

SCRTD TRAIN THE TRAINER  
PROGRAM

8:30

Good morning. My name is \_\_\_\_\_. I'm a Training Analyst in the Employee Development Dept. and I want to welcome you to this Train the Trainer Program. I'll be your instructor.

The purpose of this program is to learn more about how to train. We'll concentrate primarily on methods and techniques that you should be able to use whether you train full time or only as needed.

Each of you is here because your Dept. recognized that training is a very specific skill and that people who are experts in their field aren't automatically skilled trainers.

This program will be ongoing and available to all people at RTD who train others.

This program is also for instructors from other properties who will be attending sessions through the RTTC.

(Instructor tells more specific information about self if number of class participants is even. Answer the questions to be given to participants. If number of participants is odd, participate in climate setting exercise.)

Each of you has an outline of the class in your folders.

That should give you a good idea about what we'll be covering.

Breaks will be at around 10:00 and 2:30.

Lunch will be at around Noon.

8:35 Today we'll be dealing specifically with these objectives.  
At the conclusion of the class, participants will be able  
to:

flip chart

1. Discriminate between those activities that are learner centered and those that are not.
2. Name and describe two examples of each of the three steps to classroom teaching.
3. Perform a task breakdown
4. Correctly write two behavioral training objectives

8:45 Before continuing, let's do an exercise so that everyone can get to know each other better.

Find someone you don't know or know least well. Take 5 minutes or so to get to know each other. You'll be introducing each other to the class. In addition to whatever additional information you want to share, please provide the following information:

- name
- current position
- type of training that you do or will be doing
- Who do you train
- One or two things you'd like to get from this class
- A recent accomplishment -- something you're proud of

(group breaks into diads)

8:50 (Group reconvenes.) Take a minute or two to introduce each other.

(Between introductions instructor may ask follow-up questions about whether the participants teach for knowledge or skill. See definition next page.)

9:00

Most (or all) of you teach people how to do something.

I'd like to make a distinction here between teaching for knowledge and teaching for skill. When your aim as an instructor is to just impart knowledge you probably don't expect your students to be able to do anything with that knowledge. Or if you do, your expectations might not be very specific.

When your aim as an instructor is to teach for skill, you want your students to be able to do the skill you're teaching.

Training -- as compared with general education -- is teaching to do.

How does someone become proficient at doing something?

(practice)

When the instructor lectures, what are the students doing?

(sitting; maybe listening; maybe learning)

And what is the student learning?

(maybe the subject; maybe how to pretend to listen)

If the teacher just lectures will s/he know what or if the student is learning?

(No)

What if demonstration is added?

(Teacher still won't know)

What if, at the conclusion of a lecture and/or demonstration, the teacher asks if there are questions and there are none? Does that mean that all the students have learned and understand the material?

(No)

What does it mean?

(Solicit a variety of answers)

When should you ask?

(Throughout the class)

Instructor always waits for class to answer.

9:10

So by showing or showing and telling or just telling,  
is the instruction producing a skill to do?

(No)

By showing, by the way, I also mean a variety of visual aids.  
They're called aids because they're supposed to aid  
instruction - not do it.

By focusing on the presentation, the instructor is not  
focusing on the student. Those of you who do teach or  
speak regularly -- have you ever really gotten going  
and you just knew that it was a great presentation - a great  
show? Perhaps it was. But what about your students?

Just because you covered the information, does that mean  
that they knew it or could do it? (no)

What I've been describing is teacher centered instruction,  
which means, quite simply, that the teacher is focusing on  
him or herself rather than on the people who are supposed  
to be learning: the students.

Learner centered instruction is when the focus is on the  
learner. And the learner is interacting with the material,  
working with the material, applying concepts in one way or  
another.

(Instructor distributes exercise on learner centered  
instruction. 5-10 minutes to do. 5 minutes to discuss.)

Distribute  
handout: Learner  
Centered Instruc-  
tion. Exercise

9:35

This transparency shows a teacher pouring knowledge into a student's head. How nice it would be if teaching were that simple and being able to tell how much a student knew were that easy.

