

# Day 3 - Daily Activities at a Glance

## Off Air Activities - Before the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	1	Review of Feedback
10	2	Ice Breaker
10	3	Energizer

## On Air Activities - During the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	4	Role Play
10	5	Case Study
10	6	Training Evaluation
10	7	Asking Questions
15	8	Processing the Learning By Asking Questions
16	9	Questions to Manage the Classroom Environment

# Day 3 - Daily Activities at a Glance

## Off Air Activities - After the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
15	10	Using Role Plays
30	11	Instructional Strategy Selection
20	12	Handling Disruptive Behavior
20	13	Group Management Summary Activity
60	14	Preparation Time/Individual Feedback on Video Demonstration
30	15	Learning Journal
10	16	Create Questions for Jeopardy Quiz
30	Optional	Practice with Audio Visual Equipment
20	17	End of Day Feedback

## **Day 3**

### ***Performance Objectives***



### **Module 5 – The Design of Training**

After completing this module, participants will be able to ...

- Lead active learning strategies: role play, case study and demonstrations
- Describe a variety of ways to evaluate training and explain how information obtained can be used

### **Module 7 - Using Training Aids**

After completing this module participants' will be able to use training aids to enhance learning, following the guidelines presented.

### **Module 8 – Group Management Skills**

After completing this module participants will be able to . . .

- Write questions that will promote learning and that follow the stages in the learning cycle
- Manage disruptive behavior in a manner that helps all participants remain focused on the learning

# Off Air Activities

## Before the Broadcast



<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	1	Review of Feedback
10	2	Ice Breaker
10	3	Energizer

## **Review of Feedback – 10 minutes**

### **Objective**

Provide a report of the Home Team feedback to the site participants.



### **Background/Set-up**

Prepare a summary report of the feedback you received regarding Day 2 of the training. Look for trends and plan how you will address concerns.

### **Directions**

#### **Time**

01 minute

#### **Tasks**

Review the objective of the activity.

09 minutes

Provide a summary of the “wishes” and “pluses.” Let participants know what kind of adjustments you will be able to make. For example if there were complaints about the room temperature, let them know you will try to have it moderated if possible.

Acknowledge what you won’t be able to change at this time.

Thank them for providing the information.

## Icebreaker – 10 minutes

### Objective

Participants will develop and lead the class in one icebreaker during the training session, following the guidelines presented in class.



### Background/Set-up

Remind participants that they need to adhere to the agreed upon time frame for their icebreaker (5 minutes).

### Directions

Time	Tasks
01 minutes	Review the objective of the activity.
05 minutes	Have the designated “Home Team” conduct their icebreaker.

### Debrief

Time	Tasks
03 minutes	<i>How did this icebreaker follow the guidelines?</i>

### Summary

Time	Tasks
01 minute	<i>Name one key reason to use an icebreaker.</i>

### Suggested responses:

Set a climate for learning, relax participants, and encourage active participation.

## Energizers – 10 minutes

### Objective

Participants will develop and lead the class in one energizer during the training session, following the guidelines presented in class.



### Background/Set-up

Remind participants that they need to adhere to the agreed upon time frame for their energizer (5 minutes).

### Directions

Time	Tasks
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01 minutes	Review the objective of the activity.
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05 minutes	Have the designated “Home Team” conduct their energizer.
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### Debrief

Time	Tasks
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03 minutes	<i>How did the energizer follow the guidelines?</i>
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### Summary

Time	Tasks
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01 minute	<i>When should you use an energizer?</i>
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### Suggested responses:

After lunch, if there seems to be a drop in energy.

# On Air Activities

## During the Broadcast



<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	4	Role Play
10	5	Case Study
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## Activity #4

### Reference Material

## Module 5 - The Design of Training

### Guidelines for Leading Role Plays

**Build trust**

*Don't use role-play early in the training. Allow time for participants to develop some level of comfort with each other.*

**Give clear instructions**

*Let participants know what you want them to do and why.*

**Lead to performance objective**

*Ensure the role-play leads the learner to the performance objective.*

**Develop and use open-ended processing questions**

*This will check for understanding and evaluate if the desired learning took place.*

**Rotate roles**

*Provide ample time for each person to play each role. Triads are recommended when possible. Two people play the roles and one person observes and provides feedback. Remember that if the role-play is for guided practice, each person must have the opportunity to practice the skills as taught.*

**Processing The Role Play****Questions for role players**

Begin the processing by asking questions of the role-players. Some examples you could use:

- How did you feel when . . . ?
- What else do you wish they had done?
- What would you like for them to have done differently?
- Is there anything else you'd like to share with your role-play partner?

