

Day 1 - Daily Activities at a Glance

Off Air Activities - Before the Broadcast

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

On Air Activities - During the Broadcast

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

Day 1 - Daily Activities at a Glance

Off Air Activities - After the Broadcast

<u>Activity #</u>	<u>Activity Title</u>
12	Icebreakers and Energizers
13	Learning Styles Activity – “Car Talk”
14	Preparation for One Hour Team Delivery
15	Learning Journal
16	Create Questions for Jeopardy Quiz
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

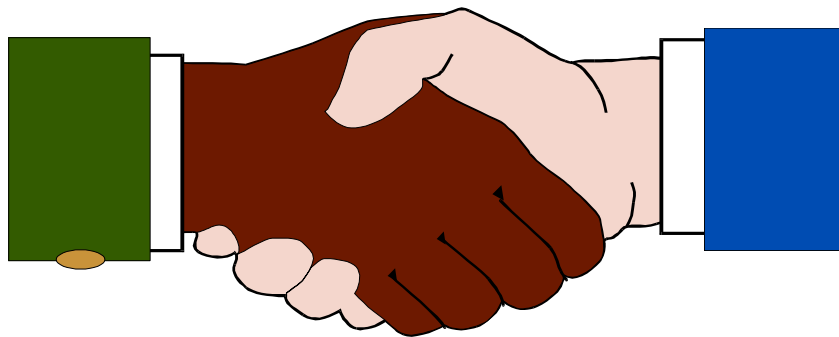


<u>Activity #</u>	<u>Activity Title</u>
1	Welcome and Housekeeping
2	Home Teams and Expectation Setting
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4	Participant Introductions (Name Game)

Welcome and Housekeeping

Purpose

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



Home Teams and Expectation Setting

Purpose

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

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.

What Do You Think?

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

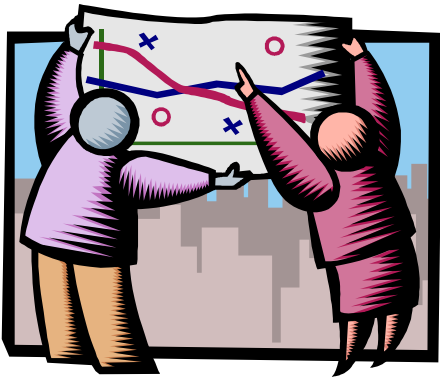
1. The most important skill for a trainer to have is:

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:

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.

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 in a team delivery of 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.

Setting Ground Rules

Objective

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

Background

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).

Our Ground Rules	
❖	_____
❖	_____
❖	_____
❖	_____
❖	_____
❖	_____

Participant Introductions (Name Game)

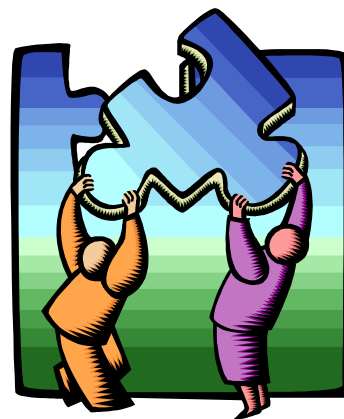
Objective

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.

How Will I Use This Information?

What did this activity communicate about learning?

What kind of activity was it?



On Air Activities

During the Broadcast



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5	Your Role as a Trainer
6	The Goal of Training
7	Using Lesson Plans
8	Trainer Liability
9	Ways to Accommodate the Adult Learner
10	Assessing Your Learning Style
11	Learning Styles – How We Work Together

Ice Breakers and Energizers

Objective

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

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.

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

Objective

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

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

Trainers are role models for others, both in and outside of the classroom. Trainers teach values of the organization, procedures, policies, standards, purpose, and job skills. Trainers enable change, stability, unity and encourage and support change.

Clark, Don. **Training Systems**,
[www.nwlink.com/~donclark/training systems](http://www.nwlink.com/~donclark/training%20systems), 2002.

The Goal of Training

Objective

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

What is the goal of training?



The Goal of Training

In order to reach the goal of training



Trainers need to . . .	Trainers do <i>not</i> need to.
<ul style="list-style-type: none"> ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ 	<ul style="list-style-type: none"> ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____ ❖ _____

The Training Cycle

Objective

Participants will be able to describe the steps of 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.

