

Day 3 - Daily Activities at a Glance

Off Air Activities - Before the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
1	Review of Feedback
2	Ice Breaker
3	Energizer

On Air Activities - During the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
4	Role Play
5	Case Study
6	Training Evaluation
7	Asking Questions
8	Processing the Learning By Asking Questions
9	Questions to Manage the Classroom Environment

Day 3 - Daily Activities at a Glance

Off Air Activities - After the Broadcast

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

Day 3

Performance Objectives



Module 5 – The Design of Training (Part 2)

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>Activity #</u>	<u>Activity Title</u>
1	Review of Feedback
2	Ice Breaker
3	Energizer

Review of Feedback

Objective

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



Icebreaker

Objective

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

Hot Tip – Physical Environment



Consider the room set-up as well as the way your participants are likely to be dressed. If the room is large, the participants are casually dressed, and you have no one with physical disabilities, you can use an icebreaker that involves more physical activity. If the room is small, has a lot of difficult to move furniture and/or participants are in business attire and/or you have one or more participants with physical disabilities, you can plan an icebreaker with little to no physical movement.

How did the icebreaker follow the guidelines?

Name one key reason to use an icebreaker.

Energizers

Objective

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

How did the energizer follow the guidelines?

When should you use an energizer?



On Air Activities

During the Broadcast



<u>Activity #</u>	<u>Activity Title</u>
4	Role Play
5	Case Study
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7	Asking Questions
8	Processing the Learning By Asking Questions
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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

Objective

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



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?

6. Where does role-play “fit” on the learning cycle?

5. Which learning style(s) might struggle with this strategy? Why?

7. How far on Bloom’s Taxonomy can you get participants using this strategy?

Case Study

Objective

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

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.

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

1. When is case study 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?

Training Evaluation

Objective

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

1. 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?

2. The following responses and comments were on the end-of-course reaction forms. Please read them and respond to the questions:

- a. 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?

Training Evaluation

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

- c. 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?

3. 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?

Objective

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



Checklist for Using Training Aids

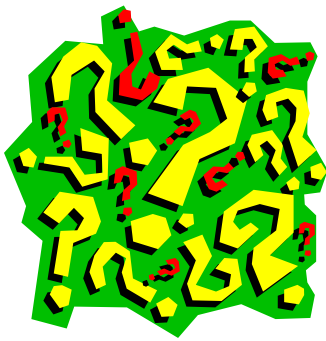
- Can everyone in the classroom see the training aid *clearly*?
 - If using handouts, are there enough for everyone?
 - Does this training aid support the learning points?
 - Is the information presented in the training aid current and consistent with the information being presented in the lesson?
-
- 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?

Notes

Asking Questions

Objective

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



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 _____.

Processing the Learning by Asking Questions

Objective

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



- 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.

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

Objective

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

Vignette #1

Based on what you saw in Vignette #1, 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?

Vignette #2

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?

Checklist – Writing And Asking Effective Questions

Before the Training

- Do my questions lead the learner to understanding of the performance objectives?
- Are my questions clear and concise?
- Are my questions thought provoking i.e., open ended?



During the Training

- Do I ask one question at a time?
- Do I allow “think time” (5 to 10 seconds) after asking a question?
- Do I give examples to help get participants started on tough questions?
- Do I allow time for participants to look up responses or answers in their training material?

Off Air Activities

After the Broadcast



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10	Using Role Plays
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17	End of Day Feedback

Using Role Plays In Training

Objective

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

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 . . .

Instructional Strategies and Performance Objectives –

Objective

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

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.

1. Using the information in the policy manual, participants will be able to complete a Departmental travel reimbursement form completely and accurately.

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

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.

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

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

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

INTERVENTION - INDIRECT ATTENTION

Walk close to disruptive person or people. This is effective when . . .

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

Handling Disruptive Behavior

INTERVENTION - SUBTLE ATTENTION

- | | |
|---|---|
| <ul style="list-style-type: none">• Ask a question• Take a break• Go to small group/paired discussion or activity | <p>This is effective when . . .</p> <ul style="list-style-type: none">• 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

- | | |
|--|--|
| <ul style="list-style-type: none">• Modify schedule• Modify content | <p>This is effective when . . .</p> <ul style="list-style-type: none">• 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

- | | |
|---|---|
| <ul style="list-style-type: none">• 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 <i>and</i> to policy | <p>This is effective when . . .</p> <ul style="list-style-type: none">• 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

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.

Ways to handle the disruptive behavior:

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.

Ways to handle the disruptive behavior:

Handling Disruptive Behavior

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.)"

Ways to handle the disruptive behavior:

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."

