It'll Never Fly, Wilbur!

To give participants the opportunity to identify possible roadblocks or barriers that might make their job more difficult.

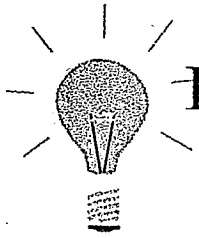
Procedure: Introduce a new idea, strategy, plan, activity. The facilitator should set the stage by identifying what he/she hopes to accomplish: "The school will do pre and post testing starting now."

Then participants are immediately asked to write out 4-5 problems they see that would possibly block the success of this plan. For example: "Teachers will not like taking time from class to administer the test." "Who will be responsible for grading the tests." "What does this have to do with SIP?"

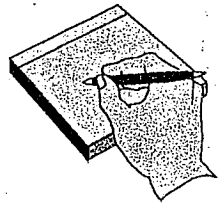
Break the group into smaller groups and have each person share their list of "problems". Then, each of these groups writes out three roadblocks to share with the group. This should be done on 3x5 cards. The cards are then collected and redistributed.

The next task of the small groups is to attack each of the problems listed on the cards (in their possession) and think of ways to solve them. The groups then report back to the large group.

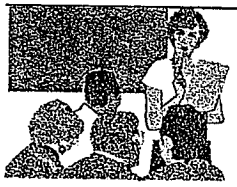
CAPPING THE TRAINING



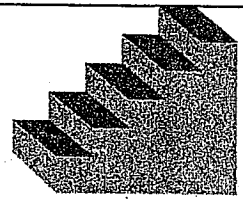
Insights From The Training.



Concerns I Still Have.



Ideas & Concepts I'm Going to Share With My Colleagues.



First Steps In Implementing When I Return.

I.Q. TEST

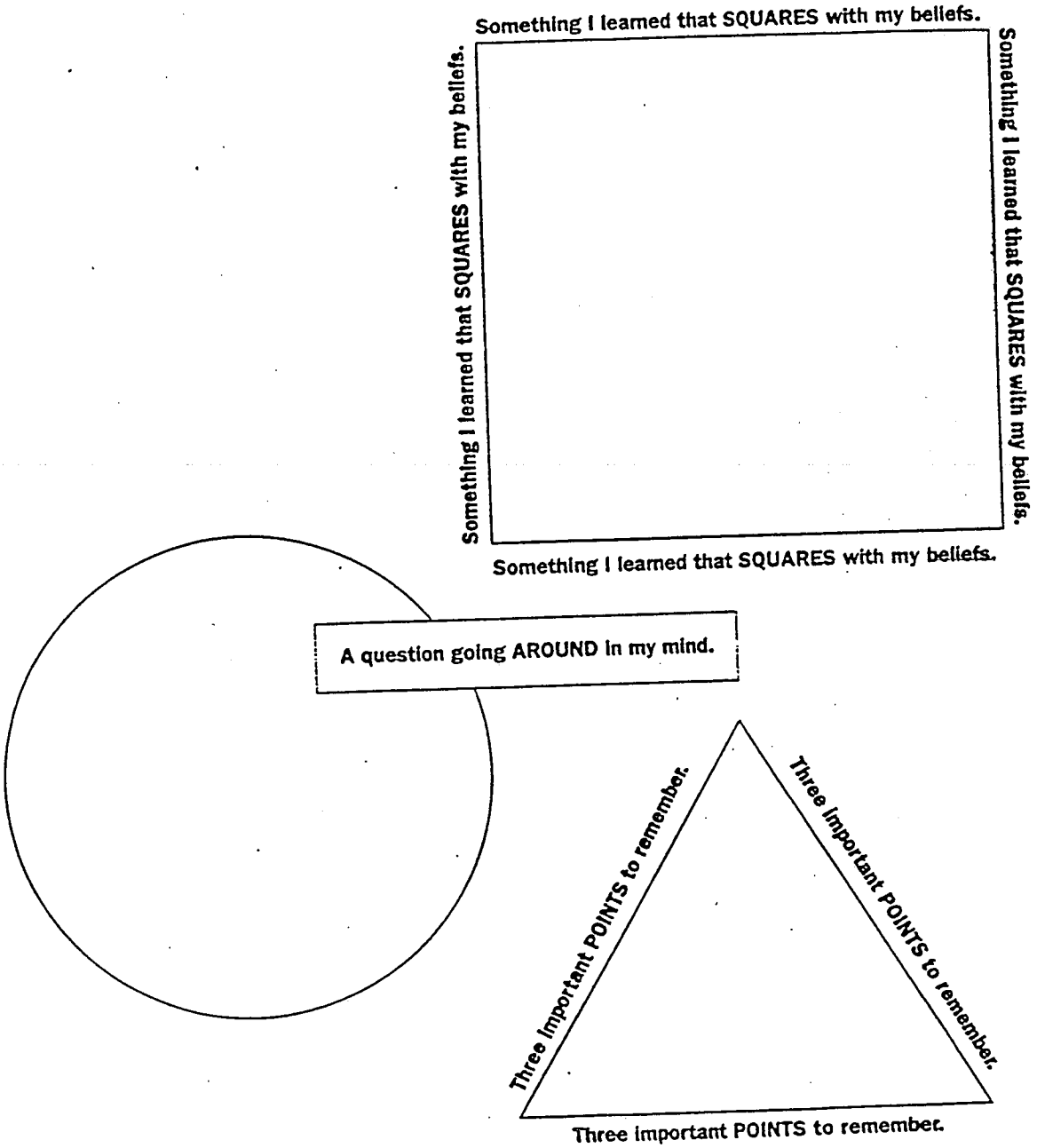
Here are some real puzzlers for you! Decipher the hidden meaning of each set of words.

1 FGH I JKLMNOP Q RST	2 EILNPU	3 PLASMA H_2O	4 M O N O S I T E
5 NOXQQIVIT	6 arrest you're	7 RUINS RUINS RUINS RUINS RUINS LOVE RUINS RUINS RUINS	8 PICT RES
9 L NCH L NCH	10 44444	11 DISTANCE	12 P NOANO Y
13 cy cy	14 B ILL ED	15 POLMOMICE	16 HIGH CLOUDS CLOUDS CLOUDS CLOUDS CLOUDS

ANSWERS

1. High IQ
2. Line up
3. Blood is thicker than water
4. Mixed emotions
5. No excuse for it
6. You're under arrest
7. Love among the ruins
8. You ought to be in pictures
9. Take you out to lunch
10. Petifores
11. Distance running
12. Pay through the nose
13. Cyclones
14. Sick in bed
15. Mother-in-law
16. High above the clouds

Circle, Square, Triangle



WRAPPING IT UP

Title: I KNEW/I GREW

Purpose: To provide a dual summary of the workshop content. The first part specifies what participants learned that they knew they would learn. The second part focuses on what participants learned that they are surprised they learned.

Group Size: Any

Time Needed: 10-15 minutes

Room Arrangements: Any

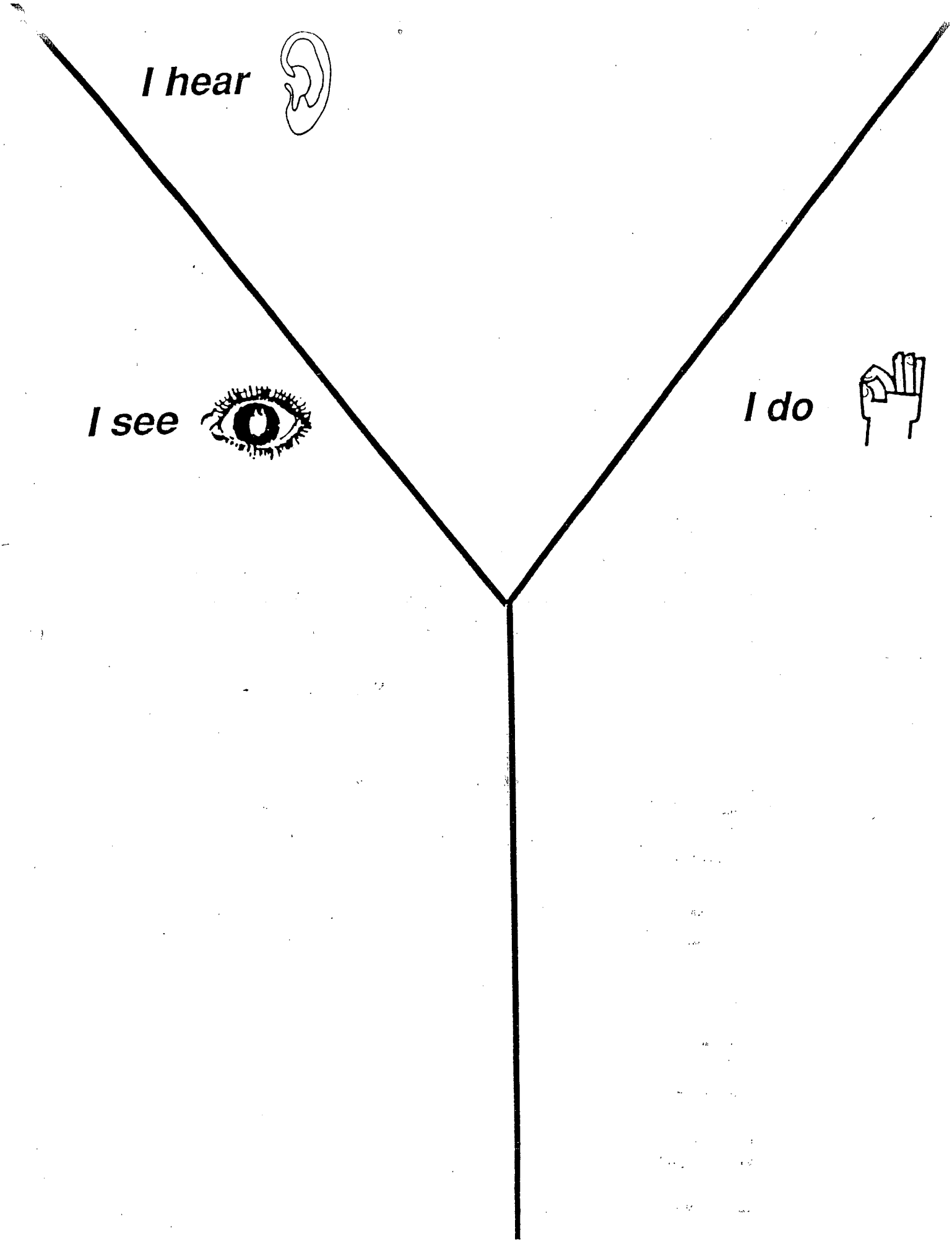
Materials:
Plain paper
Transparency (Optional. The master follows this page.)

