Train the Trainer Session Guide

This sample session guide is designed to help you prepare and customize your Train the Trainer Session Guide. It includes an agenda and session guides. Take these session guides and choose the discussion questions and suggested activities that best meet your needs. Corresponding [slides](http://www.rotary.org/RIdocuments/en_ppt/train_the_trainer_slides_en.ppt) are available and can be edited to include district photos and regionally specific text.

**The Learning Center** ([http://learn.rotary.org](http://learn.rotary.org/)) — This online learning center for members only offers courses specifically for trainers, on the topics covered in the sessions below. Take a course and sharpen your skills before your training event by logging in to rotary.org and clicking on the Learning Center.

Agenda

This agenda is based on a one-day training meeting that can be held in advance of all training for the year. If your district will conduct a Train the Trainer session for each training meeting, you can modify the agenda accordingly.

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| Time | Duration | Train the Trainer |
|  | 60 min. | Meal and registration (optional) |
|  | 30 min. | Opening Plenary Session  District trainer remarks |
|  | 30 min. | Session 1:  Rotary Training Meetings |
|  | 15 min. | Break |
|  | 60 min. | Session 2:  Training Rotarians |
|  | 60 min. | Meal |
|  | 60 min. | Session 3:  Facilitated Learning |
|  | 45 min. | Session 4:  Nonverbal Communication |
|  | 15 min. | Break |
|  | 45 min. | Session 5:  Time Management |
|  | 60 min. | Session 6:  Interactive Training Activities |
|  | 30 min. | Closing Plenary Session  District trainer remarks and evaluation |

Opening Plenary Session

The opening plenary session is an opportunity for the district trainer to set the tone for the training meeting. It should inform, motivate, and inspire the training leaders.

Before the session

Review slides 1-2 and customize them to meet your district’s needs.

Ask a Rotary leader to provide an inspirational message for this session.

During the session

Review seminar purpose at the start.

Explain how this Train the Trainer event will prepare training leaders to better train Rotarians.

Review seminar agenda, including time for breaks and meals.

Explain logistics for discussion sessions.

Introduce speaker.

Session 1: Rotary Training Meetings

Rotary training meetings prepare Rotarians for new leadership roles and provide continuing education for existing members. Each event has a specific purpose, RI Board-recommended topics to cover, resources for the convener and participants, and a recommended time frame.

Learning objectives

Learn about Rotary training meetings, their purposes, and recommended time frames.

Know which training meetings are held in your district and when.

Understand your role as a training leader.

Resource

Rotary Training Events pages on [www.rotary.org](http://www.rotary.org).

Before the session

Determine which topics, questions, and activities you will include.

Review slides 3-7. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers, copies of the Rotary Training Meetings chart (see slides 5-6 or part 1 of the Lead Your District: Training manual).

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Provide an overview of Rotary training meetings (slides 5-6).

Explain how each meeting builds on the previous meeting.

Discuss additional training that your district offers.

List the dates of all upcoming training meetings for your district.

Explain the role of a training leader in your district.

Describe what is expected of each training leader.

Discussion questions

How do face-to-face training meetings benefit incoming club and district leaders?

How can meetings be scheduled to accommodate participants’ busy schedules?

What are examples of continuing education that can benefit your club and district?

What continuing education does your club or district offer Rotarians not in leadership positions?

What role will you have for each district training meeting?

What ideas do you have for making your training effective and dynamic?

Suggested activities

At the beginning of the session, have the group set guidelines for behavior, such as taking turns speaking, inviting and accepting all comments, and limiting use of mobile phones. Model the behavior you would like them to follow when they are leading training. Their involvement in the session will also motivate them to follow the guidelines, and doing so early on helps ensure that all trainers know what’s expected of them.

Have participants break into small groups and assign each group a district training meeting. Give participants 10 minutes to discuss their meeting and how they can make it more dynamic and effective. Then ask each group to present their meeting and ideas. Print copies of the District Training Meetings chart in the Lead Your District: Training manual for the meeting.

