

Instructor Development التطوير التعليمي

Facilitator Guide



مركز تدريب وتطوير القدرات النسائي في
المملكة العربية السعودية

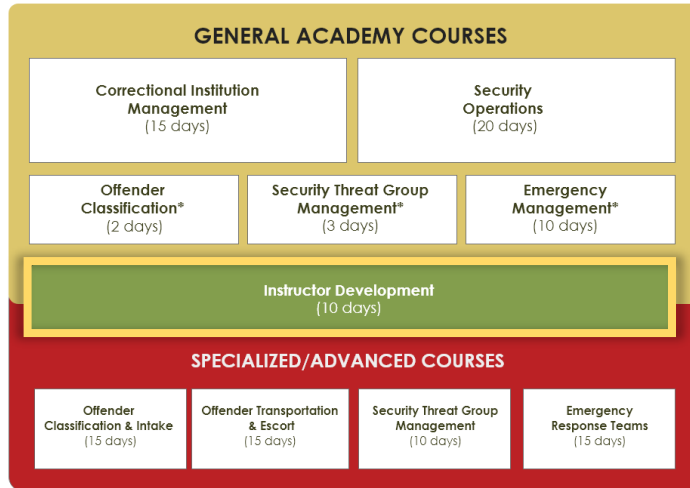
Kingdom of Saudi Arabia
Female Training Center

INSTRUCTOR DEVELOPMENT

Instructor Development, also called 'Train-the-Trainer,' provides participants the theoretical and practical knowledge of how to effectively facilitate the curriculum.

COURSE DETAILS

This 10-day course is a bridge between the General Academy and the Advanced curriculum.



Instructor Development	
Level	Intermediate
Prerequisite	General Academy
Duration	10 days
Location	Riyadh, KSA
Class size	25 participants
Topics	<ul style="list-style-type: none"> • Facilitating Adult Learners • Creating an Effective Learning Environment • Designing and Using Effective Learning Aids • Training in the Classroom • Conducting Field Exercises • Assessing Training Effectiveness • Capstone

INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this course, you will learn the concepts, ideas, and processes of how to effectively implement and facilitate the curriculum.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context by using the methods and activities in your training.
- ☑ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
1 Facilitating Adult Learners	<ul style="list-style-type: none"> Describe the different ways in which adults learn Differentiate between facilitating and lecturing Describe four basic facilitation skills Describe adult learning principles Explain the learning process Plan a lesson using knowledge gained in this module 	1
2 Creating an Effective Learning Environment	<ul style="list-style-type: none"> Explain how to influence learners Identify strategies for creating and maintaining a positive learning environment Describe how to set expectations Explain how to captivate and motivate learners Determine how to instill ownership Create a checklist for managing logistics Provide effective and timely feedback 	2
3 Designing and Using Effective Learning Aids	<ul style="list-style-type: none"> Describe the purpose and value of learning and teaching aids Discuss the different types of learning aids and pros/cons of using them Summarize the power of visual design Create an effective learning aid or a design plan Critique the use of a variety of learning aids based on criteria 	2
4 Training in the Classroom	<ul style="list-style-type: none"> Incorporate effective facilitating techniques in the classroom Explain the cone of learning concept Lead a discussion Create a small group activity Discuss how to prioritize information Demonstrate effective training methods that enable learners to acquire, build upon, and retain knowledge 	1
5 Conducting Field Exercises	<ul style="list-style-type: none"> Describe best practices for field training Prepare for field training Describe the four stages of field training Brief the skill and its relevance Write a scenario for corrections training Write a skills assessment Describe steps to take in facilitating field exercises Determine logistics for field training 	2
6 Assessing Training Effectiveness	<ul style="list-style-type: none"> Describe the alignment of training Describe the purpose of learning objectives Name components of a learning objective Write effective learning objectives Discuss the importance of assessing learning Match the correct assessment to the learning Design assessments that support the learning objectives 	1
7 Capstone	<ul style="list-style-type: none"> Recognize elements of effective training Apply team-teaching skills and strategies to the curriculum Use feedback to improve instructional skills 	1

COURSE AGENDA

Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test Facilitating Adult Learners	Creating an Effective Learning Environment	<i>Continued</i>	Designing & Using Effective Learning Aids	<i>Continued</i>
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Training in the Classroom	Conducting Field Exercises	<i>Continued</i>	Assessing Training Effectiveness	Capstone
MORNING BREAK (30 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
TEA BREAK (15 min)				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Post-Test Course Wrap Up/ Evaluations

POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
Bureau of Experts at the Council of Ministers	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> ▪ https://www.boe.gov.sa ▪ Imprisonment and detention
National Center for Archives	Directory of documents and archives	<ul style="list-style-type: none"> ▪ https://ncar.gov.sa
(Placeholder)		<ul style="list-style-type: none"> ▪
(Placeholder)		<ul style="list-style-type: none"> ▪

COURSE OVERVIEW



INSTITUTIONAL POLICIES & PROCEDURES		
General Directorate of Prisons		<ul style="list-style-type: none"> ▪ GDP website
(Placeholder)		<ul style="list-style-type: none"> ▪
(Placeholder)		<ul style="list-style-type: none"> ▪

U.S. RESOURCES
Relevant Resource
Gamestorming https://gamestorming.com/
Designing How People Learn, Second Edition by Julie Dirksen
Visual Design Solutions, Principles and Creative Inspiration for Learning Professionals by Connie Malamed
Wired to Grow 2.0, Harness the Power of Brain Science to Learn and Master Any Skill by Britt Andreatta, PhD
Characteristics of Adult Learners https://thelearningcoach.com/learning/characteristics-of-adult-learners
Learning Through Visuals https://www.psychologytoday.com/us/blog/get-psyched/201207/learning-through-visuals
Psychology: How many senses do we have? https://www.bbc.com/future/article/20141118-how-many-senses-do-you-have
Designing for Mental Models https://thelearningcoach.com/learning/designing-learning-for-mental-models/
6 Psychological Triggers That Make UX Design Persuasive https://www.useresting.com/blog/6-psychological-triggers-that-make-ux-design-persuasive
Using Bloom's Taxonomy for Effective Learning https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869

KEY TERMS & CONCEPTS

TERM	DEFINITION
Adult learning principles	<ul style="list-style-type: none"> ▪ The six principles of adult learning: adults are self-directed, bring in previous life experience and knowledge, are goal-oriented, are relevancy-oriented, are practical, and want to be respected.
Learning Aid	<ul style="list-style-type: none"> ▪ Anything that enhances learning potential by helping participants retain facts, concepts, procedures, processes, models, strategies, and ideas
Visual Design	<ul style="list-style-type: none"> ▪ The use of imagery, color, shapes, typography, and form to enhance usability and improve the learning experience.
Unconscious Inference	<ul style="list-style-type: none"> ▪ Refers to the idea that people will make assumptions and conclusions about what they see and interact with from incomplete data, based on their previous experience
Motion Graphic	<ul style="list-style-type: none"> ▪ Pieces of animation which create the illusion of motion or rotation, and are usually combined with text and audio for use in multimedia projects

COURSE OVERVIEW



Schematic	<ul style="list-style-type: none">▪ A representation of the elements of a system using abstract, graphic symbols rather than realistic pictures
Infographic	<ul style="list-style-type: none">▪ Visual representation of information, data, or knowledge intended to present information quickly and clearly
Data Visualization	<ul style="list-style-type: none">▪ Graphic representation of data, using visual elements like charts, graphs, and maps. It provides an accessible way to see and understand trends, outliers, and patterns in data.
AR (Augmented Reality)	<ul style="list-style-type: none">▪ Involves overlaying visual, auditory, or other sensory information onto the existing world in order to enhance one's experience
VR (Virtual Reality)	<ul style="list-style-type: none">▪ Refers to a computer-generated simulation in which a person can interact within an artificial three-dimensional environment using electronic devices, such as special goggles with a screen or gloves fitted with sensors.
Social Proof	<ul style="list-style-type: none">▪ A psychological and social phenomenon wherein people copy the actions of others in an attempt to reflect correct behavior in a given situation.
Scarcity	<ul style="list-style-type: none">▪ An economic term for insufficiency or shortness of supply. In social psychology, it is a heuristic that states the more difficult it is to acquire an item, the more value that item has.
Framing Effect	<ul style="list-style-type: none">▪ Describes a judgmental heuristic where individuals react systematically different to the same choice problem depending on how it is presented
Saliency	<ul style="list-style-type: none">▪ The quality of being particularly noticeable or important; in social psychology, saliency is usually produced by novelty or unexpectedness
Contrast Effect	<ul style="list-style-type: none">▪ An unconscious bias that happens when two things are judged in comparison to one another, instead of being assessed individually. Our perception is altered once we start to compare things to one another
Learning Objective	<ul style="list-style-type: none">▪ An explicit statement that expresses what the participant will be able to do at the end of a training
SMART	<ul style="list-style-type: none">▪ An acronym that refers to Specific, Measurable, Achievable, Relevant, and Time-bound
Formative Assessment	<ul style="list-style-type: none">▪ Measure learning during the learning process; any means by which learners can use guiding feedback on their performance to help them improve
Summative Assessment	<ul style="list-style-type: none">▪ Measures learning at the end of an instructional unit by comparing it against some standard or benchmark, e.g., capstone, final project
Capstone	<ul style="list-style-type: none">▪ Multifaceted assignment that serves as a culminating academic and intellectual experience

Knowledge Survey
المسح المعرفي



INTERMEDIATE COURSE: Instructor Development Knowledge Survey

1. A key benefit of facilitation is that it:
 - a. Is easier for the instructor
 - b. Provides for longer lectures
 - c. Increases knowledge retention
 - d. Allows for only one opinion

2. A change in behavior or attitude is:
 - a. Evaluation
 - b. Training
 - c. Conditioning Learning
 - d. Learning

3. Which instructional strategy is best for adult learners?
 - a. Presenting information
 - b. Practical exercises
 - c. Group discussions
 - d. A combination of the above

4. An explicit statement that expresses what the participant will be able to do at the end of a training is a:
 - a. Schedule
 - b. Learning assessment
 - c. Learning objective
 - d. Lesson plan

5. A learning objective requires three elements: when, who, and _____:
 - a. Whether
 - b. How much
 - c. Why
 - d. Action

6. Adult learners acquire the most knowledge through:
 - a. Observing others
 - b. Listening to lectures
 - c. Inactive learning
 - d. Active learning

7. Effective facilitators close each topic, day, and program by:
 - a. Distributing worksheets
 - b. Leading discussions
 - c. Summarizing the content
 - d. Asking rhetorical questions

8. Effective facilitators follow these steps when conducting training: Present, Discuss, Apply, _____.
 - a. Question
 - b. Close
 - c. Break
 - d. Evaluate



9. All of these are examples of visual design for learning, except:
 - a. Infographics
 - b. PowerPoint presentations
 - c. Podcasts
 - d. Data visualizations

10. Three steps to handling participant complaints are:
 - a. Listen, respond, and respect
 - b. Listen, argue, and ask to leave
 - c. Discipline, isolate, and move on
 - d. Respond, embarrass, and ignore

11. Learning aids are any material, equipment, or device:
 - a. Assist in the retention of facts, concepts, procedures, processes, and ideas
 - b. Complicates the process
 - c. Learners take home with them
 - d. Require extra time and materials

12. The four basic facilitation skills are:
 - a. Lecturing, discussions, homework, field work
 - b. Attending, lecturing, testing, feedback
 - c. Attending, questioning, listening, observing
 - d. Discussions, tests, demonstrations, listening

13. This psychological principle stating that human beings respond to a particular choice in different ways depending on how it is presented is called:
 - a. Contrast
 - b. Framing
 - c. Reciprocation
 - d. Social Proof

14. An effective way for facilitators to create a positive learning environment is to establish _____ on the first day of training:
 - a. Working group
 - b. Code of conduct
 - c. Break out rooms
 - d. Time limits

15. The four stages of conducting field training are
 - a. Present, Design, Develop, Implement
 - b. Present, Discuss, Apply, Close
 - c. Show, Tell, Command, Lead
 - d. Brief, Demo, Drill, Debrief

16. Measuring learning at the end of an instructional unit by comparing it against some standard or benchmark is called:
 - a. Summative evaluation
 - b. Formative evaluation
 - c. Kirkpatrick level four evaluation
 - d. Skills assessment



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Facilitating Adult Learning

تيسير تعليم الكبار



Facilitating Adult Learning

Purpose: The purpose of this module is to analyze adult learning principles and processes and introduce the strategies and techniques facilitators use to encourage and ensure the learning takes place.

Activities

- Responding to Non-Verbal Behavior (15 min.)
- How Do You Learn (10 min.)
- Facilitate Learning and Motivation (15 min.)
- Create a Lesson Plan (25 min.)

Estimated Time: 4.5 hours (1 day)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets/Handouts

- Guidelines for Listening

Learning Objectives



- Describe the different ways in which adults learn



- Differentiate between facilitating and lecturing



- Describe four basic facilitation skills



- Describe adult learning principles

- Explain the learning process

- Plan a lesson using knowledge gained in this module

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Learning Objectives


These learning objectives are the essential steps to reaching the goal of the course— understanding and applying best practices for facilitating learning.

Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Learning Casualties



Describe your worst training experience. Describe your best.

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Learning Casualties

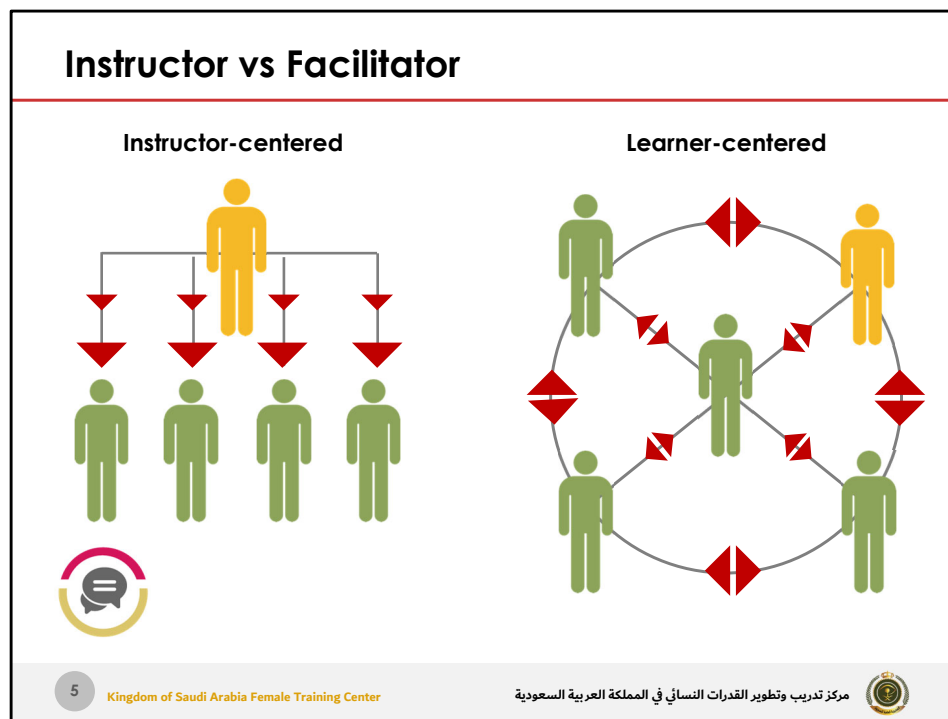
Telling or transmitting information does not translate to learning. Learning is a process that is fostered by engagement, interactivity, and application.

The learning process begins with understanding and acting upon the fact that learners are not open funnels waiting for information to be poured in.

Adults have requirements for learning. Most good and bad learning experiences stem from whether these requirements are being met during a training session.

Facilitator Notes

1. ENGAGE participants in the two statements in the slide.
2. DESCRIBE your worst and best training and explain why.
3. Most good and bad learning experiences have to do with facilitators following or not following adult learning guidelines.
4. EXPLAIN that telling or transmitting information does not translate to learning. Adult learners are not open funnels waiting for information to be poured in. They are taking the training because of a need—each one with needs a little different from the next. More importantly, they come to the classroom with ideas, experience, expectations, and maybe a little trepidation. The facilitator's role is to meet the learners where they are and usher them to where they want or need to be.
5. OPTION: ASK participants to describe their worst and best training experience and why on flip chart paper. Hang them around the room. At the end of the module, go back to see if those insights have changed.



Instructor vs Facilitator

Instructor-centered: Traditionally, instructors are the ones with knowledge and expertise in a particular field. They impart that knowledge through a variety of means to their students.

Learner-centered: Facilitators build on the knowledge base of the group of learners to find the answers to questions. Facilitation encourages:

- Knowledge retention: Facilitation is a learning experience that helps participants retain new information and knowledge by actively engaging with the material.
- Participant ownership: Facilitation allows participants to take responsibility for both the course content and their learning.
- Collaboration: The characteristics of facilitation create an environment in which participants are comfortable collaborating and providing their input.
- Increased morale: Participant morale is higher in facilitation environments. Participants feel important because they realize their ideas and opinions are valued.
- Increased engagement: Because participants feel valued in a facilitation environment, they are more likely to engage in the course and contribute to discussions and activities.

Facilitator Notes

1. ASK participants to explain the difference between the two images.
2. ADVANCE the slide to reveal the answer and highlight the differences:
3. Lecture (instructor-centered)
 - Minimal control by the learner
 - Focus on memory
 - Content supplied by teacher/course materials
 - Based on specified content standards
4. Facilitation (learner-centered)
 - Minimal control by the instructor
 - Focus on thinking/doing
 - Content supplied partially by students
 - Increased retention of content

Facilitating Learning

Promotes

- ✓ Knowledge retention
- ✓ Participant ownership
- ✓ Collaboration
- ✓ Increased morale
- ✓ Increased engagement



- ★ Guide participants through problems and challenges
- ★ Lead discussions by asking questions
- ★ Observe and listen to participants working
- ★ Bring participants back to the objectives of the lesson

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Facilitating Learning

Actions of an effective facilitator:

- Establish a collaborative relationship with participants in which he or she is "first among equals," but responsibility for learning rests with the whole group
- Help create and sustain an environment of trust and openness where everyone feels safe to speak honestly and where differences of opinion are respected
- Ensure that everyone feels included and has an opportunity to participate
- Have an overall program with goals but adapt them to fit changing conditions and opportunities

Facilitator Notes

1. ASK participants to define what a facilitator is and allow them to share their definition.
2. ADVANCE the slide to reveal what a facilitator does not do (lecture), then continue to advance the slide providing general definitions of a facilitator while building on participants' contribution.
3. HIGHLIGHT the multiple roles a facilitator plays in a training environment and ask participants to share some of the benefits of facilitation in a training environment.
4. EXPLAIN one critical mistake that all people make to some extent. We let our values, beliefs, and assumptions about how the world works sabotage the way we think and the way we train. Unconsciously, we create a story about other people, their likes and dislikes, and their abilities and motivation or lack thereof.
5. EXPLAIN that a skilled facilitator recognizes her mental models (that is her assumptions), explores them, and sees the negative impact on learning. A good facilitator creates new mental models that work for everyone equally.





Four Basic Facilitation Skills

Attending: Paying attention to your participants

- Facing the participant
- Maintaining appropriate eye contact
- Moving towards the participant
- Avoiding distracting behaviors
- Always scan the group
- Walk toward participant
- Smile at individuals
- Nod affirmatively
- Walk around the room

Observing: Gaining knowledge about others through observation

- Look at the person's face, body position & body movements
- Formulate an inference on the person's feelings based on your observations
- Take appropriate action based upon your inferences

Listening: Obtaining verbal information & verifying that you understand it

Questioning: Obtaining participants' understanding by asking for feedback

Facilitator Notes

1. **INTRODUCE** and explain the four basic facilitation skills.
2. **EXPLAIN** the "do's" on attending.
3. **ASK** participants whether they can give you some "don'ts" on attending. Expected answers include:
 - Talk to your visual aids
 - Turn your back to part of the group
 - Stare at individuals
 - Avoid eye contact or briefly & frequently scan the group
 - Distance yourself
 - Do other things while participant is talking
4. **EXPLAIN** that listening and questioning will be discussed later in the module.



Non-Verbal Behaviors and Their Meaning

<ul style="list-style-type: none"> ▪ Smiling ▪ Nodding affirmative ▪ Leaning forward ▪ Eye contact 		<p>Enthusiasm/ understanding</p>	
<ul style="list-style-type: none"> ▪ Yawning ▪ Vacant stare ▪ Shuffling feet ▪ Leaning back in chair ▪ Looking clock 		<p>Boredom</p>	
<ul style="list-style-type: none"> ▪ Frowning ▪ Scratching heads ▪ Pursing lips ▪ Vacant stare ▪ Avoiding eye contact 		<p>Confusion</p>	

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Non-Verbal Behaviors and Their Meaning

When you interact with others, you are continuously giving and receiving wordless signals. All nonverbal behaviors—gestures, posture, tone of voice, eye contact, etc. send strong messages.

The key is learning to read and understand those messages. Think of the messages listed in the slide. If you are the facilitator and you see these non-verbal behaviors from your participants, what do they mean to you?

Facilitator Notes

NOTE: This slide is animated

1. ASK participants what these behaviors mean.
2. CONCENTRATE on the first row. What "signals" are participants giving a facilitator when they are smiling, nodding affirmatively, leaning forward, and making eye contact.
3. ASK for volunteers to tell you what these non-verbal behaviors are conveying. After a few minutes, click on the mouse, and the answer will appear.
4. Next, CONCENTRATE on the second row and do the same thing.
5. MOVE on to the third row.
6. After the discussion, EXPLAIN that the facilitator should look at nonverbal communication signals as a group. Consider all the nonverbal signals you are receiving, from eye contact to tone of voice and body language.
7. OPTION: GAME of CHARADES. Ask participants get up in front of the class and act out different behaviors. Everyone has to guess what the meaning. Examples:
 - Anger/Frustration
 - Boredom
 - Excitement
 - Impatience

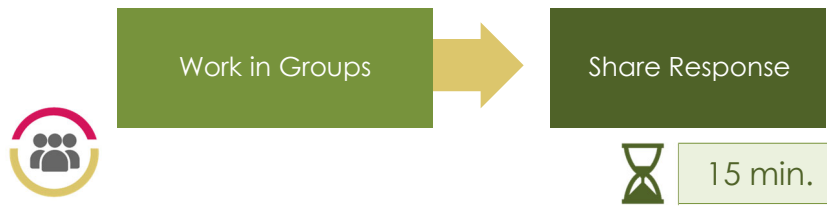


Responding to Non-Verbal Behavior

EXERCISE

Work with your group to determine how you would respond to each of the following:

- **Most participants** are showing enthusiasm/understanding, boredom, confusion
- **Only a few participants** are showing enthusiasm/understanding, boredom, confusion



Responding to Non-Verbal Behavior	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to respond as a facilitator to positive and negative non-verbal behavior from participants.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Determine actions you, as a facilitator, should take in the following circumstances: <ul style="list-style-type: none"> • Most participants are showing enthusiasm/understanding. • Only a few participants are showing enthusiasm or understanding. • Most participants are showing boredom. • Only a few participants are showing boredom. • Most participants are showing confusion. • Only a few participants are showing confusion. 3. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Responding to Non-Verbal Behavior

REGROUP

- Enthusiasm/understanding?
- Boredom?
- Confusion?



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Responding to Non-Verbal Behavior

Regroup from the previous activity and discuss the responses as a group.

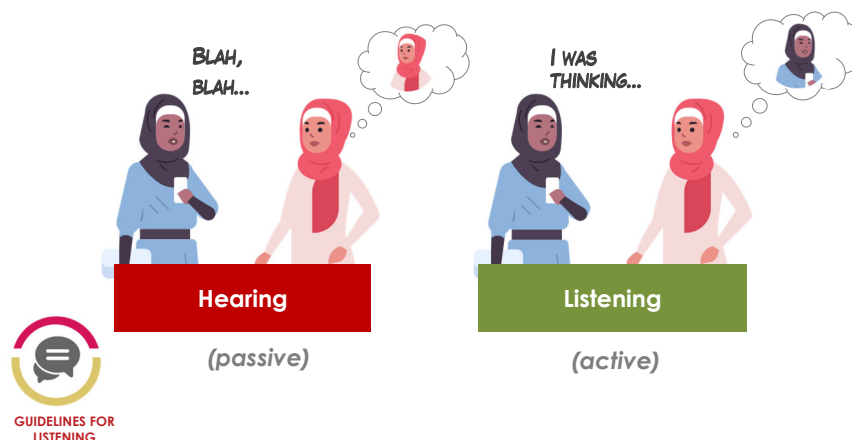
Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. ADD the following input:
 - Many participants show enthusiasm and understanding. Continue, make mental note that training is being well-received and **continue to use those strategies**
 - A few participants show enthusiasm and understanding. Continue, make mental note to **check again later** for understanding.
 - Many participants show boredom. Take a break, speed up, or use **more active** methods.
 - A few participants show boredom. Continue; make a mental note to **reassess later**.
 - Many participants show confusion. Ask participants about their confusion; **provide clarification**.
 - A few participants show confusion. **Ask the few participants about their confusion during the next break.**



Listening to the Learners

- Facilitation means listening to what participants are saying and tuning in to what they are not saying



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Listen to the Learners

Hearing is simply the act of perceiving sound. Listening is something you consciously choose to do. Listening requires concentration so that your brain processes the means from the words.

Listening is a skill that requires letting the sound go through your brain, understanding what has been heard, and processing its meaning.

Facilitation means listening to what participants are saying and tuning in to what they are not saying.

Facilitator Notes

- EXPLAIN the difference between hearing and listening.
- EXPLAIN that facilitation means listening to what participants are saying and tuning in to what they are not saying.
- DISTRIBUTE Guidelines for Listening Worksheet and review with participants.
- ADD any other steps you may have and ask participants to add anything they may have.



Questioning the Learners

Benefits of questioning

- ✓ Gains information on existing knowledge
- ✓ Determines needs of learners and checks their understanding
- ✓ Keeps interest and encourages participation
- ✓ Aids in processing and application
- ✓ Frames topic and content
- ✓ Focuses and summarizes key aspects



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Questioning the Learners

Effective questioning is vital to facilitating quality learning experiences. Below are some general guidelines for asking effective questions. Make sure questions:

- Are short
- Have one idea
- Are relevant to the topic
- Create interest
- Require more than a guess to answer
- Are used to emphasize key points
- Relate to previous knowledge
- Be an accurate check of knowledge or understanding

Facilitator Notes

1. DISCUSS the benefits of questioning.
2. REVIEW general guidelines for asking effective questions, as detailed in the left column.



Types of Questions



✓ Close-ended



✓ Open-ended



✓ Clarifying



✓ Probing



✓ Rhetorical



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Types of Questions

Questioning can be formatted in several ways, including closed-ended, open-ended, clarifying, probing, and rhetorical.

- Closed-ended questions can be answered with a single word or phrase.
- Open-ended questions require more thought and cannot be answered with a single yes or no.
- Clarifying questions ensure understanding and obtain essential information.
- Probing questions encourage participants to talk about personal opinions and promote critical thinking.
- Rhetorical questions allow questions to be asked for reflection without expecting a true answer.


Facilitator Notes

1. EXPLAIN the types of questions.
2. ASK for a volunteer to ask a participant a closed-ended question. The participant should answer the question.
3. ASK for another volunteer to ask another participant an open-ended question. That participant should also answer the question.
4. CONTINUE going through the questions in the same way.
5. Now, DISCUSS the types of answers each question requires.

The Learning Process
عملية التعلم

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NOTES



How Do You Learn?

- Take 7 cards and pass the deck
- Work in pairs
- Take turns to complete all 3 exercises
- Record your score to determine whether you have a preference


EXERCISE




Work in Pairs

➔

Share Response






10 min.

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How Do You Learn?	
Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to allow you to discover whether you have learning preferences and/or biases through a short and fun exercise.
Materials	Playing cards
Steps	<ol style="list-style-type: none"> 1. You and a partner will receive 7 playing cards and take turns trying to recall their order as instructed by the facilitator. 2. KEEP score on the number of cards your partner got correct for all three exercises. 3. Be prepared to share your scores on the next slide.

Facilitator Notes

1. Using a volunteer, DEMONSTRATE the 3 exercises (say it, show it, hand it) to show the process.
2. DIVIDE everyone into pairs and DISTRIBUTE seven random playing cards to each pair, in a variety of values. The suit (clubs, spades, etc.) is not important—distribution across the range of values for a full deck of cards is (e.g., avoid having three 5's in the set).
3. START the timer and allow work time.
4. REGROUP on the following slide.

	Say it	Show it	Hand it
Score			



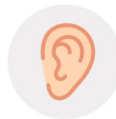
Do You Have a Preferred Style?

REGROUP

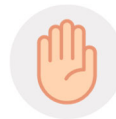
- Do you have a preferred style of learning?
- Did you already know your style or were you surprised?
- Do you have a secondary style you prefer?



See it



Hear it



Do it



Think it



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Do You Have a Preferred Style?

Adult learners receive information in different ways:

- Hearing (Auditory)
- Seeing (Visual)
- Doing (Kinesthetic)
- Thinking (Reflective)

One or more of these channels may be dominant. The dominant channel defines the best way the adult learner learns new information. But this channel may not always be the same for all situations. An adult learner may prefer one channel of learning for one task and another channel or a combination of channels for another task.


In training, information should be presented using all the channels so that all learners can get the most out of the training.

Regardless of the preferred channel, learning is enhanced when it is closely followed by the application of the material. Each repetition of material can be regarded as a rehearsal, and rehearsal is a key learning strategy for adults.

Facilitator Notes

1. REGROUP from the previous activity and discuss the participants' responses:
 - Exercise 1 (Say it) = Auditory
 - Exercise 2 (Show it) = Visual
 - Exercise 3 (Hand it) = Kinesthetic
2. DISCUSS the participants' results using the following questions as a launch pad for further discussion:
 - Did you already know your dominant learning style or were you surprised with the results of the exercise?
 - Does this help you understand the different ways adults learn?
3. EMPHASIZE that although the exercise focused on the first three channels or styles, the fourth (reflective) can be harder to see since it is intrinsic to each learner.
4. REMIND participants that learning preferences will change for different activities and that some people may be more comfortable using a different style in this exercise than they use for other learning activities.

Discussion: Adult Learning Principles



What do we mean by:

- ✓ Relevancy-oriented?
- ✓ Goal-oriented?
- ✓ Self-directed?

How do we show respect in training?

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Discussion: Adult Learning Principles

According to American practitioner and theorist of adult education, Malcolm Knowles, andragogy is "the art and science of helping adults learn." Knowles identified the six principles of adult learning:

1. Adults are internally motivated and **self-directed**. The adult learner has a need to be responsible for his or her learning.
2. Adults bring **life experiences** and knowledge to learning experiences.
3. Adults are **goal-oriented** and are ready to learn when the need arises.
4. Adults are **relevancy-oriented** and want to know the relevance of what they are learning to what they need to achieve.
5. Adults are **practical** and are interested in life- or work-related situations. They want to see firsthand how their learning applies to real life.
6. Adult learners like to be **respected**. Respect can be demonstrated by adhering to the above principles—acknowledging the experiences, encouraging expressions of ideas, and taking interest in their learning.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the principles of adult learning.
2. **ASK** participants the questions listed in the slide.
3. Expected answers include:
 - Relevancy-oriented means adult learners need to see a reason for learning something.
 - Goal-oriented means adult learners need to see the applicability of the experience in order to also see the value.
 - Self-directed learning describes a process in which individuals take the initiative in learning.
4. **EXPLAIN** that respect can be demonstrated to your student by:
 - Taking interest
 - Acknowledging the experiences the participant brings to the classroom
 - Regarding participants as colleagues who are equal in life experience
 - Encouraging expression of ideas, reasoning, and feedback at every opportunity

Basic Requirements of Learning

Learners



- ✓ Have clear goals of what they will achieve by the training
- ✓ Reflect on what they learn and how they learn
- ✓ Actively participate in their learning
- ✓ Recognize personal development and learning needs

Facilitators



- ✓ Make content relevant and useful to the learner
- ✓ Connect content to experience and previous knowledge
- ✓ Consider the learner's motivation
- ✓ Encourage learner to articulate prior knowledge
- ✓ Change from being a transmitter of knowledge to a facilitator of learning

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Basic Requirements of Learning

Learners need to have clear goals and objectives of what they will achieve by the teaching intervention.

