

CLENEExchange

September 2002

“School ends, but education doesn’t.”

Volume 19, Number 1

Is Your Training Successful?

by Gail McGovern (gmcgovern@macnexus.org)

I recently presented a segment on the evaluation of training at a master training program. In preparation, I researched the newest material available both in the training and library fields, as well as reviewed my own files to see what materials I still treasure.

As a result of my review, one of my greatest frustrations about training surfaced: how little effort is placed on measuring just how successful the overall effort has been.

If this is a concern of yours, I recommend you review Donald Kirkpatrick’s Four Levels of Training Evaluation (an overview is available at <http://coe.sdsu.edu/eet/>)

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[Articles/k4levels/index.htm](#)).

If your training evaluation process only includes measuring two levels: a) participants’ perceptions about the session and b) what participants learned (skills, knowledge and attitudes) as a result of the session you are only half done.

The other two levels measure what change occurred in participants’ behavior as a result of the training and what impact the training had on overall library service.

Since the ultimate goal of a library is to meet the needs of its users, I recommend a report I found very helpful: **Public Library Use in Pennsylvania: Identifying Uses, Benefits, and Impacts** by Charles R. McClure and John Carlo Bertot available at <http://slis-two.lis.fsu.edu/~cmclure/pasectionlinks.html>



Online Resources to Help You Plan Training

The Booklist Center

<http://www.booklistcenter.com/>

If you are looking for booklists to add to your training materials, check out this site recommended by CLENE Secretary Curtis Rogers. The site was designed by retired librarian David Wilson Taylor and includes links to more than 230 browsable booklists divided into more than 50 categories.

Herman Trend Alert

http://www.herman.net/alert/alert_index.html/

Keep up with how new paradigms and technologies affect people’s jobs by reading information about employee retention, workforce trends and future trends at this site. Try the FutureThink quiz to see how you rate!

LearningWare Inc.

<http://learningware.com/>

Download free demos of LearningWare’s games at this site—self-directed gameshow style games, quizzes, tests and surveys.

National Training Partnership Clearinghouse

<http://www2.edc.org/NTP/clearinghousebanner.asp/>

The materials in this clearinghouse were compiled to assist health educators, but the materials (e.g. Training Plan Analysis Checklist, Facilitator Checklist) <http://www.ala.org/alaorg/rtables/clene/conferences.html> are easily transferrable to libraries.

Tips for Staying on Top of Things

http://www.davidco.com/tips_tools.php/

Lots of tips, but be sure to look at Email - how to organize it and the Project Planning Checklist.

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Editor: Gail McGovern

CLENERT Officers

President:

Cheryl M. Rogers

Secretary:

Curtis Rogers

ALA Staff Liaison:

Lorelle Swader

Website:

www.ala.org/alaorg/rtables/clene/

Discussion List:

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Questions regarding the CLENExchange **CONTENT** should be sent to:

Gail McGovern

906 Q Street

Sacramento, CA 95814

Fax: 916-446-2411

gmcgovern@macnexus.org

SUBSCRIPTION related questions (e.g. missing issues, address change) should be sent to:

Lorelle Swader

ALA/CLENERT

50 E. Huron Street

Chicago, IL 60611

Fax: 312-280-3256

CLENE Board 2002-2004

PRESIDENT

Cheryl M. Rogers (2001-2004)

Uncle Remus Regional Lib. Sys.

1131 East Avenue

Madison GA 30650-1470

Phone: (706) 342-4974 ext. 21

FAX: (706) 342-4510

E-mail: cheryl@uncleremus.org

VICE-PRESIDENT/PRES. ELECT

Barbara Rittinger (2002-2005)

Arlington County Dept. of Libraries

1015 North Quincy St.

Arlington VA 22201

Phone. 703-228-5997

FAX: 703-228-3499

Email: brittil@co.arlington.va.us

SECRETARY

Curtis Rogers (2002-2004)

