

Adult Education Refresher Handout #1: Blooms Exercise

Course: Adult Education Refresher

Topic: Making a Paper Airplane

Goal: The Student will be able to make a paper airplane.

Performance Objectives: At the end of this block of instruction, the student will be able to as taught in class:

1. Explain the history of paper airplanes.
2. Discuss the different types of paper airplanes.
3. Create a paper airplane using supplied materials.

Time Allotment: The class will require 7 minutes of instructional time.

Note:

1. During teach back, explain as if you had taught actually using a lesson plan, and progressed through your PO's in order to reach your class goal.
 - Target the learning domains.
 - Teach to various learning styles.
2. Use as many of the adult teaching principals as possible during your instructional time.
3. Use paralanguage skills to augment or accentuate your instruction.
4. Be prepared to explain how and where you used the principals of Blooms during your instructional period.

Adult Education Refresher Handout #1: Knowles Exercise

Course: Adult Education Refresher

Topic: Winning at Tug-O-War

Goal: The Student will be better able to win at tug-o-war.

Performance Objectives: At the end of this block of instruction, the student will be able to, as taught in class:

1. Explain what tug-o-war is.
2. Discuss the different stances and positions used to compete in a tug-o-war.
3. Demonstrate how tug-o-war can be accomplished.

Time Allotment: The class will require 7 minutes of instructional time.

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 - Teach to various learning styles.
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3. Use paralanguage skills to augment or accentuate your instruction.
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Psychomotor Domain Taxonomy

This domain is characterized by progressive levels of behaviors from observation to mastery of a physical skill. Several different taxonomies exist.

Simpson (1972) built this taxonomy on the work of Bloom and others:

- Perception - Sensory cues guide motor activity.
- Set - Mental, physical, and emotional dispositions that make one respond in a certain way to a situation.
- Guided Response - First attempts at a physical skill. Trial and error coupled with practice lead to better performance.
- Mechanism - The intermediate stage in learning a physical skill. Responses are habitual with a medium level of assurance and proficiency.
- Complex Overt Response - Complex movements are possible with a minimum of wasted effort and a high level of assurance they will be successful.
- Adaptation - Movements can be modified for special situations.
- Origination - New movements can be created for special situations.

Simpson, E. (1972). *The classification of educational objectives in the psychomotor domain: The psychomotor domain*. Vol. 3. Washington, DC: Gryphon House.

Dave (1970) developed this taxonomy:

- Imitation - Observing and copying someone else.
- Manipulation - Guided via instruction to perform a skill.
- Precision - Accuracy, proportion and exactness exist in the skill performance without the presence of the original source.
- Articulation - Two or more skills combined, sequenced, and performed consistently.
- Naturalization - Two or more skills combined, sequenced, and performed consistently and with ease. The performance is automatic with little physical or mental exertion.

Based upon R. H. Dave, as reported in R. J. Armstrong et al., *Developing and Writing Behavioral Objectives* (Tucson, AZ: Educational Innovators Press, 1970).

Harrow (1972) developed this taxonomy. It is organized according to the degree of coordination including involuntary responses and learned capabilities:

- Reflex movements - Automatic reactions.
- Basic fundamental movement - Simple movements that can build to more complex sets of movements.
- Perceptual - Environmental cues that allow one to adjust movements.

Psychomotor Domain Taxonomy

- Physical activities - Things requiring endurance, strength, vigor, and agility.
- Skilled movements - Activities where a level of efficiency is achieved.
- Non-discursive communication - Body language.

Harrow, A.J. (1972). *A taxonomy of the psychomotor domain*. New York: David McKay Co.

The following list is a combination of the above taxonomies:

Psychomotor Domain		
Level	Definition	Example
1. Observing	Active mental attending of a physical event.	The learner watches a more experienced person. Other mental activity, such as reading may be a part of the observation process.
2. Imitating	Attempted copying of a physical behavior.	The first steps in learning a skill. The learner is observed and given direction and feedback on performance. Movement is not automatic or smooth.
3. Practicing	Trying a specific physical activity over and over.	The skill is repeated over and over. The entire sequence is performed repeatedly. Movement is moving towards becoming automatic and smooth.
4. Adapting	Fine tuning. Making minor adjustments in the physical activity in order to perfect it.	The skill is perfected. A mentor or a coach is often needed to provide an outside perspective on how to improve or adjust as needed for the situation.

