



Co-funded by the
Erasmus+ Programme
of the European Union

Project

Girls Lead: Supporting young women into finding their place as social entrepreneurs and in taking on leadership roles in early life



GirlsLead

INSTRUCTO GUIDE

for Girls' Leadership Support Training Program

Project Ref: 2018-UK01-KA205-047767.

This project has been cofounded with the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Preparing for Training

Prepare the meeting room early, advise attendees of the **location**, and provide maps to it if necessary. **Confirm the number** of attendees.

Assemble your materials and supporting documentation.

If the presentation is complex, **have a package of information prepared for each participant**. Distribute these packages in advance for everyone to review prior to the session.

Do a **dry run to test the materials and your self-confidence**. Imagine the audience in front of you. Gauge their reaction. Consider video- taping your practice session so that you can refine it as may be appropriate.

Review your objectives to make sure they are in line with what you intend to deliver. Better still, make sure that what you intend to deliver is directly related to the objectives.

Assemble a backup emergency kit of markers, masking tape, name cards, pencils, pens, and spare bulbs for equipment.

Meet with some attendees beforehand to gauge their enthusiasm for the upcoming training or their concerns. If you detect any resistance, give them an opportunity to vent by:

- Listening
- Showing empathy
- Offering to address their concern if at all possible
- Learn as much as you can about the training audience: their skill levels, demographics, and prior training experiences.

Test-drive the projector and room lighting.

Review the evaluations from other groups to whom you've given the course. Determine which topics generated the least interest or most confusion, and analyze why.

Talk with the participants to find out as much as you can about their learning styles, communication styles, and general enthusiasm about training.

Give the participants to complete the prepared GirlsLead Pre-assessment tool before the training in order to collect more information about their expectations and the experience in the subject matter.

Arrive at the session as early as possible to mingle with the group, and get a sense about their enthusiasm for the subject matter.

Practice writing on flip chart paper before the workshop. You may want to draw lines on the paper (lightly, in pencil) to help you. As well, many of the flip charts can be prepared ahead of time.

For an extra touch, include sheets with the words Courtesy, Participation, and Confidentiality written on them and post them around the room. You might also want to add the words Exercises, Role Play, Learning, and Fun.

Use of interactive methods and techniques during training

Icebreakers

The use of icebreakers is a great way to get session off and running with everyone and receptive to the process. They help people relax and loose inhibitions that might prevent them from participating through questions, discussions, and experiential exercises. Here you can find some ideas to do it right.

Not all icebreakers work. Some might bomb and cast a shadow on the rest of your training day. To avoid an exercise that increases tension and apprehension, consider the following:

- Don't do anything that would cause you discomfort or annoyance if *you* were a participant.
- **Adjust the length** of the icebreaker to suit the length of the session.
- A more extensive icebreaker would work for a workshop that lasts two to five days, whereas a quick exercise (of two to five minutes) would be appropriate for a session of one day or less.
- **Know your audience.** Not everyone is ready to do something a little silly early on in the workshop.
- People who know each other may find some exercises redundant.
- A mixed audience of people would benefit more from getting to know more about each other.

Examples of some low-risk icebreakers include:

- Having people introduce themselves
- Creating two-person teams and asking the partners to introduce the other by name, job, learning objectives, and something unusual about the person
- Having people describe their most unusual training experience
- Adding up the total years of experience of all the participants, a great way to point out the opportunity to learn from each other

More adventurous and time-consuming icebreakers include:

- A team simulation that shows the value of working together.
- A scavenger hunt in which people are given a list of unusual statements about people. They then need to approach most people in the room to match the statement—for example, “has seven kids and eight cats”—with the person. To encourage mixing, a prize can be awarded to the first person to complete the exercise.

Videos: Using Them to Their Best Advantage

Video can be a wonderful tool to use in teaching, but its value and effectiveness can be diminished by incorrect use.

Instead of showing videos in their entirety, show clips. Pick a scene to model a behavior or its opposite. Ask people what they liked or how they might do things differently.

Develop a case study, and use a clip to illustrate one aspect.

Make videos available to people afterward in the resource library, should they want to review the materials, show them to colleagues, or see the entire program.

Determine the appropriate use for the video:

- What am I trying to achieve through showing this video? What are the desired learning outcomes?
- Where might this video best be placed?
 - To initiate discussion?
 - To summarize learning?
 - As part of a case study?
- Integrate the video into the training design.
- Where appropriate, set out the desired learning outcomes in advance of viewing the video.
- Design questions related to the video, for response by individuals or teams.

Always remember to:

- View the video in advance of the program to ensure your own thorough knowledge of its key points.
- Check video clarity, color, and sound just before the workshop.
- Beware of videos where fashions or verbal expressions are considerably out of date; trainees will be easily distracted by these discrepancies.

