

Instructor Development Agenda

Day 1

Class Introduction/ Welcome-

Block 1 Paired Visual Introduction

Block 2 Concerns and Expectations

Block 3 Adult Learning

Lunch 11:30-12:30

Block 4 Adult Learning

Block 5 Paralanguage

Block 6 Prep for 2 minute Presentation (homework)

Block 7 Gots and Needs/ Evaluation

Day 2

Block 8 Gots and Needs discussion

Block 9 2 Minute Presentation

Block 10 Goals, Objectives and Lesson Plan Development

Lunch 11:30-12:30

Block 10 Goals, Objectives and Lesson Plan Development

Block 11 Test Questions and Evaluation of Learning

Block 12 Evaluation and Homework assignment for the 5 minute presentation

Day 3

Block 13 Evaluation Debrief

Block 14 5 Minute Presentation (3 minute presentation 2 minute Q&A)

Block 15 20 Minute Presentation Demonstration and Expectations

Block 16 Thinking Questions and Paraphrasing

Lunch 11:30-12:30

Block 17 Facilitative Skills and Group Challenges

Block 18 Presentation Skills

Block 19 Reality Based Training

Block 20 End of Day Evaluation

Day 4

Block 21 Evaluation Debrief

Block 22 POST Certification Briefing

Block 23 Legal and Liability

Lunch 12:00-1:00

Block 24 Generational Team Building for Instructors

Block 25 Review of 20 minute presentation

Block 26 Final Test (re-takes will be at lunch on Friday if needed)

End of day hand out End of Course Evaluation

Day 5

Collect Evaluations and Lesson Plans

Memletics® Learning Styles Inventory

A free publication provided by www.memletics.com

Name _____

Class _____

Instructor _____

Date _____

Memletics® Learning Styles Inventory (version 1.2.)

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Adapt your learning with the Memletics® Learning Styles Inventory

Each of us learns using preferred learning styles. This publication helps you discover your stronger and secondary learning styles.

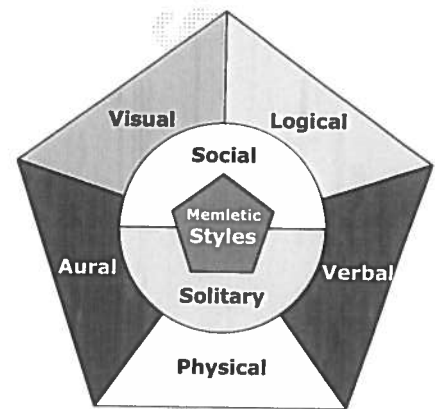
The Memletics Accelerated Learning System recognizes that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no *right mix*. Nor are your styles fixed. You can develop ability in less dominate styles, as well as further develop styles that you already use well.

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

In this publication, we provide a questionnaire to help you discover your preferred Memletic Learning Styles.

In summary, these styles are:

- **Visual.** You prefer using pictures, images, and spatial understanding.
- **Aural.** You prefer using sound and music.
- **Verbal.** You prefer using words, both in speech and writing.
- **Physical.** You prefer using your body, hands and sense of touch.
- **Logical.** You prefer using logic, reasoning and systems.
- **Social.** You prefer to learn in groups or with other people.
- **Solitary.** You prefer to work alone and use self-study.

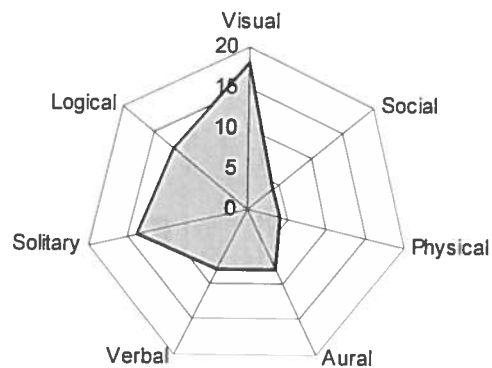


Profile yourself—use the Memletic Styles questionnaire

Let's discover what learning styles you prefer. In the following questionnaire, you first estimate your learning styles. You then answer seventy questions about how you interact with the world. Following that, you complete a scoring sheet that then gives you a score for each learning style. Lastly, you graph your results and compare against your estimate.

Note: If you have Internet access, you might prefer to do the test online at <http://www.learning-styles-online.com>. The online version has the same questions and it will do the graph for you at the end of the test. It also allows you to compare your styles against other site users.

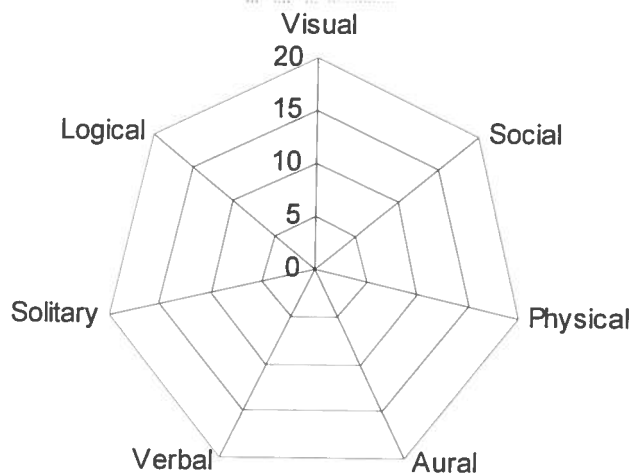
The outcome from the questionnaire is a personalized Memletic Styles graph similar to the one on the right. You will find this questionnaire valuable. Doing this questionnaire helps you better understand your own learning styles. It also makes the following descriptions more relevant to you.



Do the pre-test graph

Before you start the questionnaire, fill out the blank graph on the right. Review the basic descriptions at the start of the chapter if you like.

For each axis, estimate on a rating of zero to twenty how often you use that particular learning style. Score zero if hardly ever, twenty if you use that style often. Draw in the score on each style axis (the lines starting from the centre), then join the dots like in the example Memletic Styles graph above.



Answer the questions

Answer each question by circling one of the numbers on the right. You could also write zero, one or two directly into the scoring sheet further below. If you enter your scores into the score sheet while you answer the questions, hide the bottom of the score sheet so you don't see the styles for each column.

The scale is as follows:

- 0. The description sounds nothing like you.
- 1. The description sounds partly like you.
- 2. The description sounds exactly like you.

Take as long as you like. Afterwards we rate your answers. Remember there are no right or wrong answers. Usually the first response that comes into your mind when you read the question is a good answer.

Questions

- | | | |
|----|---|-------|
| 1 | You have a personal or private interest or hobby that you like to do alone. | O 1 2 |
| 2 | You write and use detailed lists, such as to-do lists, and you number the items and set priorities. | O 1 2 |
| 3 | Jingles, themes or parts of songs pop into your head at random. | O 1 2 |
| 4 | You prefer math and science subjects at school. | O 1 2 |
| 5 | You are happy on your own. You like to do some activities alone and away from others. | O 1 2 |
| 6 | You enjoy learning in classroom style surroundings with other people. You enjoy the contact and it helps your learning. | O 1 2 |
| 7 | You read everything. Books, newspapers, magazines, menus, signs, etc. | O 1 2 |
| 8 | You can easily visualize (see in your mind) objects, buildings, scenarios etc. from descriptions or plans. | O 1 2 |
| 9 | You are goal oriented and know where you want to go in life, study or work. | O 1 2 |
| 10 | You prefer team games and sports such as football/soccer, basketball, netball, volleyball, hockey, and baseball. | O 1 2 |
| 11 | You find your way around well use maps with ease. You rarely get lost. You have a good sense of direction. You usually know which way North is. | O 1 2 |
| 12 | You prefer to study or work alone. | O 1 2 |
| 13 | You like being a close friend, mentor or guide for others. | O 1 2 |
| 14 | You spend time alone to reflect and think about your life. | O 1 2 |

- | | | |
|----|---|-------|
| 15 | In regular conversation, you often bring up other topics or events you have heard about or read. | 0 1 2 |
| 16 | You enjoy finding links and associations, for example between numbers or objects. You like to classify or group things to help you understand the relationships between them. | 0 1 2 |
| 17 | You keep a journal or personal diary to record your thoughts. | 0 1 2 |
| 18 | You communicate well with others and you often help solve problems between two people. | 0 1 2 |
| 19 | You love sport and exercise. | 0 1 2 |
| 20 | You like to listen. People like to talk to you because they feel you understand them. | 0 1 2 |
| 21 | You like listening to music - in the car, studying, at work (if possible!), or anywhere. You love live music. | 0 1 2 |
| 22 | You can balance a checkbook or you know how much you have in your bank account/piggy bank. You like to set budgets and other numerical goals. | 0 1 2 |
| 23 | You have some very close friends. | 0 1 2 |
| 24 | You use many hand gestures or other physical body language when communicating with others. | 0 1 2 |
| 25 | English, languages and literature are your favorite subjects at school. | 0 1 2 |
| 26 | You like making models, or working out jigsaws. | 0 1 2 |
| 27 | You prefer to talk over problems, issues, or ideas with others, rather than working on them by yourself. | 0 1 2 |
| 28 | Music is your favorite subject at school, or you like playing in a band. | 0 1 2 |
| 29 | In school, you prefer art, technical drawing, or geometry. | 0 1 2 |
| 30 | You love telling stories. | 0 1 2 |
| 31 | You like identifying logic flaws or problems in other people's words and actions. | 0 1 2 |
| 32 | You like using a camera or video camera to capture the world around you. | 0 1 2 |
| 33 | You use rhythm or rhyme to remember items, for example phone numbers, PIN numbers, and other items. | 0 1 2 |
| 34 | In school, you like sports, wood or metalworking, craft, sculpture, pottery and other similar subjects. | 0 1 2 |
| 35 | You know lots of words, and like using the right word at the right time. | 0 1 2 |
| 36 | You notice and like the feel of clothes, furniture and other objects. | 0 1 2 |

