

HANDBOOK

HOW TO BE AN EFFECTIVE GAME CHANGER TRAINER

Game Changer Training: Creating a Positive Change



GAME CHANGER

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1. INTRODUCTION

Why we need the Game Changer Training?

The Game Changer curriculum provides practical guidance to anyone interested in designing and implementing online campaigns promoting tolerance, civic engagement, diversity and inclusion among young people through the use of alternative narrative campaigns. We believe that young people have the power to be positive influencers, preventing others to become radicalised. This two-day training will go through all the steps needed to; identify the reasons why people turn to polarising and radical thoughts and opinions; understand how narratives play a big role in radicalisation; formulate alternative narratives and stories and; build attractive campaigns with credible messages and measurable impact.

Who is this Handbook for?

This manual has been put together as a resource for trainers to design effective and relevant training. For some trainers the content of the manual may be a confirmation of what they already know, for others it may provide new insights for their work. The aim of this booklet is to bring together the various facets of training design and up-to-date concepts on learning. It can be used as both a refresher on the main aspects of training design and as a reference document. It also provides the basis on which the Game Changer Training is based.

The aim of the information provided here is to ensure your training is effective. Some of the factors which contribute to effective training are:

- Training is relevant to trainees' needs
- There are clear goals, clearly communicated to all
- Training is well organised (venue, logistics, facilities, catering, security)
- All three learning domains are addressed (knowledge, skills and attitude/motivation)
- The relationship between trainer and trainees is based on mutual respect
- There is an open learning environment
- There is active participation by trainees
- There are varied and enjoyable learning activities
- There is balance between content + time available, time to reflect
- There is ongoing assessment of trainees

What is part of the Game Changer curriculum?

- This handbook with all the information you need on how to become an effective Game Changer trainer.
- Slide decks, including speaker notes and clear explanations on the different exercises.
- A handbook for trainees with background information and exercises.
- A canvas for trainees to design their campaigns on.
- Research on effective campaigns.

What are the learning outcomes?

The main learning goals of the game changer curriculum are:

1. Develop own campaign work plan with SMART objectives.
2. Define the target audience.
3. Identify root causes and influencers that drive the target audience.
4. Distinguish radicalisation, polarisation and activism in the country context.
5. Feel empowered and confident to make a positive change in one's own community.
6. Be aware of the dominant ideological messaging of radical groups.
7. Appreciate that positive alternative narratives are favourable to counter-narratives.
8. Value ethical, constructive and inclusive narratives and campaigns.
9. Feel empowered and confident to make a positive change in your own community.

Training agenda and learning goals per topic

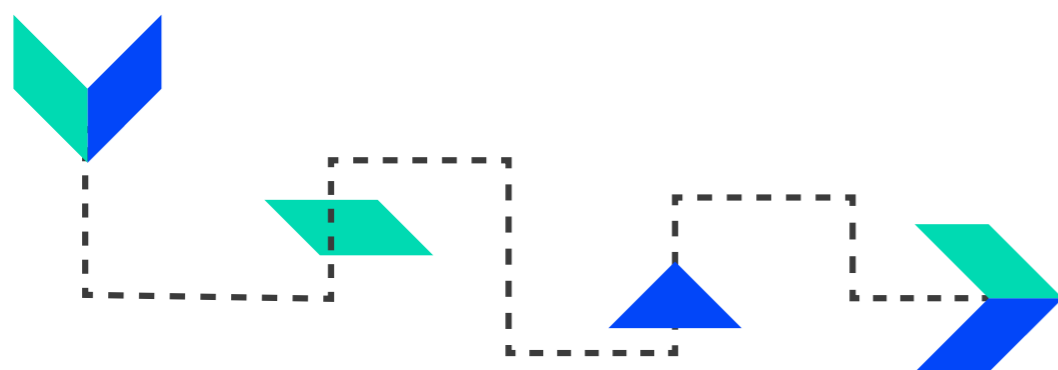
DAY 1

TIME	TOPIC	DESCRIPTION	LEARNING GOAL
9:00 - 9:30	Introductions	Introductions and Ice-Breaker.	<ul style="list-style-type: none"> • Participants to familiarize with names, start interaction, serves as Ice breaker and potentially see who is already an expert in certain skills.
9:30 - 10:30	What is Radicalisation?	Introduction to the concepts of radicalisation, polarisation and extremism.	<ul style="list-style-type: none"> • Understand the difference between extremism, radicalisation and activism. • Understand the root causes of radicalisation, why do people radicalise? (Push & Pull factors). • Understand the difference between inclusive and exclusive identity politics.
10:30 - 10:45	Break		
10:45 - 12:30	How to zero in on an audience	Discussion and explanation on (micro) target audiences. Mapping of target audiences for the campaigns.	<ul style="list-style-type: none"> • Understand the differences between broad, unspecific target audiences and micro target audiences. • Formulate a clear target question & target audience statement. • Be aware that narrow target audiences limit effective communication with audience and that micro or specific target audiences are the most effective. • Understand the elements of mapping including: influencers, agreed realities and emotional appeals. • Apply the elements of mapping to different target questions. • Be aware of the importance that mapping is an effective way to understand the drivers of the selected target audience and why they do the things that they do.
12:30 - 13:30	Lunch		
13:30 - 14:00	How to build a persona	Creation of a target audience persona.	<ul style="list-style-type: none"> • Create an target audience persona based on their values, opinions, behaviour, likes & dislikes.





TIME	TOPIC	DESCRIPTION	LEARNING GOAL
14:00 - 14:55	What are radical narratives?	Explanation on radical narratives + Identifying the narratives of the target audience.	<ul style="list-style-type: none"> Understand radical ideology and narratives. Use social media as a tool to mine agreed realities & radical narratives of the chosen community. Understand how and why propaganda works. Identify narratives and story based propaganda.
14:55 - 15:15	Where to find your audience?	Find your target audience (online).	<ul style="list-style-type: none"> Use social media as a tool to find your target audience.
15:15 - 15:30	Break		
15:30 - 16:45	How to persuade?	Explanation and exercises on persuasive storytelling.	<ul style="list-style-type: none"> Identify the 3 elements to persuasion. Use the 3 elements of persuasion to craft narratives. See the value of persuasion being necessary to reach a target audience more specifically. Find your target audiences' influencers. Create an AIM statement for your campaign.
16:45 - 17:00	Wrap-Up	Conclusion of the day, room for final questions.	

