707
Tips and Techniques for Engaging Participants

A Training Outline

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For:
The Pennsylvania Child Welfare
Resource Center

University of Pittsburgh,
School of Social Work

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Agenda for the 4-Hour Workshop
on 707: Tips and Techniques for Engaging Participants
Day One

Estimated Time	Content	Page
35 minutes	**Section I:** Welcome and Introductions	1
30 minutes	**Section II:** Parameters	3
40 minutes	**Section III:** Icebreakers	4
35 minutes	**Section IV:** What's In It for Me and Parking Lot	5
55 minutes	**Section V:** Questioning	9
35 minutes	**Section VI:** Content Review	12
10 minutes	**Section VII:** Summary and Evaluations	13

707: Tips and Techniques for Engaging Participants (4 hours)

Section Name	Est. Time	Content	Resources Used
Section I: Welcome and Introductions	35 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity **Trainer Note:** In advance of the training you will need to label five flip chart papers *Parameters*, *Icebreakers, WIIFM and Parking Lot, Questioning*, and *Content Review*. Also create a *Parking Lot* flip chart and hang it on the wall. Hang **Poster #1 (Adult Learning Principles)** on the wall prior to the start of the training. Place **Handout #1(PowerPoint Presentation)** at participants' seats before the start of the training. Do not throw away any lists that participants create on flip chart paper. Collect all ideas throughout all three regional events for the purpose of compiling the work of all groups. After compiling the work, it should be entered into a document and emailed to all trainers who attend one of the events. • Perform introductions. • Guided Imagery o Display **PowerPoint Slide #2 (Guided Imagery)** and read the guided imagery scenario located on **Trainer Resource #1 (Guided Imagery)** aloud. o Ask participants to respond to the two questions on **PowerPoint Slide #2 (Guided Imagery)**.	• Flip Chart Pads • Flip Chart Stands • Laptop • LCD Projector/Screen • Markers • Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart: Parking Lot • Trainer-Prepared Flip Chart: Parameters • Trainer-Prepared Flip Chart: Icebreakers • Trainer-Prepared Flip Chart: WIIFM and Parking Lot • Trainer-Prepared Flip Chart: Questioning • Trainer-Prepared Flip Chart: Content Review • **Trainer Resource #1: Guided Imagery** • **Poster #1: Adult Learning Principles** • **Handout #1: PowerPoint Presentation** • **Handout #2: Agenda/Idea Catcher/Action Plan** • **PowerPoint Slide #1: Title Slide** • **PowerPoint Slide #2: Guided Imagery** • **PowerPoint Slide #3:**

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		• Display and review **PowerPoint Slides #3 (Competencies)**, **#4 (Learning Objectives)**, and **#5 (Agenda)**.
		
		  o When reviewing the agenda, break participants into three to six small groups. Distribute the flip charts identified in the above **Trainer Note** equally across the small groups.
		
		  o Ask each small group, considering the titles of the flip charts assigned to them, to discuss their learning needs surrounding each flip chart, in the context of ways to use the topic areas in engaging participants in training. Participants should record their learning needs on the appropriate flip chart and hang them on the wall when they are finished.
		
		  o Ask each small group to report out on their identified learning needs. Allow other small groups to offer additional learning needs that were not identified.
		
		  o If any learning needs will not be addressed during the training, ask permission to cross them out and move them to the "Parking Lot" flip chart.
		
		    ▪ Attempt to meet those needs through discussions during breaks or provision of resources.
		
		  o Ask each table to keep track of when their identified training needs have been met and draw attention to them at the appropriate time.
		
		  o Distribute **Handout #2 (Agenda/Idea Catcher/Action Plan)**. Inform participants that they can use this handout to capture ideas. As well, at the end of each section, they will be asked to check–in and record that which they
			Competencies
			• **PowerPoint Slide #4: Learning Objectives**
			• **PowerPoint Slide #5: Agenda**

Section Name	Est. Time	Content	Resources Used
		plan to implement in their training. Notes:	

Section II: Parameters	30 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity
		
		• Throughout the training, it will be important to make connections to **Poster #1** (**Adult Learning Principles)** where applicable. To accomplish this, first do a review of the principles with participants and then assign the principles equally across participants, asking them to be responsible to let the group know when content is related to their assigned principle.
		
		• Distribute and review **Handout #3 (Parameters and Guidelines for Altering or Substituting Activities)**.
		
		    o When reviewing the portion of the handout under "*The activity must accomplish the same objective as the one it is replacing*". *Accomplish the same level of learning (e.g., knowledge, awareness, application, etc.).*
		
		        ▪ Display **PowerPoint Slide #6 (Bloom's Taxonomy)**, distribute **Handout #4 (Bloom's Taxonomy)**, and review.
		
