

“The One Who Is Doing The Talking Is Doing The Learning”
Lesson planning & training modes tips

• In this lesson we have learned how to structure and plan a training lesson and the different types of training modes.

• When we plan a lesson, we need to consider the TLC model (Trigger, Learning, Conclusion).

• When we plan our training modes during each lesson we need to consider LDO (Lecture, Discussion, On Your Own).

‘REMEMBER:
When Planning Your Lesson Structure, ALL 3 Training Modes Should Be Used To Accommodate the Different Learning Styles Of Learners
Instructions

- How would you select which training mode to use?
- What do you do when you have learners with different learning needs in your class? How do you cope?
- Think about the following: How is it helpful for you to have insights to the training modes?
Agenda

• An agenda will help you plan the essential elements of the training or presentation.
• An agenda has tangible desired outcomes. Learners leave the training with tangible outcomes.
• Agree on Ground Rules. This is important as it sets the tone for the rest of the training or presentation.
• Set a time for each lesson, break, (lunch or tea) and start and end of a training day.
Create an Agenda — Set Ground Rules

• Setting ground rules is vital in beginning a course.
• It is a set of values and rules that a learner group agree to live by during the course, to facilitate a smooth training.
• “Prevention is better than cure.” In training, use ground rules to prevent some of the bad behaviour that may occur.
Openers & Closers

- **Openers** and **Closers** are prepared activities that the learners engage in to learn a new concept or recap a concept learned.
- If a training session is longer than a day, each day will require an opener and closer.
- As each lesson needs an introduction, each course needs an opener and closer to complete the learning.
Examples of openers

**Course openers:** Name Tent Exercise

**How it works**

- Create a simple name tent.
- On one side, instruct learners to write their name.
- Instruct learners to come up with a descriptive word for each letter of their name.
- On the other side of the name tent instruct them to write out what they would like to accomplish by the end of the course.

**Outcomes:**

- Learners learn about each other.
- You are given insight on the type of learner a person is.
- Builds camaraderie.
**Examples of Openers**

**Lesson Opener : Front Page News**

**How it works**
- Divide learners into groups.
- Provide each learner with markers and flipchart paper.
- Instruct learners that they have been appointed editor of a newspaper.
- Design a front page for the newspaper highlighting your learning points.
- Be creative with name, adverts and articles.

**Outcomes**
- Each group presents and discusses what it has learned.
- You can gauge if learners are learning skill sets.
- Uncover points that require reinforcing.
Example of a Closer

**Course closer**: 4 Quadrants

**How it works**
- Hand out the 4-quadrant exercise sheet.
- Provide opportunity for each learner to share insights.
- Instruct learners to consider each question on their exercise sheet and answer them in the block.

**Outcomes**
- Stimulates discussion among learners.
- Gauges skills that have been learned.
- Shows where the learners need to focus on in the course.

<table>
<thead>
<tr>
<th>I have the following concerns:</th>
<th>This is my biggest learning point:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will change the following:</td>
<td>My tip to other leaders is:</td>
</tr>
</tbody>
</table>
Instructions

• Prepare an opener for a training that you will be presenting.

• Either use one of the two examples you have just learned about, or research further for examples and ideas from the internet.
Energizers

• During the course, discussions might become tedious and laborious.
• Course material may be mentally draining depending on the complexity of the lesson being taught.
• Learners become tired and bored.
• To combat this, incorporate energizers into each course day.
• An energizer breaks the monotony of a course.
• It stimulates and refreshes learners “resetting” the “auto shut-off” in the brain.
Recap

• Reinforces the new information that has been learned.
• Trainer is able to gauge if learners understand the topic and concept at the required level.
• Learners are given an opportunity to go over concepts that they may not have understood.
• This helps shy learners who may not understand and are afraid to speak up.
Conclusion

- Conclusion brings together all the concepts and topics learned throughout the training.
- The conclusion links the learning to the course objectives.
- Allows trainer to gauge how effectively they have trained by evaluating the level of knowledge.
- Allows trainer to emphasize WIIFM as learners see the bigger picture on how things come together.
- Reinforces the concepts and the training and yet as trainers we don't spend enough time on this section of the lesson.
The Need for Preparation

1% Preparation, 99% Perspiration

99% Preparation, 1% Perspiration
Reasons for Preparing

• Preparing for a training session is vital for the training to be successful.
• If you prepare the bare minimum, expect to achieve the bare minimum.
• If you are responsible for changing the way people think and move, do you want something average or something that will make a difference?
Think of your best and worst training sessions or presentations.

