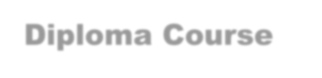
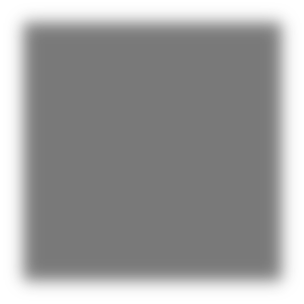
Train the Trainer Diploma Course 

**Karen E. Wells**

**Train the Trainer Diploma Course**

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**Introduction**

Welcome to this indepth course all about training the trainer. If you have decided to take the plunge into sharing your skills with others, you need to know how to connect with those who attend your classroom or online sessions. You must also understand learning styles while developing your way of teaching.

We cover what makes for a good teacher/trainer and so, use both terms throughout this course because to be able to train well, you also need to be able to teach. While this course assumes you will be managing your own workshops, it can equally be used for those who wish to embark upon a teaching career at college level. Note: that this does not provide a teaching qualification but does provide you with the fundamentals of teaching so that you can be assured of managing and hosting interesting workshop sessions for your students.

If you have always wanted to teach in a classroom or online environment or, to train others at small workshops, this course is for you. Simply take the information within and practice until it becomes second nature. Teaching can be stressful and running your own workshop-style training sessions can test your resolve but equally, it can be the most wonderful role where you enrich the lives of others. It is all about starting from an informed viewpoint, extending your knowledge outwards while being prepared to stand in the spotlight.

We look at the skills needed to be able to train others, how to engage all learning styles and prepare inciteful and engaging lesson plans. We also cover the importance of developing a safe learning environment and the importance of creating objectives and aims. It is of the utmost importance that you learn to build rapport while also managing sessions from a position of authority. Within this comprehensive course, you will discover the secrets to doing just this.

Within this course you will also learn:

• How to encourage group participation

• The importance of self-evaluation

• How to control disruptive attendees and managing personal stress levels • How to assess and analyze needs

• Why you should use visuals and handouts

• The importance of icebreakers etc.

Take your time with this course and study the self-assessment tasks. If you are unsure as to the answers or find you need more practice, simply re-read the module to ensure you comprehend the information within and then, try the tasks again.

Please note that the self-assessment tasks are to help you to absorb the information given and to improve your ability to teach others. The completed tasks should NOT be sent for marking.

When you are ready, turn to the first module.

**Module One**

**Learning How to Teach Others**

****

Your ability to be able to teach and train others is very much dependent on your being comfortable in front of a group of people. Teaching others is not always easy, but it is good to know that you can acquire the necessary techniques which will enable you to stand up and to train others with confidence. With practice, you will develop your own style and it will become an integral part of you.

There are a variety of teaching styles and over time, you will find that your instinctive style comes to the fore. You may find that you use icebreakers to warm up the group or, you are a naturally warm and perhaps, funny person so you use these traits to settle the group at the start of any session. You may be passionate about your subject matter and so, this natural enthusiasm sweeps

nervousness away and imparts an enthusiasm in others too.

Your style of teaching will become an extension of your normal personality. Some people adopt a stricter or more formal style and others prefer to adopt a more relaxed style which suits their personalities. At the end of the day, you must consider the subject matter that you

are teaching and the type of students who will be attending. Consider the type of learning environment you wish to foster and, ages or experiences of those who are attending. Your teaching style must blend naturally with the needs of the group.

It is useful to experiment with different styles until you can find one that fits your learning environment as well as your personality. Think of your teaching style as another persona, one that is easy to slip on and off. Gradually, your style will feel very natural and you will become more and more relaxed within your own competence.

A teaching style is important. It tells your students a great deal about you and they can gain an understanding of your general approach to life. You may find that your style adapts with experience and this is fine. It is all about becoming comfortable in the zone. Understanding your teaching style and feeling confident within it will also enable you to switch off to external distractions the moment you enter the learning space. Adapting your style of teaching depending on the students’ present is essential. You may start with a more relaxed style but find this is a mismatch in respect of the students you have. This style could work incredibly well with some groups more so than in others and so, remember, it is fine to make adaptations where necessary. Taking an instinctive approach to sessions is wise.

*The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.*

*William Arthur Ward*

Always remember that you are not there to be liked. You have information to impart. When you are training people, you are not all friends together but in a responsible role and must educate those who attend. This means monitoring the comprehension of those around you. Of course, you want the sessions to go well and there is a need to build rapport with attendees, but it is about finding the right balance.

There are many different types of teaching styles and you may have been witness to the old style of teaching where teachers talked at you and textbooks were used as a learning resource? Or perhaps, you were able to learn from teachers who varied their approach?

An authoritarian approach includes:

• A no-nonsense style

• Chalk and talk methods

• Solo tasks usually

• Time spent on writing rather than speaking

• Few other resources used

• A reliance on textbooks

The modern style tends to be more relaxed and wrapped within a firm and fair approach. There are additional resources used which tends to help engage all learning styles.

Whatever your style, you must be able to engage with those attending.

It is also important to encourage your students to take responsibility for their learning and this helps them to improve the speed at which they learn. This is often thought to be the ideal teaching style, allowing you to relax to a certain degree and to inject some fun elements into any lesson plan. Of course, you must also be able to tap into a more authoritarian style when needed.

Style concept includes:

• Being able to be assertive when needed

• Being positive throughout

• Encouraging students to control their own learning progress

• Being consistent.

• Taking a flexible approach when necessary

• Being creative

• Developing a sense of humor.

• Giving respect when due

• Being prepared to listen to students and to encourage interaction

Your teaching style must be a good fit for you. It is like wearing a comfortable item of clothing. You put it on, and you feel comfortable and confident. Once your teaching style becomes an integral part of you, the transition between the two happens much more effectively.

Your style needs to be flexible enough so that you can keep the focus on engaging your students and you must remain calm and relaxed, even if under pressure. You must be prepared to teach to a very high standard and adept at handling difficult situations. It is possible to reduce the risk of difficulties by planning for every eventuality, however, rise to the challenge as needed.

Educating the minds of others can be wonderful, but it can also be exhausting and frustrating too. When that style becomes a part of you, it’s easier to be professional and to deal with any obstacles that come your way. Some sessions will be difficult, others will flow. You must accept this and limit the potential for things to go wrong and trust in your teaching style and inner confidence if it does.

Your style must reflect your priorities and enable you to sustain your focus. To be a good teacher, you need to consider the aim of the sessions and consider student needs:

• What do they need?

• Why have they signed up?

• Discuss their expectations.

How would others in your situation adapt their teaching styles at will?

**Tips for teaching:**

• Never disrespect or patronize your students

• Do your best to understand any personal issues

• Keep them engaged by making sessions interaction

• Develop connection and a deeper rapport by responding instinctively during the times needed

• Work on verbal and non-verbal communications

It is important to understand how verbal and non-verbal skills form an integral part of your teaching style. Ideally, before you start teaching, you can try out different styles and techniques as this will help you to feel more confident as a result.

• Adjust your tone or the volume at which you speak

• Consider body language and expressions

• Be inventive with the space at your disposal

• Move around your space as this helps to extend concentration of attendees If you want to increase the potential for a good first lesson:

• Greet attendees at the door

• Welcome them warmly

• Learn their names quickly

• Be consistent

• Be approachable

• Make eye contact

• Adopt an open stance

• Dress for success

• Use the whole room

• Take a forward-thinking approach

• Paste on a smile

When you are planning your lessons, try to ensure that each session is adapted to suit the needs of those attending. The standards must always be high but different styles and communication

techniques can make a considerable difference as to how much your students take onboard. Use different resources and do not just rely on the talk and chalk style (although this has its place) but use PowerPoint presentations and print off material so the students can refresh their memories of the content as and when necessary.

