Welcome to Presenting with Pizzazz!

All on the Training Team are excited to welcome you as you explore the role of Workshop Presenter.

You bring to this role your own experiences, expertise and a willingness to share with others.

You bring a passion for Guiding and good communication skills.

However the course will give you the opportunity to learn and share how to engage a group to actively participate in your presentation.

Ask questions, share ideas and participate keenly over the day.

This is a new course as we are aware that many Leaders and Managers are not able to commit to the full role of Trainer and the demands of that role but would like to be part of a Team where informal and formal presentations either as guest speaker or in workshop situations enables you to create learning environments for others.

Some of you may complete the weekend, take away the skills and use these successfully in your own Region.

This is the initial aim of the weekend.

Others may be invited to take up the further challenge to complete the Passport section for Workshop Presenter which may then lead to role of Trainer.

A decision to be discussed with the Learning and Development Manager.

Whether you assist at Region events as presenter or become part of the Learning and Development Team in presenting those session areas relevant to your expertise it is a rewarding experience.

I thank you for having a go!

C:\Users\John\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9OK7YP35\MC900370486[1].wmf

**Sue Carr**

Sue Carr,

NSW&ACT Learning and Development Manager

June 2014

**Sample Opening Spiel**

The following information needs to be covered at the beginning of the training.

Location is at the discretion of the Trainer

(ie Opening Colours; just before training begins etc):

* + - * Introduce self and any other trainer/s
      * Introduce catering team
      * Introduce training Hostess if one has been appointed
      * Remind participants about signing in and out throughout the weekend
      * Explain evacuation procedures and identify the meeting place if you have to evacuate
      * Outline break times
      * Check that participants have found a bed if they are staying overnight’- if they need to hire linen explain the procedure (Glengarry)
        + Show where the First Aid kit is kept
        + Anyone with a health issue that they feel someone else needs to know about – please tell a Trainer
        + Hand in completed ADM 28 forms to a designated Trainer
        + Show where the toilets are located
      * Explain about Patrol duties – we are all volunteers, including the catering team, so we all need to pull our weight.
      * Participants are in Patrols for Duties and they may be placed in other patrols throughout the weekend for activities
      * Ask participants to turn off mobile phones – or at least turn them onto silent
      * Advise participants that there is no smoking inside building – dispose of butts in bins – not the garden
      * If at Glengarry - The Kookaburras here are very brave and will dive bomb and steal anything edible from your hands – be careful – DO NOT FEED THEM.
      * Dietary needs – if they have completed the application form with the required details then the catering staff will have provided for them appropriately
      * Uniform – we are a uniform organisation and we should be wearing it with pride
      * Last but by no means least – enjoy, participate, and challenge yourself

Ice Breakers help the trainer in a number of ways, they:

|  |  |
| --- | --- |
| ***Get people involved immediately*** | Instead of worrying about their problems, they find they are enjoying themselves. |
| ***Help people to get to know each other*** | The participants get to know one another. They become a group of people who communicate with each other and help each other. And that is the essential basis for effective learning. |
| ***Display what the trainer believes about learning*** | They show that you place a high value on learning. They show that you believe that learning can be fun. They demonstrate that you approach learning as a social process. They give the message that learners have to be responsible for their own learning. |
| ***Establish a brisk pace and establish the right atmosphere for learning*.** | |
| ***Help the trainer to learn about the group*** | They allow you to see whether they’re likely to be cautious or adventurous; serious or fun loving; resistant or co-operative. When you know this, you will have a much clearer idea about what will work with the group, and what changes you might need to make to achieve your program objectives with this particular group of people. |
| ***Help set the theme of the training*** | Ice breakers can fit in with your topics, for example, show a fun way of learning a skill – human knots. |
| ***Help to establish the trainers credibility*** | If they trust you, the group will participate happily in the activities you have planned. And if you show them that you are not a lecturer or teacher, but someone who wants to help them learn for themselves, your training sessions are much more likely to be effective. Ice Breakers can help you demonstrate that you are competent, friendly, aware, interested and generally good fun to be with. |

|  |  |
| --- | --- |
| ***How can you be sure that your Ice Breakers will Work?*** | Of course you can’t be certain. But you can make sure that you think about your ice breakers and match them to your group. If they’re hyperactive they might need to be calmed. If they’re sleep walkers they might need to be woken up. You should be ready for any type of group that happens along. |
|  | Here is a simple checklist to help you evaluate your ice breakers. Ask yourself:   * Will it THREATEN people, or RELAX them? * If you had to do it, would you HATE it, or ENJOY it? * Will it lead to FAILURE, or SUCCESS? * Will it build BARRIERS, or TRUST? |
|  | Think of it as the REST checklist. If the activity seems likely to create:  **R**elaxation  **E**njoyment  **S**uccess  **T**rust  you will know that you are fairly safe. Your group won’t feel threatened and anxious from the start. Instead, they’ll be in a state of rest: relaxed, comfortable, and ready for anything. |

