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INTRODUCTIONS AND TRAINING OVERVIEW



70 minutes



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MODULE OVERVIEW:

This module provides an opportunity for participants to introduce themselves to the facilitator and each other and to state their expectations of the training. It provides an overview of the agenda and objectives for the training, and compares these with participants' expectations. It sets the stage for the whole training session and provides the springboard for a successful training.



LEARNING OBJECTIVES:

By the end of this module, participants will be able to:

- State the objectives of the training;
- Identify fellow participants' expectations;
- Name other participants and the facilitator; and
- Assess the extent to which their expectations are met.



MODULE CONTENTS:

1. Participant introductions and expectations;
2. Overview of the training and confirmation of the agenda, and
3. Setting the ground rules



SESSION PLANS:

SESSION A.1
PARTICIPANTS INTRODUCTIONS AND EXPECTATIONS



70 MINUTES

Activity A.1.1

Breaking the ice and knowing the participants and their expectations

This activity uses an ice-breaker to learn more about the trainees, to set them at ease and to identify what their expectations of the training are.



Using a lively and fun activity such as this would establish the informal tone of the training and start to allay the fears of the participants that they may either be bored or unable to understand what is presented. Establishing a good rapport with participants from the outset will make the facilitator’s job easier throughout the training.

Competency /Method	Process	Time	Materials
Icebreaker Memorizing names Eliciting expectations	 <p>Before the session</p> <ul style="list-style-type: none"> ▪ Put the participants’ handbook in each place or hand it out as trainees come in. ▪ Prepare the streamer/tarp with the “Welcome to the >>> training” on it in such a way that it invites enthusiasm, is attractive and colorful. This is the first they will see, hence will create a first impression. ▪ Draw a picture of a tree on a white flip chart paper and tuck it on the wall. Make sure there is plenty of space on the top part for trainees to post their expectations. ▪ If possible, welcome the participant as they come in and ask their names. This reflects that you are an accessible and friendly person or facilitator. <p>During the Session</p> <ol style="list-style-type: none"> 1. Start by welcoming the trainees to the training-workshop 2. Introduce yourself, your organization (if any) and briefly any experience relevant to the training- 	20	Welcome flipchart (with facilitator name on if difficult to remember) Post-it note for each participant Soft ball Flip chart or coloured paper Markers Tape Expectations tree on the wall

	<p>workshop.</p> <ol style="list-style-type: none"> 3. Distribute post-it papers among participants and ask participants to spend a minute jotting down in one or two sentences their expectation of the training on a post-it note paper. 4. Use an icebreaker as illustrated in the tools and approaches section to get each participant to introduce her/him and her/his expectations. 5. As participants introduce themselves, note down expectations on a flip chart or on pieces of colored paper and stick on the wall 6. At the end of the session, ask participants to quickly take their expectations and stick them on the expectations tree. <p> Don't be restricted by the icebreakers listed in the Tools and Approaches section—feel free to introduce your own or to adapt the ones suggested to the time available and specific group of participants.</p> <p> Memorizing names: Draw yourself a plan of who is sitting where. However, they might move around, so if you are bad at remembering names, you can also ask each participant when they first arrive to put the name they want to be called by on a nametag placed on the left side of their chest.</p>		
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Activity A.1.2

Overview of the training/workshop agenda, objectives and participant’s handbook

This activity provides participants with an overview of what will be covered in the training-workshop, what it is seeking to achieve and how this compares with their expectations. It also provides an overview of the Participant’s Handbook and how this will be built up during the training-workshop.

The facilitator can chose whether to present the overview simply by going through the agenda that participants have in front of them, which should include the objectives, or whether to present it on a PowerPoint. A PowerPoint has the advantage that you can include more color and photographs, which helps to retain participants’ attention and interest. A sample PowerPoint is therefore included but needs to be tailored to the specific training-workshop.

