



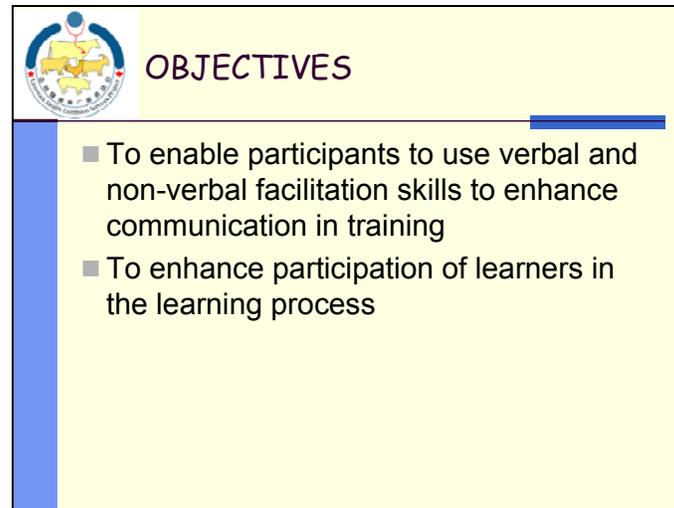
### **Introduce the Module**

Training aids enhance the learning process by engaging the learner's senses - training aids are the finishing touches; the spark that can ignite the learning process.

In the first session of this course, we discussed some basic learning principles, one of them being the need to appeal to as many senses as possible.

Training aids are a very effective way to do just that.

Using different training aids meets another learning principle, the need for variety.



**OBJECTIVES**

- To enable participants to use verbal and non-verbal facilitation skills to enhance communication in training
- To enhance participation of learners in the learning process

**Not animated - objectives of the Module**

**ASK?** Would someone volunteer to read the objectives on the slide?

Thank the volunteer.

Module 3 is titled *Training Aids*. This module is divided into three sessions and will take about two hours to complete.

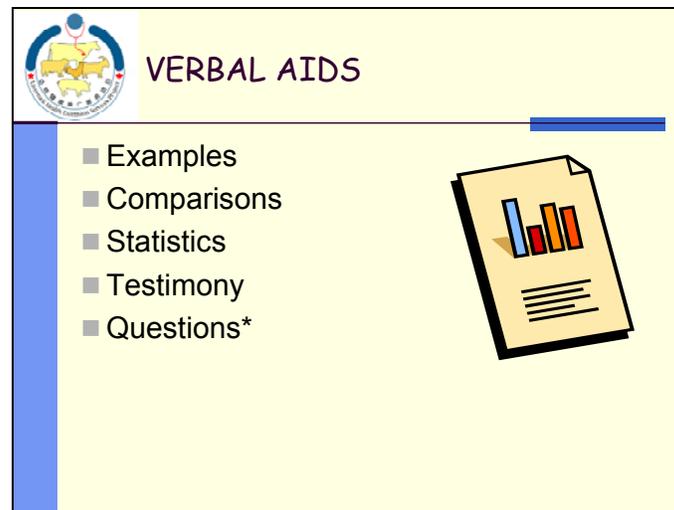
At the end of the session, participants will have a better understanding of the different training aids that instructors can use to develop participatory training sessions. These include:

- ◆ Verbal Aids
- ◆ Visual Aids
- ◆ The Instructor

Lastly, we will summarize how different training aids encourage participatory learning.

**Introduce the session**

Verbal aids are considered oral support - let's take a look at what we mean.



**Animated slide - picture first, 5 verbal aids.**

An instructor can enhance learning with a variety of verbal training aids - even the most difficult subjects can be made clear and interesting with some simple tools.

**ASK?** What do we mean by oral support?

**ASK?** Can you think of some oral support that we have used?

◆ Baseline survey results, pTNA results

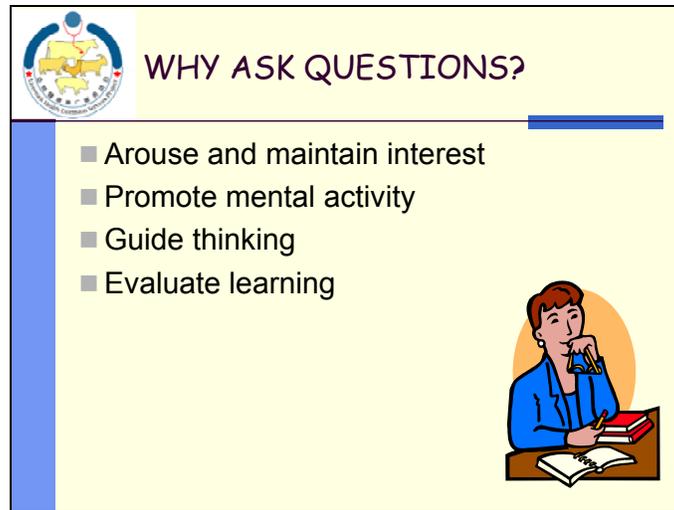
**Present slide** - and present actual samples

After developing your lesson plans, try to include oral support as listed in the slide.

They facilitate oral learning and also create visual images and pictures for learners.

Good use of training aids makes the difference between a dull, difficult session and one that is interesting, logical and clear.

This session will concentrate on the most obvious oral support used by instructors - using questions.



**Animated slide - picture first, 4 reasons.**

**ASK?** Why would the trainer ask questions?

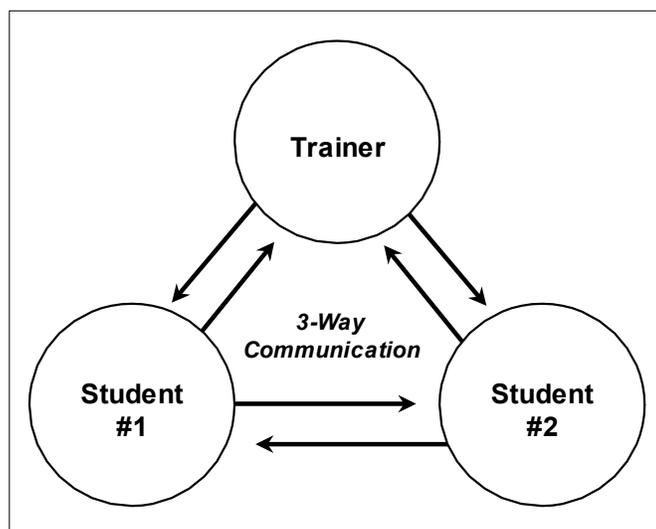
**Present slide -** questions enhance participation.

