Course Title: *Your Group’s Course Title/Topic*

Topic/Module:  ***The name of your segment***

Duration of Training:

Prepared by and Date Prepared:

Learning Goal:

***Copy this from the workbook in Chapter 10***

Performance Objectives:

***Copy this from the workbook in Chapter 10***

Instructional Methodologies:

***Copy this from the workbook in Chapter 10***

Required Materials/Equipment:

***What material/equipment is needed to complete the training?***

Safety Plan/Considerations:

***Copy this from the workbook in Chapter 10***

Evaluation/Check for learning:

***This is based on your objectives. How will your students show you that they can do the things you are asking them to? Will you have a written test or a scenario?***

References:

***We don’t want to be the final source for any information, where did you find the information you are using to build your LP?***

Connections to Other Topics:

***Every training impacts, touches on, or relates to other training. What other topics does your training have an effect on?***

Reviewed by: Have a table mate review your lesson plan, give you feedback, and type their name here.

Approved by: Have a second table mate review your lesson plan, give you feedback, and type their name here.

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| **Course Content/Instructor Guidance** | **Delivery Prompts** |
| This is a Word table so tabbing will take you to the other side of the layout. If you need to indent, use control+tab.  The four phases of the training cycle are listed below with reminders about what should happen during that phase. Use the manual as reference to support writing your lesson plan.  Throughout your lesson plan, write to your students so that an instructor could, if necessary, read this document directly to them. If you aim for a script of the training, you are more likely to include all the necessary information for the training to occur. When the training is delivered, you are not limited to the script. Rather, you have all the information organized and ready to conduct the training and adjust to any needs that come up during the training.  **Anticipatory Set:**  This is your “hook”, the answer to “WHY?” for your students; the shared experience that you will refer to and anchor your training in.  Motivate your students to participate in the training. Show them how this training will help them in the near future in their work.  **Assessment/Check for Learning**  How will you see participation and motivation in your students? Remember that this will likely be an informal assessment checking for participation. But, how will they participate, what will they do?  **Instructional Content:**  The “WHAT?”  The content that your students need to be able to complete your training. Consider starting this by asking your students to recall any previous knowledge they have that is applicable in this training – then you don’t have to train on that information. This can easily be done by asking students questions about the topic.  Also consider giving your students the resources necessary to complete an activity and then moving into Guided Practice, helping them learn to use that resource instead of lecturing on the content.  If you repeatedly give your students a small chunk of information and then have them practice with that information, consider combining Instructional Content and Guided Practice. Do that by putting the heading “**Instructional Content/Guided Practice”** above the description about how you will do that.  **Assessment/Check for Learning**  How will you verify that your students are retaining and have a basic understanding of the information? Remember that this can be either formal or informal. The goal of this assessment should be to verify that your students are retaining the new information.  **Guided Practice:**  The “HOW?”  This section will likely be the longest in your lesson plan. Realize that to use this section correctly means detailing exactly how you will support and assist your student’s practice with the material.  What are you watching for in their performance, both positive and negative; and how will you correct any unsatisfactory performance?  Try to anticipate likely missteps or errors in performance and how the instructor will correct those.  How will you integrate the practice into your instruction?  What instructions will you give to set up this practice session?  What safety protocols will you put in place to make sure the practice doesn’t result in any injury?  What tools or information will the student need in order to succeed in this practice?  **Assessment/Check for Learning**  How will you see your students’ ability to independently perform at a basic level? Remember that this assessment will be a student demonstration of their skill.  **Independent Practice:**  This is the time for you students to ask, “WHAT IF…?” This is when your students show you that they are capable of using the new information on their own. How are you going to set up and facilitate this practice time? How will you create a “fail forward” environment?  Be sure to include the parameters for stopping Independent Practice in this section. Detail your safety plans for the Independent Practice here as well.  **Final Assessment/Check for Learning**  How will you show that your students are independently proficient with the material and ready to go out into the real world? This will need to be a formal assessment and can be a larger scenario type assessment. It may also include a comprehensive written test.  **Closing:**  Link this back to your Anticipatory Set. Show your students how they are now capable to be successful with the information. Inspire your students to go forth and use their new knowledge, skills, & attitudes in their work.  *If you have any difficulty typing text into the table, turn on the paragraph markers (the backwards “P” button in the Home toolbar) so that you can see where the table ends.* | *Prompts and reminders go on this side and include things like:*  *Time checks*  *Where the hip pocket items are, where to skip to, depending on the time left.*  *PPt slide number and description or thumbnails pics (if used).*  *When to bring out other visual aids.*  *When to give out handouts.*  *Sources for the content written on the left side.*  *The instructor’s role in that portion of the training. Are you expecting the instructor to let the student try on their own, assist the student in trying, or demonstrate the skill, etc.?*  *Do not list questions you will ask your students or their possible responses on this side. Those items go on the left side.*  *It can be a good idea to put headers on this side; for example, “****Question to students****” or “****Activity****”*  *Topic headings can be helpful when listed on this side; they will be more visible in the white space. This is most useful if you are transitioning between multiple skills or topics as you move through the training process.*  *If you feel the need to ask your students if they have any questions in the closing, you likely haven’t spent the necessary time in Guided Practice and/or Independent Practice.*  *The left and right sides of this document are separate and typing on either side will move things out of alignment with the other side. If you make changes to one side, you will need to go back and re-align the other side.* |