

Day 1 - Daily Activities at a Glance

Off Air Activities - Before the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
10	1	Welcome and Housekeeping
40	2	Home Teams and Expectation Setting
10	3	Setting Ground Rules
30	4	Participant Introductions (Name Game)

On Air Activities - During the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
8	5	Your Role as a Trainer
8	6	The Goal of Training
8	7	Using Lesson Plans
10	8	Trainer Liability
9	9	Ways to Accommodate the Adult Learner
20	10	Assessing Your Learning Style
12	11	Learning Styles – How We Work Together

Day 1 - Daily Activities at a Glance

Off Air Activities - After the Broadcast

<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
30	12	Icebreakers and Energizers
45	13	Learning Styles Activity – “Car Talk”
60	14	Preparation for One Hour Team Delivery
30	15	Learning Journal
10	16	Create Questions for Jeopardy Quiz
20	17	End of Day Feedback

Day 1

Performance Objectives



Introductory and Overview Activities

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

- Explain his or her own expectations as well as the expectations of the course
- Follow a set of ground rules created by all the participants

Module 1 - Icebreakers and Energizers

After completing this module, participants will be able to work with their Home Team to lead the class through an icebreaker and an energizer that follows the guidelines presented.

Module 2 - The Context of the Training

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

- Explain the purpose of training
- Analyze the role of the trainer and determine the trainer's impact on the organization
- Describe the steps of the training cycle
- Determine the steps of the training cycle for which the trainer has responsibility and/or influence
- Explain the importance of a lesson plan to successful training
- Explain the key issues of liability in training in an organization and describe the trainer's role in managing them

Module 3 - The Context of the Learner

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

- Demonstrate principles of adult learning in an instructional module
- Describe their own learning style and that of other participants
- Relate learning style characteristics to the experiential learning cycle
- Use the learner characteristics discussed in class to target communication for each learning style during training

Off Air Activities

Before the Broadcast

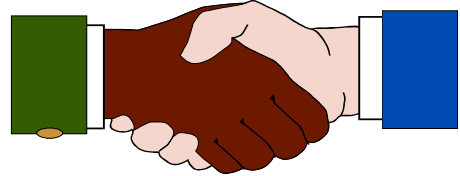


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Welcome and Housekeeping - 10 minutes

Purpose

The purpose of this activity is to provide participants with a welcome and some introductory information regarding the training.

**Background/Set-up**

Make sure you know where the break out rooms, rest rooms, and local eating places are.

Directions**Time**

02 minutes

Tasks

Review the purpose of the activity.

08 minutes

Recommended Topics for Welcome:

- Thank people for coming to this Satellite/Internet Broadcast.
- Introduce yourself and the remainder of your site-coordinator team.
- Explain you will be meeting for 32 hours this week - attendance for the entire 32 hours is necessary to receive NIC certificate.
- Explain you want people to be comfortable during the training.
- Review the location of telephones; bathrooms; policy regarding snacks/drinks during class; temperature control for the room; and emergency phone numbers.
- Review the schedule. Explain format for the week regarding start time, on-air for two hours each day, lunch one hour, on-air two hours, and four hours of off-air activities, ending time. (A chart would be helpful to give the participants a clear picture).
- Inform participants that the manuals are theirs to keep and use for notes.

Home Teams and Expectation Setting – 40 minutes

Purpose

Home Teams will be the “Base Camp” for participants throughout the week. Home Teams will work together to present an icebreaker and energizer.

Background/Set-up

Prior to the beginning of class the on-site facilitation team will need to decide on three to six Home Team names, enough to have participants seated in table groups of three to five people each. It is fun to think of names that somehow relate to the area in which the training is held. (For example, a site in Florida might use Gators, Dolphins, Manatees, Orange Groves, Palm Trees and Sandy Beaches.) Or you may choose to have each Home Team group determine a name for their team.

Have tables set up with workbooks and name tents at each seat, three to five participants to a table. The on-site facilitation team should determine whether to mix participants up from the beginning or to let them sit as they choose.

If at all possible, each table should have an easel stand, pad of newsprint, tape and a variety of colors of markers.

Directions

Time	Tasks
02 minutes	Review the purpose of the activity.

Each of you is now sitting with what we will refer to as your “Home Team.” Throughout the week you will have an opportunity to move about and work with other participants and groups in the session but you will have several routine daily assignments with your Home Teams which we will talk about later.

Now I would like for you to turn in your workbooks where you will find instructions for your first activity. Take a few minutes to jot down your responses. This will help you think about your expectations for this course.

Activity # 2 - Off Air

Introductory/Overview Activities

05 minutes

What Do You Think?

Take a few minutes to complete the following sentences. There are no right or wrong responses.

1. The most important skill for a trainer to have is:
2. To be a successful trainer I need to improve or learn how to:
3. My concern or fears about this week include:
4. After completing this class I expect or hope to be able to:

Now we will have you conduct your group introductions. We will come back to each group to hear your expectations and ground rules. At this time I want you to work in your small groups to complete the Home Team Introductions activity in your workbook.

Home Team Introductions

Work in your Home Team to:

- Introduce each other
- List all the team members' expectations of this training – write the list on newsprint.
- Select a spokesperson to share your expectations.
- Create a name for your Home Team and display it (creatively) on newsprint.

Debriefing

Time

28 minutes

Tasks

- Give groups time to complete the activity, and then ask them to post and share their expectations, one group at a time.
- After each group shares their expectations, address each item, clarify where necessary, and let them know of any that you do *not* plan to meet in this course. For example, a group might have an expectation that they will be able to write a lesson plan after completing this course. Let them know that writing lesson plans is not a part of Trainer Foundation Skills but that there is another weeklong course entitled Curriculum Design and Development.