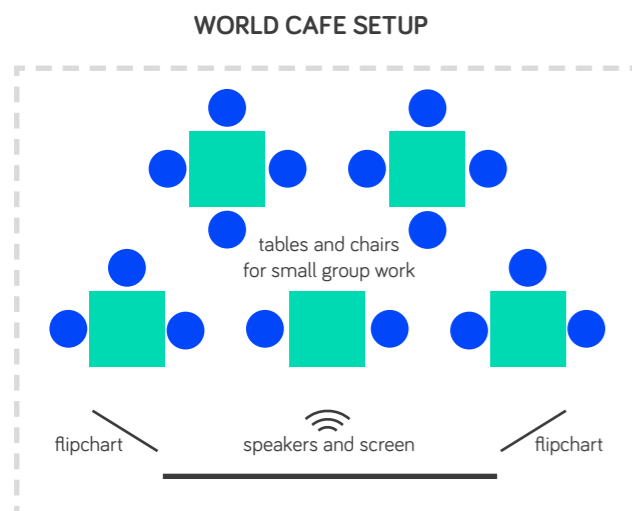
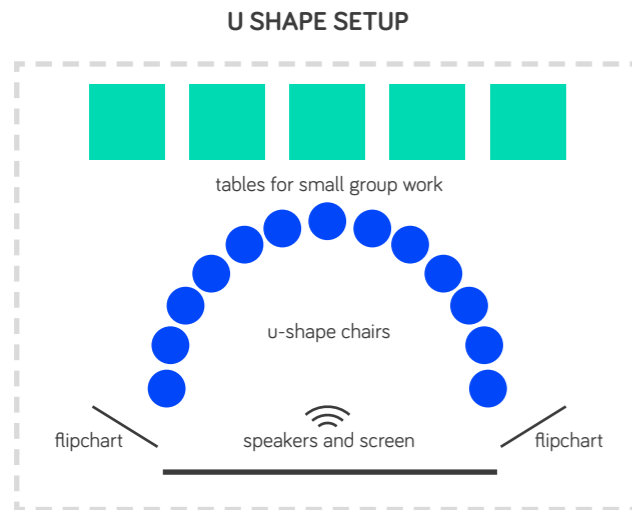


DAY 2

TIME	TOPIC	DESCRIPTION	LEARNING GOAL
9:00 - 9:30	Recap	Reflection on day 1 + energizer for the new day.	<ul style="list-style-type: none"> Participants share their insights on day 1 and get re-energized for a new day of training.
9:30 - 10:30	Narratives & Key Campaign message	Discussion and case studies on how to counter extremist narratives.	<ul style="list-style-type: none"> What are the dominant stories. / dominant narratives in the propaganda of your chosen messenger. Understand difference between counter and alternative narratives. What campaigns did work, and what not? Define your narrative. Define your key message.
10:30 - 10:45	Break		
10:45 - 11:45	SMART goals & actions	Define SMART Goals and actions.	<ul style="list-style-type: none"> Identify realistic goals. Find out how you can change the game. Formulate realistic and measurable goals. Identify risks for your campaign. learn what to do with hate comments.
11:45 - 12:30	How to engage with your content	Discussion on campaign trends, engagement and Calls to action.	<ul style="list-style-type: none"> Learn about engagement. Identify the right metrics. Formulate calls to action. Learn how to build a community. Integrate on- and offline activities.
12:30 - 13:30	Lunch		
13:30 - 14:30	How will they recognise your campaign?	Discussion on all elements you need for a well-integrated and attractive campaign.	<ul style="list-style-type: none"> Create a first sketch for the campaign. Learn about building brands. Create an attractive and concise campaign strategy.
14:30 - 15:15	What does success look like?	Define metrics to measure your success.	<ul style="list-style-type: none"> Understand how to monitor and evaluate your campaign. Discuss what success means. Learn how to listen to your audience and use that for iteration of your campaign.
15:15 - 15:30	Break		
15:15 - 17:00	Change the game!	Teams work on campaign canvas, make sure things are aligned and integrated. Conclusion of the day, room for final questions, good-byes.	<ul style="list-style-type: none"> Integrate campaign plans. Create first piece of content.

Technical Rider

Game Changer trainings are interactive, and participants are often asked to do small group work. In the session room you should have enough space to move. If there are special needs of participants, these will be communicated in advance. The trainings combine Audio/Video presentations with handouts and activities. The venue should ideally be set up in a U-Shape with chairs, alternatively you can choose for a world café set up. As we do many activities in groups there should not be desks in front of the participants. The ideal room set up is described in the visual below.



There are short breaks, roughly every 2 hours. Scheduling tea/coffee breaks is advisable to do 2 hours after the start of the course. Lunch is scheduled for 1 hour. These should take place at agreed times and can be changed per regional guidelines.

Training needs:

The workshops include video/audio presentations. The following are needed:

- Flip chart boards with lots of flip chart paper. We usually run through 1 flip chart pack (around 30 sheets) per day.
- Flip Chart Markers (These should be in various colours)
- 1 beamer (projector) with an HDMI cable.
- 2 X speakers with a mini-jack connector to a laptop.
- An assortment of coloured paper (A4 paper, or coloured post-its)
- BlueTack /Presstick or tape for putting work up on the walls/ displaying work.
- 1 Handbook per trainee.
- 1 Campaign Canvas per team, printed on AO sized paper
- Pens and markers.

Participant Preparation:

- Participants should bring writing stationery and paper.
- Participants should bring laptops and smartphones.
- RNTC prefers its participants are relaxed and comfortable. To this end we ask participants to dress comfortably and informally.

Communication needs:

- RNTC advises the setup of a WhatsApp and/or Facebook group (unlisted/secret) for the duration of the training to share notes with the participants as well as a space where we can share photos and experiences.
- A closed facebook group allows participants a space to share their discoveries, see the work of others, share homework and progress and ways to find members of the group easily for group work assignments after the session. We suggest that you create the group and add the participants in the very beginning of the course. A closed WhatsApp group could also work.
- WhatsApp/WeChat groups are also great for handling logistics, absences and movements.

2. HOW TO BE AN INSPIRING GAME CHANGER TRAINER

Getting to know your trainees

- Cultural background: What is the prevailing attitude in the individual trainee's culture towards authority, teamwork, gender, age differences, innovation, change, leadership, deadlines, time-keeping, etc.
- Educational history: did the trainee receive secondary and tertiary education? What training did (s) he participate in previously? What was the quality of this education and training? Was it theoretical or practical? Was it all lectures or was there room for practical exercises? Was the instruction teacher-based or student-centred? Etc.
- Professional experience: Does the trainee have any prior experience? At which organisations? What kind of jobs? How is his/her career developing? Etc.
- Personal needs, interests and ambitions ('Motivation'): What kind of problems does a trainee run into every day? What kind of challenges? What are his/her personal interests with regards to the topic of the course? What personal ambitions does (s) he hopes to realise with the aid of your training?