Description:

1. Ask participants to take a piece of plain paper and rule it to divide it in half. If you chose to use the transparency, show it to them now.
2. Instruct them to label one half 'I knew,' one half 'I grew.'
3. Invite them to list the things they learned that they knew they would learn.
4. Next, they should list things they learned that were surprises -- new learnings that 'grew out of the session.'
5. There are many sharing options:
   Ask people to share with one other person.
   Invite people to volunteer responses and you record them on a flip chart or on the transparency.
   Ask all people to share if the group is small enough (20 or less).

Variation:

1. Ask participants to record what they knew they would learn as suggested above, but ask them to also record what they contributed to the class that they knew they would contribute.
2. Request that they record surprising ideas that 'grew' and encourage them to add what contribution(s) they made that surprised them. They will be recording how they 'grew' during the learning event.


I hear
I see
I do

WRAPPING IT UP

Title: BUILD A STORY

Purpose: To build a summarizing story as a team.

Group Size:
Groups of 8-10

Time Needed:
10 minutes

Room Arrangements:
Chairs in a circle.

Materials: None

Description:

1. One person from each group volunteers to begin the activity. At a signal from the facilitator, the volunteer begins telling a story to the others. ("Once upon a time . . ." is a helpful starter.) The story should summarize the learning and productivity of the group.
2. Every 30 seconds, the facilitator points to someone new who must pick up the story instantly.
3. Encourage participants to avoid pausing or saying the word "and" when they start their piece of the story.
4. The facilitator can record the sentences and the summary story can be distributed with minutes of follow-up information.
5. This activity works best with groups of people who know each other.

Trainer Notes:

I knew

I grew

I'M GLAD I'M HERE

OBJECTIVE: To start the training program with a positive and humorous opening.

PROCEDURE: Immediately after the introduction, tell the group that you're glad to be there also! To prove that, go around the room asking, "If you weren't here today, what would you be doing that you're glad you don't have to?" Keep the answers light and fast moving.

MATERIALS REQUIRED: 10 minutes.

SOURCE: Sue Hotchkiss, City of Phoenix, Phoenix, AZ.

CONFRONTING THE BEAR

OBJECTIVE: To show that obstacles can be overcome. Designed for use in programs dealing with self-image or interpersonal skills.

PROCEDURE: Seminar leader describes a scene of walking alone in a forest and meeting a bear. Audience is asked to give one-word responses as to what they would do in the situation. Leader records those responses on a flip chart or an overhead projector. Leader then reveals that the answers given are also how we respond to the "bears" we meet everyday, the problems we face on a daily basis.

It is an excellent learning technique for self-image analyzing and provides a very positive and entertaining exercise.

MATERIALS REQUIRED: Flip chart or overhead projector.

APPROXIMATE TIME REQUIRED: 10 minutes.

SOURCE: Bill Edwards, Greenville, OH.

FUZZY MEANINGS

OBJECTIVE: To illustrate the wide range of meanings that are often attached to common words and phrases in our language.

PROCEDURE: Identify a list of words and phrases like the following that are commonly used to characterize different degrees or frequencies of events.

a. Often
b. Always
c. Sometimes
d. Never
e. Usually
f. Most of the time
g. Occasionally
h. Seldom
i. A lot
j. Almost always
k. Rarely
l. Frequently
m. Quite often

Ask participants to specify a number between 0 and 100 that, to them, best indicates the amount (percentage) of time that each word conveys.

Collect the worksheets and tabulate them (e.g., during a break). Calculate the average responses, and note the smallest and highest figure (the range) for each.

Report the result to the group on a flip chart, overhead projector, or handout. Lead a discussion of the results.

DISCUSSION QUESTIONS: What does the data tell you?

Which terms are the most, and least, subject to widely ranging interpretations?

What are the implications for effective communications?

AND THE ANSWER IS. . .

•TYPE:	Introducer
•LEVEL:	Blue
•GROUP SIZE:	Any (subdivide if necessary—see page vi)
•MATERIALS:	Enthusiastic and excited group members who want to share
•INTRODUCTION:	This activity allows individuals to share information about themselves in a new and creative environment.
•DESCRIPTION:	Arrange the group in a circle and select one group member to stand in the middle. Pose a question to the group member and ask for a response. Each group member stands in the middle of a circle and answers creative questions that other group members have generated. Questions might include: What point in time did you know you were a leader and how did you get there? What is one thing positive that happened to you today? Who is your mentor and why?
•PROCESSING:	•What did you learn from the group? •What question do you wish you could of answered? •How will what you know impact the future of your group? *How did it feel to be in the middle of the group and share your feelings?
•VARIATIONS:	•After group members have answered the questions have them come up with creative ways to pass the questions along to new group members. •Instruct group members to create questions for the group to answer.
•ADVANTAGES:	-Allows group members to get to know each other -Encourages nonthreatening self disclosure -Creativity stimulus

Remember to
•Introduce the exercise•Explain it thoroughly•Process it completely

A VISUAL "WHO AM I?"

•TYPE:	Introducer
•LEVEL:	Blue
•GROUP SIZE:	Any (subdivide groups if necessary—see page vi)
•MATERIALS:	Pipe Cleaners
•INTRODUCTION:	This exercise will help the group to stretch their minds, bend their creativity, and mold a vision of their persona. Group members will learn about each other from words and from a visual representation.
•DESCRIPTION:	Instruct group members to use pipe cleaners to construct something that represents them. Ask each group member to explain the meaning of their creation.
PROCESSING:	•How did you decide what image to create? •What did you learn from this exercise? •What did you learn from the group? •How will what you learn benefit the team?
•VARIATIONS:	•Use a specific color or multi color pipe cleaners. •Instead of individual identity, ask each member to create something that represents the group. •Give each group member one of the pipe cleaner creations as a way of establishing "group buddies".
•ADVANTAGES:	-Nonthreatening way of getting to know each other -Helps the group leader to realize individual creativity -Creates group cohesiveness

Remember to
•Introduce the exercise•Explain it thoroughly•Process it completely

EVERYONE CAN BE MUSICAL

•TYPE:	Introducer
•LEVEL:	Blue
•GROUP SIZE:	Any (sub divide if necessary -- see page vi)
•MATERIALS:	Paper and Pens/Markers
•INTRODUCTION:	This exercise will help group members introduce themselves to the group in a unique way. It will also help the group explore inner feelings about the way in which they view themselves and the important benchmarks they have experienced.
•DESCRIPTION:	Instruct each group member to design a musical album cover that is representative of who they are. The album cover should include an album title, song titles, a dedication, and a list of thank you's. Further instruct each group member to explain to the group the theme of their album.
•PROCESSING:	•What did you learn about yourself through this exercise? •What did you learn about the other members of the group? •What are you most proud of and why? • How would you like future tracks of your album to read? *What was the most difficult aspect of this exercise?
•VARIATIONS:	•Instruct group members to create an artistic cover for their album. •Write the lyrics to a song. •Have the group create an album that represents the group.
•ADVANTAGES:	-Creative way to introduce group members -Encourages creativity -Nonthreatening disclosure exercise

Remember to
•Introduce the exercises•Explain it thoroughly•Process it completely

One Word Summary

In a One Word Summary students search for one key word to represent or summarize a concept or topic studied in class. The word can be an actual word or an invented word—one that serves as a mnemonic device to capture the ideas that are important to remember. This invites students to be creative in their summaries, and to work to find a word that will truly help them to remember key ideas associated with the topic.

Once the student has identified or created the essential word, s/he writes two to three sentences to explain the word choice.

Examples:

Write one word that summarizes:

- Mammals: *nurses* — *because the thing that distinguishes mammals from all other animal forms is that they nurse their young.*
- The Battle of Gettysburg: *Abeliterate* — *Abe Lincoln gave his famous address there in memory of all of the lives that were obliterated - more than in any other battle of the Civil War.*
- Macbeth: *Killerking* — *Macbeth finds out he is going to be king and he can't wait; so he goes on a murdering spree and kills the king to have what is rightfully his; he even kills his best friend.*
- Integers: *holy - o* — *An integer is any positive or negative whole number or zero.*
- Safety Rules during Gymnastics Class *spot* — *You should always have someone spotting you when you are working on a piece of equipment.*

Suggestions, Applications and Variations:

- As an alternative to words have students create a symbol or a logo.
- Emphasize the importance of taking time to find or create a fitting word that will help students to remember important information about the topic one month from now. This summarizer can be trivialized when words are selected too quickly or are too general in their connection to the topic.

