
MODULE 4: PREPARING TO TRAIN

Day:

Time:

Level of Understanding:

Instructional Strategies:

- Lecture
- Discussion
- Practical Exercises

Module Equipment/Facilities:

- 2 Standard Classroom Setup

The participants will need the equipment and supplies required for the ATA course they will be instructing. This module provides participants an opportunity to practice using the equipment and supplies. For complex courses, a subset of the required equipment or materials may be used for completing the preparation activities.

Participant Materials/Handouts:

- ATA Course Facilitator Guide Compact Disc

NOTE: Each participant needs a translated copy of the Facilitator Guide for the course he or she will be instructing. Have them use the translated Facilitator Guides from the CDs provided. Consider taking time to demonstrate how to locate materials on the course CD.

- Workbook 4.1: Logistical Checklist
- Workbook 4.2: Guidelines for using Classroom Equipment
- Workbook 4.3: Setting up Facilities and Equipment Activity
- Workbook 4.4: Preparing to Present a Module Activity
- Handout 3.1: Presentation Assignment
- Workbook 4.5: Managing Challenging Participants

Terminal Learning Objective

At the end of this module, you will be able to identify the requirements to present training.

Introduction

The best designed training will fail without effective training preparation. Successful training requires that all members of the training team be prepared and supported with the

needed logistics. This module focuses on how to prepare the target audience, arrange logistics, and prepare the training team.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Module Introduction	▪ Not applicable	5 minutes
Logistic Preparation	▪ Determine the logistical requirements for conducting training	35 minutes
Course Preparation	▪ Describe the process for preparing to present course material	90 minutes
Classroom Management Preparation	▪ Describe the factors that affect classroom management	45 minutes
Module Summary	▪ Not applicable	5 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Topic: Module Topic**5 Minutes****Slide 1 Preparing to Train**

- Title Slide

*Graphic Description: U.S Flag and Seal***Module Preparation**

- **Timing and Methods:** Use the suggested time plan at the beginning of the module. As with all modules in this course, read all the content (Facilitator Guide and PowerPoint slides) and familiarize yourself with each facilitator note before class.
- Be thoroughly prepared for exercises, discussions, or other activities required for the module. Follow all facilitator notes. Use a combination of lecture, large-group discussion, and small-group activities.

Slide 2 Module Objectives

- At the end of this module, you will be able to identify the requirements to present training

Graphic Description: No graphic

- Briefly discuss the terminal learning objective.
- Highlight the key topics to be presented:
 - Logistical Preparation
 - Course Preparation
 - Classroom Management Preparation
- Tell the participants that the information in this module can be used to prepare to present training.

Topic: Logistical Preparation**35 Minutes****Enabling Learning Objectives:**

- Determine the logistical requirements for conducting training

Slide 3 Discussion Question: Preparation

- Why is preparation important?

Graphic Description: No graphic

- Conduct a discussion by asking the participants: **Why is preparation important?**
 - Acknowledge the participant responses. **Responses may vary.** *If not mentioned by the group, add the following key points:*
 - Training is more likely to succeed if the training team is well prepared.
 - Disorganization and chaos detract from the training and interfere with learning.

- Explain that indicators of poor training preparation include:
 - Participants arrive late due to confusion about the location and time of the training
 - The training team wastes time finding needed materials and supplies
 - There are more participants than materials and seats
 - The room is disorganized and not conducive to learning
 - Instructors appear unfamiliar with the course contents, flow, and activities
 - There is conflict among training team members

Slide 4 Prepare the Logistics (Workbook 4.1)



- Training Facilities
 - Layout
 - Power
 - Safety and Security
- Materials, Supplies, and Equipment
- Logistical Support
 - Transportation
 - Food and Lodging

Graphic Description: Facilitator setting up projector.