South Carolina State Library

1430 Senate Street, P. O. Box 11469

Columbia, SC 29211

Phone: 803-734-8928

Fax: 803-734-8676

E-mail: curtis@leo.scsl.state.sc.us

PAST PRESIDENT

Kathy Schalk-Greene, (2000-2003)*

Mount Laurel Public Library

100 Walt Whitman Avenue

Mount Laurel, NJ 08054-9539

Phone: 856-234-7319 x. 304

FAX 856-234-6916

Email: kathy@mtlaurel.lib.nj.us

BOARD MEMBERS

Anita R. Barney (2002-2004)

Western Connecticut Lib. Council

P.O. Box 1284

Middlebury, CT 06762

Voice: 203-577-4012

Fax: 203-577-4015

Email: abarney@wclc.org

Peter Bromberg (2002-2004)

South Jersey Regional Lib. Coop.

10 Foster Avenue – Suite F3

Gibbsboro, NJ 08026

Phone: 856-346-1222

Fax: 856-346-2839

Email: bromberg@sjrlc.org

Mary Bucher - Ross (2001 - 2003)

Seattle Public Library

800 Pike Street

Seattle, WA 98101

Phone: 206-386-4630

Fax: (206) 386-4630

mary.ross@spl.org

Joanne P. Roukens (2001-2003)

Highlands Regional Lib. Cooperative

66 Ford Rd., Ste 124

Denville, NJ 07834

Phone: 973-664-1776

FAX: 973-664-1780

Email: jroukens@hrlc.org

Caroline L. Shepard (2001-2003)

SOLINET

1438 W. Peachtree Street Suite 200

Atlanta GA 30309-2955

Phone: (800) 999-8558

E-mail: cshepard@solinet.net

Mary Stillwell (2002-2004)

Washington State Library

PO Box 42460

Olympia, WA 98504-2460

Phone: 360-570-5570

Email: mstillwell@statelib.wa.gov

ALA STAFF LIAISON

Lorelle Swader, Director HRDR

American Library Association

50 East Huron Street

Chicago, IL 60611

Phone: 800-545-2433, ext. 4278

Fax: 312-280-3256

E-mail: lswader@ala.org



CLENE@ALA2002

What You Missed

CLENE always sponsors a variety of great experiences at American Library Association annual conferences and 2002 in Atlanta exceeded expectations. Be sure to download the pdf of photographs at the CLENE website—<http://www.ala.org/alaorg/rtables/clene/2002photos.pdf>

CLENE Reception

Friday night was the CLENE Reception. Attendees were treated to free food and a sneak preview of interactive training games program. We also had raffle prizes donated by ALA Editions, the American Management Association and Trainers Warehouse.



Kathy Schalk-Greene, Mount Laurel Library (NJ); Icebreakers: Truth Or Lie & Human Hash Marks-Cal Shepherd, Solinet (GA); Icebreaker: You & Me Both - Peter Bromberg, So. Jersey Regional Lib. Cooperative (NJ); Icebreakers: Face Drawing & Connect The Dots - Jennifer Link, Solinet (GA); Common Threads: Understanding Our Own Diversity - Judy Card, Memphis/Shelby Co. Public Library & Information Center (TN).

More Good CLENE Fun

CLENE's highly acclaimed experiential program on games designed to energize team meetings, staff development sessions or computer training workshops gave attendees a great beginning Sunday morning.



Small groups move through several quick, highly interactive round table sessions and

see a variety of methods demonstrated. A sampling of the presentation materials is included on pages of this issue.

Topics included: Focus On Learners: Tips For Tech Training - Mary Bucher Ross, Seattle Public Library (WA); Making Hard Skills Training Fun - Curtis R. Rogers, South Carolina State Library; Icebreakers, Energizers & Closers - Gail McGovern, Consultant, Sacramento, (CA); Icebreaker: The Name Game –

The entire More Good CLENE Fun handout is available as a pdf file you can download at <http://www.ala.org/alaorg/rtables/clene/2002handout.pdf>

CLENE Meetings

• The Board

As usual Saturday morning brought a thrilling look at the inner workings of an ALA Round Table! Those new to CLENE made valuable contacts, built their national reputation and credentials and experienced way cool meeting techniques.