Activity # 2 - Off Air

Introductory/Overview Activities

- After all groups have presented their expectations, have them read the following to review your expectations of them, (the course requirements).

03 minutes

Training Program Expectations

1. Actively participate in all assignments and activities.
2. Prepare and conduct a 5-minute presentation to be videotaped. You will have some class time to prepare and will conduct your presentation to a portion of your on-site group.
3. Actively participate with a team to conduct a one-hour training module on the final day from a prepared learner-centered lesson plan. We ask you and your team to prepare to deliver the lesson plan as written. Each team should plan to divide the lesson responsibility equitably among the members.

Summary

Time

02 minutes

Tasks

What questions do you have?

Setting Ground Rules – 10 minutes

Objective

Participants will be able to use a process to develop ground rules.

Background/Set-up

Ground rules are a set of rules created by the participants to govern the training session. Ground rules may be environmental (frequent breaks, lunch hours, dress code, and cell phones off) or behavioral (respect opinions, no side conversations, only one person talks at a time, everyone participates). You will conduct a large group brainstorming session to develop a list of ground rules for the on-site group to use during this training. If something is missed that is important to you, you can bring it up and suggest the group adopt it as a rule.

Directions

Time

02 minutes

Tasks

Review the objective of the activity.

Now that we have clarified everyone's expectations, let's work on ground rules. Can someone tell me what I mean by ground rules?

Suggested response:

A set of rules we will use to operate by during the training.

05 minutes

Think about the rules you want to operate by for this session. Call them out and I will write them on the chart paper.

If the group violates any of the ground rules during the week (for example, if they are late coming in the morning or returning from breaks and lunch, or if there are a lot of side conversations) refer them to their ground rules by saying something like, "I think we may have some ground rule violations here which ones? What do we need to do?"

This is a way to model what they will be learning throughout the week about managing group behavior.

Activity # 3 - Off Air

Introductory/Overview Activities

Debriefing

Time	Tasks
02 minutes	<i>Why might you want to have ground rules?</i>

Suggested response:

To help manage group behavior, keep things on track, reach your objective.

Summary

Time	Tasks
01 minute	<i>Throughout the week you will be learning a variety of strategies for managing group behavior. Ground rules are one such strategy.</i>

Participant Introductions (Name Game) - 30 minutes

Objective

After completing this module, participants will be able to work with their “home team” to lead the class in one icebreaker and one energizer during the week, following the guidelines presented in class.

Background/Set-up

Have participants get up and stand in a circle. As described in the directions, you will have the participants learn each other’s name using repetition (which is also one way to learn).

Directions

Time	Tasks
02 minutes	Review the objective for the activity.
16 minutes	<i>How many of you know everyone’s name here?</i>

Likely response: no one.

*Since we will be spending several days together it is important for all of us to be able to address each other by our first name. You have met the others in your Home Team, and you have at least heard everyone’s name, but now we are going to participate in an activity to help us actually **remember** everyone’s name. Let’s all get up and stand in a big circle. Stand so everyone can see everyone else.*

I would like for you to think of something you would ‘rather’ be doing today if you could do anything you wanted to do. And I would like for this ‘other thing’ to begin with the same letter as your first name.

I will start by telling you my first name, and what I would rather be doing. Then the person next to me will give their name their ‘rather be doing’ activity; then the whole group together will say my name and activity, then the next person’s name and activity. When we get to the third person, s/he will say his/her name and activity. Then, as a group, starting with me, say each person’s name and activity, and so on. Ready?

Activity # 4 - Off Air

Introductory/Overview Activities

- Begin the activity by stating your name and an activity you would rather be doing that begins with your name. For example, *“My name is Betty and I’d rather be Be-bopping on the Beach.”*
- After six participants give names and activities stop and explain that we tend to remember things in “chunks” of six or seven items. Then begin again with the next six participants.
- Once all of the participants have stated their name and activity, ask, *“Would anyone like to volunteer to name everyone and their ‘rather be doing’ activity?”*
- Have participants take their seats and process the icebreaker by asking the following questions. Each question is followed by likely responses - theirs might be somewhat different. After giving time for their responses, add any that they didn’t mention.

Debrief

Time

10 minutes

Tasks

What did we just communicate about learning with that activity?

Likely responses:

- It’s okay to make mistakes
- Creativity is encouraged
- We will all support each other
- Repetition helps us remember
- Using the “rather be doing” activity helped us remember, especially since it had to begin with the same letter as our first name
- The learning will be personal - we know each other by first name
- The laughter helped us relax and then the learning was fun
- We also divided the learning up into “chunks” of 5 or 6 names. Research tells us that we can remember about 5 to 7 bits of information at a time.

Who knows what kind of activity we just completed?

Activity # 4 - Off Air

Introductory/Overview Activities

Suggested response: Icebreaker

We did this icebreaker to get to know each other's names and to begin this training session. Why is it important to begin your training with an icebreaker?

Suggested response:

To help people get to know each other; to relax everyone; to encourage participation; to begin the process of active learning.

We will also be conducting ENERGIZERS during the week. What do you think an energizer is?

Suggested response: an activity to help people wake up!

When do you think you might want to conduct an energizer?

Suggested response: After lunch, mid-afternoon, anytime the group's energy level seems to be dropping.

Summary

Time	Tasks
02 minutes	<i>Later we will review the guidelines for creating and conducting icebreakers and energizer.</i>

On Air Activities

During the Broadcast



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Ice Breakers and Energizers

Objective

Participants will be able to develop and conduct an icebreaker and energizer following the guidelines presented.

Background/Set-up

NIC staff will review the guidelines for icebreakers and energizers.

