GUIDE FOR TRAINERS

A manual on techniques of training in precursor control

Regional Precursor Control Project for SAARC Countries (RAS/938)
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INTRODUCTION

A regional project on precursor control was established in January 1996 as a response to the potential threat of diversion of precursor chemicals in the SAARC region. The first phase of the project was completed in 1999 and the second phase commenced in November 2000.

Having identified precursor control training as one of the important areas requiring immediate attention, the Project adopted a three-pronged strategy to meet the training needs. Firstly, it conducted a number of training programmes for enforcement officers in the region; secondly, it developed a pool of trained trainers in each of the project countries through ‘Training of Trainers’ programmes and thirdly, it developed precursor control training material for use by the countries in the region. The project brought out the following three publications on precursor control training:

✦ Precursor Control Training Strategy
✦ Precursor Control Training Manual
✦ Precursor Control Training Guidelines

The first of the above publications provides an overview of the strategy adopted by the Project for precursor control training and helps national competent authorities evolve their own strategies. One country in the region has already evolved its own national precursor control training strategy. The ‘Training Manual’ provides comprehensive knowledge on all aspects relating to precursor chemicals and their control. The third publication, viz., ‘Training Guidelines’ provides guidance for trainers as well as training establishments on how to teach the subject of precursor control and covers important aspects like the best method of teaching a particular topic, teaching aids required, duration of the session, points to be covered, etc.

There are two core areas in which a trainer in precursor control should be proficient. The first is the subject matter, i.e., concepts, laws, policies and procedures relating to precursor control. Second is transferring the knowledge and skills to a group of learners. The first core area has been covered in the three aforementioned publications. This publication seeks to address the second. It covers aspects that are important to a professional trainer, such as the training & learning process, systematic approach to training and the factors that influence the choice of training methods. It also deals with
the process of designing a training programme, delivery techniques, preparation of lesson plan, as well as the skills in designing and using visual aids and creating the learning environment. All these have a profound impact on the efficacy of trainers.

This publication also seeks to supplement the ongoing effort of the UNODC to develop a pool of (adequately trained) resource persons in the field of precursors. It documents teaching methodologies to help the trainers understand the process of training and learning with specific reference to precursor control, and also provides useful tips to them.
SYSTEMATIC APPROACH TO TRAINING

Role of training
To enable the trainer to first comprehend his/her role, it would be helpful if training as a concept is briefly delved into. It is recognised that the right mix of knowledge, skills and attitudes/behaviours, helps a job holder to perform tasks successfully. Organisations try to achieve this by:

✦ Proper selection of personnel, i.e., choosing the right person for the right job; and
✦ Human resources development - through training intervention - helping them to learn in order to bridge the performance gap, if any, and make them more proficient. The component of development may also be added to this process.

In order to achieve its overall goal of performance improvement, training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual’s competencies and promotion of organisational objectives.

Training defined
Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".1 Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation”. It clearly implies that the role of training is to improve the overall performance of the organisation. The term 'performance' is, therefore, interwoven with training.

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Model of systematic approach to training (SAT)
To operate training in a systematic manner, it has to cover inter related stages and processes as graphically depicted in Figure 1 below:

![Figure 1: Model of systematic approach to training (SAT)](image)

**Organisation's aim**
Understanding the organisation's aims and needs and how the aims are met by range of jobs that exist in the organisation.

**Analysing training needs:**
Finding out what people need to learn. This is done by:
- Analysing the knowledge, skills and attitudes/behaviours that each job requires; and
- Assessing the degree of competence of job-holders to meet those requirements.

**Setting aims and learning objectives**
Specifying what trainees should be able to do as a result of training.

**Designing training strategy**
Deciding on a strategy to meet training needs, e.g., by designing courses / modules, suggesting various methodologies, deciding key learning points trainees must grasp and also sending some learning material (preview) to trainees.

**Implementing training strategy**
Putting the training into practice.
**Validation: Internal/external**
Establishing and **assessing the quality and effectiveness** of training.

