




Train-the-Trainer (T3) Facilitator Guide (FG)

Lesson 1: Welcome and Introduction

Purpose: To provide an overview of the SPOT Basic Interim T3 structure and facilitator responsibilities when administering the course

Lesson Time: 30 minutes

Facilitator Materials	Participant Materials
1. Laptop	1. Laptops
2. Projector, Screen	2. <i>SPOT Basic Interim Training Instructor Guide</i> (IG)
3. T3 FG	3. <i>SPOT Basic Interim Participant Guide</i> (PG)
4. Chart, Easel	4. Name tents
5. Masking tape	5. Chart, Easel
6. Markers	6. Sticky notes
	7. Pen or Pencil
	8. Markers

Icon	Description
	Activity identifies where activities take place during the delivery.
	Chart identifies where the facilitator should use already created charts or where discussion points should be captured on a chart.
	Question Mark identifies where the facilitator should ask questions.

Slide 1: Lesson 1: Welcome and Introduction

Welcome to the SPOT Basic Interim Training Train-the-Trainer (T3) course.

Facilitator Notes: If necessary, distribute name tents, markers, and pens or pencils prior to the start of class.

Create a sign-in sheet. Greet participants as they arrive and request that they sign in. Ask participants to find a seat and write their first names and airport codes on a name tent.

Prior to starting class, create a T3 Agenda page for the front of the classroom that includes the names of all five lessons. At the conclusion of each lesson, place a checkmark next to each lesson on the T3 Agenda.

Slide 2: Sensitive Security Information

"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.

Handling, storage, reproduction, verbal repetition, and disposition of the information shown during this presentation must be in accordance with applicable statutes, implementing regulations, and TSA policies and procedures."

Facilitator Notes: The statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

Create a Parking Lot using a chart page and posting it to the wall for questions that may need to be addressed later in the lesson.



Ask: Why do instructors always take the time to review the SSI statement at the start of each lesson?

Answer: Answers may vary. Some answers may include:

- To remind participants about the sensitivity of the information about to be presented
- To set the tone for each lesson
- To follow Transportation Security Administration (TSA) standards

Slide 3: Objective



By the end of this lesson, participants should be able to provide an overview of the SPOT Basic Interim Training T3 course purpose and facilitator responsibilities.

Slide 4: Activity: Introductions



Let's begin with an activity that focuses on how to facilitate introductions in the classroom.



Ask: Why do we ask participants to introduce themselves in the form of an "icebreaker?"

Answer: Because participants should feel comfortable around one another; they may be meeting for the first time on Day 1 of a training session. Participants should therefore feel open to express ideas, ask questions, and make comments.

Facilitator Note: Use participants' names when facilitating discussion; these should be visible on the tent cards and be placed in advance on participants' desks.



Activity: Introductions

Purpose: To allow participants to brainstorm ideas to facilitate an effective icebreaker for the course

Duration: 10 minutes total: 5 minutes to discuss in small groups; 5 minutes to share ideas as a class

Materials: Charts, markers

Instructions:



Chart: Introductions

1. In groups of four to five, participants should brainstorm four points about what makes an effective icebreaker.
2. Participants should write their ideas on the charts provided. (Note: sticky notes will suffice if not enough charts are available.)
3. Using a sheet from the chart, an Introductions page can be

Teaching Points: Ask one representative from each group to stand up and share one point from the group.

Explain that as an instructor of the SPOT Basic Interim Training course, participants need to effectively communicate, present information in a prescribed timeframe, facilitate activities and discussion – all while engaging the audience and fostering interest. It is not an easy task.

prepared and taped to the wall.

4. After five minutes, each group should share one or two important points from the group discussion.
5. The instructor should record all points on the chart.
6. Allow for a five-minute discussion about the points raised.



Ask: How was this facilitation done effectively?

Answer: Answers may vary but should include that it took very little time, facilitators controlled how much was said and when, and groups had a specific and controlled task.



Ask: In the classroom, how could introductions “go wrong?”

Answer: Answers may vary but can include that they take too much time, participants do not listen, introductions are unstructured, and they may not be necessary.



Ask: What was the point of this activity?

Answer: The point of this activity was to demonstrate how complex a simple activity can be to manage.

Transition: Next, let's go over what we will be covering during this SPOT Basic Interim Training T3 course.

Slide 5: Course Goals



Facilitator Note: If any participants have experience training the SPOT Basic Interim Training course, involve those participants in the questions based on their experiences.

By the end of this course, participants should be able to:

- Review classroom logistics.
- Arrange an airport visit.
- Facilitate classroom activities.

