



GRADING SYSTEM STRUCTURED LEARNING EXERCISE GD ACTIVITY DESIGN AND IMPLEMENTATION



Write-up / Program of Group Dynamics Activity or SLE <i>The designed or modified activity must contain the following sections, as previously discussed in class: Title of Activity (with names and roles of each member), Description, Objectives, Methodology, Duration, Materials, Instructions, Processing Questions, Theoretical/Conceptual Framework, and Sample Materials (as attachment, if any).</i>	25%
Orientation <i>Greeted and welcomed participants in a cordial and professional manner. Introduced members of the team and specified their roles. Discussed ground rules and motivated participants to actively contribute/participate in the activity. Objectives were clearly discussed as well as a brief introduction to the SLE. Successfully set a tone/climate for active participation and ensured a non-threatening environment.</i>	5%
Instructions <i>Step-by-step instructions were clearly discussed. All steps or important portions of the instructions were repeated for clarity. Questions were encouraged and answered adequately. Appropriate verbal cues were used to motivate participants and signal the start of the activity proper. Clarity of instructions to participants that did not lead to any level of confusion during activity proper.</i>	10%
Management of Activity Proper <i>Flexibility of instructions, as needed, to ensure the success of the activity while staying true to the objectives. All facilitators and assistants constantly monitor and motivate participants. Organized implementation with evident full control over this entire SLE stage.</i>	20%
Processing <i>Organized and well thought of list of questions. Follow up questions were directly relevant to the activity that contributed to the success of this SLE stage. Contributions of participants were well processed in relation to the objectives and theoretical/conceptual framework. Behavioral observations of participants were clearly discussed. Appropriate and fluid discussion of connections between the direct/immediate learning from the activity and the transfer of training to participants' lives. Data gathering, synthesis, and integration were conducted.</i>	25%
Closing <i>Cordial and professional thanks were verbally expressed. Closing remarks were made with clear behavioral indicators of the end of the activity.</i>	5%
Overall Performance <i>Degree of planning, preparation, and organization that contributed to the success of the overall implementation of the SLE. Attention to detail as well as witty and smart interventions of facilitators, when necessary. Appropriateness of the activity to the participants. Practice of good facilitation and communication skills. Fluidity in transition among SLE implementation stages.</i>	10%
TOTAL	100%