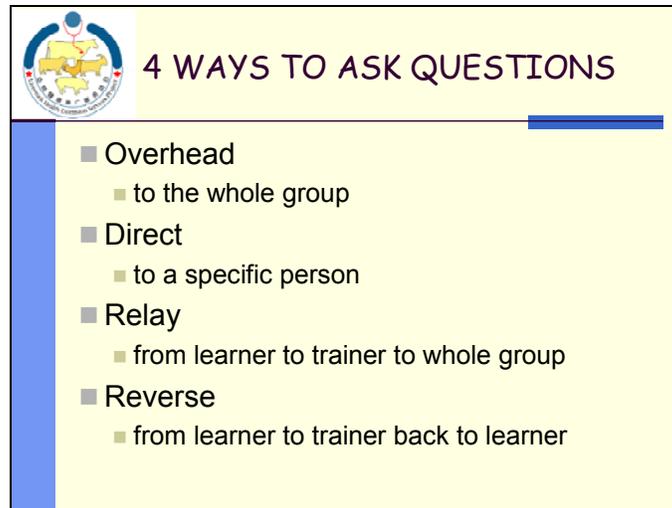
During most lessons, it is important to have interactions among all parties in the classroom.

**ASK?** How can we achieve this communication in a training session?

Using the flip chart or black/whiteboard, illustrate using the following diagram that communication is achieved thru effective questioning:

- ◆ From trainer to group
- ◆ Group to trainer
- ◆ Participant to participant





**4 WAYS TO ASK QUESTIONS**

- Overhead
  - to the whole group
- Direct
  - to a specific person
- Relay
  - from learner to trainer to whole group
- Reverse
  - from learner to trainer back to learner

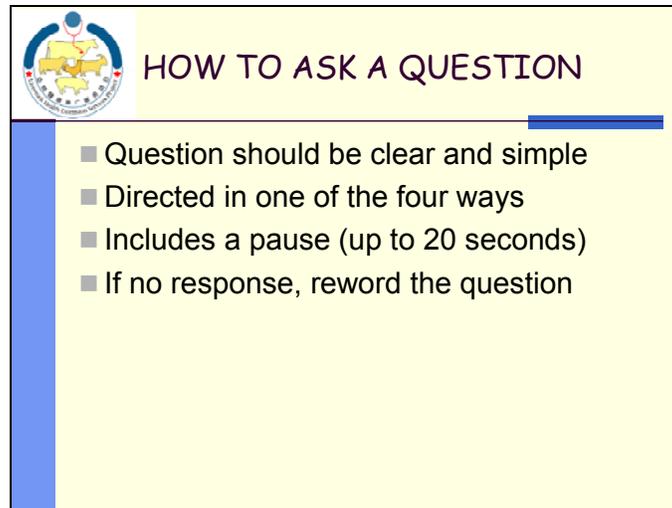
**Animated slide - title, then 4 ways to ask questions.**

**ASK?** What are the 2 main types of questions?

1. Memory - ask the learner to remember and repeat information previously covered.
2. Reasoning - requires the learner to apply newly acquired knowledge and skills to new situations.

**Using the diagram** from slide 4, illustrate how questions are directed:

- ◆ Overhead - directed to group in general which makes everyone think of a possible answer.
- ◆ Direct - directed to a specific person allowing the others to relax and wait for someone else to answer.
- ◆ Relay - when the learner asks the trainer and the trainer then asks the group which promotes group participation.
- ◆ Reverse - when the learner asks the trainer and the trainer directs it back to the learner which requires the learner to reason out the answer.



The slide features a yellow background with a blue vertical bar on the left and a blue horizontal bar at the top. In the top left corner, there is a circular logo with a globe and text. The title 'HOW TO ASK A QUESTION' is written in purple. Below the title, there is a list of four bullet points, each preceded by a grey square.

### HOW TO ASK A QUESTION

- Question should be clear and simple
- Directed in one of the four ways
- Includes a pause (up to 20 seconds)
- If no response, reword the question

**Animated** - title, then four points at once

**ASK?** What is the proper way to ask a question?

**Present slide** - provide explanation as below.

There is a specific way to ask a question. The steps are:

1. Ask the whole class in an overhead fashion - the question should be simple and clear;
2. Pause so everyone has time to think (10 - 20 seconds);
3. If no one volunteers, try rewording the question;
4. If no one volunteers an answer, ask someone by name;
5. If that person cannot answer, ask the group to help them out;
6. Ask the group if it agrees or disagrees with the answer given;
7. If the group appears to agree and the answer is correct, confirm it. If everyone does not agree, get the objectors to discuss and justify their opinions. Then re-state the correct answer and explain it; and
8. When someone answers a question, avoid repeating the answer to eliminate unnecessary repetition unless the speaker was not heard by the whole group or response needs to be rephrased for clarification.



### TIPS ON QUESTIONING

- Ask frequent questions rather than explaining everything
- Never put down an answer
- Praise successes and attempts
- Do not attempt to ridicule learners with questions they cannot answer!

**Not animated - four tips**

#### **Handout 3-1: Questioning Techniques**

Tips on questioning techniques:

- ◆ Ask frequent questions, rather than explaining everything;
- ◆ Usually, ask a general question first before naming an individual to answer;
- ◆ Occasionally, direct a question to someone in order to attract his/her attention or to include this individual in the group;
- ◆ Never put down any answer (watch your body language);
- ◆ If someone cannot answer the first question, try again later with another question that they are likely to answer successfully; and
- ◆ Whenever possible, reply to a learner's questions with another leading question back to the questioner or turn to the whole class for an answer (3-way communication - refer back to diagram).

