FACILITATOR GUIDE

COURSE TITLE

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PulseLearning

Thinking outside the classroom

COURSE INFORMATION

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DISCLAIMER

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SECTION 01 / COURSE INFORMATION

SECTION 02 / KEY TOPIC TITLE

Section 01
COURSE INFORMATION

ACKNOWLEDGEMENTS

Funding for this program was provided by Cras laoreet, elit iaculis mollis bibendum, leo arcu semper nunc, id pulvinar eros leo sed enim. The working team behind the design, development and delivery of this training includes Curabitur vitae quam eu purus pretium dapibus id ac nibh.

The development of this training benefitted greatly from the shared experience and valuable insight received from staff at The Company. The working team gratefully acknowledges the higher administration at The Company. Donec placerat ligula sed tortor malesuada vehicula. Maecena egestas blandit blandit.

ADDITIONAL SUPPORTING MATERIALS

Slide Presentation: The primary presentation material for this instructor-led class is a presentation containing 163 slides. The slides are intended to complement the activities and interactive discussions, rather than be a focal point for presentation.

Participant Guide: A 32-page Participant Guide provides a place to take notes and contains the activities for this training. The page numbers for each activity are noted in the corresponding presentation slide.

Section 01

COURSE INFORMATION

WELCOME

Welcome to the "Introduction to A Big Topic" Instructor Guide. You have been chosen to facilitate this course because of your expertise in the area of big topics. Your background will be a valuable asset in this training and you are encouraged to supplement the material in this guide with your expertise.

This document delineates a broad range of activities and information to be covered in the "Introduction to Big Topic" workforce training session. Activities are annotated in the margin of each page. As you proceed through the preparation of the training, it will be imperative to consider your audience and tailor the material to meet their needs.

> THE LEARNING GOALS

This training has been designed to accomplish three terminal objectives:

> TERMINAL OBJECTIVES

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> TEACHING METHODS

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COURSE INFORMATION

› BEFORE THE SESSION

The initial slide in the presentation should be updated with the instructor's name, the instructor's title and the date of the training. If a facilitator is assisting, her/his name should be included on this slide as well.

AGENDA

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TIP:
Plan to take 15-minute breaks every 1.5 hours.

Agenda

- Welcome
- Worthwhile Activity and Debrief
- Worthwhile Activity and Debrief
- Worthwhile Activity and Debrief
- Worthwhile Activity and Debrief
- Conclusion

HOUSEKEEPING

Provide time at the start of the session to clarify information that may be of interest during the course of the training. Explain the location of bathrooms; clarify the spacing of breaks and lunch arrangements. In keeping with The Company policy, provide information around safety and fire exits. If any additional announcements are relevant, make sure to provide time for them as well.

TIP:
Encourage participants to share when they are ready for a break.

ACTIVITY: SELF-ASSESSMENT

Every participant will be provided a Participant Guide to be completed throughout the course of the training. The first page of the Participant Guide contains a self-evaluation that must be completed prior to the start of the first session. The answers to these questions will be compared to a post-assessment after the sessions are completed. They can then be compared to determine change in the participant's thinking around The Big Topic.

IMPORTANT:
The responses from this activity are needed to measure training success. Do not skip this activity.

Before we begin...

· **Take a moment to reflect on these questions:**

– What do you know about The Big Topic?
– What would you like to know about The Big Topic?
– What do you need to know about The Big Topic to perform your job better?

Write your answers in the Participant Guide, page 8

› LEARNING GOAL

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› ACTIVITY OBJECTIVE

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> ## MATERIALS NEEDED

Participant Self-assessment (either a handout or as part of the Participant Guide)

> ## ACTIVITY DESCRIPTION

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> ## INSTRUCTIONS

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> ## OPTIONS

a. **Shared Responses with Group**: After participants have completed the self-assessment, have them share their answers with the group. Discuss common expectations and segue into the Agenda/About Us slides.

a. **Responses for Instructor Only**: For the purposes of assessing the success of the training, it may be productive for the participants to hand out their responses to the facilitator. The facilitator can review and summarize for the trainer the areas that are of specific interest to the group. The same handout can be returned to participants at the end of the training in order to complete the "Post-assessment" portion. This completed sheet will help determine if/how the participants have re-thought The Big Topic.