Using Icebreakers in Training

Icebreakers *are essential at the beginning of any training program to help participants get to know each other, to help trainers get to know the participants and to begin to set a climate of trust, creativity and open sharing. If group members already know each other, pick an energizing icebreaker, which allows them to interact with each other in a way different from their normal office interaction, and that will set the stage for open sharing.*

Guidelines

- TIME FRAME COMFORT LEVEL
- PHYSICAL ENVIRONMENT
- RELATIONSHIP TO MATERIAL PRESENTED

Using Energizers in Training

Energizers *can be used at any time during the training program to "energize" or wake participants up. They can be especially helpful during the naturally sleepy time that comes after lunch or during mid-afternoon. Watch the body language and you'll know when to use them.*

Guidelines

- TIME FRAME
- LEVEL OF ACTIVITY

Your Role as a Trainer

Objective

Participants will be able to analyze the role of the training and determine the trainer's impact on the organization.

Background/Set-up

The NIC Staff will review the definition of a simile and a metaphor, provide an example and then ask participants to complete one (in their small groups). Here are some highlights:

Using metaphors and similes are powerful learning tools.

A **metaphor**, according to Webster's New World Dictionary, is a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another.

Examples include: 'We can see the light at the end of the tunnel,' 'the curtain of night,' 'he is a thorn in my side,' 'she's a few cards short of a full deck.'

Simile according to Webster is a figure of speech in which one thing is likened to another.

Here are a few examples of simile, 'my love is like a red, red rose,' 'the papers cover the floor like snowfall,' 'this project is like a bad dream.'

Metaphors and similes paint vivid mental pictures in people's minds, helping them connect with ideas using memorable imagery of the familiar.

According to Tad Simons in his article, 'Mastering the Art of Metaphor' in Presentation Magazine, effective metaphors, similes and analogies have the following characteristics:

- Energize abstract ideas by making them concrete
- Say more with less
- Spark people's imaginations
- Are appropriate for the subject and audience
- Are not mixed or overdone

Your Role as a Trainer – 8 minutes

Objective

Participants will be able to analyze the role of the training and determine the trainer's impact on the organization.

Background/Set-up

The NIC Staff will review the definition of a simile and a metaphor, provide an example and then ask participants to complete one (in their small groups).

Directions

Time

03 minutes

Tasks

Direct participants to take 3 minutes to complete the following sentences in their small table groups.

- Being a trainer is like _____ because_____.
- A trainer is _____.

Clarify the task as needed.

05 minutes

Have participants share some responses.

The Goal of Training

Objective

Participants will be able to describe the trainer's role in reaching the goal of training.

Background/Set-up

The NIC Staff will define the goal of training. Then they will ask the participants to figure out what they need to do (as trainers) to reach the goal of training as well as what they do not need to do. Here are some highlights:

What is the goal of training?"

Likely responses: To prevent lawsuits, to satisfy requirements, to maintain certification, to help people learn.

While all of those ARE goals of our training, I am going to share with you what we consider to be the ultimate goal of training, a statement we will refer to throughout the week. This is the basis for the trainer skills you will be learning.

The Goal of Training is to help people learn the knowledge and skills they need to succeed on their jobs in order to help the organization achieve its mission.

The next step of defining our role is to figure out what the trainer needs to do to reach the goal of the training, as well as what they do not need to do.

Goal of Training



The Goal of Training – 8 minutes

Objective

Participants will be able to explain the goal or purpose of training.

Background/Set-up

The NIC Staff will define the goal of training. Then they will ask the participants to figure out what they need to do (as trainers) to reach the goal of training as well as what they do not need to do.

Directions

Time

Tasks

03 minutes

Direct participants to take 3 minutes to brainstorm responses to the following two statements.

- Trainers need to . . .
- Trainers do *not* need to.

Have each small group select a recorder to list their responses on chart paper (one page for responses to “Trainers need to . . .” and one page of responses to “Trainers do *not* need to...”)

05 minutes

Have participants share some responses.

The Training Cycle

Steps to Develop Successful Training Programs

Objective

Participants will be able to describe the steps of the training cycle.

Background/Set-up

The NIC Staff will review the steps in the training cycle. Participants have the following information in their books.

The Training Cycle

Steps to Develop Successful Training Programs

Identify Need

- Is training the best intervention?
- Identify a need that can be met through training.

Establish Student Performance Objectives

- Designate personnel with expertise to develop curriculum
- Schedule design and development team for initial work session.
- Provide the team with technical support and/or provide instructional skills type training.
- Brainstorm course goals based on training needs.
- Develop performance objectives for each of the topic areas.

Design Lesson Plan

- Designate personnel to develop lesson plans for each topic area.
- Schedule design and development team for continued work sessions to complete project (lesson plans, handouts, audio visuals).
- Finalize training agenda and curriculum topic areas to ensure continuity in training program.
- Gain any necessary draft approval.
- Produce draft lesson plans and materials for pilot

Pilot Training Program

- Establish a pilot group and schedule session.
- Evaluate success of pilot and revise as necessary.

Evaluate Pilot Program

- Determine success of pilot lesson plans and materials.

The Training Cycle
Steps to Develop Successful Training Programs

Revise As Needed

- Modify the lesson plans and materials to best suit audience-learning needs.

Train Instructors

- Identify potential instructors to train in topic area.
- Train instructors in consistent lesson plan and materials usage and delivery.

Deliver Program

- Deliver second pilot of program.

Evaluate

- Evaluate and determine the success of second pilot lesson plans and materials.
- Tweak the lesson plans and materials to best suit audience learning needs.
- Retrain instructors as necessary.
- Establish a plan for regular curriculum review process.
- Present lessons to appropriate staff members.