**Questions for the observers**

Then question the observers (participants who did not actively participate in the role play). Some examples you could use:

- What did you observe?
- How do you think \_\_\_\_ could have responded differently?
- What are some specific ways that \_\_\_\_ followed the guidelines?
- Did you notice any examples where they did not follow the guidelines?
- If so, what happened?

**Focus on non-verbal behavior**

*In some situations the observers, participants and instructors can focus on non-verbal behavior and the impact it has on the situation. It's difficult for the "players" to be aware of this.*

**Trainer comments**

*After hearing from the participants, the trainers can comment on their observations.*

## Role Play – 10 minutes

**Objective**

Participants will be able to describe the guidelines for conducting effective role-plays.

**Background/Set-up**

The NIC Staff will conduct an example of a role-play using members of the studio audience.

**Directions****Time**

06 minutes

**Tasks**

Direct participants to think about what they just observed and then complete the assigned questions (in their workbook) in their small table groups. (Divide the questions among the number of small groups you have.)

**Role Play**

1. When is the role-play method an appropriate instructional strategy?
2. What do you need to do to ensure the most effective role-play?
3. How will you know if your role-play is effective?
4. Which learning style would prefer to learn or would learn best from this strategy? Why?
5. Which learning style(s) might struggle with this strategy? Why?
6. Where does role-play “fit” on the learning cycle?
7. How far on Bloom’s Taxonomy can you get participants using this strategy?

Clarify the task as needed.

04 minutes

Have participants share some responses.

## **Case Study – 10 minutes**

**Objective**

Participants will be able to describe the guidelines for effective use of case study.

**Background/Set-up**

The NIC Staff will show an example of a case study and review the guidelines for using this instructional strategy.

A case study is an instructional strategy in which you provide a written account of a real or fictitious (but close to real!) situation that individuals or groups will use to solve a problem, complete a form, or otherwise practice a skill you've taught them.

<b>A case study can be used to:</b>	<b>Guidelines</b>
<ul style="list-style-type: none"><li>• Help participants see that people often view the same situation from different perspectives</li><li>• Reveal that most situations do not have one right answer</li><li>• Actively involve participants in their learning</li><li>• Engage a variety of learning styles</li><li>• Evaluate the learning by having participants use new information to solve real-life situations</li></ul>	<ul style="list-style-type: none"><li>• Give clear directions</li><li>• Relate the case study to the performance objective</li><li>• Allow time for small group discussion and problem-solving</li><li>• Keep groups on task</li><li>• Clarify and summarize frequently</li></ul>

## Activity # 5 - On Air

## Module 5 – The Design of Training

### Directions

#### Time

06 minutes

#### Tasks

Divide the following questions among your small table groups and guide participants to respond to their assigned questions.

#### Case Study

1. When is the case study method an appropriate instructional strategy?
2. What do you need to do to ensure the most effective case study?
3. How will you know if your case study is effective?
4. Which learning style would prefer to learn or would learn best from this strategy? Why?
5. Which learning style(s) might struggle with this strategy? Why?
6. Where does case study “fit” on the learning cycle?
7. How far on Bloom’s Taxonomy can you get participants using this strategy?

Clarify the task as needed.

04 minutes

Have participants share some responses.

## Training Evaluation – 10 minutes

### Objective

Participants will be able to describe ways they can obtain feedback and other information to evaluate their training program(s).

### Background/Set-up

The NIC Staff will provide some background information on training evaluation and then walk participants through some situations they may encounter.

### Directions

#### Time

06 minutes

#### Tasks

Direct participants to follow along in their workbooks.

#### Training Evaluation

- Here are some comments participants made at the end of the first day of a week-long training event:

##### Pluses

*Like changing groups*  
*Instructions clear*  
*Enjoyed snacks*  
*Great pace*  
*Enjoyed the interaction*

##### Wishes

*More breaks*  
*Not so much group changing*  
*Could we have hot tea?*  
*Room needs to be warmer*  
*Room too cold*

- What, if anything, would you say to the participants?
  - What, if anything, would you do differently the second day?
- The following responses and comments were on the end-of-course reaction forms. Please read them and respond to the questions:
    - Fifteen people said the length of the class was “just right;” five people said it was too short; four said it was too long. To what do you attribute the differences?