		• Ask participants to locate **Handout #2 (Agenda/Idea**
			• Flip Chart Pads
			• Flip Chart Stands
			• Laptop
			• LCD Projector/Screen
			• Markers
			• Masking Tape/Poster Putty
			• Name Tents
			• Trainer-Prepared Flip Chart: Parking Lot
			• Trainer-Prepared Flip Chart: Parameters
			• Trainer-Prepared Flip Chart: Icebreakers
			• Trainer-Prepared Flip Chart: WIIFM and Parking Lot
			• Trainer-Prepared Flip Chart: Questioning
			• Trainer-Prepared Flip Chart: Content Review
			• **Poster #1: Adult Learning**

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		Catcher/Action Plan) and record how they plan to implement the information provided in this section of the workshop. Notes:	**Principles** • **Handout #2: Agenda/Idea Catcher/Action Plan** • **Handout #3: Parameters and Guidelines for Altering or Substituting Activities** • **Handout #4: Bloom's Taxonomy** • **PowerPoint Slide #6: Bloom's Taxonomy**
Section III: Icebreakers	40 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity • Ask participants to offer the various reasons icebreakers might be used and record on flip chart paper. • Display **PowerPoint Slide #7 (Icebreaker Purposes)** and distribute and review **Handout #5 (Icebreaker Purposes)**. Compare the list on the handout to the list participants developed. • Display **PowerPoint Slide #8 (Choosing an Icebreaker)** and distribute and review **Handout #6 (Choosing an Icebreaker)**. • Divide participants into three to six small groups. Ask participants to locate **Handout #5 (Icebreaker Purposes)** and assign each small group one purpose on the handout. Ask each small group to come up with one or two icebreakers that accomplish the purpose	• Flip Chart Pads • Flip Chart Stands • Laptop • LCD Projector/Screen • Markers • Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart: Parking Lot • Trainer-Prepared Flip Chart: Parameters • Trainer-Prepared Flip Chart: Icebreakers • Trainer-Prepared Flip Chart: WIIFM and Parking Lot • Trainer-Prepared Flip Chart: Questioning

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		assigned to them. They may choose a curriculum that one of the small group members trains to use as a point of reference. • After the activity, ask permission to collect all of the participants' work to take back to the office for the purpose of making copies to email to all participants so that all ideas are shared. The option exists to hold on to all work until all three Fall CTAG Events are done and include the work of participants at each event. • Ask participants to locate **Handout #2 (Agenda/Idea Catcher/Action Plan)** and record how they plan to implement the information provided in this section of the workshop. Notes:	• Trainer-Prepared Flip Chart: Content Review • **Poster #1: Adult Learning Principles** • **Handout #2: Agenda/Idea Catcher/Action Plan** • **Handout #5: Icebreaker Purposes** • **Handout #6: Choosing an Icebreaker** • **PowerPoint Slide #7: Icebreaker Purposes** • **PowerPoint Slide #8: Choosing an Icebreaker**
Section IV: What's In It for Me and Parking Lot	35 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity • **WIIFM** o One of the eight Adult Learning Principles that new trainers learn in the *Development of Trainer and Consultants* training is *"Relate the*	• Flip Chart Pads • Flip Chart Stands • Markers • Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart:

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		learning to their goals". Participants attend training with notions of what they would like to walk away with, whether knowledge or skills. It is critical that trainers do their best, within reason, to connect with the goals of participants and help them to see "*how the learning can be applied*" to their "*real world issues*", both of which are also adult learning principles. It can be easy to breeze over the "What's In It For Me" or ignore the list after it has been created, but as we can see, it is related to nearly half of the adult learning principles. As such, it is an extremely important part of the training. ○ Ask participants to offer some unique ways they have incorporated "What's In It For Me" that have allowed them to truly identify participants' needs beyond some of the superficial responses that are often provided. Ask participants which approaches have worked and which did not, as it is also helpful to share things that do not work. Below are talking points that can be offered. ▪ Icebreaker activity to identify WIIFM. Rather than framing it as WIIFM, ask small groups to discuss the training topic and to identify the most common deficits that they have surrounding the topic. They can record on flip chart or simply report out. This will help avoid the "everything" or "mine is already up there" answers that are commonly provided. • Tell participants that this is an idea that they may add to their icebreaker ideas.	Parking Lot • Trainer-Prepared Flip Chart: Parameters • Trainer-Prepared Flip Chart: Icebreakers • Trainer-Prepared Flip Chart: WIIFM and Parking Lot • Trainer-Prepared Flip Chart: Questioning • Trainer-Prepared Flip Chart: Content Review • **Poster #1: Adult Learning Principles** • **Handout #2: Agenda/Idea Catcher/Action Plan**

Section Name	Est. Time	Content	Resources Used

		▪ Identify participants' training needs prior to reviewing the agenda. While reviewing the agenda, crosswalk with the WIIFM needs and inform participants when you will likely address their needs.
		
