



Are You Boring Your Workshop Participants?

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FACILITATION

★ **Excellence**
Group LLC



- 1) Best class/workshop ever & why
- 2) What I hope to do with what I learn



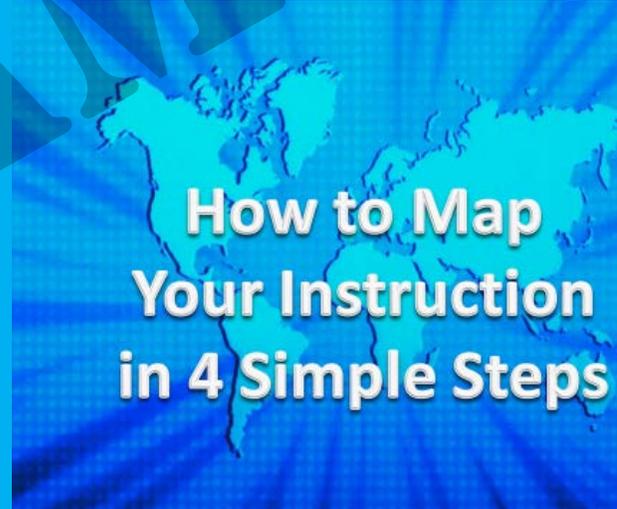
Bruce Wahlgren

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Professional Development
Soft Skills Curriculum & Training
5 Steps to Rapid Employment

Game Plan

- Brain Science
- Learning Styles
- 4 Cs MAP System
- Application





The Six Trumps:

Six Learning Principles that
Trump Traditional Teaching



1.

Movement

trumps

sitting.

Write the trump.

2.

Write the trump.

Talking

trumps

listening.

3.

Images

trump

words.

Write the trump.

Write the trump.

4.

Writing

trumps

reading.



5.

Write the trump.

Shorter

trumps

longer.

6.

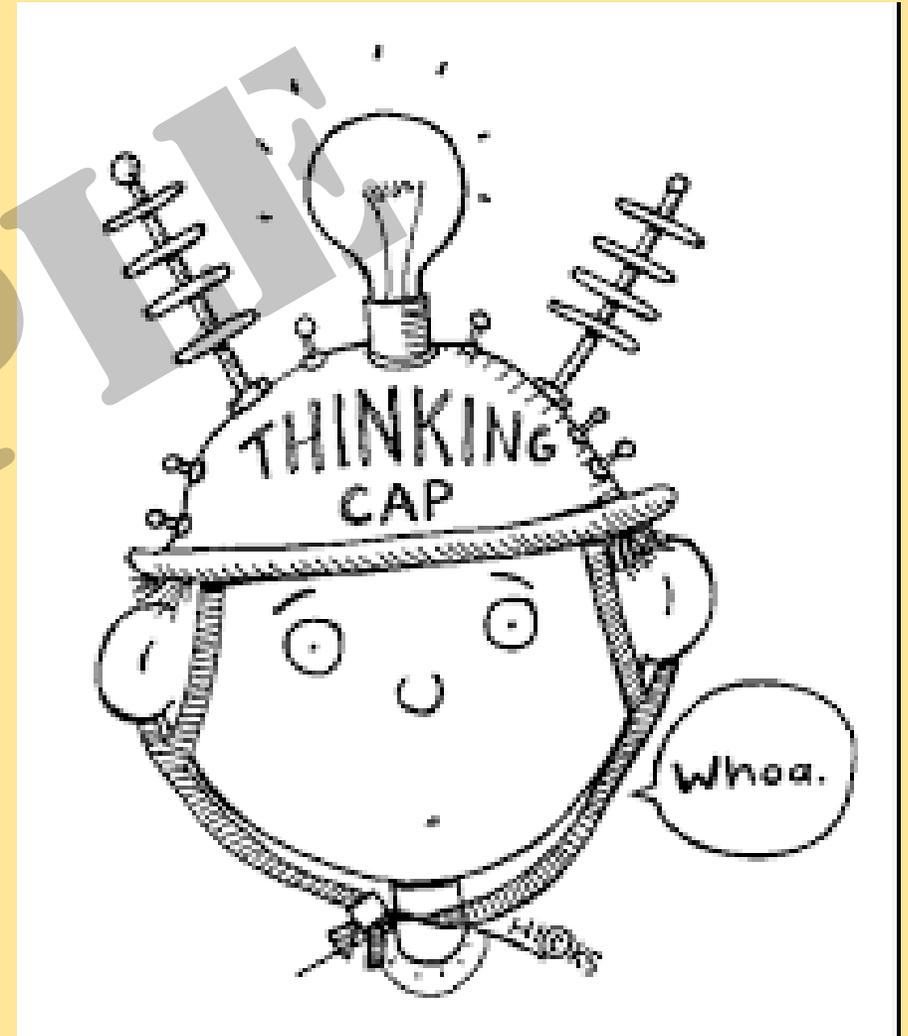
Different

trumps

same.