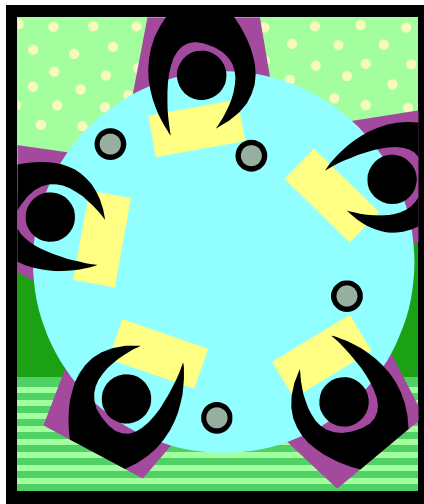
Ways to handle the disruptive behavior:

Group Management Summary Activity

Objective

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

- Take an envelope and write your name on the front.
- Underneath your name, write a question you have about group management. For example: giving instructions, answering questions, or managing difficult behavior.
- After everyone has written their name and question, each table will pass their envelopes to the table next to them, clockwise.
- Read the questions on the envelopes you receive from your neighboring table group, 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.
- Return envelopes to each 'owner.'
- Once you get your own envelope back, read the answers to your question and think about how you can apply the suggestions.



Preparation Time – Team Delivery Feedback on Videotaped Presentations



Objective

Participants will be able to use feedback to improve presentation skills.

- *This is your planning time for your one-hour Team Delivery. Today you should be working on team preparation and practice. Plan how you will co-train.*
- *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.*

Five-Minute Presentation -Evaluation

After your presentation and during your feedback session, think about the following . . .

1. What do you think you did well? How did your videotape 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 videotape tell you about this?

Presentation Skills - Action Steps

1. Describe your thoughts about your 5-minute videotaped presentation.

a. 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?

b. What feedback did you get on your presentation skills from your instructor/coach?

c. What did you learn about your presentation skills?

d. What would you do again?

Activity #14 - Off Air

One-hour Team Delivery

e. What would you change or modify about the way you presented?

f. Based on this experience and feedback, what will you do differently in your team presentation? How will you make that happen?

g. What help will you need from the on-site facilitators or your teammates?





Activity #15- Off Air

Learning Journal

Learning Journal

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.

ITIP Lesson Design Format and the Learning Cycle

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

Role Play and Learning

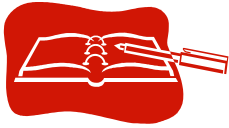
1. What can I do to help all styles learn from the role-play?

Case Study and Learning

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

Evaluation and Learning

3. How will I gather evaluation information I can use to improve my training?



Activity #15 - Off Air

Learning Journal

4. What will I do with it once I get it?

Module 7 – Using Training Aids

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

Module 8 – Group Management Skills

Responding to Questions

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

- How did you feel?

- What did you do?



Activity #15 - Off Air

Learning Journal

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?

Jeopardy Quiz

Objective

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

- *Day 4 of the Broadcast will begin with a Jeopardy Quiz. You will contribute to the quiz by writing some questions.*
- *Each table group will be assigned a category.*
- *Your task will be to write four questions (and the answer) for that category.*

Practice Using Audio Visual Equipment

Objective

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

- *During the next 20 minutes, practice with the available audiovisual equipment using the techniques you have learned.*
- *What did you discover during your practice session?*

End of Day Feedback

Purpose

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

- 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 who 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.
- 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!

This section contains the following reference material for modules presented during Day 3 of the Satellite/Internet Broadcast.

Module 5 – The Design of Training

- Training Evaluation

Module 7 - Using Training Aids

- Using Training Aids
- Checklist for Using Training Aids
- Training Aid Tips

Training Evaluation

Evaluation in general means to determine the value or worth of something. The purpose of a training evaluation is to examine the value or worth of the actual training program, to see if the performance objectives have been met, to determine if the overall goal has been reached.

Timing

Training evaluation occurs continuously. The evaluation that is conducted prior to the training, to determine the need, the goals, and the appropriate population for the training, is called a **needs assessment**. Training that occurs during the program is referred to as **formative evaluation**. Training that occurs at or after the completion of the program is referred to as **summative evaluation**.

Levels Of Evaluation: According to Donald Kirkpatrick, training evaluation should occur at four levels:

1. Reaction - asking participants at various points what they thought
2. Knowledge - testing (cognitive and psychomotor) to see if participants “got it” before they leave the training
3. Behavior - testing, observing, interviewing to see if participants are actually using what they learned back on the job
4. Results - to study those problems identified during the needs assessment were affected by the training

When your primary responsibility as a trainer is to facilitate or conduct the training, you are responsible for conducting and responding to evaluation at the first two levels: Reaction and Knowledge.

Reaction: You can seek participant reaction both *formally* - through tools and questionnaires at the end of the day or the end of the program, and *informally* through observation and informal discussions. You might find out how they are reacting to the training environment, the subject matter, you as an instructor, the pace of the training, and so forth. You might choose to comment on their reactions, and in some cases make adjustments to accommodate their wishes and needs.

Knowledge: You can check for understanding *informally* at anytime during the training by asking questions and conducting activities. You can conduct a *formal* evaluation of knowledge through testing. Results might indicate a need for modification of the method of instruction, a need for a review of the skills, a need to examine the target participant population, or a need to change the evaluation instrument.

Source: Kirkpatrick, Donald L. *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler, 1994.

Using Training Aids

General Guidelines

Remember that the purpose of any training aid is to enhance the learning and increase the likelihood that participants will remember what they've learned after they leave the class or learning environment. Some training aids will be the actual machine or other object that the participants will be learning to use, for example: computer, firearm, fire extinguisher, typewriter, and copy machine.

