

Building Successful Workshops

How Practitioners Create Effective EFT Workshops and How You Can Do the Same!

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Whatever your presentation

Whatever the topic

***Whatever your experience level in presenting
this e-book will ensure you cover all the important aspects
of planning and delivering a successful presentation.***

Part 1 – Preparing Yourself - Dealing with your Fears

EMBRACING YOUR FEAR OF PRESENTING

It was my first public presentation; I stood in front of a group of women at a local church. I was supposed to educate the community about the new mental health center, its programs and benefits to the community. I was prepared - very prepared. (This is an essential part of any successful presentation, covered later.)

There I stood – frozen in place. I began. My voice was a whisper! An elderly woman in the back spoke up, “You’ll need to speak louder so we can hear you.”

I smiled weakly and said in a whisper, “I can’t talk louder; I am scared to death.” This admission, delivered in the humorous and honest way, made everyone laugh, including me. Laughing with them relaxed me too and I was able to deliver my talk with no further problem. Sometimes just admitting what’s going on in a genuine way helps.

When thinking about sharing our information with others it can feel risky to put yourself in the limelight. You may be afraid you’ll might fail, forget what you’re going to say, embarrass yourself or appear foolish. You’re afraid your weaknesses will be exposed in public. You may fear being judged or be afraid of a possible confrontation. Well, you might. It happens – I experienced all those things.

For the most part, however, we’re usually much harder on ourselves than other people are. You probably never thought of it but *your audience actually wants you to succeed*. Look at learning any new skill as to learning to walk. You didn’t just get up and walk perfectly, it took some time. You *practiced*. Embrace your fear. Look at your fears and how they help and/or hurt you. What is your fear doing for you? Keeping you safe from? Looking your fears square in the face is a step toward overcoming them and using them to lead to your goals.

Reality is that *you can increase your strategies for dealing with your fear*. The reality, too, is that *your desire to share your information has to be stronger than your fear*. The other reality is that preparation and experience are the real solution to fears of public speaking.

ANXIETY IS IN OUR DNA



We are all concerned, even afraid, of changes and new situations. It is in our DNA. In cave man days the goal was to find a safe place with a good food source. Once you had a reasonable safe place and food you didn’t want to change it. You knew the “rules” and “consequences” of this place. Changing places could mean death! While change in today’s world is rarely that dangerous we still react as if it were. We don’t know the “rules” and “consequences” of the new place, or behavior, or person, or situation. We wouldn’t be human if we didn’t react with some sense of *heightened awareness* to new people and the new situation, i.e. anxiety.



USE YOUR STRATEGY

Part of what Red Cross Mental Health Disaster Team counselors do to help people overwhelmed in disasters is to have the person get back in touch with their existing coping strategies, supports and resources.

We have all developed strategies to deal with our fears. You may add new and better strategies over time but at times you may still be pulled back to the “tried and true.” For instance, beginning as a teenager, I dealt with upsetting emotions and situations by going someplace quiet and repeating the Lord’s Prayer out loud until I calmed down.

Now, I generally use EFT. I have been involved with EFT since 1999. But, tell you a secret... In 2007 when I was coordinating the first of the EFT Master Showcases, a few minutes before it began I walked outside behind a large shrub and repeated the Lord’s Prayer several times – at an EFT conference! The irony of it made me smile. I then said my favorite acceptance statement to myself, “It is what it is” and walked on stage. We tend to default to what’s familiar. Changing that familiarity is anxiety producing all by itself. Changing our habitual response to something takes awareness and time.

You already have a favorite strategy for dealing with anxiety. What is it? Does it bring the desired result? Does it move you toward what you want? We are creatures of habit, often sticking with something long after it no longer serves us. Below are listed some of the more effective strategies. If these are not in your “anxiety reducing repertoire” you will find it helpful to add them.

STRATEGIES

DEEP BREATHING

Deep breathing is effective and is a favorite method taught by counselors.

1. Turn your attention to your breath.
2. Slowly breathe in through your nose to the count of 10, filling your lungs to capacity.
3. Hold the breath a couple of seconds.
4. Slowly release your breath from the back of your throat and out your mouth.
5. Take 3 to 10 slow deep breaths and notice how the anxiety reduces and you feel calmer.

EXERCISE

Now I’ll admit that before a workshop this one is tough to pull off. But when possible to take a walk, do stretching or other exercise in your room. Do try the day before a workshop to get some exercise for at least 30 minutes.

PRAYER

Whatever your definition of prayer or whatever your spiritual beliefs it can be helpful to say a prayer of intent of what you need or what you desire. [Loretta Sparks](#), one of the founding EFT Masters, has a mission statement, “*To be about good work in the service of healing.*” This would be a terrific prayer,

“Help me to be about good work in the service of healing.” Quick, simple, powerful. Such a short prayer focuses on what *you are able to give to others*. Whatever your prayer, whatever your spiritual beliefs, simply asking a higher power for guidance and support is helpful.

REFRAMING AND PEP TALKS

Did you know that our body’s reaction is almost the same to the feels both of fear and excitement? Sometimes simply reframing what you are feeling and channeling it to excitement for your opportunity to present your information works well. Sometimes a pep talk helps, “I have busted my ... to be prepared for this and I really want to share this information and by so doing I share information that will ... [put your benefit in here, e.g. improve their life, make them more successful.]



Sometimes you may need a reframe or pep talk from someone else. At one of the Showcases, a presenter said to me, “Who am I to be teaching this?” I smiled and said, “Who are you *not* to? They need this information. Go!”

After all, if YOU don’t give this presentation you are denying people information that can help improve their life. Indeed, “Who are you *not* to do this?”

OTHER EFFECTIVE TECHNIQUES FOR ELIMINATING FEAR

My three favorites are **Neuro-linguistic Programming (NLP)**, **The Lefkoe Method (TLM)** and of course, my personal favorite, **Emotional Freedom Techniques (EFT)**. Google any of these [+ fear of public speaking] to find resources to help.

EFT

EFT is a terrific self help skill to add to your strategy list. Not only can it reduce anxiety prior to a presentation, used skillfully, EFT can neutralize the underlying reasons for your fears. One of the easiest ways to use EFT for your self is to simply focus on the physical sensations of the upset you feel. For free information about a very simple way to do this, check out:

<http://FromtheDeskofAnnAdams.com/IntroEFT> In a nutshell what you do is:

Stop whatever you are doing.

Pay attention to where you feel the upset in your body.

Focus all your attention on that physical sensation.

Where is it?

How “big” is it?

How strong is the sensation on a 1-10 scale?

What are a few words to describe the feeling?

Repeatedly tap the EFT points as you focus on the sensation.

Keep tapping until the sensation is gone or is a very low number

Need help?

