

SEA/MENT/129 (Rev.1)
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Trainers' Guide on Adolescent Mental Health Promotion



Health and Behaviour Unit
Department of Sustainable Development and Healthy Environments
World Health Organization
Regional Office for South-East Asia
New Delhi

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This document has been prepared by Dr Prema Sundara Rajan. It includes the work done by her for the South-East Asia Regional Office of the World Health Organization and the United Nations Inter-Agency Working Group on Mental Health of Adolescents. The views expressed in the document are solely the responsibility of the author.

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PREFACE

Adolescence has frequently been called “the tumultuous teens”. As defined by the World Health Organization, adolescence is the period between 10 and 19 years. These are the formative as well as impressionable years when the maximum amount of physical, psychological and behavioural changes take place. Adolescence is the transition from a “child” into an “adult”. The “child” explores new ideas, widens his/her horizons, and finally assumes greater responsibility and an individual identity.

Healthy development of adolescents depends on several interactive and complex factors. They include the socioeconomic circumstances in which a person is born, the environment in which he/she grows up, his/her inter-personal relationships within the family, peer group pressure, values of the community in which he/she lives and the opportunities for education and employment.

Despite the multitude of factors which can influence the development of adolescents, their mental well-being is crucial. Adolescents must learn how to cope with psychological stress, handle peer pressure, deal with their emotions, resolve conflicts, build bridges with friends and family, develop self-confidence, safeguard themselves from high pressure marketing strategies, particularly of the alcohol industry, as well as cope with other stresses like academic competition and a hankering for material gains. However, rarely are these sensitive issues addressed in schools and within families.

As Dr Uton Muchtar Rafei, Regional Director, WHO South-East Asia Region, says: “It is thus vital to support all those interested in the health of the adolescents and young people, including young people themselves, to understand their problems and needs and to address them through effective partnerships of relevant sectors and constituencies.”

The programme on adolescent mental health, being developed by the Health and Behaviour Unit in the Regional Office for South-East Asia, attempts to meet the psychological needs of adolescents as they pass through “a difficult period” in their lives. The Trainers’ Guide, developed by an expert on behalf of WHO, uses the life skills education approach by which adolescents are taught to analyse situations, think

of various options and make informed decisions which are in their best interest. These modules are not meant as a “self-learning” or “do-it-yourself” kit. They are meant to serve as resource material for trainers in conducting life skills sessions for adolescents.

We hope that these will serve as a valuable tool for Member Countries to translate and adapt them for their own use in promoting the well-being of adolescents.

Dr Vijay Chandra
Regional Adviser, Health and Behaviour
Regional Office for South-East Asia

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ADULT LEARNING: A TRANSACTIONAL PROCESS ¹

When facilitators and adult learners are engaged in an active, challenging, collaborative, critically reflective and transforming educational encounter, a transactional process is occurring. Within this process learners interact with the facilitator and other learners, as well as with educational content, materials, ideas, values, and knowledge bases. The desired result, because of the interaction, is that all participants will think and act differently.

The transactional process is a democratic and collaborative undertaking whereby facilitators and learners are engaged in a mutual act of challenge, critical reflection, sharing, support and risk-taking. The essence of the process is collaboration. Facilitators and learners are full partners in the learning experience.

The common elements of the transactional process (for the learner and the facilitator) are collaboration, support, respect, freedom, equality, critical reflection, critical analysis, analytical capability and challenges. To participate effectively, the facilitator and learner must examine their own values, beliefs, and ways of acting. Both must reconceptualize their roles, responsibilities, and purposes within the teaching and learning process.

Who is a facilitator?

A facilitator is a person who is:

- willing to be challenged. This requires giving something up, whether it is long-held beliefs, values or actions.
- willing to take risks (risk-taking), which means entering unfamiliar territory, doing things we are unaccustomed to for the sake of change and growth. Risk-taking requires courage.
- responsible for his/her own actions and beliefs (and for the roles, functions and behaviours that are necessary to develop a collaborative and challenging learning encounter).
- proficient in the content area.

¹From *Facilitating Adult Learning*, Michael W. Galbraith, Editor, Kreiger Publishing Co. Malabar, Florida, 1991

- familiar with adult learners and adult learning methodologies.
- endowed with personality characteristics and interpersonal skills that make others view him/her as caring, trustworthy and encouraging.
- able to communicate a sense of self-confidence, informality, enthusiasm, responsiveness and creativity.