• The Staff Development Discussion Group

On Monday afternoon, attendees at CLENE's informal idea exchange on staff development techniques and issues focused on "Adventures in E-Learning Land." Again the session was a great energizer for those new to staff development as well as those who have been doing it for years!

More Good CLENE Fun

Using Interactive Games to Energize Meetings and Training

CLENE is the Continuing Library Education Network and Exchange Round Table of the American Library Association

This is an edited version of the handout given at CLENE's Sunday, June 16, 2002 ALA Annual Conference program.

Thanks to: Kathy Schalk-Greene, Mount Laurel Library (NJ), Cheryl Rogers, Uncle Remus Regional Library System (GA), Barbara Rittinger, Arlington County Department of Libraries (VA), Jasmine Posey, Greenwich Public Library (CT) and Kenna Forsyth, Maryland Association of Non-Profit Organizations (MD) for their help in organizing this program.

Thanks to the presenters for sharing their expertise and enthusiasm: Mary Bucher Ross, Seattle Public Library (WA), Curtis R. Rogers, South Carolina State Library, Gail McGovern, Consultant, Sacramento (CA), Kathy Schalk-Greene, Mount Laurel Library (NJ), Cal Shepard, SOLINET (GA), Peter Bromberg, So. Jersey Regional Lib. Cooperative (NJ), Jennifer Link, SOLINET (GA), and Judy Card, Memphis/Shelby Co. Public Library & Information Ctr (TN).

- A sense of fun in training helps participants relax and focus on learning.
- A sense of fun in meetings allows people to free up their creative juices to tackle the project (or problem) at hand.

Never used games in meetings or training before?

- Start simple.
- Choose something that fits your style.
- Make sure that games relate your training point or meeting agenda.
- Keep instructions simple and clear. Demonstrate yourself how "the game is played".
- Write or post instructions, so people don't wonder, "What am I supposed to do again?"
- Never force fun. It is inevitable that someone isn't going to want to play.

Engage ALL of your learner's senses

Use Sound

- Have music playing before the workshop begins.
- Noisemakers are great ways to bring people back together after breaks.

Use Color

- A variety of colored markers make training points "stand out"

Use Tactile Props

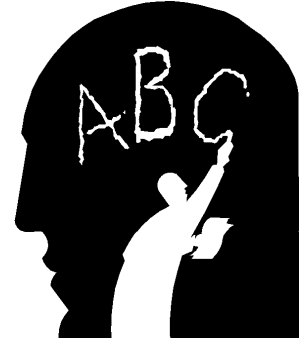
- Simple props can be found anywhere. Toys, such as Legos®, scattered on tables signal, "This is going to be an interesting experience."

More examples of CLENE Fun & Games are posted from our 2001 program in the Fall 2001 CLENEExchange newsletter, p7-16
www.ala.org/alaorg/rtables/clene/clenexchange/clene901.pdf

FOCUS ON LEARNERS: Tips for Technology Training

Mary Bucher Ross, Training Coordinator, Seattle Public Library, mary.ross@spl.org

Do you provide technical training (Internet, library catalog, database) for library staff or users? Here are some tips to make your training interactive, involving, and fun!



