CONVERSATIONS: A SIMPLE APPROACH TO SHARING THE GOSPEL

INSTRUCTOR’S GUIDE
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About The Gideons International

“Go therefore and make disciples of all nations…” Matthew 28:19 (ESV)

The Gideons International is an Association of Christian business and professional men and their wives dedicated to telling people about Jesus through associating together for service, sharing personal testimony, and by providing Bibles and New Testaments. While we are often recognized for our work with hotels, we also place and distribute Scriptures in strategic locations so they are available to those who want them, as well as to those who may not know they need them.

The Gideons International was established in 1899. Our founders realized that Christian men needed to be continually strengthened in their walk with the Lord and that by standing together in faith, they could accomplish great things for God’s Kingdom. Those formative years focused on who a man was before God and the strength and power of his personal testimony. Through associating together for service, Gideons challenge each other to strengthen their testimonies for Christ and fulfill their God-given responsibilities as spiritual leaders in their homes and churches.

Members of The Gideons International share our faith because we realize how often people today need someone to come alongside them in finding their way to true salvation that is available only through the grace of God. As opportunities arise, we take time to share the Gospel message with friends and family, business acquaintances, and other people we meet who are struggling in their daily lives.

Personal witnessing and the sharing of God’s Word has always been a unique focus of The Gideons. It’s a spiritual gift that is made stronger as Gideons participate in the activities of the ministry, such as Bible placements, Scripture blitzes, and divine encounters where God’s Word is shared. The workshop that you are being trained to deliver [Conversations: A Simple Approach to Sharing the Gospel] is being offered to local churches as an exciting new component of our partnership in ministry as we strive side by side for the faith of the Gospel. It’s an opportunity to build up our brothers and sisters in Christ by encouraging and sharing what is for us an area of strength. Through this workshop, we’ll offer a simple and straightforward approach that will help attendees be obedient to the urging of the Holy Spirit and to share the Good News of the Gospel with someone that does not know Jesus Christ as Lord and Savior.

For more information, visit Gideons.org
Welcome / Objectives / Open in Prayer / Class Norms

Open in Prayer
Gideons are men of prayer. When doing the Lord’s work as part of The Gideons, we seek His blessing on our efforts including this workshop.

Personal Introductions
It is a good idea to begin the workshop with a warm personal welcome, then give the workshop attendees an opportunity to introduce themselves to the class. Learners should share their prepared brief salvation testimony. Time permitting, other information can be included.

Some ideas for introductions include:

- Name
- Brief testimony of personal salvation

Time Permitting:

- Home Church
- Interesting fact about me
- What I hope to get out of the workshop
- Favorite Bible verse (show what’s on the inside of their name tent if this option was used)

Workshop Welcome from Gideon Headquarters
This video will welcome train the trainer workshop participants and provide insight into the importance of including the workshop as an important component of church relations.

Learning and Performance Objectives
This topic will be used to clearly state the objectives for and approximate timing of the Train the Trainer session. In addition to the stated objectives, learners will be encouraged to share their personal objectives and expectations for the session.

Notes:
Workshop Objectives
The following section identifies the goals and objectives of the Train the Trainer in the sequence as they will be delivered. The recommended order to address the goals in the Train the Trainer program is as follows:

1. Describe the goals and content of the workshop.
2. State the roles and responsibilities of commissioned workshop facilitators.
3. Demonstrate the ability to promote the workshop to leaders of potential participating churches.
4. Perform administrative, preparatory, and follow-up tasks associated with conducting both the Train the Trainer and the workshop.
5. Demonstrate the foundational tasks associated with classroom control and facilitation.
6. Demonstrate the ability to facilitate all of the activity types included in the workshop.
7. Train instructor candidates to facilitate the workshop.
8. Create a community of qualified instructors that can support each other in the delivery of the workshop.

Personal Objectives
Share your personal objectives. Note your personal objectives in the space provided below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Notes:
Why is Personal Witnessing Important?

Small Group Discussion Activity
Why is Personal Witnessing Important?

1. Divide the learners into groups of about three (3).
2. Provide each group with a “persona” handout.
3. Have each group answer the following questions (presented on the current slide) and document the answers in their participant guides.
   a. Why is personal witnessing important?
   b. Where in the Bible does Jesus command his followers to personally witness?
   c. Would you witness to your assigned persona? Why or why not?
4. Allow eight (8) minutes for the small groups to discuss and answer the questions.
5. At the end of the allotted time, have the learners stop discussing in their groups.

