Train the Trainer Guide

Training and Development Using Technology Working Group

GOAL:
Address Critical Issues.

STRATEGIES:

(G4. D2) Develop training programs to meet needs of members using technology

(G1.E1) Employ technology to develop training tutorials to meet the needs of our current demographic

(G1.D1) Rebrand leadership development programs and develop interpersonal skills programs

Table of Contents

Train the Trainer Guide

1.0 Purpose of the Training Guide

The *Train the Trainer Guide* is a framework that will assist you in preparing and delivering training. In this guide, you will learn about different presentation techniques, various delivery skills and the best ways to effectively present the course materials to engage members with course content.

The extent of how this guide is used will depend on:

a) *Your level of experience*. As an experienced trainer, you may use portions of this guide as a refresher in preparation for the training session. However, if you are a less experienced trainer, you may require more information from the guide.

b) *The course being delivered*. If the course is well-established, you may only need to review or apply some sections of this guide. However, if the training material is new or you are delivering an older course, you may need to refer to most areas of this guide.

2.0 Course Planning and Overview

2.1 Assess the Audience

Knowing the audience is critical to the success of the training. Understanding the members will help you shape how you present the training material. Start by asking some questions.

- **What is the demographic of the participants?**
  Demographic means the characteristics of a particular group, for example, age or cultural background. It can be important to add some explanation to ensure everyone understands the language and ideas presented, especially regarding technology.

- **What is the participants' level of expertise?**
  You will want to ensure you do not spend much training time covering basic information the participants already know. You also want to avoid overwhelming them with a lot of new material. You may want to ask if they already know about something and then move quickly past it if they do.

- **What are the participants' current roles in the League?**
  In choosing a topic, ensure it is relevant to the participants' positions within the League. For example, are they members of an executive (parish, diocesan, provincial), long-time members or new to the League?

- **Do the participants prefer written or visual content?**
  Visual content generally provides interest, while written content usually provides information. Therefore, it is a good idea to give both. Handouts will help with this.

- **Are there language references that you need to be aware of?**
  Depending on the participants' background, they may not be familiar with Canadian idioms (e.g., double-double, loonie, etc.), or use different words for the same thing (e.g., "boot" instead of "trunk"). Watch your participants to see if anyone is mystified.

- **What tools and resources do they have at their disposal?**
  Consider what, if any, tools or resources you need to supply during your presentation. For example, will people need particular instructions on how to use a piece of technology?
- **How much time is available?**
  Tailor the lessen to the time available. For example, if there are only 15 minutes for a 30-minute presentation, you may break it into two sessions or skip less relevant pieces.
- **What are the participants' expectations in taking this training?**
  Before choosing your training, ask what the participants' expectations are to ensure they will get what they want and need.

The answers to these questions should provide a framework for the training. For example, deciding on the delivery mode (in person or virtual), the scope and length of the training or the location of the training.

2.2 Create a Course Agenda

Creating a training agenda requires a lot of time and effort. However, with a well-planned training agenda, you can conduct all planned activities without compromising one for the other. As a result, the training program will follow a smooth flow of activities from beginning to end.

How you plot the activities on the agenda determines the flow of the training, and the flow will determine the outcome. First, identify what needs to be included on the training agenda based on goals and learning objectives. Then assess to understand the participants' needs.

- What do they need to develop?
- What do they need to improve?

Create the agenda to organize topics for discussion or tasks by listing the sequence of activities and allocated time for each activity. For example, the following items are usually included in a training agenda:

- **Basic details including**:
  - title of the training course
  - location
  - day, date and time
  - duration of the training (e.g., one-half of a day, full day, two hours)
  - name of the trainer(s)
  - expected number of participants (if known)
- **Activities including estimated time for**:
  - introduction/icebreaker
  - interactive/breakout session
  - each speaker
  - resources
  - questions and answers (Q&A)
- **Evaluation or comments**. After the session, you may want to ask for comments or suggestions on improving the training program. A short, written survey will help you evaluate the session and make any changes for future program delivery.

2.3 Review the Course Agenda

In situations where a prepared training agenda is provided, please spend some time reviewing it and then create your plan. It will help you summarize important information about the course. Knowing your participants, you may determine what you need to add, change or delete depending on your goals and the expected outcome of the training program.

2.4 Set Training Goals and Measurements

Training and development can be considered any educational or training activity aimed at helping members advance their knowledge and skills—this is important to the growth of the League. It is essential to evaluate the effectiveness of the program continually. After each training session, gather participants' feedback to make changes or improvements.

2.5 Select a Delivery Method

There are specific training methods for developing members' knowledge and abilities. The following comparisons will help you decide on the delivery method.

In Person: Classroom Style Training with Instructor Lecture Style with Visual Component	
Pros	**Cons**
• personal face-to-face interaction with instructor • promotes interaction with other participants (builds relationships) • easier to ask questions • fixed duration (date, day and time)	• hard to determine the right scale (i.e., if the group is too large it may be hard to manage) • fixed location (requires travel time and perhaps cost) • participants may be unable to move at their own pace of learning • costs involved (requires venue, tables, chairs, audio/visual equipment, refreshment breaks)
Use visuals and videos, keep the energy high and encourage engagement to avoid the loss of participants' interest.	
Allow participants to move around and have breaks with tea, coffee, water, etc.	

