

MASC
Facilitation &
Behavioral
Management
Technical Training
Review
Guide

Maryland Leadership Workshops

GIVING INSTRUCTIONS

Put the following in order that would make sense to the audience:

- _____ Count off by “I love being at Tech Training, Yay” starting with you (point)
- _____ You need to come up with 10 possible examples of activities that your SGA could plan this year
- _____ The way we will decide your groups is we are going to say the sentence, “I love being at Tech Training, Yay”
- _____ All the ‘I’s will be together, the ‘Love’s will get together and so forth
- _____ We are going to get into groups
- _____ You will get a section of the alphabet
- _____ For each letter, you have to come up with an idea that starts with that letter
- _____ For example, “B” – “Beautification Day at School”
- _____ You have five minutes to finish your list

TIPS FOR GIVING INSTRUCTIONS:

What do instructions need to communicate?

How do you make the instructions clear?

IDEAS FOR BREAKING INTO GROUPS:

Count Off/Letter Off – Have delegates count off by numbers or by letters that spell out a word related to the theme of your workshop. Or count off by a sentence

Clock Partners – Have delegates make a clock and at each number on the clock put the name of someone in your group. When its time to break into groups, you have them work with any number at random.

Number/Shape/Color cards – Give delegates cards of various shapes, colors, and that have different numbers on them. This allows you to create various groups of varied sizes throughout the workshop. For example: for one pairing all blue cards could work together and for another activity, all triangles could work together.

Group by Similarities – have delegates get into groups based on a similarity they share with other people (i.e. same color shirt).

Playing Cards – Give delegates a playing card. You can break up delegates by number, color, or suit.

Candy – Get a bag of Hershey miniatures or an assorted bag of candy. Have delegates get into groups by candy-type

DELEGATE MANAGEMENT TIPS

Here are a few general tricks of the trade, when it comes to managing delegate behavior in workshops:

- Have a back up plan (what should delegates be doing if they “finish early”?)
- Give directions and have someone paraphrase them before delegates move or get into groups
- Give easily distracted (or distracting) delegates a specific task to focus on
- Give specific directions, have directions written down, and have someone paraphrase
- Give directions that involve an action when trying to get delegates to quiet down – “I need everyone to close their mouth, look at me, *show me* you’re listening”
- Have a plan – if you have a lull in your presentation the natural reaction of most students (and people in general) is to fill the void with chatter – keep their attention, but also consider whether you really need their attention (most times a few moments of chatter is perfectly okay)

What do you do?

Delegate	How to manage his/her behavior?
The quiet one who won't share any answers	
The loud one who likes to share ALL the answers	
The angry one who keeps saying that this is boring	
The one who ended up in a group with all of his/her best friends	
The one who can't sit still for more than five minutes	
The one who keeps finding things to play with to distract him/herself and others	

ATTENTION GETTING STRATEGIES

- Ring a Bell
- Finger on Nose
- “If you can hear my voice, clap once...”
- Simon Says
- Jeopardy Song
- Countdown Time
- Sing or Chant
- Call – Response

CHECKING FOR UNDERSTANDING

Every Student Responses:

- Two Choices:
 - Thumbs up/Thumbs down
 - One finger/Two fingers
 - Touch ear/Touch nose
- Multiple Choices
 - Teacher assigns a number to each response option, student holds up the number that goes with their response
 - Teach assigns a letter to each response option, students hold up letter with sign language
 - Students get X cards, each a different color. Each color goes with a particular response option
 - Teacher posts possible responses. Students signal when teacher points at their response choice (raise hand, hand on head, etc.)
- Random Student Response:
 - Have every student put their name on an index card (they can decorate that side too, leave other side blank). Teacher cold calls students by randomly selecting index cards. Sometimes have students pick next card for extra drama.
 - Put every student’s name on a popsicle stick. Teach cold calls by randomly selecting a stick.

TIPS FOR FACILITATING A BANGIN' WORKSHOP

Here are some tips on starting your workshop:

- Before you start – have your materials/visuals all ready and place them in the area of the room that you plan on using so it's easy for you to get to
- Introduce yourself (and your teaching partner) and the workshop you're facilitating
- Go over objectives – have students volunteer to read the objectives
- Segue into your first activity/objective... for example, "So these are the things we will accomplish during this workshop. In order to start talking about lobbying, we first need to start off by defining it."

