

more time for financial resources, guidance, and support. Others may prefer a “crash-course” workshop style, with longer classes that span just a few weeks. Co-facilitators should meet up before the first class to discuss which option they prefer, and open up the schedule to participants as well on the first day of class.

It is recommended to go through each workshop one at a time to provide participants enough time and space to process the content and ask questions. There is a lot of information in each Workshop, and it may be useful to divide them up even further or allocate some time at the beginning of each class to finish up any conversations or questions from the previous class. Keep in mind that too much information at once can be overwhelming.

**Breaks:** If you decide to do 90-minute classes or longer, be sure to include a 10-15 minute break in the middle of class, or two 5-minute breaks. Encourage participants to bring snacks and water to in-person and virtual classes, and provide snacks if your budget allows.

**Advanced Preparations:** The “Advanced Preparations” page at the beginning of each workshop has a list of materials that you will need to prepare for each workshop. This will include familiarizing yourself with the topics for that workshop and preparing the handouts, videos, and activities you plan on using during that class.

**Navigating Class In-Person:** Holding in-person classes in a location that is easily accessible, easy to find, and is close to public transportation is ideal. A classroom with access to a projector for the PowerPoint presentations is also ideal.

The size of the room will depend on the anticipated number of participants, but it is helpful to choose a room that allows space for participants to move around during interactive components of the class or to stretch or chat with other participants during breaks. There should be tables available for all participants. Because the class is designed to be supportive and interactive, having the tables configured so everyone can see one another, such as in a large circle or semicircle, is preferred.

It is extremely important to make sure your classroom and table and chair arrangements are ADA accessible. Additionally, you may need to take into account some room arrangement considerations to ensure the space is trauma-informed and all participants feel comfortable and safe. Some trauma-informed practices include ensuring each participant has adequate personal space and knows where the bathrooms, exits, drinking fountains, etc. are, and arranging tables and chairs so no individual’s back is facing the door. To learn more about trauma-informed care