

II. Planning for the Workshop

Most of the work for a successful workshop is done before the workshop day. Here are suggestions for planning and preparing for your workshop to ensure success.

Arranging a PLT Educator Workshop

PLT workshops may happen in a variety of ways. Sometimes a sponsoring organization or the PLT State Coordinator identifies a need and then arranges with a facilitator to plan and present the workshop. More often, a PLT facilitator decides to do a workshop where he or she sees a need and arranges the workshop through a sponsoring organization.

To arrange a workshop, begin by checking with your school, school district, state office of education, teaching colleges or universities or other such organizations to find out whether they would be interested in sponsoring a workshop. Other possibilities could include contacting local nature centers, museums, county parks, or conservation-oriented organizations (such as an urban forestry organization, Girl Scouts, or 4-H) to gain their interest in sponsoring a workshop. The best people to talk to include community relations directors, curriculum directors, principals, department chairs, and lead teachers.

Although sponsors are not required to offer a PLT workshop, some workshop sites require proof of liability and accident insurance before you can hold a workshop there. *PLT cannot insure PLT facilitators.* Therefore, we recommend that you find a sponsor for your workshop that can provide you with insurance protection. Consult your State Coordinator for more information.

Co-Facilitating

We highly recommend that you co-facilitate your workshop, especially if you are a new workshop facilitator. You may co-facilitate with one or two others who attended your facilitator training or with an experienced PLT facilitator (lists of facilitators are available from the State Coordinator). If possible, you might co-facilitate with a resource specialist trained in PLT (for more information, see Inviting a Resource Specialist on page II-x). One of the best co-facilitation strategies is to

pair an educator with a natural resource specialist – in this way, the expertise of each can be tapped for the workshop.

Co-facilitating has many advantages, both for you as the facilitator and for the participants. It is extremely helpful to have someone to share ideas with, to help plan the agenda and your delivery, to help gather necessary materials, to help promote the workshop, and to share the responsibility for presenting activities and for fielding questions. Participants will have the advantage of seeing varying teaching styles and will learn from presenters with different areas of expertise.

If you do work with a co-facilitator, be as explicit as possible with each other *before* the workshop. It is important to identify what each of your roles will be. You may find it useful for each of you to complete the “Co-Facilitating Worksheet” questions on page II-xx, and discuss your responses. This cooperative planning early on will allow for smooth transitions and will also enhance your working relationship.

Arranging for Credit

Offering some kind of credit can be a big selling point to potential workshop participants. If you are affiliated with a college or university, you may be able to offer graduate or undergraduate credit. If you are interested in doing this, you will need to make all arrangements with the school. Depending on the school’s specific requirements, your workshop may need to be longer than is required by PLT (fifteen hours for one credit) and participants may need to complete a written assignment. In Alaska, we partner with **Project WILD to offer credit workshops**. Also, participants will usually need to pay a fee to the college or university to cover the cost of credit. Depending on your credentials, it may also be possible for you to apply as an adjunct instructor and offer credit. **Contact your State Coordinator for more information on this.**

Even if you do not offer college credit, you may be able to arrange for continuing education credit through your state office of education or school district office. In some states, PLT is actually a provider of credit.

Foresters and other resource professionals participating in the Society of American Foresters’ (SAF) “Continuing Forestry Education and Professional Development Recognition Program” (CFE) may be able to earn credit by participating in a PLT workshop. Contact the State

Coordinator for the name of the SAF person in your area to verify or document CFE credit.

Deciding Where and When

Two important considerations you will need to make for designing your workshop are the workshop site and time frame. Everything you do during the workshop will depend to some degree on these two factors.

Workshop Site

Successful workshops have been conducted in a variety of settings: from school sites to city parks, from museum classrooms to wooded retreats. Before selecting a site for the workshop, think about its advantages and disadvantages and compare these to the workshop goals. For example, a workshop at an environmental education center in a regional park can acquaint teachers with resources available to them in their area, while one held at the school site might help teachers see how PLT activities can be used in their own classrooms and will show them that the environment is wherever we are!

Think about ways you might overcome any disadvantages or constraints the space presents. For example, a retreat location may be wonderful for the spirit, but consider ways to include activities and discussion that help teachers relate to the day-to-day classroom setting. A meeting room can help participants focus on the day's task, but can be stifling for nature lovers; plan a way to get participants outside for at least some of the day.

