
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 |

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

river

carpet

boat

cleaner

blue

motor

sky

oil

travel

book

agent

store">

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

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:

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.

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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