The entire process is covered by the term Systematic Approach to Training (SAT), which can be depicted as follows:

```
<table>
<thead>
<tr>
<th>SET TRAINING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPLEMENT TRAINING</td>
</tr>
<tr>
<td>EVALUATE RESULTS</td>
</tr>
<tr>
<td>REVIEW AND ANALYSE</td>
</tr>
<tr>
<td>IDENTIFY TRAINING NEEDS</td>
</tr>
</tbody>
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**Figure 2**

It is apparent that the term ‘training’ is not simply organising classroom sessions. There is more to it. This process can help us to identify the role of the personnel responsible for organising training and implementing the training policy. It would be worthwhile to discuss each of these segments in some detail.

**Identifying training needs**
Any training strategy has to first identify the target groups and assess their training needs. In the context of precursor control issues in the SAARC region, the following groups of people have been identified as suitable targets for training:

- Law and policy-makers
- Drug law enforcement officers
- Narcotics laboratory personnel
- Management and staff of precursor chemical industry and trade
- Trainers from the above services

Since the precise training needs of each of these groups differ from those of others both in content and focus, they should be analysed using proven instruments for Training Needs Analysis (TNA).
Aim & training objectives

After identifying the training needs we need to formulate the aim of training and set training objectives. Aim links training design to the training needs. It may be expressed in a dry and matter of fact manner or dressed up to be as appealing as a TV advertisement. In relation to training of enforcement officers in the field of precursor control, here are some examples:

✦ To train drug law enforcement officers to identify precursor chemicals.
✦ To ensure that precursor control staff are able to detect diversion of precursor chemicals.
✦ To improve the investigating skills of officers involved in precursor control.

All of the above examples are broad statements describing the intention of the training. It can be considered as a short publicity statement that will appeal to the client and to prospective trainees.

Aims are of little value in designing the actual training, because they do not give sufficient information about what the learners will learn during their training and even further, what they will be able to do on completion. This requires formulation of objectives.

Objectives

An objective is used to state what they [learners] will be able to do on completion of training, when they have achieved a satisfactory standard of performance under training conditions. The term used to describe this is called TRAINING OBJECTIVE. In a precursor control training programme, typical objectives for the various topics could be:

✦ At the end of the training, the trainees will be able to fully explain the concept of precursor control and describe the need for such a control as a strategy to contain supply of illicit narcotic drugs.
✦ At the end of the training, the trainees will be able to describe the licit and illicit uses of the precursors listed in Tables I and II of the UN Convention, 1988.
✦ At the end of the training, the trainees will be able to test suspect substances using precursor identification field test kit and determine whether or not the suspect substance is a precursor chemical.
✦ At the end of the training, the trainees will be able to detect and prevent cases of diversion of precursor chemicals for illicit uses.
Training design
Designing training programme is an important component of systematic approach to training. It should be designed enlisting active participation of the personnel at varying levels. If possible, training experts should be consulted. Programme design must bear the stamp of being custom-made to achieve specific objectives of the individuals or groups, as the case may be.

Precursor Control training programmes usually have more than one purpose, such as providing knowledge, enhancing technical skills and effecting attitudinal changes. Emphasis on a particular purpose may, however, vary from programme to programme depending upon factors such as the type of audience, level of participants, etc. Designing training programmes involves determining the level of participants, identifying the resource persons and selecting appropriate methods and techniques for training.

Any programme designed for "training of trainers (TOT)" should have a component to enhance the instructional skills of the participants and another to impart knowledge and enhance skills in the subject matter.

Match between training objectives and training methods
Training is designed to achieve the objectives formulated and appropriate training methods should be adopted to achieve the objectives effectively.

MAIN FACTORS AFFECTING THE CHOICE OF TRAINING METHODS

<table>
<thead>
<tr>
<th>Human Factors</th>
<th>Objectives</th>
<th>Time &amp; Material Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher (trainer)</td>
<td>- Knowledge</td>
<td>- Time</td>
</tr>
<tr>
<td>- Participants</td>
<td>- Skills</td>
<td>- Finance</td>
</tr>
<tr>
<td>Subject Area</td>
<td>- Attitudes</td>
<td>- Teaching Facilities</td>
</tr>
<tr>
<td>- Specific Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Inter-disciplinary problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principles of Learning
- Motivation
- Individual Approach
- Feedback
- Active Involvement
- Sequencing and Structuring
- Transfer

Figure 3

The factors shown in figure 3 above graphically depict the considerations that influence the choice of methods.

The trainer has a wide range of training methods to choose from. A judicious mix of one or more methods should be adopted to suit each training programme. Some of the important training methods are enlisted below:

✦ Lecture
✦ Discussion
✦ Case study
✦ Role play
✦ Sensitivity training
✦ Syndicate
✦ Brain storming
✦ Computer assisted learning
✦ Exercise
✦ Business games
✦ In-Basket
✦ On the job training
✦ Project work
✦ Programmed learning

The training objective and the outcome an event seeks to achieve determine the choice of training method. For example, if the objective is to develop technical skill, then there is need for practical exercises; if conceptual skill, then case study could be a method. If attitudinal orientation is intended, then role-play is an appropriate method.

Balanced content
A training programme should not be too heavy, so as to leave no time for the trainee to absorb the inputs. Neither should it be so light as to convey the impression that the training programme is not a serious endeavour. The programme should be stimulating enough, but must leave time and opportunity for reflection.

While imparting training in precursor control, the training content must be tailored to the specific duties, roles and responsibilities of the trainees in a particular group. For
instance, the content designed for enforcement officers will vary somewhat from the content for trainers or for chemists. In each case, the content should be devised so as to achieve the purpose of training effectively and efficiently.

Assess results

The intention of training is to help people and organisations with performance related problems. Intentions cannot be measured, but results can be. The final part of systematic training is, therefore, to use suitable measuring techniques to assess:

✦ The quality of training provided
✦ Whether this resulted in improved performance; and
✦ Whether the training was worth doing

At the end of the day, the training programme is as good as the participants found it. Their feedback helps not only in evaluation of the training programme but also helps improve future programmes. A typical feedback form* is given at the end of this chapter, which can, with a few modifications, be used in any training programme.

Equally important for a trainee is to assess for himself, how far he benefited from the training. For this purpose, organisers of a training programme can conduct a 'Test Your Ability' exercise where in participants in a precursor control training are given 20 to 25 objective type questions, covering the key aspects of different sessions, which they are expected to answer within a specified time. Thereafter, the correct answer sheets are distributed to them so that the participants can assess their own performance. Such tests have been widely appreciated by the participants.

Programme feedback/evaluation form

(Note: Please tick the relevant evaluation option under all the heads)

I. How well has the programme achieved its objectives?

<table>
<thead>
<tr>
<th>Very well</th>
