Three Hours

SESSION SIX

TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS

SESSION SIX: TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Identify disruptive learning and strategies for handling challenging classroom situations.
- Describe effective questioning techniques.
- Describe techniques for successful team teaching.
- Describe proper and improper use of interactive training techniques.
- Explain the purposes of using training aids to conduct effective classroom presentations.

CONTENT SEGMENTS

A. Handling Challenging Situations
B. Effective Questioning Techniques
C. Team Teaching
D. Creativity in Training
E. Developing and Using Training Aids in the Classroom
F. Slides
G. Wall charts
H. Guidelines for Use of Slides and Flipcharts

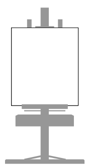
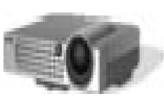
LEARNING ACTIVITIES

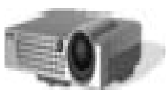
- Instructor Led
- Interactive Discussions
- Demonstrations

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids	Lesson Plan	Instructor Notes
3 Hours	**TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS**	Overview session objectives, content and learning activities; explain benefits.
70 Minutes	**A. HANDLING CHALLENGING SITUATIONS**	During this session it is especially important to solicit group input and discussion. (Sometimes by discussing different participant behaviors en-countered in the classroom, participants are able to identify with some of the behaviors.)
	1. Introduction Classroom challenges are those situations that may develop in the classroom as a result of various participant behaviors. Sometimes these situations can disrupt the learning process. Every instructor will encounter some type of classroom challenge at some time or another. In order to manage these classroom situations effectively, trainers should: a. Be aware of potential disruptive behaviors. b. Learn appropriate strategies for handling these situations.	

Aids	Lesson Plan	Instructor Notes
	2. Learning requires participation. Remember that learning is most likely to occur when participants are actively involved. The skills we discuss later will help encourage participant participation. 3. Too much or too little participation. Differences in levels of participation are a natural reflection of variations in experience, knowledge levels and personalities. Participating too much or too little can disrupt the learning process. If some participants are too vocal, others may not be able to fully participate in the training. Also, instructors may find they are out of time before all learning activities have been completed. And if some individuals are too quiet, their input is lost. Shy or quiet participants may pose another challenge for instructors--it is difficult to assess whether learning is taking place. As trainers, we should not assume that these behaviors reflect hostility toward us or the training.	

Aids	Lesson Plan	Instructor Notes
	Overly vocal participants may be enthusiastic and excited about the course material while quiet participants may be apprehensive about speaking up in front of others.	*"What are some examples of 'classroom challenges' that you have encountered?"* (Encourage discussion.)
	When learning is disrupted, instructors must use appropriate strategies to manage the classroom. Eliminating or minimizing disruptions helps instructors to manage the learning environment more effectively.	Record examples on flip chart or dry-erase board.
	4. Three Considerations	
	As trainers, we are responsible for handling potential disruptive behaviors that are negatively impacting on the learning. Here are three considerations in handling classroom problem situations.	
 **Display** VI-3	a. Eliminate or minimize the problem behavior. We need to resolve the problem to the extent necessary for learning to resume without disruption.	
	b. Maintain the participant's self-esteem. We need to take care of the problem in a way that doesn't affect participants' self-esteem.	

Aids	Lesson Plan	Instructor Notes
	c. Avoid further disruption to learning. We need to preserve a learning environment that is relaxed, comfortable and conducive to learning.	
	5. Identifying Strategies	
 **Display** VI-4	Three steps to follow in identifying strategies: Step 1. Identify possible strategies - those you have seen other trainers use as well as those you think would fit the situation. Step 2. Evaluate them against the three considerations discussed earlier, eliminating those that do not meet all three conditions. Step 3. Select a strategy to use in handling the problem situation.	
	Exercise: Begin by first discussing two or three types of behaviors that trainers encounter in the classroom. One might be "Victor the Voice of Experience", or "Ida the Idea Zapper."	Allow 15 minutes for organizing exercises, 20 minutes for discussion. (Be Creative! Appropriate substitution is acceptable.)
	Ask if they've encountered or observed any behaviors that were disruptive to learning. Lead the discussion and have someone list behaviors they identify on a flip chart.	

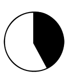
Aids	Lesson Plan	Instructor Notes

Then refer to the Exercise in their manual and ask that they either select a behavior listed on the flip chart or one of the two described in the Exercise for their table group to discuss.

(Item 5, page VI-2)

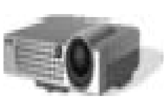
Give them 15 minutes to do this exercise and give them responsibility for taking their break during the allotted time. Each group also has to select a name for their group. Have someone from each group brief the class on their group's selected behavior and the strategies they've identified for handling the problem.

Make appropriate comments on their strategies and if they are off-base, tactfully bring it around to a more appropriate strategy. Remember to lead applause after each brief and to post the sheets on a side wall of the room.



25 Minutes

B. Effective Questioning Techniques



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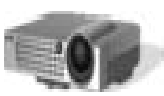
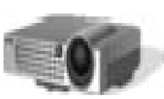
VI-5

1. Questions are an important element in every presentation.

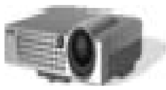
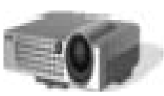
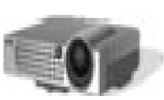
   a. Heighten participants' involvement.

   b. Give the participants opportunities to apply the information you have presented.

