

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

Lesson 3: Facilitation, Discussion, and Casual Conversation (CC)

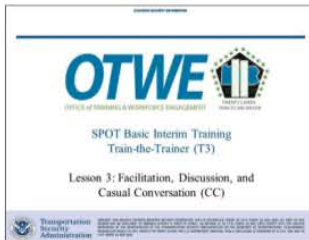
Purpose: To provide participants with the techniques and skills necessary to successfully deliver facilitated discussion and group activities in the SPOT Basic Interim Training course

Lesson Time: 2.5 hours

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

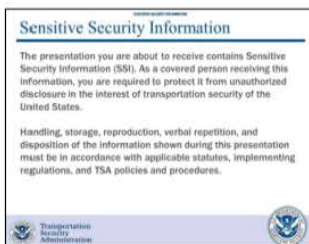
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the facilitator take place during the course.
	Reference identifies materials for the participant to reference for more or specific information.
	Chart identifies 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 3: Facilitation, Discussion, and Casual Conversation (CC)



Welcome to Lesson 3: Facilitation, Discussion, and Casual Conversation (CC).

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.

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

Slide 3: Objectives



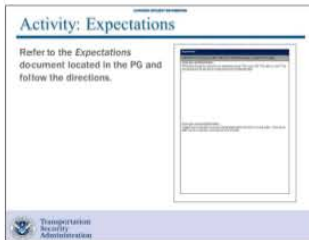
By the end of this lesson, participants should be able to:

- Discuss adult learning strategies
- Define the roles of a facilitator
- Demonstrate facilitation techniques
- Compare attributes of facilitation strategies



Ask: Why is presenting the objectives of the lesson essential in ensuring that the lesson purpose stays on track?

Answer: All the activities and discussions during a facilitated lesson should support that purpose. The activities and discussions should stay on track with the purpose of the lesson.

Slide 4: Activity: Expectations

Facilitator Notes: This activity allows the T3 facilitator to gain insight regarding participants' experience as instructors. Use this time to gather information about their strengths and weaknesses, emphasize relevant information, and practice skills accordingly.

A copy of the *Expectations* document from the T3 PG is on the following page.

**Activity: Expectations**

Purpose: To help set expectations for the training

Duration: 10 minutes



Reference: *Expectations* document

Materials: Chart, markers, laptops

Instructions:

1. Ask participants to refer to the *Expectations* document located in the PG and follow the directions.
2. Give participants three minutes to record what skills they expect to gain from the training.



Chart: Facilitated Session

3. After three minutes, call on volunteers to share their expectations.
4. Record information on the chart.
5. Debrief participants and address the proposed questions.



Ask: Do you have any other questions specific to the T3 expectations?

Answer: Answers will vary, depending on the questions. Ensure that all questions are addressed during the training.

Expectations

Directions: In the space provided, write down what skills you expect to gain from this lesson.

If you have facilitated before...

Think about the last few times that you facilitated a group. What went well? What did not work? What key areas should be focused on to help improve your facilitation skills?

If you have never facilitated before...

Imagine that you are about to do your first facilitated *SPOT Basic Interim Training* session. What are the skills that you would like to have learned from this class?

Transition: *These expectations will be addressed throughout the remainder of the T3 course. Next, let's consider the importance of facilitation and communication skills.*

Slide 5: Non-verbal Communication



Non-verbal communication can be effective as a form of facilitation in the classroom for many reasons. It engages participants, raises interest, and sets the tone for the learning environment.



Facilitated Discussion: Lead a discussion on how non-verbal communication creates interest and sets the tone.



Ask: How many of you with at least some instructional experience has arrived at a site only to find the necessary equipment or materials had not been delivered? (Raise your hand to evoke a non-verbal response from the participants.)

Answer: Answers will vary.



Ask: That required immediate action, correct? (Nod your head to evoke a non-verbal response from the participants.)

Answer: Answers will vary.



Ask: In some cases, you probably had to readjust schedules or simply do without certain materials, right? (Raise your hand and make eye contact.)

Answer: Answers will vary.



Ask: Would anyone like to share a personal experience about readjusting a schedule or materials?

Answer: Answers will vary.



Ask: Does anyone realize what this activity is called?

Answer: It is called a warm-up.

Slide 6: Warm-ups

Facilitator Note: This lesson is designed to prepare instructors to deliver facilitated lessons featured in the SPOT Basic Interim Training course. There are many unforeseen circumstances which may arise; therefore, being prepared is the key to success in any situation.