Revise As Needed

- Tweak 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.
- Modify 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.

Ibid, Don Clark, 2002.

In which of these steps are you likely to be involved?

How?

Using Lesson Plans

Objective

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

- *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

Objective

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

Lesson Plans

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

Key reasons for using a lesson plan

- 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

A lesson plan should be

- Accurate
- Current
- Dated
- Consistent with state law and organizational policy
- Detailed or scripted

Trainer Liability

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.

Quiz – Trainer Liability

Read each question and decide whether it is true or false (circle your choice), then describe your rationale.

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

True False Why? _____

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

True False Why? _____

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.

True False Why? _____

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.

True False Why? _____

Quiz – Trainer Liability (continued)

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

True False Why? _____

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

True False Why? _____

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.

True False Why? _____

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."

True False Why? _____

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."

True False Why? _____

10. The "Fair Use Doctrine" means that trainers in the educational and public sectors can use copyright materials with impunity in their programs.

True False Why? _____

Ways to Accommodate the Adult Learner

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.

The Adult Learner	
<p><i>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.</i></p>	
<u>Needs/Characteristics</u>	<u>Ways to Accommodate</u>
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____

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

*Doing
Jumping right in*

Reflective Observation

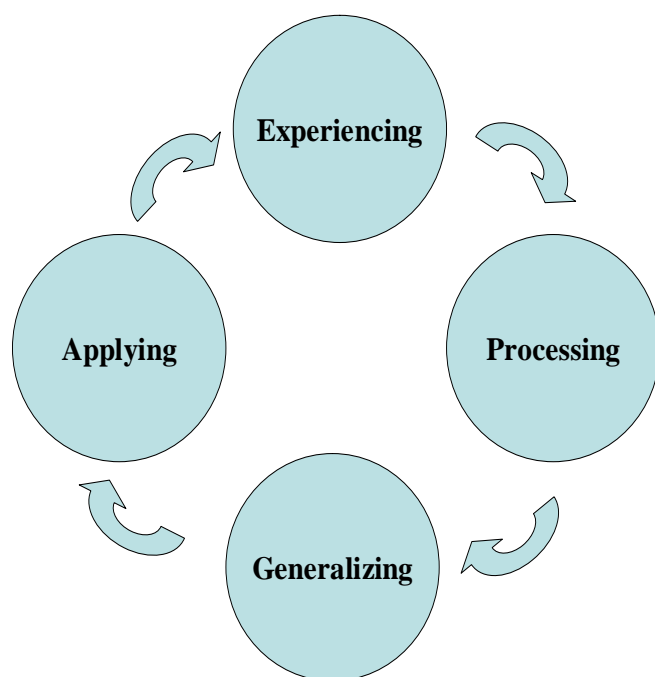
*Watching
Standing Back*



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

Objective

Participants will be able to describe their own learning style.

- Sit together in type-alike groups.
- Discuss the style you have chosen as your own and how much it is like you and how you are individually different from the description.
- If you find, as you discuss the style, that it is not really the most like you, move to another group that you feel might more accurately reflect your style.



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

Learning Styles - How We Work Together

Objective

Participants will be able to describe their own learning style.

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.

<u>Style</u>	<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>

Off Air Activities

After the Broadcast



<u>Activity #</u>	<u>Activity Title</u>
12	Icebreakers and Energizers
13	Learning Styles Activity – “Car Talk”
14	Preparation for One Hour Team Delivery
15	Learning Journal
16	Jeopardy Quiz
17	End of Day Feedback

Ice Breakers and Energizers

Objective

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

- During the broadcast today, you learned about the purpose of and guidelines for icebreakers and energizers. You also participated in one, the Name Game.
- For the rest of the week, each day will begin with an icebreaker and there will be 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 in the Day 1 Reference Section.
- You will have 25 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.