Techniques for Instructing the Basic Learning Styles within the Learning Hemispheres

A. The Auditory Learner Learning Techniques: (Do exercise)

1. The aural (**auditory**) learner (AL) uses sound, rhyme, and music in learning. Focus is on using aural content in association and visualization.
 - a. Use sound recordings to provide a background and help get the learner into visualizations. For example, use a recording of an aircraft engine running normally, playing loudly via a headset, to practice flight procedures. Use a recording of the sound of wind and water when visualizing sailing maneuvers. When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song.
 - b. Use the anchoring technique to recall various states that music invokes. If some particular music or song makes the learner want to 'take on the world,' play it back to anchor their emotions and state of mind. When the auditory learner needs a boost, they can get one without needing music (for example, using work sounds).

B. The Visual Learner Learning Techniques:

1. Visual learners (VL) learn best when they use images, pictures, color and other visual media to help the learning. Incorporate as much imagery as possible into visualizations.
 - a. The VL may find that visualization comes easily. This also means that the visual learner may have to make visualizations stand out more. This ensures new material is obvious among all the other visual images floating around.
 - b. Use color, layout, and spatial organization in associations, and use many 'visual words' in your assertions. Examples include see, view, picture, perspective, visual, and map.
 1. Use mind maps. Use color and pictures in place of text, wherever possible. If you don't use the computer,

Techniques for Instructing the Basic Learning Styles within the Learning Hemispheres

make sure you have at least four markers of different colors.

2. Systems diagrams can help the visual learner visualize the links between parts of a system; for example, major engine parts or the principle of sailing in equilibrium. Replace words with pictures and use color to highlight major and minor links.
3. The visual journey or story technique helps the VL memorize content that isn't easy to 'see.' The visual story approach for memorizing procedures is a good example of this.
4. Peg words and events come easily to the VL, however they need to spend time learning at least the first ten peg words. Afterwards, the ability to visualize helps them peg content quickly.

C. The Kinesthetic Learner: Learning Techniques:

1. The physical or kinesthetic style (KL) learner uses touch, action, movement and hands-on work in learning activities.
 - a. For visualization, focus on the sensations expected in each scenario. For example, if the learner is visualizing handcuffing, focus on physical sensations. Feel the firmness of the metal in your hand, the pressure against your hand as the snap of the handcuff close, and the sensation of moving the arrestee, under control, to a secure position.
 - b. For assertions and scripting, describe the physical feelings of the actions. For example, a pilot might script as follows: 'I feel the friction as I push the throttle forward to start my takeoff run. The controls start to feel more responsive as I check the airspeed, oil pressure,

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and temperature. At takeoff speed, I pull back slightly, and I feel the vibrations of the wheels stop as the plane leaves the ground. After a few moments, I reach down and set the gear selector to up. I feel the satisfying bump as the gear stops fully up.'

- c. Use physical objects as much as possible. Allow KL to physically touch objects as they learn about what they do. Flashcards can help them memorize information because they can touch and move them around.
- d. Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Consider using easel charts or other big sheets of paper and large color markers for diagrams. (the physical action is contained within the drawing exercise).
- e. Encourage the use of controlled breathing and relaxation to focus their state of mind while students learn and perform. Have them focus on staying calm, centered, relaxed, and aware.
- f. Use role-playing, either singularly or with someone else, to practice skills and behaviors. Find ways to act out or simulate what you are learning.
- g. When learning a new skill or topic, allow the physical learner to 'jump in' and play with the physical parts as soon as possible. They would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works.
- h. The thought of sitting in a lecture listening to someone else talk can seem repulsive to a KL. In those circumstances, this style of learner will fidget; they can't sit still for long. They will want to get up and move around.

