

Handout 10-1

PRACTICAL EXERCISE

Interview Human Trafficking

OBJECTIVES

The primary objectives are:

- To test participants' knowledge of the law with regard to Human Trafficking and Kidnap.
- To test the participants' knowledge and ability in gathering evidence and procedure.
- To test the participants skills and abilities for doing an investigative interview with a suspect.

The secondary objectives are:

- To examine the participants' affective zone of learning when interviewing a person suspected of being involved in a crime.

METHOD

Inside the classroom, make the front of the group an interview room in a police station. The suspect is to be interviewed regarding his suspected involvement in the trafficking of human beings.

Handout 10-2**PRACTICAL EXERCISE****Police Officer**

You are part of a pro-active Human Trafficking Investigation Team, and you have been assigned to interview a man arrested during the search of an apartment where a 20 year old girl had been found bound and gagged in a cupboard. From her interview, you know that she had answered an advertisement in a newspaper to work as a chambermaid in a hotel, but had been forced into trafficking on fear of being killed if she did not do so. The girl had escaped, but the man had found her and taken her back to the apartment where she had been beaten, bound and gagged and placed in the cupboard when the police had come to search the house.

Other information that you have is that this man has been observed during a surveillance exercise to go to the office of the One to One recruitment agency which advertises for girls to work in the hotel trade. It is suspected that this is a cover for a Trafficking gang. He has been traced to the house where the search had taken place. The search was lawfully done with a warrant.

Interview the man to get his account of the incident and what information you can.

Handout 10-3**PRACTICAL EXERCISE****Suspect**

The time and date are the current time, and your name, age and address are your own.

You are part of a Human Trafficking gang, and your job is to attend an office once a day to pick up mail from the office in answer to an advertisement for work in hotels. This is the office of the One to One recruitment agency for girls to work in hotels, but in reality it is a front for recruiting girls to work as prostitutes in brothels in the town. You meet the girls and take them to an apartment where they are treated well for a day. In the apartment they are told that the agency charges a fee of 1,000 euros for their employment, and they have to pay it before they can work in the hotel. If they don't pay it, their families will be attacked. They are able to work off the money by being prostitutes, and if they don't agree they are beaten and intimidated until they do, or threatened with members of their family being killed.

One girl had escaped, but you had found her talking on the phone to her mother. You had taken her back to the apartment where she had been beaten to teach her a lesson, then bound, gagged and placed in a cupboard when the police had come to search. The police found her in the cupboard and you were arrested.

Admit nothing unless full evidence is shown to you to prove your involvement in trafficking and then try to cut a deal. If you wish, even say you have no idea how the girl got there and it was a big surprise to you as well when they found her!! You may be silent if you wish, or make idle and polite conversation, but if the police are inappropriate, say nothing. React to them in a realistic way.

Handout 10-4**ROLE- PLAY EXERCISE****Human Trafficking****OBJECTIVES**

The primary objectives are:

To test participants' knowledge of the law with regard to assault.

To examine the participants' sensitivity and attitude towards a victim of trafficking and gender issues

To test the participants' knowledge of law and procedures with regard to powers of arrest.

To examine the participants' ability to resolve conflict

The secondary objectives are:

To examine the participants' communication skills with a victim of Human Trafficking

METHOD

Inside the classroom, make the front of the group a park bench. The time of day is midnight and it is winter. The first snow has just fallen and it is cold. A lone female is sitting alone on a park bench not wearing a coat. Police officers see her.

If radio messages are sent by the Police Officer, the trainer will act as the receiver accordingly.

Handout 10-5**ROLE- PLAY EXERCISE****Victim**

Your name is _____, you are _____ years old, single and from a poor family. As times were very hard and no-one in the family had a job, three weeks ago you answered an advertisement in a newspaper to the north of your country. The advertisement was for waitresses to work in Italy and you had applied for the job. You were interviewed and accepted, but part of the deal was that you had to borrow your fare to Italy from the man and pay it back from your first months pay, but you were assured that you would earn so much money that this would not be a problem. You were taken by a respectable looking man in a black Mercedes to a town in the south. There your passport and ID card were taken from you and all of your clothing and possessions. You were kept in a locked room and not allowed out or to telephone anyone. You were then taken hidden in a van across the border into the next country and again kept in a locked room in a house. You have been told that you must work as a prostitute to pay back the money that was loaned to you to pay for your fare and when you refused you were beaten. You were also told that if the police find you, you will be raped and beaten by them before being given back to the man who took you as he is the Chief of Police in the area where you are now. If you tried to escape you were told that your family would have to pay for the debt and may be killed or beaten as well.

You have managed to escape from the room by climbing out of the window, and have no idea where you are. It is cold and has just been snowing and you do not have a coat. You have come into a park and are sitting on a bench wondering what to do. You are lonely and very frightened.

You see two Police Officers coming towards you. React to how the police treat you.

Handout 10-6

ROLE- PLAY EXERCISE

Police Officer

You are on duty with your partner and are on patrol. It is a cold night, the time is midnight and it has just been snowing. You go into the local park to have a cigarette when you see a female sitting on a bench. Although it is cold, she is not wearing a coat.

Deal fully with the situation that you find.



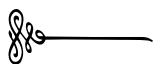
Trainer Skills Course for Anti-Trafficking Trainers

Lesson 10

Practical Exercises and Role Plays

Participant Notes





Introduction

Many everyday incidents can be reconstructed in a training environment by the trainer through the use of imagination and some simple equipment. These reconstructions are known as **practical exercises**.

I. Practical Exercises

Practical exercises are an excellent training tool to test the participants' understanding of the subject material, and are extremely popular with participants eager to see if the theory of the classroom actually transfers to the real world. Practical exercises mainly test the participant in the cognitive and psychomotor areas of learning, although the participants' own affective zone is often revealed during these scenarios, and an examination of different levels of learning within these zones can also take place. Further learning follows the scenario during a plenary debrief when constructive feedback is given to the person selected to deal with the incident by both the trainer and those taking part in addition to those acting as observers. Strict guidelines are imposed on the way in which the scenario is constructed and directed in order to achieve the desired objective and effect of the practical exercise.

As with all training, the first requirement for a practical exercise is the identification of a learning objective, as there has to be some definite purpose and outcome to the exercise. For the purpose of this lesson, it will be assumed that the trainer wishes to test the participant's ability to deal with a simple offence of theft, where a shopkeeper has detained a person taking items from his/her store. The primary objective is to see if the participant has knowledge of the law, evidence and procedure, powers of arrest, and the ability to correctly affect an arrest. Secondary objectives would be to examine the way in which the selected participant communicated with the shopkeeper and the suspect in order to find out what had taken place.

The first requirement is to identify a location where this offence has taken place, and this is where the trainer needs to have a fertile imagination. Ideally the exercise should take place in a realistic location such as a purpose built room, or in the case of a traffic accident, on a road with vehicles. However, if the training establishment does not have a purpose built practical exercise area, then any place, including an area of the classroom, can be turned into a shop by simple use of desks, space and imagination. Care must be taken to select a location that will not be compromised by non-players passing by, such as friends or colleagues of the players, as this may lead to a disruption of the proceedings or even ruin the exercise.

Having identified the location, the trainer should consider how many characters or actors are required for the scenario. In this case, there is a need for a shopkeeper, a suspect and a police officer. Additional characters could be an independent witness or even a friend of the suspect whose role would be to tell a different story to that of the shopkeeper to create doubt in the mind of the police officer. However in this case it will be kept simple with just the three main characters involved.

The trainer then needs to identify which participant is to deal with the incident and also those participants who are to play the other parts. The participants portraying the shopkeeper and suspect are then given briefing sheets, which dictate to a large degree what they should say and do. The person selected to deal with the practical is generally the only one with no idea

as to how events will unfold. The trainer may have a prepared skills or knowledge list to check on whether or not the objectives are achieved during the exercise. Another variation is if the situation or location allows, brief other members of the group to be observers looking for general or particular points to emerge, although other members of the group just being casual onlookers should be avoided if possible.

The exercise ends when all of the objectives have been achieved, or when it is obvious to the trainer that no more useful learning can come from continuing with the scenario. A debrief follows immediately when the person selected to deal with the incident is asked how they think they performed. Feedback is then given firstly from the other characters that took part in the scenario followed by any nominated observers before the trainer gives their own feedback during which all aspects are examined. The following points mentioned in lesson 5 are repeated for information:

- The trainer must always remember his/her responsibility as a supervisor in addition to that as a trainer as he/she is the quality control for what goes on.
- The trainer should remember to integrate human rights, community and race relations' issues.
- Where possible, realism is essential in everything from the scenario itself, to props, to locations, to briefing sheets.
- For safety reasons, some things obviously cannot be constructed realistically so use another method to examine such incidents.
- Build from simple to complex, practical exercises should build confidence, not destroy it.
- Avoid large use of participant onlookers. Consider the use of video or carousel of mini structured practical exercises.
- Vary the actors, using participants in preference to trainers.
- Avoid the use of so-called humorous names and do not allow anyone to overact.
- Debrief immediately afterwards and allow enough time. A 5 minute practical may easily take 30 minutes to debrief.

II. Role-play

A role-play is similar to the practical exercise in that it allows participants to experience work or life situations in a safe environment, but has fundamental differences in how it is designed and run.

The main difference is that a role-play deals more with the affective zone of learning. It does not have a script other than to inform the actors who they are playing and the type of person they should portray. It also allows the actors to react realistically to how they feel about the way in which the participant selected to deal with the situation is treating them.

As the name suggests, a role-play is simply characters playing roles. Participants are given identities and personalities to assume and to react according to the character allotted as opposed to being directed as to what to say and do. The only person not to assume a character role is the one delegated to deal with the incident, which must play himself/herself and react as he/she would in reality.

The trainer selects a topic for the role-play, and for the purposes of this lesson it will be a domestic violence incident, and then decides the type of role the characters should adopt. As

ever, there is a need for training objectives to be identified, and for this role-play, they are to see how the participant deals with having to enter a domestic situation and how he/she reacts to the different types of people encountered. Knowledge of the law and procedures is also tested.

The actors playing the roles are given a written description of the character they will portray and the incident that has occurred. In this case, the person playing the victim is to be a timid wife of a domineering husband who regularly beats her. She is given a name, an age and any other details pertinent to the objectives, but other than that the freedom to react. She has called the police because her husband has beaten her again. She has injuries on her face (make up essential) and is afraid that when the police leave her husband will kill her. This gives the role-player all the information she needs to play the part effectively. The husband is given similar instructions as to his role, including that he does not think that this is a police matter as his wife is his property and he can do, as he likes behind closed doors. It is important that the respective role-players do not share the information they have each been given.

Once the role-play has concluded, it is immediately debriefed, but this is done in a slightly different way to that of a practical exercise. The role-players remain in role during the initial debriefing, and at this time are referred to by their role-play names until brought out of role by the trainer.

III. Role-Play Debrief

The importance of debriefing a role play correctly cannot be overemphasised. As players are sometimes placed in very emotive situations, it is also imperative that they are brought out of role at the end of the debriefing. As a role-play is more about the affective zone, the trainer must first review the players in role, beginning with the principle characters and then going onto the secondary characters. Before starting the debriefing proper, it is important for the trainer to ask the players how they are feeling, particularly following emotive subjects such as being the victim of trafficking or domestic violence, to ensure they are able to take an effective part in the debriefing process. All players should be referred to by their role names, as it is the feelings of the role person that should be sought. The players should be sat apart from the rest of the class at this time.