### 3-1: QUESTIONING TECHNIQUES

Questioning is one of the keys to good instruction. There are two types:

**\*Memory**

**\*Reasoning**

1. **Memory:** These types of questions ask the trainee to remember and repeat information covered previously. They are most effective for reviewing facts. They do not promote thought.
2. **Reasoning:** These types of questions require trainee to apply newly acquired knowledge and skills to new situation. They are effective for advancing knowledge and getting participation.

#### **Four Directions for Questions:**

1. *Overhead* - is directed towards the group in general.
2. *Direct* - is directed to a specific person; it can be intimidating.
3. *Relay* - occurs when the trainee asks you, and you ask the group.
4. *Reverse* - occurs when the trainee asks you, and you ask the trainee.

#### **How to ask a question:**

1. Ask it.
2. Pause so everyone has time to think.
3. If no one volunteers an answer, ask someone by name.
4. Ask the group if it agrees or disagrees with the answer given.
5. If the group appears to agree and the answer is correct, confirm it. If the group doesn't agree, get them to discuss and justify their opinions. Then state the correct answer and explain it.
6. When someone answers a question, avoid repeating the answer. This eliminates unnecessary repetition.



## PARTICIPANT INVOLVEMENT

- Volunteers demonstrate to the group
- Volunteer to record class answers
- Small group discussion
- Assign topics or field projects
- Ask questions
- Ask participants to share experiences

**Animated slide - title, then 6 points.**

It is important to get the learners involved in the learning process.

**ASK?** How could you involve participants in the learning process?

**Present slide** - there are several ways to do this.

**ASK?** How does questioning encourage better learning?

◆ Review the diagram discussed in slide 4 on 3-way communication.

We can see how effective questioning techniques might encourage better learning by encouraging the participants to be involved.

Allow for and encourage humour, examples, experiences to be shared with group.



## MANAGING GROUPS

- Good lead-in (objective)
- Definite time frame
- Designated recorder
- Balanced participation
- On track
- Objectives met
- Summary



**Animated slide - title, then 7 points.**

Another verbal aid is a group discussion.

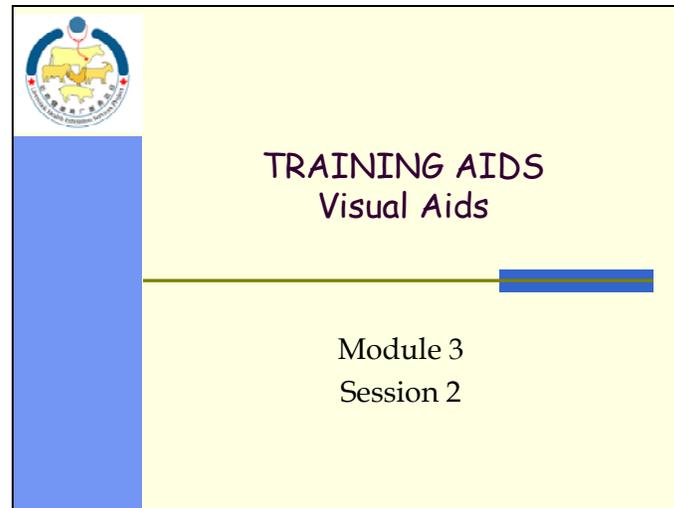
Group discussions can be an effective way of encouraging participation.

They allow individuals to express opinions, ask questions and generate their own answers in ways that do not occur during lectures.

However, discussions can also be misused and ineffective if not carefully planned and controlled.

**ASK?** What are the characteristics of an effective group discussion?

- ◆ Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.
- ◆ Then **present slide** - as you present each point, link to those on the flip chart by using numbers 1, 2, 3, etc or different coloured marking pens to tick each one off.
- ◆ Ask for clarification if suggestions from participants do not fit in one of the 7 points.



### **Introduce the session and link to previous**

In the previous session we learned that a successful presentation should be entertaining. One method is to use visual aids. As we know, adding another 'sense' such as seeing will improve the learning experience.

Visual aids have long been appreciated as an important tool in the learning process.

What we see has a powerful impact on us.

Consequently, visual aids should be chosen with care, or instead of supporting and emphasizing learning, they will distract the learner.

In this session we will develop a list of visual aids and discuss their advantages and disadvantages.

In particular, we need to understand what visual aids can best be used in our own training situation.

In many cases, in China, electricity is a problem so many visual aids may not be appropriate.

Also, in many areas, a blackboard is the only aid we may have access to.



## VISUAL AID GUIDELINES

- Must support a specific training point
- Must be simple
- Must be visible to the entire group



**Animated slide - picture first, 3 points.**

Audio-visual aids can be central to a presentation, since they are often able to illustrate difficult concepts more easily than words.

Always ask yourself if using AV aids will contribute to your presentation, and never be tempted to use them unnecessarily.

**ASK?** What types of visual aids are you currently using or familiar with?

Write on flip chart and add any that may be missed.

Divide participants into 3 or 4 groups depending on the number of visual aids listed.

Ask each group to identify the advantages and disadvantages of one assigned visual aid.

They will have approximately 10 minutes.

Ask each group to name one individual to report back using a flipchart.

Most likely visual aids will be a blackboard, whiteboard, hand-outs, overhead projector and video.