- Attract the attention of the learners at the beginning by using a “hook.” This can be a question, a story, a joke, a personal experience or an unusual fact, connected to the learning objectives.
- “Chunk” content into digestible units. Provide lots of practice time. For a 60 minute class, plan for 30 minutes of content and 30 minutes of practice.
- Use their names and their needs. Provide name tents (Trainers Warehouse sells name tents that have an erasable whiteboard surface for re-usability). In the introductions, ask learners to give their names and one thing they want to be able to do as a result of this training. Then use their needs in demonstrating Web or catalog searches.
- Take a MindBreak. I use the brainteasers in *Games Trainers Play* (McGraw-Hill, 1980) for quick, fun exercises that give learners a break in concentration and get them interacting with each other.
- We learn what we do. Your role is to facilitate their learning, not to give a lecture or a fancy slide presentation.
- Give learners a sense of control over the entire learning process; offer choices whenever possible. Do “reality checks” if you sense that a break is needed, or to find out which activity they prefer to do next.
- Use team and partnered learning activities. Ask them to work in pairs or small groups, searching the same question with a variety of approaches and comparing the results.
- Constantly give immediate real-world applications for whatever you are demonstrating. This is where their needs become important. (“Here is a great resource to help your children with their homework assignments.”)
- Never take control of the keyboard or mouse for your learners. Even when it’s slower, they learn better when they do it themselves.
- Asking questions is more effective than giving answers. Avoid Closed Questions, which seek a specific answer. Instead use Open, Relay, Leading and Next-Step Questions. Always create an environment that encourages questions and comments.
- Use open, welcoming body language and walk away from the podium to the group. Indicate that you welcome their comments and questions with arm in L-shape, open hand, palm up.
- A little trick to get more participation from a reluctant group—ask a closed question (“Who has used Google?”) to the group, look for hands or nods, then follow up with an open question to an individual. (“John, tell us about what you use Google for.”)
- Use analogies to build mental bridges between what learners already know and what is new to them.
- Check for understanding. “Did I explain that clearly?” “Does this make sense?”
- Walk around the room while learners are working on practice exercises. Observe their progress, reinforce and coach one-to-one. Many people will not ask a question in front of the whole group for fear of appearing stupid.

RESOURCES

Bruners, Daina A. *How to Deliver Dynamic Training: 77 Sensational Tips for Computer Instructors*. Dynamite Press International, 1997.

Clothier, Paul. *The Complete Computer Trainer*. Computing McGraw-Hill, 1996.

Masie, Elliott. *The Computer Training Handbook: Strategies for Helping People to Learn Technology*. Lakewood Publications, 1998.

Newstrom, John W. *Games Trainers Play*. McGraw-Hill, 1980.

Sugar, Steve. *Games That Teach: Experiential Activities for Reinforcing Training*. Jossey-Bass, 1998.



MAKING HARD SKILLS TRAINING FUN

Compiled by Curtis R. Rogers, Continuing Education Coordinator,
South Carolina State Library, curtis@leo.scsl.state.sc.us

So often, computer training sessions become dull and boring with repetitive examples and computer jargon. Hard skills training does not have to mean boring! Here are a few tips you can use the next time you train people on Microsoft products, Internet Skills, or whatever computer training you offer at your library.

TIP: Keep all housekeeping items funny and light. Don't start your training class with heavy stuff. Using the phrase "Goals and Objectives" makes the class too serious and will stress out the apprehensive computer user...

Housekeeping Items for Daylong sessions (have on flip chart or written on a dry erase board in front of training lab)

- Bathrooms—remember to tell them where they are!
- Cell Phones—remind attendees to **TURN THEM OFF** or set to vibrate.
- Parking—if you have any special parking concerns, voice them to your group here.
- Breaks—tell the participants not to worry, there will be breaks so that they can rejuvenate themselves with caffeine and/or sugar.
- Lunch—provide a map to nearby restaurants or better yet, gather menus and keep on a table outside of training room and tell the class to start planning right now since to them, it's the most important part of the day.
- ? Ask questions—tell students that this is their best opportunity to ask questions. The patron isn't looming over their shoulder...
- Make Mistakes—tell students that this is their best opportunity to make mistakes.
- Have fun—state that this is in fact a requirement! This will lighten the mood.

TIP: Don't make computer skills courses harsh.

Some attendees are already worried and stressed out because they are not using the PC at their desk for the day and will have to 'get used to it' so that they can learn the material.

TIP: And for the very apprehensive...