D. The Verbal Learner Learning Techniques:

Techniques for Instructing the Basic Learning Styles within the Learning Hemispheres

1. The verbal learner (VeL) learns best by using techniques that involve speaking and writing.
 - a. Find ways to incorporate more speaking and writing in techniques. Allow them to talk themselves through procedures or try using recordings of content for repetition.
 - b. Make the most of the word-based techniques such as assertions and scripting. Use rhyme and rhythm in assertions where possible and be sure to read important ones aloud.
 - c. Setting some key points to a familiar song, jingle or theme becomes a useful tool.
 - d. Mnemonics are a VeL's friend due to their ability to help recall lists of information. Acronym mnemonics use words, focusing on the first letter of the word to make up another word or memorable sequence. They will use made up phrases using the items to be memorize.
 - e. Scripting is also powerful for this type of learner. Don't just write them down, but feel free to record the scripts using a digital audio recorder and use it later for reviews.
 - f. When this type of learner reads, encourage them to read content aloud, make it dramatic and varied. Instead of using a monotone voice to go over a procedure, turn it into a lively and energetic speech worthy of the theatre. Not only does this help recall, it will allow practice for presence, of as some have called it, practicing as if it were real.
 - g. The verbal learner learns well by working with others and using role-playing to reinforce verbal exchanges, such as citizen contacts or radio calls.

D. The Logical (Mathematical) Learner Learning Techniques:

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1. The logical learner (LL) aims to understand the reasons behind the content and skills. They resist learning by rote. They are driven to understand the details behind the compulsory content. They will need to explore the links between various systems and note them.
 - a. While studying, they will have a need to create and use lists by extracting key points from the presented material. They may also tend to use statistics and other analysis to help them identify areas they may need or want to concentrate on.
 - b. You may need to remind the logical learner to pay attention to their physical state (such as their breathing and stress level). It's possible that they might isolate their own body from rational thought.
 - c. Association often works well when something otherwise appears illogical and irrational.
 - d. In the use of scripting, highlight examples of their logical thoughts and behaviors. Highlighting enables them to pick up systems and procedures easily and detect when there is a need to change a set procedure.
 - e. Make use of 'systems thinking' to help understand the links between various parts of a system. An important point here is that systems thinking helps them understand the bigger picture.
 - f. The logical learner (LL) may find it challenging to change existing behaviors or habits. They may rationalize about why they should change a behavior, but they may find that the behavior persists.
 - g. The logical learner may sometimes overanalyze certain parts of learning or training (resulting in analysis paralysis). The LL may be busy, but they are not moving towards the goal.
 - h. They may need to be directed to start – **now!**

Knowledge, likability and professionalism are great attributes of a good instructor, but maintaining credibility is the most important.

- **Freeze Body** – This skill is designed to get the attention of the students by visually saying “*listen to me.*” It works best if you are standing in front of the students and stand perfectly still. Then make brief eye contact with your class, while giving no expression.
- **Breathe** – This means simply what it is called. Maintain a normal pattern of breathing. Do not fall into the trap of holding your breath. What happens to your speech when you hold your breath? What impact can that have on your credibility? Taking a moment to breathe will appear that you are taking a moment to ponder a question or statement. A great way to use this skill is when a student asks a question or offers an answer to a question of yours – take a few steps and a couple of breaths before you respond.
- **Hands at 90 Degrees** – This position is viewed as most credible. To use it, simply keep your arms parallel to your body and your elbows at a 90-degree angle. Avoid crossing your arms, putting your hands in your pockets or holding them behind your back.
- **Equal Weight on Both Feet** – This skill is accomplished by standing up straight with your weight equally distributed on both feet. Leaning against a wall or table, rocking back and forth or shifting your weight frequently is perceived as less credible, and potentially distracting to the student.
- **Above Pause Whisper** – In any class there is an energy wave that is created by the combination of student’s conversation and movements. As the wave of energy begins to dip, use this time to speak at a point just above the ambient noise level. When the students look up to see what you’re doing, drop your voice even more, then when the entire class looks up, begin to instruct in a normal tone of voice. This can be used to draw the students’ attention without the use of command presence or raising your voice.

Generations

G.I. Generation – born 1910-1924

There may be a volunteer or two out there from this generation, but virtually all members of this generation are out of the work force (well over the age of 90). So why do we talk about them? Because they had a tremendous influence on the two generations that directly followed them, The Silent Generation and Baby Boomers. They were loyal, cooperative, ambitious, well-dressed, well-educated compared to previous generations, and formal dressers. However, this generation was less likely to embrace new things, such as rock and roll music and technology. This generation had parents and grandparents that fought in the Civil War and had experienced American Slavery on one side or the other. They also lived through WW-1 and into the roaring 20's. This group also saw the beginnings of what would come to be known as the American Civil Rights Movement.

