

# Day 2- Daily Activities at a Glance

## Off Air - 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 - During the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	4	Trainer Communication Skills
30	5	Stages of Group Development
30	6	Performance Objectives – Are They Complete?
10	7	Demonstrations

# Day 2- Daily Activities at a Glance

## After the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
60	8	Video-taped Presentation
15	9	Using Transitions
25	10	Stages of Group Development
60	11	Preparation for Team Delivery
60	12	Trainer Preparation
30	13	Learning Journal
10	14	Create Questions for Jeopardy Quiz
20	15	End of Day Feedback

## **Day 2**

### ***Performance Objectives***



#### **Module 4 – Training Delivery**

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

- Make an effective presentation following the guidelines reviewed in class

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

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

- Describe how the ITIP lesson plan format relates to the learning cycle and learning styles
- Explain the four types of sequencing of the learning
- Recognize the four stages of group development and how they impact training
- Determine the purpose of performance objectives and how they relate to the selection of instructional strategies
- Lead active learning strategies: role play, case study and demonstrations
- Develop a transition statement

#### **Module 6 – Training Preparation**

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

- Prepare a trainer's toolkit
- Take the necessary steps to prepare for a successful, learner-centered training program
- Describe the best action to take to prevent and solve ten common classroom crisis situations

# 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 1 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” reported by the Home Teams. 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**

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

**Debrief**

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

**Summary**

<b>Time</b>	<b>Tasks</b>
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**

<b>Time</b>	<b>Tasks</b>
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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**

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

<b>Time</b>	<b>Tasks</b>
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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	Trainer Communication Skills
30	5	Stages of Group Development
30	6	Performance Objectives – Are They Complete?
10	7	Demonstrations



## Trainer Communication Skills – 10 minutes

### Objective

Participants will be able to describe the communication skills a trainer needs to effectively present a lesson plan.

### Background/Set-up

The NIC Staff will lead the participants through a visualization exercise, debrief the visualization activity and then ask participants to answer the questions in their workbook about Trainer Communication Skills.



### Directions

#### Time

05 minutes

#### Tasks

Direct participants to take 3 minutes to complete the following questions (in their workbook) in their small table groups.

#### Trainer Communication Skills

- What outcomes does a trainer expect as a result of an effective training presentation?
- What specific communication skills does a trainer need to use in order to facilitate these outcomes?
- What steps does a trainer need to take in order to prepare to use these communication skills?

Clarify the task as needed.

05 minutes

Have participants share some responses.

## The ITIP Lesson Design Format

### Objective

Participants will be able to describe how the Instructional Theory into Practice (ITIP) lesson plan format relates to the learning cycle and learning styles.

### Background/Set-up

The NIC Staff will discuss the purpose and parts of a lesson plan, comparing and contrasting the traditional training design with the ITIP model. They will introduce the 5 parts of the ITIP format and describe how each part fits in the learning cycle. The participants have the following note-taking guide in their workbooks.

<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li><i>The purpose of a lesson plan is _____.</i></li> <li><i>A lesson plan cover sheet should include: _____.</i></li> </ul>
<b>ITIP and the Learning Cycle</b>

#### Anticipatory Set

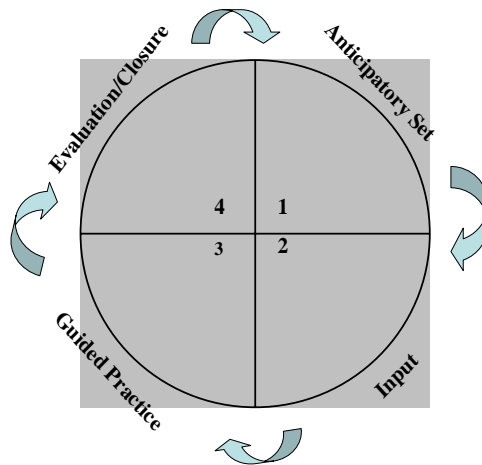
- Answers the “Why”
- Establishes learner readiness
- Links old to new
- Sets expectations

#### Instructional Input

- Provides the information to answer “What”
- Key content for needed knowledge, skills and values
- Check for understanding

#### Guided Practice

- Provides the opportunity to discover “How” through practice with a trainer “safety net”
- Opportunity for participants to personalize use, begin to make it their own
- Check for understanding