Give participants 20 minutes for a short, informal speedmeet session. Have them walk around the room and talk to at least three other participants with the goal of getting five new training ideas. Ideas can include group activities, format options, icebreakers, or planning tips. Participants can also exchange contact information if they want to discuss their ideas further at a later date. Allow 10 minutes afterward for volunteers to share the best ideas.

Session 2: Training Rotarians

Trainers should remember that Rotarians are volunteers whose time is valuable. Training effectively requires an understanding of the basic principles of adult learning theory. For more information on learning techniques for adults, take the courses for trainers on [learn.rotary.org](http://learn.rotary.org).

Learning objectives

Understand the characteristics of an adult learner.

List the ways that adults best retain information.

Understand how to use different training methods.

Before the session

Determine which topics, questions, and activities you will include.

Review slides 8-11. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers, printouts of the Training Methods list (appendix 1).

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Explain the characteristics of an adult learner.

Discuss the ways that adults retain information.

Share training methods that training leaders can use.

Discussion questions

How do you learn best?

How can you increase the participants’ understanding of the information?

What are some different training methods you can use?

What factors determine which training method you use?

Why is it beneficial to use different training methods throughout your training seminar?

Suggested activities

On flip chart paper, write the various ways that adults retain information (visualizing, relating to personal experience, through experience, etc.) and post the pages around the room. Ask participants to stand next to the one they find to be most challenging to incorporate into training. Once participants are grouped, ask them to brainstorm ideas to use the concept they are standing next to in their training sessions. Have each group present their ideas.

Have participants form groups of four. Give each group a Rotary topic that they might be called upon to teach. Give participants 10 minutes to design a 45-60 minute training session on their assigned topic. Distribute the Training Methods list (appendix 1) for reference. Allow time for participants to summarize their session for the larger group.

Example: Your topic is Rotary grants. You decide to design a panel session where panelists include a recipient of a global grant, a district chair in the application process, and a Rotary grants staff person. The session allows time at the end for questions.

Session 3: Facilitated Learning

Trainers should be facilitators — neutral individuals who guide discussions. In facilitated discussions, participants respond to questions that draw on their knowledge and experience. This training method emphasizes learner expertise and experience while minimizing lecturing by the trainer.

Learning objectives

Describe the characteristics of a good facilitator.

Explain different techniques used in facilitated discussion.

Before the session

Determine which topics, questions, and activities you will include.

Review slides 12-15. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers, session printouts for activities.

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Describe the characteristics of a good facilitator.

Explain the different techniques used for optimal learning during facilitated discussion.

Discuss various ways to ask participants questions.

Identify techniques to use with a difficult participant.

Discussion questions

What are the characteristics of a good facilitator?

What’s the difference between a facilitator and lecturer?

What other training delivery methods can be used other than facilitated discussion (also known as idea exchange) and lecture? What methods work best in your experience and in your culture?

What techniques can be used to facilitate discussion?

What do you do when participants do not contribute to the discussion?

What are some ways to handle a difficult participant?

Suggested activities

Have participants form groups of three or four, and distribute several sessions from the [PETS Leaders’ Guide](http://www.rotary.org/RIdocuments/en_pdf/243en.zip). Make sure each group member has a session. Instruct each group to read over their session and decide how they would customize it. Afterward, debrief about the activity and answer any questions.

Read the following scenario and question to the group, or create one of your own:

You’re facilitating a discussion on how to create a club service project. As the group begins to discuss best practices for carrying out a service project, you notice a restless participant. The participant, sitting with arms crossed, is talking to a person nearby and begins to loudly make comments unrelated to the session. As the facilitator, what do you do?

Session 4: Nonverbal Communication

Trainers should be aware of their own nonverbal communication and the meanings that certain gestures or tones convey to participants from other cultures. They should also read their participants’ nonverbal cues to determine when to clarify a point or ask for questions.

Learning objectives

Discuss the different types of nonverbal communication.

Describe how to adapt your training with respect to nonverbal communication.

Before the session

Determine which topics, questions, and activities you will include.

Review slides 16-19. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers.

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Summarize the different types of nonverbal communication.

Describe how to respond to nonverbal cues when training.

Discussion questions

What is nonverbal communication?