During the Workshop:

- Transitions are KEY – make sure you practice transitioning so the audience feels that everything is connected
- Give directions before breaking into groups
- Have fun with it
- Ask or select someone to repeat directions
- Manage delegate behavior
- Make sure everyone is engaged and participating – check for understanding
- Check your energy level
- If you have everyone working in groups or individually, walk around to check on them to make sure they're doing what they're supposed to be doing and to see if they have any questions
- Anytime you give a question, give think time (and don't call on anyone until the time is up)
- SMILE :)
- At the end of an activity or when you've completed an objective, go back to the objectives' visual and check it off
- Try to only have one trainer in the front at a time... if you aren't facilitating, try to keep out of the sight from the delegates so they don't get distracted (i.e. squat down, stand in the back)

At the End of the Workshop:

- Review objectives – go through each objective and see if you've accomplished each one
- Ask if they have any questions
- Thank them for their participation
- If they are going somewhere afterwards, help them get to where they need to go
- Get feedback (either from audience through an evaluation or from other trainers/staff)

Facilitator Considerations

What is in the delegates' line of sight?

Am I being a distraction?

Am I in the delegates' line of sight when I shouldn't be?

How will I know if my partner wants me to step in?

What does my posture communicate?

Am I fidgeting?

How can we arrange the room to maximize delegate focus?

When should we change the room arrangement?

What am I doing while they are working in groups?

How will we transition between my partner and me?

TYPES OF FEEDBACK

short-term feedback

feedback that can be implemented immediately

long-term feedback

something that can't be changed right away such as
Workshop Content for next Year's leg session

content feedback

feedback about the actual "meat" of the subject, whether it
be a class or activity

presentation feedback

feedback on **how** something was done, not necessarily
what was said/presented.

FEEDBACK: THE SANDWICH TECHNIQUE

Comments in the form of opinions about and reactions to something intended to provide useful information for further decisions and development

The Basic Essentials:

Bread: Positive Feedback

The purpose of positive feedback is to tell people what they are doing right. People need to hear positive feedback not just because it feels good, but also because they need to know what went well so they don't make changes to those aspects. If you don't tell them, they won't know! Positive feedback is just as important as constructive feedback, and should be just as substantive

Meat: Constructive Feedback

What can be done better next time? Make sure your constructive feedback should be based on observable action and something the person has control over and can change. If possible you should identify ways to improve performance.

The other slice of bread: More Positive Feedback

It's always helpful to end on a positive note. It may make someone more receptive to your constructive feedback.

Don't Forget the Fixings:

Tomato: Timeliness

Before giving feedback make sure it is a good time for that person to receive feedback. Great feedback can lose its effectiveness if it is not given at the right time. Ideally feedback should be solicited, but not imposed. Ask for permission to provide feedback. It is also usually good to provide feedback soon after the moment so it is still fresh, depending, of course, on the person's readiness to hear it.

Cheese: Choose your form

Do you prefer written or verbal feedback? One-on-one or in a group? Some methods of feedback can be more appropriate depending on its purpose. Written feedback lasts longer because the person receiving can come back to it. Oral feedback allows for face-to-face interaction, which some people may prefer.

Lettuce: Less is More

Prioritize your feedback. What is most important for the person to know? Think about how much time you have, how much time that person has to implement your feedback, and what you can say that will make the most impact. Make sure it is specific. Keep it as simple as possible, so the person is not overwhelmed.

Suggestions for get-to-know games & activities

Adjective Name Game

The group is formed in a circle, and each group member is required to think of an adjective that describes him/her AND rhymes with the individual's first name. Each group member will amplify their new creative name, and the rest of the group will repeat that name and all the names of the previous people.

Ball Toss

Have everyone stand in a circle and give one person a ball. Have this first person throw the ball at someone else in the group while saying their name. The person that receives the ball must say "thank you, _____ (insert name)" before throwing it to someone else. Have the ball tossed around the circle until everyone has received the ball from someone and has thrown the ball to someone. Make sure everyone knows that they will need to know both who through to them and to whom they threw. Then have the ball go through once more. Next start the sequence again and after a few tosses start a second ball and then a third ball. Make sure every time a ball is thrown that names are being yelled to get attention. Finally, after all the balls have completed the sequence have the balls be thrown in the reverse sequence!

Autograph Sheet

Participants are given a sheet with various traits on it. The objective is to find a person in the group who fits one of the descriptions and get that person's autograph next to the trait. Participants continue to receive autographs until their entire sheet is filled.

Evolution Rock Paper Scissors

It is essential that every group member knows how to play "Rock, Paper, Scissors." Everyone starts out as an egg, and waddles around going "Whobble, Whobble!" When an egg finds another egg, they play "Rock, Paper, Scissors." The winner will evolve to a chicken, and hop around making chicken noises until they find another chicken to play "Rock, Paper, Scissors." The loser will become an egg again; an egg is the lowest species one can be. The winner of the chickens will become a dinosaur. The dinosaurs walk around like dinosaurs repeating, "Auh, Auh!" The winner of the dinosaur match becomes an ultimate being. Ultimate beings walk around with their arms in the air repeating, "Ultimate being, Ultimate being!" The loser of the dinosaur match becomes a chicken again. Once an ultimate being has won his/her final match up, they are out of the game, or may continue to try their luck.

