

# using a dvd in a training session

## a guide for facilitators

**These notes will assist you to use a DVD as part of a training or education session. They also offer tips for managing a group discussion.**

### introduction

DVDs are one of the most popular audiovisual media used in training, but careful planning is required to use them effectively. A good training DVD holds the viewers' attention and provides real-life information and scenarios that are not otherwise easy to create in a training session.

The trainer / facilitator should integrate the DVD into the session by identifying the main learning points and using these for focussed group work and discussions.

### action checklist

1. Watch the entire DVD yourself prior to the training session so that you have seen the complete contents and are sure that it is relevant and appropriate for the session you are conducting.
2. Read any documentation supplied with the DVD, such as the facilitator's guide. This often gives useful information and may provide ready-made activities or questions for discussion. It will also indicate if the DVD is designed to be shown in segments or in its entirety.
3. Preview the DVD at least once more before you use it, this time making notes of important points that should be drawn to the attention of the audience.  
Take note of:
  - points where you will want to pause for discussion
  - areas that may need for additional explanation
  - irrelevant parts that the participants do not need to see

#### 4. Prepare for viewing

- (a) Plan when and how the DVD will be used: as an introduction to the subject; in sections throughout the training; as a discussion starter; or at the end as a summary of all the points made in the session. Remember that the average attention span is 15-25 minutes at most. Do not attempt to play a long DVD without breaks.
- (b) If you use highlights rather than showing the DVD in its entirety, then carefully note the relevant clips.
- (c) Prepare handouts, overheads or PowerPoint slides that can be used to reinforce the main points.
- (d) Consider questions that you can ask the audience to test and reinforce their knowledge.

#### 5. Prepare the room

- (a) Arrange to use a room that is a suitable size for your audience and display of visual media. Check that:
  - windows have curtains or blind to avoid screen glare
  - the acoustics are such that echoes and other disturbances do not occur
  - seating is comfortable
  - sufficient power points and power leads are available.
- (b) Make sure you have all the necessary equipment: either a computer with DVD player, speakers and projector, or a TV with DVD. Check that your equipment works and is compatible.
- (c) Make sure the person operating the equipment is familiar with it. Immediately prior to the training check all your equipment to make sure it is working.

#### 6. Playing the DVD

- (a) Introduce the DVD before playing it. Let participants know why you are showing it, what they should be looking out for, and what follow-up exercises there will be. Doing this will ensure participants will not treat the DVD as just a 'break' in the session, but an integral part of it.
- (b) Save handouts until after the DVD has been viewed, otherwise participants tend to read them while the DVD is playing and may miss important details. Remember that handouts can be used to provide a summary of any key points.
- (c) At the start of the DVD ask the audience if they can all see and hear the recording adequately and make any necessary adjustments.

#### 7. After viewing the DVD

Often the key learning takes place in the discussion following the viewing of a DVD. If participants can discuss what they have seen and raise points it will reinforce the learning process. As a facilitator you can stimulate this discussion by asking prepared questions or even by saying something controversial. Encourage the participants to mention experiences that they may have had which are similar to those they have seen. Allow the participants to engage and interact with each other and with the content as they will be far more interested and willing to learn.

DVD facilitator's guides often include sample questions to promote discussion.

#### 8. Evaluation

- (a) Obtain as much feedback as possible from the participants as to the effectiveness of the DVD, not just by itself but as part of the overall training. This is vital because it enables improvements to be made and also makes participants think about what they have seen and learnt.
- (b) If the training is run again, make any necessary changes to the choice of the DVD and the contents shown, along with support materials such as handouts, overheads and questions.

## tips for facilitating a discussion

As a facilitator your role will be to organise and lead an interactive discussion about issues covered in the DVD. You do not have to be an expert in hepatitis C to facilitate the discussion. This resource provides you with some information about Hepatitis C.

Below are some things that may help you in your role as a facilitator:

- Manage yourself and your feelings. Be aware of your own prejudices and values.
- Take charge of the group but also validate participants' feelings.
- Name what is happening, i.e. if there is a disagreement make sure it is acknowledged and resolved.
- If someone is disrespectful to others (e.g. racist, sexist) take some responsibility: "I'm sorry I haven't been really clear here about setting some ground rules. It may not be intentional but perhaps you don't realise the impact comments like that can make on others here".
- If someone is dominating discussions validate them and then explain that you think others should also be given a chance to share their thoughts.
- If someone is quiet, encourage them to participate: "I notice that you haven't had a chance to talk, is there something you would like to say?"
- Engage the group in the topic by drawing out their knowledge.
- If you are having difficulty getting the group to participate in discussions try saying something controversial.
- If disagreement arises do not take sides. Instead lead a process in which the group is asked to resolve the issues.

## further information

For more information on delivering training with culturally and linguistically diverse (CALD) audiences, contact the **Centre for Culture, Ethnicity & Health**.

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