PROGRAM OVERVIEW

About the Training Program

We know that people learn best by doing. This also applies to training programs. But how do we incorporate active learning into our training efforts? As will be seen in this module, there are a number of ways it can be done. For example, this program teaches ways to open training programs, to obtain ongoing participation, to teach information without lecturing, to sequence training activities to achieve an effective mix and flow, and to end program designs. In addition, participants will learn how to incorporate more activity, variety, and direction into their training efforts—from the beginning of a program to its conclusion.

“Active Training Techniques” is suitable for both beginning and experienced instructors. Participants are given several case examples of the techniques presented, and many opportunities are provided in which to apply these techniques to the subject matter they teach. To facilitate the latter, ask participants to bring materials they might use in their own training sessions.

Training Objectives

Participants will have the following opportunities:

- To explore the theory behind active training;
- To learn different options for obtaining immediate participation;
- To apply four steps for improving instruction;
- To develop skill in promoting active learning;
- To design and sequence training activities; and
- To identify strategies that ensure retention and on-the-job application.

Designed by Mel Silberman.
### PROGRAM OUTLINE

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**PROGRAM DIRECTIONS**

■ **I. Opening Activities**

■ **A. Telling Is Not Teaching (Icebreaker; Materials: Form A)**

1. Tell the participants the following"

   “We are going to begin this training program with an activity that shows us some important things about the teaching-learning process. Pick up your sheet of paper and hold it in front of you. Now close your eyes and follow the directions I will give you—AND NO PEEKING!”

2. Give the following directions while you do the same with your sheet of paper”

   “The first thing I want you to do is to fold your sheet of paper in half.” [Give them time to do this.]

   “Now tear off the upper right-hand corner.”

   “Fold it in half again and tear off the upper left-hand corner of the sheet.”

   “Fold it in half again. Now tear off the lower right-hand corner of the sheet.”

3. “Now you can open your eyes and let’s see what you have. If I did a good job of communicating, and you did a good job of listening, all of our sheets should look the same!” [Hold your sheet up for them to see. It is highly unlikely that any of theirs will match yours.]

4. Observe differences. There will probably be much laughter.

5. Many papers may not match yours. Ask the group members why their papers did not match yours exactly. [You will probably get responses like “You didn’t let us ask questions!” or “Your directions could be interpreted in different ways.”]
6. Point out to the group what a “poor job” you did as an instructor during this exercise. Not only did you not allow for questions but you failed to recognize an important fact about the teaching-learning process: Telling is not teaching. This means that what an instructor says (or does!) is not the measure of success; what the participants say or do is.

7. Distribute copies of Form A. Ask participants to relate its message to the activity they just completed. Emphasize that if training is to be “active,” it needs to include many processes beyond telling and hearing.

■ B. What Makes Training Active? (Whip)

1. Display the above question on newsprint. Encourage participants to think about what an instructor could do to make learning an active experience.

2. Indicate to participants that you will record their answers to the question “What makes training active?”

3. Call on the first person who volunteers an answer and record his or her response. Request that other participants add to the list, asking the first volunteer to call on anyone else who is ready with a response. Each time request that the person volunteering select the next volunteer. Continue in this fashion until you obtain enough responses to fill up one sheet of newsprint.

4. Respond to the list, indicating how well it corresponds to your concept of active training.

5. Point out that many participants’ responses indicate that an essential ingredient of active training is when the participants take an active role in the learning process!

■ C. Obstacles to Active Training (Anonymous Cards; Materials: Index Cards)

1. Ask each participant to state on an index card one obstacle he or she foresees or has already experienced about getting participants in a training class to be active and to work hard.

2. Pass the index cards around the group in a clockwise direction so that each person reads each index card.

3. Invite participants to place a check on any card that expresses an obstacle they find significant.

4. Identify the obstacles that received the most votes and respond to each by (a) giving an immediate, but brief, response; (b) postponing discussion of the obstacle to a
later, more appropriate, time in the program; or (c) noting that the program will not be able to address the question (promise a personal response, if possible).

II. Conducting Icebreakers

A. Icebreakers You Know (Subgroup Discussion)

1. Divide the participants into subgroups.
2. Invite the participants to share with one another the kinds of icebreakers with which they are familiar.
3. Reconvene the total group. Obtain three participants to serve on an informal “panel.” Serve as moderator and obtain one example of an icebreaker from each of the panelists. Have the panelists discuss their reactions to the examples presented. Allow the audience to ask questions of the panelists.