**Handouts**

Handouts are good because they can help those who are more kinesthetic in their learning style to be able to absorb the data, but you must also consider visual and auditory learners…more on this aspect later. When you use handouts, you help the learning trend to continue thereafter, especially if it provides useful research or reference material to help the learner absorb content. Try to make handouts highly visual and use small paragraphs with plenty of white space as this will help encourage reading.

**The lesson**

Some lessons may develop organically and as a result, you may deviate from your lesson plan. Perhaps a student has a question and it is something that should be covered. They may not understand information given the day before and need it explained again. It is your session so feel free to go with the flow. Remember that if you know a subject well, you may assume that your students understand a topic already and yet, there may be some confusion. Be adaptive. Your role is to ensure that your students emerge feeling confident and capable. If you need to go back over some of the content, do so.

Incorporate various tasks within the sessions:

• Creative

• Active

• Thoughtful

Do this and you are more likely to resonate with everyone rather than just some of your group.

Consider who you have within the sessions and how you can best connect with them: Look around your group and see if they are all engaged or…..

• Are you talking too much?

• Is everyone looking interested and are they participating?

• Is part of the group engaged while the others are not?

When you have a mixed group, it is important to prepare content that suits their learning styles. **Communication**

If you want to teach others, then communication is at the heart of everything you do. You need to be able to reach out to those attending and for them to listen and absorb the information in a way that makes sense.

When you talk, your voice is all important:

• The sound

• Words used

• Whether loud or soft

But also…..

• Body language

• Facial expressions

Show your hands. Your hands become trust indicators. Try to keep hands out of your pockets when engaging others. It doesn’t matter if you do this sometimes but avoid this becoming a habit. You should also:

• Roll your shoulders back, open the chest, have your head up and your feet rooted on the floor. This speaks volumes about you. You will look confident but remember to keep your arms loose and with this type of stance, you will claim the room.

• Vary your tone and use targeted facial expressions so to emphasize key points. Move your hands as you talk. Non-verbal communications work well and help to engage others. It also helps your students to remember the course content more effectively.

• Use non-verbal hooks so you can learn to explain proficiently not just with words but with your hands or even your body.

Good communication is a two-way thing.

You must learn to communicate with your students, rather than just talking at them but note, that it is easy to adopt this style of teaching. Make the sessions open to two-way communication as this fosters a positive learning environment. Be open to the information gleaned from others and listen with intent. We should do this naturally in life.

Communication is important because it helps you to connect with both individuals and people working in groups. How you talk will send out a clear message to those attending and will depict how earnest you are at helping others. When you develop quality communication, you can communicate all that you want to in a way that the students will learn best.

Always check students’ understanding of course

material. Some will feel unable to speak up and

question and will miss out on learning if not

careful.

Quality teaching also enables the classroom sessions to be both interesting and enjoyable. **Being self-aware**

If you want to be able to teach well, it is vital that you become self-aware. This doesn’t mean being self-conscious or worrying about your teaching performance but simply tuning into your teaching style and to analyze how your voice sounds, how you articulate and emphasize those words.

As an example, does your voice sound flat or engaging?

Consider how you look and move and of course, the message sent out via body language. When you teach, you perform.

**Consider how you are perceived**

In the early stages of teaching, it’s understandable to be nervous especially if you have never hosted sessions before. You may feel nervous but consider what your nervousness says to your students. So, keep your nervousness or anxiety to yourself. Instead, practice projecting confidence.

The signs of nervousness include:

• A lack of eye contact.

• A tremor in your voice

• Shaking hands

It doesn’t matter how you feel but how your students perceive you. Make the effort to look and sound confident:

• Be clear in all that you say.

• Speak in an engaging and enthusiastic way.

• Let go of any internal tension so that it does not manifest in your voice. • Project the impression that you are in command.

• Check your pace, do not speak too fast or too slow.

• Release any negative emotions, before you enter the workspace

• Monitor your tone

The variation of tone is so important within any teaching session because:

• Your voice sounds more interesting.

• You engage and hold attention

• It helps you come to life

• It manages students’ behavior

When you are practicing your tone, test out various effects. Say the same sentence but pretend that you are:

• Interested

• Excited

• Amazed

• Surprised

• Disappointed

By varying your voice in this way, you instinctively alter the tone and pitch which helps you to engage with your students.

**Banishing nerves and negativity**

When teaching, it is important to keep any emotions relating to your personal life from your thoughts and to prevent any emotions from being portrayed. Your voice can easily give away how you are really feeling, and emotion can be the hardest thing to keep secret. When you are nervous, your voice can sound a little hard and tense, your voice may even crack but if you can inject some

humor into the lesson, it warms and softens the tone. Your voice will start to relax as will the rest of you.

When teaching, you must put all negative thoughts to

one side. Focus just on the lesson and enjoy the

interaction.

Once a lesson has started, nerves will gradually dissipate, and you will ease into the flow. Monitor the signals of those attending and check for engagement. The moment you see someone glaze over, it is time for a break or to change your approach. It is very easy to detect when people stop listening:

• They look away

• They fidget

• They yawn

Have back up techniques ready so you can switch to a more engaging subject or, change the learning resources.

**Module One**

**Self-Assessment Tasks**

**Task**:

Consider your teaching style. Are you drawn towards an informal or formal style? **Task: Acting listening to learner. It depend, informal may depend on the context. There need to be interpersonal relationship with the learner. And communication skill is key here. Both communicator (learner and trainer) must be willing to explore for possibility to defined a solution toward a particular problem. Formal could be a up level teaching whereby strict policy and compliance within the context or subject matters.**

Practice how you communicate. Record your voice. Does it sound flat and uninteresting or are you engaging? Alter the tone and pitch of your voice so that you become more engaging. This enables you to hold attention during teaching sessions.

**Task: Yes. I feel this way I could attract more audience attention. It really helps to catch some attention if I change my tone during training. If my tone is flat then my audience will fell asleep quickly.**

Consider videoing your performance when practicing your teaching style. It may be a little off putting at first but try to forget you are being recorded. At the end of the session, review your style,

tone and pitch and check your body language. What does it tell you about yourself? How can you improve your teaching style?

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**Module Two**

**Preparing Quality Lessons.**

****

Your learning material must be in-depth and of the highest standard. When preparing materials, think about the content and what you need to deliver. This will be dependent on the course prospective and overview. Whatever details have been listed so to incite interest; you must deliver. Unless you have listed the workshop/training session as an intermediary level or advanced, you must assume that your students know little to nothing about the topic you are teaching. With only basic information to hand, you must build upon the foundations of knowledge. To create in-depth content that will appeal, make notes about the topics and list in bullet point form as this enables you to view with ease and to not overlook anything.

When learning material is comprehensive and well thought out, it enables you to deliver with confidence. Keep in mind that clarity of content and flow is important. When the lesson builds organically, it enables you to help others. When the lessons go well, you will experience job satisfaction. This is usually as a result of good preparation. If you find that a lesson goes wrong or that those attending are not engaged or learning as well as you had hoped, do not take it to heart, just revise the lesson afterwards. Consider what could be improved going forward and then, adjust.

In the meanwhile, any information not covered must be carried forward but try to use alternate teaching techniques or resources.

**Lesson plans**

Creating lesson plans are important. They keep your teaching honest. They can, however, be a little hit and miss. Even the most well-thought out lesson plans can go wrong irrespective of being planned with care. Sometimes, the lessons you are most unsure of, can work out surprisingly well. It is all about being adaptive. A lesson plan that fails miserably on one day can work extremely well when you have different students.

There will be highs and lows when you are teaching and even with a meticulous approach, you must always plan for the unexpected. You can learn a lot by monitoring other teachers or trainers to see how they write and prepare lesson plans or, cast your mind back to your own teachers and identify who stood out for you and why.

Within the session:

• What happened to make you feel so engaged and committed?

• What sort of lessons were delivered?

• What was the teacher like personally?

• Consider the teaching style

By considering the teaching styles of others, you can learn a great deal and it is worth doing this to help you comprehend ways of teaching that you can utilize yourself.