Virtual Technology Based Online (e.g., Zoom)	
Pros	**Cons**
• online learning via computer or Internet • convenient, easy and the location is not limited to any physical venue (i.e., no travel cost and saves on travel time) • fixed duration (day, date, time); however, session can be watched later if recorded • scalable (can accommodate large number of participants) • participants can maintain their own pace by watching a recorded session	• may have limited interaction with trainer and other participants (not necessarily true in good design) • limited interaction (may be harder to gauge participants' interest) • participants need to know technology (how to use computer and basic use of Zoom) • harder to gauge participants interest if the group is too large (e.g., larger than one screen)
Use visuals such as videos; have breakout sessions with quizzes and polls to keep participants engaged and interested.	
Breaks are required if the session is more than one hour.	

Virtual Technology Based Online (Webinar)	
Pros	**Cons**
• online learning via computer or Internet; usually only one presenter • convenient, easy and the location is not limited to any physical venue (i.e., no travel cost and saves on travel time) • fixed duration (day, date, time); however, session can be watched later if recorded • easy to manage large groups (no limitations on numbers) • participants can maintain their own pace by watching recorded session	• Q&As controlled by facilitator (often only at the end of the session) • usually there is limited interaction with instructor • limited interaction (may be hard to gauge participants' interest) • participants must know technology (how to use a computer and basic use of Zoom) • no interaction with other participants
Use visuals such as videos to keep participants engaged and interested.	

Virtual Technology Based Online (Self-Paced Interactive)	
Pros	**Cons**
• online learning via computer with or without Internet (if content is downloaded) • convenient, easy and location is not limited to any physical venue (i.e., no travel cost and saves on travel time) • can be done any day or time • participants can maintain their own pace	• no interaction with trainer or other participants • no opportunity to ask questions or get clarification • participants must know some basic technology (how to use a computer and basic use of Internet)
Ensure modules are interactive to keep participants engaged and interested.	
Recommend adding a short, printable quiz at the end of each module to ensure participant's understanding of materials.	
Effective and efficient for learning basic instruction (e.g., learning how to do simple things in Zoom or PowerPoint)	
Flexible and can be used in demonstrations as part of in-person, online and webinar instruction.	

Virtual Technology Based Online (Self-Paced Video)	
Pros	**Cons**
• online learning via computer with or without Internet (if content is downloaded) • convenient and easy, location is not limited to any physical venue (i.e., no travel cost and saves on travel time) • can be done any day or time • participants can maintain their own pace • good for learning very basic skills or knowledge • easy and generally inexpensive to produce (because there are free editing programs)	• no interaction with instructor or other participants • no opportunity to ask questions or get clarification • no way of determining whether or not a participant has learned the content • requires some technical expertise to produce
Recommend adding a short, printable quiz at the end of each module to ensure participant's understanding of materials.	
Flexible and can be used in demonstrations as part of in-person, online and webinar instruction.	

2.6 Resources and Documentation

League-specific training and resources are available at cwl.ca. However, you can easily customize and adapt the training to best suit your participants.

Existing courses may include the following:

- participant handouts
- training manuals
- instructor's guide
- icebreakers, activities
- PowerPoint slides
- quick-reference job aids
- lesson plan with flip charts
- pre-assignments and pre/post assessment

2.7 Training Techniques

Know Your Participants (See also *2.1 Assess the Audience*)

The number one rule is knowing your audience and being able to adapt to different audiences. People have different ways of learning and comprehending information.

- Some people are visual learners and will remember what they see instead of what they hear. You may want to consider using additional visuals such as pictures, charts, graphs, etc.
- Some are more hands-on and may need to work with actual examples. In this case, you may consider adding short quizzes or organizing group exercises.
- Some people learn better in the morning or perhaps later in the day. Others prefer face-to-face interaction to grasp ideas. This will help you determine the best time of day to hold the training.

Knowing and understanding different learning styles is essential and will determine the efficiency of the training.

Plan Ahead

An essential skill of an effective trainer is to be well-prepared and organized. Consider that participants are investing their time and have high expectations for the information you will provide.

Using Questions

Good trainers know that questions encourage discussions and creativity and promote a good feeling by recognizing diverse opinions. Using the questions technique, you will reinforce the information your group is trying to digest.

Using Videos

Videos are no longer viewed only for entertainment, but are widely used for learning purposes. Videos can include many interactive and fun activities to keep participants engaged.

Blending Learning

Tailoring training to meet everyone's needs is difficult, but you can easily use a blended training method. For example, some training courses combine online courses with traditional classroom methods to create a hybrid teaching method to meet various learning needs.

2.8 Preparation Checklist

The following checklist will assist you as you prepare to deliver the training. The steps to consider will help you answer the basic questions—what, who, where, when and how?

	Steps to Consider	✓
	WHAT?	
1.	Identify the training needs. Who is requesting the training and for what level of the League? (i.e., parish, diocesan, provincial or national)	
2.	Define the learning objectives. Specify what you want participants to know and determine how you will measure if it has been achieved.	
3.	In most cases, training for League topics already exist. In this case, you will need to determine where the training material can be found and how current it is. • check national, provincial and local websites • check with contacts (i.e., other trainers and life members)	
	WHO?	
1.	Have you assessed the audience? (*Review Section 2.1*)	
2.	Do you have a good idea who will be attending the training session?	
	WHERE?	
1.	Determine delivery method (e.g., in-person or virtual) (*Review Section 2.5*) This may already be determined for you depending on the training you are preparing for.	
2.	If in-person, select a location. (*Review Section 3.0*)	
	WHEN?	
1.	Determine day of the week and/or time of day for the training (e.g., weekdays, weekends, evenings).	
2.	Try to avoid traditionally busy times of the year (e.g., convention time and holidays such as Easter and Christmas).	
	HOW?	
1.	Thoroughly study the agenda and document(s) for the training plan.	
2.	Focus on the plan as you progress through the lessons.	