- 37 You would prefer to holiday on a deserted island rather than a resort or cruise ship with many other people around. 0 1 2
- 38 You like books with many diagrams, illustrations, or pictures. 0 1 2
- 39 You easily express yourself, whether it's out loud or in writing. You can clearly explain ideas and information to others. 0 1 2
- 40 You like playing games with others, such as card games and board games. 0 1 2
- 41 You use specific examples and references to support your points of view. 0 1 2
- 42 You pay attention to the sounds around you. You can tell the difference between instruments, or cars, or aircraft, based on their sound. 0 1 2
- 43 You have a good sense of color. 0 1 2
- 44 You like playing with the meaning of words, saying tongue twisters, making rhymes. 0 1 2
- 45 You like to think out ideas, problems, or issues while doing something physical. 0 1 2
- 46 You read self-help books, you've been to self-help workshops, or you've done similar work to learn more about yourself. 0 1 2
- 47 You can play a musical instrument or you can sing on (or close to) key. 0 1 2
- 48 You like crosswords, scrabble and other word games. 0 1 2
- 49 You like logic games and brainteasers. You like chess and other strategy games. 0 1 2
- 50 You like getting out of the house and being with others at parties and other social events. 0 1 2
- 51 You occasionally realize you are tapping in time to music, or you naturally start to hum or whistle a tune. Even after only hearing a tune a few times, you can remember it. 0 1 2
- 52 You solve problems by "thinking aloud." You talk through issues, questions and possible solutions. 0 1 2
- 53 You enjoy dancing. 0 1 2
- 54 You prefer to study alone. 0 1 2
- 55 You don't like silence. You would prefer to have some background music or other noise to silence. 0 1 2
- 56 You love theme park rides that involve much physical action, or you dislike them because you are sensitive to the physical forces on your body. 0 1 2
- 57 You draw well. You find yourself drawing or doodling on a notepad when thinking. 0 1 2

- 58 You easily work with numbers, and can do decent calculations in your head. 0 1 2
- 59 You use diagrams and scribbles to communicate ideas and information. You love whiteboards (and color pens). 0 1 2
- 60 You hear small things that others don't. 0 1 2
- 61 You would prefer to touch or handle something to understand how it works. 0 1 2
- 62 You don't mind taking the lead and showing others the way ahead. 0 1 2
- 63 You easily absorb information through reading, audiocassettes or lectures. The actual words and phrases come back to you. 0 1 2
- 64 You like to understand how and why things work. You keep up to date with science and technology. 0 1 2
- 65 You like tinkering. You like pulling things apart, and they usually go back together! You can easily follow instructions represented in diagrams. 0 1 2
- 66 Music evokes strong emotions and images as you listen to it. Music is prominent in your recall of memories. 0 1 2
- 67 You think independently. You know how you think and you make up your own mind. You understand your own strengths and weaknesses. 0 1 2
- 68 You like gardening or working with your hands in the shed. 0 1 2
- 69 You like visual arts, painting, and sculpture. You like jigsaws and mazes. 0 1 2
- 70 You use a specific step-by-step process to work out problems. 0 1 2

Score your responses

Now that you have completed the questions, use the score sheet further below to assign your answers to the correct styles. In the shaded box for each question, write in your score from the questions above—zero, one or two.

1							1
2					2		
3			1				
4					2		
5							1
6						0	

Once you have filled out all the boxes, add up each column and write the totals at the bottom of each column.

33	2						
34			1				
35				0			
Total	8	3	2	2	7	3	7

Finally, add the totals of each style from the two columns and write your overall totals in the bottom box.

Overall Totals (add total lines above):

Visual	Verbal	Aural	Physical	Logical	Social	Solitary
18	5	4	4	14	8	14

Memletics Accelerated Learning Styles Inventory

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Overall Totals:

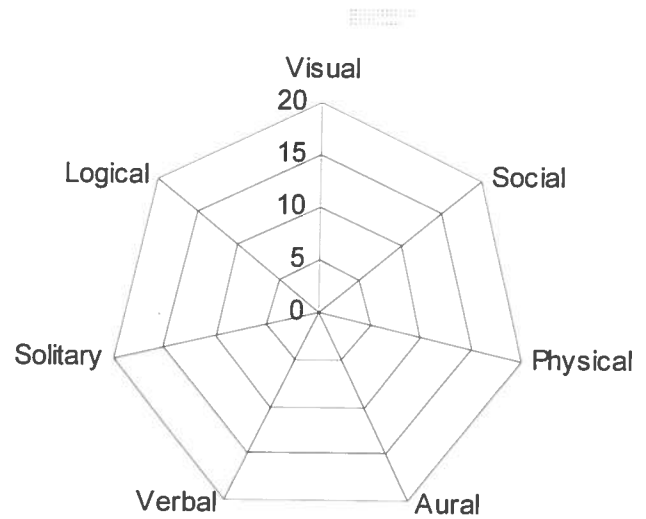
Visual	Verbal	Aural	Physical	Logical	Social	Solitary

Add total lines from the columns above.

Graph and analyze results

Lastly, graph your scores on the blank Memletic Styles graph on the right. As you may have done above before answering the questions, draw in the score on each axis, then join the dots.

The graph shows which styles you use more often, against those you use less often. You might also like to compare your graph back to your estimate of your learning styles. Look at the differences and try to understand them.



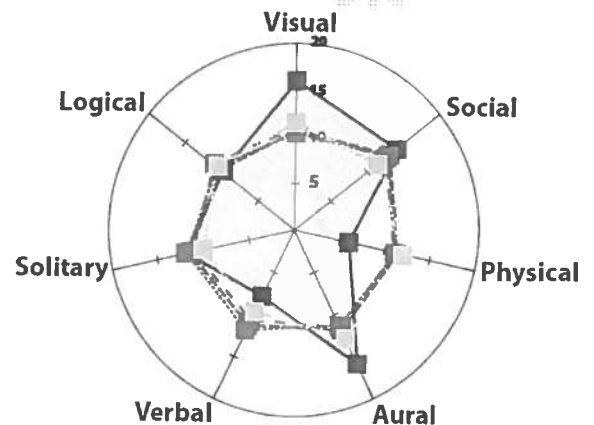
Where to next?

That concludes this publication on learning styles. If you'd like to know more about how to make use of your test results, please try the following online resources:

<http://www.learning-styles-online.com>

This free website provides more information on each of the learning styles, as well as the following features:

- An online version of this learning style inventory
- Graphical display of your learning styles in an online diagram (see right)
- Compare your results against other site users like you
- Teachers and instructors: Create a "class" on the website and have your student select that class during their test. You can then see who's completed the test, their results, and average results for the class.



Legend:

—■— Your style

- - ■ - - All Users

- . - ■ - . Age Group - 30-39

- - ■ - - Gender - Male

- . - ■ - . Occupation - Instructor

Example graph produced by the online version

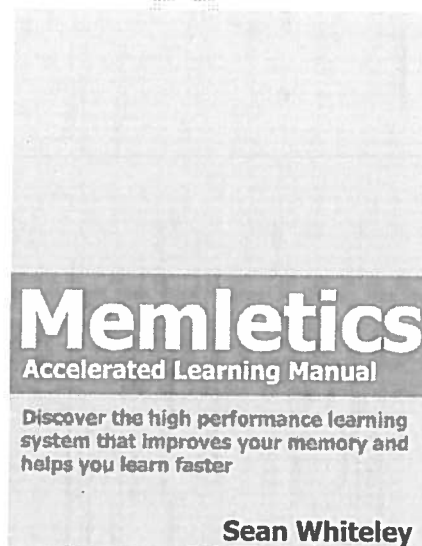
<http://www.memletics.com>

This is the primary site for the Memletics® Accelerated Learning System. Over 4,000 people in 85 countries are using parts or all of Memletics to help themselves learn faster.

The Memletics Accelerated Learning Manual is the primary reference for Memletics, and it's only available from this website.

Key features include:

- Learn more about learning styles with information not available on the web.
- Choose from over eighty memory and learning techniques. You'll also learn to use them during the learning process
- Find out how diet and dietary supplements can help memory.
- Discover new software technologies and how they can speed up learning.
- Learn how to optimize repetition in your learning activities.
- Use it to improve your own or your children's study skills.
- 210 pages, available in ebook and printed formats. The ebook format is available for download within 15 minutes after an order.



Special Offer:

You can obtain 30% off the electronic format of the Memletics Manual (20% off the printed format) using this discount code: LSFPBL

Here's how to use it:

1. Order the format you'd like from the Memletics site, at <http://www.memletics.com/manual/default.asp>
2. On your order form, enter the discount code LSFPBL in the discount field
3. Check the discount has been applied on the order verification page

<http://www.accelerated-learning-online.com>

If you'd like more general information on accelerated learning, try this web site. It provides:

- Overviews of the key parts of Memletics
- Over 14,000 abstracts from research reports on the brain, memory and learning. These are organized into a searchable and browseable index

Peg System for Remembering Lists

The Peg memory systems are ideal for remembering information that must be recalled in a particular order. Like all memory systems, the Peg systems improve your memory by creating a filing cabinet in your mind.

How Peg Systems Work

Then, to memorize a list, you visually associate each item of information with the number image (e.g., sun, shoe, tree). To recall the list, you simply run through the numbers in your mind.

Number-Rhyme Pegs

The Number-Rhyme Peg system is perhaps the easiest peg memory system to learn. For each of the numbers from 1 to 10 (and even up to 20, really), you associate with each number a word that rhymes with that number. Most people find this very easy to do.

