



# WORKSHOP

for the SOCIAL TRANSFORMATION

## TRAINING OF TRAINERS – DETAILED PEDAGOGICAL SHEET

Duration: 4 days

Overall Objectives: Train the local coordinators who will support the women's groups on 10 topics

Participants : 15 local coordinators

Specific Objectives:

- - Reflect on the position of the trainer
- - Know how to prepare and lead a topic-based session, adapted to the audience
- - Use appropriate teaching activities

### Training programme overview

Day	24 March	25 March	26 March	27 March
Morning	<p><b>Session 1 : Opening session</b>  <b>The role and position of the trainer</b>            Ice breaker            A drawing activity around the qualities expected from a trainer            Debriefing : content on the position of the trainer            &gt; Importance of starting from the representations and experiences of the participants            &gt; Guarantee a clear and supportive framework</p>	<p><b>Session 3 : Group management</b>            Role-playing games around managing the group (giving everyone the chance to speak, managing disagreements within the group...)            For each role play: role play and debriefing with the participants and the whole group.</p>	<p><b>Session 5 : Workshop - Prepare your own teaching session</b>            Each group prepares a 45-minute session on one of six topics.</p>	<p><b>Session 7 : Presentation of the sessions prepared by the groups – continued</b>            Group 3 presentation + debriefing            Group 4 presentation + debriefing</p>
Afternoon	<p><b>Session 2 : Emotions, values and the trainer's boundaries</b>            Sharing feelings (photo language)            Case study on values            Debate : the responsibility of the trainer to the group.            Should the trainer leave the debate open at the end of the session, or decide to conclude themselves?</p>	<p><b>Session 4 : Preparing a teaching sequence</b>            Carousel with 5 topics :            1. Choose teaching objectives that are tailored to the audience            2. Choose activities to suit the teaching objectives            3. Plan the timing of the session            4. Organise co-facilitation            5. Plan post-training evaluation and follow-up            Presentation of the teaching sheet            Presentation of the instructions for the next day's workshop</p>	<p><b>Session 6 : Presentation of the sequences prepared by the groups</b>            Group 1 presentation + debriefing            Group 2 presentation + debriefing</p>	<p><b>Session 8 : Closing session</b>            Individual action plan            In groups of 7 : putting together a song: what have we learned?</p>

## Daily detailed programme

The training program was designed to incorporate a variety of teaching activities, so that trainees try them out and can then re-use them with the groups they will be training. A different ice breaker is suggested every morning.

The training was facilitated by the two Fedina coordinators and the FDH training manager. For each sequence, a main facilitator was chosen (usually one of the two Fedina coordinators), with the other two providing support in group management and additional input if necessary.

Session 1 - Opening session / The trainer's role and position			
Duration	Topics and activities	Teaching methods	Material to be provided
15 min	Welcome!	Welcome the participants, presentation of the training programme	Training programme
20 min	Ice breaker: we are connected	Form a circle, everyone gives their first name and throws the ball to a person of their choice while holding the end of the string. They then explain the link that unites them to the person they have chosen (e.g. belonging to the same collective, similar place of residence, main activity, etc.). The participant with the ball in their hands starts again, until all the participants are linked together with the string.	Ball of string
1 hour 10 min	Drawing : the trainer's attributes	Activity in groups of 3 or 4 Instructions : "1. Discuss in groups the qualities you expect in a trainer, 2. Discuss in groups what a trainer should not do, 3. Then draw two pictures based on what the group has identified"	Flipchart paper and markers
<b>15 min break</b>			
1 hour	Debriefing and debate: the position of the trainer	Each group presents its drawing, discusses what a trainer should and shouldn't do. Debate. <b>Name the two main principles of the trainer's position:</b> - <b>start from the participants' own experiences because that is how they will actively engage and how the teaching session will work better</b> - <b>guarantee a clear and supportive framework, which allows everyone to express themselves, ask questions and understand</b> <b>First principle : the trainers start from the experiences of the participants to guide them towards new information and understanding</b> <i>Why?</i> This is a principle found in adult education and in popular education. It is easier to build learning by referring to one's own experience, rather than by simply transmitting information. This promotes the role of an agent of training, and not simply consumer of content. <i>How?</i> In the teaching process, passing on information or	