3.0 Training Delivery: In Person – Leader-led Training

3.1 Day of Training

At this point, the preparation should be complete, and reminders to confirm the date, time, duration of training and location have been sent to all registered participants to give everyone ample time to plan to attend.

On the day of training, you should:

- Arrive well before the scheduled start time.
- Ensure the meeting room is set up as required. (See also *Section 3.2 Room Layout*)
- Ensure the seating layout is conducive to facilitate participation.
- Check that equipment is in place and in working order.
- Distribute handouts, participant manuals, etc. (if applicable).
- Organize yourself with your training materials and have resources ready.
- If planning refreshments, ensure the committee arrives early to set up.

3.2 Room Layout (if possible)

Most of the time, you cannot control where the training will occur. Often it is in a council meeting room or hall intended to accommodate a wide range of activities. Remember the training environment should be safe, accessible and comfortable.

Considerations when choosing a training room:

- lighting, ventilation, heating and air conditioning system (know where to find the location of controls)
- maximum sight lines—there should not be any obstructions between you, the screen (if using one) and participants
- allow for spacious room for seating, tables, etc.
- seating arrangement:
  - o boardroom set up
  - o U-shaped or horseshoe
  - o theatre set up
  - o breakout rooms or pods
  - o refreshment table

3.3 Prepare Equipment

The following is a list of equipment you may wish to use:

- ✓ projector
- ✓ monitor/desktop/laptop
- ✓ projection screen
- ✓ speakers
- ✓ sound amplifiers
- ✓ microphone, podium, stand
- ✓ adapters, extenders, power cords
- ✓ flipchart, whiteboard, blackboard
- ✓ appropriate writing materials

3.4 Time Management While Training

- Review the assigned material, even if you have taught it before.
- If you know you will be working through questions and exercises with participants, work through them yourself first. It will allow you to identify potential problems and delays during the training.
- Allow time for questions on complex topics or concepts. Build extra time for questions in the training plan, especially if intending to have group discussions.
- Assess what participants may already know and the time available versus the number of items that need to be covered.
- Always keep an eye on the passage of time and focus on the agenda to keep on track.

4.0 Training Delivery: Virtual – Online Instructor-Led Training

Like an offline event, the key to an excellent virtual training session is to guarantee the participants listen to the training. The following are some recommended tips to help you execute a successful session. (See also *Section 6* for more information on available tools.)

4.1 Prepare for the Day of Training

Make sure you have stable technology. One of the most important considerations in virtual training is to utilize reliable and robust technology that is easy to use. The virtual meeting platform should allow easy and secure access. It should also let participants listen to audio and watch videos (e.g., Zoom, WebEx and Teams).

Start your training on time. Arrival times for online training sessions are rarely consistent, primarily due to connectivity and log-on issues. Log on early to solve connectivity issues before training begins and encourage participants to do the same.

Set clear goals, ground rules and expectations. At the beginning of the online training, review the ground rules and expectations:

- Ask everyone to turn off other programs, cellular phones and tablets.
- Show them how to ask questions by walking them through the hands-up button, chat pane or polling.
- If there will be an exercise during the session, let them know beforehand so they can be prepared.

Do not schedule sessions that are too long. Trainer-led virtual sessions should not go longer than 90 minutes without a break.

4.2 Presentation Skills Tips

Use a minimum number of viable slides.

- Slide after slide of data may disengage participants even if organized in bullet points. Instead, select the least number of slides to get the job done.
- Use slides where it makes sense, but don't feel you must keep them up the entire time you speak.

Create impactful slides.

- Emphasize the main points by highlighting the text and using bullets instead of paragraphs.
- You might consider using memes or graphics as humour can help keep participants engaged.

Refrain from assuming that everyone knows how to use the functions of the platform.

- Keep in mind that not everyone is an expert in virtual meetings.
- Do not send participants to small groups without preparing them for the assigned activity or telling them what will happen.

4.3 Methods for Engaging Participants Virtually

Encourage active participation.

- Encourage participants to ask questions, share their experiences and collaborate.
- Encourage them to turn on their cameras. While not everyone wants to show their face on camera, it will help keep everyone engaged and ensure they are at the computer for the duration of the training.
- Depending on the number of participants and how comfortable you are leading, call on participants who have not volunteered to answer any questions to let them know you see them and that their opinion matters.

Hold breakout groups. Depending on the training, breakout rooms can be valuable in formulating ideas and allowing for creativity and application of what is taught. Zoom is an example of a platform that will enable breakout rooms.

- Consider including four to 10 participants per room to maximize engagement.
- Pre-assign one facilitator per room to lead each group.
- Make sure each breakout room has a list of guiding questions, as it will give each participant a sense of purpose for their dialogue.
- Once done, encourage groups to present to the entire training group.

Utilize the chat window.

- Using the chat feature is a convenient alternative to pausing for questions and is helpful for participants who are shy about speaking up.
- To stay focused on the presentation, designate a team member to monitor the chat window and filter questions.
- Ensure participants can only chat with the host or co-host, not with each other.

4.4 Keeping Courses and Data Updated

Feedback and reflection are the best ways to identify gaps in training and barriers to a strong transfer of learning. Depending on the type of training delivery, you may want to try some of the following suggestions:

- Immediately following the training, send follow-up emails to the participants and include a homework assignment to help them apply what they learned.
- Reinforce key learning points with a virtual exercise a week later.
- If necessary, arrange for a post-training follow-up session.
- Ask participants for ongoing feedback. They will be more likely to engage if they know their opinions are valuable to you.

