

# Your Guide to a Successful Workshop

AGED 220

Youth Agricultural Conferences Workbook



**This workbook belongs to:**

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LEADERSHIP  
IS ABOUT MAKING OTHERS  
BETTER AS A  
RESULT OF YOUR PRESENCE  
AND MAKING SURE  
THAT IMPACT LASTS IN YOUR  
ABSENCE.

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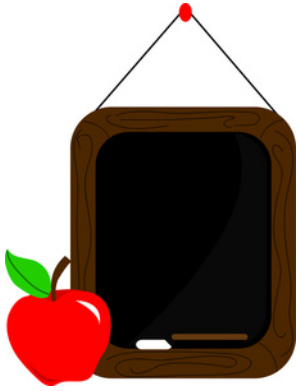
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## Section 1

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### Welcome to AGED 220 | Youth Agricultural Conferences

This section will introduce AGED 220 to students and allow them to have a better understanding of expectations throughout the quarter. Students will get to know each other through a worksheet with guided questions. They will also discuss some of the workshop Do's and Don'ts to assist them when designing their workshop.



# Welcome to AGED 220

## First day introductions

Name: \_\_\_\_\_ Home Town: \_\_\_\_\_

Year and Major: \_\_\_\_\_

High School: \_\_\_\_\_ FFA? \_\_\_\_\_

Have you attended the California State FFA Leadership Conference? \_\_\_\_\_

If yes, did you attend a workshop? \_\_\_\_\_

What is one thing we need to know about you as a person?

What is your dream career?

What makes a GREAT Workshop?

# Workshops Do's and Don'ts

With no initial discussion, group up with three or four people sitting around you.

Once you have determined your group, make sure you know everyone's name. everyone will then list their top 5 do's and top 5 don'ts, **QUIETLY**, by themselves, on their own paper. Next, everyone will share their items from both lists with their group. Add any written ideas to your personal top 5 if you do not already have that stated idea.

<b>Do's</b>	<b>Don'ts</b>

Dr. Ann DeLay, Cal Poly

## Section 2

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### Workshop Ideas

This section provides students with a variety of topics that have been used in the past for workshops presented at the California FFA State Conference.



# Read all about it!!!

Creative titles and topics used in the past.



## **Can You Hear Me Now?**

Make sure your lines of communication are static-free. Learn ways to make sure your future has a clear horizon.

## **Have You Seen My Shoes?**

Do you have trouble remembering where your shoes are, completing homework, or even phone numbers? We have exciting techniques to improve memorization skills.

## **Show Me The Money!**

Build up your chapter's bank account by utilizing creative and responsive ideas for fundraising that actually work.

## **Oh The Places You'll Go!**

Come discover the different traveling opportunities that are available to you during & after your involvement in FFA. You can go anywhere- the only limit is you!

## **Eat My Dust**

Do you have the drive? Tired of being held back? Here, we will give you the tools to blaze through the path of life, tuning dreams into reality.

## **Shape Up or Ship Out**

Come aboard our workshop to learn how to sail away by presenting yourself professionally.

## **The FFA Family Feud**

Join us for 50 minutes to rip roarin' Family Feud fun! Become a contestant and learn how to get involved with the FFA Organization.

## **How to Feed an Army**

The FFA Organization is traditionally a well-fed group. From ice cream to BBQ's, and from fundraisers to banquets, learn the tricks of the trade.

## **Playing the Field**

Do you know which path is right for you? In this session we will talk about choices you may or may not want to make. We can discuss school, jobs, even dating!

## **Ice-Ice Breakers**

Ever sat through a boring meeting or workshop? Now you don't have to! Come have a blast and pump up the fun with us!

### **Would You Like Fries With That?**

If you never want to have to utter those words after you graduate from high school, come learn the do's and do not's of getting that position you've always wanted!

### **Can You Start Monday?**

Effective tips and techniques to guide you through any interview for any job!

### **The Mole**

Do you know someone who just doesn't get it? Are you that person? Ways to effectively communicate with peers.

### **Lights! Camera! Action!**

Do you want to improve your chapter's publicity? Have you ever needed to contact the news media and not known where to start? This is the place to begin!

### **Mirror, Mirror on the Wall...**

Looking for self-esteem? Need to find confidence? Not sure where to turn? Start by looking within yourself & this workshop can help!

