





Module E5 : Preparing and organizing training activities

Activity	 Keywords	 Tools
1) Taking into account the context of learners to prepare the training activity / training design	Learning objectives Training scenarios Active training methods	5 tools
2) Preparing the activities, the use of methods and tools to meet the needs of various learners	Learning rhythm Adaptation of methods Training techniques / tools	5 tools
3) Preparing the work space to facilitate learning	Training space Training equipment Place of the trainer within the room	3 tools





Summary - keywords and notions

Cat. 1 : Taking into account the context of learners to prepare the training activity / training design

Problem	Sophia needs to provide training and she is looking at how to define learning objectives and translate these objectives into training activities.
Issue	Scripting learning activities makes it possible to prepare early training sessions with clearly identified objectives.

Keywords	Definition
Learning objectives	The learning objectives describe what your learners should be able to do after they complete your training. They should be clearly described in order to be evaluated on the basis of explicit indicators. The objectives should be described in terms of skills. If necessary, they must be linked to references related to the professions for which they are preparing.
Training scenarios	A training scenario describes the path to be taken by the trainees to achieve their learning objectives. It covers two complementary aspects: a didactic aspect related to the knowledge to be acquired progressively, in a hierarchical and coherent order; and a teaching aspect that specifies how the training is organized (exercises, group work, simulation, etc.), specifying the pace, the methods and the tools.
Active training methods	The active methods come from the New Education movement which, at the beginning of the 20th century, challenged the traditional school where the students were passive, and has aimed at a form of autonomy and commitment of students in learning. It is a whole of techniques and tools that promote the effective activity of the trainees, their speaking, and interactions with the group and with the trainer. These methods require for the trainer a listening and empathetic situation and a strong sense of organization.

Tools :	Description
T51.1 Benjamin Bloom's taxonomy	Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.
T51.2 Exploration of training needs	As a trainer, it is important to adapt the training design and tools to the needs of the trainees. It is therefore important to obtain information about learners, their needs and their context of work. This tool provides advice on how to assess these needs and how to use the collected information.
T51.3 Active pedagogies in adult training	Summary tool on active pedagogies, principles, objectives and advice for training.
T51.4 Example of a training scenario	This example of training scenario grid is a classic preparation tool allowing the trainer to describe the activities, methods and tools in relation to the objectives and contents of his training.
T51.5 Reflective team	This tool describes the reflective team method, which allows a critical reflection on the training, its content, its structure, the activity of the trainer and the participants in order to improve the process, to initiate evolutions, to initiate a new impulse.





E5: Prepare and organise training activities

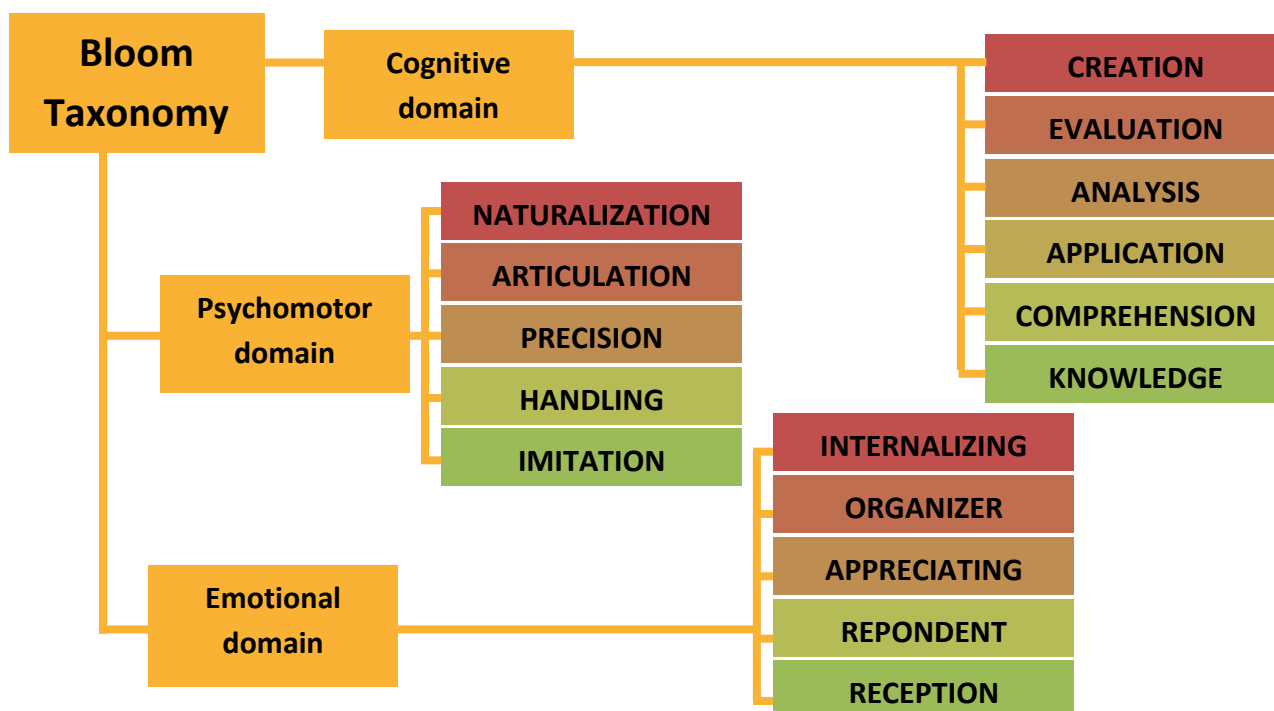
Benjamin Bloom's taxonomy

Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.

Origin of Bloom's taxonomy

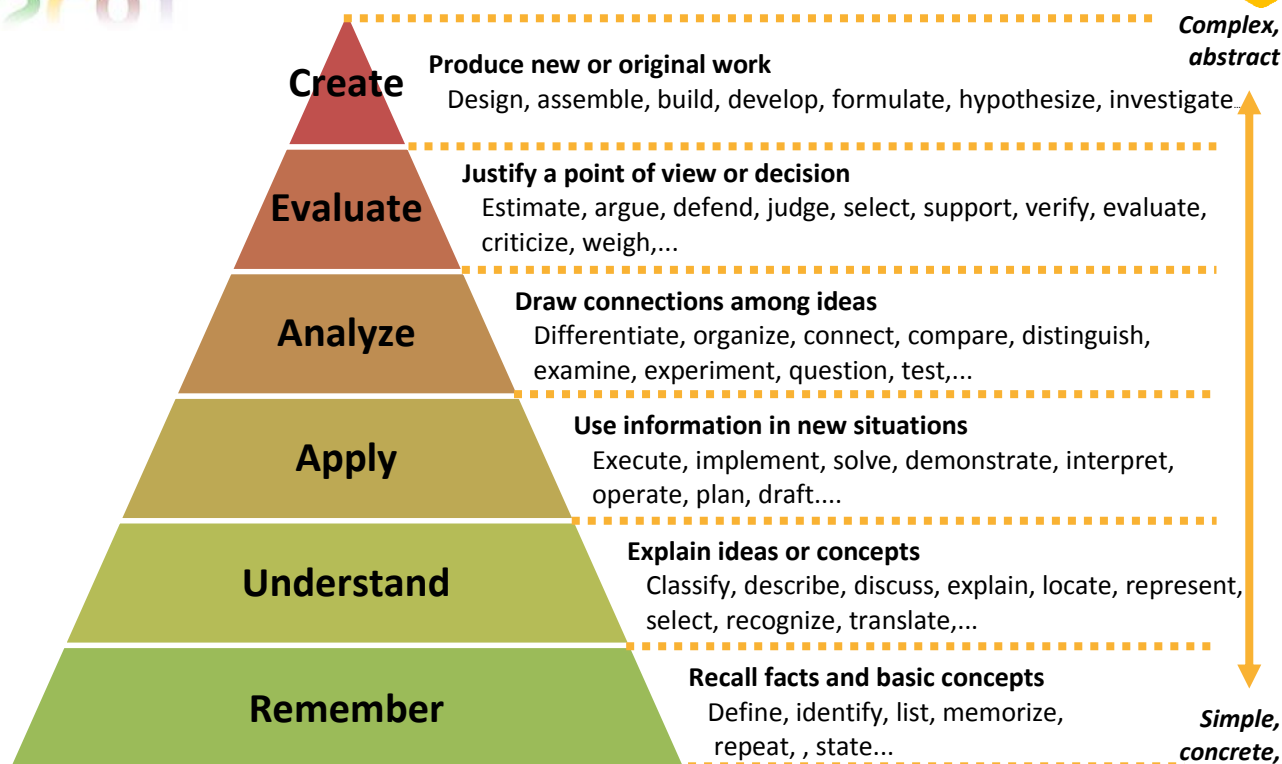
- **Bloom's taxonomy** proposes a rational breakdown of the operations performed by a subject during his or her learning. It is a model, very well known, whose first version dates from 1956, rather focused on learning, comprising three distinct domains (cognitive, psychomotor, psychoaffective) with different levels for each. It gave birth to objective-based pedagogy
- This taxonomy, revised and made more operational and flexible by **Anderson and Krathwohl** in 2001, is a tool that helps the training designer define learning objectives based on the notion of competencies. Because these learning objectives, if clearly formulated, will help to build the pedagogical process that will enable learners to achieve them.
- In the **cognitive domain** which is detailed in this tool. Benjamin Bloom defines 6 levels from action verb. These levels range from simple to complex and from concrete to abstract