Audio CDs - One option to try is one of my favorite EFT products dealing with fears of public speaking by Carol Look, a highly qualified therapist and EFT Master: **Eliminate Your Fear of Public Speaking: Finding Your Voice with EFT** find it on her web site: AttractingAbundance.com

Carol's package has 7 hours of mp3s and a 197 page accompanying transcript for \$50. If you go through it all and still don't reduce your fear of public speaking by at least half - I'll buy it back from you! That's how confident I am that it will help you! Carol is good, she is very good.

Individual help - Sometimes though, we may need that individual touch, someone to help you laser focus on your specific fears and blocks. Just a few individual sessions can jump start you towards your goal by identifying what is behind those fears that hold you back. If so, let me help. I do individual sessions and packages of mentoring to help you deal with your fears and to help you plan and conduct your workshop. [Contact Ann.](#)

READY TO GIVE THAT EFT WORKSHOP?

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Part 2 – What do you want to share?

Creating Your Workshop

The three keys that determine the success of your workshop are:

- **Your choice of topic**
- **Your level of knowledge and expertise and preparedness**
- **How well you identify and market to your key audience**

Choosing a topic

Topics of general interest would be workshops that cover

- **How to make or save money,**
- **Self-improvement,**
- **How to improve relationships,**
- **Health,**
- **Financial security, prosperity, or success,**

- **Creativity, and**
- **Their personal appearance.**

These are hot topics in demand and have proven interest over time. If you have expertise that can assist people in any of these you have the potential for a workshop. People want to improve, to succeed, to know, to enjoy. People want to know more about topics that are stimulating and life enhancing.

EFT is a relatively new topic but can tie in very well to several of the hot topics above. While it's best to have at least three years' experience using EFT before training others, you certainly don't need to have all the answers. Notice that **perfection was *not* one of the three keys to a successful workshop.**

Even those who are called "experts" don't have all the answers all the time. They respond by saying, "That's a good question; I don't know. I'll find out and let you know." Or they throw the question to the attendees by asking who has had experience with that and creating a discussion around the question.

Even if you're not an expert, if you have information that will solve problems for others, answer a question they are wondering about, or information or methods that others would consider a topic of high interest, or essential to their own success or quality of life, then you have a topic worth presenting to others. Answer the questions: What is the benefit of your information to your audience? What will better for them after your workshop?

Naturally, you are expected to "*know what you are talking about.*" So, of course, you *need* to know your topic very, very well. Enthusiasm for your topic is important and certainly helpful in carrying off a successful workshop but *enthusiasm alone does not replace knowledge.*

Assessing Your Knowledge

After reading the above you may be thinking you don't know enough or wondering, "How much is enough?" You know more than you realize. Making a list of what you have done to become knowledgeable can increase your confidence that you know what you are talking about. So list:

- Workshops attended, classes taken
- Books and articles read
- Books or articles written
- Videos or audios reviewed
- Any formal certifications
- Mentoring or coaching around your topic
- Informal groups around the topic
- Type of, and years of experience with the topic

The information you present doesn't have to be all new, never before presented material. *What sets you apart from other presenters will be the way you present it.* Your unique perspective, your experiences and your stories is all valuable to others. We're not talking about changing everything or having some incredible different insight – just your own point of view and approach to the topic.

Creating an Outline

Now, begin *drafting an outline* of your workshop from the knowledge you already have. As you create your outline you will identify any knowledge gaps and fill them by gathering and researching additional information.

Insider's Tip: Always keep notes detailing the sources of your information. When writing an article or book referencing your sources makes you look professional and credible

Your participants don't expect you to be perfect but they do expect you know what you're talking about. Choose your topic, draft a general workshop outline from the knowledge you currently have. The outline will point out your gaps. The internet is where most start today, but don't stop there. Your local library still contains a wealth of information. Talk with others who have experience with your topic, interview experts and specialists, looking through files and records, checking out related new books, magazines, and other periodicals. In addition, there may be forums where you gain information or can ask a question.

Don't feel intimidated about contacting an "expert." Experts love to talk about what they know and they are often more accessible than you think. If you are prepared and ask a meaningful, well thought out question, they are frequently more than happy to help.

For instance, after reading this manual and you have one of those "well thought out" questions about presenting a workshop I am happy to answer it. Such questions give me great ideas for blog posts so it's a win-win for us both. Just send me [an email](#).

Tip: If you want to teach EFT the Workshop in a Box – [EFT4PowerPoint](#) – it will save you significant time in outlining and preparing your workshop. The program is in a very professional format and is easily modified to your own presentation. It's already outlined and the speaker's notes help a lot to fill any gaps of knowledge.

Determining your objectives

Develop clear, and specific, objectives as you design your workshop. Objectives are simply what you want the participants to know or be able to do by the end of the workshop. For example, the objective for the Insider's Guide is: *By the time readers finish this book, they are able to apply the suggestions to plan, prepare, and present a successful workshop with confidence.*

An objective includes an action that can be observed and measured. The format is always the same no matter the topic. There is an action verb followed by a description of what and/or for whom. For instance, in an application to teach at Kripalu they share this format.

At the end of this course participants will be able to:

- Define/Demonstrate (terms/techniques) for/to patients/clients/students
- Lead patients/clients/students through (experiential process) that (list benefits)
- Summarize (technique on/for self) to create (benefits for patient/clients/students)
- Practice (technique on/for self) to create (benefits for patients/clients/students)
- Explain precautions, contraindications or modifications needed for/related to...

- Identify (symptoms/behaviors) appropriate for or relevant to...
- Explain/summarize the latest research regarding (the topic).

Examples:

- By the end of this session, participants are able to take apart the widget, identify its parts, and reassemble it correctly within 10 minutes.
- By the end of this workshop, participants are able to apply [this skill] by doing [this].
- By the end of this class, participants are able to apply five new coping skills to communicate more effectively with others.
- The attendee will be able to demonstrate the EFT Basic Recipe.

For an EFT workshop, there is a very thorough list of possible objectives for an EFT training in the resource file on the EFT4PowerPoint CD.

Clarity on what you want them to know and do by the end of your workshop helps focus your outline and activities for your workshop.

Creating a Title

The “secret” to creating a great title for your workshop is matching your greatest benefit to the greatest need or desire of the participants. Knowing what your intended participants want and need is the basis for creating any marketing material. What questions or needs do your students have that your class will answer? What do they want to find out? What do they want to be able to do?

Topics that always generate a lot of interest are: weight, stress, money, relationships. Use catchy phrasing; make the title interesting.

Here are some effective title formulas:

- How to Turn Your ____ into Profit
- 20 Fool-Proof Secrets of Marketing Your ____
- Start Your Own Successful ____ Business for \$50
- How to Use ____ to ____
- How to __ Your Way to __
- Change Your __ by Changing Your __
- What’ s Your Relationship with [Money] – Attraction or Repulsion?