B. Three Kinds of Icebreakers (Read-and-Discuss Groups; Materials: Form B)

1. Arrange the participants into pairs.
2. Distribute copies of Form B and invite participants to read it.
3. Ask each pair to discuss the differences among the three types of icebreakers.
4. Reconvene the total group and point out that Form B provides different options for instructors as they begin a training program. Indicate that no choice is incorrect and that a combination of different icebreakers is appropriate when there is sufficient time.

C. Ten Ways to Obtain Participation (Information Search; Materials: Form C)

1. Invite the participants to read Form C and to search for the methods for obtaining participation that have been used so far in this program. [Answer: Every option except polling and fishbowl configuration.]
2. Poll the total group’s answers and ask participants to recall when each method was used.
3. [Optional] Count off the participants by three. Invite the “1’s” to form a circle and have the remaining participants form a circle surrounding them [fishbowl style]. Ask
the “1’s” this question, “What experience do you have using any of these techniques?” Next, invite the “2’s” to replace the “1’s” in the inner circle, and ask them, “When would you use each of these methods? What are their relative advantages and disadvantages?” Finally, invite the “3’s” to replace the “2’s” and ask, “What are your reactions to using these methods in the future as ways of obtaining participation?”

■ **D. Application (Writing Task)**

1. Ask the participants to create an icebreaker for themselves using any of the examples given so far as a model. Suggest that Forms B and C would be helpful in determining options available.

2. Ask the participants to share their ideas in pairs.

3. Invite a few participants to share their ideas with the total group.

■ **III. Effective Teaching**

■ **A. A Poor Example of Teaching (Demonstration; Materials: Form D)**

1. Select some factual or conceptual information that can be presented in a ten-minute lecturette. Here are some suggestions:
   - The Situational Leadership™ Model (Hersey & Blanchard)
   - Characteristics of Effective Teams
   - Facts About Adult Learning
   - Legal Guidelines in Establishing a Case of Sexual Harassment
   - Guidelines for Video-conferencing

2. Present the lecturette in a clear, straightforward manner but avoid most of the suggestions found on Form D.

■ **B. Four Steps to Effective Teaching (Jigsaw Learning)**

1. Have the participants count by fours and assign each participant one of the four ways to improve teaching described in Form D (building interest, maximizing understanding and retention, involving participants during teaching, and reinforcing what is taught). Ask the participants to search for suggestions in their assigned areas that would have improved your teaching in the previous section.
2. Pair or create quartets of participants with the same assignment. Ask them to share their suggestions with one another.

3. Create new quartets that contain one person responsible for each one of the four areas. Ask them to report to each other the suggestions each had under the category assigned to them.

4. Reconvene the total group and elicit overall suggestions. Point out that the group has just experienced “jigsaw” learning . . . each participant had a piece of the knowledge that, when shared, completed the overall assignment.

■ **C. Reviewing the Four Steps (Press Conference)**

1. Ask the participants to pair up and compose a question or comment about any of the suggestions made on Form D.

2. Hold a “press conference” in which you field questions from the participants. To make it more fun, ask the participants to identify the media sources they represent (for example, “I am Cindy from CNN”).

■ **D. Application (Skill Practice)**

1. Ask the participants to look over the materials they brought to the program on the subject matter they teach.

2. Invite them to look over the suggestions on Form D and apply several of them to lessons they might conduct in the future.

■ **IV. Promoting Active Learning**

■ **A. Learning Begins with a Question (Group Inquiry; Materials: Form E)**

1. Inform the participants that this part of the program introduces them to several techniques that encourage learners to take an active role in the learning process.

2. Explain to the participants that the process of learning something new is more effective if the learner is in an active, searching mode rather than in a passive, receptive one. One way to create this mode of active learning is to stimulate participants to delve into or inquire about subject matter on their own without prior explanation from the instructor. One technique used to promote this level of activity is “group inquiry.”
3. Distribute copies of Form E to the participants or substitute a handout of your own choosing. [A key to your choice of handouts is the need to stimulate questions on the part of the reader. A handout that provides broad information while lacking detailed explanation is ideal. The goal is to evoke curiosity.]

4. Pair the participants. Ask participants to study Form E (or the handout you have substituted). Request that each pair make as much sense of the handout as possible, and have the pair members identify what they do not understand. If time permits, form the pairs into quartets and allow time for each pair to help the other.