<p><b><i>Independent Practice</i></b></p> <ul style="list-style-type: none"> <li>• Vulnerable learning</li> <li>• No safety net</li> <li>• Usually occurs after training</li> <li>• Shared commitment</li> </ul>	<p><b><i>Evaluation and Closure</i></b></p> <ul style="list-style-type: none"> <li>• Uses a variety of techniques including: <ul style="list-style-type: none"> <li>• Written tests, questions, proficiency tests, role-play, observation, etc.</li> </ul> </li> <li>• Determines if objectives were met</li> <li>• Provides feedback for changes in design</li> <li>• Assesses the transfer of learning</li> <li>• Reiterates key concepts</li> <li>• Ties into future learning</li> </ul>
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<p style="text-align: center;"><b>Five Stages of an ITIP Lesson Plan</b></p> <p>1. <b>Anticipatory Set</b></p> <p>_____</p> <p>_____</p> <p>2. <b>Instructional Input</b></p> <p>_____</p> <p>_____</p> <p>3. <b>Guided Practice</b></p> <p>_____</p> <p>_____</p> <p>4. <b>Independent Practice</b></p> <p>_____</p> <p>_____</p> <p>5. <b>Closure and Evaluation</b></p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Source: Hunter, M. (1980). <u>Teach More Faster</u>. El Segundo, CA: TIP Publications.</p>
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## **Sequence**

### **Objective**

Participants will be able to determine how to logically sequence training material.

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

The NIC Staff will describe different types of sequencing.



- *Chronological*
- *Simple to complex*
- *General to specific*
- *Orderly steps*

## Using Transitions



### Objective

Participants will be able to write transition statements using the guidelines presented.

### Background/Set-up

The NIC Staff will define a transition, describe how to use one and have participants practice writing one.

Participants will have the following information in their workbook.

### Using Transitions

A transition is a statement, question, or short activity that helps participants make connections between concepts and ideas that make up the body of your content. Here is an example:

*“We have just taken a look at the needs of adult learners as well as our individual learning styles. Now it’s time to talk about how we make this happen. One way is by being deliberate in your training design. We will spend time analyzing the elements of the design to include . . .”*

#### Develop a Metaphor

- Transitions are like the stitches in a garment because \_\_\_\_\_
- Transitions are like \_\_\_\_\_ because \_\_\_\_\_.

#### Write a Transition

You are teaching a class on interviewing skills. The first module is on preparing for the interview: determining the skills and knowledge needed and reviewing the applications. Your next module is on planning the interview - writing the questions you will ask. Write a transition statement you would use to link or connect from the first module to the second.

## **Stages of Group Development – 30 minutes**

### **Objective**

Participants will be able to recognize the five stages of group development and how they impact training.

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

The NIC Staff will show five vignettes, each one depicting a stage of group development (Forming, Storming, Norming, Performing and Adjourning).

### **Directions**

<b>Time</b>	<b>Tasks</b>
05 minutes for each vignette.	After each vignette (which depicts one stage of group development) NIC faculty will ask participants to identify the behaviors exhibited by group members and the facilitator.  Clarify the task as needed.
01 minute per vignette	Have participants share some responses.

## Activity #6 - On Air Reference Material

## Module 5 - The Design Of Training

### Teaching to the Performance Objective

A **performance objective** describes what the participant behavior will be as a result of the training. A complete performance objective has three parts, *condition*, *action phrase* and *criteria*. It is also *clear*, *concise*, *measurable* and *realistic*.

#### Condition

The *condition* describes the environment under which the work is to be performed; the equipment used; the information needed to carry out the task.

#### Examples:

Given a list of terms  
Using an IBM computer  
Using the policy manual

While on the firing range  
From memory  
In a role play simulation

#### Action Phrase

The *action phrase* contains an action verb and describes the observable behavior. It is what you want your participants to be able to do as a result of the training.

#### Examples:

Conduct the class  
Deliver the training  
Draw the picture  
Write the letter

Develop the curriculum  
Design the program  
Build the house

#### Criteria

The *criteria* tell how well, how quickly or how many they will have to perform.

#### Examples:

With no errors  
Completely  
Achieving a score of 75%

According to the guidelines  
According to policy  
Within one hour

Mager, Robert F. *Preparing Instructional Objectives*. 2nd Ed. Belmont, CA: Lake Publishing Company, 1984.

## **Performance Objectives – 30 minutes**

### **Objective**

Participants will be able to identify performance objectives that meet the guidelines presented in the training.

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

The NIC Staff will review the guidelines for complete and effective objectives. NIC staff will show a performance objective and then have participants at each site discuss whether or not it is complete and if not, what is missing. There will be 5 examples that will be presented one at a time. After each example, you will rejoin the broadcast to hear the NIC staff person conduct a debriefing.