- | | |
|---------------|-----------------|
| 1. One-Sun | 6. Six-Sticks |
| 2. Two-Shoe | 7. Seven-Heaven |
| 3. Three-Tree | 8. Eight-Gate |
| 4. Four-Door | 9. Nine-Wine |
| 5. Five-Hive | 10. Ten-Hen |

Now really tap into your visual memory, and make each of these listed items very clear in your mind. For example, what kind of sun? Picture it vividly. What type of shoe? A man's dress shoe, for instance?

Go through each of the ten items in this way until each is very clearly pictured in your mind. Making the mental images clear and detailed will greatly improve your recall of information later.

Using the Number-Rhyme Pegs. The simplest use of the Number-Rhyme Pegs is to memorize a straight list of ten objects. However, this system can be used to memorize much more, including lists of sayings, concepts, technical terms, definitions, vocabulary, steps in a procedure, and so on.

Again, memory management is a skill, and the more you practice the memory systems the easier they will seem and the better results you will get with your memory.

Rhymes from 11 to 20. The following are two rhyming words for each of the numbers 11 through 20. These are used the same way as the rhyming pegs from 1 through 10:

- | | |
|-------------------------|--------------------------|
| 11. Leaven, Football 11 | 16. Sistine, Licking |
| 12. Shelf, Elf | 17. Leavening, Deafening |

13. Thirsting, Hurting
14. Fording, Courting
15. Fitting, Lifting

18. Aiding, Waiting
19. Knighting, Pining
20. Plenty, Penny

Alternately, you can mix Number-Rhyme with Number-Shape (see below) for 11 to 20. For instance, you could use the rhyming pegwords for 1 through 10 and use the single-digit shape pegwords for 11 to 20. Use the words, 11-Pencil, 12-Swan, 13-Pitchfork, and so on (ignoring the "1" in the tens place).

Number-Shape Pegs

The Number-Shape peg system is similar to the Number-Rhyme system, except that instead of using words that rhyme with the numbers as the pegs, you use the actual shape of the numbers as pegs. This is kind of cool if you haven't seen it before and very visual.

These following is one list of shape equivalents for the numbers 1 through 10. To create variety, you can of course make up your own (try using these first though to get used to the concept).

1 = Pencil
2 = Swan (curved neck)
3 = Love Heart (top of)
4 = Yacht Sail
5 = Sea Horse (facing right)
6 = Golf Club
7 = Cliff Edge
8 = Hourglass
9 = Balloon on Stick
10 = Fork and Plate

So to associate an item of information with a number-shape, associate the shape with the information.

Alphabet Pegs

The Alphabet peg system is a bit different from the Number-Rhyme and Number-Shape pegs but equally as easy to learn.

A - Hay
B - Bee
C - See
D - Deed
E - Eve
F - Effort
G - Jeep

H - Age
I - Eye
J - Jay
K - Key
L - El
M - Hem
N - Hen
O - Hoe
P - Pea
Q - Cue
R - Oar
S - Sass
T - Tea
U - Ewe
V - Veal
W - Double You
X - Ax
Y - Wire
Z - Zebra

Peg Strings:

1-gun Visualize the first item being fired from a gun
2-shoe Visualize an association between the second thing and a shoe
3-tree Visualize the third item growing from a tree
4-door Visualize the 4th item associated with a door
5-hive Visualize the fifth item associated with a hive or with bees
6-bricks Visualize the sixth item associated with bricks
7-heaven Visualize the seventh item associated with heaven
8-weight (or height) Visualize the 8th item on a weight (or height) as if you are heavy (or high)
9-wine Visualize a glass containing the 9th item
10-hen Visualize the 10th item associated with a chicken.

A Model of Learning Objectives

based on

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives

Among other modifications, Anderson and Krathwohl's (2001) revision of the original Bloom's taxonomy (Bloom & Krathwohl, 1956) redefines the cognitive domain as the intersection of the Cognitive Process Dimension and the Knowledge Dimension. This document offers a three-dimensional representation of the revised taxonomy of the cognitive domain.

Although the Cognitive Process and Knowledge dimensions are represented as hierarchical steps, the distinctions between categories are not always clear-cut. For example, all procedural knowledge is not necessarily more abstract than all conceptual knowledge; and an objective that involves analyzing or evaluating may require thinking skills that are no less complex than one that involves creating. It is generally understood, nonetheless, that lower order thinking skills are subsumed by, and provide the foundation for higher order thinking skills.

The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire or construct—ranging from concrete to abstract (Table 1).

Table 1. The Knowledge Dimension – major types and subtypes

concrete knowledge		abstract knowledge	
factual	conceptual	procedural	metacognitive*
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures	strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

(Table 1 adapted from Anderson and Krathwohl, 2001, p. 46.)

*Metacognitive knowledge is a special case. In this model, "metacognitive knowledge is knowledge of [one's own] cognition and about oneself in relation to various subject matters . . ." (Anderson and Krathwohl, 2001, p. 44).

This taxonomy provides a framework for determining and clarifying learning **objectives**.
Learning **activities** often involve both lower order and higher order thinking skills as well as a mix of concrete and abstract knowledge.

The Cognitive Process Dimension represents a continuum of increasing cognitive complexity—from lower order thinking skills to higher order thinking skills. Anderson and Krathwohl (2001) identify nineteen specific cognitive processes that further clarify the scope of the six categories (Table 2).

Table 2. The Cognitive Processes dimension — categories & cognitive processes and alternative names

lower order thinking skills —————→ higher order thinking skills					
remember	understand	apply	analyze	evaluate	create
recognizing <ul style="list-style-type: none"> identifying recalling <ul style="list-style-type: none"> retrieving 	interpreting <ul style="list-style-type: none"> clarifying paraphrasing representing translating exemplifying <ul style="list-style-type: none"> illustrating instantiating classifying <ul style="list-style-type: none"> categorizing subsuming summarizing <ul style="list-style-type: none"> abstracting generalizing inferring <ul style="list-style-type: none"> concluding extrapolating interpolating predicting comparing <ul style="list-style-type: none"> contrasting mapping matching explaining <ul style="list-style-type: none"> constructing models 	executing <ul style="list-style-type: none"> carrying out implementing <ul style="list-style-type: none"> using 	differentiating <ul style="list-style-type: none"> discriminating distinguishing focusing selecting organizing <ul style="list-style-type: none"> finding coherence integrating outlining parsing structuring attributing <ul style="list-style-type: none"> deconstructing 	checking <ul style="list-style-type: none"> coordinating detecting monitoring testing critiquing <ul style="list-style-type: none"> judging 	generating <ul style="list-style-type: none"> hypothesizing planning <ul style="list-style-type: none"> designing producing <ul style="list-style-type: none"> constructing

(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)

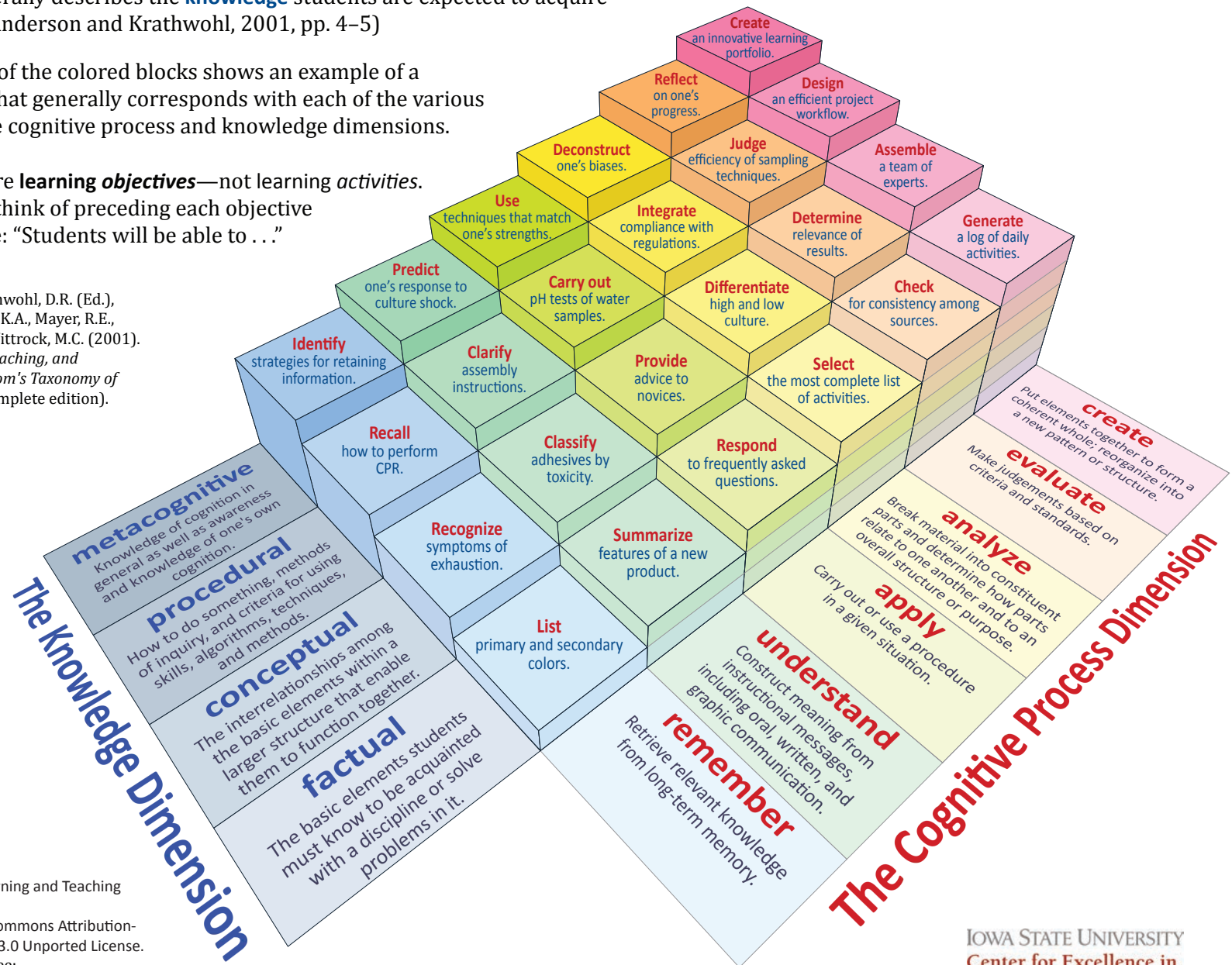
A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

