Agenda

1) What is the Urban Homesteading Assistance Board? What's the work we do? What is the small group activity method and why do we use it? (15 minutes)

2) Small Group Activity 1: Why do people participate? (45 Minutes)

4) Small Group Activity 2: Adult learning & small group activity. (45 Minutes)

5) Wrap-up – Questions on what we talked about today? Thoughts about what you'll take away? (15 Minutes)

The Small Group Activity Method & the T4T Co-op

History of the Training for Trainers Cooperative

The Training For Trainers ("T4T") Cooperative, founded in 1982, is geared to serve organizers and trainers who participate in the field of resident-controlled housing. The T4T training program was inspired by the cooperative movement in the US, and is designed using the principles of self-help. In self-help housing cooperatives, residents have direct control over the decisions and policies that affect the operation of their housing. Accordingly, a training tailored for cooperative residents should enhance their ability to exercise this control. The training in the T4T program is structured with a similar intent, and promotes the ability of the participants to train tenants for self-governance.

The Small Group Activity Method

The Small Group Activity Method (SGAM) is based on the principle that adults learn best by doing. This approach places the participants in a series of carefully constructed problem-solving or discovery situations. In these situations, the group is asked to apply its experience to solving problems that are relevant to daily life. The instructor's role is to organize this process within the workshop and add his or her expertise to the discussion.

UHAB chose this method to retrain its staff, and train low-income residents, for several reasons.

For many years, lectures were the mainstay of UHAB's training for residents. Through this traditional form of teaching, which is often referred to as "teacher-centered learning," UHAB staff felt a tremendous wealth of information was covered. However, the trainers in the young UHAB also suspected that just a small portion of the information that was conveyed in class was in fact retained by class participants.

Additionally, it also became clear that only certain types of individuals were able to disseminate complicated information in a clear and accessible manner while sparking and maintaining participants' interest in the subject matter. For example, in order for a trainer to be a successful trainer—which could at that point be defined as a successful lecturer- s/he needed to comprehend the legal jargon contained in many regulatory documents and translate this into everyday language. If a trainer did not both digest information and (re)present it effectively, the participants risked diminished information retention.

UHAB also found that many trainers' presentations were suffering from repetition in lecture after lecture. Trainers were also getting bored or fatigued, and few trainers were able to engage tenants in the classes in discussions. The UHAB staff and other trainers involved in the formation of T4T saw clearly that if their success were to increase as facilitators of a cooperative wave, their approach to training must change.

In a bold move, UHAB began to use a learner-centered training approach called the Small Group Activity Method.

The small Group Activity Method often works as follows:

For the duration of the training, participants are divided into small groups of 3-5. Each group chooses a group reporter to help facilitate the discussion, take notes and report back to the group as a whole. The groups work on a common written activity which requires them to

make judgments and bring to bear their own experiences. An activity may also ask for interpretations of distributed written policies.

For example, an activity for a cooperative housing program might consist of asking each group to examine a list of building repairs. The group task might be to rank order the list by importance of task and justify the ranking. Each group works on the task for 10-15 minutes. Each reporter lists the group's findings and a master rank order list is assembled in front of the room by the instructor. If the groups disagree, a discussion ensues as to whether or not the right principles were employed, how they were prioritized, etc. A summary sheet is then distributed listing the basic principles previous classes have determined to be useful.

There are several advantages to this approach over the lecture method:
1. **It maximizes participation without loss of structure.** During the small group process, virtually everyone gets a chance to participate. This is a critical feature of any program which is intended to help people improve participation within an organization. The report-back set-up allows for well-defined discussions and structured intervention by the instructor.
2. **It places a high value on sharing information and experience.** The small group format requires that the participants first bring to bear their own knowledge and experience in problem-solving. The instructor-participant relationship becomes reciprocal, where the exchange of information is the operating learning style.
3. **It develops leadership skills:** The role of the reporter is constructed to help foster the reporting, public speaking, and small group leadership skills critical to successful self-governance.
4. **It develops a shared pedagogy:** By creating written activities, this approach is much more transferable to new instructors than the lecture approach. The creation and implementation of activities become shared processes among instructors.