### **Directions**

#### **Time**

06 minutes  
per example

#### **Tasks**

Have participants discuss each performance objective in their small table groups. They are to determine if each one has all three parts and if each follows the guidelines that have been presented. If the objective doesn't meet the criteria, describe what is missing. They can also use the page entitled, "Teaching to the Performance Objective" as a resource to help them complete the activity.

The following examples will be presented one at a time:

1. Using the policy manual, complete the travel reimbursement form completely and accurately.
2. List the three parts of a performance objective.
3. Given the Department's orientation booklet, understand the history of the criminal justice system.
4. Given a lesson plan and all the equipment and supplies listed, lead a group of participants through the learning module so that they all reach the stated performance objective.
5. Learn the importance of learner-centered instruction.




## **Bloom's Taxonomy of Performance Objectives**

### **Objective**

Participants will be able to determine the purpose of performance objectives and how they relate to the selection of instructional strategies

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

The NIC Staff will review the different levels of performance objectives.

<b>Transfer of Learning</b>	<b>Level of Bloom's</b>
<b>Highest</b>  <b>Lowest</b>	<b>Evaluation</b>  <b>Synthesis</b>  <b>Analysis</b>  <b>Application</b>  <b>Comprehension</b>  <b>Knowledge</b>

**Objective**

Participants will be able to determine the purpose of performance objectives and how they relate to the selection of instructional strategies

**Background/Set-up**

The NIC Staff will review pairs of performance objectives and ask participants which would be preferable. Participants will have the following guide in their workbooks.

***Which Do We Want?***

*The following performance objectives have the three parts (Condition, Action Phrase and Criteria). They are also **clear, concise, measurable** and **realistic**. But look at each pair.... which performance objective best depicts a behavior that would be more useful or realistic once the participant is back on the job?*

**Example #1**

Using the information provided, correctly list the stages in conducting an effective interview.

**Or**

In a role play setting, follow the guidelines given to conduct an interview that is legally defensible and that is likely to predict success on the job.

**Example #2**

Using the information in your manual, define the phrase “learner-centered instruction” as described in class.

**Or**

Following the guidelines presented in class, use learner-centered instruction to guide participants through a lesson to reach the stated performance objectives.

**Example #3**

Using the guidelines, list the steps to safely evacuate a building in the event of a fire.

**Or**

In a fire drill, safely evacuate the building within 5 minutes of the alarm.

## Guidelines For Effective Lectures

### Objective

Participants will be able to describe the guidelines for effective lectures.

### Background/Set-up

The NIC Staff will review the guidelines for giving effective lectures. They will have the following guide in their workbook.

### Guidelines

- Keep the lecture short
- Vary voice tone and speed
- Use gestures and move about
- Use visual aids to illustrate points and/or highlight key points
- Avoid use of a lectern or podium
- Engage participants
- Ask for questions and concerns prior to the lecture
- Provide questions for group discussion
- Provide a note-taking guide
- Ask volunteers to share related experiences
- Have pairs or small groups react, problem-solve, form questions, and apply learning to job situations



1. When is the lecture method an appropriate instructional strategy?
2. What do you need to do to ensure the most effective lecture?
3. How will you know if your lecture 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 lecture “fit” on the learning cycle?
7. How far on Bloom’s Taxonomy can you get participants using the lecture method?

## Demonstrations – 10 minutes

### Objective

Participants will be able to describe the guidelines for effective demonstrations.

### Background/Set-up

The NIC Staff will show the “wrong way” to do a demonstration. Then they will review the guidelines for giving an effective demonstration.

### Guidelines

#### *For all demonstrations:*

- State performance objective
- Show finished product
- Describe steps
- Walk participants through steps
- Supervised practice
- Work on one skill or step at a time

#### *For a difficult or complicated skill:*

- Teach one step at a time
- Participants practice step until proficient
- Add another step
- Participants practice new step alone; then have put steps together
- Continue until process is complete

### Directions

### Time

06 minutes

### Tasks

#### **Demonstrations**

1. When is demonstration an appropriate instructional strategy?
2. What do you need to do to ensure the most effective demonstration?
3. How will you know if your demonstration 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 demonstration “fit” on the learning cycle?
7. How far on Bloom’s Taxonomy can you get participants using the demonstration method?

04 minutes

Direct participants to think about what they just observed and then take 3 minutes to complete the following questions (in their workbook) in their small table groups.

Clarify the task as needed.

Have participants share some responses.