Role of a facilitator

The role of a facilitator is as a challenger, role model, mentor, coach, demonstrator, content resource person and learning guide.

Skills of a facilitator

Helping skills

A facilitator needs to possess certain helping skills which will enable learners to learn.

- **Attending:** The learner has to feel that he/she is being attended to, so attending skills are essential. Caring, observing, listening, helping learners explore, empathic understanding of the learner's world, respecting the individual's self-worth and uniqueness, demonstrating sincerity and genuineness, and providing encouragement are attending skills.
- **Responding:** Through the concept of responding, facilitators can provide a challenging and risk-taking environment for learners to freely and openly explore their needs, values, beliefs, and actions.
- **Understanding:** A discerning process, providing assistance in resolving the issue (counselling).

Motivational strategy skills

Establishing strategies that motivate the learner to engage in meaningful, collaborative, challenging and critically reflective learning. Facilitators can help establish a learning setting that motivates adult learners to think and act differently. To do this, the facilitator must help learners to:

- create a positive attitude towards the subject and learning situation
- develop a positive self-concept for learning
- establish a desire for success

- build interest
- develop involvement
- encourage and integrate emotions with the learning process
- increase awareness of progress, proficiency, achievement and responsibility in learning
- be aware of positive changes their learning has produced.

Instructional planning skills

Collaborate with the learners:

- to assess learning needs, to identify gaps between the learner's current and desired abilities as perceived by the learner and by others.
- to analyse the context, to understand the social aspects, resources and mission of the organization in which the learner works.
- to set learning objectives in an interactive, ongoing process (the objectives may change as learning occurs).
- to organize learning activities, and select learning methods taking into account the learner's current knowledge/skills and learning styles.
- to evaluate learning (were objectives accomplished?) and desired outcomes, as well as unplanned results.

Use of transactional process approach by facilitators

Principles

- (1) An appropriate philosophical orientation must guide the educational encounter. Philosophy raises questions about what we do and why we do it. The philosophy of adult education does not equip a person with knowledge about what to teach, how to teach, or how to organize a programme. It is more concerned with the why of education.
- (2) *The diversity of adult learners must be reorganized and understood.* It is the multifaceted *physiological, psychological, sociological, and developmental* aspects of the adult learner that contribute to and make a challenging and enriching educational encounter.

- (3) *A conducive psychosocial climate for learning must be created. This includes the relationship among the learners, support and communication, opportunity for participation, values and belief systems which hold meaning for learners, expectations, and clarity of goals. If an effective transactional process is to occur, a climate that suggests mutual respect, collaborativeness, mutual trust, supportiveness, openness to challenge and criticism, risk-taking, pleasure and friendliness must be present.*
- (4) *Challenging teaching and learning interactions must occur. The facilitator asks the learners to question their judgments, actions and assumptions; to confront, scrutinize the question the way they think and act. (This requires the climate described at No. 3 above). Challenge is the single essential component that must occur before an individual can develop alternative ways of thinking and acting. It must be done with careful attention to see how much the learner can take emotionally before the challenge becomes personally disturbing and threatening.*
- (5) *Critical reflection and analytical capability are fostered. This involves a continual process of activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection and collaborative analysis, and so on. In doing this, you encourage learners to examine and understand the nature of their knowledge, values, assumptions, ideologies, judgments and behaviours. Participants must take risks and accept challenge.*
- (6) *Independence must be encouraged. When you incorporate an appropriate philosophical orientation, collaboration, a conducive psychosocial climate, challenge, critical reflection and analytical capability into the transactional process, you are ultimately asking learners to become engaged in transformative learning that leads to independence, autonomy, empowerment and self-direction. (Note that not all learners welcome the opportunity and responsibility for their own learning.) The facilitator can encourage independence within the transactional process by suggesting techniques that allow creativity and thoughtful contemplation.*

Role of a facilitator of learning: Guidelines

In his book *Freedom to Learn*², Malcolm Knowles defines the role of a facilitator of learning. The critical element in performing this role is the personal relationship between the facilitator and the learner, which, in turn, depends on the facilitator possessing three attitudinal qualities:

- (1) realness or genuineness
- (2) caring, trust, and respect
- (3) empathic understanding and sensitive and accurate listening.

