

Instructor Guide

Train-the-Trainer

This instructor guide was written and developed by the Community Services Agency, Inc. of the New Jersey State AFL-CIO.

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Introduction

The Community Services Agency (CSA) of the New Jersey State AFL-CIO partners with employers and unions to create an active “culture of safety” in workplaces through innovative training and support. This program is funded by the United States Department of Labor, Occupational Safety and Health Administration under a Susan Harwood Training Grant.

CUSTOMIZED CURRICULUM

CSA customized training programs are driven by a joint labor-management process that helps to strengthen labor-management relations, and helps to ensure successful implementation and follow-through. Customized training programs involve developing site-specific curriculum based on the needs of the organization(s), and working with the organization(s) to implement and evaluate the training program. CSA’s goal is to help our partners achieve cost-effective, high quality, and innovative in-house training programs that work for each stakeholder.

For more information about CSA’s programs and services, contact:

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Intervention Model

Safety and Health Committee Training

The Community Service Agency of the New Jersey State AFL-CIO will partner with an employer, organization or facility in the development of a Joint Labor/Management Committee as a workplace intervention model designed to accomplish the following goals:

- Improve the organizational/facility culture of safety
- Reduce the incidence of occupational safety and health injuries and illnesses
- Reduce workers compensation insurance and lost time costs

Joint/labor management committees are a proven and effective intervention strategy. They involve the formation of a workplace joint labor/management committee that meets on a regular schedule and oversees the implementation of a safety and health program. Workers are the ones most familiar with the hazards and risks they face. Involving them with management in the process of identifying and mitigating workplace hazards will lead to a much more successful safety and health program.

Implementation Steps

1. **Labor and management** cooperatively identify joint labor/management safety and health committee members.
2. **CSA** provides customized, two-day training to members of committee focusing on organizational/facility occupational safety and health problems, committee structure, committee operations, and goals.
3. **Committee** begins and continues to meet monthly implementing action plan developed during two-day training.
4. **Committee** selects peer trainers to provide training to other employees.
5. **CSA** provides ongoing support to committee, as requested, by:
 - a. Providing technical advice and feedback at the first two to three committee meetings after the two-day training.
 - b. Distributing a one page culture of safety of survey to all personnel before the committee begins implementing workplace changes. At some point in time later (e.g., one year), distributing the same survey again to measure changes in the culture of safety.
 - c. Assisting with the development of a one year training plan.
 - d. Providing customized initial and ongoing training to committee members.
 - e. Providing customized initial and ongoing training to all personnel in collaboration with peer trainers.
 - f. Analyzing changes in injury/illness incident rates over time (e.g., one year) as the committee makes changes in the workplace.
6. **CSA** provides a three-day train-the-trainer course to peer trainers.
7. **CSA** provides Peer Training Portal and support to peer trainers.
8. **Committee and CSA** meet after a defined time period (e.g., one year) to evaluate progress and review next steps.

9. **Committee** continues to meet monthly implementing workplace interventions needed to reduce injuries and illnesses.
10. **Peer Trainers** continue to provide ongoing training with support through the Peer Training Portal.
11. **CSA** continues to provide long term assistance in training and injury/illness prevention strategies.

Training will be provided primarily through the use of the Small Group Activity Method, which is an active and participatory approach that improves learning and makes training fun. The Small Group Activity Method (SGAM) is based on the idea that learning is shared in every training session. With SGAM, learning is a structured procedure that allows participants to share information rather than experience a one-way exchange that flows from Trainer to Worker. SGAM is based on three learning exchanges:

- **Worker to Worker**
- **Worker to Trainer**
- **Trainer to Worker**

Worker to Worker: Most of us learn best from each other. SGAM is set up to ensure that the “Worker to Worker” exchange is a key element of the training session. The Trainer can facilitate this process by allowing people to solve problems and learn from each other during “Small Group Activities.”

Worker to Trainer: Lecture-style training assumes that the Trainer knows all the answers. SGAM acknowledges that Workers could have as much or perhaps more collective knowledge and or experience than the Trainer or expert leading the class. The “Worker to Trainer” exchange occurs primarily during the “Report-Back” session.

Trainer to Worker: This is the Trainer’s opportunity to clear up any confusion and make key points. By waiting until the ”Summary” session to do this, Trainer’s can gain a better understanding of what the Workers need to know.

After the two-day training, the committee will meet monthly to implement a safety and health program at their facility. CSA will provide ongoing support to the committee by attending initial meetings, providing additional targeted training as needed, and assisting with program implementation. CSA will also assist the committee with program evaluation by analyzing injury/illness trends and working with the committee to establish other benchmarks of success.