## **Trainer Preparation**

### **Objective**

After completing a self-instructional module participants will be able to:

- Prepare a trainer's toolkit
- Take the necessary steps to prepare for a successful, learner-centered training program
- Describe the best action to take to prevent and solve ten common classroom crisis situations

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

The NIC Staff will review the importance of being prepared. They will provide information about completing the self paced module on trainer preparation during the off air activity time.

## Off Air Activities

### After the Broadcast



<b><u>Time</u></b> (In minutes)	<b><u>Activity #</u></b>	<b><u>Activity Title</u></b>
60	8	Video-taped Presentation
15	9	Using Transitions
25	10	Stages of Group Development
60	11	Preparation for One Hour Team Delivery
60	12	Trainer Preparation
30	13	Learning Journal
10	14	Create Questions for Jeopardy Quiz
20	15	End of Day Feedback

## **Five Minute Video Taped Presentation – 45 to 60 minutes**

### **Objective**

Participants will practice using effective delivery skills and receive feedback on strengths and coaching in areas that need improvement.

### **For Five Minute Video-taped Presentation**

One room for every 6 to 8 participants

In each room:

- VCR
- Television monitor
- Video camera with tripod
- Blank video tapes – one for each room or VCR
- Table(s) and chairs for all participants and a facilitator
- Easel stand and newsprint
- Extension cord

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

- You will need one breakout room for each six to eight participants with one site facilitator and camera (on a tripod) in each room (and one-third of the participants.)
- Each breakout room will need someone to run the video camera. Make sure you are familiar with and have practiced with the equipment prior to the activity.
- Each participant will have 5 minutes to give his or her presentation with no feedback afterwards.
- The only audiovisual equipment they can use is the easel and chart stand (the goal here is on their presentation skills, not how well they use audiovisual equipment.)
- As you videotape, focus on the participant giving the presentation (keep the camera on them). The object is to capture their verbal and non-verbal skills.
- The time for this activity will vary depending on the number of participants.
- The participants will have 20 minutes to prepare. Each videotaping session will require about 7 minutes. With the minimum of 6 participants, (using two rooms for taping), the activity will require about 45 minutes. With the maximum of 24 participants (8 participants in three rooms), the activity will require about 60 minutes.

## Activity # 8 - Off Air

## *Video Taped Demonstration*

- The topics are information that has already been covered during the training. Print the topics (listed below) on index cards. Include the break out room that they will be in for their presentation. The rest of the group assigned to that breakout room would be their audience. Don't assign a topic more than once to each breakout room.
- To prepare for the presentation, the participants will review the related information in their participant guide; create key points and practice, practice.

Finally you will debrief the 5-minute presentations. The debriefing will occur the next day during the preparation time for the one hour team delivery. As the feedback form indicates, look for appropriate facial expressions, body language and movement, etc.

### **Topics for 5 minute Video-taped Presentation**

1. Parts of Learner Centered Lesson Plan
2. Stages of Group Development and their relationship to training
3. Using Icebreakers in training
4. Using Energizers in training
5. Managing your nervousness when you are training
6. Addressing and accommodating the needs of adult learners in the learning environment
7. Liability issues in training
8. The role of the trainer in training
9. Using lessons plans (reason, guidelines, stages)



## Activity # 8 - Off Air

## Video Taped Demonstration

### Directions

Time	Tasks
02 minutes	Review the objective of the activity.
20 minutes for participant preparation	<p>In this activity you <i>will have 20 minutes to work on preparing for your 5-minute presentation. Before you get started, let's review the instructions in your workbook.</i></p> <ul style="list-style-type: none"><li>• You will prepare a presentation using an assigned topic and following the guidelines presented in the training.</li></ul>
7 minutes per participant for the videotaping	<ul style="list-style-type: none"><li>• You will have <b>20 minutes class time</b> to prepare for a <b>5 minute presentation</b>. Your “audience” will be a portion of the participants in this class and one of the on-site facilitators. You should pretend that they are a group of new trainers who have not heard this information before.</li><li>• Write down the key ideas about this information that you would like to present to a group of new trainees.</li><li>• As you explore ideas about what to say, make yourself some notes, either on the note cards available, or on a note pad. (Remember that you may <i>use</i> your notes but you may not <i>read</i> your notes.)</li><li>• Make a prepared chart to highlight key points of your presentation.</li><li>• Think about the tips for effective presentations and focus on those you specifically want to practice.</li><li>• We will videotape your presentation (you will be asked to stop at the end of 5 minutes); you will view your tape later in the week with one on-site facilitator, privately. You will give feedback first, based on what you observe, and then the on-site facilitator will give you feedback.</li></ul>

## Activity # 8 - Off Air

## Video Taped Demonstration

*Look over the preparation sheet. Take a few minutes to respond to the first three questions. Remember that the purpose of this presentation is for you to PRACTICE what you've learned about effective delivery. You will answer the other three questions during your feedback session.*

### Video-taped Presentation Feedback Guide

Here is a guide for you to review and use in order to make the best use of your five minute video-taped presentation and feedback session:

Before you make your presentation, consider. . .

