



Trainer's Toolkit

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Tool #1: Creating Common Visual Aids

Participant Manuals and Handouts

- Use simple language.
- Keep text at 12 points and above.
- Choose serif fonts (like Times New Roman, New Century Schoolbook, etc.) for body text and sans serif fonts (like Avante garde, Helvetica, etc.) for headings.
- Limit typefaces to no more than two.
- Leave plenty of space for participant notes.
- Be sure to clearly label all material.
- Make sure all copies are clear.
- Provide a way to store the materials such as a binder, folder, or file.

Transparencies and Slides (PowerPoint or Freelance Graphics)

- Remember that less is more. Bullets and charts should support other material.
- Use at least 14 point type.
- Keep color consistent—too many colors are distracting.
- Proofread the materials in hard copy.
- Use a transparency frame and clearly label each one.
- Rather than providing copies of every slide, consider a summary.

Flipcharts

- Use two or three dark colors per chart.
- Keep letters one to two inches high.
- Keep graphics simple. If you enlarge graphics on a photocopier, they can be easily traced onto your charts.
- Skip a page after each chart.
- Use light pencil writing on the chart for cues and notes to yourself.
- Use typewriter correction tape to clean up mistakes.
- Use tape tabs to locate the charts.



Tool #2: Using Common Visual Aids

Participant Manuals and Handouts

- Make sure all participants have copies before referring to the materials in class.
- Refer to materials using page numbers or headings. Hold up materials to accommodate visual learners.
- Use materials as references during class—this will increase their use when the program is over.
- Make notes for yourself in the materials and use them as a guide.

Overhead Projectors and LCD Panels

- Dim lights when using the projector or LCD panel.
- Turn off the overhead projector between transparencies and put black slides between slides.
- Resist the urge to talk to the screen—face your audience before speaking.
- Highlight special areas with markers and colors during use.

Flipcharts

- “Hug” your chart.
- Touch, turn, and tell about the information on the chart.
- Write exactly what people say on the chart or ask them how to abbreviate.
- Use arrows, circles, and underlines to keep attention.
- Grasp the paper and keep it close to the chart as you turn the pages.

Videos, VCRs, and TVs

- Before playing the video, tell the group what they will see including any characters, the situation, what to watch for during the video, and what to expect when it is finished.
- Whatever you have asked participants to do during the video, do yourself.
- Turn off the TV when finished.



Tool #3: Instructor Preparation Checklist

Program	
Date	Time
Instructor(s)	Location
Completed	Activities to Prepare
	Update equipment checklist.
	Update course materials checklist.
	Choose room set-up preference.
	Review your notes so you are familiar with the program and will be able to answer questions.
	Make sure you know the first sentences you will use by heart. The first few are always the hardest.
	Practice the presentation by yourself and then for someone else. This is your "dry run."
	Review your participant list to anticipate areas of focus and to prepare relevant examples.
	Other
	Other
	Other



Tool #4: Equipment Checklist

Program			
Date		Time	
Instructor(s)		Location	
No. Needed	Item	Date Checked	
	LCD/Overhead projector(s)		
	Spare bulbs for overhead projector		
	Flipchart paper		
	Extension cord(s)		
	Projection screen(s)		
	35 mm slide projector		
	Loaded 35 mm slide tray		
	Laptop or PC		
	LCD panel or projector		
	Remote mouse		
	Video camera		
	Power supply adapter(s) for video camera		
	VCR		
	TV		
	Other		
	Other		
	Other		