		<p>knowledge is very often preceded by activities (games, readings, viewing of videos, role-playing...) allowing the participants to make active discoveries.</p> <p><b>Second principle : the trainers guarantee a clear and supportive framework that allows everyone to contribute, in terms of the training goals</b></p> <p><i>Why?</i> A training course is based on a group dynamic. The trainers should always remember that their role is to foster a positive dynamic.</p> <p><i>How can this be done?</i> From the start of the session, the trainers announce the objectives and timeline, and then make every effort to stick to them (adjusting some of the sessions if necessary, but without running over the end time). During the training sessions, the trainers make sure that everyone can participate, by encouraging those who are less likely to speak, and by containing those who tend to monopolize the floor. Not everyone feels the same legitimacy to speak: the trainers must pay attention to differences according to gender, age, seniority in the association... The trainers should try not to digress and remain focused on their teaching objectives.</p> <p><b>Taking the example of this first sequence, we can explain the importance of providing an ice breaker, and of providing teaching activities that actively involve participants.</b> The ice breaker allows the group to get to know each other better (and a positive group dynamic is important), and it puts the participants in an active not passive role. The learning activities continue along these lines: they allow participants to build their own knowledge and to actively debate and reflect with the trainer.</p>	
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**Session 2 - Emotions, values and trainer boundaries**

<b>Duration</b>	<b>Topics and activities</b>	<b>Teaching methods</b>	<b>Material to be provided</b>
10 min	Introduction of the topic	The objective of the session is to enable trainers to become aware that their emotions and values have an impact on their position, but that they have a particular responsibility in relation to the group: to respect their own emotional boundaries and the emotional boundaries of the participants. So we will discuss feelings first, then values, and eventually the responsibility of the trainer.	
35 min	Photolanguage on emotions	Each participant chooses a card from photolanguage on emotion, which represents a moment they experienced in training (as a trainer or participant): anger, sadness, being touched, laughter... In pairs, participants share these experiences. Link to the emotion photolanguage : <a href="https://libellud.com/DIXIT_9_OVERVIEW.pdf">DIXIT_9_OVERVIEW.pdf (libellud.com)</a>	Photolanguage
1 hour	Case study about value scales	Why do we experience these emotions? Because they are linked to experiences and values. But we do not all have the same experiences and values. Everyone interprets values in their own way; they are the result of personal and collective	Case study (short story about value conflicts -

	<p>history. Dialogue will lead to a better understanding of each other, and potentially a better ability to work and even live together.</p> <p><b>Case study.</b></p> <ol style="list-style-type: none"> <li>1. Give out the text of a short story to each participant and ask them to take the time to read it and to evaluate the characters according to their behaviour: Who behaved the worst? Who behaved the best?</li> <li>2. Ask the participants to get into groups (4-6 people) to share their opinion on the behaviour of the characters.</li> <li>3. We ask each group to agree on a list ranking the characters on a value scale ("from worst to best").</li> <li>4. We bring all the participants together and ask them to : <ul style="list-style-type: none"> <li>- read the lists made by each small group,</li> <li>- Discuss the similarities and differences,</li> <li>- Discuss how the participants have made their ranking, on what basis they have decided what was good and what was bad?</li> </ul> </li> <li>5. We conclude the exercise by highlighting : <ul style="list-style-type: none"> <li>- our different approaches to the notion of "good" and "bad",</li> <li>- our different "scales" of values,</li> <li>- the difficulty of "negotiating" around our respective values.</li> </ul> </li> </ol> <p><b>Point of attention</b></p> <ul style="list-style-type: none"> <li>- The aim here is not to reach a consensus;</li> <li>- Make sure that each participant is listened to and respected in the judgement they make.</li> </ul>	<p>prepared by the Fedina team – see next page)</p>
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### CASE STUDY

*One day Indira came to office wearing a sleeveless dress. She was very happy that day, as she was meeting the funding partners of the organisation. One of her colleagues, Meera greeted her at the door step and made the remark “why have you come half naked?” Indira is an easy-going person. She did not react and continued with her work. One of her friends and colleagues, Mary, came and told her “Hey, you look good in this dress.” Indira felt happy. When Indira lifted her arm to get a file from the cupboard Mary could see that Indira had not shaved her armpits. Mary whispered to Indira that she could see her armpit hair. Indira asked Mary “What is wrong with my armpit hair.” Mary got agitated and said “You have no shame.” She went off. Indira got on with her work.*