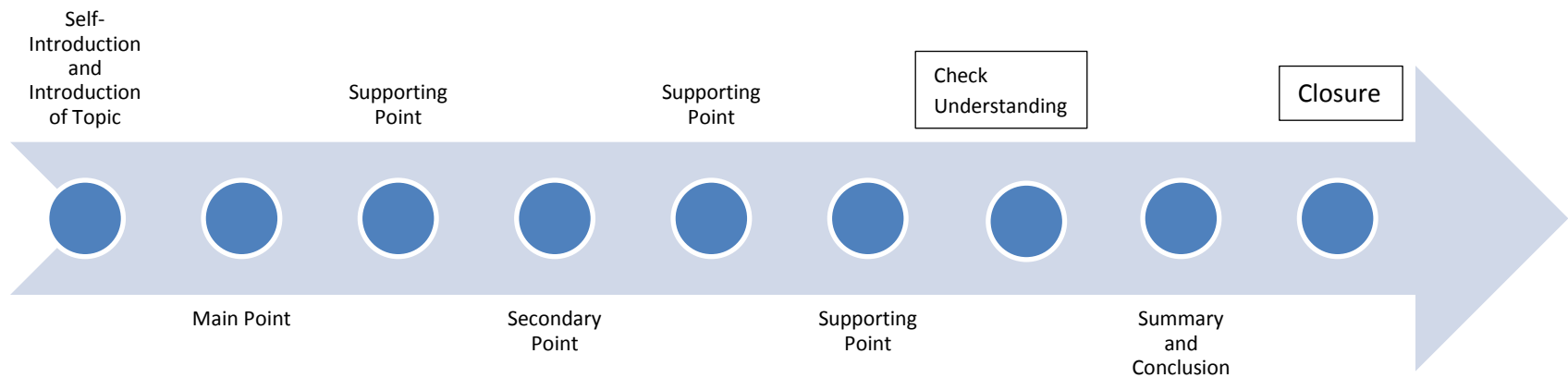
- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning *activities*. It may be useful to think of preceding each objective with something like: “Students will be able to . . .”

*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.





1 sec.

30 sec.

60 sec.

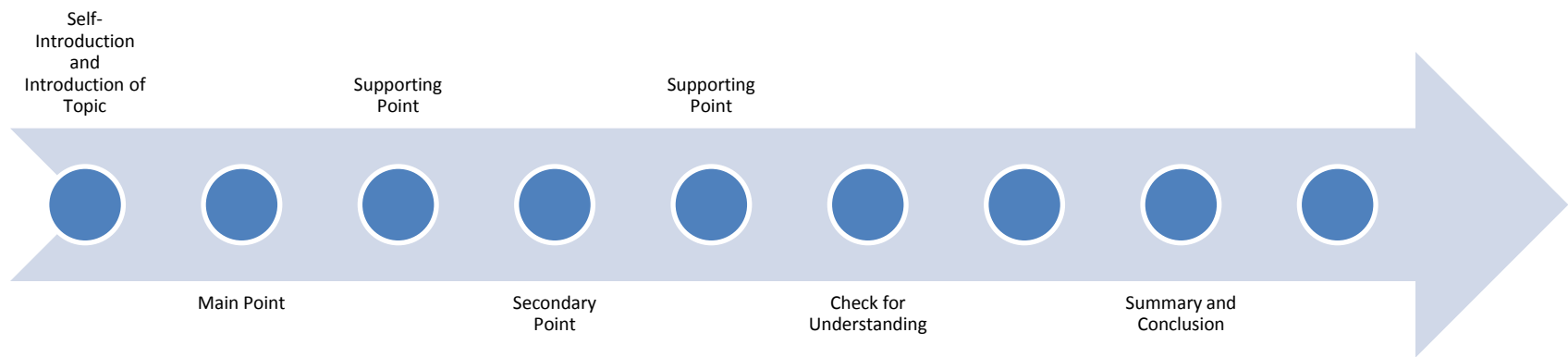
90 sec.

120 sec.

Topic: _____

Goal: _____

Objective(s): _____



The Two Learning Hemispheres

There are two learning hemispheres, **Social and Solitary**, into which the five basic learning styles are manifested. Although the hemispheres are the dominate arena, the basic learning style will still be reflected by the individual learner.

I. Social (Interpersonal) Hemisphere (S.H.):

The SH learner will have a strong social style, they will communicate well with people, both verbally and non-verbally. People listen to them or come to them for advice, and they are sensitive to their motivations, feelings or moods. They are good listeners and understand other's views. They will enjoy mentoring or counseling others.

- A. They typically prefer learning in groups or classes, or like to spend one-on-one time with a teacher or an instructor. They heighten their learning by bouncing thoughts off other people and listening to how they respond. They prefer to work through issues, ideas and problems with a group. They thoroughly enjoy working with a 'clicking' or synergistic group of people.
- B. The SH learner prefers to stay around after class and talk with others. They prefer social activities, rather than doing their own thing, and typically enjoy games that involve other people, such as card games and board games. The same applies to team sports such as football or soccer, basketball, baseball, volleyball, baseball and hockey.

2. Learning and Techniques:

1. Social learners should aim to work with others as much as possible; and try to study with a class. If this is not available then consider forming study group with others at a similar level.
 - a. It may be easier for the SH to try some of the Memletics Techniques in a social setting, and work with the feedback from others.
2. Role-playing is a technique that works well with these learners, whether it's one on one or with a group of people.
3. Direct the SH to work on associations and visualizations with other people. Make sure they understand the principles of what the designed goal is in order to avoid surprises and errors. It is to be expected that others will have different perspectives and creative styles, and so the group can be used as a sounding board of sorts as well.
4. Don't just recite class assertions, but share the key assertions with others. By doing this the social learner signs a social contract creating accountability.
5. Encourage the SH to share their reviews, review checklists and 'perfect performance' scripts with those in accountability group. By listening to how others solve their issues, the SH may get further ideas on how to solve their own issues.
6. Mind maps and systems diagrams are great in-class-work for the SH. (Have one person be the appointed drawer, while the rest of the class works through material and suggests ideas).
7. Working in groups to practice behaviors or procedures help the SH to understand how to deal with variations. Seeing the mistakes or errors that others make will help he /she avoid them later.

II. Solitary (Intrapersonal) S.I.:

The solitary hemisphere (SIH): Prefer to work alone and use self-study.

They have a solitary style, they are more private, introspective and independent. The SI can concentrate well, focusing their thoughts and feelings on the current topic. They are aware of their own thinking, and may analyze the different ways he/she thinks and feels.

- a.** The SI will spend time on self-analysis, and often reflect on past events and the way they approached them. They take time to ponder and assess their own accomplishments or challenges; and may keep a journal, diary or personal log to record personal thoughts and events.
- b.** The SI tends to spend time alone. May have a personal hobby. Will prefer traveling or holidaying in remote or places, away from crowds.
- c.** They tend to feel that they know themselves; and think independently, and know their mind. They may have attended self-development workshops, read self-help books or used other methods to develop a deeper understanding self.
- d.** They prefer to work on problems by retreating to somewhere quiet and working through possible solutions; and may sometimes spend too much time trying to solve a problem that may have been more easily solved by talking to someone.
- e.** The SI likes to make plans and set goals. They know their direction in life and work. Prefers to work for themselves, or have thought a lot about it. If they don't know their current direction in life, they feel a deep sense of dissatisfaction.

The Five Learning Styles and Two Learning Hemispheres

There are five basic learning styles and two hemispheres in which learning takes place. Although learners may present in a dominant learning style, learners use all five styles to receive information. The dominant style may not be the same used in accomplishing all tasks.

The Learning Styles:

1. **Visual (Spatial) learners:** Visual learners prefer using pictures, images and spatial understanding.
 - a. The visual learner will prefer using images, pictures, colors, and maps to organize information and communicate with others. They can easily visualize objects, plans and outcomes in their mind's eye. They will also have a good spatial sense, which gives them a good sense of direction. They can easily find their way around using maps, and rarely get lost. The whiteboard is a best friend if they have access to one. They love drawing, scribbling and doodling, especially with colors. They typically have a good dress sense and color balance, although not always.
2. **Auditory (Musical) Learners:** The auditory or aural style learner likes to work with sound and music. He/she will have a good sense of pitch and rhythm; and can typically sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. They will notice the music playing in the background of movies, TV shows and other media and will often be found humming or


tapping a song or jingle, or a theme or jingle pops into their heads without prompting.

3. **Physical (Kinesthetic) Learner:** The kinesthetic learner will use their body and sense of touch to learn about the world around them. It's likely they will enjoy sports and exercise, and other physical activities such as gardening or woodworking. They like to think out issues, ideas and problems while they exercise. They would rather go for a run or walk if something is bothering them, rather than sitting at home.
4. **Verbal (Linguistic) Learner:** The verbal learning style prefer using words, both in speech and writing. The verbal style learner involves both the written and spoken word. This style learner finds it easy to express themselves, both in writing and verbally. They will love reading and writing. They will enjoy playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. The verbal learner will know the meaning of many words, and regularly make an effort to find the meaning of new words. They will use these words, as well as phrases they have picked up recently, when talking to others.
5. **Logical (mathematical):** The logical learner prefer using logic, reasoning and systems. The logic or mathematical style learner will enjoy using their brain for logical and mathematical reasoning. They recognize patterns easily, as well as connections between seemingly meaningless content. This also leads them to classify and group information to help them learn or understand. They work well with numbers and can perform complex calculations, and will remember the basics of trigonometry and algebra, and can do moderately complex calculations in their heads.
 - a. They will typically work through problems and issues in a systematic way, and like to create procedures for future use. They are happy setting numerical targets and budgets, and track their progress.