Content should be relevant and useful to the learner's real life. It should be connected to experience and previous knowledge.

Learners should reflect on what they learn and how they learn. They should actively participate in their learning.

Teaching should be learner-centered—that is, consider theories by which adults learn and implement the most adequate strategies that help them learn, according to their needs, objectives, and the context.

The role changes from being a transmitter of knowledge to a facilitator who assists the participants in their own learning, provides relevance to the content, offers examples of application to practice, invites reflection, motivates and helps provide significant meaning to new knowledge.

Facilitator Notes

1. **ENGAGE** participants in a discussion on the learners' and facilitators' roles in learning.
2. **EXPLAIN** the importance of having learners reflect on what they learn.
3. **DISCUSS** the need for teaching to be learner-centered—expanding upon an earlier discussion on the difference in instructing and facilitating.
4. **REITERATE** that the role is not one of transmitting knowledge; rather, it is one of facilitating learning.



The Role of Learners' Experiences

Adults come to learning situations with **accumulated experience**. In any class of adults, facilitators will find a wide range of **individual differences** regarding:



✓ Background



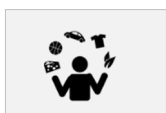
✓ Learning styles



✓ Motivation



✓ Needs



✓ Interests



✓ Goals

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The Role of Learners' Experiences

Adults tend to develop mental habits, biases, and assumptions that usually make them resistant to new ideas and alternative methods of learning.

Adults will be motivated to learn as long as they perceive the learning as useful to help them perform tasks or solve problems they face in their lives.

They will learn more effectively when new knowledge, skills, attitudes, and values are presented in the context of their application to real-life situations.

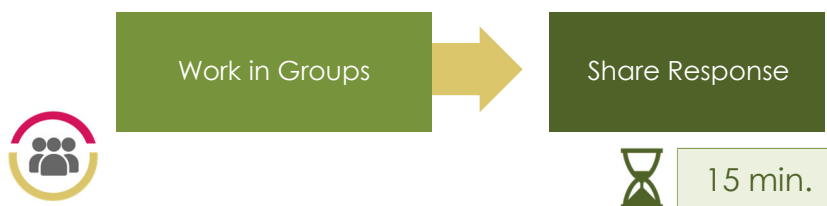
Facilitator Notes

1. EXPLAIN that facilitators must determine the learners' prior knowledge. Learning should always start with what the learner already knows.
2. Always consider learner's motivation. Don't risk suppressing the learners' enthusiasm with poorly thought-out tasks or discussions that are either too trivial or too difficult.
3. EXPLAIN that some learners may be novices and others may be competent practitioners, for example. These cognitive differences underpin the differences between two kinds of teaching materials. A tutorial helps novices build a mental model. On the other hand, tutorials will frustrate competent practitioners because they move too slowly and highlight the obvious (which the novice needs at this point, but not the competent practitioner). Manuals frustrate novices because they use jargon and don't provide enough detail.
4. DISCUSS ways in which to keep learners motivated:
 - Keep them actively involved in their own learning
 - Provide them opportunities to reflect on their learning
 - Provide opportunities for collaboration, decision-making, and critical thinking

Facilitate Learning and Motivation

EXERCISE

- Work in your small group
- Determine what steps you can take to facilitate learning, considering the different learning styles and experiences
- Explain how you will motivate learning
- Explain how you will show respect



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Facilitate Learning and Motivation

Duration	15 minutes
Purpose	The purpose of this activity is brainstorm within your group ways in which to facilitate learning at this early stage.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Determine what steps you can take to facilitate learning at the concrete experience stage 3. Name any challenges you may have at this stage 4. Explain how you will motivate at this stage 5. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the next slide.



Agreeing on Best Practices

REGROUP

- Consider how to encourage the learner to articulate prior knowledge
- Consider ways in which to motivate the learner
- Show respect by adhering to adult learning principles



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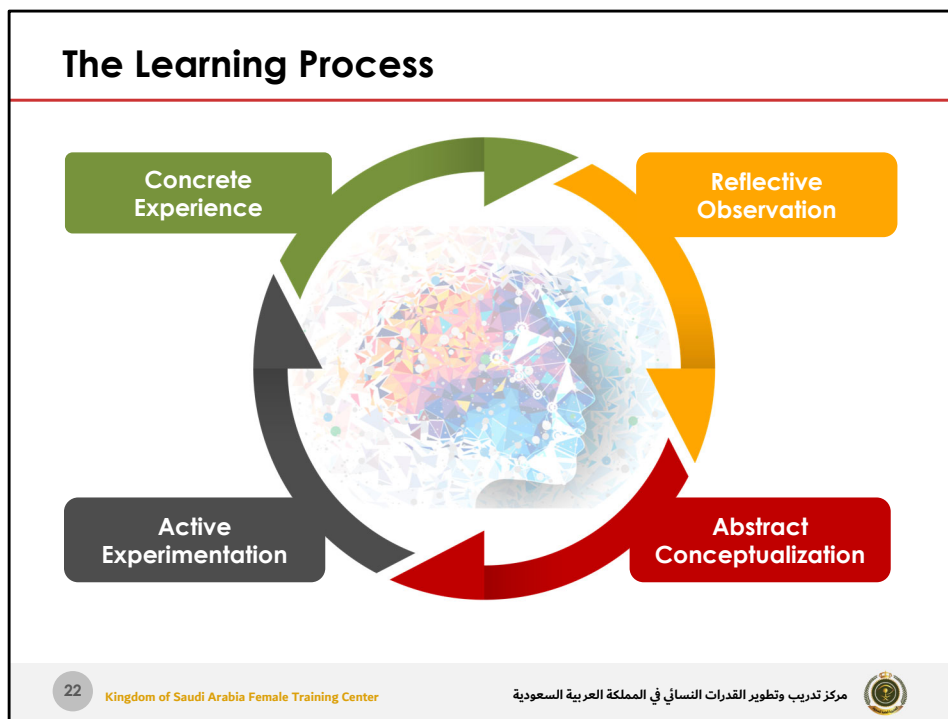
Agreeing on Best Practices

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. After all groups have presented, COMPARE and contrast their responses.
5. PROVIDE the following best practices:
 - Increase extrinsic motivation through appropriate tasks
 - Help learner recognize or promote internal motivation factors
 - Explore the learner's prior knowledge and experiences—this helps the learner anchor the new knowledge in what she already understands and highlights to the learner where gaps or uncertainties exist
 - Help the learner identify her learning needs and relevance of each need
 - Ensure the relevant learning experiences are available





The Learning Process

Effective learning is seen when a person progresses through a cycle of four stages:

1. Having a concrete experience, followed by
2. Observation of and reflection on that experience, which leads to
3. The formation of abstract concepts (analysis) and generalizations (conclusions), which are then
4. Used to test hypothesis in future situations, resulting in new experiences

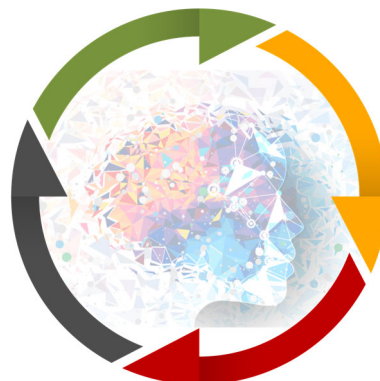
Facilitator Notes

1. EXPLAIN the learning process
2. Concrete experience is having a new experience that creates the opportunity for learning.
3. The individual reflects on the experience, paying particular attention to any gaps between the experience and the individual's understanding. The goal is for the individual to review the situation and find meaning behind the experience.
4. The individual develops theories to explain her experience. This conceptualization gives rise to new ideas or changes a preexisting concept. In this stage, the learner identifies recurring themes, problems, or issues that helps her with new learning experiences. The goal is to create concepts that she can apply in the future.
5. In the final stage, the learner applies what she learned to a real-world situation. She uses the theories she developed to solve problems and make decisions.

The Process of Learning: Concrete Experience

Concrete Experience

- The stage in which the learner is involved in a new experience
- Anchor new knowledge to what the learner already knows



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The Learning Process: Concrete Experience

Concrete experience is simply being involved in a new experience—watching someone ride a bike, visiting a different country, attending new training, etc.

During this stage, group discussions, debates, questions and answers, presentations are instructional methods that allow the learners to evaluate and reflect upon their own experience and compare it to what is being taught.

Facilitator Notes

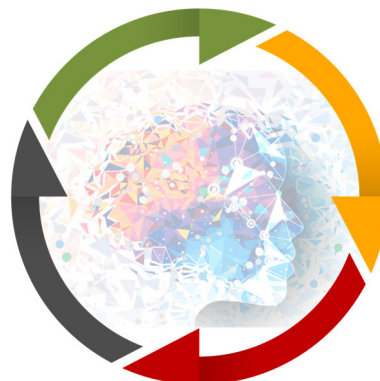
1. **EXPLAIN** the first stage of learning—a new experience.
2. **DISCUSS** ways in which the facilitator can provide the experience in ways in which the learner is motivated to learn.
3. **REITERATE** the need to anchor new knowledge to what the learner already knows.

The Learning Process: Reflecting on the Experience

Reflective Observation

Reflecting and reviewing

- ✓ New information is starting to make sense
- ✓ Connections are being made between new and previous knowledge
- ✓ Critical thinking is occurring



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The Learning Process: Reflecting on the Experience

The second stage in the cycle is that of reflective observation. This means taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced.

At this stage, facilitators and learners both should be asking lots of questions. Learners should be communicating with other learners and with the facilitator. The facilitator should provide opportunities for questioning and group discussions.



Reflective thinking on new experiences and information encourages insight and complex learning. It involves linking the current experience to previous knowledge. It helps learners identify, explain, and address their strengths and weaknesses.

Facilitator Notes


1. EXPLAIN that this stage involves evaluating, searching, and analyzing connections between what the learner knew or has done before and what she now knows and is doing. Learners begin to expand their perspective and develop different points of view, drawing new meanings from experiences.
2. ADD that most of what takes place during this stage is internal to the learner, but success is dependent upon the tasks, activities, and other strategies the facilitator uses.
3. EXPLAIN the importance of reflection—it extends the learner's understanding of new topics and experiences; it encourages the learner to understand new concepts by relating them to their previous experiences.



The Roles of Learners and Facilitators

<p>Learners </p> <ul style="list-style-type: none"> ✓ Reflect on comparing this to prior knowledge ✓ Reflect on the learning process ✓ Evaluate personal responsibility for the learning ✓ Develop new knowledge, skills, and attitude 	<p>Facilitator </p> <ul style="list-style-type: none"> ✓ Provides opportunities for the learner to rehearse and/apply the new knowledge ✓ Encourages reflection on action ✓ Sequences and reinforces learning
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The Roles of Learners and Facilitators

Learners should be expanding their perspectives, developing different points of view, and drawing new meanings from experiences. They should be listening to others' points of view.

The facilitator provides support by scaffolding information—that is, she uses a variety of instructional techniques to move learners progressively toward stronger understanding and greater independence in the learning process.

Additionally, facilitators should enforce sequencing and reinforcement of learning. Sequencing refers to putting events or information in a specific order—usually going from simple to complex. Reinforcement of learning includes the activities that help a learner practice and become proficient with the new skills, attitudes, and understanding he or she is gaining.

Facilitator Notes

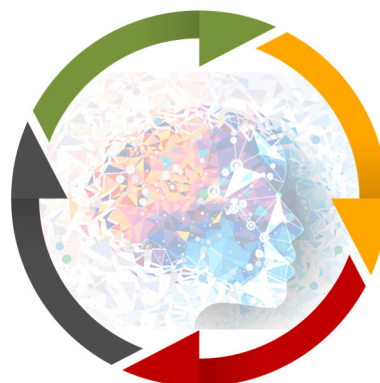
1. EXPLAIN the roles of learners and facilitators during the reflecting on the experience stage.
2. PROVIDE the following explanation of sequencing and reinforcement (according to Jane Vella, "Learning to Listen Learning to Teach"): Sequencing means the programming of knowledge, skills, and attitudes in an order that goes from simple to complex and from group-supported and solo efforts. Reinforcement means the repetition of facts, skills, and attitudes in diverse, engaging, and interesting ways until they are learned."



The Learning Process: Learning from the Experience

Abstract Conceptualization

The learner begins to understand the relationship between the concrete experience and what she already knows—she builds upon the information she already has



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The Learning Process: Abstract Conceptualization

At this stage learners think about their experience and the situation. They fit new information into existing concepts. They then go on to create new concepts and ideas or modify existing concepts. They make comparisons between what they have done and what they already know. They draw upon discussions, observations, and other knowledge they have developed.

Facilitator Notes

1. **EXPLAIN** that during the abstract conceptualization stage, the learner is making sense of new information and meshing it with the old. Part of this stage is constructing the new information into a way she can make sense of it, and the other part is fitting the information into what she already knows.
2. **ADD** that the role of the facilitator is to provide a variety of strategies to help the learner through the different steps of learning from the experience and build upon the previous knowledge and skills.
3. Other roles of the facilitator are to encourage critical reflection and to get and provide feedback.
4. **EMPHASIZE** that critical thinking is the most important skill a learner can have.



The Roles of Learners and Facilitators

Learners



- ✓ Articulate the knowledge, skills, or attitudes developed
- ✓ Provide feedback to classmates and facilitator
- ✓ Accept and act upon feedback received from others

Facilitator



- ✓ Provides structures upon which learners can continue to build
- ✓ Encourages reflection
- ✓ Provides feedback to the learner
- ✓ Accepts and acts upon feedback from the learner

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The Roles of Learners and Facilitators

Feedback is crucial throughout the process; it is especially important at this stage where learners are beginning to create new concepts and ideas—they are beginning to embrace the learning and blend it with what they already know. Feedback helps learners understand how they work and how they can work better. It communicates how the participants are progressing, and it motivates.

Feedback can be positive or corrective and should provide clear and specific information about performance. Using the information gained through feedback helps participants evaluate how well they are progressing and determines areas that need increased concentration or practice.

Facilitator Notes

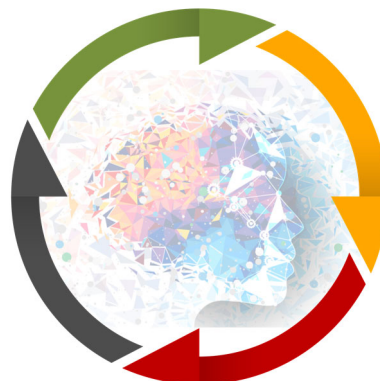
1. EXPLAIN that there are two elements to feedback. The first is having the learner articulate what she has learned. The real test of understanding something is being able to explain it to others. So learners need to explain the newly acquired material in some way.
2. The second element is the learner receiving feedback from the facilitator and from other learners. Working in small groups also provides valuable feedback. Group members pose questions and seek clarification as a form of discussion and feedback.
3. EXPLAIN that at the same time, the facilitator has the opportunity to reflect upon feedback she receives.



The Learning Process: Practicing the Experience

Active Experimentation

The learner uses what she has just learned in the experience to solve problems and make decisions that apply to real-world events



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The Learning Process: Active Experimentation

Activities allow learners to apply the information in a practical, relevant way. They encourage group problem solving and decision making.

For an activity to be successful, the facilitator must explain how it relates to the rest of the course content. The activity must be relevant.



The best way to end the activity is to provide clear and specific feedback about the learners' performance. Using the information gained through feedback helps learners evaluate how well they are progressing and determines areas that need increased concentration or practice.

Facilitator Notes


1. EXPLAIN that the active experimentation must be relevant to be effective—and learners need to know why it is relevant.
2. PROVIDE the following example of how the facilitator can discuss the relevance of an activity: "This exercise is a role play. It builds on the communications practices we just reviewed."
3. The feedback as well should refer to the needs and benefits identified and connect the dots between what participants learned prior to the exercise, what actions they performed during the exercise, and the results they saw at the conclusion of the exercise.
4. ENGAGE participants in a discussion on various activities that would allow learners to apply the knowledge learned. Depending on the topic, the activities can include role plays, simulations, small-group exercises, debates, panels, etc.



The Roles of Learners and Facilitators

<p>Learners </p> <ul style="list-style-type: none"> ✓ Reflect in the light of prior knowledge ✓ Reflect on the learning process ✓ Evaluate personal responsibility for the learning ✓ Develop knowledge, skills, and attitudes 	<p>Facilitator </p> <ul style="list-style-type: none"> ✓ Provides opportunities for the learner to rehearse and apply new knowledge ✓ Encourages reflections
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The Roles of Learners and Facilitators

The learner should reflect on at least two challenges:

- What has she learned compared to what she knew before? Does it all make sense, or does she need to think it through more? How does the new knowledge help explain the bigger picture and increase understanding?
- If the exercise was subject to assessment, what are the results? What are the learner's strengths and weaknesses? What is her confidence level?

The facilitator should provide as many opportunities as possible for the learners to build upon previous knowledge and to reflect upon that activity. One way to reflect upon the activity is to encourage feedback from the learner and to provide construction feedback to the learner. The main role of the facilitator is to lead the learner toward a deeper understanding.

Facilitator Notes

1. **EXPLAIN** that in active experimentation the learners and facilitators should assess their own actions? What should they do differently next time?
2. **DISCUSS** the roles of learners and facilitators during and following the active experimentation stage.
3. **EXPLAIN** that the feedback should be:
 - Immediate, factual, and specific
 - Delivered in a positive, non-judgmental manner
 - Designed to give instruction on how to correct errors
 - Used to encourage a participant to continue correct performance
 - Respectful



Facilitation Best Practices

Present
Present and explore new material

Discuss
Question and challenge old and new ideas

Apply
Apply new material to a practical experience

Close
Summarize with key lessons and takeaways

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Facilitation Best Practices

Instructional techniques for adult learners:

Present: Allows participants to become exposed to and explore large amounts of information at once. Examples include lecture supported by slides and demonstrations.

Discuss: Creates a forum for participants to share experiences and opinions, resulting in participants gaining a new perspective of the material. Discussions encourage group brainstorming where participants learn ways in which new material can be applied to their requirements.

Apply: Engages participants and allows them to apply the information they have learned in a practical, relevant way. Activities encourage group problem-solving and decision-making. They can take the form of role-play, practical exercises, and games/puzzles and allow participants to relate new information to their practical experience. Activities require advance planning to be successful.

Close: Summarize with key lessons and takeaways at the end of each module and a more comprehensive one at the end of the workshop. Explain how the objectives were met and prepare participants for what's next.

Facilitator Notes

1. **INTRODUCE** the basic instructional techniques using the facilitative approach:
 - Present information
 - Discuss (facilitate discussions)
 - Apply (facilitate activities)
 - Close or summarize
2. **EXPLAIN** that this technique supports the learning process just discussed.
3. **HIGHLIGHT** the purpose of each and the importance of using all these techniques for the adult learner.
4. **POINT** out how these techniques support adult learning principles and the learning process just discussed.
5. **EXPLAIN** that these techniques will be covered in detail in the following modules.
6. **ADVANCE** to a discussion on icebreakers and energizers and a final activity.

Using Icebreakers and Energizers

Why?

- Get everyone laughing and/or moving
- Put participants at ease

When to use?

- At the beginning of the day, starting a new module
- When energy level is low
- To refocus after breaks



ICEBREAKERS & ENERGIZERS

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Pro Tip

Try relate the ice-breaker or energizer to the content you are presenting, if possible.



Using Icebreakers and Energizers

Icebreakers and energizers are facilitation techniques to help start off a training session or to refocus when energy levels get low.

Icebreakers: Usually used at the beginning of the day or when transitioning to a new module or topic.

Energizers: Can be used throughout the training. A key to good facilitation is the ability to read the room and understand when participants need to be re-energized by getting up and moving or by taking a mental break.

Remember: Know your audience. Think about which icebreaker or energizer is most appropriate.

Share: Can you share a favorite icebreaker with the group?

Facilitator Notes


1. EXPLAIN why great facilitators always prepare some fun icebreakers and energizers.
2. EXPLAIN it is important to know their audience and try to read the room.
 - If the participants are serious and impatient, explain that our brains function best when our bodies are recharged and we are emotionally open.
3. EXPLAIN that ice breakers can be a great way for everyone, including the facilitator, to feel more relaxed and less nervous.
4. REMIND participants that it is best to prepare a list of icebreakers and energizers BEFORE teaching the module, so that they can relate it to the content.
5. ASK around the room for icebreakers ideas! Some participants are very creative and energetic by nature.
6. PROVIDE the worksheet for icebreaker and energizer examples.



Practice Facilitating

EXERCISE


- Work in your small group
- Choose a topic from the Curriculum: CIM, Security Operations, STG, Classification, or Emergency Management
- Practice teaching a small section of any module based on the knowledge you have gained



Work in Groups

➔


Practice Facilitating



45 min.

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Prepare a Lesson Plan	
Duration	25 minutes
Purpose	The purpose of this activity is apply knowledge gained to a real-world activity.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Choose any topic from the Curriculum that you want to practice teaching. 3. Building upon the knowledge you gained from this module, practice how you will present an activity, a concept or an icebreaker. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN that they will prepare a small teaching activity based on the curriculum. Topics can include:
 - Offender Programs
 - Suicide Prevention
 - Stress Management
 - Dynamic Security
 - Characteristics of STGs
 - Offender Classification
 - Reclassification
 - Internal vs External Classification
 - Use of Force
 - Physical Fitness
 - Contingency Planning
 - First Aid
3. REGROUP on the next slide.



Practice Facilitating

REGROUP

- Choose a topic
- Prepare a lesson plan



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Lesson Plan

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. PROVIDE constructive feedback and explain that participants will complete other lesson plans later in the course.



SUMMARY

Topics

- ✓ Facilitating
- ✓ The Learning Process
- ✓ Best Practices

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Quiz

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. USE this time to get feedback from participants.
2. ASK them to tell you what they got out of this module and what will help them most and least.
3. ASK for volunteers but call upon a few participants if no one volunteers.

Creating an Effective Learning Environment

خلق بيئة تعلم فعّالة



Creating an Effective Learning Environment

Purpose: The purpose of this module is to examine good practices for creating an effective learning environment for adult learners, including ways in which to influence learning, captivate and motivate learners, reinforce learning, instill ownership, provide a positive physical environment, manage logistics, and provide feedback.

Activities:

- Influencing Learning (10 min.)
- Setting Ground Rules (15 min.)
- Achieving Success (20 min.)
- Instilling Ownership (10 min.)
- Managing Logistics (20 min.)
- Providing Feedback (15 min.)

Estimated Time: 9 hours

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to next slide to review module objectives.

Worksheets

- Elephant, Rider, and the Path video script

Learning Objectives



- Explain what makes learning meaningful



- Explain how to captivate and motivate learners



- Identify strategies for creating and maintaining a positive learning environment



- Describe how to set expectations

- Determine how to instill ownership

- Explain the importance of planning ahead

- Create a checklist for managing logistics

- Provide effective and timely feedback

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding best practices for creating an effective learning environment.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



What makes learning meaningful?

What is the difference between a “meh” and “meaningful” learning experience?



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What makes learning meaningful?

Think about what makes a meaningful learning experience versus a boring one. Often people will say, the difference was an amazing facilitator who brought the content to life. That puts a lot of pressure on a facilitator, especially one without years of experience.

In this module, we will provide some tools to help create an environment that can help you go from mediocre to masterful.

Facilitator Notes

1. ASK the question to the group.
2. NOTE that many people may respond that an amazing instructor/facilitator is what makes a meaningful learning experience, but that puts a lot of pressure on the facilitator, especially if you do not have a lot of experience.
3. EXPLAIN that what really makes learning impactful is what the learner takes away from the experience.
4. The goal is **not** to cover the material, but to provide new capabilities, ideas, and insights that learners can take back to the real world – to help them do things they need and want to do.

Do you recognize these learners?		
<p>"Just tell me what I need to know" (impatient learner)</p>	<p>"What did you say?" (distracted learner)</p>	<p>"I just need to solve a problem" (efficient learner)</p>
<p>"I'm here because it is required" (reluctant learner)</p>	<p>"We don't do it like that here" (change-fearing learner)</p>	<p>"I know this already" (overly-confident learner)</p>

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Do you recognize these learners?

When you are sitting in a training or classroom, do any of these thoughts come into your head? If we are honest, we may have had all of these thoughts. It depends on the context.

Facilitator Notes

- GO over each of the thought bubbles and try to act them out.
 - "Just tell me what I need to know" – looking at their watch or the clock
 - "What did you say?" - looking at their phone
 - "I just need to solve a problem" – look impatient
 - "I'm here because it's required" – look studious, but not really engaged
 - "We don't do it like that here"– look annoyed, arms crossed
 - "I know this already" – look bored, arms crossed, exasperated
- ASK the participants which learner they are.
- EXPLAIN that most likely we are all of the above depending on the subject matter and context.
- EXPLAIN that understanding our learners is a key part of providing a meaningful learning experience.
- TELL the participants that before any training, ask themselves: What do the learners want? What is their current skill level? And how are they different from you?
- GO TO next slide to explain what we all REALLY want out of a learning experience.

Source: Designing How People Learn





What do you want out of training?

Honestly reflect about the following questions:

Why am I attending this training?

What can I get out of this experience, that is meaningful to me?

How can this learning experience improve my day-to-day work and my career?

Facilitator Notes

1. EXPLAIN You can be all of these learners at different times. No one answer is correct. The "I'm just honored to be here" learner may be the one we all want in our classroom, but actually if we are honest, everyone is the: "What can I get from this?" learner.

So we have to give them an experience that answers this question.

Why am I here? What can I get out of this that is meaningful to me and my work?

Meaningful Learning

- Learning is a journey and not an event
- Learning is defined by a change in behavior
- Facilitators can help bridge the gap in knowledge and skills, but need to consider motivation, habits, and environment
- Change in behavior results only from experience and practice



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Meaningful Learning

As a facilitator, it is important to remember that learning is a personal journey with peaks and valleys and is ultimately defined by a change in behavior. When a person learns something new, they need to put it into action on the job or in their lives in order for it to stick.

The participants in your classroom come in with existing knowledge and skills and it will vary from learner to learner. To make learning meaningful, it is not effective to lecture and ask participants to memorize and repeat facts. Participants need to take in the new knowledge, make connections to build on existing knowledge and then apply that to different scenarios. Meaningful learning encourages critical thinking through discussions, questions, reflections and insights.

Facilitator Notes

1. **EXPLAIN** that learning is personal and it happens before and after a training event.
2. **EXPLAIN** that real learning—meaningful learning—moves beyond rote memorization, which is based on repetition. Rote learning is not effective. On the other hand, meaningful learning is when the learner can take that newly learned information and connect it to or build upon previously known knowledge and apply it to different scenarios. Meaningful learning encourages critical thinking because it encourages questions, discussions, and new ideas.
3. **ADVISE** that two important goals of learning include *transfer* and *retention*. *Retention* is the ability to remember the material at a later time. *Transfer* is the ability to use prior knowledge to solve new problems. Learners achieve meaningful learning when both of these goals are fulfilled.



The Elephant, The Rider, the Path



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The Elephant, The Rider, the Path

Look at the script to follow along.

Who is the elephant?

Who is the rider?

What is the path?

Facilitator Notes

1. PLAY the video
2. Available online here:
<https://youtu.be/X9KP8uiGZTs>
3. EXPLAIN that the elephant, the rider and the path is a metaphor about emotions, motivations, and behavior change. It is difficult to change direction if the rider (the rational self) and the elephant (the emotional self) are not in sync.
4. ASK participants what this metaphor has to do with learning?

Motivating Learners

- ✓ Tap into the strength of emotions
- ✓ Demonstrate that you care
- ✓ Connect concepts to real life
- ✓ Appeal to the learner by setting the easiest path



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Motivating Learners

Four basic responsibilities that facilitators should demonstrate each time they facilitate learning are listed below:







1. **Tap into the strength of emotions.** Creating an emotional connection or reaction to content improves participant understanding and gets them involved in learning.
2. **Demonstrate that you care.** A skilled facilitator demonstrates caring for participants, which helps motivate them to learn and respond more positively to both the facilitator and training program. Caring also encourages participants to take a risk with learning new information. When a facilitator cares for them, participants feel less threatened and more willing to voluntarily engage in discussions and participate in class activities.
3. **Connect concepts to real life:** Facilitators connect concepts to real life by providing examples or relating an activity in the classroom to a participant's experience.
4. **Appeal to the learner.** Appeal is the power of attracting or arousing interest. Adult learners want to know how the instruction will help them. Facilitators answer that question by explaining why the information is important, how learners will benefit and make use of it in a practical way.


Facilitator Notes

1. REVIEW the list of ways in which to motivate learners.
2. ADD that adult orientation to learning is centered on life or work, so the appropriate framework for organizing learning is life and/or work-related situations, not academic or theoretical subjects. Meaningful learning can be intrinsically motivating.
3. Many learners genuinely want to improve their job performance or learn new knowledge and skills to advance in their careers. Their motivation can diminish if the facilitator fails to direct and encourage this or other interests and motivations.
4. Motivation can be improved and channeled by a facilitator who provides clear instructional goals and learning activities that encourage and support strong learner interest.
5. Collaboration in the classroom can motivate learners to persist and attain their goals. Learning environments and experiences that help establish positive relations with others while developing competence in particular skills also shape engagement, motivation, and persistence



Psychology Principles

<p>Reciprocation</p>  <p>Give something</p>	<p>Social Proof</p>  <p>Model</p>	<p>Scarcity</p>  <p>Make special</p>
<p>Framing</p>  <p>Focus attention</p>	<p>Salience</p>  <p>Make relevant now</p>	<p>Contrast</p>  <p>Stand out</p>

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Psychology of Design

Studies in human psychology can help when designing learning experiences. Read the following principles:

Reciprocation: The principle of reciprocation tells us that if we do something for other people, they want to return the favor to us.

Social Proof: The principle of social proof tells us that when people aren't sure what to do, they look to the behavior of others to guide their actions—especially their peers. If we see a lot of other people doing something, we tend to view it as the correct behavior.

Scarcity: The principle of scarcity tells us that people tend to want what they can't have. We place higher value on things that will soon be unavailable to us, and a lower value on what's available in abundance.

Framing: The principle of framing tells us that people make comparisons when they're making a decision. Not only do people tend to avoid extremes, but they also respond to a particular choice in different ways depending on how it's presented

Salience: The salience principle tells us that people's attention is drawn to that which is most relevant to them at that moment.

Contrast: The contrast principle tells us that people are more likely to remember what stands out from everything else around it.

Facilitator Notes

1. EXPLAIN that human psychology helps when designing learning experiences. Academic research and psychological experiments have identified certain principles shown in the slide above.
2. Go over each principle with examples on the next slide
3. ASK participants if they can think of other examples

Source: <https://www.usertesting.com/blog/6-psychological-triggers-that-make-ux-design-persuasive>



Examples

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Examples of Psychological Triggers

Reciprocation: Giving gifts, such as USB drives, candy, branded notebooks, water balls, etc. can generate good will and subtly motivate participants to give you their time and attention

Social Proof: Activities that allow participants to interact with each other and collaborate will provide incentive to follow and learn from peers

Scarcity: Many marketers use exclusivity to get people interested in their products. This can be adapted for learning. For example, if your program makes you go through a selection process to be accepted in. Setting a deadline and reward, can give a program prestige and make people motivated to be accepted into it.

Facilitator Notes


1. SHOW the different examples of the following:
 - Reciprocation
 - Social Proof
 - Scarcity
2. REMIND participants that these are academic words but they explain basic principles that have been studies and tested to show they work.
3. ASK if they can think of any other examples.