UNITED NATIONS

•TYPE:	Introducer, Self-disclosure
•LEVEL:	Blue
•GROUP SIZE:	Any
•MATERIALS:	Construction Paper, Markers, Crayons, Scissors, Glue, Yarn, Glitter and anything else that can be used to decorate.
•INTRODUCTION:	This exercise will allow group members to create a symbolic piece that illustrates who they are. Individuals will share what they have created to help the group get to know them more fully.
•DESCRIPTION:	Instruct group members to create a flag that represents who they are. After they have created the flag have individuals discuss what the flag represents and why it represents what it does.
•PROCESSING:	•What did you learn about other group members? •How did you decide what to put on your flag? •How did you feel when you shared your flag with the group? •How will what you learned impact the way in which you accomplish tasks and establish the mission of the group? *What was something you did not put on your flag and why?
•VARIATIONS:	•The group could make name tags, greeting cards, name plates, etc. •Have group members create a flag for the group.
•ADVANTAGES:	-Allows group members to get to know each other in a nonthreatening way -Identifies what is important to the individual -Creates respect and positive attitudes between group members -Creativity stimulus

Remember to
•Introduce the exercise•Explain it thoroughly•Process it completely

STOP THE MUSIC!

OBJECTIVE: To energize a group after lunch.

To enable participants to relax and to get acquainted.

PROCEDURE: Prepare questions (one short question on each card) about the organization or topic being taught.

Set up the meeting room in your favorite style, with extra space around each chair. (When starting the exercise, remove all extra chairs and one more.)

Describe the activity to participants. Have the participants walk around the room while you play up-beat music. After 20-30 seconds, stop the music. The participants should now all scramble for chairs. The lucky person left standing gets a card to answer.

Remove one chair and continue playing for 4-5 more turns.

MATERIALS REQUIRED: Question cards, music.

APPROXIMATE TIME REQUIRED: 10-20 minutes maximum. Exercise may be stopped at any time. Don't spend too much time, as its main purpose is for energizing group.

COMMENT: After the exercise, give prizes (tapes, candy, handouts, etc.) to those who answered questions, with the comment that often the person who looks like a loser is the winner in the long run.

SOURCE: Ginger G. Derekson, Unlimited Futures Consulting, Owensboro, KY.

"Getting to Know You"

Name	Something Exciting about This School Year
Hobby or Expertise	Hero/ Idol
Secret/Little Known Fact	Contribution I Hope to Make
Something I am Proud of	A Favorite Book

The Living Momentum

1. Tell the audience you have been working with teachers from other schools at workshops and have brought their ideas about using data to get this group's reaction.

2. This is an audience participation show. Members of the audience will need to be loud, , active, and demanding to succeed

3. Two volunteers are needed who are willing to accept completely menial tasks and leave more complex tasks to others. Give them the signs extrinsic and intrinsic and ask them to stand at opposite ends of the room.

4. Review the two terms as they relate to motivation

5. Recruit individuals to held the signs (listing different reasons we use data)

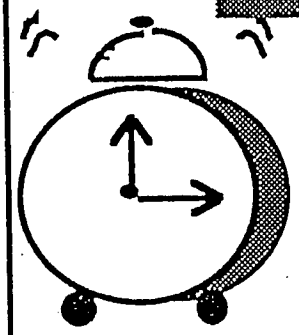
6. The responsibility of the audience is to scream, yell, and gesture at their colleagues to tell them where to stand so the factors they represent are in order across the room based on their extrinsic or intrinsic value.

7. Play Applause-o-Meter: The audience will now rate the motivational power of these factors. Participants can be silent, or boo and hiss at factors they reject and clap and whistle for those they accept as meaningful reasons to get more engaged with data.

8. Have the factors that are validated move forward.

9. Comment briefly on the importance of each of the factors the group validated as meaningful.

10-2 Rule



After every

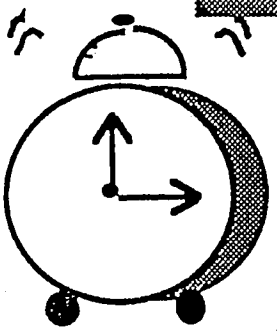
10 minutes

of direct instruction
there should be

2 minutes

of reviewing,
summarizing,
consolidation of notes

37-90 RULE



After every

37 minutes

of sitting

there should be

90 seconds

of standing and

moving around.

OPENERS AND ENERGIZERS

Match each of the deliberately verbose phrases with the common phrase of the same meaning in the opposite column.

Convoluted Phrases	Commonplace Equivalents
Scintillate, scintillate, asteroid minutia.	A watched pot never boils.
Surveillance should precede salvation.	A rolling stone gathers no moss.
Members of an avian species of identical plumage congregate.	All that glitters is not gold.
Pulchritude possesses solely cutaneous profundity.	All work and no play makes jack a dull boy.
It is fruitless to become lachrymose over precipitately departed lacteal fluid.	Beauty is only skin deep.
Freedom from encrustations of grime is contagious to rectitude.	Beggars can't be choosers.
The stylus is more potent than the claymore.	Beginner's luck.
It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.	Birds of a feather flock together.
All articles that coruscate with resplendence are not truly auriferous.	Charity begins at home.
Eschew the implement of correction and vitiate the scion.	Cleanliness is next to Godliness.
The temperature of the aqueous content of an unremittingly ogled saucepan does not reach 100 centigrade.	Dead men tell no tales.
Opting on the part of mendicants must be interdicted.	He who laughs last laughs best.
Where there are visible vapors having their provenance in ignited carbonaceous materials, there is conflagration.	Look before you leap.
A plethora of individuals with expertise in culinary techniques vitiates the potable concoction produced by steeping certain combustibles.	No use crying over spilled milk.
Eleemosynary deeds have their incipience intramurally.	Nothing ventured, nothing gained.
Individuals who make their abodes in vitreous edifices would be advised to refrain from catapulting petrous projectiles.	People who live in glass houses shouldn't throw stones.
Neophyte's serendipity.	Spare the rod and spoil the child.
Male cadavers are incapable of yielding any testimony.	Sticks and stones may break my bones, but words will never hurt me.
Exclusive dedication to necessitous chores without interlude of hedonistic diversion renders John a hebetudinous fellow.	The pen is mightier than the sword.
A revolving lithic conglomerate accumulates no congeries of minute, verdant bryophitic vegetation.	Too many cooks spoil the broth.
The person representing the ultimate cachination possesses thereby the optimal cachination.	Twinkle, twinkle, little star.
Missiles of a ligneous or petrous consistency have the potential of fracturing my osseous structure, but appellations will eternally remain innocuous.	Where there's smoke, there's fire.
Abstention from elevatory undertakings precludes a potential escalation of a lucrative nature.	You can't teach an old dog new tricks.

Title: WEAVING A WEB

Purpose: To provide an enjoyable way to review content and model the inter-connectedness of the group of learners and bring closure to the session.

Group Size:
5 - 35

Time Needed:
5 minutes plus
1 minute per participant

Room Arrangements:
Participants need to easily see all participants

Materials: Ball of brightly colored yarn, flipchart.

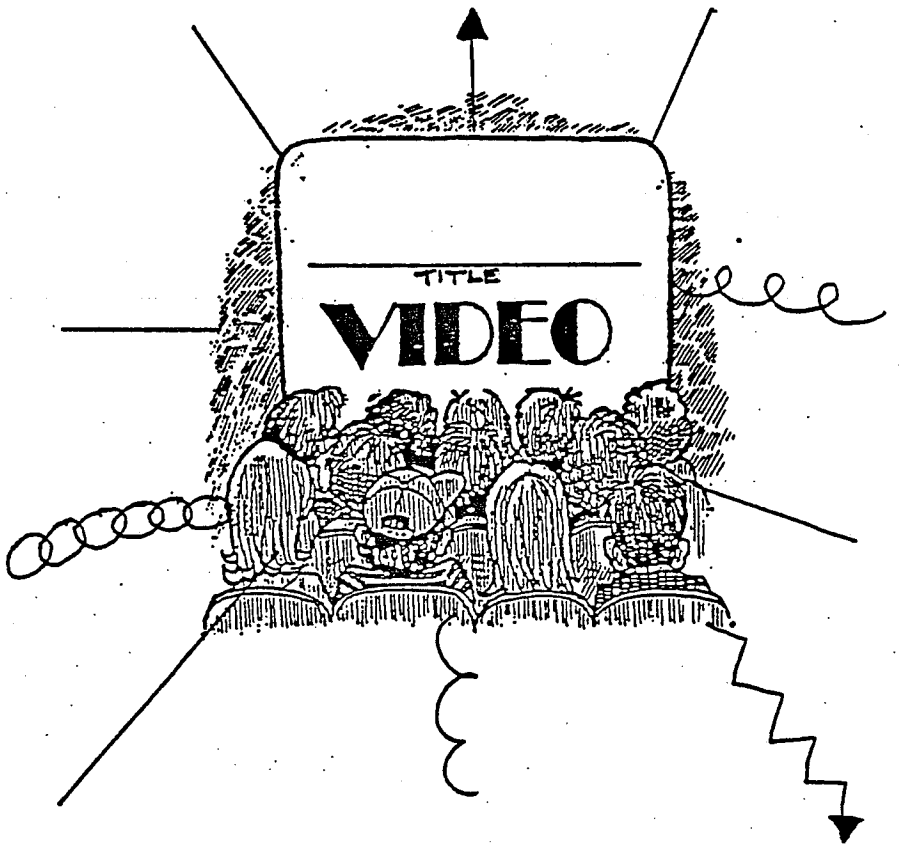
Description:

1. Show the group a ball of yarn.
2. Explain that each participant will have a chance to hold the ball of yarn. While they are holding it, they are to summarize one thing they have learned in the session.
3. Model and share first, holding the yarn. Write a paraphrase of the comment on the flipchart.
4. Keep one end of the ball of yarn and toss the ball to one of the participants. Ask that person to share. Paraphrase that comment on the flipchart.
5. That person then holds onto the strand of yarn at the end of the ball and then tosses the ball to another participant.
6. The toss, share, and record process continues until everyone has had a chance to share. Be sure each participant holds onto the yarn as he/she tosses the ball to another person.