They like creating agendas, itineraries, and to-do lists, and typically number and rank them before putting them into action.

b. The scientific approach to thinking means they often support their points with logical examples or statistics. They pick up logic flaws in other people's words, writing or actions, and may point these out to people (not always to everyone's amusement).

c. They like working out strategies

 POST	Course: INSTRUCTOR DEVELOPMENT Topic: Salsa										
Training Program Details	Instructor: Marcy Chadwell Lesson Plan Originated by: Marcy Chadwell Date Prepared: 1/1/2011 Revision Date: Revision Date: Revision Date:										
Instructional Time	20 minutes										
Goal	The goal of this presentation is to teach classmates how to make Salsa Mexicana.										
Performance Objectives	<u>At the end of this block of instruction the student will be able to:</u> 1. <u>Correctly distinguish</u> the different types of salsa. 2. <u>Properly list ingredients</u> for Salsa Mexicana. 3. <u>Accurately identify</u> three tips when creating your own salsa.										
References	Miller, Mark. <u>The Great Salsa Book</u> . Berkley, California Ten Speed Press. First Printing 1994. Marcy Chadwell and Bonnie Mariani										
Equipment	<table border="0"> <tr> <td>Cutting Board</td> <td>Food Gloves</td> </tr> <tr> <td>Salsa Ingredients</td> <td>Salsa Book and Recipe</td> </tr> <tr> <td>Paper towels</td> <td>Large Bowl</td> </tr> <tr> <td>Knives</td> <td>Mixing Spoon</td> </tr> <tr> <td>Recipe Handouts, flip chart</td> <td><u>The Great Salsa Book</u></td> </tr> </table>	Cutting Board	Food Gloves	Salsa Ingredients	Salsa Book and Recipe	Paper towels	Large Bowl	Knives	Mixing Spoon	Recipe Handouts, flip chart	<u>The Great Salsa Book</u>
Cutting Board	Food Gloves										
Salsa Ingredients	Salsa Book and Recipe										
Paper towels	Large Bowl										
Knives	Mixing Spoon										
Recipe Handouts, flip chart	<u>The Great Salsa Book</u>										
Instructional Methods	This block of instruction will be taught using instructor facilitation, group discussion and, group involvement.										

Instruction	
<p>Yellow Light</p>	<p>I. Introduction and Course Objectives</p> <p>A. Good Morning, my name is Marcy and I am going to present and involve you all in the process of making Salsa Mexicana! In 20 minutes, you will become a Mexicana Salsa expert!</p> <p>B. By the end of this presentation, you will be able to</p> <ol style="list-style-type: none"> 1. Correctly distinguish different types of salsa. 2. Properly list ingredients for Salsa Mexicana. 3. Accurately identify three tips when creating your own salsa.
<p>Course Objectives Optional: write them out on the flip chart</p>	<p>II. Lead In</p> <p>A. I have this great bag of fresh corn chips. By themselves, they taste salty and a bit plain.</p> <p>B. What would happen if you added a fresh bowl of salsa? This rather plain snack will turn into a fun feast that you can share with family and friends!</p> <p>C. Salsa Mexicana is a very simple salsa, and can be prepared for those who love hot and spicy salsa, or for those who like mild salsa.</p> <p>D. This recipe comes from <u>The Great Salsa Book</u>. There are many types of salsa in this book, such as Chile, Tropical, and fruit salsas, from many different cultures.</p> <p>E. Salsa Mexicana is a tomato salsa, an all purpose salsa that can be served with chips or any type of meat.</p> <p>F. How many of you, like me, love any kind of salsa? Salsa Mexicana is a fast way to get your salsa fix!</p>
<p>Focusing event Hold up a bag of chips</p> <p>If possible, have an already prepared bowl of salsa</p> <p>Approachable Voice</p>	<p>III. Salsa Ingredients</p> <p>A. What makes a great salsa? Let's talk about it.</p> <ol style="list-style-type: none"> 1. The first thing to remember is that the ingredients should be fresh. The fresher the salsa, the more tasty. 2. The recommendation is to buy the ingredients the same day or day before you prepare the salsa. <p>B. Let's review the ingredients for Salsa Mexicana, the salsa we will be making today. The ingredients are:</p> <ol style="list-style-type: none"> 1. 10 Roma tomatoes 2. 1 to 2 jalapeño peppers, based on taste 3. 1 to 2 slices white 4. 2 to 3 green onions, tops and bottoms 5. ¼ bunch cilantro 6. 1 lime 7. 1 package salsa mix
<p>Pass the Salsa Book around Objective 1</p>	
<p>Curriculum Matrix: Cultural Diversity</p> <p>Test Question # 1</p>	
<p>"Like Me"</p>	
<p>Let the group offer what they think makes a great salsa.</p>	
<p>Objective 2</p> <p>Test Question # 2</p>	
<p>Set out all the ingredients as you list them</p>	

<p>Place your big bowl out, but have smaller bowls for those cutting the ingredients</p> <p>Offer gloves to those dicing</p> <p>Curriculum Matrix Classroom Safety</p> <p>Give each student an ingredient to dice</p> <p>As you are talking be sure to observe the dicing for classroom safety</p> <p>“Like Me”</p> <p>Objective # 3 As you are having the students stir the ingredients, talk about tips for a good salsa.</p> <p>Show the class how colorful this Salsa is</p> <p>Test Question # 3</p> <p><u>OPTIONAL:</u> use the class discussion to fill time if you are short</p>	<p>8. A dash of garlic salt</p> <p>IV. Preparing Ingredients</p> <p>A. The first thing to do is set out all your ingredients</p> <p>B. Set out any utensils you may be using such as a knife, a cutting board, and paper towels, and a large bowl.</p> <ol style="list-style-type: none"> 1. It is a good idea to have a pair of food gloves for the items such as the jalapenos and onion so as not to get the spice on your fingers. 2. Make sure your knife is very sharp to cut and dice ingredients without crushing them. <p>C. Wash any items that need to be washed</p> <p>D. Now you will begin dicing the ingredients. There is no real order, except using the lime last. As each item is diced, it is placed in the large bowl.</p> <ol style="list-style-type: none"> 1. Dice the tomatoes 2. Dice the white and green onions 3. Dice the jalapeno(s). Depending on how hot you want your salsa, use one large or 2 medium. 4. With the seeds of the jalapeno, the more you put in, the hotter the salsa. 5. Chop the cilantro to very small pieces. Because cilantro has such a vivid flavor, use what tastes good to you. Personally I like a lot of cilantro. How about you? 6. Sprinkle a dash of garlic salt over the top of the ingredients. 7. Add the package of Salsa mix 8. Stir using your wooden spoon. 9. Last add the lime juice for taste. I usually use a whole small lime. 10. Stir the salsa thoroughly. <p>V. Tips for Creating Your Own Salsa</p> <p>A. As stated, fresh ingredients are the best. Avoid canned and faded spices.</p> <p>B. Whenever you can, cut the ingredients for the salsa the same size. The smaller they are cut, the more interesting the salsa will be.</p> <p>C. When possible, include ingredients with a variety of color. It makes it more appetizing.</p> <p>VII. Class Discussion</p> <p>A. As we are putting the finishing touches on our</p>
--	--

<p>“Like Me”</p> <p>Allow for students to talk about their own salsa.</p> <p>Ensure you have collected the knives, and any utensils the students have used.</p>	<p>newly made salsa, how many of you, like me have made your own salsa?</p> <p>B. What are some of your favorite types of salsa?</p> <ol style="list-style-type: none"> 1. I prefer tomato salsas over other types. 2. Fruit Salsa has a sweet, yet spicy flavor. 3. Has anyone tried a fruit salsa? <p>VI. The Finished Product</p> <p>A. Now that we have a completed salsa, cover and set the newly mixed salsa in the refrigerator for a few hours prior to serving.</p> <p>B. The longer it sits, the more the flavor develops.</p> <p>C. Serve with warm tortilla chips for rave reviews!</p>
<p>Understanding</p> <p>Review the Course Objectives, ask if there are any questions</p> <p>If time allows, you can do a verbal or written quiz.</p>	<p>Checking for understanding will be done by:</p> <ul style="list-style-type: none"> • A review of Course Objectives • Question and answer activity, • Student demonstration of technique • Each student will take a written Salsa quiz
<p>Closure</p> <p>Have tortilla chips and completed salsa ready for taste testing</p>	<p>After a review of the Course Objectives:</p> <ul style="list-style-type: none"> • Each student will do a taste test of the salsa • Offer a Salsa Mexicana recipe to each student • Thank all for their attention

SALSA MEXICANA TEST QUESTIONS

1. Salsa Mexicana is a _____ salsa
 - a. Fruit
 - b. Tomato**
 - c. Chile
 - d. Tropical
2. Three of the ingredients in Salsa Mexicana are:
 - a. Corn, tomatoes, and peppers
 - b. Tomatoes, onion, and fruit
 - c. Tomatoes, jalapeno peppers, and cilantro**
 - d. Tomatoes, cilantro, and red peppers
3. A tip for good salsa is using fresh ingredients
 - a. True**
 - b. False

COGNITIVE VERBS LIST:

Knowledge

define
list
memorize
name
recall
record
relate
repeat

Application

apply
demonstrate
dramatize
employ
illustrate
interpret
operate
practice
schedule
sketch
translate
use

Synthesis

arrange
assemble
collect
compose
construct
create
design
formulate
manage
organize
plan
prepare
propose
set up

Comprehension

describe
discuss
explain
express
identify
locate
recognize
report
restate
review
tell

Analysis

analyze
appraise
calculate
compare
contrast
criticize
debate
diagram
differentiate
distinguish
examine
experiment
inspect
inventory
question
relate
solve
test

Evaluation

appraise
assess
choose
compare
estimate
evaluate
inspect
judge
rate
revise
score
select
value

VERBS TO AVOID:

acknowledge
appreciate
be aware of...
be conscious of...
believe
comprehend
grasp
internalize
realize
sense
understand
value

NOTE:

When writing performance objectives you should use specific verbs to specify in one of the three domains; (cognitive, affective, or psychomotor) to achieve the desired behaviors expected of the students.

