



FAMILY STRENGTHENING AND FAMILY-BASED ALTERNATIVE CARE

Resource Handbook for Master Trainers

REFERENCE DOCUMENT



Chapter 9

Preparing for the course

Hand out 1 Sample LNR (Learning and Needs Resource Assessment)

Training on Child Protection and Case Management

Name:

Age:

Gender:

Education Qualifications:

Designation:

Location:

Number of years in this service:

Please respond yes or not to the following questions				
1	Have you received training on child protection in the past 5 years?[P1]	Yes	No	NA
2	Have you received training on case management?	Yes	No	NA
3	Have you received training on the provisions of the JJ Act 2015?	Yes	No	NA
4	Have you ever developed an ICP?	Yes	No	NA



5	Does your work involve direct interaction with children?	Yes	No	NA
6	Would you like to attend residential course on child protection and case management for 5 days session	Yes	No	NA
Please answer the following questions briefly. [P2]				
6	What do you understand by child protection?			
7	What do you understand by case management?			
8	According to you what are the types of violence against children?			
9	What is the ultimate impact on children you want to see of your work to make it successful			



Chapter 10

Delivering the course

Hand out 1: Handling difficult or conflicting situations during training

The below section explains the certain common scenarios that trainers may face during training, and guide them towards how to respond at the best to such participants or situations if arises during training

Participant- *'This will never work!'*

Trainer shall regard the statement of difficulty as an invitation to build, and not as an obstacle and try asking the individual to suggest a solution to the problem they have identified. It's important to listen to the difficulty expressed, and try to deal with it, but under no circumstances trainers shall allow the session to develop into a 'complaints' session. Trainer can also ask the other participants to share examples or opinions of how 'it could work'.

Situation - *Conflict between two persons.*

Trainer should be aware of the situation, but should not intervene too early, as this could lose you the support of the group. If trainers do have to intervene, try to emphasise the points of agreement that have been able to identify and to draw others into the discussion. It is important to de-personalise the issue, and it may be appropriate to get the participants to agree to 'park' it for the time being. Trainer can come back and deal with it later when the situation has calmed down.

Participant- *'I'm not going to say a word if I can help.'*

Trainer can understand what made the participant say this. This person may be shy, or they might be nervous of speaking in front of their manager or their peers. They might find it easier to speak in a small group, which is why it is important to use a variety of learning styles. As the trainer, it is important to value everyone's contribution. Invite the participant for their opinion on something, that you are confident shall know and acknowledge any contribution that they do make.

Participant- *'I'm the expert on this subject'*

Trainer can use the expertise of the participant very well to help the learning experience of the others, but shall also set limits on how long you will allow them to talk and stick to those limits.



Encourage the person to listen and consider giving them a part to play in answering questions from other participants. If appropriate, invite the person to do a short presentation on the subject under discussion.

Participant - *'I won't attend all of this programme'*

Trainer can explain why attending the entire course is helpful and how it will add value to their work as the course is designed. Setting the ground rules would be helpful. It will be very difficult for the members of the group to concentrate and trust each other if one participant is reluctant to be there or is not actively engaged throughout the session. In such case, trainer can politely tell participant that it would be better for them to either drop the course and join when they give time rather than attending it partly.

Participant- *'I don't agree'*

Trainer can who is constantly disagreeing and raising objections can introduce a negative atmosphere into a training session. A good technique to use for such situations is for the trainer to move outside of the group while the problem is being discussed. It allows the trainer to keep the positive energy within the group, and to return to that positive position after dealing with the problem.

Participant -*'I want to discuss a different and difficult issue'*. If an issue is brought up which will take too long to deal with immediately, or which is not appropriate for the session, 'park' it, and come back to it later. Write down the key word for the issue and place it where it can be seen; explain to the participants that you have acknowledge and will get back to them post the ongoing session, and make sure that it gets addresses or share references to the participant whom they can connect

Hand out 2: Ideas for energizers/ Ice breaking games during the training

1. Holding the Mirror

Divide all participants into pairs. Give one newspaper to each pair. Give the following instructions - Imagine a newspaper to be a mirror, one person from each pair holds the mirror (newspaper) for the other person. The person holding the mirror moves around - goes on sides, up and down, rotating holding the mirror but moving it along. The other person who is looking in the mirror follows to keep looking in the mirror. Do this activity for two minutes. Then instruct the participants to change roles i.e. the person holding the mirror becomes the one who follows and looks at the mirror, and vice versa. Again, continue the activity for 2 minutes. At the end of the activity, ask the participants - how and what did they feel when they were holding the mirror, as well as when they were following the mirror.

