LEAD YOUR DISTRICT

Training

2014-17

Rotary

CONTENTS

This is the 2013 edition of *Lead Your District: Training* (246), formerly known as the *District Training Manual*. It is intended for the district training committee conducting training in 2014-15, 2015-16, and 2016-17. The information in this publication is based on the Rotary Code of Policies and The Rotary Foundation Code of Policies. Changes to the documents listed above made by the triennial Council on Legislation, the Rotary International Board of Directors, or The Rotary Foundation Trustees override policy as stated in this publication.

INTRODUCTION

Additional training information for trainers can be found on the Learning Center on rotary.org.

Because clubs and districts change leadership each Rotary year, preparing these leaders for their year of service is essential to Rotary's future. As a member of the district training committee, you are responsible for ensuring that club and district leaders have the knowledge and skills necessary to carry out their responsibilities and that all Rotarians are up-to-date on Rotary.

This manual is designed to support you in this role and describes your responsibilities. Part 1 explains the duties of the district trainer and the district training committee, Rotary training meetings, and Rotary resources. Part 2 is the Train the Trainer Session Guide that can be used to prepare those who will be leading training.

COMMENTS?

If you have questions or comments about this manual, please contact:

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ROLE AND RESPONSIBILITIES

Training at the district level is handled by the district training committee, which is chaired by the district trainer.

DISTRICT TRAINER

The district trainer is accountable to the convener of each meeting, supporting the governor-elect in training incoming club and district leaders and the governor in providing continuing education to Rotarians. The governor-elect convenes the presidents-elect training seminar (PETS), district training assembly, grant management seminar, and district team training seminar, while the governor convenes the district leadership seminar and other training and leadership development programs, as needed.

Responsibilities

The district trainer's responsibilities are to

- Serve as chair of the district training committee and assign responsibilities for training meetings and functions as necessary, including:
  - Managing training in the district
  - Communicating with other district committees involved in training meetings
  - Consulting with RI and Rotary Foundation appointees, including RI training leaders, regional Rotary Foundation coordinators (RRFCs), Rotary coordinators (RCs), and Rotary public image coordinators (RPICs)

- Work with the district governor and governor-elect to
  - Implement the training program developed by the meeting convener
  - Identify seminar training leaders
  - Determine what training methods will convey key concepts
- Work with the governor-elect to promote the grant management seminar
- Support club trainers as needed

Qualifications

The district trainer should meet these minimum recommended qualifications:

- Active membership in good standing with a club in the district for at least three years
- Status as a past district governor, past assistant governor, or past district committee chair
- Willingness and ability to accept the responsibilities of district trainer as determined by each district
- Vocation or profession related to training or education

DISTRICT TRAINING COMMITTEE

The district training committee supports the governor and governor-elect in training club and district leaders and overseeing the training plan for the district. As the chair of the training committee, the district trainer assigns responsibility for training meetings and functions as necessary.

Responsibilities

The committee has these responsibilities under the direction of the meeting's convener:

- Developing the training program
- Assessing training needs
- Coordinating logistical arrangements
- Managing the meeting budget
- Selecting and preparing training leaders and speakers
- Preparing and distributing materials
- Managing registration
- Analyzing meeting evaluations
- Consulting on training issues for the district Rotary Foundation seminar and district membership seminar
- Supporting club trainers in planning and promoting training meetings

Qualifications

Each member of the district training committee should meet these minimum recommended qualifications:

- Training, education, or facilitation experience
- Active membership in good standing with a club in the district

Organization

The district training committee should be organized to meet the needs of the district. The committee could divide its duties by assigning each member responsibility for one training event or putting each member in charge of one aspect of all meetings.* With either model, include a liaison from every district committee that will hold a training meeting, such as the district Rotary Foundation committee or district membership committee.

ROTARY TRAINING MEETINGS

Since Rotary clubs and districts change leadership annually, training is critical to ensure continuity and the success of Rotary. Every year, there is a series of consecutive training meetings for district and club leaders. Each meeting has a recommended but flexible time frame and curriculum, allowing for modifications based on the needs of the district and participants.

When organizing your training seminars for the year, consider these options:

- Holding the meeting during the week
- Combining several meetings if participants are traveling long distances
- Holding concurrent meetings so participants can travel together
- Meeting virtually

RI Board-recommended training seminars are listed in the tables below. The first table includes meetings that the district governor-elect convenes. The second table shows those convened by the district governor.