Bible Verses Referencing Personal Witnessing

Here are a few Bible references to personal witnessing:

<table>
<thead>
<tr>
<th>Verse Reference</th>
<th>Verse Text</th>
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Notes:
Roles, Responsibilities, and Expectations

Roles and Responsibilities

The Gideons International Senior Leadership

The Gideons International Education Unit

State/National Association Leaders

Camp Presidents

Notes:
Workshop Instructor

Gideons

Church Leadership Team

Notes:
Workshop Delivery – Conversations: A Simple Approach to Sharing the Gospel

This is an opportunity for you to see a veteran trainer deliver the Conversations workshop. Learners are expected to participate as if they had enrolled in a church workshop. Take notes in the space below.

Notes:
Facilitator Resources
Now that you’ve experienced the workshop as a learner, let’s start looking at the workshop from the instructor’s perspective, starting with accessing the workshop resources.

Introducing the Media Resource Platform
The Media Resource Platform is a cloud-based file storage resource that is accessed through theConnection. It is already used to provide member access to a variety of resources such as the Camp Experience monthly camp videos. Once authorized, workshop trainers will be able to access the workshop resource area which will provide:

- Access to all workshop materials.
- Workshop administration resources.
Promoting the Workshop
This topic will teach us to use provided materials to promote the workshop within the Gideon membership and with the leadership of participating churches. There will be an activity to reinforce this topic.

Break Out Group Activity
Working in up to three (3) groups, allow each group fifteen (15) minutes to use the promotion materials provided to develop the resource specified.

1. Group 1: A three-(3) minute presentation to promote the personal witnessing workshop to leaders of qualified and supporting churches. The presenters will deliver their presentation is if the audience was the church leader.
2. Group 2: A three-(3) minute presentation to promote the workshop as a resource for improving church relations to the members of Gideon camps. The presenters will deliver their presentation is if they were delivering to members at a local camp meeting.
3. Group 3: Create and customize promotional materials (i.e., bulletin inserts and online event announcements) to provide to host churches for promotion of the workshop. Presenters will use sample information provided to customize their materials. The three-(3) minute presentation will discuss how they used the available templates to create customized promotional materials.
Evaluating Training Location and Class Size
Now that a church has requested a workshop, we’ll need to partner with the participating church leadership to secure a suitable location for the workshop. This topic will teach you to evaluate the facilities offered by the local eligible and supporting church to determine if they meet minimum requirements to conduct the workshop.

Using the Workshop Preparation Checklist
The Class Preparation Checklist identifies how to evaluate the location offered by the host church to determine if it meets minimum requirements and to determine maximum workshop enrollment.

Physical Environment Considerations
- Room dimensions
- Furniture availability (tables, chairs, easel charts, whiteboards, etc.)
- Electric power availability
- Temperature control

Technology Environment Considerations
- Computer projector
- Projector screen
- Internet Access
- Available WiFi
- Cellular signal strength
- Printer
- Copier

Points of Contact (POC):
- Building access for setup and conducting the workshop.
- Promotion via bulletin insert
- Promotion through church’s media outlets (web page, email distribution list, Facebook, twitter, etc.)

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Notes:
Physical Environment Considerations

Room Dimensions
The room needs to be large enough to host the workshop including facilitator presentation, learner seating, and break out areas. According to research, the lower middle range for social distance (space needs) for men and women is about 6 linear feet (or about 36 square feet) per person.

- The minimum suggested workshop is a trainer and up to four (4) learners (assuming all other considerations can be satisfactorily met). This might be hosted in a conference room or small meeting space in a host church.
- If the size of the room supports the minimum enrollment, continue to check other considerations to determine maximum enrollment.
- Many churches have a function room that will be more than large enough to host the workshop.
- The workshop can be delivered in a host church’s sanctuary assuming all other considerations can be met.
- If room capacity is a concern, use the rule of thumb of 36 square feet per occupant (sources vary on this from 20-50 square feet per learner) to calculate maximum workshop enrollment. For example, a function room in a church is 30 feet wide by 40 feet long. That’s 1,200 square feet. Using our rule of thumb, a room with those dimensions supports a capacity of 33. Subtract one for the trainer and this workshop has a maximum enrollment of about 32 learners.

Furniture Availability (Tables, Chairs, Easel Charts, Whiteboards, Etc.)
The host church will need to provide tables and chairs to support the trainer and each learner. Usually this isn’t an issue, but worth checking since there may be other events occurring at the same time that take some of the available resources.

- Determine the number of learners per table depending on the size of the tables. A good rule of thumb is about 4 square feet of desk space per learner.
- The trainer will always need one table at the front of the room.
- One white board at the front of the class would be a nice to have, not a need to have.
- If possible, the host church should also provide white board and easel charts. The workshop may break learners up into groups and ideally, each group would have their own easel chart.