More Examples


Staff matters


"There are staff who believe that their only job is to warehouse inmates. It can be very difficult to change their minds."
- Warden



Frame the focus


"There was this instructor. He really cared about inmates. He turned their lives around. I wouldn't have got out without him."
- Former offender






Make it relevant






Make it stand out



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Examples of Psychological Triggers

Framing: This example shows two perspectives on how to explain how corrections staff matters. It frames it from the perspective of the offender.

Salience: Making learning relevant is fundamental. This example of first aid is even more salient if someone has had a recent experience with a medical emergency. Look for opportunities to connect concepts that are on people's mind.

Contrast: High contrast is important in visual design, but can be extended to other parts of a learning experience. People are drawn to something that stands out to them. Examples can include surprising participants with something unexpected. In the morning, turn off the lights and play a siren. Explain that today we are going to learn about emergency response. This is a high contrast to the usual morning tea and presentation and will help gain attention and can make the lessons more memorable.

Facilitator Notes

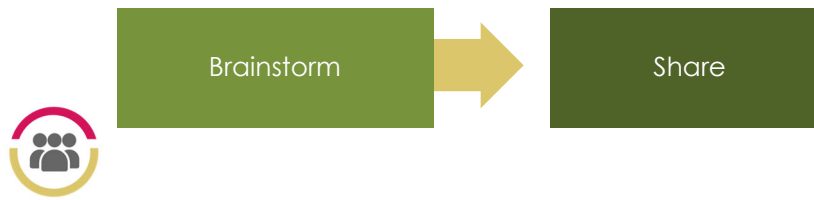
1. SHOW the different examples of the following:
 - Framing
 - Salience
 - Contrast
2. REMIND participants that these are academic words but they explain basic principles that have been studied and tested to show they work.
3. ASK if they can think of any other examples.



Psychology and Learning

EXERCISE

- Select two principles of psychology discussed
- Brainstorm how you can use each principle to enhance a learning experience



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Psychology of Design

Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to brainstorm about different ways to improve the learning environment using evidence-based practices in human psychology
Materials	Pencil and paper
Steps	<ol style="list-style-type: none"> 1. Break into 5 groups (4 people each) 2. Select two principles from the list 3. Brainstorm "realistic" ways you can implement these two principles in your classroom and why you think they will work. 4. Report back to the larger group

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the exercise.
3. REGROUP on the next slide.



Psychology and Learning

REGROUP

- Which principle did you use?
- Discuss how this principle will improve the learning experience.



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Regroup: Psychology of Design

Regroup from the previous exercise and share your group's list of ground rules.

Facilitator Notes

1. REGROUP from the previous exercise.
2. HAVE a spokesperson from each group present her group's design ideas.
3. Make sure they address at least 2 of these principles:
 - Reciprocation – give something to learners
 - Social Proof – model what you want to see
 - Scarcity – make it special
 - Framing - emphasize and focus on key learning objectives
 - Salience – make it relevant
 - Contrast – make it stand out
4. PROVIDE feedback about how realistic the ideas are to implement in the classroom



Setting the Stage
تهيئة الساحة

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NOTES



On Day 1, effective facilitators communicate

I know who you are **(audience awareness)**

I will present you with choices in getting there **(fairness)**

I know what we must accomplish **(intended outcome)**

All ideas are important and valued **(respect)**

I will use our time productively **(relevance)**

I will help you succeed **(support)**

I will provide manageable information **(clarity)**

Engagement is low risk and high reward **(participation)**

I have an organized plan **(structure)**

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Influencing Learning

Effective facilitators communicate, educate, and influence. To be effective, they must communicate on the first day of training that they commit to being a direct influence in enhancing learning.

Learners can be influenced by facilitators committing to the following:

- **Challenge the learners:** Make goals high but attainable. Learners like to be challenged and will work to achieve high expectations as long as they believe those goals can be within their reach.
- **Inspire a shared vision:** One of the best ways to influence learners is to share your enthusiasm. When you're excited about teaching, the learners will be much more excited about learning.
- **Enable others to act:** Get to know your learners. Give them opportunities to play to their strengths and feel included and valued.
- **Model the way:** Follow your own rules. Lead by example. Show humility, trust, loyalty, respect, self-awareness, humor, accessibility, integrity, transparency, and tolerance.

Facilitator Notes

1. **DISCUSS** the bullet points in the slide.
2. **ASK** participants to think about the words in the parentheses. Can they connect those words to anything they learned in the previous module?
 - The expected response is that these tactics directly link to the adult learning principles.
3. **ASK** participants whether they ever had a teacher or instructor who inspired them to work harder or pursue a particular goal. If so, ask them what impact that had on their life.
4. **EXPLAIN** that facilitators inspire by committing to the course's goals and mission, motivating the people they train, and working hard to get those people to stretch themselves to deliver great results. At the same time, the facilitator is an inspiring figure who respects and empowers the learners.



Strategies for a Positive Environment

- ✓ Share expectations
- ✓ Set ground rules
- ✓ Captivate and motivate
- ✓ Adhere to adult learning principles
- ✓ Instill trust
- ✓ Instill ownership
- ✓ Manage time
- ✓ Manage logistics
- ✓ Provide effective and timely feedback

Physical Environment

Social Environment

Emotional Environment

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Strategies for a Positive Environment

Facilitators are responsible for promoting and maintaining an environment in which the success of all learners is the expected and likely outcome. Creating a positive environment starts on the first day when facilitators and learners exchange first impressions.

The learning environment includes three elements that can influence how people learn effectively—social, physical, and emotional.

- **Social environment:** Humans are social creatures and have a need to belong within a social setting.
- **Physical environment:** We need to feel comfortable to learn effectively.
- **Emotional environment:** Fostering and maintaining each person's self-esteem are important. Effective communication and empathy play important roles in maintaining respect and trust.

Facilitator Notes

1. Briefly REVIEW the strategies for a positive environment. They will be discussed in more detail throughout the module.
2. For social environment, EXPLAIN that humans are social creatures and have a need to belong within a social setting.
3. For physical environment, EXPLAIN that we need to feel comfortable to learn effectively.
4. For emotional environment, EXPLAIN that fostering each person's self-esteem is important.
5. ADD that communication and empathy play important roles in maintaining respect and trust.
6. EMPHASIZE that one effective way of fostering the kind of environment that makes all the above possible is to learn participants' names. Calling a person by her name creates at least the start of a personal relationship with that person, which, in turn, makes her feel appreciated.



Expectations and Contributions

- In every class, facilitators have expectations of the learners, and learners have expectations of the facilitators and the curriculum
- Communicate and share
- Facilitators **and** learners are responsible for the outcome of the learning
- Succeed together



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Expectations and Contributions


Learners enter the classroom with a range of expectations based on experiences. Making it clear what this course will be like, what participation will be expected, and how participants will be evaluated set clear norms for engagement. At the same time, learners can share their expectations of the course.

Facilitator Notes

1. EXPLAIN that in every class, facilitators have expectations of learners and learners have expectations of facilitators and the curriculum.
2. ADD that both the facilitator and learners are expected to contribute to the success of the course.




Discussion: Our Expectations & Contributions




Facilitator:

- ✓ My expectations are...
- ✓ My contributions are...




Participants:

- ✓ My expectations are....
- ✓ My contributions are....



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Discussion: Our Expectations & Contributions

Share your expectations of the facilitator and the curriculum and how you expect to contribute to the success of the class.

Facilitator Notes

1. **SHARE** your expectations of the learners during the class—e.g., be engaging, ask questions, and participate in small groups.
2. **ADD** your contributions to the success of the course—e.g., create a climate in which learners feel comfortable taking intellectual risks; respond to their comments respectfully, even when you challenge them; make sure that their peers do as well. Model the behavior you want to see.
3. Next, **ASK** participants (individually) to state their expectations and ways in which they will contribute to the success of the class.

Setting Ground Rules

- Ground rules articulate a set of expected behaviors for classroom conduct
- Developing ground rules—or a code of conduct—provides a framework for a positive learning environment
- Learners should always participate in setting the ground rules



Why do you think having learners involved in setting the ground rules is important?

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Setting Ground Rules

Establishing ground rules for classroom behavior provides a framework for a positive learning environment.

Ask learners to share the conditions that create an ideal learning environment in the classroom. Ask them about the negative things they have experienced when interacting in the classroom.

Use the positive and negative traits as a framework for creating ground rules. After the class has created a master set of rules, determine the rules you feel are best. Post the rules at the front of the class.

Facilitator Notes


1. **DISCUSS** ground rules and their importance.
2. **EXPLAIN** that the learners should be involved in setting the ground rules.
3. **ENGAGE** participants in the discussion question: Why do you think having learners involved in setting the ground rules is important?
4. **ASK** participants to share the conditions that create an ideal learning environment in a classroom.
5. **ASK** them to talk about the negative things they have experienced in the classroom.
6. **EXPLAIN** that the conditions they shared for an ideal learning environment and those for a negative learning environment form a framework for creating ground rules.
7. **ADVANCE** to the next slide where participants will work in small groups to develop ground rules.



Setting Ground Rules (Code of Conduct)

EXERCISE


- Using the flipchart, work with your group to create a list of basic rules and norms for your training
- Include social, physical, and emotional elements



Work in Groups

➔


Share Response



15 min.

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Setting Ground Rules	
Duration	15 minutes
Purpose	The purpose of this activity is to have participants create a list of basic rules and norms for training, including this course.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create a set of ground rules for classroom training in general, including this course. 3. Be prepared to share and compare with the class

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the exercise.
3. REGROUP on the next slide.



Setting Ground Rules (Code of Conduct)

- ✓ Silence cell phones?
- ✓ Report to class on time?
- ✓ Participate/engage in discussions and activities?
- ✓ Treat everyone respectfully?
- ✓ Other?

REGROUP



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Ground Rules

Regroup from the previous exercise and share your group's list of ground rules.

Facilitator Notes

1. REGROUP from the previous exercise.
2. HAVE a spokesperson from each group present her group's ground rules.
3. KEEP the rules posted.
4. POINT out any rules that more than one group has listed.
5. As a group, SELECT 5 or 6 of the ground rules to adopt for this class.

Creating a stimulating learning space

Consider:

- ✓ Noise level
- ✓ Lighting
- ✓ Temperature
- ✓ Structure
- ✓ Time of day

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Creating a Stimulating Learning Space

When facilitating learning, be aware of factors such as room temperature, arrangement of the room (e.g., closeness of seats), time of day (early morning versus late in the day), brightness of the lighting, and sound (e.g., noise distractions from nearby construction or talking among learners).

- Turn the lights on bright and, if possible, use a room with natural light
- Adjust the thermostat for the most comfortable level for most of the participants
- Ensure that the environment looks comfortable
- Hide empty boxes
- Place materials neatly and uniformly at each seat
- Have the most comfortable chairs available
- Arrange the tables to be conducive to learning
- Ensure that everyone has adequate personal space
- Have extra supplies, pens, and paper available

Facilitator Notes

1. **ENGAGE** participants in a discussion on the physical environment in which learning is to take place.
2. **EXPLAIN** that creating a stimulating learning environment tells learners that you care and went to the trouble of getting ready for them.
3. **ENGAGE** participants in a discussion on other steps that will make a learning environment stimulating. Consider quotes, posters, classroom awards, etc.

Best layout for learning

U-Shape

Rows

Auditorium

Clusters

Chevron

Perpendicular

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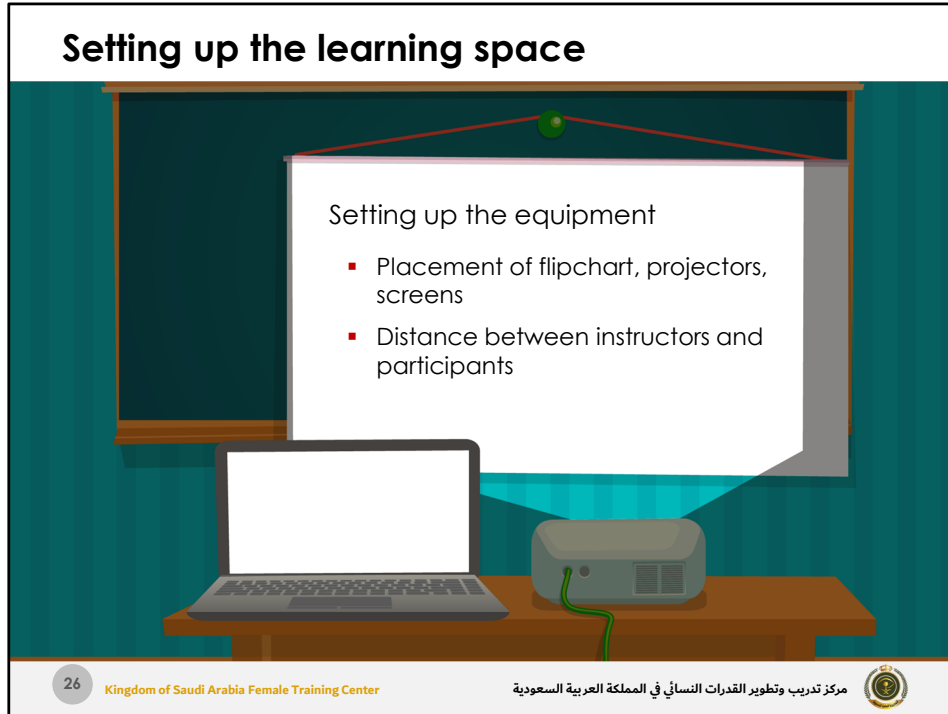
Decide on the best layout for learning

1. To create an environment conducive to learning, instructors must first focus on the physical space whether in a classroom or outside space. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the bulletin boards and walls.
2. Which setup would be best for the type of course you will be teaching?

Facilitator Notes

1. EXPLAIN that to create an environment conducive to learning, instructors must first focus on the physical space whether in a classroom or outside space. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the bulletin boards and walls.
2. DESCRIBE the following typical setups and EXPLAIN the purpose (benefits) of each.
3. ASK participants which setup would be best for the type of course they will be teaching:
 - **U-Shape:** Allows participants to view your presentation and encourages interaction.
 - **Rows:** Ideal for a formal lecture. Allows participants to use the tabletop space.
 - **Auditorium:** Ideal for large groups in formal presentations. You will need to rely on projector-style presentations and slide shows.
 - **Clusters:** Allows participants to work individually or in small teams. The instructor can work with individual teams separately.
 - **Chevron:** Ideal for highly interactive courses where most of the learning is done in small group activities. Instructors can easily walk the room.
 - **Perpendicular:** Ideal for discussions and debates. Can be adjusted for smaller groups.





Setting Up the Learning Space

Think about the learning space you will be teaching in. Sometimes there are restrictions, but ideally, the cluster or pod set up is best for learning. This allows the facilitator to walk around the room and also allows participants to collaborate with each other.

The placement of flipcharts, projectors, and screens are also important. You want everyone in the room to be able to see the screen and flipcharts.

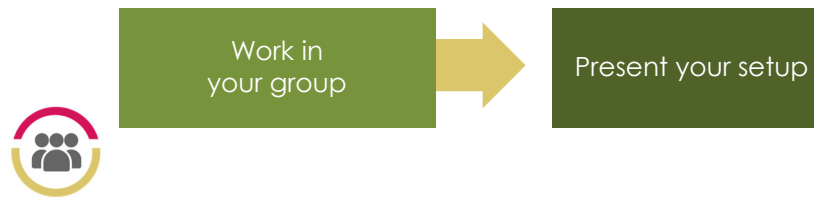
Facilitator Notes

1. **EXPLAIN** that the projection screen should be placed high enough so the participants in the rear can see over the people in front of them. The distance from the screen to the last row should not exceed 6 screen widths; the distance to the front row of seats should be 2 screen widths.
2. **ADVISE** that flipcharts should be placed where they can easily be seen by everyone. When participants are able to see a presentation's key points listed on a flipchart, and then have visual access to these flipcharts throughout the training and discussion, the repeated exposure ensures greater retention of the information. Taping flipcharts to the walls allows participants to refer back to key points—reinforcing these points.

Setting up the learning space

EXERCISE

- Each group will be assigned a shape of a room, number of participants, and topic to be taught
- Design the setup, including arrangement of desks/tables, flipcharts, projectors, and other equipment



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Achieving Success

Duration	25 min presentation (5 minutes each group)
Purpose	Participants will work in small-groups to design a classroom that is conducive to learning. The setup must include everything needed in the classroom—projectors, flipcharts, tables, etc. They should be prepared to present and explain their design. Draw a room for each group on a flipchart. Write the number of participants attending the class and the topic being taught. Include any restrictions—e.g., lack of outlets.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. You will work in small groups to design a classroom based upon the drawing you receive. Design a classroom that is conducive to learning and include placement of desks/tables/chairs, flipcharts, projectors, equipment, etc. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the exercise.
3. REGROUP on the next slide.



Setting up the learning space

REGROUP



Describe your environment

- Seating arrangements
- Flipcharts
- Other equipment
- Other



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Setting up your Learning Space

REGROUP from the previous activity and share your response.

Facilitator Notes

1. REGROUP from the previous exercise.
2. CALL upon a spokesperson from each group to present her group's response.
3. HAVE the spokesperson post her response somewhere in the classroom.
4. COMPARE responses.

Captivating Learners



Relevant Stories



Thought-provoking questions



Show & discuss video clips



Realistic Scenarios



Hands-on Learning



Group Activities – roleplays, discussions, teamwork

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Captivating Learners

Deliver content in exciting ways:

- Tell interesting (relevant) stories
- Ask thought-provoking questions
- Show video clips and engage learners by discussing what they watched
- Use pictures to explain a process or unfamiliar concept
- Use scenarios to help learners imagine how they might apply what they are learning
- Give participants hands-on exercises so they can practice what they are learning
- Have non-competitive quizzes
- Make technology, such as mobile devices, part of the learning experience (e.g., use an audience responses system or ask learners to look up an answer online or research information)
- Use group activities:
 - Use role play, where learners take on different roles and act out a situation to solve problems or learn different perspectives
 - Facilitate small group discussions
 - Involve learners in a case study
 - Use demonstrations or simulations
 - Ask participants to pair up and share information

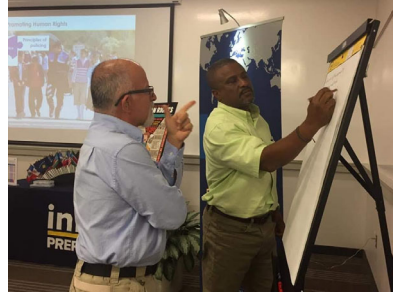
Facilitator Notes

1. **ENGAGE** participants by asking them to talk about an instructor they had that was captivating.
2. **ASK** them to name some of the things she or he did to captivate.
3. **SHARE** some of the ways in which to captivate listed in the slide and left column.
4. **ADD** that another way to captivate is to get learners interested before class starts by sending agendas or course outlines to them before training so they can review and reflect on their knowledge of and experience with the content.



Providing Positive Reinforcement

- Provide opportunities for learners to:
 - ✓ Develop and reinforce skills and knowledge by using a variety of learning activities and media
 - ✓ Use the new skills/knowledge often and apply them in different contexts
 - ✓ Collaborate and engage in problem-solving activities
 - ✓ Spend time on self-reflection
- Give praise when earned
- Harness learner interest



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Providing Positive Reinforcement

Research shows that giving reflection time is valuable as a means of creating greater self-awareness and deepening learning.

When they reflect, learners reimagine what happened in both first and third person — as they were seen and as they saw through their own eyes. That sense of perspective is important in building independent and self-directed learners.

By shifting reflection from content to thought, learners have the chance to put themselves back at the center of the learning process.

Reflection involves drawing cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, learners must act upon, process, synthesize, and evaluate the information and their understanding of it.

Reflecting means applying what we've learned to contexts beyond the original situations in which we learned something.

Facilitator Notes

1. **EXPLAIN** that positive reinforcement recognizes improvement rather than waiting until the action is perfect.
2. **ADD** that games and exercises are great tools to continue reinforcing positive actions.
3. **EXPLAIN** self-reflection and its importance to deeper learning.
4. **POINT** out that the purpose of regroups that follow each exercise is to allow participants opportunities to reflect on their learning and their thought-process during learning—they offer learners opportunities to reveal their intentions, detail and reflect upon their strategies for solving a problem, and describe their mental process or mental mapping during the process.



Showing Respect

- Adults are more open to learning if they feel respected
- The ultimate facilitator respects and honors adult learners' individuality and experience and creates a safe, respectful, and participant-centered environment for learning to take place



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Showing Respect

The word *respect* is synonymous with *esteem* in this context. The facilitator of adult learners must show regard for the learner by acknowledging her experience and creating a climate in the learning setting that conveys respect.

Ways in which the facilitator can foster a comfortable, productive learning climate through attitude include:

- Show respect for the learner's individuality and experience
- Be sensitive to the language you use so that learners are not inadvertently offended
- Be open to different perspectives
- Adopt a caring attitude and show it
- Treat the learners as individuals rather than as a group of people who are alike
- Support all learner comments by acknowledging them
- Take the learning process seriously

Facilitator Notes

1. REVIEW the need to show respect.
 - If adult learners feel they are being patronized or otherwise denigrated, they divert their energy from learning to dealing with feelings of embarrassment or anger
2. EXPLAIN ways in which the facilitator can foster a comfortable, productive learning climate through his or her attitude.
3. EXPLAIN the need to establish a learning climate of:
 - Mutual respect
 - Collaboration rather than competition
 - Support rather than judgment



Instilling Ownership



- Leading disinterested, disruptive, or distracted learners
- Practicing persistence to overcome an apathetic attitude
- Building collaboration
- Value of team atmosphere
- Responsibilities of team leaders
- Evaluations

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Instilling Ownership

Taking ownership means that a learner is motivated, engaged, and self-directed. It means she can monitor her own progress and reflect on her learning.

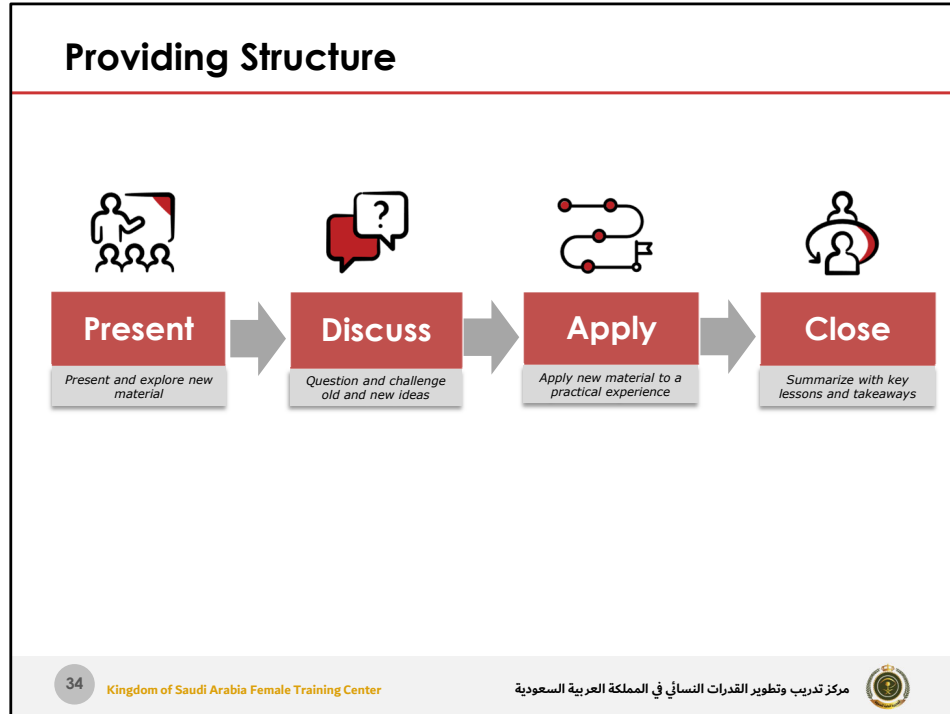
Core elements of developing learner ownership include:

- Use techniques to deeply engage learners
- Model the behaviors that demonstrate a sense of responsibility
- Empower participants and build on their motivation
- Create multiple opportunities for teamwork. Team activities build team spirit. Team spirit naturally builds collaboration and competition. Collaboration and competition motivate.
- To get the most out of group activities, each team should select a leader. The team leader is responsible for motivating the team and making sure it puts forth its best. The teams become responsible for their own actions.
- Evaluations show the goal everyone is trying to attain and help the groups know where they stand in comparison.

Facilitator Notes

1. EXPLAIN that a facilitator must be persistent in overcoming a disinterested attitude—e.g., if a learner does not have the answer to a question that covers information you just explained, move on to another learner, but tell the first person that you will come back to him or her for the next question. Don't embarrass but don't allow disinterest to continue.
2. EXPLAIN that when learners have a sense of ownership and responsibility for their learning, they:
 - Believe they can achieve challenging tasks
 - Are personally invested in success
 - Come to class prepared and on time
 - Complete assignments in a timely manner
 - Are engaged in class, ask questions when they are confused
 - Monitor own learning
 - Attempt to master material with which they struggle





Providing Structure

As a facilitator, it helps to provide a structure for how you deliver your lessons. This instructional technique, explained in “Facilitating Adult Learning” supports adult learning principles and creates a cohesive learning experience.

Present: Allows participants to become exposed to and explore large amounts of information at once.

Discuss: Creates a space for participants to share experiences and opinions, resulting in participants gaining a new perspective of the material.

Apply: Engages participants and allows them to apply the information they have learned in a practical, relevant way. Activities encourage group problem-solving and decision-making.

Close: Summarize with key lessons and takeaways at the end of each module to reinforce learning.

Facilitator Notes

1. REVIEW the basic instructional techniques introduced in “Facilitating Learning”
 - Present information
 - Discuss (facilitate discussions)
 - Apply (facilitate activities)
 - Close or summarize
2. EXPLAIN that this technique provides structure for each module.
3. POINT out how these techniques support adult learning principles and help create a cohesive learning experience.

Achieving Success

EXERCISE

- Name 6 ways in which you as a facilitator will create a positive learning environment on Day 1
- Be prepared to discuss your response

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Achieving Success	
Duration	15 minutes
Purpose	The purpose of this activity is to think of ways in which you would create a positive learning environment on the first day of training.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm ways in which you would create a positive learning environment. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in small groups.
2. EXPLAIN the exercise.
3. REGROUP on the next slide.



Achieving Success

- ✓ Captivating learners
- ✓ Show respect
- ✓ Build collaboration
- ✓ Structure
- ✓ Ownership

REGROUP



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Achieving Success

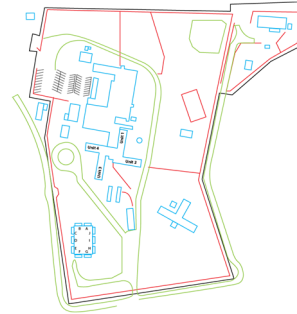
REGROUP from the previous activity and share your response.

Facilitator Notes

1. REGROUP from the previous exercise.
2. CALL upon a spokesperson from each group to present her group's response.
3. HAVE the spokesperson post her response somewhere in the classroom.
4. COMPARE responses.

Communicating Logistics

- On the first day of training, discuss classroom logistics to ensure learners know what to expect as the training progresses, such as: agenda, materials, facilities, breaks, lunch
- Adhering to a daily schedule bolsters your credibility and helps you and the participants stay focused on the topic



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Communicating Logistics


- Introduce your course—including any classroom or field logistics.
- Discuss breaks, daily schedules, any visitors to the classroom.
- Provide location of facilities, such as restrooms, dining halls, refreshments, etc.
- If refreshments are provided, explain what, when, and where.
- Review the course agenda.

Facilitator Notes

EXPLAIN that the facilitator should familiarize participants with the daily schedules, location of facilities, and other important logistical information.



Preparing Logistics



- Course preparation checklist
- Timeliness
- Communication and coordination
- Contingencies

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Preparing Logistics

Developing a comprehensive checklist is one of the best ways to ensure that logistics are covered whether the training is in a classroom or field. Make sure that you begin planning logistics early to allow for contingencies.

Below are some examples of items that should be included:

- What is needed for this training?
 - ✓ Flipchart and markers
 - ✓ Computers
 - ✓ Projector and screen
 - ✓ Course materials
 - ✓ Other
- How many days before training should I request logistics?
- Who do I request logistics from?
- How do I follow up to ensure logistical needs will be met?
- With whom do I coordinate?
- What steps do I take to ensure training equipment and materials are available and ready?
- When do I get access to the training venues?
- When and with whom do I identify location, distribution, and storage of equipment?
- Other?

Facilitator Notes

1. **EXPLAIN** that logistics can make or break the course. Therefore, nothing is left to chance. Logistics requests must be made well before the class begins.
2. **SHARE** any stories you may have regarding logistics—either forgetting to request an important piece of equipment, needing an extra battery, etc.

Managing Logistics

EXERCISE


- Create a checklist for all logistical needs for a typical classroom training
- Be prepared to share and compare your checklist



Work in Groups

➔

Share Response



20 min.

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Managing Logistics	
Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm within your group to determine logistical needs for a typical classroom training.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Create a checklist of logistical needs for a typical classroom training. 3. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Managing Logistics

REGROUP

- Meeting your logistical needs
 - ✓ What?
 - ✓ When?
 - ✓ Where?
 - ✓ Who?



COURSE CHECKLIST

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How Would You Manage?

REGROUP from the previous activity and share your response.

Sample logistical needs include:

- Training materials for each learner
- Audio-visual equipment available and working
- Water/coffee/soft drinks available
- Room temperature and lighting comfortable
- Flip chart and markers
- Pens
- Nametags
- Scratch paper
- Dry erase markers for whiteboards
- Sticky notes
- Computer
- Projector and screen
- Chairs
- Tables
- Refreshments
- Room
- Breakout rooms
- Room keys or arrangements for someone to unlock doors

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson to present her group's response and ask other groups to add anything they have that wasn't included.
3. ADD anything you have that was not included in the lists.
4. REITERATE the importance of planning early for logistics.

Discussion: Addressing Timeliness

"Nothing inspires confidence in a trainer faster than punctuality nor is there any habit that saps her reputation faster than that of always being behind time."

**Do you agree with this quote?
Why or why not?**

**What impact does timeliness
have on training? On the job?**

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DISCUSSION: Addressing Timeliness

Engage in the discussion questions.

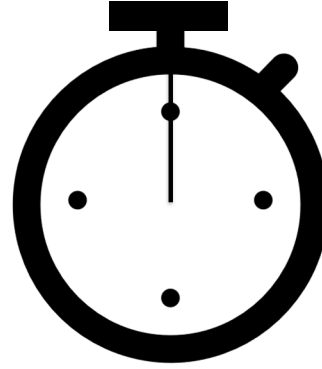
Facilitator Notes

1. READ the quote to the participants.
2. ENGAGE participants in the discussion questions. Discuss the possible ramifications of showing up late for a shift at work—or worse, your partner showing up late when you need her for an emergency. Explain that timeliness or the lack thereof is simply habit.
3. REMIND participants that one of the ways to influence is to be a role model—to model the correct behavior. Modeling timeliness is crucial—starting the class on time every time, ending it on time every time, etc. is an important way to show the type of behavior you expect of them.



How Long is a Minute?

- Close your eyes
- Raise your hand when you feel that one minute has passed
- Open your eyes



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How Long Is a Minute

Close your eyes for 60 seconds. Open them and raise your hand to signal that you think a minute is up.

Should you hold the class for someone who is 30 seconds late? Five minutes late? Ten minutes late? What happens if you hold the class for everyone who comes in late?

What happens if class runs one minute beyond the allotted time? Five minutes beyond the allotted time? Ten minutes?