Write the trump.

What's My Learning Style?



WHAT'S IMPORTANT TO YOU **as a presenter?**

1

CONNECTING with your learners, and getting them connected to one another

2

SHARING accurate information in a logical, sequential manner

3

USEFULNESS of the information and the training interaction

4

CHALLENGING your learners with high-energy activities

WHAT TO WATCH OUT FOR *as a presenter*

1

Too soft-spoken, slow or wishy-washy

SO... set time limit for interaction and stick to it

2

Too rigid or controlling

SO... allow them to ask questions, and share their knowledge, opinions & feelings about what you teach

3

Too pushy or opinionated

SO... give learners time to discuss, question and elaborate

4

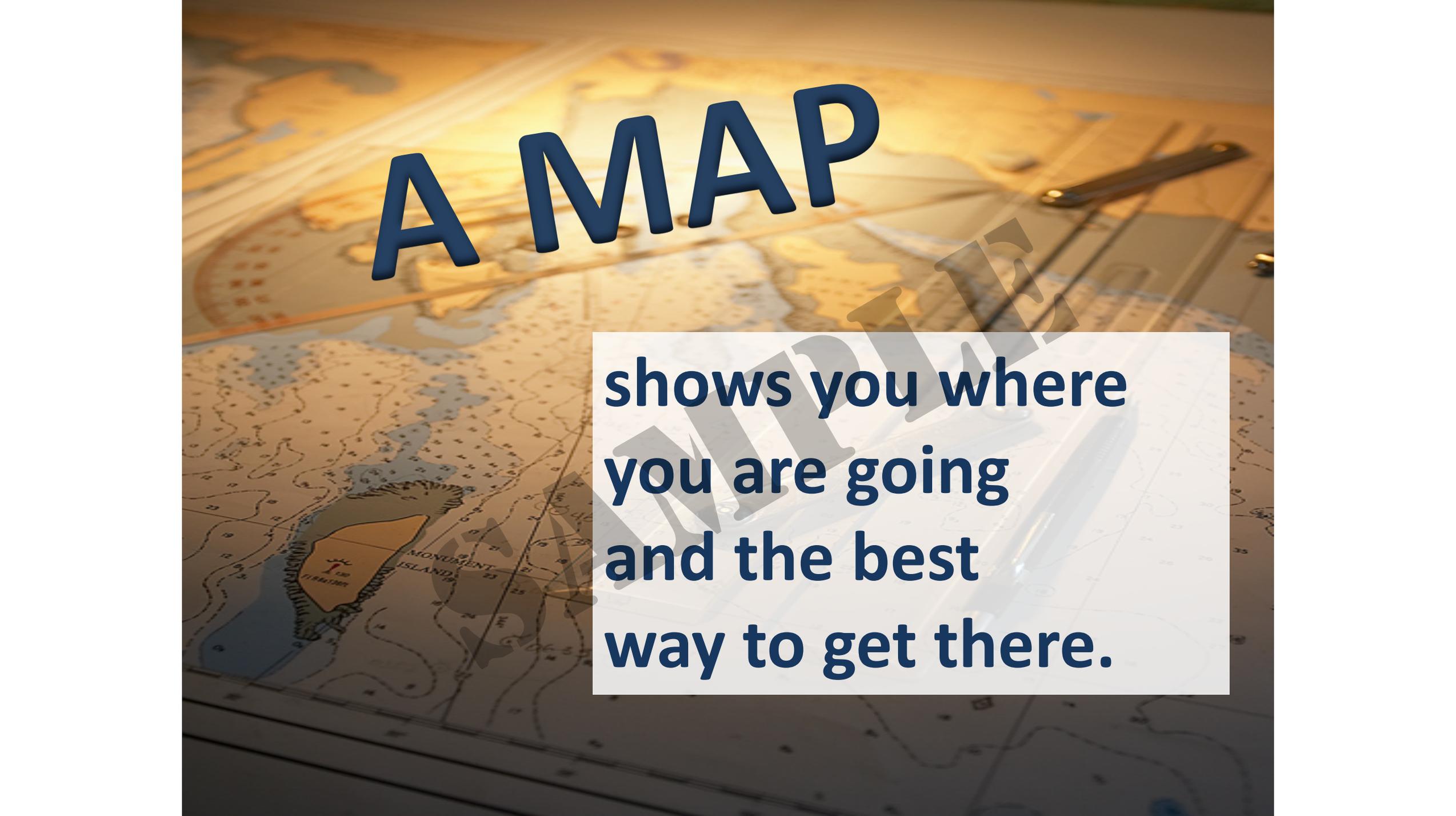
Too flighty or scattered

SO... have a plan and stick to your time limits



**How to Map
Your Instruction
in 4 Simple Steps**

A MAP

A nautical chart map of Monument Island is shown. The map features depth soundings, navigational markers, and the island's outline. A white rectangular text box is overlaid on the right side of the map. The background is a warm, golden-brown color, suggesting a sunset or sunrise over the map.