*At lunchtime, while Indira was walking towards the dining table, Lalitha gave her a look and giggled something to Rema and they both laughed. Rema asked Indira, “Did the tailor forget to attach the sleeves?” For that Lalitha said, “No, no, the rats must have eaten them while she was getting ready to dry the dress”. They burst out laughing. Sruthi, who is new, asked, “why are you two making fun of Indira?” Meera replied “You just joined the office, keep your mouth shut”. Sruthi went quiet.*

*All this time, the director of the organisation, who is a progressive person, was sitting at the corner of the dining table, listening to all these remarks and did not care to respond at all. Indira was hoping that the Director*

would come to her rescue. The director finished lunch and went back to the office. Indira felt very bad, but she didn't respond to any of the comments.

After lunch, Indira went to the deputy director's room and explained what had happened. She made a complaint against her colleagues for harassing her. She asked the deputy director to talk to other colleagues. The deputy director responded, "Wouldn't it be better if you dressed according to acceptable standards rather than getting into this unnecessary issue. Why do you want to waste your time on these things?" Indira did not say anything.

That evening, Indira was supposed to go for a field visit with Lalitha and Mary. As soon as they got out of the cab to the community, Mary covered her body with a shawl and Indira felt numb.

**15 min break**

1 hour	Snowball discussion : how can we react as trainers ?	<p>Having seen that we can all experience different emotions in training (as a trainer or a participant), related to our different experiences and values, we will reflect together on how we can react as trainers.</p> <p><b>Snowball discussion:</b>  <b>“How can we react as trainers in situations that affect our emotional boundaries? in situations that affect our values?”</b></p> <p>Each participant thinks individually, for 10 minutes, then shares ideas in pairs for 10 minutes. Pairs write their ideas on papers (one idea per paper). Then the pairs get together in groups of 4 for 10 minutes, then in groups of 8 for 10 minutes. At each stage, they try to bring together common ideas. At the end, the participants post their papers on the wall, grouping the ideas that go together. These ideas are used as a basis for discussion afterwards.</p> <p>During the general discussion : introduce the idea that the trainer should feel if they reach their emotional boundaries, and also pay attention to the emotional boundaries of the participants. Welcome different emotions supportively and encourage the group to respect each other's feelings. Importance of empathy in the group.</p> <p>We will then address the trainer's responsibility to the group, including whether to leave the debate open at the end of the session, or leave it up to the trainer to conclude.</p> <p>Empowering people is not about telling them what to think. But some values can lead to the reproduction relationships of domination &gt; allow participants to become aware of this without imposing points of view in an authoritarian way.</p>	<p>Sheets of paper to write down participants' ideas</p> <p>Blu-Tack</p>
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**Session 3 – Group management**

Duration	Topics and Objective	Teaching methods	Material to be provided
15 min	Ice breaker	<p>« Find someone who...»</p> <p>- has blue shoes (or another colour 😊)</p>	

	« Find someone who...»	<ul style="list-style-type: none"> <li>- works with retired people</li> <li>- has three children</li> <li>- works with domestic workers</li> <li>- wears glasses</li> <li>- has already undergone training</li> <li>- works with sanitation workers</li> </ul>	
1 hour 15 min	Role-play on group management	<p><b>Session 3 : Group management</b></p> <p>Trainers can face many challenges in group facilitation: disagreement or judgement between participants, people monopolizing the floor, participants questioning the value of the training, disagreement between co-facilitators... To practice reacting to these situations, we will participate in different role plays, for example :</p> <ul style="list-style-type: none"> <li>- disagreement or judgement between participants,</li> <li>- people monopolizing the floor,</li> <li>- participants questioning the value of the training,</li> <li>- disagreement between co-facilitators...</li> </ul> <p><b>Process of a role-play</b></p> <p>First, we will ask for 6 volunteers. Each of the 6 volunteers will receive a role card (2 trainer cards and 4 participant cards). They read their role card but do not tell the others what is written on it. Then they will improvise a short scene for 5 to 10 minutes. The rest of the group observes what happens, and thinks about how they would have reacted. After the roleplay, debriefing : we start with the people who played the role of the trainers: how did they feel, what was easy, what was difficult, how could they have reacted differently in relation to the group?... Then we ask the same questions to the people who played the role of the participants. Finally, we ask the rest of the group for their observations, remaining supportive and non-judgmental about the people who played the roles.</p>	Participant cards with instructions for the role plays - prepared by the Fedina team (see next page)
<b>15 min break</b>			
1 hour 15 min	Role-playing on group management	<p>Continuation of the role play on group management</p> <p>At the end of the session, list the tips for group management on a flip chart:</p> <ul style="list-style-type: none"> <li>- be patient</li> <li>- be supportive</li> <li>- intervene when one participant judges another</li> <li>- gently ask for help from people who dare to speak up less</li> <li>- regularly remind people of the group's framework: non-judgmental, supportive, a place where everyone can express themselves.</li> </ul>	Flipchart papers