Teaching Points: It is typical for the first question the instructor asks to be met with silence.

Non-verbal behaviors that could be distracting and should be avoided include:

- Appearing insincere
- Swaying back and forth
- Standing still
- Losing eye contact
- Using distracting gestures

Warm-ups:

- Are effective ways to kick-off a facilitated training event
- Allow the audience to gradually respond to questions verbally by soliciting non-verbal communication
- Elicit responses when participants may at first be unwilling to reply



Facilitated Discussion: Facilitate a brief discussion about using non-verbal discussion while conducting CC scenarios.



Ask: Consider teaching CC and trip story skills in Lesson 3 of the SPOT Basic Interim Training course. What is a question you could use as a warm-up to engage participants?

Answers: Answers may vary, but may include:

- Can you “read” other people from their actions?
- Do people look or act in certain ways if they are about to do something they know is wrong?

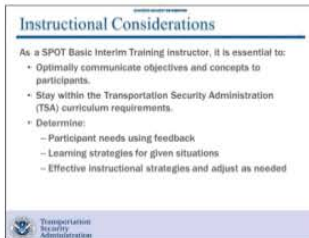


Ask: How can you encourage discussion using non-verbal behaviors as a facilitator?

Answers: Possible answers might include:

- Use silence effectively, for example, ask a question and then pause to give participants time to formulate an answer and respond appropriately.
- Pause for a moment to allow participants to think before responding.

Slide 7: Instructional Considerations

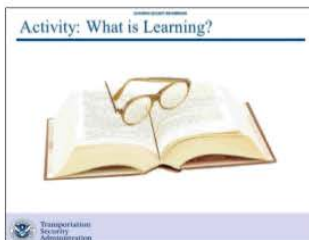


As a SPOT Basic Interim Training instructor, it is essential to:

- Optimally communicate objectives and concepts to participants.
- Stay within the Transportation Security Administration (TSA) curriculum requirements.
- Determine:
 - Participant needs using feedback
 - Learning strategies to employ for given situations
 - Effective instructional strategies and adjust as needed

Transition: *Let's complete an activity that will help you comprehend the importance of good communication skills and how this impacts the SPOT Basic Interim Training course.*

Slide 8: Activity: What is Learning?



Activity: What is Learning?

Purpose: To help instructors understand adult learning, the importance of good communication skills, and how these factors impact the SPOT Basic Interim Training course

Duration: 10 minutes

Instructions:

1. Ask the participants to take a sheet of paper and place it in front of them.
2. Direct participants to pick up the sheet of paper and close their eyes.
3. Give participants the following directions:
 - A. Fold the paper in half.
 - B. Fold the paper diagonally.
 - C. Fold the left side over.
 - D. Tear off the corner.
4. Direct participants to open their eyes and compare the results among their peers at the table.



Ask: How standard were your results? Did all of the papers look the same?

Answer: Answers may vary.



Ask: How could I have communicated with you in a way that would have yielded more consistent results?

Answers: Possible answers include:

Provide more specific directions such as:

- “Fold the piece of paper in half from top to bottom.”
- “Hold the piece of paper with the fold facing up and fold the top right corner diagonally down to the open end.”



Ask: What effect can ineffective communication have on your role as an instructor?

Answers: Possible answers include:

- Ineffective communication does not yield standard results and can cause confusion, distress, and a weakening of program standards because expectations are not clear.
 - Participants need to learn all Behavior Detection Officer (BDO)-related skills in order to perform their jobs well.
5. Debrief the activity.
 6. Ask participants if they have any questions.

Transition: *Next, let's apply these communication strategies to adult learners.*

Slide 9: Adult Learners



Adult learners:

- Have different learning styles and pacing related to:
 - How they process information
 - Age, work experience, and educational level
- Relate new knowledge and skills to previously learned information and experiences.



Ask: As an instructor, what are your expectations about the incoming BDOs, and how will this impact the way you relay information to them?

Answers: Answers will vary. Examples include BDO participants:

- Are very motivated and will be likely to study independently and take initiative.
- Study regularly and are prepared for class
- Are generally optimistic and cooperative in the classroom

Slide 10: Adult Learners



Adult learners learn through problem-solving approaches. This allows participants to learn how to resolve issues that may occur on the job.

Training developed around problem-solving allows adults to learn the content with the intention of using it.



Ask: How can we teach participants to use information to successfully complete the problem-solving activities similar to those used in their everyday job duties?

