



Facilitator's Guide



Powerful Alternative Learning Strategies

MODULE 4

**CREATIVITY IN
TRAINING DELIVERY**

Foreword

This Facilitator's Guide on Powerful Alternative Learning Strategies or PALS is designed for the use of local government training practitioners and individuals in delivering highly-effective and learner-centered training programs, including but not exclusive to the actual training for the newly elected officials (NEOs). These practitioners include local government operations officers (LGOOs) from the regional, provincial, city and municipal level.

The guidebook aims to reinforce the substance and content of training modules for the country's NEOs; the workbook on the first one hundred days in office and the task list for these local chief executives (LCEs). It provides useful insights and techniques that facilitators can employ in training LCEs on the crucial tasks of public service and in disseminating vital information on local governance.

This guidebook is a by-product of the arduous efforts of the Local Government Academy personnel who underwent the training intensive on PALS, through the auspices of the Philippines-Australia Human Resource Development Facility (PAHRDF)--an Australian Government-AusAID initiative.

This publication, developed in the advent of the National Government's New Philippines Agenda may be seen as an emerging paradigm for greater innovation and creativity among facilitators and trainers in responding to the challenge of transformative training.

Message

Hon. Ronaldo V. Puno
Secretary, DILG

Message

Marivel Sacendoncillo, CESO III
Executive Director
Local Government Academy

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), extends its greetings to the staff of the Local Government Academy (LGA) for their participation at the recently conducted Training on Powerful Alternative Learning Strategies (PALS).

We commend the bold efforts of LGA in the institutionalization of Alternative Learning Strategies as a training standard for local government trainers and officials in the Philippines. The roll-out of PALS to Newly Elected Officials across the country is a significant step towards the realization of our shared goal of more effective and responsive Local Government Units.

It is our hope that LGA will continue to play a key role in improving governance at the local level through the introduction of innovative training strategies such as PALS. AusAID remains committed to working with our local partners for good governance leading to improved prospects for economic growth.

Mabuhay



Angus Barnes
Acting Counsellor
AusAID



Australian Government
AusAID

PHILIPPINES – AUSTRALIA
HUMAN RESOURCE DEVELOPMENT
FACILITY
An Australian Government, AusAID initiative

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), congratulates the Local Government Academy (LGA) for recognizing a change paradigm to enhance their expertise in the design, management and conduct of high quality training programs for the local government.

It is truly admirable to note the speed of application that the core learners of LGA have demonstrated as they embark to adopt a refreshing Powerful Alternative Learning Strategies (PALS) to ensure a delivery of first class workplace training and improved customer service delivery to its huge stakeholders.

Congratulations for a job well done.

Milalin S. Javellana
PAHRDF, Facility Director

Technical and Intellectual Property Considerations

The materials of the Powerful Alternative Learning Strategies (PALS) modules are designed to assist the facilitator in delivering the PALS curriculum in the most appropriate and effective way. Included in the compendium of materials is a manual and a compact disc which contains the facilitator's manual, presentation slides including related multimedia materials.

The curriculum materials contained in this manual were developed in partnership with the eight (8) participants of the PAHRDF Capacity Building Workshop in Alternative Learning Strategies for Effective Workplace Training:

- *Lizbeth Jalimao*
- *Marciana Obispo*
- *Leah Marie Sanchez*
- *Myra Gabito*
- *Jose Gonzalo Ablay*
- *Oliver Larion*
- *Elmo Dimaano*
- *Liza Megia*

The PALS facilitator will need the following additional resources to be able to utilize these materials:

1. Audio-video room
2. Multimedia projector
3. Computer/Laptop with CD Drive
4. Microsoft Powerpoint software or Powerpoint Viewer
5. Windows Media Player or Real Player
6. Internet connection

Technical and Intellectual Property Considerations

To access and use the slide presentations, including embedded media, facilitator must first “unpack” or copy the module folders into the hard drive of the computer to be used. Failure to perform this initial procedure may result in inaccessible media or incomplete presentation. Module folders include Powerpoint Viewer in case host computer does not have MS Powerpoint installed.

The PALS Training Manual and CD are properties of the Local Government Academy (LGA) and the Philippines-Australia Human Resource Development Facility (PAHRDF).

No part of this manual may be used commercially, or be reproduced in any manner whatsoever outside of local governance training purposes, without written permission from the LGA and PAHRDF.

The Cover

The PALS cover design depicts the essence of alternative learning—its recognition of the multiple intelligences, the spirit of fun, learner-centered teaching and its transformative value to both learner and teacher.

Interpreted and rendered by LGA Artist Iris Alegro-Igrobay, the cover design is an original image-illustration developed in Adobe Photoshop.

Facilitator's Guide

MODULE 4

CREATIVITY IN TRAINING DELIVERY

Powerful Alternative Learning Strategies (PALS)
COURSE ROADMAP

TOPIC	DAY 1 Creating the PALS Difference	DAY 2 Ownership and Accountability	DAY 3 Commitment to Transformation
Modules	<p>I. SOURCING THE INNOVATIVE TRAINER</p> <ul style="list-style-type: none">• Setting the Tone• The Transformational Trainer <p>II. REFORMING LEARNING DESIGN</p> <ul style="list-style-type: none">• The LGATRAK• Samples of Alternative Learning Strategies:<ul style="list-style-type: none">- Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning	<p>III. CREATING SUSTAINABLE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none">• Blended Learning <p>IV. CREATIVITY IN TRAINING DELIVERY</p> <ul style="list-style-type: none">• Facilitation Tools and Techniques• Coaching and Mentoring <p>V. EVALUATING TRAINING</p> <ul style="list-style-type: none">• 4 Levels of Training Evaluation <p>VI. THE TRANSFORMED TRAINER: Making a Difference</p>	<ul style="list-style-type: none">• Applying PALS: NEO FEET <p>I. Current Reality: An Introduction</p> <p>II. Knowing my LGU and Achieving the National Vision</p> <p>III. Knowing Myself</p> <p>IV. Knowing my Environment</p>
Core Concept	<ul style="list-style-type: none">• TRANSFORMATION		<ul style="list-style-type: none">• COMMITMENT

