
MODULE 1: INTRODUCTION

Day:

Time: 1 hour

Level of Understanding:

Instructional Strategies:

- Lecture
- Small Group Activity
- Large Group Discussion

Module Equipment/Facilities:

- Standard Classroom
 - 3 Table Groups
 - 3 Sets Chart Paper, Stands, Markers, Tape
 - 1 Whiteboard with Markers and Eraser
 - Lectern
 - LCD Projector and Screen
 - Computer with PowerPoint 2007 or Later

Participant Materials/Handouts:

- Workbook 1.1: Thinking About Learning Activity
- Workbook 1.2: Course Schedule

Introduction

This module introduces participants to the Train-the-Trainer Course. This course provides participants with the skills needed to present the Office of Antiterrorism Assistance (ATA) curriculum materials. There are opportunities to:

- Enhance presentation and facilitation skills
- Practice using the course materials

At the conclusion of this portion of the course, participants will be able to conduct training sessions using the ATA curriculum resources.

Module Topics

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

Topic	Enabling Learning Objectives	Approximate Time
Introduction	▪ Not applicable	25 minutes
Course Overview	▪ Not applicable	30 minutes
Module Summary	▪ Not applicable	5 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.

Key Terms

Key Term	Description
Workbook	An Workbook contains resource material that supports the presentation or exercise. Examples include job aids or worksheets. Addenda are located in the Participant Guide.
Facilitation	Facilitation is a learning process in which a leader, called a facilitator, guides a group or individual toward a learning goal.
Handbook	A handbook contains resource material that supports the presentation. Examples include a threaded case study or other information that participants use in multiple modules.
Handouts	Handouts are provided when needed to support the training presentation. Handouts are not located within the Participant Guides.
Learning Objectives	Terminal Learning Objective: A statement that describes what the course participants will accomplish after successfully completing the training module. Enabling Learning Objective: A statement that describes what the course participants will master at the knowledge and skill level in order to achieve a terminal learning objective.
Learning Principles	Learning principles are underlying or guiding theories about how people acquire new knowledge and skills
Presentation	Presentation is the delivery of content to an audience using verbal and nonverbal communication.
TeachBack	A TeachBack is a way to confirm that participants have learned by asking them to explain the content back to the facilitator. It is a test of how well facilitators explained a concept. This type of exercise provides another opportunity for participants to recall what they have been taught and practice their public speaking skills.

Abbreviations/Acronyms

Abbreviation/Acronym	Description
ATA	Office of Antiterrorism Assistance (U.S. State Department)

Symbols

The following symbols will be used to depict types of participant materials and discussions incorporated into this course:

 Addendum	 Handout	 Workbook
 Animation	 TeachBack	 Community Engagement and Human Rights
 Reference		

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Slide 1 Introduction

■ Title Slide

*Graphic Description: U.S. Flag and ATA Seal***Facilitator Preparation**

- Work with your co-facilitators to plan a teaching strategy.
 - Remember that all facilitators should stay in the classroom as much as possible during the module presentations. This allows the participants to benefit from the mix of facilitator expertise.
 - Follow along while the other facilitators are presenting and help answer questions, provide examples, or relate the content to the participants.
 - Provide coaching by working directly with participants throughout small-group activities.
- Prepare to teach the modules for which you are the lead presenter.
 - Understand how your modules relate to the course as a whole and be prepared to serve as substitute facilitator, if necessary.
 - Familiarize yourself with each module's objectives, topics, addenda, handouts, and guidance in the facilitator notes. The PowerPoint slides are intended to supplement the lesson plan but not to replace it. Facilitators must follow the lesson plan and not rely solely upon the PowerPoint slides to teach the course.
 - Prepare to conduct all activities and encourage interaction. The course is intended to be collaborative, with frequent feedback from participants.