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* *For a multidistrict PETS, the governor-elect selects a district representative (usually the district trainer but sometimes another member of the district training committee) to develop and conduct training and provide input on the seminar's logistics, agenda, and materials.*

District Training Meetings Convened by the Governor-elect

Training Meeting/ Time of Year	Purpose	Organizer	Materials
District Team Training Seminar February	Assistant governors and district committee leaders learn their new roles and responsibilities and work on district goals.	**Organizer:** District training committee	**For leaders:** *District Team Training Seminar Leaders' Guide* (247) **For participants:** *Lead Your District* manuals for assistant governors (244) and committees (249)
Presidents-elect Training Seminar (PETS) February or March	Club presidents-elect learn their new responsibilities and work with assistant governors to set their goals.	**Organizer:** District training committee	**For leaders:** *Presidents-elect Training Seminar Leaders' Guide* (243) **For participants:** *Club President's Manual* (222)
District Training Assembly March, April, or May (after PETS)	Club presidents-elect develop leadership skills; other incoming club leaders learn their new responsibilities; club leaders refine goals for the year.	**Organizer:** District training committee	**For leaders:** *District Assembly Leaders' Guide* (828) **For participants:** *Club Officers' Kit* (225) manuals for: president (222) secretary (229) treasurer (220) committees (226)
District Membership Seminar April or May (after district training assembly)	Club presidents, club membership committee chairs, interested Rotarians, and district leaders learn how to sustain and increase membership.	**Organizer:** District membership committee	**For leaders:** *District Membership Seminar Leaders' Guide* (242) **For participants:** Determined by the district
Grant Management Seminar Determined by the district	Club presidents-elect (or club-designated appointees) learn how to manage Rotary Foundation grants successfully (attendance is a requirement for applying for global grants).	**Organizers:** District Rotary Foundation committee chair, grants subcommittee chair, district training committee	**For leaders:** *Grant Management Seminar Leaders' Guide* (1001) **For participants:** *Grant Management Manual* (1000)

District Training Meetings Convened by the Governor

Training Meeting/ Time of Year	Purpose	Organizer	Materials
District Rotary Foundation Seminar July-November	Club Rotary Foundation committee chairs and interested Rotarians learn about the Foundation and Rotary grants.	**Organizers:** District Rotary Foundation committee, district training committee, RRFC	**For leaders:** *District Rotary Foundation Seminar Manual* (438) **For participants:** Determined by the district
Leadership Development Program Determined by the club	Club members gain leadership skills to use in their professional lives and leadership roles in Rotary.	**Organizer:** Club trainer, president, assistant governor, district training committee	**For leaders:** *Leadership Development: Your Guide to Starting a Program* (250) **For participants:** Materials developed by the club or district
District Leadership Seminar Immediately before or after the district conference	Current or past club presidents and other club leaders who have served three or more years learn about leadership opportunities in Rotary.	**Organizer:** District training committee	**For leaders:** *District Leadership Seminar Guide* (248) **For participants:** Determined by the district
District Conference Any time except during Rotary institute or within eight days of the RI Convention	Rotarians hear inspirational addresses and discuss matters of importance to clubs and Rotary International.	**Organizer:** District training committee	**For leaders:** *District Conference Manual* (800)
Rotaract District Leadership Training Meeting Anytime after club open elections and before 30 June	Incoming Rotaract club leaders, Rotaractors, and interested Rotarians and non-Rotarians learn about Rotaract.	**Organizer:** District Rotaract representative	**For leaders:** *Guide for District Rotaract Leaders* (204)

RESOURCES

The district training committee should have a general knowledge of Rotary materials and resources used to educate Rotarians about Rotary's history, goals, organization, and policies.

Contact information for Secretariat staff and RI and Foundation officers and appointees is listed in the *Official Directory* and on Rotary's website. Download publications at www.rotary.org, or order them through shop.rotary.org, shop.rotary@rotary.org, or learn.rotary.org.

The following resources are available to help you fulfill your responsibilities:

Rotary.org — Browse the different sections of the Rotary website to learn more about Rotary and how you can make an impact. Download a variety of forms, applications, and publications. From audio and video to books and brochures, the latest Rotary materials are just a click away.