CRITERIA WORD LIST

properly
correctly
successfully
completely
effectively
accurately
to the satisfaction of the instructor
75 % - 80% - 100% (etc.)

AFFECTIVE VERB LIST:

accept
admit
advocate
allow
aspire
assist
attain
belong
commend
compliment
concern
concur
confer
congratulate
correspond
dedicate
deserve
engage
enhance
enlighten
enlist

enrich
excel
exhibit
express
flatter
fulfill
impart
impel
imply
incite
induce
invigorate
kindle
motivate
oblige
perceive
ratify
reinforce
stimulate
urge

PSYCHOMOTOR VERB LIST:

advance
anchor
assort
build
carry
climb
converse
convert
demonstrate
enlarge
enter
equip
execute
fabricate
fill
finish
fix
furnish
gather
generate

grind
heave
inscribe
inspect
intersect
juggle
make
manipulate
observe
operate
perform
practice
proceed
rebuild
recast
remodel
straighten
transfer
transpose
work

A-TEC

Curriculum Matrix Items

Ethics and Professionalism

Culture Diversity and Awareness

Politically Correctness

Community Policing and Problem Solving

Sexual and Work Place Harassment

The use of Force

Officer Safety (Classroom) and Homeland Security

LESSON PLAN and PRESENTATION preparation checklist for _____

Coach: _____



	COACH	First review	Second review	Final sign off	
1					T-Bar format
2					Full sentence outline (Roman Numerals I, II, III, etc. can be single words or phrases)
3					Minimum of 3 Objectives
4					At least 1 cognitive and 1 psychomotor
5					Indicate each Objective number in the left hand column under Instruction
6					Minimum of 3 Paralanguage skills (indicate in left column under Instruction)
7					Minimum 1 POST Matrix Item (indicate in left column under Instruction)
8					Minimum 3 Test Questions on a separate sheet; answers in bold)
9					At least one each: Multiple Choice, Fill in the blank, True/False
10					Indicate each Test Question number in the left hand column under Instruction
11					Minimum 3 different types of Visual Aids (handouts, ppt, flip chart, props, etc)
12					Indicate that your using AV in the left hand column under Instruction
13					Maximum total video/audio clip length is 3 minutes
14					Maximum PPT slides is 5
15					Must be Legal, Ethical, Moral, relevant to the topic
16					Attach a copy of each handout, slides, pictures, etc. to final plan
17					Maximum total lecture time is 5 minutes
18					Lesson plan could be read like a book and understood

Lesson Plan is approved



After the Lesson Plan is approved

- ☐ Make 2-3 copies of Lesson Plan: for POST, for you, and, (optional) for your coach
- ☐ Include the Test question/Answer sheet, any copies of AV referenced in Lesson
- ☐ Create enough handouts for everyone in your table group

Peer Coaching Process and Protocol

The following protocol is designed to provide experience as a peer coach and observer. In this protocol you and a partner will each serve as peer coaches to each other. During one cycle, you will teach while your partner observes the process. During the next cycle you will watch process as your partner teaches.

During the watching role, pay attention to the nonverbal signals related to thinking and attention. Also watch your partner teach and notice the nonverbal moves they attempt and their impact on the group.

The teaching cycle – repeated for each person at the table:

1. **Teaching (20 min.):** Real-time training. Be active and engaging using the strategies and structures taught during the week. LIMITED LECTURE. You may use up to three minutes of video-supported visuals.
2. **Personal Reflection (3 min):**
 - **Part 1:** Trainer and peer coach leave the room to discuss the outcomes
 - **Part 2:** The group remains at the table to discuss what they saw and to prepare for thinking questions in the next section
3. **Surfacing the Teacher's Thinking (5 min.):** Group members ask thinking questions (sample thinking questions are in the student workbook page 71). The peer coach will write down any relevant issues or concepts. The group should strive to engage the trainer, and the trainer should be doing the bulk of the speaking as they respond to well-constructed thinking questions
4. **Brainstorming (3 min.):** Group members brainstorming ideas, observations and other options the trainer might consider for the block. During this time, the trainer and peer coach turn their chairs away from the group and only listen (no dialogue or response by the trainer to any statements). The peer coach will write down ideas and impressions
5. **Presenter Reflects (2 min.):** The presenter reflects on their learning during the process of teaching, the thinking questions and brainstorming.
6. **Break** while the next trainer prepares

CURRICULUM VITAE

NAME:

TITLE:

DEPARTMENT/AGENCY:

ADDRESS:

PHONE: (w)(c)

EMAIL ADDRESS:

EDUCATION

COLLEGE/UNIVERSITY/GRADUATION YEAR/DEGREE

LAW ENFORCEMENT TRAINING ACADEMIES:

YEAR/PROGRAM/TRAINING HOURS/AGENCY/LOCATION

LAW ENFORCEMENT AND FIRE EXPERIENCE:

YEAR/TITLE/AGENCY/LOCATION

- ***ASSIGNMENTS/AFFILIATIONS***

INSTRUCTOR EXPERIENCE:

YEAR/INSTRUCTOR TITLE/CLASS/LOCATION

CERTIFICATIONS:

CERTIFICATION TITLE/AGENCY/CLASS #/RECERTIFICATIONS

TRAINING:

YEAR/TRAINING TYPE/ LOCATION/TRAINING HOURS:

REFERENCES

NAME/TITLE/LOCATION (CITY, STATE)/PHONE

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Role Playing / Simulation Scenario Worksheet:

Scenario Title: _____ Date: ____/____/____

Location of the training: _____

The GOAL or PURPOSE of the Scenario:

The Scenario's Performance Objectives: (List out the performance objectives.)

At the end of this role playing / simulation scenario the students will be able to:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

2008 Edition



Equipment, Props, and Training Tools needed in this Scenario: (List out all and every equipment, prop, or tool needed in this training scenario. Also make note of ‘how many’ is needed.)

Equipment and Tools to be provided by the students.	Equipment and Tools to be provided by the instructor (agency)
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

Special Equipment, Tools & Props: (List out any special equipment, props or tools that are needed.)

Student Instructions: (What information or instructions needs to be given to the students prior to entering into the Scenario – i.e. simulated dispatch call given out; verbal instructions and/or written instructions,)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Role Player's Instruction: (List out what each of the Role Player's actions are to be – what they are to do, what their that they are to act out.)

Role Player #1	Role Player #2
Role Player #3	Role Player #4
Role Player #5	Role Player #6

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What the Role Player's are NOT ALLOWED to do: (List out any specific activities that the Role Player is not allowed to do. Remind the Role Player to stick the pre-writtne scrtipt, and that they are to use only the pre-designed alternatives as given in the scenario)

RP #1: _____

RP #2: _____

RP #3: _____

RP #4: _____

RP #5: _____

RP #6: _____

Evaluator Instructions: (List out the specifics of what the Evaluators are to be looking for, keeping in mind of the Performance Objectives.)

Safety Officer Instructions: (List out the specifics of what the Safety Officer is to do.)

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Diagram of the Scenario: (Diagram or sketch out what the scenario is showing the locations of props and equipment; location of the Evaluators; location of the Safety Officer; location of the video tripod or personnl holding the video camera; location of the actors; location of the students; etc.)

◆ Role Player ● Student ■ Prop ▲ Video + Safety ⬠ Other

A large, empty rectangular box with a black border, intended for the user to draw a diagram of the training scenario. The box is currently blank.

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Role Playing & Realistic Scenario-Based Training (RSBT)

Prepared by Kenneth K. Knoelk

Introduction:

History:

The term “role” comes from the “rolled-up scripts” actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and the actors then were said to “play the part” or as to say the “role”. Playing the part or playing the role – equals - “role playing”.

Dr. Jacob L. Moreno (1889-1974) in 1910 designs the first known role-playing techniques to be used in area of training. Role-playing became more widely known and used after he moved from Vienna, Austria to the United States in the 1930s.

Role-playing is a primary technique to provide participation and involvement in the learning process. In a training environment, role-playing allows the learner to receive objective feedback about one's performance. Role playing techniques can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real life situation in a protected environment.

Over recent years, there has been greater interest in employing active learning techniques in the college classroom. Faculties have recognized that learners gain knowledge and insight through action. In addition, professors are more aware of differences in learning styles, and the importance of using a variety of instructional techniques to address as many of these as possible. There has also been increased emphasis on creating community in the classroom, whereby students learn through interactions with each other and assume joint ownership of the educational experience.



Liability Issues:

“Liability,” . . . a word that strikes immediate concern in many law enforcement instructors, but it is also the word that makes them strive to do their best.

Law enforcement trainers, regardless of the discipline they teach, have the same basic function: to help reduce liability. A teacher becomes well versed in their art, which limits their personal liability. This allows them to teach the appropriate techniques to students to limit their liability as well. All this, helps limit the organization’s liability and, just as important, it limits the liability to the communities they serve. It is important to note, the term “liability” does not just apply to a civil tort, it also refers to the burden created by injury, and the ripple effects to the rest of the organization/community.