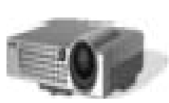
   c. Give you opportunities to evaluate how well the participants are grasping the information.

Aids	Lesson Plan	Instructor Notes
	2. There are three general types of questions that are useful in supporting PRESENTATIONS. a. Each type has certain advantages and disadvantages. b. For each type, there are situations where it is appropriate to use that type of question, and situations where the type should not be used.	
 **Display** VI-6	3. One type is the OVERHEAD/ UNDIRECTED Question.	Ask this question <u>verbatim</u>: "What would be an example of an OVERHEAD/ UNDIRECTED Question?" (That question, itself, is Overhead/Undirected)
	a. This type of question is "tossed out" to the entire class: that is why it is called OVERHEAD.	
 **Display** VI-7	b. The question is not directed to any particular participant: that is why it is called UNDIRECTED. c. No one is forced to answer the question. d. Any participant who <u>wants</u> to try to answer the question is free to do so: o By raising their hand; o By simply "blurting out" the answer.	

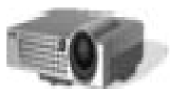
Aids	Lesson Plan	Instructor Notes
	e. IN THEORY, because no participant is singled out to answer this kind of question, all participants are free to think about the question, and so all participants become actively involved in trying to apply what they have learned to answer the question.	
	f. IN FACT, because participants don't have to try to answer the question if they don't want to, participants who are a bit shy or less self-confident tend not to try to answer this type of question.	Ask the participants: "What type of participant usually will try to answer all of the OVERHEAD/ UNDIRECTED questions?" ("sharks")
	g. If you rely exclusively on the OVERHEAD/ UNDIRECTED type of question, before long only the sharks will be thinking about and trying to respond to your questions.	
	h. For the majority of your participants, the questions will not provoke active involvement in the learning process.	
	i. When is it appropriate to use the OVERHEAD/ UNDIRECTED type of question? o At the beginning of the course, when you are just getting to know your participants.	Solicit participants' suggestions.

Aids	Lesson Plan	Instructor Notes
 **Display** VI-7	o When the question has many different correct answers, posing it in the OVERHEAD/ UNDIRECTED format will allow many participants to “get credit” for giving a correct answer.	CLARIFICATION: It can be good at the outset of a course to use questions that don’t force participants to respond, so that they can come to see that your questions are nonthreatening. Also, these kinds of questions will help you spot the “sharks” in your class, so you will be prepared to deal with them. See the example given in overhead.
	j. But in general, you will rely on other types of questions more than you will on the OVERHEAD/UNDIRECTED type.	
 **Display** VI-8	4. The PRE-DIRECTED Question is the second of our three types.	
	a. The PRE-DIRECTED Question is precisely the opposite of the OVERHEAD/UNDIRECTED type.	PICK OUT a participant (e.g., “Sally”) and pose the following question verbatim: “Sally ... (pause to get her attention) ... What would be an example of a PRE-DIRECTED Question?” (This very question is Pre-Directed)
	b. One specific participant is singled out to answer the question: That is why it is called a DIRECTED question.	
 **Display** VI-9	c. The participant who is chosen to answer is announced to the class BEFORE the question is posed: That is why it is called PRE-DIRECTED.	

Aids	Lesson Plan	Instructor Notes
	d. NOTE THAT IT IS VERY IMPORTANT TO <u>PAUSE</u> AFTER CALLING THE PARTICIPANT'S NAME BEFORE YOU POSE THE QUESTION.	POINT OUT that the instructor needs to have the participant's full attention before asking the question; many participants will experience a momentary "shock" after hearing their names called, and they need a second or two to compose themselves before they are ready to hear the question. Ask participants to suggest a major <u>disadvantage</u> of the PRE-DIRECTED type of question.
	e. The biggest disadvantage of the PRE-DIRECTED question is that only one participant is required to think about the question. o When the participant's name is called, all other participants can simply relax. o The rest of the participants are passive bystanders rather than active participants. o For this reason, you should not rely primarily on this type of question.	
	f. But there are certain situations where the PRE-DIRECTED question is most appropriate.	Ask participants to suggest situations where the PRE-DIRECTED question is the best type to use.

Aids	Lesson Plan	Instructor Notes
	o The PRE-DIRECTED question can be very useful for forcing or encouraging the participation of a participant who is shy or hesitant to volunteer response.	i.e., the question can be directed to the talker as a means of bringing the participant back into the mainstream of the class.
	o This type of question is most appropriate when the information being sought would not be expected to be available to all participants, but only to a specific few who have special expertise.	
	o PRE-DIRECTED questions can be effective in suppressing talking in class.	
 **Display** VI-10	5. The third type of question is the OVERHEAD/DIRECTED.	Select a particular participant (e.g., “Harry”) and pose the following question verbatim: “What would be an example of an OVERHEAD/DIRECTED question? ... (pause) ... Harry?” (This very question is OVERHEAD/DIRECTED)
	a. This type of question combines many of the advantages of the other two types.	EMPHASIZE that, when using OVERHEAD/DIRECTED questions, the instructor does not select only those participants who raise their hands: Any participant in the class is “fair game”.
	b. The question is tossed out to the entire class: That is why it is called OVERHEAD.	