- **Explain the Training Facilities:** The training facilities can affect the success of a training course. Although a training team may not have the ability to select the ideal setting, there are steps the team can take to create the best possible learning environment.
 - **Layout:** Arrange the room so it comfortably accommodates the number of participants. Determine the optimal setup and additional breakout rooms/areas for conducting the training presentations and activities. Do not have too much space between the presentation area and the first participant seats. Closing the gap between the presenter and the participants encourages more interaction.
 - **Power:** Make sure that sufficient power cords, surge protectors, and extension cords are available to operate all of the training equipment. Tape down loose power cords to prevent tripping hazards.
 - **Safety and Security:** Check for any potential safety hazards. Eliminate these hazards or develop class procedures for avoiding them. Make sure that participants, supplies, and material will be safe and secure at all times. Determine whether you need locked storage areas.
- **Explain the Materials, Supplies, and Equipment:** The ATA course materials list includes the required materials, supplies, and equipment. Prior to the training course, check the materials, supplies, and equipment against the inventory list. Make sure you have sufficient quantities and that they are in good condition. Also, create personalized name tents, tags, rosters, and other administrative items. Then before the training begins, plan to:
 - Set up and test all equipment
 - Organize materials and supplies for easy access

- **Explain the Logistical Support:** Complex courses may require the addition of a logistical or an administrative support person. Arrange for food for breaks and meals as needed. In some cases, lodging and transportation may be required.
- Add a personal example about how logistics can affect the success of a training course.

Slide 5 Setting Up Training Equipment

- Test all equipment
- Have a backup plan
- Preview all media fully
- Become proficient in new technology before using it
- Goal = No Surprises

Graphic Description: Individual looking at laptop.

- Explain that whether the course curriculum requires simple or complex training, the same general guidelines apply.
 - It is important to test all equipment and have a backup plan.
 - If the course has media, review it before showing it in class.
 - Take the time to become proficient in any new technology before using it.

Slide 6 Using Classroom Equipment (Workbook 4.2)



- No text

Graphic Description: Individual writing on chart paper; projector; play button for video.

- Refer to **Workbook 4.2: Guidelines for using Classroom Equipment** and allow a few minutes for the participants to review the information.
 - Ask the participants whether they have additional suggestions they would add to the Workbook.
- **OPTIONAL:** If time permits, set up stations with each type of classroom equipment used in the ATA course. Have participants rotate through each station to participate in a demonstration of how to use the equipment. If feasible, allow the participants to practice using the different types of equipment.

Slide 7 Specific Advice and Direction

- Course Facilities and Equipment
 - Review of requirements
 - Specific steps and timeline for setting up facilities and equipment for the course
- Tips
 - Advice on setting up the equipment and facilities
 - Common problems encountered and solutions
 - Demonstration of selected techniques

Graphic Description: No graphic

- This slide is an outline of information you should present about the ATA course associated with this Train-the-Trainer Add-On Course. Prior to presenting this module, determine what information you plan to present. In addition, determine if you need to demonstrate the use of the equipment or techniques used in the delivery of the ATA course.
- The amount of time spent on this course-specific information should be based on the complexity of the course and current skill level of the participants. As a general guideline, plan to spend between 5 to 15 minutes on this slide.
- **NOTE:** This information applies to the ATA course the participants are being prepared to teach – not to conducting this Train-the-Trainer Add-On Course.

Slide 8 Setting Up Facilities and Equipment Activity (Workbook 4.3)



- Purpose: to practice setting up training facilities and equipment
 - Duration: 20 minutes (10-preparation; 10- debrief)
 - Group: Small group
 - Debrief: Large group discussion

Graphic Description: No graphic

- **Facilitator preparation guidelines:**
 - Select facility and equipment preparation activities that will be meaningful for the participants to practice.
 - Create enough assignments to give all participants an active role in the exercise.
 - Consider setting up different stations and have the participants rotate through each station, taking turns practicing setting up the equipment.
 - Allocate time based on the complexity of the course facilities and equipment as well as the time available in the training schedule.
- Refer to **Workbook 4.3: Setting Up Facilities and Equipment Activity**
- Organize participants into pairs (or small groups depending on the size of the class).
 - Explain that the purpose of this activity is to practice setting up training facilities and equipment.

Topic: Course Preparation

90 Minutes

Enabling Learning Objectives:

- Describe the process for preparing to present course material

Slide 9 Prepare the Content: Overview

- Learning the Content
- Using Course Materials
- Customizing Content
 - Developing Notes
 - Anticipating Needs and Interests
- Preparing Activities

Graphic Description: Woman reading book.

- Transition to the next section, which focuses on how to prepare the training content. Make sure to use this visual as an overview; do not go into detail about the topics on the screen at this point.

Slide 10 Discussion Question

- What is the consequence of failing to learn the content prior to conducting the training?