### **Who Let the Dogs Out?**

Recreational activities to increase attendance & the "fun meter" readings at your chapter's meetings!

### **Mission: Possible!**

Are you not completely confident in your public speaking abilities? Would you like to learn a few more techniques to captivate your audience? Search no more!

### **Here are a few more titles used in the past:**

- Clue in: Take Your FFA Meeting from Ordinary to Extraordinary!
- WWF Smack Down- Set Goals
- Social Skills to Pay the Bills.
- All the Kings Horses and all the Kings Men
- Agriculture..... In touch with YOU daily!
- Hammer Down...Nail that Interview.
- Ropin Them In.
- Set Me Up.
- Hats Off to Agriculture.
- Get S'more out of your Chapter

## General Workshop Topic List

- Effective time management
- Memory devices for remembering names
- How to plan, organize and execute a successful FFA Chapter activity
- Communication fundamentals
  - Telephone technique
  - Writing a business letter
  - Writing a thank you note
  - Conversation: how to start one and keep it going
- How to get members involved in FFA meetings and activities
- Working with the media
  - Radio
  - TV
  - Newspaper
  - Magazines
  - Social Media sites
- Improving personal motivation
- Confidence
- Where does it come from? Discovering ordinary products all around us that people do not know come from agriculture
- Career opportunities in Agriculture
  - What's out there?
  - How do I choose?
  - How should I prepare?
- Boosting your self esteem
- Goal setting techniques
- Recreational activities for local chapter meetings
- Leadership development
- How to become an effective public speaker

## Section 3

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### Workshop Descriptions

Students will write a workshop description that will be included in the California FFA Convention handbook. In this section, examples will be listed of workshop descriptions used in the past as well as a worksheet that will guide students in writing the most eye-catching workshop description out there! These descriptions are very important. FFA members read these descriptions when selecting which workshops to attend. Promote your workshop and have some fun with it!

## Workshop Description Examples

### **“Can You Hear Me Now?”**

It doesn't just happen on cell phones. Static occurs in our communication every day. Join us as we reveal just how essential communication is in our daily lives. Whether you are discussing ideas on your chapter officer team or presenting a speech, you will discover how to let the world hear you NOW!

### **“The Roof is on Fire”**

Heat it up, melt it down, get more chapter members to come around. Icebreakers!

### **“It Gets Hotter Than a Houchie Coochie”**

Don't be a slacker, come eat our crackers!

### **“Outwit, Outplay, Outlast”**

Students will endure the jungle and rigors of life in search of being the ultimate survivor and achieve their goal of a career in the agriculture industry. Come prepared to handle the stress of survivor.

### **“Real World Fresno”**

This is a true story of FFA members picked to attend state convention, work against peer pressure, and have their lives shaped. To find out what happens in this episode, come to this workshop and experience The Real World.

### **“Reel Them In”**

Tired of having dull meetings or low participation in your chapter? Well, it's time to cast your line and catch the FFA spirit!

### **“Watch Out for That Tree!”**

Don't get lost in that jungle of communication! Find your way to the top of those trees with us!

### **“Down, Set, Hike. The Road to the Superbowl Begins Now!”**

The road to the final four begins NOW! Go from towel boy to NCAA Champion with confidence in yourself.

### **“Barnyard Breakdown”**

Ever thought about showing an animal at fair? Not sure? That's okay! Come to our workshop and learn important information you need to know about showing.

### **“Hit'em Where It Counts”**

Learn how to Hit'em where it counts to plan, organize and execute a successful FFA chapter activity.

### **“Hi...My Name is...Huh?”**

Have a hard time remembering names? Want to improve your memory skills? Come gain valuable techniques on how to remember names in your FFA Chapter and FFA functions.

## Creating Your Workshop Description

**Title:** Something creative that will catch the FFA members' attention right off the bat!

**Topic:** What is your workshop about?

**Presenters:** Names of those who will be facilitating the workshop

**Description:** Describe what FFA members will be gaining from attending your workshop. Something creative and unique that hooks FFA members in who are unsure of attending the workshop

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**Title:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Presenters:** \_\_\_\_\_

**Description:** \_\_\_\_\_

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## Section 4

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### Ice Breakers

An ice breaker is an activity, game or event that is used to welcome and warm up the conversation among those participating in the workshop. An effective ice breaker will introduce, reinforce, or summarize the focus of the workshop. In this section, students will be able to understand the importance of ice breakers. Examples of ice breakers used in the past will also be available.