Aids	Lesson Plan	Instructor Notes



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VI-11

c. But you, the instructor, select the participant who will respond: That is why it is called DIRECTED.

d. The biggest advantage of this type of question is that it encourages active participation by all participants.

- o Anyone can be called on.
- o So everyone tries to think about the question.

e. This is such a major advantage, you should rely primarily on the OVERHEAD/ DIRECTED question.

f. The biggest disadvantage of this type of question is that it is more likely to produce an incorrect answer.

- o With the OVERHEAD/ UNDIRECTED question, the participant who answers is someone who volunteered to answer; usually, the volunteer is someone who knows the answer.

- o With the PRE-DIRECTED questions, you often select the particular participant because you know the participant has some special expertise that should ensure the ability to answer correctly.

The main purpose of this type of question is to make the participants realize that they had better think about every question you ask, because they might be called upon to answer whether they want to or not.

Aids	Lesson Plan	Instructor Notes
	o But with the OVERHEAD/DIRECTED question, you select participants randomly; some of them will not know the answer.	
	g. When a participant answers a question incorrectly, it is very important that the instructor not react with impatience, disgust or dissatisfaction: Otherwise, the participant will be embarrassed and hesitate to respond to future questions.	POINT OUT that hints for handling participants' responses to questions will be given later in this unit.
	h. A procedural problem may develop when you switch to OVERHEAD/DIRECTED questions.	
	o If you have been asking a series of OVERHEAD/ UNDIRECTED questions, the sharks in the class may be in the habit of simply blurting out the answers.	
	o When you try to switch OVERHEAD/ DIRECTED questions, the sharks may continue to answer before you can name the participant you wish to respond.	Ask the participants to suggest what might be done to suppress responses by sharks.
	i. Two potential solutions to this procedural problem:	

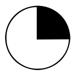
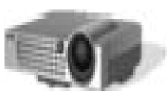
Aids	Lesson Plan	Instructor Notes
	o In a Complimentary fashion, let the shark know before you ask the question that you will be selecting someone else to answer.	Example: “Betty, I know that you know the answer to this next question, so let’s see how well someone else can handle it.”
	o As a means of “shifting gears”, first switch to a series of PRE-DIRECTED questions; then, once the participants are accustomed to responding only when their names are called, you can change to OVERHEAD/DIRECTED type.	Solicit participants’ questions about the three types of questions.
	6. Handling participants’ responses to questions.	
	a. As the instructor, you need to do everything possible to encourage participants to respond to questions.	
	(1) When participants are eager to respond, they become more active participants when a question is asked.	
	(2) When participants are reluctant to respond, learning efficiency decreases.	
	b. The way in which the instructor reacts to a participant’s response to a question will determine how eager or reluctant that participant will be to try to	

Aids	Lesson Plan	Instructor Notes
	answer other questions.	
	(1) Ideally, we want to make participants glad they responded to the question.	
	(2) At the very least, we do not want to make participants sad that they responded.	
	c. How should the instructor react when a participant gives a correct response to a question?	Pose that question to the class. If a participant answers the question correctly, respond by SHOUTING "That's exactly right!" Then, rush to the participant and shake hands, and give the participant a piece of candy or some other similar physical reward.
	(1) When a participant gives a correct response, we always want to commend the participant for a job well done.	Examples of positive reinforcement: o Exactly right! o Perfect! o Absolutely!
	(2) Everyone likes to be praised for doing something right.	
	(3) No one likes to do a good job and have it pass without recognition.	
	(4) When a participant answers correctly, react with positive reinforcement.	

Aids	Lesson Plan	Instructor Notes
	(5) Don't simply give a bland or lukewarm acknowledgment.	Examples of lukewarm reactions to correct responses: o Uh huh. o Yeah. o simple, curt nod of the head
	(6) Above all, DO NOT give no reaction at all. (7) When you do not react at all to a participant's answer, you give the participant absolutely no positive reinforcement. (8) In addition, if you don't react at all to a participant's answer, the class won't know if the answer was right or wrong.	ILLUSTRATION: Select a participant (e.g., "Jane") and ask the following PRE-DIRECTED question: "Jane, ... What does the 'H' stand for in 'HGN'?" When "Jane" answers, DO NOT REACT AT ALL to her answer. Simply pause two or three seconds, then select another participant and ask him or her what the 'G' stands for. After that participant responds, turn back to "Jane" and ask her how she liked your reaction to her answer. ANALOGY: Participants expect some reaction to their answer. It is just like the situation where you are introduced to someone, and you extend your hand: you expect the person to shake your hand. If they do not, you feel rejected and insulted, and you are not likely to extend a hand to that person again. If you don't react at all to a participant's answer, the participant is not going to be much interested in answering any other questions from you.

