

# How to Lead an Training Workshop

1. Set up the room very, very early if possible to prevent time-wasting glitches
2. Start on time always. Circulate a form to collect email addresses so you can send participants the PowerPoints on Interact.
3. Begin by asking participants to raise their hands if: (this reassures them that the presentation will provide answers to their current problems, otherwise, why should they attend?). Sample questions could be:
  - Have a wide range of academic proficiency in the students in their classroom/district?
  - Have a variety of different learning styles in their classroom/district?
  - Have a variety of teaching styles in their school/district?
  - Would love to have easy-to-use lessons to reinforce learning so students remember subject matter for assessment tests?
4. Show agenda for presentation, noting how you will be addressing the concerns just mentioned. Generally the agenda will include:
  - Introductions of participants, presenter and Interact itself
  - Challenges facing educators in diverse classrooms, schools and districts
  - Interact solutions for those challenges
  - Questions from participants
  - Summary by participants
  - Conclusion
5. If there are less than about 15 participants and you have time, have each introduce themselves by title, work site (if not at one school), courses taught and top current curriculum challenges. Be sure to note details and refer to participants by name and use classes they are teaching as examples during presentation and in the conclusion.
6. Introduce yourself, years of working in education, particularly with groups similar to today's participants.
7. Give Interact history: created by teachers, for teachers in the 1960s, classroom tested, current and past rave reviews by teachers across the country who have used Interact for decades.

8. Review challenges mentioned by participants. Common ones include:
  - a. **Not enough time** for social studies and science (Interact is multidisciplinary so teachers can develop language arts and math skills using content)
  - b. Emphasis on **testing** (Interact reinforces learning so students actually remember topics from the fall on spring tests)
  - c. Not enough **funding** for supplemental materials (documented student achievement make this an investment toward your school's goals)
  - d. Wide range of student **abilities and learning styles** (Interact activities address a wide variety of both and collaborative peer support takes some of the burden off of teacher)
  - e. Classroom **isolation** of teachers (Interact has a help desk, a website forum for Interact users and authors)
9. Mention brain-based research:
  - a. Brain is social and emotional, **understanding** and **remembering** begin with collaborative, challenging activities.
  - b. Peer support found in collaborative activities is invaluable for struggling students, whether they are just below grade level, have learning disabilities or are learning English. (These groups can also be gifted.)
  - c. Interact activities require students to reach to the top of the new Bloom's taxonomy. Students must analyze the task, **evaluate** how to **apply** their knowledge to **create** the assigned product.
10. Transition from how Interact empowers students to learn through experience to how easy it is for teachers to use.
11. Walk through the PowerPoint, highlighting:
  - a. Detailed teacher's guides answer every question, making it easy to prepare.
  - b. Materials are easy to obtain
  - c. The Unit Time Chart is for teachers to quickly pick and choose which aspects of the unit they want to use. Each year, they can vary based on their interests or student needs, making each unit an enduring resource.
  - d. Most units come with pretests and post tests for traditional assessment and all units are authentic assessment based.
  - e. Most units have a handy Letter to Parents to engage them, these should also be sent to administrators, who appreciate being updated on class activities. Most units have activities that would be enhanced by participation or parents, administrators or community members. This community-building aspect is a key objective of elementary education and fun too.
  - f. The variety of collaborative tasks give teachers opportunities to address a range of both teaching and learning styles and to customize the curriculum to perfectly match their current classroom challenges.

12. Questions or concerns can be oral or you can ask participants to write them down, you can collect them, shuffle and pass out again. Then ask each person to read their questions, construct an answer. Ask for other “answerers”, then follow up.
13. Summary. Pair participants and have them share with each other in the format, “Dear David, introduce Interact Active Learning Projects will be valuable to me because.... I’m concerned about how introduce Interact Active Learning Projects can address my challenge of ....” Have them exchange papers, read and respond. Then share with the class. If possible, write responses on overhead or whiteboard. Address concerns first.
14. Conclusion.
  - a. Review the general concerns and how Interact addresses them, followed by restating the Interact is classroom and scientifically tested and documented to increase student understanding on retention (and really enjoy school).
  - b. Provide contact information for yourself and Interact and remind participants that you will send them PowerPoints on Interact using YouSendIt.
  - c. End with the charge for participants to use the PowerPoint introduce Interact Active Learning Projects either to students, fellow teachers or administrators at their school site within the next week.