
MODULE 5: CAPSTONE

Day:

Time:

Level of Understanding:

Instructional Strategies:

- Lecture
- Discussion
- Practical Exercises

Module Equipment/Facilities:

- 2 Standard Classroom Setup
- Index cards
- Highlighters

Participant Materials/Handouts:

- Workbook 5.1: Facilitation Checklist
- Handout 3.1: Presentation Assignment
- Handout 5.1: Presentation Checklist
- ATA Course Facilitation Guide

Terminal Learning Objective

At the end of this module, you will be able to facilitate a 20 minute training session.

Introduction

The purpose of this module is to provide you with an opportunity to practice using all of the skills taught during this training. The participants will prepare and present an assignment from an ATA course module. If time allows, the participants may present a second module segment.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Module Introduction	▪ Not applicable	5 minutes
Facilitation	▪ Describe the final preparation for facilitating training.	375 minutes
Module Summary	▪ Not applicable	10 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Slide 1 Capstone

- No text

Graphic Description: U.S Flag and Seal

Module Preparation

- **Timing and Methods:** Use the suggested time plan at the beginning of the module. As with all modules in this course, read all the content (Facilitator Guide and PowerPoint slides) and familiarize yourself with each facilitator note before class.
- Be thoroughly prepared for exercises, discussions, or other activities required for the module. Follow all facilitator notes. Use a combination of lecture, large-group discussion, and small-group activities.
- **Determine logistics and a schedule:** This activity is conducted in two small groups of up to eight participants. Arrange for breakout rooms and equipment. When participants are not presenting their assigned module, they remain with their small groups in the role of course participant/observer.
 - **Provide Equipment, Supplies, and Copies:** Review the assignments in **Handout 3.1** and determine whether any extra equipment, supplies, or copies are needed to conduct the presentation. Remember, each assignment may be presented concurrently by three participants to a small group of observers. Make sure to send sufficient quantities of anything that will be needed. The observer participants should have their Participant Guides and Participant Guide CDs from when they attended the course.
 - **Schedule:** Allow sufficient time for each presentation. (If possible, the assignments are provided to the participant the evening before the presentation day.)
- **Class Size:** To achieve the training objectives, it is preferable that all participants conduct an individual presentation of a minimum of 15 to 20 minutes. Seven 20-minute presentations in a single day is the limit. You will need to allow for setup time, feedback, and breaks. Trying to squeeze in more presentations will make providing individual feedback difficult. If the participants cannot be divided into groups of eight or less, the first strategy is to decrease the length of each presentation. The last resort is to have the participants team-teach in pairs.
- **Interpreters:** One interpreter is needed for each breakout group.
- **Additional Presentations:** If time permits, have the participants conduct a second presentation by repeating the process. If feasible, the second presentation should be more challenging or exercise other skill areas such as leading a practical exercise such as at a range or using equipment.

Slide 2 Module Objective

- At the end of this module, you will be able to facilitate a 20 minute training session

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- Briefly discuss the terminal learning objective.

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- Highlight the key topics to be presented:
 - Capstone
 - Tell the participants that the information in this module can be used to facilitate a training session.

Topic: Facilitation

375 Minutes

Enabling Learning Objectives:

- Describe the final preparation for facilitating training.

Slide 3 Review

- Preparation
- Facilitation checklist
- Feedback process
- Practice presentations

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- Transition to the next section, which focuses on reviewing how to facilitate training. Make sure to use this visual as an overview; do not go into detail about the topics on the screen at this point

Slide 4 Preparation (1 of 2)

- Step 1 – The Outcomes
- Step 2 – The Big Picture
- Step 3 – The Details
- Step 4 – The Test

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Slide 5 Preparation (2 of 2)

- Customize the content
- Anticipate participants' questions and be prepared to answer them
- Prepare learning activities
- Prepare the classroom
- Check the equipment
- Rehearse

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- Explain that preparation is as important as the presentation itself. Make sure to use the preparation time wisely and ask for help if you need it.
- Remind the participants of what they learned in Module 4 about preparing to train.

Slide 6 Facilitation Checklist (Workbook 5.1)



- Lists the skills to be demonstrated
- Used to provide feedback

Graphic Description: Checklist with items selected

- Refer the participants to **Workbook 5.1: Facilitation Checklist**.
- Tell the participants that they will receive individual feedback using this checklist.
- Ask the participants to review the checklist carefully. Point out that every presentation should begin with an introduction. Encourage participants to use this checklist as they prepare their presentations.