Learning Styles –“Car Talk” Activity

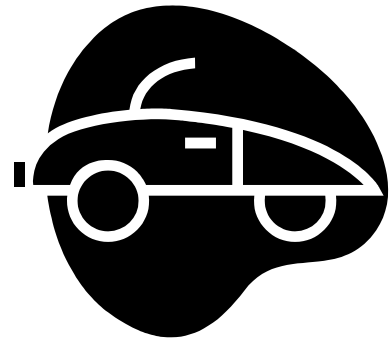
Objective

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

- Each group will be assigned *one* learning style. Your task is to develop a strategy to sell a car to that learning style.
- Use the questions below to help you plan your sales pitch.
- Remember to focus on the primary characteristics of your assigned style. Think about how they take in (perceive) and use (process) information.

“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.



Preparation Time - Team Delivery

Objective

Participants will be able to conduct a one-hour team delivery of a prepared lesson plan following the guidelines that have been presented.

Preparation Guide for Team Delivery

1. Review “Suggested Schedule,” “Frequently Asked Questions” about the Team Delivery and “Tips for Team Training.”
2. By Wednesday afternoon each person should be generally familiar with the entire team lesson plan and thoroughly familiar with his or her own primary section (of approximately 15 minutes.)
3. Each team member explains his/her understanding of the overall concepts in the lesson to the others on the team; team asks questions of on-site facilitators and reaches consensus on their understanding of the lesson.
4. Beginning with the person who has primary responsibility for the Anticipatory Set, each person should share with the others in the group what he or she will be doing and how he or she needs help or support from the others on the team. (Passing out materials and handouts, writing on the chart or whiteboard, guiding people through activities and so forth.)
5. Talk about how you will work together to clarify responses, keep each other on track, and help each other with time management.
6. Team needs to gather resources needed, asking for help from on-site facilitators as needed. Although all guides for training aids will be provided, the team might need to work together to actually make any visual aids required. Talk about how you will divide up these responsibilities.

Activity # 14 - Off Air

One-hour Team Delivery

7. Plan a way to transition from one person to another.
8. Conduct a trial run with each person actually practicing his or her part. Share information with each other about particular new skills you want to practice. Give each other feedback.
9. Have everything ready at the start of the broadcast on Thursday. There will not be time to run copies, review your design or make visual aids once the class starts.

Suggested Schedule for One-hour Team Delivery

- Day 1**
- 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**
- 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**
- Team preparation and practice. Decide how you will co-train together.
- Day 4**
- Conduct one-hour team delivery.

Preparation Time - Team Delivery

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 assigned to your room.
- 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.

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

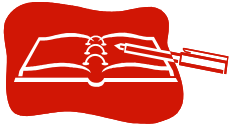
- Trainers can provide feedback to each other
- Different perspectives/perceptions
- Can pair an experienced trainer with a new/less experienced trainer for coaching and mentoring
- Trainers can intervene for each other
- More help available for trainees (coaching, facilitating, guiding)
- Back up ready 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.



Activity # 15 - Off Air

Learning Journal

Learning Journal

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.

Module 1 - Icebreakers and Energizers

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

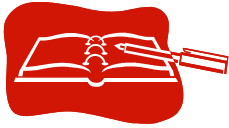
Module 2 - The Context of Training

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?



Activity # 15 - Off Air

Learning Journal

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:



Activity # 15 - Off Air

Learning Journal

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 from the training session. *Ask them for feedback on your plans.*

10. Now that you have received some feedback, what else may you need to consider?

Jeopardy Quiz

Objective

Participants will be able to analyze key points about learning styles, the cycle of learning, trainer communication skills, training design etc.

- *Day 2 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.*

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!

Reference Material

Day 1

This section contains the following reference material for modules presented during Day 1 of the Satellite/Internet Broadcast.

Module 1 – Icebreakers and Energizers

- Examples of Icebreakers
- Examples of Energizers

Module 2 – The Context of Training

- Trainer Liability Issues Checklist
- Copyright Law for Trainers

Module 3 – The Context of the Learner

- Characteristics of Adult Learners
- Learning Styles – Detailed Descriptions

Icebreakers

- Examples You Can Use -

NAME CIRCLE

- This is a great activity if your time is limited and your specific intent is for everyone to get to know each other's names.
- Have participants sit or stand in a circle.
- Give the following instructions: *I want everyone to think of a word that describes them that begins with the same letter as their first name. Here's an example - Joyous Jean. I'll start and give my word and name. The person on my right will first state MY word and name, then add theirs. The next person will state MY word and name, the next person's word and name, then add theirs. If anyone gets stuck, we'll help you out. No fair writing it down!*
- Go around the circle with each person repeating all the words/names that came before them, adding their own.

