

Session	5. Designing Learning
Training course	Facilitation skills
Proposed length of session	105 minutes (1 and ¾ hours)

Aim
Learn how to design sessions effectively to ensure learner needs are met
Learning Objectives
<p>After the session, participants will be able to:</p> <ul style="list-style-type: none"> ♣ Write clear session aims ♣ Write clear session learning objectives ♣ List considerations when selecting activities and content for sessions ♣ Describe how to incorporate the GG/GS Educational Method into training sessions ♣ Outline the key parts of a skill based training session ♣ Outline the key parts of a knowledge based training session ♣ Write a clear session outline for a skills based training session

SESSION OUTLINE			
Time	Activities	Trainers Notes	Resources
10 mins	Participants in groups choose a basic skill that they are going to teach a leader (not necessarily a new leader). Each group to use an activity from the Learner Characteristics session (e.g. tying a knot, making a mini bedroll, making or cooking with a buddy burner). Write the aim of the session	<ul style="list-style-type: none"> The number of groups depends upon the number of participants, and all presentations being completed in 30 minutes. Present the equipment available. The equipment is for ideas only and will not be used in the presentation at the end of the session. At the end of this session each group will present their full session outline. In this part, participants decide on the aim of the session. There really should only be one aim. 	<ul style="list-style-type: none"> Paper and markers May need to have an assortment of items suitable for teaching a skill – e.g. ropes, face washers, pieces of foam, paper and string, tins, candles, empty cans, cardboard, tin punch
15 mins	Break down the skill into its components (some will be simpler than others). Write learning objectives for the session.	<ul style="list-style-type: none"> Get each group to break the skill into its component parts, this will assist them to identify and write their objectives. Lead into discussion about what are the first words in each component (e.g. write, list, outline, describe – all verbs). Give each participant the handout on objectives and get them to make any alterations to their objectives. Change any objectives if necessary. 	<ul style="list-style-type: none"> Handout on writing objectives
15 mins	What is your understanding of the Girl Guide/Girl Scout Educational Method?	<ul style="list-style-type: none"> Discussion – choose different method for discussion depends on group size eg mind map, brainstorm. How can we ensure that we incorporate the method into the learning experience? 	<ul style="list-style-type: none"> Prepared to Learn, Prepared to Lead Resource Paper

10 mins	<p>What is the difference between a skills based session and a knowledge based session?</p> <p>Identify the key parts of each type of session.</p>	<ul style="list-style-type: none"> Thinking about the different learning styles, how are you going to cater for all types of learners in both knowledge based and skills based learning? Discuss the characteristics of a skills based session versus a knowledge based session. In conclusion, what do you need to consider when you are actually doing your session outline? (environment, learners, experience, ability, personality) 	<ul style="list-style-type: none"> Knowledge-based learning is designed to enable the learner to process facts, information, processes and other knowledge from short-term memory to long-term memory. Skill-based learning attempts to concentrate on developing and applying specific skills and behaviours. Learners must spend the majority of their training time engaged in learning, developing, and practicing skills in a variety of hands-on, real-life scenarios. (http://www.gameonlearning.com)
20 mins	<p>Write your session outline and indicate time frame for the session.</p>	<ul style="list-style-type: none"> Include aim, objectives and suggested activities. This could be done electronically so it can be placed on the projector for next part of session, or written and verbally presented. 	<ul style="list-style-type: none"> Training Session Template
30 mins	<p>Present session outline to group including self-evaluation and feedback</p>	<ul style="list-style-type: none"> Each small group is to present to the whole group their session outline. Discuss after each presentation what was well done and any changes that could enhance the session, 	<ul style="list-style-type: none"> May need projector and screen if presenting electronically.
5 mins	<p>Summary</p>	<ul style="list-style-type: none"> Recap the Learning Objectives of this session Were they met? Ask participants Conclusion: Clear learning objectives assist in planning, and in determining the effectiveness of a training session 	<ul style="list-style-type: none">