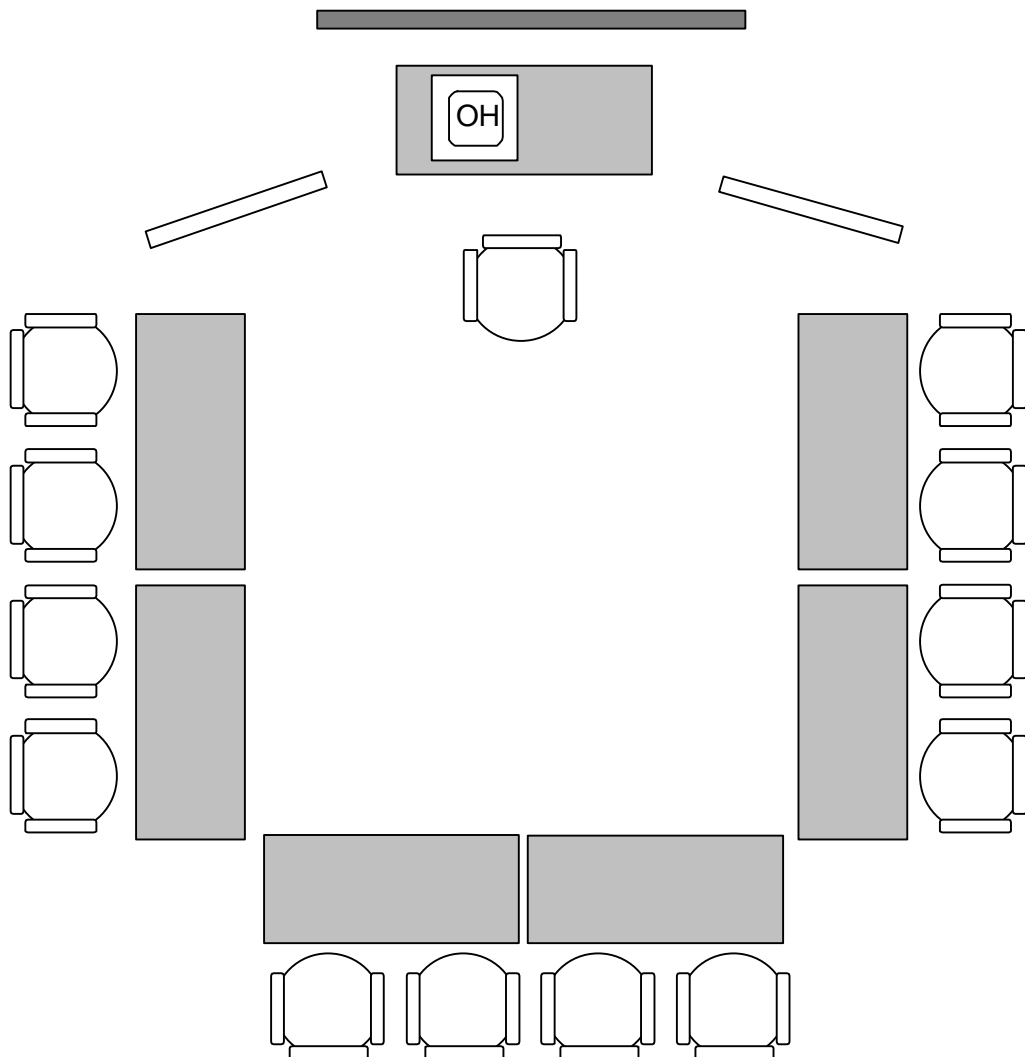
Tool #5: Course Materials Checklist

Program	
Date	Time
Instructor(s)	Location
Date Received	Item
	Prepared slides and overheads in order of use
	Prepared flipcharts
	Copies of exhibits/handouts in order of use
	Blank overhead transparencies
	Instructor's manual
	Copies of any pre-course materials (memos, participant list)
	Small clock
	Student materials
	Pens/pencils
	Note paper
	Paper clips
	Flipchart markers
	Whiteboard markers
	Stapler
	Scissors
	3-hole punch
	Name tents
	Course evaluation forms
	Business cards
	Other

