

## For the Instructor: Using This Training Manual

This manual is packed with information. What is more, all of the facts, lessons, and exercises in these training modules are *vital* for a World Hope volunteer's safe, effective, compassionate, and harmonious disaster relief service. Given the importance of this content and the constraints of an eight-hour training day, you might wonder how best to convey the material to the trainees in your class. The overview and teaching tips below can help you prepare for a training session that will be interactive, challenging, and *exciting* for you and your students.

This manual provides four training modules on the topics of compassionate servanthood, volunteer preparedness, post-disaster mobilization and communication, and continuing volunteer education. The modules vary in duration, ranging from 30 to 90 minutes; and each of the first three modules is followed by a 15-30 minute review and application opportunity. After completing the third module, you will place students in small groups to prepare and present a case study exercise, a carefully reasoned response to a situation they would be likely to encounter on the disaster relief field.

The four modules and case study should be taught in the recommended sequence on the training day. Do not omit any of the sections. You should be sure to offer regular, scheduled breaks to allow students to move around, eat and drink, talk to one another, and approach you with questions. (See Suggested Schedule, pp. 2-3.)

We ask that you resist any temptation to lecture from the printed page. Instead, make the content as interactive as possible through the following methods:

- ***Read the manual thoroughly yourself first, and make abundant notes in margins.*** Your notes might include introductions or summaries of concepts in your own words, illustrations or anecdotes from your own life to reinforce content, asterisks by points or quotations you want to be sure to emphasize, markings to remind you what you'd like to write on the board, and questions to prompt students to articulate key concepts themselves.
  
- ***Gather and prepare the necessary materials.*** Will your classroom have a chalkboard or whiteboard? If not, plan to get an easel, pad, and markers. Will

the room be set up for the PowerPoint presentation? If you are not sure, check in advance with the director of the facility. Do you have photos from your own or another volunteer's disaster relief experience? Put them in an album, so that students can look at them during breaks. Do you have stories from the field that you are eager to share? Write them down ahead of time, and consider where they would be most relevant to insert.

- ***Arrive early to pray and prepare your classroom.*** Look over your roster, and pray for each student individually. Ask God to open hearts and minds, and to equip you to ready others for fruitful service. Check to make sure all equipment is working, and that the PowerPoint presentation is ready to go. Make sure the writing surface (chalkboard, whiteboard, or easel) you requested is actually in the room—as well as the chalk or markers you need to write with.
  
- ***Do not plan to have students looking at their manuals the entire time.*** If the necessary training could come entirely from a book, there would be no need for this seminar. View the manual as a tool and a reference. At times you will have students refer to something printed on the page, and at other times you will guide them through a lesson, punctuating your outline with personal illustrations and open-ended questions. If you simply walk through each paragraph and bulleted concept with the class, your class will quickly become bored.
  
- ***Familiarize yourself thoroughly with the interactive elements running through the lessons in this manual.*** You will find many questions, anecdotes, volunteer insights, and quotations in the gray text boxes that appear throughout. You will not be able to incorporate all of that text box material. Therefore, it is up to you to consider in advance which activities you will choose to give the greatest priority.
  
- ***Be ready to pause and ask for feedback if you feel that your students don't understand something.*** Watch their expressions and body language. If you sense that something is wrong, stop and ask the class if you need to slow down or review something with them.

- ***PowerPoint lectures are available for each module of the manual; however, the PowerPoint for Module III is highly recommended so that the material can be adequately conveyed in a more interesting way. When using PowerPoint please ask that students use their manuals only to jot down questions and comments in the text boxes at the end of each section.*** You will want their attention focused on the slides, not on the parallel material in their manuals. Let them know that the same information offered by the slides is also available in their manuals—but that it is provided as a reference for them to take home following the training session. If the attention is kept on the PowerPoint, it will be easier for you to evaluate whether the class is with you each step of the way.\*
  
- ***Bring a watch to class with you.*** Be sure to take it off at the beginning of the session and place it in front of you. Pull the Suggested Schedule (pages 2-3) out of your binder, and put it in a spot where you can refer to it throughout the day. This way you can gauge your time without the distractions of continually looking at your wrist or flipping through your manual.
  
- ***Monitor your time carefully as you move through each module.*** If you run over the allotted time on a particular module, do not attempt to make up for it by rushing through the review and application section. Instead, during the break time, look ahead to the next module and see where you could condense some content or make a discussion period a few minutes shorter.
  
- ***Plan at the beginning of the day how you will assign small groups and pairings.*** You could do this while the students are reading over the introductory material at the beginning of the session. By doing this at the beginning, you will save valuable time later.
  
- ***Be prepared to talk and/or pray with students who have doubts or questions during the first break.*** Training Module I asks the question, “Is God calling you to disaster relief ministry?” If a student does approach you with concerns that he or she may not be right for this kind of work, be ready to ask questions about why—and listen carefully to the student’s reasons. Ask God for wisdom and discernment in responding to the concerns trainees might have about God’s calling to this ministry.

- ***During discussion periods, remember not to call on any one person too frequently.*** Often, one or two people in a group will be more ready to speak than the rest. Don't be afraid to call on people who are not volunteering their comments. If you have a class that seems quiet and shy, you may want to give them time to write down quick responses on a piece of notebook paper before continuing the discussion. And if a student you call upon isn't prepared to give a response, just ask casually if anyone else in the class would like to provide a little help.
  
- ***During the breaks and the lunchtime, make an effort to talk with your students.*** Get to know them a little bit, ask them if they have questions so far, find out some of their reasons for wanting to serve in disaster relief efforts. The better you can get to know your students, the more easily you will be able to foster an atmosphere of mutual learning and trust in your classroom.
  
- ***Enjoy your students!*** What a rich opportunity it is to teach and encourage these willing Christian servants. Be ready to smile, express excitement, offer praise, or point out valuable skills, insights or abilities you perceive in your students. Your warmth and joy will be contagious.

\*Windows 2003 or XP is required to run the PowerPoint for the Modules I-IV.