

YOUR GREAT IDEAS!

I have collected your great insight into one document (attached). Feel free to print thus list out, share it, or use those that fit for you. SO MANY great ideas. We truly are more together! :)

YOUTUBE PLAY LIST FOR TRAINERS:

This year, I started collecting different helpful playlist on my Youtube Channel. This is the one with trainer resources (including the opening video you watched with me).

<https://www.youtube.com/playlist?list=PLaa7tLmOiWF029xy6AU8eSrzc8yPUWZT8>

There are videos by Michael Grinder (the KING of nonverbals) and Kendall (the author of The Choreography of Presenting.) among others. You can see videos on the "yellow" light and other trainer techniques. Feel free to forward me any new helpful videos I do not have yet!

GREAT Tedtalk to listen to FOR SURE:

This is the video I WISH we had time for during this group. This man has FIVE Tedtalks, that is how good HE is!

:) https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

EMAIL LIST:

If you would like to stay connected and get ongoing early childhood resources and training opportunities, subscribe to our resource list! <http://eepurl.com/c-QpSr>

If you would like to stay connected:

*Check out and, if interested, follow my BLOG: <https://www.thriving-together.com/blog>

*Join me on Facebook - "Raelene Ostberg" and/or [Thriving Together](#)

*[Subscribe](#) to my Youtube Channel - Bringing you free Naptime Nugget mini trainings

Thank you for all you do to educate, love, teach, and build critical life skills in young children (and the workforce who does this). You are doing VERY important work that truly makes a difference!

Warmest regards,



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“We need more kindness, more compassion, more joy, more laughter. I definitely want to contribute to that.” Ellen DeGeneres

Kentucky Online - Trainers Institute: At Home Edition

Compiled Notes from May 5, 2020

What did you notice about my opening? What did I do as a trainer? What was the result?

- You set the tone
- Asked everyone to informally participate and share before we actually “started”
- Voice was very welcoming
- Your excitement was engaging – enthusiastic
- Honest and straight forward. I want to be your bestie, and you have nailed this online thing!
- Set the stage for what we are going to learn
- Sharing and made connections with real world experiences
- You have been very enthusiastic and engaged, and you found commonalities with us
- Smiled
- You are moving your body, you used humor and story telling and you showed animation
- Very welcoming, related to us and clear expectations
- Invited us to give feedback and to think about how this information applies to our own trainings
- Body language and word choice is chosen to feel welcoming
- Share personal experiences
- You involved the entire group. You admitted you are fallible.
- Introduced yourself, outlined the course, shown credibility, engaged participants, animatedly told a story, asked for help, outlined objectives and agenda.
- As a trainer you started out by taking the pressure off and connecting with us. You related to us and showed concern for what everyone is feeling and then you started setting expectations.
- Very kind and open minded about the video situation
- Transferred your positivity
- Related everyone together but let us know we're not all expected to be the same.
- You broke the silence with your smile
- Validating this crazy period of time
- Gave us permission to participate as we were comfortable.
- You are smiling and I appreciate the great intonation in your voice after sitting through many painful online trainings the past 50+ days!
- You helped us to identify what we have in common with one another to create a safe space.
- You asked us questions about us and our experiences, that made me feel valued.
- Smiling, inviting, being humble and understanding during this time where we are all learning something a little differently. Being straightforward, using stories, told participants to take time thinking and participate when it is best for them. BEING PRESENT makes me want to be present, too!
- You put us at ease by having us introduce ourselves and talk about our biggest challenge, you are very welcoming, confident, making good eye contact, great at communicating why we are here, voiced common concerns
- You chose to sit in front of a non-distracting background - You frequently leaned into the camera - You got close to the camera during a funny moment to encourage camaraderie

Any goals you would add, that you have when you are coaching, leading, or training?

- Inspire to change behavior after sessions
- Have participants leave with actionable change they will make
- Help participants grow professionally
- Relate information to personal experience
- Provide ideas or resources for next steps (how to keep learning/practicing after the training)
- Turn on some “light bulb” moments
- Help participant WANT to change their behaviors
- Excitement to implement the new techniques and to feel confident
- Provide follow up if possible
- Encourage participants to look through their lens to see how the subject relates to their role.
- Improve participants' self-confidence and self-efficacy

What is the educational experience you are offering (what type of training or coaching) What is your group coming with and how might you acknowledge it?