The victim should be the first person to be de-briefed and after making sure that this person is alright and able to answer the questions, the trainer should what happened and how they felt about the way in which they were treated. If not happy they should be asked to explain why. All role players are debriefed. The trainer can then keep these players in role whilst the person who handled the situation is also de-briefed or they can remain in role to challenge what happened. Once all players have been fully debriefed or at the discretion of the trainer depending on what is happening in the classroom, the role\players are brought out of role one by one by the trainer now using their real names and thanking them in their real names for taking part. They must be checked to see if they are alright and are completely out of role. Observers then give their feedback according to their tasks as they relate to the role-play. The trainer then completes the debriefing session by identifying all learning points, giving feedback where required and thanking all concerned for their efforts.

Role-plays need careful monitoring and effective debriefing of the actors after the incident in order to take maximum learning from the situation, and although difficult to design and run,

are an excellent method of assessing the participants' progress, learning and understanding of the subject material.

Handout 5-1

QUESTIONS – KNOWLEDGE CHECK

Participants should write down the type of question that is being asked. There are ten minutes to complete the sheet.

How do you feel that went?

Can you do that?

I bet you wish you could do that again, don't you?

Did you feel pleased about that, or would you do it differently next time?

Would that have been easier if you had been dealing with a man?"

What did you do?

Where does that take us?

What is your name?

How can I help you?

Are you feeling angry?

Am I right in thinking you were happy with your performance?

Can I help or would you rather carry on with that yourself?

Handout 5-2

Different ways to communicate

Speech
Writing
Body Language
Signals
Colours
Pictures
Telephone
Gestures
Radio
E-Mail
Internet

Barriers to communication

Noise
Proximity
Distractions
Body Language
Rank or Status
Uniforms



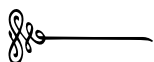
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Lesson 5

Communication, Listening and Questioning Skills

Participant Notes





Introduction

People have been communicating in one form or another all of their lives. Unfortunately in this communication not everyone is understood all of the time. It is crucial for the trainer that he/she effectively communicates with all participants in his/her group, and that all of the participants understand what is being communicated to them.

One of the most important skills you will need as a Trainer is the ability to effectively communicate.

I. Verbal Communication

A. Words

The use of words is, of course, one of the ways in which people communicate, and words often communicate what the sender wishes to say, but this is not always the case. There are three aspects to words:

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MEANING

FEELINGS

Words are used by people to convey meaning. Example: if someone says "I saw two cars collide" the meaning is fairly clear.

Words, which do not match the meaning, intended. There are circumstances when people communicate words which are in conflict with what they really mean or feel. "I am fine" or "I'm dying" are two common examples of phrases used which a person might not take at face value.

Words, which have a different meaning for the receiver than for the sender. This is often associated with dialect or cultural habits. These can be vastly different between the north and south of a country (also the east and west), and can easily lead to confusion and misinterpretation.

For an effective communication to take place, the receiver must always check that the signal being received is the same one, which is being sent.

II. Non-Verbal Communication

The study of non-verbal communication has attracted a large number of theories to explain what it is, why we as human beings use it and what it all means. It is important to note, as Desmond Morris¹ does in his book *Manwatching* (1977), that humans distinguish themselves from most animals by thinking and building in addition to acting. This idea relates specifically to nonverbal communication, because as we will see, kinetic gestures are often "built," not instinctively known. In addition, kinetic actions may be less useful as singular actions than as groups

Experts on nonverbal communication agree that "body language" movements are partly instinctive, partly taught and partly imitative (Zunin, 1972). Unlike verbal interaction,

however, most kinetic gestures are rarely explicitly taught, but instead learned through an implicit process².

Ways to Improve Nonverbal Communication

It is not only what the trainer says in the classroom that is important, but also how he/she says it. This can make difference to the participants. Nonverbal messages are an essential component of communication in the training process. Trainers should be aware of non-verbal behaviour in the classroom for three major reasons:

- An awareness of nonverbal behaviour will allow the trainer to become a better receiver of participants' messages,
- The trainer will become a better sender of signals that reinforce learning.
- This mode of communication increases the degree of the perceived psychological closeness between the trainer and participants.

Some other major areas of non-verbal behaviours to explore are:

1. Eye Contact

Eye contact is an important channel of interpersonal communication that helps to regulate the flow of communication. It can signal interest in others and eye contact with audiences increases the speakers' credibility. Trainers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility. However the comment made earlier regarding cultural differences with eye contact should be kept in mind at all times.

2. Facial Expressions

Smiling is a powerful cue that transmits:

- Happiness
- Friendliness
- Warmth
- Liking
- Affiliation

Therefore if the trainer smiles frequently he/she will be perceived as more likeable, friendly, warm and approachable. Smiling is often contagious and participants will react favourably and learn more.

3. Paralinguistic

Some aspects of this facet of non-verbal communication have already been mentioned, such as intonation. A full list of vocal elements would include:

- Tone
- Pitch
- Rhythm

- Timbre
- Loudness
- Inflection

For maximum training effectiveness, the trainer should learn to vary these six elements in his/her voice. One of the major criticisms is of trainers who speak monotonously. Listeners perceive these trainers as being boring and dull. Participants report that they learn less and lose interest more quickly when listening to trainers who have not learned to modulate their voices.

4. Humour

Humour has already been mentioned as part of the lesson on Group Dynamics. Great care must be taken when using humour in the classroom, and it is very often discouraged. However it does not change the fact that humour is often overlooked as a training tool. Laughter releases stress and tension for both the trainer and participants. The trainer should develop the ability to laugh at himself/herself and encourage participants to do the same. It can foster a friendly classroom environment that facilitates learning. Whenever a team has been successful, there has usually been the presence of humour within the team.

Obviously adequate knowledge of the subject matter is crucial to the success of the trainer; however it is not the only crucial element. To create a climate that facilitates learning and retention of the learned material the trainer has to possess good non-verbal and verbal skills. To improve his/her non-verbal skills, the trainer should try to record himself/herself speaking on videotape and ask a colleague to suggest refinements.

III. The Communication Model

Communication is the sending and receiving of signals.

A. Transactions

Communications is really a process band, and this is sometimes referred to as a transaction. Most transactions last only for a short time, so it is important that this time is used to make the transaction meaningful. A trainer therefore needs to look at what makes up a transaction and how to help one run smoothly.

B. Frame of Reference

Trainers while communicating, place what is known as “frame of reference” around the situation that faces them. This frame of reference or “way to the world” is influenced by many factors.

If the participant was asked to think back of the time before he/she commenced his/her current profession and to think of the things that influenced the way in which he/she saw the world in that period of his/her life, he/she may list some of the following:

- General knowledge
- Education

- Religion
- Family and Upbringing
- Exposure to the media
- Experience in life
- Personal goals and ambitions
- Current physical and mental state
- Peer pressure

If the participant were to think of the frame of reference that influences him/her now, he/she may include:

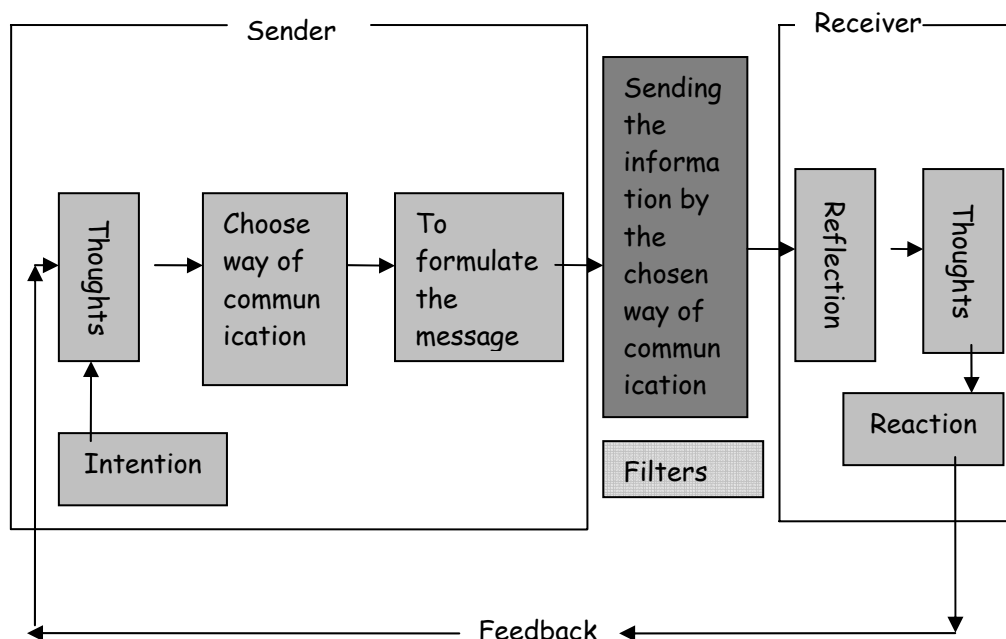
- Professional Knowledge
- Law and Procedure
- Police Policy
- Colleagues Views
- Local Knowledge of the area in which they work

When the trainer is communicating with his/her participants using the frame of reference, it is most likely that the participants will sub-consciously be influenced by their most recent experiences and the factors that mostly influence them at present.

C. Simple Communication Process

A simple communication model, or process, is consisted of a **Sender** (Trainer) and a **Receiver** (Participant). Unfortunately there is much interference to what may be said by the Trainer as to what was actually heard by the Participant.

The Communication Model



If there is feedback from the receiver back to the sender it is a 2 way communication, and when there is no feedback it is one way- communication.

The message that a sender transmits may undergo major change before it gets to the receiver. The sender may non-verbally transmit to the receiver that he is bored, thus the message is not important. Facial expression, tone of voice or body language can affect the message. His/her own filters may modify the interpretation as to whether it is important or not.

Therefore the question stays: “Is what is being said, always what is actually heard?” Alternatively: “Is what is being said always understood?” One person, the **sender**, puts over a message to another person, the **receiver**. Then this person (receiver) becomes the **sender** of a return message to the one who is now the **receiver**. If the communication does not work, this can be due to a fault in any part of that circuit. It may be that the **sender** is not really sending – or that the **receiver** is not receiving. The message a sender transmits may undergo major changes before it gets to the receiver. This can be due to any number of factors, shown here as **filters**.

One of these filters may be noise. Noise can take three different forms.

- **Physical noise** (aircraft, generators, traffic etc)
- **Psychological noise** (frame of reference, prejudices, stereotypes, closed mindedness)
- **Semantic noise** (where the words of the message are simply not understood)

It could also be the way the sender looks. Speaking to a very attractive person of the opposite sex can affect what a person says and hears. The clothes a person wears and the

way he/she walks, stands and sits all send out messages – they are all part of communication. They are all filters.

THE CLEARER AND MORE EFFECTIVE A TRAINER'S COMMUNICATION PROCESS IS, THE GREATER SUCCESS HE/SHE WILL HAVE IN TRAINING THE PARTICIPANT.

D. Communicate For Understanding

When the trainer is communicating with his/her participant, he/she must provide the participant with all the information. Providing some information may give the participant a rough idea of what the trainer is trying to teach, but without full information he/she may have to guess what the trainer wants to say. This is not communication.

IV. Listening

One of the most important skills needed in training is the ability to communicate, as without a process of communication it is impossible for the trainer to teach participants what they need to know.