5. Reconvene the total group and field questions that remain for the participants. [The following information is key to answering questions about Form E.]

- Preclinical research involves animals while clinical research is conducted with human subjects.
- Pharmaceutical companies in the industry synthesize a new drug in their laboratories and test it on animals to determine what dosage levels are toxic.
- The Food and Drug Administration (FDA) conducts a safety review to determine if clinical research can start.
- Animal testing continues to learn more about the effects of the drug, particularly with second-generation offspring (long-term testing).
- Clinical studies are undertaken with a healthy, nontarget population, then with target patients to determine if the drug is safe and effective.
- At this point, a New Drug Application (NDA) is submitted to the FDA. After an initial review, the application is returned to the applicant, requesting data to answer questions not answered by the initial application.
- After the application is approved, postmarketing surveillance begins.

6. Discuss the experience the participants have had with the group inquiry method. Explain that this method can be a welcome switch from traditional teacher-student interaction and that it helps promote active learning. Retention is often increased by this method because participants need to make a mental effort first before hearing information presented to them.

■ B. Jigsaw Learning (Demonstration; Materials: Form F)

1. Ask the participants to recall the jigsaw form of learning employed when studying the four ways to effective teaching (Form D).

2. Point out that jigsaw learning may be an exciting alternative whenever there is material to be learned that can be segmented or “chunked” and where no one segment must be taught before the others. The advantage to jigsaw learning is (a) everyone
gets to be a teacher (the best form of learning according to “The Active Training Credo” [Form A] and (b) peer cooperative learning is encouraged.

3. Distribute copies of Form F. Obtain twelve volunteers and have them physically move about to demonstrate the following:

- Imagine a class of twelve participants.
- Assume that you can divide learning materials into three segments or “chunks.”
- Begin by forming quartets, assigning each group to either segment A, B, or C.
- Ask each quartet or “study group” to read, discuss, and learn the material assigned to it. [If you wish, you can form two pairs or “study buddies” first and then combine the pairs into the quartet to consult and share with one another.]
- Instruct members of each quartet to count off 1, 2, 3, and 4. Form “jigsaw learning groups” of participants with the same number. The result will be four trios. In each trio will be one person who has studied segment A, one who has studied segment B, and one who has studied segment C.
- Reconvene the total group for review and remaining questions.

4. Point out that jigsaw designs depend on the number of learning segments and the number of participants. In many instances, the two numbers cannot be divided evenly into each other and adjustments will have to be made (for example, uneven groups). The easiest format is to combine segments of the learning material into only two segments, assigning one segment to one member of a pair and the other segment to his or her partner. You can easily create “study buddies” with the same assignment. Then have the original pair teach each other what they have studied.

5. Obtain questions about jigsaw learning from the participants. Here are some questions you might be asked:

- Can participants be given assignments in advance? [Yes]
- What is the ideal length of a learning segment? [A segment can be as short as one paragraph or as long as several pages.]
- What if participants’ reading skills are limited? [Use handouts with pictures and diagrams, if possible.]
- How do you know that participants are teaching one another their assigned information correctly? [There is a certain degree of self-correction built into the method because of the use of study buddies and study groups. Also, full-class review at the end can be added to ensure accurate understanding.]

6. Ask the participants to think about how learning material in their own subject matter can be segmented for jigsaw learning. Obtain examples from the total group. If not mentioned, point out that product-knowledge training or policy training can easily use jigsaw learning.
C. Learning Tournaments (Game; Materials: Form G)

1. Tell the participants that yet another form of active learning involves the use of “learning tournaments.” This method combines cooperative learning and team competition.

2. Distribute copies of Form G and instruct the participants to study these medical “roots” for three minutes. Have them assume that they are training to be insurance claims adjusters who need to understand medical correspondence.

3. Next, form an even number of even-sized teams of no greater than five members (for example, four teams of five members each). Give team members several minutes to drill one another and to study the medical terms together. Suggest that they look for memory aids such as the following” LEUC sounds like “Leukemia,” a condition involving a shortage of white blood cells.

4. Tell teams that they soon will enter “head-to-head” competition with another team. Request that they “seed” their members for the upcoming tournament, designating the #1 seed as their top-seeded contestant, and so forth.