On Air Debriefing

- Which of these steps will have some impact on the way you conduct your training?
- In what way?
- What could you do to influence a change if you think it would improve the outcome of training?" (For example, if someone says that training is not piloted in their organization ask how they think having pilots of training might improve the outcome, and how they might impact this.)

Using Lesson Plans

Objective

Participants will be able to explain how a lesson plan impacts the success of training.

Background/Set-up

Using a series of questions, the NIC Staff will have participants begin to think about how a lesson plan is like a road map.

- *How many of you have ever given directions to get from one particular location to another?"*
- *How did you do it?*
- *Which kinds of directions would you be more comfortable using or receiving, those from memory or those from a map?*
- *Why?*



Using Lesson Plans – 8 minutes

Objective

Participants will be able to explain how a lesson plan impacts the success of training.

Background/Set-up

The NIC Staff will have participants begin to think about how a lesson plan is like a road map.

Directions

Time

03 minutes

Tasks

Direct participants to take 3 minutes to complete the following sentences in their small table groups.

Lesson Plans

- A lesson plan is like a road map because_____.
- A lesson plan is like a _____ because_____.

Clarify the task as needed.

05 minutes

Have participants share some responses.

<u>Key reasons for using a lesson plan</u>	<u>A lesson plan should be</u>
<ul style="list-style-type: none"> • Documentation • Consistency - from one class to the next; among various trainers • Guide for the trainers to reach the performance objectives • Preparation - room set-up; materials and equipment; performance objectives; information • Activities; questions; time frames • Memory aid for trainers 	<ul style="list-style-type: none"> • Accurate • Current • Dated • Consistent with state law and organizational policy • Detailed or scripted

Trainer Liability – 10 minutes

Objective

Participants will be able to explain the key issues of liability in training in an organization and describe the trainer's role in managing them.

Background/Set-up

In this activity, the NIC faculty will administer a True/False Quiz, one question at a time. The different sites will be encouraged to call in their answers.

Directions

Time	Tasks
01 minute discussion per question	Questions will be presented one at a time by the NIC faculty. Direct participants to discuss each question and decide whether they think it is true or false.

Here is the quiz. You also have the answers and the rationale for each.

Quiz – Trainer Liability

Read each question and decide whether it is true or false and describe why.

1. In order for a training course to meet standards of legal defensibility, the trainer must have credentials to prove subject matter expertise.

False: The courts have stipulated that trainers need only be trained as trainers, including research methods, lesson plan development, delivery skills, and evaluation skills following the administrative regulations for their agency.

2. Lesson plan content that is written in an outline format is generally sufficient to meet standards of legal defensibility.

False: The courts require that curriculum content must be detailed enough to show the background and purpose of the course, expected outcomes and module performance objectives, module content and the matching instructional strategies, and the methods of evaluation for the course.

3. Since civil cases only require proof at the "preponderance of evidence" level, a trainer's personal knowledge of a participant's attendance in a course of instruction is sufficient to prove attendance in a class.

False: Courts have required that detailed documentation of the course roster, including trainee identification information (name, title, unit, etc.), date of course, location of course, name of course and instructor, duration of course, and corresponding course materials be maintained for public sector training and development for a minimum of 30 years.

4. Using course performance objectives are a good practice to keep the trainer focused, but is not essential to prove any step in the failure to train process.

False: Courts have used the expected course outcomes, in concert with module and course performance objectives as measures to determine whether or not a course was constructed and delivered appropriately to achieve stated outcomes. Failure to train cases have been lost if performance objectives and instructional strategies do not match the expected course outcomes.

5. Courts have never required specific instructional strategies be utilized in a course to prove course effectiveness in a failure to train situation.

False: The courts have required specific instructional strategies be used to reach instructional performance outcomes and objectives.

For example, defining the steps to the cell extraction process through a lecture with slides is only one instructional strategy on the way to achieving a student performance objective targeted to "Given various scenarios, participant teams will demonstrate cell extraction procedures following agency policy and procedure".

Other strategies needed at a minimum would be trainer led demonstration, trainer demonstration with participant practice and coaching following, participants practicing in teams and getting peer feedback, etc.

6. Court systems require a posttest in training programs to prove that participants who complete the program have sufficient knowledge to perform their jobs properly
False: To date, the courts have not required that posttests be used to prove trainee knowledge.
 7. If you are not charging a fee in a training course where you use copyright protected materials (copies of journal or magazine articles, rented or purchased commercial videos or DVDs, copies of newspaper or magazine cartoons, chapters of books and other printed materials, etc.), then you are not violating Copyright Law.
False: It is a violation of U.S. Copyright law to use another's intellectual property (all of the above) without their express permission, fee or no fee.
 8. You can use up to a 3 minute excerpt of a commercially purchased or rented DVD in a training program without violating copyright, because you are using it for "educational purposes."
False: One of the 10 great myths about copyright and using materials for educational purposes! You must purchase a special motion picture license from the Motion Picture Licensing Corporation, which gives you permission to show excerpts or wholes of commercial movies in public settings. And yes, the courts have ruled that public sector training is a "public setting".
 9. Any items found on the web (articles, journals, cartoons, book excerpts, pictures, etc.) can be used freely by trainers, as they are in the "public domain."
False: Public domain only applies to older movies, pictures, videos, etc. where the copyright has expired. They are typically labeled as being "public domain" materials.
 10. The "Fair Use Doctrine" means that trainers in the educational and public sectors can use copyright materials with impunity in their programs.
False: The "Fair Use Doctrine" is interpreted by courts on a case by case basis. From the case law so far, we know that individuals can download and/or copy a single copy of an article, cartoon, or any other "fixed intellectual property" for their "personal elucidation" (personal use and education) without violating copyright law.
- Copyright violations occur when trainers begin making copies of these items and distributing or using them in training programs without the express written permission of the copyright holder.