***What Ice Breakers can I use that really work?***

Some suggestions for you:

|  |  |
| --- | --- |
| Interviews and Introductions | This is the most common ice breaker. The group is split into pairs. Each partner in each pair interviews the other one and later introduces them to the whole group. This is useful if you have a relatively small group. Too large a group makes the introductions lengthy and could become boring. |
| Sherlock Holmes | * Break the group into sub groups of four to six people * Ask each person in turn to take three things from their pockets, wallet or purse. * The rest of the group is then given five minutes to discuss what these items tell them about the person. |
| Something of Value | * Form groups of four to six * Give the groups five to ten minutes to decide which five of the following items are most important in life: * Making lots of money * Looking after your family * Making friends * Personal good health * Having fun * Helping other people * Personal success in a job or career * Good citizenship * Debrief the groups along the lines of differences and similarities. |

|  |  |
| --- | --- |
| Sign Here | This activity is designed to make people mingle. Here’s how it goes:   * Develop a number of lists of items suited for the particular group at the session. Have at least ten items on the list. * Ask the participants to walk around talking to people to find out who matches the items on the list. When they find someone who matches an item, they should ask them to sign on the line next to it. Each person can sign for no more than three people. * The first person to get a signature against every item ‘wins’. |
| Human Knots | Groups if about six people. Stand in a circle. One hand at a time into the middle and take hand of another person. Forms a knot that must be undone without letting go of hands. |
| Card Deck Race | Two teams in a line, pass card by card down the Team and re-stack, fastest wins. |
| Observation Test | In pairs, first back to back. One person change something or a number of things about their appearance, the other person identify the changes. Swap. |
| Human Statues | Even teams make a human stature or structure. Creativity required for success. Give a tight time frame. |
| Alphabet Game | In your group locate 26 personal items you can put into the centre of the table to represent each letter of the alphabet (each item can represent one letter only). |
| Crocodile Danger Rescue | Using a sheet of butchers paper cut in half the team has to move all members from one side of the crocodile infested river to the other. No member is safe if they step off the paper, they may not use any other equipment, eg walls, chairs, tables to help them. |

|  |  |
| --- | --- |
| ***Who am I?*** | Tape a piece of paper with the name of a person, place or thing on the back of each participant, but don’t let them know what the paper says. Have attendees mingle around asking each other questions about the word on their back. They can’t directly ask what the word is – they can only ask for hints. This is a great game to refresh people and get them talking to each other |

#### Choosing Participants for Group Work

* Birth date closest to today
* Distance traveled to training
* Last/first person to stand
* Biggest shoe size
* Newest car
* Oldest car
* Everyone point to someone
* Tallest
* Shortest
* Longest/shortest hair
* Most travel overseas
* Most pets
* Most unusual hobby
* Biggest watch on
* Most recent house purchase
* Longest/shortest time in Guiding
* Most kids
* Add up the letters in your name – Christian and Surname. The person with the highest/lowest number
* Got up earliest this morning
* Volunteer and then ask them to appoint someone

## Suggested Resources

Jones, Ken (1993), *Imaginative Events for Training*,

A Trainer’s Sourcebook of Games, Simulations, and Role Play Exercises

McGraw-Hill Inc, New York

Kirkby, Andy, (1992), *Games For Trainers, Vol 1, 2 and 3*

Gower Publishing Company, Aldershot, Hants, UK

Kroehnert, Gary, 1991, *100 Training Games,*

McGraw-Hill Book Company, Sydney

Lohan, Kevin (1995), *101 Creative Training Ideas*,

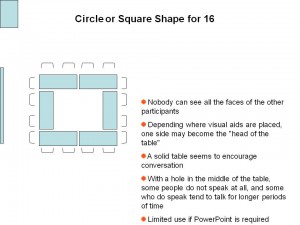
Endeavour Training and Development, Wamberal Aust.

Newstrom, John W. & Scannell, Edward E., (1980), *Games Trainers Play,*

McGraw Hill Book Company, New York

Newstrom, John W. & Scannell, Edward E., (1983), *More* *Games Trainers Play,*

McGraw Hill Book Company, New York

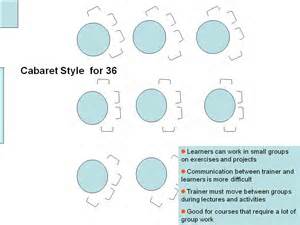
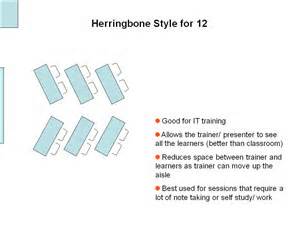
** **

* Nobody can see all the faces of the other participants
* Depending where visual aids are placed one side may become ‘head of the table’
* A solid table seems to encourage conversation
* With a hole in the middle of the table some people do not speak at all, and some who do speak tend to talk for longer periods of time
* Limited use if Power Point is required

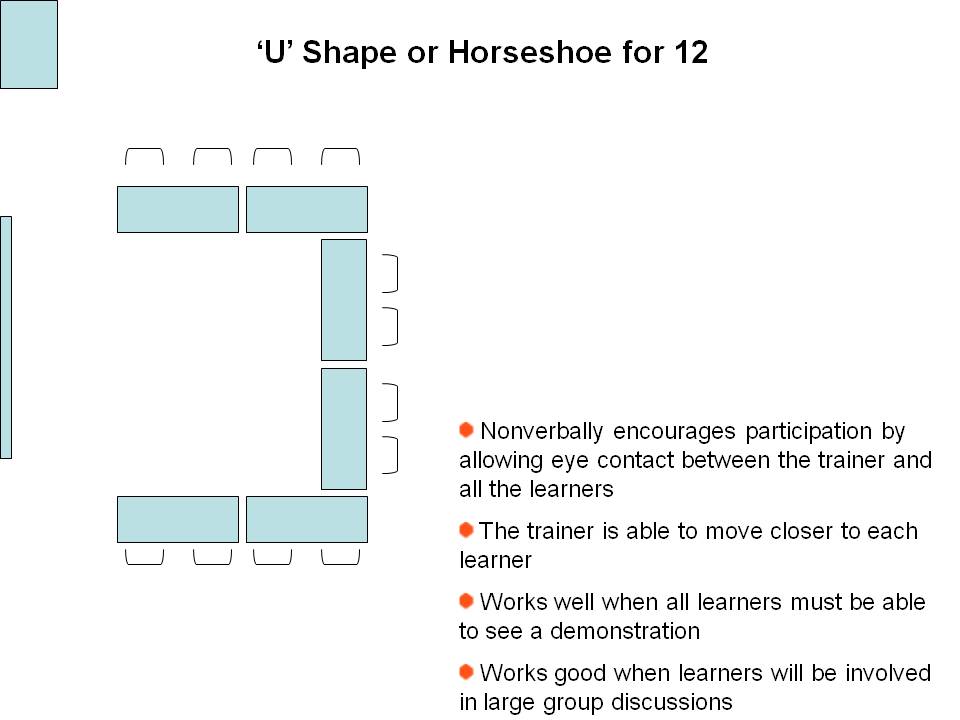
When only rectangular tables are available