**Planning**

When you are planning a lesson, you must work out in advance what you’re going to teach. You need to consider the delivery of this information and learn how to make the content engaging. You do this for each section. Your plan must be flexible, and you should have extra material in case

you work through the material too quickly. This can happen. Nervousness and an inability to be able to pace the subject well can lead you to finish before the designated time. The opposite can also occur. If you are hiring a room so to teach others, or, if you are running back to back sessions for different students, overrunning is not possible. You must learn to pace yourself. It can help to have your watch placed on your desk where you can check the times throughout the session without it becoming too obvious. If you have specified your session is from 10-4, then it must finish at that time. This is where a lesson plan comes into its own. Make accurate listings and this becomes your guide.

Your plan must be easy to follow and simplistic.

When writing a lesson plan, consider the needs of your students. Do not make it too difficult or too easy. Build in ways to analyze student progress and reflect on your own performance at the end of it.

Ultimately, you want to make your lessons so engaging that students become fully absorbed as to the content being delivered but sometimes, there will be disruptive students or those who are not fully focused. Therefore, take an instinctive approach to managing your sessions. Adapt teaching styles, content or your approach as and when necessary.

To create an effective plan, include:

• The title of the lesson.

• A list of objectives.

• The aim and skills that those attending will gain.

• Success criteria – this is where the students will demonstrate their understanding. • Consider any special needs

• Include differentiated tasks

• Use various resources

• Understand and be familiar with the classroom layout or meeting room • Have a list of the activities planned.

• Include timings for each session.

• Include outcomes for each activity.

When you first start teaching, include more detail than is necessary in your plans. This ensures you remain on track covering all relevant information while helping you to stay focused and confident. After a while, assuming you teach the same subject, you will find that your lesson plans become less detailed simply because you know the syllabus. You also have a good idea of how long each subject will take to cover and there is a greater tendency to think on your feet more as you develop greater experience. You will also have an abundance of activities at your disposal.

*The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.*

*Khalil Gibran*

Some sessions may require a little more spontaneity, and this is fine. It is okay to ask your students what they want to learn or if they have any questions. You don’t have to stick rigidly to the plan all the time, but it is useful to ensure you cover all relevant information.

At first, it is advisable to detail how long individual topics will take. You may set up blocks of 5,10 or 15 minutes or more depending on the topics but, you do not have to stick rigidly to these timings especially if you are managing your own private classes. If some topics take longer to cover, just make a mental note to adjust the lesson plan ready for the next time and any topics not covered (if you have overrun) add this into the next session too.

**Structuring lessons**

Lessons must be structured, and you can build this into the lesson plan. You must be able to differentiate between a lesson that is wholly successful and one that is not. In the first instance, you need to decide what you are going to teach whether this is a new skill, a technique or just an

idea. Then consider how you will teach your students always keeping in mind their personal learning styles (we will cover this later).

• Plan a series of activities – these should flow well and lead from one to the next in a seamless manner.

• Consider the duration for each of these activities.

• Consider whether the students can hold their focus and remain motivated throughout. • Consider compelling ways in which to start and end the lesson.

The lesson must give the feeling of structure. In other words, students need to believe that the session was well thought out and logical. It is worth putting up the objectives and the aims on a chalkboard or flipchart so that students can see what they are going to be learning immediately and this also, helps to narrow their focus and to set the lesson on the right foot.

Equally, write up a list of subjects that will be covered within the session and print this off for them. Underline the objectives and the aims. This helps them to prepare for the session. Make sure those attending understand the skills needed so to demonstrate their understanding. It is always a good idea to prepare the mindsets of students by informing them that you will be expecting evidence of their comprehension. This can incite them to study more.

Discuss learning objectives and aims with the

students at the start of the session.

As you gain experience with hosting sessions, you will find out that some lesson formats work better than others. It may be that some subjects are more popular, or you have not considered the topics fully or made them engaging enough. Structure the lessons but consider the needs of those attending.

As an example:

You may have decided to use a chalk and talk style or perhaps, you added in role play or chose to have extended periods within where full concentration was required. If this does not work well, consider changing it the next time and, instead, have shorter activities and perhaps, less role play.

The average concentration span is just 20 minutes, so do bear this in mind when you are planning your sessions. Practical activities really do help students to remain focused and engaged throughout and you can balance out talking sessions with activities or discussions and make the whole session interactive.

Always give the lesson a sense of forward momentum and this

encourages your students to stick with it and to keep learning.

Note: it is not just the students who will be learning. Each time you teach, you will learn something new too.

Teaching requires good communication and dedication. You will in time find that your teaching style develops but your enthusiasm for helping others to learn must remain consistent throughout.

Structure is wholly useful but at times, it may be useful to take your foot off the accelerator and to let the pace develop organically. In addition to giving the students and yourself more leeway within the lesson, you can also do this if the structure of the lesson does not work.

Note:

A lesson can go wrong if you:

• Choose tasks that are too complex

• Choose activities that do not engage learners

• Create an uninspiring session.

Don’t ever be afraid to take a step back and to allow the lesson to flow and you can even change your style. Allow the lesson to move laterally.

Try to include some of the following in your sessions:

• Multisensory approaches.

• Activities relevant to the various learning styles.

• Creative approaches to learning.

• A mixture of short activities or a longer one that is likely to hold attention. • Adapt your tone and pace.

• Relay a sense of enthusiasm for the subject that you are teaching.

• Generate excitement and pace or decide to calm an overly excited session by improving concentration and focus.

**Planning the starting point**

When you are planning your lesson, start with a strong opening, one that will quite literally grab their attention or make them laugh. This starts the whole session on a positive note. These are known as icebreakers and you can choose ones that warm up the room and help to make everyone relaxed. They are useful to help settle people in and to offset nervousness. They are also fun usually too.

You can also create a sense of mystery by giving attendees clues to solve or, by revealing an element of learning that incites fascination. You can also discuss the session first stating how you are excited by the lesson that day.

Sometimes, your students will find it difficult to settle at the beginning of a lesson and you may need to lower your voice or alter body language which can show authority. No two sessions are

likely to be the same, even if the course content is the same. Different students bring different elements to the session.

Icebreakers are useful for helping to engage attendees quickly

and they usually warm up the session. This can save time and

effort.

You must accept that some sessions will be more difficult than others and more exacting. Learn to go with the flow and rely on your ability to manage the class. Try not to become stressed. Ideally, you are the role model for your students and how you act becomes the blueprint for them to aspire to .They are there because you are the expert on this subject and so, they look up to you. They also need to respect you and to gain a sense of your human side as well. It can be a difficult balance to strike.

If things start to go wrong, it is best to retain good spirits and to smile. Show your ability to make fun of difficult times and then, prepare yourself to bring the class back under control. In the main, it will be your intention to teach well that will inspire others. Caring about their successes will inspire your students to work hard and to achieve all goals. Importantly, you must enjoy each session and love teaching.

How to incite interest:

• Make some of the sessions humorous

• Make the class interactive

• Add in practical tasks

You can also make sessions topical. This will depend on the subjects you are teaching of course, but if you can use an issue that has been widely discussed in the media, then, this will help them to absorb that information.

**Differentiation**

Within teaching, differentiation is often discussed. This means having the ability to adapt tasks and the way they are done so to suit the needs of individuals within the class. You may decide to hold only small sessions as they are more manageable and intimate. Or, you may have larger groups of people but find it difficult to give time and attention to each. So, you must be able to differentiate and adapt activities for those who are most able while also, considering the needs of those who may struggle or who do not wish to participate in the same way. Some students will not join in as much as others but must not be forgotten.

There are various types of differentiation including:

• Differentiation by task - this is where you set alternate tasks for those who have different needs or abilities. It is possible to group students into ability sets and then set tasks for each one.

• Differentiation by outcome - this is where students do the same work, but each will produce a different product. However, this does not actually require you to differentiate to any degree.