❻

Video Mindmap

What words, emotions, images, thoughts...emerge as you view the video?



Carol Rolheiser, 1996

❺

WANT AD

★★ **Teacher of the Future** ★★

Description:

C. Rolheiser

Quick Entry

Draw it!

Interview ... Name: _____

—C. Rolheiser, 1994—

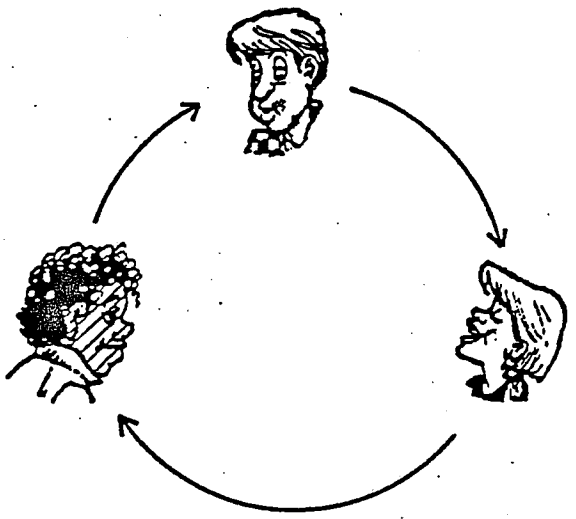
Roundtable/Roundrobin

Roundtable (Kagan, 1990) is a cooperative structure in which one paper and pencil are systematically passed around the group. For example, one partner writes an idea, then passes the paper and pencil to the partner on the left. A variation of the procedure is to have each partner hold and use a different colored writing tool while the paper gets passed. This visually reinforces that all partners are contributing equally while also allowing the teacher to document individual contributions.

Roundrobin (Kagan, 1990) is the oral form of Roundtable. Each teammate verbally contributes an idea to the group in a systematic, "around-the-group" fashion.

Roundtable

(written contribution,
then paper passes to the left)



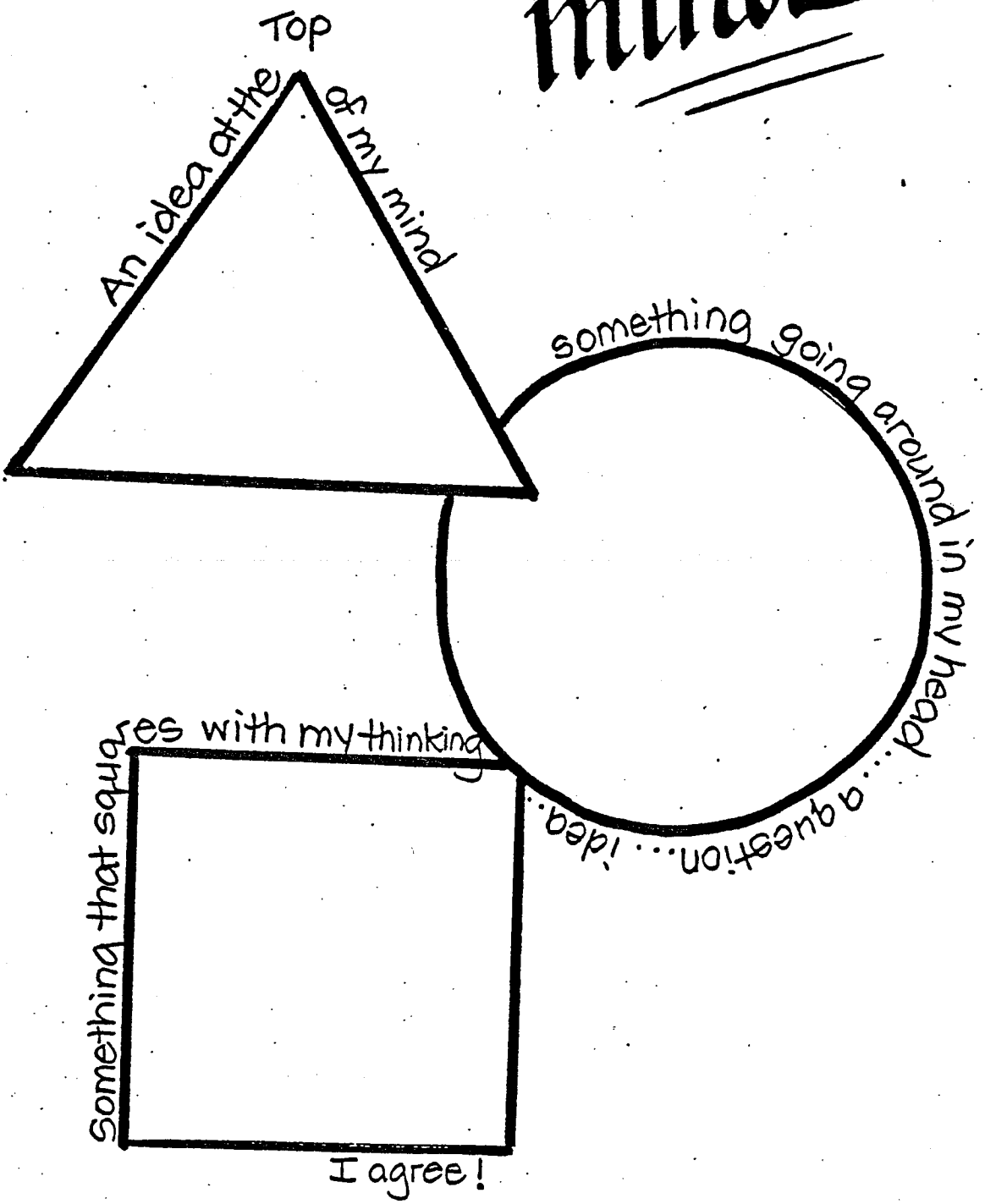
Roundrobin

(verbal contribution,
then turn passes to the left)

How might you utilize **Roundtable or Roundrobin** in your teaching?

B. Bennett, C. Rolheiser-Bennett, L. Stevahn (1991)
Cooperative Learning: Where Heart Meets Mind

What's on your minds?



— C. Rolheiser, 1993 —

VARIATION ON 3-2-1

3 THINGS I INTEND TO REMEMBER

2 GIFTS I WILL BRING BACK TO OTHERS

```
  \ | / /
1 INSIGHT - AHA!
  / | \ \
```

Thinking it over ...

I learned:

I liked ...

and I ...

A problem I solved today was:

I would have liked:

★ ★ ★ ★ ★ ★

I am: optional

Name _____

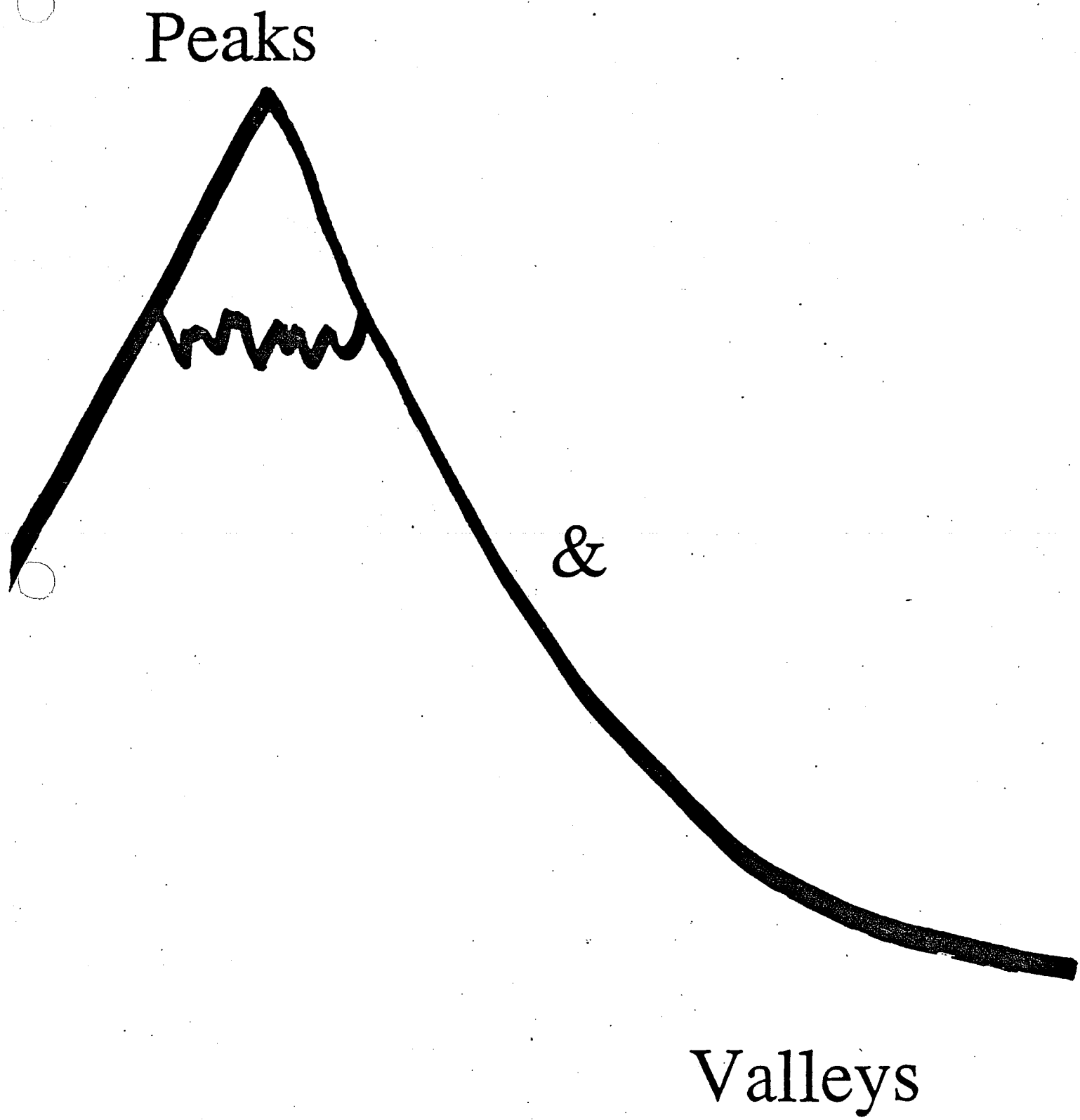
School _____

I plan to:

I would like to know more about:

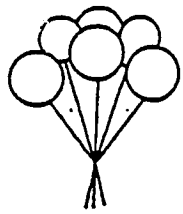
Use reverse side for additional comments and suggestions. Thank you!

Adapted from a form developed by Sidney L. Hahn, University of Nebraska at Lincoln


Peaks
&
Valleys

I need help on ...

Date

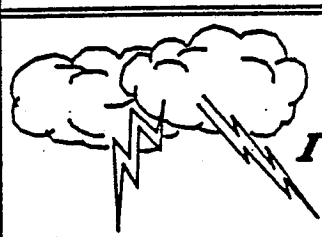


Something uplifting happened ...

Date

An interesting idea occurred to me ...

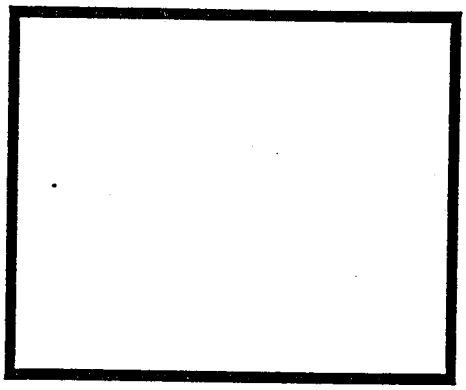
Date



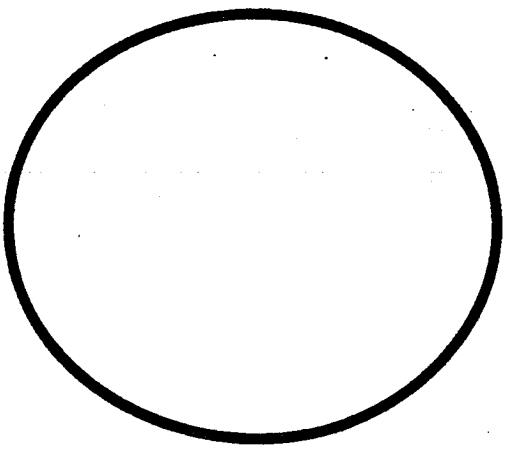
I have a concern ...

Date

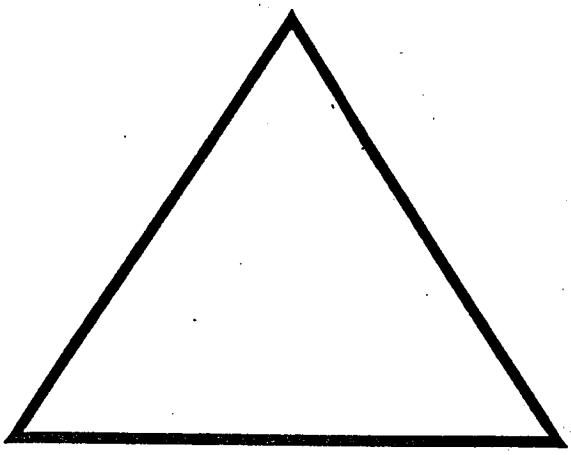
Shaping Up a Review



On the square, jot down things you heard, saw, or did that "squared" with your beliefs.



On the circle, note questions that are still going around in your head.



On the triangle, write down three points you want to remember.

Be ready to share your shapes with another table group.

Think, Pair, and Share

1. At a natural breaking point, ask participants to "stop and think" for a moment about the idea, information, or concept presented (or of an application of the idea).

2. After one minute, invite participants to turn to someone on their left or right and share their thought or ideas. Each partner has just one minute to share.

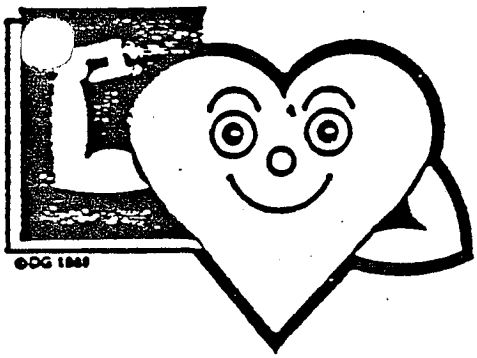
3. After two minutes of discussion, invite participants to share a good idea they have heard with the larger group.

Benefits

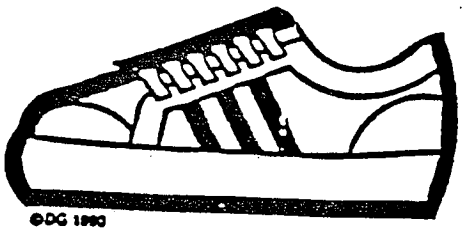
Participants have time to think through their answers to questions before they are asked to respond. This mental rehearsal gives learners time "to collect their thoughts". Then all have the opportunity to share their thinking with at least one other person, thereby increasing their sense of involvement.

HEAD-HEART-FOOT

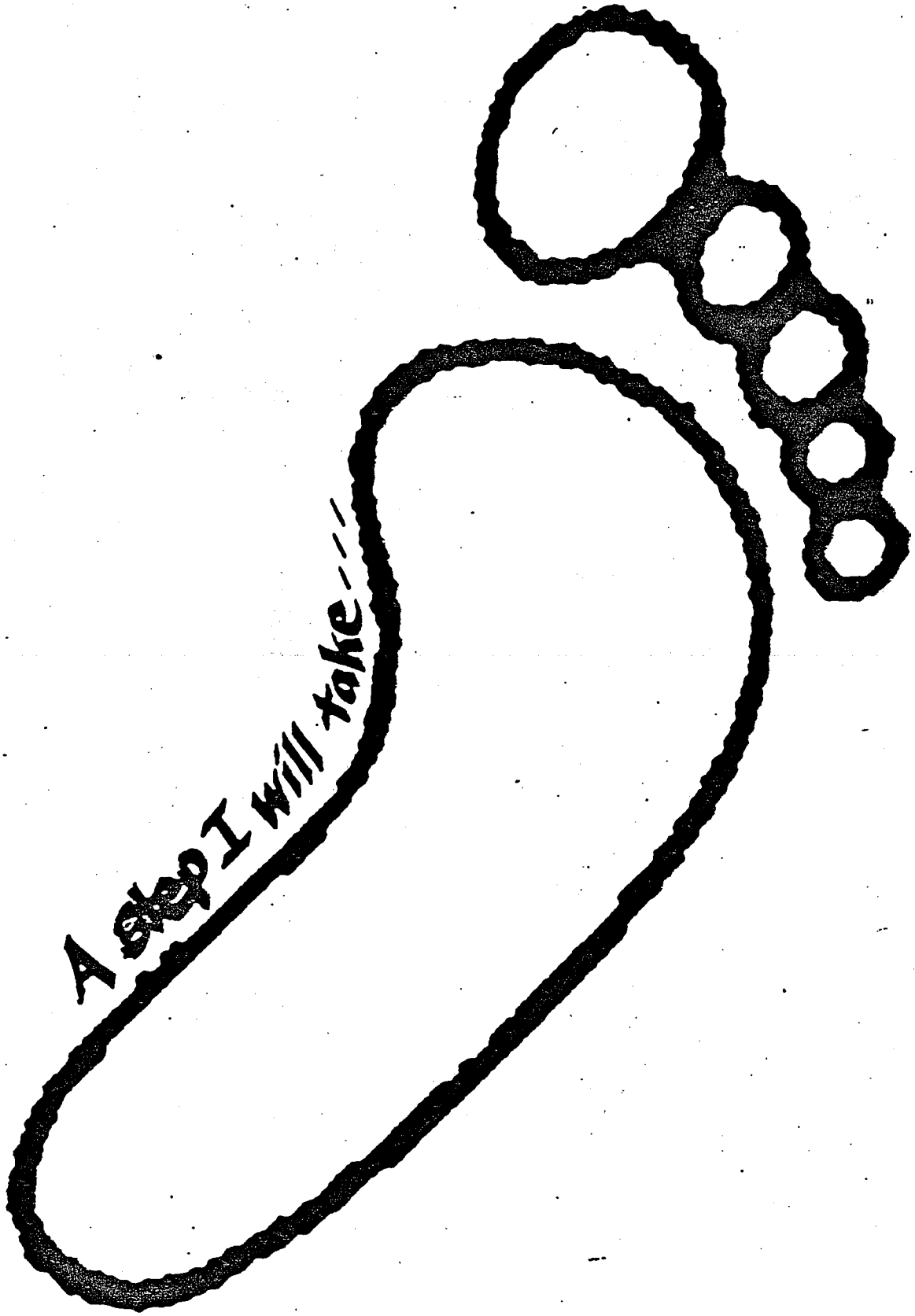
AN IDEA I HAD



A FEELING I EXPERIENCED



A STEP I WILL TAKE



L. Stevahn (1995)

Title: COMMERCIAL

Purpose: To provide opportunity to summarize information. Encourages creative thinking and laughter.