* Learners can work in small groups on exercises and projects
* Communication between facilitator and learners is more difficult
* Facilitator must move between groups during activities
* Good for courses that require a lot of group work

Training Room Layouts

* Good for IT training
* Allows the Facilitator to see all the learners (better than classroom)
* Reduces space between facilitator and learners as facilitator can move up the aisle
* Better used for sessions that require a lot of note taking or self study/work
* Learners can work in small groups on exercises and projects
* Communication between facilitator and learners is more difficult
* Facilitator must move between groups during activities
* Good for courses that require a lot of group work



* Nonverbally encourages participation by allowing eye contact between the facilitator and all the learners
* The facilitator is able to move closer to each learner
* Works well when all learners must be able to see a demonstration
* Works well when learners will be involved in large group discussions

Getting a Group to Tick ✓✓✓✓

A healthy group is one in which members have a positive relationship with one another.

Some of the considerations which help a group become healthy or cohesive are:

1. Make sure the group is small enough to allow all participants to interact.
2. Help the group become acquainted (another good reason for name tags!).
3. Give the group a task to complete, such as a question to discuss, a ceremony to plan, a skit to make up, etc.
4. Allow the group to remain intact until the task is completed. Do not add new members unless absolutely necessary.
5. Help each person to feel relaxed and at home by making sure she understands she has an integral part to play in completing the task at hand.
6. Do not force group members to do anything they would prefer not to do (taking part in an active game, etc).
7. Watch the seating arrangements. A small circle is usually best.
8. Keep an eye out for the discussion-hoggers and the loners. Help both to participate and to listen to other group members.
9. Try to find the happy medium between being a “know-it-all” and having no opinions on a subject.
10. If you sense the group is tired or on a plateau, take a break. Sing a song, play a game, etc.



**Girl Guide/Girl Scout Method of Non Formal Education**

The educational methodology of WAGGGS remains strongly based on the principles established by Baden Powell. It takes a values based approach and has 5 essential elements:

* **Learning in small groups** (learn to support each other, to negotiate and make democratic decisions, to assert our needs and opinions and problem solving)
* **My path, my pace** (each individual within a group is given the choice around what, and how they learn)
* **Learning by doing** (actively engaging with learning through challenges, experiences, games, projects and experiments)
* **Connecting with others** (connect with people of different ages, genders, cultures and social backgrounds)
* **Connecting with world** (citizenship in action, outdoor activities, community action, etc)

In WAGGGS, non-formal education is a planned program of personal and social education designed to improve a range of skills and competencies, outside formal educational structures. WAGGGS' non-formal educational programs should:

1. Have identified learning objectives
2. Engage the learner through a varied range of activities
3. Be accessible and inclusive
4. Promote voluntary, learner centred participation
5. Support each individual’s learning pathway and learning styles
6. Be implemented by trained Leaders
7. Have a process for monitoring and evaluation

Girl Guide and Girl Scout programs create a safe space for the whole young person to grow. By having the chance to develop in different ways, they will develop **intellectually, physically, socially, emotionally, morally and spiritually** through age appropriate activities. They will be challenged to see themselves as Leaders or Managers, and develop **the skills, values, knowledge, behaviour and attitudes** to take the lead in the wider world.

If you care about how Girl Guiding and Girl Scouting contributes to the learning and development of young people, *Prepared to Learn, Prepared to Lead* is for you! This resource looks at the fundamentals of the Girl Guiding and Girl Scouting experience its purpose and educational method and can be downloaded from <http://www.girlguides.org.au/public/attach/2014_Admin/AGP_EOI/wagggs_preparedtolearn_preparedtolead.pdf>.

**Facilitate Learning through Application of**

**Adult Learning Principles**

The role of the Trainer or facilitator is to help GGA Volunteers meet their growth needs. In order to do this we must be able to relate to adult learners effectively and to facilitate their learning.

Adult learning refers to both the process which individuals go through as they attempt to change or enrich their knowledge, values, skills or strategies, and to the resulting knowledge, values, skills, strategies and behaviours possessed by each individual.

Adult learning differs from early learning in a number of ways. We need to consider the implications of these differences for the way we conduct and lead sessions and programs.

Some of the key adult learning principles are described below along with the implications for trainers.

1. Adults have extensive past experience which tends to structure and limit new learning.

*Implications:*

* The learner needs to be given the opportunity to compare and integrate new learning with past experience and to modify, when necessary, existing meaning and values.
* Trainers should draw on participant’s experience and knowledge and assist them in drawing parallels between the learning situation and their individual situation.
* The training medium should allow participants to relate learning to their individual situation as well as to the experiences of others.
  1. Adults like to influence the direction of their learning.

