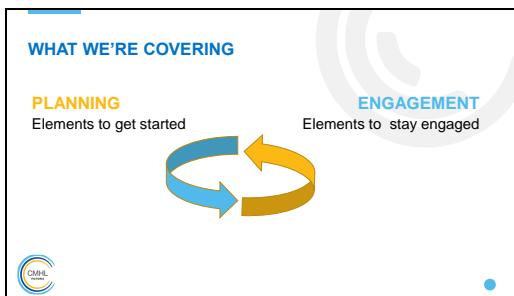


Don't forget your warm-up! Think about if you need something physical, something to get your audience talking, moving. Does the content (or previous content) suggest that you bring some levity or make them feel a sense of competency (revising what people already know or asking to explain their expertise might help put people in a positive mindset).

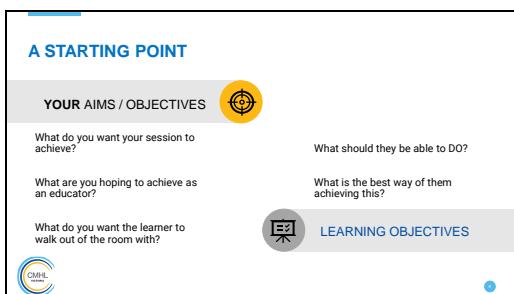


There are two parts to the session today. First, we'll be looking at planning and some of the basic elements and points to consider.

Second, we'll look at using activities in your plan to keep people engaged. They build on each other, and they also influence each other as they develop. Think about some considerations for session planning and list some components of engaging session planning.



Planning – it's what we often don't have time for, but what can often reap us the largest rewards. One of trainer's biggest fears is a participant walking away from a session feeling they've wasted their time. Considerate planning, and allocating time for planning - conceptualizing the WHY behind the HOW - can be the difference, with learners leaving a session feeling communicated to, enabled, and that it was time well spent.



So where do we begin? Let's stick with convention here and say start with YOUR Aims and Objectives as a facilitator. As the facilitator of this session, the better you can understand what you are hoping to do or accomplish, the easier the rest of it will fit into place. Once we know what we want to do, then we take a look at what we want our learners to be able to do (or what they need to do) when they leave the session. Sometimes this can be dictated to us, unfortunately, but in those cases consider, 'How can we use our planning to ensure we can come up with learning objectives that the learner can meet and feel confident about?'

Please see our other presentation on learning objectives for a bit more of an in-depth discussion on these points.



Results from this can be seen in the Padlet linked above (for a limited time). Also see the document linked in this video's description for the full list

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And now for some philosophical reflection...

You are a slave to time when presenting. This is not negotiable. A simple trick you can use when planning, illustrated here, is to think of your timing as counting down, not up. How long do you have for the education experience? 40 minutes? Two hours? A full day? Subtracting chunks of time for sections, modules, content and activities can help ensure you have plenty to cover the information needing to be covered and also any practice or application to reinforce the learning.

Prioritizing what information and/or application activities are most important, and what are of lesser importance to meet your learning objectives can also be helpful when setting up your timing. How many of us have been in a group where we're running slightly over time and need to cut something? This often happens later in the day, and can cut into the application activity, which is really where the learner gets a chance to consolidate their knowledge and practice, improving confidence.

Timing: count down, be generous with things what's needed, and brutal when cutting what isn't.

CONTENT

...PART 1

- Review
- New Information
- Models / Methods
- Analysis / Higher Order



Always try to think about the content you are presenting to the learner. Each piece of information should be considered. How much is review? How much is completely new material? Does it draw on previous knowledge or is it something that goes against previous conventions? If it is, is there a safe space for people to out that they don't know or believe in the outdated methods. Check out our other presentation by Eve Curtis on 'Creating and the need for those 'Safe Spaces' for learning'

Are you looking at models or methods, which may have a diagram or other mnemonic device to help retain the information, or is it a more abstract concept or new way of analysing information? What is the **cognitive load** for the information you're discussing?

SUPPORTING YOUR CONTENT DELIVERY

- Prior knowledge
- Curious questions
- Importance
- Tear down to build up
- Graduated skill building
- Scaffolding
- Opportunities for reflection
- Time to talk



Prior knowledge and expertise in the room - Start by understanding what the group already knows and how you can use that to flesh out your information – you may have a Subject Matter Expert in the room without knowing it (and this is ONE reason to always leave additional time for class conversation in the day). **Ruler activities** are a basic way of doing this (1-10). **Line ups** can be great when we're in the same physical space as it gets people moving, too. **Curious questions** – things you know the answer to, but may be used to prompt someone else to explain in different words or use expertise in the room. **Importance** - understanding if, why, and how this topic matters to your learner, and using early activities that can challenge or be inquisitive about preconceptions. Similar is **Tearing down to build up** - sometimes outing negatives about a topic can be an important way to have everyone starting fresh and on the same page –this is often the case with sessions on clinical supervision.

Think of how you can plan for **graduated skill building**, building on previous knowledge, paradigms or understanding.

Scaffolding is a way of using supports as the learner build competence in a skill by having additional supports in place as the learner needs them like working through a scenario as a whole group. It can be something visual, like a picture on a slide, it can be a **metaphor**, which is a mental visualisation of an idea, and can be a very effective way of breaking down a complex idea. By likening it to something we already know.

Reflect and talking is about giving learners time to process – talking through something gives them the opportunity to explain in their own words /hear what it sounds like when they explain it and check that it makes sense to them.