Tool #6: Sample Room Set-ups

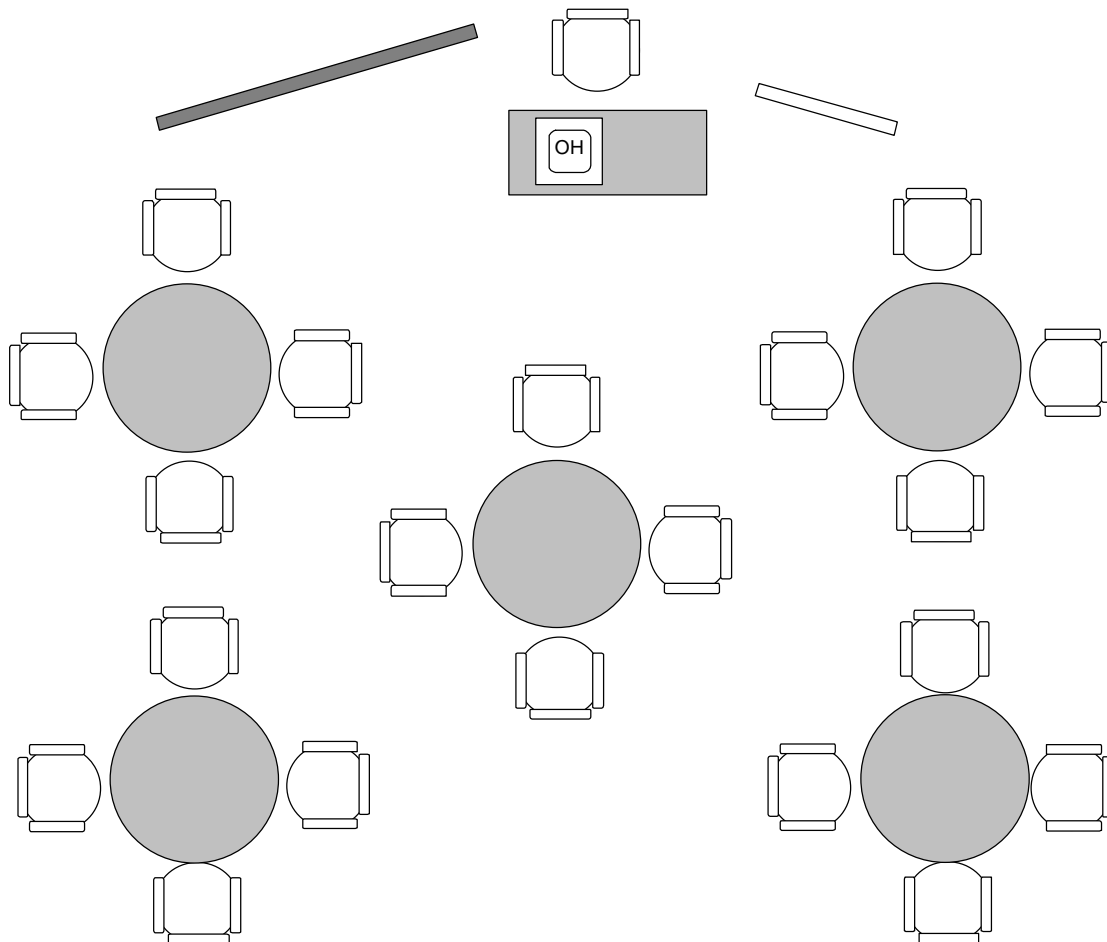
“U” Configuration

- Most popular seating configuration used in training.
- Enables good visual contact. Slight variations can facilitate greater visibility by participants.
- Group is physically close—builds rapport.
- Promote feeling of equity of participants, but it is still clear the instructor is in charge.
- Can be used when tables are not necessary. This is desirable when there will be highly experiential learning.



“X” Configuration

- Used to break up group when high group work is needed.
- Informal, flexible type of learning environment.
- Instructor still perceived as authority.
- Sight lines and proximity of learners encourages free exchange of ideas.



Avoid classroom configuration

- Classroom configuration, featuring rows of tables, interferes with line of sight and limits face-to-face communication between participants. It also makes dividing the group for practices difficult.



Tool #7: Room Preparation Checklist

Program	
Date	Time
Instructor(s)	Location
Completed	Activities to Prepare
	Clear away any clutter.
	Adjust heating or air.
	Locate and test light switches.
	Clean whiteboards.
	Arrange seating.
	Put up charts, easels, and screens.
	Check visibility of charts from different locations in the room. Adjust if necessary.
	Test all electrical cords and plugs.
	Test TV and VCR.
	Check TV volume.
	Set out paper, pens, and name tents.
	Set out class list.
	Display your own name tent.
	Display class agenda.
	Other
	Other