

Scheduling

Teacher workshops need to be scheduled at least 8-10 weeks in advance. You should consult school calendars to avoid selecting a student holiday, teacher workday, the week of state testing or other potential conflicts. Many teachers suggest that Mondays and Fridays are the least desirable days to be away from school. Selecting a date in consultation with central office personnel, curriculum and staff development personnel, local school principals and classroom teachers to avoid conflicts is the fundamental first step in guaranteeing a successful workshop.

Second, information about the workshop (date, time, location and program goals) must be communicated to teachers as far in advance as possible. The more information provided early, the more likely teachers are to attend. Multiple announcements regarding the program should be made by means of fliers, newsletters, business letters and Web sites.

PRELIMINARY CHECKLIST

1. Who will be invited to your workshop?
 - K-8 social studies teachers
 - high school social studies and economics teachers
 - middle school mathematics teachers
 - elementary school reading/language arts teachers
 - business education teachers
 - family and consumer sciences teachers
 - other _____

2. What organizations/individuals in your district/region can provide assistance?
 - regional education service agency
 - school principal/assistant principal
 - curriculum director
 - social studies department chair
 - business education department chair
 - mathematics department chair
 - elementary school grade-level contact
 - college/university professors
 - other _____

3. What type of assistance can these organizations/individuals provide?
 - access existing workshop agenda
 - provide list of interested teachers
 - endorse the topic and program
 - encourage teacher participation in workshop
 - co-sponsor workshop
 - other _____

4. What are some possible dates/locations for the workshop?
 - city _____

 - sponsoring/cooperating organization _____

 - dates to avoid _____

DETAILED PLANNING GUIDE

A. *Getting Organized*

1. Have you identified the audience? What does the audience already know about economics and personal finance education?
2. Have you set the date and time and provided this information to potential participants 8-10 weeks in advance?
3. Have you obtained a suitable site with a sufficient number of online computers?
4. Have you arranged for needed audiovisual equipment (e.g., computer lab, overhead transparency projector, laptop and LCD projector)?
5. Have you prepared nametags, registration forms, refreshments, evaluation forms, etc.?
6. Have you prepared adequate quantities of handouts and other materials for distribution?
7. Have you made your backup overhead transparencies? Have you ordered any necessary supplemental resource materials?
8. Have you familiarized yourself with all aspects of *Virtual Economics*?

B. *Planning the Workshop*

9. Have you prepared activities to “set the stage” for the workshop (share objectives, review agenda, lead get-acquainted activity)?
10. Have you planned a variety of different activities for the workshop?
11. Have you planned processes to debrief the learning experiences (connect activities to the objectives of the workshop)?
12. Have you planned an evaluation to gather data on the effectiveness of *Virtual Economics* and of the presenter?

C. *Critiquing the Plan*

13. Is the amount of work realistic given the time frame?
14. Do the activities fit the topic and measure the objectives?
15. Does the workshop have varied activities?

ENSURING AN EFFECTIVE PRESENTATION

- Arrive at the workshop site early; arrange for someone to assist you
- Load the PowerPoint presentation into the computer
- Test *Virtual Economics* and the PowerPoint presentation on the LCD projector
- Greet participants as they enter the room
- Start the program on time
- Don't overwhelm your participants with "everything you know"
- Maintain a high level of participant involvement; don't read to your audience
- Be aware of the time of day; be sensitive to participant needs for breaks
- Be aware of the makeup of your audience (teachers, curriculum supervisors or administrators)
- Use humor to relax participants and defuse problems with equipment, facilities, etc.
- Finish within the allotted time