Aids	Lesson Plan	Instructor Notes
		POINT OUT that this will confuse and distract the participants, and they probably will start asking each other if the answer was correct or incorrect. You will lose their attention. Turn once again to "Jane", smile, and pose the same question again: "What does the 'H' stand for in 'HGN'?" When she answers, SHOUT "That is absolutely correct!", and give her <u>two</u> pieces of candy.
	d. How should the instructor react when the participant answers the question <u>incorrectly</u>?	EMPHASIZE that we can't leave the class in doubt as to the rightness or wrongness of an answer.
	(1) First of all, we must convey to the class that the answer was incorrect.	
	(2) But we must not react in a way that conveys anger or frustration or disappointment or dissatisfaction with the participant.	ILLUSTRATION: (Set this up with another instructor, e.g., "Ken"): YOU ASK: "Ken...How many steps is the suspect supposed to take in each direction on the Walk and Turn test?"
	(3) We must do nothing that would embarrass or belittle the participant, or make them sorry to have responded to the question.	"KEN" RESPONDS: "nine steps in the first direction, and eight steps in the second direction."

Aids	Lesson Plan	Instructor Notes
	(4) If the participant's answer is at least <u>partly</u> correct, you might be able to give the participant recognition for the right part, while still making it clear that the total answer was wrong.	YOU REACT: "Well, Ken, that isn't quite right. You <u>are</u> correct that the suspect is supposed to take nine steps before turning. But the suspect is also supposed to take nine steps, not eight, after turning. So the correct answer is nine and nine."
	(5) Even if the participant's answer is totally incorrect, you might be able to find some reason for giving the participant credit for a "nice try".	ILLUSTRATION: (Set this up with another instructor, e.g., "Terry"): YOU ASK: "Terry ... How long is the suspect supposed to stand on one foot during the One Leg Stand test?"
	(6) The whole idea is to avoid discouraging the participant. o We never want to make the participant look foolish. o We always want to treat the participant with respect.	"TERRY" RESPONDS: "15 seconds." YOU REACT: "Actually, Terry, the suspect is supposed to stand for 30 seconds. Now, if a suspect is intoxicated, they might not be able to stand for more than 15 seconds, but we must instruct the suspect to try to stand until thirty seconds have passed. Solicit the participants' questions about techniques for handling responses.

Aids	Lesson Plan	Instructor Notes
 **15 Minutes**	**C. Guidelines for Team Teaching**	
	1. Definition of Team Teaching Team teaching is combining instructional skills, subject matter, and knowledge of two instructors to present course materials or training.	
 **Display** VI-12	2. Advantages and Disadvantages: a. Advantages	Give classroom example: One instructor take advantages, one the disadvantages.
	(1) The second instructor can serve as a secondary resource of subject matter knowledge. (2) Two instructors can better assess participant reaction to course material. (3) Shared workload.	
	b. Disadvantages (1) Varying levels of authority or management within the organization. (2) Varying levels of subject matter knowledge or training delivery experience.	

Aids	Lesson Plan	Instructor Notes
	(3) Individual differences in personality or training delivery.	"How can individual differences affect team teaching?"
	3. Instructor Roles in Team Teaching	
	a. Positive interpersonal relationship between instructors.	
	(1) Respect each other's experience levels.	
	(2) Address differences outside of the classroom.	
	b. Communication Between Instructors	
	(1) Provide feedback to each other.	
	(2) Focus on behaviors, not personalities.	
	(3) Be professional in giving and receiving feedback.	
	4. Team Teaching Techniques	Refer to Handout (6-2) Team Teaching Techniques, for them to fill in the blanks.
	a. Pre-class Coordination and Preparation.	Handout (6-2a) provides fill in blanks for this segment.
	(1) Coordinate and discuss individual delivery techniques and logistical requirements.	
	(2) Establish guidelines for shared facilitation,	

Aids	Lesson Plan	Instructor Notes
	interjection of supplemental information or material, etc. b. During Class (1) Present a team teaching approach and respect allotted time slots. (2) Teaching instructor initiates discussions. (a) Teaching instructor facilitates discussion in the classroom. (b) Include other instructor when appropriate. (c) Instructor not teaching is there to assist and support. (3) Coordinate with each other at breaks and at end of day. c. Post-class (1) Discuss overall training program and annotate required modifications. (2) Review delivery and presentation. (a) What worked. (b) What needs improvement.	

Aids	Lesson Plan	Instructor Notes

D. Creativity in Training

15 Minutes

Many of the activities and techniques used and demonstrated in this segment are examples of creative training techniques. Icebreakers, break responsibility, rewards, mind mapping and using commitment cards are all interactive training techniques.

1. **Using Interactive Techniques to Facilitate Learning**

   a. Definition of Interactive Training

      Interactive training can be a game, exercise, illustration or other activity used to present or relate course content.

      Example: Video segments “Kathy’s Jeep”, or “J.D. ‘Buck’ Savage”.

   b. Engages the Three Domains of Learning

      (1) Cognitive (knowledge)
      (2) Affective (attitude)
      (3) Psychomotor (skills)

2. Experiential Exercises vs. Game Activities

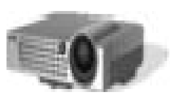
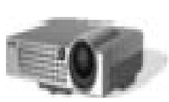
   a. Experiential Exercises

      Example: Doing night training of SFST’s and incorporating it with sobriety check points.