There are multiple ways in which to gather this crucial information:

- One-on-one way conversations (intake meetings, mid-term reviews, etc.);
- Listening carefully to individual and group presentations;
- Observing participation of individual trainees in learning activities;
- Asking focused questions ('How is this in your case?');
- Using questionnaires;
- Designing specific learning activities that throw up relevant information.

Getting to know your trainees is a continuous and iterative process. It requires time, energy and genuine interest. The rewards, however, are immense. When you really know your trainee, you also know what it is what (s) he needs in order to solve his/her problems, to meet his/her interest and to realise his/her

ambitions. Your training becomes more relevant, trainees will be more motivated to participate, more 'deep' learning will take place, and your training will have a real impact.

Knowledge, Skills and Attitudes

For learning to be effective, you have to address all 3 learning domains:



knowledge/theory (cognitive)
– how do I do it?



skills/practice (behavioural)
– I can do it



attitude/conviction (motivation)
– why should I do it like that

Learning methodology

- Different learning activities are suitable for each learning domain: the only way to learn a skill is to do it (practical exercise, simulation, assignment).
- For the knowledge domain, there are more possibilities: mini lecture/presentation, research assignment, demonstration, case study, brainstorm, reading a handout...
- To ensure people are motivated (attitude) to learn something new (or to change the way they do something), you need an activity which engages a trainees' emotions. This could be a role play (experiencing something from someone else's viewpoint), a debate (where convincing arguments are passionately presented), an eye witness account, a role model, an eye-opener...

Remember:

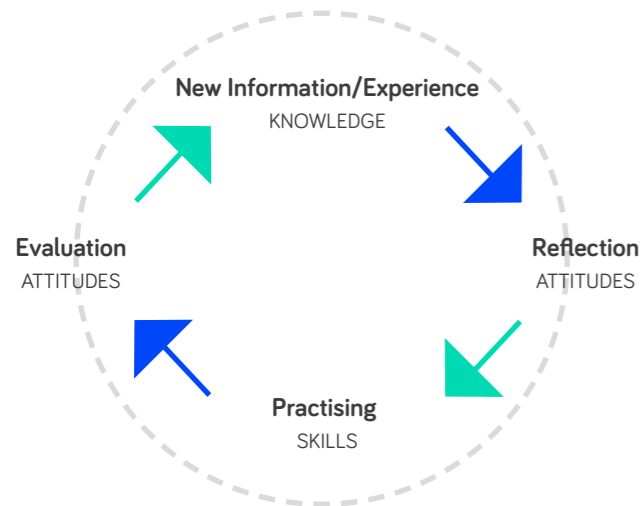
Different people learn different things in different ways.

Criteria for selecting learning activities:

- Is it appropriate for the learning domain?
- Is it relevant to real life situation of trainees?
- Is it participatory, and interactive?
- Do trainees learn from each other as well as from trainer?
- Is the activity enjoyable?
- Is it part of a variety of different activities in your training?

The learning cycle

Mentally, learners go through several stages before they fully understand, master and appreciate new information. There are several ways to describe this 'psychology of learning'. The following representation, based upon a simplified version of this complex process, will give you practical suggestions on how to design appropriate learning activities.



Introduction new information/new experience:

In almost all cases, a workshop starts with the introduction of the topic of the workshop, either in the shape of a short presentation or the undergoing of a new experience. This introduction should be short, to the point and relevant. Do not try to cover everything related to the subject! This stage is mainly concerned with knowledge.

Reflection:

Immediately after receiving new information or undergoing a new experience, learners feel a need to compare it with what they already know. This is the stage where trainees decide whether the new information is relevant to them, i.e. help them to solve a problem or realise an ambition. In fact, this is the moment when they decide whether they will actually continue listening to you or not. A trainer should stimulate this reflection through learning activities such as question and answers, discussions, brainstorm, etc. This stage is all about attitudes.

Practising:

At this stage, trainees practise the skills associated with the knowledge and attitudes the trainer has introduced and discussed earlier. (S)he applies the theoretical knowledge to practical and 'authentic' (i.e. mirroring their professional situation) situations. This stage deals with skills and the most appropriate learning activities are exercises, assignment, case-studies, problem-solving situations, etc.

Evaluation:

Now it's time for the learner to finally decide if and how (s)he is going to use the new knowledge, skills and attitudes (s)he has been introduced to. Psychologically, it is important to take a step back and reflect upon all the things learned.

This is the moment when 'it sinks in', when the new information is given its final place in somebody's mental storage room. To make certain that the new knowledge is also put to practical use back home, it is necessary that the trainee makes the mental effort to come up with practical applications. A trainer should stimulate this 'evaluation' through learning activities such as discussions, brainstorm.

- In practice, the third stage (**Practising**) will be most time-consuming. The first stage (**Introduction new knowledge/new experience**) must be kept as short as possible, while the time spent on the second and fourth stages (**Reflection** and **Evaluation**) depends very much on the topic and the trainees' initial attitudes.
- In practice, you will find yourself often going back one or two stages. For example, in some cases, after reflection, there might be a need for additional information. Often, you will find yourself going repeatedly through the first three stages before you can make the final step (Evaluation). Taking a step back in the cycle is perfectly fine. Skipping ahead, however, will fundamentally disturb the learning process and should be avoided.
- In practice, you might find yourself pressed for time and be tempted to skip one or two steps. Especially evaluation suffers from time pressure. The best way to avoid this is to plan and prepare meticulously. If you still find yourself running out of time, it might be a better idea to cut down on the time spent on practice.

Setting learning outcomes

Starting to design training without first asking yourself what you want participants to know, do and be motivated to apply by the end of the training is like starting a journey without knowing the destination. And without a map.

Learning outcomes are very specifically formulated results which are expected at the end of a training. They are much more specific than the goal of a training.

Sometimes trainers cram too many outcomes into one workshop. Focus on what trainees need to know (core outcomes) rather than what is nice to know (secondary outcomes). Learning outcomes must be realistic and achievable within the time frame of the training. Distinguish too between 'macro' learning outcomes (overall results at the end of the workshop) and 'micro' (step-by-step results required per training session or per day).

Learning Activities

The selection of learning activities is crucial for the success of your course. That is where the real teaching and learning takes place. That is where the rubber hits the road.