Today, methods to effectively cover the SPOT Basic Interim Training course materials will be reviewed to provide guidance regarding delivery of information. You will learn the technical, logistical, and instructional background information involved in carrying out a full training session.

Additionally, we will model and practice how to lead discussions, facilitate activities, and check for participant comprehension.



Ask: Why is activity and discussion facilitation important in

the SPOT program training?

Answer: Answers will vary. Possible answers may include:

- This style makes it more apparent that participants understand the concepts.
- It helps participants "cement" the learning.
- It provides new ways for participants to understand concepts.
- It allows them to practice using concepts in a safe environment.
- It allows participants to mirror behaviors.
- Participants must identify behaviors correctly
- The integrity of the SPOT program should be preserved
- Participants retain more information in an effective classroom.

Slide 6: T3 Agenda



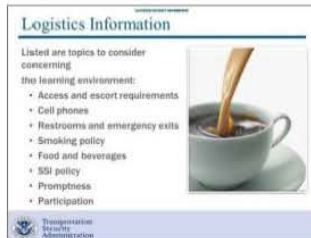
Facilitator Note: Refer participants to the T3 Agenda posted at the front of the room on the chart paper.

There are five lessons in the SPOT Basic Interim Training T3 course. They are:

- Lesson 1: Welcome and Introduction – 30 minutes
- Lesson 2: Technology, Materials, and Tools – 1.5 hours
- Lesson 3: Facilitation, Discussion, and Casual Conversation (CC)– 2.5 hours
- Lesson 4: Instructional Strategies – 2.5 hours
- Lesson 5: On the Job Training (OJT) and Job Knowledge Test (JKT) – 1 hour

Several 10- to 15-minute breaks will be provided at appropriate times throughout the day, as well as a one-hour break for lunch.

Transition: *Now that we have an idea about the outlook for the day, let's review the course materials and discuss logistics, the classroom kit, and other preparation for this course.*

Slide 7: Logistics Information

Teaching Point: If these points were not covered in a previous training session, review them now. Emphasize that logistics information should always be covered on Day 1 of SPOT Basic Interim Training instruction:

- Prior to the start of class, speak to the Point-of-Contact (POC) at the training facility to discuss access and escort requirements, restrooms, emergency exits, food and drink policies, locations of break rooms, vending machines, and food outlets. The access and escort requirements for guest Transportation Security Officers (TSO) may differ from those of the TSOs who work at the host airport.
- Work with the other instructors and the POC in advance to determine strategies to handle potential issues such as badges and security.
- Provide important phone numbers, including:
 - Training site's main number
 - Instructor's number for emergencies
 - Any other pertinent contact information

Listed are topics to consider concerning the learning environment:

- **Access and escort requirements:** Inform participants of any access and/or escort requirements for the training facility.
- **Cell phones:** Inform participants of the cell phone, pager, and personal entertainment device policy.
- **Restrooms and emergency exits:** Point out the location of the restrooms and emergency exits.
- **Smoking policy:** Inform participants of the smoking policy.
- **Food and beverages:** Inform participants of the policy regarding food and beverages in the training room(s). Inform participants of the location of break rooms, vending machines and food outlets.
- **SSI policy:** Inform participants that the course materials are SSI and should be protected as such.
- **Promptness:** Participants are expected to arrive to class and return from breaks on time.
- **Participation:** The course has a number of class exercises that will require participation including discussions, reviews, and activities.

Slide 8: Classroom Norms

Teaching Point: To start the Classroom Norms discussion, the instructor could provide an example such as, “Can we agree to use respectful language?”

It is important for instructors to set classroom norms on the first day of training after logistics are discussed. This sets the tone and expectations for the course.



Ask: What are your expectations for behavior and rules of conduct during the class?



Chart: Classroom Norms

Ask participants to provide their own expectations for behavior and rules of conduct during the class. Instructors should document participants’ suggestions on a chart and post it on the wall for participants’ reference for the duration of the course.



Ask: Why is it important to set classroom norms on the first day of training?

Answer: Answers will vary. Possible answers include:

- Set the tone for class.
- Create guidelines for participants.
- Demonstrate awareness and respect from the opening day.

Slide 9: Summary

Teaching Point: Rather than simply reading the objectives, turn them into questions.

Participants should now be able to provide an overview of the SPOT Basic Interim Training T3 course purpose and facilitator responsibilities.

Slide 10: Questions



Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Facilitator Note: Prior to moving to the next lesson, place a checkmark by "Welcome and Introduction" on the posted T3 Agenda chart.