5. Designate which teams will compete against each other (if there are more than two teams in the entire class). Ask each team member to find the same-seeded contestant on the opposing team and sit facing that person. Have all participants bring Form G with them.

6. Explain the rules of the resulting “head-to-head” competition:
   - Each contestant should quiz his or her opponent on three medical terms that he or she chooses. It is best to take turns quizzing each other. When each contestant is being quizzed, he or she cannot look at Form G.
   - Each correct answer is worth 1 point (+1), no answer is worth zero points (0), and each incorrect answer costs the contestant 3 points (-3). Each contestant should keep track of his or her own score. The best total score a contestant can receive is +3 and the worst score is -9.
   - When each contesting pair is finished, each person should return to the spot where his or her team originally congregated. Each team should then add together the scores of each of its members to obtain a team total.

7. If time permits, have the team restudy the medical terms for another round of competition, perhaps against a different team. After the second round of competition, have each team add together its team members’ scores for both rounds. Declare the team with the highest overall score the winner.

8. Discuss the design of a learning tournament. Point out that it is a fun, active way to learn any dry information that employees must know in their workplace. Add these comments”
• The design of a learning tournament can be adjusted to several different conditions.

• It can be used for a one-time, quick review or an ongoing part of each day of a training program.

• Teams can vary in size from two to eight members.

• The material for the tournament can be terms, facts, product features, regulations, procedures, and even higher-order concepts. The only requirement is that questions be devised with concrete answers (multiple-choice questions work fine for complex subject matter).

9. Obtain reactions and questions.

**D. Learning Through Experiential Activity (Experiential Activity)**

1. Point out to the participants that most of the techniques presented thus far are suited to cognitive learning. Learning that is affective is concerned with examining feelings, values, and preferences. Often training is directed toward helping the participants become more self-aware.

2. Indicate that one of the best ways to involve participants in affective learning is through experiential activities. The challenge is not only to use exercises that engage participants but also to process or debrief those exercises so that their meaning and implications are fully realized.

3. Inform the participants that you are about to take them through a brief experiential activity to demonstrate a three-stage process for debriefing.

4. Form pairs and direct the participants to “thumb wrestle” their partners nonstop for two minutes. Indicate that whenever one’s thumb becomes pinned down, it is necessary to continue thumb wrestling until the time has expired.

5. When the time limit has been reached, ask the participants to stop and discuss the following questions: “How competitive were you during the game?” and “How did you play—fairly, ruthlessly, with guilt, with shame?”

6. Obtain a few contrasting responses to these questions from the total group.

7. Ask the participants to discuss the following: “What is your conflict style in everyday life? Is it aggressive, calculating, compromising, placating? Is it similar to what you displayed in the game or not?”

8. Again, obtain contrasting responses from the total group. Then ask the partners to discuss the following, “What would you like to change about the way you deal with conflict?”

*Active Training Techniques*
E. Processing Experiential Activity (Writing Task)

1. Sort the processing questions on a flip chart under the following headings: What? So What? Now What?

2. Make these key points:

- **What?** These questions are suitable for the first stage of processing. They ask participants to analyze what happened (either individually or as a group) during the activity.

- **So What?** These questions explore the meaning of the exercise for the participants (individually or as a group). They ask participants to determine what they learned from the activity that applies to their home or work life.

- **Now What?** These questions ask participants to consider how they would like to apply learnings from the activity.

3. Ask the participants to select an experiential activity they have either participated in or conducted. Invite them to create what, so what, and now what questions for that activity. Have them share the questions with a partner, a subgroup, or the total group.

F. Alternatives in Role Playing (Jigsaw Learning; Materials: Form H)

1. Present the benefits of role playing when trying to achieve not only affective learning but also behavioral learning (skill practice). Include the following points about role playing:

- It makes learning concrete.

- The drama involves the participants.

- The participants get a chance to rehearse behaviors in a safe environment.

2. Indicate that role playing can be designed in different ways to accommodate different circumstances. Some approaches to role playing are nonthreatening, while others involve risk and challenge. Some techniques allow the instructor to give ongoing performance feedback and coaching, while other techniques allow participants to be self-directed.

3. Explain that the design of role playing is based on decisions one makes about scripting and formatting. Distribute Form H to the participants.

4. Form pairs. Ask individual members to assign the scripting options to one member and the formatting options to the other. Ask them to read their sections with the goal of explaining its contents (in their own words) to their partners.