Effective Learning Activities are:

- **Appropriate to the specific learning domain:** people use different strategies to learn knowledge, skills and attitudes. Make certain that you pick a learning activity that supports these strategies (see below);
- **Meaningful and authentic:** people expect that the content and the activities of your training reflect their professional context;
- **Active and engaging:** people learn best when actively involved with the course material, so pick activities that stimulate this;
- **Collaborative:** trainees learn as much, if not more, from their peers as they learn from the trainer, so pick activities that encourage this social interaction;
- **Varied (and enjoyable, if possible):** you have to make certain that everybody's preferred learning style is addressed. Besides, people learn best when at ease, so the element of fun is important. **Knowledge** is best learned by learning activities which promote understanding, such as lectures, presentations (by teachers as well as students), Q&A sessions, 'application' exercises, such as case studies, assignments, such as investigations and explorations (e.g. in self-directed learner groups), projects, such as 'problem-solving' assignments, essays, portfolios, etc., and teaching. **Skills** are best learned by learning activities which encourage hands-on practice ('learning-by doing'), such as demonstrations (by both teachers and students), imitation exercises, limited application exercises, composite exercises (i.e. exercises comprising several basic skills), hands-on assignment in authentic (i.e. real-life) setting, and, if possible, teaching. **Attitudes** are best learned in learning activities that stimulate reflection and incorporate social interaction, such as brainstorm, discussions, presentations by role-models, role-plays, debates, etc.

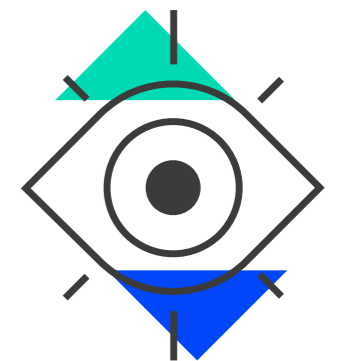
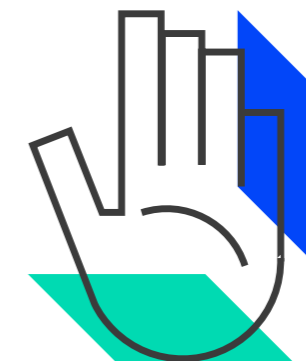
Learning Activities:

There are a huge range of learning activities – see list. Be creative!

- Exercises/assignments (individually, teams, plenary)
- Brainstorming (individually, teams, plenary – with/without trainer)
- Discussion, debate
- Quiz, game
- Working visit
- Tutorial/coaching session
- Trainee presentation (+ flipover, power-point, hand-out)
- Research assignment
- Role plays/simulation
- Demonstration
- Mini lecture/presentation by trainer
- Self-reflection (blog/diary)
- (Self) analysis
- Self-study
- Summarising
- Debriefing/feedback sessions (lessons learnt)
- Reading (followed by discussion or questions)
- Speed-dating/elevator pitch
- Ice-breakers/Energizers
- Case studies
- Open space
- Spider/mind mapping
- Eye opener
- Sharing experiences
- Creating checklists/guidelines (trainees)
- Guest lectures/presentations by role models, experts, eye witness

Sequencing Activities:

Introduce topic/goal ► briefing/instructions ► activity ► feedback ► conclusion



Facilitation tips

Setting the Ground Rules

At the start of a training, mutually determining the ground rules with the participants, can help to build up a safe learning environment. At the same time, it can help you as a facilitator, to refer to these rules if discussions seem to go off subject or out of control.

To agree on the ground rules of the training, you can start with setting a few ground rules yourself and ask participants to add to the list, by for example asking them:

- What should we, the participants and the trainer, do to make sure that this training will succeed?
- How can we make sure this is a safe & respectful learning environment?

Have them put their answers on post-its, and place them on a flipchart. Go through each rule, to make sure they are clear and then agreed to by all the participants. Keep the flipchart with the ground rules visible throughout the training, to be able to refer to it when needed.

For an example of a fun way of formulating the ground rules, see the list below from Upskill Consulting:

- **No Deposit, No Return:** encourage participation and emphasize the value of learning.
- **Question First:** avoid quick judgements and instead encourage participants to inquire and ask questions to seek an understanding of what's being said.
- **ELMO – (Enough Let's Move On):** avoid discussions that go off topic and to guide the conversation onto the next agenda item.
- **Aretha Franklin – (R.E.S.P.E.C.T):** emphasize the importance of demonstrating respect towards one another throughout the session to build an environment conducive to learning and teamwork.
- **Airplane Mode:** encourage participants to be present throughout the training and to shut out all distractions and remain focused on the learning objectives.
- **Disney:** encourage participants to have FUN!
- **Vegas Rules:** highlight the importance of confidentiality of dialogue and happenings within the training session, allowing for a safe and open environment.
- **Step Up and Step Back:** allow for all participants to partake in discussions without some dominating discussions, discouraging others from contributing.
- **Bahamas Moments:** encourage participants to get back into the lesson/activity by asking for clarification or for the facilitator to repeat instructions/key messaging.

Source: <https://www.upskillconsulting.ca/2018/07/19/ground-rules-training/>

Icebreakers

The use of an ice-breaker is a good way to start a training course as it energizes the participants, can help the group to get to know each other, create a bridge to the content of the course and set a positive tone for the remainder of the course.

Ice-breakers can be used throughout the course when needed, for example in the form of an energizer, to counter the after-lunch dip or at other times when the participants' energy levels may be low.

There are three issues to take into account when choosing an ice-breaker. The ice-breaker should:

1. Be related to the learning objective of the course
2. Create a safe atmosphere. Participants should not experience a sense of shame or failure.
3. Be brief. Once the aim of the ice-breaker has been realised, the trainer(s) can start on the actual content of the course.

The choice of ice-breaker depends on the aim of the training course. An icebreaker should only be chosen if it is designed to help achieve that aim. Ice-breakers can have three purposes: to break the ice (ice-breakers), to open eyes (eye-openers) and to energize the group (energizers). The general purpose of ice-breakers is to open a training course.

This format can be used to introduce the trainer, get the group members acquainted with each other or create groups, for example.

Example Ice-Breaker: Throwing the Ball

Purpose:

- To get to know names
- Get to know each other
- Encourage creativity

When to use:

- During the first session in a group of people who don't know each other.

Tools:

- Ball

Conditions:

- Maximum of 10 people per group.

Steps:

- The participants stand in a circle of at most 10 people.
- The trainer points to a random person and throws a ball to that person, while at the same time loudly saying their name.
- The person who catches the ball throws the ball to another person, while shouting their name.
- The ball is thrown around until everyone has had a turn.