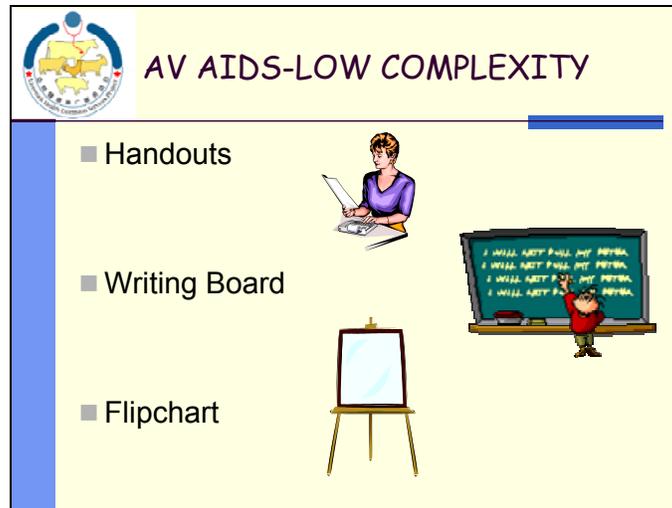
**Handout 3-2: Training Aids - Advantages and Disadvantages**

### 3-2: Training Aids - Advantages and Disadvantages

Training Aid	Advantages	Disadvantages
<b><i>Chalkboard</i></b>	<ul style="list-style-type: none"> <li>▪ Large, easy to see</li> <li>Suits informal sketches and progressive buildup of diagrams or information</li> <li>▪ Easily cleaned and infinitely reusable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Messy</li> <li>▪ Requires turning away from the group</li> <li>▪ Writing or drawing during a presentation uses up student attention span time - must prepare ahead</li> </ul>
<b><i>Whiteboard</i></b>	<ul style="list-style-type: none"> <li>▪ Same as for chalkboards</li> <li>▪ Steel-backed, permits the use of magnetic diagrams or charts</li> <li>▪ Portable</li> <li>▪ Can have flipchart pad holding capability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Same as for chalkboard</li> <li>▪ Requires special felt-tipped pens</li> <li>▪ May stain if not cleaned promptly and properly</li> </ul>
<b><i>Flipchart</i></b>	<ul style="list-style-type: none"> <li>▪ Permits per-preparation of notes and diagrams before the class</li> <li>▪ Permits progressive revelation</li> <li>▪ Acts as a "memory jogger" for instructor</li> <li>▪ Information can be retained for later reference</li> <li>▪ Portable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing and sketching ability must be legible</li> <li>▪ Limited size</li> <li>▪ Some types bleed through to the page beneath</li> </ul>
<b><i>Slide Projector (and sound/slide)</i></b>	<ul style="list-style-type: none"> <li>▪ Bring outside world into the classroom</li> <li>▪ Fine details may be shown in extreme close-up and in color</li> <li>▪ Provides repeatable and uniform presentation</li> <li>▪ Provides a new voice and a change of pace from the instructor</li> <li>▪ Reasonably inexpensive equipment</li> <li>Multi-projector shows permit fading and superimposing of pictures for good pacing and dramatic effect</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires room darkening and re-brightening</li> <li>▪ Requires screen setup, equipment setup and focusing</li> <li>▪ Slides are easy to damage, lose or mix up</li> <li>▪ Projector bulbs burn out</li> <li>▪ No motion</li> <li>▪ Usually depends on outside developing and copying source</li> </ul>

Training Aid	Advantages	Disadvantages
<b>Movie Projector</b>	<ul style="list-style-type: none"> <li>▪ Same as for slide/sound projectors</li> <li>▪ Picture has motion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Same as for slide projectors</li> <li>▪ Rented films must be ordered and returned</li> <li>▪ Films must be rewound</li> <li>▪ Films may break during presentation</li> <li>▪ Sound frequently poor</li> <li>▪ Difficult to leave out irrelevant portions of the content</li> </ul>
<b>Video</b>	<ul style="list-style-type: none"> <li>▪ Video cassettes convenience, easy to use and copies can be made</li> <li>▪ Taped lessons are shorter than 'live' lessons</li> <li>▪ Uniform presentation and content</li> <li>▪ Leaves instructor free for other tasks</li> <li>▪ Easily scheduled to fit into trainee's individual timetable, location and learning speed</li> <li>▪ Can be combined with workbooks</li> <li>▪ Tapes can be produced entirely in-house</li> <li>▪ Tape stock is re-usable</li> </ul>	<ul style="list-style-type: none"> <li>▪ High initial equipment cost</li> <li>▪ Rented video tapes must be ordered and returned</li> <li>▪ In-house production can be time-consuming</li> </ul>
<b>Overhead Projector</b>	<ul style="list-style-type: none"> <li>▪ Transparencies keep the presentation on track</li> <li>▪ Previously prepared diagrams</li> <li>▪ Transparencies are durable, compact and reusable</li> <li>▪ Transparencies are simple and cheap to prepare</li> <li>▪ Can be used in a lighted room</li> <li>▪ Information shown large and clear</li> <li>▪ Information can be revealed progressively</li> <li>▪ Transparencies can be photocopied easily for handouts</li> <li>▪ Instructor faces the class at all times</li> <li>▪ Instructor can quickly review the planned lesson before presentation</li> <li>▪ Key phrases, questions, statistics and teaching points may be written on the transparency frames as "memory joggers"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projector is noisy</li> <li>▪ Projector screen can be awkward to set up</li> <li>▪ Bulbs burn out</li> </ul>

Training Aid	Advantages	Disadvantages
<i>Samples and Models</i>	<ul style="list-style-type: none"> <li>▪ Simplify description</li> <li>▪ Bring in real world</li> <li>▪ Establish "scale" of objects</li> <li>▪ Allow hands-on learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design and construction are time-consuming</li> <li>▪ Can be expensive</li> <li>▪ Must be stored and transported</li> <li>▪ Become obsolete</li> </ul>
<i>Handouts</i>	<ul style="list-style-type: none"> <li>▪ Can be combined with workbooks</li> <li>▪ Participants can keep them for future reference</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must be prepared and reproduced in advance</li> <li>▪ Reading material may be too time-consuming</li> <li>▪ May distract</li> <li>▪ Must be distributed</li> </ul>



### Animated slide - three types of low complexity aids

The advantage of these low complexity aids lies in their simplicity; also, no power supply is needed for them to work.

Information can be prepared in advance, leaving little to set up on the day.

#### Handouts

- ◆ Distribute these before giving your presentation, preferably during a break.
- ◆ Make sure that you give the handouts a purpose by referring to them during your presentation.

