

Review Training Methods and Media/"I Am, Who Is" Game (Trainer 2)

15 minutes (Whole group)

In a few moments each of you will be preparing and giving a presentation on Training Methods and Media, but first let's review Methods and Media with the "I Am, Who Is" activity.

This activity is typically used to review material already learned or to introduce new information that learners may not know. There are 24 cards. (You can add more if you wish.) If you have fewer participants, some will get two cards. If you have more than 24 participants, select volunteers. For a small group have them stand in a circle facing each other. For a larger group, have them stand around the perimeter of the room so all can see and hear. Hand out the "I Am, Who Is" cards to participants (see page 43, page 45). Someone starts by asking the question on their card. Another participant will have the answer. They say the answer, then read their question. When both parts of the card have been read, place it on the table or give it to the facilitator to make sure it is out of play. The question/answer process is repeated until all are given. If for some reason you get stuck, then just have someone start with a new question. Collect cards when activity is complete.

Start, Stop, Continue/The Gift of Feedback

For the training methods and media presentations you will have fifteen minutes to prepare and then you will have five minutes to present the topic to your team. The topics are Physical Arrangements, DVD, Computer, Visual Aids, Buzz Groups, and Demonstrations. Your presentation will use simple media to transfer the information for these topics to your team. Not only will you be presenting, but you will receive feedback from your team. The evaluation tool you will use is Start, Stop, and Continue.

Distribute The Gift of Feedback handout (See handout page 55).

We use this tool because we want the feedback experience to be positive. Start, Stop, and Continue starts with a positive and ends with a positive. What does the presenter need to start doing to be a better trainer? What does s/he need to stop doing that isn't helping? And finally, what should the presenter continue doing, what's working well? When you are observing the trainer, it will be helpful to look at the Communication Skills Checklist as a guideline for desired behaviors. *Distribute Communication Skills Checklist (See handout page 57).*

The trainer should be standing in the neutral position. The feet should put the trainer in a position for all in the audience to see him/her. The trainer should change positions, but be careful not to pace or move in such a way as to distract the audience. The hands should be inviting and open. The trainer should speak loud enough for everyone to hear and vary the tone. The eyes should make contact with everyone. Finally, the ears should listen to responses so the trainer can adjust their communication for the learner's benefit. Your team guide will facilitate this practice and presentation exercise.

Before we start the preparation and practice time, there is one barrier on which we need to focus briefly, verbal fillers.

The EDGE Model

Stages and Training Methods

Training Stage	What It Is
Explain	<ul style="list-style-type: none">√ Tell them (talk, audiotape).√ Give written instruction or explanation (paper, book, Web page).
Demonstrate	<ul style="list-style-type: none">√ Show (include role plays, videos, computer animations).√ Do it yourself as they watch.√ Use a diagram.√ Tell a story (can be fictional or real-life examples).
Guide	<ul style="list-style-type: none">√ Watch them do it and give verbal hints and tips.√ Do it together (at the same time).√ Let them try it; then talk about it.√ Let them ask questions as they try it.
Enable	<ul style="list-style-type: none">√ Give a memory aid.√ Give them a task that requires this learning.√ Ask them to teach someone the new learning.√ Give them the resources to do it again without you.√ Help them use the learning again in a new setting or situation.

Summary

Did you notice how easy it might be to combine Explaining and Demonstrating at the same time? Or Demonstrating and Guiding? While we show EDGE as separate steps, one step easily flows to the next. In fact, they are connected, and you can combine steps to accomplish the learning objectives and goals. You may need to go back a step if they don't get it.

Tools of a Trainer

Voice

- Learners should be able to hear without straining.
Tip: Speak so someone standing behind the last learner in the room can hear.
- Adjust to accommodate the room's acoustics.
Tip: Move the tables closer to you or use a microphone.
- Tone should be confident, enthusiastic, and pleasant, but never sarcastic.
Remember: A Scout is friendly, courteous, and kind.
- Speed is important. Too fast reduces effectiveness, too slow is boring.
Tip: Ask a co-trainer to signal you to go faster or slower.
- Be clear, and avoid slang, acronyms, and filler words.
Tip: Ask a co-trainer to give you feedback

Eyes

- Be aware of all events in the room. Make a conscious choice to act on or ignore what you see.
Tip: Act to assure that most learners are not distracted from the learning.
- Establish eye contact with everyone.
Tip: Look at a learner for the length of one sentence, then look at another learner.
- Interpret what you see from eye contact, and decide any action.
Tip: If they are squirming, give them a break.