Facilitator Notes

NOTE: This slide is animated. Click the clock to get the minute started

1. ASK participants to close their eyes for 60 seconds and after that to open them and to raise their hand when they open their eyes. There's no need to watch the clock or measure the time. It's assumed that participants will open their eyes at various times. The purpose of this quick activity is to stress the different concepts of time.
2. USE this activity to start the conversation of the different concepts of time—and this is for only 60 seconds. Imagine if the test was for 5 minutes, or 10 minutes, how much difference would there be in individual concept of time? This is another reason that punctuality is so important.
3. TIE this discussion into being late for class. Should you hold the class for someone who is 30 seconds late? Five minutes late? Ten minutes late? What happens if you hold the class for everyone who comes in late?
4. EXPLAIN that the same concept is true on the opposite hand. What happens if class runs one minute beyond the allotted time? Five minutes beyond the allotted time? Ten minutes? Bring this back to modeling the kind of behavior you expect of others. If you expect them to arrive on time, they should be able to expect you to end class on time.



Being on Time Shows

- ✓ You care
- ✓ You respect others
- ✓ You are professional
- ✓ You are confident
- ✓ You are open to others
- ✓ You are in control
- ✓ You have a standard of excellence

Punctuality is a great way to make a positive personal impact



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Being on Time

You care. Showing up on time is one of the best ways to show someone—colleagues, partners, classmates—that you care about them.

You respect others. Arriving on time shows that you respect others.

You are professional. Being on time is a fundamental tool for anyone who wants to be perceived as being professional.

You are confident. Showing up on time is a sign that you are confident to take on whatever might lie before you.

You are open to others. Punctuality says that you are ready — to be involved with whatever is set before you.

You are in control. People choose to work with those they like, know, and trust. They like working with people who are in control. If you always arrive early or on time, you give the impression that you are in control and manage things well.

You have a standard for excellence. Punctuality is but one standard of excellence. It implies that you are in control of your life and shows that you respect yourself and others.

Facilitator Notes

1. REVIEW each bullet point, using information in the left column.
2. Next, GO through each line in the slide. Ask participants to name the opposite of what is on that line—e.g., you care/you don't care, you respect others/you don't respect others, etc.

SUMMARY

Topics

- ✓ Influencing Learning
- ✓ Maintaining a Positive Learning Environment
- ✓ Instilling Ownership
- ✓ Maintaining Logistics
- ✓ Addressing Timeliness

Knowledge Check

In your group, answer the following:



- Recall the adult learning principles discussed in the previous module.
- Explain which concepts studied in this module support the learning theories.

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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.
3. For your convenience, the adult learning principles are included below:
 - Adults are internally motivated and self-directed. The adult learner has a need to be responsible for his or her learning.
 - Adults bring life experiences and knowledge to learning experiences.
 - Adults are goal-oriented and are ready to learn when the need arises.
 - Adults are relevancy-oriented and want to know the relevance of what they are learning to what they need to achieve.
 - Adults are practical and are interested in life- or work-related situations. They want to see firsthand how their learning applies to real life.



Designing and Using Effective Learning Aids

تصميم وسائل تعليمية فعّالة واستخدامها



Designing and Using Effective Learning Aids تصميم وسائل تعليمية فعّالة واستخدامها

Designing and Using Effective Learning Aids

Purpose: The purpose of this module is to demonstrate the purpose of effective learning aids and how to use different learning and teaching aids to enhance the training experience.

Activities:

- Brainstorm Learning Aids for Each Sense (15 min.)
- Implementing Learning Aids (15 min.)
- Visual Telephone
- Visual Design
- Create a Set of Learning Aids (60 min.)
- Learning Aids Presentation (20 min.)

Estimated Time: 2 days (9 hours)

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Material and Worksheets

- Computer, Projector, PPT
- Internet Access
- Kahoot app or popsicle stick voting
- Optional: Examples of manipulatives

Worksheets

- Visual Design Tips
- Curriculum Branding Explanation
- Sample PPT
- Five Criteria for effective Learning Aids
- Empty Learning Space

Learning Objectives



- Describe the purpose and value of learning and teaching aids



- Discuss the different types of learning aids and pros/cons of using them



- Summarize the power of visual design



- Create an effective learning aid or a design plan
- Critique the use of a variety of learning aids based on criteria

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding how to design and use effective learning aids.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Think About

Close your eyes. Think of a past learning experience.
What learning aids are being used?



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Think About It

Think about the training experience in the past. Write down the different learning aids that were used.

Be prepared to share with the class.

Facilitator Notes

1. ASK participants to close their eyes and visualize a learning experience in their minds.
2. ASK them what learning aids were being used?
3. ALLOW participants to raise their hands to share their answers

Purpose: This short activity will allow the facilitator to gauge the audience. Do the participants understand what an effective learning aid is? What is their experience with learning aids and active learning spaces? Are they creative or more traditional? Which participants are comfortable with the activity and sharing their knowledge? Which participants are not comfortable (do not buy in to this type of learning experience)?

Definition: Learning Aids

A learning aid is something intended to enhance learning potential by helping us retain *facts, concepts, procedures, processes, models, strategies, and ideas*.



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Learning Aids

Use the space below to define your understanding of a learning aid and provide some examples that you have used or want to use while training.

Set a personal goal to learn about a new learning aid and commit to using it in your training.

Facilitator Notes

1. PROVIDE the definition of a learning aid. Did their answers reflect the definition?
2. FOCUS on how learning and teaching aids are used to help us **retain** the different types of content: facts, concepts, procedures, processes, models, strategies, and ideas.
 - Note that learning aids should always have a purpose and be aligned to the learning objectives.
3. ASK the participants if this definition helped them think of other learning aids they missed in the brainstorming.
4. NOTE: The next slides will show images of different examples. The purpose is to open their minds about the different possibilities. Do **not** explain in detail each of the different examples. The purpose is to peak curiosity and creativity about how they can implement these types of aids in their training.

Examples of Learning & Teaching Aids
أمثلة على وسائل التعليم والتعلم

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NOTES



Projector, Projector Screen, Computer



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Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

NOTES



Field Equipment



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Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

NOTES



Sandboxes and Tabletops



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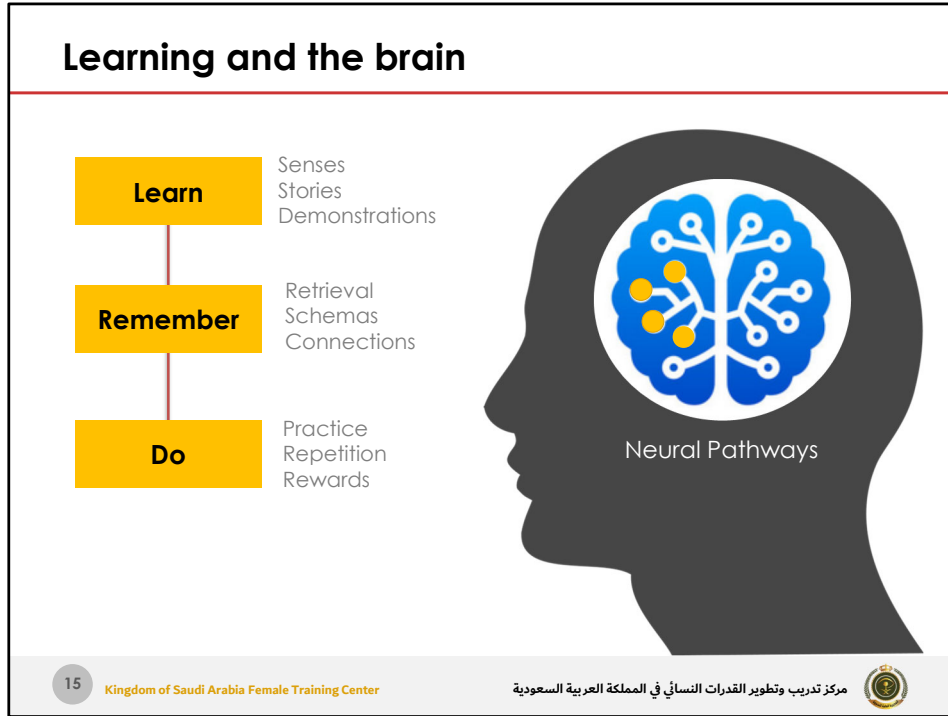


Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

NOTES





How our brains help us retain knowledge

A memory begins as an experience that we encode into our brain through our senses. That memory is then stored until we engage in some act of recall or recollection and then it comes back into our conscious awareness. - Dr. Britt Andreatta, *Wired to Grow, Harness the power of brain science to learn and master any skills.*

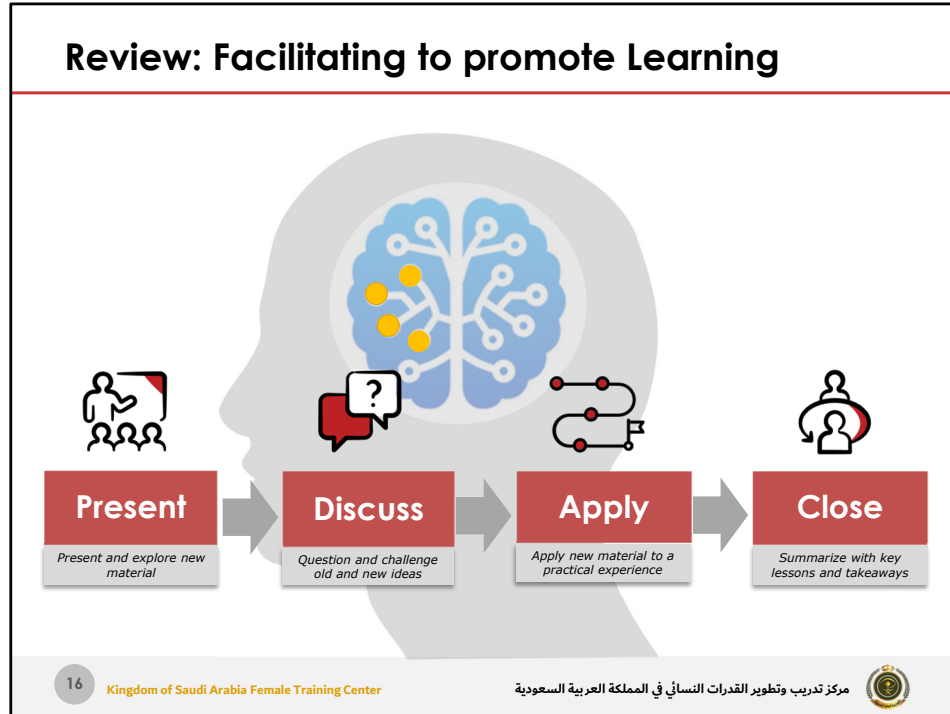
This simple diagram helps explain what happens in our brain when we learn and retain knowledge. We take in information through our sense, through stories and demonstrations, but we do not recall that information unless we can make a connection to it. It is not fully formed until we apply that knowledge through practice. We then need to repeat it and reinforce it through some sort of reward.

Does the way you teach follow this same logic?
How do learning aids help?

Facilitator Notes

- NOTE: This slide is animated
- EXPLAIN that this illustration is based on the book, "Wired to Grow: Harness the power of brain science to learn and master any skills." The author explains that learning starts with the senses. We encode information from what we hear, see, touch, feel, smell and taste. We retain information when we see something demonstrated or through memorable stories. This is the first phase.
- In the second phase, the Remember phase, our brains retrieve the information. The neural pathways are created when we can access existing schemas (experience and knowledge) and make connections.
- The third and final phase is doing. This is practicing using the knowledge again and again to keep it into our long term memory. This is when neural pathways light up in the brain.






Effective Facilitation

Remember the Present – Discuss – Apply – Close process discussed earlier? Using this structure helps facilitators promote learning and retention of knowledge because it reinforces how we learn.


Facilitator Notes

1. NOTE: This slide is animated
2. EXPLAIN that the Present – Discuss- Apply – Close process is a way to structure how we teach. It reinforces how our brains learn.
 - Present: An effective facilitator will present new information through using visuals (sense), telling stories, or demonstrations
 - Discuss: An effective facilitator will provide opportunity to make connections through discussions, reflections, or debates
 - Apply: An effective facilitator will provide opportunities to apply this information in a practical way
 - Close: An effective facilitator will reinforce the information by summarizing it and providing other resources to investigate and practice more


Multisensory Approach to Learning




Sight




Hearing




Touch




Smell




Taste







Balance




Temperature



Body Position Awareness
(Proprioception)



Pain
(Nociception)

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The human senses and learning

We are familiar with the five senses, but are you familiar with the other four listed above?

Balance or **equilibrioception** is the sense that allows us to perceive gravity and keep our balance when we move our bodies. It related to fluid in the inner ear

Temperature or **thermoception** is the ability to sense of heat and the absence of heat (cold)

Body Position Awareness or **proprioception** includes the sense of movement and position of our limbs and muscles. For example, proprioception enables a person to touch their finger to the tip of their nose, even with their eyes closed. It enables a person to climb steps without looking at each one.

Physiological Pain or **Nociception** is a non-conscious perception of damage to nerves or tissues

Can you think of training activities that can be associated with these senses?

Facilitator Notes

1. Let's start with the senses. EXPLAIN how we use our senses to learn. The first five sense are familiar because they are associated with a part of the body we can see
2. EXPLAIN that the next four senses – balance, temperature, body position and pain are less familiar because they refer to our internal mechanics.
3. ASK the participants if they can think of learning associated with the last bottom four senses:
 - Balance – Does balance affect tactical drill performance?
 - Temperature – how does the temperature in the training room or the field effect how well you concentrate or perform ?
 - Body awareness (proprioception) – How does body awareness relate to tactical drills and firearms training?
 - Pain (nociception) – Do trainees experience pain during the Use of Force training, especially getting pepper sprayed?

What Senses Are Used in These Training Settings?



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The human senses and learning

Look at each picture of corrections training environment. Point out which senses are being used.

Facilitator Notes

1. USE the image above to reinforce how senses are used in correction training – both field training and in the classroom
2. DISCUSS what is happening in the pictures. Which senses are being used?
 - Image 1: sight , hearing, touch, temperature
 - Image 2: temperature, balance, body position, pain,
 - Image 3: sight, hearing, taste (water), temperature
 - Image 4: temperature, pain



Brainstorm Learning Aids for Each Sense

EXERCISE

Brainstorm

➔

Share your ideas

15 min.

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How Do You Learn?	
Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to allow you to discover how we use the senses to learn and retain knowledge
Materials	Flipchart, markers
Steps	<p>1. Each group will select 2 different senses:</p> <ul style="list-style-type: none"> • Sight • Sound • Touch (tactile) • Smell • Taste • Temperature • Balance • Body position • Pain <p>2. Brainstorm which type of learning aids can be used for each category</p> <p>3. Be prepared to share your ideas</p>

Facilitator Notes

1. EXPLAIN the brainstorming activity: Each group of participants will pick a sense and brainstorm what type of learning aids can be used for that category
2. Once each team has brainstormed, provide more examples if necessary:
 - Sight: illustrations, photos/graphics, books, articles, manuals, handouts, slide presentations, flip charts, balls, putty
 - Sound: videos, music, sound clips, podcasts, alarms, notifications
 - Touch: equipment, instruments, manipulatives (sand, putty, clickers), board games, computers, ipads, models
 - Smell: coffee/tea, baked goods or during field exercise, smell of fresh air, pepper spray, gun powder
 - Taste: water, reward candy, chocolate, during break - coffee, tea, cookies
 - Temperature: comfortable in classroom (not too hot or cold); brisk or cold in the field
 - Balance: field exercise, defensive tactics
 - Body position: drill and practice, defensive tactics
 - Pain – defensive tactic, less-than lethal (e.g. pepper spray)



How We Learn and Retain Knowledge

REGROUP

- What ideas did the group share?
- Did you learn anything new?
- Does multisensory learning make sense?



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REGROUP: How we learn

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.



Different ways we can learn

 SEE	 HEAR	 TOUCH
 WRITE OUT	 TEACH OTHERS	 PRACTICE
 REFLECT	 EXPERIENCE STRESS	 TRUST LEADERS

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Different ways to learn

Learning aids are used to help deepen our learning. Since people retain knowledge in different ways, the best classroom experience appeals to a variety of learning styles and preferences.

Think about how you prefer to learn something new or gain deeper understanding of something you already know. Do you like to see it, hear it or feel it?

Have you tried different methods mentioned above?

Facilitator Notes

1. People learn in different ways. REVIEW the different ways people learn and retail knowledge.
Note: This list is not exhaustive.
2. ASK if anyone has a preference and EXPLAIN that using a variety of methods provides the best classroom experience
3. PROVIDE some examples of learning aids that address the different ways we learn
 - Visual – PowerPoint presentations, videos
 - Auditory – videos, music
 - Kinesthetic – table top exercises, sandbox, games, manipulatives
 - Writing out – taking notes, brainstorming
 - Teach – teaching others what you know
 - Practice – practicing through repetition (drills)
 - Reflect – post-review, studying with music
 - Experience Stress – Pepper spray experience, emergency drills
 - Trust Others– listening to lectures, podcasts, TED Talks, Key Note speeches from leaders/people of authority
4. NOTE: Do not go deep into explanation and examples. The brainstorming activity will provide opportunity for them to come up with ideas on their own.

Think About

- ✓ Why do you think learning and teaching aids are important when delivering training?
- ✓ What **practical barriers** can there be to providing learning aids?
- ✓ What **strategies** can you put in place to **address these barriers**?



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Value of Learning Aids

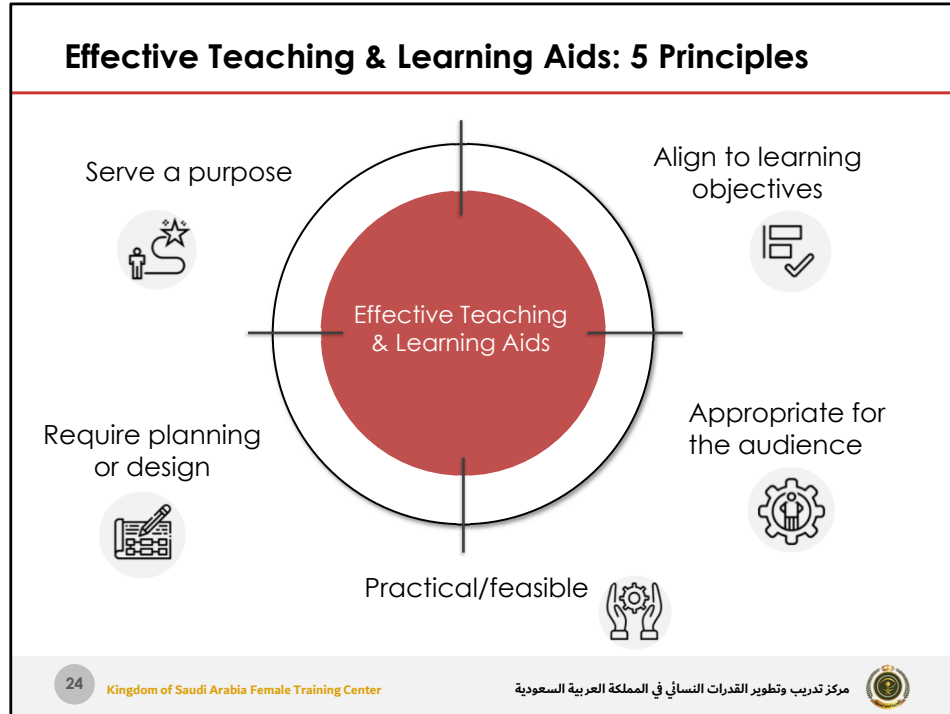
Think about the questions above and discuss with your group

Facilitator Notes:

The purpose of this short activity is to allow participants to think about implementation as they see the different examples (provided in the next slides)

NOTE that there will be an activity at the end of this section called "Feasible/Not Feasible" where they can rate how practical it is for them to implement the different learning aids in their classrooms.





Effective Teaching and Learning Aids

When designing your own training, people often rely on what was done before or what is the easiest to implement. Don't be afraid to get creative.

Even though it can be fun to think of different ways we can present information through visuals and games, remember that the most effective learning aids need to serve a purpose and align to learning objectives. Effective learning aids take time to plan and design and need to be feasible for your training program.

Facilitator Notes

1. Review the different aspect of an effective learning and teaching aid.
2. Remind the participants that it is easy to fall back on traditional methods (e.g. lecture with PowerPoint Presentation), but designing interesting learning aids can be fun and breathe new life into a classroom.
3. Also note, that effective training includes creativity, but many trainers realize that they also need to be practical and realistic.
4. It is most important that the learning and teaching aids are appropriate for the audience. Give some examples of where they might miss the mark.

Purposes of Learning Aids

- ✓ Focuses attention
- ✓ Makes points memorable
- ✓ Simplifies complex information
- ✓ Provides virtual experience
- ✓ Provide active vs. passive experience
- ✓ Makes content authentic/realistic



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Purposes of Learning Aids






















Review the list of how learning aids serve a purpose. Think of different learning aids you have used in the classroom. What purpose have they served? A robust learning experience uses a variety of learning aids to support meaningful learning.

Facilitator Notes

1. **EXPLAIN** why we use learning aids. Each must have a purpose to be effective:
 - Focuses attention on what is most important
 - Makes learning memorable
 - Simplifies complex material
 - Can provide a virtual experience (e.g. video or VR simulation)
 - Can makes the content authentic/realistic
 - Creates variety in the classroom
 - Saves time (doing vs. explaining)



How Feasible Are these Learning Aids?

1. PowerPoint presentation/projector	
2. Flip charts/dry boards, markers	 
3. Training manual/worksheets	 
4. Videos and/or audio recordings	 
5. Schematics/infographics/maps	 
6. Tabletops with maps and figures	 
7. Interactive games/puzzles	 
8. Field exercises/field equipment	  
9. Tea breaks/snacks/candy	 
10. Comfortable training space	  



Types of Learning Aids

Review the list of different learning aids. Notice the icon next to each.

Facilitator Notes

1. **SHOW** the list of different learning aids on the slide
2. **NOTE** the icons next to each items show the senses it uses. Ideally a facilitator will try to invoke multiple senses, not just visual and audio.
3. **EXPLAIN** that in the next activity, they will look at the list of learning aids and debate whether they are feasible or not feasible in their learning environment. They will need to report back to the group. The purpose is for the participants to think through and address the issues and challenges of implementing these learning aids in a real life.



Implementing Learning Aids

EXERCISE

- Review the list of learning and teaching aids (add to the list if you can)
- Discuss the feasibility of implementing each learning aid in your training environment
- Present to the group any challenges and suggestions for addressing them



Implementing learning aids

Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to think through and address challenges of implementing different learning aids in the classroom
Materials	Flipchart, markers
Steps	<ol style="list-style-type: none"> 1. Look at the list of learning aids on the slide 2. Add more learning and teaching aids, if possible 3. Mark feasible or not feasible next to each learning aid. 4. Explain why or why not it is feasible 5. Provide suggestions of how to address any challenges

Facilitator Notes

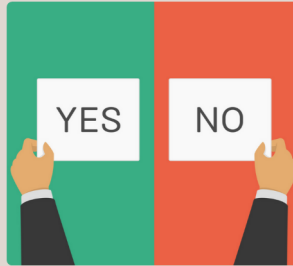
1. BREAK the learners into groups
2. ASK them to look at the list of learning and teaching aids and add more to the list if possible.
3. For each learning aid, mark if it is feasible or not feasible in their classroom and to say why or why not?
4. Discuss ways to address the challenges



Implementing Learning Aids

REGROUP

- Discuss why some aids do not feel feasible?
- Explain the practical barriers that prevent trainers from using different learning aids?
- What **strategies** can you put in place to **address these barriers**?



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Discuss what you learned

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.



Think About

“You only understand something relative to something you already understand.”



Richard Saul Wurman
Information Architect

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Think About

Write down or discuss your thoughts about the statement above and how that can affect training in the classroom.

Facilitator Notes

1. ASK participants to think about this statement?
2. What does this mean to them?
3. The statement refers to “unconscious inference” where people will make **assumptions and conclusions** about what they see and interact with from **incomplete data**, based on **their previous experiences**.
4. This is important for facilitation and learning design because we need to use techniques that help the learners relate to the information in a meaningful way.

Knowing Your Audience

Think about the participants in your class.

- ✓ What do they already know?
- ✓ What expectations do they have?
- ✓ What experience do they have?
- ✓ If you introduce something new, how do you avoid confusion or discord?



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Designing for your audience

Think through the classes you will be facilitating in your institution. What do you know about your audience? Write down answers to these questions:

What do they already know?

What expectations do they have?

What experience do they have?

If you introduce something new, how do you avoid confusion or discord?

Facilitator Notes

1. EXPLAIN that now we have thought about the value and purpose of learning aids, we need to think about how to create them?
2. EXPLAIN that when you create and facilitate learning, you need to think about **who** will be in your classroom.
3. ASK the participants to think about the questions in the slide above for when they will be trainers. If they don't know the answers, ASK them how will they find them out.



The Power of Visual Cues

Notice that almost all of the teaching and learning aids include a visual component

- ✓ Nearly **50%** of our brain is active in visual processing
- ✓ Over **90%** of information processed by the brain is visual
- ✓ Although we have five senses, **70%** of all sensory reports are in the eyes



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The power of visual cues

Visual communication is an important skill for learning experience designers. When creating learning aids, there is almost always a visual component. This section will discuss the power of visual design in facilitating learning.

Facilitator Notes

1. EXPLAIN that we need to understand and analyze our audience to communicate most effectively, but we can assume that visual communication is a key strategy.
2. POINT OUT that in the previous activity, we discussed the different learning and teaching aids, and each one had a visual component
3. Explain why humans are visual learners, using the statistics above
4. ASK if anyone disagrees

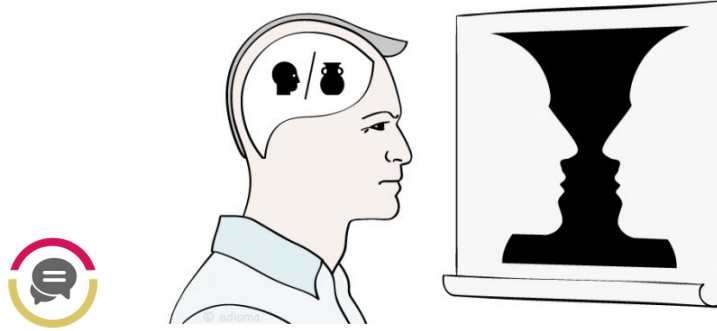
Source:

<https://thenextweb.com/dd/2014/05/21/importance-visual-content-deliver-effectively/>



Visual Communication

When designing visual learning aids (presentations, posters, infographics), how do you make sure the learning aid is effective at communicating what you want to communicate?



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Visual Communication

Look at the picture. Do you see a vase or two people looking at each other? Or both?

This image shows differences in visual perception. We want to make sure we are thoughtful about how we communicate visually.

Facilitator Notes

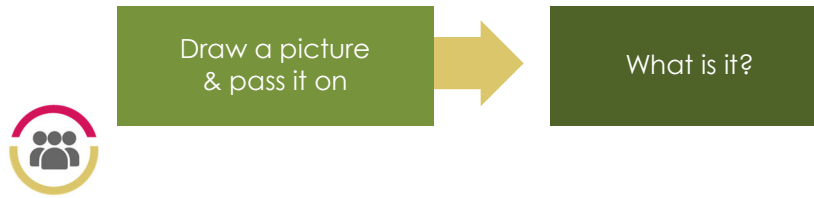
1. ASK participants about different ways you can communicate effectively using visual design
 - PowerPoint or KeyNote presentation
 - Posters
 - Infographics
 - Name tags
 - Tents at tables
 - Directions about classroom logistics
2. ASK them to look at the image. Do they see a vase or a two faces? This is an example of how we perceive information differently.
3. EXPLAIN in this section, we will give them some strategies in how to effectively communicate using visuals.



Visual Telephone

EXERCISE

- Break into groups of 4-5.
- One person starts and SECRETLY draws a picture and passes it to the next person. That person interprets the drawing.
- The next person draws a new picture based on the interpretation and passes it on. That person interprets it.



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Visual Telephone

Duration	20 minutes + discussion time
Purpose	The purpose of this activity is to show how people interpret visual data differently.
Materials	Pencil and paper
Steps	<ol style="list-style-type: none"> 1. Break into groups of 5 people 2. Person 1 takes pencil and paper and *secretly draws a picture (make it related to the corrections curriculum) 3. Person passes the drawing to the next person. Person 2 writes down words describing the picture and passes it to Person 3 4. Person 3 draws a new picture and shows it to Person 4. Person 4 describes the picture and passes it on to Person 5 who draws a new picture 5. Compare and contrast the pictures. Are they similar or different? 6. Be prepared to share your drawings and findings with the group

Facilitator Notes

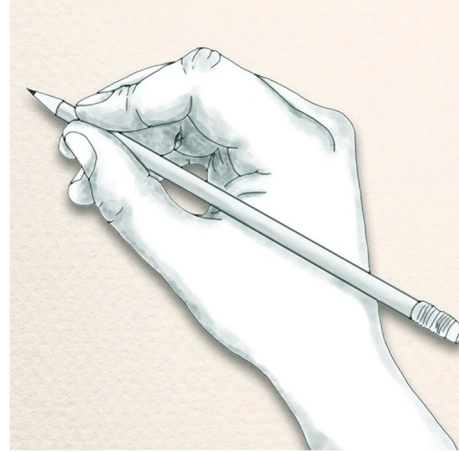
1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. EXPLAIN that someone more comfortable drawing can start first. Be sure to be secret and **not** show the drawing to the others.
4. REGROUP on the next slide



Regroup: Visual Telephone

REGROUP

- How did the interpretations differ from the original drawing?
- What conclusions can you draw from this exercise?
- What elements would have made the visual more effective?



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Visual Telephone

The following lessons can be shown in this activity:

- How we relay information matters – People learn and retain information in different ways
- The content relayed should take into consideration the knowledge, experience and culture of the person to have the most impact

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to share the group's experience.
3. ASK the questions on the slide
4. EXPLAIN that how we share information matters and people retain information in different ways.
5. EXPLAIN that the more cognizant we are of our learners, the better we are at explaining thing to them.



Visual Communication and Learning

What are the different visuals that you have seen in training?



- ✓ Posters
- ✓ Maps
- ✓ PowerPoint Presentations
- ✓ Videos
- ✓ Schematics
- ✓ Animations & Motion Graphics
- ✓ Data visualizations (charts and graphs)
- ✓ Infographics
- ✓ Signs
- ✓ Visual Checklists



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Visual Communication and Learning

What are the different visuals that you have used in training?

From this list, which new types of visuals would you consider using in your classroom?

Facilitator Notes

1. NOTE: This slide is animated
2. BRAINSTORM the different visuals seen in training.
3. CLICK to show the list.
4. ASK the group if they can think of more things to add



37 VISUAL DESIGN TIPS & TRICKS

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Visual design tips and tricks

If your goal is to get better at visual design, you don't need to be a talented artist. You just need to learn and apply the basic principles of visual design and practice, practice, practice. Here are some tips and tricks:

- ✓ Use branding guidelines - clean and consistent typography, icons and color palette that is based in color theory or psychology
- ✓ Present an obvious **unified visual structure** – not a series of disconnected sections
- ✓ Show **relevant** illustrations and photography
- ✓ Allow space to be **empty**
- ✓ Show **clear labels and titles**
- ✓ Simplify complex information
- ✓ Keep in mind cultural nuances

Facilitator Notes

1. EXPLAIN each tip and trick in the worksheet: Visual Design Tips and Tricks
2. ASK if anyone in the group has knowledge and experience in visual design.
3. ALLOW that person to explain her process
4. EXPLAIN the different concepts:
 - Branding Guidelines: usually a government agency or company will have existing branding guidelines to follow which include logo, colors, fonts, and templates
 - Typography or typeface: this means the type of font used
 - Color Palette: a consistent set of colors that follows the branding guidelines or is based in color theory. (Provide handout on how the curriculum palette was developed)



Questions for Visual Designer

1. What logo(s) needs to be used?
2. Is there a set of branding guidelines?
 - What are the color choices?
 - What are the font choices?
 - Is there approved photography available?
 - Are templates available?
 - Are icon sets available?
3. If you need to create a color palette, explain the thinking behind the color choices.
 - Do they align with the logo?
 - What emotions are you trying to evoke and why?