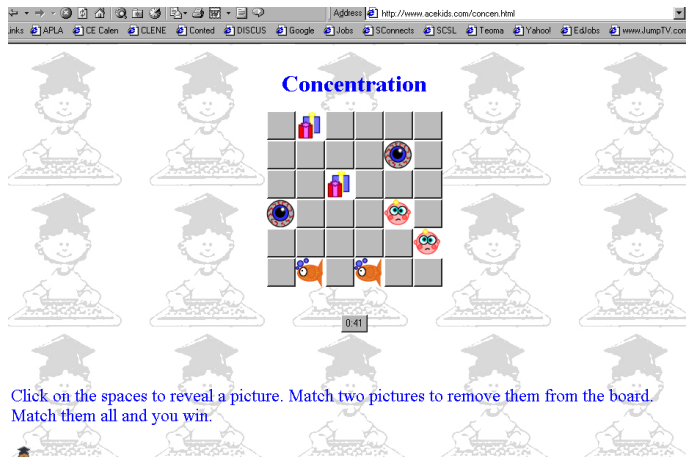
Tell them only to begin to worry when they see smoke and flames coming out of the CPU. Then take the opportunity to define CPU by asking the class, "Can anyone define CPU?"

Many computer trainers think Training Games and Hard Skills computer classes just don't mix! But here are a few suggestions for students to practice computer skills and build on components of basic Internet skills to make training fun.

Computer skills classes should be fun! Here are some resources that range from very easy to difficult and are very easy to integrate into your current computer skills curricula.

Also, remember to allow time for students to practice their newly learned skills with practice questions you provide them...

Icebreaker Games on the PC



Yahooligans! Games Wordsearch Page <http://games.yahoo.com/games/kidsws.html>

Even though most games web sites are geared towards children, you will find that many of your adult students have fun with them! This web site not only offers many challenging games but also offers current topics wordsearch games. Use the wordsearch game as a door prize tool to awaken the attendees. Have all attendees visit the same puzzle and have them all begin at the same time then offer a prize to the first to finish.

FREE QuizLab <http://www.funbrain.com/>



Q & A Swap & Shop:

- What are some training tips you'd like to share and how do you incorporate them into your PC Skills training curriculum?
- Do you vary the media of presentation, i.e. switch from LCD screen to turning on the lights and using a dry eraser board?
- Do you use the "Plus Delta" method of evaluation? (+=What did you like?; D=What would you change?)

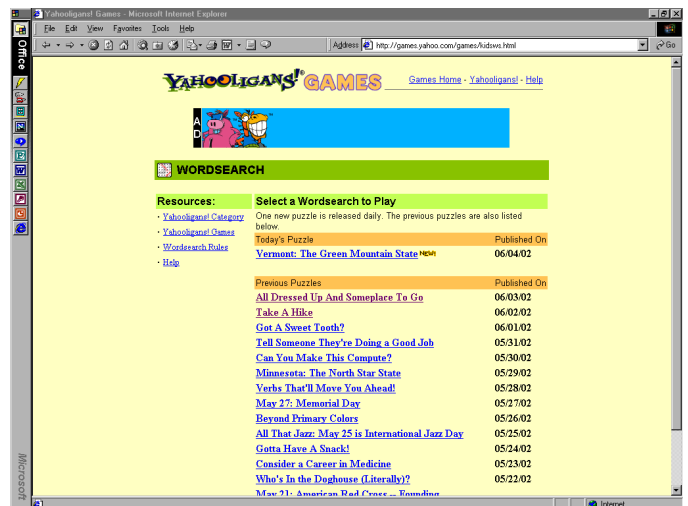
In this case, the icebreaker is getting them acquainted with the PC, not necessarily with the other attendees...

CONCENTRATION

Spend the 1st 5-10 minutes of session playing this so attendees can familiarize themselves with the PC they'll be using. Have a small door prize for the person who finishes first.

Introduce the concept of concentration and have the students visit <http://www.acekids.com/concen.html>

Tell them all at once to begin playing and give the first two or so students to win a small door prize. These can be mouse pads or any other PC-related item. If you don't have a training budget for door prizes, pick up some items from vendors at conferences and use for door prizes.



Requires registration of teacher and students which can be done prior to class (provide instructions to attendees on how to sign up for the web site prior to the first class session)

- Give paperless quizzes to your class.
- Quiz Lab automatically grades the quizzes and emails the results to you.
- Can be used as a pre-post test tool.