One of the most important communication skills is the ability to listen; a skill neglected by many people. It is easy to jump to conclusions and assume that we know what another person is experiencing or needs. People are often selective in their listening and filter out essential information. Trainers must try to show concern and understanding in the way they listen.

Listening is an active action and is something that the trainer should be constantly doing. A good trainer is a good listener, and a good listener engages in **active listening**.

A person can become an active listener if he/she:

- **Listens** for feelings as well as facts.
- Makes and maintains **eye contact**.
- **Paraphrases** or **summarizes** back to the speaker what he/she has heard him/her say.
- **Creates an atmosphere** for listening by minimising interference (ex. moving to a quieter location, asking people to speak only one at a time, or turning off a TV or radio...)
- **Is asking questions** to clarify what is being said and to encourage the speaker.

When he/she is listening to someone, a person should not:

- **Rehearse** what he/she is going to say next. He/she cannot pay attention.
- **Judge** what he/she is hearing. This action will close the communication.
- **Look at his/her watch** or look away or any other **distracting behaviour**. They will appear disinterested.
- **Interrupt** what is being said.
- **Complete** the sentence.
- **Assume** that they already know what is going to be said.
- **Show non-verbal signs**, like yawning or fidgeting which also shows lack of interest.

A. The Listening Model

- **Hear** The ability to listen as to what is being said.
- **Evaluate** The time when the whole content is listened to and considered.
- **Respond** The appropriate response is given.

A bad listener will evaluate without properly hearing all the content and respond too soon before he/she has all the facts. For a trainer, the need to listen to everything what the participant is saying before making a response is vital.

B. Paraphrasing

When a person paraphrases, he/she is repeating back to the speaker what he/she has heard him/her say and is checking out the accuracy of his/her listening. Paraphrasing is not repeating back word by word what was heard, but is merely telling the speaker in his/her own words what he/she understands as to what has been said by the speaker.

V. Questioning

Questioning is an important skill for trainers, but this skill is often taken for granted. Like most skills, however, it can be developed with some knowledge of theory and technique, followed by plenty of practice. Trainers require good questioning skills to get the best from their participants and check out their learning and understanding as they go through a lesson, and also to stimulate discussion through facilitation.

As with most educational issues, there are many different theories put forward as the best way in which to do things, and the subject of questioning is no exception. In identifying the most suitable theories for this lesson, the participant should note that some of the information given overlaps between different theories.

VI. Most Common Types of Questions

A. Open Questions

We must use words that encourage the person to answer the question fully without the opportunity to answer with just a yes or no.

Open questions begin with the words:

WHAT WHY WHEN WHERE WHO HOW

or phrases such as: **IN WHAT WAY.....?**

Starting any question with one of these words or phrases usually invites an explanation. Consequently, they are possibly the best type of questions to ask if you wish to obtain new information. They are also effective in encouraging interviewees to provide an account in their own words. The result provides a more accurate picture to build upon and usually reveals stronger evidence than answers to closed, narrow or leading

questions. An open question normally produces a considerable amount of information and sometimes interviewees may wander from the point. As a result, your full attention is necessary and you will need to observe, listen to and check everything.

Open Questions are used very frequently by trainers:

- To ascertain facts from a witness
- To ascertain facts from a suspect
- When asking for a description
- When completing a statement
- When any detailed information is required

B. Closed Questions

‘Are you.....? Was it.....? ‘Did you.....? How many.....?’

Questions which start like these examples invite only a short, confined or even one word reply. Closed questions have limited use within training and teaching, as they may not encourage the participant to give a thoughtful, full answer. For this reason, closed questions should be used selectively and where possible, followed up by an open question.

Closed Questions are useful:

- When a yes or no answer is required from a witness or suspect
- Where a selection between alternatives is required, for example, ‘Was it an old Mercedes or a new Mercedes?’
- When verifying identity
- When ascertaining a quantity
- When clarifying a point
- When confirming or contradicting understanding of what was said.

C. Reflective Questions

The trainer repeats or rephrases the participants last words with a questioning inflexion in the voice. This type of questioning is useful to clarify understanding and sometimes to encourage the participant to say more. For example "So what you are saying is.....?"

D. Value Loaded

A question, which conveys the values of the person asking the question. It influences person’s thoughts and makes it difficult for the participant to identify his/her own values. For example "How do you feel about having a woman as your commanding officer?"

E. Multiple Questions

A multiple question appears to be one question, but in fact contains several questions. It is likely to confuse both the participant and the trainer. An example of this would be "Tell me what you think about corruption, is it common, do you think it should be stopped?" The participant may well answer only the last part of the question or just the

easiest part. This type of questioning should be avoided and it usually shows that the trainer has not properly thought through the questions to be asked.

F. Leading Questions

A leading question assumes the answer which it expects to receive. For example:

"That was what you meant to say, wasn't it?"

"You understand don't you?"

"You don't mind, do you?"

G. Overhead

A question that is asked to the whole class or group not directed to any one person and is intended to provoke a discussion or reaction. For example, "What are your feelings about arresting very young people for stealing?" and "What do you think about legalising the use of soft drugs?"

VII. Principles of Questioning

Trainers constantly use questions of various types in all of their work, and a sound understanding of some principles for setting and using questions will assist them in their task.

A. Questions need to be clear and unambiguous

The trainer should not pose questions until they are not explained and could be answered by the participants at the present level of learning.

B. Establishing the start point for the input

The guiding rule is to teach from the known to the unknown. All participants will have a base point of knowledge. Start with what they do know and build gradually to teach them what they do not know.

C. Questions to induce learning directly

This means helping participants to work things out for themselves. A trainer can ask participants to give their experiences of the dangers from the use of motor vehicles. Further questions could deal with the need for different qualifications for drivers of different types of vehicles and bring out the participant's knowledge in relation to this. Again using their existing knowledge the subject matter could be further expanded by more questions of what they know.

D. Questions checking recall

The trainer needs to know the answers and acceptable variations before asking the question.

E. Questions to Avoid

These are the ones that can be answered "Yes" or "No" unless the trainer is going to follow it up with questions of "Why", "When" etc. The trainer should also avoid

questions, which contain the answer, as a shrewd participant may well work out the answer from the question. Questions that call for a participant to use knowledge and reason out a situation are very effective.

When asking questions that need immediate answer, it is worth considering some techniques for making questions more effective. To ensure that all the participants consider the question and mentally prepare an answer, the trainer should ask the question to the whole group, wait a few seconds for them to consider the question and then nominate a selected participant to give an answer. This is summarised as:

POSE
PAUSE
POUNCE

F. Watch for participants who volunteer answers

The trainer should avoid always choosing them and try to ensure that all of the participants are tested. The trainer should also change the pattern of questioning spread around the participants so that participants cannot predict who is next.

G. Self-Test Questions

These can be supplied to the participant to test himself/herself whilst studying, or use them at the start of a learning session as a way of checking the level of understanding. They can be done by individuals or in groups. The answers can be self checked by

VIII. Questions from Participants

It is important that the trainer treats participants' questions with respect. The trainer should be approachable, firm and fair. If he/she does not know the answer, then he/she should say so. If he/she promises to find out the answer, then he/she must do so. Sometimes a participant will ask a question that is not relevant at the time. The trainer should tell the participant the situation and resurrect the question later or ensure that the participant understands the point. One thing that is not recommended when a participant asks a question is to assign that participant the task of looking up the answer.

A. Answering Questions

There are several ways in which the trainer can answer questions from participants

1. Directly answer the question

In general it is not recommended to answer a participants question directly if the trainer wishes to foster the participants thinking or problem solving skills. However if the question asks for information that the other participants are not likely to have, or questioning the trainer's opinion, then directly answering the question is appropriate. Directly answering the question takes less time than attempting to have a participant or the group comes up with the answers. If the trainer directly answers the question then it should be kept brief and exact. The trainer can also check to see if the question has been answered by saying something like "Does that answer your question?"

2. Postpone answering the question

Participants are more likely to learn and remember if the trainer answers their questions when they ask them. Nevertheless on certain occasions the trainer may decide to put off answering a question for instance, when he/she is very short of time, especially if the answer is complex, or when the material will be covered in an upcoming class, or when the answer is of interest to only a few participants. When the material is covered later, the trainer should call it to the participants' attention and give the answer. If the answer is not covered in the course, then the trainer could offer to answer it after class or make an appointment to discuss the question later. This also tells the group of your willingness to try and answer their questions. Generally the trainer should answer more questions than he/she postpones or else the participants may ask fewer and fewer questions.

3. Discourage inappropriate questions

Usually participants ask questions because they wish to learn but sometimes a participant will ask a question to sidetrack the group, to get attention or even to embarrass the trainer. Handling such questions presents a dilemma. If the trainer treats them like other questions, it may encourage the participant to ask more of the same, but if the trainer turns that participant down abruptly, then he/she may discourage not only that participant but also the rest of the group from asking any kind of question. In reacting it is probably best to tactfully indicate what about the question is inappropriate.

It is not uncommon for a group to have at least one participant who appears to be antagonistic toward the trainer or hostile to the subject matter and who asks questions that serve only to express the participant's disagreements, which often have little general interest to the rest of the group. Because such questions usually stem from emotional rather than intellectual concerns, answering only on a cognitive level serves little purpose. It is probably best to see that participant outside of class and explain what seems to be going on from the trainer's point of view. Often such a talk is sufficient to enable the participant at least to censor the questions he or she asks in the classroom, although it may do little to solve the underlying problem.

4. Admit when the answer is not known

If the trainer does not know the answer to a participant's question, then say so. Although one of the roles of a trainer is to be the "expert" and "information source", admitting that he/she does not know the answer to a question will probably not damage the confidence of the group in the trainer. On the other hand, if the trainer fakes it, there is a good chance that the participants will find out and the trainer's credibility will be seriously damaged. The trainer should assume the responsibility for finding the answer to the question and reporting back with the answer to the group.

Some of the things that a trainer can do when asked a question other than directly answering it are:

5. Repeat the question, paraphrasing it

This serves two purposes: it ensures that the entire class heard the question. More importantly, it lets the questioner check the trainers understanding of his or her question. When the trainer has not completely understood often the participant will rephrase or elaborate upon the question. In doing so the participant is often "thinking out loud" and may come to his or her own conclusions without further help. This process also gives the other participants time to think about the question and possible answers to it.

6. Redirect the question

The trainer might ask another participant (one who might know the answer) to respond. The trainer might redirect the question to the class in general, asking for an answer or comment, or an elaboration upon the issue. This procedure not only encourages more participation by the class but it also implies that peers are a resource for learning

7. Ask Probing Questions

The trainer might respond to the participant's question by directing his/her attention to a particular aspect of the issue the participant has raised or drawing his/her attention to some previously learned material that is relevant to answering the question or by going beyond what the participant has said in some way. The intent of probing questions is to draw the participant's attention to things that may be only implied in his/her answer, and so help the participant answer their own question.

8. Promote a discussion amongst the participants

The three previous suggestions usually involve communication between two people, the trainer and one participant, with the rest of the group simply listening. It may be that the trainer will want to involve the majority of participants in trying to answer some questions, for example, where there is considerable difference of opinion about the answer.

B. Creating an Accepting Atmosphere

If encouraging participants to ask questions is desirable behaviour in the classrooms, then it is also desirable that the trainer creates an atmosphere where participants are not afraid to ask questions for fear of embarrassment, etc.