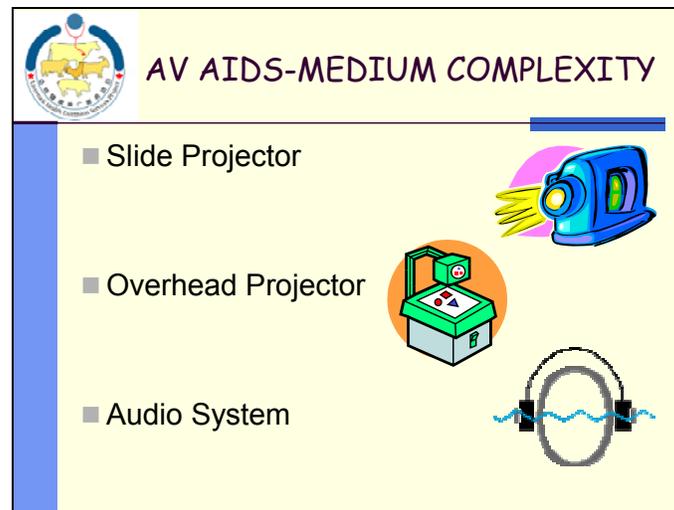
#### Writing Board

- ◆ Use a writing board to illustrate your points in an informal presentation to a small audience.
- ◆ Make sure that your writing is legible to the people sitting at the back of the audience.

#### Flip Chart

- ◆ Prepare any number of sheets in advance, using charts and diagrams to highlight your arguments.
- ◆ Emphasize key points with color, and ensure that the flip chart can be seen by everyone in the audience.

Handouts can be prepared for any size of audience, but boards and flip charts need to be visible and are best for small audiences.



### Animated slide - three types of medium complexity aids

This group contains some of the most commonly used AV aids, which achieve good effects without involving too much technical hardware.

The aids themselves need setting up on the day of your presentation, but the information and any slides used in conjunction with them can be prepared in advance.

#### Slide Projector

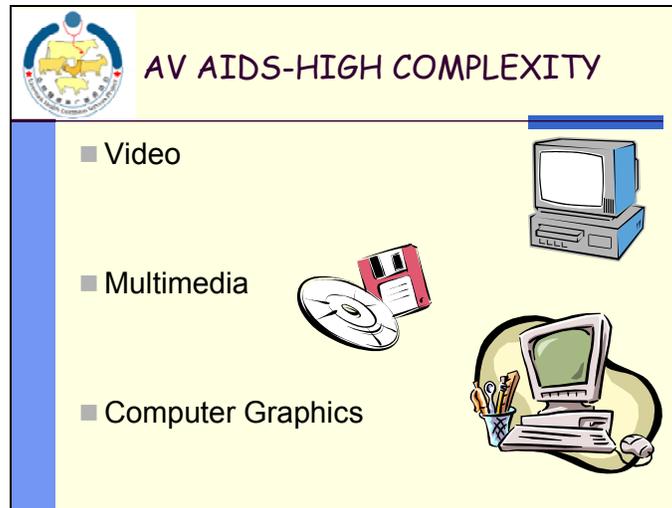
- ◆ Arrange the slides you need to illustrate your arguments in a carousel prior to your speech.
- ◆ Practice operating the projector before you give your presentation.

#### Overhead Projector

- ◆ This is the best way of presenting charts and tables.
- ◆ Use a pointer to draw attention to particular graphs or numbers without obscuring the audience's view of the image.

#### Audio System

- ◆ An audio system with headphones is vital if you need to provide simultaneous translation facilities.
- ◆ A microphone, amplifier, and speakers are also handy for large audience.



### **Animated slide - three types of low complexity aids**

These aids involve the very highest level of technical capability and may require a specialized team to set them up.

The impact achieved using high-complexity AV aids can be stunning and well worth the work, but the more complex the AV aid, the more opportunity there is for breakdown or failure.

#### **Video**

- ◆ Use video to show short live-action images or a taped message from a speaker who is not able to attend the presentation in person.

#### **Multimedia**

- ◆ Use CD-ROM packages with moving images and an audio track on a large monitor with speakers.
- ◆ Alternatively, employ a software engineer to create a package to your specific requirements.

#### **Computer Graphics**

- ◆ Software can be used to display graphs, charts, or three-dimensional images on screen.
- ◆ Moving graphics can be used to show how statistics will change over time.



## PREPARING AV AIDS

- Audiences read on-screen material faster than you can speak it, so do not read it out loud for their benefit.
- While one half of the audience will be looking at your visual materials, the other half will be looking at you. Stand still when you want the audience to concentrate on visual materials.
- If you plan to reuse your AV aids, make sure you arrange to have them gathered up after your presentation.

### **Non-animated slide - three tips for preparing AV aids**

All AV aids require considerable preparation, but whereas a writing board can be set up relatively quickly and then used over again, a multimedia demonstration can take a long time to prepare.

Generally speaking, the higher the complexity of the AV aid, the more preparation is required.

If you do not have the time, the knowledge, or the creative talent to prepare your own AV aids, enlist somebody to do it for you.

Use support staff, a colleague, or an external design agency.

Choose your helpers carefully and present them with a tight brief to prevent any misinterpretation regarding the desired final product.

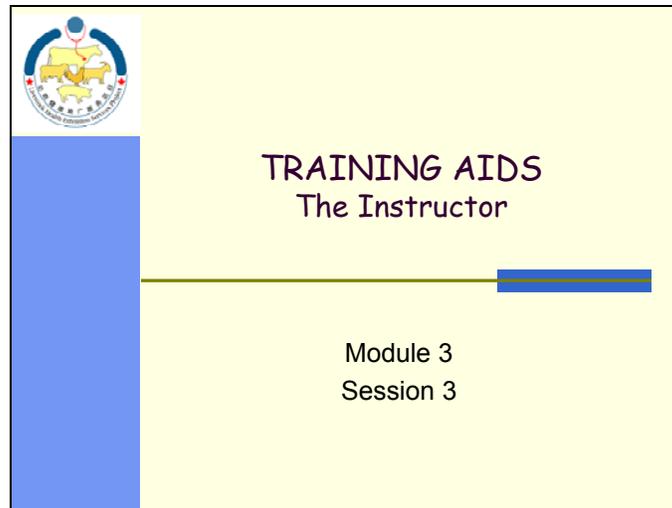
### **Summarize the session:**

**ASK?** Do participants have access to any of these training aids?

Has anyone here ever used any of these aids?

