

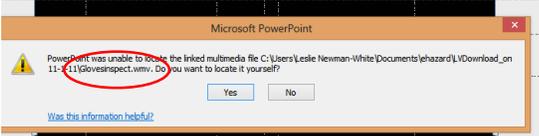
Quick Reference Guides



Train the Trainer

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PowerPointers: Working with the Presentation

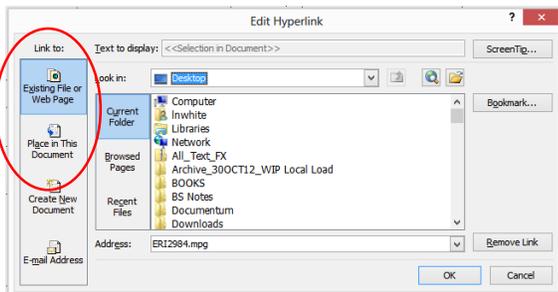
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| <p>Best Practices for using e-Hazard Presentations</p> | <p>To minimize issues that come up when running e-Hazard presentations:</p> <ul style="list-style-type: none"> • Keep the video files in the same folder as the PowerPoint (PPT) file • DO NOT change the folder Name(s) • You can save the PPT as a new file, with a different name, but keep it in the SAME folder as the original PPT • Run through the presentation prior to presenting and verify that videos and links are working • Keep a back-up on a jump drive – Glitch Happens! |
| <p>Video Issues: RE-LINK/REPLACE</p> | <p>PowerPoint 2010/13 embeds videos and typically doesn't require the original. Earlier versions of PowerPoint link the video to the original (why file folder integrity is important). e-Hazard files are saved in "Compatibility Mode" so as to work smoothly with all versions and the videos show up as linked. If the video doesn't run in slideshow, it will have to be relinked or reinserted.</p> <p>The video name matches with the slide title, although it may be simplified, i.e.:</p> <p>Video Title: Arc Winter Wear.wmv Slide Title: Arc-Rated Winter Wear a Must if Exposed</p> |
|  | <p>When the file doesn't play, a prompt to find the file may appear; if possible, choose YES and relink. Otherwise, insert Video directly.</p> |
| <p>CHANGE HOW VIDEOS RUN</p> | <p>To Insert Video:</p> <ul style="list-style-type: none"> • Go to INSERT Menu • Choose Video... Video on my PC • Go to where you have saved e-Hazard files on computer and choose needed video. <p>All of the embedded videos are set to play when you click on them in slide show. This allows instructor time to verbally set up what is being shown. This is the recommended way to run the show initially.</p> <p>However, some instructors prefer to have the videos play automatically and then discuss after. Instructors' comfort level with the materials/technology and personal preference should guide this.</p> <p>To modify the VIDEO PLAY settings:</p> <ul style="list-style-type: none"> • Click on the video graphic • Video menu headers appear: "FORMAT" and "PLAYBACK" (choose Playback) • There are options for "START," change it to "Automatically" • TEST in Slideshow |

PowerPointers: Working with the Presentation

Hyperlinks

Within the presentations, there are several different hyperlinks. Instructor Notes indicate where these appear. They may include running 3rd Party videos, opening a PDF or jumping to another slide. If these links do not act properly, follow directions to fix.

In edit mode, select object, right mouse click: **>Edit Hyperlink** will open a window (if this is not an option, the selected object is not hyperlinked).



Link to: will show you the current action

- **Existing File...:** will show the name of the file in **Address:** with symbols mixed in it since it isn't functioning properly
- Browse for file through **Look In:** and select
- **Place in This Document:** will show the currently designated slide
- Choose the correct slide

Test hyperlink and save

Hidden Slides

Review the presentation for hidden slides. Instructor Notes have details regarding these.

Release Version/Updates

The **Release Version** is designated by a letter, and possibly a number at the end of the file names, i.e., "B" or "B-1" (LV2015_B1.pptx)

The file used to produce the workbooks is listed on Page 2, the backside of the Table of Contents. Generally, a number extension is indicative of a minor adjustment that doesn't impact workbooks, which may have been printed prior to the release update, so workbooks with "B" would be fine with PPT files "B-1".

When any update is released, a ReadMe file is included in the folder that summarizes the changes from the prior version, and any additional information such as videos to download, etc.

