

MODULE 17: SUMMARY AND EVALUATION

Day: 10**Time:** 6.5 Hours

Instructional Strategies:

- Lecture
- Large-Group Discussion
- Jeopardy Game Review
- Knowledge Survey
- Commencement

Equipment/Facilities:

- Standard Classroom
- Area to Conduct Commencement Ceremony
- Module 0, Appendix A: Pre-/Post-Course Knowledge Survey Answer Key
- Module 0, Appendix B: Using the Pre-/Post-Course Knowledge Survey Analysis Excel Workbook
- Module 0, Appendix C: Jeopardy Game Answer Key

Participant Materials/Handouts:

- Handout 17.1: Post-Course Knowledge Survey
- Participant Critique of Training
- Commencement Certificates

Introduction

In this module, participants will have an opportunity to summarize the key learning principles and ask any final review questions before completing the post-course knowledge survey and participant critique of training. After completing these administrative details, there will be a commencement ceremony to celebrate the completion of this course.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Course Summary and Jeopardy Review	Not Applicable	90 minutes
Course Evaluation	Not Applicable	90 minutes
Commencement	Not Applicable	210 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Topic: Module Introduction**90 Minutes****Slide 1 Module 17 Summary and Evaluation**

- Title Slide

Graphic Description: US Flag and Seal

- **Preparation:**

- In this final module, facilitators will review the key content areas covered in this course. Next, the participants will identify how they might apply what they have learned to their daily jobs. After completing the post-course knowledge survey and course evaluation, they will participate in a commencement ceremony.
- Conduct a thorough review of the content **before** giving the post-course knowledge survey.
- Before administering the course evaluation, brief the participants on how the commencement ceremony will be held. Consult with the ATA representative for any specific instructions.
- Read all directions for the Jeopardy Game and practice running the game with the laptop computer and all facilitators. If possible, locate some small prizes for the Jeopardy winners such as candy or pens.

- Explain that this module consists of three activities:

- Summary and Jeopardy Review
- Evaluation
- Commencement

Slide 2 Jeopardy Game Review

- Overview
 - Participate in the game of Jeopardy to review course content
- Time
 - 60 minutes

Graphic Description: Place a description of all slide graphic content.

- Tell participants they are about to participate in a variation of an internationally known game called Jeopardy.
- Before you begin the game, determine participants' familiarity with the game by asking them questions about the object of the game and playing the game.
- Ask participants the following discussion question: **Have you ever seen the game of Jeopardy played before?** *Responses will vary.*
- If participants are familiar with Jeopardy, explain that this version of the game contains some minor differences. This game is **simplified to a normal Questions and Answer session** with some Jeopardy features. For example, the Daily Doubles in this game only allow players to double the point values of the boxes, not the team's total scores.
- State that each table group will make up the teams for play.
- Explain the basics of the game using the addendum:

- **The game:** While Jeopardy has a unique format in which the players provide the right questions to match the answers on the board **this has been modified to a normal Question and Answer session.**
- **The board:** The questions are hidden within a series of small boxes that make up a large table called the board, which your facilitator is now displaying on the screen. The boxes in the top row list the topics or categories for the game. Beneath each category are five boxes in a line; every box has a different point value (100 through 500 points). The value on each box indicates the value of the hidden question. In the real game of Jeopardy, the players must press a buzzer button before they are allowed to respond. In this variation of the game, however, there are no buttons, so the facilitator will select whichever team's authorized responder raises his or her hand first.
- **How to earn points:** To start the game, refer to the rules in the addendum. The team that then can go first can select any one of the five categories listed on the top row of the board, and then select the amount that they want the answer to be worth. If their answer is correct, they receive that number of points and get to select again. It is important to understand that if their response to the answer is incorrect, that team loses their turn, giving another player/team the opportunity to answer the same question. In addition, the first team's total score will be reduced by the point value indicated on the box they selected. For example, if the team selected a box worth 500 points and their answer was incorrect, they would lose 500 points. If, however, the first team had selected a box only worth 100 points and their answer was incorrect, you would only lose 100 points. For this reason, most players will strategically chose the lower value boxes first before selecting boxes with the highest value. The player or team with the greatest point total at the conclusion of the game wins.
- **Daily Doubles:** Some of the boxes on the board have been designated as **Daily Doubles**. The Daily Doubles allow a team to double the point values indicated on the box. For example, if a team selects a box that is 300 points and the words Daily Double appears on the slide, a correct response is worth 600 points. Remember, however, that an incorrect response to a Daily Double clue will reduce your total score by the same doubled amount — again, for example, -600. After the question is read, the team may discuss the answer, but it has only 15 seconds to give a response. If it gives an incorrect response, the host reads the answer. No other teams are given the option of buzzing in.
- Explain how the board is divided into five separate topics or categories listed in the top row of boxes.
- Explain that boxes beneath each category contain a series of hidden questions.
- Emphasize that the numbered values on each box represent the value of the hidden question.
- Inform participants that one member of the group must be authorized to raise his or hand to indicate his or her team knows the answer; the scorekeeper will select the first participant from a team to raise his or her hand after the host has read the question and said FINISHED and give the team a chance to answer the question.