Ears

- Listen with the intent to understand, not with the intent to reply.
Tip: Summarize and repeat back the question before answering to confirm your understanding.
- Be aware of the learners' audible signals— judge whether or not to respond.
Tip: Assure that most learners are not distracted from learning.
- Be comfortable with silence—not talking opens the door for others to participate.
Tip: Many adults take three to five seconds to think of an answer. Teens typically take seven to 12 seconds.

Communication Self-Assessment

The following are things that people notice about a trainer. Rate yourself on these items.

My Assessment (check one per row)				
Verbal Communications	Want to Improve	Okay	Good	Great
• Volume: I speak so that all learners can hear.				
• Articulation: I speak clearly so each word is understood.				
• Smooth: I avoid filler words (um, like, you know).				
• Pace: My pace is not too fast or slow. I change pace to signal importance or change in topic.				
• Enthusiasm: My voice reflects interests in the topic and the learners.				

My Assessment (check one per row)				
Listening Skills	Want to Improve	Okay	Good	Great
1 Attention: I listen fully to others to understand them.				
2 Understands: I get the underlying meaning.				
• Noise: I am aware of and respond well to noise and other distractions.				

My Assessment (check one per row)				
Visual Communications	Want to Improve	Okay	Good	Great
1 Awareness: I see all that is going on, acting if needed.				
2 Reads nonverbal language: I correctly respond to facial and nonverbal communications.				
• Eye Contact: I make eye contact for a full phrase or sentence. I shift eye contact regularly.				

My Assessment (check 1/row)				
Body Language Communications	Want to Improve	Okay	Good	Great
• Stance: I use a neutral stance, with hands at my side most of the time.				
• Gestures: I use my hands, arms, and body to emphasize points.				
• Position: I stand so all can see me, without pacing.				
• Confident: I stay open—there are no papers, lecterns, or tables between me and learners.				
• Controls Verbal Traffic: I use body language to engage or control participation as needed.				

Body Language

Good Habits

- **DO** use a neutral stance. Be natural without doing anything to distract the group.
- **DO** use a happy, cheerful facial expression when training (unless the topic makes this inappropriate).
- **DO** stand in the best place to communicate effectively with the group.
- **DO** use your arms to “direct” verbal traffic.
- **DO** use the three trainer tools (voice, eyes, ears).
- **DO** command attention when you need to control the group.
- **DO** empty your pockets before you start to facilitate.

Bad Habits

- **DON'T** fidget (with objects, hair, or clothes). It distracts the learners.
- **DON'T** put your hands in your pockets.
- **DON'T** fold your arms (it's defensive).
- **DON'T** use your arms only from the elbow down (makes you look like a robot).
- **DON'T** move around the room unnecessarily.
- **DON'T** show you are tired, even if you are feeling exhausted. This reduces the group's energy level.
- **DON'T** lean on desks or furniture (it makes you look insecure).

Managing Situations with Body Language

Situation	Recommended Approach
Stop side conversations among learners.	<ul style="list-style-type: none"> • Physically move toward the people talking. • Put your hand out (toward the people talking). • Make eye contact. • Use individual's name in discussion (remember when Sally said...).
Project confidence.	<ul style="list-style-type: none"> • Stand in the middle of the room (don't stand behind things). • Stand in the neutral position—head high, shoulders back. • Pleasant look/smile on your face. • Make quality eye contact. • Project your voice. • <u>Do NOT</u> tell your learners you are nervous, ill, this is your first time, etc.
Inviting/receiving questions	<ul style="list-style-type: none"> • Silence. • Eye contact. (Watch learner's body language—confused? Wants to say something?) • Extend arm with palm up to an individual.
Stopping questions because you will cover the material later	<ul style="list-style-type: none"> • Hold hands in the air with palms up (stop). • Make eye contact around the room. • Tell learners the material will be covered in the next "X" amount of time. • Have people jot down their questions. • Tell group you will move on (arms extended, upward palms, eye contact, nod your head) to get the group to agree without ever asking them.
Shut down discussion and move on when learning points are covered	<ul style="list-style-type: none"> • Get group's attention (silence, loud voice, move closer, arms up for positive energy!). • Reinforce the critical learning points already covered. • Thank group for energy. • Tell them you are moving on (use the content to move forward).
Get the full group's attention after an exercise	<ul style="list-style-type: none"> • Get everyone focused on the front of the room (methods: silence, loud voice, strong body language, big arm movements). • Use the content to move the group forward.
Make a VERY important point	<ul style="list-style-type: none"> • Stand in the middle of the room (close to the group). • Lower your voice. • Make the point (tell the group it is very important). <ul style="list-style-type: none"> - Speak slowly, accentuate each word (make good eye contact with each person). - Accentuate with body language (use hands).
Get volunteers	<ul style="list-style-type: none"> • Ask for volunteers—better yet, ask for a "helper." • Use silence (and scan the room to make eye contact). • Extended arm, palm up, "special" eye contact at individual you want. • Have previous volunteers select next volunteers. • Spin the pen (or the gimmick, i.e., person with birthday closest to December or longest hair or "Everyone stand up! Last one at your table to stand is the volunteer.")
Co-trainer teamwork	<ul style="list-style-type: none"> • Have a predetermined signal to let your co-trainer know you want the floor. • Frequently ask your co-trainer, "Do you have anything to add?"
Co-trainer teamwork: "Off-stage" trainer is asked a question	<ul style="list-style-type: none"> • Direct your eye contact away from person asking the questions to your co-trainer who is leading the group. • "Lead trainer" walks into line of sight of person who is talking to seated co-trainer. • Co-trainer deflects the question to lead-trainer with a hand.