Wherever you plan to conduct the workshop, be sure to reserve the facility well in advance. Some facilities may book up quickly. Visit the site personally prior to the workshop date to check the room size, layout, etc.

Time

Although a PLT workshop needs to be at least six hours long for the PreK-8 Guide, and at least two hours for a secondary module, you have a lot of flexibility about how this time is distributed. For the six-hour workshops, you may wish to conduct a one daylong workshop. This type of workshop enables participants to become proficient in the materials through hands-on involvement with the PLT activities.

For the six-hour or longer workshops, there are also advantages to two shorter sessions spaced over a one- to four-week period. One approach to take with these shorter sessions is to offer an initial after school session of an hour or two and concentrate on activities that fit into the teachers' curricula. A great selling point to gain participants is to show how PLT is already going to fit into what they now do without more work on their part. Between sessions, you may ask participants to conduct with their students the activities you presented during the first workshop session (or other activities they select). At the following workshop session they can share what happened, and discuss adaptations or extensions they developed. Also, participants are able to review the PLT activity guides and prepare additional activities for classroom use or for presenting to other participants at the next workshop session. This two-session format provides a wonderful opportunity for the participants to try out activities while they are curious and excited about PLT. If you decide to use this format, be sure that participants have an incentive and are accountable for attending *both* sessions.

The secondary module workshops must be a minimum of two hours, with an additional hour added for each module introduced at the workshop. For shorter workshops, (three hours or less), it is best to hold them in one time block.

If you decide to hold after-school sessions, you will need to consider ways to help teachers make the transition from school mode to workshop mode. You may also want to provide high-energy snacks or dinner.

Publicizing Your Workshop

Pre-workshop publicity announces your workshop to those who may be interested in attending. Effective publicity gives potential participants enough information in advance so they know what to expect, including:

- a brief summary statement about PLT
- the goals of the workshop and key concepts to be covered
- who will be conducting the workshop
- the sponsors
- the date, time, and location (including a map and directions, if necessary)

- if the workshop is two sessions, that attendance is required at both sessions
- the registration fee, if any (see Fees, page I-**x**)
- whether college or district credit is available
- what participants will receive: PLT activity guides — at no charge!
- contact person, including address and phone number for further information
- appropriate clothing, i.e. outdoor dress
- whether a bag lunch is needed
- registration deadline

Use your imagination to create a flyer, poster, or announcement that conveys the above information (see "Helpful Hints for Making Flyers" on page II-**xx** and the sample flyers in Appendix E.) Use whatever format works well in your setting. Whenever possible, make use of existing communication channels within your organization or within your school, district, or county education system. Flyers may often be sent by mail or fax to local schools, addressed to the principal or curriculum coordinator. **The Coordinator will assist you advertising workshops through contacts at schools and agencies.** You may also want to include the workshop on your county or district calendar. Also, the PLT national website (www.plt.org) has a calendar on which you can post upcoming workshops.

As with most advertising, word-of-mouth is usually best. For example, if you are inviting educators from more than one school site, ask one person at each site to help spread the word and send extra announcements for that person to share. Many department chairs and lead teachers are willing to forward workshop announcements to groups of teachers they commonly work with.

Another possibility is to announce your workshop through the newsletters and web sites of various local educational associations, such as local science, social science, or math councils, or environmental education or outdoor education organizations. Press releases may also be sent to local daily or weekly newspapers that feature a spotlight or regular section on education. Your State Coordinator may also be able to post a workshop announcement to your state's PLT web site and possibly take registrations by e-mail.

It will be helpful if you know in advance the number of people who will be attending your workshop. You may want to include a tear-off registration form at the bottom of your flyer. Besides letting you know how many people to expect, a pre-registration form can also help you

structure the workshop to accommodate the participants' specific grade level interests. To encourage early sign-ups, you may also state "Enrollment is limited," "Registration will be accepted on a first come, first served basis," or "Register by (date)."

In order to make the workshop experience as positive as possible for those attending, you might consider setting a minimum and maximum number of participants. If you do this, make sure you have a way to contact participants before the workshop to let them know they are registered or to inform them if the workshop is canceled.