This activity focusing "Reflection and Self-Discovery" serves as a creative and introspective icebreaking activity. The primary objective of this activity is to rediscover childhood memories,



emotions, and experiences, fostering self-awareness and creating a warm and welcoming atmosphere to commence any workshop/training etc.

2. The Portrait

The participants are given just one minute to create a portrait of the person beside them, all while maintaining unbroken eye contact. This process is repeated with multiple partners, resulting in approximately six to seven portraits in total. The intentionally tight time frame injects an element of pressure, mirroring the demands of real-life situations. Following the activity, a reflective session allows participants to share their emotions and insights derived from this distinctive experience.

This activity delves into enhancing attention to detail, importance of observing detail, time management pressure, interpersonal connection, meeting targets and deadlines, and comfort in relationships.

3. The Flow: My light bulb moments (Feedback Activity)

The participants are engaged in a group session to share their reflections from the day using the following structure:

- Fact: Presenting a data point, statistic, or trend that sparked their thoughts.
- Feeling: Expressing the primary emotion that they experienced during the day.
- Finding: Unveiling any enlightening revelations or fresh perspectives that emerged.
- Future: Identifying crucial imperatives or priorities for future actions and plans.

Each participant speaks only 1 - 3 words or a short phrase about one or more Fs.

4. Name Game (Introduction Game)

The objective is to understand how people identify and view themselves. It also enables individuals to remember huge amounts of data and information.

There are two ways to conduct this game.

The first way: Have everyone sit in a circle. The first person tells his/her name. The second person tells the name of the first person and then their own name. The third person tells the name of the 1st and 2nd person, and then tells their own name.... So forth. This goes on until the last person repeats everybody's names and finishes off with their name.



The second way: The first person starts using an adjective beginning with the same letter as their first name (example- Charismatic Chris, Amiable Anita).

Now the second person must repeat the first person's adjective and name and then add their own. Similarly, the third person repeats the first two people's respective adjectives and names and then adds his/her own.

This goes on until the last person repeats everybody's names and finishes off their adjective and name. This will make the game more challenging, and is feasible when it's a small small/mid-sized group.

This exercise can give rise to some wacky or incorrect adjectives that might not relate to the person's personality. For example- Serious Sam can turn out to be the funniest person ever!

5. Number Game

Ask all the participants to stand in a circle. Say any number. The participants have to form groups of that particular number. Whoever remains not being part of any group, is out of the game. Eg. The facilitator says 4, participants form groups of 4. Facilitator says 9, participants form groups of 9. Whoever remains left out not being part of any group, is out of the game.

6. Team Wins

A practice held at SnackNation (a snacks company) is a great way to start a team meeting. At SnackNation, before starting a meeting, every member must call out another member who did a great job that week.

They say, "we acknowledge something that was far above and beyond their typical responsibilities and thank each other for surpassing expectations. It always feels great to be recognized, and it lifts the energy level in the room right away."

7 Salt and Pepper

This game can be held with medium to large-sized groups. To conduct this game, you will need sheets of paper, marker pens, and tape. As the facilitator, come up with pairs of words like salt and pepper, pen and paper, bread and butter, shadow and light, Minnie and Mickey mouse, etc. You can use words in your regional language as well, whatever will suit best to your audience.

Separate the pairs and write one of the words on each piece of paper. For example- salt on one and pepper on a completely different paper. Tape the paper on the back of each individual and make sure they can't see it. You also must make sure that the respective people with the papers salt and pepper stuck to their backs are far away from each other.

Now, on your word "go," they must mingle within the group and find their pair. Participants are allowed only to ask 'yes' and 'no' questions to figure out who they represent. Once they can find out their character, it becomes easy to find their partner.



This game builds communication and collaboration among teams. It also develops the skill of asking the right questions to solve a problem. Furthermore, in a workplace context, playing this game can help people whose characteristics are different from each other to come together and fulfill a task.

Participants form a circle either standing up or sitting down, but so that they can all see each other. One participant is selected to be the 'guesser' and taken out of the room so they cannot see who gets picked by the organizer to be the 'action leader' from the remaining participants. The chosen leader then starts to carry out actions, e.g. clapping hands, shaking their head, walking on the spot, etc, which the other participants then must copy. Periodically the leader changes the action they are doing, which everybody then must copy as soon as they see it happen. During this, the guesser is called back into the room, and stands in the middle of the circle. They then have three (or more if wished) attempts to guess who is leading the actions. If they fail the 'leader' wins and gets the chance to go out the room and become the guesser. If they guess right, they get to choose who next becomes the guesser.