PROGRAM GOALS

The goal of this training program is to prepare peer trainers to conduct training in support of their employee/management safety and health committee using curricula developed by the NJAFL-CIO.

TARGET AUDIENCE

The target audiences for this training are peer trainers.

CONTACT TIME

24.0 hours

LEARNING OBJECTIVES

At the end of this training session, learners will be able to:

1. Explain the difference between important training terms.
2. Identify the critical components of quality instruction.
3. Design a training presentation using an Instructional Systems Design (ISD) model.
4. Deliver effective instruction on the topics of OSHA and ergonomics.

INSTRUCTOR GUIDE

This guide provides the general instructional approach to the three-day Train-the-Trainer Training and is to be used in conjunction with the Train-the-Trainer Student Manual, associated PowerPoint slides and student handouts. The Instructional Guide does not include any materials in the Student Manual or teaching notes at the bottom of each PowerPoint slide.

TRAINING AGENDA TRAIN-THE-TRAINER

Day 1

Time	Title
8:30 a.m. – 9:15 a.m.	Unit #1: Introduction
9:15 a.m. – 10:15 a.m.	Unit #2: Important Quality Factors
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:20 a.m.	Unit #3: ADDIE Model – Analysis
11:20 a.m. – 12:20 a.m.	Unit #4: ADDIE Model – Design
12:20 p.m. – 1:05 p.m.	Lunch
1:05 p.m. – 2:45 p.m.	Unit #5: ADDIE Model – Development
2:45 p.m. – 3:00 p.m.	Break
3:00 p.m. – 3:55 p.m.	Unit #6: ADDIE Model – Implementation
3:55 p.m. – 4:05 p.m.	Unit #7: ADDIE Model - Evaluation
4:05 p.m. – 4:25 p.m.	Unit #8: Training Requirements
4:25 p.m. – 4:30 p.m.	Review and wrap up

Day 2

Time	Title
8:30 a.m. – 10:30 a.m.	Unit #9: “Introduction to OSHA” Presentation
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:45 a.m.	Unit #9: Prepare Lesson Plans – “Introduction to OSHA”
11:45 a.m. – 12:30 p.m.	Unit #9: Group Presentations and Discussions – “Introduction to OSHA”
12:30 p.m. – 1:15 p.m.	Lunch
1:15 p.m. – 3:00 p.m.	Unit #9: Group Presentations and Discussions – “Introduction to OSHA”
3:00 p.m. – 3:15 p.m.	Break
3:15 p.m. – 4:30 p.m.	Unit #10: “Ergonomic” Presentation

Day 3

Time	Title
8:30 a.m. – 9:45 a.m.	Unit #10: Ergonomic Presentation
9:45 a.m. – 10:45 a.m.	Unit #10: Prepare Lesson Plans - Ergonomics
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:30 p.m.	Unit #10: Group Presentations and Discussions – Ergonomics
12:30 p.m. – 1:15 p.m.	Lunch
1:15 p.m. – 2:45 p.m.	Unit #10: Group Presentations and Discussions – Ergonomics
2:45 p.m. – 3:00 p.m.	Break
3:00 p.m. – 4:00 p.m.	Unit #11: Developing an Action Plan
4:00 p.m. – 4:15 p.m.	Review, wrap up, and evaluation

Unit #1

Introduction

Learning Objectives

By the end of this lesson, participants will be able to:

1. Value the facilitator qualities of a good instructor
2. Differentiate between education, training, information, learning and curriculum
3. Identify the major learning domains
4. Define important instructional terms

Unit #1 Activity Plan

Introduction

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
Anticipation Guide – Discussion – Agree or Disagree 1. What you teach is more important than how you teach it. 2. You have to know more the subject than your students in order to be a good instructor. 3. Being a good instructor is a natural gift. You have it or you don't. 4. Covering all the content is the most important goal of a course.	15
Course Learning Objectives – Discussion 1. Review course learning objectives. 2. Ask class what their expectations are.	10
Common educational terms -- Discussion 1. Write terms across board: training, education, information, learning, and curriculum. Discuss what is the difference? Make sure to go over the learning domains. When discussing the term learning, discuss additional learning domains such as unit cohesion (military) or empowerment (unions). 2. Discuss why you use the term instruction and learner rather than teacher and student. 3. Optional: Write terms instructional strategy, instructional method, media, and instructional delivery system across board. Discuss what is the difference?	20
Materials: <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit #1 – Introduction PowerPoint Handout • White Board and White Board pens 	
Assessment: <ul style="list-style-type: none"> • Oral Feedback 	

