

# TRAINER SURVIVAL HINTS



### Trainer prep: Prior to the Day of the Workshop

- Review logistics
- Review handouts
- Have handouts the day before
- Ensure that Agenda is prepared
- Review material and equipment needed
- Attendance – how many people are you expecting
- Sign-in sheets prepared
- Verify materials are gathered and packed
- Send out an reminder and looking forward to training tomorrow
- Certificates and Evaluations prepared
- Directions
- Anticipate potential questions
- Sleep well – Eat(or bring snacks and H2O)
- Have extra materials
- Reminder email to participants
- Confirm your site
- Rehearse
- Reread Agenda prior to session
- Have a competent person critique points
- Arrive early to the venue 1<sup>st</sup> day (at least one hour early.) Bring in extra materails to be used J.I.C. (:

- **GET SLEEP!!!!** / Eat something.
- Double check your agenda.
- Go over main points, breath and pray.
- Agenda, agenda, AGENDA!!!
- Noise maker.
- Learn needs of your group.
- Be prepared.
- Prepare timing.

## Trainer Preparation: Day of Workshop

Do Agenda for participants; be on time – Arrive early

- Table arrangements
- Bathrooms, etc. make sure people know where things are located
- Check equipment
- Check for allergies
- Consider participants culture differences
- Make sure you have “backup” materials, as well as “extra materials
- Practice run
- Have an open mind about participants( do not stereotype)
- Time.....Breaks.....Lunch
- Be at training location early
- Know how to get to your location
- Mirror Check: Dress Professionally
- Dress in layers
- Consider personal health – take care of yourself
- Bring water/drink – eat something
- Wear what makes you feel confident, listen to your jam
- Give yourself time
- Arrange your tables/ environment (calm music) to be warm, inviting and promote active learning, monitor climate of room – too warm, too cold
- **W A T E R!!!!**

- Schedule yourself 100% too the work shop, means no calls or other appointments on that day
- Invite participants to make a name tag.

**Technology Materials: LCD; Speakers, DVD's, Video Footage, Media**

Ask about equipment when setting up training. Ask if IT is support available?

- Do you need WIFI?
- Get Passwords
- Test your speakers before hand
- Test PowerPoint before training
- Have more competent participant with tech available to help
- Bring extra speakers, and a microphone
- Use phone as a hot spot
- Carefully plan when using multiple DVD's: Have your own, Portable devices (projector, laptop, cables, printers, etc.)
- Check AV connections at least an hour before you start.
- Know how to contact the IT person
- Be careful about videos after lunch
- Check embedded video before workshop
- Email your PPT or save on a flash drive as back-up
- Make sure videos are appropriate and culturally sensitive/suitable
- Make sure you're not using too much video
- Use formats that you're comfortable and familiar with
- Prezi It's really nice!

- Interpreters

### **Training Room: Physical Environment**

Call in advance, request your furniture needs, rearrange as necessary

- Make sure it's comfortable
- Check out the training space before training
- Location of building, parking, Construction, entrances
- Check for outdoor space
- Practice run through/visual ahead of time the layout of the day
- Have tables for group work/ discussion. If it's possible, find ways to facilitate these interactions (other areas in space.)
- Enough room to display day work and materials – Music!
- Be flexible you never know what could happen!
- Snacks, water, trash bins, tissues
- Fidget toys
- AC/ heater is working
- Look at room size to accommodate the # of people you are training
- Arrive early, in case adjustments need to be made
- Check for exits, bathrooms, etc...
- Establish relationships with the Janitor/Secretary (“prime the pump”.)
- Enough space to move around

- Bring surge protector, power cord adapter, extension cord
- Share important locations at the beginning of training (bathroom, lunch room, café, etc.)
- Temperature
- Dress in layers
- Tables/Chairs
- Give them a choice to move around (not just sit down and listen.)
- Play soft music when they enter
- Natural light, good seating
- Welcoming (greet participants.)
- Safe to share & confidential
- Arrangement lets participants know where to go, what to do as they arrive
- Provide candy-morning/afternoon
- Friendly
- Approachable

### **Atmosphere: Psychological Environment**

- Comfortable temp, seating(have enough space)
- Consider participants culture, status and needs
- Background noise/distractions minimized
- Greet! Greet! Greet!
- Relax

- As a trainer, respect all ideas
- It's okay to be vulnerable
- Fidget toys
- Smile☺
- Use your strengths as a unique person
- Pause
- Enough space
- Clean bathroom
- Water
- Offer break area(snacks)
- Window-view of outside –verses- No window-out door break
- Group agreement, safe environment to share
- Acknowledge participants thoughts/concerns/etc.
- Ice breaker – to create group not just individuals
- Bring attention grabber: Noise maker
- Confidentiality

### **Platform Skills**

- Organized, Be active, Engaged.
- Turn cellphone off. – **Ability to group people so everyone can contribute.**
- Be flexible.
- Create intentional learning.
- Keep your audience in mind (re-mind to break, move.)