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Questions for Visual Designers

As facilitators and trainers, you may not be responsible for creating your own training materials. If you work with a graphic designer, it is useful to have basic knowledge to make sure the design works for your training needs.

The list can help you ask the right questions to ensure you have a cohesive, well-planned design.

Facilitator Notes

NOTE: This slide is optional and only usefully if they are designing new curriculum or redesigning curriculum

1. **EXPLAIN:** Not all facilitators/trainers need to be visual designers. Visual designers have a set of skills and tools that they use. However, you can ask these questions to ensure the design is going in the right direction.
2. **DISCUSS** with the participants if they have through about these questions when designing their training materials?
3. **EXPLAIN** in the next slide, we will show the thinking behind this curriculum's visual design.



Curriculum Branding and Design Guide

LOGO

COLORS

#3C3F1C	#4F6228	#77933C	#D4145A	#DCC66C
#222222	#666666	#EEEEEE	#FFFFFF	

LEARNING ICONS

TYPOGRAPHY

English - Century Gothic

Century Gothic Regular **Century Gothic Bold**

Century Gothic Reg Italic **Century Gothic Bold Italic**

Arabic - Dubai

CURRICULUM BRANDING

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KSA Visual Design

Look at the Curriculum branding and design guide provided.

Does this guide answer the questions:

1. Does it use the correct logo?
2. Does it use branding guideline?
 - ✓ Colors
 - ✓ Fonts
 - ✓ Templates
 - ✓ Photography
 - ✓ Icon Set
3. Do the colors used reflect the KSA Female Training Academy? What choices would you have made and why?

Facilitator Notes

NOTE: This slide is optional and only useful if they are designing new curriculum or redesigning curriculum

1. PROVIDE the worksheet: Curriculum Branding which explains how this curriculum's colors, fonts, and templates were developed.
2. ASK the participants if the color choices, photos and graphics were appropriate?
3. EXPLAIN this guide can help them redesign the curriculum for their needs and audience.



Designing Effective Presentations
تصميم العروض التقديمية الفعّالة

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NOTES



Attributes of Effective Presentations

- ✓ Simple/elegant design
- ✓ Consistent template – color palette and font
- ✓ High contrast
- ✓ Easy to read
- ✓ No flashy, gratuitous transitions
- ✓ Use quality images and illustrations that re-enforce message
- ✓ Display essential content only



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Effective Presentations

Look over the list above. When you create a presentation, do you follow these guidelines?

Facilitator Notes

1. EXPLAIN to the participants that these are some attributes of effective PowerPoint presentations.
2. NOTE that they can find examples of clean and effective presentation templates at Visme and Canva to use for inspiration:
 - Visme: <https://www.visme.co>
 - Canva: <https://www.canva.com>
3. EXPLAIN that they will have an opportunity to redesign slides using these guidelines.



EXAMPLE OF A FLASHY SLIDE

- Do not use all these dropping text effect.
- It grabs unnecessary attention.
- Disrupts the flow. Keep it simple.

CAN YOU READ THIS COMFORTABLY?

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Examples of bad presentation design

Look at the examples above. What are these presentation slides doing wrong?

Facilitator Notes

1. EXPLAIN how this is an example of bad presentation design
2. ASK participants what is wrong with these two slides
 - Use of color is not consistent
 - Use of font is not consistent
 - Poor Contrast makes it impossible to read
 - No use of illustrations

Ineffective PowerPoint Presentations

Crowded & Not Bulleted

Don't try to use fancy fonts that are hard to read rather choose simple and easy to read fonts. Make sure that the font is large enough for people seated at the back of the room. It is wise to know the size of the venue, the location of the white screen and the position of the projector. The author and presentation expert Dave Paradi through his website www.thinkoutsidetheslide.com, created a table (see below) that indicates the maximum distance (in feet) that the audience should be seated to easily read the text according to the font size and the size of the screen. For example, if the screen size is 72 inches and the font used is 32, the farthest distance the audience should be seated is 69 feet (21 meters).

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Examples of bad presentation design

Look at the examples above. What are these presentation slides doing wrong?

Facilitator Notes


1. EXPLAIN how this is another example of bad presentation design
2. ASK participants what is wrong with this slides
 - Too many words ("wall of words") make it impossible to read and comprehend
 - Need to use bullets to chunk the text
 - No use of illustration or photography



Visual Design

EXERCISE


- Look at an existing slide using text only
- Redesign it based on what you learned about visual perception, color theory, and the design tips and tricks



SAMPLE EM PPT

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Visual Design	
Duration	1 hour - Computer Lab/Homework
Purpose	Practice creating a visual presentation that uses design principles
Materials	Computer with Presentation software
Steps	<ol style="list-style-type: none"> 1. Examine the slides with text only provided by the facilitator 2. Redesign the slide into 3-5 new slides using design tips: uses branding (color, fonts); has a clean layout, uses relevant illustrations or photography, has empty space, has clear labels, simplified complex information. 3. Share with the group

Facilitator Notes


1. EXPLAIN the steps to the activity. If there is no access to internet and computers, you can assign this as homework.
2. Provide the PPT slide: Sample Emergency Management
3. ASK participants to examine the slide provided that that include information on Emergency Management
4. Ask the participants to recreate a set of 3-5 slides with these titles and with discussion activities:
 - Emergency Definition
 - Prisons Specific Complications
 - No prison is immune to emergencies




Visual Design


REGROUP

- How does your design work for your audience?
- What colors did you use? Why?
- What layout did you use? Why?

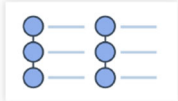




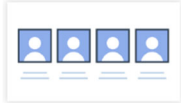
Title



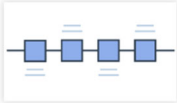
Welcome



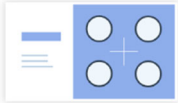
Agenda



Teams




Timeline



Services

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Regroup: Visual Design

Be prepared to show your PPT presentation and explain your design choices:

Did you follow branding guidelines?

- ✓ Logo
- ✓ Colors
- ✓ Fonts
- ✓ Photos
- ✓ Icons

Is your layout:

- ✓ Clean/elegant vs. crowded
- ✓ Easy to read
- ✓ Use High Contrast
- ✓ Use transitions with a purpose


Facilitator Notes

1. REGROUP and provide feedback to each participant
2. ASK if the design follows the Visual Design Tips and Tricks?
3. ASK if the presentation design follows the effective PPT guidelines?
 - ✓ Simple/elegant
 - ✓ Easy to Read
 - ✓ High Contrast
 - ✓ Transition or animations that serve a purpose
4. ASK participants if they can explain why they chose the following:
 - ✓ Colors
 - ✓ Layout
 - ✓ Font
 - ✓ Icons
 - ✓ Photos

Create a Set of Learning Aids

EXERCISE

- Work in pairs to create a set of learning aids based on a Corrections topic you want to teach
- Be prepared to demonstrate why the learning aid is effective and how it addresses the five principles, taps into the senses, and uses the ideas of design psychology




LEARNING AID CRITERIA

Work in Pairs

➔


Share Work



60 min.

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Creating a Learning Aid	
Duration	2 hours
Purpose	The purpose of this activity is to practice creating a learning aid based on a curriculum topic
Materials	<ul style="list-style-type: none"> Computer with Internet PowerPoint or Microsoft word Access to image gallery Access to icon gallery (noun project)
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. Decide what topic in the curriculum you want to enhance using learning aids 3. Design a learning aid – a poster, a schematic, an infographic, board game idea, tabletop idea, Classroom Tips/Rules 4. Be prepared to explain your design decisions and why it can enhance learning.

Facilitator Notes


1. ASK participants to work in pairs
2. EXPLAIN the purpose of the activity
3. REMIND participants that the five principles of effective learning aids are:
 - ✓ Serves a purpose
 - ✓ Aligns to learning objectives
 - ✓ Is appropriate for the audience
 - ✓ Has a design plan
 - ✓ Is practical/feasible
4. PROVIDE Criteria worksheet
5. PROVIDE ample time to create their learning aids
6. REGROUP on the following slide.



Learning Aid Presentations

EXERCISE

- Present your learning and teaching aids while taking into consideration the learning space
- Each participant will provide you feedback on the five elements – has a purpose, aligns to objectives, is well-planned/Designed, is appropriate to learners, and is feasible/practical




EMPTY LEARNING SPACE

Present your design

➔


Gather feedback



20 min.

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Learning Aid Presentations	
Duration	2 hours
Purpose	The purpose of this activity is to practice creating a learning aid based on a curriculum topic
Materials	<ul style="list-style-type: none"> • Empty learning space handout • Pencils, color markers
Steps	<ol style="list-style-type: none"> 1. Work in pairs. 2. Use your creativity and training expertise to fill the space with practical, relevant learning and teaching aids 3. Be prepared to explain your design decisions and why it can enhance learning.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the following slide.





Design Plan for implementing learning and training aids in this empty space:



Types of learning and teaching aids used and why:

Be prepared to present your design

Kahoot Survey






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NOTES

Facilitator Notes

1. If there is internet access, you can create a survey on Kahoot!
2. If there is no internet access, you can use popsicle voting
3. EXPLAIN the activity.
4. REGROUP on the following slide.



Discuss what you learned

REGROUP

- Which learning aids did you choose?
- Compare similarities/differences and discuss the potential pros and cons of using the learning aids in corrections training



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Discuss what you learned

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.

Summary

Topics

- ✓ The purpose and value of effective learning aids
- ✓ Types of learning aids
- ✓ Power of visual design
- ✓ Creating and critiquing effective learning aids

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Quiz

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Training in the Classroom

تدريب الفصل الدراسي



Training in the Classroom تدريب الفصل الدراسي

Training in the Classroom

Purpose: The purpose of this module is to examine good practices for training in the classroom, including facilitating discussions and small-group activities, asking questions, and incorporating training methods that allow participants to acquire, build upon, and retain knowledge.

Activities:

- Complementing or Detracting (10 min.)
- Facilitating a Discussion (15 min.)
- Creating a Small Group Activity (15 min.)
- Applying Effective Training Methods (20 min.)

Estimated Time: 4.5 hours

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to next slide to review module objectives.

Worksheets

None

Learning Objectives



- Incorporate effective facilitating techniques in the classroom



- Explain the cone of learning concept



- Lead a discussion
- Create a small group activity



- Discuss how to prioritize information
- Demonstrate effective training methods that enable learners to acquire, build upon, and retain knowledge

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for training in the classroom.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Discussion

- What are some effective facilitator techniques in a classroom?
- What are some desirable facilitator traits in a classroom?



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Discussion

Effective facilitators

- **Explore the significance of a subject first and then explain it.** The first priority is to explain why learners need to learn about a certain topic. Facilitators who jump into a topic without first making learners feel excited about it risk having learners who are not engaged.
- **Seek to understand the needs.** Good facilitators know that before beginning a topic, they need first to understand their learners' needs and then tailor the training to address those needs. They can focus on addressing weaknesses and therefore make the training course much more effective.
- **Do not lecture.** Good facilitators understand that people learn best by doing. They know that a unidirectional approach has only a short-term effect. Good facilitators are engaging, create interest in the topic, and encourage participation.
- **Analyze their performance.** Good facilitators want to be the best. They are eager to get feedback from the learners and to improve each time they deliver training.
- **Plan ahead.** Good facilitators know that planning is critical to providing an effective course.

Facilitator Notes

1. ENGAGE participants in the discussion questions.
2. If not mentioned by participants, INCLUDE:
 - Effective facilitator techniques:
 - Develop purpose, goals, rule
 - Link activities and discussions to objectives
 - Use discussion techniques
 - Be prepared
 - Integrate media and games
 - Encourage full participation
 - Circulate the room
 - Desirable facilitator traits:
 - Sensitivity
 - Ability to listen
 - Ability to hold learners' attention
 - Ability to draw information from learners
 - Tact
 - Variety of vocal qualities
 - Passionate about learning
 - Self-awareness
 - Get to know the learners
 - Nonjudgmental
 - Inclusive
 - Flexible



Making Learning Exciting

- Tell interesting stories
- Ask thought-provoking questions
- Show video clips and discuss what they watched
- Use photos to explain a process or concept
- Use scenarios to help learners imagine how they might apply what they are learning
- Give hands-on exercises so they can practice what they are learning
- Use group activities
- Involve learners in a case study
- Use demonstrations or simulations
- Have learners work in pairs
- Include individual activities, such as journaling or self-assessments

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Making Learning Exciting

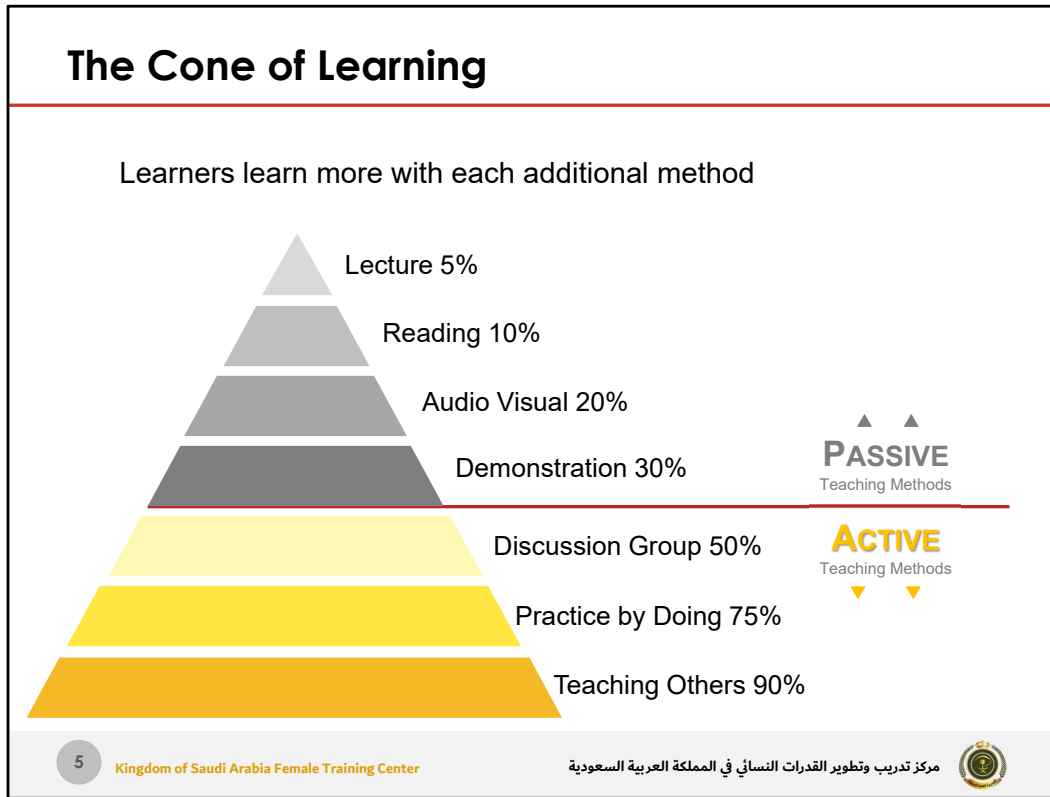
Additional ways in which to engage learners is to send them agendas or course outlines before training so they can review and reflect on their knowledge of and experience with the content.

For group activities, consider role-plays, for which learners take on different roles and act out a situation to solve problems or learn different perspectives.

Facilitator Notes

1. **ENGAGE** participants in the ways in which to make learning exciting.
2. **ASK** participants to share their ideas.
3. **ADD** that the use of technology—such as mobile devices—can be an exciting part of the learning experience (e.g., use an audience responses system or ask learners to look up an answer online or research information).





The Cone of Learning

The graphic shows the degree of learning that occurs when facilitators combine learning modalities—hearing, reading, seeing, and doing. The learner learns more with each additional modality that is incorporated into the learning process.

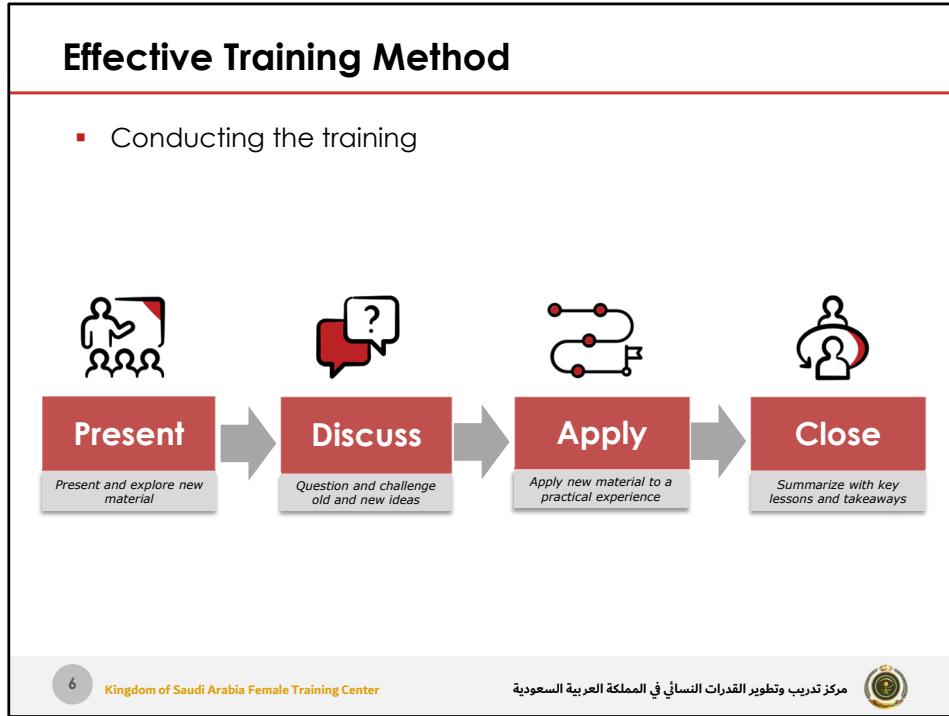
Each instructional method has benefits on its own, but no one method provides the same benefit as multiple methods. Learners learn basics from lecture and a little more from reading, audio visual, demonstration, and group discussion. Active teaching methods—practice by doing and teaching—provide the repetition to increase confidence and enhance skills and knowledge.

Facilitator Notes

1. **EXPLAIN** that the visual shows the degree of learning that occurs when facilitators combine learning modalities—hearing, reading, seeing, and doing. For example, listening is an essential learning tool; however, when used on its own, it is not as effective as when it is used in conjunction with other learning modalities, other senses, and other activities.
2. **POINT OUT** how each step continues to build upon the other. Add that learners need to have knowledge before they can understand it, and they need to understand it before they can apply it in different contexts.
3. **ADD** that the shape of the cone and movement from the bottom to the top is not related to comprehension, but rather the degree or levels of learning that occur when you combine and engage learning modalities.

Adapted from Edgar Dale's Cone of Experience (1946)





Effective Training Method

This method was introduced in the first module. It will be discussed in detail in the following slides.

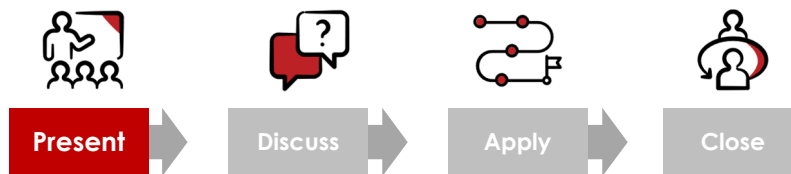
Facilitator Notes

1. INTRODUCE the effective training method.
2. REMIND participants that they saw this in the first module. Now, you will provide more detail on each method.
3. ADVANCE to the following slides to discuss each method.



Presenting Information

- Present
 - ✓ Allows learners to become exposed to and explore large amounts of information at once
 - ✓ Sets the stage for discussions and activities
 - ✓ Creates interest and motivates learners



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Presenting Information

Presentations or lectures can efficiently disseminate foundational knowledge. Facilitators can use these presentations to help learners easily acquire knowledge of terms, basic facts, and simple concepts.

However, deep learning does not normally occur when information is simply presented to them as explained in the Cone of Learning model used earlier. Being presented information is normally the first step of learning.

Facilitator Notes

1. REMIND participants that presentations or lectures are good for providing new information but they do not provide the deep learning that needs to take place. They are usually the first step of learning and should segue to discussions, questions and answers, and application to enhance the learning.
2. REMIND participants of the Cone of Learning discussed earlier.



Presenting Information

- The classroom lecture is a special form of communication that can be complemented or detracted by
 - ✓ Voice
 - ✓ Gesture
 - ✓ Movement
 - ✓ Facial expression
 - ✓ Eye contact
 - ✓ Overall appearance



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Presenting Information

Regardless of topic, delivery and manner of speaking immeasurably influence the learners' attentiveness and learning.

This was touched upon in the first module.

Facilitator Notes

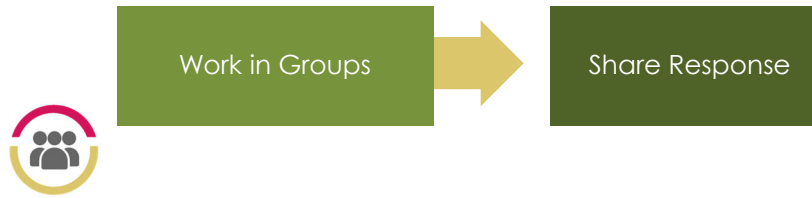
1. **EXPLAIN** that delivery and manner of speaking are crucial to influencing learner attentiveness and, thus, learning.
2. **DO NOT** go into detail here; participants will be asked to provide their thoughts in the next slide.



Complementing or Detracting

EXERCISE

- Work in your small group
- Determine ways in which voice, gesture, movement, facial expression, and eye contact can:
 - ✓ Groups 1 and 3 – complement the presentation
 - ✓ Groups 2 and 4 – detract from the presentation



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Complementing or Detracting

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement or detract from the presentation.
Materials	<ul style="list-style-type: none"> • Flipchart • Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Groups 1 & 3, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement a presentation or lecture. 3. Groups 2 & 4, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can detract from a presentation or lecture. 4. Be prepared to share with the class.

Facilitator Notes

1. ASK participants to break into their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Complementing or Detracting

REGROUP

- ✓ Voice
- ✓ Gesture
- ✓ Movement
- ✓ Facial expression
- ✓ Eye contact



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Complementing or Detracting

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to present her group's response.
3. COMPARE responses.

Maximizing Presentations

- Enhance understanding and retention by:
 - ✓ Using an opening summary
 - ✓ Presenting key terms
 - ✓ Offering real-life, relevant examples
 - ✓ Using visual backups
 - ✓ Providing frequent breaks
 - ✓ Mixing presentation with other methods of instruction—flipcharts, whiteboards
 - ✓ Have a strong closing



Present

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Maximizing Presentations

One of the biggest barriers to an effective lecture is presenting too much material. The attention span of an adult averages 15 to 20 minutes.

Presentations can be enhanced by:

- Using a variety of media to help learners see as well as hear what is being said
- Breaking the presentation into components and using a variety of approaches within each component—e.g., brainstorming, questions and answers, teach-backs.
- Developing a solid introduction, body, closing
- Developing concrete examples of major points
- Summarizing periodically—e.g., three main points, the most important thing is...
- Varying the pace
- Honing presentation skills—eye contact, tone of voice, gestures
- Managing time to allow for questions
- Using reflection questions to trigger higher-level thinking
- Exhibiting enthusiasm

Facilitator Notes

1. **READ** aloud the quote (Angelo and Cross): "Teaching without learning is just talking." Ask participants what that means to them.
2. **EXPLAIN** the attention span of adults and the difficulties when a presentation continues beyond the 15- to 20-minute time span.
3. **EXPLAIN** that presentations don't mean that the facilitator should lecture the entire time. They should be broken up with small-group or whole-class activities, including questions and answers, discussions, brainstorming, etc.
4. **PROVIDE** examples as shown in the slide and left column of how to maximize presentations.
5. **EXPLAIN** the importance of closing the presentation with a brief but powerful summary.



Asking Questions

- Asking good questions is central to learning and can be more important than getting the answers, particularly when the questions encourage learners to think critically
 - ✓ How do you know that?
 - ✓ What data is that claim based on?
 - ✓ Can you put that another way?
 - ✓ Is there any connection between what you just said and __?
 - ✓ What are the one or two most important ideas that emerged from this discussion?



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Asking Questions

When facilitators ask questions and give learners the opportunities to develop explanations, learning is greatly enhanced across content areas.

Higher-order questions often start with question stems such as why, what, how, what if. They encourage learners to use information previously learned to create or support an answer with logically reasoned evidence.

Lower-order questions ask learners to recall and comprehend material that was previously provided by the facilitator or another learner.

By modeling good questions—both lower-order and higher-order questions—and encouraging learners to ask questions of themselves, facilitators help learners deepen their learning by improving long-term retention of knowledge and skills as well as the ability to apply and transfer that knowledge and those skills.

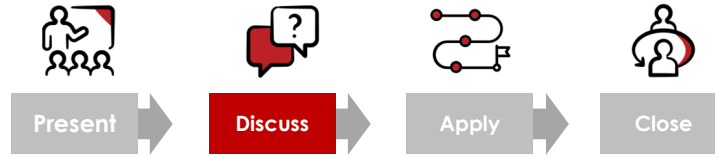
Facilitator Notes

1. **EXPLAIN** that one of the most effective techniques a facilitator can use during a lecture to help ensure interaction is to ask and encourage questions. Questions can be used to introduce lectures, stimulate interaction throughout the lecture, and summarize content.
2. Suggestions for using questions include:
 - Ask questions of the entire group. Those who wish to volunteer may do so, although the facilitator must ensure that the whole class is engaged.
 - Target a question to a specific learner. This technique can be used to involve more of the learners.
 - Use learners' names when asking and answering questions—this recognition is a great motivator.
 - Provide positive reinforcement when learners respond. This praise helps create a positive climate and encourages more learners to enter into the discussion.
 - Repeat learners' questions and answers to ensure that everyone hears the discussion.



Discussions

- Have a clear goal
 - ✓ How do the information and ideas fit into the course?
 - ✓ What do you want participants to walk away with?
- Create an inclusive environment
- Limit your own involvement
- Reinforce participant involvement



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Discussions

Discussions create a forum for participants to share experiences and opinions, often resulting in participants gaining a new perspective on the material.

For discussions to be valuable, they must have a purpose. How do the ideas and information to be discussed fit into the course as a whole? What skills, knowledge, perspectives, or sensibilities do you want participants to walk away with? Your goals for a particular discussion should be consistent with course objectives.

Participants need to feel comfortable taking intellectual risks when participating in a discussion; respond to their comments respectfully, even when you challenge them; make sure that their peers do as well. Model the behavior you want to see.

Facilitator Notes

1. **SHARE** that for discussions to be valuable, they must have a purpose that relates to the topic. How do the ideas and information to be discussed fit into the course as a whole? What skills, knowledge, perspectives, or awareness do you want participants to walk away with? Your goals for a particular discussion should be consistent with course objectives.
2. **EXPLAIN** that an inclusive environment means that everyone should feel comfortable and know that he or she adds value. It means not letting one or two people monopolize the discussion.
3. **EXPLAIN** the importance of creating a comfortable environment in which participants feel safe to share their ideas, brainstorm, or otherwise engage in the discussion.

Maximizing Discussions

- Discussions are an excellent strategy for:
 - ✓ Enhancing participant motivation
 - ✓ Fostering intellectual agility
 - ✓ Creating opportunities for participants to sharpen skills—articulate and defend positions and consider different points of view



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Maximizing Discussions

Effective facilitation of a discussion involves the recognition and employment of different perspectives and skills to create an inclusive environment.

Ways in which to enhance discussions:

- Be clear about expectations and intentions of the discussion
- Use inclusive language
- Treat participants with respect and consideration
- Provide sufficient time and space for participants to gather their thoughts and contribute to discussions
- Ask a contributor for further clarification and/or elaboration if necessary
- Re-visit past contributions and incorporate them into subsequent discussions
- Encourage others to add their reactions or ideas to build on someone's comment

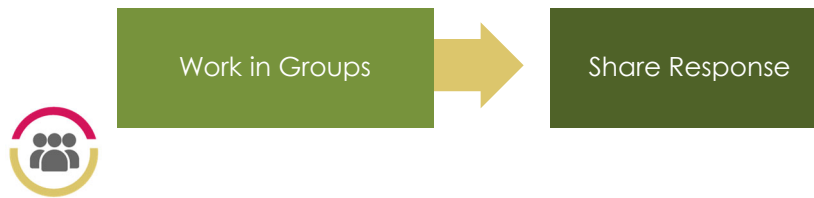
Facilitator Notes

1. **EXPLAIN** that discussions are powerful mechanisms for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others.
2. **EXPLAIN** the importance of giving all participants a voice at the start of the discussion.
3. **ADD** the need to keep discussions constructive and positive.

Facilitating a Discussion

EXERCISE

- Groups will have 5 minutes to decide upon a topic of discussion
- Each group will nominate a spokesperson to facilitate the discussion
- When the facilitator calls upon the group, the spokesperson will facilitate a 10-minute discussion



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Facilitating a Discussion

Duration	15 minutes
Purpose	The purpose of this activity is to have participants enhance their skills in facilitating a discussion.
Materials	<ul style="list-style-type: none"> • Writing Pad • Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Brainstorm a topic on which a member of your group will facilitate a 10-minute discussion. The topic should be related to training in the classroom. 3. Plan your discussion, including the purpose and intent 4. Be prepared to facilitate a 10-minute discussion.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the instructions: Groups will have 5 minutes to decide upon a topic for discussion—the topic can be about anything related to training in the classroom. Each group will nominate a spokesperson to facilitate a 10-minute discussion on the topic selected.
3. ALLOW participants to work in their groups.
4. REGROUP to discuss the activity on the next slide.



Facilitating a Discussion

- How did the discussion go?
 - ✓ Have a clear goal?
 - ✓ Create an inclusive environment?
 - ✓ Limit your own involvement?
 - ✓ Reinforce participant involvement?

REGROUP



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Facilitating a Discussion

REGROUP from the previous activity, nominate a member of your group to facilitate the discussion, and be prepared to share your thoughts with the class.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group facilitate the discussion.
3. ASK the participant (spokesperson) what she thought about the discussions. Was it difficult? Did she see the benefit of discussions?
4. Next, ASK the rest of the participants what they thought about the discussion. Did they see the benefit of discussions?

Applying Knowledge Gained
تطبيق المعرفة المكتسبة

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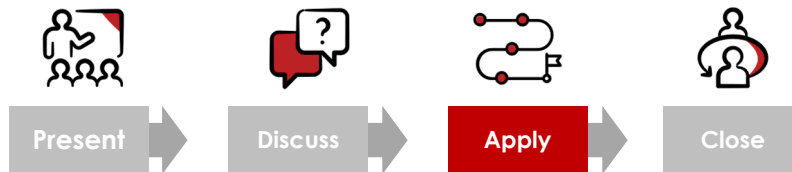
NOTES



Applying the Knowledge Gained

Apply

- Transfer of learning begins in group work as participants brainstorm and discuss ways in which they can incorporate what they have learned into their environment



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Applying the Knowledge Gained

Activities engage participants and allow them to apply the information in a practical, relevant way.

Small-group learning promotes transferable skills such as leadership, teamwork, organization, prioritization, problem solving, and time management.

Group size is an important consideration; the ideal size is four-to-six members to allow for diversity and cohesion within the group, easier collective decision makings, and meaningful contributions by all group members.

Other advantages of small group activities include:

- Allows for self-direction and active learning
- Encourages reflection upon and control of learning activities and development of self-regulatory skills conducive to lifelong learning
- Develops self-motivation
- Allows the learners to reflect on their thinking
- Facilitates an adult style of learning and acceptance of personal responsibility for own progress

Facilitator Notes

- EXPLAIN that small group activities have many advantages, including:
 - Self-direction and active learning
 - Reflection upon and control of learning activities and development of self-regulatory skills conducive to lifelong learning
 - Self-motivation
 - Personal responsibility for own progress
- ADD that small group activities promote transferable skills such as leadership, teamwork, organization, prioritization, problem solving, and time management.
- EXPLAIN that small group activities allow learners to discover and engage with a range of perspectives, ideas, and backgrounds and help clarify their attitudes and ideas about the topic.