He provides the following guidelines for a facilitator of learning:

- (1) *The facilitator has much to do with setting the initial mood or climate of the group or class experience.* If his own basic philosophy is one of trust in the group and in the individuals who compose the group, then this point of view will be communicated in many subtle ways.
- (2) *The facilitator helps to elicit and clarify the purposes of the individuals in the group as well as the more general purposes of the group.* If he is not fearful of accepting contradictory purposes and conflicting aims, if he is able to permit the individuals a sense of freedom in stating what they would like to do, then he is helping to create a climate for learning.
- (3) *He relies upon the desire of each adolescent to implement those purposes which have meaning for him as the motivational force behind significant learning.* Even if the desire of the adolescent is to be guided and led by someone else, the facilitator can accept such a need and motive and can either serve as a guide when this is desired or can provide some other means, such as a set course of study for the adolescent whose major desire is to be dependent. And, for the majority of adolescents, he can help to utilize a particular individual's own drives and purposes as the moving force behind his learning.
- (4) *He endeavours to organize and make easily available the widest possible range of resources for learning.* He endeavours to make available writings, materials, psychological aids, persons, equipment, trips, audiovisual aids – every conceivable resource which the adolescents may wish to use for their own enhancement and for the fulfilment of their own purposes.

² Gulf Publishing Co., Houston, 1990

- (5) *He regards himself as a flexible resource to be utilized by the group. He does not downgrade himself as a resource. He makes himself available as a counsellor, lecturer and adviser, a person with experience in the field. He wishes to be used by individual adolescents, and by the group, in ways which seem most meaningful to them in so far as he can be comfortable in operating in the ways they wish.*
- (6) *In responding to expressions in the classroom group, he accepts both intellectual content and emotionalized attitudes, endeavouring to give each aspect the approximate degree of emphasis which it has for the individual or the group.*

In so far as he can be genuine in doing so, he accepts rationalizations and intellectualizing, as well as deep and real personal feelings.
- (7) *As the acceptant classroom climate becomes established, the facilitator is able increasingly to become a particular learner, a member of the group, expressing his views as those of one individual only.*
- (8) *He takes the initiative in sharing himself with the group – his feelings as well as his thoughts – in ways which do not demand or impose but represent simply the personal sharing which adolescents may take or leave. Thus, he is free to express his own feelings in giving feedback to adolescents, in his reaction to them as individuals, and in sharing his own satisfactions or disappointments. In such expressions, it is his “owned” attitudes which are shared, not judgements or evaluations of others.*
- (9) *Through the classroom experience, he remains alert to the expressions indicative of deep or strong feelings. These may be feelings of conflict, pain, and the like, which exist primarily within the individual. Here he endeavours to understand these from the person's point of view and to communicate his empathic understanding. On the other hand, the feelings may be those of anger, scorn, affection, rivalry, and the like – interpersonal attitudes among members of the group. Again, he is as alert to these as to the ideas being expressed and by his acceptance of such tensions or bonds he helps to bring them into the open for constructive understanding and use by the group.*
- (10) *In his functioning as a facilitator of learning, the leader endeavours to recognize and accept his own limitations. He realizes that he can only grant freedom to his adolescents to the extent that he is comfortable in giving such freedom. He can only be understanding to the extent that he actually desires to enter the inner world of his adolescents. He can only share*