Variation: You can add a little more fun to this by saying you're all going on a camping trip. Each person think of an item to take that begins with the same letter as their first name. Here are some examples: My name is Jean and I'll take jelly beans; my name is Ben and I'll take a bedroll; my name is Isabel and I'll take ice cream; my name is Yancey and I'll take a yo-yo. . . and so on. You can illustrate communication and team support by having the entire group repeat the names as you go around the circle.

TENNIS BALL NAME CIRCLE

- Have participants stand in a circle.
- The first person states his/her name and then tosses the ball (or any small, soft object that's easy to toss and catch) to someone in the group. They need to remember to whom they tossed the ball.
- After a person has had the ball, ask them to raise their hand so it's easy to see who hasn't had a turn.
- This person then says his/her name and tosses the ball to someone else.
- Continue this process until everyone has had a turn and the ball is back to the starting position.
- Have the group repeat the process using the *same pattern - toss the ball to the same person as last time* - but this time, call the person's name.
- Repeat this once or twice more.
- After the group has this down pat, add another ball. Use the same pattern as before, waiting until the first ball is two or three people "down the line" before you toss in the second ball.
- Repeat, using a third ball.
- See if someone will volunteer to name all those in the circle.

NAME TAGS

- Give each participant a blank sheet of paper or a half sheet of newsprint and have a variety of colors of magic markers available for them to use. As you give instructions you need to demonstrate them on the flip chart in the front of the room.
- Have them write their first name in bold letters in the middle of the sheet of paper.
- In the upper left hand corner ask them to write the name or initials of someone who has had the greatest influence on their life. This can be someone living or dead, known or read about.

Reference Material

Module 1 – Icebreakers and Energizers

- In the upper right hand corner ask them to write down a place they would go if they had two weeks and money was not an issue. This can be a place they've visited or one they dream about visiting. In the lower left corner ask them to write down two things they do well.
- In the bottom right corner have them write one thing they would like to do better.
- Underneath their name have them complete this sentence: "Life is a cafeteria in which . . ."
- When they've finished, give them masking tape and ask them to attach their name tags to themselves, and then mill about, reading as many name tags as possible in the time allowed.
- You can vary the information you ask them to put on their name tags. You could also have them pick a partner and introduce that person to the rest of the group, telling at least one thing they found out about that person.

PAIRED INTERVIEWS

- Ask participants to pair up with someone they don't already know (or someone they know the least).
- Give them five minutes each to "interview" their partner. You can give them specific questions to ask, for example: What is your name? Where did you grow up? What is your favorite kind of music? What do you most like to do on your time off? Specific questions will help quiet people talk and will guide the interviews away from some of the typical questions people might ask.
- Have each person introduce their partner to the rest of the group. You might tell them to give their partner's name and one or two things they discovered about them (to keep them from speaking too long!)

WHAT'S IN MY WALLET?

Ask each person to look in their wallet, purse or pocket and pick out two (or three) items that say something about them. Have them use these items to introduce themselves to the group, sharing the item and what it says about them. (Here are a few examples: driver's license - freedom and independence; library card - I have little money and I love to read; credit card - I love to shop; grocery list - I keep lists to help me remember)

Energizers

- Examples You Can Use -

STRETCH

This is a quick and simple energizer that you can do when space and/or time are limited. Explain that you are going to lead them through a few simple stretches and that they need to participate at their own comfort level. The idea is to stretch to wake up a bit, not to hurt! Have participants stand up and stretch with their hands overhead. Relax. Repeat. Have them clasp their hands behind them and stretch. Relax. Repeat. Now ask them to try to touch their left ear to their left shoulder, feeling the stretch along the right side of their neck. Relax, and then repeat on the other side. Then have them try to touch their chin to their chest, stretching the back of their neck. Relax. Repeat. Important: do NOT have them roll their head around nor to stretch their head back. You can continue to ask them to do some easy, gentle stretches, deep breathing, etc.

PERSON TO PERSON

Have everyone stand shoulder to shoulder with a partner. Someone, participant or trainer, needs to be the odd one out. This person says "Change!" and everyone tries to find a new partner with the odd one out trying to get in. This will leave a new person out who will repeat the process. This involves lively physical activity and a fair amount of space. Don't let the activity go on more than five minutes.