Description of the taxonomy domains



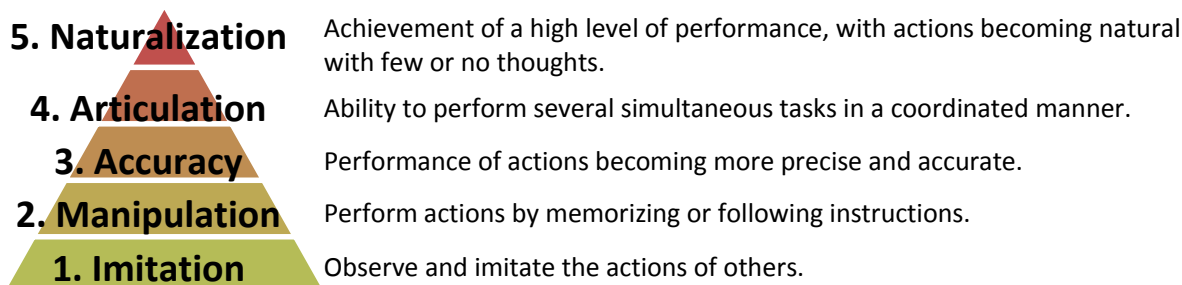
Cognitive domain: 6 levels of objectives





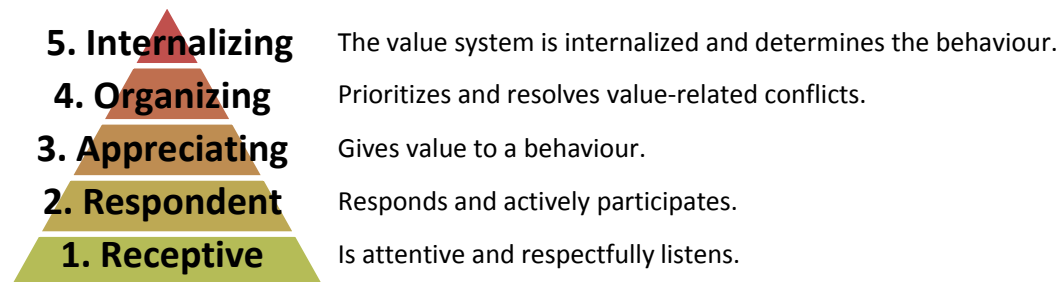
Psychomotor domain: 5 levels of mastery

In the psychomotor domain, 5 levels of mastery have been defined by R. H. Dave (1975), ranging from the basic level to the more advanced level, for which actions are well integrated.



Emotional domain (attitudes, interpersonal skills): 5 levels of integration

In the affective domain, attitudes and interpersonal skills are classified into 5 degrees from the most basic requiring simple attention to the most complex, when the behaviour is determined by a value system.



References: Anderson, L. (2004). Increase the effectiveness of teachers (2nd, ed.).

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218, R.H. Dave (1975), Masia (1973)





author : B. Kaps / B. Boudey
Organization : GIP-FAR
date : 03/03/2019

E5: Prepare and organise training activities

Exploration of training needs

As a trainer, it is important to adapt the training design and tools to the needs of the trainees. It is therefore important to obtain information about learners, their needs and their context of work.
This tool provides advice on how to assess these needs and how to use the collected information.

Key Points

The key points to explore training needs are:

- **the collection of information** on trainees and the identification of their **training needs**
- **the methods for assessing training needs**
- **the use of information** on needs in the design of training

The first step in determining training needs is the expression of the needs by the target group itself.

Note: Training is often organised by a higher level of management, by a department or by external persons, while the target group of the training has not expressed a need for it or has not been involved in the choices of the content. Such a situation requires additional agility from the trainer, as he or she must establish a bridge between the officially defined training content and objectives and the real needs of the trainees he or she will meet.

The request, the expectation, the training needs and the training order

To properly carry out the needs analysis, it is necessary to distinguish the following elements in the information processing: the request, the expectations, the needs and the training order.

■ The request for training

It is the expression of a training need expressed by an employee or by a line manager or by the company. A well formulated request and an adapted offer determine the quality of training. (AFNOR X50-750)

■ The expectation

Expectation is the projection by managers or beneficiaries of the effects of the training. It is often expressed at the same time as the request, but it is interesting to identify it because it is personalized by the point of view of the person who expresses it.

■ The training needs

"It is the gap between an individual's actual skills at a given time and the expected skills" (AFNOR X50-750)

■ The training order

The order, which is usually the result of a negotiation between the management and the training provider, is the legal act that establishes the training.





Gathering information on trainees and their needs

- Regardless of the factors that initiate and determine training, the trainer must, at a minimum, conduct a **rough analysis** of the trainees' **professional and personal characteristics** as well as their working conditions. This information will be used as a basis for designing the training program.
- This needs analysis determines the orientation, the structure and the timing of the training, the depth and theoretical context, the exercises proposed and the examples provided by the trainer. It is important to design a training that is adapted to the situation of the trainees and meets their needs and interests.
- If he has the opportunity to **contact his trainees in advance**, the trainer may ask them directly what they need. If this is not the case, he or she can contact the initiator of the training request and collect as much information as possible about the trainees, their **expectations, knowledge, work context** and **experience**.

The expression of the needs and experience of the trainees

Depending on the nature of the training and the information the trainer needs from his trainees, it may be useful to develop an evaluation questionnaire and send it to the participants before the training.

The topics or points discussed could be:

- **expectations, interests, knowledge and training needs**
- **levels of education, working environment, habits, traditions and taboos**
- **homogeneity / heterogeneity, possible tensions / conflicts between participants**
- **periods and seasons of high workload for trainees**

At the beginning of the debriefing on the questions, it is important to ensure that illiteracy problems and the potential need for alternative methods are addressed.

Sample questions:

- *What are your expectations for this training?*
- *Who decided that you should participate in this training?*
- *Do you already have any knowledge on the topic?*
- *What should happen in this training for you to leave it thinking: this training has really been useful?*
- *What are the topics that interest you most in this training?*
- *Have you ever heard of such a concept? And if so, in what context did you practice / mobilize this notion?*
- *Would you describe yourself as a novice, practitioner or expert in such a notion?*
- *Do you want to know more about this notion, and if so, why? How do you think this could be useful to you?*
- *What is important to you about a particular concept?*
- *What do you look forward to and what do you fear from this training?*
- *Other comments/ideas/ wishes regarding training*





Use trainee information to adapt training

It is important to carefully use the information from the trainees' needs assessment when developing the training in order to effectively adapt it to the trainees' context.