Communication Skills Checklist

- **Neutral Position** The leader stands comfortably before the audience, hands at his sides. His posture is good.
- **Feet** The leader positions himself where everyone can see and hear him without distraction. If possible, the leader moves around during the presentation.
- **Hands** The leader uses his hands and arms as communicating tools, inviting the audience's participation while not distracting them with constant motion.
- **Mouth** The leader communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.
- **Eyes** The leader makes eye contact with listeners.
- **Ears** The leader is aware of how listeners respond to what he says, and he adjusts his communicating to fit their needs.

Challenging Behavior Cards

The Disruptive Questioner

Asks endless questions, seems to get stuck on one point, doesn't listen to answers given

What would a trainer do?

The Know-It-All

Tries to dominate the training, authority on everything, often answers aren't completely correct.

What would a trainer do?

The Negative Personality

Cynical of others or the program, argues with trainer or others over various points,

What would a trainer do?

War Story Teller

Has a story for every topic, "This is the way we do it," not interested in any one else's stories.

What would a trainer do?

Jokester

Turns everything into a joke, may be loud and boisterous, focus is completely on fun.

What would a trainer do?

Reluctant Learner

Feels forced to come to the training or have missed a campout or activity with their unit because this training is required.

What would a trainer do?

Rules for Discussion Leaders

Leading discussion is an art in itself. Leading is a talent that requires practice and care to be done in a positive manner. We make no attempt here to treat the subject exhaustively, but we do share a few important hints that should serve you as a guide.

Prepare for the discussion.

- Let the whole group know the subject in advance so they can think about it.
- Talk with group members individually to find out their ideas.
- Read about the subject.
- Write an outline of the subject so you have a pattern of ideas you want to cover.
- Pick a comfortable location. Consider lighting, heating, and ventilation.
- Have paper and pencil ready to record the main points.
- Start the discussion on time. End it on time.

Help the group to feel at ease.

- Arrange the group comfortably so they can see each other. Configure the group in a circle, a semicircle, a U, or a hollow square.
- Be sure that everyone is introduced.
- Encourage informality and good humor.
- Permit friendly disagreement, but only on the point being discussed and not between personalities.
- Keep spirits high. Let everyone have a good time. Don't let the discussion drag, get boring, or off on a tangent.

Give everyone a chance to talk.

- Draw out less talkative members by asking them questions or for suggestions. If possible, call everyone by name.
- Be careful of the person who tries to monopolize the discussion. Interrupt the “speech-maker” tactfully and lead the discussion to another person. If necessary, remind the speaker of the limited time, or suggest that he or she cut it short until others have had a turn.
- Call on individuals when you see they are ready to talk, rather than going right around the room.
- Lead, rather than dominate, the discussion. Ease yourself into the background when the groups really get into a good discussion.

Keep the discussion on track.

- If the discussion gets sidetracked, bring it back to the main subject by suggesting there are some more important points that need to be covered in the limited time available.
- Stretch a point if necessary to give individuals credit for ideas developed in the discussion.

Summarize periodically.

- Stop occasionally to review the points that have been made.
- If you feel that an important point is being neglected, mention it.
- Close with a quick summary covering the group’s conclusions so that everyone will remember the important facts brought out in the discussion.
- When appropriate, shelve questions or topics that should be dealt with later or at another time.

Reflection

What?

- Thinking about the meaning of a topic in a larger context. A group talks about “what it all means.” Leaders direct reflection by asking questions that encourage participants to do the thinking, dig into their feelings, and build their own collections of observations. Leaders provide atmosphere in which participants feel free to think and say what they think.

When?