Considering the Audience

Before you plan the specifics of your workshop, it is helpful if you know some of the needs and interests of your participants. If you have enough lead time, you might prepare a pre-workshop questionnaire to find out their expectations for the workshop, what grade level and types of young people they work with, and any special needs they have. If you know beforehand that the group you will be working with has a special area of interest, you may want to tailor the entire workshop to suit their needs. For instance, you might announce the workshop as "PLT — Improving Elementary Science Instruction," "PLT and Basic Skills," "PLT for the High School Biology Teacher," "PLT and the Urban Environment," or "PLT in Outdoor Schools." You could then plan a workshop agenda to fit the special interests of the audience. Even if you do not know the specific needs of your audience before you begin planning, try to visualize what the audience would want from the workshop. Is their attendance mandatory or voluntary? If it is mandatory ask yourself, "Why would the participants *want* to attend?" and be prepared to show what they can gain from using PLT with their students. For information about ways to meet the needs of your audience as adult learners, see "Adults as Learners," page II-xx.

You might also consider whether there are any local issues or current movements in education the participants might be concerned about or interested in discussing. If you identify possible issues or trends, think about how you could address these during the workshop so that each person has an opportunity to participate. For ideas on topics you might model and discuss, see Section V: Topics to Model and Discuss.

Selecting PLT Activities

After you have considered your audience, you are ready to select PLT activities to present. Do this while you are planning the agenda (see Planning the Agenda, page II-**x**) so that you get an idea of how much time you will have for modeling activities. Keep in mind, however, that a six-hour workshop typically includes participants' experiencing a minimum of *five* PLT activities in order to get a good sense of the nature of those activities.

The PLT activities you choose for the workshop should depend on the goals of your workshop, the interest areas of the participants, the time and space available, and your own personal preference. For a diverse group of educators select activities that reflect the interdisciplinary nature of the materials, their usefulness in many subject areas and at all grade levels, and, if possible, the range of concepts addressed by PLT. If you know that your audience has a special area of interest, select activities to meet their needs. If the workshop focuses on a particular theme, choose activities that tie in with that theme.

Select activities that involve a variety of learning strategies, for example, creative writing, simulation games, drawing, outdoor investigations, and mathematics. You might also want to select activities that demonstrate PLT's ability to help students move from awareness of environmental issues to action.

Give participants an opportunity to participate in action-oriented activities, as well as a chance to sit periodically during other activities. By providing this variety, you give participants a nice sampling of the activities in the guides, and create a more enjoyable and well-rounded workshop. Also allow for a mix of indoor and outdoor settings, weather permitting. Educators can see first-hand how flexible PLT is and they get a chance to enjoy the outdoors, too.

In general, plan to include activities *you* find exciting — your enthusiasm and excitement will be contagious. Many facilitators are more comfortable using PLT activities they have experienced themselves or have done with students. Trying out an activity before the workshop will help you in several ways: you will know first-hand how the activity works; you may develop interesting extensions or

variations or locate valuable resource materials you can share; and you can bring in student work to demonstrate the activity's effectiveness.

Feel free to modify any of the PLT activities with your own ideas and adaptations to fit local issues or interests, the time and space available for the workshop, and your own leadership style. Through your variations, you will be emphasizing an important idea: the PLT activities are useable as written, and they can also serve as points of departure for new explorations. It is also helpful to point out that the activities use materials that can easily be found in the home or school. Clearly convey this flexibility during your presentations.

If you plan to have the workshop participants present activities to each other, keep in mind that they will also be selecting some activities during the workshop. You might lead participants through a few activities, then form small groups in which participants select, prepare, and present an activity. One approach to doing this is to have three or four activities on a list that all relate to the same topic. Groups select one of these to present, but they gain the experience of looking at two or three more activities than they would have otherwise seen.

To tie-in with current practices of teaching conceptual learning, you may want to plan your workshops in a way that will show how PLT does this. For example, use a storyline to connect the activities you choose to demonstrate. These activities can be built around one of the PLT themes, or focus on a special interest in your community.

Planning the Agenda

After you have considered your audience and have begun selecting activities to present, you are ready to plan the workshop agenda. The following sections and the "Agenda Highlights" on page III-xx will give you some ideas about elements to include. Also look at the sample agendas in Appendix D for approximate times to allow. PLT workshops should follow these steps to lead the workshop participant from 1) an *awareness* of PLT, 2) to *knowledge* on the specifics of the PLT program, 3) to an opportunity to *challenge* the ideas and/or come to *consensus* on the new ideas, 4) then finally to *action* -- to use PLT materials in their teaching! (See the "Workshop Design" section on page I-x for more information.)