Depending on the answers to the questionnaire/training needs, different elements can be adapted:

- the **contents** and their **level of theoretical expertise**
- the **methods** that best suit the trainees
- **the organization** and **schedule**
- the **exercises** and **examples** used

Although a careful assessment of training needs and context was done prior to the training, it is still important to begin the first session by dealing with participants' expectations, wishes and fears, in order to be able to better respond to needs, which may be relevant but not as closely related to the content of the training.

Sources : FAO, "Training source book" 2003,
AFNOR standard "X50-750"





E5: Prepare and organise training activities

Active method in adult training

Summary tool on active pedagogies, principles, objectives and advice for training.

Active method

The active pedagogy movement was born from a critique of traditional pedagogy to which it was created to propose a concrete alternative at the end of the 19th century.

Traditional school pedagogy is centred on school curricula (the logic of education) and the central posture of the teacher who, by his authority, imposes a strict discipline: the student must remain silent and passive (traditional school socialization).

Heirs of Comenius, Jean Jacques Rousseau or Heinrich Pestalozzi, pedagogues, have the objective of proposing to make learners **active** and they :

- solicit learners and allow them to express themselves more freely,
- are based on their interests, their motivation, their resources,
- are based on situations that are familiar to them,
- promote their autonomy and responsibility and trust them.

The initiators of active method

During the 20th century, these pedagogues invented methods, set-up and tools to serve their vision of education, also based on the emergence of psychology => **constructivist model** of Jean Piaget's **development of intelligence**; contributions by Henri Wallon...).

Let's name four of them:

- John **Dewey**, influenced by W. James' pragmatic and functionalist psychology, founded the Chicago "Experimental" School in 1896 ("learning by doing").
- Maria **Montessori** founded *Casa del bambini* in Rome in 1905 (link between motor and sensory education and the cognitive development of young children (initiator of the nursery school).
- **Célestin and Élise Freinet** have developed a cooperative pedagogy to democratize academic success.
- **Paulo Freire**, in Brazil, formalizes an emancipatory pedagogy that places the awareness of the most modest at the heart.

The objectives of active method

Active pedagogies have strongly marked **adult education** and highlight motivating activities, analysis of learners' needs and taking into account the expression, formative evaluation. They aim to **empower subjects** and **reflexivity** plays an important role. Overall, they are intended to encourage numerous and varied **interactions** (in the logic of the cognitive contract and small groups work) and propose **dynamic mediations**: the **pedagogy of the project** and the **pedagogy of the contract** are two examples.

Active pedagogies are linked to the **Care** (J. Tronto) movement in education and training, which wants to take care of people in vulnerable situations by being both caring and demanding, to aim at the emancipation of learners





Adults learn better when:	Matching adult learning needs with Appropriate methods
Trainees feel valued and respected for their experiences and perspectives they bring to training situation.	Elicit participants' experiences and perspectives through a variety of stimulating activities.
The learning experience is active rather than passive.	Actively engage participants in their learning experience through discussion and a variety of activities.
The learning experience actually fills their immediate needs.	Identify participants' needs; develop training concepts and learning objectives to these identified needs.
They accept responsibility for their own training.	Make sure that training content and skills are directly relevant to participants' experiences so that they will want to learn.
Their learning is self-directed and meaningful to them.	Involve participants in deciding on the content and skills that will be covered during the training.
Their learning experience involves ideas, feelings and actions.	Use multiple training methods that address knowledge, attitudes and skills.
New material relates to what participants already know	Use training methods that enable participants to establish this relationship and integrate new material
The learning environment is conducive to training.	Take measures to ensure that the physical and social environment (training space) is safe, comfortable, and enjoyable
Learning is applied immediately.	Provide opportunities for participants to apply the new information and skills they have learned.
Learning is reinforced.	Use training methods that allow participants to practice new skills and receive prompt, reinforcing feedback.
Learning occurs in small groups.	Use training methods that encourage participants to explore feelings, attitudes, and skills with other learners.
The trainer values the contributions of the participants as learners and teachers.	Encourage participants to share their expertise and experiences with others in the training.





Learning styles

Learning styles	Consider using
Learn better with abstract concepts and lectures.	Case studies and discussions on theories and research.
Learn better by observing others.	Demonstrations and videos.
Learn better with exercises.	Role-playing and other experiential activities.
Learn better through visual means.	Videos, images and slides.

Source: Swedish civil Contingencies Agency – Training Material Development Guide



E5: Prepare and organise training activities

Example of a training scenario

This example of training scenario grid is a classic preparation tool allowing the trainer to describe the activities, methods and tools in relation to the objectives and contents of his training.

The training scenario

Definition :

A training scenario describes the **path to be taken by learners**.
It covers two complementary aspects:

- on the one hand, a **didactic dimension**: linked to the knowledge to be acquired gradually, in a hierarchical and coherent way;
- on the other hand, a **teaching dimension**: which specifies how the training is organised (exercises, group work, simulation, etc.), at which pace and with which mediations and tools.

The structure of the scenario preparation grid

The elements appearing on the sequence grid may vary depending on the detail and nature of the activities.

The most classic elements are as follows:

- **The schedule**
The scenario is generally described chronologically. It thus includes a reference to the timetable or stages that materialize the sequence of activities in the teaching scenario.
- **The training objective / content of the activity** (didactic dimension)
Each step is often associated or described by a teaching objective that defines the purpose of the activity centred on the learner and the addressed content.
- **The methods used** (pedagogical dimension).
The scenario often describes the methods used for each step of the scenario, which allows the trainer to see and organize a variety of activities.
- **The tools / supports**
The scenario sometimes specifies the tools to be used: grid, resources, grid,... which allows the trainer to identify the tools to be built or mobilized for his training.
- **The estimated duration**
The scenario specifies the estimated duration of the activities in order to allow the trainer to regulate the training if necessary and to plan breaks, to anticipate hazards...



Training sequence preparation grid

Schedule of events	Duration	Content / objectives	Method / Who	Hardware / Supports
09:00	15 min	<i>Start</i> <i>Welcome, presentation of objectives/content</i> <i>Presentation of the trainer</i> <i>Schedules, agreements/rules of the training</i>	Contributions - Large group	Whiteboard
09:15	30 min	<i>Get to know the participants</i> <i>4 introductory questions:</i> <ul style="list-style-type: none"> ■ Last name, First name, Function ■ Define what connects us ■ "What does teamwork mean to us?" ■ important agreements within the group 	Large group - Sub-group of 4 People	Bulletin boards
09:45	20 min	<i>Presentation of the trainer</i>	Large group	
10:05	20 min	<i>Collection of personal expectations</i>	Large group	Whiteboard
10:25	20 min	Pause		
10:45	20 min	<ul style="list-style-type: none"> ■ Definition: What is a team? ■ What does teamwork mean? ■ work situations where teamwork can be useful or counterproductive 	Contributions discussion	Whiteboard
11:05	20 min	<i>Key question :</i> <ul style="list-style-type: none"> ■ "What does successful teamwork mean to us?" 	Sub-group activities Creative presentation (sketch, drawing, symbols)	