<th>Reasonably well</th>
<th>Average</th>
</tr>
</thead>
</table>

*This form was used by UNODC Regional Precursor Control Project for SAARC Countries to evaluate a number of precursor control training programmes conducted by it.*
II. (a) How would you rate the overall design of the programme?

<table>
<thead>
<tr>
<th>Subject coverage</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual frame-work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to practical implementation of precursor laws</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of time among various components of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. (b) Would you like to recommend any additional topics for such training programmes or deletion of any of the existing topics?

III. Evaluation of training programme

<table>
<thead>
<tr>
<th>Contents</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource persons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Do you think this training programme would enable you to exercise better control over precursor chemicals within the scope of domestic laws of your country and in accordance with the provisions of 1988 UN Convention?

___________________________________ (YES/NO)

V. (a) Having attended this training programme, would you be able to organise similar training programmes in your organisation?

(b) Would you be in a position to deliver a lecture/make a presentation on any of the precursors training subjects? If so, specify.

VI. Other observations/suggestions, if any.

Name and designation: (optional) _____________________________

Country: _____________________________

Date: _____________________________

Signature: _____________________________
Learning defined
The target groups for training in precursor control would necessarily be adults, with varying degree of experience in law enforcement. It would be worthwhile for a precursor control trainer, therefore, to possess conceptual clarity about learning, particularly adult learning, for it is recognised that training encompasses learning. The Glossary of Training Terms defines learning as:

"The process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction".

Learning has also been defined as a relatively permanent change in behaviour resulting from instruction or stimulation from external sources, from one's own practical experiences and from insight arising from reflection.

Training is, therefore, nothing but organised learning, with a well-defined purpose. Formal educational institutions in modern society when initially established, were governed only by one model of assumption about learners and learning - the pedagogical model (derived from the Greek words "paidos", meaning "child" and "agogos", meaning "leader". So, pedagogy literally means "the art and science of teaching children").

Such a model assigned full responsibility for making all decisions about what should be learned, how it should be learned, when it should be learned, and if it had been learnt, to the teacher. Students were submissive recipients. It assumed that they were dependent personalities and were motivated by extrinsic pressures or rewards.

Adult learning
The first inkling that the pedagogical model may not be appropriate for adults appeared in a book by Eduard C. Lindeman, "The Meaning of Adult Education", in 1926. According to Lindeman adults were not just grown-up children, that they learned best when they were actively involved in determining what, how, and when they learned. This growing body of knowledge about adult learners was labelled

3 Knowles, (p.169)
andragogy. It was initially used to mean "the art and science of helping adults learn". It is a term that is now widely used around the world as an alternative to pedagogy.4

The pedagogy and andragogy models have a number of implications for trainers. One basic implication is the importance of making a clear distinction between a content plan and a process design.5 What does this distinction signify? It highlights that the process is more important than the content. Thus, how it is taught is relatively more important than what is being taught.

Factors influencing the learning process
The factors that influence the learning process are:

- **Need** is a great motivator. Training should meet the training needs of the learner.
- **Meaningful associations** between new material to be learnt and the more familiar, facilitates learning. In other words, learning proceeds smoothly, if we move from the *Known* to the *Unknown*.
- *The inputs should be sequenced in a manner that it proceeds from the simple to the complex.*
- Learning is an active and voluntary process. *Involvement enhances learning,* as it inspires the learner to learn.
- *Enough time must be allowed for practising the learning* during the training programme itself for assimilation, testing, acceptance and internalisation.
- *Success is a great motivator.* Hence, learning is facilitated by knowledge of results, i.e., feedback, given to the trainee on his learning. The feedback should be immediate.
- *Law of intensity.* A vivid, dramatic and exciting learning experience is more likely to be remembered.

Role of the trainer
The trainer has a significant role to play in facilitating the learning process and, to play it effectively, he/she should take into consideration the following factors:

- The adult learner is a self-directing person. In order to motivate him to learn, say, precursor control, it should be put across to him in a way that is meaningful and relevant to him.

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4 Knowles, (p.169)
5 Knowles, (p.173)
Life experiences are important to an adult. Case studies, therefore, would be very effective in teaching precursor control. If a good case is discussed starting from how the enforcement officers received the information and the audience is taken through the various stages of investigation, it makes the entire subject come to life and the participants remember it for a long time to come.

It should be accepted that all persons, irrespective of age, can learn. There are always, newer and newer challenges emerging in all fields including drug law enforcement and everyone, regardless of age or rank in their hierarchy, can learn from specialists in different fields.

The trainer should know the trainees and learn more about them during the learning process. It helps to know the background of participants and their knowledge of the subject before starting the training session. This helps one to determine the right approach to start and the extent of details that need to be covered.

Be aware of the learning processes and motivate the trainees. The trainer should carefully observe the reactions of the trainees- whether verbal or non-verbal. This provides clues as to how far the trainees are absorbing the subject and whether they are motivated to learn.

**Ways of learning**

An important underlying consideration is the way in which people learn. It is recognised that there are at least four ways in which people learn:

- **Trial and error** - by trying for oneself.
- **Being told** - by receiving direct instruction, either orally, or in writing.
- **Imitation** - by copying the actions of another person, usually an instructor or a skilled person.
- **Thinking** - by organising one’s thoughts about a topic or problem to arrive at an explanation or solution.

Since the trainer plays a vital role in implementing the training programme, he should necessarily understand these basic concepts of the learning process. Another important concept, "**Learning Unit** [LU],

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6 Adapted from the Readings on Direct Trainer’s Skills Course of the Department of Personnel & Training [Training Division], Government of India.
**Learning unit defined**

Learning Unit is a formulation that facilitates change, a change that will result in the trainee being able to do something he or she could not do before going through the Learning Unit. In other words, Learning Unit facilitates 'change in behaviour'.

The Learning Unit can be depicted graphically as in Fig. 4

![Figure 4](image-url)

The model shown above in Fig. 4 has four principal stages. These stages are arranged in a circular format to show that they are interrelated. For example:

Establish a clear purpose (e.g. the need to learn how to perform a task) and express as an objective. The starting point for developing the Learning Unit is, therefore, the **objective**.

There is a trainee or a group of trainees to train. Their present capabilities are termed as **entry behaviour**.

In the light of objectives set and the Entry Behaviour of the trainees, the **learning event** is designed. The purpose is to enable trainees to achieve the training objectives.

