

Appendix A: Facilitating the Continuity Planners Workshop



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Objective

**At the end of this appendix,
you should be able to present
the Continuity Planners Workshop.**



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Workshop Materials

- **Instructor Guide**
- **Student Manual**
- **PowerPoint Visuals**
- **Resource Guide**



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Instructor Guide

- **Is your primary resource for the training**
- **Includes:**
 - **Workshop content**
 - **Copies of all visuals**
 - **Directions for all activities**
 - **Copies of all job aids and worksheets used in the workshop**

**Feel free to add your own notes
to personalize the training.**



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Student Manual

- **Is the students' primary resource for this course.**
- **Includes:**
 - **Workshop content**
 - **Copies of visuals**
 - **Instructions for completing activities**
 - **Copies of all job aids and worksheets used in the workshop**

**Copy enough SMs for the class
before the training.**



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PowerPoint Visuals

- All PowerPoint visuals required for the workshop are included on a CD.
- The visuals do not include transitions. All text and graphics appear at the same time.
- Do not run the visuals from the CD during class. The visuals will run much faster and smoother if loaded onto a PC.



Instructor Requirements

- **At least 2 instructors should facilitate this workshop.**

All instructors should be knowledgeable of their assigned topics and adult learning techniques.



Adult Learning Characteristics

Adult learners:

- **Have an independent self-concept; are self-directed.**
- **Are motivated to learn useful information; want to know the “why” and real-world applications.**
- **Benefit from positive reinforcement, not threats or punishment.**
- **Learn by linking new learning to past experiences.**
- **Learn more when learning is active.**



Adult Learning Preferences



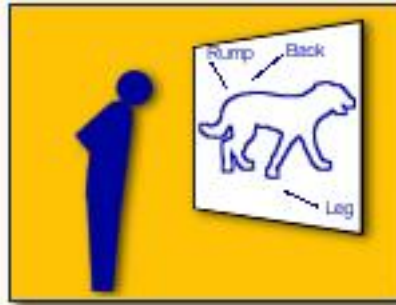
**Social Needs:
Learning Alone or
With Others**



**Motivation: Extrinsic
or
Intrinsic**



**Learning Style:
Auditory**



**Learning Style:
Visual**



**Learning Style:
Kinesthetic (Doing)**



Adult Learning Preferences

What learning styles and preferences should you consider when selecting training methods?



Adult Learning Preferences

- Consider all learning preferences.
- Variety in methodology:
 - Ensures appeal to everyone's learning preferences.
 - Prevents monotony and boredom.



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Maximizing Methodologies

This workshop uses:

- **Discussion.**
- **Presentations.**
- **Small-group activities.**

How do you maximize the effectiveness of each of these methodologies?



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Maximizing Discussions

Use to:

- **Generate ideas.**
- **Find out what the students think.**
- **Increase the level of participation.**
- **Encourage group interaction.**

Maximize impact by:

- **Stating the purpose of discussion and its connection to the topic.**
- **Posing clear questions or discussion statements.**
- **Using visual aids, as appropriate.**



Maximizing Presentations

Use to:

- **Convey information quickly in a short period of time.**
- **Provide new, basic information to a group.**
- **Communicate the same information consistently to large numbers of people.**

Maximize impact by:

- **Limiting them to short segments.**
- **Using presentation skills effectively.**
- **Involving all students.**
- **Using audio-visual aids effectively.**



Maximizing Group Activities

Use to:

- Test the students' understanding of concepts or processes.
- Promote group collaboration.
- Increase the students' confidence in their ability to apply learning on the job.

Maximize impact by:

- Stating the purpose of each activity.
- Providing clear instructions.
- Checking for understanding.
- Debriefing to reinforce key learning points.



Maximizing the Value of Visual Aids

Use to:

- Support presentations.
- Capture attention.
- Reinforce learning points.
- Organize information.
- Promote understanding.

Maximize impact by:

- Limiting their use.
- Keeping them simple.
- Making them easy to read and understand.



Maximizing the Value of Audio/Visual

Use DVDs and videos to:

- Illustrate a point in a dramatic fashion.
- Serve as a catalyst for discussion.
- Demonstrate real-world applications.

Use audio clips to:

- Present expert testimony.

Maximize impact by:

- Limiting their use.
- Using the equipment correctly and the media appropriately.
- Creating the right environment (lighting; sound levels).
- Making the student connection.



Activity: Sharing Tips and Techniques

Instructions:

1. Work in groups as assigned by the Instructor.
2. Develop at least one new tip for using:
 - Chart pads.
 - PowerPoint visuals.
 - Audio clips.
 - Video clips.



You have 10 minutes to complete this activity.



