

PREPARING A LESSON PLAN

Instructions to participants

TIME: 30 MINUTES

PURPOSE

To prepare you lesson plan for your training session scheduled tomorrow

INSTRUCTIONS

1. Choose a segment of the course you will be teaching with which you feel comfortable. The instructor will inform you of how many minutes you will teach. Choose a short segment that can be taught in that short time space. Note that most new instructors underestimate the amount of time they will need to cover the material.
2. Select a note preparation method (session plan, index cards, visual aids or any other) with which you would like to experiment.
3. Prepare your notes. You will probably need to spend some time this evening to complete your preparation.

TRANSPARENCIES AS FOLLOWS:

1	Components of a lesson
	Introduction
	Body
	Conclusion

2	Introduction
	✓ Links
	✓ Objective
	✓ Outline
	✓ Motivators

3	Introduction
Links	✓ Already acquired knowledge
Content of Lesson to:	✓ Experience
	✓ Previous session

4	Introduction
	Objective
	What participants will be able to do at the end of the lesson?

5	Introduction
Outline <ul style="list-style-type: none">✓ Key points to be covered (what)✓ Methods to be used (How)	

6	Introduction
Motivators <ul style="list-style-type: none">✓ How participants will personally benefit from the session	

7	Body
<ul style="list-style-type: none">✓ Teaching points✓ Verbal & Visual Aids✓ Exercises	

8	Body
Teaching points <ul style="list-style-type: none">✓ Actual contents of the lesson✓ Must be:<ul style="list-style-type: none">✓ Selected✓ Sequenced✓ Grouped	

9	Body
Verbal aids <ul style="list-style-type: none">✓ Examples✓ Quotations✓ Comparisons✓ statistics Visual aids <ul style="list-style-type: none">✓ Flipcharts✓ Transparencies✓ Videos To support, illustrate, clarify teaching points	

10	Body
Exercise <ul style="list-style-type: none">✓ Involve participants✓ Teach✓ Reinforce learning✓ Test Knowledge, skills and attitudes	

11	Introduction
Summary <ul style="list-style-type: none">✓ Key points that are covered Links <ul style="list-style-type: none">✓ To future sessions✓ To the job	

12	Time Management Tips
<ul style="list-style-type: none">✓ Know the course thoroughly✓ Build in time to review and re-teach✓ Keep introduction short✓ Present the course schedule✓ Post session outline✓ Give clear instructions for exercises✓ Modify content and methods if necessary✓ Stay on track	

13	Advantages of Visual aids
<ul style="list-style-type: none">✓ Good for focusing attention✓ Describe what would be difficult to explain✓ Help visual learners✓ Presentation looks professional	

10	Design of Transparencies
<ul style="list-style-type: none">✓ 8 words per line, 10 lines maximum✓ 3 colors maximum✓ Bold large letters✓ Top three quarters only✓ Horizontal orientation✓ Horizontal lines	

TRAINING METHODS

Instructions to participants

TIME: 10 MINUTES

PURPOSE

To identify advantages, disadvantages and best uses of common training methods.

INSTRUCTIONS

1. You will be working with a small group during this exercise. The instructor will assign one of the following training methods to your group:
 - ✓ Lecture
 - ✓ Discussion
 - ✓ Demonstration
 - ✓ Case study
 - ✓ Role play
2. In your small group, for the training method assigned, determine the following:
 - a. The advantages of your assigned method.
 - b. The disadvantages of your assigned method.
 - c. The types of training where your method would be useful.
3. Choose a spokesperson to present your ideas.
4. After the plenary session, you will receive a handout on training methods.

HANDLING POTENTIAL PROBLEMS WITH PARTICIPANTS

Instructions to participants

TIME: 15 MINUTES

PURPOSE

To list any potential classroom problems and to identify actions to prevent or solve those problems.

INSTRUCTIONS

1. In small groups, discuss one problem you could encounter in the classroom. For your chosen problem, identify the following:
 - ✓ Probable causes of the problem.
 - ✓ Actions you could take to correct the situation.
2. If you have time, identify three different actions you could take to correct the situation. Determine which of these actions you would take first. If that action did not resolve the problem, which action would you take next, and last?
3. Elect a spokesperson to present your ideas.

TRAINING DELIVERY

Instructions to participants

PURPOSE

To deliver a ----- minute period of instruction on a work related topic.

INSTRUCTIONS

As the trainer

1. Prepare the classroom as you like: arrange your visuals – flipcharts, transparencies, VHS/films (if any), classroom seating...etc.
2. Make sure the small groups, your “trainees”, know who they are supposed to be and what they are supposed to know.
3. Try to get immediate participation from your trainees.
4. You have ---- minutes to give your training session. The instructor will advise you of your timing at the half-way mark, or when you have 5 minutes left, or both, if you wish.
5. If you get the stop signal, briefly summarize your teaching points and link the lesson to the job and/or the next training session before sitting down.

As the trainee

6. During the training session, try not to take notes for feedback purposes. Instead participate in the session as you as a trainee.
7. When the session is over, jot down ideas you will use in your feedback. Your instructor will give you extra copies of the feedback checklist so that you can fill out on each trainer. In your feedback to your colleagues, emphasize the positive aspects of their sessions and suggestions for the points that need improvement.

1	Audio Visual You
<ul style="list-style-type: none">✓ Eye contact✓ Facial expressions✓ Gestures✓ General appearance✓ Voice✓ Use of language	

2	Proper use of Transparencies
<ul style="list-style-type: none">✓ Face participants not the screen✓ Use pen/swizzle stick to point✓ Do not leave machine on without a transparence✓ Do not block view	

3	Questioning: Purpose
<ul style="list-style-type: none">✓ Stimulate trainee thinking✓ Encourage active participation✓ Check the progress of trainees✓ Review and reinforce learning✓ Gather suggestions from the group✓ Check retention of earlier learning	

4	Questioning: Process
<ul style="list-style-type: none">✓ Formulate the question✓ Ask the question✓ Wait for a response✓ Listen to the response✓ Evaluate the response✓ Give positive feedback	

5	Directing Questions
Directed	Aimed at a specific group member
Overhead	Thrown out to the group as a whole
Reversed	Turned back tactfully to questioner
Relayed	Paused on to group as a whole