Schedule of events	Duration	Content / objectives	Method / Who	Hardware / Supports
11:25	30 min	<i>Presentation Summary, Supplement</i>	<i>Large group discussion</i>	
11:55	10 min	<i>Characteristics of successful teamwork</i>	<i>Contributions</i>	<i>Slideshow</i>
12:00	1h15	<i>Lunch break</i>		
13:15	45 min	<i>Tutorial</i> <ul style="list-style-type: none"> ■ <i>experience cooperation as part of a team</i> ■ <i>experience non-verbal communication within the team</i> 	<i>2 Observers the rest of the group performs the task Reflection - Large group</i>	<i>2 strings armchair</i>
14:00	15 min	<i>Team building phases - focus - behaviour of team members in individual phases</i>	<i>Contributions</i>	<i>Support "The stages of team development", fixing points</i>
14:15	20 min	<i>Activities :</i> <ul style="list-style-type: none"> ■ <i>What are the framework conditions and leadership performances that support teams in the different phases?</i> ■ <i>What framework conditions and leadership must be in place to facilitate the transition from one phase to the next?</i> 	<i>Sub-group work 4 groups - each phase</i>	
14:35	30 min	<i>presentation</i>	<i>Large group discussion</i>	
15 :05	20 min	<i>Pause</i>		
15:25	35 min	<i>Roles in the team</i> <ul style="list-style-type: none"> ■ <i>Execution test</i> ■ <i>Contributions, discussion</i> 	<i>individual work Contribution - Large group</i>	<i>Control</i>
16:00	45 min	<i>Team exercise - Labyrinth execution Large group reflection</i>	<i>2 groups with 1 guide each</i>	<i>Adhesive tape (crepe)</i>
16:45	15 min	<i>Reflection / assessment of the day</i>	<i>Large group</i>	



E5: Prepare and organise training activities

Reflective team

This tool describes the reflective team method, which allows a critical reflection on the training, its content, its structure, the activity of the trainer and the participants in order to improve the process, to initiate evolutions, to initiate a new impulse.

Reflective team feedback

The objective of the feedback is to **critically reflect on the ongoing training** regarding its content, structure, the activity of the trainer and participants in order to improve the process, to make suggestions, evolutions, initiate a new impulse for the following sessions.

Reflective group feedback is a particular form of feedback on the formative process, which makes learners more responsible and involved in their training.



Reflective team process

1°) Selection of the focus group

At the beginning of each working day, 4 people are selected to form the **focus group** for the day. Each person in the focus group is thus informed that they will have a task to reflect on the day. The day begins with feedback on the previous day through an exchange of impressions within the previous reflection team.

2°) Sharing of impressions

Team members sit in a circle (like in a coffee shop) and give their individual impressions in a conversation. Team members bring their own feelings, moods, ideas and comments.

3°) Exchange with the whole group

The reflection team has 10 minutes. Then, the other participants and the trainer have the opportunity to question the raised points, take a position or add their own comments.

Interest of reflexive group feedback:

The advantage of this form of feedback is that it allows for **freer expression**, insights from the **point of view of several people** and allows more questioning during the discussion.

Participants in the training thus have the opportunity to "officially" communicate their own perceptions or to address particular situations.

Through reflection, the trainer is able to compare the messages of the focus group with his or her own intentions and can critically question the design of the training as well as his or her own behaviour.



Example of possible questions for the focus group

- *Did I understand the main topics and content of the last training session?*
- *Were there any problems of understanding?*
- *Was the pace of work well adapted (density of learning content / time structure...)?*
- *Did the learning contents seem relevant to me in relation to the objective?*
- *How did the trainer fulfil his role?*
- *How did I feel about the working atmosphere?*
- *How do participants interact with each other?*
- *How to describe the relationship between the trainer and the participants?*
- *How did I feel the support of the trainer or other participants in developing the topic?*
- *What will I personally get out of this day?*
- *What should be changed in the design of the training?*



Summary - keywords and notions

Cat. 2 : Preparing the activities, the use of methods and tools to fit the needs of various learners

Problem	Sophia created a first training scenario based on the objectives but how to choose the activities, methods and tools that really meet the needs of the learners.
Issue	It is important to anticipate methods and tools to meet the specific needs of learners in view of the diagnostic elements carried out.

Mots-clés	Définition
Learning rhythm	The learning pace characterizes the speed at which a learner follows the training activities. This rhythm is strategic: ideally, the organization of training should allow each individual to progress at his or her own rhythm, by checking progress through regular assessments and targeted remediation when necessary. The heterogeneity of learning rhythms is a common element that must be managed by the trainer. Managing this heterogeneity is a permanent challenge that helps learners to maintain their commitment to the task and to optimize their learning to the best of each other 'abilities and efforts...
Adaptation of methods	In case of difficulties encountered by the trainees, it is trainer's role to adapt the training without reducing the learning objectives: he differentiates his teaching by diagnosing the difficulties and making the appropriate adjustments: changes in the pace, in the proposed activities, in the organization of learning or in the methods or tools. If necessary, the trainer adapts his initial scenario to all the trainees, or to a part of them, or even individualizes the treatment of the difficulties. This teaching engineering is at the heart of the trainer's work.
Training techniques / tools	The training is largely based on instrumented mediations proposed by the trainer. There are at the service of the learning. In concrete terms, these are organizational techniques (for example: group work, project work or problem solving...) and real tools (digital tools, a course material, the use of the board) or symbolic (for example: simulation; forum theatre...).

Tools:	Description
T24.3 Rhythms of learning	In training as in school, all learners are different: their prerequisites at the beginning of a training course, their needs, their personal and professional experiences, their objectives and desire for jobs, their motivations, their cognitive profiles but also their learning rates are elements that require us to take into account the uniqueness of each learner.
T52.1 The different rhythms of a trainee's activities	The life and activity of living beings, and therefore of humans, are not the result of chance, they obey or are conditioned by cycles that overlap and determine moments of attention and sustained activities, phases of decreased attention, even fatigue, and phases of rest and sleep.
T52.2 Training principles, rules and methods	Based on the identification of training needs and objectives, the trainer builds a scenario based on principles, rules and methods adapted to the situation. This tool lists the principles, rules and methods commonly used in training to build a scenario.
T52.3 The ternary rhythm to organize activities	To reconcile the imperatives of training, there is a three-step training rhythm or ternary rhythm that must be used as much as possible. These three steps are: 1- Reflection on the experience; 2- Information and input of concepts and methods; 3- Preparation for action, use of the studied concepts and methods.
T52.4 Student centered vs. content centered training	This tool helps distinguishing between content-centered training and learner-centered training and elicits basic specific characteristics of these two approaches...

Tool T24.3

E2. Organizing and strengthening group dynamics

Author : T. Piot
Organization : GIP-FAR
Date : 30/01/2019

Rhythms of learning

In training as in school, **all learners are different**: their prerequisites at the beginning of a training course, their needs, their personal and professional experiences, their objectives and desire for jobs, their motivations, their cognitive profiles but also their learning rates are elements that require us to take into account the uniqueness of each learner.

Definition

The purpose of **educational differentiation schemes** is to take these elements into account and make it possible to understand that groups of learners are heterogeneous. If the teacher only addresses an "average" learner, he/she risks penalising the weakest learners, as psychologist **Benjamin Bloom** pointed out.

One of the most important parameters concerns the heterogeneity of learning rates.

For the American psychologist Caroll (1963):

*"**Aptitude** is the amount needed for a learner to master a specific learning task; 90% of learners can succeed if they are given the time they need to learn".*



The tools available to adapt the training session to the pace of each individual

There are many **pedagogical tools available** in training, to allow **everyone to learn at their own pace**:

- The **pedagogy of the contract** adapts the output to an initial diagnosis and allows the learner to focus on the content he/she does not master.
- **Group work** allows everyone to learn according to their own skills and promotes mutual support and cooperation.
- **Remediation times** are an opportunity for the trainer to return to each learner who is in difficulty to provide targeted help at their own pace.
- **Consolidation exercises** allow each learner to review the achievements, to use them in a problem-solving way and to take the time to succeed at their own pace.
- The **individualization tools** allow each person to perform specific tasks at their own pace and to progress, even at a low speed in case of difficulty.