But if it were that easy or simple, no one would need to learn how to train others and learning, of course, would be a snap.

There are three parts in the training process I'd like to go over now. The first is getting the students ready to learn.

When students walk into class, they might be ready to learn what you want to teach, or they might want to hear the latest gossip. They might be distracted by a variety of problems, or if it's the first day of a new class -- like this -- they might be feeling uneasy at first.

The first thing you do to get people ready is to set the climate; that is to help the students feel comfortable in the classroom psychologically and physically. Tomorrow we'll cover some techniques for doing that. Additionally, you want to begin to focus the students attention on what they'll be learning and why they should learn.

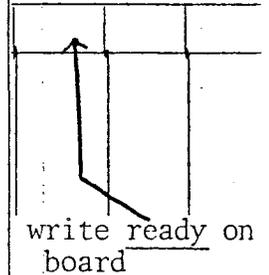
Can anyone think of any ways to do that?

(list can include: objectives, pretest, benefits of subject to class members, experiences of students, gimmick -- but be careful with gimmick, it could distract from learning.)

Transparency

Distribute handouts: Steps to Teaching In the Classroom

Chalkboard



List on board under ready.

9:45

After the class is ready to learn, the next step is to provide the information they are to receive.

We've said earlier that people learn best by practicing or doing that which they are learning to do.

And when students practice, you as the instructor can determine what they still don't know/or can't do.

What are some other ways of insuring that the information you are providing is received? One example is feedback questions, which I've been doing all along this morning.

Can anyone think of anything else?

(examples include: exercises, practice, analogy)

Finally, after the students have the knowledge, you want them to retain it.

And what is the best way to retain knowledge?

(through repetition)

The more frequently someone repeats a task or skill, the better the chance that that person will retain it.

Here, though, the trainer usually has limited influence -- unless the trainer is also the supervisor.

The same principle applies on the job or in the classroom: people learn by doing that which they are doing.

1. J0 BREAK Tell students location of cafeteria and restrooms.

Write receipt on board.


Write on board under ready.

Retention on board.


Repetition on board.

10:15

Before a class is given or scheduled or designed, there is usually someone or some group of people who determine that a need for training to do a particular task exists. This is called a needs analysis.

There are a variety of ways of doing a needs analysis.

Can anyone give me any examples?

(May include: survey, interview, observation, examination of company records, personal experience on the job.)

In each case, the person doing the analysis should be looking for a gap between actual on the job performance and desired performance. And the analyzer should also determine whether the gap is caused by an employee's not knowing how to do the job. If the employee already knows how to do the job then training him or her to do it again probably won't help.

10:25

Assuming that you or someone else has determined that employees need to know how to do a particular task -- it could be complicated or relatively simple -- what would your next step be?

(To analyze the task and break it down into logical steps. Perform a task breakdown.)

10:30

A task breakdown describes the logical sequence in which a particular task is performed. For example: a recipe is a task breakdown, steps in changing a typewriter ribbon could be another.

Write on board

transparency

Let's go through this programmed note on task breakdowns.

Distribute  
handout, Task  
Breakdown

If you don't happen to be an expert at the particular task and you want to do a break down of that task what would you do?

1. Find a resident expert.

This is the person who knows how to do the job. S/he should be someone who can explain it to you and show you how to do it.

You could meet this person in his/her office and listen as they explained the job. But would you be able to write a task breakdown from that and teach it? (No.)

So the next step then is:

2. To watch him or her do the job.

It's important, of course, to know what the total job looks like. But are you going to be able to teach people how to do a job by showing the finished product or just by going quickly through the steps? (No.)

So,

4. Divide the job into simple operational steps.

Depending on the task, the operational steps may be tricky or even have sub-steps. So to be sure you know each step you want to:

5. Watch each step of each operation.

And just to get practice and a feel for the steps in the task, you want to:

6. Do each step of each operation.

There are some key points to consider when doing a task breakdown and teaching it. In addition to those points listed on the sheet, be sure that you can:

1. Be sure to explain what the task and operations are.
2. Explain any special conditions.
3. Explain any special terminology.
4. Be sure that each step has a logical beginning and end.
5. Explain any tricks of the trade.