• Differentiation by resources - this is where the students are given different resources to use and the type will depend on their abilities. Those who are more able can have more complicated resources and those who are less able will have a more simplistic resource to use.

• Differentiation by support - this is where you can use other an assistant to support those who need it. If you run your courses on an individual basis, this may not be possible so you would need to use other differentiation techniques.

Note: another good way of differentiation is to provide your students with extension activities that they must complete. This is where they choose from a range of activities on offer or, you can set up activities for them. Extension tasks can be in the form of homework or external projects.

Current teaching methods can take many different forms including:

• Interacting with you during any Q&A session.

• Dictating learning direction

• Interacting with each other during discussions.

• Utilizing the resources that are bought into the lesson.

• Using written materials or visual stimuli.

• Using games and quizzes.

• Applying practical activities.

Research indicates that the more interactive the session, the greater the level of engagement but aim for balance throughout the session. You should also consider that learning is often more effective when it is fun. Did you know that laughter increases blood flow to the brain and therefore, assists with learning and retention?

To make your lessons fun and to improve learning, consider the following:

• Do you know what makes your students laugh?

• Can you laugh at yourself if you make a mistake?

• Do not be sensitive

• Offer rewards or a competitive program to help students strive for success. • Offer light relief activities i.e. quizzes.

To engage your students, you must develop a connection with them so to gain the best response. You also want to leave an impression on the lives of those who attend your sessions and to inspire those around you so building rapport is important.

You can do this by:

• Using the students’ names.

• Making eye contact

• Smiling

• Taking an active interest

• Being enthusiastic

• Giving positive feedback

• Developing teamwork and partnerships.

• Focusing on creating lessons that your students are likely to enjoy

If you are running short workshops – even if only for a few days, then you must build rapport quickly and to do so, you must come across as being relaxed as well as proficient in your role. Remember that the close to any lesson must be strong and lead to a natural conclusion. This is another reason as to why lesson plans and timings are so important. Leave enough time for studying or, if giving out research material to study outside of the teaching session. Your training finale should also lead to your attendees being enthusiastic about the next session if there is one.

**Module Two**

**Self-Assessment Tasks**

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**Task:**

You have a new set of students; how can you build rapport with them? **Task: I would first thing first break the ice. Asking them what would like to learn during today’s lesson? What would you like to take away during this training session? This could see more responsive and interactive learning during the session.**

How can you overcome nervousness? **By looking at one single direction. By spotting one area to focus on. So my eye contacts would be visible to the learner. And control my tone and voice. Slow by claimly. Speck slowly.**

**Task:**

What does differentiation mean? It means different in delivery different methods of speech. Changes of my tone as and went needed.

**Task:**

How detailed should a lesson plan be? With the subject matters to be cover. Covering the desired outcome and objective of a specify topics.

**Task:**

Write a lesson plan around a topic you know well.

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**Lesson plan**

Wed, Thursday, Friday, sat

7.30pm to 9pm and 10am to 11am

**Learning outcome**

Learning how to coach (Wed, Sat)

Learning how to facilitate (Thur

Learning how to Mentor (Friday,

Lesson will be recorded for volunteer reference

**X5 session each and $50 per session**

**Why need to be train. Contents of industry:**

Sustainable in agriculture

Sustainable in energy

How to be empower and think positive during trying time.

Microfinance in Islamic world

Sustainable in infrastructure

Sustainable in FinTech

Sustainable in customer service

**They will learn the attribute, these will help them to succeed.**

Positive thinking

Design thinking

Lean thinking

System thinking

Structure thinking

Determination

Friendly

Helpful

Stress management

Happiness and enjoyment

Interactive and useful communication

Activities:

Peer and group learning

Break out room – mural , miro and jamboard

Coach, learn and help by Social Health Growth.  Volunteer trainer will be send to their respective centre to coach. Facilitate and mentor financial literacy, woman empowerment leadership management and computer literacy.

**Module Three**

**Learning Styles**

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The importance of comprehending teaching styles is as a result of Prof Howard Gardner, who specified that there were seven types of intelligence and that the average person had multiple intelligences. In layman’s terms, when you teach others, you need to be aware of how they absorb information. When you identify this, it can make a big difference to any learning outcomes.

**Verbal-linguistic**

Someone who instinctively shows signs of being a verbal linguistic learner will enjoy working with words and this can be verbal communications or through written literature. The individual will also make notes and read profusely. This person will pay great attention to you as you speak.

**Logical-mathematical**

These types of learners are logical and adept with numbers. Their brains process calculations, enjoying abstract ideas and will participate in a reasoned debate.

**Bodily-kinesthetic**

These kinesthetic people enjoy movement and practical application rather than reading or writing. Typically, their best subjects might include dance or physical education.

**Spatial-visual**

If you have these types of learners in your sessions, they will enjoy the visualization process and readily manipulate images while contemplating them. They also have a strong spatial awareness.

**Musical**

These individuals love performing, appreciating or composing music.

**Interpersonal**

These individuals will have strong empathy skills and be good when interacting with others. They enjoy healthy debates and discussions and work well with others in team events.

**Intra-personal**

These are far more self-reflective and will excel when it comes to introspection. They often prefer to be left to their own devices and will have a philosophical way of thinking.

Of course, no one person belongs to one specific category although you may find that a student is instinctively a visual learner, but there may be a leaning towards another learning style too. This is why you must address all learning styles within your group. When you provide a variety of styles and resources within the sessions, you adhere to many of the students’ preferred (and

instinctive) style of learning. This sounds easy, but of course, if you have a large group between 20 – 30 students, then it will be difficult to differentiate between the styles for each person, instead, try to cover as may styles as possible. It also means that you must carefully monitor the class to be sure all engaged.

The VAK term is used a great deal:

• Visual

• Auditory

• Kinesthetic

Some teachers also utilize the reading/writing learners

You can generally connect to all types of learners by utilizing learning resources that meet their needs. This simply ensures that these people learn more effectively and are more likely to absorb that information long after the session finishes. By utilizing different learning aids, you also help to keep the lessons fresh.

If you include:

• Visual aids - the class will view PowerPoint presentations or images on a whiteboard. • Auditory - you will find that the students are active when it comes to calling out responses to any questions.

• Kinesthetic - these students will be drawn to working in groups and receiving paper resources or applying themselves to practical tasks.

There is no doubt that by utilizing all three: even the most challenging of attendees will respond. The types of activities will also depend on the topics but with a little creativity, you can usually approach any subject in an engaging way. When you are writing your lesson plan, consider the different approaches and apply them.

Help your attendees to engage more with the work and make lessons more memorable by utilizing something called a multisensory approach. The senses are important when it comes to learning, simply because we all interact with the world around us through using our senses and respond accordingly. You may not be aware of how often you use your senses, but they continuously help you to understand and make sense of your world.

When you admire a view, you are using your senses. When you breathe in a heady fragrance, you are again using your senses. We use our senses quite naturally and you can (depending on the type of session) use within your lessons which will encourage people in their learning quite naturally. This is just something to consider depending on your topic.

If you take a broad approach when it comes to learning styles, it will make lessons far more interesting and varied.

We must also touch base on the laws of learning:

• Law of readiness - this is where your students will learn more easily because they have a strong desire to learn. Again, depending on the course that you are running, you will find that those students who were never as keen to be there will not learn as much.

• Law of fact - effective learning occurs when there is a sense of satisfaction or perhaps, where there is the potential to receive a reward as part of the learning process.

• Law of relaxation - people tend to learn more readily absorbing information when they are relaxed within the sessions.

• Law of association - this is where the mind can compare the learning information given with something they already know. This helps to consolidate the information.

• Law of involvement - active participation helps people to take onboard the learning material.

• Law of exercise - this is where the learning is repeated or perhaps reviewed and if this becomes a habit, it helps them to remember and consolidate information.

• Law of relevance - this works when the learning content has an impact on that person’s life.