Mastery teaching, the principle of which is taken up by **e-learning** offers, makes it possible to offer training where everyone progresses at their own pace in a secure way: in this case, the **trainer's role** is not to provide content but focuses on the organisation of learning and the implementation of regulations, according to needs.

Tool T52.1

E5: Prepare and organise training activities

Author : Y. Dionay
Organization : GIP-FAR
Date : 29/08/2019

The different rhythms of a trainee's activities

The life and activity of living beings, and therefore of humans, are not the result of chance, they obey or are conditioned by cycles that overlap and determine moments of attention and sustained activities, phases of decreased attention, even fatigue, and phases of rest and sleep.

Natural factors influence these cycles, which can often also be disrupted by artificial phenomena in humans. It is important to take these phenomena into account to maximize success during a training session.

1. The different rhythms that influence a trainee

Each human being has an "internal clock" that synchronizes the functioning of his cells, his organs and therefore his brain, which has consequences on his periods of attention and concentration.

■ Annual rhythm

Light is important to synchronize our internal clock. Periods of lower light intensity, such as winter, can have negative influences on concentration and reflection abilities... as well as on mood.

■ Menstrual rhythm

In a woman, the hormonal cycle combined with periods of discomfort but also possible pain influences periods of better and lower concentration (hence a possible influence on the rate of learning).

■ Circadian rhythm (Work by F. Testu)

It is one of the most important (but not the only) rhythms that determines periods of attention and concentration. It is to be taken into account in the training rhythms.

Body functions as diverse as the sleep/wake system, body temperature, blood pressure, hormone production, heart rate, but also cognitive abilities, mood or memory are regulated by the **circadian rhythm**, a 24-hour cycle. **Almost all biological functions are subject to this rhythm.**

Thanks to the circadian clock, the secretion of melatonin (a hormone that regulates biological rhythms) begins at the end of the day. Sleep is deep at night. Body temperature is lower in the morning very early and higher during the day; intestinal contractions decrease at night, **awakening is maximal from mid-morning to late afternoon**; memory is consolidated during night sleep, hence the importance of a long and regular sleep, to integrate as well as possible the notions learned during a training day.

This circadian rhythm is endogenous, that is, it is generated by the organism itself.

The circadian rhythm can be disrupted by:

- a [jet lag](#) that requires the body to resynchronize its circadian rhythm with a new nycthemeral rhythm;
- night-time exposure to [artificial light](#) (particularly in the context of night work), or even to intense "[light pollution](#)";
- a [high-fat](#) diet, which disrupts sleep by disrupting the circadian production rhythm.

A better effectiveness in training requires a regular rhythm of life (wakefulness / sleep, mealtime, periods of intense activity and relaxation...

■ Ultradian rhythms

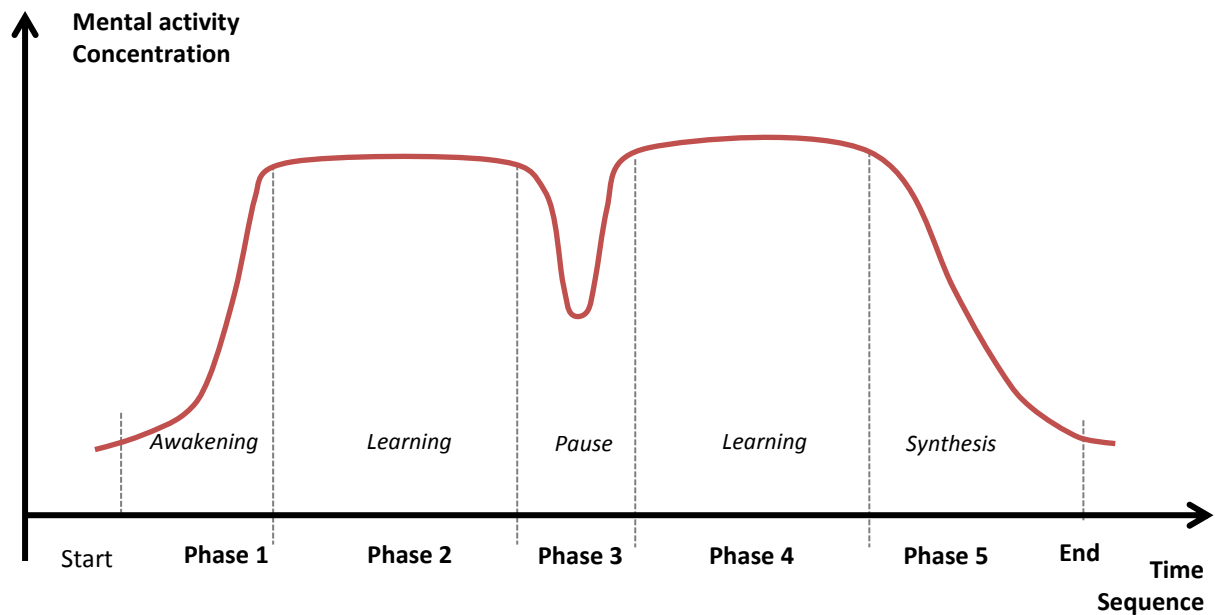


These are rhythms of less than 90 minutes in duration (heart rate, respiratory rate...).

Concentration, when intense, follows this rhythm: it is therefore essential, in training, to vary the following activities at intervals of less than 90 minutes.

During conferences and lectures, the listeners' attention must be supported by frequent changes in tone, the materials presented and the type of intervention (anecdotes, dialogues with the listeners, etc.).

2. The work rhythm according to concentration during a session



■ Phase 1: Awakening, reactivation of memory

Learning is about giving meaning, creating a link between the knowledge acquired. It is necessary to connect the different notions acquired and to be acquired, the first ones often serving as prerequisites for the next ones.

2 actions :

1. The trainee remembers the content and conditions (success, understanding or not) of the previous sequence, without looking at his notes (2 to 3 minutes).
2. The trainee checks, using his documents, whether his idea of the previous sequence is in line with reality. If so, if he has assimilated the previous sequence well, he can continue his learning. Otherwise, he/she reviews the content of the previous sequence or asks the trainer for clarification before any new acquisition of concepts.

■ Phase 2: Learning. Acquiring new knowledge, putting it into practice...

■ Phase 3: Structured break. After a long period of concentration and intense reflection, attention relaxes, brain fatigue appears. A prolonged sitting position slows down the evacuation of carbon dioxide produced by the cells, and when the work is done in a closed room, the accumulation of carbon dioxide produced by the breathing of those present at night has a good oxygenation of the body, and therefore of the brain (let us not forget that the brain consumes more than a quarter of the oxygen inhaled, during periods of intense mental work).





The break: The principles to be respected

- You have to leave the room, go outside to breathe (or at the door in case of bad weather) to **replenish your oxygen**: when you get up, you release the compression of the veins due to the sitting position, the carbon dioxide is eliminated better.
- It is necessary to **detach** oneself **from** training **tasks**, especially those in progress, in order to prepare for memorization (one begins to memorize when one is separated from the percept). We think about something else, we don't discuss training. Avoid spending your entire break consulting your mobile phone; emptying out, or talking to other trainees can be effective ways to enjoy your break.
- Whenever possible, a break is not taken at a fixed time, but **when the need arises** (between two separate chapters, before or after a series of exercises, when a difficulty is difficult to overcome...).
- It is sometimes preferable to take **several small breaks** rather than one large one and do not hesitate to take mini breaks in the training room (discreet stretching, short disconnection from the subject during the learning process...).

■ **Phase 4: Learning.** Acquiring new knowledge, putting it into practice...