5.0 Tips for Training Sessions

5.1 Introduction and Kick-Off Tips

The training day has finally arrived. All the planning is done and preparations are taken care of. You know your training needs. You've set goals, promoted the training schedule and prepared materials, space and people. Here are some tips and techniques to help you have an effective training session.

1. Inform participants what you are going to cover. Introduce the session with a brief overview of the program by outlining the key point of the session.
2. Review logistics and policies and relate any other information participants need.
3. Conclude with a summary of the opening overview. Use repetition to help participants grasp and retain information.
4. Explain what participants will see before you show a multimedia portion. It will create a better learning environment by preparing them to know what to look for and remember.
5. Use as much hands-on training as possible. Note that this will depend on the training being presented. However, always try to use all the senses. Demonstrate and apply teaching points to create greater understanding and knowledge of the subject.
6. Structure interaction time into the sessions. For example, ask participants to share their experiences with the training topic. They will get more out of the sessions by hearing another's experience.
7. Repeat questions before answering them as it ensures all participants know what the question is so they can make sense of the answer.
8. Analyze the session as you go. Always be on the lookout for what works best. If you discover a new technique that clicks with the group, note it on the training material to incorporate it into the training outline for future sessions.

9. Keep the training session on track and on schedule. Start on time and try to finish on time. Please don't hold it up waiting for late arrivals.
10. Opening discussion among participants may lead to some pertinent points coming to light but don't allow side issues to take over the program.
11. Solicit feedback on the training sessions. Critiques work best when written and anonymous unless the participant volunteers to discuss her thoughts. Input and feedback are vital for making the next session and overall training program more effective.

5.2 Make Training Memorable

Listed are some training methods that are optional for conveying information. However, they can make receiving information an enjoyable experience and may help participants retain more information. Pick and choose which methods would work best for participants.

Make learning fun. Participants will not be enthusiastic if the training sessions are dry and dull. If they don't find the message entertaining, they may find it harder to retain the information. Try to use a variety of different training methods. Work to alternate the pace of each session to keep participation levels high.

Use humour. Humour helps keep enthusiasm and interest high. You can make a point more effectively using humour rather than drowning the participants with statistics.

Encourage participation. Make the session lively by engaging participants in the learning process. Encourage everyone to speak freely and candidly.

Build self-esteem. Understandably, participants want to know what's in it for them. They know the more they understand the League, the more that information will help them become better members and leaders. Use the training sessions to help them improve by building their self-worth and self-esteem.

5.3 Concluding a Training Session

Summarize the training by restating the main points. As you begin to wrap up the training session, clarify the key points. This will link back to the specific points you want participants to remember, and it will be a quick way for them to connect the entire training program.

Highlight the training objectives and how they were met. When you began a training session, you would have reviewed a list of learning objectives. Make sure the training covers elements for each of those objectives. At the end of the session, review how these key objectives and newly acquired skills would apply to participants.

Allow time for participants to develop action plans and set goals for applying the training topics. After you have taught and shown participants how to apply the objectives, it is time to implement them. Allow participants time to make action plans and goals. Invite them to share and have a few examples of your own ready.

Always try to end on a high note. After allowing time for participants to complete an evaluation form, try to end on a high note. An easy way to do this is through prayer and song.

6.0 Training Using Technology – Quick Reference Guides

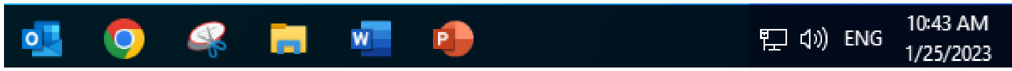
This segment of the manual includes two quick reference guides for anyone who needs a bit of help learning the delivery tools:

- PowerPoint Quick Reference Guide
- Zoom Quick Reference Guide

These references include very basic instructions and some pictures showing the kinds of things people need to know when using the tool. It is recommended that you try these things out before you use them and print them to have them handy as a reference during a presentation.

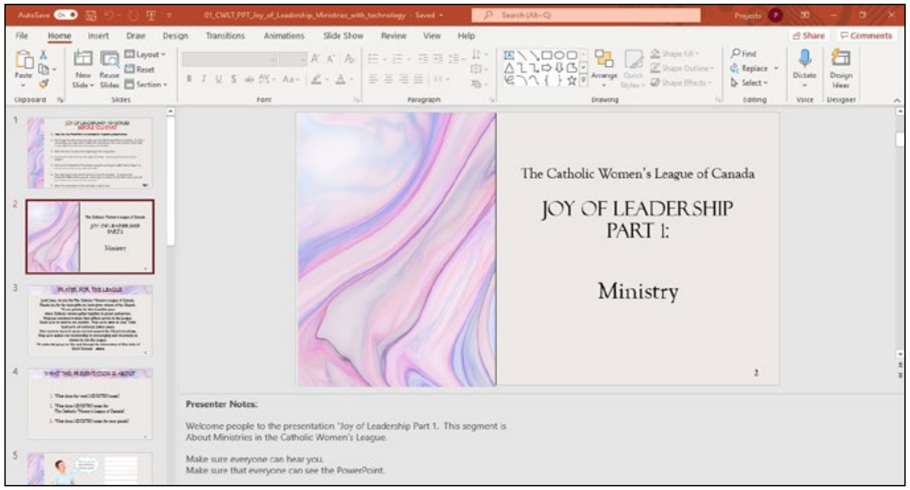
6.1 PowerPoint Presentations Quick Reference Guide

To Open PowerPoint: Click on the PowerPoint icon at the bottom of the screen (on the taskbar). Your taskbar might look different, but the icon should be the same.



