Welcome to our Training Class

This course will assist you in the following ways:

- Develop your teaching and instructor knowledge, skills, and abilities
- Enhance your overall ability to deliver training materials and instruction to your students and other staff
- Develop your communication effectiveness on and off the job
- Create and enhance your personal self-confidence in day-to-day decisions, providing direction, and influence others

To get the most out of this session please:

- Step outside your comfort zone
- Participate in discussions and activities
- Share your ideas and related experiences
- Listen to the opinions of others with kindness and an open mind
- Ask questions when you do not understand something
- Remember that you only get out what you put in, so be a dedicated active participate
- Actively think about the ways you can apply what you learn

Remember – students get out of a training course what they put into it. You will acquire only those skills, abilities, and knowledge that you strive to achieve and perfect. Many of you will return to your agency and provide agency training. We are excited to have you in this training program. P.O.S.T. wishes you a beneficial and successful program.
Basic Instructor Development

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**Instructional Goal:** To give the students the necessary knowledge, skills and ability to plan, document and implement criteria based adult training in a given topic of expertise.

**Student Performance Objectives:** Upon completion of this instruction, the student will be able to pass a written exam at or above 80% on the following:

- **PRINCIPLES OF LEARNING**
  - Define learning
  - Name the 3 domains of learning
  - Identify which domain is the hardest and most difficult to measure.
  - List and define the 7 laws of learning

- **ADULT LEARNING THEORIES**
  - List characteristics of adult learners
  - List how to motivate adult learners
  - List the barriers to adult learning
  - State what the attention span is of the adult learner
  - Describe problem based learning

- **TYPES OF LEARNERS**
  - List the components of a reactive learner
  - List the components of a proactive learner
  - List the components of a reactive instructor
  - List the components of a proactive instructor
  - Describe the best way to raise retention rates with adult learners

- **COMMUNICATION STYLES**
  - Define communication
  - List the elements of communication
  - List the barriers to effective communication
  - Identify the most effective form of communication
  - List the 3 different communication channels
  - Describe the difference between being assertive and being aggressive
  - List the instructor’s role in communication
  - List the 4 types of listening
  - List things that you can do to improve your listening skills
  - Demonstrate how to handle difficult questions
• TASK ANALYSIS
  o Define task analysis
  o Identify the 4 items included in a task analysis
  o Prepare a task analysis to include: all 4 parts, a minimum of 10 task statements and 10 sub-task statements
  o Explain the relationship between task analysis and lesson plan development

• PERFORMANCE OBJECTIVES
  o Identify the proper verb usage when writing performance objectives
  o Identify the need for performance objectives
  o List the A,B,C,D’s of performance objectives
  o Define performance objective
  o Define instructional goal
  o Name the 3 elements of a performance objective

• METHODS OF INSTRUCTION
  o Identify the key factors of determining types of methodology to use when teaching
  o List one advantage to lecture methodology
  o List one disadvantage to lecture methodology
  o List one advantage to lecture/discussion methodology
  o List one disadvantage to lecture/discussion methodology
  o List one advantage to buzz group methodology
  o List one disadvantage to buzz group methodology
  o List one advantage to role playing methodology
  o List one disadvantage to role playing methodology

• LESSON PLAN DEVELOPMENT
  o Define lesson plan
  o List the 4 D’s of lesson plan development
  o List 3 reasons for preparing a lesson plan
  o List 4 of the 8 purposes of the lesson plan
  o List the 8 parts of a lesson plan
  o List the 9-steps in the lesson plan process
  o Identify which type of outline is the preferred and most defendable

• OUTLINE & BIBLIOGRAPHY
  o Describe why you should prepare an outline before you begin writing your lesson plan
  o Describe why you need a bibliography
  o List the 2 styles for the bibliography
• TRAINING LIABILITIES
  o Define liability
  o Define vicarious liability
  o Define 3rd party liability
  o Define the Sager Doctrine
  o Define negligence
  o Identify the 7 areas of negligence
  o Define deliberate indifference
  o Identify various legal case studies pertaining to training liabilities
  o Explain the criticality of proper training preparation, implementation and documentation
  o Discuss the concept of negligence and how it is used in civil suits against law enforcement training

• CRITERION BASED TESTING
  o Define criterion based testing
  o List the characteristics of criterion based testing
  o Identify the 5 types of written tests
  o List an advantage for each type of test
  o List a disadvantage for each type of written test

• STAGE FRIGHT
  o List 5 ways to control stage fright
  o List things you should do before the class begins

• TRAINING AIDS
  o Define training aids
  o Describe the importance of combining the senses to improve learning
  o List 5 different visual/training aids
  o List the advantages and disadvantages of PowerPoint as a visual aid
  o List the advantages and disadvantage a chalk and white board as a visual aid
  o Describe the disadvantage of using video tapes as a training aid
  o Define the K.I.S.S method of training aids
  o Define the K.I.L.L. method of training aids
  o Define color psychology as it relates to training aids
  o Define clip art

• EFFECTIVE PRESENTATIONS
  o List the 6 keys to effective presentations
  o Describe a “hook”
  o List 4 things to avoid during your presentation
Ten Qualities of an Instructor

1. __________________________: not necessarily brilliant, but capable, competent and reassuring

2. __________________________: articulate and clear, good listener, does not continually talk about themselves

3. __________________________: can explain clearly using visual aids where necessary, can structure a lesson

4. __________________________: can assess progress and provide individual goals, motivation, and encouragement

5. __________________________: can deliver criticism and praise without personal prejudice

6. __________________________: takes care over delivery of course and cares about making an excellent presentation. Dresses in a professional manner
7. _________________________:
   adjusts delivery to suit individuals and takes interest in audience.
   - Refrains from swearing, using unprofessional and inappropriate language, jokes, and comments

8. _________________________:
   own enjoyment is infectious even in adverse conditions

9. _________________________:
   stays in charge even when things go wrong

10. _________________________:
    Understands the subject
Improve the safety of officers and the public through more effective training

- *Law Enforcement Officers learn better* when they are given the opportunity to talk and not forced to only listen

- *Law Enforcement Officers learn better* when you present information as if you were having a conversation with a friend instead of lecturing a class

- *Law Enforcement Officers learn better* when you use pictures and images on your slides and not just text and bullet points

- *Law Enforcement Officers learn better* when they write down information instead of just hearing it

- *Law Enforcement Officers learn better* when they are given small chunks of wisdom instead of an iceberg of information

- *Law Enforcement Officers learn better* when they are moving around and not constantly sitting

- *Law Enforcement Officers learn better* when they are shown how the knowledge being taught will be of value to them

- *Law Enforcement Officers learn better* when they are challenged to think critical, be creative, and communicate with others

- *Law Enforcement Officers learn better* when you incorporate a *variety of techniques* and create an atmosphere of active learning

Some instructors may not like investing the time that active methods require, but we train warriors, not scholars. When confronted, our students have no time for debate, only action, if they are going to survive
EXAMPE:

9 ADVANTAGE OF FOOT PATROL

7 disadvantages of Foot Patrol

Vs.

Surviving Foot Patrol

Awareness Skills

Dangerous Encounters
There are 3 domains of learning:

- Cognitive
- Psychomotor
- Affective

**Cognitive Attributes**

- Brain matter
- Gained through lecture or reading
- Knowledge, memory, understanding, and thinking skills
**Psychomotor Attributes**

- Hands-on
- Manipulative skills
  - Motorskills
- Handwriting, defensive tactics, shooting a firearm

**Affective Attributes**

- Feelings & emotions
- Interests, attitudes & appreciation

**Laws of Learning**

There are 7 laws of learning. They are:

- Readiness
- Exercise
- Effect
- Primacy
- Intensity
- Recency
- Discussion
Law of Readiness

A student learns best when ready to learn.

Emotions play a large part.

If you relate the content of the training to the student’s job, you can put the student in a “readiness” position.

Law of Exercise

Those things often repeated are remembered longer.

Repetition, repetition, repetition!

Practice makes perfect.

I hear & I forget, I see & I remember, I do & I understand.

Law of Effect

Learning is strengthened by a pleasant or satisfying feeling.

People learn best in pleasant surroundings.

Can be physically or psychologically.
**Law of Primacy**

Those things learned first are usually learned best.

*Material hardest to learn should be taught first. Then review it.*

*Teach most important information first.*

---

**Law of Intensity**

A vivid, dramatic, or exciting experience teaches more than dull, boring or routine.

*Realism*

*Stimulators*

*New & exciting ways to teach*

---

**Law of Recency**

The most recently learned material is the most easily remembered.

*Allow students to review old material before moving on to new material.*

*Tell them what you are going to tell them, tell them, tell them what you told them.*

*Repetition increases retention.*
Law of Discussion

If the student hasn’t learned, the teacher hasn’t taught.

The teacher is responsible for presenting the material in an understandable form.

The student has some responsibility for learning also.

Review

What is the definition of learning?

_______________________________________

Review

What are the domains of learning?

_________

_________

_________
Review
What are the seven laws of learning?

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
7. _______________________

Learning Defined:

- The process of gaining new knowledge or skill that is retained for demonstration at a future time.
- Involves an observable change in ________________.

Types of Learning

- ________________
- ________________
- ________________
- ________________
- ________________
- ________________
- ________________
MOTIVATION LEARNING
- A ____________ that causes a person to move toward a goal.

OBJECTIVE LEARNING
- An ______________ toward which all _______________ are directed.
  "I'll do anything to get my G.I.L.D. certificate!"

RESPONSE LEARNING
- The student must respond either physically or mentally in order to learn.
- Also known as ________________
REINFORCEMENT LEARNING
- The learning that occurs through
  ____________________.

REALISM LEARNING
- The learning that occurs when a person can relate information to
  ____________________.

BACKGROUND LEARNING
- Learning that is directly related to
  ____________________.
INCIDENTAL LEARNING

- Any learning which occurs _______________, and aside from planned learning.