5. Invite pairs to teach one another what they have learned.

6. Reconvene the total group and ask the following:
• Which scripting and formatting ideas are likely to reduce the threat of role playing?
• Which scripting and formatting ideas are useful when the instructor wants to play an active role as feedback observer and coach?

Discuss the advantages and disadvantages of each of the alternatives. (See Active Training, pp. 96–99.)

V. Sequencing Training Activities

A. Basic Guidelines (Group Inquiry Materials: Form I)

1. Distribute copies of Form I.
2. Form subgroups and ask them to read and discuss Form I.
3. Obtain questions that the participants have about the basic guidelines.

B. Sequencing Decisions (Problem-Solving Activity Materials: Form J)

1. Distribute copies of Form J.
2. Ask participants to sequence the activities on Form J.
3. As each participant finishes, record vertically on newsprint his or her six choices. Keep a running tally of all the selections. The result might look as follows:
   a) CCCBBDECCBCCDDBDCCCC
   b) FBEFFFFDDEFFFFFCFFFF
   c) BFBAABABFDBBBBDCFBBBB
   d) AAACCABAAAAAAAAAEAAA
   e) DDADDADFBDDECDBDDDE
   f) EEDEEECEEECEEECEEEAEED
4. Note which choices were the most popular. In the example above, for instance, C is the most popular choice for the first activity in the sequence. Ask that a spokesperson defend the selection of C. Select another spokesperson (with a less popular selection) to defend his or her selection (for example, B). Continue obtaining reasons why participants made the sequencing decisions they did. Acknowledge that there is no one correct order in this case situation, just as there is no one correct order in most training designs. The important thing is to apply the guidelines as often as possible in establishing a good beginning, middle, and end to the sequence.
C. Building an Active Training Module (Skill Practice; Materials: Index Cards or Post-it® Pad)

1. Ask the participants to select a topic that they might teach in the future. Invite them to brainstorm a group of training activities that they might incorporate into a ninety-minute training module on that topic.

2. Now, ask participants to write those activities separately on either index cards or Post-it® pads. Instruct them to play with the order of the activities until they obtain a sequence that has a good flow. Ask them to mentally walk through the overall design, testing to see whether or not each activity complements those that precede and/or follow it.

VI. Closing Activities

A. Review Techniques (Demonstration)

1. Point out that there is a natural tendency to think that you will always retain something when it is fresh in your mind. However, we easily forget what we learn if we do not get a chance to review it.

2. Explain that one way to end a training design is to have participants review what has been taught. There are several creative techniques to accomplish this:

   - Index Card Match
   - Flip Chart Review
   - Peer Consultation

3. Illustrate an index card match by doing the following:

   - Create several “question” cards that test the knowledge that participants have obtained from this program. Place the corresponding answers to these questions on “answer” cards. Prepare as many question-and-answer cards as there are participants in your group.

   - Shuffle the cards and distribute one to each participant.

   - Explain that half the participants have “question” cards and half have “answer” cards. Instruct participants to mill around until they find the card that matches their question or answer.

   - Ask matching pairs to sit together. Go around the group, inviting each pair to read their “question” card to the rest of the group. Have them seek the answer from others.
4. Illustrate flip chart review by doing the following:
   • Invite participants to stand around flip chart easels used by you during this program. Ask them to flip through the charts, recalling the meaning and relevance of the words or visual symbols contained on them.
   • As an alternative, provide the participants with all your transparencies and have them review them. Another option is to invite participants to review all the forms (participant materials) you have distributed during the program.

5. Illustrate peer consultation by doing the following:
   • Arrange participants into subgroups for the purpose of discussing a specific on-the-job training topic of each of the members.
   • Direct the participants to recall all the techniques covered in this program that possibly could be used for each training topic.

B. Contracting and Action Planning (Writing Task)

1. Point out that it is often desirable to end a training design by asking participants to select some future actions they would like to take as a result of the training program they have just experienced.

2. Ask participants to do the following:
   • Write down a list of the top three training techniques learned today that they want to start utilizing. Next, ask them to write down three behaviors they have been doing as a trainer or instructor that they want to stop utilizing.
   • Share your lists with a partner. Make any desired refinements.
   • Address an envelope to themselves and insert their lists. Explain that you will send them their lists in one month.

3. Using a fishbowl format, discuss some of the obstacles participants expect to meet in applying the training they have received and have them consider ways to overcome them.