In addition to space and furniture, the training location needs to support facilities that facilitate the workshop including:

Electric Power Availability
A varying number of electrical outlets will be needed depending on the technology being leveraged in the workshop.

- The trainer will always need electrical service to support the following:
  - Computer
  - Projector
  - Speakers

Notes:
• If learners will be leveraging technology, power strips with at least one outlet per learner will need to be provided on the learner tables/desks.
• Care must be taken to keep electrical cords from becoming a trip hazard. Typically, electrical cords are tapped to the floor or covered with carpets or mats.
• If the workshop will use the church’s media resources, make sure that the trainer has access to and knows how to use the available equipment, or that the church’s media point of contact is available.

Available Lighting
• The space provided by the host church needs to be adequately lit to ensure learners can read, write, etc.
• The trainer must know where the light controls are, and either be able to operate them or have a POC available to assist.

Temperature Control
• Learner comfort is important so depending on the time of year and location, the host church must be able to provide environmental control to keep the workshop location between 68 and 78 degrees Fahrenheit (20 and 26 degrees Celsius).
• The trainer needs to know how to adjust the environmental controls, or who to contact if environmental controls need adjusting.

Learner Comfort
• Restrooms need to be readily available during the duration of the workshop.
• A source of drinking water is highly recommended.
• Parking needs to be convenient and adequately available for the expected learner attendance.
• ADA Compliant – The training location should be in compliance of all ADA requirements.

Recommended Maximum Workshop Size
• Regardless of the space available, workshop enrollment should not be permitted to exceed 20 learners for sessions supported by a single trainer.
• If sessions larger than 20 are requested, consult your Educational Unit for guidance and/or additional trainer support.

Group Activity - Case Studies
Let’s practice applying what we’ve learned about evaluating the training location to determine if it’s possible to conduct the workshop at the location identified, and what the maximum class size would be.

1. Divide the class into three (3) groups.
2. Distribute a case study to each group.
3. Allow ten (10) minutes for the groups to complete the evaluation of the location presented in their assigned case study.

Notes:
4. At the completion of the ten (10) minutes, have the groups stop work and prepare to present their results to the class.

5. Have each group determine:
   a. Is the space suitable?
   b. How many learners could the room support?
   c. How many tables/chairs would be needed? The church’s tables are 6’ x 2’.
   d. Where would you position the trainer, easel charts, etc.?
Setting Up to Conduct the Workshop
This topic will teach you to conduct the physical setup of the classroom, including presentation option and any other included technology. Trainers need to remember that setup must be completed before the first learner arrives, so plan enough time prior to the start of the workshop, or complete part of the setup the day before if possible.

Workshop Layout Options
Take a moment to review the typical workshop layout options. The most effective layout option for the workshop will in most cases be the horseshoe. This layout is probably ideal for the typical workshop enrollment and encourages collaboration and learner engagement.

<table>
<thead>
<tr>
<th>Sanctuary</th>
<th>Horseshoe</th>
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<tr>
<td>![Sanctuary Diagram]</td>
<td>![Horseshoe Diagram]</td>
</tr>
</tbody>
</table>

**Pros:**
- Large capacity
- Easy setup
- Media-ready

**Cons:**
- Seating does not encourage collaboration
- Pews may be uncomfortable for longer workshops.
- Possibly overcrowding or excessive enrollment

**Pros:**
- Promotes collaboration
- Easier to interact with the whole class
- Ideal for discussion and participation
- Large area for demonstrations and presentations

**Cons:**
- A large class may have difficulty engaging in discussions
- Controlling behavior may be challenging

Notes:
## Round Tables | Conference Style

### Pros:
- Promotes collaboration in groups
- Ideal for small group discussion and participation

### Cons:
- Harder to interact with the whole class
- Controlling behavior may be challenging
- Possibly overcrowding or excessive enrollment

### Pros:
- Promotes collaboration
- Easier to interact with the whole class
- Ideal for discussion and participation

### Cons:
- A large class may have difficulty engaging in discussions
- Controlling behavior may be challenging
- Possibly overcrowding or excessive enrollment

### Notes:
### Standard Classroom

**Pros:**
- Easy to supervise
- Minimizes disruptions
- Promotes individual work and productivity
- Ideal for tests and presentations

**Cons:**
- Uneven levels of interaction
- Difficult for teachers to move around the classroom
- Discourages group work
- Students at the back may find it hard to focus on the lesson

### “V” Shape

**Pros:**
- Easy to supervise
- Minimizes disruptions
- Promotes individual work and productivity
- Ideal for tests and presentations
- Better focus on projected media

**Cons:**
- Uneven levels of interaction
- Difficult for teachers to move around the classroom
- Discourages group work
- Students at the back may find it hard to focus on the lesson

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**Notes:**
Setting Up the Classroom

Instructor Workspace
- The instructor space needs to be centrally located in the room with enough space for a projector, portable computer, audio solution/speakers, and trainer’s printed materials.
- Electrical power needs to be available at the instructor location with at least three (3) outlets available if the projector, computer and audio solution are all located there.
- Connect devices to WiFi and verify Internet access as necessary.
- Whiteboard or screen needs to be set up at a distance to allow projected slide text and images to be clearly visible from all learner seating locations.
- Verify that all learners can clearly see the screen from their seated location.
- Connect the audio device and test to confirm that audio can be heard from all learner locations.