Rotary will launch a new website in 2013-14. This site will make it easier for Rotarians to connect with others who share their interests. It will also support the exchange of ideas and collaboration on community service projects, in addition to supplying Rotary news and announcements of local and international events. The site will make it easier for you, a district officer, to conduct district business. You will be able to work with others in similar roles in a secure space.

The Learning Center (http://learn.rotary.org) — This online learning center for members only offers courses on various topics, including a series of courses for trainers. Print certificates upon completion of a course. The multimedia site also features a discussion board where users can engage with one another.

Rotary Club Central — An online tool clubs use to set goals and track accomplishments. District and club leaders also use it to communicate about those goals and accomplishments.

Rotary Showcase — An online database of Rotary service projects where Rotarians post project descriptions, share photos, find partner clubs, and share the impact of their projects. Logging in with Facebook allows users to post projects on their timelines, extending the reach of Rotary to non-Rotarian friends.

Rotary Basics Online — An introduction to Rotary International with short videos that educate new and longtime Rotarians alike. Also an excellent recruiting tool.

Rotary Images — Searchable free library containing thousands of downloadable photographs of projects, programs, and Rotarians from around the world for use in presentations, websites, and publications.

People Who Can Assist You

- Regional Rotary Foundation coordinators (RRFCs and assistant RRFCs)
- Rotary coordinators (RCs and assistant RCs)
- Rotary public image coordinators (RPICs and assistant RPICs)
- Rotary International Assembly training leaders
- Rotary Learning and Development staff

General Resources

- *Official Directory* (007)
- *Manual of Procedure* (035)
- *RI Catalog* (019)

Membership

- *Membership Development Resource Guide* (417)
- *New Member Orientation: A How-to Guide for Clubs* (414)

Service and Programs

- *Communities in Action* / *Community Assessment Tools* (605)
- *Interact Handbook* (654)
- *Rotaract Handbook* (562)
- *Rotary Community Corps Handbook* (770)
- *Rotary Youth Leadership Awards Handbook* (694)
- *Youth Exchange Handbook* (746)

The Rotary Foundation

- *District Rotary Foundation Seminar Manual* (438)
- *Rotary Foundation Facts* (159)
- *The Rotary Foundation Reference Guide* (219)

Public Relations

- *Effective Public Relations: A Guide for Rotary Clubs* (257)
- *Media Crisis Handbook* (515)

District Resources

Rotary materials are designed to meet the needs of Rotarians worldwide. Supplement general Rotary materials with materials that are specific to your district or region, including those that cover:

- District structure
- District directory
- District website
- Examples of successful projects and activities
- Membership success stories
- A planning calendar that includes the dates of important district events
- Examples of strategies that improve club and district organization

PLANNING CALENDAR

The calendar below suggests procedures and a timeline for planning a training meeting. The timeline lists actions to be taken during designated months before the training meeting. The two columns on the right provide space for recording the person responsible for each step and the target completion date. Find more information on the Learning Center at learn.rotary.org.

Training Seminar	Rotary Year

12 to 6 MONTHS before MEETING	Date:	
Action	**Assigned to**	**Target Completion Date**
☐ Select the date(s) and venue with the convener.		
☐		
☐		
☐		
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6 MONTHS before MEETING	Date:	
Action	**Assigned to**	**Target Completion Date**
☐ Begin planning a needs assessment.		
☐ Distribute a needs assessment to past and potential participants.		
☐ Look at past evaluations or gather comments about past training meetings from past participants.		
☐ Think about the training agenda. Which session topics are crucial? Which topics should be added or combined?		

☐ Begin to consider qualified trainers.		
☐ Review past budgets for similar seminars. What are the anticipated income and expense of the meeting?		
☐ Analyze the needs assessment and interviews.		
☐ Prepare a promotional schedule.		
☐ Highlight the meeting in monthly newsletters, district websites, or mass mailings.		

