# Activity: Explaining Concepts Multiple Ways
# Facilitator Guide

**Time:**
15 to 20 minutes

**Purpose:**
Practice adapting explanations to different learner needs using scaffolding, observable steps, and real-time adjustment.

**Materials:**
- Scenario Cards
- Optional props to act out the scenarios.
- Accompanying slide Show

**Setup:**
1. Divide participants into groups of three (Trainer / Trainee / Observer)
2. Assign each group one scenario from the list (or let them choose their own scenario card)
3. Give each "Trainee" (Person B) a Learning Challenge Card to role-play (see below)
4. Optional: Provide simple props (pens, paper, cups, string, etc.)

**Facilitator Script:**
"One of the hardest parts of training is when your first explanation doesn't land—and you have to adapt on the fly. Great trainers don't just have one way of explaining something; they have multiple approaches and can read when to switch.
You're going to work in groups of three:
- Person A = Trainer – You'll explain the concept three different ways
- Person B = Trainee – You'll role-play a specific learning challenge (I'll give you a card)
- Person C = Observer – You'll watch and give feedback on what worked

You'll explain the same concept three times, each time using a different approach. After all three rounds, we'll debrief what you noticed. Let's go."

## Activity Flow

### Round 1: Natural Explanation

**Facilitator Instructions:**

- Use the slides for this activity and put the instructions for round 1 on the slide.
- "Trainer (Person A): Explain your concept to the trainee in whatever way feels natural to you. You have about 45 seconds."
- "Trainee (Person B): Listen and ask 1–2 clarifying questions—stay in character based on your challenge card."
- "Observer (Person C): Watch for clarity, tone, pacing, and whether the trainee seems to understand."

**After Round:**

- "Observer: Give 15 seconds of quick feedback—what worked? What might help?"

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### Round 2: Scaffolded Explanation – Break It Into Chunks

**Facilitator Instructions:**

- Put the instructions for round 2 on the slide.
- "Trainer: Now explain the SAME concept again, but this time use scaffolding. Break it into 2–3 small, manageable steps. Guide your trainee through it piece by piece. Don't dump it all at once."
- Example: "First, you're going to... let's make sure that's solid... good. Now, once you've done that, the next step is..."
- "Trainee: Follow along and try to repeat back or demonstrate what they're saying."
- "Observer: Did breaking it down make it clearer? Was the pacing better?"

**After Round:**

- "Observer: Quick feedback—did scaffolding help? What changed?"

**Round 3: Trainee Struggles - Trainer Adapts**

**Facilitator Instructions:**

- Use the slides for this activity and put the instructions for round 1 on the slide.
- "Trainee: Now you're going to make this realistic. Halfway through the trainer's explanation, you're going to role-play confusion based on your challenge card. Say something like:
  - Wait, I'm lost'
  - 'Can you show me again?'
  - 'What if I mess this up?'
  - 'I still don't get why we do it this way'
- "Trainer: Your job is to read the moment and adapt. Use what you know: re-teach with patience, demo with your hands, explain the 'why,' reassure them, or break it down even smaller."
- "Observer: Watch how the trainer adjusts. Did they stay calm? Did they try a different approach?"

**After Round:**

- "Observer: What did the trainer do well when things got hard? What could make it even better?"

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**Group Debrief**

Ask the full group:

- "Trainers: Which round felt hardest? Which felt most effective?"
- "Trainees: Which explanation actually helped you understand? What made the difference?"
- "Observers: What did you notice that the trainer might not have noticed about themselves?"
- "How does this connect to real training on the floor?"
- (Draw out: trainees don't always speak up, first explanation rarely works perfectly, flexibility matters, scaffolding reduces overwhelm)

Key Takeaway to Reinforce:

- "There's no perfect script for training. Great trainers stay flexible, read their trainee, and adapt until it clicks. That's the skill we're building."

# Activity: Explaining Concepts Multiple Ways

Instructions:

- Form groups of 3. Each of you will play a role. One person will elect to be the observer, one will be the trainer and the last will be the trainee.
- Your group will receive a scenario to work through as your character role.
- The Trainee will receive a "learning challenge" from the facilitator that they will keep in mind when working with their trainer.
- Observer will record their feedback on the chart below.