Graphic Description: No graphic

- Conduct a discussion question: **What is the consequence of failing to learn the content prior to conducting training?**
 - Acknowledge the participant responses. **Responses may vary.** *If not mentioned by the group, add the following key points:*
 - *Hinders the learning process*
 - *Fails to gain respect and trust of the participants*
 - *Jeopardizes everyone's safety*
 - *Increases the workload of other training team members*

Slide 11 Learning the Content

- Step 1 – The Outcomes
 - Identify importance of objectives and content
- Step 2 – The Big Picture
 - Scan the entire module
- Step 3 – The Details
 - Read and make your own notes
- Step 4 – The Test
 - Close the module and list the major topics

Graphic Description: No graphic

- Explain that it is not possible to learn everything that is in the course by reading it once.
- Refer the participants to the suggested steps on the slide. Explain these steps:
 - **Identifying the importance of the objective and content** helps the facilitator first understand the context or intent of the module. Your review starts by fully understanding the intent and importance of the terminal and enabling learning objectives. Objectives tell you why the module content is important and how the participants will use the content when they return to the job. Remember that adult learners are more motivated to learn when they understand why the content is important.
 - **Scanning the entire module** allows the facilitator to understand how all the pieces fit together. Understanding the big picture ensures that a facilitator can connect each topic to the next one.

- **Reading and making your own notes.** As the facilitator reads the module in detail, he or she should create a moving picture of how the module should flow. Make sure to add personal notes to the guide.
 - **Closing the module and listing the major topics.** If the facilitator can outline the major topics and activities with the module closed, he or she is well prepared.
- Ask the participants whether they have other techniques they use to study the course contents.

Slide 12 Using the Materials

- Do
 - Use the notes to prepare
 - Summarize the key points from the slides
- Do not
 - Use the notes as a script
 - Read from the notes while teaching
 - Read the slides verbatim to the class

Graphic Description: No graphic

- Explain that facilitator notes are not intended to be used as a script. Facilitators who rely on having to read from their notes while training are not effective. The goal is to be so familiar with the content and methodology that there is no need to read directly from the text.
- Explain that the PowerPoint slides supplement the content within the modules and do not replace it. Therefore, using the module notes and not relying solely on the PowerPoint slides to teach the course is important. Try not to read the slide text to participants. Rather, use the bullet points to make sure you cover all of the key points. If you need to read something from the slide, tell the participants that you want to read the point to emphasize its importance.

Slide 13 Customizing the Content

- Note recent examples
- Identify relevant personal experiences
- Prepare descriptions of how the training applies to the job
- Ensuring the proper fit

Graphic Description: Man having suit tailored

- Explain that facilitators should customize the content by adding recent examples and relevant personal experiences. The use of stories and examples during the training will encourage discussion among participants. Using specific information has an added benefit of allowing participants to discuss the content of the training as it relates to their specific work location.
- For the story, example, or specific information to be effective, it must be:

- Appropriate – There must be a clear fit between the story and the learning point.
- Clear – It must be concise and show attributes of the learning point.
- Interesting – It must use realistic events. An element of surprise is also useful.
- When using stories, examples, and information specific to the partner nation:
 - Prepare the audience. State the point of the story, example, or information.
 - Use transitions to keep listeners on track by:
 - Connecting the story/example/information parts (“and then,” “the next thing that happened was”).
 - Close the story/example/information (“so what we learned from this was,” or “from then on”).
- Customizing the content does not mean eliminating activities or skipping major content areas. Each module within an ATA course is a building block. Leaving one part out could cause the entire course to fail. Completion of an activity in one module lays the foundation for the start of the activity in the next module.

Slide 14 Developing Facilitator Notes

- Provides
 - Roadmap for preparing a training session
 - Plan for achieving the learning objectives
- Includes
 - Key content
 - Examples
 - Discussion questions
 - Sample answers

Graphic Description: Map with thumbtacks

- Explain that developing facilitator notes helps provide a roadmap for preparing a training session and a plan for reaching the learning objectives.
- Point out that facilitator notes contain both key content that participants need to attain the learning objectives and the methods for facilitating learning.
- **Important Note:** If translated versions of the ATA Facilitator Guides are available, then walk the participants through the notes in one of the content modules. Explain that participants should augment the notes with their own key points, examples, discussion questions, and sample answers.