• Law of intensity - if you can create exciting and an enjoyable learning experience for those attending your sessions, they are far more likely to remember the content than those where the sessions are delivered in a talk and chalk styled learning method.

• Law of challenge - if you can challenge those attending your sessions with various materials, along with a variety of learning strategies, you’re more likely to challenge them and this will help them to learn.

• Law of feedback - make the lessons engaging and interactive and provide attendees with immediate and targeted feedback.

• Law of recency - to practice the skill or the idea prior to using it and this makes it more effective.

• Law of expectations - the learning process will be shaped by the individual’s expectations in relation to the course content.

• Law of emotions - how involved the attendees are and their emotional state will have an impact on how much they learn

• Law of differences- provide students with various ways in which to learn and to understand that each are unique in their approach.

**Identifying learning styles**

**Visual learners**

As 65% of the population (approximately) will be visual learners, it is more than likely you will have visual learners within your sessions. They tend to have a good spatial sense, can visualize the information that you are giving them and will learn well through visual communication such as projecting images, or using a whiteboard. You will be able to detect a visual learner quite easily by noticing if they are taking lots of notes, are doodling or paying full attention to the information written on a whiteboard. Typically, visual learners are creative and may be in employment, such as photography or architecture as they have a strong sense of planning and orientation. If you want to communicate well with a visual learner, make the most of visual aids. You can use diagrams, mind maps and images. A visual person is less likely to want to read an in-depth instruction manual

**Auditory learners**

Approximately 30% of the population are auditory learners. These learners absorb knowledge through listening and if you have an auditory learner, they will be engaging fully in the information that you are relaying and are likely to remember around three quarters of it. To stimulate their learning and communication, form group chats and discussions. You can also work with oral presentations. Remember that auditory learners will not be able to learn through the visual stimulus that you are providing and so, to absorb this type of information, they need to repeat what they see.

**Kinesthetic learners**

These learning styles make up just 5% of the population, and you’ll often find that if someone is fidgeting during your presentation or if you are having a long session, these students will struggle to sit still. Those who fall into this learning style will often find it difficult to learn in the classroom setting and often, do not take to lectures. Observing or sitting listening for long periods is difficult. Kinesthetic learners absorb much more when they can become involved. To help kinesthetic

learners become active in your lessons, you need to do more than use visual aids or to simply talk at them. Assign group work or role-play.

To communicate to all three learning styles, talk to them so to help them absorb the information and vary the tone and pitch of your voice while keeping your voice patterns interesting. Try to interject key phrases as this can help them to absorb the information.

To spot someone in your group who is an auditory learner, just see who is asking the most questions. Anyone with this learning style usually likes to discuss what they are hearing. They learn well through audio recordings and through songs. It is important however to keep any presentations short as they can be distracted after a while. You may find that the auditory learners are the most supportive of the work you are doing in your class and may verbally express their interest and enthusiasm quite blatantly.

Keeping the lessons varied will work well for all types. It may be easy to think that some learners are just not interested in the lesson, but it could be that you are not speaking to them in a way they understand. Help your attendees to learn by giving them what they need. Just by adjusting the way you speak, creating short but visual presentations, creating practical tasks, group exercises or, utilizing the various resources at your disposal, you will see engagement increase.

**Module Three**

**Self-Assessment Tasks**

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**Task:**

What does VAK stand for? It stand for

• Visual – Ability to see picture and graphical image in a thousand words. Perform and present better once the image matches together.

• Auditory – Trainer asking question to answer by the learner. And asking question from the learner to have a thought process so that the learner could participant during the session.

• Kinesthetic - More practical involvement in activities and exercises.

**Task:**

Why are learning styles important? It helps the trainer to understand how he could help the learner to achieve their desired outcome. And also understand what are require during their their learning journey.

**Task:**

If you have a mixture of learning styles, how can you ensure you will engage everyone? Separate them into their own group. And assign a leader among each group. This is a brilliant methods as one can support the other in the group.

**Task:**

If someone sits and fidgets in your sessions, what learning style are they likely to be? **Task:** Kinesthetic therefore I will have to break them into different group. Having different exercises to keep them populate.

If someone is doodling, which learning style might they be?

**Task:** “spatial” learning style. Learners who learn through sight understand information better when it's presented in a visual way. Is taking note during the lesson.

What does law of recency mean? Many other things being equal, the things learned perviously will be best remembered

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**Module Four**

**Gaining the Most from Students**

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The key to keeping your class engaged is to consider them as individuals and to try to get to know as much as you can about them. Showing interest speaks volumes and creates a friendly atmosphere. It may be difficult to find out much if you are running short workshops but if you have these students over a designated period of time, then, it is possible to get to know them and to help them advance their learning abilities.

Building a sense of curiosity into each of the sessions is useful. It can be difficult to inspire adults in the same way that new information naturally inspires children. But, when this is achieved, it creates greater buy-in to the lesson. Creating a strong lesson plan matched by defined course content along with careful use of resources will help attendees to learn. At times, this can be difficult and at other times, you will find the lessons naturally flow.

When you build up strong relationships with those attending, it will help to increase their desire to learn. You learn what makes that person tick and can identify their passions. With every conversation, you learn more about how to connect with them.

There will be times when you do not gel with some attendees. You may even feel negatively towards them. Always remember you are a professional teacher/trainer and so, hide your feelings and instead, work on building that connection. Your class becomes a micro-universe and so within these sessions, you will have people from all walks of life. Some people you will be drawn to immediately, perhaps, there will be some common interests or experiences, and others you will not care for as much. Within each session, be careful to not show these preferences. When you are working, you must rise above your personal feelings and give 100% to all of those within the session.

There are many ways to be able to engage your students, and to help them participate more fully within the class.

If you have a student who wants to interact and who begins to answer your questions or tries to make a suggestion, go with the flow. Make eye contact and encourage them. Their ideas may be incorrect, or they may be different to your own, but this does not matter because they are connecting with you.

Additional ways of engaging with others include:

• Make use of the students’ names.

• Make sure your body language shows you are engaged when a student is talking to you. • Take an interest in those attending.

• Build a feeling of teamwork.

• Create sessions that you know will engage students

Being adaptive is key to success. You may know the course syllabus well, but there are many variables to consider when making those sessions work including your teaching style and the

learning styles of those who are attending. Always make the session structured and so, the topics lead naturally from one to the next. When sessions flow, it naturally leads the students’ attention onto the next part of the course. If you are hosting sessions for private students, they will generally be there because they want to learn. There is an interest in the subject matter or, perhaps you are running practical sessions so that they can gain a recognized qualification. When there is a lot at stake, careful sessions will lead to engaged and competent individuals.

Lessons must be based on new technologies:

• They should have some visual appeal

• Try to include practical elements.

• Be relevant and engaging

Make the most of multimedia – so, use video or music where you can. Again, this adds a new element into the lessons. Of course, the old ways of teaching are still useful with students making notes and using these notes thereafter. Providing handouts will also consolidate learning but it is wise to not give these out until the end of the session. If you do, you may find that their attention is divided. They will also rely on the notes, rather than making their own.

**Interactive**

Mapping out sessions ahead of time is paramount to success. But even with a carefully structured session, do give students free rein at times. Ask them to create a series of questions – perhaps as a group. The questions may be about any aspect of the session or, previous sessions where they may not have fully absorbed the information given. Some students just would not ask these types of questions for fear of looking stupid but, in a group setting, it becomes much easier and is also where creating a safe environment is important.

If the session meanders a little, do not worry too much. It is important that all information is fully understood.

It may help to have a refresher of the previous session at the start of each one as this gives the opportunity to go back over everything before moving on. Short tests or quizzes are useful in these situations.

Sometimes going with the flow works well if you keep a track on any topic not yet covered.

If you can make the lesson content relevant, this will help with absorption and even better if it can be topical too. To help make the sessions interactive, you can use open-ended questions so that the attendees have to discuss the question and not just use yes or no. Use props and resources to help add different layers of learning to the sessions and make sure you move around the space you are in rather than just sitting in one place or talking.

