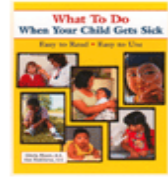


B-4: Boo-boos, Belly-aches and Bumps Before you go to the doctor What to do when your child gets sick Train the trainer program



TRAINING SKILLS

- If you are writing your own curriculum remember theories of adult education: Adults need training that is relevant to their lives. Remember K.I.S.S. (Keep It Simple. People who are experts in their field oftentimes feel that they need to impart everything they know on the subject. It oftentimes is too much for the trainees). There should be a minimum of lecture and a maximum of experiential exercises. Involve as many senses as possible because adults learn in different ways – some learn by hearing, others by seeing, most by doing. Use real-life examples. There is a saying that is somewhat tongue-in-cheek, but still good - “Tell them where they’re going. Tell them when they get there. Tell them where they’ve been.” However, you need to consider the audience. If you are asked to present at a conference for instance, you would not want to perform experiential exercises. People who go to a conference expect to be lectured to.
- Locate and reserve a room that will accommodate your training and be comfortable for the trainees. Make sure the room has the capacity for the exercises that you are planning. Check the surroundings so that you can do a good job of “housekeeping.” For this class, if you are going to use the demonstration of a fire extinguisher, check on the nearest fire extinguisher.
- Advertise for your class. K.I.S.S. (Keep It Simple)! State the title. Give the date and location. Give a brief description. Is the class free? Will there be child care? Do people need to call-in to reserve a spot? Are there any parking issues?
- Set-up a process for people to sign-up.
- Go over all your training materials and assure that all supplies are readied. Make yourself notes or an outline so that you don’t read. (For this class you might decide that you can use the training manual as your outline. You might want to hi-light a word or two in each instruction so that you can look at it and be reminded of what you want to say or do without being tempted to read. For this class you might also want to tab your book.)
- Be sure to go over the exercises in your mind so that you have kinks worked out before instructing the class.
- Make sure you have all necessary equipment (computers, projectors, flash drive, spare batteries if needed, spare light bulbs if needed, pens, marking pens, chart-paper, handouts, prizes, Etc.).
- As the time for the class gets near, check on sign-ins.

- Arrive at the training site early and prepare the room (equipment, handouts, displays, materials, participant comfort, seating configuration to accommodate exercises). (For this class – check on the fire extinguisher.)
- Respect that some trainees may know as much about the subject matter as you do.
- Always start with some type of warm-up activity – gage it to the audience. (If you are not the ‘opening’ trainer, you would not do a warm-up unless you are first on the schedule after lunch break.)
- Always state your purpose and give a description of time frames.
- Control the training by not allowing challenging trainees to take over.
- Try to make your closing uplifting.