Methods	Process	Time	Materials
Presentation	a) Use PowerPoint slides to make the presentation or just talk through the agenda, ensuring that the following is	30	PowerPoint slides,

	<p>covered:</p> <ol style="list-style-type: none"> 1. Workshop objectives 2. Units to be covered 3. Length of each day and times for breaks 4. Which of their objectives will and will not be met (and in the case of the latter, where possible some pointers to where the information could be obtained). 5. How the participant's handbook will be used during the workshop and how they can add to it later to keep it as an up-to-date resource <p>b) Ask the participants if they have any questions or suggestions for things that need to be added to the agenda.</p> <p>Parking Lot: Establish a flip chart on the wall called the Parking Lot where you can note down expectations or issues that arise that cannot be addressed during the workshop (or that particular session) but which are relevant and may need to be addressed in subsequent workshops or other capacity building sessions.</p>		<p>laptop, multimedia projector screen (optional)</p> <p>Agenda</p> <p>Flip chart Markers Tape</p>
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Activity A.1.3

Establishing ground rules

This activity provides some commonly agreed ground rules that can be referred to throughout the training workshop if participants start to stray away from them.

Ground rules: Display the ground rules on a wall throughout the training workshop if possible. If not, put a post-it note or flag on the flip chart sheet so that you can easily refer to it.

Methods	Process	Time	Materials
Establishing ground rules	<p>a) Ask participants to suggest ground rules and note them on the flip chart. If they do not suggest them, propose</p> <ul style="list-style-type: none"> ▪ Start each day and activity on time ▪ Cell phones off or on silence ▪ Active participation ▪ Respect each other ▪ Disagree with the idea not the person ▪ Talk loud enough for all to hear ▪ Talk one at a time 	20	Flip chart Markers Tape

	<ul style="list-style-type: none"> ▪ Maintain confidentiality <p>b) Post the ground rule list on the wall in the training room.</p> <p>Request for everyone’s commitment to the rules and get the consensus if there are objections.</p>		
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TOOLS and APPROACHES:



Tool 1: Ice breakers

Example 1:

Set up: Participants can stay seated in the places they have chosen at the table

Materials needed: Soft ball.

Process: Tell participants you are going to throw the ball to one of them, who should then introduce her/himself by stating her/his full name, name they would like to be called by during the workshop, organisation they belong to if any, and their expectations of the workshop. They will then throw it to someone else until everyone has been introduced.

Notes:

- This icebreaker can be done in a relatively short time, introduces an element of fun and means everybody has to concentrate as they don’t know when their turn is coming. There are many other icebreakers that would achieve the same objective and the facilitator should choose one that s/he feels comfortable with.
- Additions to the introductory icebreaker, particularly if there is more time, would be
 - ✓ a word starting with same letter as their name that describes them, e.g. kind Karen, stupendous Salome, nice Nerrisa.
 - ✓ one thing I have learned from the project planning and budgeting.
 - ✓ how I am contributing/can contribute to the local mainstreaming of the project.
- If participants already know each other, you might want to add elements that start to break down entrenched preconceptions and barriers, for example:
 - ✓ one thing most people in the room don’t know about me (can be surprising how little people know about each other, even when they think they know everything).
 - ✓ one word that other people would use to describe me and one word I would use to describe myself.



Tool 2: Energizers

- **‘Mirrors’:** Get into pairs. One person is the actor, the other is the mirror. The mirror does whatever the actor does, mirroring the actions. Continue for a couple of minutes and then reverse roles. Demonstrate with another trainer or participant first to set an example.