*Implications:*

* + - Trainers should involve the adult learner in determining the most appropriate approach to training
    - Courses should be designed to provide an opportunity for self learning
    - Priorities should be set in conjunction with participants (within the general parameters of the course)
  1. Adult learners demand relevance

*Implications:*

* + - Trainers should ensure that the objectives of the training program are clearly laid out along with the benefits that should result from training.
    - Course content should be based on a thorough analysis of training needs and should be relevant to their role.
    - Trainers should ensure that the learning content and processes bear some relevance to the current concerns of the adult learners.
    - Irrelevant information or detail that is not required should be avoided.
  1. Adult learners do not want to feel that they are wasting their time.

*Implications:*

* + - Trainers should discuss potential benefits of the training course with the participants and obtain acceptance for the training program.
  1. Adult learners often feel threatened or anxious in the training setting particularly if they have not been involved in training for a period of time.

*Implications:*

* + - The objectives of the program, the expectations of participants, expected outcomes and reasons for attendance should be made clear at the outset of the program to avoid confusion.
    - Criticism should be avoided and all efforts made to maintain the participant’s self-esteem.
    - Levels of knowledge, skill and ability should not be automatically assumed to be equal and should be established in a non-threatening manner at the outset of the program.
  1. Adult learners actively avoid situations in which they may fail to perform to standard.

*Implications:*

* + - Participants should be placed on courses with others of similar levels of knowledge, skill and ability.
    - Pre-requisite reading or training may ensure similar levels of knowledge.
    - Trainers should avoid using “trick” questions
  1. Adult learners want information on their progress towards objectives.

*Implications:*

* + - Trainers should provide regular feedback to participants on progress towards objectives. Adult learners do not consider assessment at the end of a course satisfactory.
    - Negative feedback is necessary but must be constructive and accompanied by an equivalent amount of positive feedback.
  1. Adult learning is facilitated by environments where participants are able to test new behaviours in relative safety and develop mutually trusting relationships.

*Implications:*

* + - Trainers should create an environment for training that encourages openness to feedback, and reduces anxiety and fear of failure.
    - Opportunities to experiment with learned behaviours in a risk free environment should be provided.
  1. Adults can tolerate uncertainty, inconsistency and diversity if communication is two-way.

*Implications:*

* + - Discussion or interaction should be used in preference to a one way flow of information from trainer to participant.
    - Questions and debate should be encouraged.

|  |  |
| --- | --- |
| **Aims**  C:\Users\John\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\08W4BILP\MC900383600[1].wmf | A training aim is the purpose or the “why” of the training. An aim should answer the questions “Why are we conducting this training?” “What is its purpose?”  Once this has been identified then the next step is to work out the best way of achieving the aim. The aim is achieved via the learning outcomes; the “how” of the training. |
| **What are Learning Outcomes (Objectives)?** | Learning Objectives are statements that describe what a learner will be able to do as a result of learning. They are also known as learning outcomes. Learning Outcomes are also statements that describe what a learner will be able to do as a result of training. Some definitions stress that a learning outcome is a sort of contract that trainers make with learners that describes what they will be able to do after learning that they could not do before, the ‘added value’ of training. However the connection between training and learning is not a simple one. Just because knowledge or skills are taught does not mean that particular knowledge or skills are learned. |
| **Learning Outcomes (Objectives)**  **should:** | * State clearly what needs to be achieved, the criteria for standards of acceptability and what will constitute a successful outcome of learning. * Provide a concrete means of assessing participant learning. * Ensure participants gain an in depth understanding, not merely regurgitation of information. * Encourage participants to use their initiative and become decision makers and problem solvers. * Motivate learning rather than hinder. * Meet the needs and abilities of the participants. |

|  |  |
| --- | --- |
| **What are the differences between Aims and Learning Outcomes (Objectives)?** | Aims are general statements concerning the overall goals, end or intentions of training. Learning Outcomes are the individual stages that learners must achieve on the way in order to reach these goals. For example, a trainer might have an aim that a participant should be able to take blood pressure using a sphygmomanometer. However to achieve this aim a series of outcomes must be met. For example, explain the procedure to patient, to position cuff correctly, to inflate to correct pressure, etc.   * Aims are general, learning outcomes are specific * There are more learning outcomes than aims * Aims are like strategy, learning outcomes are like tactics |

|  |  |
| --- | --- |
| **Use** action verbs such as:  To write  To recite  To list  To identify  To solve  To draw  To compare  To contrast  To construct  To match  To describe  To explain  To operate  To complete  To select | **Avoid** words such as:  To know  To enjoy  To appreciate  To understand  To grasp  To realise  To think critically  To concentrate  To remember  To be aware of  To recognise  To be familiar with |