The trainer, the trainees and the management might like to assess whether the objectives have been achieved. This stage is earmarked for **performance assessment**.

**Entry behaviour**

Participants come for training because there is a perceptible need to change, i.e., desired change, which will lead to improved performance. The training objective
spells out what and how much change is required and in which direction. In order to bring about the change, one should, in the first place, understand where the trainees stand before the training. Hence specifically, before training takes place, it is important that:

✦ The trainee should know he or she has a training need to perform a task effectively.
✦ A standard of performance is available to define what the trainee should be able to do.
✦ Finally, and most important, the trainee must want to change - to acquire new knowledge, skills or attitudes to enable the task to be performed to the required standard.

We can categorise this body of knowledge as 'Entry Behaviour', i.e., having an idea about the trainees, his/her background, etc.

**Structuring learning event**

The next stage is structuring the learning event to solve the trainee's performance problems. The intention is that the trainees, after going through the learning event, should display a change in behaviour. If it is to be successful, it must:

✦ Do what it purports to do - change a trainee's behaviour.
✦ Treat all trainee's participating in the learning event as individuals: recognise differences in their knowledge, skills and attitudes.
✦ Provide sufficient time for each individual to achieve success.
✦ Create a learning environment that is pleasant, well organised, free from anxiety and where the trainee will be willing to participate in learning activities designed to bring about the required change(s) in behaviour at work.

**Assessment**

Once the trainee completes the learning event, it is important that the change is assessed. This can to be assessed by:

✦ Determining whether the trainee has acquired the proposed knowledge, skills and attitudes.
✦ Determining whether the trainee is now able to perform the task, as per the specified standard.
✦ Asking the trainee to comment on the value of the newly acquired expertise in relation to performance of the task and to his or her job in general.
In order to impart training, one should first decide on the training method to be employed. Each method has its own peculiar advantages and lecture is the ideal method to introduce a topic such as precursor control, which the participants may not be familiar with. Drug law enforcement training institutions in the SAARC region, therefore, employ lectures as primary method of training.

Lecture defined
Lectures have been a convenient method of communicating information to a large number of people. According to the Glossary to Training Terms, a lecture is:

“A straight talk or exposition possibly using visual or other aids, but without group participation other than through questions at the conclusion.”

Stages involved in preparing a lecture
Preparing a lecture involves the following stages:

✦ The Objective of a Lecture
✦ Entry Behaviour
✦ The Learning Event
✦ Deciding the Content
✦ Planning the Sequence
✦ Structuring the Lecture
✦ Use of Visual Aids [Discussed in chapter 7]
✦ Performance Assessment
✦ Review
✦ Feedback

Writing objective of a lecture
An objective should be a precise, clear statement of what the learners will be able to do at the end of the learning event. The objectives for a lecture in Precursor Control, for instance, may be:

✦ The learner will be able to define 'Precursor Chemicals'.
✦ The learner will be able to identify the Table I and Table II substances.
✦ The learner will be able to state the important provisions of law pertaining to precursor control in the country.
The learner will be able to explain the provisions of Article 12 of the 1988 U.N. Convention laying down the basic framework for precursor control.

The learner will be able to prepare a lesson plan.

The learner will be able to design a visual using an acetate sheet.

The learner will be able to deliver lecture using predetermined criteria.

All the verbs in bold in the examples above indicate clearly specified actions required of the learner. The statement of performance is an essential part of an objective and must be written in this manner.

Writing performance related objectives

Thus, when writing objectives the following points should be kept in mind:

✦ Each statement should deal with a single, specific task.
✦ A learner and the trainer should be able to read the statement, and relate it to a specific task.
✦ Use only acceptable terminology, which is familiar to the people concerned.
✦ Do not include any phrases that have to do with the knowledge needed to perform the task; focus on the skill. Knowledge is not observable so, for example, do not say "Will know precursors", say instead "Will identify precursors", or "Will characterise Table I and II substances".
✦ Avoid vague and flowery terms such as "correctly", "accurately", and so on. The objective specifies competence to perform a task, to a precise standard. The level of accuracy required for example, should be specified.

Entry behaviour

The next stage in the Learning Unit is assessing the Entry Behaviour. Much of the success or failure of the lecture depends on the trainees. The following points about entry behaviour need to be considered:

✦ Ascertaining the trainees existing knowledge and previous learning experience.
✦ Recognising individual differences between trainees.

Since the trainer has to deal with a group of trainees, possibly unknown to him, and whose approach to learning may not be as per his assumptions, his ability to assess their entry behaviour and tailor his lecture accordingly holds the key to his success.
A trainer in precursor control should usually ask the following questions before he prepares for his lecture:

✦ What is the size of the group?
✦ What is the nature of their work? Are they enforcement officers or trainers or chemists or judges or are they from the industry?
✦ What is the level of the participants - field level officers, middle level managers or senior officers? Field level officers will be more interested in learning specific tasks such as testing a suspect material or preparing legal documents while senior officers are usually more interested in the conceptual aspects, general trends so that they can plan how to use their resources.
✦ Do they have any past experience in drug law enforcement? If they do, they can immediately relate to the relevance of precursor control.
✦ Do they have any past experience in precursor control? If yes, the basic aspects, such as the concept of precursor control, will be less relevant. It helps to discuss their own experiences and how such cases could have been handled better.
✦ What other topics have already been covered in the training programme? Often, the topics overlap one another and if another speaker has already covered some aspects of your lecture, you can skip them.

While most of this information can be obtained beforehand, the lecturer should again make his own assessment in the first few minutes of his session and fine tune his lecture to match the entry behaviour of the participants.

**The learning event**

Next comes the structuring of the Learning Event itself, which is the 'live' occasion when the Trainer is actually delivering the lecture and communicating with the trainees. It will help their learning if they know:

✦ Where they are going
✦ How they are going to get there

The objective(s) formulated will address the first point. The second point is dealt with by considering the following aspects while structuring:

✦ Deciding the content
✦ Planning the sequence
✦ Structuring the Lecture
Deciding the content
The objective for the lecture provides a clear idea about the information that needs to be communicated. A useful technique to identify these items is the use of the 'spray diagram'. Stating the central theme of the topic starts the diagram, says 'Concept & Significance of Precursor Control'. Around this central theme subsidiary elements are added until the diagram looks something like Figure 5.

![Spray Diagram for a Lecture on Concept and Significance of Precursor Control](image-url)
The diagram is far from complete and more 'balloons' of subsidiary elements can be added, each adding a small contribution to the content that might or might not be included in a lecture on 'Concept and Significance Of Precursor Control'. There is no real end to this process and the spray diagram can continue to be expanded until we have included all conceivable items of information. We can then edit the content shown on the spray diagram, by:

- Categorising items in the diagram that 'could' be included;
- Reducing 'could' items to ones that 'should' be included; and
- Reducing these 'should' items still further to ones that 'must' be included.

The 'must' items form the content of your lecture. After identification, it may lead us to revise the draft objective. We illustrate the process in Figure 6, below:

![Diagram showing the sequence: Objective, Must, Should, Could]

**Planning the sequence**

Once what should go into the lecture has been decided, the sequence in which the points need to be covered should be considered. This sequence should match the learning process of the participants. It should be kept in mind that people learn by progressing from the:

- Known to the unknown - Most enforcement officers have a fair knowledge of drug law enforcement (*known*). The lecture can gradually evolve from drug law enforcement to the illicit methods of manufacture of drugs and then to the precursor chemicals used in their manufacture and the methods
of their diversion (_unknown_). Thus, the trainees can relate to the topic being discussed.

✦ Simple to the complex.
✦ Concrete to the abstract- Case studies often receive the best response in precursor control training programmes. One case study discusses the modus operandi used by the traffickers, the methods of collecting intelligence, the investigative methods adopted, the legal paper work done in the case and the complications therein. After discussing a few cases, one can generalise the trends in diversion of precursors, the _modus operandi_ used for diversion, etc.

✦ Observation to theory.
✦ General to the particular.

So, sequencing may start by looking at the situation from the trainee's point of view. Find something to 'switch them on', to justify learning theory.

**Structuring the lecture**

**Introduction**

The beginning of the lecture is often the most important part of the session as it sets the tone for the trainees' response and receptivity. A poor introduction can turn the participants off while a good introduction can make even the dullest subject interesting. Let us examine the following six-step process for introduction:

- **I**
  - Introduce self - this helps the participants relate to the speaker.
  - State something interesting to gain trainees' attention - your similarities with the group, an anecdote, a telling incident highlighting the importance of the topic, etc. can break the ice and make the participants very receptive.

- **N**
  - Need - Establish need for learning - Many trainees may find a topic like precursor chemicals rather dull and uninspiring unless this can be talked in terms of a means to reduce drug trafficking.

- **T**
  - Title - State clearly the title of the subject.
  - Time - Specify the time frame - This helps the participants understand the scope of the subject. It helps to specify whether doubts can be clarified during the lecture or at the end of it
Questions can often lead to more questions and discussion, which may end up stretching the lecture beyond the time unless the time is managed effectively.

**Range**
- Trainees should know what to expect and how they may participate. A lecture on 'Concept and Significance of Precursor Control', for instance, may cover also the international conventions if there is no separate session on the subject. Similarly, in a session on modus operandi of diversion of precursors, we may or may not cover methods of collecting intelligence depending on whether or not there is a separate session. Whatever is the scope of the lecture, it helps to tell the participants in advance.

**Objective**
- Objective of the lecture, should be shared, so that trainees know what they are expected to achieve. This could be, e.g., 'the trainees will be able to explain the significance of precursor control' or 'demonstrate the use of field test kits to identify precursors', etc.

Thus start with I N T R O

**Major Points**
This is where the trainer can effectively communicate information. It should be in an organized form that is logical to the trainee, preferably by linking to his/her experience. All essential major points should be communicated during this period.

**Summary**
The major points of the lecture - the ones that the trainees should remember must be summarised. The technique of interim summaries may be adopted. However, consolidation of learning is effective if the following steps are followed:

- **S** ➢ Summarise
- **L** ➢ Link to future learning
- **A** ➢ Ask questions
- **T** ➢ Test Understanding
- **E** ➢ Extend Learning by providing handouts
Preparing lecture notes

To be an effective trainer, it is necessary to prepare lecture notes. Such notes:

✦ Should be kept as simple as possible
✦ Should be easy to read - One may be at some distance away from the notes
✦ Colour should be used to ensure that no major points are missed
✦ Use sketches to indicate where a visual aid is to be used
✦ Include a time schedule

Performance Assessment

The fourth and last stage of a lecture is the provision for assessment of learning. Before the trainee leaves the Learning Unit [LU], it is necessary to ensure that the training objectives have been achieved. Quizzes, questions, discussions are but a few ways in which this learning can be assessed.

To summarise, we need to:

✦ Describe in general terms what the trainees need to know.
✦ Develop a 'spray diagram' to show the possible extent of the content of the lecture.
✦ Carefully edit the spray diagram to eliminate all points that are not essential to the content of the lecture.
✦ List the major points of the lecture - the points the trainees must be able to recall.
✦ Alongside this list, note how to assess whether they have learned the point.
✦ Review the content, taking a critical look at the list of major points, particularly ones that we cannot assess. Ask whether we MUST include them.
✦ Write the objective for the lecture.
✦ Briefly describe the entry behaviour of the trainees. This might be based on precise knowledge, or on certain assumptions.
✦ Does the entry behaviour affect the objective? Review the objective if necessary.
✦ Decide the most appropriate structure for the lecture. Do this by relating the objective, the content, the entry behaviour, and how assessment will be attained.
✦ Structure the content of the lecture, taking into account the:
  ♦ Objective
Analysis of the spray diagram
 Likely entry behaviour
 Lecture structure considered the most suitable
 Time available
 ✦ Plan visual aids in relation to the structure of the lecture.
 ✦ Review the structure of the content to ensure that all main points are suitably presented in visual form.
 ✦ Prepare lecture notes and visual aids.
 ✦ Run through the lecture mentally to check sequence and logic. Adjust where necessary.
 ✦ Check lecture room and the equipment intended to be used.

A sample format, which a trainer can use in the preparation of a lecture, is at Appendix I. A lecture checklist is at Appendix II and a list of Do's and Don'ts in the process of lecture is at Appendix III.
BRIEF OVERVIEW OF PARTICIPATORY TRAINING METHODS

As already discussed in Chapter 2, choosing appropriate training methods to achieve the Training Objectives is an important function of a trainer. In addition, to the lecture method, which has already been dealt with in detail in the preceding chapter, we need to have in view few other training methods, basically of participatory nature. This will address the principles of adult learning. (Discussed in Chapter 3). Let us, therefore, look at some of the training methods (apart from the Lecture) and their main uses, advantages and disadvantages.

Discussion method
This is a training technique in which the learning derives principally from the participants themselves rather than from an instructor. It is normally recognised to be of three main types:

✦ Directed discussion
✦ Developmental discussion
✦ Problem-Solving discussion

Main Uses:
✦ For problem solving exercises
✦ For forming or moulding attitudes
✦ For stimulating interest and constructive thought
✦ For supplementing other methods
✦ For reviewing/consolidating other learning

Advantages:
✦ Learner activity can be high
✦ Interest can be quickly aroused

Disadvantages:
✦ Time-consuming to obtain anything worthwhile

7 Courtesy: Thames Valley University, Slough (U.K.)
Has to be extremely well controlled to be of value
To run well, learners must know or have opinions about the topic

Use in precursor control training
Discussions are particularly useful in precursor control training in subjects such as:

- What kinds of control or controls over precursors are most suitable to the country?
  (especially useful for policy makers and senior law enforcement officers)?
- What are the existing loopholes in the legislative framework and how to plug them
- Discussion of cases of diversion/ attempted diversion of precursors and how to investigate them.

Exercises
Exercises require a small group of learners to undertake an activity either individually or together. The content of the activity is not important. What is important is how the individual undertook the activity and the results achieved.

Experiential learning occurs when a person engages in some activity, looks back at the activity critically, abstracts some useful insight from the analysis, and puts the results to work. This is an inductive process, proceeding from observation rather than from a given truth. A structured experience provides a framework in which the inductive process can be facilitated. The experiences centre on a topic-related activity, where the trainees participate in, e.g., making products, transactions, problem solving, non-verbal communication, planning, competing, etc. The experiences so created provide the basis for learning.

Main Use:
Develop interactive/interpersonal skills, Team building activities.

Advantages:
- Highly participative
- Learners are usually highly motivated

Disadvantages:
- High trainer skills are required to review and help transfer of learning
- Failures may lead to frustration
Use in precursor control training
Exercises are particularly useful in precursor control training in teaching field tests of precursors, drawing seizure reports preparing laboratory test reports (for chemists training), etc.

Case study method
This is a learning technique in which a real situation or series of events is presented to trainees for their analysis and consideration of possible solutions to the problems identified. Their findings can be compared subsequently with what actually occurred.

Main Uses:
✦ Problem solving
✦ Developing analytical skills
✦ Identifying variables
✦ Gaining confidence in decision-making
✦ Changing/modifying attitudes
✦ Introducing and consolidating learning
✦ Teamwork

Advantages:
✦ Provide concrete subjects for discussion
✦ Participants' experiences can be brought into use
✦ Provides opportunities for active participation

Disadvantages
✦ Time consuming to produce good cases
✦ Difficulty in validating when there is no quantifiable solution
✦ Close relationship to 'real-life' may be difficult to achieve

Use in precursor control training
Case studies can be used to teach a variety of topics; often more than one topic can be explained through the same case study. Methods of diversion of precursors, techniques of collecting intelligence about diversion of precursors, investigating methods, identifying and dismantling illicit drug laboratories using
precursors are some of the topics which come to life when taught through case studies. The resource person who makes a presentation on case studies, however, should have current knowledge and should have been actively involved in investigation of cases.

**Role play**
This is a learning technique in which trainees are presented with a situation which they are required to explore by acting out the roles of those represented in the situation.

**Main Uses:**
- For changing/modifying attitudes
- Developing interactive knowledge and skills

**Advantages:**
- Can create a great deal of interest
- Active participation by role players
- Provides a 'living' example
- An exercise where emotions become the predominant feature

**Disadvantages:**
- Observers may be passive until the exercise is discussed
- Success depends on the imagination of the players
- Attitude change may be short lived

**Use in precursor control training**
Often the accused get acquitted due to technical mistakes by the enforcement officers in documentation and officers and laboratory chemists not appropriately deposing in the court. An experienced defence counsel can often create a 'reasonable doubt' in the mind of the judge if the officers and chemists do not stand up to cross-examination. Both these aspects- appropriate documentation and testifying appropriately in the court can be best taught through mock court room sessions. Trainees can be given assignments of preparing documents about hypothetical cases. These documents can be examined and the 'officers' and 'chemists' who prepared them can be 'examined' and 'cross-examined' by working prosecutors and attorneys who actually handle drug and precursor cases during these mock court room sessions.
Brain storming
This is a technique used for finding solutions by means of stimulating ideas. A small group of people with or without conscious knowledge of the subject meets and contributes any suggestion or idea that strikes them, no matter how fantastic or impossible it may sound. All suggestions are encouraged and criticism is not allowed at this stage, although contributors are later invited to explain their ideas. Subsequently, all the ideas submitted are sifted and assessed.

Main Uses:
- Problem solving
- Consolidating previous learning

Advantages:
- Uses participant’s experience and ideas
- Very active participation

Disadvantages:
- Time consuming
- High trainer skills required
- Some learners may not participate

Use in precursor control training
This method is ideal to deal with specific practical problems—say, growing seizures of ephedrine from a country or unusually large number of accidents and leakages from tankers of acetic anhydride during the previous six months. A brain storming session involving stakeholders—such as enforcement officers, regulators, representatives of trade and industry, transporters, users of these precursors can throw up a whole variety of ideas and viable practical solutions can emerge from such cross-fertilization of ideas.

Field trip
Field trip is a training method, which provides a dynamic environment near to or within the scenes of real action for learners to be a part of. It is a training method in which opportunities are provided to the learners to visit organisations, work sites, communities or villages, etc. with a view to observe, be a part of and collect
information to reflect, analyse and learn from. They use the experience undergone by them for learning during and after the trip. Field trips thus help create a dynamic learning environment.

**Main Uses**
- To establish familiarity with or provide exposure to work culture, work practices, work conditions, constraints, etc. in organisations.
- To assure the practicality of new ideas. This in turn can generate thoughts on the various aspects to be considered for implementation of these ideas. These ideas could be useful to both the trainees and the host organisations.
- To secure first hand information from experienced people about the job, organisation, etc.
- To develop skills for managing uncertainties.
- To challenge pre-conceived views/perceptions.

**Advantages**
- Ground realities of the learning environment increase trust in the learning tremendously. As learning during field trips is in job related situations, it is more effective compared to other methods.
- Can contribute equally towards learning by trainees and the host organisation, thus benefiting both.
- Scope for unintended learning is very high and can be tapped for further learning.
- Trainee participation and involvement is of very high degree.

**Disadvantages**
- Very High demand on trainer on planning and preparation.
- Logistics and arrangements, if not done properly, can hamper achievement of desired objectives.
- There is a lot of dependence on external factors including host organisations, etc. Uncertainty is very high. Very high trainer skills are required to convert these uncertain situations into the rare learning opportunities that they are.
- Expensive as compared to other methods.
Use in precursor control training

Field trips to laboratories testing precursors and to factories manufacturing and/or consuming them can give first hand experience to trainees about the way these precursors are manufactured, stored, packed, transported, consumed and the way the seized precursors are tested in the laboratories.
Role of visuals

Visual Aids are an essential feature of effective communication. Why? Let us answer the question with an example:

Figure 7 is a visual aid that explains, in nutshell, some facts about the contributions each of the senses make towards helping people learn. An alternative to this visual would have been to present the information in a narrative form. This would require learners to read or listen to a text carefully, assimilate the facts and develop a mental image of them to enable the facts to be remembered.