### Role Play: 1

Card 1: facilitator – training on nutritious food. A balanced diet and the importance of including protein in a meal . Food habits are linked to the geographical area. Emphasize beef. Try to react if people oppose your view.

Card 2: Co facilitator – act in cooperation with the facilitator. Try to make others calm.

Card 3: participant, who is a Brahmin, should oppose the statement that supports eating beef on religious grounds. The cow is like our mother. Should say that facilitator is not good enough and does not have the basic knowledge of nutritious food.

Card 4: participant, Lingayath, should try to interrupt the others, shout at the others support the brahmin's view.

Card 5: Participant, Dalit, should speak about why beef is important for them.

Card 6: be a mute spectator. Even if somebody asks you to speak, just say that you don't have any view on this.

### Role Play: 2

Card 1: facilitator – The topic is about the working conditions of domestic workers in Bangalore. State some statistics - like the fact that only 20% of domestic workers are migrant Hindi speaking workers. React if co facilitator opposes any of your views.

Card 2: co facilitator – correct the facilitator by saying that recent survey shows that 40% of domestic workers are migrant Hindi speaking workers. Ask why she is focused only on Hindi speaking workers. oppose everything the facilitator says afterwards.

Card 3: participant working with domestic workers, says that both are wrong, she has been working with domestic workers for the past 15 years and most of them are Tamil speaking migrant workers.

Card 4: participant, it is a waste of time and I am going to be late for my work. Walk out of the room towards the end.

Card 5: participant - talk with the card 6 person, don't pay any attention to what is going on

Card 6: participant - talk with the card 5 person, don't pay any attention to what is going on

Session 4- Preparing a teaching session			
Duration	Topics and Objective	Teaching methods	Material to be provided
1 hour 15 min	Carousel activity on preparation	<b>Session 4 : Preparing a teaching session</b> This sequence is more technical than the previous sessions. This is the concrete preparation of a session. Carousel activity with 5 topics : 1. Choose the teaching goals to suit the audience 2. Choose activities that complement the teaching goals 3. Plan the timing of the session 4. Organise co-facilitation 5. Plan post-training evaluation and follow-up	Flipchart paper and markers

		In groups of 3, participants should think about the important points for preparing a teaching sequence. Once the group has agreed on the important points, they write them down on the flip chart. After 15 minutes, the groups change tables and discuss a new topic and complete the flip chart sheet filled in by the previous group. So each group spends about 15 minutes per table, and gradually completes what the other groups have already noted down.	
<b>15 min break</b>			
1 hour	Debriefing and debate	Collective review of the 5 topics worked on by the participants on the flipcharts.	
30 min	Preparation sheet and instructions for workshop	<p>Presentation of the teaching sheet</p> <p>Presentation of the instructions for the next day's workshop</p> <ul style="list-style-type: none"> <li>&gt; Work in groups of 3 or 4 (4 different groups)</li> <li>&gt; Each group chooses a target audience and prepares a 45-minute sequence on one of six possible topics (empathy and sympathy, women reformists, caste, dress code, unpaid labour, employment codes). They can of course draw inspiration from the teaching activities tested during the training (ice breaker, drawing, photolanguage, case study, snowball discussion, role play, turning table).</li> </ul>	<p>Instructions for the workshop (translated into Kannada and Tamil)</p> <p>+ Teaching sheet (translated into Kannada and Tamil)</p>