What was the experience like?

Were they comfortable using different types of training aids?



### **Introduce the session and link to previous**

A person is potentially the most powerful training aid, both visually and verbally.

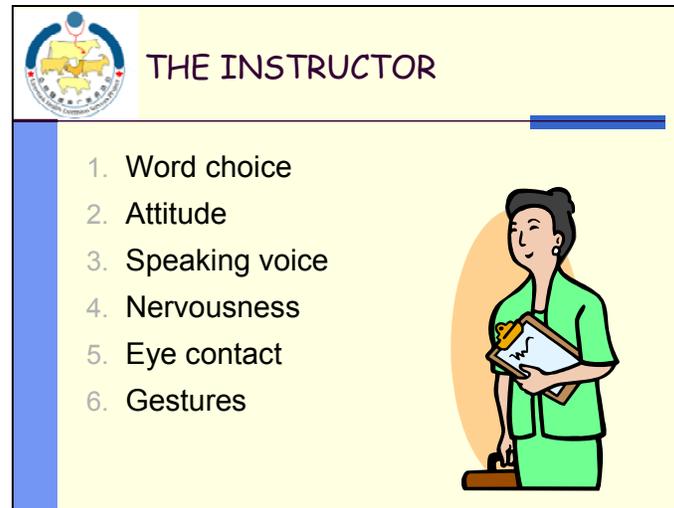
This could be the trainer or a guest speaker.

What the trainer says, how the trainer says it and what the trainer does while speaking, make a large contribution to the effectiveness of an instructional session.

Trainers should think of themselves as one element among many in the training process.

They should invest as much effort in planning their delivery as they do in preparing the other training aids and materials.

When inviting a guest speaker, much thought should be given to the effectiveness of this person with the audience and the content.



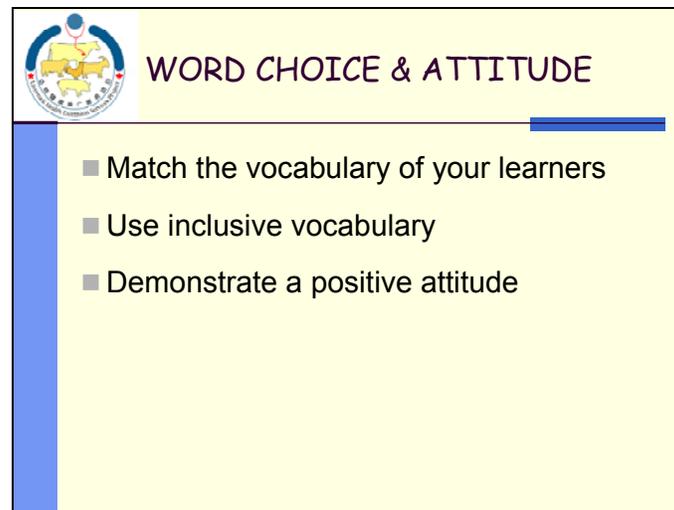
**Animated slide - picture first, then 6 points.**

**ASK?** What are some characteristics of trainers that may enhance their presentations?

- ◆ Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 5 - 10 minutes.
- ◆ As you present each characteristic, link to those on the flip chart using numbers 1, 2, 3, etc. or different coloured marking pens to tick each one off.
- ◆ Ask for clarification if suggestions from participants do not fit in one of the 5 characteristics.

These are the items that we will discuss (expertise is often cited as the #1 characteristic, organization).

Let's look at each one more closely.



**WORD CHOICE & ATTITUDE**

- Match the vocabulary of your learners
- Use inclusive vocabulary
- Demonstrate a positive attitude

**Animated slide - title, then 3 points**

**ASK?** Why is it important to choose your words carefully?

**Present points:**

- ◆ We know that your training plan spells out what to say - but, you must also consider the expression of the session content.
- ◆ For example, you should use the appropriate training level for the audience (vocabulary, sentence structure)
- ◆ Emphasis can be added through repetition and frequent summaries.
- ◆ Word choice will contribute to the unity and coherence of the session material.
- ◆ Most importantly, you, the trainer must project a positive impression in what you choose to say - enthusiasm.
- ◆ Making negative remarks about the "dryness of the subject" or questioning why you were asked to teach the course does not inspire confidence or motivate learners.
- ◆ In fact, instructing with a negative temperament almost guarantees failure from the outset.



**Animated slide - picture first, then 4 points.**

**ASK?** What are some characteristics of your voice that are important?

**Present points on slide as you speak:**

- ◆ **Tone:** Different tones are naturally used when asking a question, expressing doubt, expectancy, or disagreement.
- ◆ **Volume:** Suit the volume of voice to the situation, the size of the classroom and the number of participants. Volume is largely controlled by proper, deep breathing and lifting your chin to project your voice. Notice that the minute you drop your head, your voice trails off.
- ◆ **Pronunciation:** Mumbling does not work. Practice saying each syllable or word distinctly. Tell a story about different dialects in China.
- ◆ **Pace:** The more participants in the course and the more complicated the material, the slower you will have to speak. Injecting strategic pauses is good teaching strategy - people can review what you've just said.

The end result should be a conversational manner where you are explaining something as if in casual conversation



## SPEAKING CONFIDENTLY

- Be introduced properly to the audience.
- Deliver your first few points without referring to notes.
- Try to glance at the whole audience at the start.
- Use tone of voice, pace, and your body language.

### **Animated slide - title, then four points**

The delivery of a presentation has as much impact as the message itself.