Insider’s Tip: In Ann’s *Insider’s Guide to Marketing Your Alternative Practice*, there is a list of compelling titles such as *Secrets to Finding the Weight You Want*.

Your title should whet their appetites. Your goal is to entice them to attend because they want to do or want to find out about what you are offering in your workshop. Remember that you want to emphasize the benefits of your information.

For instance, if you want to do an intro class on EFT for general audiences you may be better served to call it *New Ways to Reduce your Stress* than calling it *Introduction to EFT*.

Need help?

Need more of a laser focus on YOU? If you need that individual touch to **laser focus on your specific fears and blocks**, just a few individual sessions can jump start you towards your goal by identifying what is behind those over the top fears that prevent you from giving the workshop you've dreamed of. I can help. Whether you want individual session to deal with your fears or a program of mentoring to help you plan and conduct your workshop, on any topic, [contact Ann](#).

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Part 3 How to Get People to Attend

Filling the Seats

One of the anxieties you may have about offering a workshop is, "How do I fill the seats?" Or, why would they want to come to my workshop? Those are good questions!

Why do People Come to Workshops?

Start by writing down why *you* attend workshops. Then make a list of why you think others attend. List every possible reason, not just the official or "noble" ones. For instance, I've had people tell me they came because they didn't want to have to read the book; they just want the continuing education credits; and my favorite, I wanted to get away from the office.

In my more comprehensive book on delivering workshops, *Insider's Guide to Successful Workshops*, offered as a bonus with the EFT4Powerpoint training package, I list the most common reasons people attend:

- Want to know more about your topic
- Prefer learning in a "live" setting
- Want to actually see the information being presented or demonstrated.
- Looking to increase productivity, to cut costs or improve staff morale.
- Executives, managers and others want to keep pace with changes.

Basically people are willing to spend their time and their money to attend because they believe that in some way you will give them information to make their life better; or your information will

“solve” a problem for them, a problem that perhaps they spend way too much time thinking or worrying about

Clarify what would be the outcome for your attendees if they attend your workshop. What are the benefits of attending your workshop? You will use these “why people come” benefits for your marketing materials.

Complete the below statement:

The information I give people in my workshop will enable them to [Fill in the blank with the benefit that will improve their life in some way.

Sample for an EFT workshop: *The people who attend my EFT workshop will leave with new skills they can use to decrease the stress in their life.*

Targeting your audience

Who would be interested in coming to your workshop? What people do you want to attract? Are you reaching out to businesses, churches, associations, organizations that might be interested in your topic? What groups or agencies etc. would be interested in my topic?

- Which individuals would be interested? Male? Female? Ages?
- What are their interests?
- What problem do they have that my workshop will help?
- What would be the benefits for them to attend?
- How will they use what they learn?
- How will I best be able to reach this group?

Your interests and expertise has to match the interests and needs of your target market.

Create a Swipe File

Need more ideas? Keep any flyers about workshops you get in the mail or receive in an email. Read them. What appeals to you? Are you tempted to attend? Why? What is in the flyer that peaks your interest? Notice how they list benefits. Create a “Swipe File” and jot down the ideas that appeal to you and focus on your topic. Do an internet search for other people conducting workshops on your topic. Add anything that you really like to your swipe file.

No you are not going to actually copy them. That’s unethical and in some situations illegal. But you can gain lots of ideas for creating your own brochure or flyer or ad. An inexpensive way to do a flyer is to print it on colored paper. If you want to mail it, create it in three columns, or WORD has some attractive brochure templates.

Can you really fill the seats by just posting and mailing out flyers? Maybe, depends on how well the people who see it are attracted to your benefits.

There are is a sample flyer and brochure in the EFT4PowerPoint Package.

Pick up the Phone

Your best opportunity starting out is to make an exhaustive list of all the people and all the groups you know who may be interested in your workshop. Create “talking points” as to how you would explain the workshop to them.

Now, **pick up the phone and call them!!** Yes, call them. I had 18 attendees at my very first EFT workshop because I called people I believed would be interested in learning a new technique. Another trainer, a nurse, keeps her classes full by simply calling people in her area that would be interested in her topic a few weeks before her new class.

Your list of people you know already who may be interested in attending may help you realize you know more people – and possible resources – than you realized before you made your list. Another social worker remembered she was a member of a group that would be interested in her topic and send a notice to the email list, then followed up with phone calls. Don’t overlook the obvious. As a beginning trainer you will want to start small, you want the practice. If you have little to no experience in training offer your training to a non-profit, or small agency or business or group for free just to gain the experience.

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## BONUS SECTION - SPECIAL REPORT

### Marketing Ideas

#### Networking

- Join or create a Master Mind Group
- join or create your professional team
  - With others in your profession
  - With others in related professions
- Networking groups
- Individual contacts
- On line through forums, social media, bulletin boards
- Professional meetings and conferences
- Conference calls and teleclasses
- Group consulting or coaching
- Support groups
- Marketing or other clubs
- Anywhere you are!

#### Publicity

- Press releases, announcements
- Announcing awards or other achievements
- For public appearances (e.g. talks)
- Events – tie into holiday or seasonal local events
- Announce any changes to your business – moving, new product, service, website, new credential

## **In Writing - BE an author**

- Local newspaper or Community publications
- Other related publications
- Professional journals
- Church newsletter
- Create a newsletter, printed and mailed
  - Use your content, or related content you comment on
- Offer freebies – samples, articles, reports, other offers
- Review of other’s books (include contact info)

## **Be a “celebrity”**

- Talk on local and internet Radio shows
- TV show (local is often easy)
- Speaking engagements (free and for fee) OR
- Hold or be a guest speaker at other’s Classes and Seminars
- Community groups
- Public service clubs
- Professional associations
- Community Colleges
- Adult learning classes
- Other business and social groups
- Community agencies (Help to increase experience as small local agencies have small, or non-existent, training budgets – and can have a big word of mouth impact)

## **Web Site**

- Use web site as your brochure
  - Provide info for prospective clients
  - Have a FAQ section
  - Can use for client forms or surveys
- Add client stories and testimonials
- Add video and audio
- Add useful free downloadable information
- Remember to include your contact information
- Include articles you have written
- Newsletter distributed on line (blog, web site, email)
- Link to other useful sites
- Publish articles on ezine.com or other newsletters in your line of expertise
- Create an on line store to sell books, tapes, etc (start by using 1 Shopping Cart and PayPal)

## **Handouts**

- Business cards
- Brochures

Letterhead and envelopes  
Welcome letter/packet info  
Book marks  
Special reports (modified articles)  
Buttons  
Stickers  
CD/DVDs

## Advertising

Newspapers  
Magazines  
Special or trade publications  
Local event handouts  
Theater programs  
Calendars  
Sponsor a charity event or team  
    Could co sponsor with complementary business  
Classified ads  
Yellow pages  
Local TV stations  
Radio  
SIGNS in front of your business  
    On bulletin boards around town  
Direct Mail – cards, letters, flyers  
    Announce any changes, classes, offers

**Pick what seems easy and fun! Start there and add as you go.**

## Need help?

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# Part 4 – Making sure everyone learns

## Addressing Learning Styles – Reaching *all* Your Audience

Learning should be fun; learning should make people feel good. Challenge is that people learn best in various ways. It would be nice if everyone attending your workshop had *your* own preferred learning strategy! Because people learn in different ways having various kinds of activities, techniques, and training aids is an important part of a workshop. People learn and remember better in a state of relaxed awareness that takes place in a relaxed, pleasant atmosphere. This helps the learner be receptive and absorb information with the least effort and stress.