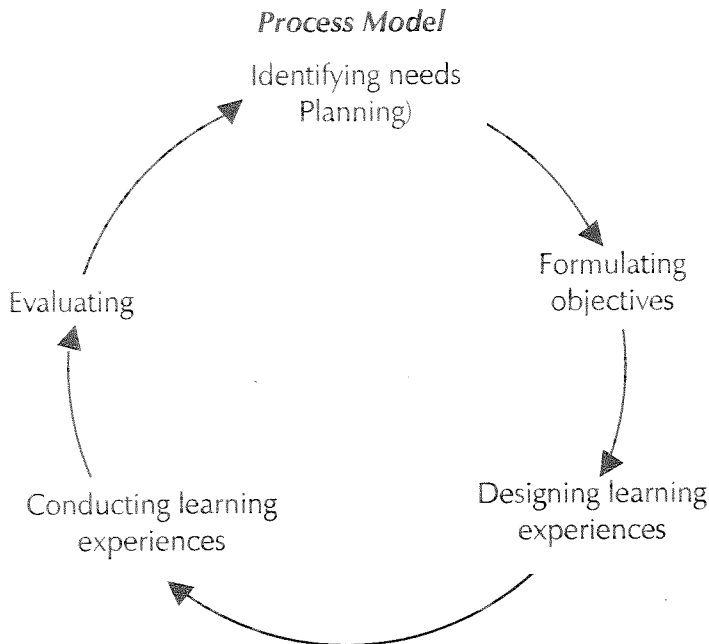
himself to the extent that he is reasonably comfortable in taking that risk. He can only participate as a member of the group when he actually feels that he and his adolescents have an equality as learners. He can only exhibit trust of the adolescents' desire to learn in so far as he feels that trust. There will be many times when his attitudes are not facilitative of learning. He will find himself being suspicious of his adolescents. He will find it impossible to accept attitudes which differ strongly from his own. He may find himself feeling strongly judgemental and evaluative. When he is experiencing attitudes which are non-facilitative, he will endeavour to get close to them, to be clearly aware of them, and to state them just as they are within himself. Once he has expressed these angers, these judgements, these mistrusts, these doubts of others and doubts of himself, as something coming from within and not as objective facts in outward reality, he will find the air cleared for a significant interchange between himself and his adolescents. Such an interchange can go a long way towards resolving the very attitudes which he has been experiencing, and thus make it possible for him to be more of a facilitator of learning.

MODELS OF TRAINING USED BY FACILITATORS

Process training model

The trainer prepares a procedure for involving the learners and other relevant parties in:

- developing a good climate for learning
- identifying the needs for learning
- doing cooperative planning
- formulating programme objectives (content) design to satisfy the needs
- designing a pattern of learning experiences
- conducting the learning experiences with suitable techniques and materials
- evaluating the learning outcomes and identifying needs

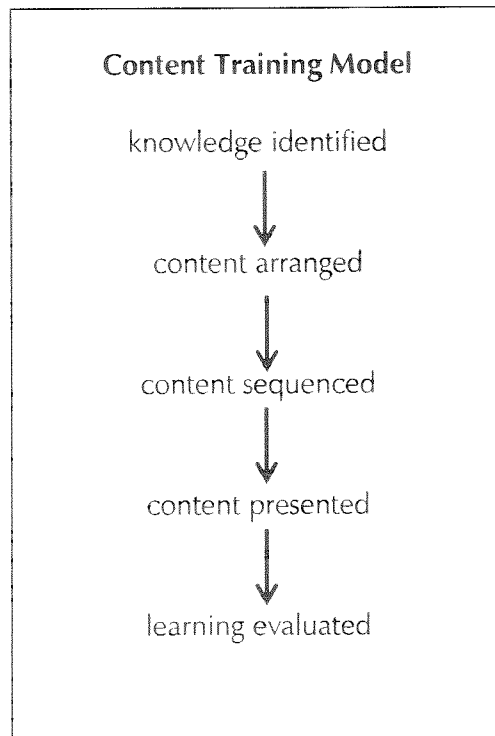


This model is appropriate when learners have experience of the topic.

Content training model

The Trainer:

- identifies knowledge and skills to be learnt
- arranges content in logical units, selects efficient means of transmitting
- develops the sequence in which to present the content.
- presents content
- evaluates learning



This model is appropriate when learners have little or no experience of the topic.

TEACHING AND FACILITATION

Teaching from the heart includes appreciating and even looking for paradoxes in our work. Accepting paradoxes is a characteristic of teaching from the heart that makes it different from more traditional approaches to teaching where paradox, uncertainty and ambiguity are avoided as far as possible.

Some of the paradoxes of teaching from the heart include:

- The question is often the answer – our questions, and those of our participants.
- To become comfortable alone, we join a group.
- To be ourselves we must be alone, to be ourselves we must be with others.
- The more things change, the more they remain the same.
- We teach more by teaching less.
- To the extent we help individuals in their development, we help our own development.
- We move beyond categories, so we can see the value of categories.
- We discover our own individuality as we develop stronger relationships with those we teach.
- As we ourselves learn, we can teach others better.
- We maintain our consistency as teachers as we constantly change.
- We live in the present, so we can benefit as we constantly change.
- We focus on maturity but applaud a childlike nature.
- We seek certainty and mystery, fact and fable, poetry and prose – simultaneously.
- We promote solitude and community interaction.
- We work less but try to accomplish more.
- We seek moments of stability in order to face chaos.
- We slow down but cover a greater distance.
- We accept that learning occurs in cycles and in straight lines.
- We plan our teaching and applaud what occurs beyond our planning.
- When we lose we gain, when we gain we lose.