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Module Outline	Lecturette	Show Slide#1: Tell that your module will tackle three (3) main Topics that will support the main objective of the module. Then start presentation of the slide, just read what is written. The module focuses in A of the LGATRAK: Ask if they have any question/s.	10mins	Slide #1 LCD Computer	
Program Management the ALS way	Workshop	Ask the participants to form into sub-groups of 10 participants. Each sub-group picks out from a box an envelope. Each envelope contains the Tasks/Roles and responsibilities of (1) Facilitator/Coach, (2) Documenter, (3) Evaluator and (4) Administrative Coordinator. On the face of the envelope is the Position Title they will work on completing the list of tasks and responsibilities. Say: Your challenge is to complete the set of roles and responsibilities of the position assigned to your sub-group. Show slide #5, mechanics of the activity.	5mins	Ordinary long mailing envelope that contains the complete set of cut-out slips of paper of the tasks of a program manager... Paste, easel paper, masking tape. Cut-out composition of Seminar Manager, Facilitator/Coach, Documenter, Evaluator and Administrative Coordinator on easel paper.	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		<p>Categorize the roles and responsibilities of your assigned position into 3 categories: PRE-training, DURING Training and POST Training Activities. Read the text carefully because there are tasks in the envelope that do not belong to the position assigned to the sub-group;</p> <p>Select one member of your sub-group who will act as the negotiator;</p> <p>When you find a slip of paper that contains a task or responsibility that does not belong to your sub-group's position, your negotiator can exchange the slip with another sub-groups who has a slip that your sub-group needs.</p> <p>Rule: The negotiator cannot insist or demand that another sub-group give her/him the slip of paper. The sub-group negotiator in consultation with his sub-group will decide if and when they will give the paper.</p> <p>Once you are confident that you have completed your set of tasks, agree on a sub-group "yell". Shout your "yell" to announce that you are done.</p> <p>Paste on flip chart paper the cut-out slips of roles and responsibilities. Once done, shout your group "yell" again.</p>	<p>15 mins.</p> <p>(10 min. for large number of paxs)</p>	<p>Slide #6: Questions on processing LCD Computer</p>	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
FACILITATION TOOLS AND TECHNIQUES		<p>The facilitator checks accuracy of the answers on the flip chart paper. The subgroup who gets the most number of correct answers is the winner and receives a prize.</p> <p>Abstraction:</p> <ul style="list-style-type: none"> • Process the activity with the following questions: <i>(Slide #4)</i> <ul style="list-style-type: none"> - How did you feel during the activity? - What did you notice in the activity? - What was the most difficult task in doing the activity? and - What was the easiest task in doing the activity • Show slide #11 and explain that the objective under this topic is to share some tools and techniques while instilling some learning. • Show slide #12 . And explain that a learner-centered Facilitation techniques and tools can be achieved even if its apply in the classroom or at work. Just be careful in choosing your tools and techniques to use in both forms, because the success of your delivery will rely on what kind of tools and techniques you will use. Then show the next slide (slide #13) by telling that in the classroom there are learning methods used for a learner-centered activities. 	5 mins.	Refer to Slides	
			2 mins.	Refer to Slides	
			5 mins.	Refer to Slides	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
	Lecturette	<p>Show slide#14: This are the Ten Common Learning Methods. Then read what are written in the slide and the slide note</p> <ul style="list-style-type: none">• Before giving the workshop mechanics, ask the paxs to form a group of 5, and each group will be given list of method they will be working. Ask the group, in getting the assignment. Is it okay the if only the facilitator will assigned or do through palabunutan.• Show slide #15. Mechanics of the Workshop. <p>Workshop Mechanics:</p> <ul style="list-style-type: none">* identify an activity for each method where you will use them (ex. Training for the 1st and 2nd Level personnel of LGUs or Regional Office)* Come out with a mechanics on how you will implement it in an ALS way.* Plan on how you will present it in 2 mins per method through a creative way.* The best presentation will get a prize. <ul style="list-style-type: none">• WORKSHOP PROPER	3 mins.	Refer to Slides	
			2 mins.	Refer to Slides	
			2 mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		Abstraction: <ul style="list-style-type: none"> Process the activity by asking the following questions: (slide #14) <ul style="list-style-type: none"> What did you see are the benefits of using ALS in an activity? What do you feel doing the activity? What are the attitudes of the participants while they are doing the activity What do you think will be the attitude of the other participants who will undergo the same process? 	15 mins. (more time for a large group)	Refer to Slides	
		Note: <i>If you have a large number of participants, you can ask 2 paxs to answers per question, see to it that all participants where able to share/ participate during the processing</i>			
	<ul style="list-style-type: none"> Lecturette 	After processing show slide #17; Tips on How to Select Appropriate Learning Methods Break	2 mins. 5mins.	Refer to Slides	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		<ul style="list-style-type: none">Flash slide #18: Facilitation at work can be deliver through Coaching and Mentoring and Large Group Intervention.Before playing the video clip tell them that this video will help you understand the role of a coach and eventually realized how big is your role during the implementation of the workplace method for NEO program and to your other workplace activities that you will be implementing in your respective office.	2mins.	Refer to Slides	
