

# MODULE 1: WORKSHOP OPENING

## Overview

Opening sessions of a multi-day workshop should include, at a minimum, the sessions in this module. The type of opening sessions and trainer's style in facilitating these first sessions will set the tone or climate for the workshop. Participants will learn something about each other and about the trainers, and will begin to form trust in the trainers.

There are many different ways to conduct each of the sessions in this module. *The Oxfam Gender Training Manual* (see Additional Resources at the back of this training manual.) contains some excellent opening and introduction activities. The trainers should revise the sessions described in this module as necessary to match their own personal training styles and preferences. The activities in each session should also be selected based on information about the participants—to ensure relevance to participants' background and prior experiences. (This is another reason why advance information about participants is so important.)

## Goals

1. To become acquainted with each other.
2. To begin developing trust in the trainers.
3. To set the climate for the entire workshop.
4. To clarify the workshop plan, including schedule and agenda.

**Total Time** 1–2 hours, depending on the size of the group and total length of workshop (longer introductions for longer workshops)

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## Session 1.1–Opening

### Time

5–10 minutes

### Procedure

Begin the workshop by greeting participants. Introduce yourself and any other workshop staff working with you. If the workshop is being hosted by an organization, someone from that organization should make a few remarks to open the workshop and welcome participants.

## Session 1.2–Introductions

### Time

15–60 minutes

### Notes to Trainers

- ◆ For two-day workshops, time will be limited, so introductions should be short (15 minutes). Participants will learn more about each other as the workshop continues.
- ◆ For workshops three days or longer, introductions should take more time and involve more interactions between participants (45–60 minutes).

### Procedure

Conduct some type of introduction activity so that all participants are aware of who is in the room—names, organizations, work sites, and general information about each other's work.

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## Session 1.3—Have You Ever ...

<b>Length</b>	10 minutes
<b>Overview</b>	This is a quick and fun way to learn something relevant about participants and to avoid lengthy individual introductions if time is a concern.
<b>Objectives</b>	Participants and trainers will learn relevant facts about each other's experiences. This will help the trainer to facilitate participatory sessions that draw from participant experiences.
<b>Preparation</b>	Review advance information about participants; revise/expand questions accordingly.
<b>Materials</b>	Optional—noise makers or whistles, one for each participant
<b>Session type</b>	Activity

### Procedure

1. Ask participants to raise their hands—or stomp their feet—or stand up—or bang their desktops—or blow the whistle—if they:
  - Have attended a gender training workshop before?
  - Have attended a GBV training workshop before?
  - Are working with survivors in your current job?
  - Have ever interviewed a rape survivor?
  - Have ever interviewed a child survivor of sexual abuse or rape?
  - Know someone personally who was raped?
  - Know someone personally who experienced domestic violence?
  - Are a trainer?
  - Have given training on gender or GBV before?

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## Session 1.4–Expectations

<b>Length</b>	10–15 minutes
<b>Overview</b>	Understanding expectations will give trainers the opportunity to reassure participants that the trainers will strive to meet expectations, and to clarify any misconceptions about the workshop.
<b>Objectives</b>	To learn about participant expectations for the workshop. To clarify any misunderstandings—and state up front any expectations that may not be met during the workshop.
<b>Preparation</b>	None
<b>Materials</b>	Flip chart, markers
<b>Session type</b>	Activity

### Procedure

1. Ask participants to take 2 minutes to write down two expectations they have for the workshop.
2. Ask participants to discuss these expectations with their neighbors for 2 minutes.
3. Reconvene the group and ask participants to share their expectations. Write these on the flipchart paper.
4. Explain whether or not this workshop will address each of the shared expectations. If it will not, explain why and how interested participants can gain access to such knowledge.
5. If there are other expectations of the workshop that were not mentioned by participants, explain these.

## Session 1.5–Objectives

### Time

5–10 minutes

### Procedure

Immediately following the Expectations session, handout copies of the workshop objectives. Go through each objective, taking time to be sure participants understand the workshop purposes, objectives, and intended outcomes. Facilitate a discussion to clarify any questions or concerns.

## Session 1.6–Agenda

### Time

10–15 minutes

### Procedure

1. Distribute the workshop agenda.
2. Review the daily schedule with the participants, making sure to note any overall themes for given days, etc.
3. Explain how the workshop sessions will build upon each other to achieve the workshop objectives.

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## Session 1.7–Ground Rules

### Time

10–15 minutes

### Procedure

1. Explain that in order for the training to go well, participants will have to follow certain rules.
2. Write on the flipchart the following list of rules and explain each as you write it:
  - Turn off cell phones
  - Respect time—start on time, end on time
  - Be respectful of other participants and the facilitators
  - Talk loud enough for all to hear
  - Talk one at a time
  - Maintain confidentiality
  - Participate!
3. Ask participants if there are any other rules they would like to suggest. Discuss and agree. Write these on the flip chart.
4. Ask participants if they agree to abide by these ground rules.
5. Post the ground rule list on the wall in the training room.

### Notes to Trainers

- ◆ Maintaining confidentiality is often an issue in GBV workshops. Participants want to share information about their experiences working with GBV survivors and their families.
- ◆ Any incidents or cases that participants want to discuss should be disguised in such a way to remove any potentially identifying information. For example, change the age of the survivor, location of the incident, some details about the incident – and never mention real names or locations.

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## Session 1.8–Workshop Materials, Housekeeping

### Time

15–20 minutes, depending on number of announcements

### Procedure

#### Workshop Materials

1. Distribute workshop notebooks and materials. Alternatively, these can be handed out as participants enter the room at the start of training.
2. Conduct a quick orientation so that participants are aware of the materials in their packets.

#### Logistics and Housekeeping

3. Review the daily schedule—time for breaks and lunches.
4. Inform participants of locations of toilets, break area, etc.
5. If relevant: Review the workshop policies on seeking reimbursement for travel, how food and beverages will be handled (i.e., does the workshop provide these and pay for them directly, or does the participants pay for them and get reimbursed, etc.), and how accommodations will be paid. Set deadlines for receipt submission and announce when reimbursements will be distributed.
6. Explain who from the workshop staff will be handling logistics and direct participants to contact her/him directly outside of the sessions.
7. Explain that any housekeeping reminders will be posted on a paper in the back of the room. (Post a flip chart paper at the back of the room, near the entrance.)
8. Answer any questions.

### Notes to Trainers

For multi-day residential workshops, it is strongly recommended that there be someone other than the trainers serving as a logistics and support person. Participants will have many logistical needs and questions throughout the workshop, and trainers should be focusing on workshop content, not logistical details.

If funding constraints do not allow for this extra staff person, then trainers should involve participants in helping with logistics. One idea is to ask for 2 volunteers each day to serve as a “host team,” to answer questions from participants and communicate any questions or problems they cannot answer to the trainers during a suitable break.

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