LAWS OF LEARNING

Law of:
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________

LAW OF READINESS

- One learns best when they are _____________

__________________________.
**LAW OF EXERCISE**

- Things often _______________ are remembered longer. Practice makes perfect!

**LAW OF EFFECT**

- Learning is strengthened by a ___________ ___________.

**LAW OF PRIMACY**

- Those things learned _______________ are usually learned best.

- Teach _______________ material first, then review it again later.
**LAW OF INTENSITY**

- A _________ or _________ experience teaches more than dull, boring or routine.

**LAW OF RECENCY**

- The most recently learned material is the most easily remembered.
- Tell them what you’re going to tell them.
- Tell them again.
- Tell them what you’ve told them.

**LAW OF DISCUSSION**

- If the student hasn’t learned, the teacher hasn’t taught.
- The student does have some responsibility to learn.
Laws of Learning

The learning process is more complex than just presenting material.

The instructor with insight into the learning process will assist in providing a rewarding experience to the learner.

**Law of Readiness**

* Means a person can learn when physically and mentally adjusted (ready) to receive stimuli.

**Law of Exercise**

Stresses the idea that repetition is basic to the development of adequate responses.

Remember that practice makes permanent, not perfect unless the task is taught and practiced correctly.
Learning will always be much more effective when a feeling of satisfaction, pleasantness, or required accompanies or is a result of the learning process.

Law of Association

* When the mind compares a new idea with something already known, it is said to be using association.

Law of Recency

Review, warm-ups, and similar activities are all based on the principle that the more recent the exercise, the more effective the performance.

Practicing a skill or new concept just before using it will ensure a more effective performance.
Law of Intensity

- The principle of intensity states that if the stimulus (experience) is real, the more likely there is to be a change in behavior (learning).

Adult Learning Theories

- Adults are ________________ and _____________________

- Adults have ___________ _______________ & _____________________

- Adults are ___________ - _______________

- Adults are ___________________ - _____________________

- Adults are ________________________________

- Adults need to be shown _______________________________
"Treat Learners Like Adults"

- **Adults are people with years of experience and a wealth of information.** Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.

- **Adults have established values, beliefs and opinions.** Demonstrate respect for differing beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas.

- **Adults are people whose style and pace of learning has probably changed.** Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lecture.

- **Adults relate new knowledge and information to previously learned information and experiences.** Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless.

- **Adults are people with bodies influenced by gravity.** Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

- **Adults have pride.** Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe.
or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.

- **Adults have a deep need to be self-directing.** Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants.

- **Individual differences among people increase with age.** Take into account differences in style, time, types and pace of learning. Use auditory, visual, tactile and participatory teaching methods.

- **Adults tend to have a problem-centered orientation to learning.** Emphasize how learning can be applied in a practical setting. Use case studies, problem solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.

Note: New information and skills must be relevant and meaningful to the concerns and desires of the students. Know what the needs are of individuals in your class. Students do not wish to learn what they will never use. The learning environment must by physically and psychologically comfortable.

**Motivating the Adult Learner**

Social Relationships: Make new friends

External Expectations: to comply with instructions

Social Welfare: improve ability to serve mankind

Personal Advancement: to achieve higher status

Escape/Stimulation: to relieve boredom

Cognitive Interest: to learn for the sake of learning
Effective Learning & Teaching

Understand the learner
Understand the learning process
Provide a supportive & challenging environment
Establish worthwhile learning partnerships
Shape and respond to a variety of social and cultural contexts

Ten Principles of Learning

1. We learn to do by doing
2. We learn to do what we do & not something else
3. Without readiness, learning is inefficient and may be harmful
4. Without motivation there can be no learning
5. For effective learning, responses must be immediately reinforced
6. Meaningful content is better learned and longer retained
7. For the greatest amount of transfer learning, responses should be learned in the way they are going to be used
8. Ones response will vary according to how one perceives the situation
9. An individual’s responses will vary according to the learning atmosphere
10. One does the only thing one can do given the physical inheritance, background, and present acting forces
Vary the Texture

- Provide different people to listen to
- Different things to see
- Different things to do
- Move around and within the audience
- Be creative in finding variety
Allow Breaks

- Two short breaks are better than one long one
- Each time you have a break, you get the benefit of new peaks in alertness
- The more refreshed you can keep an audience, the more attentive it will be
- One ten minute break every hour is a norm for adult training

Audience Participation

- Ask questions. Have the audience repeat certain words out loud and in unison.
- Get someone from the audience to list something on the board
- Ask someone to demonstrate a task
- Give your audience something to hold (handouts)
- Physical contact involves the audience

Motivation to Learn

- When they need to learn something new or different
- Adults need to use their new learning skills immediately
- More motivated to learn if they perceive that the learning is relevant
- Adult levels of motivation can often be increased if the instructor stimulates the curiosity of the adult
30 Things you have to Know About Adult Learners

1. Adults seek out learning experiences to help cope with life-changing events.
2. Learning is often a coping response to significant change.
3. Learning experiences are often related to the life-changing event.
4. Adults will engage in learning that is perceived to help them cope with change.
5. Adults are usually motivated to learn because the new knowledge will be useful.
6. Self-esteem and pleasure are secondary motivators.
7. Adults tend to be more interested in single-theory or concept courses.
8. New information needs to be integrated with prior knowledge.
9. Information that conflicts with prior knowledge is learned more slowly.
10. Information with little overlap with prior knowledge is also learned more slowly.
11. Adults like the pace of the learning to permit mastery.
12. Adults are usually more accurate and take fewer risks to compensate for being slower in some psychomotor learner tasks.
13. Adults tend to let errors affect their self-esteem.
14. Instructors need to know if new knowledge will be in concert or conflict with learner values.
15. Diversity needs to be accepted.
16. An idea needs to be explained from more than one value set or perspective.
17. Adults prefer self-directed learning to group learning.
18. Different media is appealing to adults.
19. How-to instructions are preferred.
20. Adults do not like to learn in isolation.
21. The learning environment needs to be comfortable.
22. Self-esteem, ego, and prior learning experiences that were unfavorable can inhibit an adult’s ability to take risks and participate in learning.
23. Learner and instructor expectations need to be discussed and clarified.
24. Tap into adults prior experiences.
25. Use open-ended questions to help draw out learner knowledge and experiences.
26. Solicit feedback from the learner about the curriculum and learning tasks.
27. Control the learning environment by risking giving it up.
28. Protect the minority opinion.
29. Integrate new knowledge and skill with transfer activities.
30. Approach new learning theories as additional tools in a toolbox instead of a fix it all approach.
Types of Learners

**Reactive Learner**
- Dependent
- Only does what is required
- Negative attitude
- Unwilling to apply themselves
- Instructor is responsible for what and how they learn
- Lack of self motivation
- Needs to be spoon fed

**Proactive Learner**
- Self-motivated
- Goes above & beyond what is required
- Requires challenge
- Positive attitude
- Applies themselves
- Comes prepared (pen/paper)
- Tailored assignments
- Goal oriented

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**Retention Rates**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>10%</td>
</tr>
<tr>
<td>Hear</td>
<td>20%</td>
</tr>
<tr>
<td>See</td>
<td>30%</td>
</tr>
<tr>
<td>Hear &amp; See</td>
<td>40%</td>
</tr>
<tr>
<td>See &amp; Do</td>
<td>50%</td>
</tr>
<tr>
<td>Hear &amp; See &amp; Do</td>
<td>60%</td>
</tr>
</tbody>
</table>
## Types of Instructors

<table>
<thead>
<tr>
<th>Reactive Instructors</th>
<th>Proactive Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not prepare</td>
<td>Always prepared &amp; polished</td>
</tr>
<tr>
<td>Only puts forth as much effort as is required to get by</td>
<td>Devotes as much time and energy necessary to present the best quality of material possible</td>
</tr>
<tr>
<td>Negative attitude</td>
<td>Positive attitude</td>
</tr>
<tr>
<td>Boring and dull</td>
<td>Enthusiastic &amp; engaging</td>
</tr>
</tbody>
</table>

**Remember – We learn in Different Ways**

- I hear and I forget
- I see and I remember
- I do and I UNDERSTAND

**What does “Good Communication” look like?**

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

\[33\]
Effective Communication

1. Communication:

__________________________________________________________________

__________________________________________________________________

2. ____________________ is necessary to verify effective communication

3. Elements of communication: ____________________, ________________________,
   __________________, ____________________________

4. Most effective form of communication: _________________________________

Communication Competence

- The message should:
  - Be understood
  - Achieve its intended effect
  - Be ethical
Attributes of Good Communication

1. Conveys empathy and trust
   tries to see the world from the other's perspective;
   takes other's feelings into account; withholds judgment

2. Is transparent and direct there are no
   secrets or "talking around" an issue; people know where you stand

3. Values and promotes openness and open-mindedness

4. Listens fully to the communication to ensure comprehension, and gives relevant feedback
Effective Listening…

is a core skill required of an effective instructor

- All members of an organization need to feel valued and respected
- An instructor can communicate respect as much by the way he or she listens as by the way he or she speaks

The Ideal…

Being:
- fully present in the moment
- focused on the interaction at hand
- mindful of your own behaviors and feelings
- appropriately responsive to the context

These practices will greatly increase your effectiveness as a communicator, and consequently, as an instructor and leader

The “receiver” understands what the “sender” intended

A simple concept, a difficult process
Presenting to Different Types of Learners

Whenever you are going to present to a group, you must consider who makes up the group and how best you can reach them. Sometimes you will present to a diverse group with different backgrounds and learning styles. When you present to a diverse group you must try to consider all learning styles.

However, if you are presenting to a more homogeneous group of learners you may choose to present emphasizing one strategy over the others. The topic of your presentation may also lend itself to one style over others. Your main objective is to involve the audience and to teach them about your subject.
Types of Learners:

VISUAL LEARNERS
- Visual learners learn primarily through the written word.
- They tend to be readers who diligently take down every word.