### **Present points on slide as you speak:**

- ◆ Make sure that you are introduced properly to the audience.
- ◆ A good introduction will establish your credibility and can provide the audience with a clear expectation of what you are about to tell them.
- ◆ Make sure that your expertise in the subject of the presentation is mentioned if it would be helpful.
- ◆ Start speaking confidently and at natural pace, and try to deliver your first few points without referring to your notes.
- ◆ This will reinforce an air of confidence, openness, and authority and at the same time will enable you to establish eye contact with the audience.
- ◆ Use tone of voice, pace, and your body language to enhance your audience's understanding of what you have to say.

**ASK?** How would you describe a confident speaker?

- ◆ Encourage story telling and discussion.



## NERVOUSNESS

- Normal to feel nervous
- Indicates alertness and commitment
- Nervousness is energy
- Channel the energy into the delivery
- Prepare and practice, practice, practice
- Take deep breaths!

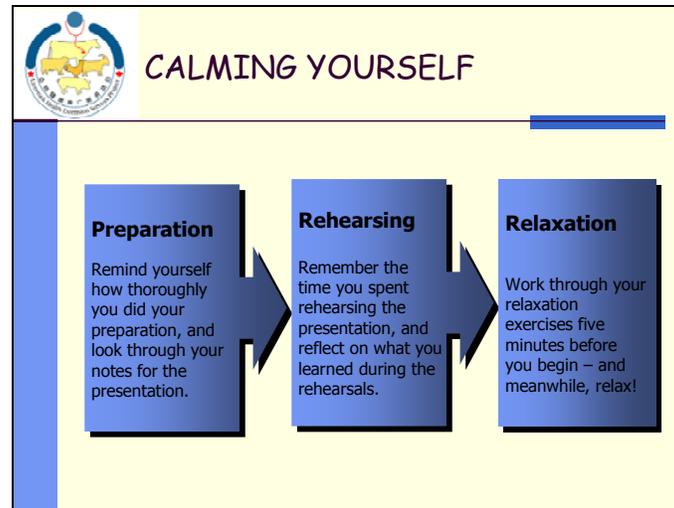
**Animated slide - tile, then six points**

**ASK?** What are some common signs of nervousness?

- ◆ butterflies, dry mouth, sweaty palms, fidgeting (with hair or clothing)

**Present points on slide as you speak:**

- ◆ Most trainers feel self-conscious or nervous in front of a group - that is to be expected and hoped for.
- ◆ It indicates alertness and commitment to the task.
- ◆ Without nervous tension, the instructor's delivery would probably be flat and uninteresting.
- ◆ The challenge is for you to control your nervous energy and channel it into the delivery.
- ◆ Master the content and prepare and practice the lesson to gain poise and control.
- ◆ Taking deep breaths and visualizing success also helps!
- ◆ Remember, the participants are often anxious too (about why they are there, what they will learn, can they learn, etc.)



### Animated slide - tile, then three boxes

One of the chief causes of nerves is the fear that something will go wrong during a presentation.

**ASK?** How can you reduce the chance of nervousness?

### Present three boxes:

- ◆ By reducing the chances of thinking that something will go wrong, you can minimize that fear and your nerves will be calmer. The key is to prepare yourself thoroughly, leaving nothing to chance.
- ◆ Every time you think of something you wish to double-check, write it down.
- ◆ Accustom yourself to using a checklist each time you prepare to make a presentation.
- ◆ To make a strong, effective presentation, you must be relaxed beforehand.
- ◆ Even if you do not feel tense, about 30 minutes before you are due to speak try to find a quiet place to gather your thoughts and relax.

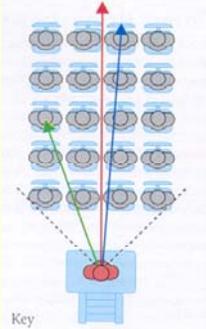


## EYE CONTACT

- Allows you to check on whether or not the participants are following and understanding the course material

Key:

- ..... limit of speaker's sightlines
- Sightline fixed on friendly face in audience
- Sightline fixed on back row of audience
- Sightline fixed on middle distance



Key

### Animated slide - title, diagram, then point

**ASK?** What do we mean by eye contact?

#### Present diagram

- ◆ Maintain eye contact as much as possible throughout the session.
- ◆ Sweep your gaze right across the audience, remembering to engage with the people at the very back and far sides as well as those at the front.

#### Present point:

- ◆ This allows you to check on whether or not the participants are following and understanding the course material.

Following are some suggestions (use diagram)

- ◆ look at the group rather than your lesson plan
- ◆ scan the faces of the whole group
- ◆ avoid looking in only one direction or at certain individuals
- ◆ watch for nods of understanding, frowns showing confusion, glazed eyes, etc

**ASK?** In what situations is it not appropriate to maintain eye contact?

- ◆ possibly in some cultural circumstances such as the Middle East, etc.



## GESTURES

- Incorporate natural gestures into your delivery

**\*Avoid distracting mannerisms like jingling coins in your pocket, clicking a pen, fiddling with your glasses, or playing with your hair**

**Animated slide - one point, then \* avoid distracting mannerisms.**

**Present slide - first point.**

- ◆ Incorporate natural gestures into your delivery.

**ASK?** In your experience as a learner or a trainer, what are some distracting mannerisms or gestures that you can recall?

- ◆ Try to encourage story-telling and sharing of experiences.
- ◆ Try acting some of these out for the class - pushing up your glasses constantly, flipping your hair, playing with clothing, chewing gum, etc.

**Present slide - list of mannerisms and address**

- ◆ Gestures add emphasis and interest, but they should not be so large or repetitive that they distract.
- ◆ All of us have some unique mannerisms that are always there, but some are more distracting than others - identify and modify these ones.
- ◆ Don't worry about them if they are not distracting.



## INDICATING THE END

- Tell the audience how many points you want them to take away with them.
- Make sure you stick to your allocated time.
- Work out which points can be cut if you exceed your allotted time.
- If you forget anything leave it out rather than add it to the end of your session.
- Do not rush off.
- Close with a good, strong summary.