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Preparing To Train

- Review the IG, SM, and Resource Guide carefully.
- Add notes, examples, and other information to the IG.
- Determine if additional handouts are needed.
- Rehearse the training with the visuals to establish timing.



Reviewing the IG

- **Review the overall course.**
- **Review individual units in detail.**
 - **Review the Plan of Instruction at the start of the unit.**
 - **Become familiar with the lesson content and flow.**
 - **Review the visuals and Instructor Notes.**
 - **Note areas where you don't know enough to teach the content.**



Reviewing the Resource Guide

The Resource Guide:

- **Includes supplemental information that the students will need during and after the course.**



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Preparing the Materials

- **Copy one SM per student.**
- **Label additional handouts for easy identification.**
- **Copy handouts to ensure that all students will have a copy of each.**



Preparing the Classroom

- Determine desired classroom setup.
- Load the PowerPoint visuals onto the computer.
- Test all equipment.



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Preparing Yourself

- **Practice, practice, practice!**
 - **Practice in front of a mirror, using videotape, or in front of a friend or colleague.**
 - **Use the IG and all of the related materials.**
 - **Use the equipment and supplies called for in the IG.**
- **Get feedback.**
 - **Ask someone to watch your practice session.**
 - **Ask for and apply the feedback provided.**



Making Presentations

**What are the characteristics
of effective presenters?**



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Making Presentations

Characteristics of effective instructors:

- **Attending to the audience**
- **Observing the audience**
- **Using nonverbal behaviors**
- **Using the voice**



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Attending to the Audience

DO:

- **Clear your mind of distractions.**
- **Face the students.**
- **Maintain a relaxed but attentive stance.**
- **Draw people in by walking toward them.**

DON'T:

- **Talk with your back to the group.**
- **Place a barrier between you and the students.**
- **Stand in a fixed position, fidget, or shift your weight.**



Observing the Audience

DO:

- Be aware of nonverbal behaviors.
- Scan the room and be aware of your blind spots.
- Share observations with students.

DON'T:

- Just look at the students, see them.
- Stare at any one spot or person for too long.
- Bury your head in notes or materials.



Using Nonverbal Behaviors

- **Identify your audiences likely energy cycles ahead of time.**
- **Schedule an activity when your audience is likely to hit an energy lull.**
- **Eat a light lunch.**
- **Call a break and get some fresh air during the break.**



Using Your Voice

DO:

- **Speak loud enough to be heard.**
- **Vary the pace of your presentation.**
- **Slow down for important points.**

DON'T:

- **Speak in a monotone voice.**
- **Be afraid to pause.**



Putting Yourself at Ease

What can you do to put yourself at ease before and during training?



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Putting Yourself at Ease

- **Prepare ahead of time.**
- **Practice and visualize the presentation.**
- **Do relaxation exercises (e.g., deep breathing, stretching).**
- **Connect with the audience ahead of time.**
- **Use nervousness as positive energy.**
- **Maintain a sense of humor.**
- **Realize that the students want you, the Instructor, to succeed.**
- **Understand that it's okay to pause to gather thoughts.**



Managing the Classroom

Preparing the Instructor Team:

- **Agree on responsibilities for instruction.**
- **Agree to ground rules for working together.**
- **Prepare guest speakers.**
- **Conduct a “dry run.”**
- **Develop a plan to touch base during breaks.**
- **Debrief at the end of each day.**



Managing the Classroom

Making midcourse corrections:

- **Collect continuous feedback from the students.**
- **Adjust the pace of the training.**
- **Use breaks to reassess and adjust.**
- **Substitute less time-consuming activities.**

Ensure that corrections allow you to achieve all learning objectives!



Training Versus Workshop

**What is the difference
between classroom training
and a workshop?**



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Training Versus Workshop

- Both provide knowledge base.
- Both provide opportunities to apply knowledge and skills.
- Workshops:
 - Are more interactive.
 - Allow more sharing.



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Workshop Differences

How has this Workshop varied from classroom training you've taken?



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Workshop Differences

Some differences include:

- **More time in activities.**
- **Activities that address practical, hands-on continuity planners issues.**
- **Activities that encourage sharing and networking.**



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Activity: Increasing Interaction

Instructions:

1. **Work in the groups assigned by the Instructor.**
2. **Review the unit assigned to your group. Develop at least one way to increase interaction in that unit by identifying:**
 - **An additional activity.**
 - **Additional questions to ask.**
 - **Other suggestions.**



You have 15 minutes to complete this activity.



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Summary

This appendix covered:

- **The course materials.**
- **Adult learning characteristics.**
- **Training methods.**
- **Preparing to train.**
- **Differences between classroom training and workshops.**



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Summary

Questions?



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