Variations:

The ball is thrown in the same order every time, but the pace is increased. If someone makes a mistake, the game starts over. To make the game more challenging, it can also be played with two balls at the same time. If the participants already know each other's names, the game can also be played without naming names, instead throwing the ball making use of eye contact only.

An **eye-opener** is used to introduce the theme of the training course. It serves as a first introduction to the content of the course, to allow the participants to "get into" the subject matter right away.

Example Eye-Opener: Quiz

Purpose:

- Test know-how and insight

When to use:

- When introducing a new theme.

Tools:

- Around 25 questions with answers
- For variation: enough chips!

Conditions:

- The students already have a certain level of knowledge of the subject.

Steps:

- The trainer asks a question.
- Students write down their answers individually.
- The trainer asks the next question.
- After 10 questions, the answers are discussed.
- The trainer hands out one chip for each correct answer.
- The next questions are asked.
- These questions are also discussed.

Variations:

Instead of working individually, the questions can also be answered in groups of three or four students. The answers in step 4 can also be reviewed in duos first. They can discuss any different answers they may have. For each correct answer, the students are given a chip (coins, buttons, etc.). After the first 10 questions, the chips can be used as a stake on the subsequent questions. These can then be doubled or taken away for correct or incorrect answers. The students make up their own questions. The trainer then selects a number of these questions to be used in the quiz.

Energizers are used to re-energize the group. These are usually short exercises used quickly to raise the energy levels of the participants again.

Example Energizer: Associations

Purpose:

- To raise energy levels again
- To generate information

When to use:

- When energy levels are low

Tools:

- Ball

Conditions:

- A space where the participants can stand in a circle
- No more than 12 participants

Steps:

- Let the participants stand in a circle.
- Throw the ball to a participant and call out a word/theme from the course.
- The person who catches the ball throws it to another random person and calls out a word they associate with the first word and also repeats that first word.
- The ball is thrown onwards and another word is added to the list.
- When someone has to think for too long, the participants call out: 'Time's up!' and they have to start a new series.

Variations:

A participant can call out a word that is entirely unrelated to the first word called out. All participants have to sit down on the ground. This game can also be played with more than one ball by introducing two themes at the same time.

For more examples of Ice Breaker Workshop Activities: <https://www.sessionlab.com/library/iafmethods/ice-breaker>

Other facilitation tips

As a facilitator, you want to encourage active participation from all the participants and encourage everyone to share experiences and ideas. Some tips on how to facilitate, are presented below.

Managing group dynamics and energy

- Groups form, storm, norm and perform.
- Conflict and confusion are always part of a facilitated process.
- It needs to be managed by a mix of surfacing, responding, agreeing what cannot be resolved, and offering ways forward.

Constructively challenging

- Use questions to respectfully encourage groups to push themselves and stretch their thinking, for example:
 - 'Have you thought of [...]?'
 - 'What about [...]?'
 - 'How would this look from a different perspective?'

Questioning and active listening

- Promote self-awareness and awareness of others
- Is everyone listening, contributing, understanding, having an equal say?
- Are people connected with the process (group, task)?
- Encourage the group to co-facilitate their own dynamics.

Valuing what people are bringing and what is emerging

- Create a context of care, support and trust by appreciating people's input
- Check in individually and with groups or sub-groups about how they feel about the process and if they are getting out of it what they want and need.
- Avoid putting people on the spot in public.

Threading / summarising / sign-posting / recapping

- You hold and down the road map! Keeping people focused, reminding them of where they are and where you are headed is a continuous task.
- Link ideas and insights to previous sessions – 'threading' relevant ideas together
- Signpost what sessions are coming up and the relevance to the current discussion
- Summarising what people have said is crucial for checking everyone's understanding: 'Am I right that [...]?' 'As I have heard you [...]?'
- Allowing time to reflect on conversations and to share reflections – the group's and the facilitator's – is helpful to gain deeper insights
- Allowing time for reflection and processing is vital in skills training.

Source: http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf

Managing (challenging) participants in training

Group dynamics are always a challenge for trainers. But following some basic ground rules will help manage trainees:

- Create a safe learning environment and trust
- Be open to feedback from participants and flexible to their needs
- Remain calm and professional
- Make sure training is pro/interactive

Quiet/shy participant

Address this participant specifically if he/she would like to answer a question (make sure it's simple), add something or give an example/opinion during the training session. Don't push, if the answer is no, move on. Ask him/her as the second person you address, not the first.

Socialise with this participant during breaks. If appropriate ask if you can call on him/her to share in the training session something you have discussed during the break (gives time for him/her to prepare).

Build his/her confidence, for example by praising and/or allocating a specific role during an exercise.

Keep an eye of this participant and smile encouragingly if he/she looks like he/she wants to say something.

Monopoliser/teacher's pet

Be polite and never "silence" this participant or put him/her down – otherwise the rest of the group will be too afraid to participate. Say firmly that you know he/she has a useful contribution to make, but would like to give other participants the chance to speak. Or ask for a response "from someone who hasn't said anything yet".

If other participants make frustrated comments about this participant, take his/her side and make it clear you appreciate active participation and enthusiasm... from everyone.

Say "this is interesting but we do need to move on..." or "maybe you could tell us about that during the break..."

Arguer/disagrees with everything

Ask this trainee to explain his/her problem and listen calmly and carefully. Let him/her have his/her say (don't interrupt or justify yourself). Ask questions to get to the heart of the problem. Explain the aim of the training again. If appropriate, agree with criticism and ask for suggestions to solve the problem.

Avoid getting into a prolonged one-on-one discussion during the training - talk to him/her privately during a break. If the arguing continues, say that you can "agree to disagree" or that you are simply sharing your expertise/years of experience and he/she doesn't have to agree.

Non-stop talker

This participant wants to talk – all the time and is not keen on listening to anyone else. Make sure your ground rules have stated that everyone should be listened to without interruption, and explain that you want everyone to have the opportunity to have their say. Interrupt if he/she is dominating a discussion and say firmly you want to give someone else the opportunity to speak. It is important that participants listen to each other as well as you.

Hostile/angry participant

This participant is clearly angry – but not necessarily at you as the trainer (remember participants have a life outside the training room). The best response is to remain calm and polite. Try to establish personal contact during a break and find out what the real problem is.

