Project SHIFT

See Yourself in the Drivers Seat
Learning Activities for Grades K – 8

Presenter Guide
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PROGRAM GOALS

The goals of the Project SHIFT K-8 educational program are to:

- Enable you to make effective presentations and facilitate successful learning activities to educate young people about the transportation industry.
- Present a positive, professional image of the transportation industry and its occupations, including truck driving, logistics and warehouse management.
- Promote awareness of career pathways in the transportation industry and opportunities for careers that offer secure income, growth and advancement, and the satisfaction of working in an important and valued global industry.

PRESENTER TRAINING WORKSHOP LEARNING OBJECTIVES

As a result of this workshop, participant should be able to:

- Demonstrate basic presenter skills and effective learning activity facilitation techniques.
- Develop age-appropriate presentation and learning activity plans.
- Deliver presentations and learning activities to learners in kindergarten through grade eight highlighting occupations and career pathways in the transportation industry.
UNDERSTANDING YOUR LEARNERS

Learning Characteristics of Children

- Children constantly develop and change as they grow. Some develop faster or slower so that you might find a six year old who behaves as a five year old or as a seven year old. Children tend to revert to younger ages when under emotional stress or tension.

- Remember that little children have short attention spans, get bored easily, and need to be involved physically in the learning process. Squirming is a natural way for young children to express nervous energy.

- Children are generally accepting and believing. They are receptive of the truth but can detect insincerity at a surprisingly early age. They tend to take things literally and react well to material which they can relate to their daily existence.

- Children may become confused if material is presented to them in the form of complex metaphors and when the language used by teachers is not suited for their age and stage of language development.

- Children are curious and like to learn new things. Younger children like to involve themselves physically in the learning process while older children like to answer questions and to solve problems.

- Lessons and opinions learned early in life are long-lasting and character forming. Your presentations about the transportation industry may remain with the young people you meet for many years and can shape a positive and lasting impression about the transportation industry and the opportunities for careers in that field.

- Remember to be patient with children regardless of age group. Children respond best to teachers who are calm, and quiet, and who respect and care for them as persons.
Age Characteristics of Children

Kindergarten through Grade One
These children are pre-literate to beginning readers and are characterized by activity and motion. They are talkative and often ask many questions. They are friendly and eager to please and are interested in group activities, singing, pretending, and hearing stories. They are easily embarrassed by their own mistakes and sometimes blame others for them.

Grades Two through Three
These children may exhibit some of the characteristics of the Kindergartener or the eight year old, depending on development, age, and level of stress. They may have a better developed attention span and still tends to be nervous and to squirm about in their seats. They are sensitive to criticism, though often self-critical, and want to be appreciated. The older children may be bossy, rude, or demanding with other children.

Grades Four through Six
These children have well developed reading skills and have a better developed attention span. They like team games and have moved from the realm of fantasy to the real world with an appreciation of facts. They are independent and can accept responsibility for their own actions.

Grades Seven through Eight
These children try to put childhood behind them and enjoy learning and using prior experiences to help solve problems. They tend to value the opinion of peers more than that of adults. They may be critical of adults and outsiders and intensely loyal to their group or team. They may be assigned independent studies and projects.
KEYS TO BEING AN EFFECTIVE PRESENTER AND FACILITATOR

To be an effective presenter and facilitator, and ensure successful learning experiences, you will need to demonstrate the following basic educational skills:

1. **Create a positive and responsive learning environment**
   - Maintain or enhance the self-esteem of learners.
   - Explain the goal and objectives of the presentation in age appropriate language.
   - Provide clear instructions and check to make sure learners understand the information shared or the directions for an activity.
   - Exhibit confidence in and enthusiasm for the presentation, its ideas, activities and materials.
   - Use instruction techniques appropriate for the age group you are addressing.

2. **Communicate clearly and effectively**
   - Use various techniques to engage learners and hold their attention.
   - Use examples that learners understand and help them comprehend the subject.
   - Use appropriate body language to promote understanding and engagement.
   - Use age appropriate language to speak clearly and confidently about the subject.

3. **Present ideas and knowledge successfully and in an age appropriate manner**
   - Provide a clear, age appropriate overview of the presentation and the activities in which the learners will engage.
   - Deliver the presentation smoothly and effectively, following the activity guide.

4. **Provide learners with constructive affirmation and encouragement**
   - Provide clear guidance, direction and suggestions.
   - Offer positive reinforcement and feedback.
   - Use appropriate language, gestures, and facial expressions to engage, affirm and support learners.

(Continued on next page)
5. Demonstrate adequate knowledge of and experience

- Understand the content, the learning activities and resources available to make an effective presentation.

- Understand learning methods and how they are effectively used to make a presentation and facilitate learning activities.