AUDITORY LEARNERS
- Auditory learners learn primarily through listening.
- They focus their ears and attention on your words, listening carefully to everything you say.
- They like to talk rather than write and relish the opportunity to discuss what they have heard.

KINESTHETIC LEARNERS
- Kinesthetic learners learn better by doing.
- This group learns best when they can practice what they are learning.
- They want to have their hands on the keyboard, the hammer, or the test tube because they think in terms of physical action.

How to Present to Different Types:

<table>
<thead>
<tr>
<th>VISUAL LEARNERS</th>
<th>AUDITORY LEARNERS</th>
<th>KINESTHETIC LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE IT</td>
<td>SAY IT</td>
<td>DEMONSTRATE IT</td>
</tr>
<tr>
<td>• provide written materials and exercises</td>
<td>• State the information</td>
<td>• Demonstrate how a principle works</td>
</tr>
<tr>
<td>• Write key words on board or flip chart</td>
<td>• Ask audience to describe specific info</td>
<td>• Ask them to practice the technique</td>
</tr>
<tr>
<td>• Ask them to write a response</td>
<td>• Provide discussion periods</td>
<td>• Encourage underlining and highlighting key words</td>
</tr>
<tr>
<td>• Use visuals or graphics</td>
<td>• Encourage questions</td>
<td>• Provide real-life simulations</td>
</tr>
<tr>
<td>• Ask them to be recorder in a group</td>
<td>• Foster small group participation</td>
<td>• Offer hands-on activities</td>
</tr>
<tr>
<td>• Involve them through visual/spatial sense</td>
<td>• Utilize audiovisuals and audio cassettes</td>
<td>• Involve them physically</td>
</tr>
</tbody>
</table>
Did you know???

Researchers say that we spend 70% of our awake time communicating, only 30% of which is talking -

70% is non-verbal

Remember, we have two eyes and two ears and only one mouth.

We should spend over 70% of our time watching and listening instead of talking!

What You Do With Your Communication Time

- Speak = 30%
- Read = 16%
- Write = 9%
- Listen = 45%

10 Reasons for Poor Listening

1. Effort - it is hard to stay focused
2. Message overload - too much at once
3. Rapid thought - 600 wpm vs. 140 wpm
4. Psychological noise - personal concerns, fatigue
5. Physical noise - distractions
6. Hearing problems - frustration
7. Faulty Assumptions - "heard it all before"
8. Talking has more advantages = who interrupts more?
9. Cultural Differences
10. Media influences - MTV, sound bytes, radio, TV, cell phones, PDA, etc.
SIX WAYS TO IMPROVE YOUR NONVERBAL COMMUNICATIONS

It is not only what you say in the classroom that is important, but it’s how you say it that can make the difference to students. Nonverbal messages are an essential component of communication in the teaching process.

Teachers should be aware of nonverbal behavior in the classroom for three major reasons:

- An awareness of nonverbal behavior will allow you to become better receivers of students' messages.
- You will become a better sender of signals that reinforce learning.
- This mode of communication increases the degree of the perceived psychological closeness between teacher and student.

Some major areas of nonverbal behaviors to explore are:

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation
- Proximity
- Paralinguistic’s
- Humor
Eye contact:

Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Teachers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.

Facial expressions:

Smiling is a powerful cue that transmits:

- Happiness
- Friendliness
- Warmth
- Liking
- Affiliation

Thus, if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and students will react favorably and learn more.

Gestures:

If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students' attention, makes the material more interesting, facilitates learning and provides a bit of entertainment. Head nods, a form of gestures, communicate positive reinforcement to students and indicate that you are listening.

Posture and body orientation:

You communicate numerous messages by the way you walk, talk, stand and sit. Standing erect, but not rigid, and leaning slightly forward communicates to students that you are approachable, receptive and friendly. Furthermore, interpersonal closeness results when you and your students face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest to your class.

Proximity:

Cultural norms dictate a comfortable distance for interaction with students. You should look for signals of discomfort caused by invading students' space.
Some of these are:
- Rocking
- Leg swinging
- Tapping
- Gaze aversion

Typically, in large college classes space invasion is not a problem. In fact, there is usually too much distance. To counteract this, move around the classroom to increase interaction with your students. Increasing proximity enables you to make better eye contact and increases the opportunities for students to speak.

**Paralinguistic:**

This facet of nonverbal communication includes such vocal elements as:
- Tone
- Pitch
- Rhythm
- Timbre
- Loudness
- Inflection

For maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull. Students report that they learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices.

**Humor:**

Humor is often overlooked as a teaching tool, and it is too often not encouraged in college classrooms. Laughter releases stress and tension for both instructor and student. You should develop the ability to laugh at yourself and encourage students to do the same. It fosters a friendly classroom environment that facilitates learning. (Lou Holtz wrote that when his players felt successful he always observed the presence of good humor in the locker room.)

Obviously, adequate knowledge of the subject matter is crucial to your success; however, it's not the only crucial element. Creating a climate that facilitates learning and retention demands good nonverbal and verbal skills. To improve your nonverbal skills, record your speaking on video tape. Then ask a colleague in communications to suggest refinements.
**Factors Typically Present in Any Exchange**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>Emotional Content</td>
<td>Consequences</td>
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<td>Intellectual Content</td>
<td>Politics</td>
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<td>Personal Experiences</td>
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<td>Expectations</td>
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<tr>
<td>Actual or perceived roles and/or status</td>
<td>Goals</td>
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<tr>
<td>Sense of self competence</td>
<td>Intended Audience</td>
</tr>
</tbody>
</table>

**Roadblocks – What Gets in the Way**

Roadblocks can become strengths if we increase our awareness of our own tendencies, and acknowledge their impact on all our interactions.

**Emotional Reactivity**

- Words have different meaning and impact depending on the emotional state in which they are delivered and received.
- When there is intense emotion present, communication tends to be reactive rather than direct and purposeful (responsive).
1. **BEHAVIOR:**
   Rambling -- wandering around and off the subject. Using far-fetched examples or analogies.

   **POSSIBLE RESPONSES:**
   - Refocus attention by restating relevant point.
   - Direct questions to group that is back on the subject.
   - Ask how topic relates to current topic being discussed.
   - Use visual aids, begin to write on board, turn on overhead projector.
   - Say: "Would you summarize your main point please?" or "Are you asking...?"

2. **BEHAVIOR:**
   Shyness or Silence -- lack of participation.

   **POSSIBLE RESPONSES:**
   - Change teaching strategies from group discussion to individual written exercises or a videotape.
   - Give strong positive reinforcement for any contribution.
   - Involve by directly asking him/her a question.
   - Make eye contact.
   - Appoint to be small group leader.

3. **BEHAVIOR:**
   Talkativeness -- knowing everything, manipulation, chronic whining.

   **POSSIBLE RESPONSES:**
   - Acknowledge comments made.
   - Give limited time to express viewpoint or feelings, and then move on.
   - Make eye contact with another participant and move toward that person.
   - Give the person individual attention during breaks.
   - Say: "That's an interesting point. Now let's see what other people think."
4. BEHAVIOR:

Sharpshooting -- trying to shoot you down or trip you up.

POSSIBLE RESPONSES:
- Admit that you do not know the answer and redirect the question the group or the individual who asked it.
- Acknowledge that this is a joint learning experience.
- Ignore the behavior.

5. BEHAVIOR:

Heckling/Arguing -- disagreeing with everything you say; making personal attacks.

POSSIBLE RESPONSES:
- Redirect question to group or supportive individuals.
- Recognize participant's feelings and move one.
- Acknowledge positive points.
- Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."

6. BEHAVIOR:

Grandstanding -- getting caught up in one's own agenda or thoughts to the detriment of other learners.

POSSIBLE RESPONSES:
- Say: "You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject," or "Can you restate that as a question?" or "We'd like to hear more about that if there is time after the presentation."

7. BEHAVIOR:

Overt Hostility/Resistance -- angry, belligerent, combative behavior.

POSSIBLE RESPONSES:
- Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
- Respond to fear, not hostility.
- Remain calm and polite. Keep your temper in check.
- Don't disagree, but build on or around what has been said.
- Move closer to the hostile person, maintain eye contact.
- Always allow him or her a way to gracefully retreat from the confrontation.
- Say: "You seem really angry. Does anyone else feel this way?"
  Solicit peer pressure.
- Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., "If by "queer" you mean homosexual...."
- Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- Ignore behavior.
- Talk to him or her privately during a break.
- As a last resort, privately ask the individual to leave class for the good of the group.

8. BEHAVIOR:

Griping -- maybe legitimate complaining.

POSSIBLE RESPONSES:
- Point out that we can't change policy here.
- Validate his/her point.
- Indicate you'll discuss the problem with the participant privately.
- Indicate time pressure.

9. BEHAVIOR:

Side Conversations -- may be related to subject or personal. Distracts group members and you.

POSSIBLE RESPONSES:
- Do not embarrass talkers.
- Ask their opinion on topic being discussed.
- Ask talkers if they would like to share their ideas.
- Casually move toward those talking.
- Make eye contact with them.
- Comment on the group (but don't look at them "one-at-a-time").
- Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers.
- As a last resort, stop and wait.
KEYS FOR MANAGING CHALLENGING STUDENT BEHAVIORS

• Instead of holding your students with an iron grip, allow them to be themselves until (and unless) their behavior distracts you or others in the class.

• When you notice unproductive behavior, nip it in the bud. Otherwise, you send a clear message to the students that it's OK for them to talk while you are talking, etc.

• Use classroom management techniques before you become irritated, impatient or upset. We are much more powerful when we are centered, when we like out students, and when we view our students with fondness rather than impatience.

• Allow students to save face. When we put students down in front of others, the entire class of students will turn against us.

• Do all you can to feel good about yourself and others on a daily basis? Your attitude will come across to your students, so it is important to be in good mental and physical shape.

• If, by chance, you feel that you have spoken sharply in an attempt to manager your students, own up to it. "Wow, that sounded harsh. Forgive me!"