3 MONTHS before MEETING	**Date:**	
Action	**Assigned to**	**Target Completion Date**
☐ Finalize meeting agenda.		
☐ Decide room setups for each session.		
☐ Finalize budget.		
☐ Secure meeting space appropriate for training methods to be used.		
☐ Provide the venue with details on session setup (date, room name, start and end times) and services you will need (room setup, equipment, computers, decorations, signs, janitorial services).		
☐ Arrange banqueting service.		
☐ Select training leaders.		
☐ Prepare training leaders (refer to the Train the Trainer Session Guide in this manual).		
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5 WEEKS before MEETING Action	Date: ________ Assigned to	 Target Completion Date
☐ Decide what printed materials are needed (letterhead, envelopes, name badges, tent cards, program booklets, registration forms, meal tickets, handouts, publicity material, evaluations, signs), and plan how and when to distribute them.		
☐ Arrange for an editor to review these materials before printing.		
☐ Organize the production of meeting materials.		
☐ Organize onsite supplies (notepads, pens, flip charts, markers, erasers).		
☐ Make arrangements for equipment (microphones, speakers, projectors, screens, computers, televisions, DVD players, podiums) and water service with contracted venue or appropriate vendors.		
☐ Contact clubs that haven't registered.		
☐ Arrange for interpreters, if needed.		
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2 WEEKS before MEETING Action	Date: Assigned to	 Target Completion Date
☐ Finalize participant list.		
☐ Print tent cards and name badges.		
☐ Send an email reminder to all participants.		
☐ Ensure that registration packets include necessary tickets and handout materials.		
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1 DAY before MEETING Action	Date: Assigned to	 Target Completion Date
☐ Check the meeting venue. Arrange seats for distinguished guests and Rotary officials according to protocol stated in the Rotary Code of Policies.		
☐ Meet with training leaders to discuss last-minute questions. Provide them with a training room checklist that ensures the general set up of the room is complete (number of chairs, lighting) and materials are there (flip charts, easels, markers, microphone, projector).		
☐ Save files needed for training to laptop or flash drive.		
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DURING MEETING	Date:	
Action	Assigned to	Target Completion Date
☐ Check the meeting venue.		
☐ Talk to participants to make sure everything is going well.		
☐ Use a minute-by-minute checklist to manage meeting.		
☐ Distribute evaluation forms.		
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Up to 2 WEEKS after MEETING	Date:	
Action	Assigned to	Target Completion Date
☐ Debrief with committee members and discuss meeting outcome.		
☐ Debrief with all training leaders.		
☐ Review evaluations and analyze results.		
☐ Share ideas for improvement with district leaders.		
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TRAIN THE TRAINER SESSION GUIDE

This sample session guide is designed to help you prepare and customize your Train the Trainer Session Guide. It includes an agenda and session guides. Take these session guides and choose the discussion questions and suggested activities that best meet your needs. Corresponding slides are available and can be edited to include district photos and regionally specific text.

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

AGENDA

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

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

OPENING PLENARY SESSION

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

Before the session

- Review slides 1-2 and customize them to meet your district's needs.
- Ask a Rotary leader to provide an inspirational message for this session.

During the session

- Review seminar purpose at the start.
- Explain how this Train the Trainer event will prepare training leaders to better train Rotarians.
- Review seminar agenda, including time for breaks and meals.
- Explain logistics for discussion sessions.
- Introduce speaker.

SESSION 1: ROTARY TRAINING MEETINGS

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

Learning objectives

- Learn about Rotary training meetings, their purposes, and recommended time frames.
- Know which training meetings are held in your district and when.
- Understand your role as a training leader.

Resource

Rotary Training Events pages on www.rotary.org.

Before the session

- Determine which topics, questions, and activities you will include.
- Review slides 3-7. Decide which ones you will use, make edits or additions, and think about when you will show each one.
- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers, copies of the Rotary Training Meetings chart (see slides 5-6 or part 1 of the *Lead Your District: Training* manual).

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Provide an overview of Rotary training meetings (slides 5-6).
- Explain how each meeting builds on the previous meeting.
- Discuss additional training that your district offers.
- List the dates of all upcoming training meetings for your district.
- Explain the role of a training leader in your district.
- Describe what is expected of each training leader.

Discussion questions

- How do face-to-face training meetings benefit incoming club and district leaders?
- How can meetings be scheduled to accommodate participants' busy schedules?
- What are examples of continuing education that can benefit your club and district?
- What continuing education does your club or district offer Rotarians not in leadership positions?
- What role will you have for each district training meeting?
- What ideas do you have for making your training effective and dynamic?