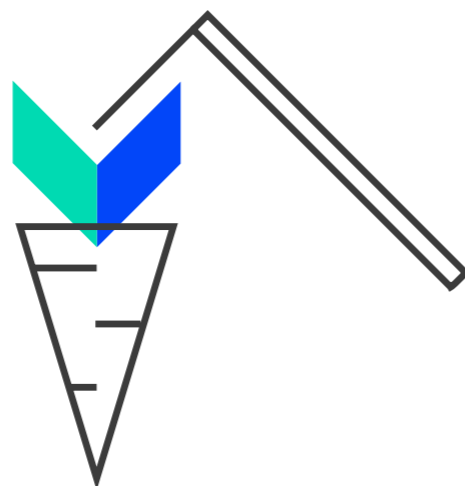
Unwilling/bored participant

Here because he/she has to be and not interested in the training. Acknowledge the situation right at start. Point out that although they are here because their boss has made them attend, they do have a choice: to remain unwilling or try to get best out of situation and make it more pleasant for everyone. Invest time in allowing participants to discuss their resentment.

Adapted from The Winning Trainer by Julius E. Eittington (2007)

INTERVENTION	Action trainer	Desired effect
Observation	Listen and observe, make an occasional comment: I can see you are bored so we will move on...	Negative comments pass and you can move on :)
Questions	Ask questions: <ul style="list-style-type: none"> • What are your feelings about this training? • What would you like to see done differently? 	Prevents negativity escalating, gives participant(s) pro-active role in process, promotes cooperation :)
Discussion	Speak to participant in private: <ul style="list-style-type: none"> • What is your problem? • What, if anything, can I do to solve? • Are there personal circumstances that prevent you from participating actively? 	Participant feels 'listened to/understood' and recognises problem might be personal, promotes cooperation :)
Feedback	Give feedback on participants' behaviour and explain (negative) effect on: <ul style="list-style-type: none"> • the programme • the atmosphere • your motivation as a trainer 	Participants realise their behaviour is not without consequences and that they are a part of the training and partly responsible for its success :)
Negotiation	Propose a compromise, for example: <ul style="list-style-type: none"> • Will you participate in the role plays if we don't record them? • You can leave earlier today if you finish the assignment at home. 	Achieving learning outcomes by 'forcing' participant(s) to take responsibility :)
Explanation (carrot/stick)	Explain benefits of training for participants and negative consequences if they do not cooperate	Participants are convinced by the arguments and cooperate :)
Compulsion	Give ultimatum: <ul style="list-style-type: none"> • If you don't stop this disruptive behaviour, I will ask you to leave the room. 	Participant chooses to do the right thing and stop disruptive behaviour :)

Based on/translated from: *Het geheim van de trainers* by Kaufman en Ploegmakers 2006



Exercises

Introduction: Why do we need exercises?

Ask yourself why you want to use the exercise as a tool in your training session.

What is your answer?

Exercises are used to develop skills. Normally trainers are using exercises with quite different purposes, but all trainers agree that a skill can only be mastered by practice. The intention is always that the participants "must do something themselves".

Different types of exercise development methods:

The deductive exercise development method: theory first followed by practice,

When we use this method, we are often keen on using the exercise in order to help our participants to apply new theory. This method is also used to achieve routine on the matter, by using the new skill over and over again after our introduction.

The inductive exercise development method; practice followed by theory. When we choose this method, the exercise itself is the introduction to a new theme or subject. The purpose is in this case that the participants themselves must work practically, experimental and self-driven in order to reach a new level of understanding, before you as the trainer follows up on theory.

Steps in the development of exercises:

When we develop a new exercise, these steps are required:

First we think WHY

- What is our outcome: what skill needs to be developed?
- What do participants already know about the subject?
- What participants have already mastered the skill?
- What will they learn while doing the exercise?
- What motivation do participants need to learn the skill?
- What are attitudes that need to be changed?

Then we think HOW

Development

- How do we structure the exercise?
- How can we distinguish different steps in the exercise: briefing, run, debriefing?
- How can we check what time is needed for the (steps of the) exercise?
- How can we check what logistical requirements are needed?
- How can we check if all logistical requirements are present?
- How can we check on time needed?

Introduction

- How will we introduce the exercise? (outcome and activities)
- How do we explain what participants are expected to do?
- How do we explain how results will be measured?
- How do we reduce fear for new learning?

Observation

- How will we organise observation of the exercise result?
- How will we develop criteria for assessing the result?

Each exercise has the following phases:

- Briefing: Introduction of outcomes, activities, benefits, learning result, assessment criteria, etc. This should preferably be put on paper.
- Run: Implementation of the actual exercise. Is one run enough, or should it be repeated, so people can learn from their mistakes and see that they are making progress.
- De-briefing

The function of de-briefing:

Any real learning will start during the de-briefing when participants are asked to reflect on what was learned. Here's a list of questions that trainers can use:

1. Analysis of the process.

- How did it go?
- Could you do it according to plan?
- Any unforeseen situations or problems, etc.?
- What were you trying to do?
- What happened?

2. "Pre-post" knowledge check.

- Check the realisation of your outcomes in the field of knowledge.
- Can you explain, repeat, summarize the information (theory) that was given
- during the introduction of the exercise (deductive method).

3. Analyse the product (that was made).

- Use questions that relate to the outcomes of this exercise
- Limit your comment/questions only to essentials and the agreed outcome of this exercise and the criteria given.
- Use criteria that were formulated earlier and that were already shared
- with your trainee(s).

4. "Pre-post" attitudes check

- Use smart questions to find out if the attitude of your trainee(s) has changed (relation with your A-outcomes)

5. What have you learned?

- Ask your trainee to formulate in his/her own words what the benefit of this exercise has been.
- What can you learn from this?
- What should you do differently next time?

6. What if?

- What would you do differently next time when delivering this exercise?
- How would you change your actions, decisions when doing the activity next?
- What to change next time to be successful?

7. What Next?

- Now what?
- How the learnings you listed can be applied in the concrete cases you collected?
- If you said that you would do XYZ (e.g. the exercise...) (differently) then what should you change in your concrete cases, you mentioned?

List of some more questions to ask for Reflection:

- How did the experience change or affect you?
- What was your most enjoyable moment?
- Did this experience change any of your stereotypes or perceptions? If so, how?
- What did you learn about yourself?
- How was the experience similar or dissimilar to what you expected?
- If you could take away one photograph in your mind from this experience that meant something to you, what would it be?
- What impact did this have on how you think and feel? What will you do differently as a result?
- What did you encounter that you did not expect?
- Describe the specific contributions you made.
- Identify the extent of your personal growth as for example a volunteer and as a leader.
- Describe your personal philosophy of service including any changes that this experience brought about.
- Describe the challenges, successes, and setbacks you dealt with during your service experience.
- Do you feel that service makes a difference? If so, how?

