

Day 4- 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	Responding to Participant Questions
5	Handling Disruptive Behavior

Off Air Activities - After the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
6	Team Delivery
7	Learning Journal
8	Closing Activity
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



<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 all of the site participants.

Your site facilitator will provide you with a summary of the “wishes” and “pluses” reported by the Home Teams.



Icebreaker

Objective

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

Hot Tip – Relate!



Relate the icebreaker to the material. The icebreaker can be used not only to introduce the participants to the trainers and each other, but also to introduce the participants to the course material as part of the Anticipatory Set.

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	Responding to Participant Questions
5	Handling Disruptive Behavior

Responding to Participant Questions

Objective

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



Make a list of reasons why participants ask questions.

Guidelines

- **Refer the question to the entire group.**
Does anyone have the answer? What do others think?
- **Redirect it to the questioner.**
What do YOU think? What has YOUR experience been? Based on the information we just reviewed, what do you THINK might happen?
- **Give a qualified answer.**
If you don't know, offer to find out and report back. If it refers to your opinion, ask the participants' opinion first. Here is an example: We all have different opinions based on our own experience, education and values. My opinion is . . .

- **Participant challenges trainer information.**
*Acknowledge that there might be more than one right answer. **Reinforce department policy.** You are right, there are a number of ways to handle this situation. Our department policy states, however, that we must . . .*
- **Acknowledge participant feelings, and then refocus on objective.**
It sounds as though you are really angry about what happened.

Handling Disruptive Behavior

Objective

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

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?

Off Air Activities

After the Broadcast



<u>Activity #</u>	<u>Activity Title</u>
6	Team Delivery
7	Learning Journal
8	Closing Activity
9	Closure and Evaluation

Team Delivery

Objective

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



When the other teams are conducting their training module, you will be a participant in their “class.” At the end of each presentation we - participants and on-site facilitator - will take a few minutes to provide feedback to the training team. Here is a guide to help you provide that feedback.

The Team

- Team effort: What evidence did you see of team support?

- Transitions: Were they evident? Were they effective? How?

Activity #6 - Off Air

One-hour Team Delivery

- Preparation: What evidence was there that this team had planned and practiced together?

- Learning styles: What did the team do to reach each learning style?

The Individuals

- Preparation: What evidence was there that this person was prepared?

- Training aids: Were they clear? Did they support the material? Did the individuals follow the guidelines for using them?

- Eye contact: Did they make eye contact with each person in the room?

Activity #6 - Off Air

One-hour Team Delivery

- Movement: What worked well? Why? What was distracting? Why? (i.e. gestures, movement, mannerisms)

- Voice: Could you hear the person clearly? How did the person use voice control to emphasize points or guide the learning?

- Enthusiasm/Attitude: How concerned was this person about learner success? How do you know?

Other comments - team or individual

- Specifically, what did the team or any individual(s) do that was especially helpful to you as a learner?

- What could they have done differently or additionally that would have been helpful for you as a learner?



Learning Journal

Purpose

Participants will plan how to use the information from this training program back on the job.

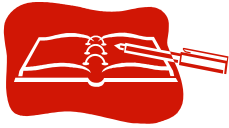
Putting It All Together

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?



Activity #7 - Off Air

Learning Journal

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?



Activity #7 - Off Air

Learning Journal

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?

Closing Thoughts

Objective

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



Complete the following sentences

1. One thing I plan to do immediately when I get back to work is _____ because _____.

2. One thing I know I should go back and do is _____ but I am reluctant to because _____.

3. I plan to overcome my reluctance by _____.

Course Evaluation and Graduation

Objective

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

- Please take a few minutes to provide some final feedback by completing the course evaluation provided by your site facilitator.