10:45

We have just done a task breakdown on task breakdowns.

I would like you to break into 5 groups of 3 each.

Decide on something simple to do a task breakdown on.

For example: 1- refilling a pen, 2- making a paper airplane, 3- tying a necktie, 4- making a peanut butter and jelly sandwich, 5- polishing a pair of shoes.

Write the breakdown in a logical sequence on one of these sheets of paper. Then one of you from each group -- the group will decide -- will present your breakdown to the class.

(30 min. - 40 min. to prepare and write up. 30 min. to present. Instructor follows each step literally.

Make no assumptions.)

Distribute  
flipchart paper  
markers tape

11:50 Review what was covered during morning.

1:00 LUNCH

1:00 Have class do cash register worksheet.

The point of the game is that it is essential that language be clear: specifics are essential: don't assume. These are important points to remember about task breakdowns and they are also important to remember when writing behavioral training objectives. After you have completed the task breakdown and decided which task or tasks the students are to learn, the next step is to write behavioral training objectives.

Behavioral training objectives describe what the learner will be able to do or perform as a result of the instruction. They are called behavioral training objectives because the instructor describes a behavior. Remember, you cannot tell how much or how well someone knows how to do something unless you can observe some demonstration of the skill. So what is it that a behavioral training objective describes? (What the learner will be able to do or perform as a result of the instruction.)

Distribute cash register worksheet

Distribute programmed note Behavioral Training Objectives

There are at least two reasons to use objectives.

1. Because you will know specifically what you want the learner to be able to do at the conclusion of training, you can choose methods and techniques which will best help the student learn those skills.
2. Because you know specifically what you want the learner to be able to do, testing your students to determine whether they can or cannot perform the objective is relatively easy.

Let's take an example. Is this a behavioral training objective? flip chart

At the conclusion of training, public information clerks will know all the bus lines in Los Angeles served by RTD.

How about this: Students will be taught to appreciate Mozart's music.

(Ask students to correct each one. For the first, the question is what will be a demonstration of knowledge. The second is a poorly written objective for the teacher and not the students; it should be rephrased in terms of what the students will do to demonstrate an appreciation.)

2:00

By the way, telling your students what you expect them to be able to do is perfectly all right.

There is no point in having the students try to read the instructors mind. They are there to learn how to do something, the instructor is there to help them learn it. Telling them in advance isn't giving away any secrets: they still have to learn how to do whatever the skill is. So, to review - a behavioral training objective must have what specified?

(a performance or observable behavior)

Have you written a behavioral training objective if performance is not specified?

(No)

Active verbs should be used when writing objectives.

Write is an example, so is drive. Can you think of any others?

(draw , hammer mix, sort identify, build, weld, prune)

Objectives must have a performance stated. They may also have conditions and criteria stated.

Conditions refers to actual on the job conditions. When teaching you should try to reflect as accurately as possible the actual conditions under which the job will be performed. Sometimes, of course, this is not possible. But you should try to come as close as possible. And if the conditions are important or a regular part of the job they should be part of the objective.

For example, if employees use certain tools, supplies or references, the student should be taught with those tools, supplies and references. Examples would be :

Write examples on board.

Solicit from class

Some jobs have special physical and/or psychological conditions. If these are a normal part of the job, they should also be part of the training and the objective.

Policemen, for example, work under stressful conditions.

Mechanics work under certain physical conditions.

So, in writing the objective you could say things like:

given a standard set of tools....

standing on a roof 30 feet above the ground...

Can anyone think of other examples?

on board

Criteria refers to how well the learner must perform in terms of speed, accuracy, quality, amounts.

For example, you could say:

In ten minutes, the learner will....type at 50wpm

Within 1/1000 of an inch....

Examples from class.