Shortcuts in Slideshow

While in Slide Show mode, right mouse click anywhere to bring up a menu with navigation choices

>Help will bring up a full list of navigation shortcuts. Here are some that are particularly useful:

| | |
|------------------------|---------------------------------|
| Number>Enter | Goes to that specific slide* |
| "B" | Blacks/Unblacks screen |
| "W" | White/Unwhites screen |
| "H" | Go to next slide if hidden |
| Home | Go to beginning of presentation |
| End | Go to end of presentation |

**Slide numbers are in workbooks*

Facilitation Model

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| Preparing | The first step includes all of the things we do to get ready for the training program, such as sending out program notices to the participants, checking out audio/visual equipment, and setting up the training room. |
| Opening | The beginning of a program is a special time that requires that a trainer do very specific things. For example, the trainer will probably need to give the group instructions about breaks, discuss the program’s objectives, and determine the group’s expectations. |
| Asking | Good trainers take the time to find out what the participants already know about what will be taught. This information helps the trainer know what this particular group needs, as well as making it easier for the group to learn what is about to be taught. |
| Advising | This is the “presentation” portion of the teaching/learning experience, in which the trainer presents training information to the group. |
| Assimilating | Participants need an opportunity to think about - and evaluate - new information in light of their previous experience. |
| Applying | Advising and assimilating are really mental processes for the participants. In other words, they listen while you present information, and then assimilate that new knowledge by thinking about what you said. But “thinking about,” and actually “doing” (or applying), are not the same things at all. If the participants must learn a skill, they will need an opportunity to practice that skill. |
| Closing | Like the opening, there are usually several things that an effective trainer will need to do in closing. For example, you may need to summarize the key things that were discussed, do some evaluation, and even present information about the next step - following up. |

DEFINITELY DO! Tactics

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| Tactics to incorporate that enhance the training experience. | 1) Give learner objectives early in the introduction. |
| | 2) Add a motivator to the introduction. |
| | 3) Be prepared and start on time. |
| | 4) Talk TO the audience not AT them! |
| | 5) Maintain eye contact. |
| | 6) Observe audience for cues of understanding or confusion. |
| | 7) Change speaking voice – pace, tone, volume, and level of excitement/interest. |
| | 8) Use visual aids to <i>support</i> presentation, NOT as the presentation! |
| | 9) Keep terminology gender-neutral. |
| | 10) Answer questions IF you know the answer – IF NOT, say so! |
| | 11) Seek input from the audience to answer questions or express opinions. |
| | 12) Manage the time; don't allow time to manage you! |
| | 13) Seek information from the audience and give positive feedback. |
| | 14) Smile – this shows you are relaxed. |
| | 15) Move around – this also helps you to appear relaxed. |
| | 16) Continue to maintain eye contact; remember to look at both sides of room! |
| | 17) Check visual aids from various parts of the room to determine if all can see. |
| | 18) Ask questions to determine base of knowledge of the audience. |
| | 19) Place emphasis on important points of the information you are presenting. |
| | 20) Ask questions in the summary to check learning and involve the audience. |
| | 21) Give handouts when possible (determine when to distribute based on purpose). |
| | 22) Repeat participant's question or answer so that all can hear before responding. |
| | 23) Watch for non-verbal cues from audience and respond accordingly. |
| | 24) Keep eye contact while speaking. If you need to look at the screen, look, <i>turn back to the audience, then talk.</i> |
| | 25) Don't be BORING!!! Add humor or stories related to the subject. |
| | 26) Be knowledgeable about the topic! |
| | 27) Don't read, except if needed to make a point, and then only something brief. |

Add More Tactics:

#1 Enjoy What You are Doing!!!!

DEFINITELY DON'T! Missteps to Avoid

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| <p>Examples of problems participants may encounter that reduce the quality of the experience. Being aware of and avoiding these issues may increase the effectiveness of the presentation.</p> | 1) Trainer arrived late. |
| | 2) Room was set up wrong for number of attendees, style of program, etc. |
| | 3) Trainer didn't greet individual participants. |
| | 4) Had not prepared room in advance. |
| | 5) Projector screen was in poor location. |
| | 6) Didn't have his/her supplies lined up in advance (markers at whiteboard, props unpacked, etc.). |
| | 7) Didn't have new, clean easel pad. |
| | 8) Didn't start on time (waited for late arrivals). |
| | 9) Wrote in cursive rather than block print (cursive is more difficult to read from the back of the room). |
| | 10) Singled out "Mike" for his first question (better to ask the group as a whole rather than single out one individual). |
| | 11) Didn't elicit the group's expectations or needs. |
| | 12) Didn't use learning objectives. |
| | 13) Didn't set up the projector in advance. |
| | 14) Text on screen was too small. |
| | 15) Didn't determine group members that were experts in specific areas related to topic that could be called upon for clarification. |
| | 16) Didn't provide handouts. |
| | 17) Asked a "closed" question ("Do you have any questions?") rather than an "open" question ("What questions do you have?"). |
| | 18) Did not give participants time to respond to his/her question. |
| | 19) Looked at the screen rather than at the participants as he/she talked. |
| | 20) Made such a strong point about how great a specific "program" was that trainer was unlikely to discover participants' concerns/problems with "program." |
| | 21) Ignored participants' non-verbal signals about the topic/presentation. |
| | 22) Did not determine knowledge level of audience to adjust level of detail discussed. |
| | 23) Used only masculine pronouns throughout. |
| | 24) Training format was limited to lecture. |
| | 25) Participants felt they had to raise their hands to be recognized. |
| | 26) Initially ignored a participant's raised hand. |
| | 27) No identification name tags on the tables. |
| | 28) Didn't remember the participant's name. |
| | 29) Didn't find out what difficulty a participant was having with the information. |