Splash

Have the group form a circle. If there are more than 15-20 people, you may want to make two circles. One person is the "caller". The "caller" is not part of the circle- they either stand on the outside or the inside of the circle. When the "caller" calls the name of a person in the circle, that person ducks down and the person on the right and left of the "ducker" turn toward each other, push their arms toward each other, and say "splash" (the person in the middle had to duck so they wouldn't get splashed). If the "ducker" or the person on either side of them doesn't do what they are supposed to, they are out. The "caller" continues calling names until there are only two people left, who are both the winner. The "caller" should start calling names slowly and then speed up so that the game goes quickly.

Do you love your neighbor?

The group stands in a circle with room in the center. (Best if played with groups of 20 or more.) One person begins in the circle and says to an individual in the group, “_____, do you love your neighbor?” The individual pointed out can either say, “Yes I love my neighbor’s _____ and _____, but I REALLY love people _____ (wearing green, from CO, etc.)” or “No, I do not love my neighbor’s _____ and _____.” If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two “neighbors” must switch places with one another. The group members move in quickly to “lose” their spaces. The last of the two becomes the caller.

Election Shock

Split the group into two teams. They should sit down shoulder to shoulder with the two teams facing each other, about 1-2 feet in between the two groups. At one end, a staffer will flip a coin. When the coin lands on a designated side, they member on both teams who is the closest to the staffer will start the pulse by squeezing the hand of their team member next to them. The 2nd team member as quick as possible where then the last member will attempt to grab the marker (or other object) as quickly as possible.

Captain’s Coming

First the Captain of the ship must explain the directions of the ship to its passengers. Starboard means the right side; Port means the left side; Bow means the front; and Stern means the back of the boat. After the Captain has tested the group on the different directions, the Captain yells, “Attention on the deck!” and everyone comes back to middle of ship so the Captain may add a few commands. Such commands include: “lifeboat”. 3 people get in a straight line, sitting down, straddling the person in front of their legs, and begins rowing and singing “row, row, row your boat”. Other commands include “Man Overboard,” in which one person grabs a partner, and acts as if they are rescuing a drowning victim. “Captain’s Ball” means everybody grabs a partner; and dances with them. “Scrub the deck” means everyone gets down to scrub the deck. Finally, “The Captain is coming” means everyone stands at attention for the Captain. People cannot move out of the attention position until the caller says “At Ease”. If people do not perform the command correctly, they are eliminated.

Mingle Mingle

Everyone mingles with others in a group until the facilitator calls out a number. Players must then form groups of that exact number. Any group containing more or less than the number shouted out is removed from the game. Anyone not mingling between the calling of members is also disqualified. The game ends when there are two players left.

Sheet Game

Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team can not see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person’s name first, wins. Whoever loses, goes to the other team.

Uncommon Commonalities

Separate players into teams of 3 or 4 and challenge them to develop a list of uncommon things that they all have in common. They can only write down things that everyone on the team has in common. After 5 minutes of writing down these uncommon commonalities have each group read off their list. If any

other team generated the same idea then it must be crossed off the list. Any idea that was not included on another team's list results in a point for the team. The team with the most points after all the reading of the lists is declared the winner. ** Note: An uncommon commonality would not be "Everyone in the group likes pepperoni pizza" but, rather, everyone in the group squeezes their toothpaste out by rolling the tube from the bottom."

Blanket Game

Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team can not see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person's name first, wins. Whoever loses, goes to the other team..

Motion Name Game

Have everyone stand in a circle. Anyone can begin the game by saying his/her name and demonstrating a [physical] motion to go with it. When the person is done, the entire group repeats the name and the motion. Then, the second person (on either side of the first) introduces him/herself and does a motion. The entire group repeats that name/motion and then the first name/motion. This will continue until each person has given their name and done their motion, and the entire group has repeated everyone's name and motions.

TOILET PAPER GAME

Get a roll of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a three day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask them not to give away the secret under any circumstances.

TRUTH, TRUTH, LIE

Give the group some time to write down two things about themselves that are true, and one thing that is a "lie." Each group member will then share these facts about themselves and the rest of the group has to figure out which "fact" is actually a "lie."

WHO AM I...OR FAMOUS PAIRS

In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flinstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants mill around the room asking others yes/no questions. If the member receives a "yes" answer, they can continue to ask that individual questions until they receive a "no" answer. Then they must continue on to ask someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. The member then can help other members find out who they are. The exercise concludes when all members have discovered who they are.