- Explain that once selected to answer, the team is allowed to discuss the answer and use any notes or guides it may have. However the team is timed and must answer with the allotted time—usually 15 seconds.
- Emphasize that if his or her answer is correct, the participant will earn points for the table group; remind participants that the point values are listed in the boxes on the board. Explain that in addition to winning the points, they get another opportunity to select a box from the board.
- Inform participants that if their answer is incorrect, the point value listed on the box will be deducted from their total score. Provide an example. Emphasize that in addition to losing the points, they lose their turn, giving the other table groups an opportunity to answer the same question.
- Refer to the **Jeopardy Game PowerPoint** in the **LEAD** folder on the Facilitator CD and conduct the game.
- Set a timer for sixty minutes. When the time expires, announce the conclusion of the game, and the winning table group.

Slide 3 Course Expectations and Next Steps

- How well did this course meet your expectations?
- How do you plan to use what you learned?

Graphic Description: Facilitator summarizing the course

- Refer back to participants' expectations listed on chart paper during introductions on the first day.
- Ask the participants: **How well did this course meet your expectations?** Acknowledge the participants' responses and, if needed, explain how each expectation was addressed in the training.
- Refer participants to the ATA representative for any expectations that may not have been addressed.
- Ask the participants: **How do you plan to use what you learned?** Acknowledge the participants' responses and add the following key points:
 - During this training, participants demonstrated the ability to:
 - Describe the importance of implementing a well-detailed physical protection system for the security of critical infrastructure.
 - Explain the importance of community engagement and human rights in deterring terrorism.
 - Explain how to build partnerships with the community to better protect critical infrastructure.
 - Determine the components of critical infrastructure to establish the basis of a vulnerability analysis.
 - Analyze critical infrastructure assets in order to prioritize them for protection
 - Explain cyberthreats to your organization.
 - Explain the actions necessary to detect and report suspicious activities associated with hostile surveillance.
 - Explain the effects of explosives on critical infrastructure.
 - Create a threat analysis statement for critical infrastructure.

- Describe the types of policies and procedures needed for the protection of critical infrastructure.
 - Develop a security force response plan for the protection of critical infrastructure.
 - Develop a security technology plan for the protection of critical infrastructure.
 - Describe how to develop a security inspection and validation program.
 - Describe how to apply operational resilience strategies for your country after a terrorist attack, natural disaster, or other threat.
 - Apply the concepts and procedures for evaluating the physical protection system of a selected critical infrastructure.
- Remind participants that the summary addendums and worksheets are resources to help them implement changes in their organization and promote internal training on critical infrastructure and resilience-related topics.
 - Explain that the methods and techniques taught in this course dealing with critical infrastructure security and resilience are designed so that participants can apply them when they return to their work place.
 - Remind the participants that this course provided them with the knowledge and skills needed to develop a process to assess and mitigate vulnerabilities of critical infrastructure and plan for resilience.
 - Ask participants if they have any final questions and acknowledge the responses.
 - Transition to the next section by explaining that the participants will now complete the Post-Course Knowledge Survey.