As you walk around, make eye contact and remember to smile.

**Connecting with attendees**

Being friendly and maintaining control may feel like a fine line to travel. It is possible to do, providing you set up the boundaries in your mind before the workshops begin. Set out your requirements too and this helps keep the sessions professional. However, you can still maintain a sense of warmth and friendliness while still being approachable. When sessions are enjoyable, it is easy to overshare and to use personal information to build those bonds. Try to avoid doing this unless sharing this kind of information consolidates learning material.

Try to make all sessions friendly and relaxed. This enables those attending to feel that they can share and contribute.

Other tips include:

• Smile.

• Keep personal emotions or moods positive and consistent

• Show your attendees that their opinion and participation matters

• View attendees as people and not just students.

**Purpose**

It is important to develop a sense of purpose within the sessions. You can write this up on a whiteboard underlining the purpose which helps attendees to know what they are there for. Make sure you set targets and, have a time limit for every activity. Understandably, if you do not, sessions can easily overrun, and it will not be possible to include all relevant content. Inform everyone when they have just five minutes left and at this time, you will see most people become ultra

efficient.

Deadlines help attendees to focus and to work harder

Schedule timed activities and deadlines in your lesson plan.

You may need to play around with the timings at first and test them out to be sure how long the task will take. Do try to keep tasks and time restraints short and certainly less than 20-minutes. Most people struggle to maintain focus beyond 20-minutes and so, this works well. Give a reminder towards the final few minutes and set up breaks before and after so to allow for any questions or feedback. A regular break will also restore focus and energize the brain.

It’s also useful to segment larger activities so that they can be tackled in bite-size chunks. **Pace**

Pace is important too and aids focus, speed and enthusiasm. There are many ways of doing this:

• Describe the activity so that it sounds exciting.

• You add pace to your voice.

• Use body language to express that feeling of energy.

• Set absolute time limits and give attendees a target.

Know that when you inject pace into the lessons, it will demand a lot of enthusiasm from you and energy. Pace must be placed where it has the most impact. Use pace to inject some energy into the sessions but you don’t want your attendees to feel rushed or flustered. Your aim must be to instill motivation, not panic.

Competitions used within sessions will help

encourage people to do their best.

**Focus**

Attendees must focus as much as possible within the sessions. Regular breaks can help them to do this as they can rest the brain. Lengthy tasks should be segmented so that they are easier to manage and to attend. Short bursts of focus work well too.

Even the most dedicated of attendees will struggle to sustain a high level of concentration for more than 20-30 minutes. This is why switching tasks, adding in practical elements where chalk and talk style teaching was used or, even after a presentation, the brain can go numb so, practical tasks work well. Be intuitive. If you see people yawning profusely, take a quick break. Different types of tasks will require different levels of concentration, such as:

Listening - even listening as you speak will require a lot of focus from those attending as they must listen, make sense of, and then try to absorb the information.

Question and answer sessions - these help the students to become more engaged with less pressure on them. As it is interactive, it adds an energy to the session, but also, relaxes the students, and so there is much more participation and focus as a result.

Written work - when your students are working alone and have to write up work, this requires full concentration. It is best to have silence at this time so that it aids focus.

Free questions-this is not as focus intensive because people can opt in and out and listen to others. So, while they are listening and considering their own input, it does not require as much concentration.

Mixing tasks aid focus

If the content that you are teaching requires high levels of concentration, you can help your attendees to increase their focus and concentration by:

• Very gradually increasing the time when they are asked to concentrate on any one activity. • Include individual and quiet working time into the sessions to aid focus without any form of interruptions.

• Reduce any unwarranted distractions.

When you utilize all the tips given throughout this course, you will be able to write and host lessons and workshops to a high standard. With increased confidence, all those attending are likely to learn so much more and with a good set of students, the sessions become easier and more beneficial.

Bear in mind that on occasion, you will have attendees who are disruptive in the group and who are negative at every turn, this can really unsettle those who want to learn. Negativity must be managed especially if you feel that it is off putting to others.

When you first meet your attendees, you must establish your expectations. Set out a list of do’s and don’ts and emphasize these firmly. This is essential so that everyone knows what is expected

of them. This isn’t a case of talking down to individuals but specifying those rules which are important and will often include common-sense elements that will enable all to gain the most from the sessions. These expectations include the way people behave :

• Treat everyone within the session in a positive way.

• Treat the environment with respect.

If you are running a short workshop, the chances are your list of expectations will be quite simple and probably brief. However, it still important to go over the essentials. Once you have done so, everyone knows what’s expected of them. It also shows that you know what you’re doing and that you are in control. When you give attendees the necessary parameters, they feel confident within

the rules and know exactly where they stand. In addition, this makes your life much easier so that you can relax into the role of teaching.

It’s also important to set out the expectations as to what is going to be covered within the class sessions and what the aims and objectives are. This can save a great deal of strife. Don’t overload individuals with a long list of expectations, it is guaranteed that attendees will begin to switch off quickly. Relay key expectations at first and then, gradually introduce more throughout future sessions. Also, frame any positive statements as to what you want to achieve. Always start with ‘I want, rather than I don’t want’ because the latter sets up a negative feeling.

When engaging your class, keep it brief.

It can be very tempting to stand and talk for long periods of time, especially if you are in the flow. However, you will soon see students losing focus and you will be talking at them and not to them. Instead, make sure that they ask questions throughout your discussions and in turn, you must listen with intent so that you can answer in a clear and precise way. This can throw up some very interesting questions and answers.

**Strengths and weaknesses.**

Every teacher will have their personal strengths and weaknesses. We often don’t want to focus on the negatives, but it is important to consider these elements so that you can improve your ability to be proficient within your chosen career.

**Task:**

Find a quiet space and make a note as to your strengths.

When you contemplate your strengths – consider the good elements regarding your teaching ability. Perhaps you are a charismatic speaker or are good at building rapport with others. Make a list of your best qualities and savor them. You must also continuously strive to strengthen them.

**Task**:

Now, list your weaknesses and write down in full. Take one weakness at a time and try to find ways to strengthen it so that it works for you rather than against you. The aim is to consider this a work in progress and not something you can change instantly.

Your personality is extremely important when it comes to imparting information and teaching others. If you are naturally outgoing, you can use this to your advantage. But if you are shy, you may find it difficult to build up your confidence so to meet new people and teach to them. However, all techniques outlined here will help you to achieve your goal of teaching and hosting your own sessions, it may just take perseverance.

The strength of your personality along with determination can aid your teaching abilities. If you can focus on learning the relevant skills and approach teaching with enthusiasm and determination, you can achieve all that you set out to do.

As a reminder, cast your mind back to a time when a teacher made a good first impression on you. What did this teacher do that resonated with you?

• What sort of personality did this teacher have?

• How did his or her personality come across?

• Did it contribute to this teacher’s ability?

Now, recall a teacher who had the opposite effect on you.

• Did you learn much in the sessions?

• Did you hate going into this class?

• Was it the teacher or subject matter at fault?

You can learn a lot through recall. Remembering and analyzing

a teacher who was an inspiration can help you to provide that

same inspiration to others once you understand the magic

ingredients.

By taking an enthusiastic and high-energy approach to your sessions, you are likely to get good results because you are leading with passion and drive. This serves to help pull your students along with you. Of course, if you are shy or reserved, you may not want to have the spotlight on you and so, instead, you can teach and guide by applying logic and by being careful as to the words used and of course, vary the tone. This will still incite interest within the class.

To create positive classroom connections, try to:

• Develop a sense of teamwork.

• Use verbal and non-verbal communications in a skillful way.

• Know that your students are people and treat them as such.

• Treat others as you want them to treat you.

• Try to understand what drives your students to learn.

Always remember why you want to teach. This can be vital for those difficult sessions and will keep motivation strong.

**Module Four**

**Self-Assessment Tasks**

**Task:**

Spend some time considering the positive elements of a former teacher. Analyze their teaching methods to see why it was inspiring.

