

BUILDING YOUR WORKSHOP:	
Title	<ul style="list-style-type: none"> • “<u>Workshops or Classes</u>” should be activity based where participants work together to create the learning environment, the facilitator is a “Guide on the Side”. • “<u>Lectures</u>” are more of a “Sage on Stage”. • Be mindful that the later format is not recommended, nor does it fit within the principles of holistic sex education. Dynamic learning environments are strongly preferred, be creative in every step of developing your workshops.
Needs Assessment	<ul style="list-style-type: none"> • Pre-class Survey Monkey e-mail • Verbal in-class
Clear Goals	<ul style="list-style-type: none"> • Name your goals, adhering to the SMART method. Do not be vague. Specific - Measurable - Attainable - Relevant - Time bound • Number of goals will relate directly to the length of your workshop, and will also be linked to the number of participants, and their ability to engage as a group. Try out 1-3 goals for a 3 hour and 2-6 for a 6 hour workshop. • AASECT requires 1 objective per hour minimum. (Objectives are how you met your broader goals.) • <i>Suggestion:</i> walk-through/exercise/debrief. The 3 phase approach is one way to develop targeted, interactive <u>objectives</u> towards meeting your learning <u>goals</u>. Work out the lengths in BETA TESTING! Feel free to be as creative as possible in developing your workshop, shorter or longer exercises and objectives may fit your teaching style best.
Take-homes	<ul style="list-style-type: none"> • Take away points and THEIR NEXT STEP- the bare minimum you should let them leave with. Leave attributions on materials you did not design and add your branding info as well. • Swag! a game, a mini poster, or a booklet... product samples might even be appropriate depending on the workshop. • Marketing/biz cards- have a stack and hand them out!
Visual Aids	<ul style="list-style-type: none"> • Power Point, Posters, White Boards, Paper, Pens, Props! Think of visual aids as part of your marketing- you’ll be remembered if you hold their attention both visually and verbally. • USE POWERPOINT WISELY. Do not place all the info they need on the slides or you make yourself irrelevant. YOU are the presentation, not your power point. To learn how: <i>Presentation Zen & Naked Presenter by Garr Reynolds</i> • When you create a powerpoint or handout, remember to give proper attribution to any statistics, charts, or images. Give credit where it is due. If you use someone else’s ideas, mention their name in your presentation and leave their name on any handouts or exercises you use. This is not only the right thing to do, it also makes you look like a wonderful curator of information, which is highly valuable in our info-saturated environment. • AASECT requires 1 reference per hour minimum, have on a handout (people will often ask for the list, so prep it now), it can also be on the PP.
Checklist	<ul style="list-style-type: none"> • As you design, make a list of everything you will need to bring to the workshop. Paper, flip chart or white board, computer, thumb drive, goodie bags, funny hats... whatever. • Put it all on a checklist! EVERYTHING. • During beta-testing double check your checklist!

THE BIG DAY:	
Sign In and Mailing List Sheets	<ul style="list-style-type: none"> • Give everyone an opportunity to join your mailing list by passing the sheet around with the sign in sheet. • Ask for name and email at minimum.
Introductions	<ul style="list-style-type: none"> • Give the title of the workshop, a 2-sentence attention grabber about why its going to be great and introduce yourself briefly. • Do housekeeping- bathrooms and breaks • If group is small enough do intros around the room: brevity is key, ask for specifics like Name, Place, Why you are here... this is an opportunity to find out if people are only attending because they have to, or if they have relationships (personal or working) in the room that you might want to be aware of.
Working Agreement	<ul style="list-style-type: none"> • Start with your basic agreement and ask for the room to add anything that would help them feel engaged and safe. Post this on a large paper for the duration of the workshop if possible. • The ISEE basic 5 agreements: Assume Goodwill towards yourself and for others-Be Present-Keep it Confidential-Take Care of Yourself-Have Fun (Dr. Rosalyn Dischiavo)
Needs Assessment	<ul style="list-style-type: none"> • Ask the group to speak to their reasons for attending, any specific questions they might have already, or concerns. Do not address these in depth, just note them, again, if possible in writing where they can be seen. • Do take the opportunity to tell people if their questions or needs are beyond the scope of this workshop. • Pre-class needs assessments <i>may</i> make this unnecessary.
Warm Up/Ice Breaker	<ul style="list-style-type: none"> • Get people up and moving • Make connections between participants through movement, eye contact, verbal interaction as possible.
Breaks	<ul style="list-style-type: none"> • Give people a break every 60-90 minutes. Stay mindful of the group needs as you choose break lengths. Respect their comfort, do not use their break time to make up for going off on a tangent while you are teaching. • Breaks DO NOT count towards CE hours for AASECT.
3 Phase Approach for creating effective learning objectives: <ul style="list-style-type: none"> • Walk Through • Exercise • Debrief (credit to www.Scottberkun.com)	<ul style="list-style-type: none"> • Keep lecture to a minimum unless that is what they paid for. Get CREATIVE... this is a <i>suggested</i> format to get you started! • <u>Walkthrough</u>: give a short history of the topic, explain how to do something, talk about the definitions involved in the topic, relate stories relevant to the topic. Any or all of this may be needed for a given GOAL. A visual aid is likely very useful here, either in power point or in the room, something to remind them how to complete the upcoming exercise as they move into it. • <u>Exercise</u>: have the participants DOING something. Interviews, movement, writing exercises, dyads/triads, experiments, artistic exploration... anything might work here. • <u>Debrief</u>: Gather back together and lead a discussion based on what they just learned. What was difficult, what was amazing, what surprised them, etc.
Guest Speaker/Panel/ Q&A	Insert a Guest Speaker, Panel and/or Q&A as desired.

WRAP IT UP and KEEP THEM COMING BACK:	
Closure and Their Next Step	<ul style="list-style-type: none"> • All groups benefit from emotional closure and clarity about how to take this info back to their lives. • Plan a brief activity to complete the cycle of learning. • They came to learn, so help them figure out what their next step will be and get them to either write it down, express it artistically or verbalize that next step.
Evaluations	<ul style="list-style-type: none"> • Review the goals (as stated at the beginning of your workshop) just before you pass out evaluations so that the participants remember that you met their expectations. • Evaluations can be done at the close of class for best return ratio, or by email if you want to know how retention and application of material went.
Take homes	<ul style="list-style-type: none"> • Give them something <i>tangible</i> to remember you by: <ul style="list-style-type: none"> A mini-poster of tips A booklet or brochure A bibliography of suggested books/videos for follow up education A printable diagram A schedule of upcoming workshops Product samples • BRAND yourself and put this on your take homes wherever possible.
Follow Up	<ul style="list-style-type: none"> • Send a follow up email. <i>Write it during the prep of your workshop</i> and then tweak it to include any info you may have promised during the workshop. • If you promised a link or a citation, send it. This is a great way to make yourself a memorable and professional teacher, and it is often overlooked.