Learner Workspace
- Verify each learner has about 4 square feet of space at their desk/table.
- If learners will be using technology, ensure power strips are available and can provide at least one (1) outlet per learner.

Classroom Environment
- Ensure adequate lighting
- Ensure proper temperature control
- Ability to limit distractions

Finishing Touches
- Set up three (3) easel charts. One should be at the front of the room for the trainer to use. The other two should be set up in the two back corners of the room for use during breakout sessions.
- Ensure multiple working, colored markers are available at each easel chart.
- If there is a white board, ensure that you have whiteboard markers and a whiteboard eraser.
- Provide each learner with a workbook, name tent and pen.
- Ensure there are markers on the tables for learners to use to set up their name tent (these can be the same markers as used for the easel charts).
- Post signs at each entrance informing people that a workshop is in progress and to ask for quiet.
- Have post-it notes available to all the learners at their tables.
- Create a “Parking Lot” at the front of the room.

Notes:
Making the Connection
This topic will teach you to conduct the proper setup of the media equipment used in the classroom.

This workshop contains various media components that need to be presented during the workshop. Presenting media requires several components, including:

- **Source Device** – This is the device that plays the media content used in the workshop. This could be your laptop computer, a host-provided computer, a tablet computer or smart phone, etc.
- **Video Device** – This is how your workshop attendees see the visual component of the presentation. This could be a large-screen TV or computer projector.
- **Audio Device** - This is how your workshop attendees hear the audio component of the presentation. This could be speakers in a large-screen TV or a separate speaker or sound bar.

The technology component of the setup can be a bit challenging and may vary with each workshop you deliver. Let’s take a few minutes to discuss the different types of media connections for audio and video that you may encounter when setting up for the workshop.

If you are using your own equipment, it’s probably something you’re already familiar with and can set up easily. If you are using multimedia equipment provided by the host church, it can be more difficult to connect everything. Let’s take a few minutes to look at a few of the common types of media connections that you could expect to encounter.

Review the connection types in the slide presentation. As part of the discussion, identify the cable by its proper name, what type of signal it carries (audio, video, or both), and how to use it.

**Audio & Video**
- HDMI
- Wireless

**Video Only:**
- Composite Video (RCA) cable
- Video Graphics Array (VGA) cable
- Composite (RCA)
- Component
- DVI

**Audio Only:**
- Headphone Jack (3.5mm)
- Baseband Audio (RCA)
- Bluetooth

**Media Connection Adapters**
Occasionally, adapters are necessary to make the necessary connections.
- RCA / Headphone

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Notes:
• HDMI/VGA
• Etc.

A Note About Device Inputs and Outputs
Once everything is properly connected, the next step is making sure that the devices involved are actually told to use the connections used in your setup.

Activating the VGA Port
In some cases, it is necessary to tell the presentation computer to use the external VGA port. This varies by device but a quick google search can help with this if the equipment is unfamiliar to you.

Selecting the Correct Input on the Projector or TV
It is necessary to select the correct input on the presentation device. This is usually accomplished through an on-screen menu. Technical support from the host site will be necessary to use if you can’t figure it out.
Workshop Follow Up

This topic will teach you what is necessary when following up with church leadership, learners, and TGI following completion of a workshop. There will be instructions in the trainer guide for conducting the facilitated discussion, and a placeholder slide for this instructor-led topic.

Following Up After Workshop Delivery

With Learners
After the completion of the workshop, send learners the Thank You email using the template provided. This template thanks the learners, includes a link to a post-training feedback survey, (in the USA) provides learners information on joining Friend of Gideons, and access to low-cost Testaments similar to those (optionally) used in the workshop.

With the Host Church
After the completion of the workshop, send church leaders a Thank You email using the template provided. This template thanks the host church and provides attendance and level-one feedback data. It also provides information (in the USA) about the Friends of Gideons program, and how the church and its membership can access to low-cost New Testaments that are similar to those (optionally) used in the workshop.