This method also promotes fundamental values and processes. It breaks down the hierarchical structure common to most classrooms and supports the notion that adults can be equal partners in the educational process. It also stresses cooperative problem solving and minimizes competitiveness. UHAB uses the Small Group Activity Method as an integral part of the organizing that is done to empower tenants. By building the self-confidence and skills of tenants, both individually and as a group, the Small Group Activity Method is the educational arm of the organizing process.

Activity: Participation

Aim: To discuss what motivates people to participate or not participate in volunteer organizations

Task: Answer the questions below.

1. Why do you participate in a volunteer organization?

2. Why do you think other people do not choose to participate in volunteer organizations?

3. What are the different ways people can participate? How can you encourage this?

4. Why would one person stay involved and another leave a volunteer organization?

Summary: Why do people participate?

People DON'T participate because they: .
- Feel intimidates or are afraid of making mistakes
- Think the leaders act like they know everything
- Think that they lack the skills, confidence or public speaking ability required
- Think that everything is fine in their building
- Do not see any committees to join
- Feel meetings are unpleasant, unproductive or held in an uncomfortable place
- Experience personality, cultural, racial or generational conflicts
- Lack childcare
- Can't read and are afraid that people will find out or they don't speak English
- Don't believe in volunteer work; they want to be paid.
- Distrust the group or like their privacy
- Were never asked

Most reasons why people DO participate are described in the "Six R's":

1. Recognition: They enjoy when their hard work and effectiveness is acknowledged. People keep participating when they hear from their peers and leaders that they have done a good job, and when appropriate efforts are made to thank them for their work publicly.

2. Respect: People often gain respect for themselves and their values through participation in community work. When working side-by-side in a residents association they can gain the respect of their peers that may be lacking at work or in school.

3. Role: People need a "niche" or a specific group of related tasks that take advantage of their own unique skills. This is their role. It is important that people see how the association needs them and how they can contribute. A person should feel some "ownership" over their role--if they don't do the job no one else will cover for them.

4. Relationship: Very often people join organizations to make new friends, or to spend time with their friends who are already members. The network of relationships in a resident association or co-op is an important reason why people get and stay involved.

5. Reward: People get different kinds of benefits from participation, but it's important to realize that mostly people get involved for self-interest. Maybe they want to preserve their housing, or learn new skills--if the benefits outweigh the costs, they'll participate.

6. Results: People like to see a pay-off from their participation. They get involved to have an impact on something that's important to them.

Adult Learning Theory + Small Group Activity

Aim: To understand the learning theory that shapes our training method (small group activity method)

Task: Read the following questions and answer

1) From your experience, how are children and young adults generally taught and educated? Do you think this is the best approach? Please explain.(more systematic)

2) From your experience, how are adults generally taught and educated? How do you think adults learn best and why? (more motivational; learn best by doing)

3) What are the differences in approach?

4) If you have attended one of our trainings what do you know of the Small Group Activity and how has it been influenced by the Adult Learning Theory?

<u>**Summary Adult Learning Theory+Small Group Activity Method**</u>

What is Pedagogy? The function or work of a **teacher**; **teaching**. 2. the art or science of **teaching**; education; instructional methods.

Often referred to a child/young adult learner focused teaching approach. Very systematic in nature and married to a set plan.

Paolo Freire was a Brazilian Educator and philosopher who criticized the traditional approach of pedagogy.

Banking model of education is a term used by [Paulo Freire](#) to describe and critique the traditional education system. The name refers to the metaphor of students as containers into which educators must put knowledge. Freire argued that this model reinforces a lack of [critical thinking](#) and knowledge ownership in students, which in turn reinforces [oppression](#), in contrast to Freire's understanding of knowledge as the result of a human, creative process. https://en.wikipedia.org/wiki/Banking_model_of_education

"Any school which does not foster students' capacity for critical inquiry is guilty of violent oppression"

What is Andragogy? The method and process of teaching adult learners. Adult Education.

Andragogy, theorized by Dr. Malcolm Knowles, focuses on adult education. This learning approach consists of learning methods and strategies on adult humans. This concept of learning is widely used by educators worldwide. Knowles, stated in his [theory](#) that adults should focus on six premises related to the adult learning motivation.