Six out of twenty-four people said that your instructions were not clear. What, if anything, would you do differently next time? Why?

## Activity #6 - On Air

## Module 5 – The Design of Training

- Six people said that they really hated the role-plays; five people commented on how well they learned from the role plays. To what do you attribute these differences? What, if anything, would you do differently next time? Why?
- On the end-of-course test, twelve out of the twenty-four participants missed questions 10 and 25. To what might you attribute this rate of error? What, if anything, would you do?

04 minutes      Clarify the task as needed.  
Have participants share some responses.

### Objective

Participants will be able to describe way to use training aids to enhance learning, following the guidelines presented in class.

### Background/Set up

The NIC faculty will review the purpose and guidelines for using audiovisual equipment. The participants have detailed information that lists the guidelines, advantages and disadvantages for using: whiteboard, chart paper and stands, overhead projectors, videocassettes, handouts, computer generated show.



### Checklist for Using Training Aids

- Can everyone in the classroom see the training aid *clearly*?
  - If using handouts, are there enough for everyone?
  - Does this training aid support the learning points?
  - Is the information presented in the training aid current and consistent with the information being presented in the lesson?
- 
- How is the training aid designed to help people focus on the learning?
  - How is the training aid designed and used to help people remember the learning?
  - If equipment is needed, is the appropriate equipment available and operable?
  - Have all copyright laws been honored?
  - If technology is involved in using the training aid, is there a backup training aid available and ready to use?

## **Asking Questions – 10 minutes**

### **Objective**

Participants will be able to write questions that will promote learning and that follow the stages in the learning cycle.

### **Background/Set-up**

The NIC Staff will conduct a brief role play to illustrate the problems involved in asking questions.

### **Directions**

#### **Time**

06 minutes

#### **Tasks**

Direct participants to think about what they just observed and then complete the following questions (in their workbook) in their small table groups.

Clarify the task as needed.

#### **Asking Questions**

1. When I ask questions in the classroom I hope or expect that ...
2. When I ask a question and get no response I feel \_\_\_\_\_ and I tend to ....
3. When I ask a question and get an incorrect or off-the-wall response I feel \_\_\_\_\_ and I tend to....
4. Effective questions are a valuable tool for a trainer because....

04 minutes     Have participants share some responses.



## **Processing the Learning by Asking Questions – 15 minutes**

### **Objective**

Participants will be able to write questions that will promote learning and move the trainee through the learning cycle.

### **Background/Set-up**

The NIC Staff will have the studio audience participate in a “change” activity. The trainees at your site will also be asked to participate in the activity.

### **Directions**

#### **Time**

10 minutes

#### **Tasks**

Direct participants to think about what they just experienced and then take 10 minutes to write the three types of questions (described in their workbook) in their small table groups.

#### **Processing the Learning By Asking Questions**

- Write a reflective question for what you just experienced.
- Write an analysis question for what you just experienced.
- Write an application question for what you just experienced.

Clarify the task as needed.

05 minutes

Have participants share some responses.

## Activity#8

### Reference Material

## Module 8 – Group Management Skills

### Processing the Learning through Questions

Here are some ideas to help you get started writing questions you could ask that would help participants reflect on, analyze, and apply the information from that particular activity.

#### Reflection - What?

Questions start the process of learner reflection. Ask questions that will lead the learners to the performance objectives.

#### Here are some question “starters” for reflective questions:

- What happened in this activity?
- When this happened, what did you observe?
- Where did people place themselves?
- How did you feel when I asked you to .....?
- What have you experienced in the past that was similar to this? How was it similar?
- What happened when you .....?

#### Analysis - So what?

Analysis questions ask the learner to think about the reasons behind what happened in the classroom activity or to the “similar” activity they had in the past. It asks them to put ideas together and add personal meaning to the experience. It gives them the opportunity to connect the learning from this experience with other learning from the class.

#### Here are some question starters for analysis questions:

- What was it like to .....?
- What did you learn from .....?
- What was most valuable about .....?
- What stands out about .....?
- Why do you think .....?
- How does this compare to .....?
- How does this fit with your previous ideas about .....?

## Activity#8

### Reference Material

## Module 8 – Group Management Skills

### Application - Now what?

Application questions help the learner make sense of the learning in terms of the “real world”. It answers their question, “How will I use this after I leave the training?” It gives the learner the opportunity to think about how to use the information or skills, when to use them, how they might have to modify what they have learned to make it work, and explore the barriers they might experience in using what they have learned.