**Task:**

Why should you establish a list of rules at the start of any new workshop? **Task:**

For how long will people be able to focus usually before attention wanes?

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**Module Five**

**Managing Stress Levels**

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From time to time, you will have to handle difficult situations and we mentioned this briefly before. Although it’s unlikely that any attendee is going to become angry or abusive, some students will be difficult to teach and even, disruptive. Handling confrontations or dealing with obstacles is an important part of the whole teaching remit. You must prepare for these types of situations and know how to handle any challenges so that you make these occurrences go away quickly or at the very least, minimize the potential for them to occur. Understand what can and can’t be done in these difficult situations. You must also understand the law regarding teaching privately and the rules and regulations.

If a situation is difficult, do not lose control. If someone is very disruptive or confrontational, why has this happened? There is often not just one factor that has created the issue, but a complex series of issues and one factor acted as a trigger. Understanding why can help you to calm the situation and it is important that you:

• Stay rational.

• Don’t take the situation personally.

• Stay calm

• Lower the tone of your voice

• Speak slowly and clearly

• Seek help if necessary

• Reduce the potential for these types of confrontations

• Handle the difficulties that follow an event.

When you are hosting workshops, it would of course, be beneficial to know if someone is suffering from any medical or psychological health issues. But your students do not have an obligation to tell you which can make it quite difficult. You can pre-empt any issues by asking attendees to complete a medical questionnaire, but they do not have to reveal certain details if they do not want to.

It is useful to know whether someone is visually impaired or is hard of hearing. From a practical viewpoint, it makes sense for these people to sit near to the front so they can both see and hear but these are easy adaptations. Of course, they still need to let you know as soon as possible otherwise, they may miss some important information before you notice that something is wrong. However, if you consider a student who may be disruptive or just plain difficult at times, this could be due to their going through a difficult time personally. Of course, there may be psychological or emotional issues which you are not aware of too.

It is quite important to understand the broad spectrum that is teaching or training before you run your own workshops.

Treating your students fairly is an absolute necessity and, you must avoid bringing your own personal issues into the teaching environment. While the last thing you will want is to have to deal with difficult people, always give people a chance, do not prejudge people or expect the worst, instead, be sure that you are prepared for all eventualities.

Any anxiety that builds in case of these difficult types of situations can lead to your feeling tired and stressed. So, it is more about preparation than worrying yourself about any unforeseen issue.

Teaching takes a lot of energy and dedication and it can overwhelm life a little especially if you are setting up quite a few workshops. Try to maintain a good work life balance and take regular breaks yourself so that you can clear your mind. When you feel a little stressed or tired, take a few deep breaths and calm yourself. We are all human and it is easy to feel tired and stressed but, when tired, this will not lead to a positive teaching environment. Try to let of anxiety, leave any problems at the door and find ways to let off steam before you enter the place of work.

If you are worried about confrontation, here are some tips to help you avoid it:

• Aim for an assertive and confident teaching style.

• Be prepared to be flexible.

• Always remain calm and rational .

• Mentally take a step back from the situation.

• Take a deep breath and let any tension go before you make a response. • Intervene if some students are arguing.

• Keep your tone lowered

• Assess the situation with clarity

• Take complaints made against other students seriously

You can often calm a situation by being careful with your own body language and using your voice only to reduce any tension.

Just remember to:

• Avoid being dragged into the situation.

• Remain polite and calm

• Always consider the other attendees

If you have ever been involved in a confrontation when teaching, you are likely to feel more than a little shaken and upset afterwards. Don’t try to shrug it off, but instead, deal with the emotions.

• Give yourself time to recover.

• Be prepared for the adrenaline rush.

• Monitor confidence levels.

• Take some time to reflect on what happened and how you handled it. Think of this merely as a learning experience.

• Don’t lay the blame on yourself.

• Write a detailed report

There will be times when you feel that you’ve lost control or the interest of those attending. Your class may be too lively and disruptive. This is a difficult situation and one that many must face. If you feel that you are struggling, act. Do not let an unhealthy situation fester or continue for extended periods.

Warning signs include:

• Low-level misbehavior.

• Increased conversation during lessons making it difficult to be heard.

• People turning up late for the sessions.

• Individuals who work hard starting to complain because of the distractions in the class. • Serious incident starting to occur.

You must always try to pull the class back into order. Organize your attendees into separate groups or, consider changing your teaching style so that you add more authority to your voice.

Set projects and tasks that need more concentration and that will aid those who want to work. Keep moving around the room, sorting out any disruptions, answering questions and being a visible presence. Your focus will be on helping those who really do want to learn. Try to be a little bit flexible, but do not lower your standards.

**Stress**

Teaching can be an amazing role when you appreciate that you are helping others to gain new skills and can quite simply, be helping someone to change their life. However, as previously mentioned, teaching can be stressful.

Stress comes from a variety of areas. In fact, you could say that stress is necessary and even, useful at time. Certainly, when under pressure it makes you try harder and to focus more. But you can place stress on yourself through trying too hard or, doubting your own abilities and you may feel stressed if you encounter someone who is a little bit disruptive. You must ensure though that stress remains at a manageable level, rather than feeling overwhelmed by your workload, any difficulties and of course, the amount of patience required when working etc.

There are always indicators:

• You find that you are thinking about workplace difficulties constantly

• Eating and drinking habits are starting to become poor

• You have difficulties getting to sleep and when you wake up, you feel tired and unrefreshed.

• You feel the need to rely on substances such as alcohol to help you relax. • Your immune system fluctuates leading you to have colds or viruses.

• You start to feel too emotional or feel yourself sliding into a depressed state of being.

The following tips can be useful when you are facing difficult situations or feel stressed and overwhelmed:

• Face a situation with clarity. It’s all too easy to take an emotional response to a difficult situation. Take a deep breath, remind yourself to act in a rational and intelligent way rather than from an emotional way. Remind yourself that this moment is not the ‘be all and end all’. It will pass.

• Build a wall – in a metaphorical sense, it can help you to develop a protective barrier around you and this protects you when you feel vulnerable or under pressure. It gives you time to prepare a response rather than letting any unpleasantness get through your defenses.

• Do not feel guilty – if you did say something you shouldn’t or were a little bit irritable, do not let the guilt resonate within. See it as a learning curve.

• Rely on your support systems during those times when things are tough. Go into each session with the expectations that you can only do your best and rely on your instinct and experience to give attendees everything that is needed. At times, this will be difficult but, you can always turn to your support system which creates a sense of balance once more.

• Developing a work life balance is important. There will be times when you need to take a break and just push the thought of work to one side. Your downtime is important.

• Develop a strong sense of perspective. It may be that you put your heart and soul into creating inspired workshops for others, but there will also be times when it feels as if your hard work is not appreciated. Just remember that difficult sessions will end and the next one will potentially be very different.

• Sometimes, you must just give yourself a little encouragement and a reward. Within the teaching and training environment, we tend to be good at encouraging and nurturing others, but perhaps not so good at appreciating ourselves. If you feel a little low, or even if you don’t, take time to look at all the things that you’ve achieved i.e. setting up workshops, getting enough students to attend and organizing lesson plans. This is far more important than an odd failure.

• Think positively-yes, it may seem difficult if you are having one of those days but try to retain a smile and shrug off the stresses of the day. It may help to visualize a situation

where you excelled and keep these positive thoughts in your mind. Positive thinking leads to positive outcomes and the more you do it, you’re more you will notice the benefits.

If you are working for yourself, then you must learn to govern your own life. It is important to try to reduce the stress that impacts although it is impossible to be stress free. Certainly, whenever you deal with people, there will be a certain level of stress and sometimes, the stressors will be completely outside of your control. So, it’s important to be able to handle how you respond to them rather than them managing you.