- At the end of the activity
- As a form of evaluation
- When connecting activities or when connecting an activity to a larger picture

Advantages

- Gives everyone an opportunity for input.
- Leader provides structure, but solution comes from group.
- Emphasizes present experiences.

Disadvantages

- Can be time-consuming.
- Can create discomfort in people who dislike being put on the spot.
- Sometimes difficult for people to understand and use.

How?

- Leader uses questions to move group toward discovery and the application phase.
- Begin with concrete “what” questions: “What happened?” or “What was the sequence of events?”
- Move into interpretive “so what” questions: “Did everyone participate?” or “Did we stick to the rules we set up?”
- Conclude with the application “now what” questions: “How can we apply what we learned during this exercise to something else?”

Questions can be a powerful method for learning. Here are some ways to use questions to achieve effective training and learning

Reflections for an Activity or Exercise

Questions used for reflections on learning activities or exercises are a way to assure the learner internalizes the meaning of what was just learned. Here is a standard set of reflection questions to use at the end of an activity. Modify the questions to fit the situation.

Reflection Questions

1. How do/did you feel? (successful, confused ...)
2. What happened? (Let them summarize the events.)
3. What did you learn? (self-discovery, or point out the learning point if they missed it)
4. How does this relate to the real world? What if . . . ? (Reapply learning to other situations.)
5. What next? If we did it again... (How can you/we improve?)

Managing Questions for Effective Training

Situation	Suggested Trainer Response
A learner asks a question that was already answered.	<ul style="list-style-type: none"> You don't always have to answer every question. The group should be answering for themselves. Boomerang the question back to the group.
A learner responds to questions with incorrect answers.	<ul style="list-style-type: none"> Clarify the question; check for misunderstandings. Ask the group for answers: <i>Can anyone help us by explaining differently?</i> Check at break if the problem is serious. Maybe prerequisite knowledge is missing. Try to provide a resource to help the learner.
One learner acts as if he or she has all the answers.	<ul style="list-style-type: none"> Let the person make the point, and reinforce the value of the comment. Use open body language and ask: <i>What does the group think?</i> Walk toward the person and use <i>stop</i> hand signals. Encourage participation and input from others with nonverbal body language. <i>Stop</i> hand signals tell the person that their comment is beyond the scope of the course—offer to discuss during break or lunch.
A learner asks a question in so few words that you don't know how to answer.	<ul style="list-style-type: none"> Clarify the question. Ask: <i>Could you say more about that?</i>
A learner provides a partial but unclear answer to a question.	<ul style="list-style-type: none"> Encourage the learner: <i>Could you say more about that? or Keep going. This is useful stuff.</i>
One learner is always the first one to answer the trainer's questions.	<ul style="list-style-type: none"> Use body language to encourage others to speak prior to acknowledging this person. Thank the people who are contributing, and encourage those who are not.
A learner asks the trainer to explain the idea again.	<ul style="list-style-type: none"> Ask for clarification of what the learner does not understand. Open the question to the group: <i>How would you address this question? or Would someone else like to explain this?</i>
A shy learner addresses questions to the trainer during breaks, not during the training session.	<ul style="list-style-type: none"> If relevant to the course, when training resumes, comment that so-and-so raised an excellent point during break. Repeat the question and either answer it or ask the learners if they have any answers for this question. If not relevant, deal with the shy learner's questions appropriately. Don't get drawn too deeply into a one-on-one conversations if it means ignoring all the other learners or your own needs to set up the next segment.
A learner asks a lengthy and entangled question. <i>Do these in this order.</i>	<ol style="list-style-type: none"> Use eye contact and "stop" hand signals to get them to stop talking. Summarize the question and ask if that is what they are asking. If you can't get to a summarized question quickly, ask the group of learners if someone

	<p>can help you understand the issue being raised; let that learner summarize for the first learner. If no one can help, suggest that the two of you talk at break.</p> <p>3. Ask the group if they have an answer, or simply answer the question.</p>
A learner keeps directing questions to the co-trainer who is not presenting.	<ul style="list-style-type: none"> • The non-presenting co-trainer nods toward the main trainer for response. • Lead trainer physically moves toward the questioner and responds to the question. • The lead trainer says, "That's an interesting question. Any thoughts on that?" and uses body language to open the question to the entire class.
The learners are not giving any nonverbal clues about their understanding.	<ul style="list-style-type: none"> • Ask: <i>Does this make sense to you?</i> Wait for head nods or a question. If no one responds, say, "This is the interactive part of the training. You move your head to indicate YES or NO." • Say, "I know this raises some questions. What are your questions?" Wait until someone is brave enough to respond.