
<Insert course title here>

Instructor Guide

<insert address, phone, URL or other contact information>

<Document or chapter title>

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Contributors and Acknowledgements

Contributors The following individuals provided exemplary guidance for the design, development, and implementation of this course:

Acknowledgements The following individuals, departments, offices and organizations are gratefully acknowledged for their assistance:

Introduction to the Course (Facilitator Information)

Target Audience The target audience for this course is <insert information about the target audience>

Goal The goal of this course is <insert the goal statement>

Course Objectives Each module generally follows a standardized format incorporating lecture using PowerPoint slides, videos, activities, interactive games, and discussion questions. The modules should be taught in sequence

<if this does not apply to your course, insert information that applies and delete the previous>

Course Delivery Before delivering this course, carefully read all content, activities and examples presented in this guide. Review the Participant’s guide to familiarize yourself with its content.

<if this does not apply to your course, insert information that applies and delete the previous>

Using the Instructor’s Guide This guide provides a systematic outline for preparing for the course, as well as introducing, conducting, and concluding each unit/module. By following this outline, you will be able to enhance learning and create a productive and stimulating learning environment.

The Instructor Guide provides an outline for training and includes a variety of activities. You will use it to guide you as you facilitate the course. This guide tell you when to:

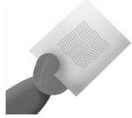


Provide content, Introduce a topic or exercise

<Document or chapter title>



Show video



Distribute handouts



Refer participants to the Participant Guide



Facilitate Discussion



Show PowerPoint



Flip Chart



Small Group Activity



Individual Activity



Trainer Note



Question and Answer



Idea

<Document or chapter title>



The Instructor Guide's content section is organized as follows:

- The recommended time for delivering the content
- The topic/discussion points to be covered
- The media to be used
- Trainer's notes which provide details to help facilitate the lesson or activity
- Instructions for facilitating activities

<if this does not apply to your course, insert information that applies and delete the previous>

Overview

The table below provides a quick overview of this course including what's covered in each <insert the word Module or Lesson depending upon how you are dividing your course>, the estimated time for each, and the supporting instructional media required.

Time	Content	Media
<insert hrs +/or mins>	<insert unit name> <ul style="list-style-type: none">• <insert topics/activities covered>	<ul style="list-style-type: none">• <insert list of materials needed for this unit e.g. slides, reference materials, equipment>
10 mins	Introduction to the Workshop <ul style="list-style-type: none">• Course overview• Icebreaker• Housekeeping	<ul style="list-style-type: none">• Prepared flipcharts• Table tents• Markers

Preparing for Delivery

Materials

The following materials are needed for this course:

- ✓ Screen
 - ✓ Projector
 - ✓ Laptop or PC with speakers and DVD player
 - ✓ Participant guides
 - ✓ Participant Roster/Sign In Sheet
 - ✓ Name Tags or Name Tents
 - ✓ Flipcharts (Prepared)
 - ✓ Flipcharts (Unprepared)
 - ✓ Markers
 - ✓ Wall Charts
 - ✓ Post-It Notes
 - ✓ Certificates
 - ✓ Pens
 - ✓ <Delete or add items as needed>
-

Six weeks prior to class

- Create and send course announcement
 - Visit and secure location
 - Secure equipment
 - Review Instructor's guide
-

Four weeks prior to class

- Continue to promote course
 - Review Instructor's guide
-

Two weeks prior to the class

- Obtain list of registered participants
 - Make copies of course materials
 - Begin to send course confirmations
 - Review and practice Instructor's guide
-

One week prior to the class

- Continue to send course confirmations
 - Create name tabs and tents
 - Confirm equipment
 - Review and practice instructor's guide
 - Make additional copies of materials, if needed
-

The day before class

- Based on attendance sheet, assign participants to teams utilizing strategies for forming groups
-

On the day of the class

- Arrive early Display sign-in/attendance sheet. Request that participants sign-in as they enter the room
 - Distribute name tags, tents, and participant guides if being used
- <If these timelines do not apply delete or add as needed>

General Training/Facilitation Tips

Adult Learning Principles

Adult learning is based on the philosophy that the more relevant the information, the greater the degree of learning retention. When you conduct training it is useful to remember that participants often learn best when they:

- Apply new information to their experiences and knowledge.
- Identify what is in it for them.
- Are involved in interactive activities that reflect diverse learning styles.
- Take responsibility for their own learning by identifying what they want to learn and feeling comfortable asking questions.
- Evaluate their own learning.
- Are supplied with a safe, comfortable and respectful learning environment.

As an instructor or facilitator, you should encourage participation through shared experiences and leading questions. Interaction is critical not only for stimulating interest, but also for promoting peer feedback and personal self- discovery.