C. Group Photo (Experiential Activity; Materials: Camera and Film)

1. Assemble participants for a group photograph. As you are about to take their picture, share your own final sentiments. Express appreciation for their active involvement because, without it, active training could not have taken place.
2. Then invite one participant at a time to leave the group and become the photographer. Have each one take a final picture of the group and express his or her final thoughts. As this is happening, applaud the participant for his or her contributions to the program. (When the film is developed, give each member his or her own photograph of the group or you can use a Polaroid Instamatic™.)
ACTIVE TRAINING IN TECHNIQUES
FORM A

The Active Training Credo

When I just **hear** it, I **forget**.

When I hear and **see** it, I **remember** a little.

When I hear, see, and **ask questions about** it or **discuss** it with someone else, I begin to **understand**.

When I hear, see, discuss, and **do** it, it allows me to **acquire** knowledge and skill.

When I teach it to another, I start to **master** the topic.

___

Adapted from Confucius.
I. Social: Helping participants to become acquainted with one another or creating a spirit of cooperation and interdependence.

**Group Résumé**

1. Divide participants into subgroups of at least six members each.
2. Tell the total group that it contains an incredible array of talents and experiences!
3. Suggest that one way to identify and brag about the group’s resources is to compose a group résumé. (You may want to suggest a job or contract the group could be bidding for.)
4. Give the subgroups newsprint and markers to display their résumés. Each résumé should include any data that sells the group as a whole. Included can be information about:

   - Educational background such as schools attended
   - Total years of professional experience
   - Positions held
   - Professional skills
   - Hobbies, talents, travel, family
   - Major accomplishments
   - Publications

5. Invite each subgroup to present its résumé and celebrate the total resources contained within the entire group.

II. **On-the-Spot Assessment:** Learning about the attitudes, knowledge, and experience of the participants.
Questions Participants Have

1. Hand out a blank index card to each participant.

2. Ask participants to write down any questions they have about the subject matter or the nature of the present workshop/class (names should be withheld).

3. Request that the cards be passed around the group in a clockwise direction. As each card is passed on to the next person, he or she should read it and place a check mark on the card if it contains a question of concern for the reader as well.

4. When a participant’s card comes back to him or her, each person will have reviewed all of the “questions.” At this point, identify the questions that received the most votes (checks). Indicate that you will keep these questions in mind as you progress through the class and attempt to answer them as fully as possible.

III. Immediate Learning Involvement: Creating initial interest in the training topic.

Paper-Tearing Exercise (already demonstrated)
Ten Ways to Obtain Participation

1. **Open Sharing:** Ask a question and open it up to the entire group without any further structuring.

2. **Anonymous Cards:** Distribute index cards and request anonymous answers to your questions. Have the index cards passed around the group or otherwise distributed.

3. **Polling:** Design a short questionnaire that is filled out and tallied on the spot or verbally poll participants.

4. **Subgroup Discussion:** Break participants into subgroups of three or more to share (and record) information.

5. **Seat Partners:** Have participants work on tasks or discuss key questions with another participant seated next to them.

6. **Whips:** Go around the group and obtain short responses to key questions.

7. **Panels:** Invite a small number of participants to present their views in front of the entire group.

8. **Fishbowl:** Ask a portion of the group to form a discussion circle and have the remaining participants form a listening circle around them. Bring new groups into the inner circle to continue the discussion.

9. **Games:** Use a fun activity or a quiz game to elicit participants’ ideas, knowledge, or skills.

10. **Calling on the Next Speaker:** Ask participants to raise their hands when they want to share their views and request that the present speaker in the group call on the next speaker (rather than the leader performing this role).
ACTIVE TRAIN IN G TECHNIQUES
FORM D

Four Ways to Better Teaching

I. BUILD INTEREST FIRST

1. Introductory Exercise: Conduct an activity that dramatically introduces the main points of the lesson.

2. Lead-Off Story or Interesting Visual: Give a work-related anecdote, fictional story, cartoon, or graphic that captures the audience’s attention and introduces what you are about to teach.

3. Initial Case Problem: Present a problem around which the lesson will be structured.

4. Test Question: Ask participants a question (even if they have little prior knowledge) so that they will be motivated to listen to you for the answer.

5. Preview of Content: Provide highlights or “coming attractions” of the lesson to entice interest and involvement.

II. MAXIMIZE UNDERSTANDING AND RETENTION

1. Opening Summary: State the major points and conclusions of the lesson in the beginning to help participants organize their listening.

