TRAINING PROGRAM OUTLINE

Instructor's Guide	Learner's Guide	Visual Aids
Introduction - Participants - Instructor - Statement of training objectives/goals - Review agenda. - Expectations for the learner. - Timing - Breaks	The learner's guide should parallel this although you may not need a page for each activity here. The learner's guide should list • Goals/objectives. • Agenda	You may want a slide to guide people through each step of this.
Body The body of the training program contains the major content and learning activities. It might contain some or all of the following	The learner's guide should be designed to parallel the instructor's guide. It should be designed to encourage 'active learning'.	The visual aids should parallel the presentation content. There may be more than one visual aid per learner page depending on the content of the page.
Lecture. - Limit lecture elements to no more than 3-5 minutes per segment. - Each lecture element should be related to a learning objective.	Each lecture element should be supported by a section in the learner's guide.	- Each lecture element should be introduced or outlined in an overhead. - Key terms, definitions, and examples should appear on an overhead.

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Small Group Discussion.
- Divide the group into meaningful groups.
    Tell the groups how they will communicate their results.
    Be sure the groups understand their assignments.
 	
- Each discussion should have a specific purpose/goal.
 	
- Each discussion should have a time limit. For example,
    'You have five minutes to develop three ways to memorize a poem.'
 	
    'Your group is responsible for doing a literature search to identify the number of psychological journals devoted to fair employment practice. You have to have your results typed for the class by next week.'
	- You may have a page in the learner's guide describing the small group discussion but this is not necessary.
	
	- If the outcome of the group discussion is important then there should be a place for recording this information in the learner's guide.
	
	- If each group has a different assignment it is helpful to have a handout describing their activity and goals.
		There should be an overhead describing the discussion task and outcome.

Role Playing - Clear illustration of the skill to be acquired. - Clear steps to be followed. - Designed for the learner to be successful. - Clear criteria for success. - Trainee is coached for success. - Practical, non-punitive feedback process after the role playing.	The learner's guide should list the steps the person should follow.	The overheads should list the steps the person should follow.

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Instructor Suggestions The goal of all instructional activities are to give the learner information and skills to carry away from the training room. - All information should be directed toward the learner and the learner's guide.	Learner's Guide Suggestions The learner's guide should be designed so that it contains all of the information the learner should have a the end of the training.	Overheads and visual aid suggestions. - Tied to the learning points - Not too much information, no more than 5 bullets. - Does not detract from the presentation. - Related to each page in the learner's handout.

Handouts
   a. Used to communicate complex information.
   b. Clearly explained in the presentation.
   c. Contains only important information.