HELP!!! Tips:

- To get students in the habit of using online/ software help screens, have them use the help screen before a session break to answer a question you pose and give a door prize to the first person who can find the answer using that software's help feature.

ICEBREAKERS, ENERGIZERS & CLOSERS

Compiled by: Gail McGovern, Independent Consultant www.macnexus.org/users/gailmcgovern

First Car Icebreaker: Use this activity to let people introduce themselves and focus on what they want from the day.

1. Give them five minutes to:

- a) pair up and introduce themselves by sharing their name and their library
- b) discuss their first car (describe its appearance and features, what it meant to them and what it did for them)



2. When the five minutes are up, tell the participants the topic of the meeting or workshop and recognizing what it will do for them will make the experience more valuable. Have them take five more minutes to tell each other what they believe the session will do for them in terms of knowing, experiencing, feeling and participating.

3. When the five minutes are up, ask for volunteers to share their comments with the whole group. Begin the sharing by describing your own first car.

An example based on “Auto Biography” from Edie West’s 201 Icebreakers (McGraw-Hill, 1997. ISBN:0-07-069600-4)



Creativity Energizer:

Use this activity to close help people generate creative ideas.

1. Give them 15 minutes to:

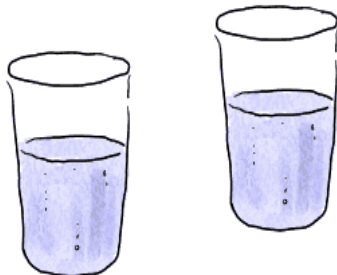
- a) get into groups of 4-6
- b) make a list of people they think are creative
- c) list the things those people have done that make them creative

2. When the 15 minutes are up, tell the participants to pick one new idea they could use to be more creative themselves.

An example based on “Creative People I Have Known” from Edward Scannell and John Newstrom’s Even More Games Trainers Play (McGraw-Hill, 1994. ISBN:0-07-046414-6)

Glasses of Water Closer:

Use this activity to close a training session with a visual impact.



1. Fill two identical glasses filled with water placed on a table that can be seen easily by everyone.

2. Drop an aspirin in one glass of water, saying that no matter what training you attend, if you don't do anything as a result, it's like the aspirin in water—nothing much will happen.

3. Drop a seltzer tablet in the other glass of water, saying that if you take the skills, knowledge and networking contacts you got at the training and use them, it's like the seltzer tablet—lots of things will begin to bubble.

An example based on “Aspirin/Seltzer” from Bob Pike and Lynn Solem’s 50 Creative Training Closers (Jossey-Bass, 1997. ISBN:0-7879-3971-4)

ICEBREAKERS AND ENERGIZERS
Cal Shepard, SOLINET (GA), cal_shepard@solinet.org

Truth or Lie

This is a good icebreaker/energizer for a small group in a multi-day environment. (For instance a 2-3 day workshop with 12-15 people.) It takes a lot of time so I would not try it in a one-day session.

Post blank flip chart paper around the room on the wall. One sheet for every 3 people should be sufficient.

Tell people...

I'm going to introduce a game called "Truth or Lie" and we will be playing this game over the next 2 (or 3) days. I want each of you to record two statements about yourself on a piece of flip chart paper. One statement should be the truth, the other statement should be a lie. Do NOT write your name next to your statements.

(Demonstrate using statements about yourself that you have already written on a piece of flip chart paper.) As you can see, I've written two statements about myself. Statement 1 says "I speak fluent Russian." Statement 2 says "I attended Woodstock." One of these is true and the other one is a lie. You will get 2 minutes to ask me questions and then you will vote on which statement you think is the truth and which statement you think is a lie.

Tips:

- Go first and let the participants ask you questions about your two statements and then vote.
- Don't let the questioning go on too long – a total of 5-6 questions is enough.
- It will take time for participants to think up their two statements – it may take as long as 15 minutes for everyone to complete thinking and writing. You can also give the assignment at the start of the day and ask everyone to record their statements by the end of the first break.
- It's a good idea to spread the activity over the two days – having a vote or two after every break. (It's a good way to get people back from break on time!)
- Ask participants to volunteer to introduce their statements and take questions.