Group Size: 10 - 42

Time Needed: 30 - 45 minutes

Room Arrangements: Groups of 4 - 6 at tables

Materials: Overhead transparencies and pens, newsprint or flipchart pages, pens, and video camera (optional).

Description:

1. Divide participants into groups of 6.
2. Ask each group to create a commercial of 30 seconds to 2 minutes. The commercial should be developed so it could be "heard" on the radio or "seen" on television. It should promote the content of the session. The commercial should summarize the content highlights and each participant needs to be a part of the commercial.
3. Have each group perform their commercial in front of the whole group.
4. Be sure to enforce the 2-minute maximum time limit.

Variations: As an option, you can videotape the commercials and play them at another session.

Trainer Notes:

Reprinted from *Getting it Started, Keeping it Going, Wrapping it Up.*

Title: WEAVING A WEB

Purpose: To provide an enjoyable way to review content and model the interconnectedness of the group of learners and bring closure to the session.

Group Size:
5 - 35

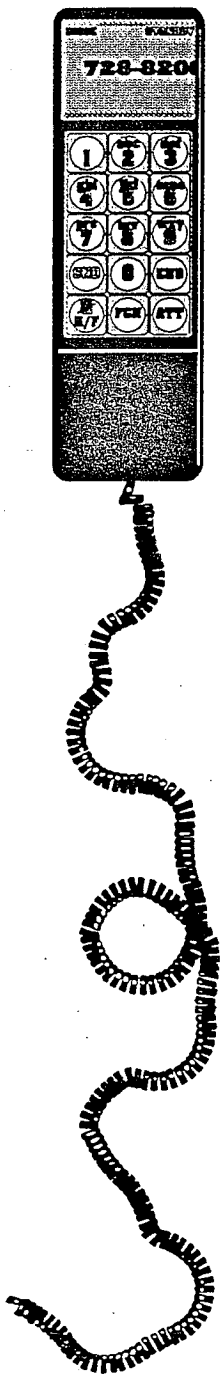
Time Needed:
5 minutes plus
1 minute per participant

Room Arrangements:
Participants need to easily see all participants

Materials: Ball of brightly colored yarn, flipchart.

Description:

1. Show the group a ball of yarn.
2. Explain that each participant will have a chance to hold the ball of yarn. While they are holding it, they are to summarize one thing they have learned in the session.
3. Model and share first, holding the yarn. Write a paraphrase of the comment on the flipchart.
4. Keep one end of the ball of yarn and toss the ball to one of the participants. Ask that person to share. Paraphrase that comment on the flipchart.
5. That person then holds onto the strand of yarn at the end of the ball and then tosses the ball to another participant.
6. The toss, share, and record process continues until everyone has had a chance to share. Be sure each participant holds onto the yarn as he/she tosses the ball to another person.



©Champion Training & Consulting
RHC 1995

Post-it Activity: Rules for Collaborative Work

1. Each person takes 4 post-it notes.

2. On each post-it, each person writes one idea about (a) how he/she would like to be treated as a team, group, or committee member <u>or</u> (b) how he/she would like the group team, or committee of which he/she is a member to function.

3. Pairs share their individual notes, sticking those together that are similar.

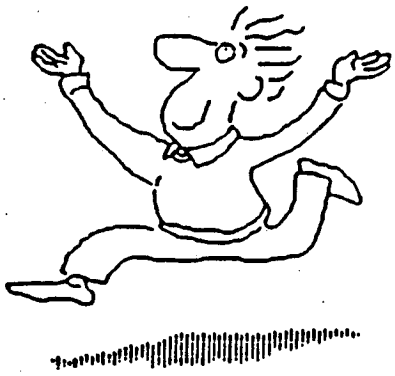
4. Each pair meets with another pair, continuting the process of grouping "like" post-its.

5. Continue the grouping process until all post-its have been reviewed.

6. Label the categories created by the post-its.

7. Group then develops rules that reflect the intent of the categories.

Pam Robbins



CLOSINGS

"This is an excellent workshop, so far" he beamed at me during the morning break. You may have heard such comments, while wryly noting the participants' indirect claim to reserve final judgment until the session was completely over, evaluation forms turned in and people gone home.

At one level I know that the way I close a presentation or workshop will influence participants' final impressions and will be reflected on rating forms. I also know that closings have at least five purposes directly related to attaining my instructional outcomes and I can combine or select among these to complete a presentation. The proper closing can help participants 1) sort and store for memory, 2) develop community, 3) stimulate inquiry, 4) foreshadow personal growth, or 5) support commitment. There are also occasions for closings <u>before</u> the end of a presentation, and even as a <u>first</u> order of business.

SORT AND STORE FOR MEMORY

"The mind can hold only what the seat can endure" is an adage that, like many, is partially true but lacks precision. Most information processing models reveal that our minds are biologically limited to being able to manage only seven bits of information simultaneously (plus or minus two) in our short term or working memory. But there is no limit to the complexity and numbers of subparticles of each of those bits. "Sort and store" closings help participants organize information for retention into a few complex chunks that can more easily be accessed and utilized. Examples of this type of close include asking participants to outline a personal action plan, list key points they plan to tell someone, or write a brief narrative summarizing concepts important for them to remember.

It's often advantageous to use an early close version of a "sort and store", particularly after the presentation of dense information or as a transition between topics. Suzanne Bailey of Bailey Associates taught me the "Three Balloon" early close in which participants are encouraged to write a word or phrase important for them to remember on each of three imaginary balloons. They then share these with another participant and explain their choices.

DEVELOP COMMUNITY

When presentation goals move beyond individual knowledge or skills acquisition to include collegiality and teamwork, it may be appropriate for the closing moments to extend a pathway into those feelings and behaviors. In one form of this close, the presenter invites open ended comments about "... this experience or anyone in the room." The presenter employs extended wait time and simple nods or thank yous of acknowledgement for contributions.

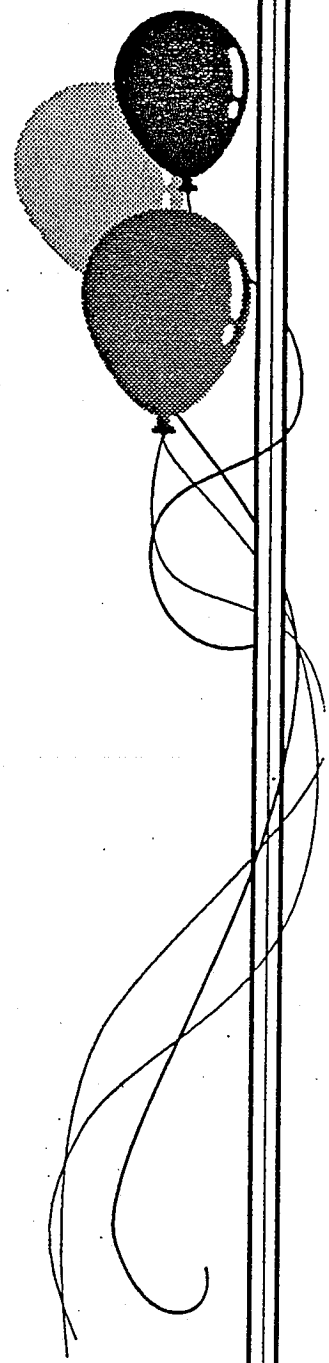
STIMULATE INQUIRY

> *Sprinthall and Sprinthall (1983) report intriguing and disturbing findings about adult development. On tests of cognitive development, ego development and moral reasoning, adults in other fields of work demonstrated continuing growth over the course of their career. Teachers, measured on the same instruments, did not. Why? What organizational culture factors might contribute to this? What might be the implications for staff development?*

Imagine the preceding data being delivered at the end of a workshop. When the workshop goal is "opensure," not closure, such provocative and unanswered data at the end of a workshop can invite reflection and inquiry long after the day's evaluation forms have been submitted. It may be particularly useful when the session is part of an ongoing series of seminars designed to promote changes in perception, practices and policy. Such information processing closings, reflecting J. Richard Suchman's work in Inquiry Training, interact with the mind's strong need to resolve dissonance and work on ongoing theory building and problem solving.

FORESHADOW GROWTH

All journeys begin with a simple picture. Any goal, and the steps leading there, are first represented in one's mind. These representations, often unconscious patterns of pictures, feelings, sounds, smells or tastes, can be coaxed to consciousness and shaped to not only foreshadow growth but to mold attainment. The presenter stimulates and accelerates growth toward personally defined workshop-related goals by inviting participants to envision themselves engaged in future activities in which they successfully employ the new skills they are refining. The following is an example. At the end of the paragraph take a moment to reflect on your thoughts.



CLOSINGS

"This is an excellent workshop, so far" he beamed at me during the morning break. You may have heard such comments, while wryly noting the participants' indirect claim to reserve final judgment until the session was completely over, evaluation forms turned in and people gone home.

At one level I know that the way I close a presentation or workshop will influence participants' final impressions and will be reflected on rating forms. I also know that closings have at least five purposes directly related to attaining my instructional outcomes and I can combine or select among these to complete a presentation. The proper closing can help participants 1) sort and store for memory, 2) develop community, 3) stimulate inquiry, 4) foreshadow personal growth, or 5) support commitment. There are also occasions for closings <u>before</u> the end of a presentation, and even as a <u>first</u> order of business.