■ **Phase 5: Synthesis.** When fatigue appears at the end of the session, there is no need to force yourself to learn or exercise at any cost. Not only will the memorization not be done correctly, it will be necessary to take up the concepts seen at this time during the following sessions, but also, the most structured and often the most difficult concepts and exercises are proposed at the end of the sequence, and therefore arrive at a time when fatigue is present. It is often psychologically devaluing, depressing, because it feels like you are not succeeding when you thought you had acquired the concepts studied. Sometimes it would have been enough to take up these points later, in better conditions to succeed.

When the saturation arrives, you have to stop moving forward. It is necessary to reread your notes, to repeat the simplest exercises; it is the moment to establish a summary grid of the sequence, by putting forward the most useful notions. It is also the time when we can begin the transfer phase, asking ourselves what will be the future applications, in everyday life, professional or in training, of these acquired notions.



Tool T52.2

E5: Prepare and organise training activities

author : B. Boudey / B. Kaps
Organization : GIP-FAR / BFI-OO
date : 03/03/2019

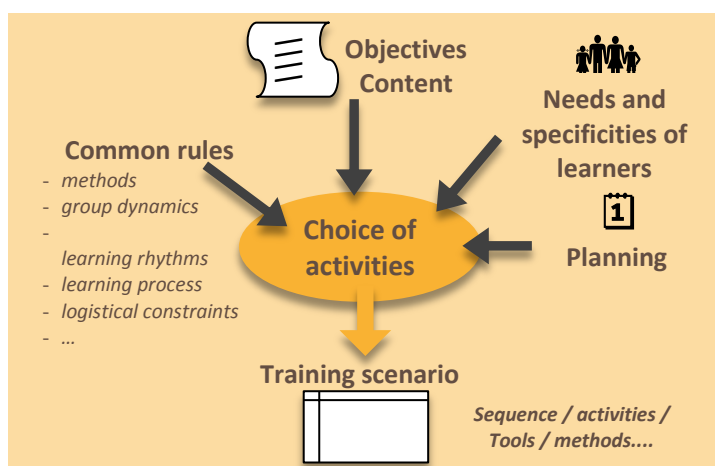
Training principles, rules and methods

Based on the identification of training needs and objectives, the trainer builds a scenario based on principles, rules and methods adapted to the situation. This tool lists the principles, rules and methods commonly used in training to build a scenario.

The construction of the pedagogical scenario

To build his training scenario and choose activities (training sequence), the trainer generally relies on different elements such as :

- The **objectives** and **contents** of the training
- **Common rules** related to:
 - the methods,
 - the group dynamics,
 - the rhythms of learning,
 - the learning process,
 - logistical constraints....
- the **needs** and **specificities** of learners
- a **planning** or **time constraints**



Basic principles of adult learning design

1. **The trainer and other trainees are resources** for the group, which makes it more active. It is important for the trainer not to forget to rely on the existing contributions and knowledge of the trainees for his training.
2. **Learning by doing:** To be able to learn, the trainee needs to act, practice and experiment on his own, sometimes losing himself, to break his habits and create new ones.
3. **Memorize and understand:** One learns well what one understands and what makes sense. Formalize, synthesize, and take the time to reflect on your progress, help with memorization.
4. **Learning and changing takes time:** To learn, you have to acquire new ways of seeing, thinking, reasoning and it takes time..... This must be well integrated by the trainer.



The common rules of alternating activities

- alternate **individual** and **group work**
- alternate **theory / practice** or **practice / theory**
- Alternate **experimentation** and **evaluation** activities
- alternate **discovery** activities - **information** - **analysis** - **evaluation**
- alternate **very short activities** (15 min-30 min) and offer **diversity**,...
- alternate using the **ternary rhythm**:
 1. Reflect and **exploit** existing **experience** and **representations**,
 2. **Inform, contribute, enrich notions and concepts**;
 3. **Use** concepts, **apply** methods and tools and **prepare for action**

Methods of providing information

Information methods	Advantages	Possible disadvantages	Comments
Lecture Lecture-Forum with question cards or a question and answer period	Conveys large sum of information; fast; efficient forum allows exploration of content in more detail.	The audience is rather passive;	Trainer should be an interesting speaker, able to self-limit and stick to time, be able to facilitate questions effectively.
Panel Panel forum	Adds different points of view to content.;	Audience is largely passive with exception of expanding panel; expanding panel not practical with groups larger than 20.;	Leader must express solid set of ground rules and have skills to enforce them.
Debate	Provides different points of view; thought-provoking.;	The audience is rather passive;	Same as for panel.
Presentation Presentation with Listening Teams (participants given listening assignment before presentation question speaker afterward) Presentation with Reaction Panel (small group listens and forms panel following presentation)	Keeps participants interested and involved. Resources can be discovered and shared. Learning can be observed. Lots of information; fast; new points of view; a more organised question-and-answer format; reaction panel can speak.	Learning points can be confusing or lost. A few participants may dominate the discussion. Time control is more difficult. Audience is largely passive; reaction panel may not represent all views of the group. Trainer orally presents new information to the group.	Trainer should structure listening assignment with clear purpose; must select panellists from a cross-section of the group.
Group Discussion (of given topic) Buzz Groups (short, time-limited discussion on given subject)	Keeps participants interested and involved. Resources can be discovered and shared. Learning can be observed.	Learning points can be confusing or lost. A few participants may dominate the discussion. Time control is more difficult.	Trainer divides large group into small groups; groups of 4–6 are most effective. Small group has a short time to discuss a topic or solve a problem
Group Discussion (of given topic) Buzz Groups (short, time-limited)	Participants are active; allows chance to hear other points of view; quieter people can express viewpoints and ideas.	Inexperienced leader may be unable to use format for attitudinal purposes.	Trainer should be able to give clear instructions and keep discussion on target. Main function is judging when to cut off discussion.





discussion on given subject) (Continued)			
Brainstorming	Can get all participants involved in collecting a lot of information. Quickly generate ideas. Good for problem-solving; quick change of pace; filler; allows all to participate; validates ideas of group.	The problem/issue must be clearly defined. Time control is more difficult. Need clear trigger questions and evaluation/discussion afterwards; somewhat over-used method; requires careful facilitation.	For idea generation and creative group thinking; all participants present many ideas as rapidly as possible on a problem or issue. Then group organizes list into categories for further discussion. Do not evaluate, criticize, omit, or discuss contributions until all are written; record in contributor's own words; use another person to record if possible.

More attitudinal or behavioural methods

Methodology	Advantages	Possible disadvantages	Comments
Task Groups	Sustained interaction allows quieter people to express themselves; validates participants.	Time consuming; requires great degree of self-direction and group maturity.	Keep groups small and diverse with sustained interaction and clear purpose.
Role-Play Mini Role-Play	Helps retention. Allows participants to practice new skills in a controlled environment. Participants are actively involved. Observers can impact attitude and behaviour.	Requires preparation time. May be difficult to tailor to all situations. Needs sufficient class time for exercise completion and feedback Requires maturity and willingness of groups; requires trainer have excellent facilitation skills.	Participants act out problem-solving situations similar to those they will encounter in their workplace. Trainer needs skill and understanding—must get people into roles, give directions, and establish a climate of trust. Trainer needs insight into how an activity may pose a threat to some individuals; ability to help group process & debrief. Use in well-formed group.
“Movie” (role-play assisted by feedback, “more __, or less __”)	Useful in rehearsing new skills, behaviours.	(Same as for role-play, intensive and time consuming.)	Requires recording and playback equipment to operate
Simulation games	Intense involvement; practice skills in problem solving and decision-making.	Competitive; requires a game and possibly a consultant to help facilitate; time consuming.	A package game requires preparation time for the leader to learn the rules and directions.