Course Introduction

- Welcome the participants to the course.
- Explain that this module provides an overview of:
 - To describe the principles for promoting learning
 - To demonstrate effective presentation and facilitation skills
 - To prepare to conduct the ATA training course
 - To demonstrate effective presentation skills by conducting a 20-minute segment of a module

Slide 2 Course Purpose

- To provide participants an opportunity to:
 - Enhance their presentation and facilitation skills
 - Practice using the course materials

Graphic Description: Facilitator writing on chart paper

- Facilitate the introductions by:
- Explain that this training is designed to provide participants with the skills they need to teach the course they just completed.
- Note that the emphasis of this training is on preparing for and conducting a course using the Office of Antiterrorism Assistance (ATA) curriculum materials.

Slide 3 Thinking About Learning Activity (Workbook 1.1)



- Purpose: to explore different points of view about teaching and learning
 - Duration 20 minutes (10-preparation; 10-debrief)
 - Group: Small group
 - Debrief: Large group

Graphic Description: No graphic

- Refer participants to **Workbook 1.1: Thinking about Learning Activity**.
- Explain that the purpose of this activity is to explore different points of view about teaching and learning.
 - Organize participants into small teams of three to five individuals. Assign each team one of the following quotes about learning:
 - Quote 1: "Some people talk in their sleep. Lecturers talk while other people sleep." Albert Camus (French author, journalist, and philosopher; born 1913)
 - Quote 2: "Practice is the best of all instructors." Publilius Syrus (Latin writer from the 1st century BC)
 - Quote 3: "I hear, I know. I see, I remember. I do, I understand." Confucius (Chinese teacher, editor, politician, and philosopher; born 551 BC)
 - Quote 4: "I cannot teach anybody anything, I can only make them think." Socrates (Classical Greek Athenian philosopher; born 469 BC)
 - Quote 5: "Good teaching is 1/4 preparation and 3/4 theatre." Gail Godwin (American novelist; born 1937)
 - Quote 6: "In learning you will teach, and in teaching you will learn." Phil Collins (British musician; born 1951)
 - Tell the participants to review the assigned quote and answer the following questions:
 - What does this quote tell you about how people learn? *Potential Answers:*
 - Quote 1: *Lecture alone is not sufficient for learning.*
 - Quote 2: *Exercises help people learn new skills.*
 - Quote 3: *Retention of new learning is stronger after hands-on exercises.*
 - Quote 4: *Thinking about new concepts and principles promotes learning.*
 - Quote 5: *Effective instruction is interesting and keeps participants engaged.*
 - Quote 6: *Having participants teach back helps them recall and retain what they have learned.*
 - What does this quote tell you about how to teach others? *Potential Answers:*
 - **Quote 1: *Effective facilitators use a variety of presentation approaches. It is important to leave time for activities, discussions, and exercises.***

- **Quote 2: Effective facilitators provide opportunities for participants to practice what they are learning. Facilitators are coaches, not just presenters.**
 - **Quote 3: Effective facilitators summarize the points learned during exercises to help promote retention of new knowledge and skills.**
 - **Quote 4: Effective facilitators use discussions and other techniques to encourage participants to think about the content they are learning.**
 - **Quote 5: Effective facilitators are dynamic and interesting to watch.**
 - **Quote 6: Effective facilitators transform their course participants into future teachers.**
- Ask the teams to select a presenter. Monitor the time. After 10 minutes, reconvene the class. Have each team present its quote and answers to the questions. After all of the teams have presented, list the principles of learning mentioned by the teams. Note that although the authors of these quotes represent thousands of years in our history, the themes still are valid today. Point out that although the technology and methods may have evolved over time, the fundamental principles of teaching and learning have not changed through the years. Summarize the activity by indicating this module reviews those foundational principles.

Slide 4 Education and Training

- Education: General knowledge and skills
- Training: Job-specific knowledge and skills

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- Define **Education**: provides the learner with general knowledge and skills, such as reading, writing, and problem solving.
- Define **Training**: the acquisition of specific skills needed to perform a job task. The bottom line – training is teaching course participants how to do something they will use on the job.
- Explain the distinction between education and training.
- The goal of ATA courses is to build on the course participants' general education to provide practical skills-based training for use on the job. Therefore, the ultimate goal of these courses is to improve job performance.