<b>Session 5 – Workshop : prepare your own teaching session</b>			
Duration	Topics and Objective	Teaching methods	Material to be provided
15 min	Ice breaker – Positioning	<p>Participants must position themselves in line with each other:</p> <ul style="list-style-type: none"> <li>- how long have you been working with Fedina (most recent to oldest)</li> <li>- who lives the furthest from Bangaluru? (from furthest to closest)</li> <li>- how many groups do you plan to train?</li> </ul>	
1 hour 15 min	Workshop in small groups.	<p><b>Session 5 – Workshop : prepare your own teaching sequence</b></p> <p>Each group prepares the session they will run in the afternoon or the next day.</p> <ul style="list-style-type: none"> <li>- choosing a topic</li> <li>- choice of audience</li> <li>- choosing and preparing a teaching activity adapted to both the audience and the topic (including the preparation of teaching material if needed)</li> <li>- on this basis, filling in the teaching sheet</li> <li>- preparation of the co-facilitation (who facilitates what?)</li> </ul>	<p>Instructions for the workshop (translated into Kannada and Tamil)</p> <p>+ Teaching sheet (translated into Kannada and Tamil)</p>
<b>15 min break</b>			
1 hour 15 min	Continuation of group work	At the end of the morning, each group must have filled in the teaching sheet and be ready to run the session with all the participants.	



<b>Session 6 – Presentation of the sessions prepared by the groups</b>			
<b>Duration</b>	<b>Topics and Objective</b>	<b>Teaching methods</b>	<b>Material to be provided</b>
1 hour 15 min	Presentation of the session prepared by group 1	45-minute presentation by Group 1. The rest of the participants play the role of the training participants. Then debriefing of about 30 minutes: how did the members of group 1 feel? What was easy? What was difficult? What did the other participants think about the session (be careful to formulate your feedback in a non-judgmental and constructive way!).	Group 1 provides its own teaching materials
<b>15 min break</b>			
1 hour 15 min	Presentation of the session prepared by group 2	45-minute presentation by Group 2. The rest of the participants play the role of the training participants. Then debriefing of about 30 minutes.	Group 2 provides its own teaching materials
15 min	Summary of the session	Short summary of the findings and comments from the session	

<b>Session 7 – Presentation of the sessions prepared by the groups - continued</b>			
<b>Duration</b>	<b>Topics and Objective</b>	<b>Teaching methods</b>	<b>Material to be provided</b>
15 min	Ice breaker - Two truths and a lie	Everyone has to give three statements about their life (with two truths and one lie), the rest of the group has to guess which one is a lie. <i>E.g.: I have four brothers and sisters / I used to live in another country / I was a champion runner.</i>	
1 hour 15 min	Presentation of the session prepared by group 3	45-minute presentation by Group 3. The rest of the participants play the role of the training participants. Then debriefing of about 30 minutes.	Group 3 provides its own teaching materials
<b>15 min break</b>			
1 hour 15 min	Presentation of the session prepared by group 4	45-minute presentation by Group 4. The rest of the participants play the role of the training participants. Then debriefing of about 30 minutes.	Group 4 provides its own teaching materials

Session 8 – Closing session			
Duration	Topics and Objective	Teaching methods	Material to be provided
30 min	Summary of the group presentations	Summary of the findings and comments from the group presentations	
30 min	Individual action plan	Each participant reflects individually on what they have learned, what they still need to learn, and what they will put into practice. They individually fill in the document "Individual action plan": <ul style="list-style-type: none"> <li>- Which groups will I train?</li> <li>- What topics?</li> <li>- When and how often?</li> <li>- Do I plan to co-facilitate with another trainer?</li> <li>- My first ideas for my training sessions</li> <li>- One or two things I want to put into practice from everything I have learned during the training,</li> <li>- What support will I need?</li> </ul>	Individual action plan (translated into Kannada and Tamil)
<b>15 min break</b>			
45 min	Writing a song : "what we have learned".	Two groups are formed Each group has to write new lyrics for the song, answering the question: "What have we learned?"	
45 min	Goodbye!	Both groups sing their songs!	

**Link to the article :** [https://atelier.fdh.org/en/take-action/our-experiences/emancipatory-trainings/article/training-of-trainers-at-fedina?lang=en&var\\_mode=calcul](https://atelier.fdh.org/en/take-action/our-experiences/emancipatory-trainings/article/training-of-trainers-at-fedina?lang=en&var_mode=calcul)

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