# Ice Breakers



What's the purpose of ice breakers?

- Getting to know each other
  - Connecting names and faces
- Comfortable atmosphere
  - Participants can feel comfortable around each other
  - More open to share and grow during event
- Mix things up
  - Break up the monotony of the event
  - Get their blood pumping and creates excitement
  - Focuses attention for learning!

When can they be used?

- At the beginning of the event or session
  - Starts things off with a bang
  - Participants can get to know one another
- In the middle of an event or session
  - Breaks up routine
  - Gets participants up and moving
  - Good transitional tool
- At the end of the event or session
  - End on a good note
  - Participants leave with active and exciting memories



# ICE BREAKER IDEAS

## M&M's

Give a “Fun Size” pack of M&M's to each student. Based on the colors of M&M's, have the students answer the questions that coordinate with the color M&M's they have.

Tell Us:

**Red** → something about yesterday

**Orange** → something you do well

**Yellow** → something about your childhood

**Blue** → something you learned in your ag class

**Brown** → something you can't live without

**Green** → something you watch or listen to

## Roll the Dice, Break the Ice

1. My favorite animal is...
2. My favorite ag commodity is...
3. My SAE project is...
4. My favorite CDE is...
5. My favorite memory being in FFA is...
6. My favorite part about State FFA Conference has been...

## The Human Web

This focuses on how people in the group inter-relate and depend on each other.

The facilitator begins with a ball of yarn. Keeping one end, pass the ball to one of the participants. This person will introduce themselves (name, chapter) and then pass the ball of yarn to another person in the group where they will also introduce themselves and pass the ball of yarn. The process continues until everyone is introduced.

### “Sit Down If...”

The group stands in a circle. The group facilitator then asks a range of questions and people sit down if they answered yes to the “if” question. Questions can be random or pertain to your workshop.

Example: “If you ate cheese today, please sit down.”

### Team Engineers

Participants are split into teams of 4. Each team is given a collection of objects and asked to build something. The objects should include items like sticky tape, glue and paddle pop sticks. You could also include a challenge, where teams need to accomplish a specific task with their creation!

### Defuse the Bomb!

This activity is best performed in a large room or outdoors. Put a container holding some candy in the middle of the space. Create a taped off “quarantine” area surrounding it. The team must find a way to retrieve the container without touching the ground inside the taped-off area. Provide a variety of materials including timber, bricks, sticks, ropes and wheels to help them achieve their task. When they get the container back without touching the ground they get the candy! It is a great team-building exercise.

### Birdie on a Perch

Have everyone get a partner. Have them decide who is the birdie and who is the perch. Have all the birdies stand in a circle and all the perches stand in a circle surrounding the birdies. Have music ready. When the music starts, the birdies walk clockwise around the circle and the perches walk counter-clockwise. When the music stops, the birdies must find their perches and sit on them. Usually the perch kneels on one knee, making a perch out of the other leg. The last couple to pair up is out and the object is to be the last couple left. It's more fun if you make them move quickly in their circles so that they are at least jogging. To speed it up, you can make the last 3 (or more) couples to pair up be out.

### “Do You Love Your Neighbor?”

With chairs formed in a circle, make sure everyone has a chair, you will then take away one chair and you can decide who will be the person that's out. The person that is out will go up to another person, and have that person stand up and they will switch places (person out now has that person's chair) still remain standing and face to face person that was out, asks "do you love your neighbor?" New person out says Yes especially those who have eyebrows! Then all must leave their seats and can only run to the chair open across from them, they may not move to the seat that is to either side of them. The group has only three chances to say no, to the question "do you love your neighbor"? When saying no, all must leave their seats and find another seat.

### “Have You Ever...?”

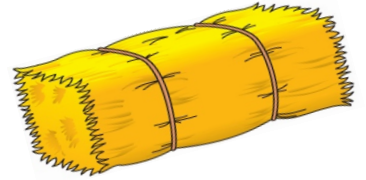
Have them sit in a circle with one less chair than people. Odd person is in the middle. They say have you ever...fell asleep in church? Or, cheated on a test?, etc. Everyone that it applies to has to get up and move at least 5 chairs from where they were sitting. The person in the middle tries to get a seat and so someone else will be left in the middle. It works best to not only be specific but general as well - "Have you ever attended the FFA State Conference before?"