- Understand the transportation industry, and occupations in the field of transportation, including the benefits, challenges and value of these occupations.

PREPARING AND DELIVERING A PRESENTATION AND LEARNING ACTIVITY

1. Plan, Pace, and Practice Your Presentation and Learning Activity

- Develop a presentation plan using the sample plan on page 12. Plan your presentation and learning activity carefully and well in advance of the scheduled presentation date, using the principles, techniques and skills offered in this guide.

- Highlight or underline information or instructions you want to emphasize; make notes of examples or stories you want to share, questions you want to ask, and presentation techniques you want to remember to use.

- Pace your presentation and the learning activity to correspond with the time you have been allowed.

- Frequently review and practice your presentation and the selected learning activities and resources.

- If possible, write your name and the title of your presentation on the chalkboard or whiteboard before the presentation starts.

2. Instructional facilities, supplies, handouts and equipment

- Determine the location of your presentation and what kind of room set up will be needed for your presentation and learning activity.

- Determine what, if any, audiovisual equipment, supplies or handouts will be needed. What, if anything, will be provided by the school? What will you need to provide?

- Determine the number of learners expected at your presentation. As needed, be sure to arrange to have adequate handout materials, paper, chalk, pencils, markers, crayons, etc. for all learners. Duplicate or request required evaluation forms.
• If you bring audiovisual equipment, make sure it is functioning properly. If any required audiovisual equipment is provided by the school, arrange time before the presentation to test the equipment and prepare to use it.

3. Arrive early and set the stage for learning

• Check in with the main office of the school. Schools require that all visitors sign in, receive and wear a visitor’s badge, and meet the contact person or staff host for the presentation.

• The contact person/staff host should walk with you to the presentation room.

• Make sure the room has adequate seating and is properly heated or cooled.

• Make sure the lighting is appropriate for your presentation.

• Arrange seating to meet the requirements of your presentation.

• Arrange learning resources and supplies as needed.

• Set up and test any audiovisual equipment you may need for the presentation.

• Display any required posters or other visuals aids where they will be viewed most effective.

• Have handouts in a convenient location for later distribution.

• Distribute evaluations to the staff/hosts.

4. Meet and greet your hosts and learners

• Pleasantly greet the learners and staff you meet. At the beginning of your presentation, if you have not been introduced to the learners by your host, introduce yourself.

• Tell the class or group your name and how they can address you. Share with them, briefly, your occupation and any other appropriate information about yourself and why you are visiting.

• Invite the learners to introduce themselves.

• During these introductions, smile and make brief eye contact with each learner in order to establish rapport with your audience members and help individuals feel valued and included.
5. Engage your learners

- Announce the title of your presentation and briefly provide an overview of what learners will do and learn.

- Know your material and speak with confidence. Do not begin a presentation by apologizing for any perceived lack of knowledge or experience as a presenter.

- Engage your learners with energy and humor. Be cheerful and enthusiastic.

- Recognize each learner as an individual. Affirm and encourage learners.

- Ask yourself: How can I best reach each of the individuals in this room?

- Where ever possible, relate your presentation to the interests and experiences of your learners.

- Provide clear directions for the learning activities.

- Ask open ended questions to involve students in discussions. Avoid closed ended questions.

- If you do not know the answer to a question, say so, and then learn the answer at the first opportunity, providing feedback to the class, if possible.

- Call on all the students, not just those who raise their hands. For the shy or those who believe they may not know the answers, ask for opinions rather than for factual answers.

- Involve girls equally with boys by waiting a bit before calling on students. Some girls may be slower to volunteer their hands and answers, but are often just as eager to participate.

- Consider the needs of all your learners. How are you prepared to include a differently-abled learner in the planned learning activity? How will you respond to a learner from a different culture or whose first language is not English?

6. Stay on point

- Elementary age learners are very likely to helpfully offer information they think is on the subject but is sometimes just a personal way to connect to you as a guest. “I like kitties,” might be offered by a well-meaning first grader who is responding to the question, “Has anyone seen a truck up close?”

- If the discussion strays, a response such as, “That’s very interesting, but let’s save that for another time and get back to the original question” can help learners re-focus their attention.

- Be gentle and supportive as you guide students back to the topic or the activity.
7. Maintain classroom order

- Teachers will typically be present in the classroom to help maintain order, so you will probably not need to use these strategies alone. Be prepared to employ or support the following strategies:

- Establish simple ground rules and expectations for group behavior (e.g. ask those who wish to speak to raise their hands before talking).

- Provide clear instructions and keep learners actively engaged.

- In the event of disruptive behavior, try to understand the motive of learners who are disruptive.

