Course Title: *Overall Topic*

Topic/Module:  ***The title of this training module***

Duration of Training:

Prepared by and Date Prepared:

Learning Goal:

***A summary sentence about what the training is about.***

Performance Objectives:

***Specific performances that the student will do during the training.***

***POST Specific Performance Outcomes should be copied here.***

Instructional Methodologies:

***How will you train: hands-on, discussions, tabletops, etc.***

Required Materials/Equipment:

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

Safety Plan/Considerations:

***Any safety considerations beyond the basic classroom needs.***

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?***

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: (In class, have a tablemate read & provide feedback.)

Approved by: (In class, have a tablemate read & provide feedback.)

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| **Course Content/Instructor Guidance** | **Delivery Prompts** |
| This is a table, so tabbing will take you to the other side of the layout. If you need to indent, use control+tab.  The categories for your training are listed below. 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 present.  **Anticipatory Set:**  This is your “hook”, the answer to “WHY?” for your students. It is often a shared experience that you will use as a foundation for the training.  Motivate your students to participate in the training. Show them how this training will help them in the near future in their work.  **Instructional Content:**  The “WHAT?”  The content that your students need so they can complete the 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. Write out the questions and the needed answers in the lesson plan.  Also consider just 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 able to recall 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?  What tools or resources will the student need to be able to 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 some type of student demonstration of their ability.  **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. Safety plans, etc.  **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. It may also include a comprehensive written test.  **Closing:**  Link this back to your Anticipatory Set. You have shown your students how they are capable of successfully applying the information. Now inspire your students to go forth and use their new knowledge, skills, & attitudes in their work. | *Prompts and reminders go on this side and include things like:*  *Time checks*  *Where the contingency 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 that is included on the left side.*  *Across from the description of the content that supports a test question add the note on the right side “****TQ#\_”.*** *Do this so that portion of the content is not accidentally skipped over. Don’t create an artificial emphasis on the content associated to a test question.*  *Do not list questions you will ask your students or their possible responses on this side. Those items go on the left side.*  *Consider headers on this side; for example, “****Question to students****” or “****Application****”*  *Topic headings can also 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.*  *Across from the description of the student completing one of the Performance Objectives add the note on the right side “****PO#\_”***  *Note the instructor’s role for the aligned 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.?*  *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.*  *If you get extra pages, or the vertical line extends beyond the lowest text in either side, you may have extra lines in one or both sides of the table. Click at the bottom of the vertical line and backspace to shorten the columns, you may have to try both sides of the table.* |