Silent Generation – born 1925 to 1942

This generation is remembered for being too young for World War II (and generally the Korean conflict), yet too old to be drafted for Vietnam. They are called the Silent Generation, for they are smaller (caught between the GI Generation and the Baby Boomers), but they remember the Depression and the War as children, which had been preceded by Black Friday: The Fall of Wall Street. This was also the generation of Eliot Ness and “The Untouchables” and the reign of criminal bosses like Al Capone, John Dillinger, Baby Face Nelson, Bonnie and Clyde, Pretty Boy Floyd, Machine Gun Kelly, and Ma Barker.

This generation came to power in the workplace with the GI Generation as mentors and bosses, and they stepped into positions in the 50's and 60's as the economy grew. They are outstanding mentors for any generation following them. Like the GI's, there are few in the workplace now, though many still volunteer.

Baby Boomers - born 1943 to 1964

Baby Boomers remain a very influential part of the workplace, and many trainers who trained you were (and are) Boomers. This generation is well-known, as it was the largest generation ever (until the Millennials). They remain the largest overall generation, though many have retired and gone into their second careers or rest and relaxation. Boomers were a direct by-product of the USA's victory in World War II and 25 years of steady economic growth. The baby boom ended in 1965 when the US Supreme Court ruled in Griswold v. Connecticut that contraceptives must be allowed to any woman, regardless of where she lived.

Boomers were known for everything from being the first TV and rock & roll generation to older Boomers protesting (and serving in) the war in Vietnam. Many senior leaders and elected officials are Boomers and were the generation to see an actual sitting president assassinated, were key members on both sides of the American Civil Rights movement, and during that time

Generations

watched open racial violence on their TV's. They are also known for being extremely focused employees... living to work, with the workplace being a "home" for them.

Generation X - born 1965 to 1981

X'ers make up the dominant generation in the American workplace; many X'ers are trainers. This is a smaller generation, due in part to working mothers becoming prevalent and because economic downturns in the 70's and early 80's lessened birth rates (like the Silent Generation); legalized abortion after Roe v. Wade in 1973 also impacted births. This generation were witness to the space race and the moon landing. They also witnessed the assassination of public figures—Bobby Kennedy and DR. ML King Jr—on TV. They also saw the creation of the "latchkey kid," as single parent/working mother homes meant many came home to an empty house with chores to do. This makes Gen X a very independent and self-reliant generation. They also believe in building skill sets, being prepared to move to a new job/career; after they saw what happened to parents or siblings (layoffs, RIF's, etc.), they do not trust an organization for the long term. However, they are the first to use work-life balance, refusing the Boomer "live to work" mantra and instead working to live – family comes first.

Millennials (Gen Y) - born 1982 to 1994

Millennials will soon be the largest generation in the American workplace. This generation is known for three things: technology, multi-tasking, and (fairly or unfairly) a feeling of entitlement in the workplace. They are the first truly tech-heavy generation, very comfortable with software and hardware and almost expecting the newest tech in their workplace. Millennials can be a blessing to a Boomer or X'er heavy team with their computer comfort. They are also, because of hand-held technology knowledge, very talented as multi-taskers. What a Boomer may call rudeness (looking at their phone while being talked to by their boss) is to a Millennial just handling two tasks (email and the boss' guidance) at the same time. Finally, because Millennials were the children of Boomers, growing up in a time of economic boom and usually in a smaller family, they were doted upon by parents, coaches, teachers, and others. The phrase "everybody gets a trophy" can be used to show the emphasis on self-esteem and success; the workplace and the real world, where that is not the case, can be a shock to Millennials. This group also were part of, perhaps, the greatest era of racial harmony in the US, which affected how they got along in the workforce.

Generation Z - born 1995 to 2009

Generation Z's is the newest generation in the American workplace, with our newest officers and employees coming from this group. These newer employees are the first to grow up in a completely Internet-dominated world, and in fact the Internet is on their phone. There is limited demographic or research data on this generation, but we know a few things about them. They are in large part "digital natives," capable of accessing information in a portable capacity and extremely comfortable with a wide range of technology (except possibly a typewriter). They are

Generations

very multi-cultural, thanks to school and societal influences, and globally connected. Over the next few years more will be learned about this generation, which is still finding its way.