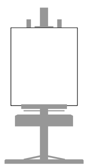
      (1) Greater time commitment

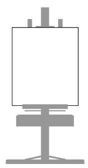
      (2) Complex in set up or execution

      (3) Effective in application of skills

Aids	Lesson Plan	Instructor Notes
	b. Game Activities (1) Must have purpose and relate to content, or (2) Break pre-occupation	
 **Display** VI-13	3. Proper and Improper Use of Interactive Training Techniques a. Proper Use (1) Warm ups (2) Gain group's attention (3) Creates involvement (4) To illustrate (5) Break pre-occupation (mental break) (6) Reviews b. Improper Use (1) To take up time (2) Put down participants (3) Too complicated (4) Become focus of training	Selectively display slide.
 **Display** VI-14	4. Facilitation of Learning	Selectively display slide.
	a. Repetition	Retention of new material or new skill will be increased if the participant hears it more than once or practices a new behavior several times. Incorporating an activity into a training module allows the trainer to repeat a point in another fashion and thereby increase the probability of retention and application.

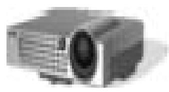
Aids	Lesson Plan	Instructor Notes
	b. Reinforcement	Many of the activities described in this workshop provide an opportunity for success or achievement on the part of the participants. By providing pleasant consequences for their behavior, that behavior is reinforced and consequently is more likely to be repeated in the future.
	c. Association	Much of our learning is not totally new, but is related to what is already known. In other words, it is often easier for us to move gradually from a base of knowledge to the unknown. Activities can help us make connections between different contexts that ease the process of learning. Later on, the participant may first recall the activity, but then can make an easy transition to the underlying principle.
	d. Senses	Researchers tell us that learning is more effective when increasing numbers of the 5 basic senses are involved (sight, sound, smell, taste, and touch).
40 Minutes	**E. Developing and Using Training Aids**	
	Introduction As the video we've seen earlier pointed out, we will remember more of what we've seen than what we've heard. Visual and other training aids help to reinforce learning.	As trainers we need to continually remember that not all participants learn in the same manner. Some will learn by hearing, some by seeing and others by doing. We now know that the most effective way to

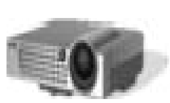
Aids	Lesson Plan	Instructor Notes
		help others learn is a combination of all three.
	1. Purposes of Training Aids	
	Training aids serve a variety of purposes. Some of these are:	Have a prepared flip chart that reads: Purposes of Training Aids 1. Focus attention 2. Increase interest 3. Improve retention
	a. *Focus attention* on what is being discussed by having the participants visually review the material.	Let's talk about three purposes training aids serve. First, training aids *focus* on what is being discussed.
	b. *Increase interest* in the topic by presenting material that is visually appealing.	Secondly, training aids *increase interest* in the topic by presenting material that is visually appealing.
	c. *Improve retention* by engaging more than one sense (e.g., hearing and seeing or touching) in the presentation of technical material.	And third, training aids *improve retention* by engaging more than one of the senses, i.e., seeing, hearing, smell, taste and touch. Research in how we learn indicates that we are more receptive to learning when we are engaged mentally or physically. Training aids can provide different ways for participants to be engaged. Now, let's talk about some commonly used training aids.

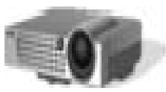
Aids	Lesson Plan	Instructor Notes
	2. Most Commonly Used Training Aids a. Videos/DVD b. Handouts c. Flip Charts d. PowerPoint e. Wall Charts	Have a prepared flip chart that reads: Most commonly used training aids 1. Video/DVD 2. Handouts 3. Flip Charts 4. PowerPoint 5. Wall Charts
	3. Video/DVD a. Video and DVD's have particular advantages in training. Consider using them to: (1) *Stimulate interest.* (2) *Motivate* to try new things. (3) *Illustrate behaviors*, including depicting subtle expressions. (4) *Add professionalism* to training.	
	b. Here are four steps to follow in using video or DVD's most effectively in training: (1) **P**repare for showing the video/DVD. Make sure equipment is available and ready to use. Briefly introduce the video and subject.	Refer to Handout (6-2), Steps for Using Video/DVD Effectively, in their manual.

Aids	Lesson Plan	Instructor Notes
	(2) **P**rovide instructions to participants. Give them something to look for in the video.	
	(3) **P**lay the video/DVD. Show the video and remain in the room.	
	(4) **P**resent/summarize the learning points. Briefly overview the learning points you want to stress.	Handout (6-2) outlines and describes these four steps.
	4. Handouts a. Handouts are important training aids to consider, particularly if we want to:	Handouts are written material prepared in advance and distributed to the participants during the training. The information addressed in the handout can be referred to during or after the training.
	(1) Have participants use the information at a later time (during or after the training). (2) Allow participants to absorb information at their own pace. (3) Eliminate the need for participants to memorize or take notes.	

