

# Day 4 - Daily Activities at a Glance

## Off Air Activities – Before the Broadcast

| <u>Time</u><br>(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><br>(In minutes) | <u>Activity #</u> | <u>Activity Title</u>               |
|-----------------------------|-------------------|-------------------------------------|
| 05                          | 4                 | Responding to Participant Questions |
| 10                          | 5                 | Handling Disruptive Behavior        |

## Off Air Activities - After the Broadcast

| <u>Time</u><br>(In minutes) | <u>Activity #</u> | <u>Activity Title</u>  |
|-----------------------------|-------------------|------------------------|
| 240                         | 6                 | Team Delivery          |
| 30                          | 7                 | Learning Journal       |
| 20                          | 8                 | Closing Activity       |
| 12                          | 9                 | Closure and Evaluation |

## **Day 4**

### ***Performance Objectives***



## **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

## **Module 9 - Applying/Extending Learning from the Classroom to the Workplace**

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

- Use 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
- Develop a personal action plan to enable them to apply the skills learned during this weeklong training to the classes they teach at their work place

# Off Air Activities

## Before the Broadcast

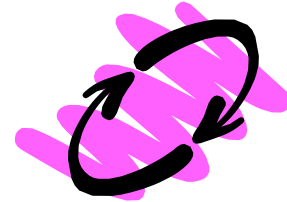


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| 10                          | 2                 | Ice Breaker           |
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## **Review of Feedback – 10 minutes**

### **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 3 of the training. Look for trends and plan how you will address concerns.

### **Directions**

| <b>Time</b> | <b>Tasks</b>  |
|-------------|---|
| 01 minute   | Review the objective of the activity.   |
| 09 minutes  | <p>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.</p> <p>Acknowledge what you won’t be able to change at this time.</p> <p>Thank them for providing the information.</p> |

## 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, 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> |
|-------------|--------------|
|-------------|--------------|

|            |                                       |
|------------|---------------------------------------|
| 01 minutes | Review the objective of the activity. |
|------------|---------------------------------------|

|            |  |
|------------|--|
| 05 minutes | Have the designated “Home Team” conduct their energizer. |
|------------|--|

### **Debrief**

| <b>Time</b> | <b>Tasks</b> |
|-------------|--------------|
|-------------|--------------|

|            |   |
|------------|---|
| 03 minutes | <i>How did the energizer follow the guidelines?</i> |
|------------|---|

### **Summary**

| <b>Time</b> | <b>Tasks</b> |
|-------------|--------------|
|-------------|--------------|

|           |  |
|-----------|--|
| 01 minute | <i>When should you use an energizer?</i> |
|-----------|--|

### **Suggested responses:**

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

# On Air Activities

## During the Broadcast



| <u>Time</u><br>(In minutes) | <u>Activity #</u> | <u>Activity Title</u>               |
|-----------------------------|-------------------|-------------------------------------|
| 05                          | 4                 | Responding to Participant Questions |
| 10                          | 5                 | Handling Disruptive Behavior        |

## Responding to Participant Questions – 5 minutes

### Objective

Participants will be able to list reasons why trainees ask questions.

### Background/Set-up

NIC staff will point out that trainers are not the only ones who ask questions. Participants may ask a lot of questions too. The on-site groups will be directed to develop a list of reasons why.

### Directions

#### Time

05 minutes

#### Tasks

Lead a large group brainstorming session to make a list of reasons why participants ask questions.



*Make a list of reasons why participants ask questions.*

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## Handling Disruptive Behavior – 10 minutes

### Objective

Participants will be able to identify reasons why participants engage in disruptive behaviors and strategies they can use to prevent or minimize these behaviors.

### Background/Set-up

Participants will watch a video vignette showing examples of disruptive behavior in a classroom.

### Directions

#### Time

10 minutes

#### Tasks

After participants have seen the vignette, have answer these questions (located in their workbook):

#### Handling Disruptive Behavior

1. Why do you think these participants were behaving this way?
2. What effect does disruptive behavior have on the instructor?
3. What effect does disruptive behavior have on the other participants?
4. What can you do to help *prevent* this type of behavior from occurring?

Clarify the task as needed.

## Off Air Activities

### After the Broadcast



| <u>Time</u><br>(In minutes) | <u>Activity #</u> | <u>Activity Title</u>  |
|-----------------------------|-------------------|------------------------|
| 240                         | 6                 | Team Delivery          |
| 30                          | 7                 | Learning Journal       |
| 20                          | 8                 | Closing Activity       |
| 12                          | 9                 | Closure and Evaluation |

## **Team Delivery - 240 minutes**

### **Objective**

Participants will be able to work with co-trainers to present a lesson plan as written.

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

### **Feedback on Team Delivery**

When the team delivers the lesson plan, your role will be to observe and give feedback to the teams. To do that you will need to:

- Explain your role (which is to be an evaluator).
- Clarify that the team conducting their one-hour lesson plan will need the members of the other teams to be their participants.
- Monitor the presentation (for time).
- Refer to the written lesson plan to give feedback on how well the team followed it.
- Complete the Training Team evaluation form.