Handouts

The need for handouts:

Good handouts can take time to produce but are well worth the investment. There are two main types of handouts:

1. Instruction handouts for an exercise or assignment. A written briefing supports your oral instruction and reduces misunderstandings and confusion. Make sure the goal of the exercise/assignment is clearly communicated. This handout supports participants during the exercise by helping them to focus on the outcome.
2. Information handouts are a summary of what participants learn during the training and give more information than a print-out of your power point presentation. They are invaluable for trainees as a permanent resource which can be referred to both during and after the training.

A word on presentations

Presentations are only effective in a limited number of settings. Lectures are appropriate for the *introduction* of new concepts and ideas, not teaching skills and attitudes. As a general rule, the shorter the presentation the better. Use presentations with moderation.

As a trainer, it is important to hone your presentation skills. Any imperfections will have a much bigger impact upon the trainees than you might originally guess. Forgetting a name of a trainee, for instance, might be perceived as insulting. Talking with your back to the group give the wrong signal to trainees (if you don't care). Etcetera.

There are 3 main elements to presentation: **visual**, **vocal** and **content**.

In the case of the **visual elements**, the following aspects are very important

- Posture (make it alert)
- Gestures (make them BIG)
- Facial expression (make sure you smile)
- Eye contact (sweep the room, make it friendly, avoid staring)
- Positioning (try not to turn your back on trainees)
- Movement (in moderation, keeps trainees - and you - alert)
- Clothes (make them smart, comfortable, neutral, etc)

In the case of the **vocal elements** of a presentation, you have to pay special attention to:

- Volume
- Pace
- Tone
- Intonation
- Pitch
- Articulation
- Emphasis
- Silence (use pauses)

The following tips and tricks might be useful for the **content elements** of your presentation:

- First tell your audience what you are going to say. Then say it. Then tell them what you've just said;
- Pay special attention to introduction and conclusion of training sessions; they are the bits most remembered;
- Ask for examples and incorporate them in your presentation;
- Use personal anecdotes, metaphors, comparisons;
- Ensure all facts and figures are up to date;
- Use, and keep repeating, key words/catchy phrases.

If you decide to use PowerPoint, keep in mind that such a presentation tool supports your lecture. It does not replace it. In practice, PowerPoint presentations are not very effective, so use them judiciously.

Giving Effective Instruction

1. Explain goal of exercise/activity (example: we are going to write online headlines).
2. Tell trainees step by step what you want them to do. For example: first make teams of 4, then brainstorm together - that means think of every possible solution - then select the top 3 and then make a flip over presentation.
3. Check if instructions are clear - give trainees time to ask questions or ask a volunteer to summarise or repeat the instructions.
4. If the exercise/activity is complicated, repeat the instructions. In any case summarise the first step just before the start.
5. Give examples of what you mean/expect. Or demonstrate.
6. If necessary, do a practice run (for example speed-dating).
7. If possible, write the basic points on a flip over/power point as well as explaining.
8. If the assignment is homework, or will be done "on location", or you will not be available during the exercise, put the briefing on a hand-out (possibly with your contact number/email).
9. Give trainees a deadline (but build some extra time into your programme so you can be flexible if necessary).
10. Give trainees some time to get started and then walk round and check with each team/individual that they know what to do.
11. Warn everyone when the deadline is approaching (or half way through).
12. Don't rush instructions, take your time - it will pay off in the end!

Feedback is a power learning activity

Feedback is an especially powerful way to learn. Feedback on learning is effective, if it

- tells the learners why they have achieved and where they need to improve.
- provides specific suggestions about how that improvement might be achieved.
- is detailed, comprehensive, meaningful to the participant, fair, challenging and supportive.

Feedback can - and should - be given in a variety of ways: by the trainer, by peers, by the trainee him/herself. It can be plenary, in pairs, groups or as self-reflection. Self-reflection encourages trainees to take responsibility for their own learning and incorporates self-monitoring (for example using check lists).

Feedback can be 'unstructured', based on agreed criteria or 'quick & dirty' (one tip/one compliment; score (from 1 to 5); indication of whether it was successful or not).

Feedback can be given on the spot, later in the training or after the training. It can be verbal, written or visual (for example: score cards, like/don't like icon).

What you choose will depend on the type of feedback required, number of trainees and time available.

Remember it is as valuable to give as it is to get feedback on the learning process. For example:

- What did you find more difficult than expected?
- As an end product what are your thoughts? (for example: was the activity interactive?)
- What have you learned?
- What do you find easy about learning to...?
- How would you do things differently next time?
- What did you find difficult while you were learning to...?
- What helped you when... got difficult?
- Tells the learners why they have achieved and where they need to improve.
- Provides specific suggestions about how that improvement might be achieved.
- Is detailed, comprehensive, meaningful, fair, challenging or supportive to the participant.

Encourage trainees to find solutions to challenges they faced during an exercise (for example ask: what would you do different next time).

Guidelines for effective giving and receiving feedback

Feedback – both giving and receiving – is one of the most effective ways of learning. One method that works well is ‘the sandwich’: start and end with positive comments, put the more critical ones in the middle.

1. Make feedback interactive

Don't force feedback on someone – offer it and encourage dialogue. You could start off by asking the trainee for their own opinion.

2. Begin with the positive

There is always something positive say. Start by saying what worked well – and why.

3. Be specific

Compliments and criticism are only effective if they are specific. Explain what worked and what didn't work. Say why you liked or didn't like something. Comments such as “I didn't like it” or “it was good” are useless in terms of feedback.

4. Give examples

Give one or two specific examples to make your point... but no more!

5. Offer alternatives

Say what you think might work better. The aim is to help/improve and give advice. Share your own experience: “Something I've found useful is...”

6. Be realistic

Don't expect the impossible! Only comment on things the trainee can do something about.

7. Don't keep repeating

Feedback becomes useless after you have mentioned it once or twice.

8. Check your feedback is understood

There is no point giving feedback if it is not understood, so ask if it is understood.

9. Be open to feedback

Feedback is a powerful way to learn, also for trainers! Ask for feedback from your trainees.

10. Feedback does not have to be accepted

No-one has to agree with feedback. But everyone should listen to feedback with an open mind and consider its value.

Explain this to your trainees.

Is feedback a personal opinion? To some extent, but it is important that feedback is based on objective criteria.