What nonverbal communication have you encountered when you are leading a session?

How have you changed your training technique in response to a participant’s nonverbal communication?

How can you use nonverbal communication to convey your message?

Suggested activities

Create a scenario based on a session in which participants display different types of nonverbal communication (for example, yawning and nodding off, furrowing brow and shaking head). After presenting the scenario, have participants form groups of four or five and discuss these questions:

What can you infer from this description?

How would you respond?

Have participants report back to the group.

Demonstrate the effectiveness of speaking clearly and loudly when presenting a training session. As you begin to discuss nonverbal communication, start to speak in a monotone voice, and then lower your voice almost to a whisper. Continue to change your voice quality to see whether participants notice. After a few minutes, stop the session and explain the importance of voice quality and characteristics.

Session 5: Time Management

Because Rotarians attend training meetings on their personal time, trainers should make sure to manage their allotted time well and keep sessions on schedule.

Learning objectives

Identify techniques for managing time.

Identify materials you need in a training room.

Before the session

Determine which topics, questions, and activities you will include.

Review slides 20-23. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers, printouts of the Training Leader Preparation Worksheet (appendix 2).

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Explain the ways to manage time during a training meeting.

Review the training room checklist on the Training Leader Preparation Worksheet (appendix 2).

Discussion questions

What time management practices do you use when training?

When you check your room before training, what should you look for?

Suggested activities

Ask participants to think about time management and assess how it may apply to their own situations. Have them draft a sample agenda for a 45-minute session on membership. Have they allowed enough time for participants to break into groups for discussion or activities?

Pose a question to participants:

When you’ve delivered training or attended training, what has gone wrong? Record responses on a flip chart. Then ask, How was the situation resolved?

Session 6: Interactive Training Activities

Training leaders can choose to incorporate interactive activities into sessions to refocus attention and maintain interest. Interactive activities provide an opportunity for participants to get to know each other and often allow for them to get up and move, which increases blood flow to the brain. Including interactive activities creates an atmosphere in which participants can express their ideas and apply what they have learned in the session.

Learning objectives

Understand benefits of using interactive activities.

Identify techniques for making training interactive.

Resource

Interactive Activities List (appendix 3) — A list of suggested activities that can be applied to any training session to increase participation.

Before the session

Determine which topics, questions, and activities you will include.

Review slides 24-27. Decide which ones you will use, make edits or additions, and think about when you will show each one.

Choose the activities that will work best. You may want to combine the activities or do them consecutively.

Make sure you have the necessary materials: flip chart and markers, printouts of the Interactive Activities list.

During the session

Review learning objectives at the start.

Refer participants to the courses for trainers on the [Learning Center](http://learn.rotary.org) on rotary.org.

Explain the need to vary training methods to keep participants engaged.

Discuss each interactive activity on the list.

Solicit ideas for making training interactive.

Discussion questions

What activities do you enjoy when you attend training?

Which interactive activity do you prefer?

How can you introduce one of these if it is not in your session guide?

What are some possible outcomes of using interactive activities?

Suggested activities

Demonstrate the value of interactive activities by using one of the activities on the Interactive Activities list (appendix 3). Afterward, ask the group for feedback on its effectiveness in getting them thinking and engaged.

Ask participants to form groups based on common interests. Give each group a sample session topic, such as member engagement or creating a service project. Each group brainstorms possible interactive activities that relate to its topic. When groups have finished, ask them to present one or two suggested activities and explain why they chose them. Write down the activities on a flip chart, or white board (if available), and discuss the ideas.

Closing Plenary Session

The closing plenary session should wrap up the learning and discussions that training leaders have taken part in during the seminar. It’s a final opportunity for the district training committee to summarize important points and take care of district business. This plenary session should strive to bring the meeting to an inspirational finish.

Before the session

Review slide 28 and customize it to meet your needs.

During the session

Highlight significant areas of discussion and key points.

Thank and acknowledge participants for their outstanding work during the training seminar.

Allow participants to pose questions to the district training committee.

Emphasize the importance of evaluation for improving future training seminars.

Encourage the use of social media to continue to share training ideas, challenges, and successes.