Slide 15 Anticipate Interests and Needs

- Highlight topics of special interest
- Note areas that require detailed instruction
- List potential participant questions and answers
- Being prepared

Graphic Description: Individual reviewing graphs

- Remind the participants that they completed an audience analysis in an earlier module.
- Explain that the next preparation step is to use the results of the audience analysis to anticipate the interests and needs of those attending the course. This step is determining how to make this course most beneficial for those who plan to attend the training.
- By anticipating the course participants' interests and needs, facilitators can determine how best to optimize learning. This process can be as simple as:
 - Highlighting the topics and special interests of those who will attend the training.
 - Adjusting the level of detail to match the entry-level skills of the course participants.
 - Identifying potential questions the participants may have and researching answers.

Slide 16 Preparing Learning Activities

- Practice providing instructions and completing the activity
- Anticipate logistical, safety, and security needs
- Having a game plan

Graphic Description: Individual designing a game plan

- Explain that preparing activities means having a plan.
- Note that the previous module covered the facilitation skills of providing clear instructions and feedback. This module emphasizes preparation steps to ensure the activity can take place as planned.
- It is important to:
 - Practice providing instructions and completing the activity.
 - Anticipate logistical, safety, and security needs.

Slide 17 Preparing to Present a Module Activity (Workbook 4.4 and Handout 3.1)



- Purpose: to prepare to present a specific module
 - Duration 50 minutes (30-preparation; 20-discussion)
 - Group: Participant pairs
 - Debrief: Large group discussion

Graphic Description: No graphic

- This activity has two objectives:
 - Get the participants familiar with as much of the course materials as possible
 - Practice a systematic preparation process for learning how to use a module
- Refer the participants to **Workbook 4.4: Activity: Preparing to Present a Module** and **Handout 3.1: Presentation Assignments**.
- Explain that the purpose of this activity is to use the course materials to prepare to present the participants specific module.
- Organize participants into pairs.
- Have the participants refer to **Handout 3.1: Presentation Assignments** for their module assignment.

- Tell the participants to review the assigned module. Emphasize that participants should read the module because they will teach it. After individually reading the module, the participants should work with their partners to answer the following preparation questions:
 - Outcomes
 - What is the overall purpose of this module?
 - How will you know whether learning has occurred?
 - Key Content
 - What are the five most important content areas?
 - How might this content be customized for the target audience?
 - What are two questions the target audience may have?
 - Learning Activities
 - What challenges may be encountered when conducting the activities?
 - Are there logistical, safety, or security issues?
 - What types of coaching or help will participants need to succeed?
 - How will feedback be provided to course participants?
 - Module-Specific Preparation
 - Review the material and equipment list. Are there any special logistical considerations unique to this module?
 - Are there any special preparations steps to take before presenting this module?
- Assign facilitators to work with the teams to provide coaching as they complete the activity. Before the presentations, work individually with the team to answer any questions they may have about the module content.
- Monitor the time. After 20 minutes, remind the class that there are 10 minutes remaining. After 30 minutes, reconvene the class.
- During the activity discussion, ask each team of participants to answer no more than two preparation questions. Ask the remainder of the class if they have any comments to add.
- Review module: 30 minutes
- Discussion: 20 minutes

Topic: Classroom Management Preparation

45 Minutes

Enabling Learning Objectives:

- Describe the factors that affect classroom management

Slide 18 Prepare for Classroom Management

- Beginning Each Day
- Managing Time
- Managing Breaks
- Managing Challenging Participants
- Assessing Learning

Graphic Description: No graphic

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- Transition to the next section, which focuses on how to prepare for managing the classroom dynamics. Make sure to use this visual as an overview; do not go into detail about the topics on the screen at this point

Slide 19 Discussion Question

- What is a consequence of failing to manage the classroom?