1. Ask for questions

If the trainer wants the participants to ask questions, give them opportunities to do so. Pause after making an important point or explaining a topic, or say "Any questions?" or "Are you with me?" or "Do you want me to say more?" However, such statements must be more than rhetorical or used as a technique for you to get your thoughts together before going to the next point. Give the participants time to formulate their questions before you move on. Look at the participants to make sure you do not miss someone with his or her hand up.

Pausing and asking for questions is an effective training device to use routinely; but if the trainer is aware that some participants are confused, it becomes compulsory. When some participants are frowning or shaking their heads, saying something like "Some of

you seem puzzled, what don't you understand?" should solicit questions that will help you clear up the misunderstanding. Some trainers feel that they have done their duty by professing the material to the participants. There is an argument that unless trainers help their participants to learn, they are not really training.

2. Do not put down the participants

The trainer should avoid anything which would embarrass the participant who asks the question. Here are a few trainer responses well calculated to insure that the participant asking the question will not ask any more questions. We have suggested possible alternatives.

Examples:

Poor: You should know that we covered that in....

Better: What about ... that we covered ... weeks ago? How does that fit in?

Poor: You are completely wrong.

Better: How would you reconcile what you're saying with... (something previously covered)?

Poor: I entirely disagree.

Better: I'm not sure I agree, (or I think I disagree) because ...

Rather than responding with a value judgment to a participant's question or comment, ask a probing question. The trainer may help the participant arrive at the correct answer, or an acceptable one; in which case, rather than proving the participant "wrong", the trainer has helped him or her to be "right."

IX. Effective Techniques of Questioning.

The trainer should plan key questions to provide structure and direction to the lesson he/she is taking. Spontaneous questions that emerge are fine, but the overall direction of the discussion has been largely planned.

The trainer should:

- Phrase the questions clearly and specifically to avoid vague and ambiguous questions
- Adapt questions to the levels of the participant's abilities
- Ask questions logically and sequentially
- Ask questions at various levels
- Follow up on participants responses

The trainer can elicit longer, more meaningful and more frequent responses from participants after an initial response by:

- Maintaining a deliberate silence
- Making a declarative statement
- Making a reflective statement giving sense of what the participant said
- Declaring perplexity over the response that was given

- Encouraging other participants to comment on what was said.

X. The Use of Questioning During Training

Questioning participants during a training session can be done for a variety of reasons. This section will discuss four different reasons for using questions in a training session, and how each type requires a different method and style.

A. Ice Breakers

Questions are often used as part of ice-breaking exercises. This allows participants to get to know each other better and to feel more comfortable in the group. The questions best suited for this type of exercise are non-threatening, open ended questions. Non-threatening questions allow people to establish a relationship without worrying about offending others or embarrassing oneself. Open-ended questions allow people to talk a length of time that is comfortable, and encourage more than "one word" answers. It is often helpful to let people answer these questions in small groups before asking them to answer them in front of the entire class.

B. Determining Prior Knowledge

Questions can be used to help a trainer determine how much prior knowledge participants in a training session have. However, questioning is not necessarily the most effective means of accomplishing this task. In many cases, discussions with supervisors or pre-tests allow the trainer to gain a more complete picture of how much knowledge participants bring with them to the training session. If the trainer decides to use some questions as he/she begins the session, he/she can use the following tips.

1. Ask specific questions which require specific answers.
2. Don't let one or two people answer all the questions - it may intimidate other participants, and it won't really give you a good overview of the knowledge of the entire group.
3. Be aware that people may feel like they should know things they don't, and that they may be embarrassed to admit that they don't know something. People need to feel comfortable in the learning process to ensure that optimal learning will occur.

C. Confirmation of Comprehension

Questioning can be used to confirm that participants understood what the trainer wanted to teach. Some of the issues applicable to the previous section (Determination of Prior Knowledge) are also relevant to this use of questioning. However, it can be good to use more open-ended questions, like "Explain to me in your own words how this process works." Also, when the trainer asks a question, they should always remember **Pose, Pause and Pounce**, and not call on someone until after people have had time to think about it. As with any type of questioning, it is important that the participants understand and believe that the trainer is not going to try to embarrass or harass them with questioning.

D. Probing Questions

The final opportunity for questioning in this section is a reminder of the probing question. This is used to help a participant discover the answer to a question or problem. When someone asks a question, it can sometimes be helpful to respond with a question in return. If the person can answer your question, it may help him/her to figure out the answer to his/her own question. This is more effective than simply telling someone an answer, as they have to process it more by trying to figure it out themselves.

Effective use of questioning is essential to the success of training. While ineffective questioning can cause people to be embarrassed, and not interested in learning. Proper questioning can help learners to be excited about the material at hand and want to know more.



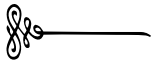
Trainer Skills Course for Anti-Trafficking Trainers

Lesson 5

Communication, Listening and Questioning Skills

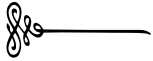
Trainer Notes





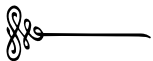
Duration of Instruction

The lesson will be student centred and student lead.



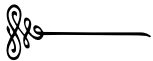
Prior to the Lesson

Set up the classroom. Ensure there are sufficient registration forms, participant lesson notes, notebooks, pens and pencils for each participant. Ensure that the classroom walls are clear of documents. Ensure that all course planning is completed.



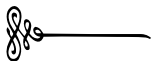
Material, Equipment, and Logistics

White board, flip chart paper, markers, LCD Projector, Participant notes



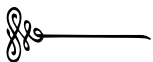
References

1. Morris D Manwatching (1977)
2. Mehrabian A Silent Message (1971)
3. Patterson Miles L. In Nonverbal behaviour: A Functional Perspective



Lesson Goal

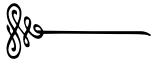
The goal of this lesson is to provide participants with an understanding of the principles of Communication.



Performance Objectives

At the conclusion of this lesson, participants will be able to:

1. Identify and apply all aspects of the Communication Model
2. Describe the important elements in active listening skills.
3. State the different types of questions and their usage
4. Identify effective techniques of asking questions



Introduction

People have been communicating in one form or another all of their lives. Unfortunately in this communication not everyone is understood all of the time. It is crucial for the trainer that he/she effectively communicates with all participants in his/her group, and that all of the participants understand what is being communicated to them.

☞ *Performance Objective 1: Identify and apply all aspects of the Communication Model.*

I. Verbal Communication

A. Words

The use of words is, of course, one of the ways in which people communicate, and words often communicate what the sender wishes to say, but this is not always the case. There are three aspects to words:

CONTENTS

MEANING

FEELINGS

Words are used by people to convey meaning. Example: if someone says “I saw two cars collide” the meaning is fairly clear.

Words, which do not match the meaning, intended. There are circumstances when people communicate words which are in conflict with what they really mean or feel. “I am fine” or “I’m dying” are two common examples of phrases used which a person might not take at face value.

Words, which have a different meaning for the receiver than for the sender. This is often associated with dialect or cultural habits. These can be vastly different between the north and south of a country (also the east and west), and can easily lead to confusion and misinterpretation.

For an effective communication to take place, the receiver must always check that the signal being received is the same one, which is being sent.

II. Non-Verbal Communication

The study of non-verbal communication has attracted a large number of theories to explain what it is, why we as human beings use it and what it all means. It is important to note, as Desmond Morris¹ does in his book *Manwatching* (1977), that humans distinguish themselves from most animals by thinking and building in addition to acting. This idea relates specifically to nonverbal communication, because as we will see, kinetic gestures are often “built,” not instinctively known. In addition, kinetic actions may be less useful as singular actions than as groups

Experts on nonverbal communication agree that “body language” movements are partly instinctive, partly taught and partly imitative (Zunin, 1972). Unlike verbal interaction, however, most kinetic gestures are rarely explicitly taught, but instead learned through an implicit process².

Ways to Improve Nonverbal Communication

It is not only what the trainer says in the classroom that is important, but also how he/she says it. This can make difference to the participants. Nonverbal messages are an essential component of communication in the training process. Trainers should be aware of non-verbal behaviour in the classroom for three major reasons:

- An awareness of nonverbal behaviour will allow the trainer to become a better receiver of participants' messages,
- The trainer will become a better sender of signals that reinforce learning.
- This mode of communication increases the degree of the perceived psychological closeness between the trainer and participants.

Some other major areas of non-verbal behaviours to explore are:

1. Eye Contact

Eye contact is an important channel of interpersonal communication that helps to regulate the flow of communication. It can signal interest in others and eye contact with audiences increases the speakers' credibility. Trainers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility. However the comment made earlier regarding cultural differences with eye contact should be kept in mind at all times.

2. Facial Expressions

Smiling is a powerful cue that transmits:

- Happiness
- Friendliness
- Warmth
- Liking
- Affiliation

Therefore if the trainer smiles frequently he/she will be perceived as more likeable, friendly, warm and approachable. Smiling is often contagious and participants will react favourably and learn more.

3. Paralinguistic

Some aspects of this facet of non-verbal communication have already been mentioned, such as intonation. A full list of vocal elements would include:

- Tone
- Pitch
- Rhythm
- Timbre
- Loudness
- Inflection

For maximum training effectiveness, the trainer should learn to vary these six elements in his/her voice. One of the major criticisms is of trainers who speak monotonously. Listeners perceive these trainers as being boring and dull. Participants report that they learn less and lose interest more quickly when listening to trainers who have not learned to modulate their voices.

4. Humour

Humour has already been mentioned as part of the lesson on Group Dynamics. Great care must be taken when using humour in the classroom, and it is very often discouraged. However it does not change the fact that humour is often overlooked as a training tool. Laughter releases stress and tension for both the trainer and participants. The trainer should develop the ability to laugh at himself/herself and encourage participants to do the same. It can foster a friendly classroom environment that facilitates learning. Whenever a team has been successful, there has usually been the presence of humour within the team.

Obviously adequate knowledge of the subject matter is crucial to the success of the trainer; however it is not the only crucial element. To create a climate that facilitates learning and retention of the learned material the trainer has to possess good non-verbal and verbal skills. To improve his/her non-verbal skills, the trainer should try to record himself/herself speaking on videotape and ask a colleague to suggest refinements.

Group Activity:



The trainer should have the participants stand in two lines, the lines being well spaced apart. To show the importance of listening skills, play a game of Chinese Whispers, where the same message is given simultaneously to the first person in each line. This message is then verbally repeated down the line by one person whispering it to the next one. No questions are allowed and the person must pass on what he/she hears. The last person in the line will then say aloud what the received message was. When both lines have reported their message, the original message is then given to the class. This will show the deficiency in how we listen to what is being said.

III. The Communication Model

Communication is the sending and receiving of signals.

A. Transactions

Communications is really a process band, and this is sometimes referred to as a transaction. Most transactions last only for a short time, so it is important that this time is used to make the transaction meaningful. A trainer therefore needs to look at what makes up a transaction and how to help one run smoothly.

B. Frame of Reference

Trainers while communicating, place what is known as “frame of reference” around the situation that faces them. This frame of reference or “way to the world” is influenced by many factors.