### Here are some question “starters” for application questions:

- How can you use this information (these skills) .....?
- How will using this information/skills help you with ..... ?
- What are some ways you can (might need to) modify this information/skills to make them work for you?
- What are some situations where this information/skills might not be appropriate for you?
- What barriers do you think you might encounter when you begin to use .....?
- What limitations do you think you will experience when you use ..... ?
- How can you overcome these barriers?
- What benefits might you experience when you begin to use ..... ?
- Will there be any benefits to your (clients/co-workers/office/organization)?
- What can you do/use to help you remember this information/these skills?
- How can you practice?

## Questions to Manage the Classroom Environment – 16 minutes

### Objective

Participants will be able to formulate questions to help manage the classroom environment.

### Background/Set-up

The trainer can use questions to guide comments and focus on the performance objective (and continue to model and adhere to the principles of adult learning) when a participant:

- Gives an incorrect response to a content question;
- Challenges the trainer and/or the information and concepts presented;
- Rambles, taking the discussion away from the desired learning.

In this activity, two vignettes will be shown depicting situations where a question posed by the trainer could help manage the classroom environment. After each vignette, participants will be tasked with developing questions. Sites are encouraged to call in their responses.

### Directions

Time	Tasks
01 minute	View Vignette #1, which depicts a participant giving incorrect information and rambling.

#### Question to audience

- *What is a question you could ask this person or the class in general, that would address this person's concerns and get the discussion back on track?*

03 minutes	Facilitate your on-site discussion by repeating the question.
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Have participants work in their small table groups to develop a question.

#### Suggested responses

- What happens to our adult learners if they are not engaged in the learning?
- How can you engage your learners and still stay on track with your information and time schedule?

## Activity #9 - On Air

## Module 8 – Group Management Skills

- 03 minutes Have participants share some responses.
- 01 minute Call in responses.
- 01 minute View Vignette #2 which depicts a participant challenging a trainer.

### Question to audience

*This person has just challenged you as well as the philosophy of learner-centered instruction underlying the whole course. What is a question you could ask this person, or the class in general, to deal with his/her concerns in a tactful way and get the class back on the learner-centered track?*

- 03 minutes Facilitate your on-site discussion by repeating the question.
- Have participants work in their small table groups to develop a question.

### Suggested responses

- How will you ensure that your learners can use all the information you've given them when they return to the work place?
- Which learning style's needs are best addressed through the well-planned lecture? Which learning styles might struggle with this approach?
- One big advantage of lecture is that you can cover a lot of information in a limited amount of time. Who can remember some of the disadvantages of lecture?
- What happens to our four styles of learners when we use any single delivery strategy?

- 03 minutes Have participants share some responses.
- 01 minute Call in responses.

## Off Air Activities

### After the Broadcast



<b><u>Time</u></b> (In minutes)	<b><u>Activity #</u></b>	<b><u>Activity Title</u></b>
15	10	Using Role Plays
30	11	Instructional Strategy Selection
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30	15	Learning Journal
10	16	Create Questions for Jeopardy Quiz
30	Optional	Practice with Audio Visual Equipment
20	17	End of Day Feedback

## Using Role Plays In Training – 15 minutes

### Objective

Participants will be able to identify when the use of role play would be an effective instructional strategy.

### Background and Set Up

Participants learned about the instructional strategy, role play, during the broadcast. Now, they will be asked to think about how they can use them in training they conduct.

### Directions

Time	Task
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02 minutes	Review performance objective.
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05 minutes	Direct participants to think about what they have learned about using role plays in training. Then ask them to complete the following tasks:
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**Using Role Plays in Training . . .**

*How can we use them to help participants reach the performance objective?*

In your table group . . .

1. Identify topics for which you would need to use role play as one of your instructional strategies to help participants reach the performance objective.
2. Jot the list at your table group.
3. Send a scribe to add your group's ideas to the large group chart.
4. You have five minutes to brainstorm your topic ideas!

Ideas from our discussions and other group's discussions that I want to remember . . .

Clarify the task as needed.

## Debriefing

### Activity #10 - Off Air

### Module 5 – The Design of Training

Time	Tasks
05 minutes	Have a spokesperson from each small group share some of their key discussion points.

Ask the following questions:

*What are some pitfalls you might encounter when using role-play?*

#### **Suggested responses:**

- Using role-play too early, before trust and comfort have been established.
- Using while group is in a “storming” stage.
- Inadequate debriefing (that may leave participants wondering about the purpose of the role play).