What is it that an objective must state? (observable behavior or performance)

Why must this be stated? (otherwise the instructor won't know if student can do what s/he is being trained to do)

How is performance stated? (with active verbs)

Why do you specify conditions? (if on the job conditions are important to on the job performance)

Why/when would you specify criteria? (if these criteria are essential to successful performance)

2:30

BREAK

2:45

We're going to do an exercise on identifying objectives.

Break into two's. Both people will have a sheet which asks you to identify which statements specify performance.

One person will have the answers. One will not.

If the person who doesn't have the answers has difficulty determining whether a statement specifies a performance, his or her partner should help by coaching; that is, by asking questions that will help the other person determine whether a performance is stated or not. You'll have 10 minutes to do this. Then we'll switch.

(Some of the statements also contain conditions and criteria. Before switching discuss the answers and ask if anyone can I.D. the conditions and criteria. Repeat after second half of exercise.)

3:15

We've talked about behavioral training objectives.

You've identified them. Now I'd like you to write two behavioral training objectives. Have these be objectives for the presentation you'll be giving day after tomorrow or from a part of a program you may have already done.

Take about 15 minutes to do this. Then exchange them with your partner for discussion and critique. I'll be available if any of you need help or have questions.

3:40

We've talked about task breakdown, which will help you identify what specific skills people need to be able to do and then we worked with behavioral training objectives, which provide very specific behavior or performance which should be the result of the training you provide.

Distribute

Identifying  
Statements of  
Performance Shee

Distribute  
Identifying  
Statements for  
Performance  
Sheet B

I'd now like to give you a format for organizing your material or, in other words, the lesson plan.

The lesson plan is what the instructor uses to tell himself or herself what to do and how to do it.

For purposes of preparation, a very detailed lesson plan is quite useful. Those of you who have taught before may have even seen or developed scripts. However, there is one major disadvantage to depending heavily on a script.

If you lose your place you're in trouble.

For teaching itself, it's probably best to use a teaching guide, which lists key points and questions that you want to cover.

This format is very useful. On the left there is space for time. Why would it be important to know at what time during the lesson you'd want to be covering a certain point?

(so all material will be covered)

In the center is room for the lesson material itself and on the right, there is space for notes and methods and techniques. Why have this?

(so you don't forget)

At the top is space for the class objectives and for you to list materials. Again, so that you don't forget to bring some materials you've planned on using.

Distribute  
lesson plan  
format.

3:55 When you're preparing your presentations, you may find it useful to use this format.

Distribute criteria for class presentation

4:05 As homework for tomorrow I'd appreciate it if you'd complete this sheet. We'll be working with it tomorrow morning.

Distribute Learning Styles Inventory

Before we close for the day, I'd like to do a closure exercise. This is used to bring the meeting to a close, to sum up.

(ask randomly: name two things you've learned today that will be useful to you as trainers)

4:15 ADJOURN

SCRTD TRAIN THE TRAINER

PROGRAM

8:30

Review

1. Divide class into 4 groups
2. Each group is assigned to summarize one of the objectives covered yesterday and to choose a spokesperson to present the summary to the class.
3. Groups will meet for ten minutes. Each summary is to be no more than 5 minutes. Each group should try to do something to get class ready and to aid receipt.

flipchart

Day one  
objectives

9:00

Today's objectives will be:

At the conclusion of instruction, students will be able to:

1. Describe four learning styles
2. Describe four training methods and explain when to use each.
3. Name four training aids and explain two points in the correct use of each.
4. With others, develop and present one introductory question and at least three feedback questions.
5. Describe steps to prepare and give a demonstration.
6. Describe three techniques for setting a positive classroom climate.

flipchart

Day Two  
Objectives

9:10

The first topic we'll deal with today is learning styles.

That is another way of saying the way people learn.

For example, when you're trying to learn something, how many of you just want to go out and do it?

How many like to read about or find other ways to get as much background and theory first?

How many prefer to observe someone else performing or demonstrating?

How many hear or read about something and then like to experiment to find out if it really works?

Some of you prefer one way, others prefer other ways or styles.

If an instructor just handed you a piece of equipment and said "here fix it", that might be fine for those who like to learn that way, but what about the others?