If the participant was asked to think back of the time before he/she commenced his/her current profession and to think of the things that influenced the way in which he/she saw the world in that period of his/her life, he/she may list some of the following:

- General knowledge
- Education
- Religion
- Family and Upbringing
- Exposure to the media
- Experience in life
- Personal goals and ambitions
- Current physical and mental state
- Peer pressure

If the participant were to think of the frame of reference that influences him/her now, he/she may include:

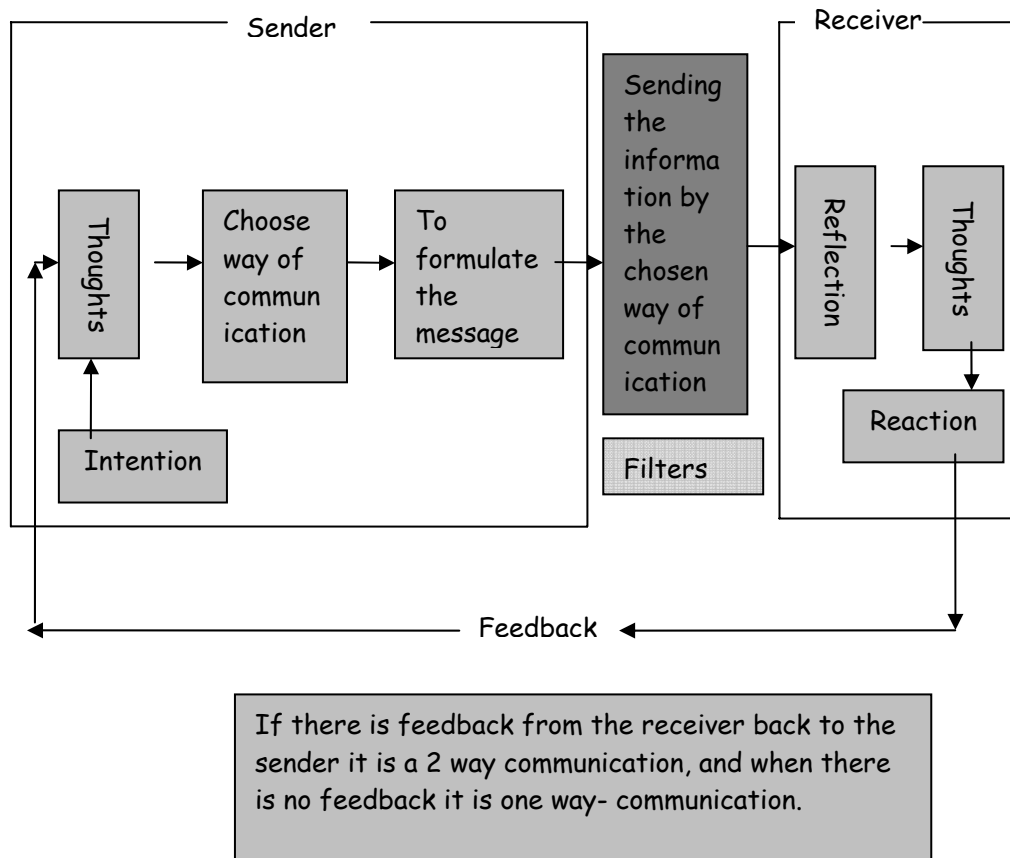
- Professional Knowledge
- Law and Procedure
- Police Policy
- Colleagues Views
- Local Knowledge of the area in which they work

When the trainer is communicating with his/her participants using the frame of reference, it is most likely that the participants will sub-consciously be influenced by their most recent experiences and the factors that mostly influence them at present.

C. Simple Communication Process

A simple communication model, or process, is consisted of a **Sender** (Trainer) and a **Receiver** (Participant). Unfortunately there is much interference to what may be said by the Trainer as to what was actually heard by the Participant.

The Communication Model



The message that a sender transmits may undergo major change before it gets to the receiver. The sender may non-verbally transmit to the receiver that he is bored, thus the message is not important. Facial expression, tone of voice or body language can affect the message. His/her own filters may modify the interpretation as to whether it is important or not.

Therefore the question stays: “Is what is being said, always what is actually heard?” Alternatively: “Is what is being said always understood?” One person, the **sender**, puts over a message to another person, the **receiver**. Then this person (receiver) becomes the **sender** of a return message to the one who is now the **receiver**. If the communication does not work, this can be due to a fault in any part of that circuit. It may be that the **sender** is not really sending – or that the **receiver** is not receiving. The message a sender transmits may undergo major changes before it gets to the receiver. This can be due to any number of factors, shown here as **filters**.

One of these filters may be noise. Noise can take three different forms.

- **Physical noise** (aircraft, generators, traffic etc)
- **Psychological noise** (frame of reference, prejudices, stereotypes, closed mindedness)
- **Semantic noise** (where the words of the message are simply not understood)

It could also be the way the sender looks. Speaking to a very attractive person of the opposite sex can affect what a person says and hears. The clothes a person wears and the way he/she walks, stands and sits all send out messages – they are all part of communication. They are all filters.

THE CLEARER AND MORE EFFECTIVE A TRAINER'S COMMUNICATION PROCESS IS, THE GREATER SUCCESS HE/SHE WILL HAVE IN TRAINING THE PARTICIPANT.

D. Communicate For Understanding

When the trainer is communicating with his/her participant, he/she must provide the participant with all the information. Providing some information may give the participant a rough idea of what the trainer is trying to teach, but without full information he/she may have to guess what the trainer wants to say. This is not communication.

Performance Objective 2: Describe the important elements in active listening skills.

IV. Listening

One of the most important skills needed in training is the ability to communicate, as without a process of communication it is impossible for the trainer to teach participants what they need to know.

One of the most important communication skills is the ability to listen; a skill neglected by many people. It is easy to jump to conclusions and assume that we know what another person is experiencing or needs. People are often selective in their listening and filter out essential information. Trainers must try to show concern and understanding in the way they listen.

Listening is an active action and is something that the trainer should be constantly doing. A good trainer is a good listener, and a good listener engages in **active listening**.

A person can become an active listener if he/she:

- **Listens** for feelings as well as facts.
- Makes and maintains **eye contact**.
- **Paraphrases** or **summarizes** back to the speaker what he/she has heard him/her say.
- **Creates an atmosphere** for listening by minimising interference (ex. moving to a quieter location, asking people to speak only one at a time, or turning off a TV or radio...)
- **Is asking questions** to clarify what is being said and to encourage the speaker.

When he/she is listening to someone, a person should not:

- **Rehearse** what he/she is going to say next. He/she cannot pay attention.
- **Judge** what he/she is hearing. This action will close the communication.
- **Look at his/her watch** or look away or any other **distracting behaviour**. They will appear disinterested.
- **Interrupt** what is being said.

- **Complete** the sentence.
- **Assume** that they already know what is going to be said.
- **Show non-verbal signs**, like yawning or fidgeting which also shows lack of interest.

A. The Listening Model

- **Hear** The ability to listen as to what is being said.
- **Evaluate** The time when the whole content is listened to and considered.
- **Respond** The appropriate response is given.

A bad listener will evaluate without properly hearing all the content and respond too soon before he/she has all the facts. For a trainer, the need to listen to everything what the participant is saying before making a response is vital.

B. Paraphrasing

When a person paraphrases, he/she is repeating back to the speaker what he/she has heard him/her say and is checking out the accuracy of his/her listening. Paraphrasing is not repeating back word by word what was heard, but is merely telling the speaker in his/her own words what he/she understands as to what has been said by the speaker.

Group Activity:



The trainer should now run the listening skills exercise (Trainer Job Aid 4-1)

☞ *Performance Objective 3: State the different types of questions and their usage*

V. QUESTIONING

Questioning is an important skill for trainers, but this skill is often taken for granted. Like most skills, however, it can be developed with some knowledge of theory and technique, followed by plenty of practice. Trainers require good questioning skills to get the best from their participants and check out their learning and understanding as they go through a lesson, and also to stimulate discussion through facilitation.

As with most educational issues, there are many different theories put forward as the best way in which to do things, and the subject of questioning is no exception. In identifying the most suitable theories for this lesson, the participant should note that some of the information given overlaps between different theories.

VI. Most Common Types of Questions

A. Open Questions

We must use words that encourage the person to answer the question fully without the opportunity to answer with just a yes or no.

Open questions begin with the words:

WHAT WHY WHEN WHERE WHO HOW

or phrases such as: **IN WHAT WAY.....?**

Starting any question with one of these words or phrases usually invites an explanation. Consequently, they are possibly the best type of questions to ask if you wish to obtain new information. They are also effective in encouraging interviewees to provide an account in their own words. The result provides a more accurate picture to build upon and usually reveals stronger evidence than answers to closed, narrow or leading questions. An open question normally produces a considerable amount of information and sometimes interviewees may wander from the point. As a result, your full attention is necessary and you will need to observe, listen to and check everything.

Open Questions are used very frequently by trainers:

- To ascertain facts from a witness
- To ascertain facts from a suspect
- When asking for a description
- When completing a statement
- When any detailed information is required

B. Closed Questions

'Are you.....? Was it.....? 'Did you.....? How many.....?'

Questions which start like these examples invite only a short, confined or even one word reply. Closed questions have limited use within training and teaching, as they may not encourage the participant to give a thoughtful, full answer. For this reason, closed questions should be used selectively and where possible, followed up by an open question.

Closed Questions are useful:

- When a yes or no answer is required from a witness or suspect
- Where a selection between alternatives is required, for example, 'Was it an old Mercedes or a new Mercedes?'
- When verifying identity
- When ascertaining a quantity
- When clarifying a point
- When confirming or contradicting understanding of what was said.

C. Reflective Questions

The trainer repeats or rephrases the participants last words with a questioning inflexion in the voice. This type of questioning is useful to clarify understanding and sometimes to encourage the participant to say more. For example "So what you are saying is.....?"

D. Value Loaded

A question, which conveys the values of the person asking the question. It influences person's thoughts and makes it difficult for the participant to identify his/her own values. For example "How do you feel about having a woman as your commanding officer?"

E. Multiple Questions

A multiple question appears to be one question, but in fact contains several questions. It is likely to confuse both the participant and the trainer. An example of this would be "Tell me what you think about corruption, is it common, do you think it should be stopped?" The participant may well answer only the last part of the question or just the easiest part. This type of questioning should be avoided and it usually shows that the trainer has not properly thought through the questions to be asked.

F. Leading Questions

A leading question assumes the answer which it expects to receive. For example:

"That was what you meant to say, wasn't it?"

"You understand don't you?"

"You don't mind, do you?"

G. Overhead

A question that is asked to the whole class or group not directed to any one person and is intended to provoke a discussion or reaction. For example, "What are your feelings about arresting very young people for stealing?" and "What do you think about legalising the use of soft drugs?"

Group Activity:



Using sticky labels or 'Post It' write the names of famous people, dead, alive or fictitious. Stick one on each participant so that they cannot see the name of the person who they will now be. The other participants will be able to see the names. Each participant must find out who they are by asking only Closed Questions. This can be achieved by pairing off the participants and allowing them 5 minutes each. By asking only closed questions they will only receive a yes or no reply and their questioning must be well thought out and planned to find out their identity.

This exercise will show how long it takes to find out facts when only asking closed questions.

VII. Principles of Questioning

Trainers constantly use questions of various types in all of their work, and a sound understanding of some principles for setting and using questions will assist them in their task.

A. Questions need to be clear and unambiguous

The trainer should not pose questions until they are not explained and could be answered by the participants at the present level of learning.

B. Establishing the start point for the input

The guiding rule is to teach from the known to the unknown. All participants will have a base point of knowledge. Start with what they do know and build gradually to teach them what they do not know.

C. Questions to induce learning directly

This means helping participants to work things out for themselves. A trainer can ask participants to give their experiences of the dangers from the use of motor vehicles. Further questions could deal with the need for different qualifications for drivers of different types of vehicles and bring out the participant's knowledge in relation to this. Again using their existing knowledge the subject matter could be further expanded by more questions of what they know.

