

Everything You Ever Wanted to Know About How to Make Your Training Presentation Better -
But Were Afraid to Ask!

You have probably been in a situation, at one time or another, where you have been asked to give a training presentation. We have all been there. Our knees start to knock at the thought of it. Like most people, you have probably asked yourself: What is the best way to design a training lesson? We are glad you asked.

There has been an extensive amount of research regarding this topic. There are nine steps that, when added to your training lesson plan, will make your training event more effective, more engaging, and more memorable.

We have added each of these steps into a checklist. Here is how it works:

- The first column lists each of the nine steps.
- The second column provides points to remember (insight and tips) to help you as you think about how to add each of these steps to your training lesson plan.
- The third column provides examples to help you get started and blank space for you to begin writing your lesson plan.

To sum it up: This checklist template tool will help you build better training presentations by helping you think about how to incorporate each of these steps into your lessons. It will help you make your training event even better!

TYPE THE TITLE OF YOUR COURSE HERE: _____

Nine Steps to Training Effectiveness	Points to Remember (Insight and tips to help you incorporate these steps)	Lesson Plan—Preceptor Notes What Would You Do?
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<p>1. Gain the learners' attention.</p> <p>The preceptor has to stimulate the surveyors' receptors and gain their attention in order for learning to occur.</p> <p>We gain their attention through a strong and motivating general introduction and intense personal interest question or story. In this step, the preceptor ensures that the class is ready to learn.</p>	<p>Write a few notes in the right hand column (in your own words) that you would like to say to draw people in to get them ready and motivated to listen to this lesson.</p> <p>You can start with a news clip, quote, statistic, joke, short story, cartoon, puzzle, game, question, etc., that will get the surveyors' attention. It needs to be related to this lesson's topic.</p> <p>Show your class your passion about your topic. Convey to them why this lesson is so important to them in their role as a surveyor. Here are some examples:</p> <ul style="list-style-type: none"> • “You may have heard in the news that...” • “Imagine that you are in a situation where...” • “How many of you have...?” • “Albert Einstein once said...” • “The US data tells us that an emergency happens every seven seconds. We depend on our Emergency Medical System to help us. But, what happens when they fail us?” • “Fifty nursing residents were killed in a fire at a nursing home. Could this have been prevented?” 	<p>Always remember to speak and write in simple and easy to understand terms (just like you would talk to someone in a conversation).</p> <p>You've read some examples. In the space below, brainstorm and think about...</p> <p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .

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<p>2. Review the learner objectives.</p> <p>This creates the level of expectation for learning. The surveyors have to know what is expected of them through this learning process. They need to know what they will be assessed on and what is expected of them. READ the objectives to the class!</p>	<p>The objectives should include measurable action verbs. At the end of the lesson, you should provide some form of evaluation to see if the class has met these objectives. Examples:</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> • Identify three out of the four... • List the main... • Discuss why... • Describe... • Analyze a case study... • Evaluate a scenario... • Formulate your opinion... <p>Start with simple objectives (recall) then move to more complex ones.</p>	<p>Say (in your own words):</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> • . <p>What would you do?</p>

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<p>3. Provide a link to previous knowledge or experience and its importance to their learning.</p>	<p>New learning is best retained when built on prior learning; therefore, preceptors need to start new lessons with a brief review of any previous relevant material.</p> <p>Recall the important things that they've learned from their earlier training which they need to remember to learn this new information. (Basic courses, previous trainings that were important to know about to understand this lesson, prior lessons in this course, etc.)</p>	<p>Say (in your own words):</p> <ul style="list-style-type: none"> • “You’ll recall from your _____ training that...” • “As we discussed yesterday...let’s take that one step further and see what happens when...” • “In the previous lesson you learned that..._____.” • “That’s important to remember, because..._____.” <p>What would you do?</p>
<p>4. Present the content.</p> <p>Present the material from the lesson plan. The content may be presented via a slide show (e.g. PowerPoint or Captivate), interactive courseware, instructor led, webinar, etc.).</p>	<p>Start with basic concepts to provide a foundation. Then, gradually build to more advanced concepts.</p> <p>Add the meat and potatoes of your content here.</p> <p>This is where you teach them, but lectures should be relatively short and interspersed with activities and exercises.</p>	<p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .

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<p>5. Help them focus.</p> <p>Adding a variety of instructional strategies and creative ideas will help store the material into the surveyors' long term memory.</p>	<p>You can include:</p> <ul style="list-style-type: none"> • Graphics • Visuals • Training aids • Check lists • Study guides • Mnemonics • Lessons learned • Puzzles or case studies <p>Pull your creative geniuses together for this!</p>	<p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .

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<p>6. Allow time for one or more activities to clarify and reinforce the previous material.</p> <p>This provides an opportunity for the surveyors to apply the material they have learned.</p> <p>Remember: practice makes perfect.</p> <p>All exercises should reflect real world situations and should be safe!</p>	<p>Ideas for activities:</p> <ul style="list-style-type: none"> • Demonstrations • Role play • Exercises • Learning game • Case studies • Scenarios • Video clips • Discussions (communications with other students, instructors, and / or peers) • For scenarios or case studies: Read the scenario to them. Add photos for a visual impact. Show a slide show or ‘video clip.’ Print it and hand out. 	<p>Say (in your own words): [here are some ideas] “Now we’re going to take a few minutes to analyze a fictitious scenario, so that you can apply what you’ve learned in this lesson.” [Insert activity, game, case study, etc.]</p> <p>“Now, get into small groups of 2-3. Take a few minutes to answer these questions”. Regroup the class. Ask a few people to share their thoughts with the group. What are your ideas?</p> <p>What would you do?</p>

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<p>7. Provide feedback to the learners on how they did during the activity.</p> <p>Reinforce and assess the correct performance. Preceptors should provide proper feedback to the learners so that correct actions are known and improper actions are corrected. This feedback may be as simple using an effect word when answering a question.</p> <p>This phase occurs throughout the lesson!</p>	<p>Provide lots of feedback.</p> <p>It can be honest and direct, but it must always be positive.</p> <p>Ensure that all of the interactions provide positive feedback. Negative, condescending, or disparaging comments defeat the learning process. Feedback will be based on the activity.</p> <p>Say (in your own words): “You all did a great job in that activity...” “You identified many important issues in the case study we just reviewed...”</p>	<p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .

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8. Assess the learners' knowledge or performance.	<p>Ask questions to see if the surveyors have met the objectives (listed in #2) for this lesson.</p> <p>This may include:</p> <ul style="list-style-type: none"> • A fun, short game or show of hands • A quiz or “big exam” • Individual or group assignments • Checklists • On-the-job assignments 	<p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .

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<p>9. Summarize the previous material to reinforce the learning.</p> <p>Take a few minutes to discuss how surveyors might apply this to their jobs.</p> <p>Encourage sharing of any experiences they had in the past in which they could have applied this new knowledge.</p>	<p>You could provide a “Surveyor Tips” sheet and review that for this lesson. Then, get feedback from the group about how to apply this new content from this lesson to their job. Examples and ideas of things that you could say (in your own words):</p> <ul style="list-style-type: none"> • “In this lesson you learned that...” • “So how will this information that you learned in this lesson help you do your job as a/an _____ surveyor? Let’s take a few minutes to review the ‘Surveyor Tips’ sheet for this lesson.” • “Take a minute to reflect on what you’ve learned in this lesson. Write down three (?) things that will help you on your job.” (Share if time). <p>“Would anyone like to briefly share an experience that you had in the past, and point out how this information will help you in the future? (Limit time). We have about ___ minutes to do this.”</p>	<p>What would you do?</p> <ul style="list-style-type: none"> • . • . • .