• Remind yourself: "If teaching were easy, everyone would be doing it." Teaching in front of a classroom full of students can be challenging, but on the other hand, very rewarding!
The Importance of Self-Awareness

Who we are is the best tool we have for preventing problems and intervening in challenging situations.

The more aware we are of what we bring to any situation, the more effectively we can use our own resources.

The only thing you can control is .......

YOURSELF

(on a good day)

Five Primary Motivators

- Safety
- Belonging
- Fun
- Power
- Freedom
Instructor's Role in Communication

Remember, everything you do is for the benefit of the receiver.

1. Add variety to your instruction
2. Be enthusiastic
3. Be sensitive to needs of students
4. Be flexible
5. Use humor, when and where appropriate (Do not use inappropriate jokes)

Answering Questions???????

1. Anticipate the types of questions
2. Plan how and when questions will be handled
3. Ask questions of the audience
4. Be brief
5. Restate the question for the entire group
6. Direct your answer to the entire audience
7. Defuse emotional questions by asking for clarification
8. Rephrase questions
9. Avoid a one-on-one conversation/argument
10. Be honest
11. Do not let one or two people dominate
12. Do not ask for approval for your answer

Examples of Questions

➢ To encourage further questions by friendly comment: “That’s a good question. I am glad you raised it. (Does anyone have an answer?)”
➢ To help the person who had difficulty expressing themselves: “I wonder if what you are saying is:” or “Doesn’t what you say tie in with our subject something like this.....”
➢ To break up a heated argument: “I think we all know how Bob and Tom feel about this. Now does anyone else have a comment
To avoid passivity or confusion: “Sue, you look puzzled, how can I clear this up for you” or “Jim, you are closer to the practical side than I have been—did I leave something out” or “Jane, can you give me an instance of the kinds of problems you are coming up against at the moment”

To cut off a speaker who is too long winded: “While we are on the point, let us hear from some of the others” or “Can we save your point until later”

To handle a question you cannot answer: “I do not have an answer for that. Does anyone have the answer? If not, I will try and get you an answer during our next break”

To suggest that the discussion is wandering from the point: “Your point is an interesting one, and I would like to discuss it further with you after class”

To bring the generalizing speaker down to earth: “Can you give us a specific example on that point? Your general idea is good, but I wonder if we can make it more concrete. Does anyone else have any input”

To register steps of agreement or disagreement: “Am I correct in assuming we all agree (or disagree) on this point”

To hold off a premature question: “Good point, and one that I am going to cover in just a minute. Would you mind holding that questions, and bring it up again if I do not cover it”

To defuse hostile questions: “I cannot answer your whole questions, but if part of what you would like to know is __________, my answer is __________.”
Handling Disruptive Behavior

Overly Talkative

Explanation: May be well-informed and overly eager; wants to direct discussion
  • Avoid being sarcastic; his/her eagerness may become an asset
  • Slow him/her down with a challenging questions
  • Let the group take care of him/her as much as possible
  • Interrupt with, “That’s and interesting pint...now let’s see how others feel.”

Highly Argumentative

Explanation: Combative personality; feels strongly about the subject; is upset
  • Keep your temper in check; try to find merit in what he/she is saying
  • Try to get others to express an opinion and move on
  • Suggest that it is OK if we all do not agree at this point in time
  • Talk to him/her privately during a break; find out what the problem is and
    ask for his/her help

Quick and Overly Helpful

Explanation: trying to help; trying to exclude others
  • Cut off tactfully by directing questions to others
  • Thank the participant and suggest “we put others to work”
  • Use him/her to summarize (perhaps the flip chart)
  • Use non-verbals to exclude

Personality Clash

Explanation: Two or more members clash; issue of control or past history
  • Note points of disagreement and minimize if possible
  • Draw attention to the agenda and objectives
  • Bring neutral member into the discussion; “Bill, what do you think is the
    issue here?”
  • Remind participants of meeting ground rules (no personal attacks) and
    frankly ask that personalities be omitted from the discussion.
**Rambling**

Explanation: Does not focus on the subject; not able to summarize thoughts
- When an opening develops, thank the person and restate the relevant points and move on
- Smile, say the point is interesting, point to the flip chart and indicate that we are getting “a little off our agenda”
- Remind him/her that time is short and there is still considerable work to be done

**Obstinate/Stubborn**

Explanation: Combative personality; prejudiced; will not budge
- Throw participant’s view to the group and let the group straighten the person out
- Offer to discuss the point with them in depth later
- Suggest the participant accept the group’s viewpoint for the moment

**Griper**

Explanation: Has pet peeve; professional griper; has legitimate complaint
- Ask a member of the group to respond; “Becky, what is your reaction?”
- Reminder of time constraints; “I know you are concerned about.. We do have a lot to finish before 5 PM. Can we move on?
- Indicate you will discuss the issue with him/her privately, later.

**Side Conversations**

Explanation: May be related to the subject or person; often a way of demonstrating dissatisfaction with the group process
- Call on one of the people by name and ask an easy question
- Call on one of the people, repeat the last opinion offered and ask their reaction
- If you are in the habit of moving around the room, stand casually behind members who are talking; do not make this overly obvious to others
Inarticulate

Explanation: Lacks ability to precisely express thoughts in words
- Do not say, “What you mean is…”
- Instead say, “Let me restate that for the group.”; then put in more understandable terms for the group
- Change the original ideas as little as possible but have them make sense

Definitely Wrong Comment/Responses

Explanation: Misunderstood topic or question
- Handle delicately; avoid embarrassing him/her
- Offer, “I see your point. Can we make it fit with…..”
- Rephrase the question

Ask for Your Opinion

Explanation: Trying to put you on the spot; may honestly be seeking your advice
- Generally avoid solving problems yourself; rather, guide the group in reaching a solution
- Never take sides
- Select another member of the group to respond
- Say, “I do have an opinion, but would like to refrain from commenting until you all have decided what you want to do.”; then offer your opinion trying to link it closely to what they have decided (tell them you are “changing hats”)

Refuses to Participate (is a “Drop-out”)

Explanation: Bored; insecure; feels superior
- Arouse interest by asking for their opinion
- Draw out person nest to him/her; then ask the quiet person to respond
- When person does speak, sincerely but subtly compliment him/her for the contribution
Barriers to Communication

- Emotions
- Environment
- Dress
- Attitude
- Distortion
- Officialese
- Interruptions
- Inattention
- Omissions
- Language

Communication Skills Challenge One: Listening more carefully and more responsively - acknowledging the feelings and wants that people express in word and mood. Actively acknowledging another person's experience does not have to mean that you agree or approve. Compassionately allow people to feel whatever they feel. People are much more likely to listen if they have been listened to with actively expressed acknowledgments.

Communication Skills Challenge Two: Explaining my conversational intent and inviting consent by using one of 30 basic conversational invitations such as, ``Right now I would like to take a few minutes and ask you about... [subject].`` The more involvement a conversation is going to require of the other person, the more you will benefit by sharing your conversational goal and inviting the conscious cooperation of your conversation partner.

Communication Skills Challenge Three: Expressing myself more clearly and more completely - giving your listeners the information they need to understand (mentally reconstruct) your experiences more fully. One good way is to use “the five I-messages”: What/how (1) I observe, (2) I am feeling, (3) because I interpret/evaluate/need, and now I (4) want to request, and (5)
Communication Skills Challenge Four:  
Translating my criticisms and complaints into requests & and explaining the positive results of having your request granted. Do this for both your own complaints and the complaints that others bring to you. Focusing on the positive outcome shows respect to the recipient of a request as having a positive contribution to make, and shifts focus from past mistakes to present and future successes.

Communication Skills Challenge Five:  
Asking questions more "open-ended" and more creatively. "How did you like that movie?" is an open-ended question that invites a wide range of answers. "Did you like it?" suggests only "yes" or "no" as answers and does not encourage discussion. Sincerely asked open-ended questions can open up our conversation partners. (How comfortable are you with this suggestion?)

Communication Skills Challenge Six:  Thanking. Expressing more gratitude, appreciation, encouragement and delight in everyday life. In a world full of problems, look for opportunities to give praise. Both at home & at work, it is the bond of appreciation that makes relationships strong enough to allow for problem-solving and differing needs.

Communication Skills Challenge Seven:  Focusing on learning... Make the practices described in challenges 1 through 6 important parts of your everyday living. Pay attention to each conversation as an opportunity to grow in skill, awareness and compassion. Work to redefine each of your "opponents" in...
life as a learning and problem-solving partner. Assist the processes of change in your world by personally embodying the changes, virtues and styles of behavior you want to see in others.

**DO'S AND DON'TS OF INCLUSIVE LANGUAGE**

<table>
<thead>
<tr>
<th>Avoid = AVOID USING THIS!</th>
<th>Use = USE THIS INSTEAD, AS APPROPRIATE.</th>
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**General Strategies**

The intent of this [article] is to highlight a few areas where we still find exclusivity or a sense of hierarchy in the use of language to place one group of people below others, creating or perpetuating negative social stereotypes. Given the spirit of inclusivity in our culture, some suggestions are provided here to avoid derogatory language. The examples are by no means comprehensive, but serve to remind us of areas where language discrimination still exists and causes unnecessary misunderstandings in our daily communication with the general public. The spirit of the "title" can be summed up in three general principles:

- Don't single out a person's sex, race, ethnicity, or other personal traits or characteristics (such as sexual orientation, age, or a disability) when it has no direct bearing on the topic at hand. In other words, don't create or promote stereotype based on unavoidable human characteristics.
- Be consistent in your description of members of a group: Don't single out women to describe their physical beauty, clothes or accessories or note a disabled person's use of an aid, or refer to the race of the only minority in a group unless it is at that individual's request.
- Keep in mind that use of inclusive language is for general cases. Direct requests by individuals take precedence over general rules (e.g., Mrs. John Doe requests that her own name not be used).