### **Directions**

| <b>Time</b>         | <b>Tasks</b>   |
|---------------------|--|
| 01 minutes          | Review the objective of the activity.  |
| 60 minutes per team | Have the first team begin their delivery.<br><br>At the conclusion of the presentation, debrief as outlined. |

## Activity #6 - Off Air

## One-hour Team Delivery

### Debrief

#### Time

10 minutes per team

#### Tasks

Conduct a debriefing after each team delivery. To do this, first take a few minutes to celebrate (the team delivery will be an anxious moment for many of the participants).

Break down the debriefing into three components.

- First, have the team describe what they saw as their strengths and areas for improvement.
- Next, ask the “participants” to provide the team with specific feedback on what they did well and where they could improve. (They have a form in their workbooks to make notes. You will basically be asking them for a summary.)
- Finally, you (the site coordinator) should provide feedback to the team. Quickly emphasize what has already been discussed and describe any additional observations you have. Use your handout entitled “Training Team Evaluation Form” as a guide for making your notes. Here is an example of the form:

#### **Training Team Evaluation Form**

- Was an icebreaker or energizer used?
- Was it effective?
- Were the participant’s expectations addressed?
- Were the performance objectives covered?
- How did the trainer use the opportunity in the set to motivate the participants?

#### **Instructional Input:**

- Did the trainer present the lesson plan as written?
- If not, how did the trainer deviate from the curriculum?
- What checks for understandings were made throughout the course?
- Did trainer use effective transitions to link material?
- Were the instructional strategies provided in the lesson plan used?

## Activity #6 - Off Air

## One-hour Team Delivery

### Guided Practice

- Was a check for understanding made to insure that the instructions for the guided practice were clear?
- Was the guided practice processed?

### Evaluation and Closure

- Were processing questions used to review the material?
- Were the performance objectives reviewed?
- Were the “highlights” of the material covered in the closure?

### Presentation Skills

Was effective classroom management utilized?

- Was effective questioning used to facilitate learning?
- How were training aids used?
- How did trainer manage participant/group dynamics?

Describe the trainers verbal and non-verbal communication, specifically: (eye contact, body language, voice control, facial expression, and attitude).

## Summary

### Time

01 minute

### Tasks

*You have had an opportunity to use everything you learned this week. How did that feel?*



## Learning Journal - 30 minutes

### Purpose

In this activity participants will begin processing information learned during Day 4 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 4

#### Putting It All Together

1. Describe your overall goal for strengthening your skills as a trainer.
2. How will accomplishing this goal benefit you as a trainer? How will this benefit your participants? Your organization?
3. What skills do you possess as trainer that you view as strengths?
4. How do you plan to continue building on those strengths?
5. What skill(s) do you want to add as a trainer?
6. How do you plan to build those skills? What support do you have? What additional support do you need? How can you build your support system?
7. What obstacles will you encounter in building those skills?
8. What will you do to overcome these obstacles as they occur?
9. How will you evaluate your progress?
10. How will you celebrate milestones?
11. What are the time frames for the implementation of your plans?
12. How will you know when you have reached your goals?
13. Share your plan with a partner. Ask them for feedback on your plans. What else may you need to consider?

## Activity #7 - Off Air

## Learning Journal



### 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.*

## **Closing Activity - 20 minutes**

**Objective**

Participants will be able to identify one key thing they will implement as a result of this training.

**Background/Set-up**

Have participants complete the “Closing Thoughts” worksheet.

**Directions**

| <b>Time</b> | <b>Tasks</b>   |
|-------------|--|
| 02 minutes  | Review the objective.  |
| 05 minutes  | Have participants work individually to complete these sentences: |

|   |
|---|
| <p style="text-align: center;"><b>Closing Thoughts</b><br/><i>Complete the following sentences.</i></p> <ul style="list-style-type: none"><li>• One thing I plan to do immediately when I get back to work is .... because .....</li><li>• One thing I know I should go back and do is ..... but I am reluctant to because .....</li><li>• I plan to overcome my reluctance by.....</li></ul> |
|---|

Provide an example.

**Debrief**

| <b>Time</b> | <b>Tasks</b>   |
|-------------|--|
| 10 minutes  | Have each participant report out their closing statements. |

**Summary**

| <b>Time</b> | <b>Tasks</b>   |
|-------------|--|
| 03 minutes  | Thank participants for their dedication and participation. |



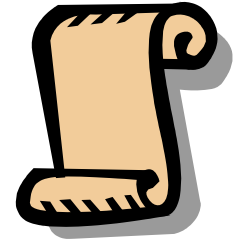
## **Course Evaluation and Graduation - 12 minutes**

### **Objective**

Participants will experience the “transforming” stage of group development.

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

Hand out course evaluations.



### **Directions**

| <b>Time</b> | <b>Tasks</b>  |
|-------------|---|
| 01 minute   | Review the objective.   |
| 09 minutes  | Tell participants to complete course evaluation forms. Emphasize that honest feedback is critical as it used to improve future NIC training programs. |
| 02 minutes  | Once you have collected all of the evaluation forms, hand out course completion certificates.   |