2. Key Terms: Reduce the major points in the lesson to key words that act as verbal subheadings or memory aids.

3. Examples: Provide real-life illustrations of the ideas in the lesson.

4. Analogies: If possible, create a comparison between your material and the knowledge/experience the participants already have.

5. Visual Backup: Use flip charts, transparencies, brief handouts, and demonstrations that enable participants to see as well as hear what you are saying.

III. INVOLVE PARTICIPANTS WHILE YOU TEACH

1. Listener Assignment: Give participants an assignment during the lesson that they will have to do after it is over.

2. Guided Note Taking: Provide instructions or a form that indicates how notes should be taken during the lesson.
3. *Spot Challenges:* Interrupt the lesson periodically and ask participants to give examples of the concepts presented thus far or have them answer spot quiz questions.

4. *Synergetic Learning:* Provide different information to different participants. Allow them to compare notes and briefly teach one another.

5. *Illuminating Exercises:* Throughout the presentation, intersperse brief activities that illuminate the points you are making.

**IV. REINFORCE WHAT YOU HAVE TAUGHT**

1. *Press Conference:* Invite participants to prepare questions to submit for the instructor’s response.

2. *Group Processing:* Ask participants to reflect on the lesson’s implications for them.

3. *Postlesson Case Problem:* Pose a case problem for participants to solve based on the information given in the lesson.

4. *Participant Review:* Ask participants to review the contents of the lesson with each other or give them a self-scoring review test.

5. *Experiential Wrap-up:* Design an activity that dramatically summarizes or illustrates the main points of your lesson.
ACTIVE TRAINING TECHNIQUES
FORM E

New Drug Development

Pre-Clinical Research and Development

Clinical Research and Development

NDA Review

Post-Marketing Surveillance

Initial Synthesis

Phase 1

Phase 2

Phase 3

Animal Testing

Short-Term

Long-Term

Range: 1–3 Years
Average: 18 Months

Range: 2–10 Years
Average: 5 Years

Range: 2 Months-7 Years
Average: 24 Months

FDA Time: 30-Day Safety Review

NDA Submitted

NDA Approved

FDA Time

Industry Time


ACTIVE TRAINING TECHNIQUES
FORM F

Jigsaw Learning Example

Total Group Explanation

Study Group

Cooperative Learning Groups

Total Group Review
## ACTIVE TRAINING TECHNIQUES

### FORM G

**Medical Terms**

Learn these medical “roots” as quickly as you can.

<table>
<thead>
<tr>
<th>Medical Root</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEN</td>
<td>Gland</td>
</tr>
<tr>
<td>BIO</td>
<td>Life</td>
</tr>
<tr>
<td>CARDI</td>
<td>Heart</td>
</tr>
<tr>
<td>CEPHAL</td>
<td>Head</td>
</tr>
<tr>
<td>CHOLE</td>
<td>Bile</td>
</tr>
<tr>
<td>CHONDR</td>
<td>Cartilage</td>
</tr>
<tr>
<td>COST</td>
<td>Rib</td>
</tr>
<tr>
<td>CRANI</td>
<td>Skull</td>
</tr>
<tr>
<td>CYST</td>
<td>Sac</td>
</tr>
<tr>
<td>CY</td>
<td>Cell</td>
</tr>
<tr>
<td>DERM</td>
<td>Skin</td>
</tr>
<tr>
<td>ENCEPHAL</td>
<td>Brain</td>
</tr>
<tr>
<td>ENTER</td>
<td>Intestine</td>
</tr>
<tr>
<td>GASTR</td>
<td>Stomach</td>
</tr>
<tr>
<td>GYNEC</td>
<td>Woman</td>
</tr>
<tr>
<td>HEMAT</td>
<td>Blood</td>
</tr>
<tr>
<td>HYSTER</td>
<td>Uterus</td>
</tr>
<tr>
<td>KERAT</td>
<td>Cornea</td>
</tr>
<tr>
<td>LEUC</td>
<td>White</td>
</tr>
<tr>
<td>MY</td>
<td>Muscle</td>
</tr>
<tr>
<td>NEPH</td>
<td>Kidney</td>
</tr>
<tr>
<td>OPHTHAL</td>
<td>Eye</td>
</tr>
<tr>
<td>OSS OR OSTE</td>
<td>Bone</td>
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<tr>
<td>OT</td>
<td>Ear</td>
</tr>
<tr>
<td>PATH</td>
<td>Disease</td>
</tr>
<tr>
<td>PNEUM</td>
<td>Lung</td>
</tr>
<tr>
<td>PROCT</td>
<td>Anus</td>
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<td>PSYCH</td>
<td>Mind</td>
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<td>PY</td>
<td>Pus</td>
</tr>
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<td>PYEL</td>
<td>Pelvis</td>
</tr>
<tr>
<td>RHIN</td>
<td>Nose</td>
</tr>
<tr>
<td>TOX</td>
<td>Poison</td>
</tr>
</tbody>
</table>
ACTIVE TRAINING TECHNIQUES
FORM H