With The Gideons International
After the completion of the workshop, log on to the Media Resource Platform. Complete the Workshop Follow Up Report. The report confirms that follow up steps with learners and the host church are complete, records attendance, and records level-one feedback data.
Days One Review and Wrap
I’d love to hear how you thought today went. Is it what you expected? Are you getting what you need out of this workshop?

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<th>DELTA</th>
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Notes:
Instructor Facilitation Skills
This topic will provide you with basic facilitation skills needed to conduct the workshop. It is important to ensure that the delivery of the workshop represents the high standards and expectations of those that are working with an internationally known organization such as The Gideons International.

This section provides foundational knowledge of learning theory and training. You are encouraged to seek additional resources to further develop your training skills. A good resource referenced here is The Trainers Handbook (By Karen Lawson). There are several editions available. Any edition published after 2009 (3rd edition) should be a great resource for the new trainer.

How Do YOU Learn?

What was the last great training experience you had? What made it great (used as conversation starter for About Adult Learners and 10 Characteristics of Adult Learners)?

What made it memorable (used as conversation starter for adult learning modalities)?

What did you do last time you needed to learn to do something (used as conversation starter for adult learning modalities)?

Notes:
Tell me about your favorite instructor. What made them great (used as conversation starter for adult trainer characteristics)?

---

**About Adult Learners**

Understanding the principles of adult learning can help you facilitate successful training events. Keep the following in mind as assumptions about adult learners (these were introduced by Malcom Knowles in his theory of Andragogy).

**Self-Directed**

Activities should be practical and “hands-on.” Experience (including mistakes) provides the basis for the learning activities. Since many adults are more self-directed, instruction should allow learners to explore the practical application of knowledge, with the instructor providing guidance when mistakes are made.

**Past Experience**

Adult learners (as well as the instructor) should tap into the experiences of other learners. Adult learners have a wide range of background experience and abilities. Teaching approach and activities should allow for different levels and types of previous experience.

**Readiness to Learn**

Task-oriented – Fills a Need

Adult learning is problem-centered rather than content oriented. Instructors should facilitate, not just deliver knowledge. Adult learners need clear objectives. Instruction should be task-oriented, with learning activities placed in the context of common tasks that the learners will perform and use to improve performance or be more successful.

**Relevance**

Adult learners need to know “what’s in it for me?” Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life. With adult learners, you may need to explain the reasons specific things are being taught.

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10 Characteristics of Adult Learners

Teaching adult learners carries its own specific challenges. Here are the top ten (10) characteristics of adult learners. Generally speaking, adult learners...

1. Must see the purpose and benefits.
2. Need positive reinforcement.
3. Must practice to retain information.
4. Associate new skills with past experiences.

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Notes:
5. Engage in learning that helps them cope with life changes.
6. Require clear expectations.
7. Demand comfort and breaks.
8. Need to see successful application of tasks.
9. May be impatient and want to “move on.”
10. Can be quick to evaluate good teaching.

Learning Modalities
Adult learners vary in the ways that they best learn. Each learner in your workshop may prefer a different modality (or learning style) so it is important that your workshop delivery includes as wide a variety of modalities as possible.

- **Visual**

- **Auditory**

- **Interactive**

Notes:
• Kinesthetic
Trainer Characteristics
Now that we’ve evaluated the learner, let’s take a look at ourselves as trainers. We’ll evaluate the attributes, skills, qualities of a successful facilitator. We’ll look at training styles and best practices for you to consider as you learn and grow into your role as an instructor, representing The Gideons International.

The Attributes, Skills, and Qualities of a Successful Instructor
Here is a list of characteristics of an effective facilitator. Read through these characteristics and mark a “Y” in the space if you have that quality, or an “N” in the space if you need to develop that quality.

<table>
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<tr>
<th>(Y/N)</th>
<th>Characteristic</th>
<th>(Y/N)</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of the subject</td>
<td></td>
<td>Articulate</td>
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<td></td>
<td>Genuine person</td>
<td></td>
<td>Empathetic; understanding</td>
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<tr>
<td></td>
<td>Well organized</td>
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<td>Sense of humor</td>
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<tr>
<td></td>
<td>Goal oriented</td>
<td></td>
<td>Uses a variety of methods to teach</td>
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<td></td>
<td>Strong presence; poise</td>
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<td>Warm; approachable</td>
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<td></td>
<td>Professional appearance</td>
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<td>Tactful</td>
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<td>Ability to relate content to participant’s situation</td>
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<td>Good voice quality</td>
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<td>Good listener</td>
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<td>Enthusiastic</td>
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<td>Patient</td>
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<td>Positive self-concept</td>
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<td>Flexible, spontaneous</td>
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<td>Honest and open</td>
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<td></td>
<td>Positive attitude</td>
<td></td>
<td>Participant-oriented</td>
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<td>Credible</td>
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<td>Respectful of participants</td>
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<td>Ability to relate to others at all levels</td>
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Notes:
Basic Training Rules
While not all-inclusive, here’s a few good ideas for successful instructors to consider. How do each of these items help create a productive learning environment?