SORT AND STORE FOR MEMORY

"The mind can hold only what the seat can endure" is an adage that, like many, is partially true but lacks precision. Most information processing models reveal that our minds are biologically limited to being able to manage only seven bits of information simultaneously (plus or minus two) in our short term or working memory. But there is no limit to the complexity and numbers of subparticles of each of those bits. "Sort and store" closings help participants organize information for retention into a few complex chunks that can more easily be accessed and utilized. Examples of this type of close include asking participants to outline a personal action plan, list key points they plan to tell someone, or write a brief narrative summarizing concepts important for them to remember.

It's often advantageous to use an early close version of a "sort and store", particularly after the presentation of dense information or as a transition between topics. Suzanne Bailey of Bailey Associates taught me the "Three Balloon" early close in which participants are encouraged to write a word or phrase important for them to remember on each of three imaginary balloons. They then share these with another participant and explain their choices.

DEVELOP COMMUNITY

When presentation goals move beyond individual knowledge or skills acquisition to include collegiality and teamwork, it may be appropriate for the closing moments to extend a pathway into those feelings and behaviors. In one form of this close, the presenter invites open ended comments about "... this experience or anyone in the room." The presenter employs extended wait time and simple nods or thank yous of acknowledgement for contributions.

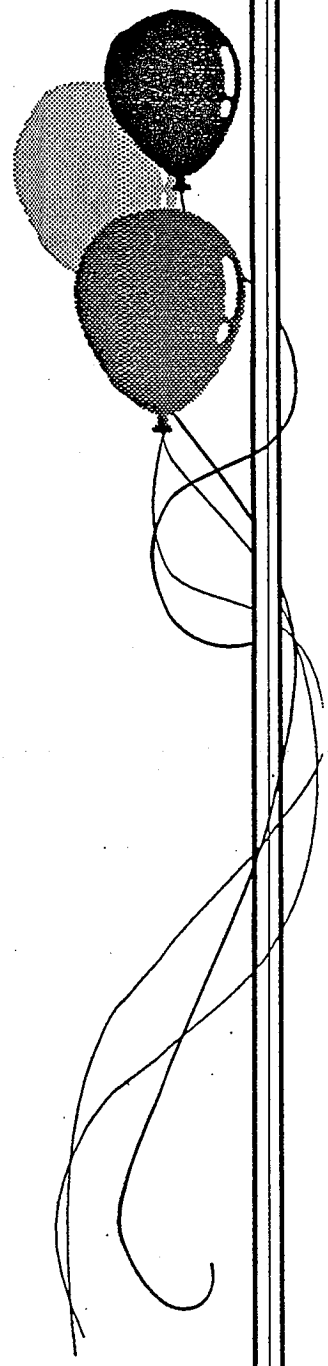
STIMULATE INQUIRY

> *Sprinthall and Sprinthall (1983) report intriguing and disturbing findings about adult development. On tests of cognitive development, ego development and moral reasoning, adults in other fields of work demonstrated continuing growth over the course of their career. Teachers, measured on the same instruments, did not. Why? What organizational culture factors might contribute to this? What might be the implications for staff development?*

Imagine the preceding data being delivered at the end of a workshop. When the workshop goal is "opensure," not closure, such provocative and unanswered data at the end of a workshop can invite reflection and inquiry long after the day's evaluation forms have been submitted. It may be particularly useful when the session is part of an ongoing series of seminars designed to promote changes in perception, practices and policy. Such information processing closings, reflecting J. Richard Suchman's work in Inquiry Training, interact with the mind's strong need to resolve dissonance and work on ongoing theory building and problem solving.

FORESHADOW GROWTH

All journeys begin with a simple picture. Any goal, and the steps leading there, are first represented in one's mind. These representations, often unconscious patterns of pictures, feelings, sounds, smells or tastes, can be coaxed to consciousness and shaped to not only foreshadow growth but to mold attainment. The presenter stimulates and accelerates growth toward personally defined workshop-related goals by inviting participants to envision themselves engaged in future activities in which they successfully employ the new skills they are refining. The following is an example. At the end of the paragraph take a moment to reflect on your thoughts.



PARTICIPANT RESPONSE FORM

Content and Information

What was most interesting?

Presenter

Please comment on the skills, organization, use of group process skills, modeling, etc. demonstrated by this presenter.

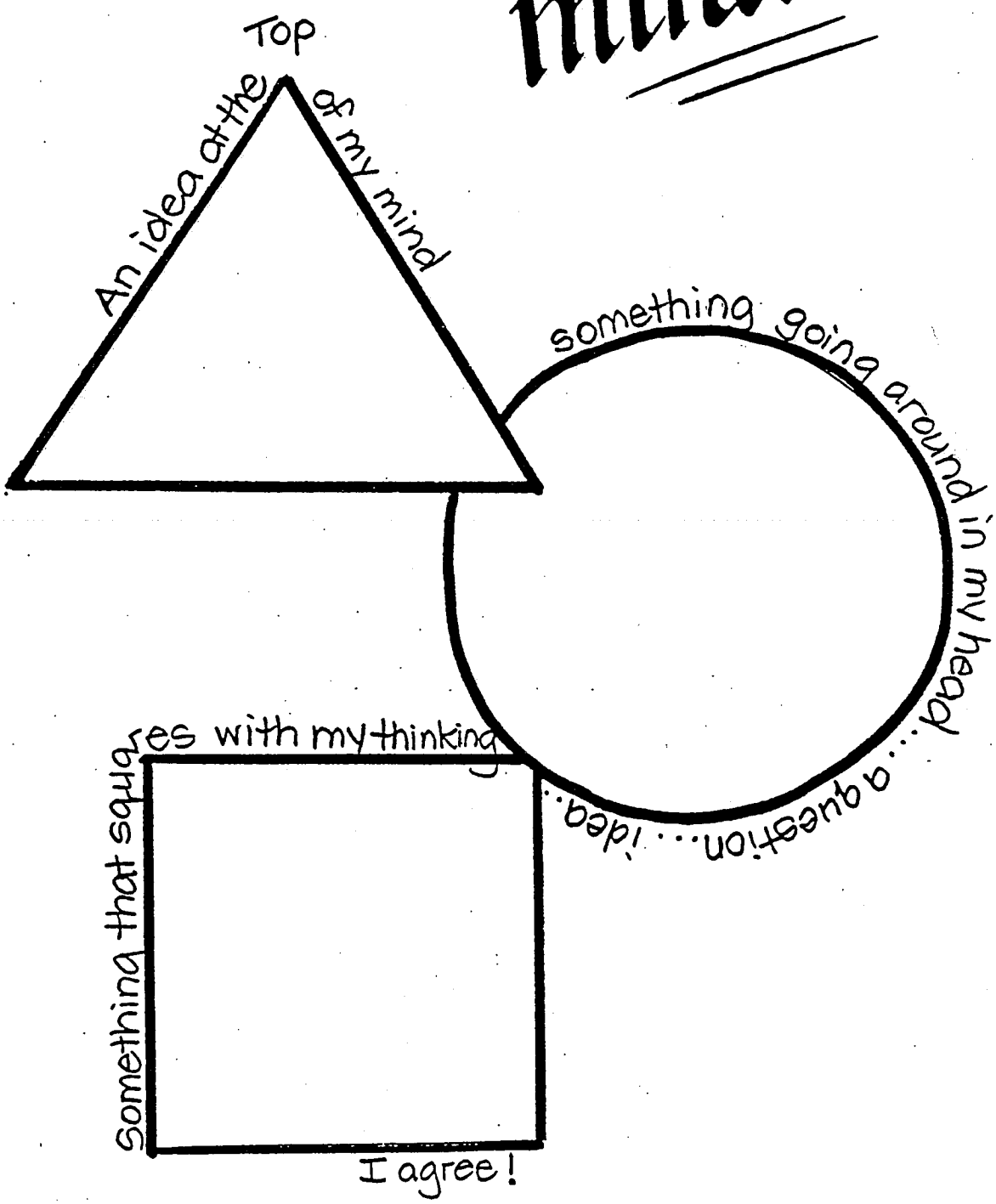
What was the most useful?

What do you need to know more about?

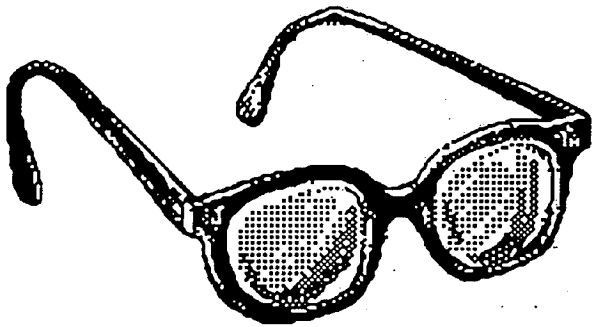
What will you do as a result of this session?

Other comments are appreciated!

What's on your minds?