Unit #2

Important Quality Factors

LEARNING OBJECTIVES:

By the end of this module, participants will be able to:

1. Describe how the curriculum, instructor, learner and facility overlap to produce quality learning
2. List important instructional quality factors for curriculum, instructor, learner and facility

Unit #2 Activity Plan

Important Quality Factors

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>What are the four major components of learning and how do they overlap – Discussion</p> <ol style="list-style-type: none"> 1. Explain that learning is impacted by the four major components: curriculum (or course); instructor; learner and facility. These four components overlap impacting to some extent on the learning that takes place. 	10
<p>Identifying important factors in high quality training -- Discussion and Buzz Group</p> <ol style="list-style-type: none"> 1. Explain that you will be breaking into groups to identify what factors are important in making a “good curriculum (what and how),” a “good instructor,” a “good facility,” and a “good student” (“good student” is optional depending on class size). 2. Ask a person to identify a “good curriculum” factor as an example. 3. Break class into groups of 2-4, give each group flip chart paper and pens, assign each group one of the topics in 1), ask each group to label the topic at the top of their paper, and ask each group to list as many factors as they can on their flip chart paper in large letters. 4. Post flip chart papers for each group on wall and have each group present their findings 5. Have group discussion and add any missing factors. 	50
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit 2: Important Quality Factors PowerPoint Handout • Masking Tape • White Board and white board pens 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback and Written Responses on Flip Chart Paper 	

Unit #3

ADDIE Model – Analysis

Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe the major components of the ADDIE instructional systems design model for developing and delivering quality education.
2. Explain the different activities associated with the first step of the ADDIE Model, Analysis
3. Apply adult learning theory to program development

Unit #3 Activity Plan

ADDIE Model – Analysis

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Describe the Analysis, Design, Development, Implementation and Evaluation (ADDIE) model of Instructional Systems Design (ISD) -- Lecture</p> <ol style="list-style-type: none"> 1. Transition – How does a good course and good instructor happen? ISD is a method used to develop instruction to ensure you end up with a good curriculum, good instructor, good facility and good students. Explain that there are different ISD models, but the simplest model (ADDIE) will be used. 2. List Steps in ADDIE vertically, then list steps of ADDIE in a diagram. Begin discussing Step 1 in the ADDIE model. 	5
<p>Analysis (ADDIE Model – Step 1) – Discussion</p> <ol style="list-style-type: none"> 1. If you are asked to teach a 2-hour course on OSHA next week, what are the initial questions you ask? 2. Break class into groups and have them list their questions. Have each group present and discuss their needs, problems, goals, resources, constraints, job responsibilities and tasks based on their questions. 3. Discuss how you can you get that information. 4. Conclude by reviewing adult learning theory: MADEC (Motivated, Applied, Diverse, Experienced, Controlling) 5. Discuss how a trainer should address MADEC 	45
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Masking tape • Train-the-Trainer Student Manual: Unit 3: ADDIE Model - Analysis PowerPoint Handout • White Board and pens 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback and Written Responses on Flip Chart Paper 	

Unit #4

ADDIE Model – Design

Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe the major components of the second step in the ADDIE model – Design.
2. Write learning objectives for the three major learning domains using the correct structure and action verbs

Unit #4 Activity Plan ADDIE Model – Design

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Design -- Lecture, Discussion, and Group Exercise</p> <ol style="list-style-type: none"> 1. Explain that Design is the 2nd step in the ADDIE model and involves three elements: 1) learning objectives, 2) assessment and 3) instructional strategies. 2. Lecture: Define structure of learning objectives (Learning Objective Handout) 3. Discussion: Review examples of learning objectives (Learning Objective Handout) – Read each objective and then ask class to identify four elements for each example. 4. Discussion: as class, write a learning objective on a safety and health topic 5. Discussion: what is wrong with the following learning objective, “At the end of this class, students will understand the OSHA hazard communication requirements.” 6. Lecture: Taxonomy of learning objectives (handout) – push for higher order levels 7. Group Exercise: in groups of 3-4, pick a safety and health topic to be presented in one hour and write 3 learning objectives. One of the learning objectives must use a level 2-6 Cognitive action verb. 8. Discuss group results. 	60
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Masking tape • Train-the-Trainer Student Manual: Unit 4: ADDIE Model with Learning Objectives Handout and Learning Domain Action Verbs • White Board and pens 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback and Written Responses 	