- We plan our teaching and take advantage of the spontaneity of the moment.
- Every ending is a beginning.

Some tips to direct the discussion (conversational recipes)

What to do	What to say
State your assumptions, and describe the data that led to them.	<i>"Here's what I think, and here's how I got there."</i>
Explain your assumptions.	<i>"I assumed that..."</i>
Make your reasoning explicit.	<i>"I came to this conclusion because..."</i>
Explain the context of your point of view: who will be affected by what you propose, how they will be affected, and why.	<i>"In my point of view... they will be affected like..."</i>
Give examples of what you propose, even if they're hypothetical or metaphorical.	<i>"To get a clear picture of what I am talking about, imagine that you're the customer who will be affected..."</i>
As you speak, try to picture the other people's perspectives on what you are saying.	<i>"I understand your perspective..."</i>
Publicly test your conclusions and assumptions.	
Encourage others to explore your model, your assumptions and your data.	<i>"What do you think about what I just said?" or "Do you see any flaws in my reasoning?" or "What can you add?"</i>
Reveal where you are least clear in your thinking. Rather than making you vulnerable, it defuses the force of those who are opposed to you, and invites improvement.	<i>"Here's one aspect which you might help me think through..."</i>
Even when advocating, listen, stay open, and encourage others to provide different views.	<i>"Do you see it differently?"</i>

Suggestions to improve inquiry

Ask others to make their thinking process visible.

What to do	What to say
Gently walk others down the ladder of inference and find out what data they are operating from.	<p><i>"What leads you to conclude that?"</i> <i>"What data do you have for that?"</i> <i>"What prompts you to say that?"</i></p>
Use inaggressive language, particularly with people who are not familiar with these skills. Ask in a way which does not provoke defensiveness or "lead the witness".	<p>Instead of <i>"What do you mean?"</i> or <i>"What's your proof?"</i> say, <i>"Can you help me understand your thinking better?"</i></p>
Draw out their reasoning. Find out as much as you can about why they are saying what they're saying.	<p><i>"What is the significance of that?"</i> <i>"How does this relate to your other concerns?"</i> <i>"Where does your reasoning go next?"</i></p>
Explain your reasons for inquiring, and how your inquiry relates to your own concerns, hopes and needs.	<p><i>"I'm asking you about your assumptions here because..."</i></p>
Compare your assumptions to theirs.	
Test what they say by asking for broader contexts, or for examples.	<p><i>"How would your proposal affect...?"</i> <i>"Is this similar to...?"</i> <i>"Can you describe a typical example...?"</i></p>
Check your understanding of what they have said.	<p><i>Am I right in understanding?</i></p>
Listen for new understanding that may emerge. Don't concentrate on preparing to destroy the other person's argument or promote your own agenda.	<p><i>"I see a new concept has emerged!"</i></p>

Suggestions for dealing with points of view with which you disagree

What to do	What to say
Enquire about what has led the person to that view.	<i>"How did you arrive at this view?" "Are you taking into account data that I have not considered?"</i>
Make sure you truly understand the view.	<i>"If I understand you correctly, you're saying that..."</i>
Explore, listen, and offer your own views in an open way.	<i>"Have you considered..."</i>
Listen for the larger meaning that may come out of honest, open sharing of alternative models.	<i>"There may be other alternatives like"</i>
Show that you understand their disagreement and are willing to consider it.	<i>"When you say ..., I am willing to take that into consideration."</i>
Raise your concerns and state what is leading you to them.	<i>"I am concerned about.... this issue and may be the reasons would be..."</i>