**Disabilities**

Unless your writing is specifically focused on disabilities, avoid singling out one individual's disabilities simply for the sake of identification.

- Avoid using words that imply victimization or create negative stereotypes. E.g., don't use descriptors such as "victim" or "sufferer" for someone with a disease, just identify the disease. Avoid using words such as "Poor," "unfortunate," or "afflicted."
• Don't say "courageous" when you can say "successful" or productive."

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**Gender-Neutral Language**

Some general guidelines to follow are:

- **Degender**, don't **Regender** (e.g., degender **chairman** to **chair**, don't regender it to **chairwoman**).
- Create gender-neutral terms: convert adjectives to nouns by adding **ist** (e.g., active: activist).
- Replace occupational terms containing **man** and **boy**, if possible, with terms that include **members of either gender**.
- Avoid occupational designations having derogatory **-ette** and **-ess** endings.

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**Traditionally Exclusive Domains: Sports and Home Life**

Be especially mindful of using gender-free terms in writing or talking about traditionally male or female activities.

- Let language usage reflect the fact that both men and women are involved with sports and home life. Examples:
  - **Avoid** sportmanship, **Use** fair play, team play, sporting attitude
  - **Avoid** crewmen, **Use** crew, crew members
  - **Avoid** housewife, **Use** homemaker, house spouse, parent, caregiver (or shopper, customer, etc.)
  - **Avoid** mothering, **Use** parenting

---

**Names and Titles**

When **Mr.** is used, **Ms.** is the equivalent. Use **Ms.** to designate both a married and unmarried woman. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

- **Avoid** Miss Lee, Ms. Chai and Mrs. Feeney
  - **Use** Ms. Lee, Ms. Chai and Ms. Feeney or Lee, Chai and Feeney
- **Avoid** Governor Burns and Ana Kahanamoku
  - **Use** Governor Burns and Representative Kahanamoku

- Forms for using a woman's name before marriage should be gender-neutral.
- Issue invitations or notices, bills, financial statements, etc. in the name of each of the
individuals concerned.

Avoid Mr. and Mrs. Tanaka
Use Ellen and John Tanaka (if both names are known)
Use Ellen Tanaka and spouse (if the name of spouse is not known)

Salutations in Letters

If the name of the addressee is unknown, start the letter immediately without a salutation. Alternatively, especially in letters of recommendation or memos not addressed to a specific person, start with "To Whom It May Concern."

Avoid Dear Sir/Madam/Gentlemen:
Use Aloha: (Use only in Hawaii.)
Use Dear Customer/Colleague/Subscriber:
Use Dear Editor/Manager/Account Executive/(other job title):
Use Dear Representative/Senator/Delegate/(other elected or honorary title):
Use Dear Friend(s):

Pronouns

Avoid the pronoun he when both sexes are included. Alternative approaches are:

- Recast into the plural.
  Avoid Give each student his paper as soon as he is finished.
  Use Give students their papers as soon as they are finished.

- Reword to eliminate the pronoun.
  Avoid The average student is worried about his grades.
  Use The average student is worried about grades.

- Replace the masculine pronoun with one, you, or (sparingly) he or she as appropriate.
  Avoid If the student is dissatisfied with his grade, he can appeal to the instructor.
  Use A student who is dissatisfied with her or his grade can appeal to the instructor.

- Alternate male and female expressions, when appropriate.
- Use a plural indefinite pronoun.
  Avoid Anyone who wants to go to the game should bring his money tomorrow.
  Use All those who want to go to the game should bring their money tomorrow.

- Use the double-pronoun construction, when necessary.
  Avoid Everyone has a right to his opinion.
  Use Every person has a right to his or her opinion.

- Use he/she, his/her, etc. in printed contracts and other forms so the inapplicable pronoun can be crossed out.

More Do’s and Don’ts

The following assumptions are obsolete and should be avoided:

- That only men hold influential jobs.
  Avoid Congressional representatives urged the President to find the right man for the job.
Congressional representatives urged the President to find the right person for the job.

- That children are cared for by their mothers only.
  
  **Avoid** Mothers should note that a nutritious breakfast is more important for a child than it is for an adult.
  
  **Use** A nutritious breakfast is more important for a child than...

- That men head all families and are the major wage earners..
  
  **Avoid** The average worker with a wife and two children pays 30% of its income to taxes.
  
  **Use** An average family of four pays 30% of its income...

- That certain professions are reserved for one sex.
  
  **Avoid** Sometimes a nurse must use her common sense.
  
  **Use** Sometimes nurses must use common sense.

- That women perform all work related to homemaking.
  
  **Avoid** The family grocery shopper wants to get all her shopping done in one stop.
  
  **Use** The family grocery shopper wants to get all the shopping done in one stop.

- That women are possessions of men and are not responsible for their actions.
  
  **Avoid** Henry Lee allows his wife to work part time.
  
  **Use** Odette Lee works part time.

Describe the appearance of a woman only in circumstances in which you would describe the appearance of a man.

**Avoid** The attractive well-dressed interior minister fielded questions from reporters.

**Use** The interior minister fielded questions...

Do not report the marital status of a woman or a man, unless marital status is the subject of the story.

**Avoid** Divorcee Judy Petty lost her bid to unseat Representative Wilbur Mills..

**Use** Candidate Judy Petty lost her bid...

An employed person should be identified by his or her occupation, when relevant. Do not use the terms "homemaker" or "mother" unless his or her homemaking role and family relationship, respectively, are the subject of discourse.

**Avoid** Mrs. Marion Chong, wife of Dr. Allan Chong, gave a report on recent zoning variances.

**Use** Marion Chong (and her title, if she has one) gave a report on...

Use title, terms and names in parallel construction, with females mentioned first sometimes to avoid stereotyping.

**Avoid** Man and wife.

**Use** Wife and husband... (or husband and wife).

Do not use the term "conflict" when reporting on or referring to "domestic violence."

Avoid stories that emphasize exceptions to stereotypes (example: John Kealoha is glad his mother-in-law is visiting); and expressions that demean women (examples: women's work, woman driver,
sissy, old-maidish, spinsterish, womanish).

Avoid stories, photographs, captions, or phrases that make assumptions based on stereotypes:

- Avoid That the sole or primary interest of an unmarried woman is in "catching a man."
- Avoid That certain categories of women are shrewish or overbearing (examples: mothers-in-law, feminists).
- Avoid That certain categories of women are scatterbrained, incompetent, or excessively dependent upon men to manage their lives (examples: young, dizzy, pretty, or blond-haired women).
- Avoid That career women generally lack homemaking skills, do not have children, or are not good parents if they do have children.
- Avoid That men are brutish, violent, crude, harsh or insensitive.
- Avoid That women are fearful, squeamish, passive, dependent, weepy, frivolous, weak, shrewish, nagging, easily defeated, hysterical, scatterbrained.
- Avoid That only welfare women are single mothers.
- Avoid That men have no parenting, nurturing, or homemaking skills.
- Avoid That only minority males are violent or crude.
- Avoid That only lower class individuals are drug addicts.
- Avoid That certain ethnicities or races are fundamentally less capable than Caucasians; or that any race is superior to any other.
- Avoid That only persons with disabilities are dependent on others.
- Avoid That men are independent and women are dependent.

