

Stand Meeting – May 12, 2023

“Beg, Borrow and Steal -Tackling the Training Questions We All Have”

### **Favorite Ice Breakers:**

- 1) Spin the wheel – electronic falls on name of person or topic
- 2) Get to know you Bingo participant walk around ask each other questions
- 3) Play Dough create something then present
- 4) Code of Arms draw your code of arms (name and fact and what they want to learn). Present to class
- 5) Play Scategories
- 6) Sorts and Mingle – Ex) chocolate vs. vanilla or tie to course content into categories. Each group chooses a side, and they meet on one side of the room.
- 7) Ice Breaker Childhood – Name seven dwarfs then name who you would be and why
- 8) Two truths and a lie – Let people know if advance or when come back from lunch
- 9) Word that describes them based on first initial of your first name
- 10) Origin of your name how did you get your name?
- 11) Balls with questions on them toss around the room
- 12) Write three things about self or a quirk
- 13) Human Knot – Communication and Social Skills – Make a big circle step by step directions to make a knot. Use Communication and social skills to unknot and come back to a circle.
- 14) Introductions who you are, job, etc.

### **Assess Engagement – How do you determine a groups level of engagement or disengagement:**

- 1) Read a room – In person will be different then virtual (body language) and know your style. Virtual ask direct questions.
- 2) Trivia questions or interactive games to recall some of the things we went over “teach back”
- 3) Thumbs up or chat to engage for virtual classes
- 4) Different virtual vs. in-person – poll questions, chat for virtual. In person is just a select few people participating? In person and virtual (camera on) Look at body language, activities, movement and pace – 15 minutes to do this they finish in 6. Give the m only 4 minutes they stay engaged.
- 5) Be comfortable with silence. It could be disengagement, or they just are thinking. Ask questions – do we need a break? Everyone ok?
- 6) Take a break – go outside if possible
- 7) Knowledge checks after each section – Have everyone move to center then ask the question and have the class move to right side of room if true left side of room if false
- 8) One person answering questions they are marked as safe so they no longer can answer questions. It encourages others to participate so they too can be safe.
- 9) Stand up and stretch a minute or two
- 10) Teach back – how received
- 11) Knowledge check at the beginning of class

### **What one Training Tool can you not live without:**

- 1) Participant Guide for the class
- 2) Question Ball
- 3) Variety of activities
- 4) Flip Charts and Mr. Sense Markers
- 5) Clicker so you can move around and not be stuck in one spot
- 6) Name tags
- 7) Flip Charts with the sticky tape or painters tape
- 8) PowerPoint
- 9) Reactions on virtual classes
- 10) Poll everywhere – answers from your phone
- 11) Visual timer to count down for activities
- 12) Erasable name tents

### **How do you engage a class when the information is dry or boring:**

- 1) Ask open ended questions
- 2) Have the class finish a sentence
- 3) Teach back group reviews a topic and present
- 4) Scavenger Hunt
- 5) Format the date, name or philosophy of the law
- 6) Tie to job - why and how you will use
- 7) Draw the concept
- 8) Roll play what was taught have class critique
- 9) Hit key points then send on way
- 10) Good feedback from the class. What would they change or add/remove to training
- 11) Communicate that it may be boring, but also why the training is needed
- 12) Add games, stories, be creative to keep it moving

### **How do you avoid taking it personally when you get a bad evaluation:**

- 1) New instructors get used to facilitating and receiving feedback
- 2) Look for the truth in the comments how can you make changes for the next time
- 3) Talk to another facilitator, mentor or supervisor is the feedback accurate
- 4) Sometimes it is retaliation. They are forced to be there, so they leave mean comments. So don't take it personally.
- 5) Supervisor does a one on one after our classes.
- 6) Step back re-evaluate and make changes if possible
- 7) What were the dynamics in the classroom. Did you have to correct someone's behavior.
- 8) They are reaction forms from the training
- 9) Was I off today? Too fast too slow?
- 10) You stink well that is an emotion
- 11) Did they leave feedback that I can use to improve this course
- 12) Be kind to yourself

- 13) Learn from true valid feedback
- 14) Provide an opening to relay the class structure, temp of room may get cold or hot let me know if we need to take a break
- 15) Great feedback copy and hang it up

### **How do you increase the appeal to sign up for training?**

- 1) Training is accurate well written
- 2) Marketing tool in DLC
- 3) Food
- 4) Examine format – not all day, test out, job aid, video, ½ day
- 5) Interactive
- 6) Record for others to view
- 7) Offer a different time of year
- 8) Create flyers
- 9) Offer incentives
- 10) Social media or word of mouth
- 11) Leadership buy-in
- 12) Learning experience is so awesome they will want to attend
- 13) Challenge them to find something in the training. Ex) one trainer' adds something about Star Wars into their training the class has to try to listen or see it and let the instructor know when they see or hear it

### **Strategies to calm your nerves**

- 1) Take a deep breath and go for it
- 2) No difference between fear and excitement same feelings in your body
- 3) Take a quick walk before
- 4) Self-talk
- 5) I am the author so I can control the class
- 6) Prayer or journaling
- 7) Listen to music
- 8) Over prepare
- 9) Mentally prepare yourself – If you talk to fast, work on slowing yourself self-down
- 10) If driving play loud music and sing on your way
- 11) Prep and practice
- 12) Arrive early so you are not rushed
- 13) Make a connection as people enter the room

### **How do you keep from using filler words? “Um”**

- 1) Pausing take your time – gather your thoughts
- 2) Work on pacing
- 3) Determine your filler words – UM, like, and
- 4) Self-reflection
- 5) Use transitions words

- 6) Be prepared
- 7) Pay attention to what you say

### **How do you deal with a difficult facilitator?**

- 1) Identify roles – who does what, ask them “Is there anything you’d like to add?”
- 2) Have a plan
- 3) Debrief session
- 4) Be prepared
- 5) Be flexible
- 6) If they steal the show and are accurate let them go
- 7) If they steal the show and are inaccurate suggest a break and have a discussion
- 8) Let them go but be there to jump in and assist
- 9) Talk before and after