	<ul style="list-style-type: none">Video Clip showing: Coach Carter	<ul style="list-style-type: none">After playing the video clip, ask the participants to group into 2. Then present the next slide.Show slide #19: Coaching and Mentoring.Ask the participants what do they mean when you use these terms and do you think there's a difference between them?Call 4 or 5 participants to share their ideas on the given questions.Thanks the participants for sharing their views/ideas. Then tell that you'll not say what they had said was right or wrong. I'll leave it to your group mates to decide if what you have shared appropriate to you the assigned task of your group.	3mins.		
			2mins.	Refer to Slides	
			3mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
	Workshop	<ul style="list-style-type: none"> Show slide #20: The Workshop Mechanics. Read the mechanics then ask if there are questions or need to clarify on the workshop mechanics. WORKSHOP PROPER GROUP PRESENTATION (2mins/group) After all the group had presented, let group #1 critique the output of Grp 2 (vice-versa) guided by this question: Are there any listed characteristic of the mentor/coach output that you think should not be included? After workshop output critiquing, flash the next slide. <p>Abstraction: (Slide #21)</p> <ul style="list-style-type: none"> Process the activity by asking the participants to say something for each questions <p>Note: (if you have a large number of paxs, more than 20 – just 4 paxs for every question is ok as long as you get the message that the paxs understand your objective in doing the activity).</p> <ul style="list-style-type: none"> After processing show slides. 	<p>2 mins. (time is flexible depending on how the group are performing)</p> <p>5 mins.</p> <p>5 mins.</p> <p>5 mins.</p> <p>15 mins.</p>	<p>Refer to Slides</p> <p>Easel Paper Permanent Pens</p> <p>Refer to Slides</p>	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
	<ul style="list-style-type: none">Lecturette	<ul style="list-style-type: none">Show slide#22: Read what is in slide note.Show slide#23: Read what is in slide note. <p>Show slide #24: Tell that what they will see is an example of facilitation technique using Large Group Intervention. (Slide #24)</p>	5 mins. 5 mins.	Refer to Slides	
	<ul style="list-style-type: none">Video Clip showing: Anthony Robins	<ul style="list-style-type: none">Video Presentation <p>Abstraction:</p> <ul style="list-style-type: none">Process the activity by asking the following questions: (slide #26)- Do you think this technique is applicable with a large number of participants? Why?- What learning did you arrived seeing the video clip?- What do you think is the advantages or disadvantages of the technique? <p>Then flash Slide #27 - 29: Read what is written in the slide.</p>	5 mins. 15 mins.	Copy of Anthony Robins Video Clip Refer to Slides	
	<ul style="list-style-type: none">Lecturette		10 mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
TIPS FOR FACILITATOR		<p>Show slide#30 by saying this is the most important part of reaching the main objective of the module. It's like even how good you plan how to implement your training if during the implementation the one who will be delivering your content will fail to deliver your training content it will result to failed training. Then present next slide.</p>	2 mins.		
	Lecturette	<ul style="list-style-type: none"> • Show slide #31. Explain that since the trainer/facilitators is the one who is handling the important role in a training it is only proper to make a better preparation. And by doing it, they can consider this approach: Read what is written in the slide. • After presentation, group the participants: the number of groupings and member per group will vary in the number of participants. 	10 mins.	Refer to Slides	
Game: Buzzer-Beater		<p>Mechanics:</p> <ul style="list-style-type: none"> - Wait for the facilitator to finish first the question before answering and touching the buzzer; - Group who buzz first will have the chance to answer the question; - A chip will be given for every correct answer; 	5 mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		<ul style="list-style-type: none">- Other group can steal but wait for the facilitator to say who want to steal. But, be sure to buzz first the buzzer before answering;- Once the answer is wrong, the group who answer first cannot answer again the same question;- Group who got many chips will be the winner and a prize will be given.			
		<ul style="list-style-type: none">• GAME PROPER	30 mins.	Refer to Slides	
		Abstraction: <ul style="list-style-type: none">• Process the session by asking the following questions:<ul style="list-style-type: none">- What are your learning/s on the activity?- How do you find given an information through an activity/game?- Is it effective giving information or lecture through an activity/games? Why?	30 mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
		<ul style="list-style-type: none"> After processing, inform the participants that giving the information/lecturing through games/activity is a very effective tools especially when you are given limited time to discuss a big topic. Not only that, in a short span of time the objective of your discussion / Session is meet in a fun and happy atmosphere. <p>Just don't forget what I always mentioned, the success of the activity will rely on how you will select a better and appropriate activity considering also all the tips we had shared. Likewise, it is also important to always consider the L in the LGATRAK: Then flash the next slide.</p> <ul style="list-style-type: none"> LGATRAK Slide. Explain that module 4 is under the A of LGATRAK; the next module will cover the K of the LGATRAK: Then say thank you . 		Refer to Slides	

