

MODULE 1: INTRODUCTIONS, OBJECTIVES, AND GROUND

Time: 15 minutes

Objectives:

- Familiarising trainers and participants with each other.
- Constructing and introducing ground rules.
- Describing the objectives of the session.
- Setting the group's expectations and goals.

RULES

Part one: Introduction

Time: 5 minutes

Materials:

Folders with agendas, notebooks, and pens for participants

Markers

List of participants

INSTRUCTIONS

1. Trainers pass the participants' list and ask everybody to sign it.
2. Trainers ask everybody to prepare a name –tag with a folded piece of paper and a marker and place it in front of them.
3. Trainers present themselves by sharing their names and briefly describing their backgrounds and experience, focusing on their role as facilitators so that to establish their credibility as workshop leaders.
4. Trainers ask trainees to introduce themselves by sharing their name and something interesting about themselves (this can be: where they come from/ their background/ experience on the subject matter/ something they are proud of/ any personal information they want to share with the group).

Tip for the trainers: Keep introductions brief without focusing on accomplishments!

Suggested activities

The following activities may replace step 3, especially in an extended version of this training. Trainers must highlight that nobody is forced to answer any question they do not feel comfortable discussing and that at any moment, they have the right to skip a question and move to the next one. Trainers are encouraged to participate in the activities, especially if there is an odd number of trainees, so that to make sure everybody has a pair.

Activity A

- a. Trainers ask trainees to get into pairs and introduce themselves to each other. Introduction must include sharing their names and something interesting about themselves (this can be: where they come from/ their background/ experience on the subject matter/ something they are proud of/ any personal information they want to share with the group).
- b. Trainers ask each person to introduce their pair to the rest of the group.

Activity B

- a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and form a circle in the centre of the room, facing out. Those with number 2 take their chairs and form a circle around the first circle, facing in. Everybody is sitting across somebody else.
- b. Trainers pose a question in 3-5 rounds for the pairs to discuss. One question is posed in each round. Pairs may have 5-10 minutes to discuss each question.
- c. Trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the above conversation.

Activity C

- a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and form a circle in the centre of the room, facing out. Those with number 2 take their chairs and form a circle around the first circle, facing in. Everybody is sitting across somebody else.
- b. Trainers pose a question in 3-5 rounds for the pairs to discuss. One question is posed in each round. Between rounds, trainers ask those sitting in the outer circle to move one seat or more so that everybody has a different partner in each round. Pairs may have 5-10 minutes to discuss each question.
- c. After each round, trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the conversation they had.

Activity D

- a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and sit in a row. Those with number 2 take their chairs and sit in front of the first row. Everybody is sitting in front of somebody else.
- b. Trainers ask pairs to discuss any and as many as possible of the questions they will pose to them in 5-10 minutes. After this time, trainers ask those sitting in the first row to move one seat or more, so that everybody has a different partner in each round, and do the same. Repeat for as many rounds as possible.
- c. After each round, trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the conversation they had.

Sample questions for the activities

- What is your name and last name?
- What is your profession?
- Where do you come from?
- Which languages do you speak?
- Who is your role model, if you have one? Why?
- Discuss something in your life that you are proud of, either professionally or personally.
- Share with your pair a memory of something important in your life.
- Have you ever felt different? How?
- Talk about a positive experience with diversity.

Part two: Clarify objectives and expectations

Time: 5 minutes

Materials:

Flipchart and markers or/ and

Cards/ paper and pens

Projector

Slide: Workshop Objectives (PP 1.1)

INSTRUCTIONS

5. Trainers show PP 1.1 “Workshop Objectives” and explain it, highlighting that this will be a participatory learning process for all and therefore, trainees are expected to actively participate in it and not just listening.
6. Trainers ask trainees to share their own expectations from the training answering the question “what do you expect from this training course? *What kind of information/ skills/ advice do you expect to attain from it?*”
Or
Trainers distribute a card/ paper to each participant and ask participants to answer the question “what do you expect from this training course? *What kind of information/ skills/ advice do you expect to attain from it?*” Answers will be anonymous.
Trainers answer the question too.
7. Trainers take answers and write them on the flipchart.
Or
Trainers ask trainees to post their answers on the wall/ flipchart/ board.
8. Trainers inform trainees that that their answers, that is their expectations, will stay there until the end of the training, when they will come back to them and compare them to what has been discussed and covered.

Part three: Setting ground rules

Time: 5 minutes

Materials:

Flipchart and markers

Projector

Slide: Workshop Objectives (PP 1.2)

INSTRUCTIONS

9. Trainers highlight the importance of creating an environment of trust, whether at workplace or any social space and that this training session is an opportunity to set such an example and implement it. Trainers explain that in this training session, as in any other social/ work space, everybody and each one is accountable to foster safe space to all.
10. Trainers highlight that in order to create and keep a safe space, ground rules are very important. Trainers invite trainees to set ground rules for the training session together.
11. Trainers ask trainees to suggest ground rules.
12. Trainers write the ground rules that trainees suggest on the flipchart and then, take the paper(s) and post them on the wall/ board. Trainers inform the trainees that ground rules will be kept there

throughout the training session and the group will refer to them if necessary. It is important that everybody, trainers and trainees, are comfortable with the rules and commit to respecting them.

Tip for the trainers: Trainees may be hesitant to propose ground rules, or have no experience at all in this. It is highly recommended that you are prepared with some ground rules.

Notes for the trainers

Suggested ground rules:

- Respect: everybody must respect each other, including their right to express a view others may disagree with.
- Listening without interrupting: everybody must listen with a desire to learn and respecting each voice in the room without interrupting anyone.
- Confidentiality: sharing experience is very important and protecting personal data is also important. Everybody must protect the confidentiality of participants in conversations held outside the training session. They can share experiences but not names and avoid revealing information that is not important to the discussion and could disclose somebody's identity.
- Empathy: everybody should try and put themselves in the experience of others.
- (when possible) People may speak in their own language with interpretation: trainers must explain that all languages are equal. Trainers must also explain that when people can speak their own language, they feel more comfortable, can express themselves better and a lot of stress is relieved.
- No hate speech: participants must avoid using any hate speech. At this point, the trainers must present a definition of hate speech. (PP 1.2)

