

## A.L. On Deck contains:

### 115 Activity cards



Preparation



Presentation



Practice



Performance



8 A.L. Principle cards



20 Question cards



4 Overview cards

## PREPARATION

# Learners Generate Questions



In pre-class communications, ask learners to write down at least three questions they have about the topic and bring them to class.

At the start of the program, have table teams answer as many of each other's questions as they can, using reference material in the room if necessary.

Assure participants that any questions they still have will be answered during the program.

## PREPARATION

# Learners Construct a Wall Display



As participants arrive for the program, give them each a piece of a puzzle representing a part of a system or process they will be learning.

Ask them to spend a few minutes constructing the puzzle on a wall display or tabletop. Then discuss. Learners can share their initial understanding of the system and ask questions.

Leave the completed display in the room for the duration of the program.

## PRESENTATION

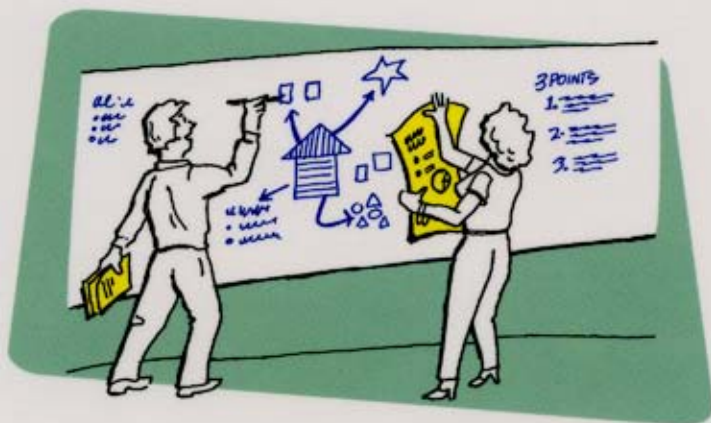
# Wandering Presentation



Select slides that contain the most important content of your presentation. Print these on large paper and post them around the classroom in sequence.

Deliver your presentation using these posters, moving around the room with the group as you present. Afterwards, leave the posters on the wall for continual reinforcement and review. You can also have learners use the posters as research material for additional activities.

## PRESENTATION Knowledge Sharing Wall



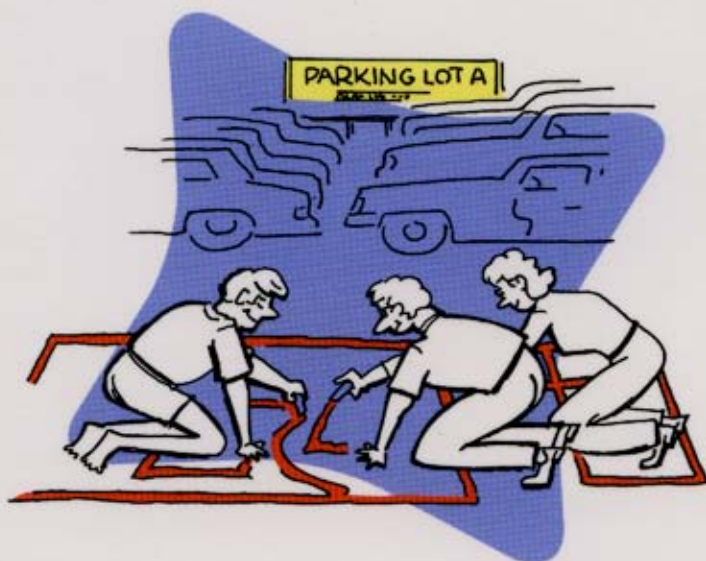
Tape a long strip of roll paper along a wall. Provide people with colored markers.

Pause your presentation every 10-20 minutes and have people get up, go to the wall, and record the main points from the last segment in words and images. They could also, on that wall or on a second graffiti wall, write any questions or concerns they would like to see addressed.

Encourage learners to continue to record important information on the wall throughout the program. At the end, as music plays, have learners browse the wall for a final review.

## PRACTICE

# Diagram Creation



Have learners create a large diagram of a system or process on the floor, tabletop, or outside on a sidewalk or parking lot. Then have everyone gather around the diagram. Pose various situations that the learners have to think through and discuss using the diagram. With floor models, you could have learners walk through the diagram and interact with it as they are explaining their solutions to the problems you pose.

## PRACTICE

# Interview the Expert



Give small teams each a list of questions, problems, or issues and a specific expert to interview on the job, with each team interviewing a different person.

When everyone returns, ask learners to share what they learned from their expert.

## PERFORMANCE



### Follow up Team



Put participants in teams. Arrange for them to meet several times after the initial training to compare notes, share successes and challenges, and support each other in achieving greater success on the job.

## PERFORMANCE Personal Action Plan with Peer Review



Near the end of the program, have learners draft up an action plan for how they intend to use the new learning on the job. Provide a template if appropriate.

Ask them to share their action plans with a partner or small team for feedback and suggestions.

Then learners return to their jobs and execute their plans. After an appropriate time, have partners or teams meet to review each other's plans and how successfully they implemented them, offering help where needed.

Encourage them to hold additional meetings for continued mutual support and coaching.

# ACCELERATED LEARNING PRINCIPLE



## The 4-phase Learning Cycle optimizes learning

A learning program needs to include all four phases of the Learning Cycle (Preparation, Presentation, Practice, Performance) for optimal learning to occur.

- Preparation— the arousal of interest in learning
- Presentation— the meaningful encounter of new learning
- Practice— the integration of the new learning
- Performance — the application of the new learning in the workplace

How will you include all four phases of the Learning Cycle in your design?



PERFORMANCE

Question



**What job aids and tools  
will learners create  
to support their success  
on the job?**

## PRACTICE INTEGRATION

### Integrating the new learning

The goal of this phase is to help learners integrate and incorporate the new knowledge or skill in a variety of ways.



#### You can do this through:

- Learner processing activities
- Hands-on trial with feedback and re-trial
- Real-world simulations
- Action learning games and activities
- Individual reflection and study
- Problem solving activities
- Partner- and team-based dialog
- Peer tutoring
- Skill-building practice activities
- Teachbacks