Loading the PowerPoint: You can load the PowerPoint by clicking on the name of the PowerPoint you want to show or by clicking on "File" (shown in the top left corner of the image below) and click "Open." Then, find the file you want and click on it.

Before starting the presentation, it is often a good idea to do some printing.



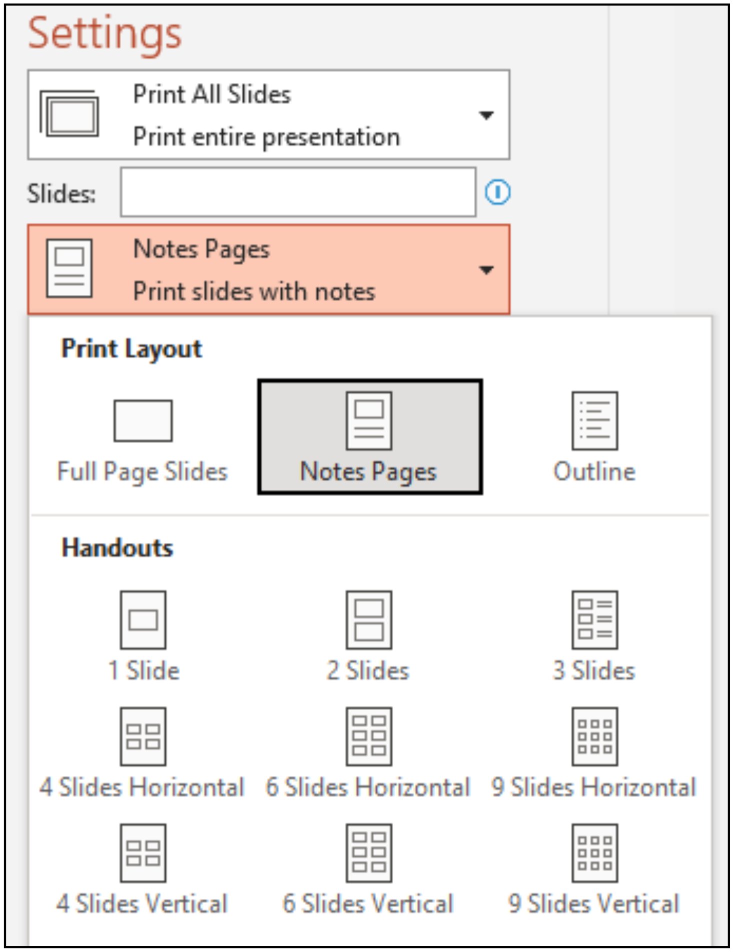
Printing in PowerPoint

Many PowerPoint presentations have notes with each slide, so the presenter knows what to say. However, the audience cannot see these notes when viewing the presentation. It is usually a good idea to print them for yourself and you may also want to provide handouts to the audience.

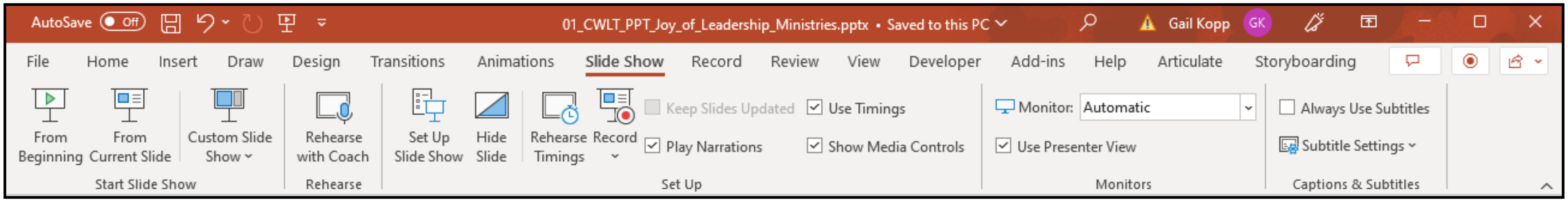
To get to the "Print" menu, click "File."

Note that the following displays show how the screen looks on a Windows computer. The display might look different for a MacIntosh computer, but you will have similar options.

1. When the File menu appears, click "Print."
2. Click the small arrow in the second box under "Settings."
3. To print presenter notes, click on "Notes Pages" under "Print Layout." This will print a small version of each slide and its notes. Then click the large "Print" button at the top of the screen.
4. To print handouts, click the format you want under "Handouts." One of the more popular formats is the "3 Slides," which saves paper and allows the audience to add notes as you speak. Next, select the number of copies you want and click the large "Print" button at the top of this screen.



To Play a PowerPoint Presentation: Click "Slideshow" at the top of the screen. When the slideshow menu appears, choose what you want to do (e.g., start from the beginning). You can also begin by clicking the slideshow icon (bottom right of the PowerPoint screen).

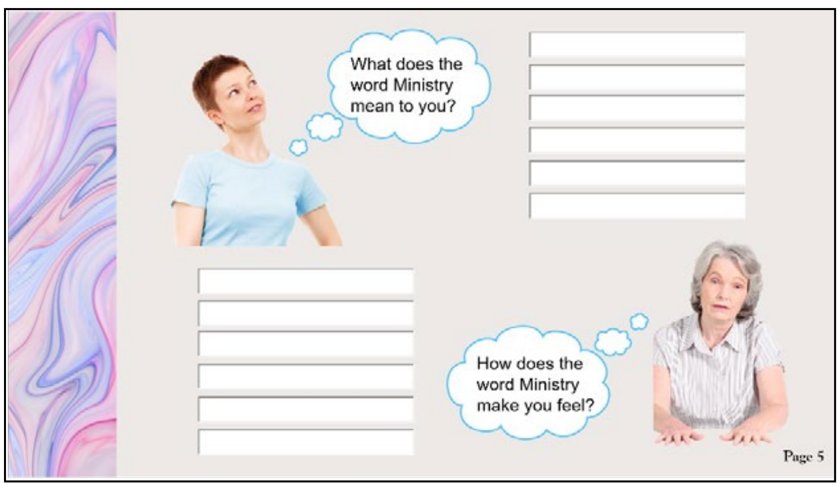


To End a Presentation: Press the "ESC" key on your keyboard.