Suggested activities

- At the beginning of the session, have the group set guidelines for behavior, such as taking turns speaking, inviting and accepting all comments, and limiting use of mobile phones. Model the behavior you would like them to follow when they are leading training. Their involvement in the session will also motivate them to follow the guidelines, and doing so early on helps ensure that all trainers know what's expected of them.
- Have participants break into small groups and assign each group a district training meeting. Give participants 10 minutes to discuss their meeting and how they can make it more dynamic and effective. Then ask each group to present their meeting and ideas. Print copies of the District Training Meetings chart in the *Lead Your District: Training* manual for the meeting.
- Give participants 20 minutes for a short, informal speedmeet session. Have them walk around the room and talk to at least three other participants with the goal of getting five new training ideas. Ideas can include group activities, format options, icebreakers, or planning tips. Participants can also exchange contact information if they want to discuss their ideas further at a later date. Allow 10 minutes afterward for volunteers to share the best ideas.

SESSION 2: TRAINING ROTARIANS

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

Learning objectives

- Understand the characteristics of an adult learner.
- List the ways that adults best retain information.
- Understand how to use different training methods.

Before the session

- Determine which topics, questions, and activities you will include.
- Review slides 8-11. Decide which ones you will use, make edits or additions, and think about when you will show each one.
- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers, printouts of the Training Methods list (appendix 1).

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Explain the characteristics of an adult learner.
- Discuss the ways that adults retain information.
- Share training methods that training leaders can use.

Discussion questions

- How do you learn best?
- How can you increase the participants' understanding of the information?
- What are some different training methods you can use?
- What factors determine which training method you use?
- Why is it beneficial to use different training methods throughout your training seminar?

Suggested activities

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

- Have participants form groups of four. Give each group a Rotary topic that they might be called upon to teach. Give participants 10 minutes to design a 45-60 minute training session on their assigned topic. Distribute the Training Methods list (appendix 1) for reference. Allow time for participants to summarize their session for the larger group.
  - *Example: Your topic is Rotary grants. You decide to design a panel session where panelists include a recipient of a global grant, a district chair in the application process, and a Rotary grants staff person. The session allows time at the end for questions.*

SESSION 3: FACILITATED LEARNING

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

Learning objectives

- Describe the characteristics of a good facilitator.
- Explain different techniques used in facilitated discussion.

Before the session

- Determine which topics, questions, and activities you will include.
- Review slides 12-15. Decide which ones you will use, make edits or additions, and think about when you will show each one.
- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers, session printouts for activities.

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Describe the characteristics of a good facilitator.
- Explain the different techniques used for optimal learning during facilitated discussion.
- Discuss various ways to ask participants questions.
- Identify techniques to use with a difficult participant.

Discussion questions

- What are the characteristics of a good facilitator?
- What's the difference between a facilitator and lecturer?

- What other training delivery methods can be used other than facilitated discussion (also known as idea exchange) and lecture? What methods work best in your experience and in your culture?
- What techniques can be used to facilitate discussion?
- What do you do when participants do not contribute to the discussion?
- What are some ways to handle a difficult participant?

Suggested activities

- Have participants form groups of three or four, and distribute several sessions from the *PETS Leaders' Guide*. Make sure each group member has a session. Instruct each group to read over their session and decide how they would customize it. Afterward, debrief about the activity and answer any questions.
- Read the following scenario and question to the group, or create one of your own:
  - *You're facilitating a discussion on how to create a club service project. As the group begins to discuss best practices for carrying out a service project, you notice a restless participant. The participant, sitting with arms crossed, is talking to a person nearby and begins to loudly make comments unrelated to the session. As the facilitator, what do you do?*

SESSION 4: NONVERBAL COMMUNICATION

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

Learning objectives

- Discuss the different types of nonverbal communication.
- Describe how to adapt your training with respect to nonverbal communication.

Before the session

- Determine which topics, questions, and activities you will include.
- Review slides 16-19. Decide which ones you will use, make edits or additions, and think about when you will show each one.
- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers.

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Summarize the different types of nonverbal communication.
- Describe how to respond to nonverbal cues when training.

Discussion questions

- What is nonverbal communication?
- What nonverbal communication have you encountered when you are leading a session?
- How have you changed your training technique in response to a participant's nonverbal communication?
- How can you use nonverbal communication to convey your message?

Suggested activities

- Create a scenario based on a session in which participants display different types of nonverbal communication (for example, yawning and nodding off, furrowing brow and shaking head). After presenting the scenario, have participants form groups of four or five and discuss these questions:
  - *What can you infer from this description?*
  - *How would you respond?*
  - Have participants report back to the group.
- Demonstrate the effectiveness of speaking clearly and loudly when presenting a training session. As you begin to discuss nonverbal communication, start to speak in a monotone voice, and then lower your voice almost to a whisper. Continue to change your voice quality to see whether participants notice. After a few minutes, stop the session and explain the importance of voice quality and characteristics.