Answers: Answers may vary but can include:

Instructors can teach participants through:

- Interaction.
- Demonstration.
- Practice.
- Providing examples.
- On-the-Job Training (OJT).
- Facilitated and small group discussion.

Slide 11: Adult Learners



Teaching Point: Emphasize that adults seek out a learning experience because they have a use for the knowledge or skill. Adult learning is a means to an end, not an end in itself.

Adult learners:

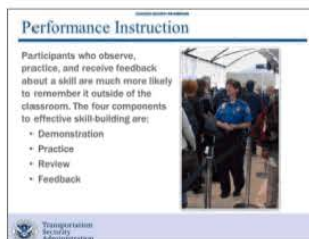
- Take errors personally.
- Are forced to re-evaluate truths.
- Make fewer trial-and-error ventures.

Instructors should therefore:

- Provide respectful responses during class.
- Offer coaching during OJT.
- Create a positive learning environment.

Transition: *Adult learners need a positive learning environment where they can feel comfortable sharing and learning information. Let's consider the four components to effective skill-building.*

Slide 12: Performance Instruction



Teaching Point: Emphasize that the four components are part of an ongoing cycle.

Participants who observe, practice, and receive feedback about a skill are much more likely to remember it outside of the classroom. The four components to effective skill-building are:

- Demonstration
- Practice
- Review
- Feedback



Ask: When you first learned how to conduct Walk The Line (WTL), what were the biggest challenges in learning that technique?

Answer: Answers will vary depending on the participants.



Ask: How do the four components to effective skill-building reinforce learning a complex skill such as how to conduct WTL?

Answers: Answers will vary but should include:

- They allow instructors to demonstrate.
- Instructors can provide feedback.
- Participants can practice and review strategies.
- The cycle continues until the participants have a firm grasp of the process.

Slide 13: Activity: Facilitating WTL Instruction



Teaching Point: Emphasize the four components: Demonstration, Practice, Review, and Feedback in the process of facilitating the WTL.



Activity: Facilitating WTL instruction

Purpose: To help instructors understand facilitation steps of WTL in the classroom

Duration: 30 minutes total: 20 minutes to participate in small groups, and 10 minutes to reconvene as a large group and discuss ideas



Reference: SPOT Basic Interim Training IG

Materials: IG

Instructions:

1. Ask participants to refer to Lesson 3, page 9 in the IG. Participants should then read through Part 1 Instructions.
2. Break participants into two groups: one stands in an airport line, while the other group observes.
3. Two T3 facilitators should then act as instructors, who play the role of the BDOs.
4. The T3 facilitators should use the Demonstration component to correctly model WTL procedures.
5. Following the activity in the IG, allow the other participants to take turns, partner up, and demonstrate the Practice component.
6. After a pair practices, the T3 facilitators should use the Review component to review the procedures.
7. To conclude, T3 facilitators should demonstrate the Feedback component, pointing out the strengths and weaknesses.

Teaching Point: Emphasize the importance of the Feedback component at this time, and allow participants to take notes about ideas they will use when instructing.



Ask: Was it difficult to recreate the WTL situation?

Answer: Answers may vary.



Ask: What strengths did you see while the BDOs demonstrated the technique?

Answer: Answers may vary.



Ask: What could have been done better?

Answer: Answers may vary.

Transition: *Let's explore how facilitation can be used while teaching skills in the SPOT Basic Interim Training course.*

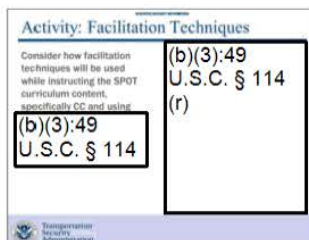
Slide 14: Interaction



Facilitators are still responsible for guiding participants to the correct comprehension and retention of the material that is presented. The way this is done is through engaging adults in the ways they learn best. Participants need to be able to retain, recall, and apply critical concepts.

Teaching Point: Emphasize that facilitation involves a participant-centered learning environment.

Slide 15: Activity: Facilitation Techniques



Consider how facilitation techniques will be used while instructing the SPOT curriculum content, specifically CC and using the (b)(3):49 U.S.C. § 114(r)



Activity: Facilitation Techniques

Purpose: To allow instructors to practice facilitation steps of CC and the (b)(3):49 U.S.C. § 114(r)

Duration: 30 minutes total: 5 minutes to read and explain activity, 20 minutes to practice in small groups, and 5 minutes to reconvene as a large group and discuss ideas

Facilitator Note: The (b)(3):49 U.S.C. § 114(r) document is included on page 14 of the T3 FG.