The six premises are:

1. Adults could respond better to internal than external motivators.
2. Adults are most interested in learning subjects having experience in work and more experiences in life.
3. The basis of learning activities is experience, which clearly shows that adults have better experience.
4. Adults [need](#) to know the need and reason for learning something (Motivational)
5. Adults are contributors of their own involvement in planning and evaluation of their instruction, they should also be responsible for their decisions on their education.
6. Adult learning should be more problem-centered than content-centered.

These premises help idealize the education of adult learners.

Pedagogy Vs Andragogy: 5 Main Differences

1. **Learning behavior.**
   Adult learners are self-directed; they have control over their learning experience and they are 100% responsible for their own learning. They are also deeply involved not only in planning, but also in evaluating their learning, as they know what knowledge they want to acquire. On the contrary, young learners are not self-directed; they still depend on their

teachers throughout the learning process. Therefore, their teachers should be responsible not only of what will be taught, but also of how it will be taught and evaluated.

2. **The role of learners' experience.**
   Adult learners have clearly more experience than young learners. Their experience becomes the main resource of both their learning and the personal identity they have developed, as the richer and more diverse their experience, the more the diversity they can bring to their own learning. Young learners, on the other hand, present little personal experience by default, and so it is impossible for this experience to serve as a learning resource; it can be only used to build upon.

3. **Orientation to learning.**
   What kind of knowledge adult learners are most interested in? Naturally, adult learners seek information that is useful in their personal lives and work environment. This audience demands that their learning is relevant to their real life issues, problems, and tasks, and that their education will boost their performance levels and help them live their lives in a better, and more satisfying way. Young audience's learning, on the contrary, is subject centered, meaning that the subject determines the sequence according to which the learning content units will be presented and taught.

4. **Readiness to learn.**
   Adult learners' readiness to learn can be triggered by literally anything; a sudden change in their lives, a need for dealing with life tasks and problems more successfully, the desire for self-improvement and self-development, and so on. Adults need to know why to learn something; as soon as they answer this question, they are ready to start. Children, on the other hand, are usually told what to learn; the reason behind their learning is developing their skills to achieve the next level of mastery.

5. **Motivation for learning.**
   What motivates adults to find time for their learning in their **busy schedule**? Mostly **intrinsic** motivators; self-esteem, self-confidence, desire for better quality of life, curiosity, self-development, and recognition are only a few factors that motivate adult learners to learn. Needless to say, intrinsic incentives are much more powerful than extrinsic ones, and thus adult learners, more often than not, are more satisfied with the learning process, more focused, more persistent, and more eager to apply their knowledge more frequently and successfully than younger learners. On the other hand, children and teenagers are mostly motivated by **extrinsic** factors, such as getting good grades or other perks, or avoiding the consequences of failure.

It is clear that andragogy can be highly motivational, as adult learners are more goal oriented than younger learners; this is why offering them **meaningful** learning experiences can make a real difference in achieving learning outcomes.

Summary:

1. Andragogy is an adult focused teaching approach while Pedagogy is a child focused teaching approach.
2. Both methods of teaching are problem centered.
3. Pedagogy is more systematic than andragogy because of the complexity of the students while andragogy is motivational.

Read more: Difference Between Andragogy and Pedagogy | Difference Between
http://www.differencebetween.net/miscellaneous/difference-between-andragogy-and-pedagogy/#ixzz55b3F1ZXr

Introduction to Adult Learning Theory

Malcolm Knowles (1913-1997) was an American educator who theorized adult education. He popularized the phrase "andragogy" to apply to adult learners, with the idea that adult learners are uniquely motivated and educators of such learners must be facilitators. His basic concept is the *learner has the primary role in organizing and using new information and skills and the trainer acts as a facilitator for this information, not as a teacher and repository of wisdom.*

Elements of Knowles "andragogy" include:

1. Adults are motivated to learn based on their own needs and interests. Adults have years of experience under their belts and know what they want to know, when they want to know it. Adult participants should be equal players in designing the content of training. (This is why completing a thorough "needs assessment" before beginning training design is so important.)

2. Adult orientation to learning is life or work-centered and skills or information needs to be directly and immediately applicable to real life situations. The general rule of thumb is more substance and less theory. Training should be designed around direct application of skills and ideas in a life or work context.