Aids	Lesson Plan	Instructor Notes
	b. Selecting a Format The first step in developing a handout is to decide on the format you will use for presenting the information. One of the choices you have is to present the information in paragraph form. (The information you are reading right now is an example of information in paragraph form. It has its place in handouts, but it also has its drawbacks). A major drawback of information in paragraph form is that it is visually less appealing to the trainee than other formats. This is particularly true if you are presenting a lot of information. There are other formats you can use that are more interesting to trainees and do a better job in communicating information.	
	(1) Three handout formats that are particularly helpful as training aids are: (a) Charts (b) Checklists (c) Worksheets	When you select a format, your decision should be based on what you are trying to accomplish with your handout. Refer to chart on selecting handout formats.

Aids	Lesson Plan	Instructor Notes
 **Display** VI-15	(2) Slide (6-15) gives some guidance on selecting handout formats. It is also an example of a decision chart.	
	5. Flip Charts/Dry-erase boards	
	Flip charts are easels that have large paper pads that can be written on with a felt tip marker. Information can be recorded on the charts during training.	Review and demonstrate by referring to flip charts already posted in the room. Refer to Handout (6-3) Flip Chart Tips, in their manual.
	Prerecording information saves training time and insures neatness. Recording during training allows you to respond to the immediate learning situation.	Handout (6-3) provides some tips for using flip charts.
	Whether you prefer to prerecord or record during training, there are certain general guidelines to follow to ensure that your flip charts are readable and appealing to participants.	
	a. There will be many times during the SFST School when you will need to use the dry-erase board or flip chart.	
	(1) You should print on the board or chart, using large block letters: <u>Don't</u> use cursive writing.	Demonstrate this: Print "Printing, not Cursive Writing" on the dry-erase board or flip chart.

Aids	Lesson Plan	Instructor Notes
	(2) Don't write and talk at the same time. o First, look at the participants and <u>say</u> what you are going to write. o Then, turn to the board or chart and <u>print</u> it. o Then, turn back toward the participants and expand upon what you have written.	DEMONSTRATE THIS: Look at the participants and say: "To repeat: First <u>say</u> what you are going to write." Turn to the dry-erase board and print: "First, say it" Look at the participants and say: "Then, turn to the board and <u>print</u> it." Turn to the dry-erase board and print: "Then print it" Look at the participants and say: "Then, turn back to the participants and expand on what you have written. Turn to the dry-erase board and print: "Then expand on it" Solicit participants' questions about the use of the dry-erase board or flipchart.
5 Minutes  **Display** VI-16	**F. Transparencies/Slides** These can be computer generated, professionally produced, or manually developed acetate sheets to be used with an overhead projector, or PowerPoint slides. 1. Advantages of Transparencies/Slides a. Adds professional touch. b. Easily transported.	

Aids	Lesson Plan	Instructor Notes
	c. Can be used with large audience (over 25).	
	d. Can be revised or updated as needed.	
	2. Drawbacks of Transparencies/Slides	
Display VI-17	a. Light and glare can be tiring if overused.	
	b. Requires special equipment not always readily available.	
	c. Complex charts can overwhelm viewers.	
	3. Computer Generated	Several graphics programs can be used to create transparencies. Make sure the program you intend to use is compatible with the computer and its capabilities.
	a. PowerPoint or similar programs are readily available and add professionalism to most presentations. The NHTSA curriculum includes PowerPoint slides.	
	4. Numerous overhead transparencies/PowerPoint slides have been prepared for the SFST School.	
	a. They are referred to in the lesson plans as “visuals”.	e.g., Visual II-4 is the fourth overhead transparency/PowerPoint slide for Session II.
	b. Paper copies of the visuals for each session are found at the end of the lesson plans for that session.	POINT OUT that the visuals needed for practice teaching have already been prepared on acetate.

Aids	Lesson Plan	Instructor Notes
	c. Simply copy the paper masters onto acetate and your visuals will be ready to project.	
	5. Many of the visuals for SFST training are designed to be <u>selectively revealed</u>.	Demonstrate selective revelation, using a sample visual.
	a. That means they are to be uncovered one line or segment at a time.	
	b. When using an overhead projector you can use a piece of paper or cardboard to hide the portions of the visual.	
	c. When you do this, place the paper or cardboard under the visual, rather than on top of it.	Demonstrate this if using an overhead projector.
	d. That allows <u>you</u> to see what remains hidden from the participants, so you will always know what is coming next.	
	e. The weight of the visual pressing down on the paper also helps to keep the paper from slipping off.	Solicit participants' questions about the selective revelation method.
5 Minutes	**G. Wall Charts**	
	1. WALL CHARTS are large sketches that depict major topics in the course.	If available, display a SFST Training wall chart.

Aids	Lesson Plan	Instructor Notes
	a. The wall charts are produced by hand in four steps.	
	b. Step 1: Remove the paper copy of the wall chart master from your Instructor's Manual.	Select a wall chart master from the SFST Instructor Manual (rear of Session I).
	c. Step 2: Photocopy the master onto acetate.	Demonstrate.
	d. Step 3: Project the image onto a sheet of flip chart paper.	Adjust the overhead projector so that the image of the wall chart is projected onto the flip chart.
	e. Step 4: Using marker pens, trace over the image.	Start to demonstrate the tracing over of the wall chart. Solicit participants' questions about the production of the wall charts.
	3. The wall charts should be placed high on the extreme left and right sides of the front wall of the room.	Point out the placement of the wall charts.
	4. The wall charts serve as "road maps" for the course.	
	a. They remind the participants of the topics that have already been covered.	
	b. They alert the participant to the topics that are yet to come.	