Although training aids can be quite helpful for the trainer, they are NOT a crutch for the trainer. For example, the purpose of a video is not to provide a break for the instructor or to entertain the class. The purpose of overhead transparencies and easel charts is NOT to provide text for the instructor to read to the class. ALL training aids should be current, easy to use, and easy to read. The following information will help you pick the best training aid for your situation and will give you pointers on the use of each.

CHALKBOARD OR WHITEBOARD

Advantages

Inexpensive (if available), not mechanical - nothing to break.

Disadvantages

Messy (chalkboard); can't prepare ahead of time; limited space; can't save; difficult to use the top portion of the board, not portable.

Guidelines

Print in large, bold letters; don't speak while writing (turning your back on participants while talking); write only key words/main points; use dark colors for text

CHART STANDS AND NEWSPRINT

Advantages

Portable; can prepare ahead of time; variety of colors; not mechanical; can remove sheets to hang on the wall for review; can be saved and reused; more writing space available than on chalkboard or whiteboard.

Disadvantages

If not protected can be ruined if transported in inclement weather; can be difficult to store; pads can be bulky and hard to carry.

Guidelines

Print in large, bold letters; don't speak while writing; use blue, black, dark green, purple or brown for main ideas, red for strong emphasis, lighter colors for highlights; tab pages (masking tape will do) for quick reference; roll and store in tubes; **follow the 6 x 6 rule** - no more than 6 words across and no more than 6 lines down.

OVERHEAD TRANSPARENCIES

Advantages

Portable; can prepare ahead of time; variety of colors; can be saved and reused; easy to store; easy to organize; can use copy machine to add pictures and graphs; can use computer graphics; can trace pictures.



Disadvantages

Mechanical (can break); room must have either a large, white wall or a projection screen; machine can block the view for some participants; light and fan can be distracting.

Guidelines

Print in large, bold letters; use black, blue, dark green, dark purple, brown for main ideas, red for emphasis, lighter colors for highlights; point to overhead (using pen or pencil) rather than to the screen; practice using the machine; focus ahead of time; turn off when not using; have a spare bulb; number or title transparencies to help organize; file transparencies with lesson design for easy reference; don't overuse; **follow the 6 x 6 rule** - no more than six words across and six lines down.

HANDOUTS

Advantages

Easy to transport; reference material for participants both during and after class; easy to organize; easy to update; worksheets or instruction guides to use with activities

Disadvantages

Participants might read ahead of you; can be distracting if not well organized; can be wasteful of resources if provide too much material that is not used in class.

Guidelines

- Get permission to use copyrighted material
- Make sure information is accurate and up to date
- Number pages
- Use no more than two typefaces per handout
- Provide note-taking sheets and/or white space to enable participants to make their own notes
- Use interactive formats such as partial transparency text where participants complete the information
- Don't overload with information
- Use as worksheets and instruction guides for activities



VIDEOS

Advantages

Provides a change of pace for participants and instructor; can show demonstrations that might not be possible within the classroom; a way to bring "the experts" into the classroom.



Disadvantages

Expensive; can become outdated quickly; equipment can malfunction; tapes can break or get "chewed"; if too long, participants sometimes drift or fall asleep.

Guidelines

- **Always** preview before using
- Cue video before class or during a break
- Watch with class and do not leave the classroom during the video
- Do not use right after lunch
- Avoid lengthy tapes
- Practice with the equipment ahead of time
- If a video is over 10 - 15 minutes in length you might show one segment at a time, pausing for an activity or discussion *or* you might use a portion of the video.
- Follow up with questions or related activities

COMPUTER GENERATED



Advantages

Easy to transport; eye-catching; state-of-the-art; provides a change of pace for participants

Disadvantages

Expensive; requires expensive equipment; can become monotonous if overdone; equipment can malfunction

Guidelines

- ***The 6 x 6 rule still applies!*** No more than six words across or six lines down per slide.
- Use a font size of no less than 24 point (may vary with room size).
- Use a background that “fits” your subject matter. For example - a whimsical, cloud filled background for your slides may not send your intended message with Suicide Prevention training.
- Use a lighter text color if your background is dark so the text will “pop” to your viewers’ eyes.
- Use lighter space to highlight the text and graphics that you use.
- Use consist background, text sizes, styles, and colors throughout your slide show. Sometimes the tendency is to use all the bells and whistles that the presentations software has available. This can send your participants into sensory overload instead of highlighting key learning points. They pay more attention to what the presentation is “doing” rather than the content.
- **Always** be prepared with a backup. Because there is much technology involved there is always a possibility that something won’t work right.
- Don’t overuse. Those eye-catching shows can quickly become a crutch for the instructor and a glorified lecture for the participants!

Training Aid Tips



Put titles into "floating" boxes.

Training Aid Tips



Use.....

✦ Borders to make information stand out.

✦ **Large, bold, fat
letters**

✦ Dark colors for text:
Black, brown, purple, dark green or dark blue

Add symbols, pictures or drawings to add interest or to draw attention.