### Question Ball

Obtain a large beach ball and write some ice breaker questions on its surface. Things like “What is your favorite place to go on holiday?”, “What is your favorite food item?”. Throw the ball to a random participant in the group and ask them to answer the question that their right-hand index finger falls on.

## Think Fast!

When the game starts, you will have 5 minutes to list an item for each letter of the alphabet. The item should be something related to agriculture.



A.

N.

B.

O.

C.

P.

D.

Q.

E.

R.

F.

S.

G.

T.

H.

U.

I.

V.

J.

W.

K.

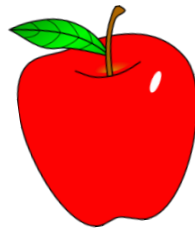
X.

L.

Y.

M.

Z.



## People Bingo!

Find a different person to sign their name in each box. When you get all the boxes signed, yell out “Bingo!”

I show Market Swine	I have attended National FFA Convention	I have blue eyes	I speak Spanish
I have my Chapter Degree	I love Milk!	I have a breeding project as my SAE	I live on a farm
I participated in the Creed Speaking Contest	I am wearing black slacks	I have served as a Chapter Officer	I have my officer position embroidered on my jacket
I have a sibling who was/is involved in FFA	I am graduating high school this year	I am on a judging team	I stayed in a hotel during this convention
I love cows!	I have served as a Regional Officer	I love this workshop!	I have attended FFA State Convention before

## Section 5

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### People Problems

Students will learn how to work with participants in workshops professionally and effectively. It is important to know what is appropriate behavior between the facilitator and the members of the workshop. With this section, students will be confident during the workshop presentation and know what to do when they encounter a difficult situation with an attending student.

# People Problems

Although most people who participate in development activities are more often willing to support the efforts of the presenter, there are some who interfere with a positive presenter-audience interchange. Whatever the “problem behavior,” maintain a calm and professional demeanor. Treat the person with respect. Never respond with teasing or joking which might diminish the person publicly. Here are a few examples and some suggested techniques a presenter might try.

## **Hidden Agendas**

Sometimes someone just can’t resist using the workshop to discuss his/her pet ideas, hidden agenda or personal “dog and pony” show. As a rule, it is a good idea to note the subject on the blackboard and then if it is brought up again, indicate that the group has it noted and continue with the workshop focus.

## **Broken Records**

Like the person with the hidden agenda, this individual has a personal topic which he/she keeps bringing up over and over. Often it is an unsolvable problem or an issue which cannot be solved by the people in the room under the specific circumstances. Examples might include lack of support for teachers, low salaries, time issues, scheduling or materials. Empathize with the speaker, acknowledge the feelings of frustration and then refocus the attention on the goals/outcomes/topic of the workshop.

## **Attackers**

Once in a while, there will be a couple of folks who have some personal stuff to handle and the workshop becomes a public forum to air it. This takes the form of a personal attack rather than a heated discussion about the topic. If you have someone attacking you as the trainer or another participant, immediately and clearly get the group to agree to rules regarding personal comment vs. topical comments. Note them on the easel pad or board if necessary, and stick with them!

## **Doubters and Headshakers**

Acknowledge these folks for their concerns about “it” not working and then continue. For example, “I realize that (some of you) might be feeling that this just won’t work in your situation. That might be true. But for right now, let’s focus on our outcomes for today.” You might offer to stay after and discuss some of the thornier issues of implementation.

## **Know-It-Alls and Dominators**

Acknowledge the participant’s expertise in the given subject and then continue. For example, “I realize that you have a great deal of expertise in this area. Some of our participants might be interested in exploring this further with you at some later time.” Then continue on with the workshop. You might even like to write the person’s name and area of expertise on the board for the participants’ further reference.

## **Off-The Walls**

If comments are off topic, acknowledge the person’s input and then move on. For example, “That’s an interesting point, X, one which I’d like to suggest we hold for discussion at a later time.”

Then refocus the audience and move on. You might even consider writing the topic on the board. If it is truly “off-the wall,” acknowledge the comment in a way that dignifies the participant, and then briefly point out how the issue or topic does not relate to the topic and outcomes of the workshop.

### **Non-Stop Talkers**

Take the first opportunity to summarize what the person has been saying and then invite participation from other attendees. For example, “So if I might summarize what X has been saying, ... I’d be interested in hearing from some of the other participants now.”