Ways to Accommodate the Adult Learner – 9 minutes

Objective

Participants will be able to list the needs/characteristics of an adult learner in a learning setting and then describe ways to accommodate each of these in order to facilitate learning.

Background/Set-up

As a learner, you have probably been in situations where you felt that the instruction you were getting was relevant to who you are and what you need to learn and you have probably been in some situations where you felt that your needs as a learner were **not** taken into account.

The NIC Staff will have participants begin to think about the ways to accommodate the needs of adult learners.

Directions

Time	Tasks
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04 minutes	Direct participants to take 4 minutes to complete the workbook page entitled, "The Adult Learner."
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I am going to assign each of the table groups one of the characteristics of adult learners we have identified and ask you to come up with some ways that instructors can accommodate that characteristic in the classroom. Each group will need to choose a recorder and a spokesperson to report your responses to the total group.

05 minutes	Have a spokesperson report out for each group.
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Ways to Accommodate the Adult Learner

The Adult Learner

In the left column list some of the needs/characteristics of an adult in the learning setting. Work with the others in your small group to list ideas about ways to accommodate each of these in order to facilitate learning. List these in the right column. When you have finished, select a spokesperson to report out for your group.

<u>Needs/characteristics</u>	<u>Ways to accommodate</u>

Clarify the task as needed.

Experiential Learning Model - Bernice McCarthy and David Kolb

Perceiving

- Taking in new information
- How we approach learning

Concrete Experience

*Connected knowing
Sensing – Feeling*



Abstract Conceptualization

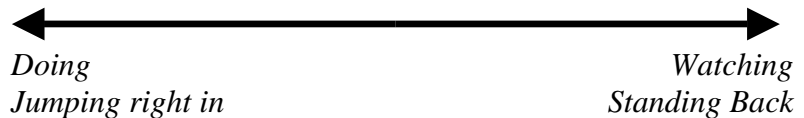
*Separate knowing
Thinking*

Processing

- Making the information ours
- How we work with learning

Active Experimentation

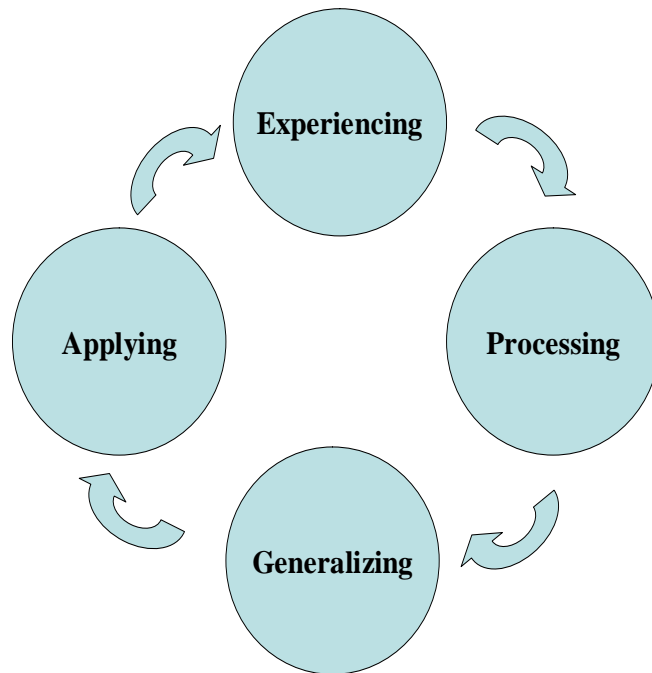
Reflective Observation



When you combine our various preferences for these modes of learning, by placing one continuum over the other, you get the four learning style preferences.

McCarthy, Bernice. *About Learning*. Barrington, IL: Excel, Inc. 1996.

The Learning Cycle



Experiencing – (Concrete Experience)

Using the experience participants have had already or providing them with an experience that furthers learning.

Processing – (Reflective Observation)

Discussing the experiences participants have had already or sharing reactions and observations of the activity provided.

Generalizing – (Abstract Conceptualization)

Finding general trends and truths in the experience that participants have had already or forming reactions to new experiences into conclusions, new concepts, or theories.

Applying – (Active Experimentation)

Modifying old behavior or testing new behaviors and practicing them in everyday situations.

Kolb, David A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Assessing Your Learning Type – 20 minutes

Objective

Participants will be able to describe their own learning style.

Background/Set-up

The NIC Staff will direct participants to complete an instrument (the “Learning Styles Awareness Handout”) to assess their learning style. You should make sure that each participant has a copy of the instrument before this activity begins. The broadcast will break so that participants can complete their instrument on-site.

Directions

Time

Tasks

02 minutes

Does everyone have a copy of the Learning Styles Awareness Handout?

This handout has descriptions of four different learning styles. I want you to read each description and when you come to a word or phrase that describes you and the way you like to learn, circle it, highlight or underline it. It should be a word or phrase that you really identify with, something that is characteristic of the way you like to learn.

This is not about how you think people should learn or what you have heard or read about the best way to learn, but simply how you prefer to learn new information.

When you have finished reading and choosing characteristics, count up the number of selected words or phrases in each of the four style descriptions. The quadrant from which you have selected the highest number of characteristics is probably your most preferred learning style.

10 minutes

Have the participants’ complete the handout. Be sure to check in with the participants by walking around the room to see if they have a clear understanding of the instructions.

Activity #10 - On Air

Module 3 – The Context of the Learner

08 minutes

- When all the participants have completed this task, get a count from them as to which quadrant they have circled the most words.

How many of you had your highest score in Quadrant 1? Quadrant 2? Quadrant 3? Quadrant 4?