- Dress professionally – Follow the guidelines in the Membership Guide for attire required for conducting church reports.
- Use training documents – Stick to the materials in the guide. Use a “parking lot” to put aside topics not on the agenda for addressing at the end of the workshop.
- Start on time – Gideons are punctual and it’s important to start on time. Don’t waste the time of those that arrived on time.
- Tell objectives and steps – Providing clear instructions is important for adult learners.
- Encourage questions when appropriate – Create a safe learning environment where learners feel it is okay to ask questions.
- Remain flexible – Adjust your approach to fit your audience. Module timings are guidelines and may need tweaking depending on where your learners show more or less interest.
- Work with your strengths
- End on time
- No cell phones or tablets unless they are part of a planned workshop activity
- Telling alone is not training – Learners need diversity of learning approaches. Learners will tune out if presented with hours of lecture and power point slides.
Training Approach
For the purposes of this basic course on facilitation, we’ll look at two basic training approaches. Are you a “sage on the stage” or a “guide on the side?”

Sage on the Stage
This facilitation type is **instructor-focused**. All of the information comes from the trainer as the expert on the topic being presented. Learners are to listen and learn as the sage on the stage disseminates the knowledge to the learners. Lecture and direct instruction are the primary delivery methods. This is not the recommended approach to adult learning in the United States. Cultural expectations may require this approach in some countries where it can be used effectively. Research the cultural learning preferences of the country where you’re facilitating the workshop to determine if this approach is necessary or expected.

Guide on the Side
This facilitation type is **learner-focused**. The trainer guides the learners as they draw from past experience and explore new information together. Learners participate in the learning process and are guided by the trainer as they journey together through the workshop. This method of delivery is preferred by most adult learners in the United States, and it typically aligns best with adult learning theory (however, culturally may not always be the best approach). Research the cultural learning preferences of the country where you’re facilitating the workshop to determine if this approach is necessary or expected.

Regardless of the approach selected, as the instructor of the workshop, you are responsible for achieving workshop objectives and maintaining the integrity of the learning environment to create the best possible experience for your learners. While not always present, a number of issues can arise that may negatively impact the learning environment if the trainer is not aware of and fails to react or adjust to the reality in the room.

Classroom Challenges
This section will address several common challenges a facilitator may encounter during a workshop.

Managing Diversity Issues
The group assembled for your workshop is made up of individuals who just happen to be brought together for this event. Although many diversity categories may present themselves in your workshop, let’s discuss those that may be most evident and have the greatest impact on the learning environment.

- Age Differences
- Gender Differences
- Cultural Differences
- Participants with Disabilities
Handling Diversity Issues
What are the best practices identified during the workshop to manage these four diversity issues?

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Gender Differences
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Cultural Differences
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Participants with Disabilities
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Notes:
Classroom Challenges - Re-Engaging Distracted and Disruptive Learners

Let’s take a look at managing distracted learners. There are many distractions in today’s training environment. As the facilitator, you want to refocus the learners on the workshop without embarrassing them or calling them out if at all possible.

- Identify a distracting behavior.
- What does the identified behavior look like from the facilitator's perspective?
- How would you handle it if you were facilitating a workshop and this occurred?
- Document the behavior and best practices to handle.

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<th>Best Practices on How to Handle</th>
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Notes:
Facilitating Discussions

Introduction
Facilitating a discussion is an important instructor skill. This topic will teach you how to facilitate a class discussion and encourage participation from the class.

Facilitating Discussions
One of the things we learned earlier is that adults learn through building on past experiences to apply what they know to help learn the new skill. Classroom discussions provide a way for learners to share relevant experiences with other learners. This keeps learners engaged and allows the facilitator to guide and supplement the discussion to ensure all required learning about the topic occurs.

Best Practices for Facilitating Discussions
While not all inclusive, here’s a list of best practices to share with the learners and get the conversation started.

- Discussions should be narrowly focused on a single topic or one-part question. This helps guide the conversation and keep it on topic.
- One person speaks at a time (should be in the class norms)
- Keep the conversation on topic. Redirect or parking lot off topic contributions.
- Encourage all learners to participate. Some more outgoing learners may tend to monopolize the conversation.
- Thank learners for participating and acknowledge their contribution to the discussion.
- Capture appropriate input on an easel chart or white board.
Facilitating Break-Out Sessions

Introduction
This topic will teach you how to facilitate break-out sessions. Also included are common issues that occur during break-out sessions and how to correct them.

