



4MAT 4Business™

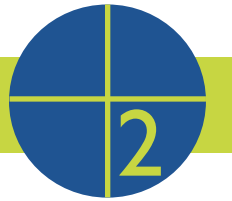
3 Activities for Practice



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| Learning Goal | Questions to Ponder | Yes | No |
|---|---|-----|----|
| Engage Connecting the learner to the content | Did I introduce the training by setting up situations the learner can recognize? Did I begin with situations that build on what the learners already know? | | |
| | Did I set up situations that draw from the learner’s subjective comments and personal experiences about the training to be presented? | | |
| | Did I construct an experiential training situation, i.e. simulation, where the learners are involved in some event, rather than just reading or listening to information? | | |
| | Did I help the learner to see the patterns emerging in the dialogue? | | |
| Share Teaching the big ideas and topics | Did I think about the material in broad brush strokes? | | |
| | Did I emphasize the underlying concept, as well as, the connected topics? | | |
| | Did I ask the learner to explore the relationships among the topics? | | |
| | Did I keep returning to the main concept as I moved through the training? | | |
| | Did I give the learners the opportunity to synthesize what they already know with the new content being shared? | | |
| Practice Applying the content to the real-world | Did I set up ways in which the learner can learn by doing, such as field-based experience, applications, information searches and role-play? | | |
| | Did I require the learner to test the theories shared in Share? | | |
| | Did I check in to make sure the learner is “getting” the content? | | |
| | Did I create an opportunity for the learner to process the questions emerging around application? | | |
| Perform Real-world transfer | Did I ask “What if?” questions? | | |
| | Did I give many options for the learner to demonstrate mastery? | | |
| | Did I give the learner an opportunity to assess their own performance? | | |
| | Did I create an opportunity for the learner to refine the application, eliminating potential barriers to transfer? | | |
| | Did I gain commitment on application of what was learned? | | |

Practice: How?



Practice: The Search for Usefulness—How?

The trainer’s task in Practice is to facilitate practice, experimentation, and tinkering. The learners must put the learning to use. Here you allow time for meaningful activities that will help the learners build their skills. You set up various ways they may choose to master the skills that flow directly from the knowledge. You use multiple tasks that take the learners through each aspect of the material.

Craft a Story vs Report a Story

Objective

Reprocessing activity which requires learners to develop a story around the information being shared. Learners are divided into two reporting groups: creative story-telling and “just the facts” reporting.

Description

Learners are divided into 2 groups. One group(s) will be asked to reprocess and share the information learned in a creative story-telling form. (Optional: The creative story-telling group could be required to do so in picture form using either a Visual Explorer™ tool or magazine photos or drawings.) The other group(s) will reprocess and share the information in reporting style. Divide into learner groups of 4-6. Assign half of the groups the “Creative Story-telling” format and the other half the “Reporting” format.

Trainer Script

“Your groups will be given 10-15 minutes to reprocess the information we just learned in either a ‘Creative Storytelling’ type of story or a “Reporting” format. For the creative format, think about visual storytelling or fairy tales. For the reporting format, think about creating an evening news-style report. I will assign each group their story type. Each group will tell their story to the large group.”

Debrief Questions

Was there anything new you discovered about this content during the exercise? What did you notice about the different styles of reporting?

Resources Needed

Visual tools (optional)

Timeline

15 minutes

Assessment

This activity allows the learners to re-process the content in their own words. The learners also will experience the information in both right-mode and left-mode delivery styles. Look for learners to establish connections between new material and application to real life situations.

At Your Finger Tips Resource Guide

Objective

Participants will build a personal, reference guide of the content using index cards and a ring binder.

Description

Participants will have the opportunity to create their own reference 'book'. They will write important reference content on index cards to be placed in a ring binder.

Trainer Script

"On the table, you will find index cards, tabbed index dividers and an index, tow ring binder. We are going to create a 'Finger-tip Reference Guide' for you to use long after class has concluded. On the tabbed cards, select what YOU think are the important categories in the content. Label the tabs. Use your workbook to help you. Now, record notes on the index cards of essential elements of those categories. You could include key terms, process sequences, diagrams of explanations, quotes, action tips that you want to remember, anything you believe is important to know and recall as you implement in the field."

When they have completed their 'Finger-Tip Reference Guide', ask them to with a partner. Encourage participants to add index cards, based on the information shared by their partner.

Resources Needed

- Index cards (hole-punched)
- Index card dividers (hole-punched)
- Ring binders for index cards: one per participant

Timeline

45 minutes

Assessment

Be sure the participants are capturing critical material. Walk around the room to assess the level of detail being written.

Notes

The Law of Three

Objective

Action planning activity which encourages learners to identify 3 key learning focuses and plan specific actions around these ideas.

Description

Learners will reflect on the key ideas shared throughout the learning program. You will ask the learners to identify three key learning focuses that they intend to act upon. For each focus, the learner will identify key action steps to implement.

Trainer Script

“On index cards, write down the big ideas explored in this program. Write one idea per card. (Allow 5 minutes.) Now, look at your cards and pick out the top 3 ideas you think are most important to your success in implementing the learning. (Give them a few minutes to select their top 10.) Now, from your Top 5, select your top 3. After you have done this, write the action steps you will implement around this focus area. Share with someone in your table group why you chose the Top 3 and how you plan to move into action around this idea.”

Resources Needed

Index cards: 10–15 per participant

Timeline

13 minutes

Assessment

Learners will identify the most relevant material being presented. Look for themes in the three ideas selected. As the learners move into action planning, it is helpful for the trainer to move around the room and coach. When participants share their action plans, look for tactical steps and clear timelines.

Notes