

# VILT

## Facilitator – Producer Guide

### **“Personal Monopoly”**

Britte Marsh



# Table of Contents

Page	Content
2	Table of Contents
3	Materials & Technology Check
4	Pre-Session Learner Engagement Plan Overview
5	Pre-Session Learner Engagement Plan: Email Blast #1
6	Pre-Session Learner Engagement Plan: Email Blast #2
7	Pre-Session Learner Engagement Plan: Email Blast #3
8	Pre-Session Learner Engagement Plan: Email Blast #4
9	Note on "Action" Instructions
10	Training: Introduction
11	Training: Agenda
12	Training: Warm Up
13	Training: Vocabulary
14	Training: Personal Monopoly I
15	Training: Preparing Your Personal Monopoly
16	Training: Personal Monopoly II
17	Training: Peer-to-Peer Activity
18	Training: Writing Your Personal Monopoly
19	Training: Share Aloud
20	Training: Personal Monopoly III
21	Training: Goodbye & Additional Resources

# VILT

## Facilitator – Producer Guide

### **“Personal Monopoly”**

You will need one facilitator and one producer for this virtual instructor-led training.

#### **MATERIALS:**

- VILT Facilitator - Producer Guide “Personal Monopoly”
- “Personal Monopoly slides [here](#) (pdf)

#### **TECHNOLOGY:**

- Email service; learner email addresses
- Zoom, Microsoft Teams, or other web conferencing platform

## Facilitator & Producer Guide

### PRE-SESSION LEARNER ENGAGEMENT PLAN

In order to prepare and excite learners about the topic of Personal Monopoly, you'll send up to three invitational email blasts to learners which include sneak peaks, short videos and an RSVP to gauge interest.

Please edit/add features to the email to suit your audience as needed.

It is recommended you embed the videos within the body of the email, rather than offering a link.

NOTE: Even if learners don't RSVP, you can use their sign-ups as a metric for how effective the promotional messaging was at generating learner interest ahead of the course.

# Facilitator & Producer Guide

*Three weeks prior*

[Email Blast #1]

Dear XXXX,

# The Internet rewards unique people.

Find your unique combination of skills, interests, and personality traits.

I call this a Personal Monopoly.

Become the only person in the world who does what you do.

Then, tell the world by sharing your knowledge.

RSVP for the course here: XXXX

[Include [this](#) video]



Facilitator & Producer Guide  
**PRE-SESSION LEARNER ENGAGEMENT PLAN**

*Two weeks prior*

[Email Blast #2]

Dear XXXX,

A Personal Monopoly is a unique intersection of skills, knowledge, and personality that nobody else can compete with.

Personal monopolies aren't found — they're made.

Global markets increase the upside of having a Personal Monopoly, but also make it harder to create one.

RSVP for the course here: XXXX

Facilitator & Producer Guide  
**PRE-SESSION LEARNER ENGAGEMENT PLAN**

*One week prior*

[Email Blast #3]

Dear XXXX,

A Personal Monopoly is something you often discover via action, not contemplation.

"Your personal monopoly is out there, waiting for you, and magic will happen once you discover it. The way to do that is not to worry too much about it and focus on being prolific." — @m\_ashcroft

RSVP for the course here: XXXX

Facilitator & Producer Guide  
**PRE-SESSION LEARNER ENGAGEMENT PLAN**

*One-two days prior*

[Email Blast #4]

Dear XXXX,

When you build a Personal Monopoly, you are creating demand for an idea people didn't know they were interested in. The most successful creators tend to define their own subculture instead of molding themselves into existing ones.

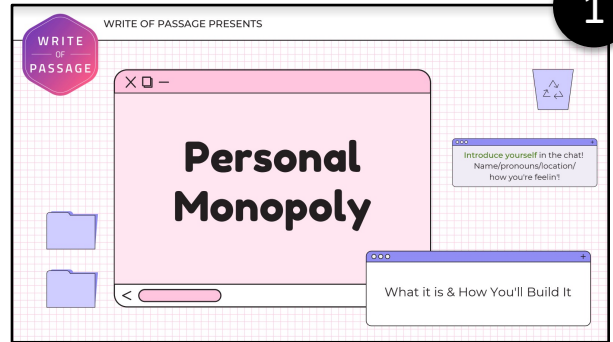
As you build your Personal Monopoly, listen for **C.U.E.S.**:

- 1) **Complementary**: Greater than the sum of its parts.
- 2) **Unusual**: A combination of skills rarely seen.
- 3) **Experiential**: Inspired by unique events in your life.
- 4) **Specific**: Niche topic where you have lots of knowledge.