CONTENT...PART 2

- Slides
- Videos
- Role Plays & Real Plays
- Problem Solving
- Consolidation / Revision
- Quiz / knowledge checks
- Intangibles


Gossip Tell Me More GIF By GIPHY Studios Originals

Slides: catchy, pictures, sparse writing, slide will take at least as long as it takes you to read the slide. see YouTube for a litany of PowerPoint do's and don't

Videos - great way to add information quickly, introduces a new speaker, engaging audience in a different way
Consider: length, utility, is it introducing new ideas or reinforcing? Time required for follow-up activities /discussion – Fight Flight Freeze example <https://www.youtube.com/watch?v=jEHwB1PG-Q>

Role plays: utility? Often a way of practicing techniques. Plan for possible issues with role play.... Some answers: can be the 'fake' aspect, extra time in explanation, reading

Real plays: Using people's real situation or topic to work through what it actually feels like from an interviewer and an interviewee. (think Supervision, Motivational Interviewing) –balancing safety with wouldn't that be a positive learning?

Problem solving (whole of group / group-based?)

Consolidation/ Revision : can use games or activities to do this – if at the end of the day also a nice way to have people leaving feeling energized and reminding them of what they covered / learned. 'I'm more apt to believe what I hear myself say' – a phrase in MI. It's true with learners - saying aloud what they've learned or covered is a great way to help reinforce the ideas and help them realise that some of it 'stuck' also gives them a chance to record it in a meaningful way (they can note-take in revision in a way that suits their learning needs).

Intangibles – being humble, humour, silliness, corny jokes, don't be afraid to be silly and make mistakes – and it keeps the people engaged.

ACTIVITIES



No activity exists in a vacuum...

Considerations

- Purpose
- Timing
- Adaptability



Always consider the purpose of an activity and revisit it in your final presentation – either/both the presentation or the activity may have shifted while you've developed the package. Consider the context and follow-up for each activity and how it fits into your overall 'plan'

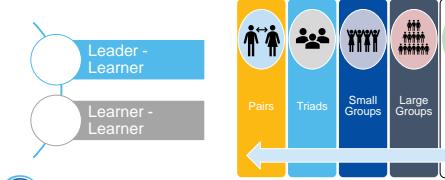
DO THE 'PIVOT'

- Online = Different engagement challenges
 - Online tools
 - Utility vs. Time
- 



There are a lot of resources on how to engage in an online space, including our own video session. Have a look and consider your audience and the technology they have available and are familiar with. Don't overcomplicate things, but remember engagement is more important and challenging in the online space.

INTERACTION / DYNAMICS





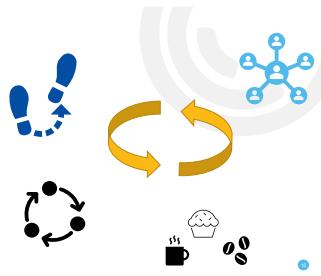
Review the Padlet feedback for a list of some activities trainers find useful for these different dynamics.
Balance of variety and safety / familiarity /continuity
Swapping partners in Motivational Interviewing example –we don't ask people to work with same partners because the demonstration's goal is to instil confidence that participants can use these skills in a variety of places where someone is in their thinking about change.

We've already mentioned using a large or whole group to dip the learner's toes in a new skill through Scaffolding. (having additional supports in place as the learner needs them like working through a scenario as a whole group.)

Stop and think about the last training you completed (led or participated in) – what was one activity you participated in and how could it have been different if a different dynamic would have been used?

MIXING IT UP

- Movement
- Stations
- 'Speed Dating'
- Teamwork
- Breaks!



Movement – use it to stimulate the blood flow, oxygen levels and overall alertness.

Stations (around room)– gets people moving and can be ways of chunking skills or activities. Works best with prepared prompts and easy to follow instructions.

Speed-dating - doesn't' have to be speedy, but the idea of working with a few different partners to get different experiences.

Don't forget the importance of breaks to help with cognitive load and let people reflect.

WHAT DOES IT ALL MEAN!?!?

Planning

- shows the flow of presented ideas
- increases opportunities for variety
- ensures learner's needs are met



Two parts to it, they can build from each other, but they also influence each other as we go through the planning.

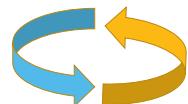
WHAT WE'VE COVERED

PLANNING

- Elements to get started
- Aims & Objectives
 - Learning Objectives
 - Timing
 - Content

ENGAGEMENT

- Elements to stay engaged
- Content Delivery
 - Activities
 - Interactions / Dynamics
 - Variety
 - Considerations



CONSOLIDATION ACTIVITY

- Groups via assigned breakout rooms
- Each group is to have one record keeper
- Write down as many 'pointers' from the previous sessions you can think of.
- Number answers as you go.
- The team with the most 'pointers' written down WINS!



An example of a consolidation activity for the day (which we did not get to). 'Write down as many ____' are great as they get people to brainstorm, recall, hear other ideas, and the 'game' side of it can prompt an uptick in productivity. Some people really respond to competition!



Thank you!

SAMPLE SESSION PLAN

TIME	SLIDE	CONTENT / Activity	DURATION	DYNAMICS
9:00	1	Title, acknowledgement	2	YOU
9:02	2-3	Housekeeping, safety	3	YOU
9:05	4	Warm-up: Line-up	15-20	Whole class
9:25	5	Overview	5	YOU
9:30	6-7	Review –have learners define parts of model, report 1 part each group	7-10	Small groups
9:40	8-9	Basics of model	5	YOU
9:45	11-13	In-depth: opening, skills, close	15	YOU
10:00	14	Practice + Report	30	triads
10:30	15	AM Tea	15	-

