



# The Trainer Academy

## WORKBOOK

for SUSI Summer 2022 Participants



**Nancy Bacon**  
CONSULTING

revolutionizing the role that learning plays in the nonprofit sector



# Introduction

Workshop topic	Focus audience
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## Curriculum development

Write down the six adult learning principles we shared with you.

- 1.
- 2.
- 3.
- 4.
- 5.

Circle the principle that you feel you should spend more time on.

Draw the forgetting curve that you feel your learners experience.

Now draw a new forgetting curve based on what you will do to support post-event learning. You can return to this curve later in the course.

# Domain

Write here—or use a big piece of paper—to write everything there is to know about this topic.

# Focus audience

Typical PEOPLE who might attend this training	What they <b>KNOW</b> about this topic....	<b>ARE ABLE TO DO...</b>	<b>TEND TO FEEL.</b>
	<b>NOT</b> know	<b>NOT</b> able to do	<b>NOT</b> feel
Success... What ACTION(S) do you hope these people take after your training?			
What would they <u>need to</u> KNOW to take these actions?	What would they need to PRACTICE?	What TOOLS (sample documents, call lists, scripts, forms...) would they need?	

# Basic design

<b>Topic:</b> What is the PURPOSE of your training?		
<b>Learning objectives:</b> By the end of this lesson, what will people be able to do? (This list will guide your design.) <i>Task</i> <i>Concept</i> <i>Fact</i> <i>Process</i> <i>Principle</i>		
<b>Opening introduction.</b> How will you interest them in the topic from the start?		
<b>Participant engagement.</b> How will you get them talking or otherwise engaged within the first 10 minutes?		
<b>Look at your Learning Objectives. This section is to plan the lessons that lead to these objectives.</b>		
<b>Lesson 1</b>	Activity	Tool needed
<b>Lesson 2</b>	Activity	Tool needed
<b>Lesson 3</b>	Activity	Tool needed
<b>Closure</b> How will participants bring this back?		

# Engagement

Name two reasons WHY we include engagement in our learning events.

Name an engagement strategy that would achieve a learning purpose for your event.

## ACTIVITY IDEAS

Body voting

Case study

Critical incidents

Demonstrations

Discussion

Exercises to practice

Fishbowl

Games

Jigsaw

Mindmap

Pair-squared

Peer conversations

Polling

Role play

Simulation

Quiz

See [www.nancybacon.com/resources](http://www.nancybacon.com/resources) for descriptions of these activities.

# Advance design

List the tip.	Write the main idea of that tip.	How would you apply the tip to your design?
Idea 1		
Idea 2		
Idea 3		
Idea 4		
Idea 5		
Idea 6		

# Social connection

What are the four laws of (digital) body language? 1.	How is this law relevant to your training?
2.	
3.	
4.	
What can you do to increase social connection?	

# Communication

How could you keep people learning and remembering AFTER your event?
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# Graphics

Why do we use graphics with intention in a workshop?

What is the redundancy rule?

List three rules to guide how we use PowerPoint effectively in learning.

# Evaluation

Ultimately, what are we evaluating?

How could you improve how you evaluate your events to learn more about learning and performance?

# Workshop Scoring Guide

Use this scoring guide to evaluate a workshop or webinar. The goal is to move rightward in practice.

	DEVELOPING	SOLID	STRONG
<b>GET READY</b>			
<b>Audience</b>	Workshop is “one size fits all.” There is no clear focus audience.	Workshop has a clear focus audience. You can tell this by how well the objectives reflect their reality and needs.	The workshop description states the intended audience. “This session is designed for X. It is not designed for Y.”
<b>Learning objectives</b>	There are vague learning objectives.	The learning objectives are clear and engaging to the learner.	The learning objectives are used to draw on the learner’s prior knowledge and invite questions that will be answered.
<b>Equity &amp; accessibility</b>	Equity and accessibility have not received any focused attention.	The presenter is intentional in how they create an affirming and inclusive environment for all participants.	The presenter brings in diverse perspectives, voices, and experiences. Steps have been taken to ensure accessibility by people of all abilities.
<b>CONTENT</b>			
<b>Opening</b>	There is no intentional opening beyond introductions and speaker credentials.	The opening is designed to engage people right away. The opening includes any technology instruction needed.	The opening includes active engagement of participants within 10 minutes of starting.
<b>Chunks</b>	There are clear categories of information in the presentation.	The content is chunked into categories in a way that is meaningful to participants and is clearly communicated.	The content chunks are supported by graphics or a visual roadmap that help navigation through content.
<b>Curation</b>	Some information has been left out due to time.	There is intentional curation of the content down to just what is needed to achieve the learning objectives.	Speaker is prepared to reference resources available outside of the presentation to fill gaps.
<b>Activities</b>	There are some basic activities to engage people.	The activities have been designed to support the learning objectives. In online learning, technology is used appropriately for the audience.	The activities give the presenter feedback on what participants are learning (for correction or support).
<b>Closure</b>	There is time for closure at the end of the session.	The closure gives participants an opportunity to plan for how they will bring what they learned back into where they will use that knowledge.	The closure invites participants to think about and plan for when they will apply the knowledge.
<b>DELIVERY</b>			
<b>Set-up &amp; posture</b>	No special considerations have been made for how the presenter will deliver the session.	The presenter will deliver session in an optimal space to be seen and heard.	The presenter is set up to deliver the session in a whole-body way, which may mean standing in an online setting.
<b>Social connection</b>	No special considerations have been made for how the presenter will build social connection.	The presenter will build social connection with participants before, during, and after the session.	The presenter has made social connection a key part of the session.
<b>PowerPoint (if used)</b>	PowerPoint supports learning.	PowerPoint is used as a tool that supports learning, not as a catch-all for all that will be said. Bullet point slides are used minimally if at all. Font size is at least 24 point.	PowerPoint is graphically engaging, drawing people in because of its use of color, shapes, graphics, differentiated slides, or other design choices.
<b>SUPPORTS</b>			
<b>Communications/ tools</b>	The presenter is not involved in pre- and post-session communication.	The presenter has prepared tools to support reflection and learning transfer. These will be shared with participants in advance of the session.	The presenter (or host organization) has created a landing page for easy access to the tools and documents needed for the session.