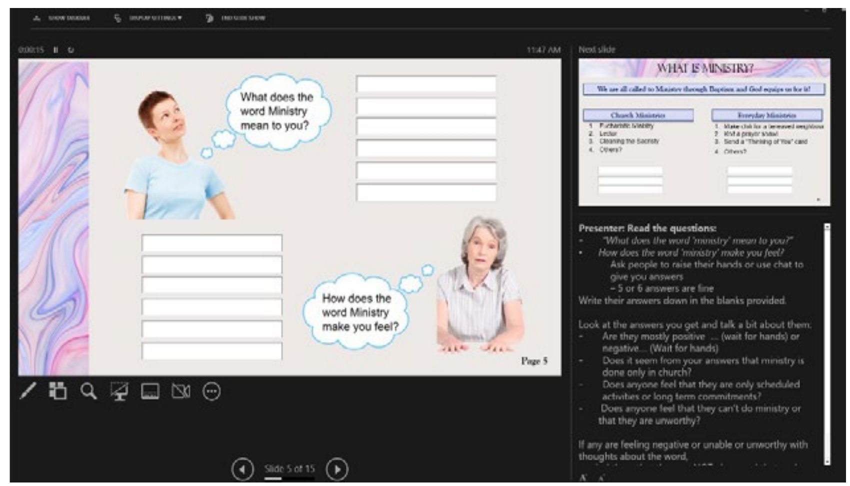
To Move Through the Presentation: Click on the screen (to move forward) or use the arrow keys on the keyboard.

To Use Presenter View for the Presentation: This feature shows the audience the current slide on a television or projector screen that you have attached and allows the presenter to see the current slide, the next slide and the notes for the current slide. You can see the presenter view on your computer by pressing the "ALT" and "F5" keys simultaneously on your keyboard.

Audience View:

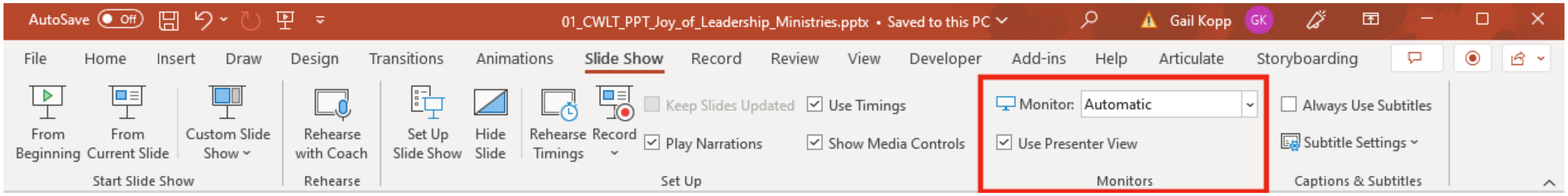


Presenter View:



To Set this Up

1. Make sure the computer is attached to a second display.
2. On the Slideshow menu, select “Use Presenter View.”

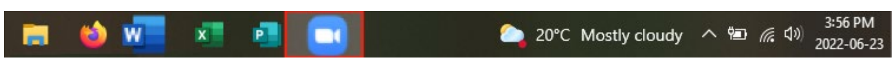


6.2 Zoom Meetings Quick Reference Guide

You can use Zoom to deliver an online course called a webinar. This document outlines what you need to know to do this.

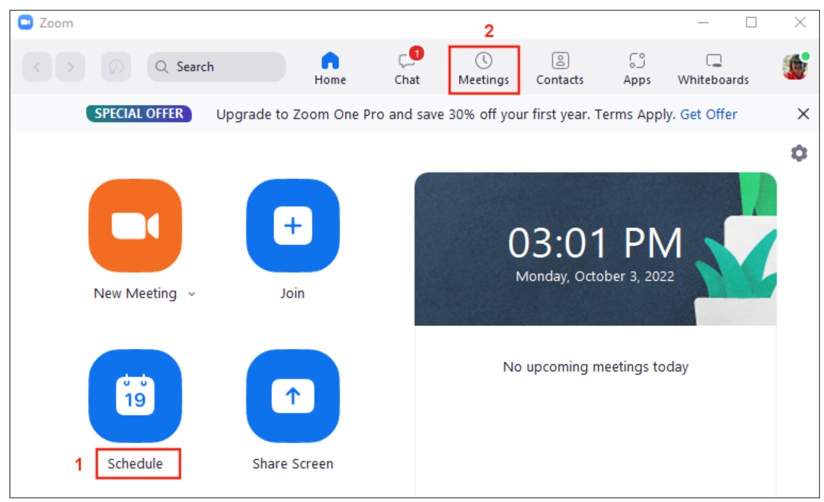
If you want to watch a YouTube video on creating a Zoom account, download Zoom and schedule a Zoom meeting, click on the following link: youtube.com/watch?v=KRXON48jeig. Alternatively, copy and paste the link into an Internet browser (Firefox, Chrome, etc.).

A. To Start Zoom: Click on the Zoom icon at the bottom of your screen (on the taskbar). Your taskbar might look slightly different, but the icon should be similar, or there might be a small rectangle that says “Zoom.”