**shows you where
you are going
and the best
way to get there.**

C1 Connections

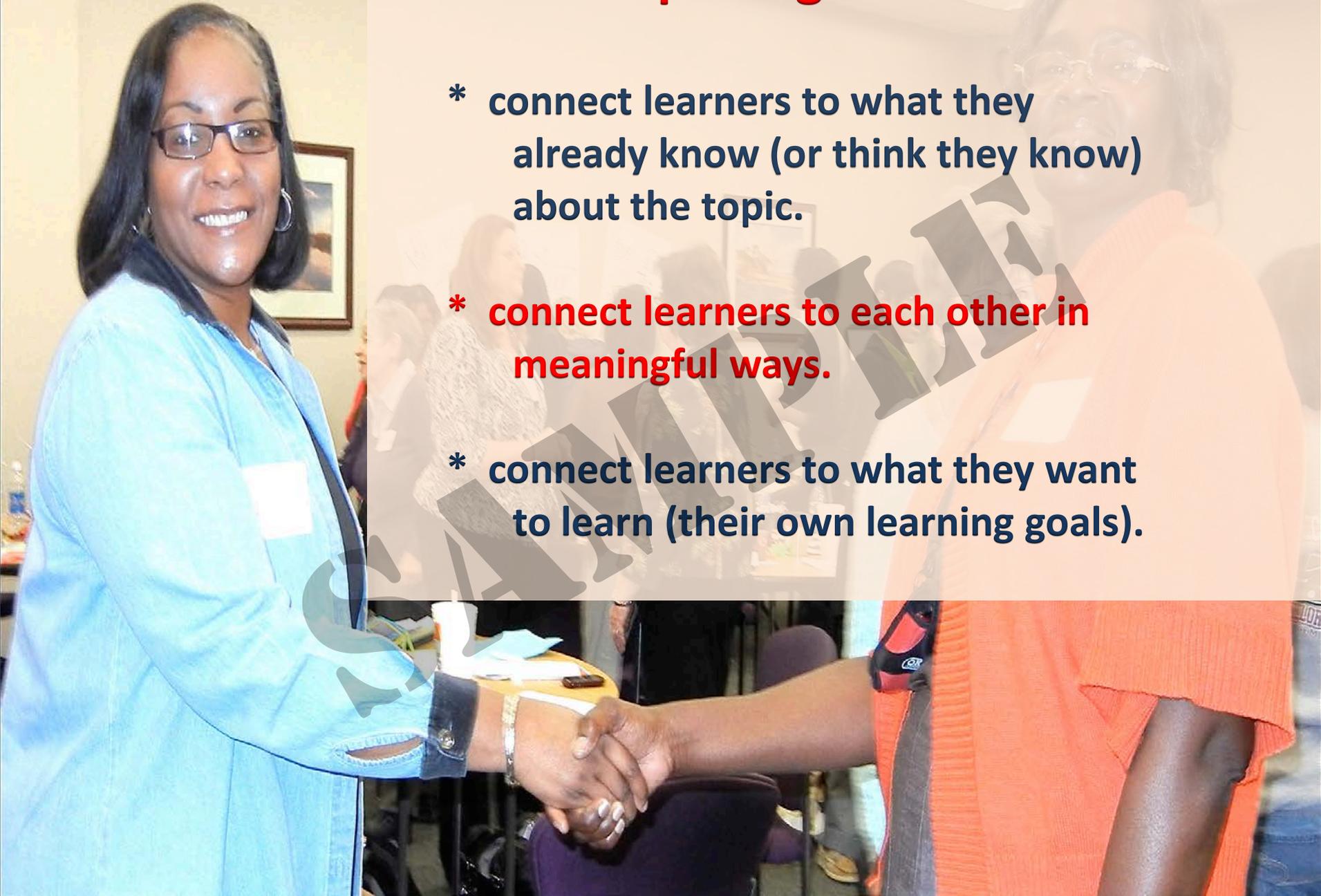


Link
learners
to learners
and
learners
to the topic.



Use short opening activities that:

- * connect learners to what they already know (or think they know) about the topic.
- * connect learners to each other in meaningful ways.
- * connect learners to what they want to learn (their own learning goals).



Put the welcome,
introductions,
announcements,
learning objectives,
and anything else
AFTER
the connection
activity.

C1 – Connections

Connection Activity: Table Talk

Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

C3 – Concrete Practice

C4 – Conclusions

Review

4 Cs MAP (page 2)

C1. Connections

Your Turn - Pair Share



What connecting activity could I incorporate into my next workshop or presentation?

C2 Concepts



Teach
content in
small
“chunks”
of 10-20
minute
segments.



**Follow each
content
chunk with
a 1-minute
review.**



Insert
1-minute
review activities
BETWEEN
each content
segment.

C1 – Connections

Connection Activity: Table Talk

Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic
Organizer

1-Minute Review: Pair Share

Content Segment #2 with Graphic
Organizer

1-Minute Review: Sentence Summaries

C3 – Concrete Practice

C4 – Conclusions

Review

C2. Concepts (page 3)

Your Turn – Table Talk



1. How can I create more engagement when I teach or present something?
2. What review activities could I include so I know they are “getting it”?

C3

Concrete Practice





Have learners
do an
active skills
practice
or
active review
of content.



Use concrete practice activities that:

- * actively involve and engage ALL learners, not just a few.**
- * are high-energy, interesting, and meaningful to learners.**
- * reinforce the skills being learned or the information that has been taught.**

ALL learners
PARTICIPATE
in an active review
of major concepts.

C1 – Connections

Connection Activity: Table Talk

Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic Organizer

1-Minute Review: Pair Share

Content Segment #2 with Graphic Organizer

1-Minute Review: Sentence Summaries

C3 – Concrete Practice

Active Review Game: Myth or Fact
Review Worksheet

C4 – Conclusions

Pop Quiz

What word or phrase completes each sentence?

Click back to slide #31 if you're not sure, or click to the next slide for the answers.

1. The C3 activities should involve and engage _____, not just a few.
2. C3 activities are always interesting and _____ to learners.
3. Concrete practice activities _____ the skills being learned or the information that has been taught.

Check your answers:

1. The C3 activities should involve and engage ALL LEARNERS, not just a few.
2. C3 activities are always interesting and MEANINGFUL to learners.
3. Concrete practice activities REINFORCE the skills being learned or the information that has been taught.

Review

C3. Concrete Practice (page 3)

Your Turn – One Sentence Summary



One practice or review activity I could incorporate into my next workshop or presentation is . . .

C4

Conclusions



**Give learners
time to
summarize
and evaluate
what they
have learned.**





Learners also
need to make
a commitment
to use the
new skills
or new
knowledge.

Put the
celebration activity
LAST
so everyone leaves
feeling positive
about the
learning experience.