The most critical elements when planning an agenda are:

- Welcome, Agenda overview, Workshop goals
- Getting Acquainted
- History of PLT
- PLT Activities experienced by participants (minimum of 5)
- "Hike Through the PLT Guide"
- Other Resources
- Individual Classroom Planning
- Discussion of how to tie PLT into a variety of subjects and standards for classroom teachers
- Workshop Endings
- Evaluation, Certificates, and Feedback

Planning and Presentation of Agenda Items

Following are things to consider when planning each of the above workshop elements.

Welcome, Agenda overview, and Workshop goals. Plan how you will welcome the participants, introduce yourself and other presenters, and give a brief overview of the agenda. No matter how clearly you have stated the workshop purposes and time frame in your pre-workshop publicity, it is a good idea to restate them when you begin the workshop. People feel more comfortable if they know what to expect — and when.

Next, you may want to state the objectives for the workshop, then ask participants to briefly write their individual and professional goals for being there. This should be something that they keep to themselves. Later in the workshop, take a moment to check in with them -- how are they coming along in meeting their goals? You may also want to add that while it is the facilitator's responsibility to meet the goals of the workshop, it is the participants' responsibility to make sure that they leave the workshop having met their own goals.

Getting Acquainted. Plan how you will have participants introduce themselves. They are coming together for the workshop as learners and, especially if they do not know each other beforehand, the learning environment can be enhanced by creating a friendly and informal atmosphere at the beginning of the workshop. Nametags are very helpful here! If appropriate, you may do a quick needs assessment to pinpoint the specific needs and expectations of each participant. For example, each participant might say, "My name is _____, I teach at _____, and I am particularly interested in _____ about

PLT.” If you would prefer something lighter, you might plan an icebreaker activity. For sample icebreakers that are adapted from the PLT activities, see page VI-**xx**.

PLT History. The PLT organization is proud of its beginnings and feels that explaining those beginnings to educators helps give them a better understanding of PLT's goals and purposes.

The history should include:

- when, why and by whom the idea for PLT was initiated
- an explanation of PLT's co-sponsors, CEE and AFF -- who they are and their role in the PLT program
- how the PLT texts were developed and evaluated
- how PLT is adopted by states and foreign nations on a volunteer basis and statistics on how many states and countries are currently involved
- a mention of PLT's national associate sponsors
- a mention of the awards PLT has received
- PLT's history within your own state -- how long has it been there, who are its sponsors, etc.

All the information you need to present PLT's history is provided on Page I-**x**. See Appendix x for sample overheads to explain the history.

PLT Activities Presented by You. Plan how you will present each activity. If you have invited a resource specialist, consider asking that person to lead appropriate activities (see page II-**xx**, Inviting a Resource Specialist).

Plan to present PLT activities in a way that engages the participants as learners first, then allows them to reflect on the activities from their perspective as educators (see “Adults as Learners” on page III-**xx**.) To help participants reflect on the activity, you should have a quick debriefing after each activity. ***Debriefing is often the most important part of leading an activity. For debriefing, you might invite participants to share:***

- **what they learned through the experience;**
- **what they would like their students to learn;**
- **how they might adapt the activity to fit the needs of their students (for example, to fit a particular grade level or to accommodate students with special needs) or curriculum;**
- **ways that the activity could be enriched or extended**

- **any classroom management ideas or other suggestions they might have.**

Depending on your audience, you should have them share in small groups or in the group as a whole. You might also consider modeling the learning cycle in your activity presentation and debriefing. For more ideas on how to do this, see “The Learning Cycle,” on page III-xx.

“Hike Through the PLT Guide.” Plan how you will help participants become familiar with the contents of the activity guide. You may choose to conduct a walk-through using questions in a competition between small groups or in a “Jeopardy” game format. Or, you might prefer to lead the whole group through the guide pointing out important elements along the way. See Appendix F for Sample “Hike” ideas. Another option here is to use an activity that has already been presented as a reference point for your hike.

Other Resources. Consider how you will introduce participants to books, materials, or local resources that can supplement the PLT activities. You could display books and materials at a resource center throughout the day. For resources such as parks, arboretums, nature centers, museums, local conservation groups, you might make a “resource list” chart that participants add to throughout the day — then copy and send the ideas to participants afterwards. If your workshop is held at a park or nature center, consider having a staff member welcome the group and take a few minutes to discuss the setting, what offerings may be available to school groups, and other resources they may have available for educators.