When you are planning your series of workshops or tutoring sessions, make sure that you have plenty of breaks built into the sessions and time between workshops so that you have time to reset the balance in your life. Stress within the teaching/training industry is often reported and is due to excessive workload and long working hours but if you are self-employed, you can choose the hours you wish to work. This at least, gives some control.

You have a responsibility to manage your own health and well-being. Taking time to monitor your stress levels is essential if you wish to teach and to manage your own business. Running a business can add extra stress on top so, keep a note of all the things that must be dealt with and keep one step ahead of stressors. It’s very easy to feel either overwhelmed by the pressures of the day or to be reactive to self-imposed stressors such as…. trying to be perfect.

If new in this industry, you may have to work harder and longer to make sessions inspiring and to also, make your name within the industry. Give your enthusiasm, dedication and passion to the role but always remember to switch off from work when you finish. This will enable you to release stress and to just relax.

Remaining healthy and reducing stress will help you to sleep well and then, you can give your all within the workshops. Tiredness will only make you feel irritable and less patient. Instead of trying to be perfect, just accept that mistakes do happen and that sometimes, they can help you to improve your technique so, there is little point stressing about something that has passed. Instead of trying

harder all the time, have an open mind and look at new ways of teaching the same or different topics.

Work smart not harder.

You may have a willingness to do the best for those in your sessions but, understandably, there will be times when your own defenses dip and you will feel less energized or enthusiastic about your workload. This happens in all lines of work and you will have natural highs and lows in your working day. It can be difficult to motivate others when you feel tired or demotivated but, this is what you must do. However, you can only focus on what is under your control. Anything that falls outside of this, should be deemed as such.

It’s all too easy to get stressed about the small stuff or to worry about elements that are impossible to manage.

**Task:**

Take a few minutes to make a list of those things which increase stress levels. Divide this list into two columns i.e. those elements that are within your control and those that are not. Look at the column where elements can be tackled or resolved and choose just two. Tick them off the list once they have been resolved. Don’t worry about the other column if you are unable to do anything about the items on this list.

When your workshop has finished, write down between three and six highlights relating to the session. This might be the fun and laughter that occurred at one point. It could be about the introverted student who began to participate suddenly or that you managed to deal with a difficult situation. As humans, we often tend to focus on the negatives rather than the positives and so, this helps to retrain the mind, so you look to the positives first.

If you are feeling really stressed, have a good support network around you. Choose someone who is prepared to listen rather than interject constantly. Of course, it must be someone that you can trust to keep your conversation secret.

How you respond to stressors will determine whether a positive or negative outcome. **Breathe**

As soon as you feel tense, take a slow, deep breath…… in and out. Use the 4×4 breathing technique when you breathe in deeply, utilizing the diaphragm, feeling it expanding outwards as you count to 4 and then breathe out evenly, feeling the diaphragm deflate as you exhale out for 4. Try this technique for a couple of minutes and you’ll soon feel calmer.

**Practice gratitude.**

It may seem impossible to be grateful when you feel under pressure, but it is always good to remind yourself why you chose to hold workshops and why you wanted this career. Be thankful for the opportunities that come your way – whether good or bad, your knowledge is expanding. This is something to be grateful for.

You must avoid working too many hours because it is easy to become fatigued. Burnout is an occupational hazard and it is all too easy to fall foul of this condition where you feel incredibly fatigued. Burnout can easily ruin a career and so, it pays to manage stress and to look after yourself. If you can, delegate some of your work or at least, invest in technology or tools that can make life more efficient and less stressful.

Try to embrace the stress and see it in a constructive way. When you do this, your mind and body will respond differently to it. This will reduce the unhealthy cocktail of stress hormones flooding through your body and will at least, help it to dissipate more readily. It is worth looking up NLP reframing techniques to improve your stress response.

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**Module Five**

**Self-Assessment Tasks**

**Task:**

How do you currently manage to control stressors? Create a stress plan of action when setting up your workshops to ensure you do not fall foul of unnecessary stressors.

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**Module Six**

**Evaluating and Improving Teaching Skills**

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In your role, it is always important to know that you can continuously improve and enhance your own skills. As you design and host your workshops, you will be gaining vital experiences that can help you to further your abilities to help others. You will also refine your techniques. Gradually, you will build upon those early foundations and will start to approach teaching in an instinctive way and develop your own comfortable style. It is worth keeping your finger on the pulse when it comes to research into training and development and readily check for new resources or materials that could help you to provide more interesting lessons.

Whether you are experienced or, are about to embark upon this route, it is important to continuously re-evaluate the point you are at, consider what you are doing and of course, if there is any way of improving. Keep your skills highly polished as this will help you to create workshops to be proud of.

Consider yourself a work in progress. Teaching is a worthy career and

you will learn more every time you host a new workshop.

Whenever you finish a series of workshops and have a break before the next term or sequence begins, return to the strengths and weaknesses task and consider any changes that might be needed. It is important to note that this is not about making yourself feel bad but is an honest appraisal of your work to-date. Try to find somewhere quiet and still the mind first. Then, contemplate some deep breathing techniques so to rid yourself of any tension or distractions and then, you can reflect on all that went well and anything that did not.

Consider:

• The lesson plans

• Your ability to cultivate rapport

• The session timings

• Did you complete all content satisfactorily?

• Did your attendees enjoy the session and learn?

Write detailed notes so that you can chart your own progress every few months. If you find yourself re-reading the same old points of concern, then, it is time to do something. You can also analyze your performance more if you video one session. It can be off-putting at first but in time, you learn to ignore the camera and act naturally.

Watch out for:

• Repetitive words or phrases

• A flat or dull tone

• Talking too fast

• A lack of movement

• Negative body-language

• An inability to get your point across

• Insufficient variety of resources used

• Attendees not engaged perhaps through not monitoring learning styles.

Another way to review your abilities is to ask attendees to provide you with genuine feedback. When self-evaluating, consider the successes of those who have attended your workshops and allow yourself to feel a sense of pleasure at those achievements. Perhaps some have even returned to take more showing that the sessions were engaging and interesting. Turn your attention to the content within those sessions and alter if you feel necessary or keep them the same. If the content and the activities match the needs of those who attended, then this is fine. .

Keep a clear perspective and focus on the positive rather than the negative. Consider what you will do with the results from your self-evaluation or from others. Set up some targets and give yourself some realistic goals so that you can finetune your techniques going forward.

Keep yourself centered when teaching by adding Post It Notes to your lesson plan or to your computer. Use keywords that will help keep you on track…such as Stay Positive. Inspire or Maintain Calmness. You can alter the words to reflect how you feel so if you feel that your energy is a little low one day, use a different keyword and repeat it to yourself.

These keywords can help you to achieve balance during difficult times or could work to inspire you.

You can also build on your existing skills by taking professional courses outside of your working hours. This could be a course on improving confidence or self-esteem (useful if you have had some difficult students) or, perhaps, taking a course on public speaking or presentation skills. There are many different training courses that could be useful within the training and teaching industry.

When it comes to building on your strengths, simply keep on going and do more of what you’re good at. Setting personal goals will keep you focused and able to drive forward in life but don’t forget your down time. Keep yourself inspired and motivated and if you feel tense at all, exercise. This will help with destressing and relaxing and keep the enthusiasm to help others at the forefront.

Be creative with your training sessions. Engage with the students and push back those boundaries knowing that you may just be changing someone’s life.

**Module Six**

**Self-Assessment Tasks**

**Task:**

Create a lesson plan and content for a 15-minute talk to family and friends (unless you are already hosting workshops). Ask those observing to provide genuine feedback about your delivery style and technique and whether they understood and enjoyed the session. Take comments on board and determine how to improve.

**Task:**

Research some icebreakers that you could use at the start of your sessions. **Task:**

Create a list of workshops that you would like to run and create objectives and aims for each one.

Please note that these self-assessment tasks are to ensure your understanding of the information within each module. As such, do not submit them for review with Karen E. Wells.

**About Karen E. Wells**

****Train the Trainer Diploma Course 



**Karen E. Wells**