Generation Alpha – born 2010 to today

And for a look ahead at our future professionals, let's look at the newest generation, currently known as Generation Alpha. Not much is known about this generation, as it is so young and so new. Birthdates are from 2010 through today, and many of these are children of Millennials. This generation will encounter a world of greater diversity, but likely one filled with more economic challenges than Generation Z. It will be common for these youth to change residences often, and then choose new careers, as the world quickly changes around them. Technology will be omnipresent for these men and women, and it will drive much of their daily life. This is the generation that saw the first Black President and lived through the Trump-Biden era. Most sobering is this: the oldest members of Generation Alpha can start joining your organization when they turn 18 in the year 2028. That is but a short time in the future.

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Scenarios for Learning Styles Activity/Discussion

For each scenario, determine the best approach to teach to a particular set of learning styles.

1. You are teaching a class on radio communications to 20 students; after the first break, you break them into small groups for a short, structured drill to reinforce the 10-codes.
 - Using the above scenario, design an approach for in class impact, to instruct the **Auditory and Logical** Learning Styles.
2. You are teaching a class on assembling and disassembling radios and their antennae, including the interface with the portable radio itself. The ten students in the class each have a radio and antenna in front of them. When you give them the word, the group begins disassembly of both the radio and antenna.
 - Using the above scenario, design an approach for in class impact, to instruct the **Visual and Verbal** Learning Styles.
3. You are teaching a class on the history of Idaho law enforcement, and you are presenting a lengthy section on territorial sheriffs and marshals. Your AV equipment has malfunctioned, so you are forced to delivery a lengthy lecture on 1863 to 1889 rural law enforcement agencies.
 - Using the above scenario, design an approach for in class impact, to instruct the **Kinesthetic and Visual** Learning Styles.
4. You are delivering an online course on juvenile offender trends in the Pacific Northwest, and it requires a sequential completion of six weekly assignments. Each assignment involves responding to a survey, reading an article, and then writing a one-page essay.
 - Using the above scenario, design an approach for in class impact, to instruct the **Verbal and Kinesthetic** Learning Styles.
5. You are teaching a class on crime scene diagnostics where the students will be required to recreate an accurate, but not to scale diagram of a crime scene with details included.
 - Using the above scenario, design an approach for in class impact, to instruct the **Logical and Auditory** Learning Styles.

Key personnel for Reality Based Training

The Scenario Observer or Coordinator: The Observer is the coordinator and often the author of the Reality Based Training scenario. Their responsibility is to observe and make sure the overall activity is going according to the pre-written plan. He or she selects the site of the scenario and prepares it for use. They establish the objectives, schedule the training, and organize the evaluators and role players.

The Scenario Evaluator: The Evaluator is responsible for observing the student in the Reality Based Training Scenario. They will check or examine the activity of the student and determine if the student meets the objectives of the training. The Evaluator is responsible for conducting the debrief with the student and the written evaluation of the student's actions. The Evaluator's feedback should be consistent with the Coordinator/Observer's overall training objectives and not include "personal" input that may deviate from current training.

The Scenario Safety Officer: The Safety officer is responsible for protecting everyone in the Reality Based Training. The Safety officer is obligated to intervene in the scenario if something gets out of hand or is not safe for ANY of the participants. The Safety officer ends the scenario when it is completed, and they make sure there is no "horseplay" during the scenario. The safety officer does not instruct "guide" the participant in the scenario. Their role is to focus on the safety of the scenario as it plays out.

The participant – the student – is critical to the RBT event. Never forget their role and the steps that need to be taken to ensure their safety (and the safety of all actors).

Legal and Liability Terms

(Terms every instructor should know and develop a measure of intimacy.)