- If anyone has a “tie” between two of their quadrants (and that is their highest number of circled items) ask them to select which they feel more accurately reflects his or her learning preference. It examines learning preference and training style preference.
- Have them move and sit together in their preferred style preference.

As you develop your understanding of the differences in learning styles it is important to keep in mind that no one style is better or worse than the others; each style has its own unique strengths and challenges.

Also, remember that however we may be distributed in this room, in the general population of the United States, the learning styles have been found to be fairly evenly distributed.

- Have participants complete the sentence stems individually.

Assessing Your Learning Type

My preferred learning style is _____.
The signature of my style is _____.
I prefer to learn by _____.

- Then have each group discuss the style they have chosen as their own, how much it is like them and how they are, as an individual, different from the description.
- If they find as they discuss the style, that it is not really the most like them, they can move to another group.

Learning Styles - How We Work Together

12 minutes

Objective

Participants will be able to describe their own learning style.

Background/Set-up

The NIC Staff will have participants identify how their learning style may complement as well as conflict with other learning styles. Have participants remain in same-style groups.

Directions**Time**

06 minutes

Tasks

Work with your group to complete the chart below by responding to the two questions for the three learning styles other than your own. Select a group spokesperson.

Learning Styles . . . How We Work Together

Take a few minutes and complete the questions on this page independently. Share your responses with the others in your same-style group, and then write your group “complimentary” and “conflicting” information on the easel pad. In addition to a recorder, your group will need a spokesperson to share your information with the class.

My preferred learning style is _____.

My main question is _____ and I prefer to learn by _____.

Style	<i>How my style might complement this style (work well together, correspond, communicate well)</i>	<i>How my style might conflict with this style (obstacles, opposites, differences)</i>

06 minutes Have each spokesperson report what they discovered.

Off Air Activities

After the Broadcast



<u>Time</u> (In minutes)	<u>Activity #</u>	<u>Activity Title</u>
30	12	Icebreakers and Energizers
45	13	Learning Styles Activity – “Car Talk”
60	14	Preparation for One Hour Team Delivery
30	15	Learning Journal
10	16	Jeopardy Quiz
20	17	End of Day Feedback

Ice Breakers and Energizers – 30 minutes

Objective

Participants will be able to develop and conduct an icebreaker and energizer following the guidelines presented.

Background/Set-up

NIC staff will have reviewed the guidelines for icebreakers and energizers during the broadcast. (They are also listed in the Day 1 Reference Section). Now, participants will begin their guided practice by working in their Home Teams to plan an icebreaker and energizer that they will conduct later in the week.

Materials Needed:

- Two envelopes, (one labeled ‘Energizer’ and the other labeled ‘Icebreaker’)
- Pieces of paper with each of the Home Team names on it for each envelope
- After the Home Teams have selected their names, you will need to prepare a card with each home team name on it for both the energizer and icebreaker.
- Each morning you will have a participant draw the name of a Home Team. That team will conduct the icebreaker. You use the same process for the energizer.

Directions

Time	Tasks
02 minutes	Review the objective of the activity.
03 minutes	Introduce the activity. Remind the participants of the learning they experienced during the Name Game.

During the broadcast today, you learned about the purpose of and guidelines for icebreakers and energizers. You also participated in one, the Name Game.

We’re going to begin each day of this week with an icebreaker and will have an energizer after our meal break. But for the rest of the week you will be leading them with your Home Teams. You have several examples of icebreakers and energizers at the end of this section in your participant guide.

Activity #12 - Off Air

Module 1 – Icebreakers and Energizers

Each morning we will draw a Home Team name out of a hat and ask you to conduct an icebreaker. Each afternoon we will do the same for an energizer. You will have 20 minutes right now to develop one of each for your group to do. Please feel free to create your own, as long as it follows the guidelines.

20 minutes Home Teams work together to discuss and plan their icebreaker and energizer.

Summary

Time Tasks

05 minutes Summarize after the groups have had their planning session by asking the following questions

What is the purpose of an icebreaker?"

Suggested response: to set a climate conducive to learning; to get to know each other; to relax participants; to encourage active participation.

What are some of the guidelines you need to follow when conducting an icebreaker?

Suggested responses: Vary the time according to the length of the training program; relate the icebreaker to the topic whenever possible (use as part of the anticipatory set); be aware of physical environment; consider the participant comfort level.

When should you use an energizer?

Suggested responses: After lunch; mid-afternoon; anytime you notice participant energy level is dropping.

Learning Styles –“Car Talk” Activity – 45 minutes

Objective

Participants will be able to develop strategies to address characteristics of the four learning styles.

Background/Set-up

This activity is a metaphor for learning and might not reflect how people would actually buy a car. Don't let participants get sidetracked on that issue. Keep the emphasis on the sales approach rather than the type of car.

Prior to beginning the activity have the following chart page prepared.

“Car Talk” - Sales Campaign	
1.	Develop plan to sell a car to assigned learning style. (Consider the unique characteristics of this learning style.)
2.	What is your sales approach?
3.	Why did you select this sales approach?
4.	Why would this sales approach be appealing to (the learning style you were assigned)?
5.	Demonstrate your sales approach to the class.

Directions

Time

02 minutes

Tasks

Review the objective of the activity.

11 minutes

- Assign each group *one* learning style (preferably their exact opposite) to which they will try to sell a car. (Learning style 1's will develop a plan for 3's and vice versa. Learning style 2's for 4's and vice versa.)
- Have them plan their sales approach and the type of car they will sell. Suggest they use the chart page you have prepared to guide them through the process.
- Remind participants to focus on the primary characteristics of their preferred *learning style*, how they take in (perceive) and use (process) information.