Methodology	Advantages	Possible disadvantages	Comments
Case study Mini-case study	Requires active participant involvement. Can simulate performance	Information must be precise and kept up-to-date. Needs sufficient class time for	Participants are given information about a situation and directed to come to a





(problem situations for small groups to analyse) Critical incident (small section of case stating most critical or dramatic moment)	required after training. Learning can be observed. Opportunity to apply new knowledge; requires judgment; good assessment tool; participants active; chance to practice skills.	participants to complete the case. Participants can become too interested in the case content. Case study must be relevant to learner's needs and daily concerns.	decision or solve a problem concerning the situation. Trainer needs to have knowledge and skills to "solve" the problem; may need to design own studies; compare approaches of several groups and reinforce best solutions.
Demonstration Demonstration with Practice (by participants)	Aids comprehension and retention. Stimulates participants' interest. Can give participants model to follow. Allows for optional modelling of desired behaviour/skill; can be active; good for learning simple skills.	Must be accurate and relevant to participants. Written examples can require lengthy preparation time. Trainer demonstrations may be difficult for all participants to see well. Method more effective if participants are active; feedback must follow immediately after practice.	Participants are shown the correct steps for completing a task or are shown an example of a correctly completed task. Requires skill to model desired behaviour; break procedure down into simple steps; ability to provide feedback.
Skills practice lab (small participant groups practice together).	Different points of view and feedback; participant active; good for translating information into skills.	Group should have enough knowledge or insight to coach one another.	Act as a resource to groups.
Group discussion with decision-making regarding a new action Individual or group planning session with report	Validates maturity and needs of group members; members have best insight into their problems and needs on-the-job; group leaves session with practical, constructive and mutual goals; groups get ideas from one another...	Requires mature group that can self-direct and stay on task; time consuming.	Leader serves as resource once directions are given..

Typology of common methods used in training

- **Expositive methods** are based on the conference and questions.
- **Demonstrative methods** are based on a demonstration of the trainer and imitation (gestures, procedures, etc.....).
- The **questioning method** is based on questions and answers.
- The **problem solving method** is based on the resolution of a case, a problem by small groups or an individual.
- The **deductive method** will start with the theory and then the application.
- The **inductive or discovery method** will start with examples, work on representations and then generalize to describe concepts, notion, theory.
- The **confrontation method** will start by illustrating 2 different points of view and organizing a group confrontation.
- The **project method**, which focuses on the production of a document or structure, text or object... individually or in groups.
- **Paper methods** and **computer applications**
- **Methods** such as **role-playing and debriefing**
- And the **methods** related to the **use of different training tools** (maps, photo language, digital tools, video, simulation...)

Sources : Swedish Civil Contingencies Agency – Training Material Development Guide", 2012



Tool T52.3

E5: Prepare and organise training activities

Author : Y. Dionay
Organization : GIP-FAR
Date : 27/08/2019

The ternary rhythm to organize activities

To reconcile the imperatives of training, there is a three-step training rhythm or **ternary rhythm** that must be used as much as possible. These three steps are: 1- Reflection on the experience; 2- Information and input of concepts and methods; 3- Preparation for action, use of the studied concepts and methods.

The ternary rhythm

The existence of mental representations in adults requires that trainer starts from the learners' experience. And the motivations of adults in training require that trainer facilitates expression of feedback on their own actions. A trainee is a facilitator and producer of skills. Therefore training has meaning only in relation to:

- Past successes or difficulties
- Future actions or projects

Indeed, an adult rarely learns purely theoretical subjects, which he or she will not use in his or her professional or personal life.

Moreover, learners have developed skills that must be taken into account during the training (considering them as complete novices can be a waste of time and may induce their devaluation). On the other hand, forgetting a prerequisite can block the learning process.

The 3 steps of the ternary rhythm

■ 1st step: reflection on experience

At the beginning of the training, session or sequence, trainees analyse their experience, identify their difficulties, make an inventory of the knowledge they have or which they lack and formulate their expectations.

The methods that can be used are for example:

- Entry tests (evaluation)
- A clear and shared definition of objectives
- A "boot" medium, such as film, image, web page, allowing trainees to awake their memory
- A meeting - discussion
- Survey or self- assessments...

■ 2nd step: Information

This is the heart of the training, which includes all the teaching techniques that can be implemented (lecture, self-training, work in sub-groups, assessments, etc.).



■ 3rd step: Preparation for action, use of the concepts studied

The transfer of learning outcomes is often a delicate phase of the learning process. Although it should preferably come from the trainees themselves, it must be taken into account when preparing the training. The use of the studied concepts can only really be evaluated in a professional or personal environment.

For the preparation for action, various techniques can be used, such as:

- A self-assessment by the trainee of the possibilities for the transfer of acquired notions in their context of work
- Assessment with the trainer, or exit tests
- Contact with peers, professionals who will focus on the use of acquired concepts in the professional environment
- Role-playing, application to practical cases
- Work in sub-groups, without a facilitator, to free the speech and analyse among learners the interest of the concepts and to study together the conditions for applying theoretical knowledge...
- Subsequently, a meeting or contact with the trainee's supervisor can be used, when possible, to measure the impact of the training on changing trainee behaviour.

Whatever the techniques used, the important thing is to always remember and implement as much as possible the three phases of this ternary rhythm.

(Ref.: Dominique Beau)



Tool T52.4

E5: Prepare and organise training activities

Author : S. Bousquet / B. Boudey
 Organization : GIP-FAR
 Date : 14/06/2019

Student centered vs content centered training

This tool helps distinguishing between content-centred training and learner-centred training and elicits basic specific characteristics of these two approaches..

Comparison of content-centred and learner-centred training courses

Content-based training	Learner-centred training
<ul style="list-style-type: none"> → The trainer starts with a course program → The framework and approach are imposed → Focus on the knowledge to be transmitted, their organization into a coherent whole → Focused on content and its structuring → Summative evaluation of knowledge → People in the background → Learning = assimilation of knowledge → Priority to knowledge → Strong planning → The group = obstacle in the progression of knowledge → Presupposed homogeneity at the beginning → The trainer addresses trainees who knows nothing about the topic of the training → Push work flow driven by a program → Posture of scholar sharing his knowledge 	<ul style="list-style-type: none"> → The trainer shares the practices, needs and problems encountered by the trainees → The framework and approach are negotiated with the trainees → Focus on learning process and its regulation → Focused on the pedagogical method and its effects → Formative evaluation → People at the centre → Learning = transformation of a person → Priority to competency → Piloting with regulations → Group = resource for developing skills → Initial diagnostic testing at the beginning of the training → The trainer addresses subjects with experience and resources → Just-in-time work according to the time remaining to achieve the objective → Position of a facilitator assisting self-learning



Synthèse – mots clés et notions

Cat. 3 : Preparing the work space to facilitate learning

Problem

Sophia has planned different activities for her training, but the organization of the room has hindered communication. She would like to know how to make better use of space.

Issue

It is important to organize the training space in line with the intentions and pedagogical scenarios wanted.

Keywords	Definition
Training space	The setting-up of the training space is important: in adult training, an organization that imitates the school environment has to be avoided as much as possible: for example, tables are organized in circles to facilitate speaking, or little blocks of group works are set up to encourage small group work to solve problems and situations... Ideally, it is better for the trainer to adapt the training space to the methods that he chooses, to methods that must be varied and consistent with the intended objectives.
Training equipment	The material and, more generally, the resources that the trainer has, are strategic. The material - in quantity and quality – and the space and time available determine to a large extent the teaching activity of the trainer and the actual activity of the trainees... and therefore the learning achieved in the end. Depending on the training (whether it is more focused on more traditional learnings or learnings in a professional situation), this material dimension can be very different. It is often up to the trainer to be resourceful in the use of the resources that he has.
Place of the trainer within the room	The trainer is a resource for the trainees. His place in the room where the training takes place is important. He should move according to his teaching scenario: visible to all if he gives instructions to the group; at the back of the classroom for observation when small groups are working; with a trainee - even at his level - when he provides more individualized help. In each case, the trainer must look for the place that best suits him/her according to the learning scenario and the functions he/she performs.