1. Presentations you have made before - what did you do well? How do you know?
  2. What do you need to work on or do differently? How do you know?
  3. What do you hope to practice during your 5 minute video-taped presentation (how will you apply something you have learned this week)?
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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 video tape?
3. What would you like to have done differently? Why? What did your video tape tell you about this?

## Using Transitions – 15 minutes

**Objective**

Participants will be able to write transition statements using the guidelines presented.

**Background/Set-up**

Transitions are used to help participants make connections. When trainers conduct training it is important to help participants make those connections by using transitions. These are sometimes called “mini-connectors.”

Remind participants that earlier today they learned about the need for using transitions to help participants make connections. Now they will have an opportunity to practice writing transitions.

**Directions****Time****Tasks**

01 minutes

Review the objective of the activity.

05 minutes

Have small groups work together to develop transition statements for the following:

**Writing Transitions**

1. You are teaching a course on Front Line Supervisory Skills. Write a transition statement that connects the key points from a topic on effective listening skills to that of appropriate methods of conducting performance appraisals.
2. In providing instructions for new juvenile correction officers, you have taught them about the agency's mission and organizational structure, your next topic is about their roles. Write a transition statement that prepares them to see the critical connection between the their roles and the organizations structure.
3. You are teaching probation and parole officers about the value of information gathering in the probationers / parolees home environment. Your next topic is about their personal safety in conducting field visits. Write a transition statement that bridges the two topics.

## Activity # 9 - Off Air

## Module 5- Training Design

### Debrief

Time	Tasks
06 minutes	Have groups report out.

Here are some suggested responses. (The goal is to make sure that the transition statement acts as a bridge, summarizing what was just learned and connecting it to the new learning topic.)

1. **Suggested response for #1:** Now that we have learned and practiced some of the key elements of effective listening, we are going to build on that by learning how to put those skills into practice when conducting performance appraisals.
2. **Suggested response for #2:** Studying the organizational structure of the department has shown us that the mission is carried out by groups of people working on various facets of that mission, but ultimately working together as a team to fulfill that mission. Now let's look at your role in the organization and how that role fits into the overall mission of the department.
3. **Suggested response for #3:** Although we have just learned how important it is to gather information about your clients through home visits and interviews, we know that the home environment presents some safety hazards that are different from those present in other locations. Now we will take a close look at ways that you can keep yourself and others safe in whatever environment you enter into in order to accomplish your duties effectively.

### Summary

Time	Tasks
01 minute	<i>Why are transition statements important?</i>

#### **Suggested responses:**

They bridge one section to another. They help participants make connections.

## Stages of Group Development – 25 minutes

### Objective

Participants will be able to describe the most effective facilitative behaviors to use during the different stages of group development.

### Background/Set-up

Hand out the written scripts from today's vignettes on the Stages of Group Development. Participants will use these to complete the questions in this activity. You will assign one stage of group development to each small group.

### Directions

Time	Tasks
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01 minutes	Review the objective of the activity.
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10 minutes	Direct the participants to think about the “Stages of Group Development” vignettes they watched earlier. Provide them with the handout that summarizes the vignettes. They can refer to it during this activity. Remind them that during the on air activity they identified the characteristics of each stage as presented in the vignettes and the associated facilitator behaviors. Assign each group one stage and tell them:
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*During this off air activity the task is to reexamine the facilitation behaviors used at each stage and describe how they could be improved.*

*For example, in the first vignette (depicts the Forming stage), how could the group leader have planned in advance to better handle the group dynamics that occurred in that stage? What activities or interventions could have made it easier for the group members?*

## Activity # 10 - Off Air

## Module 5- Training Design

### Debrief

Time	Tasks
15 minutes	Have each group report out on the stage assigned to them.

### Suggested responses

Here are some suggested facilitator behaviors for each stage.