Topic: Course Overview

30 Minutes

Slide 5 Training Descriptions

- Chart showing
 - Adult Learning Principles
 - Skills Building
 - Lessons Learned
 - Practice Presentations

Graphic Description: Chart with principles, skills building and lessons learned pointing

towards practice presentations

- Tell the participants that the major components of this training include:
- Review of basic training principles
- Exercises designed to build presentation and facilitation skills
- Sharing of lessons learned from facilitators who have taught this course
- Opportunities to practice presenting module excerpts
 - Explain that this training is a hands-on learning laboratory. Emphasize that participants should use the time to gain the expertise and confidence needed to conduct the ATA course on their own.
- Mention that the facilitators will present specific information about how to conduct the particular ATA course. This information is based on the facilitator's experience in conducting training.
- **NOTE:** This requires that the facilitators add specific guidance and advice in designated areas of the ATA course. The goal is to impart the lessons learned and advice that will increase the ability of the partner nation to sustain the training. Facilitators must assume the role of mentor and coach throughout this training.

Slide 6 Participant Expectations

- Be open to new ideas
- Participate in all activities
- Be willing to listen to feedback
- Do your best

Graphic Description: No graphic

- Tell the participants that their success depends on the effort they put into the next few days. Emphasize that we are not expecting perfect presentations but rather that everyone try to do their best. The objective is learning, not perfection.
- Ask the participants if they have additional expectations to add to those on the slide.

Slide 7 Course Schedule (Workbook 1.2)



- Day 1
 - Adult Learning Principles
 - Facilitator Training
- Day 2
 - Preparing to Train
- Day 3
 - Capstone

Graphic Description: No graphic

- Refer the participants to **Workbook 1.2: Course Schedule**.
- Review the schedule.

Slide 8 Materials

- Train-the-Trainer Course
 - Workbook
- Course
 - Workbook
 - Course materials on disc

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- Review the materials included in this Train-the-Trainer Course. Note that there are two sets of materials: materials for the train the trainer portion of the training and the ATA course materials.
- Make sure that the participants are familiar with the materials and their purpose.

Slide 9 Instructional Strategies

- Presentation
- Discussion
- Exercises

Graphic Description: Participants working in a small group

- Explain that this course provides detailed instruction on each step required to design, conduct, and evaluate exercises. Throughout the course, the facilitators use case-study presentations, demonstrations, and other techniques to show participants how to perform each step. Participant teams will design and conduct two exercises. Each team will have an ATA facilitator who provides coaching throughout the process.
- Emphasize that the more involved and active the participants become in their own learning, the better the course will be for them and their colleagues.

Slide 10 Course Logistics

- Class representative
- Daily schedule
- Important events

Graphic Description: Participants in a class

- Because this Train-the-Trainer Course assumes that the class attended the ATA course prior to this session, review any changes in:
- Duties of the class representative (e.g., gathers class before start time and after lunch, assists in maintaining classroom rules of conduct, acts as point of contact between facilitators and class, performs other duties as assigned by the facilitators). Note that the class representative is preselected before the group arrives for training.
 - Explain the overall daily schedule including start times, breaks, lunches, and end times.
 - Explain that the detailed daily schedule will be discussed later in the introduction.

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- Provide a schedule of any important upcoming events (e.g., special visitors to the classroom, social hour or other after-class activities, and commencement).

Topic: Module Summary	10 Minutes
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Slide 11 Module Summary
▪ Overall purpose of Train-the-Trainer ▪ Differences between education and training ▪ Participant expectations ▪ Schedule and materials
<i>Graphic Description: No graphic</i>

- Review the information covered in this module.
- Ask participants if they have any questions.
- In Module 2, the facilitators will review the principles that form the foundation of adult learning.