C1 – Connections

Connection Activity: Table Talk

Welcome
Introductions
Announcements
Learning Objectives

C2 Concepts

Content Segment #1 with Graphic
Organizer

1-Minute Review: Pair Share

Content Segment #2 with Graphic
Organizer

1-Minute Review: Sentence Summaries

C3 – Concrete Practice

**Active Review Game: Myth or Fact
Review Worksheet**

C4 – Conclusions

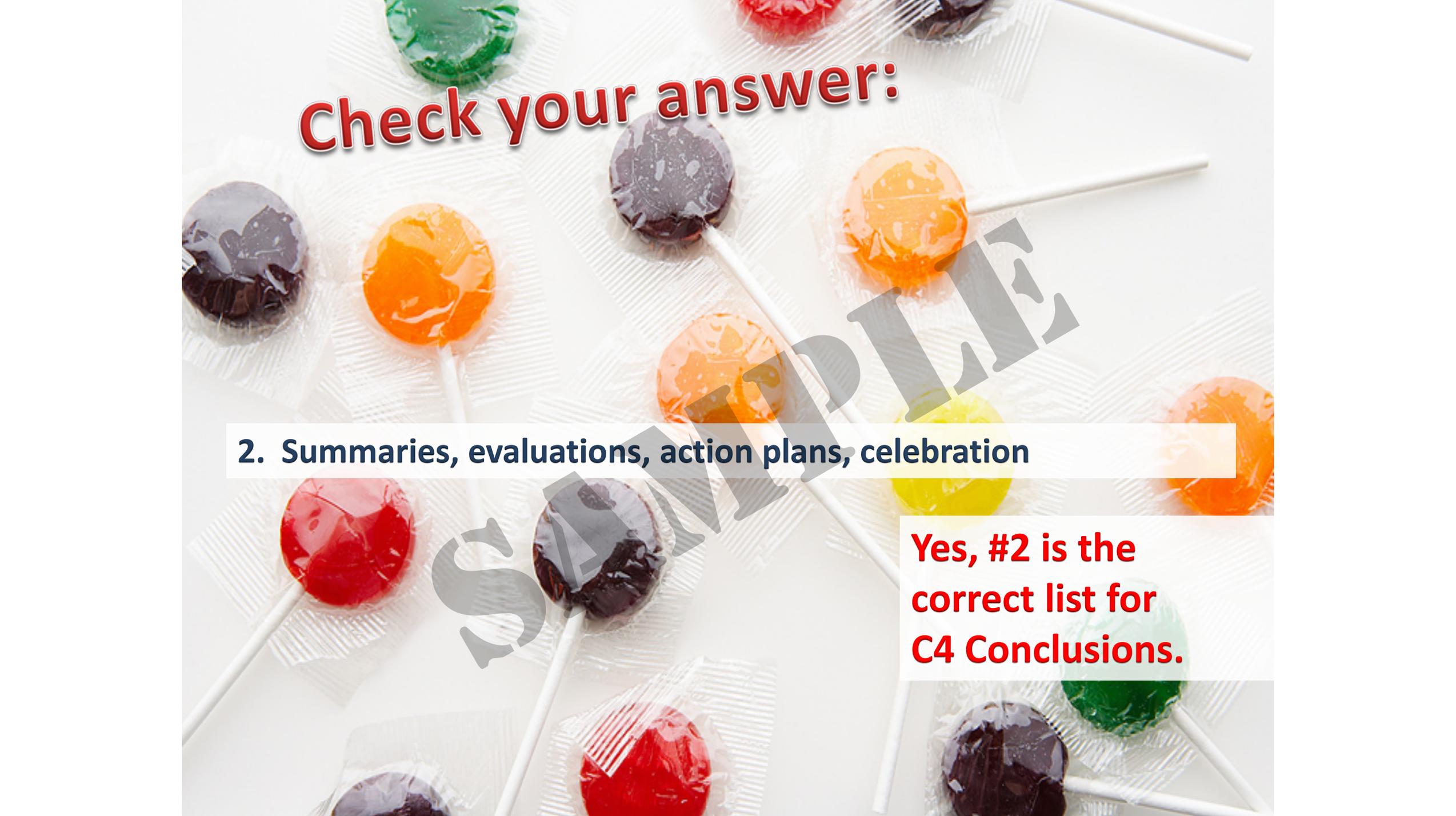
Evaluations
**The Walkabout
High-Fives Celebration**

Pop Quiz

C4 Conclusions should include which four pieces?

Choose one of the three lists, then click to the next slide.

- 1. Introductions, learning goals, agenda, housekeeping**
- 2. Summaries, evaluations, action plans, celebration**
- 3. One-minute reviews, graphic organizers, skills practice, review games**



Check your answer:

2. Summaries, evaluations, action plans, celebration

**Yes, #2 is the
correct list for
C4 Conclusions.**

Review

C4. Conclusions (page 4)

Your Turn – Pair Share



How can I help them think about using what they learned?