Baroque music can produce a harmonious relaxed atmosphere ideal for learning. Other music can create excitement and increase energy.

Retention is better when information is “chunked” in to small bites. Use keywords and visuals to make remembering easier. Keying a concept to a picture or catchy phrase or jingle helps retention e.g. to emphasize the importance for focusing on a specific when using EFT I created the jingle: For results that are terrific it helps to be specific.

Neuro-Linguistic Programming (NLP) identifies three major ways we communicate: auditory, visual and kinesthetic. Auditory refers to hearing, visual to sight, and kinesthetic to feeling or touch. In addition, we also use the olfactory (smell) and gustatory (taste) senses which are also known to be powerful memory enhancers. Exceptional learners use all their senses:

- *They make pictures in their mind's eye of what they're learning.*
- *They hear what they're learning in their head.*
- *They touch, and perhaps, smell, and taste what they're learning.*

## Sensory System

Most people have a preferred sensory system, learning style, and way of expressing themselves. How do YOU express yourself in speech or writing?

### Auditory

Does this “sound” most like you? Auditory learners may use these words:

- *“I hear what he’s saying.”*
- *“That sounds right.”*
- *“Her name rings a bell.”*
- *“That’s music to my ears.”*
- *“Something tells me she’s right.”*
- *“I’m speechless.”*

### Visual

Or do you “see” it this way? Visual learners are likely to use these words:

- *“I see what he means.”*
- *“I get the picture.”*
- *“It’s clear to me.”*
- *“The future looks bright.”*
- *“I have to get this in perspective.”*
- *“When that happened, I saw red.”*

## **Kinesthetic**

Or, perhaps it “feels” more like this? Kinesthetic learners may use these:

- *“It was a sticky situation.”*
- *“It’s smooth sailing from now on.”*
- *“What a tough problem.”*
- *“I can handle it.”*
- *“She gave a fuzzy answer.”*
- *“Let’s keep in touch.”*

If you’re an auditory learner, you like to hear presentations, can easily follow verbal directions, and hear yourself think. You probably easily remember songs and their lyrics. You use phonetics to spell and hear sounds and words in your head.

If you’re a visual learner, you want to see demonstrations and plenty of visual aids. You visualize easily. You may remember faces and forget names. When spelling, you see the words in your mind’s eye.

If you’re a kinesthetic learner, you like to be involved in activities and projects. You learn through touch, movement, and experience.

## **Olfactory**

Words that reflect an olfactory focus are:

- *“That smells fishy to me.”*
- *“I’m fresh as a daisy.”*
- *“I can breathe easy now that it’s finished.”*
- *“That movie stinks.”*

## **Gustatory**

And, gustatory:

- *“He’s a salty character.”*
- *“She has a sweet personality.”*
- *“He felt bitter about the outcome.”*
- *“That’s food for thought.”*

## Addressing Everyone

Many people make mental images of what they hear and read therefore, it is more effective to tell your audience what you *want* them to do instead of what you *don't* want them to do. Learners who make pictures in their mind's eye to make sense of things and to get clear about what's being taught are called visual learners. Others may find it difficult to visualize and prefer a different system. Auditory learners need to hear the information and kinesthetic learners prefer to get a "feel for the information.

How do you make sure you are speaking everyone's language? The secret is to use seeing, hearing and feeling words throughout your presentation in both oral and written material. Provide methods and techniques that give every one something to see, something to hear and something to do.

We may use all senses, but generally prefer one over the others. Things make more sense to us when we use our preferred sensory system. Learning is easier.

People who share a preferred sensory system seem to be able to communicate better with each other and to establish rapport more easily. As a facilitator, you want to establish rapport with everyone in the room through using *their* language. Address everyone's preferred learning style.

Communication extends beyond the written and spoken word. As you are preparing visual and audio materials, room décor and arrangement, and individual and/or group activities remember that *everything* the participants see, hear and experience, consciously and subconsciously, is important to their learning process.

### Need help?

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# Part 5 – How to decide where to hold the workshop

## Setting up the Environment and Atmosphere

Key questions would be:

- Where are you going to have your workshop?
- How are you going to arrange it?
- What to do when you don't have a choice?

Where you hold your event matters. The site, the furniture arrangement, the temperature, the music, the wall décor, the smell of coffee... everything the participants see, hear, feel, smell, and taste contributes to an effective conscious and unconscious learning atmosphere.

**Location** – Whenever possible, check out the space before committing to it. Is the location easily found? Convenient parking? Bothersome noises? Unpleasant smells? Mildew is a particular problem in underground or older locations. What is the room arrangement? What kind of tables? I try for round tables, if possible. Hotels or conference centers are great for large groups, not so warm and fuzzy or affordable for smaller groups.

**Interior Space** – What's the size? If bigger than what you need create your own section, don't spread out. While too big is better than too small, it's best for it to be "just right." You may not have a choice and you may not know how many in advance; so remain flexible, don't let it upset you. Create a file of activities to be able to fit any size space. Ideally chairs should have back support and padded seats. Everyone should be able to *a) see you easily and b) walk around the tables.*

**Lighting and Temperature** – Is there sufficient light. Too bright is as bad as too dim. Make sure you learn how to operate the lights, thermostat and all necessary equipment. Is there a local tech guy? Face chairs away from direct outside light. Round tables or being seated in a semi circle is best.

**Additional Display Tables** – keep any display tables, snack table and your presentation table neat. Clutter is distracting. Products for sale should be set up near the back where people enter and leave the room. If you don't have your own products are their other's quality products you'd like to be an affiliate for?

**Refreshments** – Hotels rarely allow you to bring in food. If your workshop is in a hotel make sure you check out the costs and include this in your registration. Usually at a hotel you will only offer tea and coffee. If there is a place very close where they can get drinks skip the refreshments in the room and expand your breaks by 5 minutes and have them buy what they want.