Tools :	Description
T53.1 Questions on the training space	Before starting the training, the trainer must ask himself some questions about the training space in order to anticipate and prepare the activities that will be conditioned by his possibilities.
T53.2 Keys to organize the training space	For each training session, the trainer is required to arrange and set his training room in order to facilitate learning. This organization creates a favorable atmosphere and facilitates exchanges between trainees and trainer.
T53.3 Training material preparation checklist	Before each training session, the trainer may establish a checklist to facilitate the management of training materials and tools. This non-exhaustive list is intended to facilitate this logistical work.





Author : **B. Boudey**
 Organization : **GIP-FAR**
 Date : **14/06/2019**

E5: Prepare and organise training activities

Questions about the training space

Before starting the training, the trainer must ask himself some questions about the training space in order to anticipate and prepare the activities that will be conditioned by his possibilities.

Key elements of the training space

The key elements that determine the possibilities of the training space are:

- The **available space, room(s)**
- The **common areas**, (break, smoking area, disabled access if necessary)
- **Furniture, tables, chairs**
- **Equipment** (video projector, computer, Internet access)

Question to ask about the training space	Comments on the report
■ Does the space have several training rooms?	If several rooms are available, the trainer can easily organize group works...
■ Does the room have all required tables and chairs for the trainees?	It is important to ensure that the room is properly sized for the group of trainees or can be adapted for them.
■ Does the room have mobile tables?	If the tables and chairs are mobile, the trainer can choose a configuration adapt them to the activities he wishes to propose. Eventually the tables can be removed to provide a central training space.
■ Does the room have a fixed whiteboard and flip chart?	A whiteboard requires a focus of the intervention. The flip chart can be moved and arranged in a way that suits the chosen configuration of the chairs and tables.
■ Does the room have video projector, computer, sound system equipment?	If the room is equipped, the trainer can plan the use of his digital media, the playback of videos or sounds.
■ The room has Internet access (wired connexions, WIFI, mobile network)?	Internet access will allow the trainer and/or trainees to connect to information sources and carry out online activities.
■ Does the room allow computers or tablets to be connected?	If the room allows the use of computers, tablets or mobile phones, the trainer may plan the use of animation or digital activity.





Author : **B. Boudey**
Organization : **GIP-FAR**
Date : **14/06/2019**

E5: Prepare and organise training activities

Keys to organize the training space

For each training session, the trainer is required to arrange and set his training room in order to facilitate learning. This organization creates a favourable atmosphere and facilitates exchanges between trainees and trainer.

The keys to organise the training space

The room configuration creates a more or less informal space and atmosphere. It facilitates or not move, determines the trainer's place and facilitates or not debate and communication.

The organization of the space and the arrangement of tables and chairs in the room has an impact on different points:

- The space and atmosphere created are **more or less informal**
- The installation allows **more or less opening and movement**
- The trainer may or may not **move** and positions himself **more or less in the centre**
- The space may or may not facilitate **presentations and exchanges with the trainers**
- The space facilitates or not the **debate and communication among trainees**

Modes of communication

The trainer must therefore consider in particular the **modes of communication** he wishes to facilitate according to the activities he has planned. This may requires time to rearrange the room for a specific activity for which he or she can ask for help from trainees.

He must prepare the room by thinking about his move and his own place, either at the centre or close to trainees or groups and the communication he wishes to set up:

- facilitate exchanges between trainers and trainees
- facilitate exchanges among trainees
- facilitate exchanges within small groups of trainees

The classic configurations of the training space

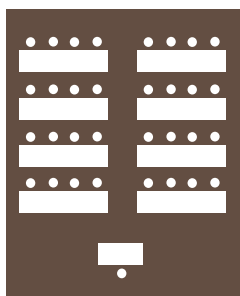
5 configurations are very often used in adult education:

1. **Configuration with tables in rows**
2. **Configuration with tables in "U" shape**
3. **Configuration with tables in "islands" arranged in a matrix**
4. **Configuration with tables island arranged in radius**
5. **Configuration in a circle of trainees without tables**





Classic configurations of the training space



1. Tables in rows

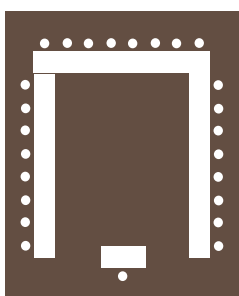
This classic configuration is suitable for presentations and activities focused on the trainer and the board. It creates a very formal space that evokes school and does not facilitate exchanges.

The trainer cannot move easily.

Facilitated activities:

Presentation

-
-
-



2. Tables in U-shape

This U-shaped configuration facilitates presentations and debates as all trainees can see and talk to each other. It is not suitable for sub-group work because trainees cannot communicate easily within groups.

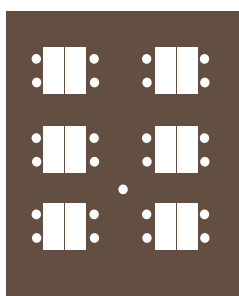
The trainer cannot move easily.

Facilitated activities:

Presentation

Debate

-
-



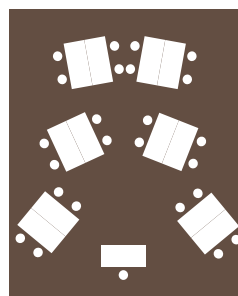
3. Matrix of tables islands

This configuration is well suited for small group discussions and work. It is not suitable for presentations because learners cannot see the board and the speaker well if he is standing close to the board on the wall.

The trainer is more free to move

Facilitated activities:

-
Debate
Group work in groups
-



4. Table islands arranged in radius

This configuration is suitable for small group work but also for presentations because the islands are arranged in such a way that everyone can see the board without disturbing each other.

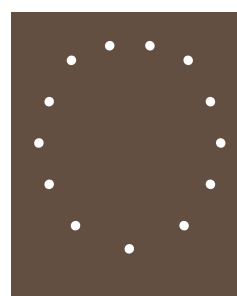
The trainer is more free to move

Facilitated activities:

Presentation

Debate

Group work in groups
-



5. Trainees in circle

This configuration is particularly suitable for presentations, debates and role-playing. It induces a less formal space facilitating proximity and exchanges.

The trainer is more free to move

Facilitated activities:

Debate

-
-
Role-playing, simulation game





E5: Prepare and organise training activities

Training material preparation checklist

Before each training session, the trainer may establish a checklist to facilitate the management of training materials and tools. This non-exhaustive list is intended to facilitate this logistical work.

Example of a material preparation checklist

■ The training:

Title of the training:

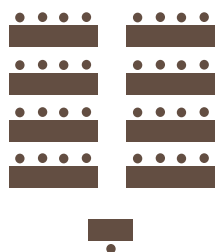
Dates :

Number of participants :

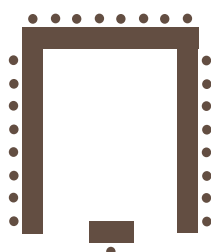
Location :

List of supports and tools	Quantity	Name of the file
General supplies (paper, pencils, markers, post-it notes,...)		
Trainer tools (Slideshow, document, grids, ...)		
Trainee materials (booklets, slideshow to comment, tool grids,...)		
Multimedia supports (videos, sounds,...)		

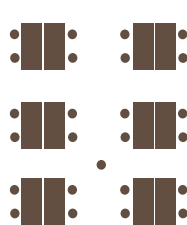
■ Space organization:



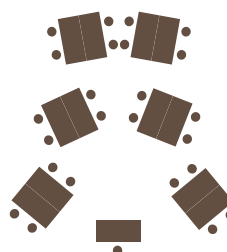
1. Tables in row



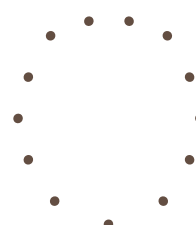
2. Tables in U-shape



3. Rows of table islands



4. Table in island arranged in ray



5. Trainees in circle