The course starts tomorrow! RSVP here: XXXX



NOTE: During the training, you” notice that all “action” instructions to learners are represented in **bold**, *italicized green*. This color is *only* used for action directives, thus creates a “do now” cue that some action by the learner is being asked. The instructor should take care to emphasize these action instructions in their speech.



## Facilitator Notes

**WELCOME** learners to the program. If bandwidth allows, turn on webcams during introductions, to briefly give learners a visual of you and of each other. Turn off after introductions.

And/or, if bandwidth doesn't allow, **ENCOURAGE** learners to follow the prompt to introduce themselves in the chat: names/pronouns/location/how they're feeling.

Instructor **RESPONDS** to learner introductions by saying names, offering welcomes with a friendly and enthusiastic demeanor, potentially confirming pronunciations or shout outs of city trivia.

*This is to generate trust and respect and age-appropriate "coolness" with learners before the learning content even begins.*

**WAIT** a few minutes for later arrivals before beginning.

**INTRODUCE** yourself to the group. Include the following information:

- Your name & location
- Your role and experience with the training topic

**CUE** the Producer to introduce themselves.

**CUE** the Producer to switch to the next slide when ready.

## Producer Notes

**ASSIST** learners with chat introductions as needed.

**ENSURE** "Introductions" slide is displayed. (Slide 1)

**INTRODUCE** yourself both verbally and in the chat. Let everyone know you are available to assist with any technical issues.

**LINK** the presentation slides in the chat for them to access.

**ENSURE** presentation slides are linked/uploaded into the chat and troubleshoot downloading or access errors with learners as needed.

**ANNOTATE** the "Introductions" slide, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator.

## Facilitator Notes

**ASK** learners to ‘raise hand’ if they have the presentation downloaded, or to click on the red X (disagree) if they do not. For those who need it, draw their attention to the chat where it can be found. **TELL** learners they will need to access it on their own computers later on in the training.

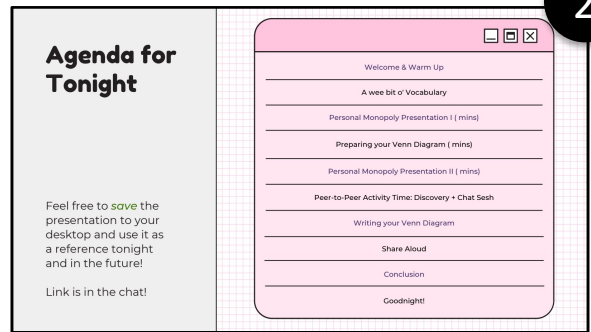
**SAY** On screen is our agenda for tonight.

**READ ALOUD** the agenda items.

**CUE** the Producer to switch to the next slide when ready.

2 minutes

2



## Producer Notes

**ASSIST** learners as needed.

**ENSURE** “Agenda” slide is displayed. (Slide 2)

**LINK** the presentation slides in the chat for them to access (again.)

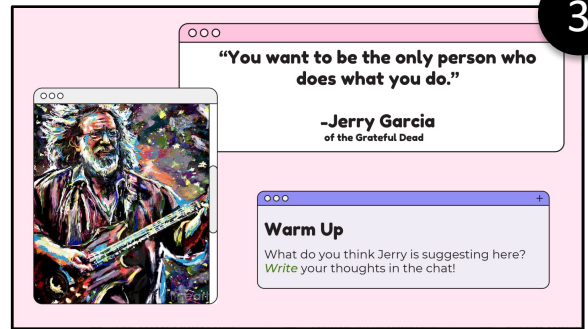
**ENSURE** presentation slides are linked/uploaded into the chat and troubleshoot downloading or access errors with learners as needed (again.)

**ANNOTATE** the “Agenda” slide, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator.

3 minutes

3



## Facilitator Notes

**READ ALOUD** the Jerry Garcia statement “You want to be the only person who does what you do.”

**INSTRUCT** participants follow the warm up prompt “What do you think Jerry is suggesting here? **Write** your thoughts in the chat!”

*This is to start the flow of learner ideas and prepare them for the learning content to come. It’s an open ended question so there are no wrong answers.*

**READ ALOUD** a few learner comments from the chat and audibly affirm positions.

**SAY** (in your own words) It looks like we have an eager group here tonight who is ready to learn! We will continue using the chat window, as well as the status indicators and verbal dialogue throughout today’s session. Your active participation is both requested and required!