Maximizing Small Group Activities

- Develop purpose, goals, rules
- Explain the activity as clearly and concisely as possible
- Link activities to objectives
- Prepare in advance—practice
- Encourage full participation
- Circulate the room
- Debrief as a group



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Maximizing Small Group Activities

Your role is to lead the groups into their own exploration. Before the groups begin, provide a thorough introduction of the purpose and goal of the activity.

For an activity to be successful, the facilitator must explain how it relates to the rest of the course content. When introducing the activity, start with a needs-benefits analysis. For example, "In your daily operations, you often are faced with multiple challenges. In this exercise, you'll learn strategies for dealing with these challenges correctly and safely."

The best way to end the activity is to provide clear and specific feedback about the groups' performance. Using the information gained through feedback helps participants evaluate how well they are progressing and determines areas that need increased concentration or practice.

Facilitator Notes

1. **REVIEW** the steps that help maximize small group activities.
2. **EXPLAIN** that the word "facilitation" comes from the French word "facile," meaning "easy." So, the role of facilitator is to make the learning process easy. That is true for facilitating small group activities as well as in general.
3. **ADD** that although there are many advantages of small group activities, there are other ways in which to apply knowledge gained, including: role plays, simulations, debates, etc.

Debriefing

- At the end of each activity, participants are given the opportunity to reflect on their thought processes and decision-making experiences with the team and relate them to daily life
- The debrief is the heart and soul of the activity



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Debriefing

After learners complete an activity, they need time to reflect on what they learned and how it can be made relevant to their lives. This process is called *debriefing*.

The debrief provide learners the opportunity to reflect on their thoughts, actions, and behaviors.

Reflection is a key component to deep learning. It helps learners:

- Consider what they accomplished and learned during an activity
- Think about ways the activity could be improved
- Share their ideas and feelings with others and listen to others' ideas and feelings

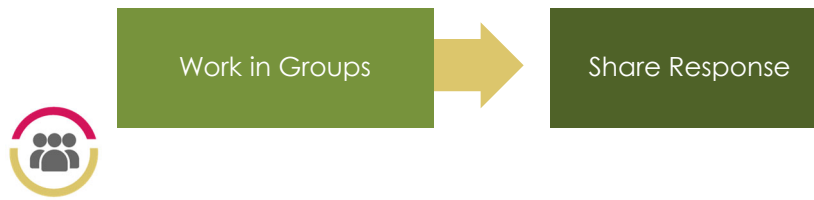
Facilitator Notes

1. **EXPLAIN** that the debrief is described as " the heart and soul of the simulation." It is a time to reflect upon the activity and share with other learners.
2. **EXPLAIN** that debriefs are a way to promote discussion that begins with reviewing the details of the activity and moves toward critical thinking and problem solving.
3. **ADD** that debriefs encourage learners to not only reflect on their own process but also to consider other ways of doing things, comparing and contrasting their thought processes with others, and thinking about other ideas and viewpoints.
4. **EMPHASIZE** the importance of creating a supportive climate for debriefs, where the sharing is open and honest.

Creating a Small Group Activity

EXERCISE

- Refer to the learning objectives in this module
- Create a small-group activity that supports the learning objective of your choice
 - ✓ Develop purpose, goals, rules of the activity
 - ✓ Explain the activity as clearly and concisely as possible



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Creating a Small Group Activity

Duration	15 minutes
Purpose	The purpose of this activity is to have participants brainstorm how to create a small group activity so that learners may apply the knowledge gained.
Materials	<ul style="list-style-type: none"> • Writing Pad • Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Think about a small group activity that could be incorporated in this module. Make sure you can explain the purpose, goal, and rules for the activity. 3. Explain the activity as precisely as possibly. 4. Be prepared to facilitate a 10-minute discussion.

Facilitator Notes

1. ASK participants to work in their small groups.
2. EXPLAIN the activity.
3. ALLOW participants to work in their groups.
4. REGROUP to discuss the activity on the next slide.



Creating an Activity

REGROUP

- Purpose, goals, rules of the activity
- Explain the activity as clearly and concisely as possible



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Creating an Activity

REGROUP from the previous activity and discuss your responses as a class.

Facilitator Notes

1. REGROUP from the previous activity.
2. ASK for or call upon a spokesperson for each group to present the group's small activity.
3. ENGAGE participants in a discussion after the debrief.
4. PROVIDE any feedback.

Closing the Learning Session
إغلاق جلسة التعلم

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NOTES

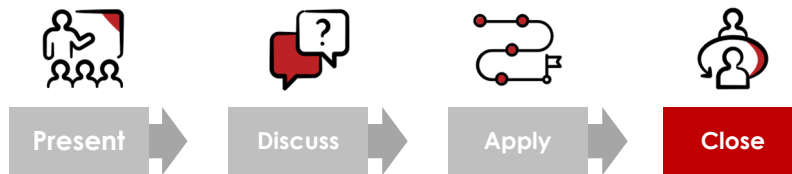


Closing the Learning Session



Close

- Summarize as a group at the end of each topic, day, and program and check for understanding
- Explain how the objectives were met and ask for key takeaways
- Allow enough time for final thoughts and questions
- Prepare participants for what's next



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Closing the Learning Session

The closing provides an overview of what has been covered in the training session.

Offer a summary at the end of each module and a more comprehensive one at the end of the course.

Reviewing with questions is an effective way of summarizing, clarifying, and providing feedback on the learning.

Linking to future sessions sets up a positive expectation.

Facilitator Notes

ENGAGE participants in a discussion on the importance of having a strong close.

Maximizing the Closing

- Closing strategies will vary with course material, but general practices include the following:
 - ✓ Summarize
 - ✓ Self-assess
 - ✓ Create action plans
 - ✓ Establish community



Maximizing the Closing

Closing strategies vary with course material, but general practices include the following:

- **Summarize:** Provide a brief overview of the module by identifying the learning goals and tying specific events (exercises, discussions, etc.) to each goal. Have participants identify key points.
- **Self-assess:** Encourage participants to take an inventory of their course-related strengths and identify areas in which they need development.
- **Action plans:** Once participants have completed the self-assessment, encourage them to write down goals and timetables for achieving them.
- **Establish community:** Encourage participants to establish peer coaching relationships with each other to continue and reinforce learning after the course.

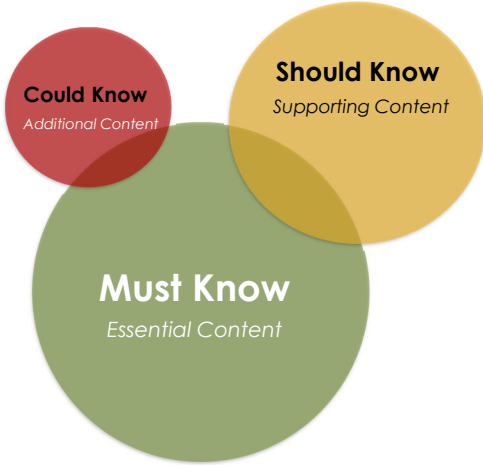
Facilitator Notes

1. REVIEW closing strategies.
2. EXPLAIN that the facilitator's main job at the end of the topic, section, or module is to ensure learners are prepared to apply what they have learned in their line of work.
3. EXPLAIN that facilitators want learners to take ownership over their own learning and for future skills development.



Prioritizing

- When time is short
 - ✓ Set priorities and organize around them



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Prioritizing

There are days when the class does not go as scheduled—for example, a four-hour module is shortened by two hours. Teaching the class for four hours is not an option. Getting off time with one module causes delays with the upcoming modules.

To deal with a shortened schedule, separate the content into one of three areas:

- Must know: content necessary for learners to achieve the intended learning outcome
- Should know: additional content that supports the achievement of the learning outcome—e.g., related examples, stories, case studies
- Could know: material that is less directly related to the intended learning outcome but can be of interest to the learners—e.g., lists, job aids, best practices

Focus on essential content. The other content is beneficial as time permits.

Facilitator Notes

1. DISCUSS the necessity of prioritizing when a training schedule is shortened.
2. DESCRIBE the three areas in which the content should be placed—must know, should know, and could know.
3. OFFER other time-saver pointers as follows:
 - All materials should be ready for that day's lesson, either arranged to hand out or placed in a convenient location in the room where learners can pick up as they walk in the room.
 - When you realize that you will be short on time, choose an exercise or activity that you think will be least beneficial to learners and review that exercise as a large group rather than breaking down into small groups or have only one group report back.
 - Instead of having discussion questions after each concept, save them until the end.
 - Shorten breaks.

Effective Training Methods

EXERCISE


- As a group, select one of the following activities to customize this module for your future delivery--
 - ✓ Deliver a 5-minute presentation
 - ✓ Write 10 questions that encourage deep thinking
 - ✓ Facilitate a 5-minute discussion
 - ✓ Provide a 5-minute closing
 - ✓ Prioritize the content to deliver this module in 2 hours rather than 4



Work in Groups

➔

Share Response

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Effective Training Methods	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants select and practice one of the effective training methods.
Materials	<ul style="list-style-type: none"> Writing Pad Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Choose one training method listed in the slide for your group to complete. 3. Be prepared to illustrate to the class. 4. You have 20 minutes to prepare.

Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Effective Training Methods

REGROUP

- Did you use effective facilitator techniques in a classroom? Which ones?
- What desirable facilitator traits did you use?



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Effective Training Methods

REGROUP from the previous activity and discuss the responses as a class.

Facilitator Notes

1. REGROUP from the previous activity.
2. SELECT a spokesperson from each group to deliver or present the group's select training method.
3. ENGAGE participants in a discussion of the activity.
4. PROVIDE feedback.



SUMMARY

Topics

- ✓ The Cone of Learning
- ✓ Effective Training Methods
- ✓ Prioritizing

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Conducting Field Exercises

إجراء التمارين الميدانية



Conducting Field Exercises إجراء التمارين الميدانية

Conducting Field Exercises

Purpose: The purpose of this module is to introduce participants to best practices of facilitating learning in a field environment, including preparing for training, briefing the skill and its relevance, writing scenarios and skill assessments, and determining logistics.

Activities:

- Field Training for Corrections Officers (15 min.)
- Preparing for Field Exercises (20 min.)
- Briefing a Skill (20 min.)
- Writing a Scenario (20 min.)
- Writing a Skills Assessment (20 min.)
- Determining Logistics (20 min.)

Estimated Time: 9 hours

Facilitator Notes

1. **INTRODUCE** yourself and any co-facilitators.
2. **LEAD** a quick energizer.
3. **PROVIDE** a brief overview of what will be covered.
4. **ADVANCE** to next slide to review module objectives.

Learning Objectives



- Describe best practices for field training



- Prepare for field training



- Describe the four stages of field training



- Brief the skill and its relevance

- Write a scenario for corrections training

- Write a skills assessment

- Describe steps to take in facilitating field exercises

- Determine logistics for field training

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for conducting field exercises.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Field Training



-  Bridges the gap between classroom training and real-world experiences in a risk-free environment
-  Incorporates scenarios and role-plays
-  Accelerates individual and team skills

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Field Training

Lectures, discussions, questions and answers, and small-group activities in the classroom play a central role in training by providing a solid foundation and enhancing critical-thinking skills. Field training builds upon that learning by exposing participants to realistic, high-stress situations that take that learning a step farther.

Role-playing and scenario-based training increase the dynamic nature of field training and encourage realistic responses from the participants.

Realistic-scenarios help the participants transfer that learning to real-world events. The key to making scenarios effective is to increase the complexity as the participant masters appropriate responses.

Facilitator Notes

1. EXPLAIN that field training builds upon the knowledge and skills learned in the classroom by exposing participants to realistic, high-stress situations that take that learning a step farther.
2. EXPLAIN that realistic role-play and scenarios better prepare participants to transfer that learning to real-world events.
3. EXPLAIN that most basic training programs leave a gap between classroom learning and the detailed knowledge, skills, and abilities necessary to perform the job. When conducted correctly, field exercises take up where the classroom leaves off.

Field Training Best Practices

- Train realistically—under stress as a unit
- Allow repetition until skills become habit
- Build new skills upon previous skills
- Incorporate multiple skillsets
- Provide actionable, timely feedback
- Periodically retrain even after skills have been mastered



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Field Training Best Practices

Studies show that incorporating whole-task training into training programs facilitates the transfer of the skills from the learning content to the real-world environment.

Skills performed under stress require a higher level of repetition and intensity during their initial development. Field training offers opportunities for learners to make mistakes safely, learn from those mistakes, and correct them through repetition.

Repeatedly performing a task can lead to skill acquisition, refinement, and retention. Training for airline pilots is an example. Pilots have to train on a flight simulator every few months and they have to fly at regular intervals to maintain accreditation.

Facilitator Notes


1. EXPLAIN that whole-task training facilitates the transfer of skills from the learning environment to the real world.
2. PROVIDE use of force as an example. Officers must be trained in integrating skills and strategies related to decision-making, crisis recognition, tactical communication, safety, de-escalation, levels of resistance, and appropriate levels of force.
3. EMPHASIZE the importance of repetition and increased intensity in field training.
4. Also EMPHASIZE the need for feedback and the opportunity to incorporate the feedback into the training.
5. EXPLAIN that all corrections officers should be retrained periodically to refine and enhance their skills.



Field Training for Corrections Officers

EXERCISE

- Brainstorm within your group the many skills required of corrections officers
- Now, determine which of those skills are best taught through field training



Work in groups

➔

Share response

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Field Training for Corrections Officers	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm which skills the corrections officers need that would best be learned through field training.
Materials	<ul style="list-style-type: none"> Flipchart Markers
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Working with your group, make a list of all the skills that corrections officers need. 3. Now choose which skills would best be learned through field training. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Field Training for Corrections Officers

What skills could best be taught through field training?

REGROUP



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Field Training for Corrections Officers

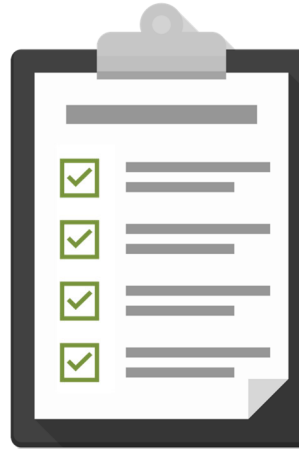
Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's list of skills.
3. After all groups have presented, COMPARE.
4. DISCUSS the responses and add any additional skills you may want to include.

Preparing for Field Exercises

- Number of participants
- Equipment
- Location
- Transportation
- Time
- Notifications



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Preparing for Field Exercises

Being prepared for training in the field is critical. Always be prepared when practicing skills or teaching them to someone else. Know what you are going to teach.

A best practice is to create a checklist of everything you want to cover, all resources you need, any logistics that need to be handled, time requirements, number of participants, etc.

Make sure all needed resources are available. Take your time, and make sure you think of everything that is needed to make the training successful.

Ensure that a suitable area and sufficient time have been allotted so that you are not distracted or interrupted. Always conduct the training as if it were a real-life event. The training should have your total attention—the same is true for anyone you are training. No cellphones, cameras, interruptions, etc.—just the facilitators, the learners, and the exercise.

Determine who you need to notify about the training—including security, management, other facilitators, etc.

Facilitator Notes

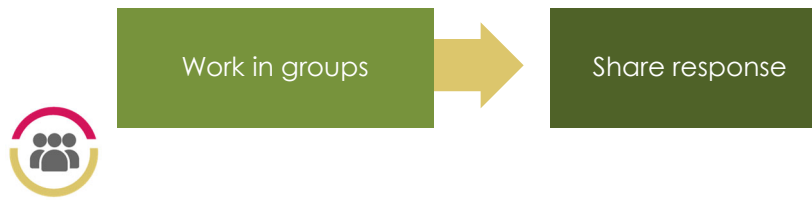
1. DISCUSS the importance of being totally prepared for field training and the importance of being comfortable with your ability to train on the topic.
2. HIGHLIGHT the importance of having a checklist for all field training and of putting forth the time and effort to ensure the checklist is complete.
3. DISCUSS the importance of knowing the number of participants in field training and having all resources needed.
4. SHARE any stories you may have of someone you know not being prepared for teaching field exercises.
5. DISCUSS the need for allotting enough time to complete the exercise and having a suitable area in which to conduct the exercise.
6. ADDRESS the need for having everyone engaged—no distractions, including cell phones, cameras, participants arriving late or leaving early (unless unavoidable).
7. ADD the need to make sure everyone who needs to be is notified of the training.



Preparing for Field Exercises

EXERCISE

- Select one skill from the list you created in the previous exercise
- Create a checklist that includes everything you need to prepare for the training
- Think about resources, equipment, space, etc.



Preparing for Field Exercises	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants start thinking about the need for creating a checklist to prepare for training field exercises.
Materials	<ul style="list-style-type: none"> • Pad of paper • Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Working with your group, select one of the skills you listed in the previous exercise. 3. Assume that you are preparing for a field exercise to train in that skill. 4. Create a checklist in which you list everything needed to make that training successful. 5. Think of resources, supplies, equipment, etc. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Preparing for Field Exercises

REGROUP

- Which skill?
 - ✓ Resources
 - ✓ Equipment
 - ✓ Supplies



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Preparing for Field Exercises


Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes


1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present a portion of her group's checklist—e.g., group 1 will discuss resources, group 2 will discuss equipment, etc. After each group presents, ask the other groups whether they have anything to add. If more than one group chooses the same topic, compare the responses.
3. ADD anything the groups may have missed.

Conducting the Training


Four stages




Brief




Demo



Drill



Debrief



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Conducting the Training

The four stages are discussed on the following slides.

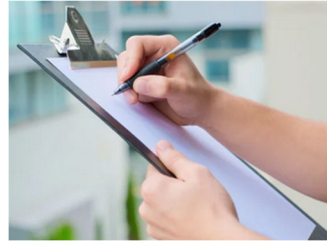
Facilitator Notes

1. INTRODUCE the four stages of conducting the training.
2. ADVANCE to the following slides to discuss each of the stages.



Brief and Assign

- Explain the skill and the need for the skill
- Tie the skill back to the lesson content
- Assign any role or position for practicing
- Provide logistical details



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Brief and Assign

EXPLAIN that when introducing a skill, the instructor should treat the training as seriously as he or she would the actual event and start by providing a needs-benefits analysis.

Facilitator Notes

1. EXPLAIN that conducting a briefing is a crucial part of field exercises. Pre-briefings set the tone for the exercise.
2. ADD that the briefing consists of several key components, including reviewing the goals and objectives, explaining the logistical details of the exercise, and assigning roles and responsibilities.
3. EXPLAIN that by providing learners with an orientation to the exercise and creating a psychologically safe environment, the facilitator lowers the learners' anxiety. This practice optimizes the learning experience by keeping the learners engaged and motivated. The learners will feel comfortable taking risks and learning from their mistakes.
4. TELL participants that the briefing should also provide logistical details, including the length of the session, location of bathrooms, availability of refreshments, breaks, and other details, as required.



Demonstrate and Review

- Show the actual skill participants are to acquire
- Demonstrate and explain—step-by-step—the aspects involved
- Have participants imitate the step-by-step actions



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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Demonstrate and Review

Facilitators should always perform a realistic step-by-step demonstration of the skills being taught.

They should ask for and answer any questions the learners may have following the demonstration. If no questions are asked, the facilitator may want to ask random learners specific questions about the demonstration.

The facilitator should then have the learners practice what he or she just demonstrated. The facilitator should watch the practice closely and make sure the learners follow each step correctly.

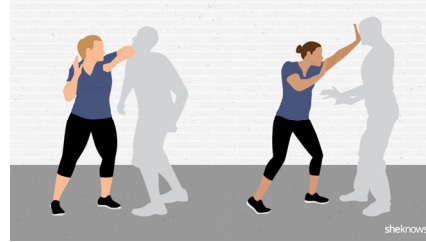
Facilitator Notes

1. EXPLAIN the need to demonstrate the skill step-by-step.
2. ADD that facilitators should ask for and answer any questions the learner may have following the demonstration. After all question are answered and the facilitator is confident that the learners know what to do, he or she should have them practice the skills.
3. EXPLAIN the importance of the facilitator observing closely (without distractions) and making sure the learners follow each step correctly.



Conduct the Exercise or Drill

- Have participants practice the operation
- Provide actionable feedback
- Have participants incorporate feedback into their practice
- Devote at least 50% of the session to practice time



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Conduct the Exercise or Drill

Skills must be practiced repeatedly, with corrective feedback. Perfect practice becomes perfect performance when you need it.

Feedback is critical to ensuring the learner knows what he or she is doing correctly and what he or she needs to improve upon. Learners must be given the opportunity to incorporate the feedback into practice.

Facilitator Notes

1. EXPLAIN that most skills require more than one practice session. Skills must be practiced repeatedly, with corrective feedback.
2. EXPLAIN the importance of providing feedback and allowing learners the opportunity to incorporate the feedback into practice.



Debrief

- First, ask the team for their observations
 - ✓ What happened?
 - ✓ What did we do well? What challenges did we face?
 - ✓ What should we do differently or focus on next time?
 - ✓ What could help us be more effective? Anything we need?
- Reinforce their observations
- Share your view of what happened and what needs to happen in the future



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Debrief

Following every exercise, facilitators should allow time for a debrief. To truly learn, the learners need the opportunity to reflect on the learning. This reflecting helps learners make the connections between the exercise and real-life situations. It helps them recognize their skills and strengths as well as their weaknesses.

The debriefing should include a question-and-answer session on how the learner:

- Felt about the exercise
- Plans to use the skills learned during the exercise
- Plans to use lessons learned for the next practice

Any feedback provided must be clear, actionable, and focused on the work and not the learner.

Acknowledge one thing that you, as the facilitator, could have done differently or that you will focus on in the future. This will make it easier for team members to voice their own observations or concerns.

Tie the exercise back to the curriculum and to upcoming modules.

Facilitator Notes


1. **EXPLAIN** the importance of debriefs. Debriefs provide the learners opportunities to reflect upon their learning, which helps them make the connections between the exercise and real-life situations.
2. Asking the learners reflective questions helps focus on what just took place. Additional questions to the ones in the slide include:
 - What was your key takeaway?
 - What stood out to you or caught your attention?
 - What parts of the exercise did you like best?
 - What parts did you like least?
 - How did this exercise relate to the real world?
 - How well did you achieve your objectives?
 - What other comments do you have?



Briefing a Skill

EXERCISE


- Select a skill from the previous exercises
- Prepare a 5-minute brief, introducing the exercise, explaining the skill, and describing the need for the skill (why it is relevant)
- Be prepared to deliver the brief to the class



Work in groups

➔

Share response

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Briefing a Skill	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants become familiar with the first step of facilitating an exercise.
Materials	<ul style="list-style-type: none"> • Pad of paper • Pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Working with your group, select a skillset from the previous list that will be taught in a field exercise. 3. Prepare a 5-minute briefing, introducing the exercise and explaining the need for learning the skills. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the exercise.
3. REGROUP on the next slide.



Briefing a Skill

- What is the skill?
- Why do I need to know it?

REGROUP

Brief → Demo → Drill → Debrief

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Regroup

Regroup from the previous activity and discuss the responses as a group.

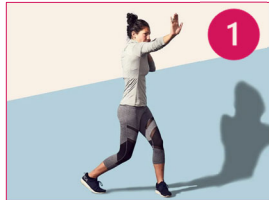
Facilitator Notes

1. REGROUP from the previous exercise.
2. HAVE a spokesperson from each group present her group's response—including naming and explaining the skill and explaining why learners need to know it.
3. COMPARE responses and provide any feedback from your experience and observations.



Providing Field Training

- Field exercises should be conducted as soon as possible after classroom instruction
- The three levels of field training are:



Initial Training
Learning tasks for the first time



Proficiency Training
Meeting training standards



Sustainment Training
Practicing previously learned training standards

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Providing Field Training

Field training is used for:

- Learning skills for the first time (initial training)
- Meeting training standards (proficiency training)
- Practicing previously learned training standards (sustainment training)

Initial training introduces learners to a skill. It should follow as closely as possible to the classroom portion. The learners begin practice with a clear idea of the skill to be performed because it has just been explained and demonstrated.

During proficiency training, learners perform skills repetitiously until they meet the training standard. Since learners have already learned the task, they usually do not need a detailed presentation of basic information. A simple demonstration may be enough. Learners are then required to practice to the standard—e.g., increase speed, accuracy, output, or quality of work. They also practice under more realistic conditions.

Sustainment training ensures the task is practiced and peak proficiency is maintained. Facilitators raise the level of realism until the quality, speed, stress, and environment come as close as possible to actual real-life missions.

Facilitator Notes

- EXPLAIN that field training should be conducted as closely as possible to the classroom training.
- DESCRIBE the three levels and purposes of field training.



Training with Scenarios

- Scenario—a realistic plot
- When properly structured and supervised, scenario training is highly effective and memorable
- Scenarios allow learners to demonstrate proficiency and competency in conducting critical tasks, demonstrating core capabilities, and meeting objectives
- Scenarios provide opportunities for constructive evaluation of the officer's performance as part of a team and individually



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Training with Scenarios

The use of scenarios allows for the training in complex skillsets as well as clear and constructive evaluation of performance. Examples of skillsets that can safely be trained using scenarios include transporting offenders, applying restraints to aggressive offenders, and offender and cell searches.

Scenarios help bring a level of decision making and competency that cannot be created in a classroom.

Effective field training requires the use of training environments and protocols that are as realistic as possible. Scenarios help create this environment.

The key to making scenarios effective is to increase the complexity as the participant masters appropriate responses. However, scenarios should not be so complicated that they distract from the objectives of the activity. The scenario should always support the objectives.

Facilitator Notes

1. **EXPLAIN** the benefits of using scenarios in field training.
2. **EXPLAIN** that to be effective, the scenarios and training environment must be as realistic as possible.
3. **DISCUSS** the need to progressively increase the complexity of the scenarios, building upon knowledge and skills learned as well as feedback given and incorporated.



Scenarios and Injects

- Scenarios should be realistic, plausible, and challenging
 - ✓ They provide background information about an incident
 - ✓ They should not be unnecessarily complicated
- Injects are additional information the facilitator periodically provides the learners to simulate a realistic problem that needs to be addressed



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Scenarios and Injects

To make the scenario more realistic, break it down into individual injects, each of which simulates a realistic problem that needs to be addressed.

Realistic injects test the effectiveness of scenarios and the learners themselves, so the learners have a better understanding of how they are to function in an emergency.

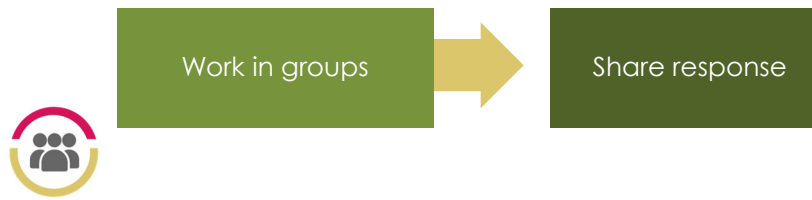
Facilitator Notes

1. EXPLAIN inject.
2. PROVIDE an example of scenarios with injects.

Writing a Scenario

EXERCISE

- Brainstorm within your group to select one skill required of corrections officers
- Take 10 minutes to write a brief scenario that can be used in field training for that skill
 - ✓ Be creative but relevant
- You may use injects, but you are not required to do so



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Writing a Scenario

Duration	20 minutes
Purpose	The purpose of this activity is to give participants the opportunity to write a brief scenario for a skill that can be taught through field exercises.
Materials	<ul style="list-style-type: none"> • Pad of paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Working with your group, create a realistic, short scenario to be used in a field exercise. 3. You may use injects to make the scenario more challenging if you wish, but injects are not required for this activity. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Writing a Scenario

REGROUP

- What is your scenario?
- Did you use injects?
- What do you think about scenario-based field training?



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Writing a Scenario

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's scenario.
3. After all groups have presented, COMPARE their scenarios—pointing out highlights.
4. DISCUSS the responses and provide your feedback.



Assessing the Field Training

- How do you know they learned?
- Assessing an individual or a team

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Assessing the Field Training

The purpose of assessing skills is to confirm whether real learning has taken place—the skills conveyed in the training have been transferred to and received by the learners. The objective of the evaluation should answer the question, “Did the training have a successful outcome?”

Different assessment methods are needed to measure the extent to which learners improve knowledge, increase skill, and incorporate attitudes and behaviors into an activity.


- Knowledge is the fact or condition of knowing something.
- Skill is the ability to do something well.
- Competency is the knowledge, skills, and abilities to do something successfully.


Facilitator Notes

- EXPLAIN the differences between knowledge, skills, and competencies. Essentially, competencies may incorporate a skill but are much more than the skill. Competencies include a dynamic combination of abilities, attitudes, behaviors, knowledge, and skill.
- EXPLAIN that different assessment methods measure the extent to which learners improve knowledge, increase skill, and change attitudes as a result of participating in a learning process.
- RELATE football (soccer) to training. In football, a game plan (icon showing coach reviewing play) provides players with a strategy and course of action to quickly transfer into practical experience in the field (icon showing ball being kicked). Similarly, effective training builds the foundational knowledge on the types of tasks learners are required to perform in the context of their jobs (goal icon).
- ASK participants what types of assessments should be used for evaluating knowledge. Skills. Problem-solving and competencies/values. Expected answers should include: pre-/post-knowledge survey, skills/behavior observation, teach-backs.
- EXPLAIN that assessments will be discussed in more detail in the next module.

Skills Assessment

- A skills assessment is an evaluation of the ability to perform a specific skill or set of skills
- The assessment captures the level of proficiency for each skill
- Regular skills assessments confirm progress or identify areas in which more training and more support are needed





FIELD TRAINING

Use to practice tactical skills in the field (e.g., hard skills, firearms, close protection, etc.)

- Prepare for the training: equipment, site, etc.
- Present the tactics and techniques accurately
- Deliver with confidence and credibility
- Communicate appropriate use-of-force


BRIEF – DEMO – DRILL – DEBRIEF

- Review purpose and tie skills back to lesson
- Share expectations and itinerary/agenda
- Demonstrate and provide clear directions
- Ensure all safety procedures are followed
- Devote adequate time for conducting drills
- Provide performance feedback and summary

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Skills Assessments

Skills assessments are used to test process-oriented and task-oriented material versus content-oriented material. Facilitators rate learners using a checklist of performance standards, on which the evaluator scores the learner against measurement criteria provided in the learning objectives.

Multiple objectives may be tested in a single event or scenario (example handcuffing a standing offender and then performing a search of the offender can meet two objectives).

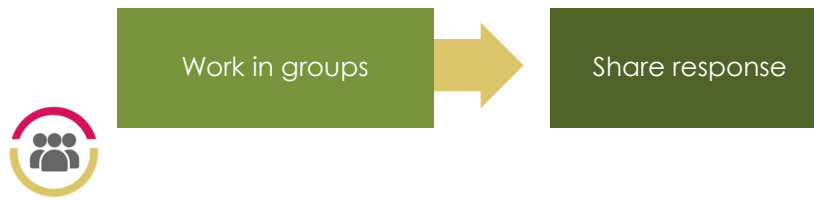
Facilitator Notes

1. **EXPLAIN** a skills assessment.
2. **ADD** that the assessment normally uses a Likert scale to measure performance. The scale is usually 0 to 5 or 1 to 5.
3. **USE** the following as an example:
 - Application of handcuffs on a compliant offender in the standing position:
 - ✓ The officer employed verbal communication techniques to position the offender and gain her cooperation.
 - ✓ The officer made a safe approach from a position of advantage.
 - ✓ The officer utilized proper techniques and procedures to apply handcuffs behind the offender's back with appropriate tightness.
 - ✓ The officer physically checked tightness and double locked the handcuffs to keep them from closing further.