TOPIC : MODULE OUTLINE FRAMEWORK

OBJECTIVE : **Generally** At the end of the session the participants shall be able to understand what it takes to be a creative in the conduct of a training session .

PREPARATION : Slide No 2: Module Outline Framework; laptop computer and LCD projector

APPLICATION : **10 mins.**

ACTIVITY : Lecturette

1. Say: Before we start the session proper, let me first show you what you can expect from this module;
 - Flash the first text word containing the first topic, read. Then next word text box containing the objective of the first topic; up to the last textbox: the objective of the 3rd topic., Say that all these will result to the general objective which is (flash the last textbox) to transform and become an engaging and empowered coach and facilitator who confidently uses Alternative Learning Strategy (ALS).

TOPIC	:	SEMINAR MANAGEMENT THE ALS WAY
OBJECTIVE	:	At the end of the session the participants shall be able to: <ul style="list-style-type: none"> - Identify the tasks/roles and responsibilities of the Seminar Management team in the conduct of the ALS Training,
PREPARATION	:	<ol style="list-style-type: none"> 1. Ordinary long mailing envelope that contains the complete set of cut-out slips of paper of the tasks of a program manager... 2. Paste, easel paper, masking tape. 3. Cut-out composition of Seminar Manager, Facilitator/Coach, documenter, Evaluator and Administrative Coordinator on easel paper.
APPLICATION	:	5 mins.
ACTIVITY	:	WORKSHOP
1		Ask the participants to form into sub-groups of ten participants. Each sub-group picks out from a box an envelope. Each envelope contains the Tasks/Roles and responsibilities of (1) Facilitator/Coach, (2) Documenter, (3) Evaluator and (4) Administrative Coordinator. On the

- face of the envelope is the Position Title they will work on completing the list of tasks and responsibilities.
- 2 Say: Your challenge is to complete the set of roles and responsibilities of the position assigned to your sub-group.
- 3 Show slide #5, mechanics of the activity.
- Categorize the roles and responsibilities of your assigned position into 3 categories: PRE-training, DURING Training and POST Training Activities. Read the text carefully because there are tasks in the envelope that do not belong to the position assigned to the sub-group;
 - Select one member of your sub-group who will act as the negotiator;
 - When you find a slip of paper that contains a task or responsibility that does not belong to your sub-group's position, your negotiator can exchange the slip with another sub-groups who has a slip that your sub-group needs.
 - Rule: The negotiator cannot insist or demand that another sub-group give her/him the slip of paper. The sub-group negotiator in consultation with his sub-group will decide if and when they will give the paper.

- Once you are confident that you have completed your set of tasks, agree on a sub-group “yell”. Shout your “yell” to announce that you are done.
- Paste on flip chart paper the cut-out slips of roles and responsibilities. Once done, shout your group “yell” again.
- The facilitator checks accuracy of the answers on the flip chart paper. The sub-group who gets the most number of correct answers is the winner and receives a prize.

ABSTRACTION: 10 mins (more time for large number of pax)

1. Process the activity with the following questions:

- How did you feel while the negotiation was going on ?
- What did you observe that caused the negotiation to succeed? Or fail?
- What was the most difficult task in doing the activity? Why was it difficult?
- What was the easiest task in completing your challenge? Why was it easy?
- How did the negotiation process help you analyze the tasks and roles of the position assigned to you?

Note:

If you have a large number of participants, you can ask 2 participants to answer each question. Make sure most, if not all participants are able to share/participate during the processing.

TOPIC : MODULE OUTLINE FRAMEWORK

OBJECTIVE : **Generally** At the end of the session the participants shall be able to understand what it takes to be a creative in the conduct of a training session .

PREPARATION : Slide No 2: Module Outline Framework; laptop computer and LCD projector

APPLICATION : **10 mins.**

ACTIVITY : Lecturette

1. Say: Before we start the session proper, let me first show you what you can expect from this module;
 - Flash the first text word containing the first topic, read. Then next word text box containing the objective of the first topic; up to the last textbox: the objective of the 3rd topic., Say that all these will result to the general objective which is (flash the last textbox) to transform and become an engaging and empowered coach and facilitator who confidently uses Alternative Learning Strategy (ALS).

TOPIC	:	SEMINAR MANAGEMENT THE ALS WAY
OBJECTIVE	:	At the end of the session the participants shall be able to: Identify the tasks/roles and responsibilities of the Seminar Management team in the conduct of the ALS Training,
PREPARATION	:	1. Ordinary long mailing envelope that contains the complete set of cut-out slips of paper of the tasks of a program manager... 2. Paste, easel paper, masking tape. 3. Cut-out composition of Seminar Manager, Facilitator/Coach, Documenter, Evaluator and Administrative Coordinator on easel paper.
APPLICATION	:	5 mins.
ACTIVITY	:	WORKSHOP

- 1 Ask the participants to form into sub-groups of ten participants. Each sub-group picks out from a box an envelope. Each envelope contains the Tasks/Roles and responsibilities of (1) Facilitator/Coach, (2) Documenter, (3) Evaluator and (4) Administrative Coordinator. On the face of the envelope is the Position Title they will work on completing the list of tasks and responsibilities.
- 2 Say: Your challenge is to complete the set of roles and responsibilities of the position assigned to your sub-group.

3 Show slide #5, mechanics of the activity.

- Categorize the roles and responsibilities of your assigned position into 3 categories: PRE-training, DURING Training and POST Training Activities. Read the text carefully because there are tasks in the envelope that do not belong to the position assigned to the sub-group;
- Select one member of your sub-group who will act as the negotiator;
- When you find a slip of paper that contains a task or responsibility that does not belong to your sub-group's position, your negotiator can exchange the slip with another sub-groups who has a slip that your sub-group needs.
- Rule: The negotiator cannot insist or demand that another sub-group give her/him the slip of paper. The sub-group negotiator in consultation with his sub-group will decide if and when they will give the paper.
- Once you are confident that you have completed your set of tasks, agree on a



sub-group “yell”. Shout your “yell” to announce that you are done.

- Paste on flip chart paper the cut-out slips of roles and responsibilities. Once done, shout your group “yell” again.
- The facilitator checks accuracy of the answers on the flip chart paper. The sub-group who gets the most number of correct answers is the winner and receives a prize.

ABSTRACTION: 10 mins (more time for large number of paxs)

1. Process the activity with the following questions:
(Slide #6)

- How did you feel while the negotiation was going on ?
- What did you observe that caused the negotiation to succeed? Or fail?
- What was the most difficult task in doing the activity? Why was it difficult?
- What was the easiest task in completing your challenge? Why was it easy?
- How did the negotiation process help you analyze the tasks and roles of the position assigned to you?

Note:

If you have a large number of participants, you can ask 2 participants to answer each question. Make sure most, if not all participants are able to share/participate during the processing.

APPLICATION: 5 mins.

1. Show slide #7, slide on sample room arrangement the ALS way.
2. Show slide #8: Seating arrangement the ALS way for up to 20 participants .
3. Show slide #9: Seating arrangement for a big group.
4. Show slide #10 – Sample Checklist Form to be used during the activity.
5. Transition to the next topic, by saying that all the preparations discussed will be of no value if you are uncertain about the Facilitation Tools and Techniques you will use to have an effective training using ALS. The next activity will address that concern.