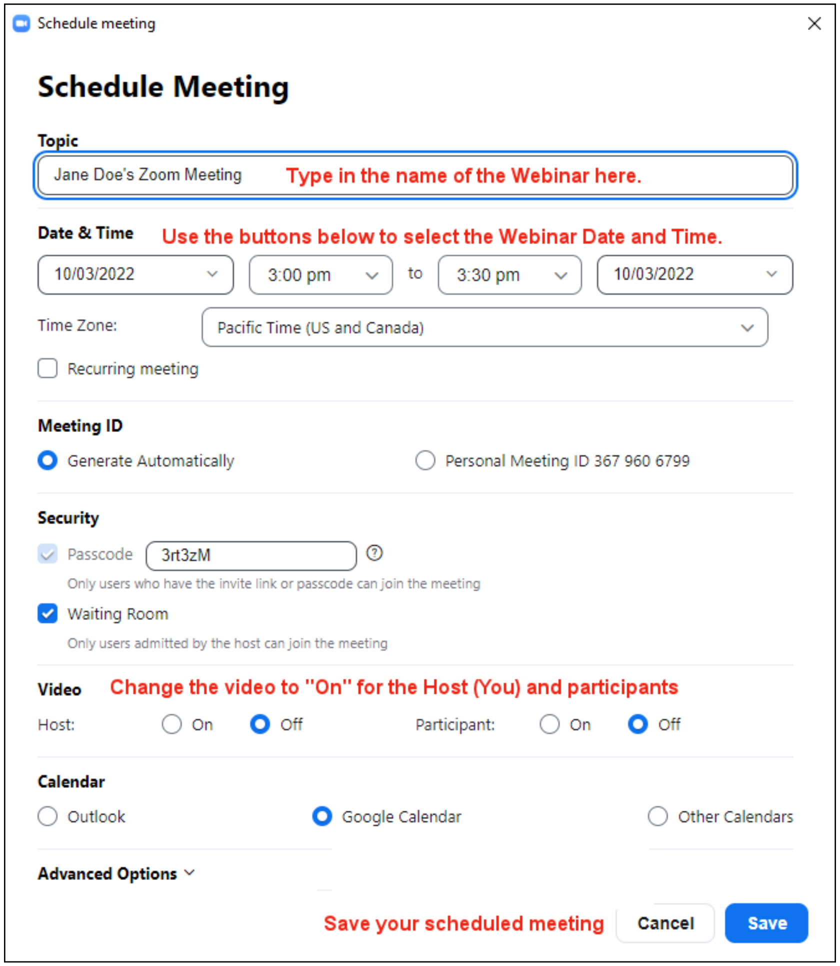


B. Zoom Home Page: When you start Zoom, you will see a page like the one below. From this page, you can:

1. schedule a meeting for a webinar
2. invite people to the webinar
3. start the webinar

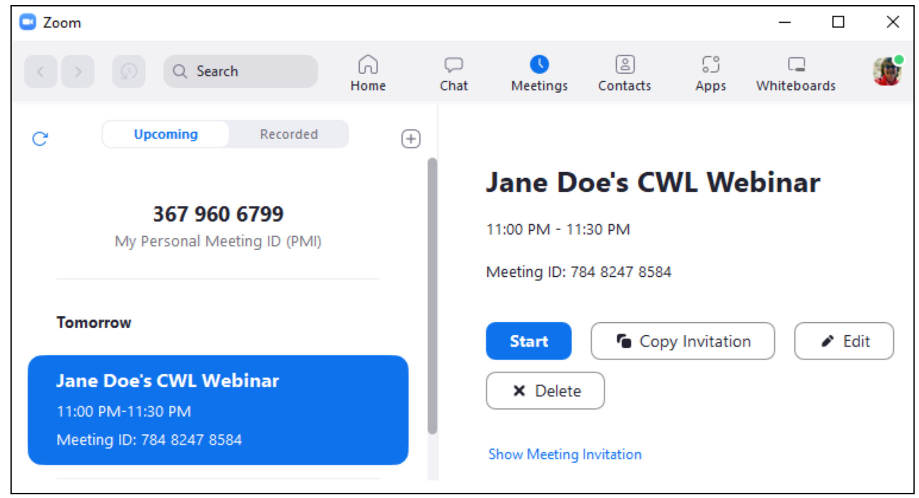


C. **To Schedule a Meeting for a Webinar:** Click the schedule button and fill in the appropriate information.

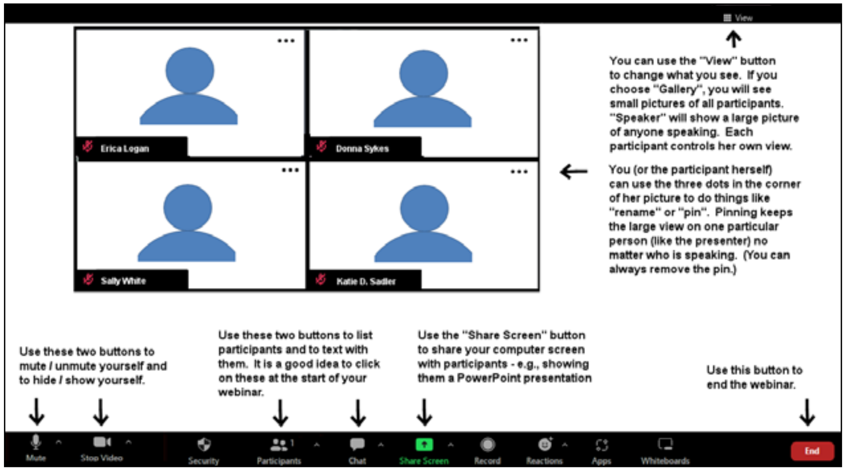


D. When you click "Meetings" on the Zoom home page, you will see a list of scheduled meetings on the left. Click on the one you want. You can then:

1. copy the meeting invitation and paste it into an email to invite participants
2. edit the meeting details
3. start the meeting



E. Try out the buttons once you have started the webinar. Here is a brief overview.

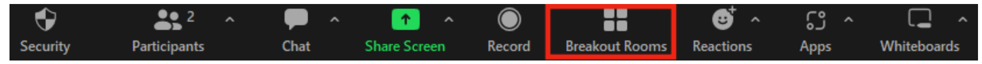


- As participants click their email link, you will be asked to admit them. Click the "Admit" button to let them join.

F. If you will share a screen (for example, a PowerPoint presentation), ensure the presentation is open and ready to go before starting the webinar. You can choose which screen to share when you click the "Share Screen" button. If you make a mistake, click and re-click "Share Screen."

G. **Breakout Rooms**: Use breakout rooms to organize people into small groups. These are useful when the number of online participants is too large for a group discussion or exercise.

1. To create breakout rooms during a session, click the "Breakout Room" button. If you don't see the button in the bottom menu, then you need to enable breakout rooms.

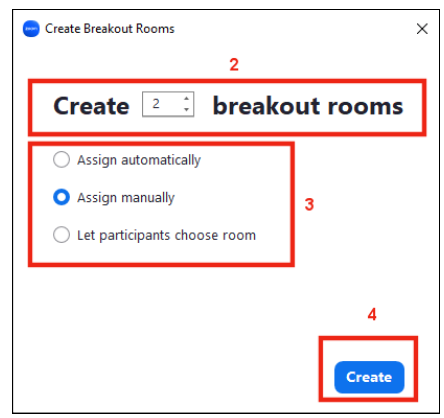


Enabling Breakout Rooms: Go to zoom.us/, sign into your account using your Zoom credentials and navigate to "Account Settings." Under "In Meeting (Advanced)," enable the "Breakout Room" feature. Once enabled, you can create breakouts during your meetings by clicking on the breakout rooms icon on the lower right-hand side of the toolbar. If you cannot access the option to enable breakout rooms, contact your system administrator and request that they enable it. **Note**: You need to enable breakout rooms before you can use them. This information on enabling breakout rooms in Zoom has been taken from blog.zoom.us/using-zoom-breakout-rooms/.

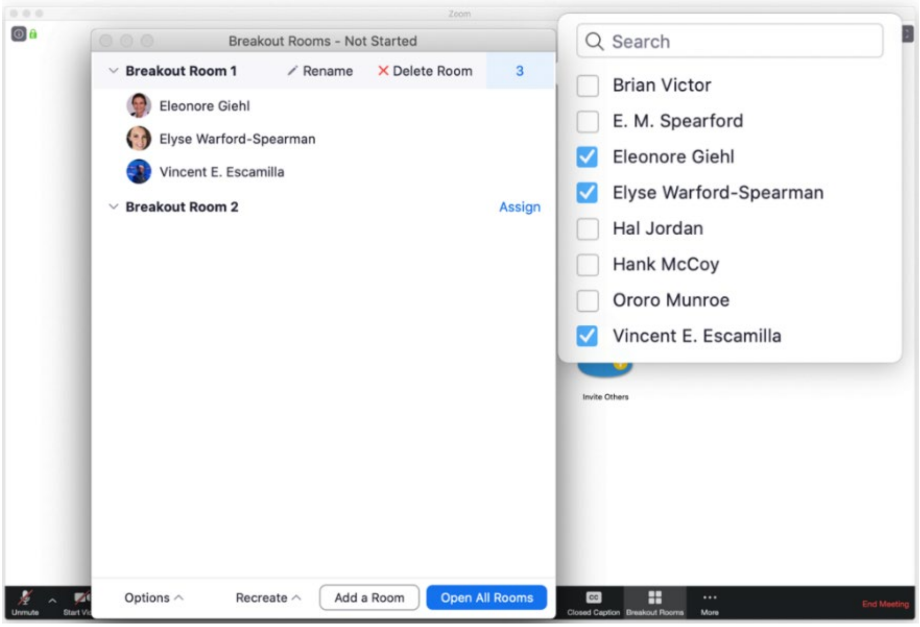
2. Choose the number of rooms you want to create. You can have up to 50 rooms.

3. Choose how you want to assign attendees.

4. Click Create.



- **Move Participants**: To move a participant, select her name and assign her to a different room.
- **Delete Room**: This option will delete the selected breakout room. However, it does not remove the participants in that room from the meeting. Once a room is deleted, participants will return to the queue for another breakout room.
- **Recreate**: This option allows you to start from scratch by randomly recreating breakout rooms and placing participants into rooms automatically. Or you can manually recreate the breakout rooms.
- **Countdown After Closing Breakout Rooms**: This option gives participants in breakout rooms a visible countdown to when they will return to the main session, giving participants the time needed to wrap up the discussion.
- **Allow Participants to Return to the Main Session at Any Time**: This option allows participants to return to the main session without any time constraints.
- **Move All Participants to Breakout Rooms**: This option automatically moves all participants to a breakout room when you select the "Open All Rooms" option, allowing you to create breakout rooms on the fly.
- **Set a Timer**: You can put breakout rooms on a timer that forces everyone to return to the main session when the time expires. This option is excellent for activities or brainstorming sessions.



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