<table>
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<th>DON’T USE</th>
<th>Use</th>
<th>USE, AS APPROPRIATE</th>
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<td>coed</td>
<td>student</td>
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<tr>
<td>congressman</td>
<td>member of Congress, representative, legislator, senator</td>
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<tr>
<td>councilman, councilwoman</td>
<td>councilmember</td>
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<tr>
<td>craftsman</td>
<td>craftsperson, artisan, crafter</td>
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<tr>
<td>draftsman</td>
<td>drafter, drafting technical</td>
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<tr>
<td>early man, caveman</td>
<td>early humans, early societies</td>
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<tr>
<td>Esquire</td>
<td>attorney at law, lawyer</td>
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<tr>
<td>executrix</td>
<td>executor</td>
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<tr>
<td>fellow worker</td>
<td>colleague, co-worker, peer</td>
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<tr>
<td>fireman</td>
<td>firefighter</td>
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<tr>
<td>fisherman</td>
<td>where appropriate: angler, fisher</td>
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<tr>
<td>forefathers</td>
<td>ancestors, precursors, forebears</td>
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<tr>
<td>foreman</td>
<td>supervisor</td>
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<tr>
<td>founding fathers</td>
<td>the founders, pioneers</td>
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<tr>
<td>girl (over 18)</td>
<td>woman, young woman</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>gal or girl Friday</td>
<td>assistant or secretary</td>
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<tr>
<td>gentlemen's agreement</td>
<td>personal agreement, informal contract</td>
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<tr>
<td>great men in history</td>
<td>great figures in history, people who made history, historical figures</td>
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<tr>
<td>handicapped</td>
<td>person with disability</td>
<td></td>
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<td>heroine</td>
<td>hero</td>
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<td>hostess</td>
<td>host</td>
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<td>hula girl</td>
<td>hula dancer</td>
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<td>insurance man</td>
<td>insurance agent</td>
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<tr>
<td>lady doctor</td>
<td>doctor, physician</td>
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<td>layman</td>
<td>layperson, lay, laity, lay person, lay member</td>
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<tr>
<td>mailman, postman</td>
<td>mail carrier, letter carrier, postal worker</td>
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<tr>
<td>male nurse</td>
<td>nurse</td>
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<tr>
<td>(to) man</td>
<td>to staff, to run, to operate</td>
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<tr>
<td>man and his world</td>
<td>world history, history of peoples, humans and their world</td>
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<tr>
<td>manhood</td>
<td>adulthood, maturity</td>
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<tr>
<td>man-hours</td>
<td>work hours, staff hours, hours worked, total hours</td>
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<tr>
<td>manhunt</td>
<td>a hunt for...</td>
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<tr>
<td>mankind</td>
<td>humanity, human race, human beings, people, human family, humankind</td>
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<tr>
<td>man-made</td>
<td>artificial, hand-made, of human origin, synthetic, manufactured, crafted, machine made</td>
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<tr>
<td>manned flight</td>
<td>piloted flight</td>
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<tr>
<td>Term</td>
<td>Synonyms</td>
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<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>man-on-the-street</td>
<td>ordinary person, ordinary citizen, average voter, average person</td>
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<tr>
<td>manpower</td>
<td>work force, human resources, labor force, human energy, personnel, workers</td>
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<td>man's achievements</td>
<td>human achievements</td>
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<tr>
<td>man-sized job</td>
<td>big or difficult (job), requiring exceptional abilities</td>
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<tr>
<td>men of science</td>
<td>scientists</td>
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<tr>
<td>middleman</td>
<td>go-between, liaison, agent</td>
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<tr>
<td>Mr. Chairman! Madam</td>
<td>Chair! (for both sexes)</td>
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<tr>
<td>Chairwoman!</td>
<td></td>
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<tr>
<td>one-man band or show</td>
<td>soloist, performer, artist, individual, individual show</td>
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<tr>
<td>Oriental</td>
<td>Asian, Asian-American or specify ethnicity if appropriate</td>
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<tr>
<td>poetess</td>
<td>poet</td>
<td></td>
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<tr>
<td>policeman</td>
<td>police officer</td>
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<tr>
<td>primitive man</td>
<td>primitive people, primitive humans, a primitive</td>
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<tr>
<td>repairman</td>
<td>repairer, repair person</td>
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<tr>
<td>right hand man</td>
<td>assistant, helper, second in command</td>
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<tr>
<td>rise of man</td>
<td>rise of the human race or humanity, rise of civilization, rise of culture</td>
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<tr>
<td>salesman</td>
<td>sales person, sales representative, salesclerk, seller, agent</td>
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<tr>
<td>salesmen</td>
<td>sales personnel, sales staff, sales people/person</td>
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<tr>
<td>sexual preference</td>
<td>sexual orientation</td>
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<tr>
<td>showman</td>
<td>performer</td>
<td></td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>spinster</td>
<td>single (or unmarried) woman</td>
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<tr>
<td>spokesman</td>
<td>representative, spokesperson</td>
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<tr>
<td>statesman</td>
<td>official, diplomat</td>
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<tr>
<td>tradesman</td>
<td>shopkeeper, trader, merchant, entrepreneur, artisan</td>
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<tr>
<td>tradesmen</td>
<td>trades people, tradespersons</td>
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<tr>
<td>weatherman</td>
<td>forecaster, weathercaster</td>
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<tr>
<td>woman lawyer</td>
<td>lawyer</td>
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<tr>
<td>working man</td>
<td>workers, typical worker</td>
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<tr>
<td>workman</td>
<td>worker, laborer, employee</td>
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<tr>
<td>workman like</td>
<td>competent</td>
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</tbody>
</table>
Task Analysis

Definition: ___________________________________________________________
__________________________________________________________________

Task analysis must include:

➢ _______________________________________________________
➢ _______________________________________________________
➢ _______________________________________________________
➢ _______________________________________________________
➢ _______________________________________________________

Purpose of Task Analysis

1. Determine the instructional goals and objectives
2. Select learning outcomes
3. Define and describe in detail task & sub-tasks
4. Prioritize and sequence tasks chronologically
5. Determine instructional activities and strategies
6. Select appropriate media and learning environment
7. Construct performance assessments & evaluations

Task Analysis Answers:

• What must the learner know or be able to do to achieve the task?
• What are the mental and/or physical steps that the learner must go through in order to complete this task?

Remember that a Task Analysis is NOT A LESSON PLAN, it is:

➢ A brainstorming tool
➢ A though organizer
➢ A research document
➢ A basis for decision making
➢ An outline to assist in developing a detailed lesson plan
What is the Purpose of Task Analysis?

Task analysis for instructional design is a process of analyzing and articulating the kind of learning that you expect the learners to know how to perform. Instructional designers perform a task analysis in order to:

1. determine the instructional goals and objectives;
2. define and describe in detail the tasks and sub-tasks that the student will perform;
3. specify the knowledge type (declarative, structural, and procedural knowledge) that characterize a job or task;
4. select learning outcomes that are appropriate for instructional development;
5. prioritize and sequence tasks;
6. determine instructional activities and strategies that foster learning;
7. select appropriate media and learning environments;
8. construct performance assessments and evaluation (Jonassen et al., 1999).

What Methodology Does a Task Analysis Support?

The process of task analysis emerged from the behaviorist era in an effort to describe the elemental behaviors involved in performing a task or job. Nevertheless, different methods of task analysis have indeed followed the paradigm shifts to cognitive psychology and onto constructivism. Ultimately, each methodology of instruction commands its own method of analysis, yet regardless of methodology, a task analysis is needed for an in-depth understanding of the learning that’s to take place.

I Know One Method of Task Analysis. Can I Use It All the Time?

Too often instructional designers try to force-fit all learning situations into one or two methods with which they are most familiar. However, as different audiences require different instructional strategies, different contexts demand different task analysis methods. To determine the best method for your instruction, you must decide what kind of analysis to perform. In general, there are five kinds of task analyses:

1. job or performance analysis
2. learning analysis
3. cognitive task analysis
4. content or subject matter analysis
5. activity analysis.
Each of the five methods involves a different procedure for conducting a task analysis and also makes different assumptions about the process of learning.

**How Do I Perform a Task Analysis?**

The task analysis process consists of five distinct functions:

- Classifying tasks according to learning outcomes –
- Inventorying tasks – identifying tasks or generating a list of tasks
- Selecting tasks – prioritizing tasks and choosing those that are more feasible and appropriate if there is an abundance of tasks to train.
- Decomposing tasks – identifying and describing the components of the tasks, goals, or objectives.
- Sequencing tasks and sub-tasks – defining the sequence in which instruction should occur that will best facilitate learning.

**Job Task Analysis**

Job task analysis is widely recognized as a successful training method in the workplace. Before managers and bosses can train their staff, they need to decide what exactly they want to train them in. And this is where job analysis comes in.

Job task analysis is the method by which a company determines which tasks each employee is required to complete. It also determines the standards to which the employee has to complete the task.

There are three important tools that a manager can use when using the job task analysis technique. These are: job breakdowns, task lists, and performance indicators.

A job breakdown is exactly what it sounds like. It provides the benefit of helping you to plan training and create training lesson plans. It lets you know exactly what areas are covered by the job in question, what tasks are exempt, and what areas could be added to or subtracted from the position in order to make it more efficient and productive. A good thing to do is to create training manuals that detail the tasks, and how they are to be done. It is also a good idea to indicate what level each task should be done to.

Task lists provide a more detailed method of breaking down an employee’s duties, and each task list should be specific and tailored to each individual position within the company.

Your task list must include a thorough report of what is expected of the employee on a daily basis. For example, a secretary may get a to do list which includes items
such as “answer telephone calls,” “take messages,” “greet customers,” and “prepare the meeting minutes,” amongst many other things. Make sure that you take the time to get to know the position properly so that you don’t miss any vital areas in your task list.

Lastly, you have performance indicators to think about when doing a job analysis. Performance indicators are basically a set of standards that you have in place, which indicate what level will be satisfactory for each completed task.

Performance indicators are set at a level that will be beneficial to your company. It is important not to aim too high, which may cause employees to feel discouraged, but you must also avoid aiming too low, as this will make it less likely that your staff are working to their full potential.

Performance indicators can be as simple as “smile at people as they enter the reception area” to more demanding ones such as “convert five out of every ten calls to a sale.”

Whichever indicators you choose to set in order to monitor the performance of your staff, make sure that they are achievable, yet something staff have to work hard for.

Job task analysis is actually nothing more than taking a long, hard look at what a job entails, and then listing down what you want to be achieved, and how this can be done. It is important to do an analysis of the tasks completed in a job on a regular basis, to ensure that your procedures and tasks don’t get out of date.

Procedural Task Analysis

What is a procedural analysis?

Unlike learning a concept or a principle, procedures are strictly defined so that each step is clear and unambiguous to the learner. Procedures can be simple, whereby the learner follows one set of steps in a sequential fashion. However, procedures can also be complex, with many decision points that the learner must make. Regardless of the complexity of the procedure, a procedural analysis breaks down the mental and/or physical steps that the learner must go through so that the task can be successfully achieved. The steps that make up a task are arranged linearly and sequentially, illustrating where the learner begins and ends. Oftentimes, the steps throughout the task, from start to finish, as well as any decisions that the learner must make are arranged in a flowchart, but they can also be done in an outline form. See examples below.
Examples of learning outcomes that are procedural in nature are:

- balancing a checkbook,
- changing a tire,
- formatting a disk, and
- bathing a dog.

**How do I conduct a procedural analysis?**

Learning goals that are procedures are the easiest goals upon which to conduct an instructional analysis. Generally, application of procedures involves these steps:

1. Determine whether a particular procedure is applicable.
2. Recall the steps of the procedure.
3. Apply the steps in order, with decision steps if required.
4. Confirm that the end result is reasonable.