Individual Classroom Planning. One of the initial questions participants are most likely to ask when they attend the workshop is “How can I use PLT in my classroom (or other setting)?” Individual classroom planning is an important component to include. Once your workshop participants have become familiar with PLT and some of the activities, they need time to directly connect these new materials to the needs of their students and to their own teaching goals.

Plan adequate time for this component, even if you have to shorten something else. You might lead a brainstorming session and ask everyone to share their ideas. Another approach would be to have participants form groups and devise plans for implementing PLT in their classrooms, and then come together for discussion with the whole group at the end. Clustering participants by grades or subject

areas is often helpful here. You might also consider asking them to select lessons that they might use in the next week, month, or school term. This helps to emphasize the point that PLT is not “something extra” for them to do, but actually can help participants teach what they already have to teach.

Participants might also work independently to prepare specific plans for using PLT in their everyday teaching. If you want to include this individual planning, you might ask participants in advance to bring textbooks and lesson plans to the workshop. This works particularly well in a school or in-service setting. Also, make a copy of the PLT Curriculum Planning Worksheet handout on page III-**xx** for each participant.

School or District Curriculum Integration.

Coordinators have discovered that teachers trained through PLT workshops have consistently used the activities they participated in while attending the workshop. This speaks highly of those facilitating the workshops, but also creates potential repetition for students if multiple teachers representing different grade levels from the same school choose to attend a similar workshop. Students might inadvertently repeat and activity in successive years.

The opportunity to partner with a team of teachers from a school or district across grade levels provides unique advantages to “integrating” PLT Activities as part of the adopted curriculum. By using activities as part of an overall plan for integration of the environment in to all subject areas, students have access to a more coherent learning experience. For more information about one process for integration, an environmental curriculum inventory worksheet and essential question planner, refer to pages III-**xx-xx**.

Workshop Endings. Workshop endings are just as important as workshop beginnings. The emphasis here is less on fun, more on developing a renewed spirit of responsibility toward the environment. Some suggestions for “wrap-ups” include:

A group reading. Ask educators to form a circle then have each person read a line or two from a passage that reflects an attitude about the environment, self-worth, being a part of a larger picture, etc.

A Web of Life. PLT activity #45, this activity brings home the point that we are all connected.

Memory Circle is also a good way to end a workshop. Get participants to share something they learned or experienced at the workshop. If you present certificates to show completion of PLT training, incorporate their distribution into the circle activity by asking educators to present the certificate to each other with a few complimentary words.

Use your imagination!

Evaluation, Certificates, and Feedback. Plan time for each participant to complete a Participant Survey Form at the end of the workshop. It is very important that the evaluation forms are turned in since this is how PLT trained educators are added to the national PLT database and how State Coordinators keep track of trained teachers. Once participants have turned in their evaluation forms, you may want to give them a certificate of completion (see Appendix C for a sample). You might also allow time for verbal feedback and suggestions for improving future workshops. Finally, it is a good idea to let participants know how they can encourage other teachers and administrators to get involved with PLT.

Arranging the Agenda Items

Once you have thought about how you will present the different workshop elements, you will need to decide how much time to allow for each element and on the order of the elements. An agenda planning sheet like the sample on page III-xx may be helpful to you.

When planning the agenda, remember that the pacing of workshop activities is important. Offering a variety of activities will help participants stay interested in the materials and ideas you present. Keep in mind that certain modes work better at certain times of the day. For example, after lunch — when many of us tend to get sleepy — you might consider physical movement or visual activities that can be more stimulating than making lists or watching a video. It is important to also think about ways to make the activities you plan to use accessible to all of your workshop participants. If possible, try to include some “alone time,” when individuals can reflect on the ideas or events of the workshop, as well as small group time, when they can share ideas with each other.

Be sure to include time for breaks. Short, frequent breaks can do wonders for reviving everyone's energy levels.

Involving a Resource Specialist

If your state does not train resource specialists as PLT facilitators, you may consider inviting a resource specialist — someone involved in the field of resource management or conservation — to the workshop you are planning. Resource professionals include individuals with expertise in such areas as forestry, air quality, solid waste management, soil science, risk, or wetlands. This person can work with teachers on the activities you lead, help with specific content information, or provide technical assistance in hands-on activities. The resource specialist may also be able to supply workshop materials and equipment, supplemental handouts and other resources, and may be able to provide follow up to teachers as a classroom speaker.