Best practices for facilitating adult learning

- Learn about participants. Be aware of what participants already know, i.e. survey or questionnaire. Find out their specific needs.
- Ask participants to share their expectations.
- Make sure the participants know why the topic is important and necessary to their success. Inform learners of the objectives.
- Use analogies, pictures, demonstrations or other media to gain attention.
- Accommodate all the learning styles by using a combination of visual, auditory, and kinesthetic instruction.
 - Visual Learners: learn through seeing. Use diagrams, videos, handouts, illustrations, pictures and detailed notes.
 - Auditory Learners: learn through listening. Use discussion, lectures, focuses on tones of voice, music and reading aloud.
 - Kinesthetic Learners: learn through doing. - Hands on, relate to experiences, moving around, touching and trying out.
- Guide learning by presenting information in small steps, simple to complex.
- Vary the format to maintain attention and increase comprehension. Use exercises and experiences to support facts and theory.
- Involve learners in the discussions and demonstrations. Give feedback.
- Provide opportunities for application what they through activities or on the job simulation.
- Use review and repetition.

- Use quizzes or evaluations to assess performance.

**Teaching
Methods and
Techniques**

Energizers

Exercises that promote comfort and interaction between people. Use at the beginning or in the middle.

Lecture

Information is conveyed to a group of learners by talking, with or without visual aids. Use in large groups where discussion is not practical or when an expert is relaying new information to learners who have no relevant personal experience.

Lecturette

Similar to a lecture, except involves feedback and participation by learners. Use in groups where there is ample time for questions and feedback.

Demonstration

Learners are showed how to carry out a task by actually performing the task while explaining it. This is especially helpful for teaching a skill.

Small group activities

Participants complete exercises in pairs or small groups.

Discussion

A planned conversation (exchange of ideas or viewpoints) on a selected topic, guided by a trained discussion leader. Introduce ideas and concepts by asking participants to share their thoughts and experiences. Use where the ideas and experiences of the group will help them discover the point they are learning.

Case study

A realistic situation or a series of actual events is presented to the learners, either orally or by a handout, for their analysis. Use where real-life situations get the point across most effectively.

Games

Interactive games that directly relate to the course

Role-playing

Act out roles presented in a particular situation. Participants must supply their own

dialog within the context of their role. Use role-playing to increase participant's comfort level and where high learner participation is desired.

Simulations

A more complex form of role-playing and case study. Used to recreate the environment in which participants would normally carry out a job and the situations that might arise.

Strategies for Forming Groups

Famous fictional friends

Create a list of famous fictional friends in groups of four (Examples: Peter Pan, Tinkerbell, Captain Hook, and Wendy; Bugs Bunny, Daffy Duck, and Elmer Fudd; Superman, Lana Lane, Lex Luther, and Lois Lane; Batman, Robin, Joker, and Cat Woman). Choose the same number of fictional characters, as there are participants. Write one fictional name on each index card. Shuffle or mix up the cards and give each participant a card. When you are ready to form groups, ask the participants to find the other members of their fictional family. Once the famous group is complete, they are to find an area to complete the activity.

Birthdays

Ask participants to line up by birthdays and then break into the number of subgroups needed for a particular activity. In large groups, form subgroups by birth months. For example, participants can be divided into three roughly equal-size groups by composing groups of those born in January, February, March, and April; May, June, July, and August; and September, October, November, and December.

Playing cards

Use a deck of playing cards to designate groups. For example, use jacks, queens, kings and aces of the same suit to create four groups of four. Use additional number cards, if necessary, to accommodate a larger group. Shuffle the cards and deal one to each participant. Then direct the participants to locate others with similar cards and to form a group.

Draw numbers

Determine the number and size of the groups you want to create, put numbers on individual slips of paper, and place them in a box. Participants then draw a number from the box indicating which group number they belong. For example, if you want four groups of four, you would have sixteen slips of paper with four each of the numbers 1 through 4.

Training Aids

Overview

Good visual aids are simple and easy to understand, brief and concise, and stress

essential points. They are clearly visible, using a print font, color, spacing and design that increase legibility and interest.

- Should arouse interest and hold the participant's attention.
- Assist in communicating knowledge and ideas to the participant.
- Accelerate learning with the involvement of multiple senses.
- Can improve learning if used with imagination and if they contain relevant information.
- Aid in retention of information learned.
- Ensure more consistency in repeat presentations.

Microphones

- The presenter must be able to project his/her voice throughout the room. It is a good idea to reserve a microphone.

Videos

- Video segments should be integrated into the overall presentation and be brief.
- Participants should be told what the video will address and to what they should pay particular attention.