Human Hash Marks

This is a great icebreaker for large groups and it works best in situations where the participants already know each other. It doesn't take much time and can even be tailored to serve as a mini-needs assessment at the beginning of your training. It's energizing because it gets people up and out of their chairs.

Preparation:

Find a nice long wall (in a space where noise won't bother anyone else!) and post two signs at either end. One sign says 0% and the other sign says 100%.

Tell people –

We're going to play a game where you will be human hash marks. I'm going to pose a series of statements and you're going to respond to each statement by positioning yourself along the continuum from 0 – 100%. Does everybody understand?

Activity:

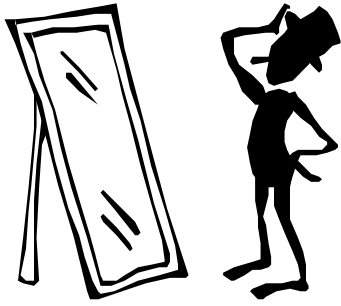
Call out each statement and let people sort themselves out along the continuum. Allow plenty of time for people to see where others are located along the line. Usually 5-7 statements is enough for this activity.

Sample statements:

- I like anchovies on my pizza (Most people will be at 0% on this one!)
- I listen to talk radio
- I am a dog person
- I like my name
- I attend auto races
- I eat brussel sprouts

Needs assessment statements should be related to your training topic

- I usually find what I'm looking for when I search the web
- I know how to use formulas in Excel
- I use Rules in Outlook to help me organize my mail



ICEBREAKER: YOU AND ME, BOTH!

Peter Bromberg, South Jersey Regional Library Cooperative, bromberg@sjrlc.org

Divide the meeting participants into groups of 4-5 people by having them number off. (You do this because people often begin a meeting by sitting with the people they already know best.)

Tell the newly formed groups to find 10 things they have in common, with every other person in the group, that have nothing to do with work. (also: no body parts—we all have fingers and toes-- and no clothing--we all wear shoes, etc.)

Tell the groups to appoint a scribe to take notes and compile the list of the 10 things in common and be ready to read their list to the whole room on completion of the assignment. (you may distribute magic marker and flipchart paper or pens/paper)

After 10-15 minutes ask scribes to share the lists with the whole group. The lists always generate a lot of laughter and discussion!!

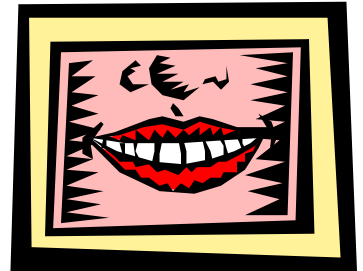
Time: 10 – 20 minutes, depending on the number of groups. To keep the activity to 15 minutes, stop the groups after 10 minutes of brainstorming together, and then tell them that the lists they have created are perfect, no matter how many items they have. Then have them report back from their group.

Materials needed: Paper and pens for each group, OR Flip chart paper, magic markers and masking tape (to hang group results around the room)

ICEBREAKERS, Jennifer Link, SOLINET (GA), jlink@solinet.net

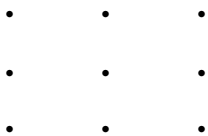
Face Drawing Icebreaker: A great game to get people working together. A good icebreaker for large groups, but it will work with any size.

1. Have ready paper—one piece for every two participants—and markers at every table.
2. Give participants five minutes to
 - a. Pair up
 - b. Introduce themselves
 - c. Without any verbal communication, take turn drawing a face, one feature at a time. The first person in the pair, for example, might draw a round circle for a head. The other person might continue the drawing by adding a mouth. Allow the pair to continue until the five minutes are up.
 - d. Allow participants a few minutes to talk to each other about their creations.
3. After you call time, tell participants that
 - a. Although each of them might have some preconceived ideas about the day or the workshop topic, others in the room might have different ideas. Remind participants that one of the best ways to gather new information during the day is to pay attention to each other's ideas.
 - b. OR, without proper communication, the outcome of a project might not be what anyone anticipated. It's best to communicate every step of the way.