SESSION 5: TIME MANAGEMENT

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

Learning objectives

- Identify techniques for managing time.
- Identify materials you need in a training room.

Before the session

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

- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers, printouts of the Training Leader Preparation Worksheet (appendix 2).

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Explain the ways to manage time during a training meeting.
- Review the training room checklist on the Training Leader Preparation Worksheet (appendix 2).

Discussion questions

- What time management practices do you use when training?
- When you check your room before training, what should you look for?

Suggested activities

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

- Pose a question to participants:
  - *When you've delivered training or attended training, what has gone wrong? Record responses on a flip chart. Then ask, How was the situation resolved?*

SESSION 6: INTERACTIVE TRAINING ACTIVITIES

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

Learning objectives

- Understand benefits of using interactive activities.
- Identify techniques for making training interactive.

Resource

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

Before the session

- Determine which topics, questions, and activities you will include.
- Review slides 24-27. Decide which ones you will use, make edits or additions, and think about when you will show each one.
- Choose the activities that will work best. You may want to combine the activities or do them consecutively.
- Make sure you have the necessary materials: flip chart and markers, printouts of the Interactive Activities list.

During the session

- Review learning objectives at the start.
- Refer participants to the courses for trainers on the Learning Center on rotary.org.
- Explain the need to vary training methods to keep participants engaged.
- Discuss each interactive activity on the list.
- Solicit ideas for making training interactive.

Discussion questions

- What activities do you enjoy when you attend training?
- Which interactive activity do you prefer?
- How can you introduce one of these if it is not in your session guide?
- What are some possible outcomes of using interactive activities?

Suggested activities

- Demonstrate the value of interactive activities by using one of the activities on the Interactive Activities list (appendix 3). Afterward, ask the group for feedback on its effectiveness in getting them thinking and engaged.
- Ask participants to form groups based on common interests. Give each group a sample session topic, such as member engagement or creating a service project. Each group brainstorms possible interactive activities that relate to its topic. When groups have finished, ask them to present one or two suggested activities and explain why they chose them. Write down the activities on a flip chart, or white board (if available), and discuss the ideas.

CLOSING PLENARY SESSION

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

Before the session

Review slide 28 and customize it to meet your needs.

During the session

- Highlight significant areas of discussion and key points.
- Thank and acknowledge participants for their outstanding work during the training seminar.
- Allow participants to pose questions to the district training committee.
- Emphasize the importance of evaluation for improving future training seminars.
- Encourage the use of social media to continue to share training ideas, challenges, and successes.

TRAINING METHODS

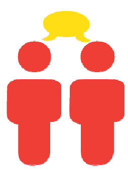
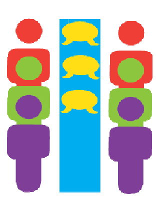
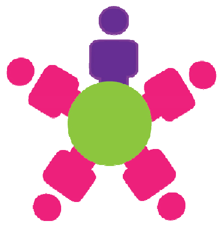
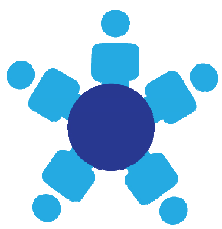
Idea exchange 	Idea exchanges work best with topics that participants have experience with. A training leader facilitates discussion, ensuring that all participants have a turn to speak and that no one dominates the discussion. The trainer can incorporate an activity at the end of the session so participants can apply the ideas discussed. Idea exchanges work best when seating is arranged in a U shape so participants are facing each other while sharing ideas.
Workshop 	Workshops work best when the objective is to teach participants a practical skill by having them practice it, or to give them new understanding through an engaging activity. Workshops should be led by experts and require a room configuration that allows for group collaboration and space for the facilitator to circulate among participants.
Panel 	Panels work best when the objective is to convey information through personal stories, expert-led demonstrations, and/or visual presentations. The room should be set up with a table in front for panelists and theater seating for the audience, and should be able to accommodate needed audiovisual equipment.
Speedmeet 	Speedmeet sessions allow for a series of timed one-on-one conversations in which participants share ideas and network. The room can be configured in a U shape or with a line of tables and chairs on both sides.