- Adding clues to the ppt. to remind me of stories to share
- Visual timers
- Your physical presence leaves an impact (get on their level, arms down, etc.)
- Create relationships with learners.
- Always have a plan “B”!!!
- Acknowledge participants contributions.
- Make an effort to encourage/find way for everyone to participate
- S.O.U.L
- Project or use microphone
- Take it slow and repeat!
- Speak Clearly/Audible
- Eye contact, move throughout room
- Pause, give them time to speak
- Wear/plan appropriate layers
- Wear solid colors. What you say should be more meaningful than what you wear
- Approach tables where “distractions” are taking place
- Give personal experiences related to training
- Avoid fidgeting
- Pause
- Voice control
- Make comments/suggestions

### AV Materials: Flip Charts; PPT's; Handouts

- Take pictures.
- Summarize or allow participants to follow along (visual learners.)
- Helps explain the topic.
- Clear / Relevant
- Use a simple font, and make sure its legible
- Clear Instructions.
- Enough copies, Room for notes.
- Keep to groups of 25ish
- Ask for a volunteer with great handwriting to write for you
- Add headings before hand
- Take pictures to record
- Don't be afraid to draw instead of words
- Only include what you will cover in central ideas.
- Give copyright credit.
- Have extra handouts – just in case
- No yellow markers, and have back-up markers
- Flash Drive.
- Google Drive/Chrome book w/slides open already (will work if no internet.)
- Have adapters readily available.
- Have handouts organized. Easy to go through for all learning styles.
- Don't include information that's not being covered

- Line up hands-outs to cover the power point during planning
- Have your own lap top and projector.
- Bring own flip chart.
- Bring tape in case flip chart loses it sticky-ness.
- Youtube; clip videos.
- LCD Projectors.
- Catches attention / puts them in disequilibrium.
- Set group agreement for phones.
- Have a backup plan in case of no internet/ equipment issues.
- Keep it simple silly.

### **Establishing Common Expectations and Responsibilities with Group Input**

- Ask participants save expectations for workshops with recurring participants.
- If you're coming back together, Review!
- Add in ones that were not mentioned but important. (Confidentiality, breaks, cellphones.)
- Create a group agreement with the participants
- Respect
- Always refer back to the curriculum/ resources
- Keep the said group agreement in the back of the room to refer to as needed
- Refer back to the agreement as necessary
- Don't be afraid to revise or add to the agreement
- Ask if anyone would like to add/revise the agreement during the week

- Be strength focused, and acknowledge desired behaviors and participation
- Ask what helps them
- Agree to Disagree
- Establish at the beginning and post
- Revisit as necessary
- Allow conversation meaningful to learning
- Adhere to time restrictions
- Be back on time from breaks/lunch

Very important! Ask them or give in the evaluation form the question and at the end ask them to notice the difference

- Implement a Parking Lot
- Suggest some “if necessary”

### **Participant Evaluations**

Make sure your questions will give constructive feedback that can be useful

- Keep it simple – don’t create barriers to the evaluation
- Be objective, factual things you will actually change
- Keep it simple
- Use feedback to adjust instruction
- Ask about their expectations before you begin
- Work time in, so it isn’t rushed
- Don’t pose questions such as “room temp” you have no control over

- Multiple options and one open answer
- Give enough time to complete and ask questions that help you learn
- This is really for you- ask what you really want the answers to
- Be certain it's clear that it is to inform my practice, not their learning or a test
- 4 or 5 questions, these should be questions that will help you grow as a trainer
- Try and find common notes left and use it to help plan your next training
- Be to the point

### **Self-Evaluations**

- Take into consideration things under YOUR control only.
- Focus on useful information.
- Video tape your workshop for self-reflection.
- Verify self-evaluation with peer.
- Jot notes on your agenda to refer back to later.
- Have students fill out evaluation sheets, review sheets and self-reflect.
- Reflect.
- Have a workshop journal to note growth
- Have back up evaluation forms on flash drive.
- Be “accepting” of evaluations, make improvements.
- Have specific questions...ex. What did you learn from training? What would you like to learn? Challenges, anything I would do differently

- There is always room for improvement
- Make adjustments for next time
- Try to keep our emotions out or “in check” when reviewing evaluations.

### **Icebreakers / Energizer**

- These are not an open Act.
- A time to get people up and moving!
- Great when participants don’t know each other.
- Have a few that you can pull out when needed even if unplanned.
- Try to get a feel for your groups comfort level! (When you’re deciding what to use.)
- Energizers can serve as an active transition.
- Energizers when needed only.
- Energizers after lunch.
- If possible, tie it in somehow.
- For participants meeting for the first time find some similar interest/habit to talk about. Keep in safe distance, and after that there can be some physical contact.

### **Developing your Agenda**

W – Curriculum Focus/ PQA.

O – Objectives – What you want participants to gain from this workshop.

R – Open Act – Try to make it high impact related to central ideas.

K – Central Idea – Main focus, curriculum based.

I – Practice – General Activity could be knowledge fictitious people etc.

T – App – Activities that gets participants thinking about their own situation. “Me, me, me.)

! – Imp. – “Their game plan” “How are they going to use your information” How are they going to implement it.

- Use connecting thoughts to guide participants.
- Write details as needed to make sure you cover everything (or have quick answers to questions.)
- Add energizers and Icebreakers.
- Use real life examples.
- Inch Wide Mile Deep - Keep learning styles in mind.