TOPIC : FACILITATION TOOLS AND TECHNIQUES

OBJECTIVE : At the end of the session the participants shall be able to explain and apply the facilitation tools and techniques.

MATERIALS : Ten slips of paper. On each slip is the name of a specific learning method.

PREPARATION :

1. Slide - Topic Title
2. Slide - Forms of Delivery
3. Slide - In a classroom pictures
4. Slide - Ten Common Learning Methods

APPLICATION : 2 mins for slide no. 13
2 mins. for slide no.14
2 mins. for slide no.15
3 mins. for slide no.16

ACTIVITY : **LECTURETTE**

1. Show slide # 13: The objective of this learning session is to use appropriate training tools and techniques as alternative to the traditional way of teaching .
2. Show slide # 14: Learner-centered facilitation using ALS tools and techniques can be done both in the training room or at work. The success of your delivery depends on the appropriateness of your choice of tools and techniques..
3. Show slide no. 15. Say: there are learning methods used for learner centered activities, What is it?. Flash the next slide.

Show slide no. 16. Say: Some of these methods you may have used yourself or experienced it as a participant...Form sub-groups of 5 participants. Each sub-group will work on a specific methods. The representative of the sub-group will draw from the box a slip of paper. On the paper is indicated the ALS teaching method they will work on. , flash the next slide (slide #17).

SUB-TOPIC 1 : **Form of Delivery: IN A CLASSROOM**

PREPARATION :
1. Easel paper, permanent pens, crayons scissor
2. Slide No17: Mechanics of the activity

APPLICATION : 2 mins giving the mechanics

ACTIVITY : **WORKSHOP - 5 mins.**

1 Show slide #17 and give the mechanics. Read what is written in the slide.

- Explain that In five minutes you will do all the following assigned tasks.
- Given the assigned methods, identify an activity for each method where you will implement it in an ALS way;
- Write down the mechanics on how you will implement each activity using ALS.
- Plan on how you will present it in 2 minutes per method in a creative way;
- The best presentation will get a prize

ABSTRACTION: **15 mins** (more time for large number of paxs)

- 1 Process the activity by asking the following questions: (*Slide #18*)
 - How did you feel while you were preparing the activity?
 - What did you discover about yourself and the other members of your sub-group as you collaborated on the design and how the session will be facilitated.
 - What did you observe are the attitudes of your sub-group mates while preparing the activity?
 - What do you anticipate as the attitudes of the participants who will undergo the same learning process?



- What did you see are the benefits of using ALS in an activity?

Note:

If you have a large number of participants, you can ask 2 pax to answers per question, see to it that all participants where able to share/participate during the processing.

APPLICATION:

1. Show slide #19: Tips on how to select an appropriate Learning Method. Read what is written in the slide.
2. **Break – 5 mins to prepare the participants for the next session**

SUB-TOPIC 2 : Form of Delivery: AT WORK

PREPARATION :

1. **Video clip on Coach Carter**
2. **Slides nos. 20 - 32**

ACTIVITY : Video Film Showing – Coach Carter - 5 mins.
(Slide no. 21)

PREPARATION : Easel paper and permanent board marker pens per sub-group

1. Before showing the video clip, give this introduction.
This movie excerpt is from a true story of Basketball

coach Carter. Let's see the kind of influence Coach Carter had on his players and on the community.

2. After showing the video; discuss in plenary the following:

- What transformation happened within the players of Coach Carter? Transformation in the community e.g., parents, students and the faculty?
- Why is it important to want more out of life than just to win basketball games?
- What is the extent of the influence of a coach on his coachee?
- What do you see is your role in the transformation process of the LCE? .

How did you feel while the negotiation was going on ?

- What did you observe that caused the negotiation to succeed? Or fail?
What was the most difficult task in doing the activity?
Why was it difficult?
What was the easiest task in completing your challenge? Why was it easy?
How did the negotiation process help you analyze the tasks and roles of the position assigned to you?

Note:

If you have a large number of participants, you can ask 2 participants to answer each question. Make sure most, if not all participants are able to share/participate during the processing.

APPLICATION: 5 mins.

1. Show slide on sample room arrangement the ALS way.
2. Show slide: Seating arrangement the ALS way for up to 20 participants .
3. Show seating arrangement for a big group.
4. Show sample Checklist Form to be used during the activity.
5. Transition to the next topic, by saying that all the preparations discussed will be of no value if you are uncertain about the Facilitation Tools and Techniques you will use to have an effective training using ALS. The next activity will address that concern.

TOPIC : **FACILITATION TOOLS AND TECHNIQUES**

OBJECTIVE : At the end of the session the participants shall be able to explain and apply the facilitation tools and techniques.

MATERIALS : Ten slips of paper. On each slip is the name of a specific learning method.

PREPARATION :

1. Slide no. 13: Topic Title
2. Slide No. 14. Forms of Delivery
3. Slide No. 15: In a classroom pictures

4. Slide no. 16: Ten Common Learning Methods

APPLICATION

- : 2 mins for slide no. 13
- 2 mins. for slide no.14
- 2 mins. for slide no.15
- 3 mins. for slide no.16

ACTIVITY

: **LECTURETTE**

1. Show slide # 13: The objective of this learning session is to use appropriate training tools and techniques as alternative to the traditional way of teaching .
2. Show slide # 14: Learner-centered facilitation using ALS tools and techniques can be done both in the training room or at work. The success of your delivery depends on the appropriateness of your choice of tools and techniques..
3. Show slide no. 15. Say: there are learning methods used for learner centered activities, What is it?. Flash the next slide.

Show slide no. 16. Say: Some of these methods you may have used yourself or experienced it as a participant...Form sub-groups of 5 participants. Each sub-group will work on a specific methods. The representative of the sub-group will draw from the box a slip of paper. On the paper is indicated the ALS teaching method they will work on. , flash the next slide (slide #17).

