

Developing an Agenda

Before you develop an agenda for your workshop or training, consider: What new skills or knowledge do you want your audience to leave with? What interaction with peers or experience during the workshop will help participants practice those skills? What is the best way to connect with this audience?

Below is a description of some common agenda components: activities; estimated times, methods, and resources. As you develop your agenda, jot down notes on each (see sample agenda template and examples of agendas).

ACTIVITIES

- **Learning objectives:** Let participants know what you hope they will learn at the start of the session. This helps to clarify expectations.
- **Warm-up:** Begin with a warm-up “ice-breaker” activity so that people can get to know each other a little and feel more comfortable. Examples of warm-up activities can be found in the *Providing Independent Living Support: Training for Senior Corps Volunteers Facilitator’s Guide* (see p. 46).
- **Content:** Information on your training topic can be delivered any number of ways. This might include a mini-lecture, with or without visual aids, questions put to the group, use of handouts and worksheets, a demonstration, etc.
- **Interactive experience/exercise:** Interactive activities should allow participants to explore the content, which reinforces the points you want them to remember, gives them an opportunity to practice and keeps them engaged. An exercise will be well-received if participants can share their own knowledge and experience with peers.
- **Reflection:** Towards the end of the training, allow time for participants to reflect on what they have learned. This could involve an individual reflection activity (e.g. a worksheet that they take home) or a short discussion with another participant.
- **Training Evaluation/Feedback:** Try to get feedback on how the training worked, informally (Delta Plus) or by asking volunteers to complete a survey anonymously. An example of a training feedback survey that participants complete at the end of the training is available in the curriculum. You may also want to get feedback from volunteers some time after they have been trained to determine if the training they received was helpful and relevant to their assignment.

ESTIMATED TIME

As you plan your agenda, estimate how much time each section of the training will take. You may want to practice a section with a colleague if you are unsure how long it could take. When you train, try to keep to your estimated timeframe for each activity. However, be flexible; you don’t want to cut off a spontaneous but important group discussion. See Chapter Three in the *Providing Independent Living Support: Training for Senior Corps Volunteers Facilitator’s Guide* for group management tips and Chapter Two (pp. 25-26) on timing.

METHODS

When considering different methods, think about...What training activities are most effective with this group? What are the challenges with this group? What have we used in the past that has been successful?

Methods might include:

- Short lecture
- Interactive exercises
- Visual cues (e.g. PowerPoint presentation)
- Informational handouts
- Opportunity for group interaction/discussion
- Opportunity for individual reflection

See any module in the curriculum for examples of these different methods. See Chapter Two in the *Providing Independent Living Support: Training for Senior Corps Volunteers Facilitator's Guide* for tips on applying different methods for different adult learning styles.

RESOURCES: Preparing your Material

Plan in advance the materials and number of handouts you will need, or tips you may want to give a guest speaker about your group. Consider...are there literacy challenges, language barriers, or physical impairments that may make understanding a speaker or reading materials or a projected image difficult? See p. 4 of the *Providing Independent Living Support: Training for Senior Corps Volunteers Facilitator's Guide* for tips on accommodating persons with disabilities.