*How might you minimize these?*

#### **Suggested responses:**

- Use later in the training.
- Clearly define the goal and parameters for the role-play.
- Provide clear instructions.
- Process (debrief) using open-ended questions.

## Summary

Time	Tasks
03 minutes	<i>Role-play is one instructional strategy you can use when conducting training.</i>



## Instructional Strategies and Performance Objectives – 30 minutes

### Objective

Participants will be able to select the appropriate instructional strategy for various training situations.

### Background and Set Up

Participants will read several situations and be asked to identify which instructional strategies they could use to present the information.

### Directions

Time	Task
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02 minutes	Review the performance objective.
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10 minutes	<i>Read each of the performance objectives and determine the instructional strategies you could use to help participants learn the skills they need to reach each objective. (Note: it might take more than one strategy per objective!)</i>
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### Debriefing

Time	Task
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15 minutes	Debrief by having participants share their ideas. Here are suggested responses for each item:
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1. Using the information in the policy manual, participants will be able to complete a Departmental travel reimbursement form completely and accurately.

**Strategy(ies):** Demonstration with case study. A case study would describe a typical travel day, week, month, then ask participant to extract the appropriate information and fill out the form accurately.)

2. In a classroom activity, participants will demonstrate four of the five skills presented in the class that are necessary for effective communication.

**Strategy(ies):** Demonstration, role play.

## Activity #11 - Off Air

## Module 5 – The Design of Training

3. Using the offender's rap sheet and information gathered from the initial interview with the offender, participants would complete a social history form that follows the guidelines reviewed in class.

**Strategy(ies):** Demonstration, case study.

4. Participants will review five office situations and determine if the supervisor in each situation followed Departmental policy for handling sexual harassment.

**Strategy(ies):** Lecture, discussion, case study

5. From memory participants will be able to list all the steps to take, in correct order, to effectively administer CPR.

**Strategy(ies):** Lecture or reading assignment

### Summary

#### Time

03 minutes

#### Tasks

*As you can see, there are usually several strategies you can use to present material. Remember to use a variety of strategies so that you meet the needs of all of your learners.*

## Handling Disruptive Behavior - 20 minutes

### Objective

Participants will be able to describe strategies for handling disruptive behavior in a training environment.

### Background and Set Up

Participants will read background information on handling disruptive behavior. Once they have finished, assign each small group one of the situations below (there are 4). Have them read the situation and discuss a way or ways to handle the disruptive behavior.

Here is the background information.

### Handling Disruptive Behavior

#### INTERVENTION STRATEGIES

Your intervention strategies will depend on the particular disruption that is occurring as well as the amount of flexibility possible in content and schedule.

These interventions are presented in order of the level of energy required and risk taken by the trainer. You'll need to assess the situation and determine which is most appropriate. In some situations you might begin with low-level intervention and escalate as needed. In other situations you might have to jump quickly to a high level intervention.

#### INTERVENTION - AVOIDANCE

*Ignore disruptive behavior and keep on going.*

This is effective when . . .

- Disruption is subtle - brief side conversation or distraction
- Disruption is very short
- Behavior occurs near the end of class
- Strong interest in class by most trainees

## Activity #12 - Off Air

## Module 8 – Group Management

### INTERVENTION - INDIRECT ATTENTION

*Walk close to disruptive person or people.*

Stop talking for a second or two (you are essentially modeling the ground rule that only one person should talk at a time. You stop talking while others in the class are talking.)

.

This is effective when . . .

- There are side conversations
- Participant is reading paper, working on schedule, etc.
- You have an open classroom setting with instructor walking around participants

### INTERVENTION - SUBTLE ATTENTION

- Ask a question
- Take a break
- Go to small group/paired discussion or activity

.

This is effective when . . .

- Side conversation or distracting behavior continues
- There are several participants engaging in the behavior
- Behavior indicates boredom or restlessness
- Instructor has been talking for awhile

### INTERVENTION - ADAPTATION

- Modify schedule
- Modify content

.

This is effective when . . .

- Participant concerns seem legitimate
- Adaptations are realistic
- There is a consensus about the adaptations
- Adaptations do not jeopardize integrity of program

### INTERVENTION – PUSHING BACK OR CONFRONTING

- Directly confront and address individual(s) disruptive behavior in private
- Hear person's concerns and provide options
- Remind individual(s) about ground rules and expectations
- Stick to design *and* to policy

.