8. "Balloon Bounce"

Have a contest to see who can keep the balloon in the air the longest using only their head. The person who can keep it in the air longest without using anything but their head is the winner (This game is also played in teams).

9. Fun Music

Put on music if you wish, or simply ask participants to get up and walk around for seconds to a minute and then come and sit down again.

10. Story creation

Give each team four random pictures and two minutes to create a complete story; the story should have a beginning a middle and an end. It should not be a description of pictures or stating a random incidence. Give each group one minute to state their story. End by stating how easy it is actually to be creative and make the most of situations!

Hand out 3: How Adult Learn

Introduction

Andragogy is the methods and principles of Adult Learning. This is differentiated from the learning of children. As opposed to traditional teaching, adult learning is participative and does not believe in transference of learning. It acknowledges that the trainee has experiences and has a knowledge base and that the purpose of the training is to facilitate the growth of the person's skills, which is best done when the trainee participates in the process and works on personal skills and motivation. Being participative, it is inclusive and vibrant rather than a passive experience hence enthusiasm and ability to learn and chances of using the learnt



information and skills is high. Participative training being inclusive, there is not only ownership of the process but it also encourages the entire group of trainees, as each member is included in the process rather than only those who are confident or are outgoing. Let us now turn to understanding this process better.

There are 4 assumptions of adult learners, first conceptualised by Malcolm Knowles of the USA in 1968, but further refined in 1980. These hold true for us even today; hence we share them in short here:

Assumption 1: Adults are generally self-directed unlike children who are dependent. So, while children who are dependent learn best via instructions, adults as self-directed learn best via independence.

Assumption 2: Children have minimal experience hence are dependent on the experience of their teachers, whereas adults have a wealth of experience, especially the self-sufficient earning adult, hence their learning is best when their experience is contextualised and natural.

Assumption 3: Since adults are goal directed, they function as per their personal and work roles. When learning closely synchronises with their needs to fulfill their roles, it becomes more relevant, acceptable and the learning more useful and therefore lasting.

Assumption 4: A child's learning is external; parents send them to school and teachers arrange for their classes and help them learn. For an adult, learning is an internal motivation to learn for specific reasons.

These assumptions led to the following Principles of Adult learning:

Principles of Participative Adult Learning

Unlike children, adults learn effectively only if they feel a strong motivation in the form of; better prospects or skills enhancement which will improve their work output and make life easier at the workplace. Learning thus must be relevant to their present and future lives.

- Adults learn best when they feel respected for their knowledge, experience, and their opinions are sought and valued. Their life experiences are a reservoir of learning that you can tap during the course of the training. Not doing so, is a loss to your course as well as a loss to them personally. It could lead to resentment as they would feel their experiences are negated and they are being treated as little children. Therefore, incorporating their good and bad experiences in the training/learning programme either in the curriculum as well as in the discussions and activities, would be a wise thing to do. When they are involved in the planning and evaluation of their own learning, it becomes more effective.
- Adult experiences of life and learning, also affect their learning- positively or negatively. All their experiences form the backdrop of their learning, this will thus impact how they will learn new concepts, and adjust to new and different ways of thinking, learning and acquiring and retaining their new knowledge.



- Unless the sessions are formal, for example if it is formal learning for a degree or upgrading skills in an industry or business, adults learn best in an informal setting. Atmosphere has to be friendly, relaxed and participative.
- Adults need guidance not instructions. They need their facilitators to improve their working and make their working lives better, but do not want to be told what to do. Therefore, be careful not to ‘talk down’ to them but rather talk ‘with’ them.

Based on this early understanding of Adult Learning, several other theories have emerged and are worth mentioning here briefly as they could help you with tailoring your course material. You could learn more about them if you search the internet.

- *Transformative Learning*- It believes that since adults have experiences, significant thought transformation is possible with new learnings and if acceptable, could transform their present thinking with some adjustment.
- *Self-directed Learning*- Adults being essentially self-directed, they should be ready to take on responsibility for their own cognitive development and educators/trainers are at best supporting guides. It should be clear to the adult learners that they should be ready to self-regulate and self-evaluate their learning goals.
- *Experiential Learning*- This is a hands-on approach with actual experiences helping in making sense of new learning. Therefore, memorising facts, statistics will not help the adult learner. If they are encouraged to reflect, review old and new ideas and encouraged in abstract thinking, they learn much better.
- *Collaborative Learning*- This is a theory for group learning. Wherever there are more than one individual's sharing a common goal and learning together; the learning is best when it is collaborative, there is interdependence with direct interaction in the group and there is personal accountability to the group. Everyone contributes past experiences to resolve conflict and cooperate too.

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