## Procedural Task Analysis in an Outline

**Objective:** The learner will be able to give a large dog a bath in a bathroom tub.

**Definition of Learning:** The learner will be able to perform the step-by-step process of giving a large dog a bath.

**Essential Learning:**

1. **Prepare for giving dog a bath**
   
   **A. Get Supplies**
   
   1. Purchase dog brush
   2. Purchase dog shampoo
   3. Gather old towels to use for drying dog and covering floor of bathing area

   **B. Arrange bathing area**
   
   1. Cover floor with old towels
   2. Place shampoo near water source where dog will be bathed
   3. Place remaining old towels in pile within reach, but as far from water sources as possible
   4. Place brush near pile of towels
   5. Close doors to rooms that you do not want dog to enter while damp
II. Get dog to bathing area
   A. Lead dog to bath  
       1. Secure collar and leash on dog  
       2. Walk dog to bathing area (you may need dog treats to bribe the dog)

   B. Secure the dog in bathing area  
       1. Close door behind you and dog after entering bathing area  
          a. Lift/command the dog into bath tub  
          b. Remove leash and collar from dog

III. Bathe the dog
   A. Wet the dog  
       1. Turn on the water  
       2. Check the temperature and adjust it until it is luke warm  
       3. Saturate the dog with water

   B. Shampoo the dog  
       1. Pour shampoo on dog  
       2. Lather and rub into all parts of the dog’s fur vigorously with your hands

   C. Rinse the dog  
       1. Saturate the dog with water  
       2. Massage water into fur with your hands until all remaining shampoo is washed away  
       3. Drain remaining water from tub (if applicable)

IV. Dry the dog
   A. Reach for the towels and pull closer to you

   B. Lift/command dog out of tub

   C. Towel dry the dog  
       1. Place towel on dog's back and rub up and down  
       2. Repeat step one using dry towels and rubbing different areas of dog

   D. When all excess water is off dog and it is essentially damp, put leash and collar on dog

   E. Take the dog to area where you would like it to continue drying

What if anything is missing?????
Let us look at another very popular type of task analysis. A recipe.

A recipe is not written in outline format. Your task analysis must be in outline format.

**Chocolate Chip Cookie Ingredients**

- 3/4 cup sugar
- 3/4 cup packed brown sugar
- 1 cup butter, softened
- 2 large eggs, beaten
- 1 teaspoon vanilla extract
- 2 1/4 cups all-purpose flour
- 1 teaspoon baking soda
- 3/4 teaspoon salt
- 2 cups semisweet chocolate chips
- if desired, 1 cup chopped pecans, or chopped walnuts

**Chocolate Chip Cookie Recipe Directions**

Preheat oven to 375 degrees. Mix sugar, brown sugar, butter, vanilla and eggs in a large bowl by hand. Stir in flour, baking soda, and salt. The dough will be very stiff.

You can even use a Kitchen Aid mixer for this first step. I use the batter attachment and mix on a lower setting. Just be sure that the dough is well mixed before moving on.

Stir in chocolate chips by hand. You'll need to use a sturdy wooden spoon for this and a bit of muscle. You can add the pecans, or other nuts, at this time if desired. Keep stirring and folding the chocolate chips and nuts into the dough until they are evenly dispersed. (This makes sure you have enough chocolate in each cookie!!)
Drop dough by rounded tablespoonfuls 2 inches apart onto ungreased cookie sheet. The chocolate chip cookies need to be this far apart because the dough spreads during cooking. No one wants to cut the cookies apart after baking.

Bake 8 to 10 minutes or until light brown. You may even think that the chocolate chip cookies are underdone, but they will finish cooking through out of the oven. If you leave them in too long, the cookies will be tough or crispy. (My kids eat them anyway. I always over cook at least one sheet because of the phone, a child wanting some attention or some other reason)

The centers will be soft. Let cool completely then remove from cookie sheet. I use a flat spatula to remove the cookies from the sheet. It helps to get them off quickly. If you try to remove the cookies while they are still warm, the chocolate chips are still very soft and this can cause a very big mess as well as messy looking cookies.

As you can see by this example of a task analysis, pictures are an excellent way to make a person understand what it should look like.
Performance Objectives

• An intent communicated by a statement describing a proposed “change” in the learner.

• The objectives must be:

  ✔
  ✔
  ✔
  ✔
  ✔

The ABCD’s of Objectives

• **Audience**
  • Who is the instruction designed for?

• **Behavior**
  • What will the learners be able to perform?

• **Conditions**
  • Under what conditions will the learner perform?

• **Degree**
  • Criterion for acceptable performance

Why have Objectives?

• Keeps the instructor honest
• Makes sure you stay on target
• Standardizes instruction
• Communicates the intent
• Motivates trainees through anticipation
• The law says we have to have them
Performance Objectives have three parts:

1. **Performance** (only 1 performance per objective)

2. **Standard** (only 1 standard per objective)

3. **Condition** (as many conditions as it takes to accomplish the objective)

**Elements of Performance Objectives**

- **Performance** – task to be performed
  - **Observable** behavior
  - Stated with an **action verb**
  - Must show that the student has learned something
  - Has to be realistic; obtainable & defendable

- The **Standard** (the test)
  - Minimum acceptable level
  - Time frames
  - Per cent of acceptable error
  - Standards
  - Realistic

- **Condition**
  - Anything that can affect the performance
A performance objective is a statement of exactly what the learner should be able to do if instruction, indicating an activity that can be observed and measured. A performance objective contains three pieces of information:

(1) **PERFORMANCE (BEHAVIOR)**, which states what observable behavior the learner must demonstrate;

(2) **STANDARD (TEST)**, which describes how much is required or how precise the quality of work must be done,

(3) **CONDITION**, which describes the situation, limits, supplies, material, tools, and equipment under which the behavior will be performed.

**PERFORMANCE (BEHAVIOR)**

The most important characteristic of a useful objective is that it identifies the end of performance or behavior which will be required as evidence that the student has achieved the intended outcome. In a performance objective, the student's behavior is a precise, observable, and measurable outcome which describes in terms of action what a student will be required to do.

Experience has shown that action verbs such as "define," "underline," and "diagram" are much more effective in describing outcome behaviors in comparison with terms such as know, learn, appreciate, and understand. The first set of terms are more directly observable.

Examples of performance (behavior) statements are:

1. The student will define in writing.................................
2. The student will identify the components........................
3. The student will write a report.....................................
4. The student will construct a .................................
5. The student will install a ........................................

**STANDARD (TEST)**

Students may consider a task complete, but examination by the instructor may reveal unsatisfactory work. Students may fail because they did not know how well the teacher expected them to perform. The performance standards
communicates to the student the quantity and quality of how well he or she is expected to complete a task.

The standard can be stated in terms such as the actual percentage of achievement, the accuracy expected, the number of errors permitted, the time allowed to complete the task, the degree or any other appropriate level at which achievement is anticipated. The standard should not be arbitrarily set but based on the performance level needed for the job.

Examples of performance standards (test) are:

1. .....accurate to the nearest whole number
2. ......according to the manual's procedures
3. ......to be completed within 25 minutes
4. .....with 80 percent accuracy
5. .....without any errors
6. .....to within +.001 of the work drawing dimensions

**CONDITIONS**

The circumstances or restrictions imposed on the student when he or she is demonstrating the behavior must be defined. Frequently, the conditions identify the testing situation used to determine the achievement of the objectives.

Some examples of conditions are:

1. Given a list of examples..........................
2. Given a series of statements about..........................
3. Given an unloaded gun...............................
4. Without the aid of texts, notes, or other reference materials..................

Performance Objectives are statements which identify the specific knowledge, skill, or attitude the learner should gain and display as a result of the training or instructional activity.
Performance objectives contain **three** elements:

- **Student Performance**
  - The observable behavior that a student will do to demonstrate that the lesson is learned. It must have an action verb that is observable and measurable.
    - Good Ex: After completing this lesson, students will be able to define a tropical rain forest.
    - Bad Example: Student will learn the definition of a rain forest.

- **Condition**
  - Specifies what the learner will need to accomplish prior to attempting the response.
    - Ex: After reviewing the CD-ROM on the layers of the rain forest,...

- **Standard/Criterion Test**
  - The accuracy level assigned to the activity.
  - If criterion is omitted, the performance is assumed to be 100% - pass/fail. In other words, if the student hasn't completed the performance perfectly, the student has not acceptably mastered the content.

After completion of this lesson, students will be able to identify rain forest animals by matching a list of rain forest animals with their picture with **90% accuracy**.

**Performance Objective Actions Verbs (refer to student manual)**

**Example Performance Verbs for Writing Measurable Goals and Objectives**

1. **Knowledge**: arrange, collect, count, define, draw, duplicate, examine, identify, indicate, label, list, match, memorize, name, order, Point, quote, read, recite, recognize, record, relate, recall, repeat, reproduce, select, show, state, tabulate, tell

2. **Comprehension**: associate, classify, compare, compute, conclude, contrast, describe, discuss, differentiate, discuss, discriminate, distinguish, estimate,
explain, express, give examples, extrapolate, identify, indicate, interpret, locate, predict, recognize, report, restate, review, select, summarize, trace, translate.

3. Application: apply, calculate, change, choose, classify, complete, compose examples of, demonstrate, describe, dramatize, employ, examine, illustrate, interpret, integrate, modify, operate, locate, pattern, practice, relate, report, scan, schedule, sketch, solve, use, write.

4. Analysis: analyze, appraise, arrange, calculate, categorize, classify, compare, contrast, construct, criticize, detect, determine, differentiate, discriminate, distinguish, divide, examine, experiment, explain, group, infer, order, question, select, separate, summarize, test, translate.

5. Synthesis: arrange, assemble, collect, combine, compose, construct, create, design, develop, diagnose, formulate, generalize, hypothesize, integrate, manage, organize, plan, prepare, prescribe, produce, propose, rearrange, set up, specify, write.