- I. **Liability.** According to Black's Law Dictionary, liability is the lawful accountability and obligations required by civil actions (or lawsuits), torts, or contracts. An example is the liability a sheriff's office would have if an employee caused injuries to another motorist when the employee struck the car in the line of duty.
- II. **Third Party Liability.** Again, per Black's Law Dictionary, this is the responsibility of a third person – neither the plaintiff, nor the person suing, nor the defendant, the person being sued – for their actions. An example here would be an Idaho corrections officer trainer who is asked to teach a class to Utah corrections officers; if a resident in a Utah prison later alleges the training was inadequate, the Idaho trainer could be liable under third party liability.
- III. **Negligence.** Black's Law Dictionary defines negligence as the omission to do something which a reasonable man, guided by those considerations which ordinarily regulate the conduct of human affairs, would do. An example is a police officer who leaves his unit for a foot pursuit parked on a railroad crossing. When the vehicle is struck by a train a few minutes later and damages the train locomotive, the police officer would be considered negligent for leaving the vehicle parked that close to the tracks. There are four elements required for negligence: a duty or obligation to conform to a certain level of conduct; failure on the person's part to so conform (breach of duty); a causal connection between the conduct and the injury; and actual loss or damage resulting from this failure.
- IV. **Negligent Training.** Reference.com describes this as when an employer does not provide sufficient training for an employee to do their job safely, which would include trainers delivering instruction to others. An example is a juvenile detention officer who is improperly trained in the use of oleoresin capsicum (OC) spray; because of this inadequate training she is injured during an altercation at the juvenile detention center.
- V. **Failure to Train.** The Legal and Liability Risk Management Institute defines failure to train as the failure to provide training in how to conduct a class in a manner which is consistent with generally accepted practices in law enforcement. An example would be a sheriff's office that purchases conducted energy weapons and issues them to deputies but does not provide training on how to operate them; when a suspect is later injured by a deputy employing the weapon, the liability for the injuries results from the failure to train.

Legal Decisions that Pertain to Training

Having realistic training is our goal, no matter the topic or discipline being instructed. Realistic training is not only a good decision, but also the law. For this reason, instructors need to proactively design, develop, and deliver realistic training.

- I. **City of Oklahoma City v. Tuttle**: In this case an officer was dispatched to a bar with a short report of a robbery in progress. The officer entered the bar without waiting for back up and encountered Mr. Tuttle inside the door. The officer notices Mr. Tuttle move toward his boot, and he holds the suspect as he talks to the waitress. The waitress denies there has been a robbery. Mr. Tuttle then yanks free and runs out the door. The officer pursues and the suspect stops, then reaches down toward his boot and rises. The officer fires and kills Mr. Tuttle. A toy gun was found in the boot. In the trial, it is determined that the officer had no training on building entry or awaiting back up, and only 24 minutes on robbery response. The Supreme Court ruled that even outrageous misconduct by an officer on a single occasion did not, by itself, justify a finding of inadequate training since the misconduct could have resulted from other factors, e.g., an officer's unbalanced mental state. The court was concerned about inadequate law enforcement training, and it addressed it in the subsequent Canton case.
- II. **Zuchel v. Denver**: Addressed training inadequacies. In this case, Zuchel was causing a disturbance in a Denver McDonald's and two officers are sent to respond. When they arrive, the manager tells them Zuchel has gone around the corner. They find Zuchel having a heated argument with four teens on bicycles. As the officers approach, one teen shouts that Zuchel has a knife. One officer stops 15 feet from Zuchel, while the other continues toward him. Zuchel spins toward the closest officer and starts walking toward him. The officer shouts, "Drop it, drop it," and then fires four times, killing Zuchel. Fingernail clippers were found near the decedent. The Denver District Attorney to the Denver Police Chief some 2 ½ years before the incident. In the letter, the DA recommends that the Department hold periodic "shoot/don't shoot" live training under street conditions. One of the officers in the Zuchel incident testified that the Denver Police Academy class on shoot/don't shoot consisted of a lecture and a movie. The court ruled that Denver was deliberately indifferent to the need for better officer's training, and that inadequate training led to the fatal shooting of an unarmed Mr. Zuchel.