**Instructions**
- What did you dislike about your training session or presentation?
- What did you like about your training session or presentation?
- List a few advantages of preparing for a training session or presentation.
- List a few disadvantages of not preparing for a training session or presentation.
Reasons for preparation

Advantages of preparing for training
• Less stress and anxiety because you have prepared
• Planned agenda outlining activities for the day
• Calculated timings for activities, etc.

Disadvantages of NOT preparing for training
• Not enough supplies or resources for training
• If there is no agenda, you may forget to cover topics
• You may be perceived as unprofessional
Creating a Preparation Plan

You need to look at:

- Training facilities
- Structure of the room (How do you want learners to sit?)
- Type of media being used
- Material requirements for learners
- Course timing

Murphy’s Law: If Something Can Go Wrong – It Will!

Paddy’s Law: Murphy Was An Optimist...
Training facilities

• By choosing the correct seating arrangements, you can positively influence your training or presentation.

• Prior to your training or presentation, consider
  o the number of learners
  o level of interaction, and
  o training or presentation goals
  o then, match the seating arrangements accordingly

• There are several types of seating arrangements.
U-shaped seating

**Advantages**
- Business-like
- Trainer can walk into the U
- Generally good learner visibility
- Standard, therefore non-threatening

**Disadvantages**
- Somewhat formal, needs ice-breaking
- Some learners are masked by audio visual equipment
- Front learners constantly at 60–90°, which can cause neck-ache
- Rear learners are far from screen or flipchart
V-shaped seating

Advantages
• Best pattern for visibility
• Optimum trainer / learner contact
• Less formal and intimidating than U shaped

Disadvantages
• Space requirements (only small groups)
### Advantages
- Space effective for large numbers
- All learners at good angle to screen / flipchart
- Trainer can walk down aisle

### Disadvantages
- Several learners ‘masked’ by others
- Reminiscent of school
- Encourages dysfunctional grouping
- Rear learners far from screen / flipchart
- Relatively poor learner / trainer contact
Bistro Seating

Advantages
• Ideal for ‘team-building’ sessions and small group workshops
• Informal: encourages maximum learner participation
• Original: encourages open-mindedness
• Trainer can circulate

Disadvantages
• Some learners have poor visibility or may be constantly at an angle to screen / flipchart
• May foster lack of attention and encourage side conversations
• Encourages splinter group identification
Circle Seating

Advantages
• Ideal for sensitivity training sessions
• Encourages maximum learner involvement
• Excellent trainer / learner contact
• Minimum side conversations: no informal group formation

Disadvantages
• Difficult to find tables that can be set up in a circle
• Some learners have poor visibility
• Without suitable tables, learners may feel unnecessarily ‘exposed’
• Overtones of ‘touchy / feely’ style encounter groups
Preparation Checklist

• You would have realized by now that there are many things to prepare for your training session or presentation.

• Sometimes, things slip through the cracks or are forgotten because that task is taken as something simple and will be done later.

• The best way to make sure you are fully prepared when you reach your training session or presentation is to formulate a Preparation Checklist.
A Preparation Checklist contains:

• All tasks that you are required to complete before you begin training.
• All resources you will need in the training session.
• All activities, instruction manuals or any type of aid you will be requiring during the training.

The Checklist Also Acts As Your To-Do List To Assure That You Are Completely Prepared For Your Training Or Presentation
Instructions

• Create a preparation checklist (using the templates from the toolkit provided) for an upcoming training that you will be facilitating.

• Look at all the different elements to the Preparation Checklist including:
  1. Training register
  2. Training agenda
  3. Training supplies list
  4. Training supplies cost
In this unit, you have learned the following:

• Explain what is a lesson
• Define the components of a lesson (TLC Model)
• Identify the different training modes (LDO Model)
• Prepare the training agenda
• Prepare openers and closers
• Prepare for the lesson
Thank You