Activity #13 - Off Air

Module 3 – The Context of The Learner

Debrief

Time	Tasks
30 minutes	<ul style="list-style-type: none">• Ask each group to demonstrate their sales approach, using a volunteer from that learning style group or selling to that entire group.• After each presentation, have the group give feedback. Lead them by asking the following questions: Would they be likely to “buy” this sales pitch? Does the sales approach appeal to the buyer? Why? What could the “salesperson” have done differently to make it a better sale (more appealing to you)?

Here are some examples:

Selling to 1's: family car, or one with room for friends or carpooling; salesperson make personal “connections” by asking about their family, vacation ideas, and so forth. Stress comfort and reliability.

Selling to 2's: short sales-pitch. Provide statistics and data; brochures. Stress economy and reliability.

Selling to 3's: very short sales-pitch. Offer test-drive right away. Back away and be available to answer questions.

Selling to 4's: show-and-tell sales pitch. Stress gadgets, optional gadgets, and all the “latest.” Offer unique qualities.

Summary

Time	Tasks
02 minutes	<p><i>In this module we have looked at the needs of adult learners as a group and at the particular needs of learners created by learning style differences.</i></p> <ul style="list-style-type: none">• <i>What questions do you have about learner needs and learning styles?</i>• <i>What does this information mean for you as an instructor?</i>• <i>How will you use this information to make your teaching more meaningful to all learners?</i>

We will continue to refer to learning styles and adult learner needs as we go through the rest of the course, so you will have many opportunities to revisit this information and connect it to other new knowledge in this course.

Activity #14 - Off Air

One-hour Team Delivery

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 team delivery. You will need to post the lesson plan titles/topics on newsprint. Participants will use the list to sign up for the topic he or she would like to present.

You may want to create a sign-up chart that looks like this.

Lesson Plan	Breakout Room A	Breakout Room B	Breakout Room C
Giving Instructions	<i>John Doe Jim Klein Jane Smith</i>		<i>Tom Turner Mia Hamm Tim Bryson</i>
Delegation		<i>Roger Jones Tina Brown</i>	<i>Ella Fitz Pam Arnold Bobbi Figg</i>
Time Management	<i>Mark Thompson Nancy Merit Jill Pecan</i>	<i>Fay Turner Mary Black</i>	

Breakout Rooms

- 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 to be set up like a training room. The delivery teams should be responsible for setting up the room in a manner appropriate for the lesson plan they are to deliver.

Activity #14 - Off Air

One-hour Team Delivery

Breakout Room Equipment

- Easel stand and newsprint
- Markers
- Masking tape
- Overhead projector with spare bulbs
- Extension cord
- Table(s) and chairs for participants
- Table and chair for facilitator to make observation and feedback notes

Participant Materials and Supplies

The facilitator will give each team the lesson plans, participant handouts and associated supplies (see list below). The amount of each depends on the number of participants and resulting number of team delivery groups.

Communication Skills

- Origami paper
- Small balls (approximately 3 – 6 inches in diameter)
- Overhead transparencies

Balancing

Overhead transparencies

Time Management

Overhead transparencies

Team Preparation Time

- Each site facilitator should take responsibility for working with a proportional number of teams (divide teams evenly between facilitators). The site facilitator should be a resource for his or her assigned teams.
- Check in with teams during their preparation time to make sure they understand what they should be doing.

Activity #14 - Off Air

One-hour Team Delivery

Directions

Time	Tasks
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02 minutes	Review the objective of the activity.
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- | | |
|------------|---|
| 05 minutes | <ul style="list-style-type: none">• <i>This is your planning time for your Team Delivery.</i>• <i>In your books there is a suggested schedule you can follow. Let's take a look.</i> |
|------------|---|

Suggested Schedule for One-hour Team Delivery	
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- | | |
|-------|---|
| Day 1 | <ul style="list-style-type: none">• Create your teams.• Sign up for the lesson plan.• Get a copy of the lesson plan from the facilitators.• Meet with team and review lesson plan.• Decide how to divide up parts among the team members. |
| Day 2 | <ul style="list-style-type: none">• Begin to prepare individually and as a team by reading your team's entire lesson plan and studying your individual part.• Ask questions of facilitation team for clarification where needed. |
| Day 3 | <ul style="list-style-type: none">• Team preparation and practice. Decide how you will co-train together. |
| Day 4 | <ul style="list-style-type: none">• Conduct one-hour team delivery. |

- *As you can see today you need to decide whom you want to work with. We would like you to work in teams of 3 (teams of 2 if you have a minimum number of participants). Once you have a team you need to decide which lesson plan you want to present.*
- *We will give you a copy of the lesson plan for you and your team to review. You should decide how you want to divide up the parts among your team.*

Tomorrow you can begin to prepare.

Activity #14 - Off Air

One-hour Team Delivery

Summary

Time

05 minutes

Tasks

Before you get started, take a minute to look over commonly asked questions.

Commonly Asked Questions

- | | |
|----|---|
| Q. | How will we determine the delivery teams? |
| A. | We have posted the lesson plan titles/topics on newsprint. Each participant will sign up for the topic he or she would like to present, with two to four people per topic. |
| Q. | Will we be conducting the training for the whole class? |
| A. | No, you will conduct your module for about 1/3 of the class and one on-site facilitator. For the sake of time we will be divided into several groups in separate rooms. Your participants will be the trainers(s) and the other delivery teams. |
| Q. | How much time will we have to prepare? |
| A. | One hour today, one hour on Day 2 and one hour on Day 3. |
| Q. | What resources will we have to make any visual aids or participant materials? |
| A. | Sites should have a copy machine available. All handouts and transparency materials will be with your lesson plan. Although you certainly may make additional visuals, you are not expected to do so. |
| Q. | In my organization we usually just lecture since there is so much material to cover. Do we have to use the group activities? |
| A. | Yes. You need to practice the skills we have taught you this week. |
| Q. | What if it doesn't take us an hour? |
| A. | The lesson plans you will use are designed to take one hour to conduct. If you follow the guidelines in the lesson plan as well as the guidelines we have learned this week, it should take your team about an hour. |

Activity #14 - Off Air

One-hour Team Delivery

05 minutes Refer participant to the material on co-training.