#### Forming

In this stage, the facilitator should anticipate the issues and questions of the group and prepare for them in advance. Strategies they could use include:

- Arrange the room in advance in the best seating arrangement for this particular lesson or training session.
- Pre-arrange trainees in groups, so that trainees would be seated with people they don't already know. This will promote forming relationships with everyone in the group.
- Names tags or table name tents would help trainees to learn each others names.
- An icebreaker activity would also be helpful in learning names and increasing the comfort level of trainees.
- A handout with a schedule and other logistical information would be useful.
- At this stage anything that the instructor/facilitator can do that helps the group determine why they are there, what they are expected to do and who the other participants are will help to meet the group's needs at this point.

#### Storming

Helpful facilitator behaviors at this stage include:

- Assigning roles to group members.
- Being extremely clear about the expectations for the group and letting trainees know what the "boundaries" are. For example, the group will be able to choose discussion topics from a list provided, but will not be able to bring in whatever topics they wish, they are limited to those provided.
- In this stage it is important for the instructor/facilitator to be perceived as neutral and willing to arbitrate and negotiate any controversies that arise. It should be made clear that individual opinions are valued and contributions expected, but that disruption of the group is not acceptable behavior.
- Moving ahead to formation of ground rules and clarifying roles in the group will help to shorten this stage.

**Norming**

Helpful facilitator behaviors at this stage include:

- Setting ground rules. The instructor/facilitator should make sure that all group members get a chance to give input on ground rules so that all of the group members will “buy-in” to the rules and develop a sense of ownership for the rules. Another way to approach this is to ask the group for expectations they have for the training, list those expectations and then ask the group for any behaviors that will be needed in order to reach those expectations.
- It is important at this stage to make sure that “unspoken” dysfunctional norms are not developed. For instance, if everyone starts returning late from breaks and the behavior is not addressed, it will become part of the group norms. Behavior that violates the ground rules should be addressed early to avoid this phenomenon.
- Behavior should be addressed consistently with adult learning principles.

**Performing**

Although the group is performing and doing well, that does not mean that the instructor/facilitator can just step back and relax. Helpful facilitator behaviors at this stage include:

- Providing feedback. Trainees need to receive feedback and special recognition for good work individually and as a group.
- Point out to the group what they are doing right and what you want to make sure they continue to do.
- Help the group to reflect on what is working and how to maintain a high level of performance.

**Adjourning**

Helpful facilitator behaviors at this stage include:

- Acknowledgement that the group may have mixed feelings about coming to the end of their time together. Although they are probably relieved and feeling a sense of accomplishment at finishing the course, they may also have ambivalent feelings about leaving the group that they have become accustomed to working with. Some group members will miss the support and camaraderie of the group.
- It is helpful to provide the group with contact information for future networking and to structure a closure activity that legitimizes the expression of feelings about the group experience ending, both positive and negative.
- A celebration of the group's achievements is usually welcomed by the participants and may include awarding certificates, taking photographs and/or providing summary comments to the group as a whole.

**Summary****Time      Tasks**

04 minutes      Ask the following questions:

- *What might cause a group in the performing stage to revert to storming?*

**Suggested responses:** Forming new small groups, giving the group a task to complete.

- *What might a trainer do to get the group back on track?*

**Suggested responses:** There might not be a need to intervene; the group may get themselves back on track. If they seem stuck, the trainer might need to clarify the task, suggest they assign roles within the group, or revisit ground rules.

*We have explored the stages a group goes through and how to manage those stages so that the desired learning takes place. Now you will have some time to begin “performing” in your own small groups by working on your team presentations.*



## Preparation Time – Team Delivery

### 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

This information will provide the participants with the information they need to begin to plan and prepare for their final team delivery.

#### 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 Team Delivery.</i></li><li><i>Today you should: Begin to prepare individually and as a team by reading your team's entire lesson plan and studying your individual part. Also, this is the time to ask questions if you need clarification.</i></li></ul>
53 minutes	Participants work with teams.