You have enough on your mind and to do without having to deal directly with the refreshments – honest! You want your participants to be able to interact with you at break – you don't want to be laying out muffins! But sometimes it just makes sense to personally provide the refreshments. Do you best to have a helper with the refreshments. If not, keep it simple and have it all ready before the workshop. Water should be available at all times but leaving out the coffee, tea, snack, etc. can

be distracting to the participants. Keep it out of sight, out of mind – and keep it neat. Don't overload with carbs. I prefer offering fruit in the morning and brownies and fruit in the afternoon

**Décor** – Some trainers have posters with slogans, signs, lists, quotes, questions, mind maps, objectives and goals, pictures, maps, and charts etc. that are relevant they want to hang on the walls. These should be hung at an angle or clustered in pleasing arrangements. Plants and flowers are aesthetically pleasing and add to the pleasant welcoming atmosphere. Your goal is to stimulate all the sense and set up a positive atmosphere to stimulate learning.

**Music** – Occasional music can contribute to a pleasant atmosphere but shouldn't draw attention away from what else is going on in the workshop. Assure it is all set up the way you want it *before* the workshop starts.

**Forms** – What forms will you need? Sign in sheets, receipts, credit card forms, release and disclosure forms, Address labels, File folder labels, Certificates of Attendance, and Evaluation forms and a way to keep up with your expenses.

If you would like samples of the Expense Form and a sign in sheet go to [AnnAdams.com/Sign-In](http://AnnAdams.com/Sign-In) and [AnnAdams.com/Expense](http://AnnAdams.com/Expense)

Samples of all of these forms are available in the EFT4PowerPoint package.

## Need help?

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# Part 6 – Deciding what to include

## Creating Materials

The purpose of your materials is *to back up your oral presentation*, not the other way around. Your rapport with your audience is the critical factor not the materials. Thorough preparation is a huge part of a successful workshop. Be prepared is not just a motto for Boy Scouts.

**Creating in PowerPoint** – PowerPoint is probably the most user friendly of software programs. The ability to create an attractive presentation is within the reach of everyone with a computer. They have themes and clip art and a variety of fonts to make your presentation interesting.

**Flip Charts** – Even in this day of technology using a flip chart or white board is useful for side explanations, listing elicited participant information such as goals or questions and listing key words or to drawing your own picture to explain a concept. For years I created entire workshops on a flip chart. It was time consuming and quickly become soiled, wrinkled or torn. I still use flip charts for notes.

Use low odor markers and a variety of colors. I carry watercolor markers for the flip charts, and dry erasable markers for whiteboards. Keep those markers separate by putting in different plastic bags.

**Tip:** If you mess up and use permanent markers on dry erase board write over the permanent marker with dry-erase marker, then erase. Usually works, BTW, black is easier to remove from the whiteboard than other colors.

If you use a flip chart place it on the right if you are right handed and on the left if you are left handed. This way you are not blocking the information as you write it. Speak to the group and *then* write – don't talk to the flip chart.

**Presentation Equipment** – Do you need a projector to present in PowerPoint? – NoAs technology progressed I created my presentation by hand on transparencies to use on overhead projectors, still around in some places. What is now more available are big screen TVs that use HDMI cables to hook to your computer. Increasingly document cameras, such as ELMO are available. Always ask what equipment is available in the room.

I trained many people in many topics from 1976 to 2001 by creating flip chart pages or transparencies with the information I wanted to share. When PowerPoint came out I was quickly hooked. It is so much easier to create, is neater, looks more professional and a breeze to modify as needed. However, even with my PPT presentation I always have a flip chart at hand for notes and illustrations.

If you have small groups, up to 8 people, you simply use your laptop computer, preferable with a 17" screen, to show a PowerPoint presentation. For larger groups and the most professional presentation a portable projector is best; prices and weights are coming down. Big screen TV's with HDMI cables are increasingly popular in small spaces. If you only train large groups occasionally it may be more cost effective to rent the room with the projector. Use a wireless remote to change slides.

## Your Presentation is You

Whatever audio and visual aids you use remember they are there to support your presentation not BE the presentation. Deciding what goes on a page, what are the key points, in what order, with what colors and whether to use a picture, and if so what picture can be very time consuming. TIP: Outline carefully your presentation *before* you start preparing the slides.

Give thought to legibility, order, balance, and composition as you consider how you can stimulate interest with content, color, and graphics. Use few and contrasting colors so they can be distinguished one from the other. Keep the graphics relevant and simple. Graphics as well as words should be used sparingly. Too much of a good thing is confusing. Use one idea for slide. Use consistent headings, text, and color in a recognizable pattern or theme throughout the presentation to give it unity, but a little humor or surprise thrown in occasionally is a pleasant way to keep audience attention.

It is so easy that it is easy to get carried away with all the possibilities in PowerPoint. Spend time to pick the PowerPoint theme you want to use then stay consistent. Really easy to spend hours and hours changing insignificant details – use your time for content.

Keep it simple and clean. The printed information should be reduced to key words and phrases. Generally most slides or transparency should be limited to 5 lines, 5 or 6 words per line.

There is a great deal more suggestions and tips for creating slides in the *Insider's Guide to Conducting Successful Workshops* – a BONUS e-book for purchasing EFT4PowerPoint.com that expands on the information given in this manual.

**EFT Note: All this work is done for you in the EFT4Powerpoint training package. This done-for-you package saves you many hours of time and lots of frustration.**

## Timing

Practice the presentation to have an idea how much time it takes to deliver. Decide on a maximum length of time for demonstrations and for questions and answers. Encourage your participants to ask questions, but remember to keep your answers short and to the point – don't be tempted to go off on a tangent just because you have an interesting story.

Print your agenda with suggested time limits for each part of the workshop. Keep it near you for reference. If possible, during the first few workshops, jot quick notes about how much time each segment actually took so you adjust for next time.

**Insider's Tip: One of the best habits to create is immediately after a workshop, while the experience is fresh in your mind, look over your notes, lists, and materials and make modifications – right then!**

Timing also pertains to the importance of beginning and ending your workshop on time. People appreciate it. Keeping to your scheduled times makes you look professional. If it is not practical to have

set times for breaks and lunch because of the type of workshop, say so up front but stick to the suggested times as closely as you can.

Make the presentation "scalable" meaning you can quickly and easily cut or add information if needed. What can be left out, or which skill can be demonstrated in another way. Questions and experiential activities are as important, if not more important than the "teaching" part of a workshop. Don't get caught at the end of a workshop trying to rush through the remaining information. No one learns well in a rush.

## **Sound**

If the room sound quality is good, your voice projects well, and you have less than 30 participants, you'll probably not have to use amplification. Sound can be a challenge in a large room and/or a large number of participants or if you typically have a soft voice.