Facilitating Break-Out Sessions
Breakout sessions are a key component to a successful workshop. They allow time for participants to share ideas, expertise and perspectives in smaller groups as they tackle the objectives at hand. In this way, breakout groups also create an opportunity for all participants (as opposed to a few dominant voices) to get involved and actively engage in the workshop. Here are some best practices for facilitating break-out sessions:

- Have classroom materials ready. Breakout groups will often need supplies such as an easel chart, chart paper, markers, etc. to document their output.
- Present the objective/task.
- Provide clear instructions.
- Provide expectations that define a clear deliverable at the end of the time.
- Provide time limits and keep break out groups aware of time remaining.
- Walk the room, monitoring the progress of each of the groups.
- Provide positive reinforcement for good progress.
- Help clarify the objective/task for groups that are confused.
- Ensure each group has identified a scribe to capture ideas for the report-out.
- Have each group select member(s) to report out to the larger class during the activity debrief.

Notes:
Grouping Learners for Breakout Sessions and Other Activities
There are many methods available to divide workshop attendees into smaller groups for breakout sessions, small group discussion, etc.

- Have learners sound off by counting up to the number of groups than gather those with the same number together as a group.
- Using a deck of playing cards
  - Learners pull a card at random then group by suit (works for up to four groups)
  - Learners pull a card at random then group by number (works for up to thirteen groups of up to four learners each)
  - If there’s an odd number, include the jokers and allow those that pull a joker to select their own group.
  - Can you think of any more ways to make small groups?
- Set up a bowl with several different types of candy (or coins, Lego, etc.) representative of the groups and the number of pieces of candy (or coins, Lego, etc.) representative of how many learners will be in that group. Have learners blindly pull from the hat or bowl. Like item holders are in the same group.
- Have learners line up by birthdate (only month/day). Divide the class linearly into groups using the line.
- Have learners line up by height. Divide the class linearly into groups using the line.
- There are dozens if not hundreds more ways if you search the Internet for, “creative ways to break students into groups.”
Facilitating Role Play Activities

Introduction
This topic will teach you how to facilitate role play activities.

Introduction to Role Play Activities
Role play activities are probably one of the most fear-inducing activities that learners participate in during training. They have a reputation for being embarrassing and disliked. The source of this reputation is from poorly run role plays. When properly executed, role play activities are an excellent way for learners to try applying information and techniques learned during training in a safe environment.

Role Play Instruction Method Advantages and Disadvantages
With proper implementation, role plays can be a powerful tool in your training toolbox. Here are some of the advantages and disadvantages of using role play activities.

Advantages of Role Play Activities
- Role play activities gives the learner a safe environment to practice personal witnessing techniques before trying them out with a stranger.
- Can help a learner identify an area where they need to build stronger ‘muscle’ to be more successful.
- Allows group members to learn from others by watching and copying techniques and receive real-time feedback on their actions.
- Allows learners to apply the theory that is presented and practice, thus getting more confident in exercising the target skill in the ‘real world’.

Disadvantages of Role Play Activities
- Many people feel uncomfortable in role play situations and may even dread this part of the instruction. While you can encourage learners to participate, don’t overdo it.
- Limited feedback from inexperienced observers. We’ll try to overcome this through providing instructions for and limiting feedback to three specific types.
- Role play training takes a significant amount of time and can be ineffective if rushed. You can limit this disadvantage by planning ahead and budgeting enough time.
- If groups are too large, learners that are not involved may become disengaged. Our approach prevents this, since each of the three participants will have a specific role to perform in the role play.

Conducting Role Play Activities
As applied in this workshop, the role play activities will be simultaneously conducted in groups of three. Unless necessitated by the situation, role play activities will not be ‘performed’ for the class. The activity, and its feedback remain within the three-person group.

If there are ‘extra’ learners that cannot form a group of three, you can either step in as the third, or split them up to make a few role play groups with four (4) or two (2) learners as works best in your specific situation.
Each Role Play group will consist of three (3) roles:
1. **Subject**: Follows the scenario details/script and emotional clues provided (if any)
2. **Witness**: Utilizes all training, resources and knowledge to be an effective witness for Jesus Christ to the unsaved person
3. **Observer**: Documents feedback on actions taken, tone, approach, empathy, etc. and shares feedback with the participants after the role play is complete

**Role Play Timing**
Total timing for a complete round of Role Play varies depending on the topic. For our purposes in the personal witnessing workshop, we’ll have between 20 and 30 minutes for role play activities in the 2-hour workshop.