MUSIC MOTIONS

You'll need to bring a tape or compact disc player and a tape or compact disc of "non-offensive" music. Ask everyone to stand and move to the music as they feel inclined - tap their foot, sway, march, conduct, etc. Know your group - some groups might feel rather foolish doing this. It can be very energizing and fun, can be short, can be done in a very limited space and with participants who are dressed up as well as those with physical limitations or disabilities.

DEEP BREATHING

Have participants stand up and shake their arms by their sides to relax and loosen up a bit. Ask them to breathe in, slowly, then exhale, slowly. Continue to ask them to inhale slowly, and then exhale, slowly. You might get them to inhale and lift their shoulders, then exhale and let their shoulders drop.

BRAINTEASERS

Sometimes people are energized by some different brain activity. You can make up crossword puzzles or word searches from the content, or use word jumbles. Here are a few word jumbles to get you started. Give them four or five words with the letters jumbled. They have to figure out the word.

<u>Jumbled Word</u>	<u>Answer</u>
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senols	lesson
ppeelo	people
nelra	learn
eiudg	guide

BODY WRITING

Have participants stand in a circle. Explain that they will be writing words in the air using different parts of their body and demonstrate. Ask them to “write” their name using their left elbow. “Write” their nickname using their right elbow. “Write” their favorite hobby using their head. “Write” their last name using their right foot. “Write” their best friend’s name using their left foot. “Write” the name of their favorite song using their right knee. “Write” their home town using their left knee.

Trainer Liability Issues - Checklist

- ☐ Are there recent tasks analyses for key organizational positions? Are these analyses the basis for curriculum development?
- ☐ How are instructors qualified to teach? How are they qualified to teach the specific curriculum?
- ☐ What systems are in place to ensure that programs are conducted consistently?
- ☐ Do courses include pre and post-testing of trainee proficiencies?
- ☐ Are there detailed and current course designs on file for all courses?
- ☐ Is there a review process for the organization's counsel to see if training is consistent with statute and policy?
- ☐ Is there a system to document the entire development and review process?
- ☐ Is there a plan to review and update courses?
- ☐ Are copyright laws followed in all courses and course material?
- ☐ Are there records of attendance for each course?
- ☐ Are the methods and strategies used in training programs consistent with the level of objectives?

Copyright Law for Trainers

Copyright has two main purposes:

1. Protection of the author's right to obtain commercial benefit for valuable works.
2. Protection of the author's general right to control how a work will be used.

To use or not to use, here are some questions.

Under the “fair use” section of the U.S. Copyright law there are basic questions we must ask before deciding to use someone else's material:

- **Purpose:** are we using the work for education, not-for-profit sessions or events?
- What is the “degree of transformation”? Did our use of the work add something new with a further purpose or different character, or did we simply use someone else's work?
- What was the nature of the copyrighted work? Apparently the Courts consider some works more worthy of copyright than others.
- How much did we use in relation to the whole? Some Justices have looked to see that “no more was taken than was necessary” to achieve the purpose for which it was copied.
- What was the extent or potential extent of harm to the original and the derivative works?

In looking at these questions we can assume that we need to avoid the following:

- Charging for something we have copied or slightly altered
- Copying an entire piece, instrument, video, manual
- Using pieces of various videos to make a training video
- Putting our own name on someone else's work
- Violating any specific copyright or licensing agreement

The best rule of thumb if you plan to use any part of someone else's work is to **ask permission first!**

Copyright Law for Trainers

For additional information check the following web sites:

<http://www.lcweb.loc.gov/copyright/>

<http://www.mplc.com/index2.htm>

<http://www.benedict.com>

<http://www.templetons.com/brad/copymyths.html>

Source: U.S. Copyright Office, **Copyright Basics**, 2000.

Characteristics of the Adult Learner

Needs a reason to learn, a need to know “what’s in it for me.”

Adult learners are self-motivated and self-directed if they have a clear sense of the purpose for learning the specific material you have to teach. They are usually not motivated to learn “for the sake of learning”, “because I said so” or “everybody needs to know this”.

Concept of self as independent, responsible for own learning.