3. Learning opportunities should be experience-based. Training should be designed around participatory, interactive exercises where lessons and skills are extracted and analyzed and then applied to real-life situations.

Since adults are equal players in the training session, the traditional dynamic of teacher / student is inappropriate. Instead, we adopt the role of trainers and participants. The distinction is more than semantics.

Teaching means that the instructor defines both the content and the process of learning. Alone, the instructor develops the lesson plans for the class. This includes what topics will be covered and how they will be taught. It is the teacher's input that is considered important. The students are usually passive participants. Elementary school or a citizenship course or a tax preparation certificate course are all examples of teaching.

Training means that the instructor may define, to some extent, the process of learning on her own, but never completely the content. What topics are covered, outcomes sought and, to some degree, even the process of getting there is developed in conjunction with the learners. In addition, where teaching is often "static," the principles of adult learning theory (andragogy) demand that training be much more fluid. Throughout a training event, opportunities will exist for participants to give input into both process and content in order to maximize the learning process for everyone.
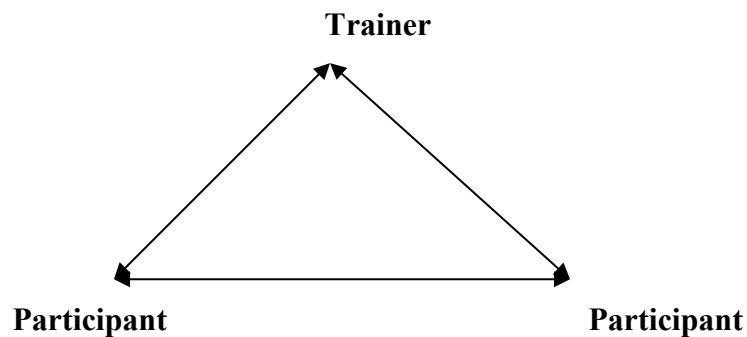
(Below will be used and discussed during Adult Learning Theory explanation)

(Will be spoken about when explaining Adult Learning theory, as well as SGAM)

Traditional Classrooms:

Teacher

Student   **Student**

Adult Training Sessions:

Trainer

Participant   **Participant**
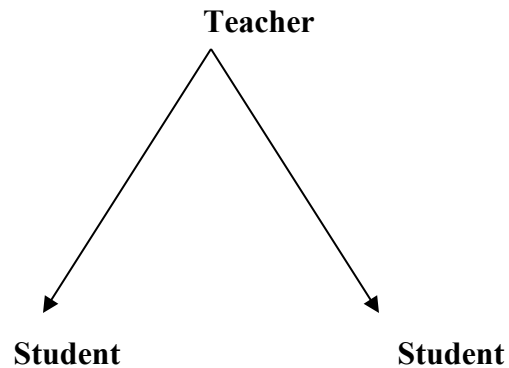
Principles of Interactive Training of Adults:
1. **Respect**: Adults as empowered decision makers
2. **Applicability**: What you need to know, when you need to know it
3. **Experience**: Collectively the group knows the solution through experience
4. Adults remember: 20% of what they hear
                      40% of what they see and hear
                      80% of what they **do.**

The **goals** of adult participatory trainings are to teach people to work as a team, to try to resolve social issues through the participation of those present and to enrich the knowledge of all through open communication. Training should be an empowering experience with the participants acting as decision makers since "no one can teach anyone else; no one learns alone; people learn together; acting in and on their world." The **role of the trainer** is to assess the needs of the group, provide a process and format for learning, and to promote the confidence and participation of all. The **role of the participant** is to identify issues and assess their significance and be active in the process of working together to find ways to resolve those issues.

How to use the Small Group Activity Method (SGAM)

1. Facilitator asks for a volunteer to reads Aim and Task

2. Small groups are asked to work on the task

3. Reporter or "scribe" is identified. The "scribe" is rotated.

4. Small groups do activity

5. Report back to larger group

6. Summary

The Training Technique Worksheet aka "the Tradecraft List"

Room and Small Group Set-up
- Arrange proper tables for groups, find a good spot for you and your board or flipchart
- Make sure there is enough room between groups
- Have paper, markers, tape, etc. ready to go (wrap extra tape around marker end)
- Have name tags and sign-in sheets
- Distribute materials or have a plan to do so. Put extras in right place.
- Prepare snacks in advance.
- As the class begins to fill, balance your groups out. Mix buildings, or organizations, etc. Internally diversify your groups.