Role-Play Scripting Options

1. Participants can be given a general scenario and asked to fill in the details themselves.

2. Participants can be given a well-prepared set of instructions that states the facts about the roles they are portraying and how they are to behave.

3. Participants can be given extensive background information about the situation and the characters to be portrayed but not told how to handle the situation.

4. Participants can portray themselves in an actual situation they have faced.

5. Participants can be asked to develop a role-play vignette of their own.

6. Participants can be given a previously prepared script to act out.

Role-Play Formatting Options

1. The role play can evolve informally from a group discussion.

2. All participants can be divided into pairs for a two-person drama, trios for a three-person drama, and so on and can simultaneously undertake their role plays.

3. One pair, trio, or the like can role play in front of the group; the rest of the group can serve as feedback observers.

4. Actors in front of the group can be rotated by interrupting the role play in progress and substituting a group member for one or more of the actors.

5. More than one actor can be recruited to role play the same situation, allowing the group to observe more than one style.

6. The role play can be reenacted.
ACTIVE TRAINING TECHNIQUES
FORM I

Sequencing Guidelines

1. Build interest and introduce new content before you delve more deeply.
   Set the stage for learning by using an activity that hooks participant interest or gives the “big picture” first before the details.

2. Have demanding activities follow easy activities.
   Get participants settled in and warmed up before you put them through any hard work.

3. Maintain a good “mix” of activities.
   Vary the training methods, the length of activities, the intensity of activities, the physical setting, and the format. Variety is not only the spice of life, but also the crux of good training.

4. Teach easier concepts first before teaching more difficult ones.
   Generally, we learn more easily when one idea is an outgrowth of another.

5. Some skills need to be mastered before others.
   Often, complex skills cannot be learned until some easier concepts have been mastered.

6. Close training sequences with discussion of “so what” or “now what.”
   Have the participants consider the implications of the course content for themselves.
ACTIVE TRAINING TECHNIQUES
FORM J

Sequencing Exercise

You have been asked to design a training module for supervisors on giving feedback. The design is to be based on the handout below.

What Makes Feedback Useful?

1. *It is descriptive rather than evaluative.* By describing one’s own reaction, it leaves the individual free to use it or not use it, or to use it as he or she sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. *It is specific rather than general.* To be told that one is “dominating” will probably not be as useful as to be told, “just now when we were deciding the issue you did not listen to what others said. I felt forced to accept your arguments or face attack from you.”

3. *It takes into account the needs of both the receiver and giver of feedback.* Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. *It is directed toward behavior that the receiver can do something about.* Frustration is only increased when a person is reminded of some shortcoming over which he or she has no control.

5. *It is elicited, rather than imposed.* Feedback is most useful when the receiver has formulated the kind of question that those observing him or her can answer.

6. *It is well timed.* In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person’s readiness to hear it, support available from others, and so on).

7. *It is checked to ensure clear communication.* One way of doing this is to have the receiver try to rephrase the feedback he or she has received to see if it corresponds to what the sender had in mind.
You have decided on the following training activities:

A. Ask participants to assess themselves as givers of feedback.

B. Set up role plays so that each participant practices giving feedback to a difficult employee and obtains feedback from others on his or her performance.

C. Divide participants into subgroups and ask them to discuss and clarify the handout.

D. Set up skill-building activities to practice each skill suggested by the handout.

E. Ask participants to discuss what they value when being given feedback from someone else.

F. Have participants identify employees to whom they would be willing to give feedback according to the guidelines in the handout.

In what order would you sequence these activities? Why?

1. __________

2. __________

3. __________

4. __________

5. __________

6. __________