Legal Decisions that Pertain to Training

- III. **Monell v. Department of Social Services of the City of New York:** The Supreme Court addressed a lawsuit by female plaintiffs alleging that they had been forced to take unpaid leaves of absence because they were pregnant. In ruling for the plaintiffs, the court laid out a four-part test to fasten liability to a municipality: someone must be deprived of a constitutional right, the municipality must have a policy, the policy must amount to deliberate indifference to the plaintiff's constitutional rights, and the policy is the moving force behind the constitutional violation.
- IV. **Canton v. Harris:** Ms. Harris was arrested and transported to jail, though she was incoherent and unable to stand. Arresting officers and jail personnel did not request medical assistance for her, and only after her family came to pick her up was an ambulance called. She spent a week in the hospital and another year in treatment, diagnosed with "emotional ailments." She filed suit against the city of Canton and one of her allegations was deliberate indifference. The city had a policy that allowed shift commanders to decide whether medical care was required for an injured detainee at booking. No special training was provided to these shift commanders. The Supreme Court ruled that giving a law enforcement officer this responsibility may amount to deliberate indifference and could be considered grossly negligent. The policy was not considered good by the Court, and the training offered was clearly questioned. Even with good policy in place, you may be at risk if your training is inadequate. A court may approve of a policy or procedure, but if your agency has weak training, liability can still be lodged against it. To be strong, training needs to follow, incorporate, and correctly teach your agency's policy and procedures. Following your agency's policies, both operationally and as a trainer, can also provide a personal "affirmative defense" for your training delivery actions.
- V. **Lewis v. Sacramento:** In California two law enforcement officers – a sheriff's deputy and a police officer – cleared a bar fight. Back in their vehicles, the deputy noticed the officer put his overheads on and begin yelling at two juvenile males on a motorcycle, neither of whom were wearing helmets. The officer moved his car to block the boys' exit, but they weaved around him and accelerated. The deputy now turned around and pursued the motorcycle. The pursuit was short: 1.3 miles in length and about 1 minute, 15 seconds. Speeds ranged from 60 to 100 miles per hour. Other vehicles were forced off the road and at one point the deputy was only 100-150 feet behind the motorcycle. The

Legal Decisions that Pertain to Training

pursuit ended when the cycle crested a hill, then skidded to a stop. The deputy saw them too late, skidded almost 150 feet, and struck the cycle. Decedent Lewis was thrown 70 feet and died at the scene. The family sued the County. In the trial the County pursuit policy was reviewed and found to pass muster. The four-part Monell/Canton test was applied, and the Court determined that there was NO deliberate indifference, because it had a good policy. In this case the deputy chose not to follow policy in continuing the pursuit. He was subject to personal civil liability, but there was no issue with the training component in this case.

- VI. **Whiteley v. Warden:** Facts of the case search and arrest for burglary in Laramie, Wyoming. Sufficient information for warrant, but conveyed verbally (nothing written) Arrest made and Whiteley was charged. U.S. Supreme Court reviewed Court's holding Information in law enforcement proceedings, such as the request for a search warrant, must be written down. Holding since expanded into training and training records – if not documented, it did not occur.
- VII. **Sager v. City of Woodland Park, 543 F. Supp. 282 (D. Colo. 1982):** Facts of the case: Crime prevention video in Colorado Springs police training academy. Nothing was said to class that technique shown *was out of policy for making a Felony arrest* – a new officer uses technique as shown and subsequently kills a suspect. Federal District Court in Colorado reviewed Court's holding – Academy knew it was an improper technique but failed to so inform students. Academy had a foreseeable duty to properly train. **Lesson Learned:** correct any erroneous statement (or students will assume it is OK) Do not use training aids that go against legality, policy, or practice (videos included).

The four levels of Kirkpatrick

Level 1: Reaction: You want your training participants to feel the training they received was valuable. You need to assess and evaluate student engagement and whether they actively contributed and participated. Their reactions, both positive and negative, will allow you to make improvements in the training.

Here are some questions you might ask:

- Did you feel the training was worth your time?
- Did you think it was successful?
- What do you think went well, and what can be done better?
- Was the venue and presentation style conducive to your learning experience?
- Were the training activities supportive of the learning objectives?
- How will you apply the training to your job?

Decide how you will gather feedback from the participants. One common method is to capture plus/deltas of what went well and what could be improved. These are typically captured on sticky notes and placed on a flip chart page at the end of the day. The next morning, the instructor should review for clarification and make adjustments as feasible.

Another common method is the use of the *smile sheet*, which elicits responses about the training, the environment, and the instructor. These often have little value. Half the class thought the pace too slow, while the rest thought it was too fast. Most liked the instructor, while others were offended. Many thought it was the best training ever, while others thought it was boring. There is usually so much variation in the reactions that little can be gleaned from the feedback.

Level 2: Learning: You should have specific learning objectives for your training. This level assesses whether those objectives have been met. You should not wait until the end of training to determine whether there has been an improvement in learning. This should be an ongoing process during the training. Depending on the objectives, you can measure learning in a variety of ways. Before the training begins, do a quick pretest of students' current state of knowledge. When training is completed, you can do a post test and measure whether learning has occurred. More importantly, there should be frequent touchpoints during the training. This can be done by asking questions to the class, having them engage in specific activities to demonstrate their grasp of the content, and administering a series of mini-exams to test knowledge acquisition.