- 5 minutes - Workshop leader instructions, breaking up learners into groups of three, and distribution of scenario handouts
- 5 minutes - Role Play Scenario 1 (Subject, Witness, Observer)
- Reset and rotate roles
- 5 minutes - Role Play Scenario 2 (Subject, Witness, Observer)
- Reset and rotate roles
- 5 minutes - Role Play Scenario 3 (Subject, Witness, Observer)

Each scenario takes five (5) minutes to complete and is comprised of three phases.

- Phase 1: One (1) minutes to review the scenario and prepare
- Phase 2: Three (3) minutes to conduct the role play scenario
- Phase 3: One (1) minute for the observer to share feedback after each interaction

**Feedback Method**
Feedback allows the observer to acknowledge the witness’ strengths and motivate them to improve on areas of opportunity. Good feedback is a gift. If we don’t understand our strengths and developmental needs, it’s hard to know how to develop and learn to be a better witness for Jesus Christ.

Here are the recommended options for providing feedback:

- One great technique is to start your feedback delivery with the open-ended questions mentioned earlier. This is a safer option for situations where the learners are new to this type of activity. In addition to the observer, the ‘witness’ may have some of their own thoughts or ideas on how they can improve in addition to the feedback of the ‘subject’.
  - What do you think went well?
  - Where do you think could have gone better?

- Another very effective technique, and one you may already be familiar with, is the “Start-Stop-Continue” method. This is a simple way to give productive feedback to someone. The third person in the role play (the observer) provides feedback using the feedback form as follows:
  - **START** - Discuss one or two things that the witness should “start” doing. These could be new techniques from the workshop or tips that would be beneficial for the witness to start doing.
STOP - Discuss one or two things that the witness should “stop” doing. These could be bad habits that the witness may not even be aware of, or other practices that are either not effective or are getting in the way of success of their witness.

CONTINUE - Discuss one or two things that the witness is currently doing that are good, effective techniques or practices. Everyone likes to hear “positive” feedback, and surely the witness is doing at least a few things in the right way!

The “Start-Stop-Continue” method is popular because it allows for the delivery of constructive feedback in a non-threatening way, as well as requires some praise as part of the feedback (things to "continue" doing) along with the constructive feedback. As we all know, no one likes to receive only negative feedback. Additionally, focus your feedback on the actions that need to be started/stopped, rather than the person.

**Role Play Instructions**

- Break participants into groups of three (3).
- One person from the group will play the role of the person being witnessed to (subject), one will be the witness, and third person in the group will be the observer.
- The person being witnessed to (subject) will review the persona handout and behave appropriately in accordance with the profile provided.
- Witness will use what they learned in the workshop to share Jesus with the subject.
- The observer will watch the interaction and take notes using either the questioning or the start, stop, continue model.
- Engage all participants in real the play activity as active participants in their own small groups.
- Walk around the room, listen in to each witnessing conversation, and provide guidance as necessary.
- Manage the time for each scenario (1 minute of preparation, 3 minutes to conduct, 1 minute for feedback) and direct the groups to move on to the next scenario after time has expired.
- Conduct a debrief with the entire class to share feedback on the experience, any “a-ha” moments, etc.
Workshop Teach-Back Activity

Introduction
This topic provides an opportunity for you facilitate a part of the workshop in a safe environment and receive feedback from peers.

As the final activity in this Train the Trainer workshop, we’ll be ‘putting it all together’ to deliver a part of the personal witnessing workshop in this safe environment to demonstrate our ability to successfully deliver the workshop as a representative of The Gideons International.

Teach Back Activity
As part of the prework for this workshop, you were asked to review the workshop materials and select a 30-minute section to facilitate as a teach back during the train the trainer.

When it’s your turn, you will present a 30-minute segment of the content that includes:

- Direct Instruction
- One of the following activities:
  - Facilitating a Class Discussion
  - Facilitating a Group Activity
- Managing Distracted Learners

As each learner presents their assigned section of the workshop, learners in the ‘audience’ should be observing, interacting, and capturing feedback using the Start, Stop, Continue model.

Presenter Feedback
You’ll receive feedback from the T3 leader and your peers at the conclusion of the 30-minute teach back.
Session Wrap / Close in Prayer
Thank You!
Congratulations on being selected and thank you for agreeing to be prepared as an instructor for this workshop.
You are important to the initiative and we can’t succeed unless you are successful. Reach out, we’re here for you.

Day Two Review and Wrap
I’d love to hear how you thought the workshop went. Is it what you expected? Did you get what you needed out of this workshop? Did I use feedback from yesterday to make today better? You’ll get an opportunity after you’ve left to provide more comprehensive feedback through the end of course evaluation form. This just gives us an opportunity to share initial thoughts on how things went while we’re all still here.

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