		    • Needs could be listed on sentence strips and then placed on the wall in the order of the agenda.
		
		▪ Distribute flip chart papers to small groups with the title of each section on the top. Ask small groups to discuss their training needs surrounding their assigned section and report out on their discussion. One can also ask for additional learning needs for each section from the large group.
		
		    • Point out that this is an approach that was used during this workshop.
		
		▪ Ask participants to offer potential outcomes if their identified learning needs are not met. This can help to establish buy in as well as to get them thinking more critically.
		
		▪ Talk to participants on break. Conversations can help lead to identifying participants' "true" needs.
		
		o Ask participants to offer ways that they have incorporated the use of the WIIFM throughout the training day. Below are talking points that can be offered.
		
		    ▪ Check in before or after breaks and at	

Section Name	Est. Time	Content	Resources Used

		the end of the day as both a check-in to see what has been covered and/or as a review.
		
		 ▪ Assign an identified learning need to each table or to individual participants and tell them that they are responsible for letting the group know when that need has been met. (Reward system can be implemented)
		
		    • Point out to participants that this is something that was asked of them in the introductions portion of this workshop.
		
		 • **Parking Lot**
		
		    o Discuss the fact that the "Parking Lot" is typically used as a place to capture identified WIIFM learning needs that will not be covered during the training; however there are other potential uses for the "Parking Lot". Ask participants to offer other ways that they use the "Parking Lot" or ideas they have for use of the "Parking Lot". Additional talking points are listed below.
		
		       ▪ Post-Its on tables
		
		       ▪ Use at beginning and throughout to help manage time
		
		       ▪ Can be anonymous for participants who are not comfortable sharing their questions with the group (it is important to respect this anonymity and not ask who placed a question on the "Parking Lot")
		
		       ▪ Can be used to "store" an idea for later discussion in a more appropriate spot in	

Section Name	Est. Time	Content	Resources Used

		the training so it is not forgotten.
		    ▪ Can be helpful to manage challenging participants.
		    ▪ <u>IF YOU ARE GOING TO USE A PARKING LOT FOR THESE REASONS, MAKE SURE YOU ATTEND TO IT.</u>
		  o Ask participants to locate **Handout #2 (Agenda/Idea Catcher/Action Plan)** and record how they plan to implement the information provided in this section of the workshop.
		
		Notes:	

Section V: Questioning	55 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity • Ask participants to offer the percentage of information they believe participants retain from lecture. o Inform participants that their training audience will remember less than 20 to 30 percent of what they see and hear during training. • Ask participants to offer the percentage of information they believe participants retain as a result of effective	• Flip Chart Pads • Flip Chart Stands • Markers • Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart: Parking Lot • Trainer-Prepared Flip Chart: Parameters • Trainer-Prepared Flip Chart:

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		questioning. ○ Inform participants that their training audience will remember information related to approximately 85 percent of the questions they are asked. • By asking questions, you deepen audience understanding and conviction. The best questions are ones that get your audience thinking. • Ask participants to offer ways that they know participants are engaged.	Icebreakers • Trainer-Prepared Flip Chart: WIIFM and Parking Lot • Trainer-Prepared Flip Chart: Questioning • Trainer-Prepared Flip Chart: Content Review • **Poster #1: Adult Learning Principles** • **Handout #2; Agenda/Idea Catcher/Action Plan** • **Handout #7: Use of Questioning in the Training Room**
		Trainer Note: Participants may offer more obvious ways surrounding participants who are asking and answering questions, verbal in small and large group discussions, *etc.* <u>OR</u> They may offer some less obvious ways surrounding taking notes, making eye contact, etc. Record on flip chart paper to make ties to the next discussion surrounding the different forms of engagement.	
		• While not all participants will actively engage in an overt manner, we do want to strive to engage them as learners. Participants are not all comfortable participating in the more visible sense. Good questions can still result in them becoming engaged in the learning process, even though it may not be apparent to you as a trainer. Rhetorical questions work as well as questions that require a response. Simply by turning your audience members' brains from passive to active you are encouraging engagement in your presentation.	
		Trainer Note: During the following discussion, you will be gathering two categories of purposes for	

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		questioning ("Information Seeking" and "Motivating Learning"). When participants offer responses, it will be necessary to categorize each response appropriately on separate sheets of flip chart paper. Do not inform participants of the categories prior to the discussion.	