The point of this is that not everyone learns the same way. Please take out the sheet I gave you to fill out last night and add up your scores. Then transfer the scores for each column to the sheet I'll distribute now.

The form you've completed indicates what your primary learning style is. This is just descriptive, by the way; having one primary style instead of another is neither good nor bad. This is simply a way of assessing the relative importance of each of these styles to you.

Those who are higher on concrete experience (CE) would tend to favor experience as a primary way of learning. Those who are higher on abstract conceptualization (AC), would place greater emphasis on abstract concepts or theories. Those who are higher on active experimentation (AE) would place greater importance on testing the implications of concepts.

LSI

Hand out  
Learning Style  
Profile

9:20

9:25

And those who are higher on reflective observation (RO) would tend to place greater emphasis on developing and using their observational skills.

As I said, no one style is better or worse than any other. However, a high score on one and a low score on another may indicate a tendency to overemphasize the one at the expense of the other. For example, some people may jump into experience but fail to observe the lessons to be derived from these experiences. Or some may form concepts but fail to test their validity.

How many of you believe that this Learning Styles Inventory pretty accurately reflects your learning style?

(discuss for a few minutes if necessary)

Do all people learn the same way or have the same learning style? (No)

9:35 People learn..... (differently)

So if the people you're teaching all learn a little differently, what can you do to assist all of them to learn? (should ge a variety of answers - lead class to: use a variety of training methods.)

Let's deal with some different types of training methods.

(the instructor leads the class in a discussion of what each method is and when to use it.)

Distribute Programmed note

Training Method

00 BREAK

10:15 (Introduce the film: The Floor Is Yours)

The film we're going to see deals with preparing and

making presentations and not specifically with training.

However there is a lot of good information in the film.

I'd like you to pay particular attention to the information about presentation techniques and training aids.

We'll discuss those areas after the film.

One more thing, the actors are British, so it may take a few moments to adjust to the accent.

10:45

What are some of the tips you saw in the film about presentation techniques?

(Prepare ahead of time; rehearse; oral presentations require different language than written presentations)

Solicit from class and discuss

Other tips about presentations:

Each person has his or her own style: some are quieter than others: some talk quickly etc. You should adapt the various techniques you learn to your particular style.

The primary point of training is the result you get, not the show you put on or don't put on. Have your students learned how to do something that will be useful to the district? After all that's the reason they're in your class.

11:00

Some other tips:

Stand on the side of the class opposite the student who is speaking. This opens up the class to the speaker.

If you don't want a particular student to respond to a question, don't face the student, that way you can't see his/her hand.

Another way to deal with an overtalkative student is to put your hand up -- to indicate stop -- to that person while soliciting answers from others.

After writing on chalkboard move away from it so all can see it.

11:10

What training aids did the character in the film use?  
(overhead, chalkboard, slides)

We'll talk about those in a moment, but how about starting first with the film.

Solicit from class

film

Possible Problems

Possible Solutions

Write on board

- |  |   |
|--|---|
| 1. No focus for student                    |   |
| 2. Film outdated                           | Preview film  |
| 3. Only part of film is usable             | Prepare students  |
| 4. Content level too simple/complex        | Give assignment   |
| 5. Can draw attention away from key points | Have spare equipment<br>Dim lights if possible  |
| 6. Students passive                        |   |
| 7. Tough to take notes in the dark         | Discuss key points after film   |
| 8. Difficult to replay segment             | Only run relevant part of film  |
| 9. Equipment breakdown                     | Use to show sequences too difficult, expensive or too time consuming to show or explain live. |

slides

same as above

same as above

1. Boring or can be
2. Too fast or can be

1. Replay segment

overhead

- 1. Not visual material - could just as easily be read      Know why using  
Relate to key points
- 2. Not tied to key points      Rehearse
- 3. Teacher points on screen not transparency      Visual or just key words

chalkboard

- Small writing      Preplan -- have enough room
- Talk to board
- Run out of room - poor planning      Write large enough for back of room
- Use board to tell people what to look for
- Must face board to write - just don't stay in front of the board

Flip Charts

Can be used same as chalkboard. Primary difference is that material can be saved. Paper is more portable and easier to use sometime.