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One of the best ways for a law enforcement trainer to manage liability is through Realistic Scenario-Based Training (RSBT). While RSBT has been around for numerous years, there are still a large number of law enforcement agencies that do not use it or that do not use RSBT to its full potential. It has been called by many names, such as “Force-on-Force Training”, “Confrontational Simulation”, and “Simulation Training,” just to name a few. Regardless of the name used, the goals are the same. It is designed to help the student become proficient in *real-world situations* with an eye toward limiting liability. It is imperative to note that classroom instruction and training in static environments are still valid; however, these techniques alone are not sufficient. While many law enforcement trainers now use some form of RSBT, it is essential to know why this type of training is important. If you, as a law enforcement trainer, were asked why RSBT is needed would you have an intelligent answer? Could you justify the cost of RSBT to your budget committee? If asked, during a civil trial, to support a particular training scenario could you provide legitimate sources, statistics, and case law?

For your sake, your student’s sake and for the sake of your organization the answer should be a definitive “Yes.” Let us start with one basic question, why is Realistic Scenario-Based Training important? Simply put RSBT is important because the courts tell us it is important. The courts have been stating this for decades and have reaffirmed their statements with recent trial decisions. It is vital law enforcement trainers keep track of these court decisions.

Case Laws:

Below there are just a few Cases Laws (of many) that address training, but they speak volumes about the type of training we must provide our law enforcement students. By reviewing these cases, it is clear that training must take place regardless of budgetary constraints. Training must address situations the student is likely to encounter, must concentrate on all the tools being issued and used, and it must be realistic. If you fail to address all these issues during your training, you may be opening yourself and your department to liability.



Walker vs. City of New York

If it is known that employees will encounter particular events during the course of their employment, the employer must train those employees to aid their decision-making regarding the events. Especially, if employees have made incorrect decisions when presented with similar type of events in the past.

Owens v Hass:

Individual officers must be trained to perform the requirements of their jobs. Suspect may sue for negligent training, right on up the supervisory chain, if injured. This case indicated that training

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must be **“street real”** as much as safety will allow. Job tasks should be examined and instruction should be tailored to the officer’s assignment, equipment, and risks. This case indicated that training must be **“street real”** as much as safety will allow. Job tasks should be examined and instruction should be tailored to the officer’s assignment, equipment, and risks.

Lewis v Sacramento No. 93-15924 10-9

Deputy acted outside policy. The Ninth Circuit said he was personally liable for death of passenger on motorcycle. ***Low frequency - high liability training MUST be reinforced with scenarios and discussions***

Parker vs. District of Columbia:

If the agency issues equipment, they are required to train the officer with it. Likewise, if an action is required as part of an officer’s job, the agency has the responsibility to train the officer to perform that action. This means that ***you cannot simply hand an officer a “Taser” without having real-based training, scenarios or simulation or role-playing training.***

McClelland vs. Facticeau:

Budgetary constraints that limit training resources generally have not been considered a valid defense for failing to train. ***If your agency believes, they do not have the money to train, have them consider the millions they may lose in a civil case if training is not provided.***

City of Oklahoma v Tuttle, 471 US 808, 105 S. Ct. 2427 (1985)

This case dealt with police misconduct, not in the realm of proper policies or inadequate training, but rather ***the court did emphasize strongly the need for ‘Real Time Training’, or Realistic Training’.*** (Inadequate training.) Officer responded to a report of a ‘robber in progress’ and shot a man armed with a toy gun.

Role Playing:

One of the most effective training tools is “Role Playing”. Role Playing is excellent in many ways, which benefit agencies, both in management and with the employees. Role Playing allows a group (or one-on-one) of personnel to ‘act-out’ work related scenarios. ***Role Playing allows for realistic and real-time training***, that is in a low-stress environment, where mistakes can be safely made, causing no damage. When errors are made, it is easy to make corrections immediately. Role Playing is the systematic building of correct habits while learning the acceptable methods of performing the duties of a job.

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Role Playing is an excellent exercise for;

- γ Analyzing problems.
- γ Develops creative ‘problem solving’ skills.
- γ Develops teamwork, cooperation.
- γ Develops communication and listening skills.
- γ Aids in establishing ‘Skill Acquisition’ and ‘Skills of Initiative’, improves one’s performance.
- γ Aids in establishing ‘Habits’ - automatic responses. (memory/muscle retention)
- γ Aids in effecting changes in attitudes and values.
- γ Allows students to develop an understanding of others’ perspectives.
- γ Encourages students to work with others in analyzing situations and developing workable solutions.
- γ Provides students an opportunity to apply concepts they have learned in a rich and realistic environment.
- γ Gives students the chance to gain insight into interpersonal challenges they are likely to have in their careers and private lives.
- γ Enables students to effectively contrast problem-solving methods by role playing a situation several times from diverse perspectives..
- γ Officers a constructive channel through which feelings can be expressed and feedback processed.
- γ Presents students with a forum for building self-esteem and confidence.
- γ Helps students realize that the training process CAN BE FUN!!!!

How to implement effective Role Playing:

Have you ever tried to implement new techniques – and found difficulty changing habit patterns? Have you ever exposed your personnel to correct methodology – and found that they just were not doing what you had taught them? Have you ever identified an error in your own skills or that of others – and found that it just somehow did not get corrected? If the any of these problems sound familiar to you, the solution is Role Playing – however – there is a right and wrong way to implement “***Correct Role Playing***”.



Correct Role Playing:

What is ‘Correct Role Playing’? There are many misunderstandings surrounding this invaluable training tool. Role Plying is NOT just “Practicing Out Loud” and certainly NOT imitating material in front of others. Rather Correct Role Playing is the systematic building of ‘correct habit patterns’ in a low-stress environment, followed by individual critique and correction of errors through rehearsal.

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In the Glenn Kaminsky's Field Training Officer Program, the process is

- γ Describe (explain)
- γ Demonstrate (show)
- γ Perform (do)
- γ Evaluate (critique)
- γ Follow up or remedial training.

The process for Correct Role Playing is very similar.

“Test and Evaluation” versus “Teach and Learn”:

Most training programs are structured so that the role-playing or simulation exercise results in a **“Test and Evaluation”** of the trainee's skill level. A prime example of this type of training is firearms qualification. During a firearms qualification, instructors test and evaluate the trainee's ability to meet a minimum standard when shooting at a silhouette of a human being. While this is necessary to document proficiency with a firearm, **this exercise does absolutely nothing to teach the trainee** how to quickly acquire a target and accurately hit it. In another words, no learning has taken place by the trainee.

By taking the same exercise and viewing it from another perspective, that of **“Teaching and Learning”**, the exercise takes on a whole new meaning. For example, what if each qualification included a brief video showing the trainee their sight picture/sight alignment, stance and trigger press as they shoot? Might the trainee leave the qualification having learned what they can do to improve their ability to shoot? The answer, obviously, is yes. Unfortunately, due to a variety of constraints, most instructors feel that they do not have time to add to an established training curriculum. The solution is simple to change the mindset from “Test and Evaluation” to “Teach and Learn”.

By switching to “Teach and Learn”, an instructor can make learning the primary goal of ANY training exercise. “Test and Evaluate” then becomes a by-product of the learning that takes place.

Setting up a Role Playing and Simulation Scenario:

γ Defining the Goal and Performance Objectives of a role-play or simulation scenario:

Role-play rules are basically simple: Role-plays must be **focused**; the **objectives must be clear and understood**; Role-playing can become ineffective if people are unclear about what they are supposed to do. Instructions must be clear and understood; be clear about the purpose; the **GOAL AND PERFORMANCE OBJECTIVES**. Be very clear, about what you want people to get out of the role-playing experience. Muddy thinking at the outset will result in muddy outcomes. Clear thinking and role-play preparation result in clear outcomes. Ask yourself – “what is it, as an instructor, hope the students will learn by participating in the exercise?”

Defining the goal and performance objectives: The details of what you need to do depends entirely on why you want to include role-playing exercises in your course. What topic

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do you want the exercise to cover? How much time do you and your class have to work on it? What do you expect of your students – i.e. – research, report, presentation? Do you want the students role-playing separately or as a group? Do you want to include a challenge or a conflict element?

γ **Role-playing and simulation scenarios must be ‘realistic’:**



All roll-playing scenarios and all simulation **scenarios have to be realistic**. For instance, if you are teaching a complex behavioral model, break it down, rather than have people role-play it in one huge chunk. Just as actors do not rehearse a play in one huge lump, they break it down into (sometimes) tiny micro-units and rehearse until they really feel confident with each bit, so the same principles apply to any complex new skill to be learned. Being over-ambitious causes people to lose confidence in themselves and in role-playing as a tool. Like any tool, role-playing must be used properly or it will not work. If you do not have time to eventually have the participants doing the whole thing properly, in depth, with plenty of rehearsal and revisiting, then just do a part of it.

γ **Role Playing must fit within the scope of job. (Scope of the employment)**

Roll-Playing Training and Simulation Scenarios not only has to be realistic, but they also need to be within the scope of employment. Training must fit the job, must be job related.

γ **Role Playing and Simulation Scenarios must well scripted - The script must be "Standardized"**

The most important component of successful, meaningful simulation training remains the development of well-trained, *fully controlled* actors. Instructors must assign these actors roles that are *specific*, limited and carefully supervised to *prevent a deviation-from-role* that can lead to poor training and injuries.