TIP:
Place Participant Guide on the attendee's desk or hand out a self-assessment sheet at the door.

ABOUT US

This slide personalizes the presentation. It must be updated prior to the training session. To complete,

a. Include a photograph

b. Add main achievements or career highlights that explain assignment as course instructor. (For example: 15 years experience in the field of big topics and co-author of "All You Need to Know about Big Topics.")

If a single instructor is facilitating, the additional entries can be removed.

TIP:
Update the introduction slide prior to the start of the session. Include a professional photograph.
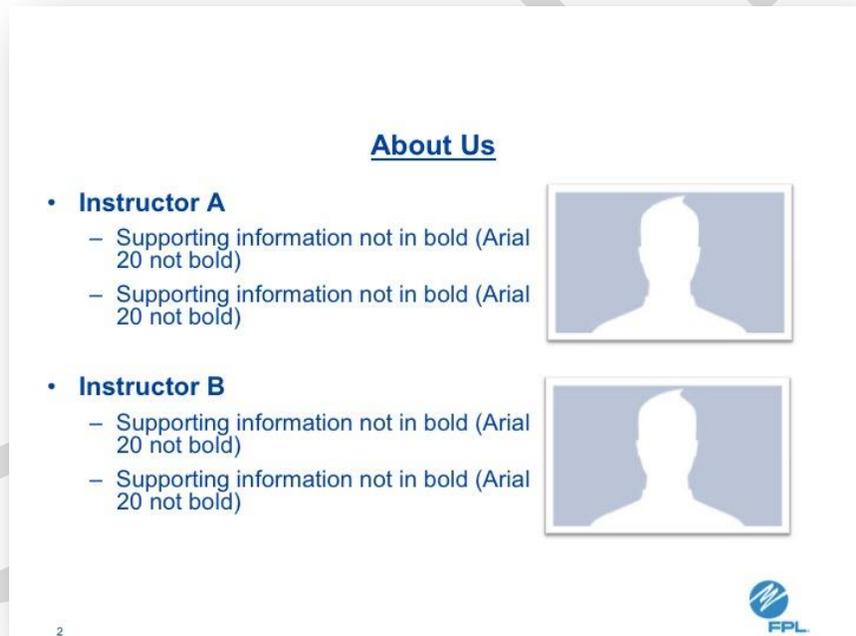
QUESTIONS WE'LL ANSWER TOGETHER

Each of these questions, when answered, identifies key knowledge participants should walk away with after the session. By using a question format instead of declarative objectives, the slide reinforces the idea that learning will be both a collaborative and participatory effort rather than passive.
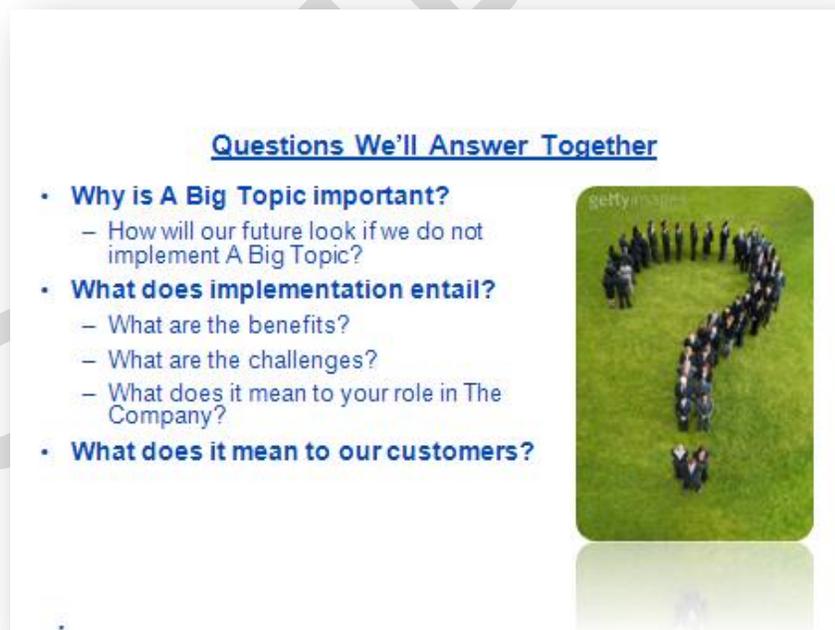
The same content will appear as the summary slide and participants will gauge if/how these questions have been answered.