Which is the easier way for learners to learn? As suggested by Figure 7, it would appear that making use of the sense of sight through visual presentation makes learning easier, as it provides:

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8 Adapted from the Readings on Direct Trainer's Skills Course of the Department of Personnel & Training [Training Division], Government of India.
An appeal to a variety of senses
A focus of attention
A change of pace
A simplified explanation to help understanding
A more vivid and lasting impression
A consolidation of learning
Reference material for later use
Help in relating or transferring learning to the real situation

Barriers to effective visual communication
Although visual aids help communication, there is also evidence to show that they can create barriers to effective communication. Usually we create these barriers when we give insufficient thought to the planning and use of the visual aids for promoting better communication and more effective learning.

How can we create visual aids that promote communication rather than impede it? The following points outline some important factors to be kept in mind.

Decide what we require of the visual aid
Aids should be used as an important and integral part of the learning process. They should be used to create interest; to help learners understand the information being given; to help them recall major points that they must remember; and to help them develop a mental perception of the information.

Plan the visual aid carefully
Good visual aids do not appear by chance - or rarely so. Usually a great deal of thought goes into their creation. It is advisable to prepare a rough sketch and ask the following questions:

- Is it what is really wanted?
- Is it as simple and bold as we can make it?
- Can they build the information step-by-step to control what the audience is looking at?
- Is it as interesting as we can make it?
- Is the visual neat in appearance?
Using a visual aid

If much effort has been used to produce good visual aids, then we should use them to their best advantage. The following points are well worth remembering:

✦ Do not obstruct the view of the audience.
✦ The visual must be well placed.
✦ Do not read a visual word by word to the audience.
✦ Do not wave a pointer in front of the visual.
✦ Do not talk to the visual.

Visibility

With all visual aids it is vital that everyone should see it. Adopting the Rule of Seven ensures this viz.,

✦ Not more than seven lines on an acetate sheet
✦ Not more than seven words in a line; and
✦ Size of letters 7 mm
✦ In addition, colour can be used to highlight various parts of the aid
CHARACTERISTICS OF A TRAINER

It is common experience that trainers, when they get together, often wonder what are the characteristics of a trainer. This is often a poser by those who aspire to be a trainer. Often, persons having the necessary attributes are not sure about the qualities that make a good trainer.

It is in this context that it is necessary to identify some of the significant qualities that go to enhance the performance of a trainer. Some of these qualities are:

**Empathy:** This is the ability to put oneself in the shoes of another. It is the faculty for recognising the fears and uncertainties in the minds of trainees when learning additional techniques or skills. Empathy enables a trainer to point out personal difficulties encountered by him in similar learning situations, so as to put the learners at ease.

**Honesty:** This is the courage to recognise personal strengths and weaknesses and to be frank about these aspects to the personnel being trained, for their own benefit.

**Patience:** This is shown in the willingness to compliment slow progress and refrain from the anger when mistakes are made. It includes the techniques of repeating instructions, breaking down a task into small units and allowing time for learners to try out.

**Pace:** This is closely integrated with empathy and patience. This is an external speed governor, which acts more to slow down than to speed up. It is far better to move slowly and attain complete mastery, than to push for rapid and sloppy completion.

**Democracy:** This refers to the kind of atmosphere created when learning takes place. The trainer should be supportive and non-threatening in presentation. The tone of voice and facial expression should lead the learners to feel comfortable in raising questions, offering suggestions, reinterpreting instructions and generally to feel relaxed while they learn.

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**Purpose:** This emphasises the element of tenacity in achieving the training goals. A good trainer conscientiously moves a group of learners along to a pre-set destination. There may be stops and shifts, but the eye is always fixed on certain performance standards and levels.

**An ability to listen:** The trainer must hear questions raised by trainees and understand if the questions reflect other problem, which are not being mentioned. He should have the posture of a listener through training towards the speaker and maintaining eye contact.

**Respect for experience:** Adults will learn more effectively if respect is given to the experience and qualifications they can bring to a situation. This will encourage greater participation and activity by trainers.

**Prestige:** A trainer should command the respect of his colleagues in the organisation. The training programme will then be strengthened by its acceptance among older and experienced employees.
<table>
<thead>
<tr>
<th>Name of Trainer</th>
<th>Your name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Concept and Significance of Precursor Control</td>
</tr>
<tr>
<td>Time Available</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Learning Aids Required</td>
<td>Laptop or computer, LCD projector, White Board, Markers and Eraser</td>
</tr>
<tr>
<td>Size of Group</td>
<td>25 to 30</td>
</tr>
<tr>
<td>Objective</td>
<td>At the end of the session, the trainees will be able to:</td>
</tr>
<tr>
<td></td>
<td>✦ state why precursor control is necessary</td>
</tr>
<tr>
<td></td>
<td>✦ explain what kind of precursor control would be appropriate</td>
</tr>
<tr>
<td></td>
<td>✦ explain how the concept has evolved through UN Conventions of 1961, 1971 and 1988</td>
</tr>
<tr>
<td>Entry Behaviour</td>
<td>At entry, the participants are familiar with drug law enforcement and possibly also have some practical experience in the field.</td>
</tr>
<tr>
<td>Means of Assessment</td>
<td>Organisers of the training programme can provide you adequate information about the background and experience of the participants. Additionally, make your own assessment during the first few minutes and fine-tune your lecture appropriately.</td>
</tr>
<tr>
<td>Guidance</td>
<td>✦ Colour key: Use RED for points that MUST be emphasized</td>
</tr>
<tr>
<td></td>
<td>✦ Time - estimate how many minutes will be needed for each part of the content</td>
</tr>
<tr>
<td></td>
<td>✦ Content - provide introduction, development of content, and summary</td>
</tr>
<tr>
<td></td>
<td>✦ Aids - indicate which aid is to be used either by a brief note or sketch</td>
</tr>
<tr>
<td>Time</td>
<td>Details of Content</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 minutes</td>
<td>✦ Gain attention /rapport- Talk for a couple of minutes about the growing threat of drug abuse and trafficking and how most of the dangerous drugs of abuse are either synthetic or semi-synthetic and hence the need to contain production and trafficking of such drugs.</td>
</tr>
<tr>
<td></td>
<td>✦ Explain purpose /reason for learning about topic- 'No precursors= No drugs' - if we can effectively contain the diversion and illicit use of precursors, synthetic and semi-synthetic drugs cannot be produced.</td>
</tr>
<tr>
<td></td>
<td>✦ State objective- Already enumerated above.</td>
</tr>
<tr>
<td></td>
<td>✦ Link to entry behaviour- The participants are drug law enforcement officers and have the mandate to contain production of narcotic drugs and psychotropic substances. Precursor control is an effective tool towards achieving this end.</td>
</tr>
<tr>
<td></td>
<td>✦ State participation (briefing the participants whether they can</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 min</td>
<td>Review the differences between natural, semi-synthetic and synthetic drugs, the increasing threat of abuse of synthetic drugs especially amphetamine type stimulants. Definition of 'precursor chemicals'. The key role of precursor chemicals in manufacture of synthetic and semi-synthetic drugs.</td>
</tr>
<tr>
<td>25 min</td>