Questions to consider while observing:

- Did the trainer use clear, simple language?
- Did they demonstrate or just talk?
- Did they check for understanding?
- How did they respond when the trainee struggled?
- Did their tone stay supportive and patient?

| Round | What I Noticed | What Worked Well | One Thing to Try Next Time |
|---|---|---|---|
| Round 1: Natural | | | |
| Round 2: Scaffolding | | | |
| Round 3: Struggle/Adapt | | | |

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: How to Properly Torque a Bolt**

Train the Trainer

## Scenario: How to Properly Torque a Bolt

**What the Trainer Needs to Explain:**

- Proper torque ensures the bolt is tight enough to hold but not so tight it strips or breaks
- Steps: Select the correct torque spec → Set the torque wrench → Apply steady pressure until it clicks → Stop immediately when it clicks
- Common mistake: Over-torquing or ignoring the click

**Why it Matters:**

- Under-torqued = part falls off or fails
- Over-torqued = threads strip, bolt breaks, part is ruined
- Safety and quality depend on this

**Props:**

- Pen (as wrench)
- Paper (as bolt)

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: Why We Check Measurements Against Specs**

Train the Trainer

## Scenario: Why We Check Measurements Against Specs

**What the Trainer Needs to Explain:**

- Every part has a tolerance range (e.g., 2.50" ± 0.02")
- Checking ensures the part will fit and function correctly
- Steps: Measure the part → Compare to the spec sheet → Record the measurement → Accept or reject based on tolerance

**Why it Matters:**

- Out-of-spec parts cause assembly failures downstream
- Catching it now saves time, money, and rework
- You're the last line of defense for quality

**Props:**

- Ruler
- Index Card (as spec sheet)

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: How to Safely Lift a Heavy Part**

Train the Trainer

## Scenario: How to Safely Lift a Heavy Part

**What the Trainer Needs to Explain:**

- Proper lifting technique protects your back and prevents injury
- Steps: Stand close to the part → Bend at the knees, not the waist → Grip firmly → Lift with your legs, keep your back straight → Pivot with your feet, don't twist
- Common mistake: Bending from the waist or twisting while holding weight

**Why it Matters:**

- Back injuries are serious and can end careers
- Lifting correctly keeps you safe and able to work every day
- It's a habit you build from day one

**Props:**

- A box, book, or water bottle (as the "part")

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: How to Identify When a Tool Needs Maintenance**

Train the Trainer

## Scenario: How to Identify When a Tool Needs Maintenance

**What the Trainer Needs to Explain:**

- Tools wear out and can produce bad parts or become unsafe
- Signs to watch for: unusual noise, vibration, poor cut quality, visible damage, inconsistent results
- Steps: Inspect tool visually → Test on scrap if unsure → Tag it and report it if something seems off

**Why it Matters:**

- A worn tool produces bad parts (waste, rework, delays)
- A broken tool can cause injury
- Catching it early prevents bigger problems

**Props:**

- Pen (as tool)
- Paper with a rough mark (as "bad cut")

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: Why We Follow a Specific Sequence in Assembly**

Train the Trainer

## Scenario: Why We Follow a Specific Sequence in Assembly

**What the Trainer Needs to Explain:**

- Steps must happen in a certain order because later steps depend on earlier ones being done correctly
- Skipping or reordering can make the part impossible to assemble or cause it to fail
- Example: You can't load the connector onto the cable until you prep and cut the cable layers first.

**Why it Matters:**

- Out-of-sequence work causes rework, failures, or defects
- Following the sequence ensures repeatability and quality
- It's not arbitrary—it's engineered

**Props:**

- 3–4 index cards labeled "Step 1," "Step 2," etc.
- Or paper to demonstrate by building a paper airplane

# Train the Trainer

## Explaining Concepts Scenario

**Scenario: How to Process an Order Accurately**

Train the Trainer

## Scenario: How to Process an Order Accurately

**What the Trainer Needs to Explain:**

- Order accuracy prevents returns, complaints, and lost time fixing mistakes
- Steps: Verify customer information (name, address, contact) → Confirm items and quantities → Check inventory availability → Enter special instructions or notes → Review the order with the customer before finalizing → Confirm payment method and process
- Common mistakes: Transposing numbers in addresses, entering wrong quantities, skipping special instructions, not confirming details before submitting

**Why it Matters:**

- One small error (wrong size, wrong address, wrong quantity) creates a cascading problem: wrong shipment, upset customer, return processing, re-ship costs
- Getting it right the first time saves the company money and protects customer relationships

**Props:**

- Paper or index card (as order form and product list)
- Pen