Trainer's Preparation
- Have enough materials to accommodate everybody, even late-comers.
- Know your material before you teach it. Make certain you spend several hours preparing yourself before the day of the training.
- Review the activities so you know what you want to emphasize in the summary.
- Work out a system to keep from lecturing; coordinate with your co-trainer if you are not training alone.

Introducing the Activity
- Introduce yourself.
- Have people introduce themselves.
- Briefly explain the Small Group Activity training method (your rap).
- Ask for a volunteer to read the purpose of the activity (aim, task, scenario).
- Give simple instructions and move into small groups as soon as possible.
- If on the 1st activity, explain the role of the scribe and get 1 per group.
- If you are not on the first activity, **rotate** the scribe.
- Rearrange groups as necessary.
- Keep introductory remarks short; get to the activity as soon as you can

During Small Group Discussion
- Be available but don't interfere.
- Help a group that might be stuck or lost.
- Cut off discussion before groups are done (at the peak), not when you hear silence.
- Keep the pacing of the session in mind.
- Encourage the sharing of information and experience with the groups.
- Look for potential tutors within each group.
- Limit the time on each activity in private and monitor it

Report Back
- Decide how you will get the info from the groups (one item per group? Each group finishes completely before another starts?)
- Figure out the roles of the 2 trainers (who will write up front? Who will run the discussion?)
- Record responses on paper in the participant's own words.
- Once a sheet is filled with responses, move it away from the front of the room and keep writing. These class responses are the basis for summary sheet creation or enhancement.
- Don't rephrase or put words in people's mouths. Write exactly what you hear. If any comment from the floor is too long, ask the speaker to shorten it so you can get it up on the board.

- Keep purpose in mind so you don't get lost.
- Don't argue with participants.
- Make sure you hear from each scribe first before you throw the discussion open.
- Try not to let one person dominate the discussion.
- Encourage discussion from different points of view.
- Don't let one activity continue indefinitely.
- Don't put anyone down.
- Always be supportive and encouraging. Continually build the confidence of the group.
- Don't slip into being the expert lecturer. Remember, this is a participant-centered program, not a traditional teacher-centered class.
- End the discussion before it drags on too long.
- Briefly summarize or add additional points at the end.
- Once you have finished an activity, rotate the scribe for the next one.

Evaluating the Activity
- Make sure each class or activity has an evaluation sheet.
- Ask yourself if the purpose of each activity was met by the discussion you facilitated. If no, re-evaluate your role and wording of the activity. What should be changed?
- Add responses from each group to your master summary sheets when not duplicative.

- **THE ACTIVITY PROCESS {from T4T Guide Sec. IV}**
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A.   **Crafting Good Activities:**

Before beginning to craft any activity it is essential that the trainer consider his/her overall goal. In other words, what is **so** important about this skill or piece of knowledge that these people attending the training should spend an hour of their valuable time completing it. Doing this creates the basis for the entire activity and is invaluable in assisting the trainer as he/she guides the participants through the activity.

For example, if the trainer needs to teach bookkeeping s/he should consider what the overall goal of teaching bookkeeping is before beginning to craft the activity. Bookkeeping is simply a tool for maintaining financial records in an organized way. It's a tool which helps the Co-op in its future budgeting, monitoring of income, expenses and records information in a way that makes doing taxes easier. The overall goal of learning bookkeeping would be to understand the importance of maintaining accurate financial records and to gain skills in record keeping. Once the overall goal is established, the trainer can use this during the report backs and summary to keep the discussion on tract.

1.   **Each activity breaks down into three fundamental sections.**

The Aim or Purpose
The Task
The Summary

The aim and task are written down and distributed to the groups to begin an activity. In this way, all involved have a clear idea of what the purpose of the work is; what it is we are to do; and what the results are.

The Aim or Purpose

An activity begins with the writing of a clear concise aim. Our experience has confirmed that the more clear and more precise the aim the better the activity. The more general and vague the aim, the more chance there is for both the participants and the trainer to become lost or confused. To use the bookkeeping example, an aim could be "To begin to learn how to fill out the cash disbursements journal". General rule: keep it simple.

