

# MNsure Outreach Training Curriculum Manual

Welcome to MNsure’s Outreach Training Curriculum. This manual will provide an introduction to the Training Curriculum, as well as guidance on how to prepare training sessions and on the use of the curriculum materials.

## Getting Started

MNsure’s Outreach Training Curriculum provides MNsure partners with content and materials for delivering four different training sessions. The curriculum is based on the principle that you and the groups you are working with bring your own wisdom, experience, and insight to these topics. The content of these sessions relies heavily on participation and interaction within the group, so that you can capitalize on the existing knowledge and expertise that each individual may bring to the subject. The curriculum is not intended to be prescriptive, but rather to serve as a guide for you as you attempt to engage people in the MNsure enrollment process.

The four training sessions, or modules, are designed for trainers of all backgrounds and experience levels and have a low reliance on materials and technology so that you can conduct them in a variety of settings with simple preparation. In some cases, exercises require materials that are inexpensive or easy to acquire; however, if you are not in a position to acquire the suggested materials, feel free to substitute your own ideas or activities.

### Planning Your Training Session

Each training module will last 1.5 to 2 hours (please see each module’s Facilitation Guide cover page for its unique time limit). You will find it very useful to spend a few moments ahead of time planning how you want your session to go. Some things to consider when planning your session include:

* Decide how much time you think each part of the session will take. The time limits given for each section within the Facilitation Guides are suggestions and real times may vary depending on the size and dynamics of the group, as well as the style of the trainer. As you gain experience training, you will get better at judging how long an activity or discussion will take. However, be mindful that almost nothing involving a group of people, no matter how cooperative they are, will take less than 5 minutes and it will often take longer than you think.
* Err on the side of covering less information in more time. If you feel like you are “cramming” a lot into one day and you believe your participants would really benefit from the information in a particular module, it might be better to split the module into two different sessions so that you can cover it all in a way that is valuable to participants.
* Use time-saving techniques when necessary. For example, some activities (like ice breakers and introductions) can sometimes be done by pairing people off one-on-one, rather than each person sharing with the big group. This allows for personal interaction without using precious time.
* Use visuals. The Outreach Training Curriculum comes with prepared visual aids in the form of a PowerPoint, but feel free to add your own ideas or use a method of visual aid that you are most comfortable with (e.g., a flip chart). People tend to respond well to visual cues.
* Make sure that you include ways for people to interact. Even if you modify the modules, you should try to retain the practice of interactive activity. People learn best by *doing*.
* Don’t overlook tone. More than just conveying information, your role as a trainer is to facilitate dialogue, shared wisdom, and a welcoming atmosphere. The training isn’t just good information—make sure it also feels good and fun to participate in.
* Mix and match. The curriculum was designed to be a series of modules in which each module builds upon the previous module, but the modules can also be adjusted or facilitated out of order to fit the needs of the participants. As you review the Facilitation Guides and accompanying materials, you should even feel free to take one exercise from a specific module and mix it with another activity or discussion prompt in another. Be creative! Make the trainings your own.
* Plan to conduct a written evaluation. The Training Curriculum includes a sample session evaluation for you to use as is or build upon. Asking your participants to evaluate your content, materials, accommodations, and facilitation style will help you continue to improve your sessions and provide the best support possible going forward.

### Planning Your Training Session

The following is a list of the Outreach Training Curriculum topics:

* Module 1: “Outreach as a MNsure Partner”
* Module 2: “Effective Outreach Tactics”
* Module 3: “Relationship Building in MNsure Outreach”
* Module 4: “Event Planning in MNsure Outreach”

Each module provides you with the following:

* A Facilitation Guide
* A visual aid in the form of a PowerPoint
* Module-specific handouts

### Using the Facilitation Guide

The Facilitation Guide is designed to be used by trainers of all experience levels. It contains:

* *The Cover Page* – details the purpose of the session, materials needed to facilitate it, room and set-up requirements, the session agenda, and other module-specific notes.
* *Icebreaker* – these are suggested activities for you to use in order to help participants begin to feel comfortable interacting with one another. Though not required, icebreakers are recommended as the modules rely heavily on participant discussion and interaction.
* *Section Notes* – each section of every module includes a brief summary of the purpose of the section as well as any activities that will take place therein. If you are a particularly experienced trainer or do not like to rely on a line-by-line script while facilitating, the section notes can be a handy tool to keep you on track throughout your training.
* *Facilitator Script* – found in each section of every module immediately after the section notes, the facilitator script includes a line-by-line breakdown of what to say, as well as how and when to facilitate discussions and exercises.
* *Session Evaluation* – it is strongly recommended that, in addition to the written evaluation, you also conduct a brief verbal evaluation at the end of each module to immediately gauge the tone of the room and signify a distinct end of the session. Be creative in how you evaluate your sessions, though, and do not feel you must follow the prescribed evaluation written in the module.