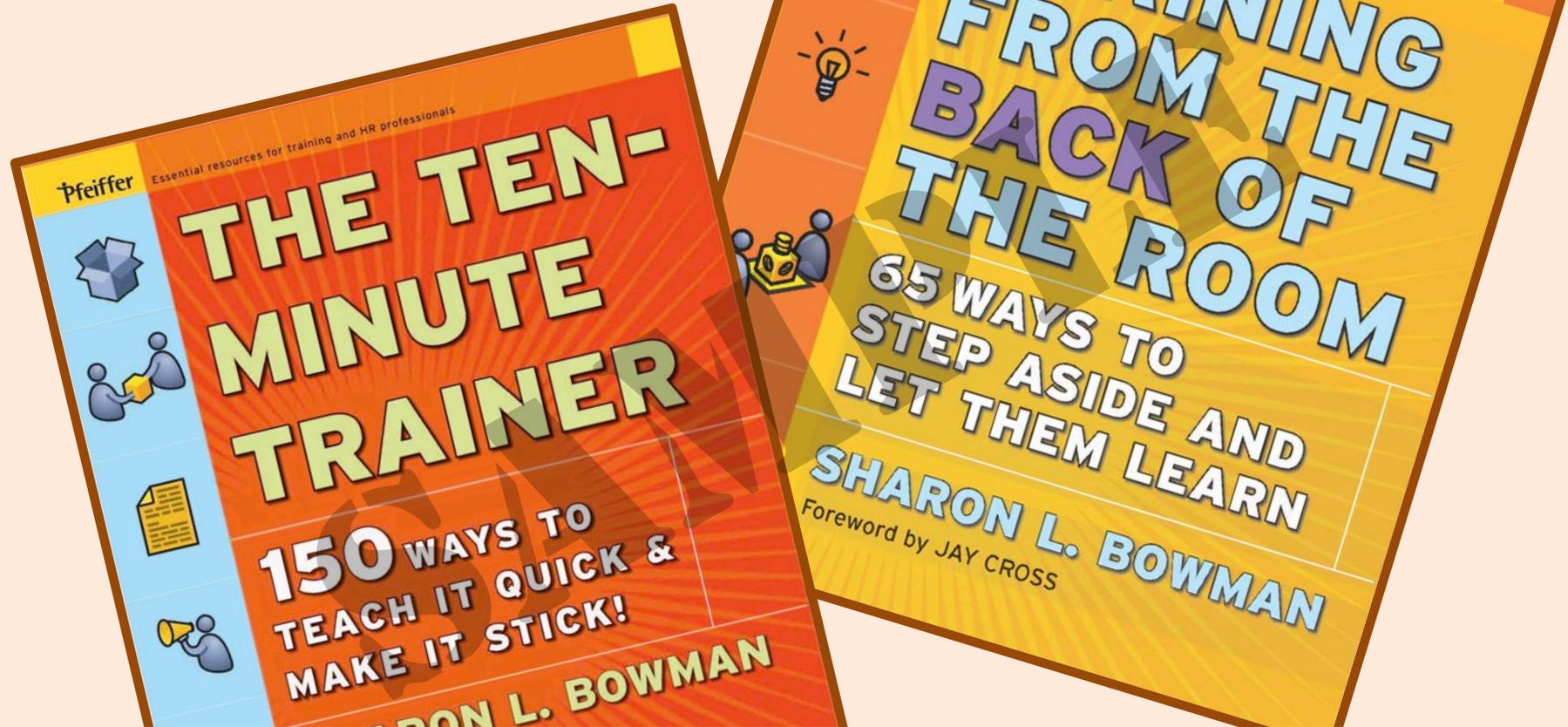
MAP REMINDERS:

The **4Cs MAP** is a basic outline of your lesson, class, or training. YOU have to fill in the content and details.

MAP REMINDERS:

YOU will need to figure out how much time to allow for each step of your **4Cs MAP**. The steps can be as long or as short as necessary.

The content for
this micro-course
is from:



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**Sharon
Bowman**



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Question:

What elements of the 4 Cs MAP approach did we use in today's presentation?

Application

My Lessons

My Commitments

Handout page 4





Now, You **Won't** Be Boring Your Workshop Participants!

Woo hoo – Let's Celebrate!

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