The Task Statement

The next step is to construct a task for the small groups. The task should be something that can be accomplished in approximately 15 to 30 minutes. Through trial and error, tasks can be written that avoid confusion and frustration.

2.   **We have developed the following basic types of tasks:**

a.   Listing:

Simple task is to ask a group to make a list of problems or response to a particular question. This kind of task works best when the list can be produced from the Co-op members' own experiences.

b.   Prioritizing:

Using a list already developed by the group or one supplied by the trainers the group is asked to place items on the list in priority order. This kind of task often encourages debate among groups.

c.   Analysis:

Training sessions which include members from different buildings mix best when they get a chance to talk about problems which are common to all buildings. To help promote interaction it often

works best to create imaginary case studies concerning a "typical" building. The groups are then asked to analyze the problems of this fictitious building and develop problem-solving approaches.

d.   Research:

When there are complicated legal documents which govern Co-op management and/or there are reference manuals available to help Co-ops solve problems, trainers can design activities which give Co-op members practice in research. It tenants can successfully use these documents and manuals in class, they are more likely to use them for problem solving back in their buildings.

e.   Role Playing:

The most complex and more creative activities involve role playing. Here the tasks are designed to recreate actual problem-solving and problem-creating situations that Co-op members often confront. Complex tasks may have the trainers play multiple roles in relationship to the Co-op members. For example, the groups may be asked to be a Co-op committee whose task it is to investigate a complaint about a given member. The trainers then play the roles of anyone the committee wishes to talk to including lawyers, the problem member and neighbors.

f.   Writing:

A more complex task is to actually have the participants draft a policy statement to deal with a given problem or issue. Again, this kind of activity usually works best when the groups have to draft a policy or amend a bylaw in reference to a problem noted in a fictitious case study.

g.   Rewriting:

This is a simpler task than actually writing an original statement. An example is given and participants are asked to rewrite it based on knowledge they have gained in other activities.

h.   Technical Practice:

For example, group tasks can be designed to help people gain experience with the actual forms their buildings use, such as ledgers and rent rolls. Here, cop-op members working in small groups get a chance to practice in class, on their own, with the help of the small group, and with the help of the trainer. We find that more skilled Co-op members are quick to help other members in the small groups. These kinds of tasks allow the members to get hands-on experience in class rather than passively listening to a lecture or being led by the hand through the forms.

i.   Individual Response:

Although used only in special situations where the group is very small (3-5 total) and especially skilled or opinionated, this task can be useful. Participants are asked to give their personal opinion on an issue.

3.   **The Activity Summary**
Each activity should end with a summary sheet which is distributed to the entire workshop. The summary lists are not the teacher's "correct" answers. Rather, they are the sum total of relevant responses to the activity generated by the previous groups who attended the particular workshops.

The summary sheet serves as a checklist with which to compare the lists generated by the current groups. It's a direct way to make certain that the most important points were covered. (It's uncanny, how many of the points the trainer originally hoped to make are derived by the groups themselves.)

The summary list gives the class a sense of accomplishment, and provides a quick review of the major points covered in the activity.

B.   Activity Procedure
In addition to good activities, this method requires that careful attention be paid to workshop organization and procedure. To aid instructors we have developed the following checklist.

1.   Before the Workshop Starts

Room set-up!
The arrangement of the room can help or hinder activity process. For example, if the room is set up lecture style, it is certain there will be few participant-to-participant interaction. We have found that the process works best if each group has its own work table, so that both the small group process and report-backs can take place without relocation of the participants.

Tape and paper
Since most activities generate lists to be shared among the groups, it is necessary to record this information in full view of the groups. We suggest the use of newsprint pads. After a sheet is used, it helps to tape it to a wall. In this way, the room becomes filled with the perceptions and findings of the participants, summaries become easy, and a sense of accomplishment is portrayed through this display.

 To facilitate this process before the class, it helps to rip the newsprint pad into single sheets, attach tape to each sheet and reassemble the pad on a wall or Board. Then during the class, once a sheet is filled, it can be easily placed on the wall without stopping to rip it off the pad and taping it up.

Go over the purpose of each activity

Just before class starts it really pays for the instructors to review the purpose of each activity. This is especially important to part-time trainers who have spent the day working on other things. The trainer must know what they are planning to do and why they are doing it.