Sound is as critical to a presentation as good sound is to the quality of a video. When you do need sound, unless you are a sound techy, get help. You cannot run the sound equipment and the workshop at the same time. Hotels generally have a sound person. It is helpful to make very good friends with the sound man. He, or she, can give you tips on how best to place and use the mic.

If you use one of the ice cream shaped mics point the corded end at the audience rather than the floor and hold like you hold an ice cream cone - about one inch from your mouth. Speak into the top of the mike rather than into the side. Your voice will be more audible and much fuller.

## **Stories and Activities to pick and choose**

Have a list of related stories, jokes, activities. Go through the list before the workshop and pick out the most appropriate for that audience. Listing them in advance makes them easier to recall and makes planning quicker. You can write them out on 3X5 cards or create slides to insert with a related picture to remind you of the correct story. It is way too easy to forget to tell even your best stories!

## **Handouts**

Handouts are intended to support your presentation. Handouts are individual to the presenter and vary widely. My basic handout is simply the slides themselves printed 6 to a page. Now days I print them on my color printer, but black and white works fine. The slides were created with the purpose to use as a handout to take home and review. They are designed to have the key points I want the participants to remember already there. This way the participants have to take very few notes. I have the handouts stapled together rather than bound and put them in a brightly colored file folder with a preprinted label. I've found that people tend to place this folder in their files and then can easily locate the information since it is a bright color.

I print some forms on colored paper and keep loose in the file folder for the participants to easily locate, e.g. the evaluation form is on pastel green paper. If you do want to punch holes in your handouts or bind them remember to leave 1 ½" left margin.

Use a font that has serifs, those little dips and additions that help to connect letters, easiest to read. The bulk of the text can be a serif font like Times New Roman or Cambria (the font in this book), saving sans serifs fonts like Arial for headings and titles.

**EFT Note: There are suggested handouts in the EFT4PowerPoint Training Package. You decide what to use.**

## **BACK UP Your Presentation**

To make absolutely sure I will have it available, I back up my presentation 3 ways: on a portable drive, a CD, and I email it to myself and any workshop coordinator. I also have a printed copy. If all equipment options fail I can teach the class, and have, from the handout.

## **Use a Checklist**

Use a checklist – EVERY time! In the rush of preparation it is easy to forget something, even something important to your presentation. Print out a copy and check everything off.

**A Comprehensive Checklist for workshops is included as a bonus at the end of this manual for you to modify as you need.**

## **Presentation Tips:**

1. Talk to the audience and not to the screen. You are the presentation, not any media or training aids you use.
2. Relate to your audience, not your materials.
3. Do not keep the marker pen and top in your hand and “click” the top off and on the marker as you talk – so distracting!
4. Talk to the entire audience. That means you will probably be walking back and forth on the stage or the room.
5. Don’t worry about making spelling mistake. I make a joke that I cannot write and talk and spell correctly at the same time. People understand that spelling spontaneously can lead to mistakes. Those who can spell well may help and those who can’t will be sympathetic.
6. Keep the flip chart or white board on the side of your dominant hand so the audience can see you as you write.
7. Proof read your information. This is best done by reading it out loud. While an overlooked typo is not the end of the world, a pattern of typos or grammar or other errors affects your credibility.

8. Learn how to skillfully operate any equipment you use *before* the presentation. And check out all that equipment before you pack it.
9. Practice! Being prepared means practicing. Run through your presentation in advance as many times as you need to in order to feel confident.
10. Make sure all your materials are organized and stacked in the order you will use them.
11. Bring extras of any critical items, that includes having one extra packet of handouts for the group.
12. If you are even slightly computer savvy, it's well worth your time to use a presentation program. PowerPoint and others like it offer many useful and attractive creative possibilities from incorporation of text, charts, graphs, video, sound, animation, etc. You can create handouts and other printed materials to reinforce your presentation. It is so easy that it is easy to get carried away with all the possibilities. Keep the principles of good design in mind and remember that *you* are the presentation, not any media or training aids you may add.
13. Jot down stories that can be used in a workshop as you remember them and/or as they happen. Good stories can make a workshop great.
14. USE A WORKSHOP CHECKLIST! (Just so happens one is enclosed at the end of this book!)

## Need help?

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# Part 7 Presenting your workshop – Section A

## Creating the Agenda

The eight categories for your agenda is both the master plan and the secret of a great workshop. This agenda uses principles of accelerated learning and has proven extremely effective countless times. For a truly effective workshop think carefully as to how you will manage each of these important points.

1. *Welcome and introductions,*
2. *Preview,*
3. *Objectives,*
4. *Breaks,*
5. *New information,*
6. *Experiential activities,*
7. *Review,*
8. *Evaluation and closing.*

## Welcome and Introductions

Put up directional signs to the workshop. Have a “Welcome to \_\_\_\_\_” sign in the room or projected on the wall. Perhaps have music playing to set the mood. Neatly arrange your wall décor, supplies, materials, and seating. Create an organized room arrangement of pleasing décor, comfortable temperature, pleasant lighting, and appropriate arrangement of the room. It all says, “Welcome.”

Beginning on time and ending on time marks you as a professional and sets a standard for the rest of the workshop. Don't worry about latecomers.

Dress professionally but appropriately for the type of presentation. While this sometimes requires a suit and tie (or heels), generally what my niece calls “dressy casual” will fit most situations.

Use name tags; it assures you will know their name. If you plan on breaking into groups you may wish to put a sticker or color code the name tags. This makes it easy to give the directions such as the “blues will... and the reds will...”

**The Opening** – You've greeted folks with, “I'm glad you are here.” They are seated and anticipating the workshop. Introduce yourself and the workshop.

Now you want a strong opening that will maintain the high expectations the audience feels after hearing about your workshop and arriving at a comfortable, interesting environment. A good introduction can whet their appetites for the rest of the workshop. Your intro can be a demonstration, a short story, or a surprising chunk of information, or a combination of these, but the primary goal of your introduction should be to establish yourself the expert and to give your participants a glimpse of the interesting and useful workshop to come.

Create a good story around your topic. Many speakers use related funny stories or jokes to begin.



Here is how I start my EFT classes. With humor and flourish, I share my initial reaction, “Tapping on points of your body as you focus on your upsetting event *neutralizes* the emotional impact of the event!?!? You’ve got to be kidding, *that* is the dumbest thing I ever heard!”

I go on to describe myself as a no nonsense manager, not given to chasing new fads or crazes. However, the instructor seemed credible. I was definitely interested in treatment methods that are effective and efficient. What got me interested? “I never understood why, if a traumatic event could happen in just seconds, why did the effects have to last so long? Why couldn’t we find a way to *turn off* the negative emotional and physical impact to the person just as quickly?” If what the instructor was saying was true, maybe trauma *could* have an “off” switch.”