- **'Family Members':** Prepare cards with 'family' names in group of 4 or 5, for example, Mother Farmer, Father Farmer, Sister Farmer, and Brother Farmer etc. You can use jobs/birds/food etc as family names. Give each participant 1 card and ask everyone to walk around the room, exchanging names as they meet other people. When you call out 'Family Reunion', everyone should try to form a 'family' group as quick as possible. Everyone will start shouting their family names to find their other family members first. When groups are formed, ask participants to swap their names with someone from another family, and repeat the activity.
- **'Fruit Salad':** Decide on the number of groups that are needed, for example, 4. Set up a circle of chairs, one less than the number of participants in the activity. Ask participants to sit in their chairs. The trainer begins the game by standing in the middle. Let the participants name as many fruits as you need for the number of groups that you need. Ask 1 person to choose a fruit, then the person next to them to choose a fruit, then the person next to them. For example, if you need 4 groups, you may get something like this: Mango, Banana, Orange, and Papaya. Give everyone a fruit name by going around the circle in order. The person without a chair has to stand in the middle and call out the name of a fruit. The people who are that fruit must change chairs. The person in the middle will also try to get a seat! This means that one person is left in the middle. This person can call out the name of a fruit and try to get a seat while the people are changing chairs. If the person in the middle wants to, they can call out 'fruit salad'. This means that everyone in the class has to change chairs. You can also use the fruit groups to form activity groups.
- **'A's and B's':** Clear the centre of the room or find an open space outside and invite everyone to stand there. Ask everyone to look at everyone else and to silently choose 1 person to be their 'A' person and 1 person to be their 'B' person. They can choose anyone they want, just do not tell anyone their choice. Once everyone has made their choices, tell them they have to get as close to their 'A' person as possible but at the same time get as far away from their 'B' person as possible. People can move quickly, but do not grab or hold anyone. The only rule in this game is 'no physical violence!' After a few minutes, ask students to stop and reverse the process. Now they have to chase their 'B' person and avoid their 'A' person. This game either results in clusters of people or in a long line of people. The only objective is to have an energising break!
- **'Gentle Rain':** This is a peaceful energiser which is good with a whole group. Ask everyone to follow you in tapping the palm of one hand with one finger of the other hand, then two fingers, then three, then four, then the whole hand, then back again – four fingers, three fingers, two fingers, one finger then quiet. People end up smiling.



Tool 3: Introduction Activities

- **'Pair Introductions':** Move into pairs and ask your partner to complete the following sentences:
 1. My name is...
 2. My role in the barangay/municipal level is...
 3. My barangay/town is a good place to live because.....
 4. If I could change 1 thing about my bangay/town it would be....

Write down your partner's answers to these questions on some paper. Then come into a circle, go around the group and ask people to introduce their partners to the rest of the participants.

- **'Naming yourself':** Ask participants to give themselves a new name for the day. Other participants have to call them by this name. If they forget or use a wrong name, they have to be 'fined', for example, dance, sing a song or tell a funny story to the group.
- **'Self-Portraits':** Give each participant pen and paper. Ask them to draw a self-portrait, or draw something that they think represents themselves. They can choose whatever style they like – artistic, cartoon, abstract. Ask them to write their names on the portrait. Collect the portraits and display them on boards or on the wall. Give participants the opportunity to view the portraits and for each owner to introduce themselves.
- **'Symbolic Introduction':** Ask participants to make groups of 3 and find an object, inside or outside, that they feel symbolises their town, region, community or organisation. Give participants 10 minutes to look for their group's object. Examples of objects could include some rice, a handful of sand or a local plant. Ask each group people to introduce themselves to the wider group and explain why they chose the object as their group's symbol and what it means for them.
- **'The Seed Mixer':** You need 1 seed for each participant as there are people. If there are 20 participants, each person needs 20 seeds. Give each person 1 seed for every person in the room. Ask them to place the seeds in one pocket and leave the other pocket empty (if they don't have pockets, use plastic cups or containers). Give participants a set amount of time e.g., 15 minutes, to go around and introduce themselves to each of the other participants. During each introduction, they should give the other person a seed and accept a seed from them. They should put the other person's seed in their empty pocket. At the end of the exercise, each person should ideally be left with one seed in their first pocket (representing themselves) and a second pocket filled with seed (representing all the people they have spoken to!).



Additional Resources

- <http://guardian.co.tt/features/life/2010/08/14/simple-effective-icebreakers>
- <http://www.icebreakers.ws/>
- http://adulthood.about.com/od/icebreakers/Ice_Breakers.htm
- The International Association of Facilitators (IAF) website, <http://www.iaf-methods.org/iafmd>, has blogs about a range of facilitator tools and approaches, including icebreakers, as well as publications for sale.
- The American Society for Training and Development (ASTD) website <http://www.astd.org/> has a wide range of publications for sale for facilitators, including books of icebreakers. Materials are also available online for members.