Suggestions for what to say when you are at an impasse

What to do	What to say
Accept the impasse. (You may discover that focusing on "data" brings you all down the ladder of inference.)	<p>"What do we know for a fact?"</p> <p>"What we sense is true, but we have no data yet?"</p> <p>"What don't we know?"</p>
Look for information which will help people move forward.	<p>What do we agree upon, and what do we disagree on?"</p>
Ask if there is any way you might together design an experiment or enquiry which could provide new information.	<p>"Can we explore new information?"</p>
Listen to ideas as if it is for the first time.	<p>"Oh! This is a wonderful idea."</p>
Consider each person's model as a piece of a larger puzzle.	<p>"Are we starting from two very different sets of assumptions here? Where do they come from?"</p>
Ask what data or logic might change their views.	<p>"What, then, should have to happen before you consider the alternative?"</p>
Ask for the group's help in redesigning the situation.	<p>"It looks like we're getting into an impasse and I'm afraid we might walk away without any better understanding. Have you got any ideas that will help us clarify our thinking?"</p>
Don't let the conversation end with an "agreement to disagree."	<p>"I don't understand the assumptions underlying our disagreement."</p>
Avoid building your "case" when someone else is speaking from a different point of view.	<p>"Well! I realize and appreciate your point of view"</p>

Opening lines

When...	...you might say
Strong views are expressed without any reasoning or illustrations...	<i>"You may be right, but I'd like to understand more. What leads you to believe...?"</i>
The discussion goes off at an apparent tangent...	<i>"I'm unclear how you see it as relevant to what we have been saying."</i>
You doubt the relevance of your own thoughts...	<i>"This may not be relevant now. If so, let me know and I will wait."</i>
Two members pursue a topic at length while others observe...	<i>"I'd like to give my reaction to what you two have said so far, and then see what you and others think."</i>
Several views are advocated at once...	<i>"We now have three ideas on the table [say what they are]. I suggest we address them one at a time..."</i>
You perceive a negative reaction in others...	<i>"When you said [give illustration]... I got the impression you were upset (fill in the emotion). If so, I'd like to know what upset you."</i>
You perceive a negative reaction in yourself...	<i>"This may be more my problem than yours, but when you said [give illustration]... I felt... Is my understanding correct?"</i>
Others appear uninfluenceable...	<i>"Is there anything that I can say or do that would convince you otherwise?"</i>

Common problems a facilitator may face

- Someone disagrees and wants to argue with you : welcome disagreement, hear him with full attention and find common ground. Start further discussion from this common ground, elaborate on the points where disagreement exists.
- Everyone looks bored : encourage participation from the group.
- Some people monopolise the discussion: give recognition to their knowledge and enthusiasm and control them diplomatically.
- Private conversation erupts : encourage them to share what they are talking about with everyone. In most of these situations the participants are talking about the relevant issues being discussed but may hesitate to say these openly.
- Two participants start arguing with each other: do not take sides. Verbalize the positions of the participants and ask others in the group to give their opinion on the issue, then objectively summarize the discussion.

Role of the facilitator during the session

- Support and provide feedback.
- Build and protect a sense of belonging in the group.
- Assure the group and maintain respect and confidentiality.
- Let the participants set their own pace of participation and encourage them to participate.
- Respond to criticism with a positive attitude and without being defensive.
- Clarify comments.
- Recall the group's suggestions, feelings or questions.
- Encourage:
 - small group discussion
 - exercises in small groups.
- Assess training needs and focus on these during the session. Focus on each participant and monitor progress.

Using non-verbal communication

Non-verbal communication is very important in effectively dealing with others. It contributes to about half of the communication but is rarely given the importance it deserves. It is very important for a good facilitator to give attention to this aspect and use it effectively during the training session and during interaction with the participants.

Facilitator's body language

The facilitator should be careful about his/her own body language so as to convey the right signals to the group. The facilitator should try to keep the following in mind while facilitating:

- Maintain eye contact with all participants.
- Keep scanning the group.
- Face the audience and do not turn your back to them even while using the audiovisual aids.
- Stand or sit straight and relaxed.
- Move and speak slowly.
- Smile at the participants or at least look at them with a pleasant expression.
- Do not be judgmental or frown upon anyone even if you strongly disagree. Do not stare at a participant.
- Keep your body open i.e. unfold your arms, uncross your legs, and stand in front of the table.
- Move if you need to be somewhere else, but do not walk around unnecessarily as it distracts attention.
- Talk to the whole group and not to an individual or a small group of them even if you are responding to an issue raised by one individual.
- If something goes wrong, be ready to explain to the group and seek their help.

Watch for unspoken messages from participants

The purpose of paying close attention to the participants is to observe what they are conveying through their body language.

Using your observation skills can help you to assess the effectiveness of your session and how well information is being received. Based on these observations, you can adjust your questions, introduce a new activity or procedure, call for a break or deal with whatever is interfering with the success of the group. Observations collected over time can help you to decide whether to continue the process being used during the training or to modify it to respond better to the needs of the participants.

