



Training the Trainer

Prepared for
**North Central Texas
Council of
Governments**

by

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Training the Trainer



- Success takes planning.
- For effective instruction, you have to plan, plan, and then plan some more.
- The instructor must know what s/he wants his/her students to learn.
- You must also understand how adult students learn.

OUTLINE



- Instructor Objectives
- Attendee Objectives
- Adult Learning Techniques
- Tips and Tricks

A green chalkboard with two pieces of pink chalk and faint white chalk markings. The text "Instructor Objectives" is written in a bold, teal, italicized font across the middle of the board. A horizontal pink line with arrowheads at both ends is positioned below the text.

Instructor Objectives

Instructor Objectives

Plan

- Set learning objectives for the course.

Do

- Plan the instruction of the learning objectives.

Check


- Evaluate whether the students are achieving the learning objectives.

All of this equals.....

Lesson Plans!

Instructor Objectives



- Learning objectives = outline of the important concepts.
 - Lesson Plan = details of how to teach the material. Use of video, modules, graphics, practical application, etc.
 - Evaluate = testing
- 


All of this equals.....

Interactive Learning!

Lesson Plans



Developing a lesson plan will help in the following ways:

- Ensure continuity.
 - Demonstrate your knowledge and organization on the subject.
 - Give students a “framework” for the new information.
 - Create interest and motivation.
 - Assure balance of emphasis for major points.
 - Serve as an outline for back-up instructor.
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Lesson Plans Do's



- Limit the number of concepts you present.
 - Students will retain and use what they learn if not overloaded.
 - Use the KISS (Keep It Simple Stupid!) principle.
- Remember that your objective is for your students to learn.

Instructor Do's



- Give the students an outline.
 - Keep them informed of the progress with respect to the outline.
 - Evaluate the amount of “active learning” through quizzes that reinforce the learning objectives.
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A green chalkboard with two pieces of pink chalk and faint white chalk markings. The text "Attendee Objectives" is written in a bold, teal, italicized font across the center. A horizontal pink line with arrowheads at both ends underlines the text. The background shows faint white chalk drawings, including a large letter 'A' and some circular shapes.

Attendee Objectives

Attendee Objectives

A decorative background on the left side of the slide features a chalkboard with two pieces of pink chalk and a white arrow pointing upwards. The chalkboard is set against a dark, textured background.

- Most students have an idea of what they want to learn from a class.
- Understanding the learner's goal is MOST important.
- If students don't get what they needed, your class is a "waste of time" for them. 📣



Adult Learning Techniques

Adult Learning



You can't teach adults the same way you teach children....in other words....

Don't teach like you were taught.

1. Adults need to know why they should learn something.
 - Your job as a trainer is to create that "need to know."
 - Demonstrate the value of what is being offered.

Adult Learning



2. Adults need to be active in the learning process.

- Adults easily revert back to their conditioning as children.
- They fold their arms, sit back and say, "Teach me." 🗣️
- Your role is to help them quickly transition from that old behavior to become active learners.

Adult Learning

3. Adults learn when they experience a need to know for work or personal reasons.
4. Applying what they learn increases retention. Get them to apply what they've learned to a "real life" situation. 💡

Adult Learning



5. Students want to tailor knowledge to their specific situation.
6. Students also want to interact with others during training.
7. Students will excel if you demonstrate the benefits of learning.

Adult Learning

8. Things learned last are the best remembered.
9. Neutral is boring!
 - Create stress or fun to induce learning.
 - A little fear can be good!
10. First and last impressions are retained.
11. Students remember the unusual rather than the normal. 🔊

Adult Learning



12. Show what “not” to do...it works.
13. Students believe “experts”.
14. Let your students know they are doing well.
15. Show your students the “tie-in” to their job.

And finally.....

Adult Learning

Don't try to use all of these concepts at once...you'll drive yourself and your class crazy!



The image shows a close-up of two pieces of pink chalk lying on a green chalkboard. The chalkboard has some faint, white, hand-drawn markings, including a large 'A' and some curved lines. The lighting is soft, creating a slight shadow for the chalk pieces. The text 'Tips and Tricks' is overlaid on the right side of the image, underlined with a pink line and diamond-shaped end caps.

Tips and Tricks

Do's

The background of the slide is a light green chalkboard. On the left side, there is a vertical strip of dark green chalkboard with some white chalk markings, including a large white arrow pointing upwards. Two pieces of pink chalk are visible on the left side, one standing upright and one lying horizontally. A horizontal teal line with diamond-shaped ends spans across the top of the slide, positioned below the 'Do's' header.

- Get your students to introduce themselves. Keep it short:
 - Name
 - Employer and/or position
 - Biggest problem in last 6 months on the job
- Create a need to know...give an example up front and show its relevance.


Do's

A decorative vertical strip on the left side of the slide features a chalkboard texture. It includes two pieces of pink chalk, one standing upright and one lying horizontally, and a white chalk arrow pointing upwards.

- Keep the lecture interactive....ask students questions as you go.
- Prepare ahead so that you can talk from the slides – don't use additional notes or paper.
- Give tips on how to remember the important points.

Do's



- Students need to hear each important concept at least 3 times before they retain it.
 - Use different methods to “repeat” the info 3 times. Lecture, pictures, application, games, videos, etc.
- Use real-life experience – either yours or the students’. 
- Pick a problem of one of the students and get the class to solve it.

Do's



- Keep fonts and slide design relatively simple.
- Keep bullets short.
- Use sound effects, photos, video clips as necessary to reinforce.
- Plan on 1-2 minutes per slide.

Don'ts



- Too many bells and whistles.
 - Keep background, fonts, etc consistent throughout.
 - Patchworking from different presentations is distracting.
- Don't just read your slides!
- Graphs and charts must be easy to read and understand.

Handouts

The background of the slide is a light green chalkboard. On the left side, there is a vertical strip of dark green chalkboard with some white chalk marks, including a large white arrow pointing upwards. Two pieces of pink chalk are visible on the left side, one standing upright and one lying horizontally. A horizontal teal line with diamond-shaped ends spans across the top of the slide, positioned below the title.

- You can provide a copy of your slides as a handout.
 - Students will want to know what page you are on – be prepared to tell them.
 - Students will point out mistakes and typos – be prepared.
- Students take notes if you don't provide a full copy.
- If you provide an expanded text versus slides, the students get more info and stay more involved in the course.

A green chalkboard with two pieces of pink chalk lying on it. There are faint white chalk markings on the board, including a large 'A' and some curved lines. The word 'Recap' is written in a teal, italicized font on the right side of the board. A horizontal pink line with diamond-shaped ends at both ends points from the word 'Recap' towards the chalk.

Recap

Recap



- Identify the learning objectives.
- Do a lesson plan that teaches each of the learning objectives at least 3 times.
- Create the “need to know” in your students.
- Design a test that focuses on the learning objectives and NOT the obscure or less important info.
- Keep in mind what the students’ objectives are.

Recap



- Keep the class interactive – ask your students for their experience.
 - Make them talk to you.
 - Don't assume you know everything!
- Get students to apply what they are learning.
- Get students to interact with each other.
- Give positive feedback when they do well.

Recap



- Consider using an outside trainer – your staff gets “immune” to you.
- Edit these modules for your specific info – specifically for your SWMP.
- Help your staff figure out how to streamline the paperwork they have to do.
- If you make your processes inconvenient, it won't happen.