Teaching Point: Emphasize the use of (b)(3):49 U.S.C. § 114(r)



Reference: SPOT Basic Interim Training IG and (b)(3):49 U.S.C. § 114(r) document

Materials: SPOT Basic Interim Training IG, T3 PG

Instructions:

1. Ask participants to refer to Lesson 4, page 40 in the IG and read through the activity instructions.
2. Refer to the (b)(3):49 U.S.C. § 114(r) document in the T3 PG as an example to review with BDO participants.
3. Two facilitators should briefly review the (b)(3):49 U.S.C. § 114(r) activity with participants. Demonstrate how to show participants to:

(b)(3):49 U.S.C. § 114(r)

4. Break participants into groups of four.
5. Participants should refer to Lesson 4, page 40 and choose a topic in the margin.
6. While two participants role-play the BDO and passenger, the other two in the group should observe, providing feedback at the conclusion to help structure the activity.
7. Each participant has three minutes to ask questions, and two minutes to receive feedback from the group. All participants should have the chance to participate, so time should be balanced accordingly.
8. After 20 minutes, facilitators should reconvene to the large group for a five-minute debrief discussion.



Facilitated Discussion: Lead a brief discussion on what the participants thought of the role-play CCs.



Ask: What do you foresee as a difficulty in facilitating

this activity?

Answer: Answers will vary. Choose one idea from each group, and recap what participants thought was the most difficult.



Ask: Has any group developed any ideas to improve the facilitation of this activity?

Answer: Answers will vary. Allow each group to briefly share one tip. If none exist, share your own instructional tips and ideas.

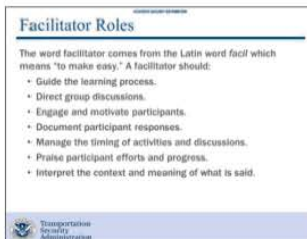
(b)(3):49 U.S.C. § 114(r)

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Transition: Next, let's consider the facilitator's role in involving participants.

Slide 16: Facilitator Roles



Facilitator Note: Give participants time to think about the question and formulate an answer. Otherwise, participants will wait for the facilitator if they know he or she will eventually provide the answer.

The word facilitator comes from the Latin word *facil* which means "to make easy." A facilitator should:

- Guide the learning process.
- Direct group discussions.
- Engage and motivate participants.
- Document participant responses.
- Manage the timing of activities and discussions.
- Praise participant efforts and progress.
- Interpret the context and meaning of what is said.



Ask: Can any of these roles be fulfilled by someone other than the facilitator?

Answer: Documentation. A willing participant can chart responses, and a co-instructor can also take on some of these roles. Ensure the responsibilities are discussed with the co-facilitator before the beginning of the session.

Transition: Once the session has started, you will want to inform, empower, and involve participants. Let's review some techniques for involving participants through questions.

Slide 17: Activity: Trip Story Questions



Teaching Point: Remind participants that they may take notes on their laptops during the lesson.

Facilitator Note: The *Follow-up Questions* and (b)(3):49 U.S.C. § 114(r) are included in the T3 PG.

One important tool for a facilitator is questioning, a key to generating a successful facilitated discussion. Follow-up questions are critical to instructing CC and (b)(3):49 U.S.C. § 114(r) tactics, especially to practice obtaining the trip story.



Activity: Trip Story Questions

Purpose: To practice asking follow-up questions to elicit pertinent information necessary for teaching CC skills, focusing on the trip story

Duration: 20 minutes

Reference: SPOT Basic Interim Training IG (b)(3):49 U.S.C. § 114(r) *Follow-up Questions* document

Materials: Laptop, (b)(3):49 U.S.C. § 114(r) *Follow-up*

Questions document

Instructions:

1. Divide participants into groups of four.
2. Ask participants to refer to the *Follow-up Questions* document (see answer key on the following page).
3. Allow participants 15 minutes to discuss and answer the scenarios proposed in the *Follow-up Questions* document.
4. Participants should consider how they would handle each situation, using questions to prompt participants to focus on the (b)(3):49 U.S.C. § 114(r) and CC strategies.
5. After 15 minutes, reconvene the group and review ideas.



Chart: Follow-up Questions

6. Record abbreviated notes on the chart.
7. Participants should take notes accordingly.

Follow-up Questions for Trip Story Scenarios Answer Key

Directions: Fill in an appropriate follow-up question based on the situation presented.