Connect-the-Dots Icebreaker: A good introduction to creativity or “thinking outside the box.” This is another activity suitable for large groups.

1. Have ready a flipchart and a marker. On the flip chart draw three rows of three dots like this:



- a. Draw the same dots grid
 - b. Connect the dots on their handouts using only four straight lines without lifting pens from paper.
3. At the end of five minutes, ask for a volunteer to demonstrate on the flipchart how this can be done.
 4. After the volunteer's demonstration (or yours if no one has figured it out!), explain that often the solution is something we didn't even consider or haven't tried before. Finding the solution requires us to think creatively.



Common Threads Exercise from National Conference of Community & Justice
Training: Understanding our Own Diversity - adapted by Arkansas & Memphis Chapters
Judy Card, Memphis/Shelby Co. Public Library & Information Center,
cardj@memphis.lib.tn.us

Common Threads is a non-threatening icebreaker that is an excellent introduction to diversity training and other types of training as well. This exercise can be used in a variety of group sizes, from ten to several hundred. If possible, the group should be arranged so everyone can easily see everyone else. A circle works well.

The intent of the exercise is to demonstrate that often people have commonalities that are not obvious that people have more in common that is apparent at first glance. This is done by reading lists related to various human experiences and asking people to stand when they feel that what has been read describes them. Number, type and depth of questions can be determined by the group size and the purpose of the overall training.

After the general introduction, explain to group members that you will be reading a wide variety of lists. Participants are asked to stand when they hear a group of which they consider themselves a member. Group identification is self-selected and is based upon the person's own choice. If participants do not want to stand when a group is named, then just don't stand. If a list is called and a specific group is not named, participants ask for that group to be called.

Part I: General Introduction:

INSTRUCTIONS: (Use 3 -4 items from the following list. Whatever is appropriate for the participants).
Prepare a flipchart with the items you have chosen for the introduction.

Encourage everyone to stand and speak loudly enough so that everyone can hear. Refer to the flip chart physically and verbally if necessary to keep people on task. You can subtly do this by just pointing to each item as individuals are talking. Each person introduces self with:

- Name
- Workplace (Do not use with people from the same organization)
- An ethnic, religious or race group you identify with and why you are attending this workshop (if appropriate)
- Something good that has happened to you in the last year
- What you expect from this workshop

Facilitators then introduce themselves in the same way and utilize information from the introductions to begin session.

Part II: Up-Downs

RATIONALE: This step is a more specific yet safe examination of the diversity and commonality in the room which is not apparent just by looking at participants. It energizes participants and involves them in a physical sense in the process which should ease their continuing mental involvement during the remainder of the session. It highlights hidden linkages among the participants (facilitators should mention these commonalities) as they emerge so that participants begin to mentally engage in the same process (be careful, however, not to dominate).

Remind participants again when you get to items that are strictly self-identification (like the income of family). Remember, we are building up the message that diversity is a fundamental part of our lives and something we should better understand and appreciate. The United States is a mosaic of different people who each contribute to the strength and beauty of our pluralist, democratic national character.

INSTRUCTIONS: "We may think we know an individual or group but often our backgrounds are hidden so that we cannot develop linkages to one another as human beings. This part of the workshop will give us a chance to learn about the many similarities and differences among us.

I am about to call out a number of identities. When that identity fits you, please stand. As you stand or sit, feel free to look around the room at others who stand. Some of these group terms will rely simply on your self-identification with them — we will not set up a definition for each of them.

If you are physically challenged, please just hold up your hand when a category applies to you. Remember these names are of groups to which you belong, or are experiences you have had."

If you did not use ethnic identity as part of the initial introduction, it is a good first up/down.

Please stand when I read the group with which you most identify:

African American Asian American European American Hispanic American Native American (Indian) Mixed Race

Plus any other groups that you feel should be included



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