<td>The need for a balance in regulating trade and use of precursor chemicals between preventing diversion of precursors for illicit use and not interfering unduly with legitimate trade. Mention of 23 precursors listed in Tables I and II of the UN Convention, 1988, licit and illicit uses of important precursors, a few examples of how the precursors are used for illicit manufacture of drugs.</td>
</tr>
<tr>
<td>20 min</td>
<td>Precursor control techniques- non-intrusive monitoring, working in coordination with trade, verifying legitimacy of transactions when in doubt, coordination between authorities of different countries.</td>
</tr>
<tr>
<td>10 min</td>
<td>Review, questions and answers</td>
</tr>
</tbody>
</table>
Planning
- Identify topic- Concept and significance of precursor control.
- Prepare a spray diagram [Sample provided in chapter 5].
- Edit spray diagram to identify 'must' items.
- Express must items as an objective.
- Consider entry behaviour of trainees- The trainees are expected to be familiar with the basic aspects of drug law enforcement and perhaps have some experience in the subject. They may not be familiar with the concept of precursor control.
- Consider size of group- 25-30 should be ideal.
- Decide structure to be used- Lecture.
- Consider hardware available for visual aids - Computer/ Laptop, LCD projector; if the presentation is in a floppy or CD, check whether the computer/laptop has the necessary drive.
- Prepare a visual presentation of major points.
- Decide when to invite questions- At the end of the lecture or during it
- Decide timing- 65 minutes for lecture and 10 minutes for questions and answers
- Decide how learning /performance is to be assessed- During question answer session
- Write lecture notes- Precursor Control Training Manual published by the UNODC Regional Precursor Control Project for SAARC Countries can help in preparing lecture notes.
- Check timing- This lecture should ideally be the first lecture in any precursor control training programme as it introduces the participants to the concept
- Check accommodation- The lecture hall should be big enough to accommodate the participants. The seating arrangements should preferably be in U shaped style, to enable participants to face each other and also as it is easy for the participants to look at the screen.
- Check equipment- Does the hall have an LCD Projector and Computer in working condition? Does the computer have a drive for CD and /or Floppy? Is there a collar microphone, which can be clipped to the speaker's shirt?

Introduction
- Gain attention /rapport- Talk for a couple of minutes about the growing threat of drug abuse and trafficking and how most of the dangerous drugs of abuse
are either synthetic or semi-synthetic and hence the need to contain production and trafficking of such drugs.

✦ Explain purpose /reason for learning about topic- 'No precursors= No drugs' - if we can effectively contain the diversion and illicit use of precursors, synthetic and semi-synthetic drugs cannot be produced.

✦ State objective- As already enumerated in Lecture Plan.

✦ Link to entry behaviour- The participants are drug law enforcement officers and have the mandate to contain production of narcotic drugs and psychotropic substances. Precursor control is an effective tool towards achieving this end.

✦ State participation- whether the participants are free to ask questions in the during the lecture or only after it.

✦ Outline content and structure- as given in Appendix I. State finish time- 75 minutes.

Development

✦ Modulate voice to suit size of group

✦ Avoid reading lecture notes

✦ Use language appropriate to trainees

✦ Keep check of estimated timing

✦ Give relevant examples to support major points

✦ Maintain eye contact

✦ Present visual aids only when needed

✦ Avoid reading visual presentation word for word

✦ Assess trainee’s reaction and adjust if necessary

✦ Assist learning by use of informal visual aids

✦ Check trainee’s understanding where appropriate

✦ Where possible invite trainee’s participation

Summary

✦ Restate purpose / reason for learning about topic

✦ Restate objective

✦ Review content and major points

✦ Invite final questions

✦ Carry out performance assessment where appropriate

✦ Give feedback

✦ Close with thanks
# Check List of Do's and Don'ts When Lecturing

<table>
<thead>
<tr>
<th>Do's</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the lecture</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Be there first</td>
<td>✦ Be the last to arrive, in a “grand entry”</td>
</tr>
<tr>
<td>✦ Check that everything you need is there</td>
<td>✦ Adopt an aloof posture</td>
</tr>
<tr>
<td>✦ Have handouts organised</td>
<td>✦ Fill the board with information before the presentation</td>
</tr>
<tr>
<td>✦ Have transparencies in correct order</td>
<td>✦ Give handouts that will not be used during the presentation</td>
</tr>
<tr>
<td>✦ Greet participants as they arrive</td>
<td></td>
</tr>
<tr>
<td><strong>Starting the lecture</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Give non-verbal cues that you are ready to start</td>
<td>✦ Start talking over noise or confusion</td>
</tr>
<tr>
<td>✦ Give a friendly greeting, and remember to smile</td>
<td>✦ Jump straight into the topic without introduction</td>
</tr>
<tr>
<td>✦ State the aims and scope of the presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Maintaining rapport</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Maintain eye contact with the students</td>
<td>✦ Gaze at the ceiling or back wall</td>
</tr>
<tr>
<td>✦ Maintain a relaxed, friendly but firm manner</td>
<td>✦ Disregard signs that participants are bored, tired, can’t keep pace</td>
</tr>
<tr>
<td>✦ Watch for signs that participants are bored, tired, lost, frustrated</td>
<td>✦ Appear uninterested in the participants or the subject</td>
</tr>
<tr>
<td>✦ Look calm and confident</td>
<td></td>
</tr>
<tr>
<td><strong>Do's</strong></td>
<td><strong>Don’ts</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Pointing</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Face the group as you point</td>
<td>✦ Make unnecessary movements with the pointer</td>
</tr>
<tr>
<td>✦ Use an unobtrusive, straight pointer</td>
<td>✦ Use your hand/arm/finger for pointing</td>
</tr>
<tr>
<td>✦ Keep the pointer on the spot long enough for everyone to see</td>
<td></td>
</tr>
<tr>
<td><strong>Personal gestures and movements</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Vary your posture in a natural way</td>
<td>✦ Talk all the time the visual is shown</td>
</tr>
<tr>
<td>✦ Move from the lectern to the front rows and to other positions</td>
<td>✦ Use poor contrasting colours</td>
</tr>
<tr>
<td>✦ Keep your head up and face the group most of the time</td>
<td>✦ Use badly exposed or out-of-focus slides/videos</td>
</tr>
<tr>
<td>✦ Use suitable gestures to emphasise/illustrate your point</td>
<td>✦ Show a visual on one concept and talk about something else</td>
</tr>
<tr>
<td>✦ Rehearse the screening before the presentation</td>
<td></td>
</tr>
<tr>
<td>✦ Make sure all relevant aspects are visible to all students</td>
<td></td>
</tr>
<tr>
<td>✦ Follow the Rule of Seven for Visuals</td>
<td></td>
</tr>
<tr>
<td>✦ Draw attention to essential elements</td>
<td></td>
</tr>
<tr>
<td>✦ Provide a summary handout if visual is complicated</td>
<td></td>
</tr>
<tr>
<td><strong>Using handouts</strong></td>
<td></td>
</tr>
<tr>
<td>✦ Use handouts to involve participants in activity or response</td>
<td>✦ Issue complete notes that leave no room for notes/reading</td>
</tr>
<tr>
<td>✦ Use partial notes to allow for notations</td>
<td>✦ Read completely or even extensively from handouts</td>
</tr>
<tr>
<td>Do’s</td>
<td>Don’ts</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>✦ Allow time to browse through handout</td>
<td>✦ Use questions that are vague and ambiguous</td>
</tr>
<tr>
<td>✦ Integrate handouts with rest of presentation</td>
<td>✦ Show disapproval or impatience when answer is unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>✦ &quot;Pass over&quot; too quickly when an answer is unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>✦ Persist with the same line of questioning when the response is poor</td>
</tr>
<tr>
<td></td>
<td>✦ Repeat answers unless obscure or inaudible</td>
</tr>
</tbody>
</table>

## Questioning

| ✦ Use specific questions | ✦ Make sure questions are neither too easy nor too difficult |
| ✦ Invite answers from groups rather than individuals | ✦ Introduce major new ideas towards the end |
| ✦ Stress main points and conclusions | ✦ Race to finish if you have prepared too much material |
| ✦ Try to end on a high note | ✦ Fill in time if you have prepared too little |

## Concluding the lecture