Presented by:
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During this course you will:

- Examine five aspects of powerful presentations.
- Identify the components of a learner-centered training.
- Discover multiple techniques for engaging your audience.
- Experience three group questioning techniques.
- Identify activities to open and close a session effectively.

AGENDA

- Introduction
- Topic One: Platform Skills
- Topic Two: People
  - Safety First
  - Relationships
- Topic Three: Product
- Topic Four: Process
  - Openings
  - Closings
  - Revisiting Activities
- Topic Five: Passion
- Final Reflection
Topic One: Platform Skills

The first side of the cube is Platform Skills. The presenter’s appearance, mannerisms, and presentation style should never detract from the message.

Small Groups: Consider the following three categories. What positive examples have you seen from presenters to support each of them?

- Appearance

- Speech

- Body Language
People is the second side of the Power Up Cube. When delivering training it is imperative to take the needs of the audience into account before selecting the activities you will use. The most basic need of all people is to feel emotionally safe in a learning environment. There are several categories to consider in order to promote a positive learning environment.

- **Control**
  Adult learners have a need to be in control of their learning. As trainers we can foster this sense of control by offering choices to our learners, and giving them the responsibility for their own learning.

What choices can you offer to your adult learners? What responsibilities can they take charge of?

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Topic Two: People/Safety First

- **Fight or Flight**
  Adults who are operating in the flight or fight mode may exhibit either verbally or physically defensive behavior, or they may opt out of activities and discussions or leave the room.

  How can you prevent or minimize this response in your training?

- **Introverts**
  Introverts may also exhibit flight behaviors if they feel insecure in the training setting.

  How can you design activities that are introvert-friendly?

  Small group discussions
  Partners
  Safe questioning techniques
Topic Two: People/Safety First

- **WIIFM**
  All participants will benefit from identifying what’s in it for them, especially those who are resistant to training.

  How can you build in an activity for participants to identify the personal benefits of the training?

<table>
<thead>
<tr>
<th>Goal setting</th>
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<tbody>
<tr>
<td>Expectations</td>
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<tr>
<td>Benefits and challenges</td>
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- **Ground rules**
  When expectations for behavior are made clear and are agreed upon by the group, then individuals will accept responsibility not only for their behavior but also the behavior of the group.

  What ground rules do you find essential for most groups?

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Classroom Climate
Think of your training as a social event. You will create the classroom climate before the participants enter using posters, music, and seating arrangement. This will ensure that people feel comfortable immediately upon entering the environment.

How can you create a comfortable climate using the following?

- Posters
- Music
- Seating
- Personal Greeting
- Timer
- Chimes
Building relationships will also build trust within the training room. When people trust each other they are more likely to take the risks involved in learning new information and skills. Consider these ways to build relationships and trust.

- **Make ________________**
  
  Meet and greet
  Networking
  Learning partners
  Table groups
  Table leaders
  Share your personality

- **Honor ________________**
  
  Add years of experience
  Activate prior knowledge
  Share experiences in table discussions
  Brainstorm ideas from the groups

- **______________ approach**
  
  Active learning
  Visuals
  Discussion
  Reflection
  Resources

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What you model shows what you value.

Actions speak louder than words. People will believe what you do rather than what you say.
Product is the third side of the cube. This includes your knowledge of the content, skills, and products on which you are delivering training. It also includes your level of experience with the implementation of the content, skills, and products, as well as your experience as an instructor.

**Personal Reflection:** Rate yourself on a scale of 1-5 for each of the following categories. One is the lowest level of confidence and five is the highest.

What additional support do you need in each category to reach a 4 or 5?

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Content/Skills knowledge</strong></td>
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<td><strong>Presentation Skills</strong></td>
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<tr>
<td><strong>Experience</strong></td>
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Topic Four: Process

Process is the fourth side of the cube. When you are delivering training the process is the framework you use to present the Product (see Topic 3). The Process can be used with any content and takes into account the safety and relationship issues related to People (see Topic 2).

- **Openings and Closings** are like bookends around your training.

3 C’s of Effective Openings

- Make C__________, both personal and contextual
- Introduce C_________ or concept
- Set the C_________/tone

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<tr>
<th>Purpose</th>
<th>Activities</th>
<th>Openings</th>
</tr>
</thead>
</table>
| **Shift from passive to active** | Stand up  
Move to the wall chart  
Find a partner from another table  
Human Scramble  
Shout Out | Human Scramble  
Find a partner from another table. Share one thing you already know about the subject and one thing you would like to learn. Continue sharing with different partners until time is called. |
| **Safe environment** | Utilize partners and table teams  
Human Scramble  
Give explicit directions  
Allow participants to pass | Team Intro  
Each table team selects a team name and a common goal for the day. One person from each team will do the introductions and share the team goal. |
| **Set goals and positive expectations** | Write learning goals  
Share expectations  
Handout preview | SMART Goals  
Set 2-3 SMART learning goals for the day. Write them down and select one to share with a partner or table team. |
| **Activate prior knowledge to introduce new content** | Ask a discussion question  
Card matching terms and definitions  
Have them guess a statistic | Roll the Die  
Volunteer rolls the die. First number is number of facts group needs to list that they already know about the topic. Roll again to determine how many things they will list that they want to learn. |
| **Build relationships** | Learning Partners  
Table Teams  
Discussion Opportunities | Add ‘Em Up  
Add up combined years of experience of everyone in the room. Post on a chart. |
## Topic Four: Process