**CUE** the Producer to switch to the next slide when ready.

## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Warm up” slide is displayed. (Slide 3)

**ANNOTATE** the “Warm up” slide, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator.

## Facilitator Notes

*It's important to keep in mind that not all learners have had the same level of formal education, are the same age, speak English at home, etc. So the first step before the main learning content is to demystify a few jargon terms evident in the source material.*

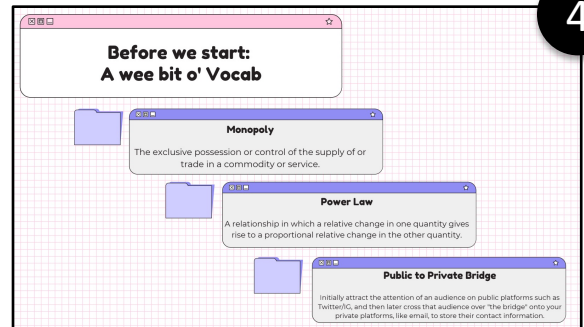
**SAY** that we're going to start with "a wee bit o' Vocab" that will be referred to within the training tonight.

**SAY** that learners do not need to write these down, and can always refer back to them in the downloaded presentation slides as the training continues.

**READ ALOUD** the vocabulary terms and their definitions.

*You may choose to offer the terms within context or an example if you deem its appropriate for your audience.*

**CUE** the Producer to switch to the next slide when ready.



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** "Vocab" slide is displayed.  
(Slide 4)

**ANNOTATE** the "Vocab" slide, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator.

## Facilitator Notes

*Key terms and vocabulary are bold and in dark blue for visual communication cues. This content is lifted directly from the source material and formatted in easier to read chunks, bullet points, etc. to avoid cognitive overload.*

**SAY** that we're going to talk about what a personal monopoly is and how it defines the popular success of your online writing practice.

**READ ALOUD** the content on Slide 5.

**CUE** the Producer to switch to the next slide when ready.

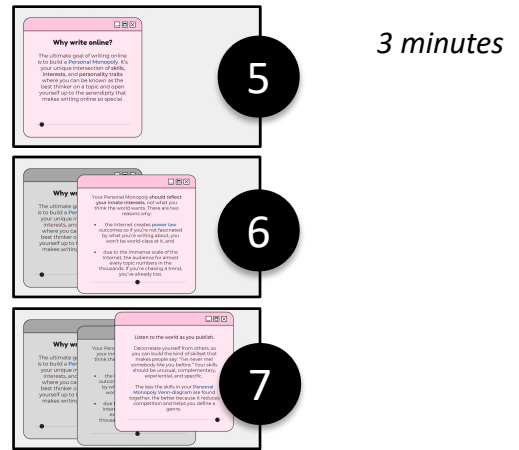
**READ ALOUD** the content on Slide 6.

**CUE** the Producer to switch to the next slide when ready.

**READ ALOUD** the content on Slide 7.

**CUE** the Producer to switch to the next slide when ready.

## Facilitator & Producer Guide



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Personal Monopoly” slides are displayed. (Slides 5-7)

**ANNOTATE** the “Personal Monopoly” slides, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slides when prompted by the Facilitator (there are three within this segment of the presentation.)

**SWITCH** to the next slide when prompted by the Facilitator.

## Facilitator Notes

*The instructor pauses the formal presentation at this point because learners will be generating ideas as to what their skills, interests, and personality traits are. Some eager learners will want to start jotting down ideas right away; other reflective types will want to hear more before taking action. Either way, this prep work sets them up for an activity to come.*

**SAY** that we're going to prepare for an activity that will occur later on in the training tonight, so we can start generating ideas ahead of time.

**READ ALOUD** the content on Slide 8.

*Once the instructor has read aloud the instructions, some learners will complete this task before others. To keep the early finishers attention, there's an optional engagement prompt on Slide 9.*

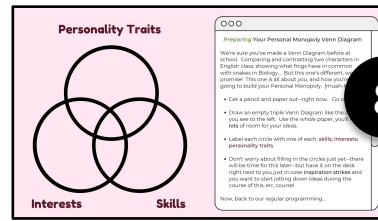
**CUE** the Producer to switch to the next slide when ready.