SUB-TOPIC 1	:	Form of Delivery: IN A CLASSROOM
PREPARATION	:	1. Easel paper, permanent pens, crayons scissor 2. Slide No17: Mechanics of the activity
APPLICATION	:	2 mins giving the mechanics
ACTIVITY	:	WORKSHOP - 5 mins.

1. Show slide #17 and give the mechanics. Read what is written in the slide.

- Explain that In five minutes you will do all the following assigned tasks.
- Given the assigned methods, identify an activity for each method where you will implement it in an ALS way;
- Write down the mechanics on how you will implement each activity using ALS.
- Plan on how you will present it in 2 minutes per method in a creative way;
- The best presentation will get a prize

ABSTRACTION: **15 mins** (more time for large number of paxs)

1. Process the activity by asking the following questions: *(Slide #18)*
 - How did you feel while you were preparing the activity?
 - What did you discover about yourself and the other members of your sub-group as you collaborated on the design and how the session will be facilitated.
 - What did you observe are the attitudes of your sub- groupmates while preparing the activity?
 - What do you anticipate as the attitudes of the participants
 - who will undergo the same learning process?
 - What did you see are the benefits of using ALS in an activity?

Note:

If you have a large number of participants, you can ask 2 paxs to answers per question, see to it that all participants where able to share/participate during the processing.

APPLICATION:

1. Show slide #19: Tips on how to select an appropriate Learning Method. Read what is written in the slide.
2. **Break – 5 mins to prepare the participants for the next session**

**SUB-TOPIC 2 : Form of Delivery:
AT WORK**

PREPARATION :

1. **Video clip on Coach Carter**
2. **Slides nos. 20 - 32**

**ACTIVITY : Video Film Showing –
Coach Carter - 5 mins.
(Slide no. 21)**

PREPARATION : Easel paper and permanent board
marker pens per sub-group

1. Before showing the video clip, give this introduction.
This movie excerpt is from a true story of Basketball coach Carter. Let's see the kind of influence Coach Carter had on his players and on the community.
2. After showing the video; discuss in plenary the following:
 - What transformation happened within the players of Coach Carter? Transformation in the community e.g., parents, students and the faculty?

- Why is it important to want more out of life than just to win basketball games?
- What is the extent of the influence of a coach on his coachee?
- What do you see is your role in the transformation process of the LCE? .

APPLICATION: 5 mins.

1. Ask the participants to form two sub-groups.
2. Show slide #23: Sub-Group 1 will focus on what are the roles and characteristics of a Coach. Sub-Group 2 will list down the roles and characteristics of a Mentor. Brainstorm on the answers and avoid editing the ideas shared by members of your sub-group. During brainstorming, there are no right or wrong answers. List down your ideas on easel paper.

ACTIVITY : WORKSHOP

1. Show slide no. 23: Workshop mechanics. Plan how you will present your output in a creative way for 2 mins.
2. After both groups have presented, sub-group #1 Coach critique the output of sub-group #2 Mentor: Are there any characteristics on the list of Coach tor, that you think should be excluded? Why?
3. After the critiquing of the first group, repeat the process for the second group for Mentor. After the critiquing, flash the slide.

ABSTRACTION:

1. Process the activity by asking the following questions:
 - What are the major differences between a coaching and mentoring?
 - Is brainstorming as technique for generating ideas effective? Why?
 - Is this technique is applicable in a large group with 50 or more participants? How can you best manage the sharing in large groups?.

Note:

When processing in a large group, you can limit plenary sharing by calling 4 to 5 participants only per question.

2. Show slides # 25 Difference between a Coach and Mentor. Say: The mentor is more experienced than the person to be mentored. The mentor helps and guides another individual in the development process. The guidance is not done for personal gain.

The coach according to Wikipedia, is a term generally used in the fields of business, in executive, career or life coaching, and even on how to be an ideal and desirable date. The coach monitors the client's progress towards implementation of his developmental plans. Even with the close involvement of the coach, the coachee is still held accountable for his progress.

- Read what is written in the slides – areas of differences between mentor and coach. After reading

the list, say that mentoring and coaching are alike in the fact that neither include formal classroom training.

3. Show slide # 26: What Coaching is NOT. Read what is written in the slide.

ABSTRACTION:

1. Ask the participants, especially those from the regional offices if learning can still take place and training objectives can be met if 50 or more participants in one training class can still be productive in terms of achieving the training objectives?
2. Ask who have heard of Anthony Robins?
3. Tell them that a video clip on one training conducted by Anthony Robins will be presented showing a Large Group of participants. Mr, Robins still manage to create high impact learning sessions in spite of the many attendees.. Flash the next slide (slide #26). At work: Large Group Intervention.

**ACTIVITY : VIDEO CLIP PRESENTATION:
ANTHONY ROBINS**

ABSTRACTION :

1. After showing the video, process the activity by asking the following questions:
 - Do you think Robin's technique is applicable in your training with a large number of

- participants? Why? Why not?
 - What new techniques did you observe in the video?
 - Do you think you will be comfortable and confident trying these techniques your self? What will it take for you to try it?
 - What do you think are the advantages or disadvantages of these techniques?
2. Add this if the participants do not bring it up: The success of the technique relies on how the speaker gets the attention and sustains the crowd's interest., i.e., loud, explosive voice, expansive gestures that can be seen by the last person at the back, moving downstage and upstage, and get the audience to react by clapping, or responding with a yell or a word on cue, etc. A good facilitator can gauge from the reaction of the audience if the audience are learning. The facilitator encourages certain types of responses and if the participants respond according to his expectation then he is assured that something is happening with his audience..
3. Show the presentation of what is Large Group Intervention(LGI)

What are the ADVANTAGES and DISADVANTAGES of using Robin's technique in LGI?

Do you think Robin's LGI technique is practical and applicable for your kind of training programs?

Will you be comfortable and confident in managing LGI?

