

Analysis Part II Discussion Results

ISPI San Diego

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1. Create one or more terminal (top-level) learning objectives.		
	TKF Mission	Trainers need to understand TKF mission. Develop indicators for TKF values, i.e. "forgiveness".
	Facilitation Skills	Develop facilitation skills for <ul style="list-style-type: none"> ❖ Sensitive subjects ❖ Hostile participants (verbal & physical) ❖ Conflicts of interest ❖ Appropriate group participation (not having a few lead) ❖ Topic vs. tangent control ❖ Establishing trusting relationships within a group ❖ Establishing credibility for you and/or the class ❖ Establish and maintain appropriate emotional distance from participants ❖ Empathize without being fake or phony (put yourself in the child's shoes) ❖ Maintain control of the emotional environment ❖ Evaluate how well a trainer facilitates a session ❖ Apply strategy based on audience engagement ❖ Develop a safe place for learning material. ❖ Demonstrate use of transitions ❖ Describe methods for keeping the audience engaged ❖ Describe the reactions of middle school age group to the materials
	Planning skills	Prepare the class according to the physical components available
	Knowledge of Audience	Teachers must know audience, community and specific gang characteristics
	Violence Prevention / Content Knowledge	<ul style="list-style-type: none"> ❖ Facilitator learns the material ❖ Develops understanding of and comfort level with content ❖ Thinks of links to own experiences ❖ Given the delivery of TKF's 12-week workshop (see manual), facilitator will encourage 6th through 9th grade students to choose alternative, constructive ways of addressing negative peer pressure to join a gang and/or engage in criminal behavior.
2. Create enabling (supporting) learning objectives.		
3. Generate questions appropriate for those learning objectives		