Level 3: Behavior: This level helps you understand how well students are applying their newly learned skills in their workplace. Are they doing something different? Are their behaviors changing? Don't be discouraged if you don't see immediate change. It takes time for people to unlearn old behaviors and apply new ones.

It's possible they actually learned something, but the organizational or team culture is preventing them from making a behavioral change. Investigate whether there are process or leadership issues preventing them from making the desired changes.

The four levels of Kirkpatrick

Behavior modification will require you to observe what people are doing or not doing and having a strategy of reinforcement to keep the desired behaviors going or some corrective action to cease undesired behaviors.

Level 4: Results: Level 4 looks at the final impact of the training on your organization. Your biggest challenge will be to identify the outcomes, benefits, or final results most closely correlated with the training. There will be both long-term and short-term benefits. Have a process in place to monitor the benefits for both time frames.

Here are some benefits and outcomes you might hope to see and measure:

- Reduced employee turnover
- Increased production
- Higher employee morale and satisfaction
- Reduced waste
- Increased sales and profitability
- Better quality of product and service
- Increased customer satisfaction

(Extra Information)

Two benefits and one drawback of the Kirkpatrick Model

For people to perform at their highest level, they need to know what to do and how to do it. That is often the role of training. Here are a few benefits of using this model to accomplish this.

1. Objective method of evaluation: Rather than just subjectively assessing the value of your training, the Kirkpatrick Model provides an objective, structured approach to analyzing the value and impact of your training.

2. Specifics: The Model is not just a conceptual model but provides specific actions and recommendations for doing analysis of your training.

3. Times have changed: One drawback of the model is that it was developed decades ago. Since then, modes of training, technology, and attitudes towards training have changed. Even the expectations of students have changed over time. Don't use the model as a dogmatic structure of how to do things, but more as a structured set of guidelines.

Why is the Kirkpatrick Model important to understand?

The important thing is to understand the need for your training to have value to your students as well as your organization. Lean Six Sigma training for the sake of training has little value. There must be benefits and positive outcomes to justify the investment.

The four levels of Kirkpatrick

Will bridge the gap: Training programs are usually not perfect to start with. There are gaps and potential fail points during the initial roll out of any training program. The Kirkpatrick Model will help bridge the gaps and after appropriate analysis and revision, the program and its benefits will be improved.

Cost and time: While Levels 3 and 4 provide the most useful information, they can be time-consuming and costly to implement. This may make it impractical for some organizations.

Not relevant for all training: This model is very useful for evaluating an ongoing program of training or a series of training classes. It will not be relevant for a one-off class since there is limited time to capture all the information needed to evaluate the four levels.

An industry example of using the Kirkpatrick Model

Many organizations have deployed *Lean Six Sigma initiatives over the past four decades. Most use a common approach for training and certifying their Green Belts, Black Belts, and Master Black Belts. A large banking organization decided to take a different approach and used the New World Kirkpatrick Model to develop their training.

Step one was to define the specific objectives and desired outcomes and results for training plus the method for capturing and analyzing the data. Next, they identified the desired behaviors they wanted their Belts to exhibit in the workplace. Again, there was a need to identify, measure, and develop a strategy to modify behaviors as appropriate. Third was the identification of the skills needed to accomplish the first three steps. Finally, they benchmarked and developed the actual training materials, exercises, and instructional staff to provide the best training experience they could. Extensive feedback from the student was solicited and improvements made in response to student reactions.

The training approach was recognized by other companies and professional organizations as being the one to benchmark against.

3 best practices when thinking about the Kirkpatrick Model

(Here are a few tips on using the Kirkpatrick Model to evaluate your training.)

- 1. Have clear objectives:** Don't do training for the sake of doing training. Have clear, definable, and measurable objectives for any training you do.
- 2. Follow up:** Be sure to follow up on any training activity to see if the learning objectives have been applied in the workplace and to provide coaching if necessary.
- 3. Be patient:** There will be a learning curve for students to apply the skills they learned in training. Follow up, coach, and be patient and, in time, most people will make the needed change.