This is effective when . . .

- There is intimidation of class by trainee
- Disruptions continue to increase and other interventions have not helped
- There is high need for trainer respect

### Handling Disruptive Behavior

*Discuss a way or ways to handle the disruptive behavior in the situation assigned to your small group.*



### Key Concepts for Handling Disruptive Behavior

- Prevention is best
- Stay on track
- Actively involve all participants in the learning
- Don't embarrass the participants
- Stick to policy

### Directions

Time	Tasks
01 minute	Review the performance objective.

10 minutes	<i>Please read the information on “Handling Disruptive Behavior.”</i>
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Assign groups their situation. Have them select a group spokesperson to share the situation and response.

### Handling Disruptive Behavior

#### Situation 1:

You are leading a group discussion on ways to communicate better in the work place. As you are speaking, you notice that one of your participants is reading a magazine.

#### Situation 2:

You are conducting an all day class on Communicable Disease, a class required of all employees. At the first break, one participant approaches you and tells you that he needs to leave at 1:45 p.m. to get to a 2:00 p.m. dentist appointment. He says that he should be able to be back by around 3:00 p.m.

#### Situation 3:

You are presenting information on an agency policy (dress code, taking leave, training, etc.) One participant speaks up loudly and says, "I don't agree with that policy. Where I used to work we just had to . . . (something that is different from this agency's policy that you are explaining.)"

**Situation 4:**

You are giving the class instructions for a group activity on communication skills. One of the participants says loudly, "I can't believe I even have to attend this training. I've worked here 20 years and nobody has ever listened to a thing I've had to say."

**Debriefing**

**Time**

08 minutes

**Tasks**

Have small groups report out their ideas. Here are some suggested responses. Once a group reports their ideas, ask other groups to give feedback to this group's response and listen to make sure all the suggestions follow the guidelines reviewed.

1. You are leading a group discussion on ways to communicate better in the work place. As you are speaking you notice that one of your participants is reading a magazine.

**Response:** You walk over close to that person and stand near them while you continue to talk; you ask a question and ask the group to discuss possible answers

2. You are conducting a class on Communicable Disease, a class required of all employees. At the first break one participant approaches you and tells you that he needs to leave at 1:45 p.m. to get to a 2:00 p.m. dentist appointment. He says that he should be able to be back by around 3:00 p.m.

**Response:** Let the person know that you understand that this appointment is necessary. Then remind him that the training is mandatory. If he must miss part of the training, he will not receive credit and must be rescheduled to attend the entire class.

3. You are presenting information on an agency policy (dress code, taking leave, training - these are a few examples.) One participant speaks up loudly and says, "I don't agree with that policy. Where I used to work we just had to . . . (something that is different from the policy you are sharing during the training.)"

**Response:** Tell this person that the policy he mentioned probably did work very well in another organization; however, currently the policy in this organization states that . . . and that the training must support this policy. You'd be glad to discuss it with him at break.

An important point to stress with this situation is that the trainer represents management and needs to support departmental policy. The trainer might share with this person and/or to the class this organization's process for suggesting policy change.

4. You are giving the class instructions for a group activity on communication skills. One of the participants says loudly, "I can't believe I even have to attend this training. I've worked here 20 years and nobody has ever listened to a thing I've had to say."

**Response:** (To the entire class) "Why don't we take a five minute break?" (To this participant) "Could I speak with you in private?" When you speak with him, listen to his complaint. Offer suggestions if you can. Let him know, however, that if he returns to class you expect him to participate in all the classroom activities and to follow the ground rules set by the participants at the beginning of the workshop.

## **Summary**

### **Time**

01 minute

### **Tasks**

*One size does not fit all. You need to have an array of strategies in your tool kit and select the appropriate tool depending on the situation.*

## Group Management Summary Activity - 20 minutes

### Objective

Participants will be able analyze group management issues and develop strategies to address them.

### Background and Set Up

This activity will serve as a review of the Group Management module as well as give participants an opportunity to share and network with each other. You will need to distribute envelopes (1 per participant) and a stack of index cards to each table.

### Directions

Time	Tasks
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02 minutes	Review the performance objective.
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02 minutes	<i>Please take an envelope and write your name on the front. Underneath your name, write a question you have about group management (instructions, questions, difficult behavior).</i>
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- After everyone has written their name and question, have each table pass their envelopes to the table next to them, clockwise (make sure each table group gets another group's envelopes).