- I would start off with similar problem I have had in the past to start with and give the people the fact that I have been there. I would discuss some things that work and some that doesn't. How to get past some situations.
- Group may come in with different levels of knowledge and experience on the topic you are presenting. You may ask the audience how many years of experience that they have so you can determine how in-depth you need to be in the presentation. You can also share personal experiences with the topic.
- Acknowledge that what they are dealing with is difficult. Ask what they have tried, what has had some success. Ask questions that will give you a full picture of the situation. Make some suggestions to try, model, share that if this does not work tell me and we will keep trying until something does work.
- Even though we all start at different places, our goal should be what is best for the ones we serve. with that it is a little easier to make it fit for a lot more people.
- With training from DCC, a lot of times it is mandated training, so you must know that it will be for all types of providers in the field - new teachers, administrators, and seasoned teachers! I think it's important to acknowledge that even teachers who have been in the field for a long time may take something new from a training, and even be a mentor for a newer/future incoming teacher. Also, I have been a teacher... not just at the state level! I get what it's like to be in their shoes, and I think that is important to acknowledge as well!
- The group may be frustrated and discouraged about making progress with the student. I could acknowledge their feelings by directly asking them how they are feeling about the situation and have them answer out loud or having them write their answer on a piece of paper and hand it in to me. I can then read the responses out loud anonymously which will provide validation.
- We are going to be doing a training with providers who work with children affected by substance abuse; these providers may be overwhelmed, dealing with complex issues, and looking for solutions; I can acknowledge their efforts on behalf of children and families this week, and thank them for their caring.
- I have social anxiety; I understand difficulties in presenting to groups of people. I try to help share that experience with others who also experience anxiety
- I usually go full disclosure, because I did NOT come to this field in a regular way. I want them to know I'm not an expert. I just went back to school to be more productive.
- Coaching on childcare regulations. Ask the group to tell everyone how many years of experience they have, add them together and acknowledge how many total years of experience are in the room.
- Try to gather some background information on this teacher's strength to build on. Share something about a mind shift I had when dealing with a challenging situation with a child.
- Tell me a little bit about what you feel are the challenges in your classroom. Let's explore together some of the things you've tried and how we can tweak them to get a different outcome.
- I would be empathic and make sure to relate to them by sharing my personal struggles and experiences, I will offer them support and solutions that I worked for me. I think sharing that I understand and acknowledge what they are going through will help them to trust the information that I provide
- What they might be coming in with might include "baggage" from a hard day at childcare, or personal "baggage", needing to be home, but having to be at training. I might acknowledge it with a personal story, or I have done an activity where they all write down one thing they are thinking about right now on a sticky note and then as I select each one, I will toss them in a basket saying something like "now that is off your mind, stay with me for the next hour, two hours, or three hours" while we work through this topic together.
- I do some parent education. If I were hosting a training on Conscious Discipline, for example, I would acknowledge parenting issues such as not listening in a funny video format and share a story from my parenting experience, then tie it in with the curriculum.
- The group may have directions from upper management or governmental regs that must be followed, so they have resistance to upcoming changes. You can acknowledge that challenge and ask for their help in finding ways to implement the changes. get their input.
- Every person in every group comes with relationship experience. I know that and so I always try to circle back to that. We all have our joys and challenges, especially working with young children.