Situation	Follow-up Questions
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(b)(3):49 U.S.C. § 114(r)

Transition: Now that we have practiced ways to facilitate CC, the trip story, and the (b)(3):49 (b)(3):49 U.S.C. § let's consider how we can apply these skills to facilitate the full resolution role-play scenarios.

Slide 18: Resolution Role-Play Scenarios



Successfully conducting CC is a critical part of the SPOT program; therefore, the instructor's role in facilitating the full CC resolution role-play scenarios is critical to each BDO candidate's success. Classroom time is limited, so each scenario must be done clearly and efficiently.

Transition: During any training event, an instructor may encounter behaviors that may not be conducive to the classroom environment. Let's review successful techniques for dealing with challenging participants.

Slide 19: Activity: Resolution Role-Play Scenarios



Activity: Resolution Role-Play Scenarios

Purpose: To demonstrate and practice how to effectively facilitate the CC activity.

Duration: 1 hour: 10 minutes for participants to prepare, 40 minutes to conduct the role plays, and 10 minutes to reconvene and discuss ideas.

Materials: Laptop, *Resolution CC Role-Play Scenarios Feedback* document and *Resolution CC Role-Play Scenarios* document



Reference: *Resolution CC Role-Play Scenarios* document and *Resolution CC Role-Play Scenarios Feedback* document

Instructions:

1. Divide the participants into groups of eight so that the ratio is one T3 facilitator to each group. If there are fewer participants, divide the participants into groups of four.
2. Refer participants to page 50 in the IG: *Activity: The CC*.
3. Participants should reference the *Resolution CC Role-Play Scenarios* document and the *Resolution CC Role-Play Scenarios Feedback* document in the PG.

4. Each member of the group will select a scenario that he or she will facilitate from the *Resolution CC Role-Play Scenarios* document using Activity A or Activity B instructions from the IG.
5. T3 participants will have 10 minutes to create their charts and prepare for the role-play.
6. Ask for a volunteer to step into the role of instructor and facilitate one of the scenarios.
7. Ask the volunteer to play the role of a BDO conducting CC and a Bag Search BDO if necessary. The T3 participants not actively role-playing will observe and provide feedback for each participant, using the *Resolution CC Role-Play Scenarios Feedback* document.
8. After the role-play the instructor will provide feedback to the BDO conducting CC.
9. In the group, the T3 facilitator debriefs the instructor:



Ask: What worked well as you facilitated this activity?

Answer: Answers will vary.



Ask: What is one thing that could be improved upon?

Answer: Answers will vary.



Ask: What would you do differently the next time?

Answer: Answers will vary.

10. The T3 facilitators reconvene and debrief the large group.



Ask: Does anyone have general suggestions?

Answer: Participants should refer to their *Resolution CC Role-Play Scenarios Feedback* document.

11. Rotate each participant into the instructor role and debrief accordingly.
12. Reconvene the class and debrief by asking each group to share one thing that worked well and one thing they found to be a challenge while in the instructor role.

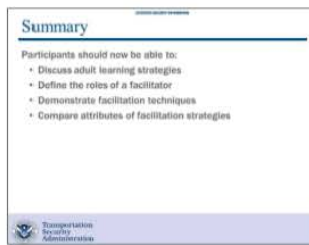
Resolution CC Role Play Scenarios Feedback: Instructor Name

Task	Did the facilitator:	Comments
Write out behaviors	Chart the behaviors listed in the scenario correctly and legibly?	
Display behaviors	Display the behaviors (b)(3):49 U.S.C. § 114(r) behaviors (if any) called for in the scenario?	
Observe accurately	Capture participants' responses regarding observed behaviors?	
Provide information	Tell the participants to look for signs of deception during the role play?	
Offer feedback	Provide effective feedback to the role-playing BDO conducting CC?	
Review	Listen to, assess, and address participants' questions?	

Slide 20: Summary

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Participants should now be able to:

- Discuss adult learning strategies
- Define the roles of a facilitator
- Demonstrate facilitation techniques
- Compare attributes of facilitation strategies

Slide 21: Questions



Ask: What questions do you have?

Answer: Provide participants with the appropriate answers.

Facilitator Notes: Remember, if the answer to a question is unknown, add it to the Parking Lot. Instructors may wish to hold some questions when the answers will be covered in a later lesson. Be sure to remove questions from the Parking Lot when they are answered.

Prior to moving to the next lesson, place a checkmark by "Facilitation, Discussion, and Casual Conversation" on the posted T3 Agenda chart.