D. Questions checking recall

The trainer needs to know the answers and acceptable variations before asking the question.

E. Questions to Avoid

These are the ones that can be answered "Yes" or "No" unless the trainer is going to follow it up with questions of "Why", "When" etc. The trainer should also avoid questions, which contain the answer, as a shrewd participant may well work out the answer from the question. Questions that call for a participant to use knowledge and reason out a situation are very effective.

When asking questions that need immediate answer, it is worth considering some techniques for making questions more effective. To ensure that all the participants consider the question and mentally prepare an answer, the trainer should ask the question to the whole group, wait a few seconds for them to consider the question and then nominate a selected participant to give an answer. This is summarised as:

POSE
PAUSE
POUNCE

F. Watch for participants who volunteer answers

The trainer should avoid always choosing them and try to ensure that all of the participants are tested. The trainer should also change the pattern of questioning spread around the participants so that participants cannot predict who is next.

G. Self-Test Questions

These can be supplied to the participant to test himself/herself whilst studying, or use them at the start of a learning session as a way of checking the level of understanding. They can be done by individuals or in groups. The answers can be self checked by

☞ *Performance Objective 4: Identify effective techniques of asking questions.*

VIII. Effective Techniques of Questioning.

The trainer should plan key questions to provide structure and direction to the lesson he/she is taking. Spontaneous questions that emerge are fine, but the overall direction of the discussion has been largely planned.

The trainer should:

- Phrase the questions clearly and specifically to avoid vague and ambiguous questions
- Adapt questions to the levels of the participant's abilities
- Ask questions logically and sequentially
- Ask questions at various levels
- Follow up on participants responses

The trainer can elicit longer, more meaningful and more frequent responses from participants after an initial response by:

- Maintaining a deliberate silence
- Making a declarative statement
- Making a reflective statement giving sense of what the participant said
- Declaring perplexity over the response that was given
- Encouraging other participants to comment on what was said.

IX. The Use of Questioning During Training

Questioning participants during a training session can be done for a variety of reasons. This section will discuss four different reasons for using questions in a training session, and how each type requires a different method and style.

A. Ice Breakers

Questions are often used as part of ice-breaking exercises. This allows participants to get to know each other better and to feel more comfortable in the group. The questions best suited for this type of exercise are non-threatening, open ended questions. Non-threatening questions allow people to establish a relationship without worrying about offending others or embarrassing oneself. Open-ended questions allow people to talk a length of time that is comfortable, and encourage more than "one word" answers. It is often helpful to let people answer these questions in small groups before asking them to answer them in front of the entire class.

B. Determining Prior Knowledge

Questions can be used to help a trainer determine how much prior knowledge participants in a training session have. However, questioning is not necessarily the most effective means of accomplishing this task. In many cases, discussions with supervisors or pre-tests allow the trainer to gain a more complete picture of how much

knowledge participants bring with them to the training session. If the trainer decides to use some questions as he/she begins the session, he/she can use the following tips.

1. Ask specific questions which require specific answers.
2. Don't let one or two people answer all the questions - it may intimidate other participants, and it won't really give you a good overview of the knowledge of the entire group.
3. Be aware that people may feel like they should know things they don't, and that they may be embarrassed to admit that they don't know something. People need to feel comfortable in the learning process to ensure that optimal learning will occur.

C. Confirmation of Comprehension

Questioning can be used to confirm that participants understood what the trainer wanted to teach. Some of the issues applicable to the previous section (Determination of Prior Knowledge) are also relevant to this use of questioning. However, it can be good to use more open-ended questions, like "Explain to me in your own words how this process works." Also, when the trainer asks a question, they should always remember **Pose, Pause and Pounce**, and not call on someone until after people have had time to think about it. As with any type of questioning, it is important that the participants understand and believe that the trainer is not going to try to embarrass or harass them with questioning.

D. Probing Questions

The final opportunity for questioning in this section is a reminder of the probing question. This is used to help a participant discover the answer to a question or problem. When someone asks a question, it can sometimes be helpful to respond with a question in return. If the person can answer your question, it may help him/her to figure out the answer to his/her own question. This is more effective than simply telling someone an answer, as they have to process it more by trying to figure it out themselves.

Effective use of questioning is essential to the success of training. While ineffective questioning can cause people to be embarrassed, and not interested in learning. Proper questioning can help learners to be excited about the material at hand and want to know more.

Group Activity:



The trainer should distribute Handout 5-1 (Trainer Job Aid 5-2) and have them complete it individually. On completion the correct answers should be given and any lack of understanding clarified.

Trainer Job Aid 5-1**LISTENING SKILLS - EXERCISE**

Tell the group to listen carefully to the following text, which should be read out to the group. No notes to be taken.

Start

When we listen actively our heartbeat becomes more rapid and our temperature rises-that is, our body uses up energy.

This means that **Active Listening** is hard work and it involves us in more than simply listening to the words. It means we must:

1. Listen to what is being said - **The Direct Line**
2. Listen for what is not being said -**The In-Direct Line**
3. **Respond** appropriately

The **Direct Line** is straight forward, as it is simply what we can hear. The **In-Direct Line** is the body language and non-verbal signals that we all give out and often this is done without knowing or intending to do it.

It is important that the trainer observes the group always keeping a good eye contact as such things as: confusion, frustration, boredom, eagerness etc. can be shown through body language. Body language is a powerful means of communication. Two people staring at each other are listening very effectively to each other, because even without speaking body language messages are given out.

Because these non-verbal messages are so important we must be very aware of what we do when we are listening in order to encourage the speaker and learn from and about him/her.

This means always paying attention. Encourage the person to speak by showing interest and asking questions. Don't allow yourself to be distracted, if you fiddle with a pen this can show a lack of interest; try and keep good eye contact but avoid staring.

End

The participants should now be asked to identify the key points from this talk. Ask the participants to write them down. Give them 15 minutes to complete the exercise and then check their results by reading out or showing as an overhead the list of key points

Listening Exercise – Key Points

- Listening takes energy
- Listening involves interpreting –
 - The direct line
 - The indirect line
 - Making the appropriate response
- Everyone emits body language and non-verbal signals. It can be done without knowledge and intention.
- We need to encourage the speaker by:
 - Paying attention
 - Showing interest and asking questions
 - Not allowing ourselves to be distracted
 - Keeping eye contact
- Seating is important for eye contact and encouraging the speaker

Trainer Job Aid 5-2

QUESTIONS – KNOWLEDGE CHECK

Participants should write down the type of question that is being asked. There are ten minutes to complete the sheet.

How do you feel that went?

Can you do that?

I bet you wish you could do that again, don't you?

Did you feel pleased about that, or would you do it differently next time?

Would that have been easier if you had been dealing with a man?"

What did you do?

Where does that take us?

What is your name?

How can I help you?

Are you feeling angry?

Am I right in thinking you were happy with your performance?

Can I help or would you rather carry on with that yourself?

Trainer Job Aid 5-3

Different ways to communicate

Speech
Writing
Body Language
Signals
Colours
Pictures
Telephone
Gestures
Radio
E-Mail
Internet

Barriers to communication

Noise
Proximity
Distractions
Body Language
Rank or Status
Uniforms



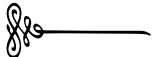
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Lesson 2

Feedback and Debriefing

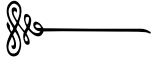
Trainer Notes





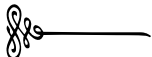
Duration of Instruction

The lesson will be student centred and student lead.



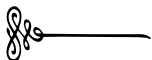
Prior to the Lesson

Set up the classroom. Ensure there are sufficient registration forms, participant lesson notes, notebooks, pens and pencils for each participant. Ensure that the classroom walls are clear of documents. Ensure that all course planning is completed.

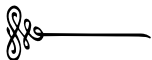


Material, Equipment, and Logistics

White board, flip chart paper, markers, LCD Projector, Participant notes

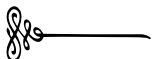


References



Lesson Goal

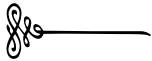
The goal of this lesson is to provide participants with an overview of how to debrief an exercise or event and to gain practical experience of conducting a debrief.



Performance Objectives

At the conclusion of this lesson, participants will be able to:

1. Define feedback
2. Evaluate the benefits of giving and receiving feedback
3. Identify all aspects of feedback
4. Apply the structured model of giving feedback
5. Watch a demonstration of feedback being given
6. Give/receive feedback to/from a colleague
7. Describe the term 'Debrief'.
8. Apply the debriefing model
9. Interpret a debrief



Introduction

The giving and receiving of feedback is an important trainer tool, but one that must be thoroughly understood by the trainer in order to be effective in its use. This lesson aims to pass on this understanding to the participant.

☞ Performance Objective 1: Define Feedback

I. Feedback

Feedback can be defined as the process of giving back information or a response to another person for the purpose of development. It should not be seen as a form of criticism, therefore it requires a great deal of thought before being given.

☞ Performance Objective 2: Evaluate the benefits of giving and receiving Feedback

Group Activity:



The trainer should split the class into three groups and each group should discuss one of the following questions. They should then prepare a presentation flipchart to inform the group of their findings.

The trainer will debrief both the content and presentation method.

1. What are the advantages of giving feedback?
2. What are the dangers in giving negative feedback?
3. What are the implications of not giving feedback?

Presentations should be kept for future use.

☞ Performance Objective 3: Identify all aspects of Feedback

Group Activity:



The trainer will hold a plenary discussion regarding all aspects of the purpose of feedback and what it should contain.

II. The Purpose of Feedback

The purpose of giving feedback is to help another person to be more aware of his/her behaviour and how it affects others.

It helps Police staff to continue the development of skills and abilities required to be effective in their job. Feedback should always be given supportively and is most effective if:

- Requested rather than imposed
- Directed to something the person can change
- A manageable amount
- Immediate if possible
- Focused on behaviour in a non-evaluative way

Giving and receiving feedback demands a commitment to self-development from all parties. It should not be given lightly or with any intention other than the increased self-awareness and development of the recipient.

☞ *Performance Objective 4: Apply the structured model of giving Feedback*

III The Structure of Feedback

Feedback should be:

A. Specific

Avoid general comments such as “That was good”. Instead say what was good. Try to comment on observable behaviour. Avoid commenting on something a person can do nothing about, or on their apparent motives or shortcomings.

B. Non-Judgemental

Do not judge the recipient of feedback, or use it to score points against him/her. Do not use it as an excuse to criticize or blame the participant for any weaknesses identified in his/her performance. Do not use it to moralise or preach to them nor turn it into a lecture. Maintain a professional attitude towards the recipient at all times.

C. Achievable

Ensure that all aspects of feedback given are on performances achievable by the participant. Do not expect the participant to have worked the impossible or beyond his/her skill level or knowledge.

D. Proximate

When giving feedback regarding a perceived weakness in performance, simply explain what the weakness was and not how bad it was. Keep all feedback, both on strengths and weaknesses, to a level commensurate with the abilities of the recipient.

E. Supportive

Always be supportive in the way feedback is given. Having someone only making comments regarding weaknesses in whatever action or performance of a duty by another can cause that other to have a bad emotional reaction. In any performance by a professional, there will be strengths as well as weaknesses, all deserving of comment. Feedback is not criticism; it is a balanced review of all aspects what has been done and how it was done. Emphasize building strengths rather than improving weaknesses, as the easiest way for a participant to improve is to use the strengths he/she already has.

