**TRAINING OF TRAINERS**

**Session Title: 1.4 Creating a learning environment**

**Length of Session – 60 mins**

1. **Objectives**

**By the end of the session participants will be able to:**

Identify trainer actions that can contribute to a positive learning environment before training, on arrival and during training.

1. **Methodologies used**

|  |  |
| --- | --- |
| **Mins** | **Activity/What to do** |
|  |  |
| 25  35 | Before the training session starts, put up three flip charts. On each have one of the following headings:  Before the training course  When people arrive at the training course  During the training course  Ask participants: *How did you feel before you arrived at this training course? What helped you/hindered you in feeling relaxed and ready to learn? What has happened so for that has helped you to engage in the learning?*  Tell participants, we are now going to do an exercise that gets us to think about ways in which we can encourage learning and create the right environment.  Break participants into three groups. Assign each group to a flip chart and tell them that they need to write as many ways they can think of to create a readiness to learn and a positive learning environment for their flip chart. Tell participants they will have a short time at each chart and will then move clockwise to the next chart. At the next chart they should review what is already there and add their own ideas.  Play some music and ask people to start.  After five minutes signal that it is time to move on. Allow five minutes at the next and then three at the third.  Gather participants around each flip chart and talk through what they have written.  Key points that should be brought out are:   1. Before the event – clear joining instructions including timetable, details of venue (preferably with map), objectives of the course and who the trainer is. 2. On arrival – someone to welcome participants, ask them who they are, where from etc. Show them where the training room is, other facilities, ask if they have any special requirements during the course, introduce them to other participants etc. 3. During the course – lots of different types of activities that meet different learning styles, putting up flip charts that they have produced, trainer sharing lunch/breaks with participants if possible, playing music during exercises or breaks, providing information on other resources available that are not covered in the course, getting daily feedback from participants and responding to this the following morning.   **Resources needed**  Flipchart paper and pens with different heading on each  Some music to play during the activity.   1. **Handouts**   [*Give out handouts, if any*] |
|  |
|  |