- Participants are coming in with talking to parents about negative behavior. Parents don't want to hear negative behavior every day! So, I might acknowledge it by saying, oh dear; I called a parent yesterday to invite them to a class event and they said oh no! when I see your number, I know it's bad! What does that say about my relationship with that parent? OR what does that say about our frequent communication?
- I try to view everyone's perspective in any situation. I think about it. I also let them know that I hate boring trainings and I am very animated during trainings and I remind them that I don't know everything but I will follow up with any questions and I follow through via email
- Share related experience to the topic... asking for their input on the topic, how they feel and are impacted.
- The group might have different levels of education and perhaps even a diverse range of background in ages of children they work with. I can put myself in their shoes by providing relatable experience in Preschool classrooms. I could also share experiences that are out of my comfort zone that I am less knowledgeable about.
- When I am offering individual coaching, I first start by sincerely asking the person how their day is going, using their name, and watching their body language. I acknowledge their response using active listening and reflecting. Taking that time at the beginning is especially important to build a connection. In a group session, I will usually offer an opening activity to get a feel for the group's interest/experience in a topic and acknowledge that as part of the activity.
- Opening question to that group-How many of you love your job, nevertheless, there is that ONE child who makes you feel like you want to quit?
- Particularly with the Child Care Orientation Curriculum, many participants are coming in not happy to be required to take an all-day training. I acknowledge that up front and explain why Orientation is required mandatory class in KY and what they can expect of me and the day.
- I typically try to do trainings on specific topics to a group of employees who work together so that everyone can get the information firsthand. I acknowledge that being at different levels, the content may be a bit of review for some, but that everyone should be able to make new connections and bring topics to the fore front. It is important to be aware so that you can be more intentional (which applies to the trainer as well as the trainee)
- I am preparing to coach the staff on a new curriculum. They don't have any experience in following a true plan. They come from various educational backgrounds. Buy in will be difficult. I can relate by letting them know I taught young children for 27 years. I have been in their shoes. I didn't like people telling me what I needed to teach. However, I will assure them the curriculum is aligned to standards and is worth using.
- I have used a story totally unrelated to education or early care to demonstrate the need for taking time to fine tune professional skills. (You should've seen my co-trainers face the first time I did this! Priceless!)
- Training on use of humor in training...people might think they aren't funny or don't know how to be funny. I can say exactly that to them then tell them they ARE funny and can learn to be funny or how to be more funny
- What is P2P going to mean here, in our State? Especially after the closure? Can I earn a Credential or degree? I don't even have a GED, but I've been in this field for 20+ years and I know my kids.
- I try to get a feel for my audience in the beginning, what they do, how long they have been doing it, and share my experiences.
- Get background of education of the group so that you would know how deep to go into the subject of the training so that it would help your group leave with knowledge
- I think being able to relate to them and validate their feelings and experiences. Before becoming a trainer, I spent 10+ years working with various age groups as a teacher. I know how it feels to be at the end of your rope thinking no one else understands.
- I try to do training on education because I have an educational background and can relate to the audience.
- When coaching I want to start by asking the teacher how they felt the day was. Ask what felt challenging to them. I want to give them space to tell me how it felt before I tell them what to do differently
- Ask the teacher to share the challenges he or she is facing. What strategies has he or she used. Acknowledge their efforts. Let them know you are there to support them and not judge them. Plan an action plan together.
- I received my Master's degree in Special Education. I do most of my trainings on ADA and IDEA. I train all our staff at Head Start on these topics. This topic relates to everyone because every position (teacher, teacher assistant, family advocate, etc.) works with children in special needs in some form or fashion. They should be interested because the more they know about the topics, the more our children can grow, participate, and succeed in the classroom. ADA and IDEA is a law that everyone should know. Some members may have worked with children with special needs for years and there are some who are brand new and have never worked with children. I start with the basics about each law and give scenarios and real-life experiences
- I try to ask questions about their experiences and their goals! Taking this information, I attempt to fine tune what I am sharing!

- I train often in centers with all the employees present. I find out the areas of concern before the training (sometimes to even design the training). I bring years of childcare experience and try to focus on the individuals that are working together in their own rooms so that they can have a cohesive approach to utilizing the training information. I am always focusing on getting the entire group to work together as a whole.
- My group is tired after working all day in the day care setting. They are thinking about getting home, fixing dinner, connecting with their family after working all day. I might come in with: Thank you all for making time for me today, I know we are all ready to go home, and this is the best time for your schedule to get in your much needed hours. I would like to start by identifying some positive aspects of your day just to get started.
- I like to begin by asking them to share what age group they work with and build a common bond if I have similar experiences with the age group.
- I almost always do a needs assessment before a training - with the person requesting training and all the participants. This helps tremendously.
- I have experience in Early childhood and mental health. I try to keep the adult learner and meet them where they are. It's important to keep that in mind that everyone learns differently.
- I try to put my group at ease by having each person introduce themselves and the age group they work with and to identify their most challenging behavior issue.

What are some strategies you have seen so far (or read from your colleagues) that would like to incorporate?

- I love to use themes for boring topics
- The hook – using a story
- The value of storytelling
- Steps for Killer Introduction / Better Intro
- Add more compelling stories
- Find the link and make it relatable to the topics and real life
- This is inspiring to just be “myself” and be more dynamic!
- Create intrigue
- Make things more personalized with stories and experiences
- The timer countdown
- For training, I especially want to add a more compelling hook and transition to the topic before the usual introduction and preview.
- Time for reflection more often
- Setting the tone from the beginning of the training
- Being prepared enough to let it flow easily
- More interactive moments
- I would change my introduction. I also like the idea of getting participants' background and experience ahead of time to help relate to the audience.
- I always try to remember that any training is about the people in the training, not the content. That helps me remember to connect. This training is validating that!
- On an airplane the hostess gave the safety spiel in standup comic format!! It's the only time I ever listened to that stuff. Stories are so helpful to pull people in
- I will make sure to be move more fluidly from being approachable to credible. I like to use humor in my trainings, but I need to make sure I am also giving time to be show my seriousness.
- Be more intentional with my body

What does a credible presenter do?