Unit #5

ADDIE Model – Development

Learning Objectives:

At the end of this unit, participants will be able to:

1. Explain cognitive learning, cognitive load and multimedia learning theory
2. Design instruction using the events of instruction
3. Apply learning theory to the development of instructional materials and PowerPoint slides
4. Write a lesson plan for a topic or unit

Unit #5 Activity Plan

ADDIE Model – Development

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Development (ADDIE Model Step 3) – Discussion</p> <ol style="list-style-type: none"> 1. Lecture – Development includes the actual mechanics of how you will deliver the training to match the learning objectives. It includes the following: instructional sequence, media selection, handouts, presentation materials and evaluation materials. 2. Discuss information processing model 3. Lecture – Cognitive learning theory, events of instruction: <ul style="list-style-type: none"> • gain attention • provide objectives • connect to knowledge and experience • present the material • give example • practice and feedback • practice again • apply to new situation 4. Lecture – Cognitive Load and Multimedia Learning Theory 5. Lecture – Proper PowerPoint Slide Design 6. Discussion – Critique examples of PowerPoint Slides 	50
<ol style="list-style-type: none"> 7. Brainstorm Instructional methods – list on board <ul style="list-style-type: none"> • Lecture • Discussion • Video/film • Simulation • Case-study • Problem-based learning • Game (puzzles, word fines, Pictionary, bingo, jeopardy, \$25,000 pyramid) • Field trip • Role play • Debate • Brain storming • Demonstrations • Animation • Workshops/hands on • Pre-test • Planning deck • Hazard mapping • Panel 	40

<ul style="list-style-type: none"> • Group/collaborative/cooperative • Buzz groups • Worksheets • Exercises <p>8. Group Exercise – in groups of 3-4, assign instructional methods to each group and ask groups to list the pluses and minuses of each method and how they might use the method in the classroom. Then have groups present to rest of class.</p> <p>9. Lecture – explain elements of Lesson Plan (Lesson Plan handout) – will be used later in lesson preparation</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit 5: ADDIE Model with Lesson Plan • PowerPoint Slides for Unit 5 • White Board and Pens 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback 	

Unit #6

ADDIE Model—Implementation

Learning Objectives:

At the end of this unit, participants will be able to:

1. List the important steps an instructor should follow in implementing a training program
2. Evaluate instructor quality factors using an evaluation form
3. Develop strategies to manage student problems that occur in the classroom that could interfere with learning

Unit #6 Activity Plan

ADDIE Model - Implementation

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
Implementation (Step 4 in ADDIE Model) – Lecture and Discussion <ol style="list-style-type: none"> 1. Review steps involved in implementing instruction 2. Review the instructor self-evaluation guide 3. Have students split into groups and assign classroom room management problems. Have groups report back their strategies. 	40
Materials: <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit 6: ADDIE Model with Classroom Trainer Self-Evaluation Form and Group Exercise – Classroom Management Issues • Masking Tape • White Board and pens 	
Assessment: <ul style="list-style-type: none"> • Oral Feedback 	

Unit #7

ADDIE Model—Evaluation

Learning Objectives:

At the end of this unit, participants will be able to:

1. Explain the different methods for evaluating programs

Unit #7 Activity Plan

ADDIE Model—Evaluation

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Evaluation – Lecture – Discussion</p> <ol style="list-style-type: none"> 1. Write on white board while discussing the four components of the Kirkpatrick Model <ol style="list-style-type: none"> a. Reaction b. Learning c. Behavior d. Results 2. Review pre-approved evaluation form as representative of Kirkpatrick Model a) Reaction 	10
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit 7: ADDIE Model with pre-approved Evaluation Form • White Board and Pens 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback 	

Unit #8

Training Requirements

Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe general requirements applicable to conducting training
2. Develop a procedure for maintaining training records

Unit #8 Activity Plan

Training Requirements

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
Lecture – Discussion PowerPoint Slides 1. Lead a discussion of the content on the PowerPoint Slides	20
Materials: <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Student Manual: Unit 8: Training Requirements with list of applicable OSHA standards with training requirements • Unit 8 PowerPoint Slides Handout • White Board and pens 	
Assessment: <ul style="list-style-type: none"> • Oral Feedback 	

Unit #9

Introduction to OSHA

Learning Objectives:

At the end of this unit, participants will be able to:

1. Deliver the Introduction to OSHA module to other workers

Unit #9 Activity Plan

Introduction to OSHA

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Model “Introduction to OSHA” presentation</p> <ol style="list-style-type: none"> 1. Tell attendees that the “Introduction to OSHA” unit will presented as it would be to a group of workers. 2. Tell attendees to observe the presentation carefully paying attention to the content and how the material is presented. 3. Tell attendees that after the presentation, they will then be asked to conduct the training themselves in pairs. 4. Conduct “Introduction to OSHA” presentation 	120
<p>Prepare “Introduction to OSHA” lesson plans – Group discussion</p> <ol style="list-style-type: none"> 1. Divide class into pairs. Each pair will be asked to present a section of the “Introduction to OSHA.” 2. Discuss with group how to divide the sections of the “Introduction to OSHA” so that each teaching pair gets a section to teach. 3. Have pairs develop a lesson plan for their section using the provided template. Tell each pair that they will each do a portion of their section. They may alternate back and forth if they want. 	60
<p>Group Presentations and Discussion of “Introduction to OSHA”</p> <ol style="list-style-type: none"> 1. Have each pair present their section following the same sequence of sections as modeled earlier. 2. Ask observers of the section being taught to evaluate the training as it is being presented. Have them use the “Classroom Trainer Self-Evaluation Form” as a guide. Point out that everyone will be under observation at some point and observers should be constructive in their comments. 3. At the end of each section being presented, lead a debriefing highlighting what was good and how the presentation could be improved. 	150
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • “Introduction to OSHA” instructional materials • Student Train-the-Trainer Manual: Unit # 9 Introduction to OSHA with Lesson Plan and Classroom Trainer Self-Evaluation Form • White Board or Flip Chart Stand 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback 	

Unit #10

Ergonomics

Learning Objectives:

At the end of this unit, participants will be able to:

1. Deliver the Ergonomic module to other workers

Unit #10 Activity Plan Ergonomics

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
<p>Model “Ergonomic” presentation</p> <ol style="list-style-type: none"> 1. Tell attendees that the “Ergonomics” unit will presented as it would be to a group of workers. 2. Tell attendees to observe the presentation carefully paying attention to the content and how the material is presented. 3. Tell attendees that after the presentation, they will then be asked to conduct the training themselves in pairs. 4. Conduct the “Ergonomics” presentation 	150
<p>Prepare “Ergonomics” lesson plans – Group discussion</p> <ol style="list-style-type: none"> 1. Divide class into pairs. Each pair will be asked to present a section of the “Ergonomics.” 2. Discuss with group how to divide the sections of the “Ergonomics” presentation so that each teaching pair gets a section to teach. 3. Have pairs develop a lesson plan for their section using the provided template. Tell each pair that they will each do a portion of their section. They may alternate back and forth if they want. 	60
<p>Group Presentations and Discussion of “Ergonomics”</p> <ol style="list-style-type: none"> 1. Have each pair present their section following the same sequence of sections as modeled earlier. 2. Ask observers of the section being taught to evaluate the training as it is being presented. Have them use the “Classroom Trainer Self-Evaluation Form” as a guide. Point out that everyone will be under observation at some point and observers should be constructive in their comments. 3. At the end of each section being presented, lead a debriefing highlighting what was good and how the presentation could be improved. 	180
<p>Materials:</p> <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • “Ergonomics” instructional materials • Student Train-the-Trainer Manual: Unit # 10 Ergonomics with Lesson Plan and Classroom Trainer Self-Evaluation Form • White Board or Flip Chart Stand 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Oral Feedback 	

Unit #11

Developing an Action Plan

Learning Objectives:

At the end of this unit, participants will be able to:

1. Develop an action plan to conduct peer training to other workers with specific tasks and timelines.

Unit #11 Activity Plan

Developing an Action Plan

Instructor Guide

Instructor Guide Instructional Methods/Learning Activities	Time (in minutes)
Develop an action plan for next steps in the train-the-trainer program -- Discussion and Buzz Group <ol style="list-style-type: none"> 1. Divide learners into groups 2. Have each group complete the worksheet in the Student Manual 3. Have each group give their responses to each question one question at a time. 4. Summarize their responses to each question on flip chart paper. Type out the responses into a Word file and provide to them later as a summary of what they decided they would do. 	30
Materials: <ul style="list-style-type: none"> • Flip chart paper • Flip chart pens • Train-the-Trainer Manual: Unit #11 Developing and Action Plan with worksheet • Masking Tape • White Board or Flip Chart Stand 	
Assessment: <ul style="list-style-type: none"> • Oral Feedback and written examples 	