- **Final ACT Closings**
  - A_________ planning
  - C___________ new learning
  - T_______-aways

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| **Plan next steps**            | Action Idea page  
Action Plan- write three ways you can use this information  
Commitment Card | **FAST Exchange:**  
Find a partner  
Action Plan  
Shake hands  
Thank you  
Repeat the process more than once if time allows. |
| **Identify key ideas**         | Highlight key ideas in handout  
Top Ten List | **Lost Luggage**  
Draw the outline of a suitcase on an index card. Write the key ideas you will take away from this training. Swap the card with another person and they swap it again. The person who ends up with the card reads it out loud and the person who wrote it claims their “lost” luggage. |
| **Feel good about learning**  | Celebrate learning  
Give awards or prizes  
Have certificates | **At the conclusion of any closing:**  
High Five  
Power Whoosh  
Knuckle Bump  
Round of Applause |
| **Build relationships**        | Share action plan with partner or team  
Plan follow-up with fellow participants | **Action Plan Swap**  
Write your action plan on an index card and put your name and email address on the back. Swap with your partner. Send them an email in the next 2-3 weeks reminding them of their plan. |
Topic Four: Process

Revisiting content is different from reviewing, because it is actively done by the participants rather than passively done by the instructor.

- Revisit content using ________________ activities.

<table>
<thead>
<tr>
<th>Low Prep/Low Prop Revisiting Activities</th>
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<tbody>
<tr>
<td><strong>Guess My Graphic</strong></td>
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</table>
| Each person draws a graphic to represent one key concept on an index card. They circulate around the room to get people to guess what the graphic stands for.  
Variation: Do as a group using chart paper on the wall. Do a gallery walk to other charts and guess their graphic. |
| **Sit Stand**                            |
| Instructor prepares a list of true/false statements or yes/no questions. As each statement/questions is read, participants stand for true/yes and sit then stand for false/no.  
Variation: for people who cannot stand up have them raise both hands instead. |
| **Take A Stand**                         |
| Instructor uses a list as above, but designates one wall as true/yes and the opposite wall as false/no. People stand at one wall or the other to answer the question. |
| **Myth or Truth**                        |
| Table teams create a set of myth statements on index cards and a set of truth statements. They shuffle the cards and exchange them with another team to sort into two stacks. |
| **Give One/Get One**                     |
| After participants have generated a list of key concepts to remember, they bring their list and a pen and circulate throughout the room. As they meet another participant one-to-one, they give one concept and get one concept to add to their list. Then they move to the next person and repeat. Continue this process until time is called. |
| **Question Card Swap**                   |
| Each person writes a question from the content that they know the answer to on an index card. In silence they pass the card to the person sitting on their right. This person answers the question on the back of the card and passes it again to the person on their right. This person checks the answer to make sure it is correct and passes the card again to the right. When the card returns to the writer, they read it out loud with the correct answer from the back.  
Variation: collect the cards and ask the questions from the front of the room. Table teams work together to answer them and get points for correct answers. |
| **High Five**                            |
| Participants find a partner and a place to stand. Instructor asks a review question. Partners talk to each other to agree upon an answer. When they agree, they give each other a high five. Continue the process with up to 5 five questions. |
## Topic Four: Process

- Utilize techniques to make ____________ interactive.
  - Highlight
  - Draw a box/circle around
  - Underline
  - Star/Lightbulb
  - “Do this!”

- Employ Questioning Techniques that promote ____________.

<table>
<thead>
<tr>
<th>The Cloud</th>
<th>Used as a parking lot for questions that are off topic or need further clarification beyond the scope of the training. Place a poster on the wall and encourage participants to write their questions on post-it notes and post them for review during breaks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>Each person will reflect on what has been learned and will generate two questions. One question they already know the answer to and is related to a key concept. The second question they do not know the answer to. If the participant cannot think of a question that they need an answer to, they may generate two questions that they do know the answers to. Then they circulate to find the answers to their questions and/or quiz other participants on the key concepts.</td>
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<tr>
<td>Group Question (Discussion)</td>
<td>Ask a discussion question of the whole group and give time for small groups to generate answers. Then share the answers with the whole group to ensure that the responses are correct and complete.</td>
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<tr>
<td>Partner Question (Comprehension)</td>
<td>Ask a comprehension question of the whole group and have participants work with a partner to generate the answer. Share aloud correct responses from one or two partners. Have other participants agree.</td>
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- Use a ______________.
Passion is the final side of the cube. This is the most difficult aspect to teach to others as passion comes from within. There are several ways that a presenter can show their passion to others in a training environment without telling them they are passionate.

- High Professional Standard
- Credibility
- Enthusiasm

**Small groups:** How do you know that presenters are passionate about their topics, the work they do, or serving others?
# Final Reflection

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Bibliography


