



Active Training

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Active Training Principles

- Based on work of Mel Silberman
 - When I only **hear it**, I *forget*
 - When I hear and **see it**, I *remember* a little
 - When I hear, see, and **ask questions about it** and **discuss it** with someone else, I begin to understand
 - When I hear, see, discuss, and **do it**, I *acquire* knowledge and skill
 - When I **teach it** to someone else, I *master*

Great Resources!

Active Learning: 101 Strategies to Teach Any Subject



Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips

Engage from the Start

- Structure the initial social interactions
- Use learning icebreakers
 - Quiz participants
 - Give true/false test
 - Have them try something they've never done before
 - Use an opening exercise to introduce topic

Stand up if you ...

- Enjoy a good lecture
- Prefer to read and process information on your own time
- Like for your learning to be useful the next day at work
- Enjoy small group discussions
- Know all seven dwarves from the Disney's *Snow White & the Seven Dwarves*

In Pairs or Groups of Three Discuss

- What percentage of what is said in the first ten minutes of a lecture is retained by participants?
- What percentage of what is said in the last ten minutes is retained?
- What percentage of time are lecture “participants” inattentive?

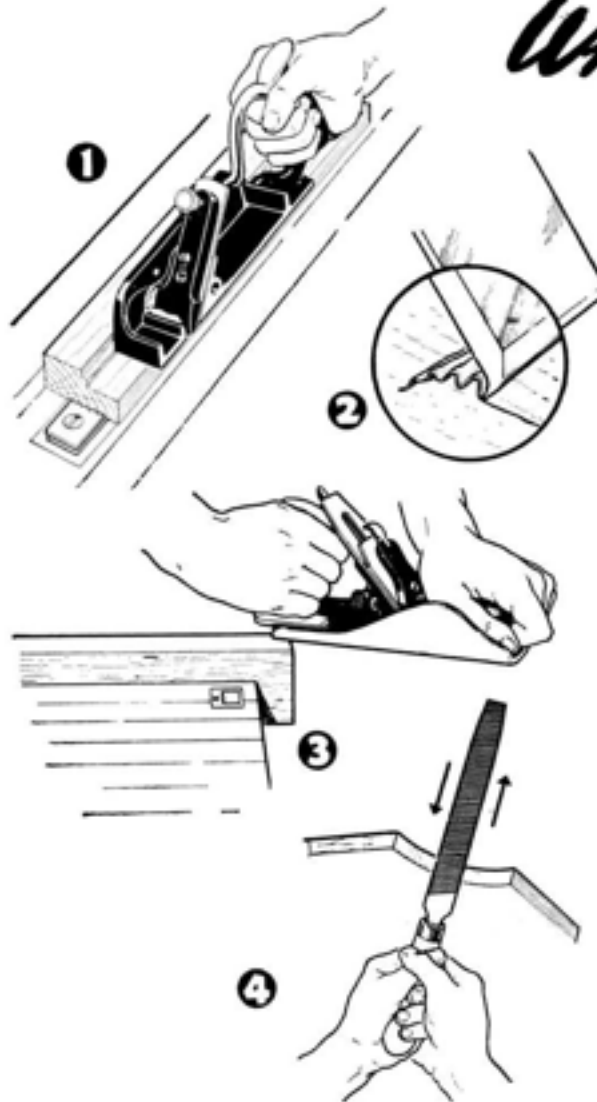
Engage the Entire Group

- Participants must be eager to participate
- Only a small number will actively participate ... typically the “usual suspects”
- So ...
 - Use “pre-discussion” small groups
 - “Who has a thought on this?”
 - “I’d like to ask four or five folks for their opinion”
 - “I’d like to hear from a new participant. Who hasn’t contributed yet?”
 - “Call on the next speaker”

Build Interest!

- Lead off with powerful story or visual
 - What's wrong?
- Present a short problem
 - A landowner wants to ...
- Ask an opening question
 - What is a ...
- Coming Attractions!
 - Today we're going to ...

What's Wrong?