Tell actors specifically and in writing, what they can do and, equally important, what they cannot do. Remember: If you use officers for role players (and most of us do), they love to win. With adrenalin dumping, it is hard for an untrained, unsupervised role player to remember that the ultimate goal of the actor is eventually to lose (i.e., be controlled by the officer in the simulation). Yes, actors need to be challenging and realistic, but if the trainee performs effective tactics, the actor should give realistic responses and allow the technique to succeed.

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γ The script can have alternatives.

It is true that the scenario needs to be written out, well scripted and standardized, however, in that script, you need to write in “alternatives”. This is to say that if the officer being tested does one thing, the actor may do one thing, if the officer does another thing, the actor will counter accordingly.

For example: You are working on a domestic violence scenario. You have a mock living room set up, with a sofa on the north wall, an easy-boy chair on the east wall, a television and stand near the front door, etc. You have verbally covered officer safety issues; in particular, before you have a suspect sit down, you make sure the sofa is free of weapons. In the scenario, there is a handgun placed between the cushions, Officer ‘A’ wants the male suspect to sit down, if the officer ‘A’ checks the sofa and finds the gun, great, this is what you want. The actor sits down, and everything is fine. If, however, the officer ‘A’ tells the suspect to sit, and has failed to check the cushions, then the actor can pull the gun, and shoot the officer ‘A’.

Keep in mind, the ‘alternatives’ need to be written down, they need to be performed with standardization based on what the officer does or does not do. The actors cannot deviate from the alternatives.

The evaluation needs to be pre-written.

1. The areas that were taught and need to be tested, must be written down.
- 2: The areas that are to be tested must be based off the performance objectives.

γ The evaluators need to be instructed as to what they are Evaluating

For the observers, explain clearly, what you want them to look out for. Again, this should be in line with your performance objectives.

γ Debriefing and Feedback needs to be provided:

The Debrief:

Debriefing also refers to ‘closure’, ‘wrap up’, verbal (and in some cases a written) assessment of program, and opportunity to changes and tweak the scenario. Feedback is what is given to the student by the instructor, based off the performance objectives and the expected outcome of the scenario.

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In addition to feedback on performance, trainees must be able to clearly articulate in their own words, according to law, policy and procedure, why they performed the way they did during the training scenario.

The last step consists of debriefing the officer's responses in these decision- making, scenario-based simulations. Debriefing is a critical tool in changing and improving an officer's future performance, but it has often not done or done badly.

Debrief in a positive manner. The old way of "reading the officer the riot act", telling them everything they did wrong and putting them, back into line is both destructive and counterproductive. Instead, conduct debriefing in a team-building atmosphere that includes the following components:

- γ Are you OK? (the wellness check);
- γ How do you think you did?
- γ Positive comment, if possible;
- γ What would you do differently?
- γ Role player, and/or peer jury comments; and
- γ Instructor summation.

The Feedback:

Feedback needs to be specific, relevant, achievable and given immediately. Crucial to learning and developing options of behavior - knowing what works, what does not work, the range of behavior available to an individual - is the opportunity to go back and have another go or several goes at bits of the role-play and/or the whole role-play.

Feedback should broadly follow SMART Principles (*Specific, Measurable, Agreed, Realistic, Time-bound*). Role-play feedback should describe specific things that the observer saw and heard, relevant to the exercise and to the person(s) doing the role-playing. Role-play feedback should not contain subjective judgments or comments based on personal knowledge or assumptions. Feedback should be meaningful and specific - something that the role player can act on. Role-play feedback is not helpful if it suggests that the role player should 'get a new personality' or 'be nicer'. Remind participants that the purpose of the role-play is for the development of the person or people doing the role-play. Objectivity facilitates learning.

Make sure you listen to your officers' perceptions and reasons for responding as they did prior to telling them what you think they should have done. Several years ago, we designed a scenario that tested officers' ability to use their firearm to stop a threat. Two officers responded to a domestic disturbance involving two brothers fighting. Upon the officers' arrival, one brother was straddling the other on the floor while hitting him on the head multiple times with a steel pipe. The assaultive brother refused to stop. We interpreted this scenario as a clear shoot situation, but we were shocked that less than 20 percent of the officers fired their firearms. They used a whole range of other force options. When we asked them why they didn't shoot the

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assaultive brother, we received numerous answers, including:

- γ The subject wasn't attacking them;
- γ This was a domestic;
- γ They weren't sure what was going on;
- γ They could have unintentionally shot the apparent victim;
- γ The subject was turned away from them;
- γ The baton was in the their hand; and
- γ Liability concerns

This led us to ask officers in future classes what they saw and why they responded the way they did before giving our "right" answer to the scenario.

Verbal Debrief and use of Video Recordings in a Debrief:

Generally, a debrief' is done directly following the officer's participation in the scenario. In most cases, the debrief is done verbally. The debrief can be done with the individual officer, or with a group of participating officers. In a few cases, the debriefing was done with all the officers being taught, so that the others officers can provide feedback.

Using a video or a DVD recording of the scenario is good to play back. On one occasion, using the ASP and the Red Man suit, an officer struck the red man, the red man went down to the mat as he was instructed to do if the strike was done correctly. One participant kept striking the down red man. In the debrief he was asked why did you keep hitting the red man when he was down. The officer said he did not. The trainer said you did, and the student insisted he did not. Simple – "let's roll the recording". Sure enough, the student observed that he had repeatedly struck the red man. There was no more argument. People tend to watch themselves and critique themselves more fairly and accurately, when watching themselves on a recording.

Word of caution: Erase or dispose of the recording following the debrief. Training is a time for people to make mistakes, and they will make mistakes. By keeping or filing such recordings, they can be used against the trainee in court, if they are kept and stored. In the case above when the officer kept striking the red man. Correction was given, the student was retested, and all was well. But if the recording was stored or kept on file, and it was known, it can be brought out in a trial, and used against the officers.

γ "Failing Forward" - How Failure Can Equal Success

Simulation training must contain two components that are missing from most training programs: the ability to fail and the ability to succeed. The ability to fail implies training must be challenging enough to reduce the possibility the trainee might get lucky and guess the correct behavior. Additionally, the instructor has a difficult job in convincing students (who, by the nature of their jobs, are expected to always win), that failure is not only allowed, but is desirable under simulation conditions. Trainees and instructors need to know that training is a constant learning environment where past actions are improved through repetition and drill. If the student

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completes training scenarios perfectly, it is likely because the instructor failed to detect problem areas and has lost a golden opportunity to correct any deficiency.

The ability to succeed implies that each scenario should allow the student to repeat the training as many times as necessary until the correct behavior - articulated by the instructor - has been applied. Again, repetition is the only likely way in which trainees will develop confidence in newly learned skills. Instructors also should avoid presenting non-winnable scenarios as they wrongly condition students into believing they are powerless to affect outcomes—we have all seen examples of where this defeatist mindset has resulted in injury and even death to law enforcement officers.

γ **The Role of the Observer:**

The role of the Observer is to – “observe”. The Observer is the coordinator or the author of the training activity. He or she checks to see if the activity is working correctly.

γ **The Role of the Evaluator:**

The role of the Evaluator is to – “evaluate”. The evaluator watches the person or person who are engaged in the activity to see if he/she or they are doing what the activity was designed to do. The Evaluator then presents a written or verbal (or reviews a video recording) with the subject being evaluated.

γ **The Role of the Safety Officer:**

The Role of the Safety Officer is to – “protect”. When engaged in a role-playing or simulation activity, the players can get so involved, that the adrenalin might kick-in. A players may go over board, and hurt an actor. Safety Officers are there to say “Time Out”, to stop the activity if thing get out of hand. Once the desired result is achieved, the Safety Officer should stop the activity. The Safety Officer watches to see that there is no ‘horse-play’, watching both the players and the actors. (See the articles of personnel who were killed while training.)

Resources: (NOTE: I do not take credit for the information in this article. The information and material came from the following sources. I took what others have said, and organized it into the article above.)

- 1: The 2007 State of Idaho – POST Standards and Training, Instructor Development Training Manual. Material taken from a block of instruction in *Liability Issues*, and from the block *Test Questions and Evaluations*
- 2: Article: *Role-Playing: A Vital Tool in Crisis Negotiation skill Training* By: Vincent B VanHasselt, Ph.D. and Stephen J. Romano, M.A.

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- 3: Article: Simulation Training – Get Off On the Right Foot By Gary T. Klugiewicz and Officer Gary Montréal, New Berlin (WI) Police Department

- 4: Article: Effective simulation Training – “Test & Evaluation” versus “Teaching and Learning”
By: Columnist Todd Brown Todd@ies-usa.com Article is from ‘Police One’ web page.

- 5: Dr. Jacob L. Moreno (1889-1974) Noted to be the first to use Role-Playing by designing training program using these tools, in 1910. (History)

- 6: Article: Role Playing Helps Staff Excel (Author – Unknown)

- 7: Article: Role Plays and Expressive Exercises (Author – Unknown)

- 8: Article: Role-Playing: From Knowing to Doing – How to implement By: Steve Finkel

- 9: Article: Role-Playing in Education By: Adam Blatner; M.D. (Aug. 2, 2002)



Key Points to Effect a Role Playing or Simulation Type Scenario:



They must be **'realistic'**.



They must fit within the **'scope of the job'**.



They must be well **scripted**, and the actors must **not deviate** from the script.



The script must be **standardized** for each person being tested.



The script can have **alternatives** where if student 'A' did one thing, then the actor will react accordingly, if student 'A' did some thing different, the actor would react accordingly.



The afterlives and variables must be pre-written down.



The evaluation needs to be pre-written.



The areas that were taught and need to be tested must written down.



The areas that are to be tested need to be based off the **performance objectives**.



The **evaluators** need to be instructed as to what they are to be evaluating.



Safety Officer – There needs to be a 'safety officer'. Someone to keep an eye on the training to make sure no gets hurt.



The safety officer can also be on of the evaluators