When considering renting or purchasing a video, keep in mind:

- There are excellent previewing services available. Use them rather than relying on catalog summaries.
- Look in your local library for low-cost alternatives for borrowing.
- Send out an SOS to your colleagues asking whether there are any good videos available on a specific topic. Many managers have a wide selection of videos sitting unused in cabinets.
- Other organizations you deal with may have good videos that you can borrow in exchange for some other service.
- Do your math when deciding to rent or buy. If you intend to use the video for several sessions, it is usually more cost-effective to buy it outright.

Games, activities and exercises

- Games are used often in training session to **demonstrate specific teaching principles** through participative and nonthreatening exercises. Games work best when they use techniques and tools that are not related to the participants environment.
- There are many games available in packaged formats and in specialized training guides. In selecting or designing games, ensure that any game is consistent with adult learning principles. **The games must be interesting, challenging, and not embarrassing for the participants.** The game should continue for as long as it takes to ensure that participants have learned from it.
- Games should **encourage healthy and humorous competition**, which should acknowledge winners but never denigrate losers.
- Target games to the maturity and comfort level of the participants (**not everyone likes to be blindfolded**).
- Games should be directly related to a specific teaching principle in the curriculum rather than to generic principles or observations.
- **Ensure that the game is reasonably novel for the participants.** For example, many people have already been through simulated survival exercises.
- **The intended outcomes or conclusions should not be predictable** or obvious from the outset (for example, that ten hands work faster than two hands).
- If the group is being divided into teams, **make sure that the teams are small enough so all members can participate.**
- **Instructions should be clearly** stated or written. Constant requests for clarification detract from the energy of the learning opportunities.
- The learning observations should refer to the process as well as the outcome.
- **Allow ample time for debriefing** the learning outcomes.

- Ensure that the time allotted for the game is adequate; otherwise, clock watching will compromise the learning.

Presentations

Projecting images from your laptop has become the preferred method of trainers when sharing informations. As training becomes more high tech, there is a danger of overdazzling an audience instead of connecting with them. Remember: Your slides are meant to complement your voice and animation, not replace it.

The following tips can enhance your message by using presentations:

- For the most part, **keep your slides consistent**—changing them each time to different animations will detract from the message and have people focusing on the technology instead. Most software programs have the ability to add many sounds, but few have any relevance to the message. Cars screeching, guns blazing, and bells ringing may be appropriate perhaps once a day, and then only for very special reasons.
- **Ensure that your pictures complement the message.** Avoid using common stock people. Instead, look to the Internet for new clips that enhance the message.
- **Maintain the 5 & 5 rule**—no more than five sentences (short) and five words per line. Less is better.
- **Get yourself a remote control** so that you can walk around the room without needing to stand at the computer and press keys for the next slide.
- **Design slides to be pleasant to see and easy to read.** Use dark writing on a white background or light (white or yellow) writing on a dark background—both work well. With beautiful colors and scenic backgrounds, make a choice that complements your message.
- **Ensure that your slides are compatible with your workbook.** If the sequence is different, the participants will be confused.
- **Make sure that your LCD projector is powerful enough** to project a clear picture, particularly in a light room.
- When you are not using the projector, turn it off. This way people will be looking at you and not the screen.
- **Never read your presentation off the screen.** In fact, never read the lines on your slides! Your audience is literate and capable of doing so. Instead, before a new slide is shown, provide an introductory comment to it such as “Now I’m going to show you the four most important ideas . . .” Then, after the slide is projected, and people have had a chance to read the ideas, ask questions that will challenge them to understand the ideas. You could, for example, ask “Which do you think is the best idea?” or “Which tip would work best for you?”
- **Use the feature that displays one line at time sparingly.** Use it only for key slides where each line is important and you want to discuss the lines one at a time. Doing this too often allows you too much control and leaves the audience with a sense of powerlessness.
- Where possible, use your computer to project video. The impact is greater because of the large screen.

Post-Course Evaluation

The post-course evaluation is a customer satisfaction tool that should measure the following course elements:

- Meeting trainees' expectations
- Timeliness of the course
- Length of the course
- Organization and flow of lessons and materials
- Facilitation effectiveness
- Immediate learning outcomes
- Facility, location, and comfort of the room
- Quality of materials (for example, binders, handouts, or videos)
- Pacing
- Relevance of the lesson
- Ability to use the skills
- Suggestions about training material
- Suggestions about trainer style
- Most relevant and least relevant lessons
- Food and accommodations

In the GirlsLead Training kit is provided also a Post-Assessment tool. Its aim is to measure the extent to which trainees have increased their knowledge of leadership and whether this training has helped them feel better prepared for their role as future leaders.

Top 10 Tips for Trainers

1. Stick to an agenda.
2. Focus on the learning objectives.
3. Train adults as adults.
4. Ensure equal participation.
5. Deal with dysfunctional behavior.
6. Give your best.
7. People have high expectations for training delivery.
8. Review the agenda.
9. Listen to the trainees.
10. Provide a safe environment.
11. Have fun.