Adult learners see themselves as capable of taking care of their own needs in the classroom as they do in the workplace or in their personal lives. Being placed in a passive role does not motivate them. They may go so far as to avoid classroom situations if they feel they will be treated “like children”, i.e., as they were in the traditional classrooms of their school experience.

Own experience valued, seeks recognition for experience, and creates wide range of differences.

Adult learners have accumulated a variety of life and work experience that they call on to give a point of reference for new learning. Being treated as blank slates does not motivate them. Opening activities in particular, should elicit learner’s experiences and use them to connect to the new learning. The fact that the experience of the adult learners in any given classroom will vary greatly, creates a wide range of individual differences that must also be taken into account.

Problem-oriented or task-centered, not subject matter driven.

Adult learners are not motivated by material that is abstract or too hypothetical. Since they need a reason to learn, a payoff, they want to learn by applying the information provided to real life situations as quickly as possible.

Internally motivated, readiness to learn determined by real-life situations.

Adult learners will provide their own motivation if it is made clear to them that they will be able to use the learning in a real-life setting. Again, the opening activities should create a context that will trigger the adult’s readiness to learn.

Knowles, Malcolm S. *The Adult Learner: A Neglected Species*. 3rd Ed. Houston, TX: Gulf Publishing, 1984.

Type One Learners as Instructors

Strengths	Areas to improve
<ul style="list-style-type: none"> • encourage self awareness, authenticity and individual growth in their students • see knowledge as valuable for growth in personal insight • like discussions, group work and realistic feedback about feelings • are caring people who engage their students in cooperative efforts • exercise authority with trust and participation • work toward organizational solidarity • appreciate students who are supportive and share their sense of mission 	<ul style="list-style-type: none"> • focus more on specific outcomes and procedures • spend more time on how to implement ideas and make them workable • spend more time planning • deal more readily with conflict • take action more decisively

Type Two Learners as Instructors

Strengths	Areas to improve
<ul style="list-style-type: none"> • interested in transmitting knowledge and in being as accurate and knowledgeable as possible • see knowledge as valuable for deepening comprehension and further understanding of significant information. • encourage outstanding students and seek to imbue a love of knowledge in their students • like facts and details and the systematic presentation of organized sequential information • lead by principles and procedures and exercise authority assertively by using factual knowledge • work to enhance the prestige of their organization • appreciate students who are well organized, write things down carefully and follow through on assignments. 	<ul style="list-style-type: none"> • take more risks • act before the plan is perfect • go more on instinct • try to inspire others • be more open to change

McCarthy, Bernice. *The 4MAT System, Teaching to Learning Styles with Right/Left Mode Techniques*. Barrington, IL: Excel, Inc. 1981

Type Three Learners as Instructors

Strengths	Areas to improve
<ul style="list-style-type: none"> • are interested in developing productivity, competence and skills for economic independence • see knowledge as valuable for enabling students to be capable of making their own way • like technical knowledge and hands-on activities, plans and time lines • lead by personal forcefulness and exercise authority by reward and punishment (the fewer the rules the better, but enforce rigorously the ones you have) • work hard to make their organization productive • appreciate students who are task-oriented and move quickly 	<ul style="list-style-type: none"> • take more time to chat with people about day to day issues • pay more attention to other people's needs and feelings • value ideas more for their own sake • take more time to consider all the ideas before coming to closure • take the time to let others find their own meaning/learning

Type Four Learners as Instructors

Strengths	Areas to improve
<ul style="list-style-type: none"> • are interested in helping students to act on their own vision and enabling self-discovery • see knowledge as a tool for improving society • encourage experiential learning, creativity and drawing new boundaries • like dramatic teachers who seek to energize their students • exercise authority by holding up a vision of what might be and thrive on crisis and challenge • work hard to make their organization innovative • appreciate students who can build on their ideas and are not dependent on the instructor for structure and move quickly 	<ul style="list-style-type: none"> • focus more on structure • appreciate the need for follow-up and attention to detail • think more strategically • appreciate that others have lower tolerance for chaos • choose which risks to take

McCarthy, Bernice. *The 4MAT System, Teaching to Learning Styles with Right/Left Mode Techniques*. Barrington, IL: Excel, Inc. 1981