Co-Training - How to Work as a Team

Do you train solo or as a part of a team? Look at the chart below and you will probably conclude that training with at least one other person has some real advantages. You will be working in a small team to deliver a prepared lesson plan on the final day of this training.

Advantages

- Trainers can provide feedback to each other
- Different perspectives/perceptions
- Can pair an experienced trainer with a new/less experienced trainer for coaching and mentoring
- Trainers can intervene for each other
- More help available for trainees (coaching, facilitating, guiding)
- Back up ready in emergency situations
- One person is available to handle small crises without interrupting flow of training
- Shared work load before and during class
- Have time to think through your presentation while partner is presenting
- Someone available to help with audio/visual equipment
- One person can observe participant reactions and responses while other facilitates discussions and activities
- Participants experience two instructional styles
- Change of pace and voice for participants

Disadvantages

- Takes more time to plan and organize
- Possible personality or style conflicts
- Possible imbalance of responsibility
- Takes constant cooperation

Steps for Effective Team Training

1. **Be familiar with each other's material.** In case of emergency you can fill in for each other. Also, this is the best way to give feedback and to help participants.
2. **Observe co-trainer (don't leave or take a break during their part).** Helps you give them feedback on the design, the workbook, the training aids, the instructions, the participant level of understanding, the trainer's presentation.
3. **Clearly divide the material and responsibilities ahead of time.** It will help make the class go more smoothly.
4. **Plan transitions.** This will also help make the class go more smoothly.
5. **Be familiar with each other's style.** Know how to complement each other.
6. **Agree on how to manage time.** Establish ground rules for working together: You need to determine how flexible you will/can be, how you will signal each other when the presenter's time is about up, how you will negotiate for more time. If not, one trainer is likely to end up with too little time for his/her section(s).
7. **Talk about how you will work together during class.** Here's a way to begin this discussion: "When I am presenting or facilitating it would be helpful to me if you would . . ." For example, one person might write on the newsprint and tape newsprint while the other talks or facilitates. If the "secondary" trainer has something to add to a discussion, how will this occur? Will that trainer raise his or her hand? Will the primary trainer ask if you have anything to add?
8. **Practice working together.**
9. **Provide feedback to each other.** This can help improve your training and the lesson plan. Discuss what worked well; what changes would make the class even better. This is one of the major advantages to working together.

43 minutes Participants work with teams.



Learning Journal - 30 minutes

Purpose

In this activity participants will begin processing information learned during Day 1 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. This is where the learner has an opportunity to write down his or her thoughts about the day as well as the key things he or she has learned. The goal is for the participant to think about how they might be able to apply this information to the team delivery on the last day as well as how they will use the information back on the job.

Directions

Time	Tasks
02 minutes	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 1

Module 1 - Icebreakers and Energizers

1. How can I use icebreakers and energizers to increase the effectiveness of my training programs?

Module 2 - The Context of Training

The Training Cycle - Steps to Develop Successful Training Programs

During Day 1 you learned the steps (which occur in a cycle) to developing successful training programs. The steps included:

- | | |
|--|---------------------------|
| 1. Identifying a need | 6. Revising as needed |
| 2. Establishing performance objectives | 7. Training instructors |
| 3. Designing the lesson plan | 8. Delivering the program |
| 4. Piloting the training program | 9. Evaluating the program |
| 5. Evaluating the pilot | |



2. Which of the steps will have some impact on the way you conduct your training?
3. In what way?
4. In which of the steps are you most likely to be involved?
5. How will you use this information to make the most of your involvement?

Lesson Plans

6. A lesson plan will be most helpful to me in my role as a trainer if I

Trainer Liability Issues

7. Think about the information you discussed today concerning liability issues in training. In what areas do you have some control, influence, or responsibility? Write those here and explain what you need to do exert control/influence or to carry out your responsibility.

A. Issues:

B. What I need to do:

Key Learning Points

Think about the information presented during Day 1 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 questions.

8. What are the key things I learned in today's training?
9. How will I use this information to improve the way I conduct my training programs?

After you have written down your responses, take a couple of minutes to discuss them with another participant.

10. Now that you have received some feedback, 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 learning styles, the cycle of learning, trainer communication skills, training design etc.

Background/Set-up

Participants will review material presented that day and develop questions that can be called in at the beginning of Day 2 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

Time	Tasks
01 minute	Review the objective of the activity.
05 minutes	<p><i>Day 2 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 \$500.</i></p> <p>Provide each table with one of these categories: Icebreakers and Energizers, The Adult Learner, The Training Cycle, or Learning Styles.</p>
04 minutes	Collect questions (and answers) and e-mail or FAX them to the studio.

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

The best way to find out how the training is going is to ask. Rather than waiting until the end of the training, you will want to get some feedback each day on how the training program and the training environment is working for your participants. You will give participants directions on how they will provide you with that daily feedback. Once you get the feedback results, you will talk about it with the other site facilitators. Summarize the information noting trends. You will report the results (and how you plan to respond) to the training group the next morning.

Directions**Time****Tasks**

02 minutes

Review the purpose of the activity.

02 minutes

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

Activity # 17 - Off Air

Feedback

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.*

05 minutes

- *Be specific with your feedback . . . and have fun!*

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

Debriefing

05 minutes

Tasks

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

Summary

01 minute

Tasks

Thank them for their feedback.

05 minutes

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