Graphic Description: No graphic

- Conduct a discussion question: **What is a consequence of failing to manage the classroom?**
 - Acknowledge the participant responses. **Responses may vary.** *If not mentioned, add that a poorly managed classroom results in:*
 - ***Time being wasted***
 - ***Frustrated participants***
 - ***Environments that are not conducive to learning***
 - ***Unnecessary conflict among participants***

Slide 20 Beginning Training Each Day

- Arrive early to
 - Prepare the classroom
 - Check equipment
 - Prepare charts and displays
 - Distribute materials
- Be ready to greet participants

Graphic Description: Groups of individuals communicating

- Explain that preparing for every day, not just the first day of training is important. The way the day starts sets the tone for the entire day.
- Refer the participants to the steps for beginning each training day. Add any unique activities that facilitators need to complete for the specific ATA course associated with this training.
- Ask the participants whether they can do anything else when starting each training day.
- Share any advice you have from your own experience.

Slide 21 Discussion Question

- What are examples of things that waste time within a training session?

Graphic Description: No graphic

- Conduct a discussion question: **What are examples of things that waste time within a training session?**

- Acknowledge the participant responses. **Responses may vary.** *If not mentioned, add the following examples of time-wasters:*
 - *Not starting on time*
 - *Presenter shares too many, irrelevant stories*
 - *Logistical problems (for example, equipment breakdowns, missing materials, etc.)*
 - *Poor instructions on how to complete activities*
 - *Not monitoring participant progress during activities*
 - *Participants being allowed to dominate the discussion and take too much time*
 - *Not enforcing time limits on breaks*
 - *Not putting a stop to disruptive classroom behaviors*

Slide 22 Managing Training Time

- Develop a detailed time plan
- Track actual time used
- Use a clock to monitor time
- Deal with disruptive events and participants
- Organize the classroom
- Manage breaks

Graphic Description: Woman holding a clock

- Explain that course participants expect that the time they are investing in training will be worthwhile. Facilitators can manage the allocated training time by:
 - Creating a detailed time plan for each module
 - Tracking the actual time used to complete lessons. Use this information to adjust the agenda for future classes.
 - Using a clock to monitor the time rather than looking at a watch
 - Dealing with disruptive events and course participants as soon as possible
 - Organizing the classroom and materials to avoid wasting time
 - Managing breaks. Use the break to set up and get organized for the next training topics or activities.

Slide 23 Discussion Question

- How do you know when it is time to take a break?

Graphic Description: Facilitator presenting information to a group that has lost interest

- Conduct a discussion question: **How do you know when it is time to take a break?**
- Acknowledge the participant responses. **Responses may vary.**

Slide 24 Managing Breaks

- Use breaks to
 - Re-energize participants

-
- Gather your thoughts
 - Transition from one topic to the next
 - Enforce break time limits
 - Model being prompt
- Graphic Description: Two individuals on a break*

- **Managing Breaks:** Breaks are a great opportunity for people to network and synthesize the content they just learned. Below are tips for managing breaks.
- **Use breaks to** re-energize participants and reward learning accomplishments. Breaks can also help you gather your thoughts or defuse potential conflict. As a general rule, people learn better when offered frequent, brief breaks (for example, taking a 10-minute break every 60 to 90 minutes).
- **Enforce Break Time Limits.** Gather course participants at the end of the break. Assign a course leader to help enforce break limits. Peer pressure works!
- **Model Being Prompt.** Begin at the designated time even if course participants have not returned. Make sure all training team members return promptly from breaks. If the facilitators fail to keep tight control of breaks, the time taken during breaks will keep increasing.

Slide 25 Managing Challenging Participants

- Prevent problems by establishing relationships
- Take action before others get frustrated by
 - Determining the potential reasons for the behaviors
 - Talking to the individual privately
 - Taking actions that are fair

Graphic Description: No graphic

- Emphasize that dealing with difficult course participants is not common. Tell the participants that most participants are supportive and want you to succeed.
- Explain that the best way to prevent problems with participants is to establish a connection with each participant before the training begins.
- When resolving problems:
 - Do not compromise the individual's self-esteem.
 - Take action before others get frustrated but not so soon that you discourage debate and interaction.
 - Understand the potential reasons for the behaviors.
 - Make sure others will view your actions as fair and reasoned.
 - Use your paraphrasing skills to help preserve a positive learning climate.