F. Evidenced

All feedback must be evidenced by the person giving it, particularly when relating to a weakness in the performance. The recipient must know and fully understand how and why the person giving the feedback came to his/her conclusions in both strengths and weaknesses.

IV. Giving Feedback

The following is a list of tips, but not all need to be followed every time feedback is given. Some are general guidelines whilst others refer more specifically to formal post interview or appraisal feedback.

A. Give positive feedback before any developmental comments

Most people respond to praise, encouragement and recognition. The phrase 'negative feedback' should be avoided if possible and the term 'developmental feedback' used instead. Preface developmental feedback with a positive statement, and it is more likely to be favourably received. Example: "I'm very pleased with the way you have settled in, you are really very popular with your colleagues. I do feel though that you need to take more care with your written work."

B. Encourage

If the trainer likes something about a participant, or feels that they have done something particularly well, the trainer should recognise this, give positive feedback and encourage them to build on their strengths. The trainer should always try to end the feedback on a positive note.

C. Concentrate on what can be changed

The trainer should direct the feedback only towards things that an individual can do something about.

D. Give details

Detailed feedback gives more opportunity for learning. Example: "The way you phrased that question was helpful to the participant because it gave him/her the opportunity to explain."

E. Allow the other person to accept or reject your feedback.

The trainer cannot impose beliefs, opinions and attitudes on others. At best, demands for change are met with initial resistance, and at worst with intransigence and a feeling of resentment. Skilful feedback offers the person information about himself/herself, which he/she can consider and from which he/she can learn. Whether or not the feedback from the trainer is acted upon is a matter for the decision of the receiver.

F. Offer alternatives

Turn negative feedback into positive suggestions. Example: "It would save time if you collated all the information first rather than....."

G. Take responsibility for feedback

Avoid "You are...." Statements which suggest universally agreed opinions of the other person. Start with "I think...." or "In my opinion...." It is important to take ownership of proffered feedback.

H. Be aware that things may change as a result of your feedback

There is always the chance that the recipient will be annoyed or hurt by negative feedback, or that the relationship between the trainer and a participant might change as a result. The trainer needs to think about this before giving feedback.

I. Ask whether or not they agree with the feedback given

The trainer should give the person a chance to think about and discuss the feedback in his/her presence. The recipient is unlikely to act upon feedback with which he/she disagrees.

J. Ask if he/she has been told something similar before

If he/she has, the feedback given will reinforce the fact that some kind of change is needed. If the recipient has not, it will at least establish that the issue is between just the trainer and the participant.

K. Ask him/her to suggest alternative forms of behaviour etc.

The most positive step towards setting a clear objective about change is to enable the other person firstly to acknowledge the need for change and secondly, to reach his/her own conclusion about how things could have been done differently.

In General:

- Leave the recipient with a choice, but try to make him/her aware of the implications if they do not learn from, or act upon the feedback.
- Respect the other person's feelings, beliefs and opinions.
- The trainer must check that he/she has been heard and understood correctly.
- Be aware that things may not change as a result of feedback given.
- Ask him/her to specify what he/she intends to do differently, when he/she will put it into practice and how he/she can find out if it has been effective.
- Ask him/her to consider the consequences of not acting upon negative feedback.

V. The Feedback Sandwich

Feedback should always be given as a "sandwich". That is, start with something positive and end in the same way, thus leaving the recipient in the right frame of mind wanting to improve and develop.

☞ Performance Objective 5: Watch a demonstration of feedback being given.

Group Activity:



Both trainers will be involved in giving a demonstration as to how feedback should be given. Participants will then be given an opportunity to give their own feedback.

☞ Performance Objective 6: Give/receive feedback to/from a colleague.

Group Activity:



Participants will be formed into Triads to allow feedback to be given regarding their participation in the creation of the class contract. The third member of the triad will then give feedback to the original provider.

Introduction

Much of the learning obtained from events in the classroom and other planned exercises is actually identified during the debriefing session that is held immediately after the conclusion of any such exercise. Ineffective debriefing can lead to loss of learning by the participant and can be an opportunity lost by the trainer to achieve the aim and objectives of the lesson as a whole.

☞ *Performance Objective 7: Describe the term 'Debrief'.*

Group Activity:



The trainer should facilitate what is meant by the term “Debrief”, and then introduce the Debrief Model. Each part of the model should be thoroughly discussed to ensure that all participants understand the terms and the model.

VI. Debriefing

Much of the learning obtained from events in the classroom and other planned exercises is actually identified during the debriefing session that is held immediately after the conclusion of any such exercise. Ineffective debriefing can lead to loss of learning by the participant and can be an opportunity lost by the trainer to achieve the aim and objectives of the lesson as a whole.

Debriefing can perform vital functions. It can inaugurate the period of reflection which helps participants make sense of their experiences and evaluate more objectively what its value to them has been.

Simply put, a debrief is a process in which events, operations or exercises that have taken place are re-visited and examined in detail by questioning to see if the objectives of the operation were achieved, and if so, could anything be done better. Alternatively if the objectives were not achieved, a debrief will attempt to identify the reasons why, and what could be done to ensure that things are done differently next time.

In the training environment, debriefing is a reflective process that examines the objectivity and effects of participants’ endeavours to practice their newly learnt skills and abilities. It can equally be applied to any occurrence in the classroom or the plenary in the event of unwarranted or inappropriate behaviour by a participant. This review process also includes any emotions felt by the participant and any other person affected by the actions of the participant.

☞ *Performance Objective 8: Apply the Debriefing Model.*

VII. The Debriefing Model

There are many different types of debriefing models in existence that deal with many different situations. This particular debriefing model has been selected as an appropriate one for the modern trainer when debriefing group work and other classroom activities. It can easily be adapted for many other uses.

The debriefing model is split into 3 stages with the actual debrief taking place between stages 1 and 2. These stages are:

1. **Drawing Out**
2. **Building**
3. **Action Plan**

Each stage is also broken down into three parts. These are known as:

1. **Content**
2. **Process**
3. **Feelings**

A. Drawing Out

Content

This first part of the debriefing process is to find out exactly what was supposed to happen, how it was supposed to happen and why it should have been done that way. The questions asked by the interviewer at this time should include ‘What was the objective of the action?’ ‘How did you intend to do it?’ ‘Why did you choose this method?’ etc.

Process

This is the part of the Drawing Out process that explores exactly what did happen as opposed to what should have happened, why and how this occurred in this way. Questions to be asked in this section may include ‘What actually happened?’ ‘What did you actually do or which methods did you actually use?’ ‘Why did it happen in this way?’

Feelings

The concluding part of stage 1 is where the feelings of the person being debriefed are explored. The affective is one of the three zones of learning, and much can be obtained by looking at the feelings of those involved. Questions could include ‘How do you feel about what happened?’ ‘What are your thoughts?’

It is at this point that the actual debriefing has taken place. It is quite probable that the Drawing Out stage has been full of negatives, especially when things have not gone as planned and therefore it is now time to build up the interviewee in a positive way.

B. Building

Content

The initial part of stage 2 begins with finding out what the interviewee thinks may have happened if other factors had been involved and how things may have been done differently. Questions may include ‘What if....?’ ‘What may an alternative be?’ ‘Why not....?’ ‘What other methods may have been used?’

Process

The process then looks at how any new ideas that surface may be used or considered, and how these may be developed for future use. It is better to try and obtain as many alternative suggestions as possible. Questions in this part could be ‘How might these ideas develop?’ ‘How could you develop them?’ ‘Which idea makes more sense and why?’

Feelings

In the final part of stage 2, the interviewer should find out what are the feelings about any suggested new methods, especially if a new way has been thought of that would have eliminated any problems associated with what actually did happen. A simple question may be ‘How would you overcome any feelings related with the new methods?’

C. ACTION PLAN

Content

It is at this time that the interviewee makes an action plan as to which method or plan to use the next time a similar objective is contemplated. There may be several choices from which to select the most appropriate. Questions may include ‘What alternatives are there?’ ‘Which method would you choose and why?’

Process

The interviewee is then asked how they would put this plan into practice.

Feelings

Last but by no means least, the feelings about the new plan are explored, and questions in this part could be ‘What thoughts do you have about new ideas?’ ‘What have we learned?’ ‘How do you feel now?’

☞ Performance Objective 9: Interpret a Debrief.

Group Activity:



The trainer should have the class form Triads. One student will debrief another on their performance in the class so far, the third acting as observer. The observer is to give feedback to the person conducting the debriefing. Change over the observer to the next group, who then becomes the person who is conducting the debriefing session and the former subject becomes the observer. Repeat so that all have acted in each capacity. The trainers should make up any odd numbers within the group.

Trainers should sit in on triads to monitor progress.



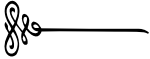
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Lesson 10

Practical Exercises and Role Plays

Trainer Notes





Introduction

Many everyday incidents can be reconstructed in a training environment by the trainer through the use of imagination and some simple equipment. These reconstructions are known as **practical exercises**.

☞ *Performance Objective 1: Describe the purpose and structure of a practical exercise*

☞ *Performance Objective 2: Describe the purpose and structure of a role play*

Group Activity:



The trainer should hold a plenary discussion on the purpose, structure and difference between a practical exercise and a role play.

I. Practical Exercises

Practical exercises are an excellent training tool to test the participants' understanding of the subject material, and are extremely popular with participants eager to see if the theory of the classroom actually transfers to the real world. Practical exercises mainly test the participant in the cognitive and psychomotor areas of learning, although the participants' own affective zone is often revealed during these scenarios, and an examination of different levels of learning within these zones can also take place. Further learning follows the scenario during a plenary debrief when constructive feedback is given to the person selected to deal with the incident by both the trainer and those taking part in addition to those acting as observers. Strict guidelines are imposed on the way in which the scenario is constructed and directed in order to achieve the desired objective and effect of the practical exercise.

As with all training, the first requirement for a practical exercise is the identification of a learning objective, as there has to be some definite purpose and outcome to the exercise. For the purpose of this lesson, it will be assumed that the trainer wishes to test the participant's ability to deal with a simple offence of theft, where a shopkeeper has detained a person taking items from his/her store. The primary objective is to see if the participant has knowledge of the law, evidence and procedure, powers of arrest, and the ability to correctly affect an arrest. Secondary objectives would be to examine the way in which the selected participant communicated with the shopkeeper and the suspect in order to find out what had taken place.

The first requirement is to identify a location where this offence has taken place, and this is where the trainer needs to have a fertile imagination. Ideally the exercise should take place in a realistic location such as a purpose built room, or in the case of a traffic accident, on a road with vehicles. However, if the training establishment does not have a purpose built practical exercise area, then any place, including an area of the classroom, can be turned into a shop by simple use of desks, space and imagination. Care must be taken to select a location that will not be compromised by non-players passing by, such as friends or colleagues of the players, as this may lead to a disruption of the proceedings or even ruin the exercise.

Having identified the location, the trainer should consider how many characters or actors are required for the scenario. In this case, there is a need for a shopkeeper, a suspect and a police officer. Additional characters could be an independent witness or even a friend of the suspect whose role would be to tell a different story to that of the shopkeeper to create doubt in the mind of the police officer. However in this case it will be kept simple with just the three main characters involved.