Slide 7 Feedback Process (Workbook 5.1)



- What did you do well?
 - Presenter
 - Observers
- What would you do differently next time?
 - Presenter
 - Observers
- Feedback should be:
 - Constructive
 - Specific
 - Concise

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- Explain that feedback is provided after each presentation. First, the presenter and observers will discuss the strengths and areas for improvement.
- Next, the presenter will complete the self-assessment feedback checklist (**Workbook 5.1**) and then meet with the ATA facilitator for additional feedback.

Slide 8 Practice Facilitation (Workbook 5.1 and Handout 3.1)



- Preparation
 - Review the assignment handout
 - Plan how to use your preparation time
 - Gather all needed items
 - Practice the presentation
- Presentation
- Feedback

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- Prepare the separate training areas. Be sure each training area includes:
 - One table for equipment
 - One computer

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- One projector
 - One easel and chart paper
 - Markers
 - Any other equipment and supplies needed to present the assignments
 - Make sure there are enough tables and chairs for all participants and for the ATA facilitator.
 - Work with the interpreters to prepare signs on 8½-by-11-inch paper that read:
 - 5 minutes
 - 3 minutes
 - 1 minute
 - Time to stop
 - Make sure the PowerPoint files have been copied onto each computer that will be used for the presentations. If possible, extract only those slides that will be used in each 20-minute presentation. Providing a subset of slides will reduce possible confusion.
 - Divide the participants into two groups. The total number of individuals per group should be five but no more than eight. Write the groupings on chart paper and show them to the participants. (In creating the groups, you may want to consider balancing participants' strengths and weaknesses or putting members of similar organizations together.)
 - Inform participants of class time allocated for preparing their presentation.
 - Prepare pieces of chart paper for each group to schedule and sequence the assigned presentations within each group. Post the chart paper presentation schedules in the breakout rooms or sections of the training area where participants will make their presentations.
 - Make sure the assignments clearly delineate the beginning and ending point of each presentation. Schedule each presentation on the chart paper.
 - Ask participants to find their assignments within the Facilitator Guide. Have the participants use their translated Facilitator Guide, if necessary, in their CDs. You may need to work with the interpreters to help clarify the assignments. Walk each participant through each page of the assigned training materials and any related materials. Answer any questions the participants might have. Stay with the assigned breakout group during the entire preparation process. Participants are more likely to seek help and guidance if you are sitting with them rather than the other ATA facilitators.
 - Tell the participants when the first presentation will begin. Provide the participants with any index cards or other supplies they will need. Remind them that they should bring their Participant Guides from the ATA course and this training course with them.

Slide 9 Facilitate Training

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- On the day of the presentations, give participants sufficient time to prepare (see the Preparation Guide for guidance). Encourage participants to test the equipment and

review their slides on the projector. Encourage them to ask questions. Remind participants of the time remaining before the presentations.

- Find a private location near each presentation area to meet with the participants after their presentations.
- Start the presentations on time.
- As each participant gives his or her presentation, observe how well the participant performs the skills listed in Workbook 5.1, Presentation Checklist. Give participants warnings about the time remaining using the signs you created the day before.
- Stop the presentations on time.
- At the end of each presentation, encourage the next participant to begin setting up his or her presentation and go to the preselected area to provide the feedback. Ask the presenters what they thought their strengths were. Ask them what they would have done differently if they could do it again.
- After feedback has been given, ask the presenter to fill out the self-assessment checklist (**Workbook 5.1**) in his or her Participant Guide.

Topic: Module Summary	5 Minutes
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Slide 10 Module Summary
▪ Great Challenges ▪ Lessons Learned
▪ Continued Improvement
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- After completing the individual presentations, reconvene the entire class.
- Begin by congratulating and thanking the class for their hard work and excellent presentations.
- Remind the participants that this module provided an opportunity to practice using all of the skills taught during the facilitation. This training session is just a starting point. Perfecting your presentation and facilitation skills requires continued practice.
- Facilitate a discussion by asking participants the following questions:
 - What were the greatest challenges encountered when preparing and conducting the presentations?
 - What lessons did you learn from the exercise?
 - What are some steps you can take to continue to improve your presentation and facilitation skills?
- Summarize your observations and final guidance. Ask the other facilitators to add their comments.