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**Training Instrument 11-1****Memory Game Word Lists**

LIST A (Optional: read aloud in monotone with little facial expression)

chair	boat
oil	soda
three	scissors
house	sky
ham	carpet
river	book
paper	travel
diet	desk
mice	blue
tree	cheese
store	rock
motor	cleaner
blind	agent

LIST B (Optional: read aloud with vocal variety and changes in facial expression)

ham	diet
cheese	soda
rock	three
paper	blind
scissors	mice
tree	desk
house	chair

*continued on next page*

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***Training Instrument 11-1, continued***

***Memory Game Word Lists***

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river

carpet

boat

cleaner

blue

motor

sky

oil

travel

book

agent

store

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**Training Instrument 11-2****Empathic Listening Observation Checklist**

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**Instructions:** This checklist is designed to help you provide feedback to the speaker and the listener during the empathic listening small-group exercise. Put a ✓ in one of the boxes to the right of each statement, depending on whether you observed the behavior as described. Space is included to share comments with the other participants.

DID THE LISTENER:	YES	NO	NOT SURE
1. Display an open and caring posture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Accurately reflect the speaker's feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have good eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Show interest in the speaker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Avoid distracting behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DID THE SPEAKER:	YES	NO	NOT SURE
1. Speak clearly so as to be heard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Correct the listener if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have good eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Listen when the other was speaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Avoid distracting behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS FOR THE SPEAKER AND LISTENER:**

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**Training Instrument 11-3**

**Feedback Observation Worksheet**

Feedback for (characters' names): \_\_\_\_\_

Positive comments for the feedback giver:

Areas of improvement for the feedback giver:

Positive comments for the feedback receiver:

Areas of improvement for the feedback receiver:

Please share your comments with the others in your group.

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## **Training Instrument 11–4**

### **Facilitation Preparation Checklist**

This instrument is designed to help you, as the facilitator, prepare for a training session by ensuring that you have all of the materials and equipment necessary to conduct a workshop. All pretraining activities and needed materials and tools are listed to help set you up for a successful session. Specific materials will vary based on the content modules you will be using for the training.

#### **Pretraining Activities**

- Reviewed learning needs-assessment data to ensure effective selection of content.
- Read and reviewed applicable content modules and structured experiences.
- Read and reviewed applicable assessments and participant handouts.
- Reviewed all PowerPoint slides thoroughly.
- Prepared additional anecdotes and examples.
- Practiced workshop flow and exercises.

#### **Workshop Materials and Tools**

- Content module and structured experience instructions
- Content module PowerPoint slide decks
- LCD projector with screen
- Computer and cables
- Power strip and extension cord
- Participant handouts, assessments, and instruments
- Attendance and registration sheet and/or participant sign-in sheet
- Participant name tags and/or table tent cards (if applicable)
- Facilitator and/or training evaluations
- Writing instruments (pens, pencils, and markers)
- Extra paper (if participants need it)
- Flipchart, easel, and markers (or whiteboard in training room)
- Masking tape to attach chart paper (if paper is not self-adhesive)
- Facilitator table or podium (to hold workshop materials)

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***Training Instrument 11-4, continued***

***Facilitation Preparation Checklist***

- Watch or other timepiece for structured experiences and workshop flow
  - Supplemental materials for structured experiences (such as articles and tennis balls)
  - Toys or candy for participants at tables (optional)
  - Facilitator's business cards (if external to the organization) to give to participants
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