Training Final Checklist

Pre-Training

- Do you have a comprehensive briefing from training organiser?
- Make contract with training organizer.
- Are training goals (learning outcomes) clear?

Training Design

- Do you have a balance between time versus content?
- Do you have a balance between theory + practice?
- Do you cover knowledge, skills & motivation/attitudes?
- Do you have suitable + varied + fun learning activities?
- Do you have enough breaks?
- Do you have enough info on trainees?
- Have handouts, PowerPoint presentations and other training materials been prepared?
- Check availability of necessary resources and equipment.
- Check training room, logistics & facilities (security).
- Do you have contact details of organizer?
- Discuss plans for follow-up training with organizer.

During Training

- Have you communicated goals to trainees?
- Are you building rapport/trust with the group?
- Is everyone participating?
- Are your instructions clear?
- Is your feedback constructive?
- Are you evaluating regularly and responding to needs?
- Are you checking that everyone is learning?

Conclusion - Design for Activity

A RNTC active training programme is characterized by **activity, variety and participation**. Eight qualities set it apart from other program designs.

1. Moderate level of content

In designing training programmes, too often the tendency is to cover too much, or more precisely, practically everything. You may fail to realise, though, that participants will forget far more than that they will ever learn. The best approach is to be selective, choosing the ‘need to know’ before the ‘nice to know’. Active learning concentrate on critical learning areas; those elements of the subject that provide the essential basis for building on later.

2. Balance between knowledge, skills and attitudes

Active training involves a three-pronged approach; fostering attitudes, developing and practising skills, and promoting understanding of concepts and models behind the subject. Although some training programmes tend to focus on one of these areas to the exclusion of others, you want participants not only to know about something, but also to be able to do it. Furthermore, you want them to look at themselves in relation to what you are teaching and to consider how it works for them.

3. Variety of learning activities

A variety of learning activities keeps interest alive and can help minimize the downtimes when energy levels are low. Serving different learning styles is likely to be more effective than a single approach that may work for some but not for others. Time allocations, group formats, and the physical setting can also be varied to heighten the training experience.

4. Opportunities for group participation

Involving the group moves the training from passive to active. Group activity engages participants in the learning process and makes them working partners with the trainer. Lecturing is held to a minimum as highly participatory methods like role-playing, simulated exercises, and case discussions are featured.

5. Utilization of participants' expertise

Each participant in a training programme brings relevant experiences to the classroom. Use these! It will make them feel respected, and their experiences can help you to put your ‘theories’ into a practical light.

6. Recycling of earlier learned concepts and skills

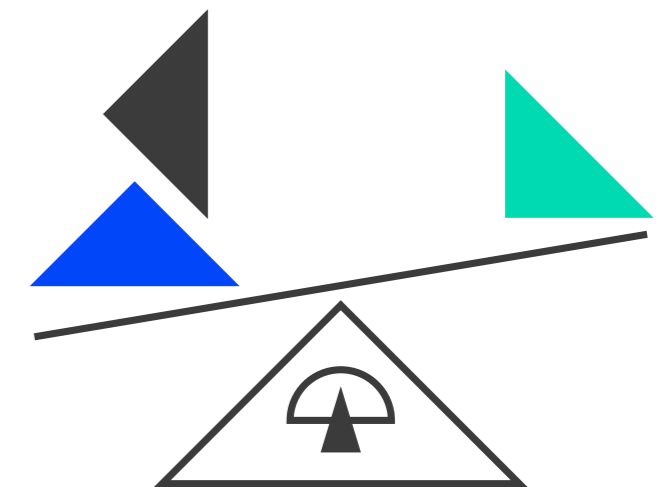
Programmes that feature active training have designs that are continually referring back to and incorporating earlier skills and concepts. Participants get the chance to review what they have already learned and apply it to more challenging tasks. Key concepts and skills get re-introduced as the programme becomes more advanced.

7. Real-life problem solving

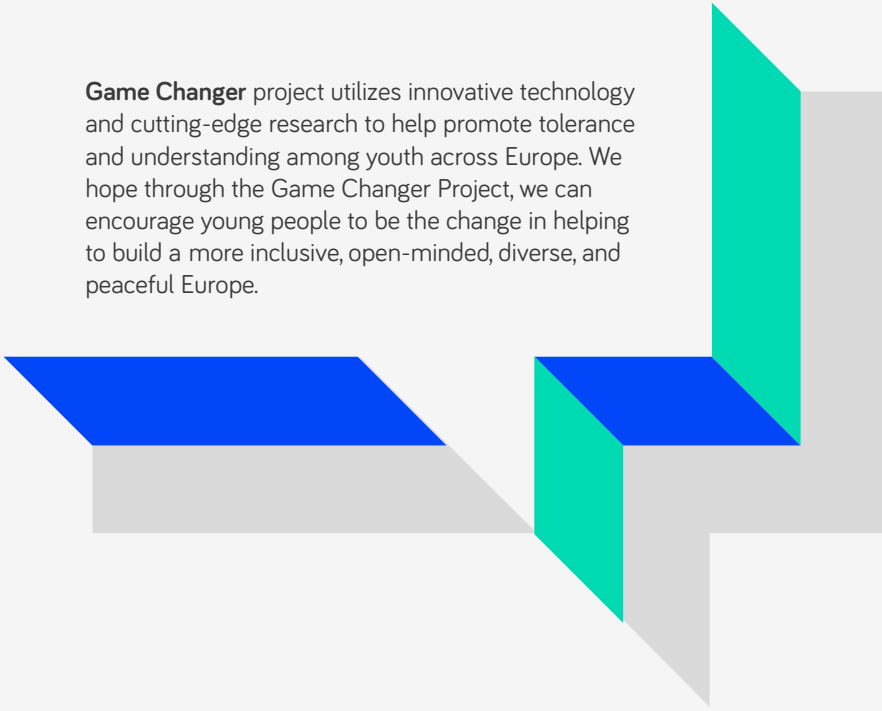
Active training designs emphasise the real world. Opportunities are set up for the participants to utilize course content to address and solve actual problems they are currently experiencing. Application is not only something that happens after training; it is a major focus during training.

8. Allowance for future planning

At the conclusion of any training programme, participants will naturally ask, ‘now what?’ An active training design ends with consideration of the next steps participants will take and the obstacles they will face as they implement new ideas and skills.



Game Changer project utilizes innovative technology and cutting-edge research to help promote tolerance and understanding among youth across Europe. We hope through the Game Changer Project, we can encourage young people to be the change in helping to build a more inclusive, open-minded, diverse, and peaceful Europe.



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EXPLOREIT

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