**Presentation Techniques**

**Dealing with Anxiety**

|  |  |
| --- | --- |
| MCj03398820000[1] | This is a natural state that exists any time we are placed under stress.  Symptoms may be - nervous stomach, sweating, tremors in the hands and legs, accelerated breathing and/or increased heart rate.  “Butterflies in the stomach”. The trick is to make all of the butterflies fly in formation. |
| ***Tips for Reducing Anxiety***  MCj02305110000[1] | **1. Organise**  Lack of organisation is one of the major causes of anxiety. Knowing that your thoughts are well organised will give you more confidence, which will allow you to focus energy into your presentation. |
| **MCBD07034_0000[1]** | **2. Visualise**  Imagine walking into a room, being introduced, delivering your presentation with enthusiasm, fielding questions with confidence and leaving the room knowing you did a great job. Mentally rehearse this sequence with all the details of your particular situation, and it will help you focus on what you need to do to be successful. |
| MMj03368680000[1] | **3. Practice**  Many speakers rehearse a presentation mentally or with just their lips. Instead, you should practice standing up, as if an audience were in front of you, and use your visual aids (if you have them). If possible have somebody critique you. Listen to the critique and incorporate any changes you feel are required.  There is no better preparation than this. |

|  |  |
| --- | --- |
| MCj02871050000[1] | **4. Breathe**  When your muscles tighten and you feel nervous, you may not be breathing deeply enough. The first thing to do is to sit up, erect but relaxed, and inhale deeply a number of times |
| MCj03974740000[1] | **5. Focus on Relaxing**  Instead of thinking about the tension – focus on relaxing. As you breathe, tell yourself on the inhale  “I am” and on the exhale, “relaxed”.  Try to clear your mind of everything except the repetition of the “I am relaxed” statement and continue this exercise for several minutes. |
| MCj03833280000[1] | **6. Release Tension**  As tension increases and your muscles tighten, nervous energy can get locked into the limbs. This unreleased energy may cause your hands and legs to shake. Before standing up to give your presentation, it is a good idea to try and release this pent up tension by doing a simple exercise.  Starting with your toes and calf muscles, tighten your muscles up through your body and finally making a fist (i.e. toes, feet, calves, thighs, stomach, chest, shoulders, arms and fingers). Immediately release all of the tension and take a deep breath. Repeat as necessary. |

|  |  |
| --- | --- |
| MCj02406290000[1] | **7. Move**  Speakers who stand in one spot and never gesture experience tension. In order to relax you need to release tension by allowing your muscles to flex. If you find you are locking your arms in one position when you speak, then practice releasing them so that they do the same thing they would if you were in an animated one on one conversation. You can’t gesture too much if it is natural.  Upper body movement is important, but moving with your feet can serve to release tension as well. You should be able to take a few steps, either side to side or toward your participants. |
| MCj03001190000[1] | **8. Eye Contact with the Participants**  Try to make your presentation similar to a one on one conversation. Relate with your participants as individuals. Look in people’s eyes as you speak. Connect with them. Make it personal and personable. The eye contact should help you relax because you become less isolated from the participants, and learn to react to their interest in you. |

**Voice Control**

|  |  |
| --- | --- |
| ***Volume*** | Must be loud enough for all to hear |
| ***Tone*** | Vary intensity, pitch, volume and speed to add variety and  interest to your voice. |
| ***Clarity*** | Speak clearly and distinctly |
|  | Most importantly you must be enthusiastic. |
|  | Don’t use words like “úm”, “ah”, “OK”, “righto” they can become distractions and are simply verbal pauses while you think things through.  Learn to be silent. |
| **Volume** | In most cases problems with volume can be fixed with practice. You need to stay aware of your volume. Check that you can be heard by asking at the beginning of the presentation.  Practice beforehand to check your volume - ask a friend to listen to you from a distance, get them to check if you trail off at the end of a sentence, if a lack of volume makes you sound insecure or if you are speaking too loudly. |
| **Tone** | Most monotone voices are caused by anxiety. As the speaker tightens up, the muscles in the chest and throat become less flexible and air flow is restricted. When this happens, the voice loses its natural animation and a monotone results.  To bring back the natural animation you must relax and release tension. |
|  | Upper and lower body movement is vital to help you relax (to loosen the muscles and get you to breathe normally). Taking 4 or 5 deep breathes will also help.  Video taping, or audio taping is also a great help in identifying the techniques you need to work on. |

|  |  |
| --- | --- |
| **Talking Too Fast (Clarity)** | Average rate of speech is 125 words per minute. When we become anxious that rate will usually increase. An increased rate of speech is not a problem if your articulation is good. However if you are delivering a presentation where you want people to take notes, you need to watch your pace.  You are talking too fast when you trip over your words. When this happens slow down. Pause when there would normally be punctuation in a sentence.  Pausing allows your important points to sink in. The participants need time to digest what you are saying. |

**Distractions**

|  |  |
| --- | --- |
| **DON”T:** | * talk to the floor, the wall in front of you, only one person in the group, or only side of the room. * read or talk to your notes. * fiddle with pens, paper, paper clips, pointer etc. * watch the clock or obviously keep checking your watch. * slouch over chairs or desks etc. * have more equipment than you need in the room with you. * wear jingling jewellery. |

**Body Language**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Trainers need to recognise that it is not just what you say that matters but how you say it and what you do while you are saying it.  Research has shown that in a typical message transfer the breakup is as follows : | | |
| Words | | 7% |
| Tone | | 13% |
| Body language | | 80% |
|  | Why do you think that body language is important to a trainer?  What sort of image do you want to present ?  What sort of responses do you want from your participants ?  You want your participants to see you as being: | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Professional | Confident | Authoritative | Accepting |
| Expert | Pleasant | Self - assured | Trustworthy |
| Sincere | Credible | Interested | Honest |

|  |  |
| --- | --- |
|  | Following are the things that we should be watching out for: |
| **Posture** | Keep your posture erect but relaxed. You want to stand up straight but not stiff. Your weight needs to be evenly distributed. Do not shift your weight from foot to foot as this can become distracting. |
| **Movement** | Don’t stay frozen in one spot but don’t pace either. An occasional step to one side, or even a half step towards the participants for emphasis, can enhance your presentation. Stay close, stay direct, and stay involved with your participants. |
| **Gestures** | Gestures should be as natural as possible. There are however some gestures that are worth cultivating to give impact to your presentation.  The open hands:   * palm upwards - this denotes honesty “let me be completely open with you” This is non threatening. * palm downwards - authority. If your participants see you as the problem solver they would expect to see this gesture. |