- They come across as "real"
- Organized
- Knowledgeable and brought new information
- Exudes confidence!
- Prepared
- Convey points clearly
- They give real-life examples.
- Strong steady voice, organized, bring new information to the table
- Passionate and excited
- Honesty and their non-verbal matched
- Believable
- Connect their experiences and education with data and passion for the topic
- At ease
- Work the room
- They can speak freely without a lot of “ums” or having to look at the presentation materials often
- Vulnerability and assertive
- Stand tall, look people in the eye
- They build a relationship with the audience!
- Waiting / listen
- Standing up straight but relaxed
- Smile, engage others
- Intentional speech patterns

- Speaking to group as a whole, not just a small portion
- Excited to be there and they show it
- Dress appropriately
- They make sure to listen to the concerns and offer valid suggestions and when they don't have an answer, they take the concern seriously and get back to the participant later if needed.
- They share problems and solutions that they encountered and are related to the topic being discussed.
- You can tell they know and are familiar with the content. They don't have to read from something the whole time. They can elaborate or rephrase for clarity

Takeaway/ What will you try:

- The power of the pause
- To be mindful of body language - Remember that body language affects audience engagement
- Gestures – Impact the use of hand has on your credibility
- Nonverbals / cues
- Not being hesitant to establish credibility – believe in your own credibility
- Being confident
- Needing to slow down
- Pre presentation ritual
- Breathing intentionally
- Being relaxed
- Remembering the human connection, we all share. Be vulnerable, be honest, pause and let the moment be

When would you give a “yellow light” or other “Forshadowing”?

- Letting the group know when we are starting on the last major point
- Cue that things really are wrapping up so they know you will end on time.
- Sometimes when working with young children, I use a visual schedule. I wonder if something like that would be helpful in teaching adults
- I usually share about timing/breaks at the beginning, but I see the importance of sharing them throughout the training. We know how our children/students need support with transitions and we as adults do too!
- Stating early on when we will be able to discuss things
- I would use the yellow light to provide the audience with something new is coming up.
- When lunch/breaks will be for an all-day training
- I start off CDA class by giving an outline of what will happen before break then what will happen after break
- I usually let the group know that after a short video we are going to play a quick game.
- Use a yellow light for transitions
- Haven't heard it referred to as a yellow light, but I've used them and seen them used often by giving warning of when the small group will be wrapping up.
- Identifying the final steps so that the group can be aware that we are nearly to a break or to the end.
- I play a game to get everybody active
- By going over agenda and pointing out when we move on
- In a training, I give yellow lights as transitions into learning activities as well as before breaks.
- Yes, I give a heads up for participants be ready to work in small groups before a learning task.
- Making sure that I announce when we are moving on to a transition or a specified short break.
- Between key concepts
- For an activity, use a timer and tell them how much time they have left.
- I love this metaphor. It is the space between "go" and "stop" It is good for so many things in life...trainings and otherwise. It's the awareness of what's coming up and where you have been. Perfect.
- I was in a training once where the presenter had 8.5x11 papers across one wall with each topic to a page. Throughout the day she would rip down topics as we went through them and it was a great visual schedule to follow!

Reasons someone might not be engaged in the training:

- New baby / new parent
- Kids up all night / up with a sick child
- Exhausted
- Worked a double shift
- Sit still too long – needs to move
- Challenging day
- Went out last night
- Bored
- Restless night
- Came to session straight from work

- Could be ill
- Never takes a break or time to herself
- Too much trainer talk
- Overworked, stress, shutting down
- Didn't take her medication

- She is visualizing something
- Not interested in topics
- Relaxed
- Family problems
- Already knows the content

What can you do to engage?

- Have a stretch break
- Movement / activity
- Connect to her experiences
- Don't personalize her reaction but you can ask for input
- Accept that you might not be able to engage her

- Find out what she needs
- Ask if she wants to help
- Fidgets
- Candy / caffeine/ refreshments
- Yoga stretches

Takeaway - What will you work on/want to work on?

- Verbal and nonverbal cues
- Body language
- More intentional yellow lights
- Engage them at the beginning with an opener
- Build a rapport
- Intentionality, calmness, and passion (energy) is contagious
- The 4-step formula
- Improve introduction
- Be more mindful of nonverbal body language
- Compelling stories
- Start with safety, at the top of class asking to share in a pair before sharing to the larger group

- Incorporating a short story in the beginning, middle, and end to help tie it to something they can connect to.
- I like the idea of the visual schedule. I need to work on body language and being more confident. I want to ask more questions and allow more time for answers before moving on.
- I like the hand up and quiet
- I will work on the 'buy in'
- Learning to pause
- Balance of being approachable and credible