- Use the following hierarchy of responses to students who exhibit disruptive behavior:
  - Be silent. Wait until the person stops talking or being disruptive.
  - Move closer to the disruptive learner.
  - Use gentle humor but do not use sarcasm and do not embarrass the learner.
  - Involve the disruptive learner in some activity which requires him or her to discontinue the disruptive behavior.
  - Change the activity so that a different type of involvement is required.

- The final step in the disciplinary hierarchy:
  - *Ages five to eight:* Tell the disruptive learner he or she has time out until he or she is willing to follow the rules and then isolate the disruptive student for two or three minutes. When the learner has been quiet for the time period specified, invite the learner to return to the class so long as he or she can follow the rules.

  - *Ages nine and up:* Address the disruptive student directly, patiently and firmly, and tell him or her to stop the disruptive behavior.
8. Seek closure

- Provide ample time for closing questions and discussion.
- Summarize the key learning points of your presentation and the learning activity.
- Distribute handouts, if any.
- Thank the learners for their participation.
- Thank host/staff.
- Collect evaluations from host/staff.
- After the presentation, collect or put away supplies, materials and any equipment used for the presentation. Make sure the room is neat and clean before leaving.
- Secure the location, if required.

9. Reflect, Review and Revise

- After each class, review the evaluations of your presentation, the effectiveness of the learning activities, and any instructional materials or hand-out materials used.
- Ask yourself:
  - At what points in the presentation did the learners seem most involved? Least involved?
  - At what point in the lesson did the learners seem most able to apply the learning activity to their own life experiences and expectations?
- What additional resources would make my presentation more effective?
- What do I want to change about my presentation or my facilitation of the learning activities?
**PRESENTATION AND LEARNING ACTIVITY PLAN**

**Presentation and Learning Activity:** If You Bought It, A Truck Brought It  
**Location and Address:** Washington Elementary School, 105 E. First Ave.  
**Date / Time:** October 25 / 10:00 – 10:50 AM (50 minutes)  
**Age level:** 5th Grade  
**Anticipated number of learners:** 20  
**Contact/Staff Name, Title and Phone:** Elizabeth Stevens, Principal, 503-555-5555

**Key Learning Points:**

- It takes many people in many places working together as a team to assemble, transport, store, and deliver the food we eat, the clothes we wear, and all the other things we buy and use everyday.

- The occupations of people who assemble, transport, store, and deliver all these goods to us include: warehouse employees and truck drivers.

- The tools these transportation professionals need to deliver all these goods include: different types of trucks, forklifts, computers, good math and organizational skills.
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<th>Section</th>
<th>Time</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>Preparation</td>
<td></td>
<td>• Presenter arrives; meets host and gives host evaluation and evaluation envelop; sets up required materials and equipment.</td>
<td>Evaluation and envelop Flip chart and colored markers Game board and instructions</td>
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<td>Welcome &amp; introductions</td>
<td>10 min.</td>
<td>• (2 min.) Presenter introduces self and briefly describes occupation. • (2 min.) Presenter briefly provides an overview of what learners will do and learn. • (6 min.) Learners introduce themselves and describe the last item they purchased at a store. Presenter lists items on white board or flip chart.</td>
<td>Thank and affirm each student for sharing their names and information about purchased items.</td>
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<td>Presentation and Learning Activity</td>
<td>30 min.</td>
<td>• (5 min.) Learners are introduced to the concept: <em>If you bought it, a truck brought it</em>. Presenter leads a discussion about how selected items listed on the flip chart, and other items used everyday, arrive at stores. • (2 minutes) Learners divide into teams or four or five. • (3 min.) Presenter distributes game resources to each team. Presenter explains directions to play game. • (20 min.) Learners in teams play game. Presenter circulates among teams, observes game play, provides clarification, and answers questions.</td>
<td>Try to select items to discuss that show the diversity of occupations in the transportation industry. To select teams, ask students to count off by fours.</td>
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<td>Conclusion</td>
<td>10 min.</td>
<td>• (8 min.) Presenter asks each team to discuss what they learned about transportation and logistics. • (1 min.) Presenter restates the key learning points of the presentation and the learning activity, and asks for and answers other questions, as time permits. • (1 min.) Presenter thanks class and concludes.</td>
<td>Congratulate and thank each team for playing, even if they did not have time to finish the game.</td>
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<td>• Presenter collects materials and completed evaluation in sealed envelope from host. • Presenter thanks host.</td>
<td>Note what worked/what didn’t work.</td>
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<td>Conclusion</td>
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<td>After presentation</td>
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(INSERT the Following Activities):

LEARNING ACTIVITIES - Descriptions and Learning Objectives

- GRADES K-1: STORY BOARD
- GRADES 2-3: BOARD GAME
- GRADES 4-5: SORTING GAME
- GRADES 6-8: TV COMMERCIAL PROJECT