# **Learning Styles**

Peter Honey and Alan Mumford identified four different styles of learning. They have defined them as being:

* Activists
* Reflectors
* Theorists
* Pragmatists

|  |  |
| --- | --- |
| **Activists** | like new experiences. They learn best when they are thrown in at the deep end, trying things out without considering all the consequences. They learn less when having to listen to lectures or read or think on their own |
| **Reflectors** | collect data and mull it over before coming to conclusions. They learn best by observation and reviewing the information and learn less through role play or being rushed |
| **Theorists** | integrate observations into logical theories and may be detached. They learn best when they are in structured situation and are offered ideas and concepts which they can question. They learn less in emotional situations or if they feel at odds with the other participants |
| **Pragmatists** | tend to be impatient and are down to earth. They learn best when they can see a link between the topic and the job or are shown models to use. They learn less when they can see no obvious benefit or the learning is too theoretical |

Everyone has their own way of learning and most people are a complex mix of all four styles with a leaning towards being activist-pragmatists or reflector-theorists.

For more detailed information on Learning styles:

http://www.learningandteaching.info/learning/experience.htm

Program Outline for …..

The aim of the workshop/course is ……

Day One

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Session** | **To Include** | **Learning Outcomes** |
| 8.30am | Registration |  |  |
|  |  |  | Participants will be able to: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | Breakfast | Usually 45 mins |  |
|  | Morning Tea | Usually 30 mins |  |
|  | Lunch | Usually 60 mins |  |
|  | Afternoon Tea | Usually 30 mins |  |
|  | Dinner | Usually 60 mins |  |
|  |  |  |  |

Don’t forget to include Breakfast, Morning Tea, Lunch, Afternoon Tea and Dinner breaks as appropriate

For weekend courses don’t forget to include a Guides Own

Program Outline for ……….

|  |  |
| --- | --- |
| **Session** |  |
| **Audience** |  |
| **Time** | …..min |
| **Aim** | To: |
| **Resources** |  |

|  |  |
| --- | --- |
| **Learning Outcomes** | **Include** |
| Participants will be able to: |  |

***Basic Planning***

|  |  |
| --- | --- |
| **Aim**  What I want to achieve |  |
| **Beginning**  Catches interest |  |
| **Middle**  Logical steps that show my objectives achieved |  |
| **End**  Relates back to aim – is a summary |  |

**My evaluation:**

|  |  |
| --- | --- |
| **Session Topic:** |  |
| **Trainer:** |  |
| **Duration of Session:** |  |
| **Aim** |  |
| **Learning Outcome/s** |  |
| **Content (main points to be included):** |  |
| **Resources Required:** |  |
| **Trainer Notes**  (to include activities and process to be followed for session – remember the three phases of a session - Opening, Body & Closing) | |

**Methods and Techniques**

|  |  |
| --- | --- |
| ***Discussion***  MMj02951590000[1] | Small groups of participants are encouraged to exchange ideas and opinions on a selected topic.  Discussion:   * provides a method for solving problems; * is easily combined with other methods; * encourages active involvement of all participants; * provides an opportunity for an exchange of ideas, experiences and problems. |
|  | *Tips*   * Any useful discussion needs “input” and a “starter”. The “input” might be a talk, video, or written information. The “starter” can be questions, a sorting activity or a questionnaire. * Prepare your questions or statements knowing what the learning objectives of the exercise are to be. Make notes of these points for the reporting back. * Organise the participants into small groups; ensure that they can all see and hear each other. * Introduce the topic for discussion, explain the method to be used, give a time limit. * Allow the groups the freedom to get on with the task but be ready to offer help if necessary. |

|  |  |
| --- | --- |
| ***Brainstorming*** | The purpose of this method is to stimulate interest and discussion quickly from within group’s own resources. It is a technique used to help groups to produce a large quantity of ideas. |
| MCj02996910000[1] | Brainstorming:   * involves all participants; * is a quick activity; * encourages creative thinking; * can be a means of assessing needs and exploring feelings. |
|  | *Tips*   * The group is seated around a chalkboard or large sheet of paper. * One person acts as ‘scribe’ (this could be the trainer). * The basic rules are explained before the brainstorm commences, these are: * everything is written down, even the silly ideas; * no criticism or judgement of the ideas is allowed; * no speeches! Keep statements to one word if possible; * give the scribe time to write. * After the brainstorm session, ideas can be grouped into categories and those of interest to the majority can form the basis of discussion, planning or action |

|  |  |
| --- | --- |
| ***Buzz Groups***  MCPE03230_0000[1] | Small groups of 2 or 3 people are encouraged to talk together for a short period to consider a simple question or problem.  Buzz Groups:   * allow all members of a larger group to be consulted; * may produce fresh ideas on a topic or problem. |
|  | *Tips*   * Groups are formed informally – ‘form a buzz group with your neighbours’. * Ensure that everyone understands the question/task. * Allow only 3-5 mins for discussion. * Ask groups to report back, but discourage repetition, then summarise. |