TIP:
By answering these questions as a class, in a plenary format, instructors can gain valuable information regarding the group's prior knowledge and tailor the content accordingly.

TIP:
Ask participants to write down a first response to these questions on **Page 10** of their guide. They will be able to compare how/if their perceptions change during the training.

> OPTIONS

Ask participants to turn to Page 10 in their guide and write down a first response to each of these questions.

KEY POINTS SUMMARY

Encourage participants to track their thoughts, questions, concerns and ideas regarding A Big Topic in the Key Points Summary section of the participant's guide. Remind participants that their input is extremely valuable and encourage them to take notes.

TIP:
At the end of the training, participants will be prompted to come together and share the notes they have taken in order to summarize each session in the agenda.

AGENDA: UP NEXT

This slide announces that the session is moving into new content. Before continuing to the next slide, confirm that the prior content is clear and all questions are answered.
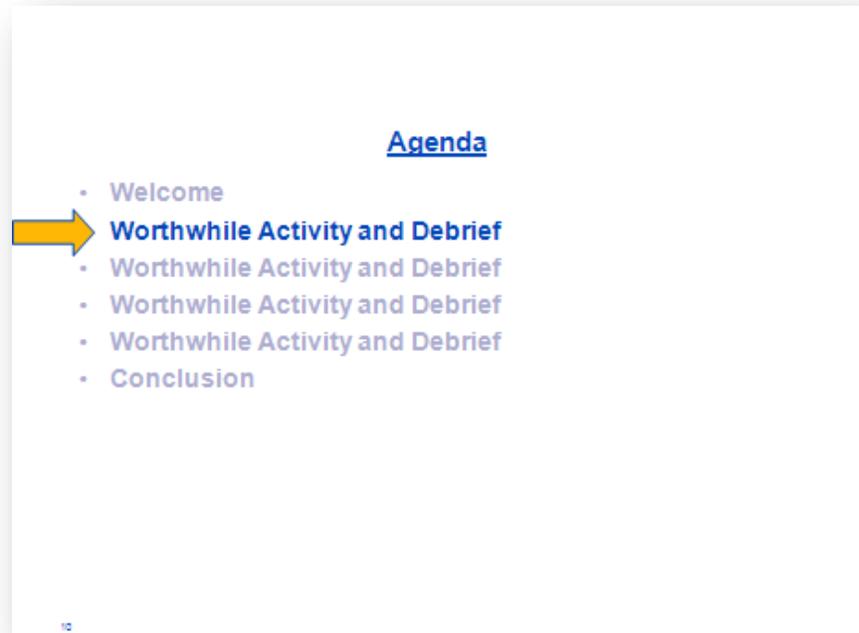
TIP:
Depending on the time spent in the previous segment, the instructor may choose to stop for a 15-minute break.

TIP:
Make sure prior content is clear before moving on.

COURSE GLOSSARY

TIP:
If more words are added, update this page and print out a handout that participants can add to their Participant Guide

Term	Definition
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