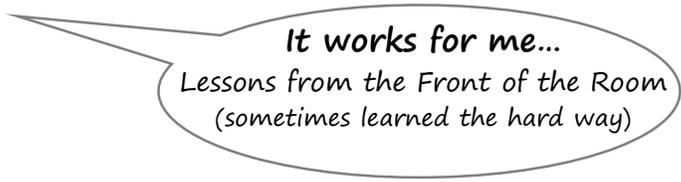
DEFINITELY DON'T! Missteps to Avoid

- 30) Delayed answering the participant’s question until the end of the program.
- 31) Late coming back from break.
- 32) Should have restated question to the group in broad scope, rather than answering specific issue without context.
- 33) Put student down by saying, “The answer to that is obvious.”
- 34) Did not verify with student whether or not their question had been answered.
- 35) Got sidetracked by a specific discussion and got trapped by the “head nodder.” Excluded the rest of the group.
- 36) Did not project enough or use a microphone so back of room could hear.
- 37) Used acronyms and lingo that audience was unfamiliar with.
- 38) Didn’t manage his/her time well.
- 39) Glanced at watch, but didn’t seem to adjust presentation to time limits.
- 40) Did not end on time, or acknowledge that class was running over, but would be finished in x minutes. Didn’t offer to let those that needed to leave at end time depart.

- Other presenter pet peeves you may have experienced as a participant:
- 41)
 - 42)
 - 43)
 - 44)
 - 45)

- ASSIGNMENT:**
1. Review the list of problem areas; circle the number of any and all problems that you have experienced.
 2. Separate the problems (numbers that you circled) by placing
 - “Y” to the left of the number if you felt this had an impact on your learning
 - “N” to the left of the number if it did NOT have an impact on your learning
 3. Work to avoid the “Y”s in your practice lesson.

TIPS from e-Hazard Trainers



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| <p>On Class Prep:</p> | <p>Test sound to be sure it works with videos.</p> <hr/> <p>Have sound level OK for ALL in room.</p> <hr/> <p>Have things on the table when they walk in (pens/books/water/PPE).</p> <hr/> <p>Have an automatic slide presentation to capture the students’ attention as they gather at the beginning of the class.</p> <hr/> <p>Use “tent” cards for the students to put their first names on.</p> |
| <p>On managing students and keeping them engaged in training:</p> | <p>Tell stories and encourage stories from the group – just watch time</p> <hr/> <p>Have a few jokes in reserve for when it seems “slow” or boring, or if the class is tuning out. This is a pretty serious subject and it is nice to see people occasionally laughing and enjoying themselves.</p> <hr/> <p>Give rewards. I give out something to people who volunteer and answer questions when I ask them throughout the seminar. Giving out a small award such as a pen, hat, candy, gets people willing to get involved in the course and contribute. However, at the end of the seminar, I always make sure that everybody got something, even if they did not answer a question or tell a war story.</p> <hr/> <p>Show product examples and required labeling – demonstrations during class.</p> <hr/> <p>Tell students there are no dumb questions (use a light-hearted approach).</p> <hr/> <p>Use “I” statements instead of “you” statements.</p> <hr/> <p>Discuss and show how to access nfpa.org to view NFPA documents.</p> |
| <p>On Class/Time Management:</p> | <p>Consider rigid breaks. By “rigid” I mean I let students know I will begin teaching at the end of the timed break, whether they are present or not. I take 10 minute breaks every 45-60 minutes.</p> <hr/> <p>Warn students that if/when their cell phone goes off, they will have to sing their favorite TV or show tune.</p> <hr/> <p>Make sure to let students know they must score at least 70% on the test to receive certificate.</p> <hr/> <p>Remind students to make sure they get their certificates so they don’t run at 5PM without their certificate.</p> |