|  |  |
| --- | --- |
| ***Demonstration***  MCj03981670000[1] | The modeling (Demonstration) method is a must for introducing practical tasks and new techniques in skill development where new muscular habits will be formed.  Modeling involves demonstrating a practical task, technique or manual skill, step by step in slow motion, followed by leaner modeling and emulation, necessitating active learner participation. It requires the demonstrator to have good skills, good communicative ability and patience.  Participants learn more by seeing than by hearing. As the modeling lesson incorporates both seeing and hearing, participants are shown the correct method from the outset so good habits are usually formed.  The demonstrator can be the trainer herself, an expert she has brought in, or a participant or group of participants who she has taught beforehand. |
|  | *Advantages*   * Practical tasks are grasped and remembered more easily. * Activities and games that are complicated and difficult to learn from the written form are more easily mastered. * Attractive samples of handcraft and other end products can be good incentives to try it themselves. |

|  |  |
| --- | --- |
|  | *Disadvantages*   * If a demonstrator cannot be seen or heard properly, or if it is muddled or unclear. * If people see materials being used that they think they cannot obtain, or if the whole thing seems too difficult for them, then frustration sets in and little is learnt. * Some activities and procedures are quite unsuitable for adults to learn by demonstration. * An activity may be too energetic for the participants. * To play a child’s game may make them feel foolish. * Much time can be wasted. |

|  |  |
| --- | --- |
| ***Instruction***  MCPE03513_0000[1] | *Planning for Instruction*   * What do I want to teach? * Why do I want to teach it? * Is it a basic skill? * What does it follow? * What does it lead on to? * Is it needed for an activity? |
|  | *Time Limit*   * Know the subject * Decide how much to teach in time available   *Break Down the Subject*   * List the main points * Pick out the key steps * Arrange points in sequence   *Have Everything Ready*   * Adequately plan your instruction * Keep up to date on subjects * Prepare notes * Have sufficient equipment available * Arrange instruction area so that all can see properly |

|  |  |
| --- | --- |
| ***How to Instruct*** | *Prepare the Pupil*   * Outline the subject * Find out what the Participants know * Explain why skill is required * Place in correct position   *Present the Subject*   * Tell, show, illustrate – one important step at a time * Instruct, clearly, patiently – each step in sequence |
|  | *Aim for Maximum Participation*   * Use simple words – make your meaning clear * Have Participants participate in each step – correct any errors * Have Participants practice – explaining each point * Encourage questions – ensure they understand * Apply skill in an activity * Revise periodically |

|  |  |
| --- | --- |
| *Role Play*  MCj03341700000[1] | Role playing games, exercises or activities help build teams, develop motivation, can improve communication and can be fun for groups and development.  They improve training, learning development and can liven up workshops. Trainers of Managers can find them particularly useful, even in the small group situations they sometimes train.  Always exercise caution and sensitivity when allotting roles. |
|  | Role playing has been around as a learning device for a long time, and many of us use it as a basic tool of life, without acknowledging it by name. Whenever we project into the future using a ‘what if’ scenario we are role playing of a sort. We might rehearse to ourselves what we wish to say – this is a mini role play we use all the time because it helps us. |
|  | Role play can be a very flexible and effective tool. ‘I hear and I forget, I see and I remember, I do and I understand’ is very applicable to role play. It is a way of making sense of theory, putting it into a practical experience. |
|  | It can be defined as an experience around a specific situation which contains two or more different viewpoints or perspectives. It is usually written as a prepared brief and the different perspectives on the same situation are handed out to the different people who will come together to discuss the situation, or act it out for discussion at the end.  The situations need to be realistic and relevant to the role players. |

|  |  |
| --- | --- |
|  | *Some guidelines*:   * Be very clear about the purpose of the role playing experience. * Prepare the roles so they are clear to each player. You can use situations that you have come across, provided you do not breach confidentiality and it is not recognisable to any of the participants. * Keep in mind the skill of the players, and target just the one skill for each role play * Give the players a few minutes to get the feel of the situation if you can * Role playing preparation should contain enough information for parties to engage in believable and relevant conversations, in line with the objectives. Give enough detail to sustain the role play, but not so much that the people are swamped with unnecessary information. * Sustain the role play only as long as it serves the purpose. If the purpose is becoming lost, you may need to end it sooner rather than later. |
|  | *Summary of Role Play Method*  Definition  Role Play is the exploration of how people might behave in a given situation by acting out that behaviour in practice. |
|  | ***Hints***  1. Make the purpose clear to the participants. 2. Encourage participants to try to BE the person given. 3. Warn against over-acting or sending-up the situation. 4. If it is not possible to involve all members of the group in the role play, those watching should be given a task as observers. |

|  |  |
| --- | --- |
|  | ***Advantages of Role Play***  1. This method helps participants to:  * Develop the ability to project themselves into the minds and feelings of others; * Increase their understanding of human behaviour; and * Improve skill in working with people.  1. It gives participants practice in predicting possible human behaviour in certain circumstances. 2. It is a good problem-solving technique. 3. Actual problems can be presented. 4. It takes into account individual personality, purpose and motive. |
|  | *Limitations*   1. Dependence of participant’s ability to identify with a given situation. 2. Difficulty in playing the part naturally and with sincerity. 3. Problem of adults playing child roles. |

Interesting Research to Share

The Learning Pyramid, as defined by the National Training Laboratories in Bethel, Maine, found the following average retention rates for different training and teaching methods:

* Lecturing - 5%
* Reading - 10%
* Audio-Visual - 20%
* Demonstration - 30%
* Discussion group 50%
* Practice by doing 75%
* Teaching others 90%

So what methods are you going to use in your next training/workshop?

**Make** (100 Points)

10 – 15 People 3m away

**charts** (125 Points)

**easy**(200 P)

25 People 7.5m away

**to**(250 Points)

50 People 15m away

100 People 22.5m away

read (24 points)

We absorb most of our information through what we see. Remove visual information, and you take away as much as 75% of the way we decode messages.