Table topics 	Table topics sessions are designed for idea sharing. They are led by a trainer, with assistants or facilitators at each table who keep the topic-focused discussion on track. Facilitators ensure that all participants have the opportunity to contribute, and that no single participant dominates the discussion. They should also know enough about the topic to clarify any questions. Tables should be round, to maximize idea sharing.
Self-led roundtables 	Self-led roundtables work best when the objective is to offer participants more time to network, share best practices, discuss topics they've chosen, and collaborate on ideas for joint projects. Tables should be round, to facilitate discussion and networking.
Plenary 	Plenary sessions work best when the objective is to motivate and inspire participants and/or to provide new information or updates on a topic relevant to a large audience. Plenary sessions often feature multimedia presentations for added impact. The room usually is set up with a stage and large screen for visual presentations and with theater seating to accommodate a large group.

ENGLISH (EN)

TRAINING LEADER PREPARATION WORKSHEET

Training leader's name: ____

Meeting: ____

Training leader's responsibilities

- Attend the district train the trainer session, if offered.
- Read and understand all materials you receive.
- Prepare thoroughly for all discussion groups.
- Serve as a training leader at your assigned training meeting.
- Attend all plenary sessions and other activities.
- Advise and support participants and other training leaders.
- Serve as a Rotary information resource to club and district leaders.

Participants: ____

Key meeting contacts:

____

____

Overall training goal:

____

____

Training leader session assignments (session, time, location):

____

____

Instructional resources provided to help prepare for and facilitate session(s):

____

____

Materials participants will receive to reinforce training:

____

____

Other instructional resources needed (contact the district trainer for availability):

____

____

If applicable, name of co-training leader (session, name, title):

___

___

TRAINING ROOM CHECKLIST

Use this checklist on the day of the training to help ensure that rooms are properly arranged and all equipment is functioning.

Final walk-through before the meeting

Room name and location: ______

General setup

- ☐ Is the room setup correct?
- ☐ Are there enough chairs for participants?
- ☐ Is there enough lighting for participants?
- ☐ Has the agenda been placed on the wall?
- ☐ Is the meeting or session title placed in a prominent position?
- ☐ Is water available for participants and the training leader?
- ☐ Are electrical cords out of the way or taped to avoid accidents?

Check training materials

- ☐ Are flip charts on easels?
- ☐ Are flip charts visible to all participants (letters/figures at least 2 inches/ 5 centimeters tall)?
- ☐ Are markers available for flip charts?
- ☐ Are sight lines unobstructed for flip charts and screens?
- ☐ Are handouts ready?
- ☐ Are tent cards placed?
- ☐ Is a clock/watch available?

Check A/V

- ☐ Is the projector focused?
- ☐ Is the computer working?
- ☐ Is the presentation/slide file cued?
- ☐ Is a remote to forward slides available?
- ☐ Is the microphone on and at the appropriate volume?

After the meeting

- ☐ Have all evaluation forms been submitted?
- ☐ Have extra materials been returned?

For any problems, contact ______

INTERACTIVE ACTIVITIES

Training leaders can choose to incorporate interactive activities into sessions to refocus attention and maintain interest. Interactive activities create an atmosphere that allows participants to express ideas and apply what they have learned in the session. A balance of facilitated discussion and activities will maximize retention of material. Consider using these activities or others like them:

"Getting to Know You" activity
Participants share something about themselves and a given topic to get acquainted with one another and begin thinking about the session topic. If participants do not know each other, this activity creates a more comfortable learning environment that promotes participation.

Pair and share
Participants independently consider a question, discuss it with a partner, and then share ideas with the entire group, if time allows. Pairing ensures that everyone has an opportunity to share their own ideas.

Voting
Participants can indicate their preference for topics listed on a flip chart by placing a mark next to the one or two they are most interested in. This activity quickly assesses participant needs and concerns.

Small groups
Dividing participants into small groups to discuss a topic increases dialogue and incorporates movement during the session. Participants can be grouped randomly by assigning numbers or based on a common interest, such as a hobby. Groups of three to five individuals are recommended.

Role play
Participants act out assigned roles to demonstrate a specific idea or situation. This strategy works best with small groups where participants do not feel inhibited.

Closing activity
At the end of the session, participants think about one new thing they learned and an action they will take because of what they learned. This activity allows participants to reflect on what they have learned and plan how they will implement it.

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