### **Ramblers**

When the “Rambler” stops for breath, take advantage of the opportunity to thank the person, rephrase one of his/her statements and then pass on to someone else. It might be necessary to ask the person what point he/she is trying to make or what topic is being discussed.

### **Arguers**

If this participant is naturally perverse or trying to make trouble, take advantage of the first break to talk to the person privately and explain how his/her behavior is making the task of presenting difficult for you. Ask for the person’s help in making this a successful experience. As a very last resort, you might have to invite the person to drop out of the session.

### **Blockers**

This is usually someone who does not understand the point. Acknowledge that you might need some help in clarifying the issue or topic. Invite others to help explain if for you. (This may be a good assessment as to whether or not you have made your point clearly.) If that still does not help, invite the person to meet with you at the next break or after the session.

### **Helpers**

These folks participate to the exclusion of everyone else. Acknowledge the person’s enthusiasm by using the participant in some way that positively contributes to the session: to record the group responses, to assist passing out handouts, to summarize opinions expressed before moving on, etc. Acknowledge that you want as much participation as possible from the group and will give some extra wait-time so that others can get into the discussion. You might have to speak with the person at break. Thank the participant for his/her insights, express your concerns about increasing all attendees participation in discussion, and then explain that you’d like this person’s help.



# People Problems

Most who participate in workshops are more than willing to support the efforts of the presenter yet there are some who interfere with the positive exchange between presenter and audience. Let's find out more about these folk and how we can maintain control!

Problem People	What I would do	Tips
<b>Hidden Agendas</b> Some can't resist bringing up "pet" topics to make their show.		
<b>Broken Records</b> Has a personal topic he/she brings up over and over. May often be unsolvable then and there.		
<b>Attackers</b> Has a personal issue triggered by the topic and begins to attack the trainer or another participant.		

<b>Doubters &amp; Headshakers</b> Don't believe the principles presented will work and are often vocal about it.		
<b>Off the Walls</b> Comments are off topic.		
<b>Non-stop Talkers</b> Spend the entire workshop chatting with their friends rather than participating or paying attention.		
<b>Ramblers</b> Comments run on and on and on as if there is no end to them.		

<b>Arguers</b> Arrives ready to make trouble or sabotage the workshop.		
<b>Blockers</b> Doesn't understand the point of the workshop.		
<b>Helpers</b> Participate to the exclusion of others. Overly enthusiastic.		

# Maintaining Productive Presenter-Audience Relations

## 1. Pay Attention

- Listen
- Look
- Engage the audience
- Plan ways to get feedback

## 2. Model Professionalism

- Be respectful
- Avoid sarcasm, teasing, innuendoes
- Avoid the language of offense
- Be conscious of how you use humor

## 3. Practice Non-Adversarial Behaviors

- Stay calm (pause, if necessary)
- Realize that people may be attacking your “role” and not you personally
- “Pace and Lead”

## 4. Acknowledge and Clarify Non-judgmentally

- Honor audience’s ideas and questions
- Be empathetic to issues and concerns

## 5. Be Responsive to Audience Needs

## 6. Be Human and Humane

- Acknowledge what you don’t know (and what you do!)
- Acknowledge “grey” areas
- Have a sense of humor

## 7. Maintain Focus

## Section 6

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### Objectives

Objectives are specific statements that contribute to the achievement of the overall goal of the workshop and are intended to focus the topics being discussed during the workshop. Students will develop objectives specific to their workshop using the objectives worksheet provided.

# Writing Objectives

**The ABCD's of writing objectives:**

A:

B:

C:

D:

**Breaking Down Objectives:**

1. Students will be able to identify the four components of writings objectives by evaluating the practice objectives with 100% accuracy.
2. Given the information about writing objectives, students will be able to successfully compose three objectives for their workshop by the end of the class period.

**Your Workshop objectives:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Some Words to Help You Out:**

- Audience: the students, the high school students
- Behavior: demonstrate, create, identify, explain, compare and contrast, develop, design, evaluate
- Conditions: "Given the....(tools or materials)", "by...(doing something)", "After the...(activity)"
- Degree of Performance: without error, with x% accuracy, by the end of the workshop, x out of 10 times, within x minutes

## Section 7

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### Creating a Workshop

Students have been diligently working to design a workshop for the California FFA State Conference. In this section, students will begin to construct the bulk of the workshop and be provided with a checklist to ensure they have covered all essential elements of a workshop.