My story validates the skepticism participants may have brought with them to the workshop, creating rapport. Sharing the process of my motivation to learn more because of her management values of effectiveness and efficiency adds to my credibility. The metaphor of the trauma on/off switch draws a picture for the participants of what EFT may be able to do for them or their clients and creates some excitement about the possibilities.

I go on to explain that the “off” switch appears to be created from merely tapping (or touching or rubbing) some of the same points used by acupuncturists to decrease pain. I demonstrate how these are points we all use anyway: rubbing the chest, putting a palm to the forehead, rubbing under the eyes, wringing the hands, etc. Why do we do this? It’s comforting.

The participants are interested and engaged. I then tell them that during the day, they’ll learn how to use these same points in a focused way to deal with some of their own issues. I tell them that the genius of EFT is not that we touch or tap certain points; we already know that doing that is comforting. The genius of EFT is that we can do this with intention and focus to relieve the impact of negative events and emotions on purpose! And I assure them that, “during the workshop today, you’ll learn how to do this for yourselves.”

This demonstration of the various natural touches connects EFT to experiences the participants are already familiar and comfortable with and sharing the “secret of EFT” as the intention and focus of the user brings this new concept under the participants individual control, giving the participant a sense of, “I can do this.”

**Housekeeping Details** – Handle the “housekeeping” details: information that your participants need about the location and facilities *after* your opening, not before. Again, make a list of what they need to know:

- Food and Drink
- Restrooms
- Phone
- Breaks
- Lunch times and Menu Choices
- Smoking
- Cell phones

- Any other specific guidelines

Refer to each item very briefly, spending only the minimum time necessary.

**Icebreakers** – Introductory activities involving all participants help them connect with you and each other, to feel relaxed, and in a positive mood for learning and helps establish the workshop atmosphere and establish group cohesiveness.

One simple way is have each introduce themselves, where they work and what to get out of attending the workshop while you stand by the flip chart and write down their goals .

Google the term “ice breaker exercises” and literally 100s of activities come up. Pick ones *you* are comfortable doing. Use short energizers throughout the day – after a break is an especially good time. Tie the exercise into your subject matter to add to the learning experience. Donna Eden’s book Energy Medicine has lots of fun energy exercises to spice up a workshop.

### **Preview and Objectives – “What We are Going to Do Today”**

Give a brief outline of the schedule and list the objectives and let them know about breaks. You can just share verbally or create an outline of what your workshop covers on a flip chart, PowerPoint slide or handout. Let your participants know there will be presentations of information then demos or a related activity and time allotted for questions, discussion, and ample breaks.

As much as possible, plan your presentation to offer new information in small bits that build on each other. Ensure time for repetition, particularly if the information is new for most participants.

### **Breaks**

In addition to a scheduled break at least each 1 ½ hour plan some sort of break from the “lecture” portion every 45 minutes. Have numerous breaks involving some sort of movement helps learning and better retention.

**Insider’s Tip: The EFT4PowerPoint Training Package contains slides you can leave up during breaks after each lecture portion that will show participants what’s coming next during the experiential portion, helping to build positive expectations and reinforce continuity throughout the day.**

As you announce a break tell the participants the specific time the session resumes. Print the time on a whiteboard or chart . Be sure you start the presentation exactly when the break is over with an upbeat story or other compelling activity or information so that people learn to be back in their seats on time.

Some people feel their time at lunch is wasted. You might give an assignment right before breaking for lunch that can be easily accomplished without interrupting valuable free time or mealtime. For example, you can ask the group to observe a behavior, review their handouts, make a list of questions, or visit an exhibition or display. You can give them a riddle to solve or a question to answer, either individually or

with the cooperation of others. Make time for discussion of the activity when the group returns from the lunch break.

**Insider's Tip:** EFT4PowerPoint contains handouts with cryptograms or word searches that can be used during lunch or you can ask participants to come back with two additional clearly written Setups. In Level 2 or 3, you can suggest they work with someone on a craving, or hand out a list of questions or have them pick from a container a question they will answer after lunch.

Use a timer, gong, or chime to indicate when it's time to be seated. If you play music, slowly turn it up at the beginning of the break, and then slowly down and off at the end of the break.

## Presenting Your Workshop – Section B

In the previous section we discussed the first four of the eight agenda items. Here we will cover the last four.

1. *Welcome and introductions,*
2. *Preview,*
3. *Objectives,*
4. *Breaks,*
5. ***New information,***
6. ***Experiential activities,***
7. ***Review,***
8. ***Evaluation and closing.***

### **New information**

Up to this point you've been covering the "big picture." Now you will be presenting information into small chunks of information. Keep it to no more than 45 minutes before you let them ask questions, do an experiential activity, share and discuss what happened. You will present information in oral (auditory) and written (visual) form and activities (kinesthetic). You can vary the presentation with demonstrations, guided imagery and videos.

**Lecture** - The time *you* are talking is a lecture. It's expected, effective, and efficient, as long as it's interesting and not too long. For the best learning experience, present new information to the participants, in both oral and written form, using audio or visual aids (slides, maps, charts, models, handouts) necessary. Use visual aids and vivid verbal images using language that touches everyone's best learning and communication style.

Break up the lecture by periodically engaging the audience or doing a demo ideally every 15 minutes. Cultivate ways of eliciting comments or questions for when they don't volunteer them. For instance, you can ask if there are questions. Ask a question to check audience comprehension; especially good if there is a point you want to drive home. Ask open ended questions such as, has anyone had an experience like this? When was the last time you experienced this? What happened?

**Demonstration** – Demonstrate a procedure yourself, or involve one or two members of the group in the demonstration. A demonstration is primarily a viewing experience rather than audience participation. *Tell the group what you're going to do before you begin, then tell them again as you do it.*

**Q & A** – Give time for questions and answers after the presentation of new material. Answer a question when it is asked during the presentation if it helps to clarify your point. If not, assure the asker that you'll cover it later or you'll answer it during Q&A. If this happens, always remember to start the Q&A with that participant.

How you answer questions is key to establishing good rapport. Focus your attention on the person asking the question, then paraphrase the question to make certain you understand and to make sure everyone heard it. Validate the question with comments like, "That's a great question," or "I'm glad you asked that."

Make eye contact with the asker then look at and speak to the entire group, ending your answer with eye contact back to the asker. Never waste a chance to engage other members of the audience. If other participants may be able to answer, draw on their responses.

Remember that, "I don't know" is a legitimate answer. You can turn the question back to the audience and ask if anyone else knows, you can find the answer during a break and come back with it, or you can use this opportunity to follow up with your participants by sending a group email or making a blog post about it. And for those times when your mind just goes blank? Ask the group what they think – actually a good question strategy anyway. Remember to correct misconceptions diplomatically.