**READ ALOUD** the content on Slide 9.

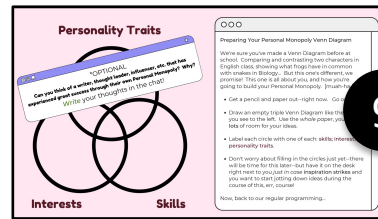
*Learners can add ideas to the chat and the instructor "mmhmms" and "okay's" positions but doesn't read answers aloud so as not to distract remaining learners still completing the prep work.*

**CUE** the Producer to switch to the next slide when ready.

6 minutes



8



9

## Producer Notes

**ASSIST** participants as needed.

**ENSURE** "Preparing Your Personal Monopoly" slides are displayed. (Slides 8-9)

**ANNOTATE** the "Preparing Your Personal Monopoly" slides, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator (there are two within this segment of the presentation.)

**SWITCH** to the next slide when prompted by the Facilitator.

3 minutes

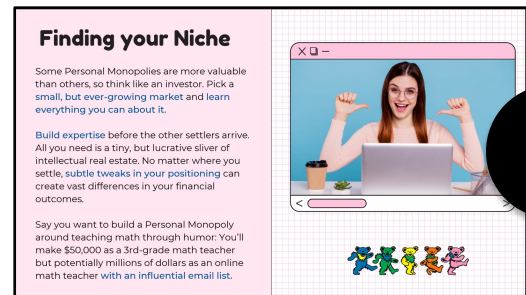
## Facilitator Notes

**SAY** that this is the second part of the presentation on Personal Monopoly.

**READ ALOUD** the content on Slide 10.

*You may chose to take an extra minute here to connect this content to the idea generation to come for learner's triple Venn Diagrams.*

**CUE** the Producer to switch to the next slide when ready.



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Personal Monopoly II” (“Finding your Niche”) slide is displayed. (Slide 10)

**ANNOTATE** the “Personal Monopoly II” (“Finding your Niche”) slide, by using the pointer or highlighter to note key words as they are spoken.

**SWITCH** to the next slide when prompted by the Facilitator.



## Facilitator Notes

**SAY** it's time to apply theory to reality by analyzing Personal Monopoly superstars in breakout rooms!

**READ ALOUD** instructions on Slide 11. **REMIND** students to download the presentation slides. **ASK** learners to type any questions in the chat.

*Images on the slide serve to inform how to complete the technical tasks.*

**EMPHASIZE** grounding rules of “Be kind, respect one another's ideas, and understand that you each have different ways of looking at the same thing!”

**CUE** the Producer to switch to the next slides that show Case Study A and B when ready. **EMPHASIZE** that odd numbered breakout rooms use A; even numbers use B. **CUE** the producer to open breakout rooms.

**MOVE** from room to room to ensure there are no technical issues. *The instructor role during breakout rooms is a non-authoritative, non-intrusive presence to ensure authentic peer-to-peer dialogue.*

**WELCOME** learners back from breakout rooms when time has run out.

**CUE** the Producer to switch to the next slide when ready.

15 minutes



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Peer-to-Peer Activity” slides are displayed. (Slides 11-13)

**LINK** the presentation slides in the chat for them to access.

**ANNOTATE** the “Peer-to-Peer” slides.

**PREPARE** breakout rooms: 4 learners per room.

**SWITCH** to the next slide when prompted by the Facilitator (there are three within this segment.)

**RELEASE** learners into breakout rooms upon the facilitators cue. **MESSAGE** breakout rooms to let them know when there's 5 minutes and 1 minute remaining. **CLOSE** breakout rooms when there's 0 minutes remaining.

**SWITCH** to the next slide when prompted by the Facilitator.

8 minutes

## Facilitator Notes

**SAY** that it's time to apply Theory + Case Studies to the Self!

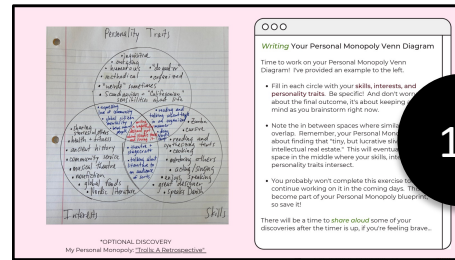
Briefly **REVIEW** the triple Venn Diagram instructions. **ASK** learners to type any questions in the chat.