What should you be looking for?

Throughout your session, look at the faces, body positions and movement of the participants and observe if a person is smiling, frowning, nodding, yawning, looking at you or away, leaning forward or back in the chair, tapping a pencil or other item or shuffling their feet?

Common expressions – What do they mean?

Expression	What it implies	What to do
<ul style="list-style-type: none">• Smiling• Nodding affirmatively• Leaning forward• Maintaining eye to eye contact	<ul style="list-style-type: none">• Enthusiasm and interest• Agreement with what is happening	<ul style="list-style-type: none">• Continue, and make a mental note that the experience is well received• Involve this person more actively in the process
<ul style="list-style-type: none">• Yawning• Staring off into space• Shuffling feet• Leaning back in chair• Looking at the clock	<ul style="list-style-type: none">• Boredom• Fatigue• Uninterested	<ul style="list-style-type: none">• Take a break• Speed up the process• Review the group's goals• Introduce a new method or procedure• Talk with him/her privately
<ul style="list-style-type: none">• Frowning• Scratching head	<ul style="list-style-type: none">• Confusion• Disagreement	<ul style="list-style-type: none">• Ask them about areas of confusion

Expression	What it implies	What to do
<ul style="list-style-type: none"> • Pursing lips • Staring off into space • Avoiding eye contact 	<ul style="list-style-type: none"> • Suppression of feelings 	<ul style="list-style-type: none"> • Give a new explanation • Ask this person about areas of confusion and provide clarification • Talk with the person privately

Make sure that you show that you are paying attention

Facilitators must show that they are paying attention. Group members quickly know if their facilitator is really there; they respond well when their facilitators pay attention to them.

You can show that you are paying attention to your group members in several non-verbal ways. By positioning yourself physically in a manner that shows that you are paying attention to them, you build rapport, communicate that you value them as individuals, and are interested in them.

This will also help you with regard to members' needs and experiences. Your physical positioning will enable you to observe their behaviour, which is an important source of information in assessing how the group activity is being received. It also encourages the group to interact verbally with you.

Some do's and don'ts for good facilitation

Follow these guidelines and your group will know that you are paying attention

Do's	Don'ts
<ul style="list-style-type: none"> • Position yourself to face the entire group. • Smile at individuals. • Listen carefully while they talk. • Keep eye contact. 	<ul style="list-style-type: none"> • Turn your back to the group. • Frown or look judgemental. • Shuffle papers or look at your watch while group members are talking.

Do's	Don'ts
<ul style="list-style-type: none">• Nod affirmatively, be positive.• Talk with all group members.• Continually scan the group with your eyes.	<ul style="list-style-type: none">• Avoid staring at individuals.• Remain impassive.• Talk to only a few people.• Scan too rapidly.

VIPP card

VIPP – is Visualization in Participating Process. By this method, everyone takes part in the process of arriving at a consensus. Reticent participants find a means of expression and those who might normally dominate a group lose control and are forced to let others have their say. By visualizing the group's main proceedings, repetition and circularity in argument are reduced.

Rules for card writing

- Write only one idea per card so that clustering of ideas is possible.
- Write only three lines on each card and form blocks of words.
- Use key words instead of full sentences.
- Write large letters in both upper and lower cases, if possible, so that your words can be read from 10 meters.
- Learn to write legibly and use the broadest side of the marker, not the point.
- Apply two sizes of script to distinguish main points.
- Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.
- Follow the colour code established for different categories of ideas.

Using transparencies and video films effectively

Transparencies and video films are used very often in training sessions. We need to use these effectively. The facilitators need to keep the following in mind while preparing and using these.

Transparencies

Transparencies are acetate sheets containing information and are used with an overhead projector. The image is shown on a screen or blank wall. Transparencies can help focus attention on what is being discussed. They can also provide useful background information. As a visual aid, transparencies have special advantages, but they also have significant drawbacks if not used properly.

Advantages	Drawbacks
<ul style="list-style-type: none"> • Add a professional touch • Easily transported • Can be used with large audience (over 25) • Help in reinforcing key points 	<ul style="list-style-type: none"> • Light and glare can be tiring if overused. • Require overhead projector, not always readily available. • Complex charts can overwhelm viewers. • Transparencies not prepared well can frustrate viewers.