# Creating a Workshop

## Step 1 | Planning

Before writing a workshop, a certain amount of planning is required.

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### Get the Info

Guiding question: From beginning to end, how will you show that you are prepared for each person to be there?

Think about:

- Time, date, place
- Length
- Setting
- Number of participants
- Age of participants
- Audience expectations
- Coordinator expectations
- Resources available

To Do:

- Speak with the coordinator to determine the answers to each of the “think about” points listed above

### Audience Analysis

Guiding question: What broad topic(s) is most appropriate for this audience?

Think about:

- Interests of audience
- Motivators for this audience
- Audience diversity
- How audience may feel at the presentation
- Concerns or fears of the audience
- Things important to the audience
- What level of enthusiasm will move this audience?

To Do:

- Determine a topic area for your presentation

### Action

Guiding question: What action(s) do you expect your audience to take as a result of your presentation?

Think about:

- The knowledge and skill the audience needs to be successful
- The emotional impact the audience needs to experience
- Begin your presentation with the end in mind



Ask yourself and determine:

- What is your overall goal, and what objectives will help get your participants to reach that goal?
- How many objectives are necessary? (Each objective should take 10 to 20 minutes to “teach”)
- Are the goal and objective(s) reasonable, given the audience and topic?

To Do:

- Determine and state the overall goal of the presentation (the one thing you expect the audience to know or be able to do after leaving)
- Determine and state the main objectives of the presentations (steps to help audience achieve the overall goal) *See objectives handout*

## Step 2 | Body

After pre-planning, we are ready to begin writing a workshop. This process begins with creating the workshop body. The body is comprised of each objective with the corresponding pieces.

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### Point

Guiding question: What does the audience need to know to accomplish the objective(s) of the presentation?

Think about:

- Points should be concise and well-stated (one to two sentences or a bulleted list should be able to summarize each of your main points)
- Main points are the “meat” of the presentation

Ask yourself and determine:

- Does the information contained in this point help the audience complete the objective(s) in the action step?
- Is the amount of material in your point too much or too little, considering the audience and situation of your presentation?

To Do:

- For each objective, list the important content, ideas and steps, definitions, etc. needed by the audience

### Support

Guiding question: What is the best way for your audience to understand and learn information in your point(s)?

Think about:

- |                            |                                    |
|----------------------------|------------------------------------|
| ▪ Related personal stories | ▪ Purposeful activities and games  |
| ▪ Statistics to share      | ▪ Questions for an open discussion |
| ▪ Journaling               | ▪ Articles to read with questions  |
| ▪ Role-play experiences    | ▪ Reflection activities            |

Minimize or modify support strategies based upon:

- Time, setting and resources available
- Audience needs/abilities
- Expected effectiveness of support strategies

Ask yourself and determine:

- How to transition from the previous objective?
- What needs to happen in the support experience to help the audience connect with the information in the main point?
- What directions will assist the audience with the activity?
- Is it necessary to demonstrate the activity for the audience and then have them repeat it?
- What high gain questions will help me to get the most out of this supporting experience?
- Set clear expectations regarding what I am looking for during this supporting experience.
- What tools can I use to help tie in the theme or create an atmosphere during this point?

To Do:

- For each objective, choose the most appropriate support strategy to use with the stated point
- Write out the specific directions for the experience
- Choose questions that will help the participants “discover” the main points supported by this activity
- Review and make sure you have a support strategy that relates directly to the objective and main points

### Application

Guiding question: How will the audience show they can apply what they have learned – now and in the future?

Think about:

- An activity or action for the audience to do that applies what they have just learned
- Time and resources available
- Audience needs and interests
- Real life examples that illustrate how this particular process or point works in your own life
- Real life strategies for the audience to capture and use in implementing the point
- The worksheet or handouts you plan to have

To Do:

- Determine and state the application piece for each of your stated objectives. When creating your activities, consider the desired action written in your objectives
- Create the appropriate worksheets and handouts necessary for participants to apply the information and take it home

### Step 3 | Conclusion

After constructing the body, we move to construction of the conclusion.

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#### Review and Close

Guiding question: How will you help the audience summarize what they have learned and leave them in a useful state of mind?