Visual 75%

Hearing 11%

Smell 3%

Taste 4%

Touch 7%

To ensure that your visuals communicate a dramatic, easily absorbed message, follow these guidelines:

* Use only keywords and the must knows as the basis for your message. Keep words to a minimum
* use about six to eight lines per visual
* use about six to seven words per line
* Choose relevant (and if possible entertaining) graphics
* Add pizzazz with colour
* Keep the number of visuals to a minimum
* Use Upper and Lower case in text (Letters 6 mm high)

|  |  |
| --- | --- |
| **Keywording** | helps you. And it helps the participants. It helps the participants because it helps them to see your message at a glance. It helps you because it acts as a series of cues to your memory. Because you’ve done detailed thinking about the topic, all you need are the keywords to keep you on target. You won’t need an elaborate script. You will be able to work logically through your presentation, guided by your carefully selected keywords. |

|  |  |
| --- | --- |
| **Why use colour?** | Colour does a lot of useful things to help communicate information.   1. It attracts people’s attention. Hotter brighter colours attract attention more, and cooler darker colours attract it less. Use colour to direct people’s attention to certain areas on visuals 2. People tend to relate similar colours (like blue and turquoise) and separate colours that are different (like green and brown). You can use this in your visuals to help people relate similar ideas by colour coding them. You can also help keep ideas separate by writing them in unrelated colours, like purple and brown. 3. Colour can help people learn what something looks like so they can recognise it again. For example traffic signs. |
|  | Most people like colour and simply enjoy the presentation more if you use it. This makes them much more likely to pay attention and to remember what you said. |
| Cool colours | Use two cool colours for text on each page. Cool colours are calm and relaxing for most people. For this reason use mainly cool colours for your visuals, especially text   * Blue * Turquoise * Purple * Brown * Dark Green * Bright Green * Black |

|  |  |
| --- | --- |
| Hot Colours | Use hot colours sparingly – one or two key words, bullet points or special effects  Hot colours are exciting and stimulating for most people and really grab attention. For this reason use them for emphasis only. Never use hot colours for text (other than one or two key words on a page).   * Fuchsia * Orange * Red |
| **Highlighter Colours** | Use highlighter pens for borders, solid colour areas shading and other special effects. Highlighters are soft pale colours that are useful for special effects. They have just enough colour strength to add interest without grabbing attention. Never use highlighters for text or the outline of an image, they are too pale to read.   * Yellow * Blue Highlighter * Purple Highlighter * Green Highlighter * Orange Highlighter * Light Brown |

Simple

Colourful

Clear

Bold

KISS

**Remember**

KISS = Keep it Short and Simple

|  |  |
| --- | --- |
| **Hand Outs** | * Use sparingly – ask yourself “will this handout be used after the event?” * Use minimum of 11 point in size (preferably 12 point – this is 12 point) * Try and use 1.5 line space * Ariel or Courier fonts are preferred ( this is Arial) * Always include a date in the footer of the hand out – make sure your hand outs are always CURRENT * If you developed the hand out include your name in the footer as author * If you use other’s material – include a reference to your source * Remember the Copyright Guidelines at all times * Be professional – do not use poor quality photocopies * Use Yellow highlighter to mark print masters * Keep your print masters flat and clean * Print double side to reduce use of paper |
| **Copyright Guidelines** | Copyright law is designed to protect and reward creativity and intellectual effort.  Generally copyright in a work lasts from when it was created to 50 years after the death of an author. Once the copyright in a work expires, it becomes a “Public Domain” work and these may be copied freely without permission.  Single or multiple copies of works may be made by or on behalf of an educational institution (Girl Guides NSW & ACT L&D) if the copying is for educational purposes and so long as no more than 10% of the work is copied.  All copies must be acknowledged as to the source of the material with author’s name, title of publication, publisher and date published |

**Guide Methods Checklist**

|  |  |
| --- | --- |
| **Does your learning plan comply with the following WAGGGS requirements?:** |  |
| 1. Have identified learning objectives |  |
| 1. Engage the learner through a varied range of activities |  |
| 1. Is it accessible and inclusive |  |
| 1. Promote voluntary, learner-centred, participation |  |
| 1. Support each individual’s learning pathway and learning styles |  |
| 1. Be implemented by trained Leaders |  |
| 1. Have a process for monitoring and evaluation |  |

|  |  |
| --- | --- |
| **Have you:** |  |
| Written clear aims and objectives? |  |
| Practiced your presentation? |  |
| Arranged for the necessary equipment to be available? |  |
| Set up the room for the best learning outcomes? |  |
| Chosen an appropriate ice breaker? |  |
| Prepared clear easy to read visuals? |  |
| Prepared handouts to support your session (if applicable)? |  |
| Chosen your method of presentation? |  |
| Managed any perceived risk? |  |
| Looked at the feedback from the last time you presented and incorporated the changes you thought were indicated? |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Praise and Polish**

Given in the spirit of constructive feedback and wanting to help our friends improve their presentations.

After each presentation please take a few minutes to provide some feedback to your fellow participants.

Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| What did she do well?  (how did you feel – inspired, learnt something, valued) |
| What do you think she needs to polish?  (it would be better if… I thought you were really nervous and it showed…) constructive feedback |

**Praise and Polish**

|  |
| --- |
| What did I do well  (personal perspective of my role: planning, preparation, presenting) |
| What do I need to polish  (what I would do differently next time, improvements to make) |

Refer back to this, and the feedback from the other participants, when you next prepare a session for a training or workshop.