



Training Guide and Template

Use the Training Guide and Template to design and deliver effective trainings that build staff skills.

Planning Trainings

Effective trainings share an essential feature: they are well planned, with carefully considered key elements and implementation details.

Objectives

- What should participants know and be able to do as a result of the training? What do they already know?
- Write objectives as specifically as possible, stating exactly what participants will learn and how you will know that they've grasped the information or skill.
- Detailed objectives help you design the training. For example, the general objective "Participants will learn about PBL" is less useful than the specific "Participants will be able to state five key elements of successful PBL."
- Consider process objectives as well. Process objectives may include building staff cohesion, encouraging leadership, and helping staff see themselves as informal educators.

Content and Time

- Use the amount of training time available to determine the amount of content to include rather than trying to cram all the content of a topic into a time slot.
- Clearly align the training content with the objectives.
- If it seems like too much content for the available time – too many new concepts or techniques, too big a leap from what participants already know, too complex – divide it into smaller parts and deliver them over two or more sessions. Adjust objectives for each session accordingly.
- All trainings should have a purposeful opening, an intensive content development component, and a closing and wrap-up.
- Allow time for a closing that includes consolidation of key points covered, implications for immediate practice, and implementation steps.

Presentation and Practice Activities

- Generate enthusiasm and interest in the training topic. If you seem bored, it will be boring!
- Know your topic and the training.
- Be sure participants know the objectives and time frame of the training.
- Organize different ways to present information and engage participants. "Ask first, then show or explain" is a good rule of thumb. For any concept, topic, idea, or technique, ask participants what they think or what they know or ask them to give examples from their experience. Then debrief or extract key elements to illustrate the points. Or you can engage participants in an activity that illustrates the point, then debrief, ask for other examples or experiences, and summarize with the main point or concept you want to establish.
- Use varied activities and groupings throughout the training to engage participants with different learning styles. For example, divide into individuals, pairs, trios, half group, or full group; request group charting and report; instigate group activity and demonstration; discuss; role-play; fishbowl; map concepts; become physically active (e.g., divide the room) or quiet. For longer trainings, pay attention to forming and mixing up groups.
- Be sure that every activity and its format help achieve the overall training objectives.





Training Guide and Template

Logistics, Setting the Stage, Materials, and Prep

- Map out your training with the template or another tool. Establish times.. Be aware that large groups and large-group activities take longer just to move people and materials around.
- Set up training materials and space in advance. Make the space as enticing as possible.
- Provide warm-up activities or materials for participants to work on, play with, or fidget with as others arrive. This models afterschool transitions!
- Make training materials attractive and easy-to-use. Have extras.
- Provide take-and-do materials that staff can use right away.
- Allocate time for breaks if the training is more than 90 minutes.

Leading Trainings

Pre-start

Create a welcoming, inclusive, and open environment; greet people, by name if possible.

Have your notes and presentation materials at hand.

Start on time.

Opening and Introductions

- Effective trainings often begin with an opening activity that relates to the training objectives and gets participants thinking, talking, and sharing experiences.
- Introduce yourself to the group; have participants introduce themselves (or each other) as needed.
- Introduce the topic; explain its importance.
- Ask about and connect the topic with participant experiences, successes, and challenges.
- Tweak training emphases and timing based on participant experience and feedback.

Training Content Middle

- Engage participants in new concepts or practices.
- Explain concepts and/or practices; demonstrate concepts to the group.
- Leverage participants' prior knowledge and experience.
- Provide time for participants to discuss, explore, and practice.
- Have participants apply new concepts and practices concretely and specifically to their own work, program, and youth.
- Elicit discussion of challenges and approaches to addressing challenges.
- Provide time for discussion and questions, in pairs, small groups, or full group.

Closing

- Reconnect to objectives and consolidate or recap learning from the training.
- Ask participants to reflect on their learning in some way.
- Have participants address action plans or next steps to implement or act on learning.
- Acknowledge the time and effort participants have given.
- Solicit input on the value of the training, its effectiveness, and topics for additional trainings.





Training Guide and Template

Template Tips

Topic: _____

Objectives: _____

Total amount of time: _____

Number of participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage participants _____ minutes
(Begin with icebreaker/warm-up activity related to the topic.) _____

- Introduce the topic _____ minutes (Motivate participants, show them why the topic is important, and share objectives and agenda.) _____





Training Guide and Template

Training Middle _____ minutes
(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic.)

Training Wrap-up and Closing

- Summarize the topic _____ minutes
(Reconnect to the objectives, check for understanding, discuss questions.) _____

- Plan next steps _____ minutes
(Be specific about application to immediate practice.) _____

- Closing comments _____ minutes
(Acknowledge, motivate, and inspire.) _____





Training Guide and Template

Quick Check for Facilitator/Trainer

To develop training skills, reflect on how the training went, think about future training topics, and note potential next steps.

Topic: _____

Date: _____

Attendees: _____

Check all that apply:

Response from participants was

- | | |
|---|---|
| <input type="checkbox"/> Meaningful and useful. | <input type="checkbox"/> Responsive and engaged. |
| <input type="checkbox"/> Respectful but neutral. | <input type="checkbox"/> Apparently bored or indifferent. |
| <input type="checkbox"/> Resistant to or dismissive of ideas. | <input type="checkbox"/> Other _____ |

The material seemed to be

- | | |
|---|---|
| <input type="checkbox"/> Interesting, motivating. | <input type="checkbox"/> Do-able. |
| <input type="checkbox"/> Understandable. | <input type="checkbox"/> Right amount, appropriate level. |
| <input type="checkbox"/> Irrelevant to the program and staff. | <input type="checkbox"/> Too advanced or complex. |
| <input type="checkbox"/> Too much for the time available. | <input type="checkbox"/> Other _____ |

Changes for this or other sessions:

- | | |
|---|---|
| <input type="checkbox"/> Add activities. | <input type="checkbox"/> Enhance prep by the facilitator. |
| <input type="checkbox"/> Draw more on participants' experience. | <input type="checkbox"/> Add more review, move more slowly. |
| <input type="checkbox"/> Incorporate more collaboration. | <input type="checkbox"/> Move faster. |
| <input type="checkbox"/> Other _____ | |





Training Guide and Template

Other topics to cover: _____

Notes and next steps: _____



This tool is in the public domain. Authorization to reproduce it in whole or in part is granted.
This tool was funded by the U.S. Department of Education in 2011 under contract number EDOESE-09-000040.
The views expressed here are not necessarily those of the Department or the contractor, Manhattan Strategy.
Learn more about project-based learning and 21st CCLC learning at <http://y4y.ed.gov>.