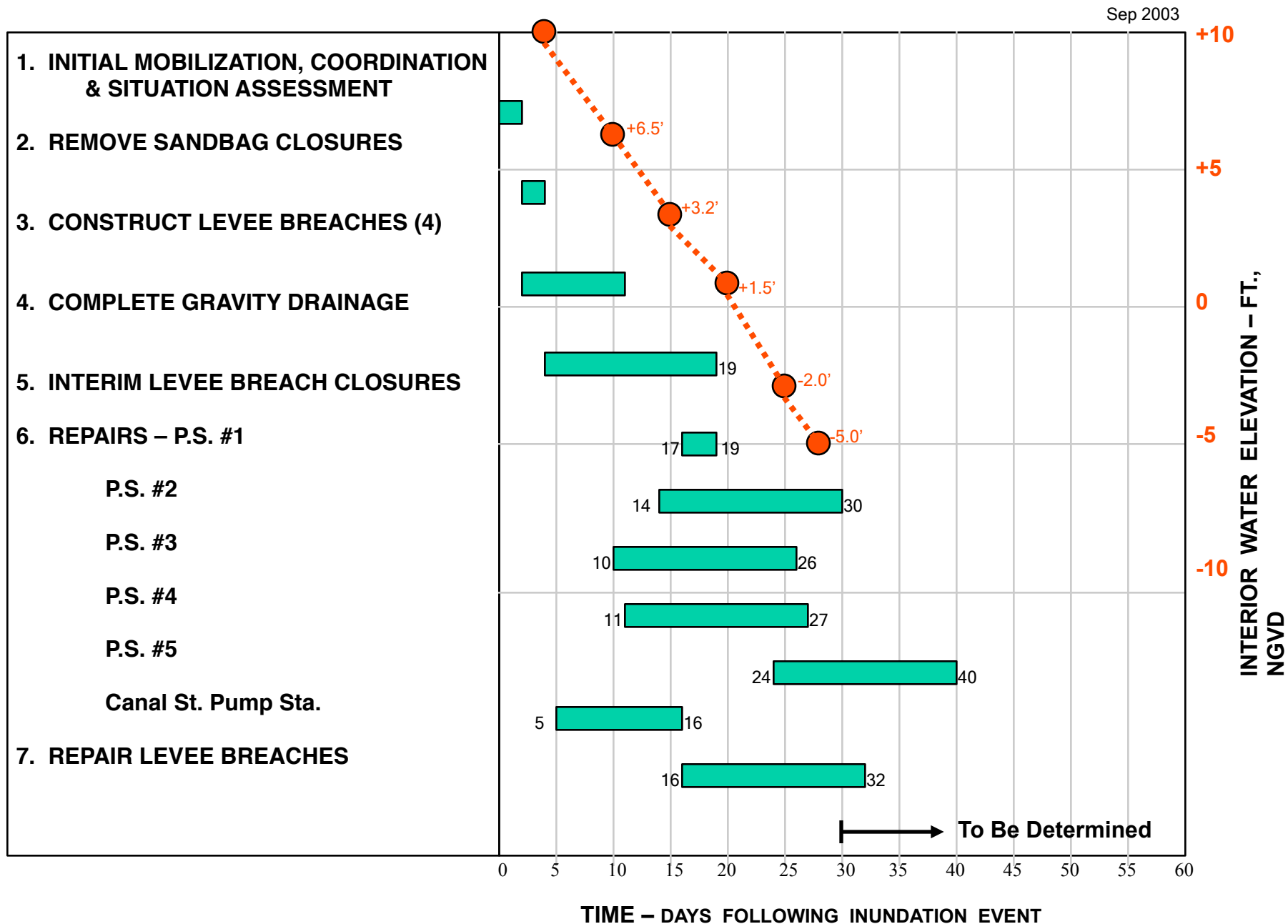


CAN you find the errors being made in the woodworking operations shown at the left? They are: (1) planing a rabbet; (2) scraping veneered work; (3) jointing a straightedge; and (4) filing a curve on a shelf. The answers appear upside down below.

1. In cutting this rabbet, the plane itself should be guided by its fence or by a strip of wood secured to the work. 2. Chisel-edged scrapers tend to leave creases. On veneered or fine-surfaced work, use a square-edged scraper. 3. A jointer plane should be used for straightening an edge because its long sole bridges the high spots and it works them down. Every plane should be picked up at the end of a stroke to avoid dubbing off the end of the work. 4. A cabinet file is properly held with the handle in one hand and the end between the thumb and forefinger of the other. Instead of filing forward and backward in a straight line, thereby grooving the work, stroke forward and sideways with a rolling motion, distributing the cut over a large section of the curve. The file should also be lifted on the return stroke, which does not cut, but only tends to dull the teeth.



FIGURE 4 – OVERALL SCHEDULE



Encourage Discussion

- Survey the group
 - How many of y'all ...
- Use an image or document to get it going
 - What do you see here?
- Provide contrasting opinions
 - Where do you stand?
- Use a panel to get things started
 - Bring in or select from group

Make the End Unforgettable

- Don't "Tell 'em what you told 'em" ... let them tell you!
 - Quiz show
 - Mind games or brain teasers
 - Jigsaw Puzzle ... the human kind
 - Invite participants to summarize
 - Have them demonstrate skills
 - Ask them "So what. Now what?"

Wrapping Up

- So what ... now what?