Think about:

- Reviewing the points
- Challenging the audience to use what they have learned
- Tying your presentation together
- Closing with power and impact

To Do:

- For the review and close, determine and state the actions you expect the audience to take away
- Determine your final statement and challenge to the audience. It should be concise, clear and inspiring

### Step 4 | Develop the Introduction

After completing the body and conclusion, the next step in planning is to create the introduction.

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#### Preview

Guiding question: How will you create audience awareness and anticipation for the presentation?

Think about:

- How will you share the road map for the presentation?
- Building interest that will sustain throughout the presentation

To Do:

- Determine your preview by planning to share the objective for the workshop
- Create a fun way to share the objectives or overall goal

#### Connection

Guiding question: How will you ensure that the audience is prepared, engaged and ready to learn from the start?

Think about:

- Tactics to garner the audience's attention immediately
- What the audience already knows and understands
- Explaining the relevance of your presentation
- Setting the environment for the audience to be in the right state of mind
- Set up a "theme" to carry throughout the presentation

To Do:

- Determine and state your connection activities and/or actions

# Creating a Workshop Checklist



## Get the Info

- ☐ Have you clearly noted the information about the logistics for the workshop, including: length, setting, number of participants, age of participants, special exceptions, materials needed, audio/visual resources to request?

## Audience Analysis

- ☐ Is your chosen topic clear throughout your workshop?
- ☐ Is your chosen topic going to be vital to your audience?
- ☐ Are you going to be passionate about the topic?
- ☐ Do the activities and points in your presentation include all audience members?

## Action

- ☐ Have you developed a clear statement to reflect the overall goal?
- ☐ Is your overall goal closely related to the topic you chose?
- ☐ If necessary, have you written other objectives for the workshop related to the overall goal?

## Points

- ☐ Are your main points and content clearly noted in your presentation outline?
- ☐ Do your main points remain consistent with your topic and related objectives?

## Support

- ☐ Do your activities or teaching strategies match the setting?
- ☐ Have you written out your directions for each activity or teaching strategy?
- ☐ Have you noted materials needed for activities to be successful?
- ☐ Have you noted debriefing or discussion questions as needed?

## Application

- ☐ Have you identified a way for the audience to apply the take home message to their lives?
- ☐ Have you written out some real life examples demonstrating how others (or you) have applied each concept?
- ☐ If you are using a handout, does it offer the audience an opportunity to apply the information?

## Review and Close

- ☐ Do you know what your last line will be?
- ☐ Are your final comments going to make an impact?

## Connection

- ☐ Have you planned for an engaging and interesting way to get your audience interested in the workshop?
- ☐ Is the interest approach meaningful to the audience? Will they relate?

## Review

- ☐ Have you provided a clear statement about where the audience is headed and what they can expect out of the workshop in the introduction?

## Transitions

- ☐ Have you planned for transitioning between objectives, points, activities, etc. throughout your workshop?

## Section 8

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### Workshop Lesson Plan

A lesson plan is the most important aspect of the workshop. Without the lesson plan, the workshop would have no direction or flow. The format may be a little intimidating, but fear not! Taking it one step at a time will make it a lot easier to understand.

Highlighted items need to be completed

Teacher's Names: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

i. Identification

- a. Course Title:
- b. Teaching Unit:
- c. CDE Standards Addressed:
- d. Lesson number in this unit:
- e. Length (time):
- f. Best month:

ii. Specific Instructional Objectives (All three components):

iii. Equipment, materials, supplies, books, resources needed for this lesson plan (attached handouts)

iv. Teaching Procedures:

- a. Anticipatory Set:
- b. Stated Objective(s):

c. Purpose:

d. Input (presentation):

Subject Matter (outlined)	Teaching Methods

e. Check for Understanding

f. Demonstration-Modeling

Steps	Key Points

- g. Check for Understanding
- h. Guided Practice (application)
- i. Quest Activities (optional, if time permits)
- j. Closure (select one or more: Review, Summarize, Evaluation, Synthesis, Prep for Future)
- k. Independent Practice (homework)
- l. English Language Learner/Special Needs



## Section 9

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### Final Touches

Now that the workshop is almost complete, let's make sure to include some pizzazz! Work with your partner as well as others in the class to add some final enthusiastic touches to your workshop using the worksheet in this section.



Spice it Up!

Add some PIZZAZZ!!



What are the top 5 keys that make you say “WOW” when you leave a presentation  
or workshop?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are some ways you can add pizzazz to your own workshop?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