Adding a resource specialist to your workshop can complement your expertise and provide participants with two perspectives during one workshop. Meeting and working with a resource specialist can also give participants a local resource contact who may help them plan classroom visits or identify field trip sites, resources for borrowing equipment or tools, and sources for materials like tree cookies or water test kits.

Once you have identified a resource specialist, clarify your expectations for his or her involvement in the workshop. Help the specialist understand that the objective of the workshop is to help educators feel confident in using PLT with their students, so they must not be overwhelmed by the activities or information presented. Encourage them to invite questions and regularly check for understanding with the workshop participants. Send the specialist a copy of the workshop agenda and review the specialist's roles during different times. For example, discuss whether the specialist will participate with educators in a particular activity or whether he or she will provide expert commentary to introduce the activity.

Again, the value of having a resource professional share facilitating responsibilities with an education professional cannot be understated. The synergy created two such facilitators who work well together makes for an excellent workshop experience!

Planning for Food and Beverages

Snacks and beverages will help participants feel comfortable and welcome. Find out ahead of time whether the sponsoring organization will provide snacks and beverages or whether you will be responsible. Remember to provide a choice of beverages and food to accommodate different dietary requirements. Also find out whether the workshop site has equipment for serving food and beverages such as a hot water pot, cups, spoons, or serving trays. If not, you may need to make arrangements for these items.

If the workshop will be an all-day session, you should also consider how much time to allow for the lunch break. If there are restaurants nearby, you will need to allow enough time for participants to get there and back. In this case, it is helpful to have a list of nearby restaurants and take out options available for review – and even better if the list has directions and sample menus. If there are no restaurants nearby, ask participants to bring a bag lunch or consider providing a simple catered lunch or buying groceries for a sandwich, fruit, and cookie smorgasbord. Whatever you decide for lunch, be sure to allow the time needed for the type of lunch you plan. In addition, remember that participants will need to know what to expect ***ahead of time***.

Gathering Equipment and Materials

Well before the workshop date, carefully plan what materials and equipment you will need for your workshop. Decide what you will need to present each agenda item and what participants will need. Find out what equipment is available at the workshop site and how you can reserve the equipment you need. You can also ask participants to bring some items for the workshop – everything from “lug a mug” to save on dishes and waste, to food for a group snack, to scrap paper, old magazines and newspapers if you expect to use those.

Materials from the State Coordinator

At least four to six weeks before your workshop, send a completed workshop proposal form (see page VI-**x**) to the State Coordinator. The coordinator will send you the following materials:

- PLT activity guides.
- PLT Participant Survey Forms (see page VI-**x**). During the workshop wrap-up, participants *must* complete this form. Survey responses are used to measure progress toward the statewide implementation goal and to add participants to the mailing list so they will receive the *Branch* newsletter. Return the forms to the State Coordinator as soon after the workshop as possible.
- PLT Facilitator Survey Form (see page VI-**x**). This form summarizes some pertinent facts about your workshop. Return it to the State Coordinator as soon as possible after your workshop.
- PLT certificates.
- Copies of the most recent issue of the national PLT newsletter, the *Branch* (if available).
- Other supplementary materials on hand.

Other Materials

In addition to the materials the State Coordinator will send, you may want to bring the following supplies as well as any other props for specific activities you are planning. If you conduct workshops often, you may wish to keep a workshop box full of miscellaneous items such as these:

- Masking tape
- Non-permanent marking pens, different sizes and colors
- Pens or pencils
- Scissors
- Name tags
- Paper clips, rubber bands, rulers, string or yarn, ziploc bags
- Supplies and props needed for specific activities such as blank paper, index cards, crayons, or instructions
- Resource materials for participants to peruse, including children's literature that supplements PLT activities and related environmental education curricula and guides
- Flip chart and easel
- Slide projector and screen, or any other audio-visual equipment needed, including extra light bulbs and an extension cord
- Computer and LCD projector
- Receipt book for workshop payments

Consider the group size when you choose audio-visual equipment. A video player and monitor work well in small groups, while a film projector is better suited for large groups. See “Visual Aides Compared” on page III-xx for more information on choosing visual aide media.

Preparing Necessary Visuals

Think about any visuals you will need, such as flip charts or overhead sheets, and prepare them before the workshop. Develop a written agenda and write it on a flip chart and/or reproduce copies for all workshop participants. Power point presentations may also be an effective way to provide visual aids throughout the training.