Handouts/Written Material

- Students read, don't listen      Give out when time to use
- Cuts down on interaction      Tell what to look for
- Boring      Give time to read
- Limits flexibility      Make it interactive

12:00

LUNCH

One of the methods I've used quite a bit during this class is feedback questions.

Why ask a student/learner questions? (to find out what s/he knows)

What happens with the class when the instructor asks questions? (Gets the attention and interest of the class; learner

becomes involved and is not passive; the instructor can then direct class where s/he wants class to go)

When formulating questions, should instructor know what answers s/he wants? (yes)

Why? (So that s/he can ask questions that will or should generate that answer.)

Other tips:

Don't ask people in order of their seating. Ask randomly.

Why? (Keeps up attention)

Don't answer your own questions. Wait for a class member to answer.

Why? (Otherwise the students are conditioned to wait for you.)

Don't always ask the same person or depend on the same person for answers.

Why? (This leaves out the rest of the class.)

Direct questions to entire class, not individuals.

Why? (No one is embarrassed and the total class is involved.)

Don't depend on students to ask questions.

Why? (They might ask the wrong ones.)

Don't wait until the end of a particular segment to ask if there are any questions.

Why? (It's better to check for any misunderstanding as points are made. Not student centered.)

If student says he/she knows the answer then ask student to tell you what it is.

Why? (Student could be bluffing or might not know the complete answer. Also, it's wise to have students explain as much as possible. The teacher already knows the answer.)

1:25

Divide the class into 4 groups

Separate groups into corners of room. Give two of the groups exercise #1 and give the other two groups exercise #2.

Groups take 25 minutes to formulate questions that illustrate the key points.

Groups reconvene. Groups #1 presents to groups #2 then groups #2 present to groups #1.

Have person present who has not yet presented do so.

Group listening to presentation is asked to name key points.

2:15

BREAK

2:30

Since many of you will use demonstrations of one kind or another in your teaching let's go over this particular method in depth.

There are three types of demonstrations:

1. Using actual materials or equipment.

Can any of you think of a reason for not using actual materials or equipment? (safety, size)

2. The next type of demonstration is a model or a mockup - a simulation of reality. Can anyone think of examples?

(role play, cpr doll, games, scale models)

3. Sometimes instructors will try to get across a concept or idea by using something symbolic. The picture of a teacher pouring knowledge into someone's head was that.

Can anyone think of any examples?

Distribute exercises on developing feedback questions

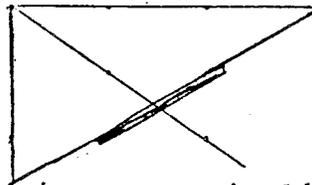
Distribute handout, Demonstrations

Solicit example from class.

Instructor places the following on the board and asks class to connect all the dots with 4 lines and without lifting pencil or pen from the paper.



Most students will see a square and not draw a line beyond the edge of the square. However, the only way to solve the problem is to do just that:



The point here is that an instructor should be flexible in the design and presentation of a program. Why? (Because different people learn differently.)

Remember, demonstrations aid and help focus learning, but what don't they do? (The teaching)

After you've decided on the type of demonstration, you must prepare it, your students and yourself.

What can you do to prepare yourself? (Have a plan, rehearse, practice to get the bugs out)

What will you do to prepare your students?

(Tell them what to look for and why)

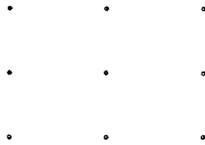
When you present the demonstration, be sure everyone can see it.

As you go along, point out the principles you're trying to illustrate.

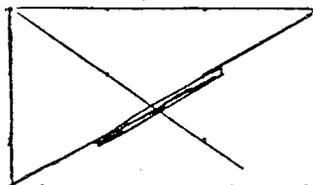
Ask what kind of questions along the way? (Feed back)

Why? (To check understanding.)

Instructor places the following on the board and asks class to connect all the dots with 4 lines and without lifting pencil or pen from the paper.