## Trainer Preparation – Self-Paced Workbook

### 60 minutes

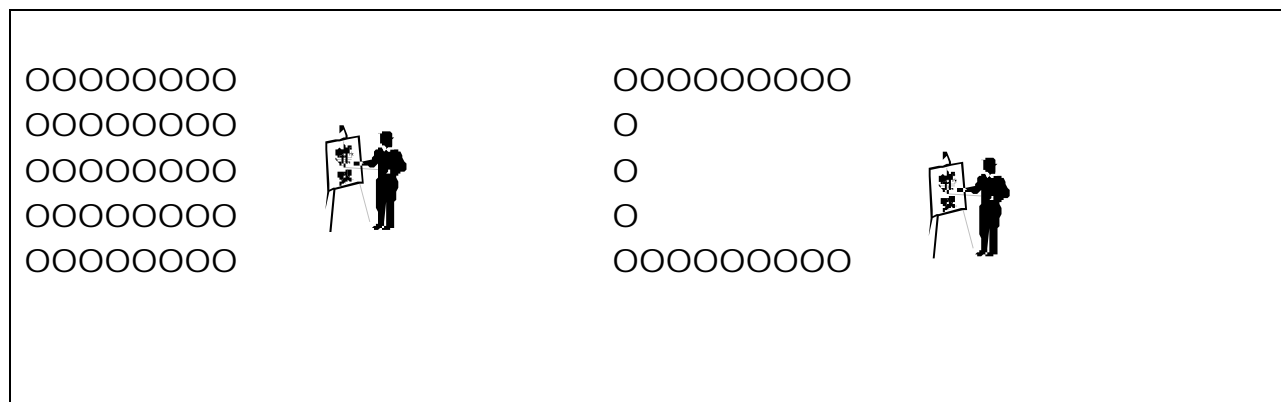
#### Objectives

After completing this self-instructional module participants will be able to:

- prepare a trainer's toolkit
- take the necessary steps to prepare for a successful, learner-centered training program
- describe the best action to take to prevent and solve ten common classroom crisis situations

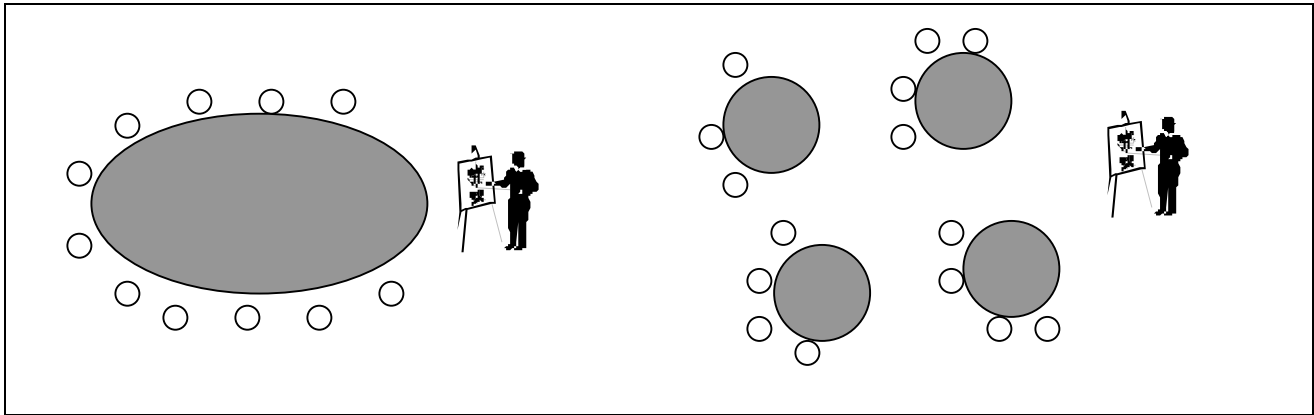
#### Background and Set Up

In this module, participants will individually complete workbook pages. The amount of time needed for participants to complete this module will vary but will likely take 45 – 60 minutes. You will need to make chart pages that depict the various types of class room set-up that participants are asked to draw. Here is what they should look like:



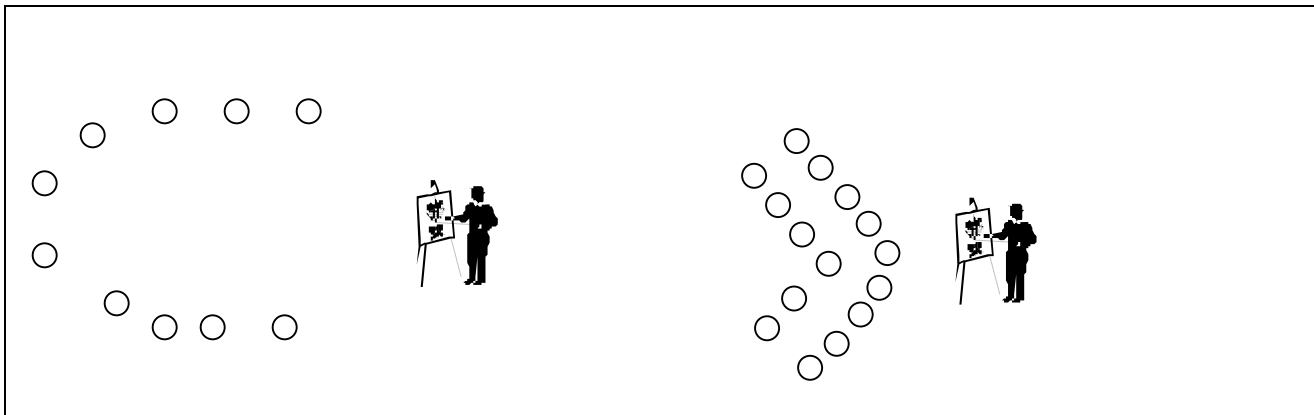
**Theater or Row Style**

**Semi-circle, Horseshoe or U-shaped**



**Large Conference Table**

**Round**



**Horseshoe or Semi-circle**

**Chevron**

## Activity #12 - Off Air

## Module 6 – Trainer Preparation

### Directions

Time	Task
02 minutes	Review the performance objective.
45 minutes	Have participants complete the self-instructional section on “Trainer Preparation.”

### Debrief

Time	Task
10 minutes	<p>Debrief by asking these questions.</p> <ol style="list-style-type: none"><li><i>What did you discover about classroom set-up?</i> <b>Suggested responses:</b> That I need to consider the number of participants, the skills to be learned, and the availability; that I am responsible.</li><li><i>What is the best classroom set-up for learner-centered training? Why?</i> <b>Suggested responses:</b> Round tables or chevron. These allow people to work in small groups, help participants make eye contact with each other, take the focus off the trainer.</li><li><i>What is the importance of a trainer toolkit?</i> <b>Suggested responses:</b> A trainer toolkit can help the trainer be prepared for small emergencies to keep them from becoming crises.</li><li><i>What other items would you add to our list? (Varied responses)</i></li></ol>

## Activity #12 - Off Air

## Module 6 – Trainer Preparation

5. *What are some key pointers for trainer preparation?*

**Suggested responses:** Preparation should begin as soon as the class is scheduled; advance preparation prevents numerous crises; advanced preparation will help trainer stay calm; setting up the class the day before is important; it is critical for the trainer to arrive early on the day of the training

6. *What questions or comments do you have about the suggested responses for the “What if!” scenarios in this section?*

Responses will vary.

7. *What other crises have you experienced, witnessed, or can you imagine occurring?*

Responses will vary.

8. *What can you do to prevent or handle them?*

Get participants to use their manual to respond to each question.

### Summary

#### Time

05 minutes

#### Task

*Even when you have everything set up and planned you may still encounter disruptive behavior from one or more participants. Tomorrow you will receive additional information on strategies for managing disruptive behavior.*



## Learning Journal - 30 minutes

### Purpose

In this activity participants will begin processing information learned during Day 2 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

02 minutes

#### Tasks

Review the purpose 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 2

#### Module 3 – The Context of the Learner

#### Learning Styles

1. What learning style do you think has been most highly valued in the traditional school setting?
2. Why do you think that is so?
3. In the general population the four learning styles are fairly evenly distributed. What are the implications of this for you as an instructor as you work with your participants?

#### My Learning Style and How I Teach

4. My learning style is \_\_\_\_\_ and I prefer to teach by \_\_\_\_\_.
5. This sometimes (or would possibly) limits my ability to reach all four styles by \_\_\_\_\_.
6. I could reach all four styles better if I would \_\_\_\_\_.
7. In my part of the final team presentation I will work to \_\_\_\_\_.

**Module 4 - Training Delivery****Handling Nervousness**

8. What makes you nervous when you are presenting?
9. What can you do to manage or control your nervousness?

**Key Reflection for Day 2**

*Think about the information presented during Day 2 of this training program. What did you learn? How will you use it? Now, take just a minute or two to jot down your response to the following:*

10. What are the key things I learned about my presentation skills?
11. 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 the modules presented today.

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

Participants will review material presented that day and develop questions that can be called in at the beginning of Day 3 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 3 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: Stages of Group Development, Sequencing, Transitions, Demonstrations,

04 minutes	Collect questions (and answers) and e-mail or FAX them to the studio.
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## **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**

Prepare a chart page with a vertical line drawn down the middle. Write “wishes” on one side of the paper and “pluses” on the other. Tell participants it is time to provide some feedback about how the day went for them. Ask them to address how adjustments you may have made are working for them.

**Directions****Time****Tasks**

02 minutes

Review the purpose of the activity.

02 minutes

- *It is time to get your feedback about the “wishes” and “pluses” for the day.*
- *Today, we will collect your individual ideas on post-it notes. Write your wishes and pluses on post-it notes (one item of feedback per note). Stick them on the designated chart paper as you leave.*
- *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.*

05 minutes

Participants write feedback.

**Summary****Tasks**

11 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.