One can develop transparencies ahead of time or develop/modify them during the session. There are several options to develop transparencies in advance of your meeting:

- Professionally: Artists can professionally produce the transparencies. You will only need to provide the information.
- Personally:
 - prepare the information on paper and have it copied onto a sheet of acetate using a copying machine.
 - make a transparency by photocopying the material directly onto the acetate.

Guidelines for making transparencies readable and appealing

Regardless of how the transparencies are made, there are guidelines to ensure that they are readable and appealing:

- Include one major idea, with up to three sub-points, on one transparency.
- Use as few words as possible to communicate your ideas.

- Limit information to six lines or less, no more than six words per line.
- Use coloured acetate to reduce the glare and provide variety.
- Illustrate ideas with pictures, shapes, graphs, and colour.
- Use a grid to ensure straight lines.

Tips while using transparencies

If...	Then...
<ul style="list-style-type: none">• You are using more than one transparency	<ul style="list-style-type: none">• Turn projector on, show a transparency, then turn it off, unless you are showing a series in rapid succession.• Don't keep a transparency on for too long.
<ul style="list-style-type: none">• You want the group to focus on a specific area.	<ul style="list-style-type: none">• Try using a pencil or pointer to accent the area.• Reveal one area at a time by using a paper to 'mask' the area you don't want to show. Place the paper between the transparency and the glass for extra control and to enable you to read the masked information.
<ul style="list-style-type: none">• You are using the same transparencies in subsequent sessions.	<ul style="list-style-type: none">• Use permanent marking pens.• Mount transparencies in frames to prevent them from curling.• Store between papers in a dust-free place.
<ul style="list-style-type: none">• You wish to change the information.	<ul style="list-style-type: none">• Use water soluble marking pens.• Run damp cloth over the area to remove the ink.
<ul style="list-style-type: none">• You want to appear more professional in front of the group.	<ul style="list-style-type: none">• Place masking tape around the edges of the projector glass to keep out the projection light and keep the framed transparencies from slipping.

Using videotapes and films for background information

Video tapes and films add a great deal to a training session. These two visual aids help to stimulate interest and motivation. The content can provide illustrations and models for the ideas and skills one is discussing.

Steps for using videotape/films

If you decide to use a videotape or a film, follow these four steps:

Step 1: Prepare for showing	<ul style="list-style-type: none"> • Check that the videotape or film is the correct size for the available equipment. • Preview and identify the important points you want the group members to take in from viewing the videotape or film. • Test the equipment and check lighting levels. If the group members have to take notes, adjust lighting accordingly.
Step 2 : Provide instructions	<ul style="list-style-type: none"> • Give participants an overview of what they will see and why this is being presented. • Instruct the group on what to do during the viewing. Take notes or watch for certain examples. • Tell them what they will do after the film or videotape is over.
Step 3 : Play the videotape/film	<ul style="list-style-type: none"> • Adjust lighting. • Start video/film and adjust picture and volume. • Monitor reactions to the video/film.
Step 4: Discuss and summarize major points	<ul style="list-style-type: none"> • At the end of the videotape/film, have a discussion of the group's reactions. • Summarize the key points you want group members to retain from the videotape/film.

Need to review every training session/training for self learning

It will help to improve training sessions if one reviews presentations etc. The following questions may help in evaluating the sessions:

- Did I clearly spell out the learning objectives?
- Did I involve the participants in reviewing the achievement of these objectives?
- Did I take their suggestions on how we could do it better?
- Did the session move in the direction designed?
- Did I share these objectives with the participants at the beginning of the session?
- How did I conduct the session?
- Was the session planned to be conducted in a participatory way?
- Did I involve all the participants?
- Did I get the background of the participants and their experience and conduct the session keeping this in mind?
- Did I maintain visual contact with all the participants during the session(s)?
Did I take notice of non-verbal communication from participants throughout the session(s)?
- Based on the above, how can I improve in the next session?
- If possible, you may involve one or more of the co-facilitators and participants to give you a detailed feedback on the session/training.

CONCLUSION

Training is a very important component of every profession/service. We need to keep the principles of adult learning in mind while planning and conducting the training. The objectives to be achieved at the end of the training and at the end of each session in the training need to be clearly spelt out. The session should be planned and conducted to achieve these objectives. Verbal and non-verbal feedback from the participants will be very useful in improving the quality of training. Facilitators need to review the session they conducted objectively to improve their own training/facilitation skills.