Writing a Skills Assessment

EXERCISE

- Select one set of skills required of corrections officers— e.g., escorting offenders, restraining offenders
- Create a skills assessment for skills required
- Remember to cover knowledge, skills, and competencies



Writing a Skills Assessment	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants practice writing skills assessments.
Materials	<ul style="list-style-type: none"> • Pad of paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Select a set of skills required of a corrections officer—escorting an offender or searching a cell, for example. 3. Create a checklist of knowledge, skills, and competencies needed to perform the skill as required. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Writing a Skills Assessment

REGROUP

- Knowledge?
- Skills?
- Competencies?



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Writing a Skills Assessment

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's list of skills.
3. After all groups have presented, COMPARE.
4. DISCUSS the responses and add any additional skills you may want to include.



Setting the Stage for Success

- Create a positive learning environment
 - ✓ Set expectations
 - ✓ Establish attitude and behavior patterns
 - ✓ Challenge but don't discourage
 - ✓ Establish friendly, open, and professional rapport
 - ✓ Communicate effectively and respectfully
 - ✓ Highlight successes
 - ✓ Provide maximum opportunities for learners to succeed



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Setting the Stage for Success

During the field exercise, the facilitator should develop rapport with the learners. Rapport is important because learners are more likely to share their ideas, questions, or feelings when they feel the facilitator is open and sympathetic to their needs.

The facilitator should also convey a positive attitude that the learners can succeed in the field training exercise. Learners need to know the facilitator wants them to succeed and will help them do so.

Expectations should be set so learners know that learning is what is most important. Avoid criticizing individuals. The results of the training, both good and bad, should be considered team results, not one individual.

Facilitator Notes

1. EXPLAIN steps the facilitator should take to set the stage for the training.
2. POINT OUT that facilitators should never point the finger at individuals. All results, good and bad, should be considered team efforts.
3. STRESS the importance of authority when teaching field exercises and explain the need to demonstrate expertise on the topic. Even if you may not yet be an expert on each skill, project the confidence that you can provide valuable information to the learner.
4. EXPLAIN that to project the right energy during their presentations, facilitators must show they care about the learners and be enthusiastic.
5. Finally, STRESS that audience awareness is an integral part of facilitator responsibilities. Assess the participants to determine whether they understand; encourage them to ask questions.



Facilitating Field Exercises

- Assign safety officers, when necessary
- Create safety regulations
- Read safety regulations before every activity
- Control ratio of facilitators to learners
- Establish code of conduct
- Provide frequent breaks, including water breaks
- Provide clear, specific, and actionable feedback in a positive, constructive manner



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Facilitating Field Exercises

Always follow the guidelines listed above when conducting field exercises.

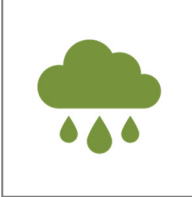
Facilitator Notes

1. REVIEW the steps in facilitating field exercises.
2. EMPHASIZE the importance of always including a safety briefing.
3. ADD the importance of providing frequent breaks and ensuring learners have access to water.




Discussion: Adapting

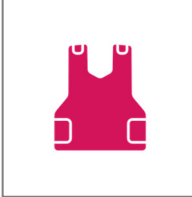
An effective instructor adapts to




Weather



Resources



Equipment



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Discussion

Engage in the discussion on adapting to weather and lack of resources and equipment.

Facilitator Notes

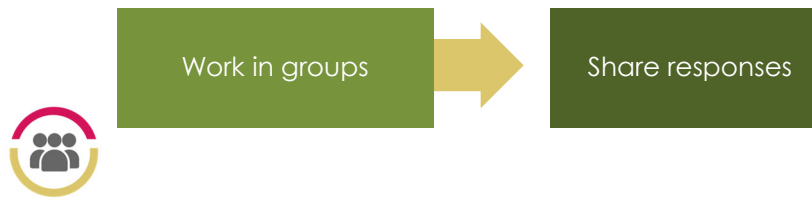
1. ENGAGE participants in the discussion.
2. INCLUDE any experience you have had on changing the schedule or location because of inclement weather.
3. ASK participants what kind of weather conditions would cause them to make changes to their schedules.
4. DISCUSS lack of resources and equipment and how adaptations—e.g., substitutions—can be made.



Determining Logistics

EXERCISE

- Refer to the previous exercises to select a skill that will be trained in a field exercise and:
 - ✓ Determine where the training should take place
 - ✓ Write safety instructions for the exercise
 - ✓ Explain why you need or do not need a safety officer
 - ✓ Determine break times (number and duration)
 - ✓ Explain contingency plans for weather



Determining Logistics

Duration	20 minutes
Purpose	The purpose of this activity is for participants to think about the logistical issues when conducting field training exercises.
Materials	<ul style="list-style-type: none"> • Pad of paper • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Select a skill that will be trained in the field. 3. Determine where the training should take place. 4. Write safety instructions for the exercise. 5. Explain why you need or do not need a safety officer. 6. Determine break times (number and duration). 7. Explain contingency plans for weather (if needed). 8. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



Determining Logistics

- ✓ Where should training take place?
- ✓ Safety instructions for the training?
- ✓ Safety officer?
- ✓ Break times?
- ✓ Contingency plan for weather?

REGROUP



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Regroup

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson for each group present her group's response.
3. ENCOURAGE the other groups to ask questions or make comments.
4. PROVIDE feedback to the groups.

SUMMARY

Topics

- ✓ Field Training
- ✓ Stages of Field Training
- ✓ Scenarios
- ✓ Skills Assessment
- ✓ Logistics

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Assessing Training Effectiveness

تقييم فاعلية التدريب



Assessing Training Effectiveness

Purpose: The purpose of this module is to have participants understand the importance of writing effective learning objectives and aligning supporting assessments to the objectives and course content.

Activities:

- Writing Learner-Centered Objectives (15 min.)
- Selecting the Action Verb (10 min.)
- Selecting the Best Learning Objective (15 min.)
- Matching Assessments to Performance (15 min.)
- Writing Assessments (20 min.)

Estimated Time: 4.5 hours

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Worksheets

- Writing Learner-Centered Objectives
- Selecting Action Verbs
- Selecting the Best Learning Objective
- Matching Assessments to Performance

Learning Objectives



- Describe the alignment of training



- Describe the purpose of learning objectives



- Name components of a learning objective



- Write effective learning objectives

- Discuss the importance of assessing learning

- Match the correct assessment to the learning

- Design assessments that support the learning objectives

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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—creating effective learning objectives and assessments.

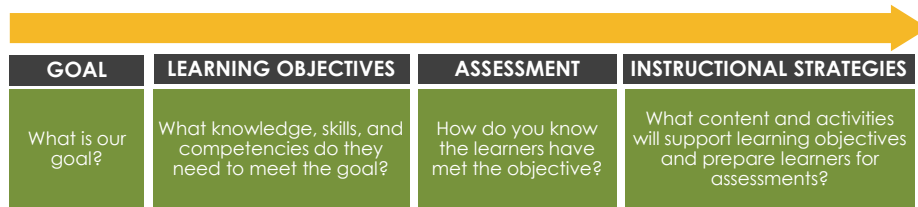
Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.



Aligning Training

- Alignment is the critical connection between the objective, assessment, and lesson plan
- It ensures learners learn what you intend and that you accurately assess what they are learning



Aligning Training

Before you begin designing and developing training, ask a series of questions to understand the goal of the training itself.

- **Goal:** What is the goal? What impact or outcome will satisfy your need?
- **Learning objective:** What knowledge, skills, and competencies do the learners need to meet the goal of the training?
- **Assessment:** How do you know learners have met the objective?
- **Instructional Strategies:** What content and activities will support learning objectives and prepare learners for the assessments?

The objective should be a good simulation of the conditions, behaviors, and standards of the performance needed in the real world, so the assessment should match the objective. The methodology and contents of the learning program should directly support the learning objectives. The instructional media should explain, demonstrate, and provide practice.

Facilitator Notes

1. EXPLAIN that aligning the training is accomplished by identifying the objectives, determining ways in which to know the learners have met the objectives, and then determining content and activities that will most likely help learners effectively and efficiently meet the objectives.
2. ENGAGE participants in a discussion on why learning objectives, assessments, and instructional strategies should be aligned.
3. EXPLAIN that assessments should reveal how well learners have learned what you want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to closely align so they reinforce one another.



What Are Learning Objectives

- A learning objective is an explicit statement that expresses what the learner will be able to do at the end of the learning event (module or course)
- Learning objectives are always learner-centered and have appropriate assessment methods

Example Learning Objective:

Upon completion of this training, participants will be able to describe the role of prison officials in promoting and protecting human rights

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What Are Learning Objectives

Learning objectives form the basis for what is to be learned. In some situations they describe how well it is to be performed and under what conditions it is to be performed.

Clearly written objectives guide the design and delivery of instruction and assessment of learning. They also provide participants a guideline for assessing priorities and tracking progress.

Facilitator Notes

1. **EXPLAIN** that learning objectives are essential for building a strong foundation for a course and are the first step in designing a course.
2. **EMPHASIZE** that the objective must express what the learner will be able to do at the end of the learning event—not what the facilitator or instructor will do. The objective must always be written from the learner's perspective.
3. **USE** the example in the slide to show the phrase "participants will be able to..." to highlight the point.



Writing Learner-Centered Objectives

EXERCISE

- Check all objectives that:
 - ✓ State clearly what learners will be able to do at the end of the learning event
 - ✓ Are written from the learner's perspective
- Correct any objectives that do not meet the above criteria



WRITING LEARNER-CENTERED OBJECTIVES

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Writing Learner-Centered Objectives

Duration	15 minutes
Purpose	The purpose of this activity is to become familiar with what constitutes an effective learning objective.
Materials	<ul style="list-style-type: none"> • Worksheet • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Working with your group, check all objectives that: <ul style="list-style-type: none"> • State clearly what learners will be able to do at the end of the learning event • Are written from the learner's perspective 3. Correct any objectives that do not meet the above criteria.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Writing Learner-Centered Objectives

REGROUP

Do all objectives now clearly state what the learner will be able to do at the end of the learning event?

Are all objectives written from the learner's perspective?



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Regroup

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's response.
3. PROVIDE the correct responses.
 - 1. Correct
 - 4. Correct
 - 6. Correct
 - 9. Correct

Making Objectives SMART



Specific

- **Specific:** Is the objective clear?



Measurable

- **Measurable:** Is the action outlined in the objective observable?



Achievable

- **Achievable:** Can the learner realistically be able to achieve the action by the end of the training?



Relevant

- **Relevant:** Is this objective based on the needs you identified?



Time-bound

- **Time-bound:** Is it clear by when the learner should be able to achieve this objective?

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Making Objectives SMART

A learning objective is much more than simply saying you want to learn about and/or improve on something. Rather, it specifically describes what you want to achieve.

- **Specific:** A specific objective is detailed, focused, and clearly stated. Anyone reading the objective will know exactly what has to be learned/achieved.
- **Measurable:** A measurable objective, which is the most important consideration, is quantifiable, meaning you can see the results. Having a measurable objective provides evidence of success.
- **Achievable.** An achievable objective can be attained based on skill, resources, and area of practice. You need to know: do I have the skills to do it, do I have the time to do it, and are the resources available.
- **Relevant.** A relevant objective is clearly linked to your key role responsibilities. Is this something that is important to me or that I need to be able to do?
- **Time-limited.** A time-limited objective has specific timelines and a deadline.

Facilitator Notes

1. EXPLAIN SMART objectives.
2. OFFER the example below, pointing out each step of SMART:
 - Upon completion of this module, learners will be able to apply restraints to an offender in a prone position.
3. COMPARE with the following objective that does not comply with SMART guidelines.
 - Learners will learn to control offenders.



Why Are Learning Objectives Important?

- Learning objectives are created so that:
 - ✓ Facilitators can select and organize course content and determine the types of assessments and learning activities to build for a course
 - ✓ Learners and facilitators know exactly what is expected of the learner
 - ✓ Learners know what they are supposed to learn

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Why Are Learning Objectives Important?

Learning objectives are important for facilitators and learners. Facilitators know what content and assessments are needed to support the objectives. Objectives help facilitators focus on the material the learner needs to accomplish the objective.

Learning objectives help the learner focus. She will know what she is supposed to learn and what is expected of her.

Facilitator Notes

1. EXPLAIN that of all the activities within the course design process, writing well-constructed learning objectives is one of most critical steps.
2. EXPLAIN that learning objectives help the facilitator identify the kinds of materials and topics that will be suitable to the learning outcomes. With well-defined, actionable learning objectives comes the ability to quickly filter out texts or activities that do not suit the course.
3. ADD that well-written learning objectives will help build focused assessments aligned with the critical learning components of the course.
4. EXPLAIN that the objectives help the learner focus as well.



Learning Objective Components

A learning objective needs the following components:

1
When

Upon completion of this training

2
Who

participants will be able to

3
Action

describe the role of prison officials in promoting and protecting human rights

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Learning Objective Components

These three components—when, who, and action—are required of all learning objectives.

- **When:** defines the timeframe of the training—e.g., At the end of this module....
- **Who:** the objective must be written from the learner perspective—e.g., At the end of this module, the learner will be able to....
- **Action:** use one action verb describing the desired knowledge, skill, or competency—e.g., At the end of this module, the learner will be able to describe the role of prison officials in promoting and protecting human rights.

Facilitator Notes

1. **EXPLAIN** the three components of a learning objective.
2. **EMPHASIZE** that there can be only one verb for each objective—e.g., “describe the role of prison officials” is correct. “Describe and demonstrate” is incorrect.
3. **REMIND** participants that the objective is in terms of what the learner does, not what the facilitator does.
4. **EXPLAIN** that learning objectives describe outcomes, not processes or activities.



Large Group Discussion

Fill in the blanks:



_____, _____ will be able to describe the purpose of learning objectives

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Large Group Discussion

Engage in the class discussion.

Facilitator Notes

1. ENGAGE participants in the discussion.
2. MAKE sure they understand the when and who components of the learning objective.
3. EXPLAIN that for the purposes of this course, the when and who will always be the same (which is why these two components haven't been spelled out in this course.)



Using Actions Verbs in Learning Objectives



Action verb

An effective objective includes an **action verb** that is:

- Specific
- Measurable
- Observable

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Using Action Verbs in Learning Objectives

Each objective should begin with a verb that describes an observable behavior, such as "describe, summarize, demonstrate, compare, plan, score", etc. You can observe the learner and measure how well the objective was met.

Verbs that describe feelings, emotions, thoughts or similar things are not behavioral because they are not observable or measurable. Verbs in this category include "appreciate, believe, know, learn, realize, think, understand," and so on. When reviewing these verbs, ask yourself the question, "What would learners actually do to demonstrate their achievement of the outcome?" The response to this question should be an observable action verb. That's the verb that should be used in the objective.

Facilitator Notes

1. **EXPLAIN** an action verb. Ask participants what the goldfish is doing. Expected answer is that it is jumping from one fish bowl to another. Ask participants how they know. Expected answer is they can see it. Ask participants to write an objective for the goldfish. Expected answer is: The goldfish will be able to jump from one bowl to another. Point out that this objective then is specific, measurable, and observable. Make sure participants understand that concept.
2. **REVIEW** some action verbs as listed or use your own: arrange, assemble, categorize, classify, compare, create, identify, relate, etc.
3. Now **INTRODUCE** verbs that are not action verbs—e.g., appreciate, believe, know, learn, think, understand. Add that these verbs mostly describe feelings, emotions, or thoughts and are not observable.
4. **ADVANCE** to the next slide to continue this discussion.



Demonstration: Observing the Action

Walk	Understand	Improve	Discuss
Talk	Explain	Believe	Draw
Think	Describe	List	Identify
Appreciate	Know	Improve	Be aware of
Draw	Name	Locate	Select
Increase knowledge	Sketch	Repeat	Compare

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Demonstration: Observing the Action

Participate in this fun demonstration to better understand the difference between verbs that describe an observable action and those that do not.

Facilitator Notes

1. ENGAGE participants in this fun activity in which you will go through the table of verbs and ask for a participant to demonstrate the action.
2. Of course, not all of the verbs are demonstratable (or observable), which is the point of the exercise.
3. EXPLAIN to participants that when you call upon them, they are to role-play the action. For example, for the action "walk," a participant is to take a couple of steps. After each action, ask participants whether the action was observable.
4. For actions such as "locate," "repeat," etc., ASK participants to repeat or locate, etc. anything of their choice. They just need to show the action.
5. ENGAGE participants in a discussion on the verbs that show no action and ask the question: "How will I know if the learner actually learned if I can't observe?" For those verbs that are not observable, POINT out that because they are not observable, they cannot be used in learning objectives.



Selecting the Action Verb

EXERCISE

- Refer to the Worksheet: Selecting the Action Verb
 - ✓ For each entry, select the option with an action verb
- Be prepared to share responses with the class and explain your selection

SELECTING THE ACTION VERB

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Selecting the Action Verb	
Duration	15 minutes
Purpose	The purpose of this activity is to have participants gain a deeper understanding of what is and what is not an action verb.
Materials	<ul style="list-style-type: none"> • Worksheet • Pencil/pen
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. For each entry in the worksheet, you will have a choice of two options. 3. Select the option that begins with an action verb. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Selecting the Action Verb

Is the verb

- ✓ Observable?
- ✓ Specific?
- ✓ Measurable?

REGROUP



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Selecting the Action Verb

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's response.
3. After all groups have presented, PROVIDE your feedback.
4. Correct answers:
 - 1. a
 - 2. b.
 - 3. b.
 - 4. a.
 - 5. a.
 - 6. b.
 - 7. b.

Making the Verb Match the Requirements

- Select the most accurate verb that relates to the level of knowledge, skills, and competencies the learner should be able to demonstrate after the learning event
 - ✓ Upon completion of the module, participants will be able to **describe** how to apply restraints

OR

- ✓ Upon completion of the activity, the participants will be able to **apply** restraints



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Making the Verb Match the Requirements

Make the verb reflect the level of learning required.

For example, do you want the learner to have a general understanding of how to perform a skill or do you want her to actually perform the skill?

If you want the learner to have only a general understanding, the learning objective may be something like this:

- Upon completion of this training, the learner will be able to **describe** a tourniquet.

On the other hand, if you want the learner to perform the skill, the learning objective will be something like this:

- Upon completion of the training, the learner will be able to **apply** a tourniquet.

Facilitator Notes

1. EXPLAIN the different levels of learning.
2. In some cases, the need may be only that the learner has a general understanding of something—for example, she may need to understand how a policy is written, but she may not need to actually write the policy.
3. ASK participants to provide a learning objective for each case—one for a learner who needs only to have a general understanding of how a policy is written and one for a learner who needs to actually write the policy.
4. EXPLAIN that for the first example, the learner would need to only be able to explain, describe, discuss, outline etc. the steps to writing a policy.
5. For the second example, the learner would need to be able to develop, write, create, generate, etc.
6. EMPHASIZE the different order of ability and complexity in the objectives. Stress the need for the objective to accurately reflect what the learner is expected to be able to do.

Learning Objectives for Tactical Skills

- In some cases—such as when demonstrating a tactical skill—the learning objective should also state the desired performance criteria



Example of a learning objective for shooting a gun:

Upon completion of this training, the learner will be able to hit center target 9 out of 10 times without stopping



Learning Objectives for Tactical Skills

Sometimes the learning objective may need a criterion that states the level of acceptable performance of the task in terms of quantity, quality, time limitations, etc. This criterion will answer the questions of: “How many, how fast, or how well.”

For example:

- Upon completion of this training, the learner will be able to drive a vehicle one mile without making a mistake.
- Upon completion of this training, the learner will be able to type a 7-line paragraph in 5 minutes without making a mistake.
- Upon completion of this training, the learner will be able to apply restraints without reference to a manual.

Note: Use time limit only if it is required under normal working standard.

Facilitator Notes

1. EXPLAIN that in some circumstances, the learning objective may need a criterion or condition that states the level of acceptable performance. This is especially true with tactical skills, e.g., shooting a gun, driving a car, use of force.
2. ADD that these circumstances should always be realistic—for example, a time limit should be included in the objective only if it is required during normal working conditions.



Selecting the Better Learning Objective

EXERCISE

- Refer to the Worksheet: Selecting the Better Learning Objective
 - ✓ For each entry, select the option that better describes what the learner needs to be able to do
- Be prepared to share responses with the class and explain your selection



SELECTING THE BETTER LEARNING OBJECTIVE

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Selecting the Better Learning Objective

Duration	15 minutes
Purpose	The purpose of this activity is to have participants dive deeper into how to write effective learning objectives—in this case, the focus is on writing objectives that accurately reflect what the learner needs to be able to do. Refer to the Worksheet: Selecting the Better Learning Objective
Materials	<ul style="list-style-type: none"> • Worksheet • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Refer to the worksheet 3. For each entry, select the option that best describes what the learner needs to be able to do at the end of the training 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Selecting the Best Learning Objective

REGROUP

Which objective most accurately matches the requirement?



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Selecting the Best Learning Objective

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's response.
3. After all groups have presented, PROVIDE your feedback.
4. Correct responses:
 - 1. a.
 - 2. a.
 - 3. b.
 - 4. a.
 - 5. a.
 - 6. b.
 - 7. b.

Assessing Training



GOAL	LEARNING OBJECTIVES	ASSESSMENT	INSTRUCTIONAL STRATEGIES
What is our goal?	What knowledge, skills, and competencies do they need to meet the goal?	How do you know the learners have met the objective?	What content and activities will support learning objectives and prepare learners for assessments?

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Assessing Training

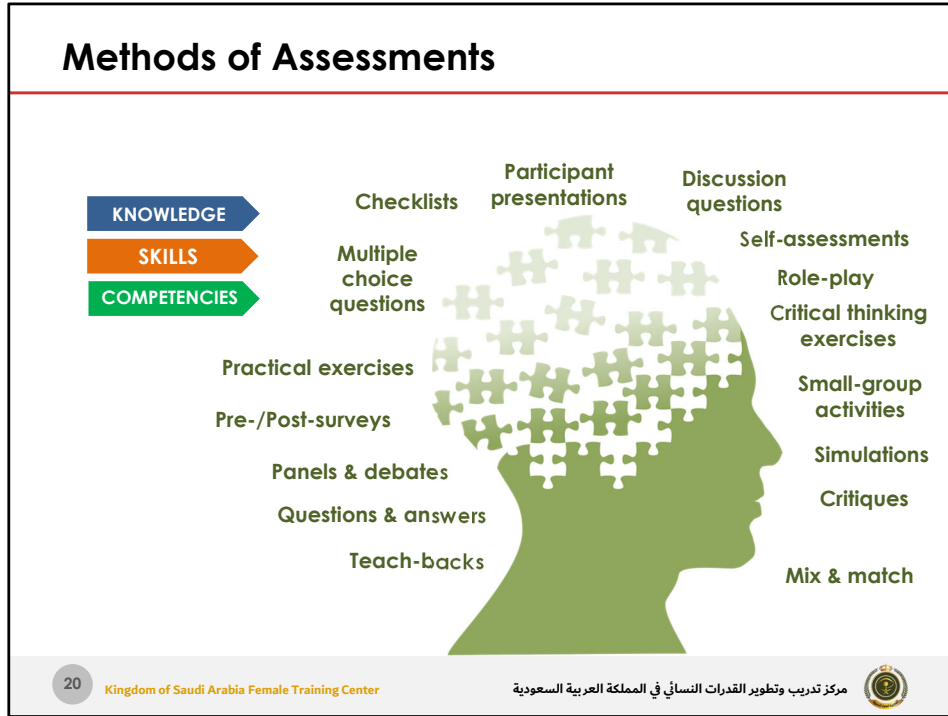
Assessments are designed to reveal how well learners have learned when you want them to learn. The assessment should be a simulation of the conditions, behaviors, and standards of performance needed in the real world.

So far in this course, you've learned about the importance of developing learning objectives. Were your learners able to meet the learning objectives presented to them? What tool(s) did you use to measure learner knowledge and skill?

Facilitator Notes

1. REMIND participants that training alignment is accomplished by identifying the objective, determining the actions that will most likely help effectively and efficiently meet the objective, and then designing the content that will motivate and engage the learner. We've covered learning objectives, and content that motivates and engages the learner has been discussed throughout the course. So, now we focus on assessments.
2. ASK for a volunteer to explain the purpose of assessments. Expected answer is that assessments should reveal how well learners have learned.





Methods of Assessment

Assessments are wide-ranging from questions and answers to simulations. The assessment should always match the action required in the objective.

If you wanted the learner to show that she has learned how to escort offenders, which assessment would you use?

If you wanted the learner to show that she knows the role of prison staff in supporting human rights, which assessment would you use? What should the learner be able to explain or do?

Facilitator Notes

1. REMIND participants that you discussed knowledge, skills, and competencies in earlier modules. Competencies include a dynamic combination of abilities, attitudes, behaviors, knowledge, and skill.
2. ENGAGE participants in a discussion on the various types of assessments and when they would be appropriate—e.g., for defensive tactics, which assessments would be most effective. Would questions and answers, small-group exercises, and presentations be the best options for learning to apply restraints, or would role-plays, simulations, and practical exercises be better options?



Matching Assessments to Performance

EXERCISE

- Refer to the Worksheet: Matching Assessments to Performance
- Match the best types of assessment in the left column to the objective in the right column
- Multiple assessments may be selected for each objective



MATCHING ASSESSMENTS TO PERFORMANCE

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Matching Assessments to Performance

Duration	15 minutes
Purpose	The purpose of this activity is to enhance participants' understanding of which assessments are the best fit for various learning objectives.
Materials	<ul style="list-style-type: none"> Worksheet Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. A number of assessment techniques are listed in the left column of the worksheet. 3. A number of learning objectives are listed in the right column. 4. Match the type or types of assessment that would best illustrate learning next to each objective. 5. You may select more than one assessment for each objective. 6. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Matching Assessments to Performance

REGROUP

- Which assessments?
- Explain



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Matching Assessments to Performance

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's responses.
3. PROVIDE your feedback. Note: For your convenience, an answer sheet is included.

Two Types of Assessments

- **Formative assessments** are ongoing

- ✓ Any means by which learners can use guiding feedback on their performance to help them improve
- ✓ Reveal how and what learners are learning and inform next steps in facilitating the learning



- **Summative assessments**

- ✓ The goal is to evaluate learning at the end of an instructional unit by comparing it against some standard or benchmark
- ✓ A capstone, simulation, scenario, or other final project



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Two Types of Assessment

The two methods of assessment are formative and summative. Formative assessments measure learning during the learning process, and summative assessments measure learning that occurs at the end of an instructional unit.

There is significant evidence linking formative assessment with learner achievement. One strategy to ensure achievement is to ask learners to reflect and report on their own learning by asking:

- What was your task, the ultimate goal, or the outcome for this activity?
- What are some important concepts and ideas you discovered/learned? Why are they important?
- How did you solve the problem or task? Did you reach your goal? Explain.
- Would you make changes if you had to do it again? Explain.

Encouraging reflection on learning and involving learners in decisions related to next steps both motivate and empower learners in the assessment and learning process.

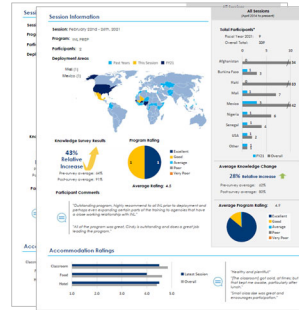
Facilitator Notes

1. EXPLAIN the two types of assessments.
2. EXPLAIN that formative assessments with appropriate feedback is a powerful moderator in the enhancement of learning.
3. EXPLAIN that the biggest difference between the two assessments is that formative assessments are used to provide feedback, which the learner can then incorporate into the learning. Formative assessments allow the learner to build upon what she already knows and improve the learning experience. They help learners identify strengths and weakness early enough that they can make adjustments. They help facilitators adjust teaching strategies—they may re-teach a concept, use alternative instructional approaches, or offer more opportunities for practice and reinforcement. These activities can lead to improved student success.



Approaches to Assessments

- Consider:
 - ✓ The assessment aligns directly with a learning objective
 - ✓ The measurement is sustainable and reasonable in terms of time and resources
 - ✓ The results can be used to improve the course
 - ✓ The assessments are structured in a way that learners can assess their own work
- What is its value in terms of:
 - ✓ Knowledge acquired?
 - ✓ Skill developed?
 - ✓ Performance attained?



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Approaches to Assessments

Assessments serve as meaningful sources of information for the training itself. It helps facilitators and instructional designers identify what went well and what needs improvement—whether the need lies with the delivery or content.

The assessment will highlight how many learners missed the same item or failed to meet a specific criterion. If more than one or two missed the same item or failed to meet a specific criterion, then the problem lies in that item or criterion, and not the learner. The question or statement may not be clearly stated or the criterion may be unclear. Assessments provide the opportunity to make these small corrections before the training is delivered again.

If no obvious problem exists with the item or criterion, the facilitator must look at her delivery. If a substantial number of learners missed the same criterion or item and nothing appears wrong in the content, the problem lies in the delivery strategy. The purpose of assessments in this case is not to point the finger at anyone or anything; it simply is to correct and improve.

Facilitator Notes

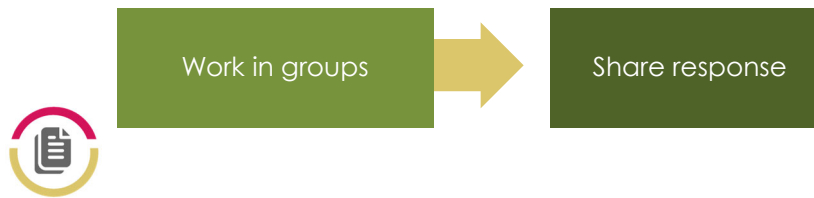
1. REVIEW the slide.
2. EXPLAIN the need to make assessments useful. Assessments should not be kept secret. Learners should know what is expected of them, and facilitators should make sure that the concepts, skills, and criteria required of learners align with their instructional activity.
3. EXPLAIN that facilitators are not “teaching to the test.” Rather, they are more accurately “testing what they teach.” If a concept of skill is important enough to test, it is important enough to teach and reinforce.



Writing Assessments

EXERCISE

- Read the learning objective below:
 - ✓ Upon completion of this training, participants will be able to prepare for training in a classroom.
- Create an assessment that aligns with the objective
 - ✓ Provide details of the assessment—e.g., for a small-group exercise, explain what the small group must do to meet the objective



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Writing Assessments

Duration	10 minutes
Purpose	The purpose of this activity is to have participants test their knowledge by writing an assessment for the objective listed.
Materials	<ul style="list-style-type: none"> • Worksheet • Pen/pencil
Steps	<ol style="list-style-type: none"> 1. Work in small groups. 2. Develop an assessment that aligns with the objective—including steps learners have to take to meet the objective. 3. Think of resources, supplies, equipment, etc. 4. Be prepared to share with the class.

Facilitator Notes

1. HAVE participants break into their small groups.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Writing Assessments

REGROUP

- Objective: Upon completion of this training, participants will be able to prepare for training in a classroom
- Describe the assessment



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Writing Assessments

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP from the previous activity.
2. HAVE a spokesperson from each group present her group's assessment.
3. PROVIDE feedback.



SUMMARY

Topics

- ✓ Aligning Training
- ✓ Learning Objectives
- ✓ Assessments

Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review notes from previous session.
2. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

Capstone: Teach-backs

التتويج: إعادة الشرح من الطالب للمعلم



Capstone: Teach-Backs

التتويج: إعادة الشرح من الطالب للمعلم

Assessing Training Effectiveness

Purpose: The purpose of module is to provide participants the opportunity to integrate knowledge, skills, and ideas learned throughout the 12- week course and to apply those to a real-life situation. Participants will prepare for and practice delivering a 15-minute lesson to their peers. The topic should be based on the curriculum. Once they receive feedback, they will present the lesson again integrating the feedback.

Activities:

- Preparing for the paired Teach-back
- 15 minute Paired teach-back presentation
- Provide and receive feedback
- Re-implement the lesson

Estimated Time: 4.5 hours

Facilitator Notes

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

Handouts

- Paired Teach-back Planning
- Paired Teach-back – FG only
- Coaching Cards
- Pre/Post-Confidence Survey
- Lessons Learned Guide

Learning Objectives



- Incorporate knowledge and skills learned throughout the course into final teach-back exercises



- Apply pair-teaching skills and strategies to the curriculum
- Critique teach-backs



- Use feedback to improve instructional skills



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Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—how to effectively implement and facilitate the curriculum.

Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.



Purpose of Capstone

- A capstone exercise is a multifaceted assignment that serves as a culminating academic and intellectual experience
- ✓ It integrates knowledge and skills learned into real-world activities that promote learning to the highest level

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Kingdom of Saudi Arabia Female Training Center

مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



Purpose of a Capstone

Capstone exercises are designed to encourage participants to think critically, solve challenging problems, and work in teams to solve real-world issues.

Facilitator Notes


1. **INTRODUCE** a capstone exercise and worksheets.
2. **EXPLAIN** the purpose and benefits of capstone exercises, including the preparation, using the coaching cards and pre/post confidence surveys.
3. **ADVISE** participants that the remainder of this module will be the actual exercise.



Paired Teach-Backs

EXERCISE

- Review the worksheets:
 - ✓ Paired Teach-Back Planning Guide
 - ✓ Coaching Cards
 - ✓ Confidence Survey



PAIRED TEACH-
BACK GUIDE

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Writing Learner-Centered Objectives	
Duration	60 minutes prep, 15 min per team
Purpose	The purpose of this activity is apply all the knowledge, principles, and ideas you learned throughout the course by co-facilitating a lesson for your peers
Materials	<ul style="list-style-type: none"> Paired Teach-back worksheets Projector
Steps	<ol style="list-style-type: none"> 1. Work in Pairs 2. Select a module from the curriculum 3. Read the Paired Teach-back guide 4. Prepare your lesson 5. Practice your presentation 6. Present your lesson to the entire class 7. Be prepared to receive feedback

Facilitator Notes

1. HAVE participants break into pairs.
2. EXPLAIN the activity to participants.
3. REGROUP on the following slide.



Writing Learner-Centered Objectives

REGROUP

Lessons Learned

- Apply lessons learned to future deliveries
- Evaluate a training program's effectiveness
- Analyze feedback and observations to improve instructional skills



Regroup

Regroup from the previous activity and discuss the responses as a group.

Facilitator Notes

1. REGROUP and ask the following questions:
 - What went well?
 - What would you like to do better in the future?
 - What was the hardest part? Why?
 - What was the easiest part? Why?
2. Provide the Post Confidence Survey.

SUMMARY


Topics

- ✓ Paired Teach-Backs


Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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Summary

1. Review feedback and lessons learned.
2. Reflect on the two questions
3. Work with your group to respond.

Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



Worksheets & Coaching Guides



Guidelines for Listening

- Maintain good eye contact
- Face the participant or group
- Keep an open posture—do not cross arms
- Be aware of body language and nonverbal behavior
- Listen for feeling as well as content; consider what is not being said
- Assume the participant has something to say even if she is having trouble saying it
- Listen for the main thought or idea, rather than trying to memorize every word
- Cultivate empathy—try to put yourself in the participant's place
- Let a person finish what she is saying before responding
- Take time to think about what was said by pausing a few seconds before responding
- Show encouragement by using simple gestures or phrases to show you are listening
- Show support by saying something like: "That's good; anyone else have anything to add?"
- Paraphrase or summarize what the person has said and get agreement that you've understood completely
- Ask questions beginning with the words "what" and "how" (open-ended questions)
- Avoid questions that can be answered with a yes or no
- Be aware of your own emotional response to what you are hearing; it will affect how well you understand and can respond
- Avoid jumping ahead to complete the person's sentence
- Focus your energy and attention on what is being said to you, not on what you want to say next



Icebreakers and Energizers

Icebreakers

Something in Common – Place participants in pairs and tell them to share with each other until they figure out something they both have in common (even though it's just a bluff); then ask each partnership to share the common item with the room at large.

Describe in Three Words – Ask participants to learn about their partner, then use only three words in the plenary debrief to describe that person.

Introduce Your Partner's Non-Obvious Trait – Participants partner up and are tasked with learning one thing about the other person that is not obvious by looking at them. Then, they introduce their partner to the larger class. Instructors can use this time to record a crude seating chart of the participants and begin to learn their names.

Scrapbook Selection – Put participants in groups and give each group a big pile of printed photos (best if laminated – maybe different shapes/sizes?) Ask them to choose one as a group that epitomizes their reaction/definition of the topic being discussed, and explain why.

Brush with Fame – Participants relate their closest encounter with someone famous, even if it has to be a story about something that happened to a friend or relative.

Name Game – Participants form circles in groups of 8-10 and one at a time state their name with an alliterative action: "I'm Jumping James!" Optimally, they should perform the action as well. They proceed around the circle, stating names and performing the actions, adding names one at a time, until the last person in the circle will have to say everyone's name and perform all the actions.

Human Bingo – Participants become acquainted at the start of a semester by performing a scavenger hunt you design as a handout: "find someone who dislikes carrots, someone who owns a German car, someone who has read a book about submarines, etc."

Line Dance – Participants line up according to their level of agreement on a controversial subject: strong agreement on one side, strong disagreement on the other.

Two Truths and a Lie – Go around the room and ask each student to relate two true statements and one falsehood about themselves, without giving away which is false.

Name Tag Trio – Color code name tags and ask people to form groups of three made up of people with nametags of the same color, then introduce themselves.

Sketch Intro – Ask participants to draw a picture, using no letters, that captures a key facet of their experience, philosophy, or personality.

Speed Skating – Like the Olympic sport that moves in a circle rapidly, line up participants in a circle and step forward one at a time to say a quick personal statement (I am Belgian, I am allergic to peanuts, I love classical music) and then step back into position.

Word Association Cloud – Collect secret-ballot responses to a word association prompt related to your topic, and paste them into a word-cloud generator to create an image that shows which words were used the most.



Answer Any Three – Write 5 questions on the board and ask participants to stand (or pair off) and answer any 3 of the 5 questions posed. Some sample questions might include: “I have always wanted to....., The person I most admire is..., The two most important job responsibilities I have are _____ and _____, I’m a sucker for..., One reason why I entered my field is..., Something few people know about me is...” Content-related questions may also be used to review material being presented.

Family Name Game – To help participants (and you!) get to know participants' names, ask them to share some history about their name including: 1) who named them, 2) how was the decision for their name made, 3) are they a namesake and do they know that person, 4) do they like their name, 5) have they ever gone by a different name, 6) do they have a nickname, etc.

What’s in a Name? – Pair participants up and allow them to interview one another about their first and middle names, noting any cultural uniqueness. Then have each student in the dyad introduce their partner to the rest of the class sharing what they learned about their partner’s name(s).

Line Up – Ask participants to arrange themselves in a line according to measure of some characteristic (i.e., height, age, birthdate, level of athleticism, etc.). To add a twist, ask participants to complete this task without talking.

Wheel in a Wheel – Ask half of the class form a circle facing outward. Then have the other half of the class form a circle around those participants, facing inward, so that they are facing one of the participants in the inner circle. The inner circle remains seated throughout the exercise, while the outer circle rotates to the right, one person at a time. With each new pairing you provide a discussion topic/question that will help the participants get to know one another. Make sure both partners have time to share. Some example topics include: What do you consider to be one of your greatest accomplishments in life? What person has most affected your life in a positive way? What are the best aspects of your personality and why?

Scavenger Hunt – Ask participants to circulate around the room and locate classmates who fit in certain categories (i.e., only children, lived abroad, bi- or multi-lingual, etc. You can also include statements that revolve around class content.

Energizers

Look up, Look down, lock on

Ask participants to stand, move to an open space in the room and stand in a circle facing each other. On the count of three, you will say the words: “Look up, look down, lock on.” As you say those words, everyone in the circle should look up, then down. When you say “lock on” each person should try to lock eyes (make eye contact) with someone across the circle. If two people successfully lock eyes, they should both exclaim, “wow!” and jump backwards out of the circle. With a few rounds, the circle will get smaller. When only a pair of people are in the circle, they are the winners. (You could use this energize to relate to content around Officer Presence)

Silent Sort

Explain that participants will be arranging themselves in a line based on two different orders. The first order will be alphabetical, based on the first letter of each person’s family or given name. Identify the area of the room that will be the start of the line (names starting with the letter A) and the end of the line (names starting with the letter Z).

Tell participants that there is a catch: they can’t talk during this energizer. They must figure out a creative way to non-verbally communicate what is the first letter for their name.

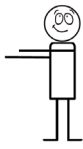




Once everyone is in order, tell them to give you a thumbs up that they are ready. Ask each person to state their name. Celebrate if they got it right or if there was a mix up.

Try again, this time they need to line up based on their birthday (Month and Year). Same rules apply: no talking.

Up-side-down

Explain that when you say "Go!", participants will stand up, walk around the room and find a partner. With their partner, they will be doing a series of arm motions to a rhythm while facing one another. There are three arm motions.

Arms extended to the RIGHT side of the body	
Arms extended to the LEFT side of the body	
Arms extended ABOVE the head	

Pairs start the rhythm by each slapping the top of their thighs. After the slap, each person RANDOMLY chooses ONE of the arm motions to do, sort of like throwing hand signals in Rock-Paper-Scissor. There will be one of two outcomes:

- If their arm motions DO NOT match, partners slap their thighs and continue randomly picking arm motions.
- If their arm motions MATCH, partners slap their thighs, double high five, and continue randomly picking arm motions.

Explain that the goal of the activity is not to match motions, but to gradually increase the speed of their arm motions to the rhythm.

Play for approximately 2 minutes.



Learning, Motivation and Behavior Change

The Elephant, The Rider and the Path – Tale of Behavior Change

Psychologists know that there are two systems in our brains - the rational system and the emotional system. Jonathan Haidt, a social psychologist and professor at NYU, came up with a great analogy for these two systems. He said, “think of your brain as a human rider on top of an elephant.” The rider represents the rational system. That is the part of us who plans and problem solves. The rider might do some analyzing and decide. Hey, I want to go that way. But it is the elephant, representing the emotional system, that provides the power of the journey.

The rider might try to lead the elephant or drag the elephant. But if these two ever disagree, who would you bet on? The elephant has a 6-ton weight advantage. And it is exactly that power imbalance that makes adapting new behaviors very hard.

If you want this duo to head in a new direction, you also need to think about the path, which represents the external environment. This duo is more likely to complete a journey, if you shorten the distance and remove any obstacles in the way.

The bottom line is, if you want to lead change, you got to do three things:

- Give direction to the rider - knowledge of how to get to the destination.
- Motivate the elephant, which means tapping into emotion
- Finally, you need to shape the path to allow for easy progress

That is how change happens.



✓	Classroom Set Up (Confirm/Identify the Following)
	Configuration of tables
	Electricity (standard, generator)
	Outlet type
	Air conditioning or heat, as appropriate
	Computer
	Screen and projector
	Equipment

✓	Classroom Materials and Equipment
	Inventory all participant materials and ensure all handouts (pre- and post-course knowledge surveys and participant critique of training) were included
	Test all equipment (laptop, projector, laser pointer)
	Inventory required equipment
	Familiarize yourself with the equipment by reviewing the operating manuals for each type of equipment; facilitator instructions in the module are general enough to allow for modification, depending on the type of equipment provided
	Place all equipment on chargers



Visual Design Tips, Tricks, and Resources

1. Using Branding Guidelines

U.S. Government examples available:

- ✓ U.S. Department of State: <https://brand.america.gov/d/jG8hQyds2WeU/our-brand>
- ✓ United States Agency for International Development: https://www.usaid.gov/sites/default/files/documents/1869/USAID_GSM-02_04_2020.pdf

2. Present a unified visual structure

Examples presentation available:

- ✓ Canva: <https://www.canva.com/>
- ✓ Visme: <https://www.visme.co/>

3. Allow space to be empty

4. Show clear labels and titles

5. Show relevant illustrations and photography

Free photography and images:

- ✓ Unsplash: <https://unsplash.com/>
- ✓ Picjumbo: <https://picjumbo.com/>
- ✓ Negative Space: <https://negativespace.co/>
- ✓ The best free stock image resources on the web: <https://thenextweb.com/news/53-free-high-quality-image-resources>

6. Simply complex information

See information on infographics:

- ✓ Infographics: <https://venngage.com/blog/9-types-of-infographic-template/>
- ✓ Motion Graphics: <https://www.columnfivemedia.com/best-100-motion-graphic-examples>

7. Keep in mind cultural nuances

Resources

- ✓ <https://www.webdesignerdepot.com/2012/06/color-and-cultural-design-considerations/>

Branding for the Kingdom of Saudi Arabia's Women's Female Training Center Curriculum

1. Examined the primary colors in the KSA Ministry of the Interior logo:



2. Collected and studied some photography of Saudi Arabia and examined the visual design of the Saudi Vision 2030 [website](#).



3. Used the Color Affect System to gain insight into the character and tone we wanted to convey in the Corrections curriculum. Chose Group 3 – [Firelight/Autumn](#) which is the most commonly used colors in branding. Words used to describe this color group is strong, traditional, reliable with a proud heritage.



<https://wearemarvellous.com/colour-branding-wright-theory-colour-affects-system/>

4. Noted that the common colors in the logo and photography are green, gold and red. **Green** is used as the primary color with three different shades from dark to light. The **red**, **gold**, and **gray** are used in the icon set and as accent colors. Black, gray, light gray and white are used for materials with heavy text.



#3C3F1C #4F6228 #77933C #D4145A #DCC66C



#222222 #666666 #EEEEEE #FFFFFF

5. Use these same colors in the learning icons:





6. Created a design guide for documentation:

LOGO



COLORS



LEARNING ICONS



TYPOGRAPHY

English - Century Gothic

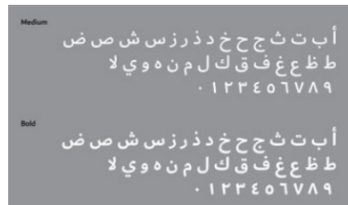
Century Gothic Regular

Century Gothic Reg Italic

Century Gothic Bold

Century Gothic Bold Italic

Arabic - Dubai



COVER IMAGE FOR FACILITATOR/PARTICIPANT GUIDES



→ Introduction

- Emergency definition:
 - An unplanned, imminent event that threatens the health, security, safety, or welfare of the public, employees, offenders, property, or infrastructure
- Prison-specific complications
 - Discussion: What are the added dangers in general? What are the added dangers in your prison? (What are the specific challenges, in your prison, that will have to be mitigated during the planning process?
 - High offender population density/overcrowding
 - Infrastructure/Security challenges (offenders locked in cells/specific areas, cannot protect themselves or escape the threat) (lack of security doors, locks, fences, under staffing, power supply issues, etc.)
 - Criminal sophistication (some offenders may use emergency to circumvent security or otherwise take advantage of a critical incident)
 - Response efforts cannot compromise security but must address the emergency.
- No prison is immune to emergencies.
 - Type/threat may differ between different prisons, but all facilities face external and internal threats, and all facilities have external and internal vulnerabilities.
 - A minimum-custody facility housing short-term offenders may be at very low risk for riot and disturbance situations, but a minimum-security designation is no shield against fire, earthquake, chemical spill, or staff walkout.
 - One reason that most prison systems have not placed high priority on emergency preparedness is that planning for emergencies does not seem as pressing as day-to-day problems—until there is an actual emergency.
 - Discussion: Different prisons, different threats



Criteria for Creating Effective Learning Aids

Explain how your learning or teaching aid follows these five principles:

1. Does it serve a purpose?
2. Does it align to learning objectives?
3. Is it appropriate for the audience?
4. Does it have a design plan?
5. Is it practical/feasible?

Explain how your learning aid taps into one or more of the human senses

- Sight
- Hearing
- Touch
- Smell
- Taste
- Balance
- Temperature
- Body Position Awareness
- Pain



Design Plan for implementing learning and training aids in this empty space:



Types of learning and teaching aids used and why:

Be prepared to present your design



Writing Learner-Centered Objectives

Directions:

1. Place a checkmark by the objectives that are written correctly.
2. For those that are written incorrectly, rewrite to make them correct.
3. Be prepared to explain your answers.

1.	Upon completion of this training, participants will be able to explain the use-of-force continuum.
2.	Upon completion of this training, the facilitator will be able to explain visitation procedures to participants.
3.	We will cover tool and key procedures today.
4.	Upon completion of this training, participants will be able to categorize types of threats against staff.
5.	Upon completion of this training, tool and key control will have been discussed.
6.	Upon completion of this training, participants will be able to name at least 8 out of 10 problems with overcrowding.
7.	Upon completion of this training, participants will learn about gang-related crime.
8.	The module explains problems associated with restrictive housing.
9.	Upon completion of this training, participants will be able to evaluate their classmates.
10.	Upon completion of this training, the facilitator will have shown participants how to perform defensive tactics.



Selecting the Action Verb

Directions:

1. For each entry, place a checkmark by the option with an action verb.
2. Be prepared to explain your answers.

1.	A. Upon completion of this training, participants will be able to define <u>ethics</u> .
	B. Upon completion of this training, participants will be able to think about <u>ethics</u> .
2.	A. Upon completion of this training, participants will <u>understand</u> the impact of ethical leadership.
	B. Upon completion of this training, participants will be able to <u>describe</u> the impact of ethical leadership.
3.	A. Upon completion of this training, participants will be able to <u>consider</u> symptoms of stress.
	B. Upon completion of this training, participants will be able to <u>explain</u> symptoms of stress.
4.	A. Upon completion of this training, participants will be able to <u>apply</u> handcuffs on a simulated offender.
	B. Upon completion of this training, participants will be able to <u>gain</u> an understanding of handcuffs.
5.	A. Upon completion of this training, participants will be able to <u>perform</u> defensive tactics.
	B. Upon completion of this training, participants will be able to <u>know</u> defensive tactics.
6.	A. Upon completion of this training, participants will be able to <u>think</u> about five international standards.
	B. Upon completion of this training, participants will be able to <u>name</u> five international standards.
7.	A. Upon completion of this training, participants will <u>learn</u> about gang-related crime.
	B. Upon completion of this training, participants will be able to <u>write</u> a report on gang-related crime.



Selecting the Better Learning Objective

Directions:

- For each entry, place a checkmark by the option that better describes the requirements for a corrections officer.
- Be prepared to explain your answers.

1.	A. Upon completion of this training, participants will be able to apply handcuffs to a compliant offender.
	B. Upon completion of this training, participants will be able to discuss how to apply handcuffs.
2.	A. Upon completion of this training, participants will be able to perform defensive tactics.
	B. Upon completion of this training, participants will be able to describe defensive tactics.
3.	A. Upon completion of this training, participants will be able to explain how to search a cell.
	B. Upon completion of this training, participants will be able to search a cell.
4.	A. Upon completion of this training, participants will be able to escort an offender to the medical unit.
	B. Upon completion of this training, participants will be able to describe how to escort an offender to the medical unit.
5.	A. Upon completion of this training, participants will be able to perform her duties.
	B. Upon completion of this training, participants will be able to describe her duties.
6.	A. Upon completion of this training, participants will be able to discuss a post order.
	B. Upon completion of this training, participants will be able to write a post order.
7.	A. Upon completion of this training, participants will be able to describe how to post an entry into a logbook.
	B. Upon completion of this training, participants will be able to post an entry into a logbook.



Matching Assessments to Performance

Directions:

In this activity, match the type of assessment in the left column to the objective in the right column. Write the letter to the correct answer(s) on the line in front of the objective. You may select multiple assessments for each objective. You have 15 minutes to work in your group. Be prepared to present your responses.

Assessments		Objectives
A. Knowledge test/check	A, H, I, C, G, K	1. Explain the principles associated with use of force.
B. Self-assessment		
C. Large-group discussion	E, F, J	2. Apply restraints to a resistant offender.
D. Small-group activity	F, J	3. Search a cell.
E. Role-play		
F. Simulation	C, D, H	4. Explain how to classify offenders.
G. Teach-back (after learning something, participants are tasked to teach it to their peers)	A, C, G, H, I, K	5. Describe steps to take when transporting an offender to a hospital.
H. Questions and answers	A, C, G, H, I	6. Explain steps to take to combat job-related stress.
I. Pre-/post-test questions	E, F, J	7. Perform an offender escort.
J. Practical exercises		
K. Critiques		
L. Debates	B, K, H, E	8. Determine your strengths and weaknesses in communicating.



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D. Small-group activity	
E. Role-play	3. Search a cell.
F. Simulation	
G. Teach-back (<i>after learning something, participants are tasked to teach it to their peers</i>)	4. Explain how to classify offenders.
H. Questions and answers	5. Describe steps to take when transporting an offender to a hospital.
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K. Critiques	
L. Debates	7. Perform an offender escort.
	8. Determine your strengths and weaknesses in communicating.



Lessons Learned

Description	Learning Objectives
Participants will analyze a teach-back they have chosen from the previous day to identify what was effective and discuss where there was room for improvement.	<ol style="list-style-type: none"> 1 Apply lessons learned to future deliveries 2 Evaluate a training program's effectiveness 3 Analyze feedback and observations to improve instructional skills
Materials	Pens and markers, recorded team teach-backs, TV or projector, translated Coaching Tool for Trainers hand-outs, confidence survey hand-outs.
Topic	Topical Outline
Introduction (Presentation)	INTRODUCE this lesson's goals, learning objectives, and structure/sequence to participants
Teach-Back Review (Review, Discussion)	<ul style="list-style-type: none"> <input type="checkbox"/> DISTRIBUTE participant copies of the coaching tool to each group and ask all participants to use it to evaluate the teach-back as they watch it again <input type="checkbox"/> INSTRUCT participants to focus on the delivery and instructional strategies rather than content. <ul style="list-style-type: none"> o HOW they are teaching, not WHAT they are teaching <input type="checkbox"/> PLAY the video recorded of the chosen teach-back. <input type="checkbox"/> PAUSE the video regularly to identify and discuss the stages of delivery as they happen
Teach-Back Analysis (Activity - 10 min)	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSS the scores and comments participants wrote on their copies of the Coaching Tool for Trainers.
Panel Discussion (Activity – 15 min)	<ul style="list-style-type: none"> <input type="checkbox"/> FACILITATE a panel discussion between the group in the video and the other groups <input type="checkbox"/> GUIDE the other groups to ask questions (if necessary) such as: <ul style="list-style-type: none"> o What went well? o What would you like to do better in the future? o What was the hardest part? Why? o What was the easiest part? Why?
Applying Lessons Learned (Discussion)	<ul style="list-style-type: none"> <input type="checkbox"/> FACILITATE a discussion between all groups about how they can apply what they have learned to future training assignments
Confidence Survey (Activity – 10 min)	<ul style="list-style-type: none"> <input type="checkbox"/> DISTRIBUTE the confidence survey to all participants <input type="checkbox"/> INSTRUCT participants to ensure they check off the box labelled "post-survey" at the top of the sheet before filling out the rest <p>NOTE: Only hand out the confidence survey on the final day of training.</p>

1. Print double-sided in color and cut along dashed lines
2. Distribute one card per participant to use in teach-backs.



CLASSROOM TRAINING

*Use to increase knowledge in the classroom
(e.g., soft skills, CPTM, protection issues, etc.)*

- Prepare for the training: materials, setup, etc.
- Demonstrate understanding of the material
- Use eye contact, confidence, and voice control
- Present the training in your own words

PRESENT – DISCUSS – APPLY – CLOSE

- Introduce purpose and learning objectives
- Present lesson with examples and learning aids
- Encourage participation among learners
- Check for understanding by asking questions
- Incorporate interactive exercises/activities
- Provide constructive feedback and summary



FIELD TRAINING

*Use to practice tactical skills in the field
(e.g., hard skills, firearms, close protection, etc.)*

- Prepare for the training: equipment, site, etc.
- Present the tactics and techniques accurately
- Deliver with confidence and credibility
- Communicate appropriate use-of-force

BRIEF – DEMO – DRILL – DEBRIEF

- Review purpose and tie skills back to lesson
- Share expectations and itinerary/agenda
- Demonstrate and provide clear directions
- Ensure all safety procedures are followed
- Devote adequate time for conducting drills
- Provide performance feedback and summary



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- Communicate appropriate use-of-force

BRIEF – DEMO – DRILL – DEBRIEF

- Review purpose and tie skills back to lesson
- Share expectations and itinerary/agenda
- Demonstrate and provide clear directions
- Ensure all safety procedures are followed
- Devote adequate time for conducting drills
- Provide performance feedback and summary



CLASSROOM TRAINING

*Use to increase knowledge in the classroom
(e.g., soft skills, CPTM, protection issues, etc.)*

- Prepare for the training: materials, setup, etc.
- Demonstrate understanding of the material
- Use eye contact, confidence, and voice control
- Present the training in your own words

PRESENT – DISCUSS – APPLY – CLOSE

- Introduce purpose and learning objectives
- Present lesson with examples and learning aids
- Encourage participation among learners
- Check for understanding by asking questions
- Incorporate interactive exercises/activities
- Provide constructive feedback and summary



FIELD TRAINING

*Use to practice tactical skills in the field
(e.g., hard skills, firearms, close protection, etc.)*

- Prepare for the training: equipment, site, etc.
- Present the tactics and techniques accurately
- Deliver with confidence and credibility
- Communicate appropriate use-of-force

BRIEF – DEMO – DRILL – DEBRIEF

- Review purpose and tie skills back to lesson
- Share expectations and itinerary/agenda
- Demonstrate and provide clear directions
- Ensure all safety procedures are followed
- Devote adequate time for conducting drills
- Provide performance feedback and summary



Confidence Survey

Check one (✓): Pre-Course Post-Course

Circle the number that indicates your current confidence level in performing each of the following actions:

		Lowest					Highest
1	Preparing a lesson plan and classroom	1	2	3	4	5	
2	Understanding the training materials	1	2	3	4	5	
3	Speaking with credibility in front of a group	1	2	3	4	5	
4	Using personal experience in training	1	2	3	4	5	
5	Presenting information to colleagues or peers	1	2	3	4	5	
6	Determining and prioritizing training needs	1	2	3	4	5	
7	Asking questions to encourage discussion	1	2	3	4	5	
8	Analyzing feedback to improve instructional skills	1	2	3	4	5	
9	Leading a group activity or exercise	1	2	3	4	5	
10	Providing constructive feedback in training	1	2	3	4	5	



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10	Providing constructive feedback in training	1	2	3	4	5	



PAIRED TEACH-BACK

INSTRUCTOR ONLY

Description	Learning Objectives	Duration
Participants will apply their instructional skills by working in pairs to prepare and deliver a lesson chosen from the required curriculum. Participants will examine what makes training effective and practice giving and receiving constructive feedback.	<ol style="list-style-type: none"> 1. Recognize elements of effective training. 2. Apply team-teaching skills and strategies to the curriculum. 3. Use feedback to improve instructional skills. 	Full day
Materials/Equipment		
<input type="checkbox"/> Coaching card (distributed earlier) <input type="checkbox"/> Coaching tool (for instructors)	<input type="checkbox"/> Note paper/pens + flipcharts/markers <input type="checkbox"/> Relevant curriculum materials <input type="checkbox"/> AV equipment/projection screen	

Topic	Steps	
Introduction (10 min)	<input type="checkbox"/> INTRODUCE the learning objectives of the paired teach-back activity. <input type="checkbox"/> EXPLAIN the structure and sequence of activities for the day.	
Coaching card and worksheet review (15 min)	<input type="checkbox"/> DISTRIBUTE the coaching card to participants <input type="checkbox"/> REVIEW the stages of training delivery for classroom and field training	
	<table border="0"> <tr> <td style="vertical-align: top;"> Classroom Training (<i>build knowledge</i>) → Present → Discuss → Apply → Close </td> <td style="vertical-align: top;"> Field Training (<i>practice skills</i>) → Brief → Demo → Drill → Debrief </td> </tr> </table>	Classroom Training (<i>build knowledge</i>) → Present → Discuss → Apply → Close
Classroom Training (<i>build knowledge</i>) → Present → Discuss → Apply → Close	Field Training (<i>practice skills</i>) → Brief → Demo → Drill → Debrief	
Team-teaching strategies (15 min)	<input type="checkbox"/> DISCUSS strategies for effective team-teaching: <ul style="list-style-type: none"> ○ Plan who will start the training and how the other trainers will support the lead trainer ○ Choose which content each trainer will cover and for how long ○ Practice how and when you will change the active role from one trainer to the other 	
Paired teach-back (3 hours: 20 min per team x9) Plus, breaks as appropriate	<input type="checkbox"/> ACTIVITY: Participants will co-teach the 15-minute lessons they have prepared. <ul style="list-style-type: none"> ○ Instructors will rate presentations using the coaching tool ○ After each presentation, the pair that presented will receive informal feedback from the team that presented immediately before 	
Feedback (1 hour: 5 min per team x 9)	<input type="checkbox"/> ASK each pair that performs to give feedback to the next team's presentation. NOTE: The first group will be given feedback by the instructors	
Conclusion (15 min)	<input type="checkbox"/> CONCLUDE by summarizing the activity and transitioning to the next lesson/event	



Team Assignment
Paired Teach-back

INSTRUCTOR ONLY

Topic [module]	Format	Curriculum Lesson	Team Assignment (x2 per team)
1	Class/Field		1 _____ 2 _____
2			1 _____ 2 _____
3			1 _____ 2 _____
4			1 _____ 2 _____
5			1 _____ 2 _____
6			1 _____ 2 _____
7			1 _____ 2 _____
8			1 _____ 2 _____
9			1 _____ 2 _____
10			1 _____ 2 _____
11			1 _____ 2 _____
12			1 _____ 2 _____



Paired Teach-Back Planning

Use this worksheet to help plan and execute your 15-minute teach-back.

Preparing for your Presentation

Audience Profile	
<input type="checkbox"/> Who is the audience? <ul style="list-style-type: none">○ What are their priorities?○ Are there multiple audiences?	
<input type="checkbox"/> What does the audience already know about this topic?	
<input type="checkbox"/> What are the audience's expectations for this presentation? <ul style="list-style-type: none">○ How can you exceed them?	
<input type="checkbox"/> What do you want the audience to do after your presentation?	

Team-Teaching Strategies
<input type="checkbox"/> IDENTIFY which trainer will start the training
<input type="checkbox"/> PLAN how the "off-stage" trainers will support the active trainer
<input type="checkbox"/> CHOOSE which content each trainer will cover and how long they will cover it
<input type="checkbox"/> PRACTICE how and when you will change the active role from one trainer to another

Continue →



Organizing your Presentation

Opening	
<input type="checkbox"/> EXPLAIN the purpose of your presentation: <i>What is the goal of the lesson?</i> <input type="checkbox"/> LIST the topics you will be covering: <i>What will your audience learn from this lesson?</i> <input type="checkbox"/> EXPLAIN the importance of the lesson: <i>Why is this lesson important to your audience?</i>	
Purpose:	
Topics:	
Importance:	

Body	
LIST the main points your audience needs to learn about the topic	1 _____ 2 _____ 3 _____
1 What will support the first point? <input type="radio"/> Which trainer will cover it?	
2 What will support the second point? <input type="radio"/> Which trainer will cover it?	
3 What will support the third point? <input type="radio"/> Which trainer will cover it?	

Closing	
<input type="checkbox"/> RESTATE the purpose of your presentation: <i>What was the goal of this lesson?</i> <input type="checkbox"/> REVIEW the topics covered: <i>How did they relate back to your purpose?</i> <input type="checkbox"/> PROVIDE learners with a “takeaway” message: <i>What should the audience do with this information?</i>	
Purpose:	
Topics:	
Takeaway:	

End-of-Course Evaluation

تقييم الدورة

COURSE EVALUATION

ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: *Instructor Development*

Date: _____

1 Rate each aspect of the training: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

2 What did you find particularly valuable?

3 What did you wish to receive but did not?

6 Rate the instructional methods used: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

7 What would you change or improve?

8 What did you enjoy most?



COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

Please circle the rating that best describes your overall experience.

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

Additional Notes

Please provide any additional comments or suggestions.

Thank You and Congratulations!