The trainer then needs to identify which participant is to deal with the incident and also those participants who are to play the other parts. The participants portraying the shopkeeper and suspect are then given briefing sheets, which dictate to a large degree what they should say and do. The person selected to deal with the practical is generally the only one with no idea as to how events will unfold. The trainer may have a prepared skills or knowledge list to check on whether or not the objectives are achieved during the exercise. Another variation is if the situation or location allows, brief other members of the group to be observers looking for general or particular points to emerge, although other members of the group just being casual onlookers should be avoided if possible.

The exercise ends when all of the objectives have been achieved, or when it is obvious to the trainer that no more useful learning can come from continuing with the scenario. A debrief follows immediately when the person selected to deal with the incident is asked how they think they performed. Feedback is then given firstly from the other characters that took part in the scenario followed by any nominated observers before the trainer gives their own feedback during which all aspects are examined. The following points mentioned in lesson 5 are repeated for information:

- The trainer must always remember his/her responsibility as a supervisor in addition to that as a trainer as he/she is the quality control for what goes on.
- The trainer should remember to integrate human rights, community and race relations' issues.
- Where possible, realism is essential in everything from the scenario itself, to props, to locations, to briefing sheets.
- For safety reasons, some things obviously cannot be constructed realistically so use another method to examine such incidents.
- Build from simple to complex, practical exercises should build confidence, not destroy it.
- Avoid large use of participant onlookers. Consider the use of video or carousel of mini structured practical exercises.
- Vary the actors, using participants in preference to trainers.
- Avoid the use of so-called humorous names and do not allow anyone to overact.
- Debrief immediately afterwards and allow enough time. A 5 minute practical may easily take 30 minutes to debrief.

II. Role-play

A role-play is similar to the practical exercise in that it allows participants to experience work or life situations in a safe environment, but has fundamental differences in how it is designed and run.

The main difference is that a role-play deals more with the affective zone of learning. It does not have a script other than to inform the actors who they are playing and the type of

person they should portray. It also allows the actors to react realistically to how they feel about the way in which the participant selected to deal with the situation is treating them.

As the name suggests, a role-play is simply characters playing roles. Participants are given identities and personalities to assume and to react according to the character allotted as opposed to being directed as to what to say and do. The only person not to assume a character role is the one delegated to deal with the incident, which must play himself/herself and react as he/she would in reality.

The trainer selects a topic for the role-play, and for the purposes of this lesson it will be a domestic violence incident, and then decides the type of role the characters should adopt. As ever, there is a need for training objectives to be identified, and for this role-play, they are to see how the participant deals with having to enter a domestic situation and how he/she reacts to the different types of people encountered. Knowledge of the law and procedures is also tested.

The actors playing the roles are given a written description of the character they will portray and the incident that has occurred. In this case, the person playing the victim is to be a timid wife of a domineering husband who regularly beats her. She is given a name, an age and any other details pertinent to the objectives, but other than that the freedom to react. She has called the police because her husband has beaten her again. She has injuries on her face (make up essential) and is afraid that when the police leave her husband will kill her. This gives the role-player all the information she needs to play the part effectively. The husband is given similar instructions as to his role, including that he does not think that this is a police matter as his wife is his property and he can do, as he likes behind closed doors. It is important that the respective role-players do not share the information they have each been given.

Once the role-play has concluded, it is immediately debriefed, but this is done in a slightly different way to that of a practical exercise. The role-players remain in role during the initial debriefing, and at this time are referred to by their role-play names until brought out of role by the trainer.

☞ *Performance Objective 3: Describe how to debrief a role play*

Group Activity:



The trainer should hold a plenary discussion on how to debrief a role play.

III. Role-Play Debrief

The importance of debriefing a role play correctly cannot be overemphasised. As players are sometimes placed in very emotive situations, it is also imperative that they are brought out of role at the end of the debriefing. As a role-play is more about the affective zone, the trainer must first review the players in role, beginning with the principle characters and then going onto the secondary characters. Before starting the debriefing proper, it is important for the trainer to ask the players how they are feeling, particularly following emotive subjects such as being the victim of trafficking or domestic violence, to ensure they are able to take an effective part in the debriefing process. All players should be referred to by their role names,

as it is the feelings of the role person that should be sought. The players should be sat apart from the rest of the class at this time.

The victim should be the first person to be de-briefed and after making sure that this person is alright and able to answer the questions, the trainer should what happened and how they felt about the way in which they were treated. If not happy they should be asked to explain why. All role players are debriefed. The trainer can then keep these players in role whilst the person who handled the situation is also de-briefed or they can remain in role to challenge what happened. Once all players have been fully debriefed or at the discretion of the trainer depending on what is happening in the classroom, the role players are brought out of role one by one by the trainer now using their real names and thanking them in their real names for taking part. They must be checked to see if they are alright and are completely out of role. Observers then give their feedback according to their tasks as they relate to the role-play. The trainer then completes the debriefing session by identifying all learning points, giving feedback where required and thanking all concerned for their efforts.

Role-plays need careful monitoring and effective debriefing of the actors after the incident in order to take maximum learning from the situation, and although difficult to design and run, are an excellent method of assessing the participants' progress, learning and understanding of the subject material.

Group Activity:



The trainer, as a demonstration, now runs and debriefs a practical exercise using members of the group as actors.

The trainer distributes Handout 10-1 (Trainer Job Aid 10-1) to all participants, with the exception of the person playing the police officer.

The trainer then distributes Handouts 10-2 and 10-3 and to the participants who have been selected to play the parts in the practical exercise.

The trainer debriefs the exercise and ensures that all participants have all handouts for practical exercises.

☞ Performance Objective 4: Produce a practical exercise

Group Activity:



The trainer places the participants into 4 Small Working Groups, and has them write and run a short practical exercise, playing the parts themselves. Have another group debrief their work in the plenary.

Review and give feedback in the plenary as required.

Group Activity:



The trainer, as a demonstration, now runs and debriefs a role-play exercise using members of the group as actors.

The trainer distributes Handout 10-4 (Trainer Job Aid 10-2) to all participants, with the exception of the person playing the police officer.

The trainer then distributes Handout 10- 5 and 10-6 to the participants who have been selected to play the parts in the role-play.

The trainer debriefs the exercise, ensuring that all participants have all handouts relating to role plays.

☞ Performance Objective 5: Produce a role play

Group Activity:



When all the groups have completed a practical exercise, the trainer forms new groups using the cross over method and repeats the exercise with a role-play, but this time another group play the parts.

Allow the group to debrief its own work in the plenary before reviewing and summarizing.

Trainer Job Aid and Handout 10-1

PRACTICAL EXERCISE

Interview Human Trafficking

OBJECTIVES

The primary objectives are:

- To test participants' knowledge of the law with regard to Human Trafficking and Kidnap.
- To test the participants' knowledge and ability in gathering evidence and procedure.
- To test the participants skills and abilities for doing an investigative interview with a suspect.

The secondary objectives are:

- To examine the participants' affective zone of learning when interviewing a person suspected of being involved in a crime.

METHOD

Inside the classroom, make the front of the group an interview room in a police station. The suspect is to be interviewed regarding his suspected involvement in the trafficking of human beings.

Handout 10-2**PRACTICAL EXERCISE****Police Officer**

You are part of a pro-active Human Trafficking Investigation Team, and you have been assigned to interview a man arrested during the search of an apartment where a 20 year old girl had been found bound and gagged in a cupboard. From her interview, you know that she had answered an advertisement in a newspaper to work as a chambermaid in a hotel, but had been forced into trafficking on fear of being killed if she did not do so. The girl had escaped, but the man had found her and taken her back to the apartment where she had been beaten, bound and gagged and placed in the cupboard when the police had come to search the house.

Other information that you have is that this man has been observed during a surveillance exercise to go to the office of the One to One recruitment agency which advertises for girls to work in the hotel trade. It is suspected that this is a cover for a Trafficking gang. He has been traced to the house where the search had taken place. The search was lawfully done with a warrant.

Interview the man to get his account of the incident and what information you can.

Handout 10-3**PRACTICAL EXERCISE****Suspect**

The time and date are the current time, and your name, age and address are your own.

You are part of a Human Trafficking gang, and your job is to attend an office once a day to pick up mail from the office in answer to an advertisement for work in hotels. This is the office of the One to One recruitment agency for girls to work in hotels, but in reality it is a front for recruiting girls to work as prostitutes in brothels in the town. You meet the girls and take them to an apartment where they are treated well for a day. In the apartment they are told that the agency charges a fee of 1,000 euros for their employment, and they have to pay it before they can work in the hotel. If they don't pay it, their families will be attacked. They are able to work off the money by being prostitutes, and if they don't agree they are beaten and intimidated until they do, or threatened with members of their family being killed.

One girl had escaped, but you had found her talking on the phone to her mother. You had taken her back to the apartment where she had been beaten to teach her a lesson, then bound, gagged and placed in a cupboard when the police had come to search. The police found her in the cupboard and you were arrested.

Admit nothing unless full evidence is shown to you to prove your involvement in trafficking and then try to cut a deal. If you wish, even say you have no idea how the girl got there and it was a big surprise to you as well when they found her!! You may be silent if you wish, or make idle and polite conversation, but if the police are inappropriate, say nothing. React to them in a realistic way.

Trainer Job Aid 10-2 and Handout 10-4**ROLE- PLAY EXERCISE****Human Trafficking****OBJECTIVES**

The primary objectives are:

To test participants' knowledge of the law with regard to assault.

To examine the participants' sensitivity and attitude towards a victim of trafficking and gender issues

To test the participants' knowledge of law and procedures with regard to powers of arrest.

To examine the participants' ability to resolve conflict

The secondary objectives are:

To examine the participants' communication skills with a victim of Human Trafficking

METHOD

Inside the classroom, make the front of the group a park bench. The time of day is midnight and it is winter. The first snow has just fallen and it is cold. A lone female is sitting alone on a park bench not wearing a coat. Police officers see her.

If radio messages are sent by the Police Officer, the trainer will act as the receiver accordingly.

Handout 10-5**ROLE- PLAY EXERCISE****Victim**

Your name is _____, you are _____ years old, single and from a poor family. As times were very hard and no-one in the family had a job, three weeks ago you answered an advertisement in a newspaper to the north of your country. The advertisement was for waitresses to work in Italy and you had applied for the job. You were interviewed and accepted, but part of the deal was that you had to borrow your fare to Italy from the man and pay it back from your first months pay, but you were assured that you would earn so much money that this would not be a problem. You were taken by a respectable looking man in a black Mercedes to a town in the south. There your passport and ID card were taken from you and all of your clothing and possessions. You were kept in a locked room and not allowed out or to telephone anyone. You were then taken hidden in a van across the border into the next country and again kept in a locked room in a house. You have been told that you must work as a prostitute to pay back the money that was loaned to you to pay for your fare and when you refused you were beaten. You were also told that if the police find you, you will be raped and beaten by them before being given back to the man who took you as he is the Chief of Police in the area where you are now. If you tried to escape you were told that your family would have to pay for the debt and may be killed or beaten as well.

You have managed to escape from the room by climbing out of the window, and have no idea where you are. It is cold and has just been snowing and you do not have a coat. You have come into a park and are sitting on a bench wondering what to do. You are lonely and very frightened.

You see two Police Officers coming towards you. React to how the police treat you.

Handout 10-6

ROLE- PLAY EXERCISE

Police Officer

You are on duty with your partner and are on patrol. It is a cold night, the time is midnight and it has just been snowing. You go into the local park to have a cigarette when you see a female sitting on a bench. Although it is cold, she is not wearing a coat.

Deal fully with the situation that you find.