*Read the questions on each envelope, then work together to come up with as many solutions or answers as you can. Write the group's answers on index cards and place them in the envelope.*

*Each person take an envelope and deliver it to the 'owner.' Now we will go around the room and have each of you read your question or concern and one answer or response from your envelope.*



## Preparation Time - Team Delivery Feedback on Videotaped Presentations – 60 minutes

### Objective

Using a prepared lesson plan, participants will be able to deliver a lesson plan with a team of co-trainers, following the guidelines that have been presented.

### Background/Set-up

Participants will continue to prepare for their team delivery of the lesson plan. During the preparation time participants will be called out to individually review their 5-minute videotaped presentation and receive feedback from an on-site facilitator.

### Directions

Time	Tasks
02 minutes	Review the objective of the activity.
05 minutes	<ul style="list-style-type: none"><li><i>This is your planning time for your Final Day Team Delivery. Today you should be working on team preparation and practice. Plan how you will co-train.</i></li><li><i>During your planning time we will call you out individually to view your five-minute videotaped presentation. Make sure you bring your Videotaped Feedback Guide and your Presentation Skills – Action Steps.</i></li></ul>

## Activity #14 - Off Air

## One-hour Team Delivery

Participants work with teams.

53 minutes

**Facilitators provide individual feedback to participants.**

Use the following process:

View the video with the participant. As you view the video, use the handout entitled “*Trainer Evaluation Form - Five-Minute Presentation*” to make notes.

### *Trainer Evaluation Form Five-Minute Presentation*

**Date:**

**Topic:**

**Trainer:**

**Reviewer:**

#### *Presentation Skills -*

Note participant’s application of skills as it relates to the noted area.

<i>Eye Contact &amp; Facial Expression:</i>	<i>Movement</i>
<i>Body Language:</i>	<i>Voice Control:</i>

**Raters Notes:**

## Activity #14 - Off Air

## One-hour Team Delivery

- Refer the participant to their Feedback sheet. Ask the first question, *What do you think you did well?* If they begin to talk about negatives, repeat the question, trying to get him or her to focus on the positive aspects first. Then ask the remaining questions.

After your presentation and during your feedback session, consider . . .

1. What do you think you did well? How did your video tape confirm or refute this?
2. What surprised you about your presentation? What did you discover about this when you saw your videotape?
3. What would you like to have done differently? Why? What did your video tape tell you about this?

- Next, ask what he or she could have done better.
- Then provide your comments, first the things that went well and then areas for improvement.
- Suggest that the participant complete his or her “Presentation Skills – Action Steps” before they rejoin their presentation team.

### **Presentation Skills - Action Steps**

1. Describe your thoughts about your 5 minute video-taped presentation. What specific behaviors did you learn this week that you practiced? If you did not use any new skills, what kept you from doing so?
2. What feedback did you get on your presentation skills from your instructor/coach?
3. What did you learn about your presentation skills?
4. What would you do again?
5. What would you change or modify about the way you presented?
6. Based on this experience and feedback, what will you do differently in your team presentation? How will you make that happen? What help will you need from the on-site facilitators or your teammates?



## Learning Journal - 30 minutes

### Purpose

In this activity participants will begin processing information learned during Day 3 of the training by writing in an individual reflection journal and then discussing their thoughts with a group or a learning partner.

### Background/Set up

Participants will adapt information and tools for use in their jobs and organizations, thereby bridging the gap between the Satellite/Internet Broadcast and local, real-world issues.

### Directions

Time	Tasks
02 minutes	Review the objective of the activity.
03 minutes	Tell participants they will have 15 minutes to write answers to the questions posed in the today's learning journal.
15 minutes	Have participants begin writing in their journals.

#### Day 3

##### ITIP Lesson Design Format and the Learning Cycle

1. How will I use the ITIP Lesson Design Format to move trainees through the entire learning cycle?

##### Role Play and Learning

2. What can I do to help all styles learn from the role play?

##### Case Study and Learning

3. What can I do to help all styles learn from the case study?

##### Evaluation and Learning

4. How will I gather evaluation information I can use to improve my training?
5. What will I do with it once I get it?



**Module 7 – Using Training Aids**

6. How can I use training aids to increase participant learning?

**Module 8 – Group Management Skills**

**Responding to Questions**

Describe a situation where participants have asked a question that you found difficult to handle.