		• Ask participants, "What are we trying to accomplish when we use questioning in the classroom?"
		
		     o Examples of "Information Seeking" may include:
		        ▪ Gather information
		        ▪ Assess Knowledge
		        ▪ Clarify a point
		        ▪ Assess learning
		
		     o Examples of "Motivating Learning" may include:
		        ▪ Encourage Reflection
		        ▪ Prompt participants to tune in to their/others' attitudes, values, beliefs, *etc.*
		        ▪ Establish Connections
		        ▪ Share ideas, perspectives, and opinions
		        ▪ Inspire Action
		 • Referencing **Poster #1 (Adult Learning Principles)**, ask participants, as a large group to connect several of the examples that were offered to the Adult Learning Principles, about which they learned in DOTC.
		 • Review of Questioning Skills from DOTC **Handout #7 (Use of Questioning in the Training Room)**.
		 • Ask for one volunteer to offer a course that they train in which there is a section/portion they struggle to accomplish the learning goal(s). Ask them to provide a	

Section Name	Est. Time	Content	Resources Used
		brief synopsis of the difficult portion of the course and the desired learning outcome. As a large group, explore the type of question that would help accomplish that outcome and brainstorm a couple of ways that questions might be framed. • Ask participants, individually, to think of section/portion of a course that they train in which they struggle to accomplish the learning goals. They should then think about the learning goal(s) and explore the type of question that would help accomplish that goal and brainstorm a couple of ways that questions might be framed. o Ask several volunteers to report out and, as a large group, process out. • Ask participants to locate **Handout #2 (Agenda/Idea Catcher/Action Plan)** and record how they plan to implement the information provided in this section of the workshop. Notes:	
Section VI: Content Review	35 minutes	**Method:** Lecture, Large Group Discussion, Small Group Activity, Individual Activity • State that often times, a content review takes on the form of simply asking the large group questions and receiving answers. However, there are a variety of	• Flip Chart Pads • Flip Chart Stands • Laptop • LCD Projector/Screen • Markers

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		approaches that can be used to make these reviews more fun and engaging. Ask participants to offer creative ways that they have conducted or heard of conducting content reviews. • Display **PowerPoint Slide #9 (Content Review)** and distribute **Handout #8 (Content Review)** and cover the possible approaches. • Choose one of the games on the handout to conduct a review of the content for the day. • Ask participants to locate **Handout #2 (Agenda/Idea Catcher/Action Plan)** and record how they plan to implement the information provided in this section of the workshop. Notes:	• Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart: Parking Lot • Trainer-Prepared Flip Chart: Parameters • Trainer-Prepared Flip Chart: Icebreakers • Trainer-Prepared Flip Chart: WIIFM and Parking Lot • Trainer-Prepared Flip Chart: Questioning • Trainer-Prepared Flip Chart: Content Review • **Poster #1: Adult Learning Principles** • **Handout #2: Agenda/Idea Catcher/Action Plan** • **Handout #8: Content Review** • **PowerPoint Slide #9: Content Review**
Section VII: Summary and Evaluations	10 Minutes	**Method:** Lecture and Individual Activity • Revisit the **Handout #2 (Agenda/Idea Catcher/Action Plan)** and summarize what was discussed during the workshop. o Crosswalk with the *WIIFM* and the *Parking Lot* flip charts, ensuring that participants' needs were met, will be met in a future workshop, or by other means.	• Flip Chart Pads • Flip Chart Stands • Markers • Masking Tape/Poster Putty • Name Tents • Trainer-Prepared Flip Chart: Parking Lot • Trainer-Prepared Flip Chart:

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		- Ask participants to complete the workshop evaluations. - Distribute **Handout #9 (References)**, which contains the references used in creating this training. - Ensure that participants signed in for credits and thank them for attending. Notes:	Parameters - Trainer-Prepared Flip Chart: Icebreakers - Trainer-Prepared Flip Chart: WIIFM and Parking Lot - Trainer-Prepared Flip Chart: Questioning - Trainer-Prepared Flip Chart: Content Review **Poster #1: Adult Learning Principles** **Handout #2: Agenda/Idea Catcher/Action Plan** **Handout #9: References**

References

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