4. Flash the powerpoint presentation of principles of LGI to guide you when it appropriate to use the Large Group Intervention technique.
5. What is Large Group Intervention?. Read what is written in the slide.

TOPIC : TIPS FOR FACILITATOR/COACH

OBJECTIVE : At the end of the session the participants shall be able to recognize and appreciate the importance of delivering training using ALS .

PREPARATION :

1. Activity Slides
2. Buzzer-Beater

ACTIVITIES :

1, LECTURETTE

- Show slide and say this: The facilitator plans the session into 3 categories: warm-up, work-out and warm-down.

2. BUZZER-BEATER

- Show slide slides. Let participants form sub-groups of 7 participants.

PREPARATION:

1. Activity Mechanics.
 - Wait for the facilitator to finish reading the question first before touching the buzzer;
 - The sub-group who buzzes first after the question is read will have the chance to answer the question;
 - A chip will be given for every correct answer;
 - Other sub-groups can steal everytime a sub-group gives an incorrect answer. The facilitator decides who buzzed first. Always buzz before answering;
 - The sub-group is disqualified from trying to answer the same question if they already gave the wrong answer earlier.
 - Group who gets the most number of chips is the winner and a prize will be given.
2. Show slides nos. 37 to 47: Read what is written on the slides.

ABSTRACTION :

1. Process the activity by asking the following questions:
 - What did you feel as you were competing with the other sub-groups?

- When you were winning the chips, what did that feel like? When you were losing?.
 - By answering the questions during the Quiz, did it influence how well you can recall or remember facts?
 - How effective do you think is reinforcing the learning through a competitive activity or game?
2. Explain to the participants that giving the information through games/activity is an very effective tool especially when you are given limited time to discuss a big topic. The success of the activity depends on the context of the learning activity and the profile of the participants.
 3. Show slide LGATRAK slide

Say: Module 4 focuses on the A of the LGATRAK. A stands for Assure the Creation of Materials. The LGATRAK steps in learning will make you a powerful ALS trainer/facilitator/coach.

Finally, given all the tips in becoming a good trainer, facilitator or coach. apply them effectively to all your training programs. You are now ready to the challenge of using POWERFUL ALTERNATIVE LEARNING STRATEGIES. May the force of PALS be with you.

Presentation Slides

MODULE 4

CREATIVITY IN TRAINING DELIVERY

Creativity in Training Delivery

Module 4

Powerful
Alternative
Learning
Strategy

Execution; Room Layout

Design the Training Room the PALS Way

Achieving balance for Global & Analytic
Learners



Team Mission Statement

- Seminar Manager leads the staff in creating the team's declaration.
- The declaration focuses on the team's way of **being** in creating a successful workshop experience for the participants.
- The mission content is drawn from the answers each staff member gives to the 5 questions.

Five QUESTIONS

1. *Why am I **here**?*
2. *What do I wish to **create** for myself and the participants?*
3. *What do I wish to **gain** from this workshop?*
4. *How do I choose to **Be**?*
5. *What am I willing to **let go of**?*

Core Value of **TEAM**work

"No look pass" – In a team someone is always there to catch the ball.
No falling balls.
Everyone is aware and is responsible.

Team Structure: Roles

- **Project Officer/Training Manager**
- **Facilitator/Coach**
 - Facilitator/Resource Person
- **Seminar Manager (SM)**
 - Assistant SM (ASM) for Facilities
 - Assistant SM for Participant Services & Documentation
 - Assistant SM for Special Services
- **Staff**

What are the roles, responsibilities and tasks of the:

- **Training Manager**
- **Seminar Manager**
- **Facilitator/Coach**
- **Assistant Manager**
- **Staff**

INSTRUCTION: Each team will pick an envelope with slips of paper inside.

Assess completeness of the tasks and responsibilities for the POSITION written on the face of your sub-group's envelope.

For SLIPS of PAPER that you are missing, choose a NEGOTIATOR within your sub-group. He/she will negotiate with the other sub-group who has the slip you need.


Role: Seminar Manager

- Gives timely/appropriate feedback to ASM and staff
 - **What's Working**, what can be **Done Differently** and **Next Steps**.
- Facilitates staff meetings and debriefing. Holds staff to account for roles and tasks agreed on.
- Moves the staff from membership to synergy.
- Has the right to ask the staff to leave the workshop if staff is disrupting rather than supporting the team.

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Role: Asst Seminar Mgr

- Enrolls other team members to join him/her in the team. The 3 teams are for Facilities, Special services and Participant Services (a.k.a. Administrative Services)
- Ensures that each one has a copy of staff assignments
- • Ensure that supplies and materials needed by the team are complete.
- Gets team members' commitment to be in the seminar on time.

Role: Assistant Manager

- Holds the space for the Facilitator and participants by being present and focused 100%. (i.e., No spacing out and No disappearing acts)
- Needs to fully align and support the Facilitator
- Performs the assigned role with total commitment and 100% accountability
- Needs to be flexible and perform multi-tasking in addition to assigned roles

Asst. Seminar Manager (ASM)

ASM- Facilities	ASM - Participants Services & Documentation (Administrative Services)	ASM - Special Services
<ul style="list-style-type: none"> • Set-up and Breakdown Coordinator <ul style="list-style-type: none"> -Set-up of the room -Breakdown of the room • Room Management: <ul style="list-style-type: none"> -Seats, sofa, pillows, -Table Lamps -Room temperature -Microphones, Lights -Video equipment -LCD projector -Internet connection -Computer, laptops -Supplies, Posters -Easel paper whiteboard • Music Management 	<ul style="list-style-type: none"> • Coordinates with venue staff re: food and breaks • Attendance/monitoring of participants/home tags • Cleanliness; restrooms and wastebaskets • Check on needs of participants: food, first aid, etc. • Manual, handouts • Monitoring & Evaluation <p>Documentation:</p> <ul style="list-style-type: none"> - SM Report - Workshop output - Module Redesign - Photographer 	<ul style="list-style-type: none"> • Microphone running • Meetings • Major exercises (i.e. games, SUEK) • Facilitator and staff needs • Floor Manager: ensures smooth flow of presentations • Door monitor • Time Management • YouTube videographer and uploader