- How did you feel?
  - What did you do?
7. Work with a partner to develop an effective response to your situation. Use the guidelines for responding to questions that we reviewed.
8. Share your plan with a partner. Ask them for feedback on your plans. What else may you need to consider?

**Debrief**

**Time**

09 minutes

**Tasks**

*Share your plan with a partner. Ask them for feedback on your plans. What else may you need to consider?*

**Summary**

**Time**

01 minute

**Tasks**

*Individual writing in the journal is one way to clarify your thoughts prior to participating in a large group discussion. Continue to raise critical issues and challenges in your writing so that you may problem solve with your peers.*

## **Jeopardy Quiz– 10 minutes**

### **Objective**

Participants will be able to analyze key points about today's modules.

### **Background/Set-up**

Participants will review material presented that day and develop questions that can be called in at the beginning of Day 4 of the Broadcast.

You need to give the answer in the form of a question. For example, if the clue is "Method to learn participant names," the team would need to ask, "What is an Icebreaker?"

### **Directions**

<b>Time</b>	<b>Tasks</b>
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01 minute	Review the objective of the activity.
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05 minutes	<i>Day 4 of the Broadcast will begin with a Jeopardy Quiz. We need to contribute by writing some clues and answers (in the form of a question). I am going to assign each table group a category. I want you to write four questions (and the answers) for that category. Remember on Jeopardy the questions in a category get progressively harder. So start with a \$100 question and work your way up. I will need five clues with answers (in the form of a question) from each table. The monetary increments will be: \$100, \$200, \$300, \$400 and \$1,000.</i>
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Provide each table with one of these categories: Case study, training evaluation, handling disruptive behavior, role plays, etc.

04 minutes	Collect questions (and answers) and e-mail or FAX them to the studio.
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**Activity - Off Air**  
**Optional Activity**

**Module 7 – Training Aids**

**Practice Using Audio Visual Equipment - 30 minutes**

**Objective**

Participants will be able to use audiovisual equipment according to guidelines presented.

**Background and Set Up**

Have the participants use the breakout rooms to practice with equipment. At a minimum they should practice with the chart stand and overhead projector.

**Directions**

<b>Time</b>	<b>Task</b>
02 minutes	Review the performance objective.
20 minutes	<i>During the next 20 minutes, go to each piece of equipment and practice using the techniques you have learned.</i>

**Debriefing**

<b>Time</b>	<b>Task</b>
05 minutes	<i>What did you discover during your practice session?</i>

**Summary**

<b>Time</b>	<b>Task</b>
03 minutes	<i>Remember that equipment varies, even something as simple as a chart stand. Arrive early at the training site and practice with the equipment you have available.</i>

## End of Day Feedback – 20 minutes

**Purpose**

To provide an opportunity for participants to give feedback on the content and process of today's training.

**Background/Set-up**

Tell participants it is time to provide you with some feedback about how the day went for them.

**Directions****Time**

02 minutes

**Tasks**

Review the purpose of the activity.

02 minutes

- *It is time to work with your Home Team to do an end of the day feedback session. We (the on-site facilitators) will leave the room and your team members will share thoughts and feelings about the day - what went well, what you'd like to be different, what information is unclear, etc. You will record these comments on the easel chart under the columns "wishes" and "pluses."*
- *The "wishes" are those things you wish we had done differently, that we didn't do at all, or that you hope we don't do again!*
- *The "pluses" are those things you thought went particularly well, that helped you learn, helped you feel comfortable, and helped you enjoy the workshop. These are things you hope we'll do more of.*
- *When your team is finished with the list you will select a spokesperson that will meet with the on-site facilitators - everyone else will go.*
- *Your spokesperson will share the list with the on-site facilitators, clarifying where necessary. We will post the lists so all can review the next day.*



## Activity #17 - Off Air

## Feedback

- *Remember, we want to hear your feedback. Whenever possible we'd like to be flexible to accommodate your "wishes." If some material isn't clear, we want to review and practice with you before adding any more material.*
- *Be specific with your feedback . . . and have fun!*

05 minutes      Leave the room to allow the teams to prepare their feedback.

### Debriefing

#### Tasks

05 minutes      Have each Home Team representative report his or her group comments. Listen and take notes. Do not comment on their feedback at this time.

### Summary

#### Tasks

01 minute      Thank them for their feedback.

05 minutes      Discuss the feedback with your other site facilitators. Plan how you will summarize the feedback for comments in the morning. Try to make adjustments wherever possible.