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(Tell them what to look for and why)

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As you go along, point out the principles you're trying to illustrate.

Ask what kind of questions along the way? (Feed back)

Why? (To check understanding.)

After presenting, how can you reinforce the skill/knowledge?

1. questions
2. test
3. students try out or tell you what to do
4. summarize.
5. If the instructor is demonstrating a procedure, s/he can call on different people to pick up the procedure at different points. And it's all right to call on the same person more than once.

Remember different people learn differently. So try to reinforce in different ways.

3:00

When you're working with employees who are trying to learn any new skill, what would you want to be sure they had plenty of? (practice)

If you are going to correct someone, try to do it with questions. You could ask, for example, for the participants to explain the steps or to find their own error or use a previously presented principle and apply it to current problems.

Always give credit for what the person is trying to do.

How can you do that, if someone has made a mistake?

(Good, but.....)

Never rework the learner's efforts yourself. Why?

(You already know how to do it)

Introduce exceptions only after the usual procedure or steps is well established. Why?

(Otherwise the exception may distract or confuse. The normal procedure is what will occur most of the time.)

Distribute  
Key Points on  
Coaching

What we have done with the points on demonstration and coaching is to talk about a way for you to illustrate your task breakdown and help your students and/or employees learn how to do it.

3:15

Much of today has been spent dealing with techniques for helping employees receive and retain their knowledge/skill. Let's talk about some techniques for setting the climate at the beginning of the class.

When class first begins, the instructor is frequently faced with people who will say or think: I don't need this. I have to leave early. When's lunch or break. Who is this turkey!

These are generated by hopes and fears like: can I do this? Can you think of any others? (Will I be the only one who... I was sent, didn't want to come.)

Write on board

To neutralize this, you can;

1. Try to neutralize typical teacher student relationship. One way is to treat students as adults.
2. Get into course content quickly. This allays the fear of what's to come and sets the format.
3. Weave administrative details into class. Give information about the cafeteria, restrooms, etc. when it's needed.
4. You can use many different opening exercises. It should depend on class content.

5 We'll end a little early today to allow you to work on your presentations. But before we close I'd like to ask each of you to again think of one or two things you've learned today that are useful to your teaching.

(Randomly choose people to answer)

I'll be available to help or answer questions. Otherwise

I'll see you tomorrow.

SCRTD TRAIN THE TRAINER

PROGRAM

8:30

An important part of instructing that we haven't spent much time on is listening. Being able to ask good questions depends to a large degree on your ability to hear the answers your students give.

Today, of course, we will be listening a great deal as everyone in the class makes their presentations.

So, to start off today, I'd like to do an exercise in listening.

First, I'd like to develop a list of controversial subjects. Gun control is one. Can anyone think of others?

Solicit from class and write on board. Try to get 6-10

8:40

Now, I'd like you to count off - 123,123, etc.

The one's will choose one of these topics and talk about it to the two's for 4-5 minutes. The two's will then paraphrase or feed back the information to the one's. The three's will act as observers and referees and will report on whether the two's feedback the information correctly and fully. After 7-10 minutes switch so that each person has an opportunity in each role.

9:10 Please take a few minutes to think about your answers to these questions, then we will discuss them.

Distribute  
Listening Triads  
Questions f  
Discussion.

9:30 In a minute or so we'll begin the presentations. I just want to remind you that it's O.K. and entirely natural to feel a little nervous. But remember, this is a safe place and it's all right to make mistakes.

Each presentation will be 10 minutes. If you exceed that limit, I'll stop you.

After each presentation we'll do a critique, following the topics on the sheet I'm distributing now.

Each class member will fill out a critique for each presenter and give it to him or her.

Distribute Guide  
for Post  
Presentation  
Discussion

9:35 Who would like to go first?

Presentation and critique

10:00 BREAK

10:15 Presentations and critiques

12:00 LUNCH

1:00 Presentations and critiques

2:30 BREAK

2:45 Presentations and critiques

4:00 Class evaluation

Awarding of certificates