Question and answer period is not just for participants; this helps you discover if any material needs to be presented again or reviewed. *After the workshop, go back over the questions. Is there another way to present your information that would cover that question before it is asked?*

## **Experiential activities**

Just as you will become proficient at delivering presentations by delivering presentations remember that you have to practice any new skill. Involve your participants in experiential activities for at least a third of the workshop. Active, participatory exercises are important for storing new information in long term memory. Use activities to review material presented. They need to actually practice the skill. Always assign a time limit. Afterwards go over the key points, answer remaining questions, and address any concerns.

Experiential activities can be independent, in dyad or triads, or small group activities. Experiential exercises allow participants to "test" their knowledge or skill. The goal could be for participants to demonstrate and apply what they've learned in a stress-free environment.

Don't use activity time for you to take a break. You need to supervise the practice so you can correct any misunderstandings and give helpful feedback. Monitor the room and watch for the right moment to give feedback or help.

When developing activities, keep the workshop objectives in mind and ask yourself what you want them to see, hear, experience, learn, and take away with them. An activity that does not further your objectives is a waste of time, no matter how much fun it may be. Keep the various learning styles in mind, visual, auditory, and kinesthetic and plan activities that cover all learning styles. Ask yourself: What activity will teach or reinforce this concept best? How can this be best broken into small steps? Would a fill in the blank or other handout support the learning.

Prior to dividing your participants for an activity, *give very clear instructions*. Create a slide with the instructions, or give them a handout. *First*, tell participants what they will be doing, *then*, give them written instructions to use as a reminder, *then* tell them to move into groups. “*In a moment I’ll ask you to move into groups, but first let me tell you what you’ll be doing...*”

**Insider’s Tip: As a general rule, never pass out handouts while you’re talking. People tend to read the handout and ignore the speaker.**

To aid in the discussion and questions you could ask questions like: What happened? What did you notice/discover/learn? What surprised you? How can you apply that to...? What was your most important take-away from that? What will you do differently now that you have experienced this?

## Review

Summarize and recap what they have learned. Repetition is important. At the end of each day review what was covered that day. At the end of the entire workshop, have a short review of all the material covered.

## Evaluation and Closing

Before ending the workshop, it’s important to give the participants a chance to assess the day’s experience. Here’s where you refer back to the list of what each participant said he or she wanted from the workshop.

If class size permits, ask each person to briefly share his experience as you go through the list of names. ***Ask for one or two ways each person will use what he’s learned or what is the first thing he’ll do to put the new skill into action.*** You might have the participants complete a sentence like, “What I learned will make a difference in how I \_\_\_\_.” If the class is too large for everyone to have a turn, break them into groups to discuss or ask a few people to volunteer their answers.

Evaluation forms may give even more detailed feedback than might be revealed through a group discussion.

Your evaluation or feedback questionnaire may be as simple as asking these four basic questions: What worked well? What could be improved? What are three helpful things I learned? Any other comments? You could also ask how they plan to use the information the next day.

When you read the participants’ responses after the workshop you are *looking for patterns of responses*. While a thoughtful comment can be helpful, guard against taking any one person’s criticism as the “truth.”

It's common to get completely contradictory comments. "The workshop was too long" and "the workshop was too short" in the same evaluation! Take seriously only those comments that are consistent and repeated. If eight out of ten people thought the musical chairs game didn't work, next time, don't play musical chairs!

PS. Every effective presenter has learned the hard way to use an in depth checklist when planning setting up and delivering a workshop. To make it easier for you my checklist is included below.

## Need help?

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Interested in knowing some of the best ways to increase clients and build your practice?

Also check out [Marketing your EFT Practice](#).

I would love to have your feedback on the information in this book. What did you like/ not like?

What could I do to improve it? I'd appreciate your letting me know! [ann@annadams.com](mailto:ann@annadams.com)

## Workshop Checklist

Always review your checklist of what to do and what to bring to assure you bring all important items. Modify this list for your needs.

### **Venue** (Arrive in time to assess and modify any of these)

- Temperature
- Lighting
- Chair arrangement
- Tables
- Facility contact names and numbers

### **Sign up**

- Business Cards
- Pens and Pencils
- Signup sheets
- Name tags and holders
- Release and/or Disclaimer forms
- Handouts to be shared initially
- Binders or file folders for handouts
- Flyers for other workshops or products
- Money box and receipts
- Credit card forms or other manner of taking credit cards

### **Demonstration Equipment** (Often offered by the venue)

- Appropriate pens, markers, paper, index cards
- Video (projectors, laptop, TV, monitor)etc.
- Check for all connecting cables
- Back up of presentation on thumb drive or other medium
- Remote, pointer, or laser
- Audio (speakers, iPod, DVDs, CDs, flash drives, mood music)
- Extension cord, 3-prong adapter, outlet strip

- \_Tape to tape down the cords
- \_Screen
- \_Presenter Table
- \_Flip charts or whiteboard, easels, low odor appropriate markers for medium used, eraser, maps, pictures
- \_Handouts to be given out during presentation
- \_Speakers Notes
- \_Presentation, Wall décor, flowers, posters

## **Sales**

- \_Backend products
- \_Flyers and other marketing materials

## **General Supplies**

- \_Marking pens – washable, low odor, dry-erase. If you use different types of markers be sure to create a method for keeping them separate.
- \_Dry-marker eraser
- \_Whiteboard cleaner
- \_Flip Chart holder and paper
- \_Whiteboard and/or Flip chart
- \_Paper clips
- \_Rubber bands
- \_Pens/pencils – extras for participants
- \_Blank paper
- \_Sticky note pad
- \_Stapler
- \_Tape – blue painter’s tape best to use instead of masking tape - doesn’t leave marks and easy to remove, transparent tape, duct tape
- \_Scissors
- \_Small screwdriver or other tools needed for equipment
- \_Push pins
- \_Extension cord
- \_3-Prong adapter
- \_Outlet strip/ surge protector
- \_Extra projector bulb



- Clean cloth
- Tissues
- Hand cleaner
- Wrist watch or small clock with timer
- Gong, chime or bell
- Aspirin/Pain killer/Antihistamine
- Small bandages
- Safety pins
- Bottled water
- Cough drops or hard candy, Breath mints

**Refreshments** (Many hotels will not allow outside food, however, smaller venues often allow you to bring your own food and drink.)

- Table cover
- Napkins
- Cups for cold and hot beverages
- Spoons
- Sweeteners
- Water
- Coffee
- Carafes or other method to heat water or make coffee
- Milk
- Hot tea or hot water and tea bags
- Grapes or other fruit of your choice
- Cheese and or nuts
- Muffins
- Afternoon snack (don't offer too much sugar or simple carbohydrates)
- Wastebasket and liners

### **MUST HAVES**

- Your preparation
- Your enthusiasm
- Your sense of humor
- Comfortable shoes 😊