Workshop Report Card ©



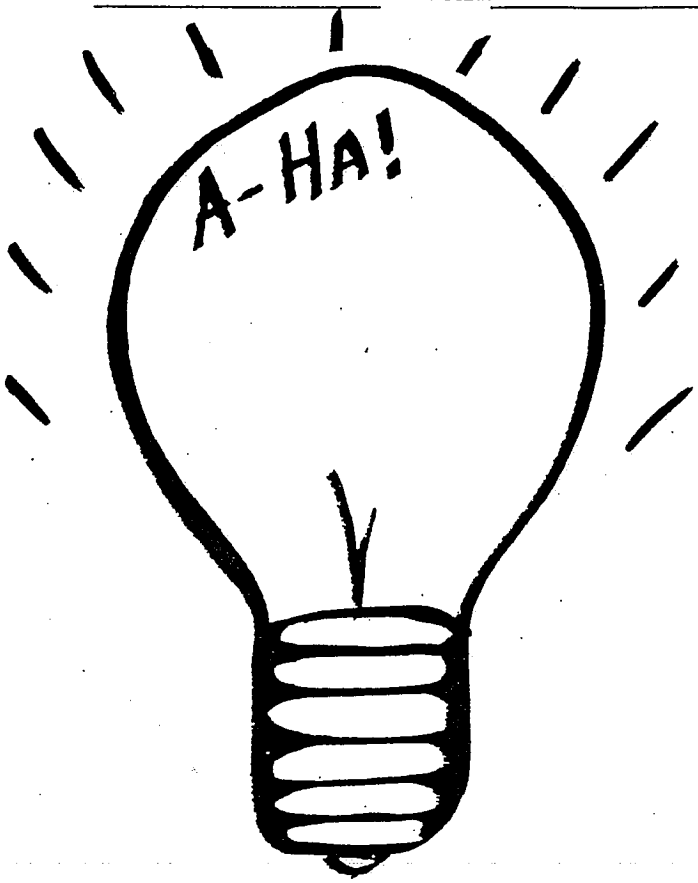
Z-Z-Z

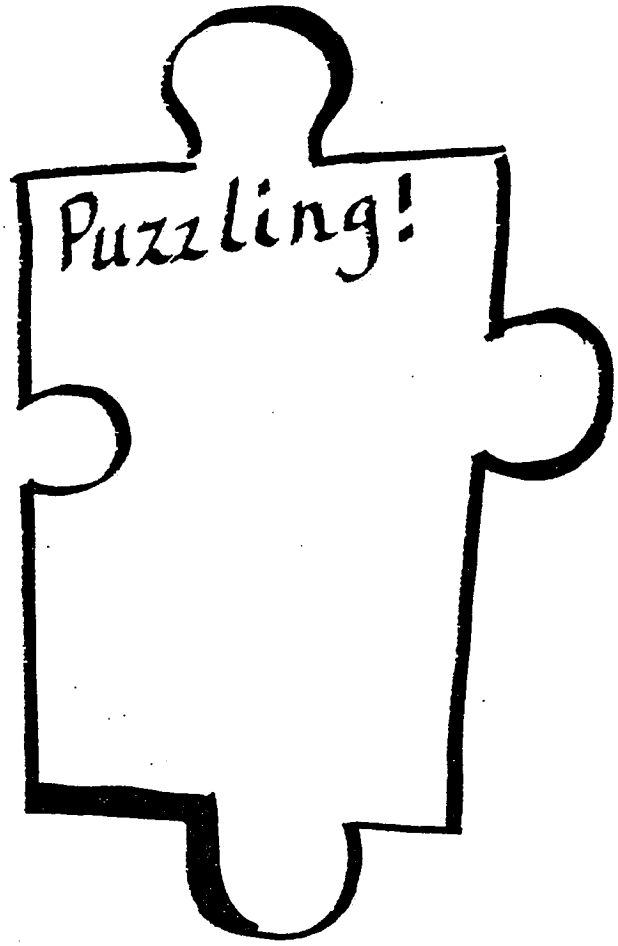
!!!

*!#?!

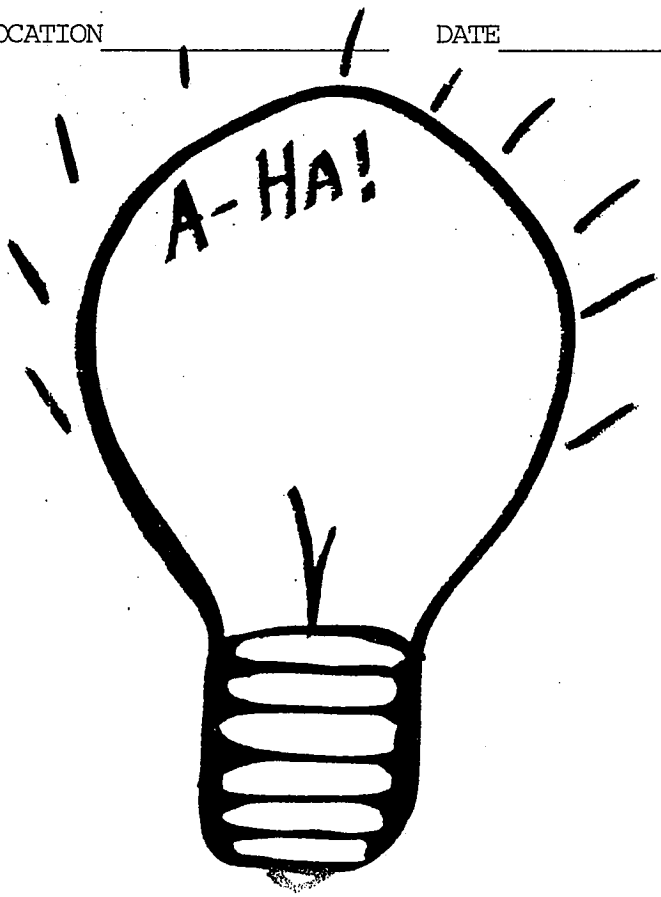
Used with permission:
Workshop Report Card, Robby H. Champion,
Copyright 1993 by Champion Training & Consulting

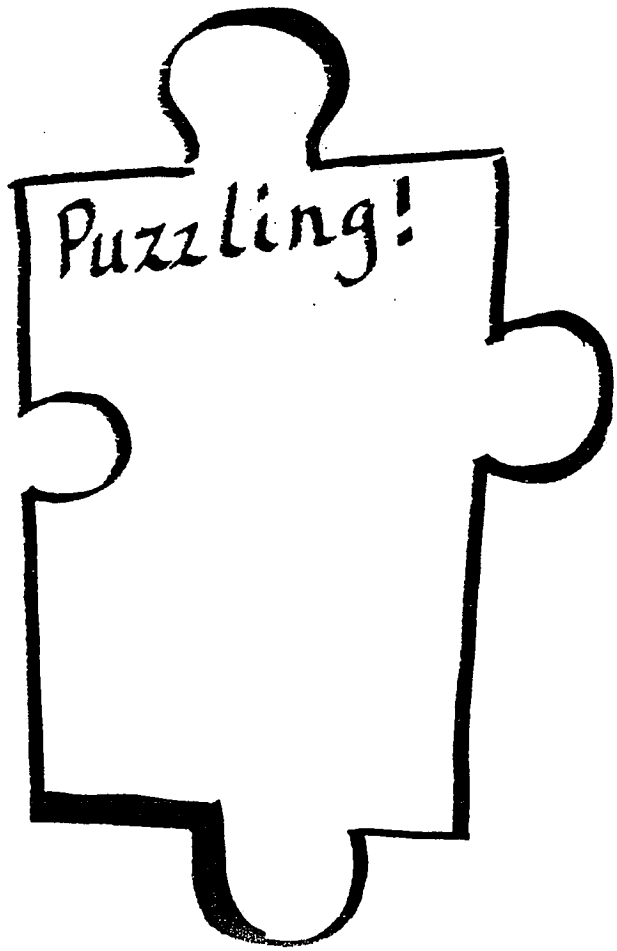
LOCATION _____ DATE _____





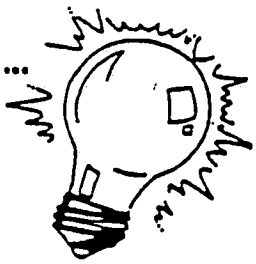
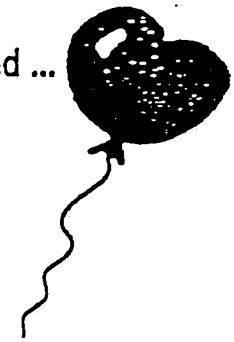
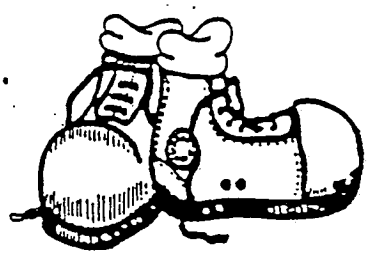
LOCATION _____ DATE _____





I want.....	*I need.....*
I got.....	*I'll do.....*

REFLECTIONS

Ideas You Discovered ... 	Feelings You Experienced ... 
Questions To Pursue ...	Next Steps ... 

Participant Response Form

Please respond to the following questions. Your comments are welcome and appreciated. They will assist us in our future efforts to provide quality workshops in the Brussels District.

What were the strengths of this workshop?

What were the limitations of this workshop?

What do you know now that you did not know at the beginning of this workshop? Please summarize your thoughts.

Many Thanks!

EVALUATION FORM

Session Title _____

Date _____

Facilitator _____

My thoughts about the session:

My feelings about the session:

What I need now:

Suggestions for improvement:

Training/Workshop _____

Date _____

Facilitator(s)/Instructor(s) _____

_____

TRAINING/WORKSHOP EVALUATION FORM

1. I felt this training/workshop was _____

_____

_____

2. The most valuable thing(s) I learned was/were _____

_____

_____

3. I plan to apply the thing(s) I've learned by _____

_____

_____

4. I would like to know more about _____

_____

_____

5. This workshop would have been better for me if _____

_____

_____

6. The instructor(s) _____

_____

<u>OPTIONAL</u>

Your name, address and phone number

_____

_____

_____

_____