GUIDELINES IN USING PRESENTATION OR ATTENTION SKILLS

DO	DON'T
Position your body so that you face all the participants. Continually scan the group with your eyes. Walk toward participants occasionally. Smile at individuals. Nod affirmatively. Circle the room during exercises to check progress. Use natural facial expressions when talking with participants.	Talk to visual aids. Turn your back to part of the group. Stare at individuals. Avoid eye contact or scan the group too frequently or too rapidly. Distance yourself from the participants too much. Stand in fixed position all the time. Shuffle papers or look at your watch while someone is talking to you. Move too much.

BEHAVIORS	POSSIBLE FEELINGS
Smiling Nodding affirmatively Leaning forward Eye contact	Enthusiasm/Understanding
Yawning Vacant stare Shuffling feet Leaning back in chair Looking at clock Side conversations	Boredom
Frowning Scratching head Pursing lips Vacant stare Avoiding eye contact	Confusion

RESPONDING TO PARTICIPANTS' BEHAVIORS		
If you conclude that the behavior conveys....	And....	Then....
Enthusiasm - Understanding	Several people display the behavior.	Continue, and make a mental note that the training is being well received.
	One person displays behaviors.	Continue, and make a mental note to check again later.
Boredom	Several people display the behavior.	Try taking a break, speeding up, or changing your training method to ensure that participants are involved in the learning process.
	Only one person displays the behavior.	Continue, but make a mental note to reassess later.
Confusion	Several people display the behavior.	Ask participants about areas of confusion, and provide clarification by giving examples or rephrasing information.
	One person displays the behavior.	Ask participant about areas of confusion and provide clarification. Or if time is limited, talk with them at next break.

GUIDELINES FOR TEAM TEACHING

BENEFITS	HAZARDS
Two instructors to assess participants Secondary resource for information Remediation of participants Instructor confidence Modeling opportunities	Individual differences Different grade levels or positions Disruption Participant favoritism Differences in teaching styles

NOTES:

____

____

____

"WHAT I LEARNED ABOUT"

- What did I learn about the benefits and hazards of team teaching?

____

____

- What did I learn about the differences between instructor-instructor/instructor-participant relationships?

____

____

- The steps that I learned about successful team teaching are:

____

____

INSTRUCTOR ROLES IN TEAM TEACHING

1. Interpersonal skills between instructors:

Acceptance

- Separate __________ from __________.
- Show __________ of their __________.
- Show __________ of their performance.
- _________ fosters trust.

Trust

- Trust is a means to: ____

  ____

Communication

- Two types of effective feedback are __________ and __________.
- __________ is only __________.
- Feedback is a "__________ __________" of how other people perceive __________ __________.

2. Interpersonal skills between instructor and participant:

Acceptance

- Effective use of __________, __________, and __________ will __________ modeling by participants.

TEAM TEACHING TECHNIQUES

PRE-CLASS

Discuss and coordinate delivery techniques

Establish guidelines

DURING CLASS

Present team teaching approach

Teaching instructor facilitates discussions

Coordinate at breaks and end of day

POST CLASS

Discuss

Review delivery and presentation

What worked - What didn’t

STEPS FOR USING VIDEO/DVD EFFECTIVELY

STEP	DESCRIPTION
1. Prepare for showing.	Check that the tape is the correct size for the equipment. Preview the video and identify important points. Try out the equipment and check lighting levels. If you will be asking the participants to take notes, adjust lighting accordingly.
2. Provide instructions.	Explain to participants what they will see and why. Instruct participants what to do during the video, e.g., take notes, watch for certain points, etc. Explain to participants what they will do after the video, e.g., discuss what they saw, complete an exercise, etc.
3. Play the video.	Adjust lighting. Start video and adjust picture and volume. Observe participants and their reactions to the video.
4. Present/summarize learning points.	At the end of the video, have participants complete the learning activity. Summarize key points you want participants to retain from the video.

FLIP CHART TIPS

IF	THEN
You are recording input.	Record key words quickly. Check with participants to ensure you are reflecting their ideas accurately. Alternate colors when listing the group's ideas.
You wish to have participants compare and contrast data.	Use two flip charts.
You want to display information for a period of time.	Hang pages on the wall.
You want to make the most of using a flip chart.	Lightly write memory joggers in pencil in margin of flip chart page, and use as presentation notes. Practice tearing pages cleanly before trying it in front of the group. Tab prerecorded charts to eliminate searching for them when needed. Cover prerecording errors with paste-on labels, then write correct information on the labels.

GUIDELINES FOR MAKING TRANSPARENCIES READABLE AND APPEALING

- Use as few words as possible to communicate your ideas.
- Keep information to six lines or less, with no more than six words per line.
- Address one major idea, with up to three subpoints, on one transparency.
- Use tinted plastic to reduce glare.
- Illustrate ideas with:
  - ✓ Pictures
  - ✓ Shapes
  - ✓ Graphs
  - ✓ Color (but no more than three colors on one transparency)
- Use a grid to ensure straight lines and markings.

