Your Company and
Training Title Here

LESSON PLAN AND INSTRUCTOR GUIDE

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Your Company/Agency Lesson Plan	*Your Company/Agency* **TRAINING PROGRAM TITLE** **(One Table for Each Training Day)**
0800	
0900	
1000	
1100	
1200	*LUNCH*
1300	
1400	
1500	
1600	
1700	

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	Your Company/Agency
Your Company/Agency Lesson Plan	**TRAINING PROGRAM TITLE** **LIST OF SOURCES**

Sources and references listed alphabetically, in APA or "Chicago" format.

LESSON PLAN ID: XXXXXX-00

TITLE OF LESSON: Training Program Title

I.   INTRODUCTION

> **_INSTRUCTOR NOTE_**: Begin the session by introducing yourself and any members of your instructional team. If practicable, ask the students to briefly introduce themselves as well.

Opening statement:

An attention getting story, example or fact pattern that represents the issues addressed in the training program helps capture audience attention.

Describe how the training impacts situations as described in the opening statement.

> **_INSTRUCTOR NOTE_**: Ask the class to:
> a) Explain what this incident tells us about _____.
>   (Possible responses include: _____.
> b) Describe things that could have been done better.
>   (Possible responses include: _____.
> c) Consider whether there are better ways to _____.
>   (Possible responses include: _____.

Program Structure:

Describe how the program works and what the students can expect

Describe any tests or practical exercises.

Program Expectations:

The knowledge challenge is designed to help you absorb what you learn. This is a brief, multiple choice quiz designed to inform you about your understanding of the key concepts presented in the training program.

Please remember, this program is intended for YOU. You will gain the greatest benefit from it by participating in the classroom discussion and by keeping an open mind and taking the time to carefully consider the ideas presented.

> **INSTRUCTOR NOTE**: Ask the class if they understand the program structure and expectations.

II.   Elements of Instruction:

- Instructional goal:

Restate the instructional goal and objectives documented in your course development outline.

- Instructional Objectives:

Objective #1…

Objective #2…

Objective #3…

Objective #4…

Objective #5…

Objective #6…

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INSTRUCTOR NOTE: Ask the class if they understand the instructional goals and objectives for this training program.

TRAINING PROGRAM TITLE

Objective #1: Restate EPO 1

INSTRUCTOR NOTE: Ask the class a general discussion questions pertaining to the stated EPO.

Body of information related to EPO 1.

Bulleted points are a effective way of communicating lists of factors:
- Keep them succinct
- Be sure they map back to your objectives
- Make sure they line-up with visual aids

Provide detailed information related to EPO in either narrative or outline form

EXERCISE 01 – INSERT METHOD TO MEASURE STUDENT LEARNING (I.E. QUIZ, TEST OR EXERCISE)

REPEAT FORMAT ABOVE FOR EACH SUCCESSIVE EPO.

REVIEW OF LEARNING OBJECTIVES

- Closing Statement

A strong closing statement reinforces the importance of your learning. Be sure to use an example or fact pattern that supports your training objectives.

Make a final point that drives home the TPO of your program.

It all starts with a plan.

- Instructional goal:

Restate the TPO ad EPOs introduced at the beginning of your lesson.

- Instructional Objectives:

Objective #1

Objective #2

Objective #3

Objective #4

Objective #5

Objective #6

> ***INSTRUCTOR NOTE***: Conclude the session by asking if there are any questions or concerns, or matters that required additional review.

III.   ASSESSMENT AND FEEDBACK

   o   Written Knowledge Challenge

   o   Open Feedback Forum

   o   Course Evaluations

   o   Presentation of Certificates