Flipcharts

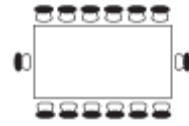
Flipcharts can be used to create real-time visuals or they can be developed in advances.

- Use flip charts for spontaneous recording and for training content you wish to retain.
- Avoid putting lengthy material on the flip chart.
- Place the flip chart close to participants for visibility. For this reason, flip charts are less effective for large audiences.
- Use broad-tipped markers rather than fine-tipped markers.
- Print using a letter size that is easily read. Title each page.
- Leave a blank sheet of paper between each page of writing to prevent marker bleed-through and distracting visibility of the following page.
- Dark colors are the most visible colors to use. Avoid red, except for highlighting, underlining, etc.
- Be creative with bullets and borders, but ensure they do not distract from the content.
- Keep spacing equal between words and lines; avoid squeezing as the available space decreases.
- Sketch content in pencil prior to using markers to avoid errors.
- Stand to the side of the flip chart and face participants while speaking

Room Layouts

Boardroom

Placing rectangular tables up against each other to create a large rectangular table and then arranging the seats around the perimeter is called a boardroom set-up. The shape can also take the form of a solid or hollow square. This set up is ideal when the participants need to act as one group to make decisions and discuss content. The facilitator can be placed at one end or in the middle of the longer side.



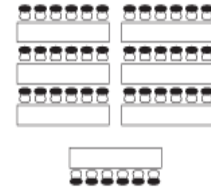
Theatre

This set up does not include tables. Chairs only are arranged for viewing a lecture or visual aid. Chairs can be arranged in a chevron (a wide V) to increase participant visibility



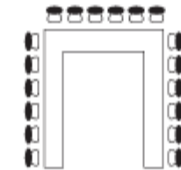
Classroom

This tried and true training room layout has its advantages if the participants will be doing individual work or work in pairs. Arrange small tables in a row with 2 seats per desk or create long rows of tables with chairs on one side of the row facing the presenter.



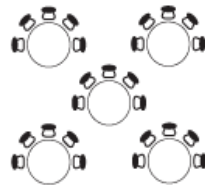
U-Shape

Setting up the tables to create a large U shape or horseshoe allows all participants to be able to see the presenter at all times. This training room layout is great when an instructor is demonstrating a process or is using visual aids. The tables provide a writing surface for note taking. Handouts can be easily distributed and breaking the group into pairs or dividing the participants into 2 large groups can be facilitated with this set-up.



Cabaret

Typically, tables are arranged in small squares or rectangles with 4-6 seats around them. Sometimes small round tables are used but chairs are placed half way around the table so that participant's backs are not to the presenter. This layout is ideal for a highly active training style where a majority of the content will be delivered through group work.







<Sample Module/Lesson Name/Day>

Objective(s) By the end of this lesson, participants should be able to:

- Define Learning
- Appraise good learning strategies

Duration 20 minutes

Time	Topic/Presentation	Media
XX mins	<p style="text-align: center;">Insert Topic Here</p> <p> Ask the group the following question:</p> <p style="padding-left: 40px;">What color is the sky today?</p>	<p> Live Flip Chart</p>
	<p>Trainer Notes: Field their questions and write their response on the flip chart</p>	
	<p> Continue by reviewing the following key points</p> <p style="padding-left: 40px;">Although we each see different colors the reality is that colors are the same especially if the person is color blind. So it is not the color we see that determines the color of the sky but it is the colors that others see.</p>	
	<p> Ask the group if there are questions. Answer appropriately and move on to the next activity</p>	

Sample Activity

Goal To create a definition of learning that includes understanding key adult learning principles

Materials Needed

- Flipchart paper
- Markers
- Post-It Notes

Time Required

- 10 minutes

Directions for Conducting the Activity

- Have participants to select a partner (preferably someone they do not know)
- Ask them to create a short definition of learning
- Have them share the definition with the class



*****Trainer Note: Chart responses but do not provide any response to them. You respond after you show the video***

<Document or chapter title>

<Insert Module Name/Lesson Name/Day>

Objective(s) By the end of this lesson, participants should be able to <insert objective(s)>

Duration

Time	Topic/Presentation	Media
XX mins	Insert Topic Here <Insert the appropriate icon and directions, then indent and add the content	<insert any supporting media such as slides, reference materials that instructor will use>

<Document or chapter title>

<Insert Name of the Activity>

Goal <insert the goal of the activity>

Materials Needed <List all materials needed to facilitate the activity>

Time Required <Indicate the amount of time needed to facilitate the activity>

**Directions for
Conducting the
Activity** <Provide step-by-step instructions for facilitating the activity>