TRANSPARENCY TIPS

IF	THEN
You are using more than one transparency	Turn projector on, show a transparency, then turn it off - unless you are showing a series in rapid succession. Don't keep a transparency on too long; the image becomes tiring for viewers.
You want the group to focus on a specific area	Try one of these methods: Use a pencil to point to the area. Lay the pencil on the plastic. Reveal one area at a time by using a paper to "mask" the area you don't want showing. Place the paper between the transparency and the glass for extra control and to enable you to read the masked information.
You are using the same transparencies in subsequent sessions	Use permanent marking pens. Mount transparencies in plastic frames to keep them from curling. Store them sandwiched between papers in a dust-free location.
You wish to re-use the plastic or change the information	Use water-soluble marking pens. Run water or a damp cloth over the area to remove the ink.
You want to look more professional in front of the group	Write memory joggers in black on the transparency frames and use them as your presentation notes. Place masking tape around edges of the projector glass to keep out the project light and to keep the framed transparencies from slipping.

Twenty Fast Tips

1. When putting people into teams, number the team at the rear/left of the room #1. Rear/right, #2 and on up to front, so that the front teams have the larger numbers. It keeps the participants in the back of the room from feeling isolated.

2. If you're always losing the masking tape, Doug McCallum suggests that you hang the roll from the projector upright. With practice, this becomes habit and you'll always be able to locate it quickly.

3. Hang a flip chart sheet on the exit door with the word "Questions" boldly written at the top. Have post-its available for each participant. You may invite questions, but announce that for any who are reluctant to verbalize a question, please write it down on a post-it and adhere to the questions board at breaks or any time.

4. If you are right-handed, put a flip chart, or something you have to use, at the left front of your training area. If you are left-handed, do the opposite. This forces you to use the entire apron area and brings you into closer contact with the participants on your less dominant side.

5. If your handouts are not in color, make markers available to your participants and invite them to draw pictures, color in data, whatever, to make them both colorful and personalized. This not only adds the impact of color, but also gives ownership.

6. Hand flip chart sheets of brain teasers around the room before the session begins. As participants try to decipher them, they cannot use linear thinking. They have to move to a creative mode, and they are then more open to comprehension and retention.

7. Use a "universal clock" in your sessions. It lessens resistance when the clock "belongs" to all. Enables you to allow participants to take turns timing segments of the program. It shares ownership.

8. When facilitating role-playing, avoid the words, "Role Play. " "Practice Activity," or "Practice Session" is much less threatening.

9. When facilitating role-playing, either assign or have your participants select a different name then their own. Use aliases. This allows participants to "perform" under the protection of a stage name.

10. When instructing at the computer, bring your participants away from their screen every 40 to 45 minutes. Chairs in a circle, a break-out room, etc. Take 10 to 15 minutes for review-quizzes, questions, learning checks. This will reduce tension, aid comprehension, and encourage participation and ownership.

11. When training sales people or others who need to make telephone contact, request "no telephone calls during our breaks; you will have a one-half hour telephone break mid-morning and mid-afternoon". This allows for ownership and control; reduces tension; helps participants network with each other during regular session breaks.

12. When using case studies as a training tool, have participants break into teams and each team create a case study for another team to address (solve). This is powerful for ownership, networking, and allows for "real" situations to be faced.

13. In role-playing situations, use exaggerated props (huge plastic telephones, hats, capes, etc.) This reduces tension, adds to the fun and aids retention.

14. Request personnel who deliver messages (whether office or hotel) to post them on the outside of the door during the sessions unless there is an emergency. This will save you from the inopportune and allow for a better class flow.

15. Use the phrase "Please stand when you are done" when you have individuals on a team working on projects that take brief amounts of time. It provides energy, as they are up and down, gives them "stretch" breaks, and clues you into WHEN all are done. Also, subtle pressure is exerted on slow participants without you having to "play the heavy".

16. When training heavy technical materials, give up to two to three pages of the material to your participants as you begin each new segment. Ask them to read the material. Say, "Don't try to remember, don't even try to understand - just read. Please stand (see tip above) when you are done". Trainers who have tried this say there is a noticeable increase in comprehension and retention and a noticeable decrease in time needed to address the materials.

17. Have music playing in your class pre-session. As the airlines know, this reduces tension. It also involves the sense of hearing, and the more senses involved, the more retention.

18. Try to have food and drink available in the room. Allow participants to get refreshments when they wish. This relieves tension, gives ownership with control and involves another of the senses.

19. Elizabeth Wing Spooner, Coordinator, Consumer Educational Services for Montana Power and Light in Butte, MT, talked about the concept of "wait time". When you ask a question that you want the class to answer, you need to wait between three and five seconds for a response. Most people only wait about one second. Elizabeth says her trick is that she counts the seconds on her fingers behind your back. This gives people the incentive and time to gather their thoughts and say what they need to say.

20. Take good care of yourself when you are training. There are days when you will need a pick-me-up. Some items to keep packed in your "trainer bag" can include herb teas (especially good is "Throat Coat" found in health food stores), lemon drops, Alka-Seltzer, aspirin, etc. Also keep a small book or list of affirmations to yourself: positive messages from past participants, thank you notes, things that you have done well. These can give you an emotional boost, especially during multiple day training sessions, when energies can run low.