Topic: Course Evaluation	90 Minutes
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Slide 4 Post-Course Knowledge Survey (Handout 17.1)	
<ul style="list-style-type: none"> ▪ Overview <ul style="list-style-type: none"> • Complete the post-course knowledge survey ▪ Time <ul style="list-style-type: none"> • As needed 	
<i>Graphic Description: A person writing</i>	



Preparation

- The lead facilitator should conduct the post-course knowledge survey. Be aware that the subject of “testing” is always a sensitive one.
- Explain that this post-course knowledge survey is the same survey participants took at the beginning of the course.
 - By surveying knowledge at the beginning and the end of the course, ATA can measure knowledge growth and how effective the course was.
 - ATA can then use the data to evaluate and compare courses.
- Assure participants that they are not being tested on their abilities. **Do not** tell them that these evaluations are a test of how well they do their job; they are not. No names or identifying pieces of information are collected or assigned.

- If the course is being delivered to a non-English speaking country, to avoid possible problems with translation, have the interpreter read the questions and the possible answers.

Administer the Knowledge Survey

- Distribute Handout 17.1, the post-course knowledge survey, to participants.
- Allow enough time for participants to complete the survey.
- Collect the completed surveys.

Review the Knowledge Survey with Participants

- After participants have turned in all surveys, read each of the questions and provide the correct answers. Conduct remediation as needed.
- Appendix A in *Module 0: Course Administration* presents the answer key for the knowledge survey.
- Ask participants if they have any questions on the post-course knowledge survey or anything covered in this course.

Score and Use the Knowledge Survey

- Score the surveys using the Excel workbook in the LEAD folder on the course materials compact disc (see Module 0, Appendix B).
- Keep the surveys for submission with the after-action report. **The lead facilitator must return the completed surveys to ATA.**

Slide 5 Participant Critique of Training



- Overview
 - Complete the participant critique of training
- Time
 - As needed

Graphic Description: A person writing

- The lead facilitator should explain, distribute, and collect the participant critique of training.
- Remind participants that these critiques are one way that ATA helps to measure the effectiveness of its training. Participants do not have to put their names on the critique.
- Emphasize that the participant critique of training gives participants the opportunity to provide feedback regarding their observations of the course's strengths and weaknesses. This valuable feedback is one of the methods ATA uses to improve the course, if needed.
- Allow as much time as necessary for all participants to complete the evaluation.
- Collect the critiques and give them to the translators. They will translate any written comments from the critiques and then give them to the lead facilitator to compile the data. **The lead facilitator must return the completed critiques to ATA.**

Topic: Commencement**210 Minutes****Slide 6 Commencement Ceremony**

▪ Commencement Ceremony

*Graphic Description: No Graphic***Preparation**

- The purpose of the commencement ceremony is to recognize participants for their accomplishments and for completion of this course.
- Prior to the commencement ceremony:
 - Collaborate with the RSO, ATA representative (if present), and representatives from the host country to plan the commencement ceremony according to local custom and ATA requirements.
 - Provide participants with a brief overview of the commencement ceremony (purpose and manner in which the ceremony is organized).
- Through the RSO's office, be sure the highest ranking US official from the embassy or consulate has been invited to attend. Also, high-ranking officials from the host country or the host training academy should be invited to attend.
- A software template, certificate paper, and folders were provided in the training materials for this course.
 - The lead facilitator should ensure that each participant is provided a certificate.
 - Be certain that names are spelled correctly.

Example Commencement Ceremony

Following is one example of how to conduct the commencement ceremony. Your ceremony may be different depending on the traditions in the host country.

- Place chairs in the area that is chosen by the host facility.
- Seat dignitaries in one area with facilitators off to their side, or behind.
- Seat participants as audience in front of the dignitaries and facilitators.
- Allow the ranking official from the host country to speak first and the US official to speak second. (This may be the RSO in many cases.)
- The lead facilitator may also make short remarks.
- Determine who will call out the names of the participants and ask all facilitators to stand in a line in front of the group.
- Call on participants in alphabetical order.
- Award each participant a certificate of completion.
- Allow participants to walk down the facilitator line, shaking hands with all facilitators.
- Ask participants to return to their seats.
- After all certificates are awarded, allow the host nation ranking official to finish the ceremony.