Introduction to Spark: Oregon’s Quality Rating and Improvement System

**Lecture: Orientation**

|  |
| --- |
| TRAINER INFORMATION |
| **Objective:**  1.0 Participants will have knowledge of the training objectives, schedule and process of the Introduction to Spark training  **Activities:**  1.1 Welcome and Introductions  1.2 Discussion on training outcomes and objectives  1.3 Icebreaker activity and closing  **Materials:**  PowerPoint slides  Name tents or tags for participants  Table kits  Training toys  Chart paper and markers  Comfort Zone posters if needed  **Amount of Time:** 15 minutes |

|  |
| --- |
| **ACTIVITY 1.1:** Welcome/introductions and icebreaker activity |

Slide #1

1. Welcome activities
   1. Introduce the title of the session from the PowerPoint slide. Also introduce yourself and provide a brief introduction of additional staff participating in training, if any.
   2. Have participants introduce themselves or provide another activity designed for participants to be recognized.
   3. Explain training materials. If you have table kits or other items available for participant use, explain how items are to be utilized.
   4. Hand out Participant Packets (include agenda, PowerPoint slides, and any additional documents you have in packet) if participants have not already received them. Briefly go over Packets with participants if needed.
   5. Point out there is space on the Power Point handout to take notes.

|  |
| --- |
| **ACTIVITY 1.2:** Discussion on training outcome and objectives |

Slide #2

1. Training outcome and objectives
   1. Direct the participants to the PowerPoint slide on the screen and the PowerPoint handout page that has the outcome and objectives.
   2. Read aloud the outcome.
   3. Explain to participants that to achieve the outcome, we have developed a series of training objectives. Review the objectives from the slide.
   4. Invite participants to ask questions and/or make comments about the outcome and objectives, as well as during any part of the training.
2. Housekeeping information
3. Remind participants that the session is two hours in length and that a lot of material will be covered. Refer participants to the training agenda in their Participant Packet.
4. Let participants know where the restrooms are located and inform them if there will be a break.
5. Ask participants to silence their cell phones and limit side conversations. You may also ask what other courtesies will help them to stay focused.
6. Inform participants that they will be completing an evaluation of the training at the end of the session.
7. Let participants know that they will receive a certificate for completing the training in the core knowledge category of Program Management.

|  |
| --- |
| **ACTIVITY 1.3:** Icebreaker Activity (optional) and Closing |

1. Closing
2. Icebreaker activity (optional). One suggested activity is “Comfort Zones.” You can either just ask participants or have three Zones set up in the room, about their comfort level around Spark. The Zones can be something like “Comfortable”, “Some Understanding” and “Overwhelmed”. Ask the following statement, “How are you feeling about your understanding of Spark and the Spark process? Have participants either answer as a group or have them stand in front of the “Comfort Zone” that matches their comfort level. For the “Zones,” place three pieces of paper on the wall, labeled in order from Comfortable to Overwhelmed. Ask for volunteers to share their reasons for their Zone choice. Another way to frame this is asking about their fears and excitement.
3. Ask participants if they have any questions about the purpose/objectives of the training, the schedule, or anything else regarding the content covered so far