### **Animated slide - title, then six points**

It is vital to have a strong conclusion to your presentation, since this helps form the impression that audience members take away with them.

During the course of your presentation, give the audience verbal signals to indicate how many more points you have to make and when the end of your speech is approaching.

Use phrases such as: "now the third of my four points..." or "and now, to sum up briefly before I answer your questions..."

**ASK?** Why is it important to indicate when your presentation will end?

- ◆ By informing the audience that the end is near, you will be sure of having their full attention before you summarize your main points.
- ◆ It is important that your summary covers all the major points and ideas from your presentation, so that the audience has a final chance to recap on your subject matter.
- ◆ This gives them a chance to consider any questions that they want to ask you.



## TIP FOR THE INSTRUCTOR

- Analyze your presentation style by using a video camera or tape recorder



### **Animated slide - picture first, then text.**

The trainer is the single most important element in course delivery.

In addition to having the subject material and logistics prepared, the trainer must also master the techniques of instruction.

Present picture, then point:

- ◆ Using a video camera is very helpful to monitor progress.

**ASK?** Can you recall what some of the techniques were that we discussed that you could monitor with a video camera?

- ◆ Some of these techniques were voice level, tone and pace, eye contact, gestures and avoidance of distracting mannerisms.
- ◆ Controlling all these variables requires practice and patience
- ◆ Focus on one and work on it until there is improvement before tackling the next one.

**Handout 3-3: Platform Skills** as a checklist of techniques and summary.

This handout will assist in remembering what to look for in your presentation skills.

### 3-3: PLATFORM SKILLS

Techniques for gaining and maintaining attention:

#### 1. Voice - Your Major Tool

- a. Use enough volume, but not too much.
- b. Change the volume and pitch of your voice.
- c. Change the pace, slow down to emphasize crucial or complex material.
- d. Pause and be silent for a few seconds.
- e. Test yourself during the class by using a tape recorder.

#### 2. Other Noises

- a. Tap the table or the board, clap your hands, snap your fingers for emphasis.
- b. If outside noises are distracting, acknowledge the noise and redirect the class's attention by changing the medium or stopping the noise.
- c. Music may be used to signal begin/end of activity and to reduce distractions when small groups are working independently.

#### 3. Stance

- a. Stand in a relaxed, balanced way.
- b. Stand with your feet slightly apart.
- c. Hold your hands at hip level so you can move them easily.
- d. Stand when you want to focus attention on you; sit during discussions, video, presentations by other speakers.

#### 4. Movement

- a. Your movements should focus the class's attention, not distract it.
- b. Move in a relaxed way, avoid pacing.
- c. Use your hands and arms, but not excessively.

- d. Avoid fiddling with things in your hands.
- e. During practice sessions (exercises, small groups, etc.), move around classroom periodically.

## 5. Mannerisms

- a. All of us have some unique mannerisms that are always there.
- b. Some mannerisms are more distracting than others - identify and modify these ones.
- c. Don't worry about them if they are not distracting.

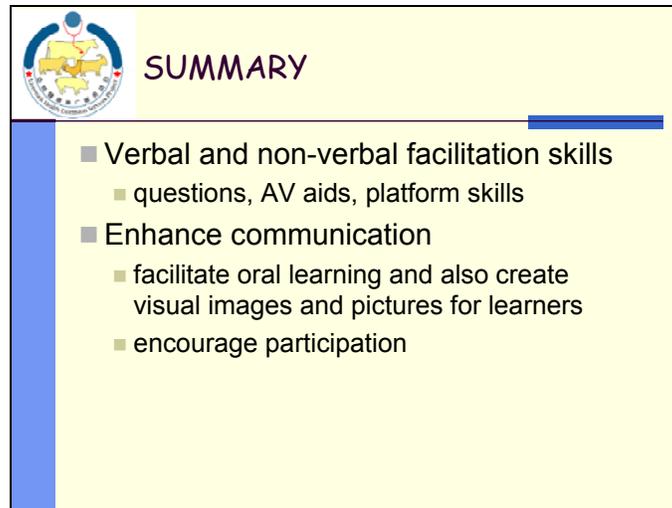
## 6. Eye Contact

- a. Look at the group, rather than your lesson plan.
- b. Scan the faces of the whole group.
- c. Avoid looking in only one direction or at certain individuals.
- d. Watch for nods of understanding, frowns showing confusion, glazed eyes, etc.

## Optimum Attention Span

An adult has an optimum attention span of approximately 15 - 20 minutes. To maintain attention beyond this period change the medium, ask them to stretch, change seats, or change your instructional technique.

After 45 minutes, trainees require a definite change to re-stimulate their interest. It is recommended that you introduce a new topic at this point or make a distinct change in your delivery method such as moving from lecture to a practice session. Each 45 minute segment then becomes a lesson.



The slide features a yellow background with a blue vertical bar on the left and a blue horizontal bar at the top. In the top left corner is the logo of the Department of Health Services, University of the Philippines. The word "SUMMARY" is written in purple at the top center. Below it, two main bullet points are listed in grey, each followed by three sub-bullet points in yellow.

**SUMMARY**

- Verbal and non-verbal facilitation skills
  - questions, AV aids, platform skills
- Enhance communication
  - facilitate oral learning and also create visual images and pictures for learners
  - encourage participation

### **Not animated - summary of Module 3**

**ASK?** Would someone volunteer to summarize this session?

Thank the volunteer.

Present slide - summarize as per the objectives of the session.

**ASK?** What were some of the verbal and non-verbal techniques that you think are easy to use? Why? Which are more difficult? Why?

**ASK?** Do you think that these techniques allow the trainees to participate more?

◆ Encourage discussion about participatory learning.

Many of the training aids we have discussed appeal to different senses and provide variety in the training program.

In preparing training session plans, it is important to use as many different aids as possible.

Remember to ask yourself if using these aids will contribute to the presentation and never be tempted to use them unnecessarily.