ASST SEMINAR MANAGER - FACILITIES

•Set-up and Breakdown Coordinator

- Set-up of the room
- Breakdown of the room

•Room Management:

- Seats, sofa, pillows, table Lamps
- Room temperature
- Microphones, Lights
- Video equipment, LCD projector
- Internet connection
- Computer, laptops
- Supplies, Posters
- Easel paper whiteboard

•Music Management

ASM - Participants Services & Documentation (Administrative Services)

- Coordinates with venue staff re: food and breaks
- Attendance/monitoring of participants/home tags
- Cleanliness; restrooms, training room, wastebaskets
- Check on needs of participants: food, first aid, etc.
- Manual, handouts
- Monitoring & Evaluation

Documentation:

- SM Report
- Workshop output
- Module Redesign
- Photographer

ASM -Special Services

- Microphone running
- Greetings
- Major exercises (i.e games, SLEs)
- Facilitator and staff needs
- Floor Manager: ensures smooth flow of presentations per module
- Door monitor
- Time Management
- YouTube videographer and uploader

Flashback

Form sub-groups with 7 participants.
Choose a RECORDER and a REPORTER.

Based on your training experience, list down 5 critical incidents that you recall was **HELPFUL** and **NOT HELPFUL** when you were a **participant**. (ten minutes)

Criteria for STAFFING

- The staff should have **completed** the workshop.
- **Time Commitment:**
 - Part Time or Full Time
- **Attend all staff meetings**
 - First staff meeting
 - Debriefing
 - Meetings before and after session during seminar days.

Staff GUIDELINES

- Everyone is **equal**. Company formal positions are temporarily suspended.
- Inspect what you **expect**.
- Be aware that "buttons" may be pressed. Ask yourself, what can I learn about myself from this person, this experience, these circumstances?

Staff GUIDELINES

- **ATTIRE:** Smart Casual, *no slippers please!!* during seminar. May wear exercise clothes & rubber shoes during morning exercise when applicable.
- **MEETINGS:** Before a.m. session begins and after the last session of the day or night. Meeting may be called during breaks.
- **As the staff goes, so go the participants.**
- **Take total responsibility. No rescuing!**

Empowerment vs. Rescuing

- **Rescuing** - you interfere with a person's power when you do something that he/she ought to do for him/herself.
- **Rescuing** denies the other person the opportunity to be effective. It devalues and disempowers him/her.
- **Empowering** is enabling the person's greatness to shine. It encourages the other person the opportunity to be effective

Agreements

- Next Staff Meeting: Time and Place
- Be on Purpose (No 'Wait & See')
- Be on time for all meetings and workshops!!!
- Be loving and lovable (**INFORM your FACE**)
- Be here now!!! (**No SPACING out**)
- **HAVE FUN!!!**

Staff Meeting Agenda

First Morning Workshop

• Grounding: SM leads the grounding. Let go of any concerns and be present.
• Time Agreement: SM sets Team time agreement
• Tasks: SM handles any tasks that still need to be completed before the workshop begins
• Facilitator's time: states his/her objective for the session. Staff align with it. Facilitator goes over the day's outline. States what he/she will need from staff to make the day's session a success.

Staff Meeting Agenda

First Morning Workshop Day

• Staff Buddy System: Lead Facilitator leads the staff into choosing their buddy.
• Staff read their Mission Statement: this activity is lead by the SM
• Raise up the energy: The SM leads this activity –Day 1: Power Yell –Day 2: Potentize the room
• Next Steps/Agreements: SM recaps agreements and sets time for next staff meeting.

Staff Meeting Agenda

During Evening Workshop Meeting

- SM leads **Grounding**

- Time Agreement**

- Debrief:**

- What Worked (WW)*
- Do Different (DD)*
- Next Steps/Agreements (NS)*

- Learning:**

- Day 1: What did I learn about myself today?*
- Day 2: What did I learn about myself as a leader?*

Debriefing

- **Team Objective:**
 - Complete the experience. Anchor the learning at the end of each day and at the end of the training program.
- **Meeting Objective:**
 - To assess the workshop experience and continuously improve delivery of services
 - To give everyone an opportunity to complete their experience
 - To acknowledge and appreciate each other's contribution.
 - To enhance one's leadership capabilities.

Debriefing Agenda

- Topics:
 - Time Agreements
 - Grounding + Good and New
 - **W**hat **W**orked/**D**o **D**ifferent in the seminar
 - What held me back from achieving the results I wanted?
 - How am I a better Manager/Leader after this staffing experience
 - **N**ext **S**teps/**A**greements
 - Closing circle



Excerpts from a full length MOVIE can be very powerful to put the message across.

"Coach Carter" – biography of High School coach who transformed his basketball team and the community.

Prepare process questions to tie up the film showing. This will ensure that the objective for showing the video is met.

Decide when it is most effective to use the video – before, during or towards the end of the module.

Form 2 sub-groups and take easel paper and board markers. (10 minutes)

Sub-group **1**: List down the qualities of a COACH.

Sub-group **2**: List down qualities of a MENTOR.

Critique the output. Refer to qualities that you think should not be in the list.

How do you manage a **Large Group Intervention**?

Anthony Robins world famous inspirational speaker does high impact programs with more than a 100 participants.

What are the **ADVANTAGES** and **DISADVANTAGES** of using Robin's technique in LGI?

Do you think Robin's LGI technique is practical and applicable for your kind of training programs?

Will you be comfortable and confident in managing LGI?

Powerful Alternative Learning Strategies: Facilitator's Guide
Module 4 –Creativity in Training Delivery

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www.lga.gov.ph

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