*I have provided a mentor text to the left on the slide of my own Personal Monopoly triple Venn diagram so students have a clear example to follow. I have also included an “optional discovery” link at the bottom to one of my Personal Monopoly projects that I’ve worked hard to build. It helps to identify that the instructor has “mad creds” in the world of content development. It inspires, makes the work feel do-able, achievable, “if she can, I can!” This is impactful if the instructor has established trust and respect with the learners from the start. I encourage each facilitator to create their own mentor text based on their own writing practices!*

**CUE** the producer to start the timer.

*Learners are given work time to write their Venn diagram in order to start the journey of discovering and building their Personal Monopoly.*

**CUE** the Producer to switch to the next slide when the timer ends.



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Writing Your Personal Monopoly Venn Diagram” slide is displayed. (Slide 14)

**ANNOTATE** the “Writing Your Personal Monopoly Venn Diagram” slide.

**SET** the timer that’s embedded in the Zoom room after receiving the cue from the facilitator.

**SWITCH** to the next slide when prompted by the Facilitator.

5 minutes

## Facilitator Notes

**SAY** it's time to share some discoveries learners made while writing their Personal Monopoly triple Venn Diagrams.

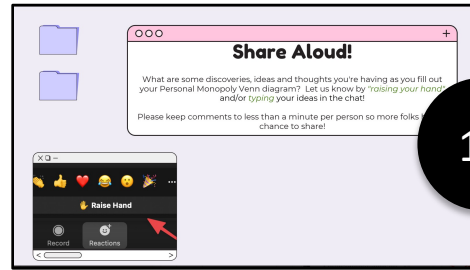
**INSTRUCT** learners that they have a few options for sharing. One, to type them in the chat. Two, by using the “raise hand” function of Zoom. **INSTRUCT** learners to keep comments to under a minute so we can hear from myriad perspectives.

**CALL** on and select learners, opting for an equitable balance of gender identities and ethnicities, ideally.

**THANK** the learner after they share.

*It goes without saying that not everyone is going to have a chance to share aloud their ideas. There just isn't enough time. This is a big part of the reason the previous peer-to-peer activity was so important: learners had a chance to express themselves with one another. It makes the sting of not being chosen during this segment of the session less disappointing. This share aloud time also gives learners who are still working additional time to finalize their thoughts on their Venn diagrams.*

**CUE** the Producer to switch to the next slide when ready.



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Share Aloud” slide is displayed. (Slide 15)

**ANNOTATE** the “Share Aloud” slide.

**UNMUTE** the learner that the facilitator calls on. **REMUTE** once they've finished sharing.

**SWITCH** to the next slide when prompted by the Facilitator.

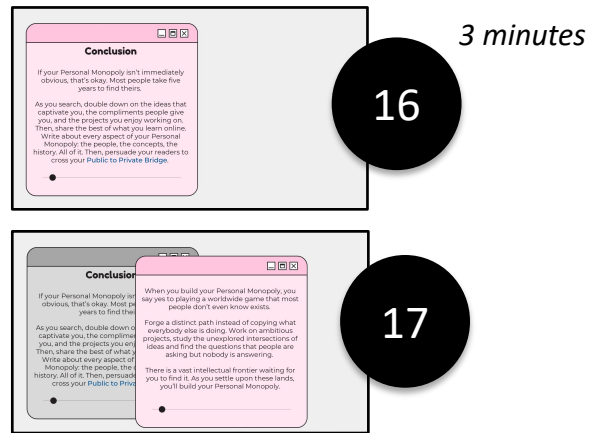
## Facilitator Notes

**READ ALOUD** the content on Slide 16.

**CUE** the Producer to switch to the next slide when ready.

**READ ALOUD** the content on Slide 17.

**CUE** the Producer to switch to the next slide when ready.



## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Personal Monopoly III” (“Conclusion”) slides are displayed. (Slide 16-17)

**ANNOTATE** the “Conclusion” slides.

**SWITCH** to the next slide when prompted by the Facilitator.

2 minutes

## Facilitator Notes

**SAY** you've made it! Thank you for participating.

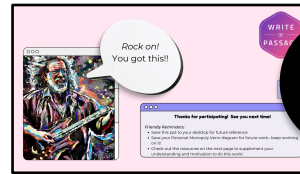
**READ ALOUD** the content on Slide 18.

**CUE** the Producer to switch to the next slide when ready.

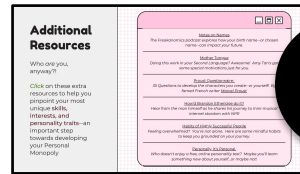
**SUMMARIZE** the content on Slide 19 to pique interest.

**SAY** goodbye!

**STAY** in the room until all learners have left *or* you have cued the producer to end the session.



18



19

## Producer Notes

**ASSIST** participants as needed.

**ENSURE** “Goodbye” and “Additional Resources” slides are displayed. (Slide 18-19)

**ANNOTATE** the slides.

**SWITCH** to the next slide when prompted by the Facilitator.

**END** to the session when prompted by the Facilitator.