Slide 26 Managing Challenging Participants Activity (Workbook 4.5)



- Purpose: to identify strategies for managing challenging participants
 - Duration 15 minutes (5-preparation; 10-discussion)
 - Group: Individual

- Debrief: Large group discussion

Graphic Description: No graphic

- Present the following scenario to the class:
 - One participant is very informed about the topic you are presenting. As a result, this individual is overly aggressive in sharing information and is not allowing others to participate.
- Refer the participants to **Workbook 4.5 Managing Challenging Participants Activity** and have them review the suggested strategies for dealing with challenging participants.
- Have course participants work individually to determine how they would address the situation outlined in the scenario.
- Ask the participants what method they would choose to respond to the student in the scenario.
- Respond to the participants' responses. If not mentioned by the participants, *explain that the optimal strategy is to use a redirecting technique by saying, "You've provided us with valuable input. Let's see what others think."*
- Summarize the activity by noting that overbearing course participants:
 - May be well informed and anxious to share information
 - May be naturally talkative
 - May feel defensive
- Explain that when dealing with overbearing participants, try:
 - Not to embarrass anyone or be sarcastic—you may need their skills later
 - To redirect attention to the rest of the group by saying, "I appreciate your enthusiasm and your comments. Let's see what others think."

Slide 27 Assessing Learning

- Observe Participant Reactions
- Review Exercise Results
- Ask Questions
- Have Participants Teach Back

Graphic Description: Participants clapping; Individual selecting answer; Facilitator selecting individual; Participant providing a TeachBack

- Explain that assessing whether participants are learning and achieving the course objectives is important. Assessment does not need to wait until the end of the course. Listed below are simple techniques for assessing learning:
 - Observe Participant Reactions.
 - Watch for nonverbal behaviors that indicate participants are confused or frustrated.
 - Monitor the overall energy level of course participants.
 - Review Exercise Results
 - Check to make sure that participants have completed exercises correctly.
 - Monitor the time participants take to complete exercises.

- Make sure that you explain the reasons for the correct answers.
- Review content areas that participants found confusing or difficult.
- Ask Questions
 - Ask questions throughout the presentation to assess learning.
 - Use questions that require course participants to apply what they learned (What If, Why, and How questions).
- Have Participants Present What They Learned (TeachBacks)
 - Ask participants to state in their own words what they have learned.
 - Have participants summarize the main points of the lesson.

Slide 28 Making Midcourse Assessments

- Collect continuous feedback
- Check that corrections will allow participants to achieve all objectives

Graphic Description: No graphic

- Explain that even a well-prepared trainer may need to make midcourse corrections.
- Review the suggestions for making midcourse corrections. Emphasize that when making adjustments to a course:
 - Collect continuous feedback from course participants.
 - Use break times to reassess and adjust the schedule.
 - Be creative if you start to run out of time. Avoid eliminating interactivity to save time! Try substituting a less time-consuming activity or referring the participants to where they can find supporting information not covered in the lecture.
 - Check that your corrections will allow course participants to achieve all learning objectives.

Slide 29 Using Evaluation Results

- **Training Goals:** What did we set out to do?
- **Training Outcomes:** What actually happened?
- **Improvements:** What are we going to do better next time?
- **Follow-Up Actions:** What follow-up actions are needed?

Graphic Description: No graphic

- Explain that after completing a training course, trainers should conduct an after-action review with the training team members. The purpose of this review is to improve future training sessions by answering the following questions:
 - **Training Goals:** What did we set out to do?
 - **Training Outcomes:** What actually happened?
 - **Improvements:** What are we going to do better next time?
 - **Follow-Up Actions:** What follow-up actions are needed? Who is responsible?
- Ask the participants if they identify lessons learned after completing a training course.

Slide 30 Key to Preparation: Practice

- Knowing your subject builds confidence
- Practicing enables you to communicate that knowledge

Graphic Description: Facilitator presenting to an empty room

- Explain that the first offering of the training allows the participant to practice and improve. Often, the first offering of a course serves as the rehearsal. If feasible, facilitators should rehearse the training before the first offering to experience that learning and improvement process.
- Rehearsing allows the facilitator to:
 - Gain experience in conducting the training content before trying it with actual course participants
 - Ensure that transitions between topics are smooth
 - Finalize logistical arrangements
 - Work out timing

Topic: Module Summary

5 Minutes

Slide 31 Module Summary

- Prepare the logistics
- Prepare the content
- Prepare for classroom management

Graphic Description: No graphic

- Summarize the module by reminding participants that preparation is critical for training.
- Ask if there are any questions about the contents of this module.
- Explain that the next module provides an opportunity for practicing all of the skills presented in this course.