2.   Introductions -- to Trainers, Trainees and the Learning Exchange

Introduce the trainers and the trainees
It's worth taking the time to have each and every person in the room introduce themselves. It's amazing how many times instructors forget to do this.

Introduce the training exchange
For most participants, the small group process is new and deserves some special explanation. We find it is especially important to stress three learning exchanges. Participants should be warned that this process is not lecture oriented. The learning exchange is 3-way.

3.   Starting an Activity

Hand out activity and read purpose
Activities depend in part on clarity of purpose. If everybody understands why they're about to do something, it helps get it done. We suggest that the instructor pass out the written activity and at least read aloud the purpose. It helps to have the entire activity read aloud in the small groups when you don't know the reading abilities of some or all of the participants.

Determine the small groups
When people enter a training session they usually sit near people they know. The trainer may want to form new groups for the small group process. Some trainers use random counting-off systems. Other consciously pick the groups. In any case, one should make a decision on the make-up of the small groups.

The role of the scribes
A key ingredient of the small group process is the designation of the scribe. The scribe is a person in each group who acts as secretary and report-back person. They are responsible for keeping written notes on the small groups findings and for reporting those findings back to the group at large. It is essential that this role be rotated for each activity so that everyone in the workshop gets an opportunity to serve in this leadership position.

4.   Small Group Discussions

Be available but don't interfere
If the activity tasks are clear and doable, the small groups should be able to handle the task on their own. It is important for instructors to stay clear of the groups to give them the opportunity to work. When the instructor drifts too near, the small group discussion stops and turns towards the trainer.

Sometimes, groups have difficulty with the tasks or are confused about some aspect of it. The instructor should be available to help with these problems

Observe the level of discussion and break after the peak
There is no fixed time to stop the small group activity and begin the report-back process. If you wait too long, the groups will become restless. If you stop too soon, the groups will not have a chance to do the activity.

One rule of thumb is to listen to the level of discussion of the entire room and break of discussion after it seems to have hit a peak. In this way, people are not quite done, and are still eager to continue their discussions in the report-back process.

5.   **The Report-Back**

Start with the scribes
To make the scribe system work, it pays to have the report-back begin with comments from each scribe. This also brings order to what could become a chaotic discussion.

Decide on how much report-back to allow from each scribe
The trainer may want to limit the number of points each scribe makes during the report-back. If no limit is set, the first scribe may leave nothing for the other scribes to add. For example, if the task requires list making, the trainer may want to ask each scribe to add two items to the list, rather than giving their entire list.

Don't rephrase report back list
It's very tempting for the trainer to rephrase the scribes' work when making master lists in front of the room during the report-back process. Using the participants' own words helps to reinforce the self-confidence of the participants. Translations sends a negative signal to the group.

Allow for general discussion after scribes' report-back
After the last scribe reports, general discussion will usually occur. Again, it pays for the trainer to stay back from the discussion and allow debates to flourish. It is not critical that the instructor comment on everyone's comments.

If the discussion wanders the trainer should consider the overall goal of the activity
Directing discussion towards the overall goal will always ensure the discussion is valuable even if it isn't going in the direction the trainer anticipated. Often new information about the activity's structure and/or content emerges during the report back. Concentrating on the overall goal keeps it going in a productive direction.

With the activity's overall goal and aim in mind, end discussion
The general discussion may head in many different directions. It's important for the trainer to remember what the purpose was in the first place. If that purpose has been achieved, it's time to end the discussion.

6.   **The Summary**

Clear written summaries are essential ingredients to the process. They provide a clear ending to activities and a chance for the trainer to make any points that did not come out during discussions. It's a tool to make sure the trainer covers what he or she thought was most important.

Usually, the groups come up with most of the summary points. If that is the case, the trainer should refrain from repeating the entire list. Instead, he or she should concentrate on new points that previous workshops placed on the summary list.

The summary also provides a way for groups to value their own work. A sense for accomplishment is developed when participants compare the master list developed by other workshops with their own lists.

7.   **The Evaluation**

Using a short evaluation form helps in getting participants to complete them. T4T© uses a simple numbering system which looks like the form on the following page.