**List of action Verbs Sorted Alphabetically**

**List of action verbs starting with A**

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Add</th>
<th>Allocate</th>
<th>Arrange</th>
<th>Attract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerate</td>
<td>Address</td>
<td>Amend</td>
<td>Articulate</td>
<td>Audit</td>
</tr>
<tr>
<td>Accommodate</td>
<td>Adjust</td>
<td>Analyze</td>
<td>Ascertained</td>
<td>Augment</td>
</tr>
<tr>
<td>Accomplish</td>
<td>Administer</td>
<td>Answer</td>
<td>Assemble</td>
<td>Author</td>
</tr>
<tr>
<td>Accumulate</td>
<td>Advertise</td>
<td>Anticipate</td>
<td>Assess</td>
<td>Authorize</td>
</tr>
<tr>
<td>Achieve</td>
<td>Advise</td>
<td>Apply</td>
<td>Assign</td>
<td>Automate</td>
</tr>
<tr>
<td>Acquire</td>
<td>Advocate</td>
<td>Appoint</td>
<td>Assist</td>
<td>Avert</td>
</tr>
<tr>
<td>Act</td>
<td>Aid</td>
<td>Appraise</td>
<td>Assume</td>
<td>Award</td>
</tr>
<tr>
<td>Activate</td>
<td>Aide</td>
<td>Approve</td>
<td>Attain</td>
<td></td>
</tr>
<tr>
<td>Adapt</td>
<td>Align</td>
<td>Arbitrate</td>
<td>Attend</td>
<td></td>
</tr>
</tbody>
</table>
List of action verbs starting with B
Balance  Bolster  Brief  Build
Bargain  Boost  Broaden  Built
Begin  Bought  Budget

List of action verbs starting with C
Calculate  Check  Communicate  Connect  Coordinate
Calibrate  Check in  Compare  Conserve  Copy
Canvass  Check out  Compile  Consider  Correct
Capture  Clarify  Complete  Consolidate  Correlate
Care  Classify  Compose  Construct  Correspond
Catalog  Co-operate  Compute  Consult  Counsel
Catalogue  Coach  Conceive  Contact  Create
Categorize  Code  Conceptualize  Contract  Critique
Cater  Collaborate  Conciliate  Contribute  Cultivate
Cause  Collate  Conclude  Control  Customize
Centralize  Collect  Condense  Convert
Chair  Combine  Conduct  Convey
Charge  Comfort  Confer  Convince
Chart  Commence  Confirm  Cooperate

List of action verbs starting with D
Dealt with  Define  Detail  Direct  Disseminate
Debate  Delegate  Detect  Discharge  Distinguish
Debug  Deliver  Determine  Disclose  Distribute
Decide  Demonstrate  Develop  Discover  Diversify
Decrease  Depict  Devise  Discriminate  Document
Dedicate  Depreciated  Devote  Discuss  Draft
Deduce  Derive  Diagnose  Dispatch  Draw
Defend  Describe  Diagram  Display  Drew
Defer  Design  Differentiate  Dissect
### List of action verbs starting with E

<table>
<thead>
<tr>
<th>Earn</th>
<th>Employ</th>
<th>Enlist</th>
<th>Estimate</th>
<th>Expedite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit</td>
<td>Enable</td>
<td>Enrich</td>
<td>Evaluate</td>
<td>Experiment</td>
</tr>
<tr>
<td>Educate</td>
<td>Encourage</td>
<td>Ensure</td>
<td>Examine</td>
<td>Explain</td>
</tr>
<tr>
<td>Effect</td>
<td>Enforce</td>
<td>Enter</td>
<td>Exchange</td>
<td>Explore</td>
</tr>
<tr>
<td>Elect</td>
<td>Engineer</td>
<td>Entertain</td>
<td>Execute</td>
<td>Express</td>
</tr>
<tr>
<td>Elicit</td>
<td>Enhance</td>
<td>Enumerate</td>
<td>Exercise</td>
<td>Extend</td>
</tr>
<tr>
<td>Eliminate</td>
<td>Enlarge</td>
<td>Equip</td>
<td>Exhibit</td>
<td>Extract</td>
</tr>
<tr>
<td>Emphasize</td>
<td>Enlighten</td>
<td>Establish</td>
<td>Expand</td>
<td>Extrapolate</td>
</tr>
</tbody>
</table>

### List of action verbs starting with F

<table>
<thead>
<tr>
<th>Fabricate</th>
<th>File</th>
<th>Fix</th>
<th>Fortify</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate</td>
<td>Filter</td>
<td>Focus</td>
<td>Forward</td>
<td>Fund</td>
</tr>
<tr>
<td>Familiarize</td>
<td>Finalize</td>
<td>Forecast</td>
<td>Foster</td>
<td>Furnish</td>
</tr>
<tr>
<td>Fashion</td>
<td>Fine-tune</td>
<td>Formulate</td>
<td>Found</td>
<td>Further</td>
</tr>
</tbody>
</table>

### List of action verbs starting with G

<table>
<thead>
<tr>
<th>Gather</th>
<th>Generate</th>
<th>Grade</th>
<th>Greet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauge</td>
<td>Govern</td>
<td>Grant</td>
<td>Guide</td>
</tr>
</tbody>
</table>

### List of action verbs starting with H

<table>
<thead>
<tr>
<th>Handle</th>
<th>Highlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Hire</td>
</tr>
<tr>
<td>Help</td>
<td>Host</td>
</tr>
</tbody>
</table>

### List of action verbs starting with I

<table>
<thead>
<tr>
<th>Identify</th>
<th>Incorporate</th>
<th>Innovate</th>
<th>Integrate</th>
<th>Invent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrate</td>
<td>Increase</td>
<td>Inspect</td>
<td>Interact</td>
<td>Inventory</td>
</tr>
<tr>
<td>Impart</td>
<td>Index</td>
<td>Inspire</td>
<td>Interface</td>
<td>Investigate</td>
</tr>
<tr>
<td>Implement</td>
<td>Individualize</td>
<td>Install</td>
<td>Interpret</td>
<td>Involve</td>
</tr>
<tr>
<td>Import</td>
<td>Influence</td>
<td>Institute</td>
<td>Intervene</td>
<td></td>
</tr>
<tr>
<td>Improve</td>
<td>Inform</td>
<td>Instruct</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>Improvise</td>
<td>Initiate</td>
<td>Insure</td>
<td>Introduce</td>
<td></td>
</tr>
</tbody>
</table>
List of action verbs starting with J
Join Judge Justify

List of action verbs starting with K
-

List of action verbs starting with L
Label Learn Lighten Listen Localize
Launch Lecture Liquidate Litigate Locate
Lead License List Lobby Log

List of action verbs starting with M
Maintain Master Mentor Model Motivate
Manage Maximize Merge Moderate
Manufacture Measure Methodize Modernize
Map Mechanize Minimize Modify
Market Mediate Mobilize Monitor

List of action verbs starting with N
Narrate Negotiate Nurse
Navigate Notify Nurture

List of action verbs starting with O
Observe Offset Order Orientate Overhaul
Obtain Operate Organize Originate Oversaw
Officiate Orchestrate Orient Outline Oversee

List of action verbs starting with P
Package Photograph Prepare Prioritize Promote
Participate Pilot Present Probe Propose
Perceive Pioneer Preserve Process Provide
Perfect Plan Preside Produce Publicize
Perform Practice Prevent Program Publish
Persuade Predict Print Project Purchase
List of action verbs starting with Q
Qualify  Quantify  Quote

List of action verbs starting with R
Raise  Record  Reinforce  Report  Revamp
Ran  Recreate  Relate  Represent  Reveal
Rank  Recruit  Related  Research  Review
Rate  Rectify  Release  Reserve  Revise
Read  Reduce  Remodel  Resolve  Revitalize
Reason  Refer  Render  Respond  Route
Recall  Refine  Renew  Restore
Recognize  Register  Reorganize  Restrict
Recommend  Regulate  Repair  Retain
Reconcile  Rehabilitation  Replace  Retrieve

List of action verbs starting with S
Sample  Serve  Sold  Spearhead  Suggest
Save  Service  Solicit  Specialize  Summarize
Scan  Set goals  Solve  Specify  Supervise
Schedule  Set up  Sort  Spoke  Supply
Screen  Settle  Speak  Stage  Support
Script  Shape  Strengthen  Standardize  Surpass
Scrutinize  Share  Structure  Start  Survey
Search  Show  Study  Stimulate  Sustain
Secure  Simplify  Submit  Straighten  Symbolize
Segment  Simulate  Substantiate  Strategize  Synthesize
Select  Sketch  Substitute  Streamline  Systematize

List of action verbs starting with T
Tabulate  Terminate  Track  Translate  Triple
Tail  Test  Trade  Transmit  Troubleshoot
Target  Theorize  Train  Transport  Tutor
Taught  Time  Transcribe  Transpose
Teach  Tour  Transfer  Travel
Tend  Trace  Transform  Treat
List of action verbs starting with U
Uncover  Unify  Update  Upheld  Utilize
Undertook  Unveil  Upgrade  Use

List of action verbs starting with V
Validate  Verify  Visit  Vitalize
Value  View  Visualize  Volunteer

List of action verbs starting with W
Weigh  Win  Witness
Widen  Withdraw  Write

List of action verbs starting with X
Xerox

List of action verbs starting with Y
-

List of action verbs starting with Z
Zap  Zip  Zoom out
Zero in  Zoom in  Zone off
Vague words (DO NOT USE IN PERFORMANCE OBJECTIVES)

To Know
To Understand
To Really Understand
To Appreciate
To Fully Appreciate
To Grasp the Significance of
To Enjoy
To Believe
To have Faith in

Specific Words (USE IN PERFORMANCE OBJECTIVES)

To Write
To Recite
To Identify
To Differentiate
To Demonstrate
To Construct
To List
To Compare
To Contrast
**Example of Performance Objective**

<table>
<thead>
<tr>
<th>Component</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learner - target group</td>
<td>The Participant</td>
</tr>
<tr>
<td><strong>Performance</strong> - observable behavior or action</td>
<td>Participant will be able to <strong>assemble</strong> a ballpoint pen.</td>
</tr>
<tr>
<td><strong>Condition</strong> - condition under which the learner will perform</td>
<td><strong>Given adverse lighting conditions</strong>, the learner will be able to assemble a ballpoint pen.</td>
</tr>
<tr>
<td><strong>Standard/test</strong> - norm used to determine successful performance</td>
<td>Given adverse lighting conditions, the learner will be able to assemble a ballpoint pen <strong>without dropping any of its parts</strong>.</td>
</tr>
</tbody>
</table>
Methods of Instruction

### Instructional Goal
- The student will identify the instruction available and criteria utilized in selecting the proper strategy of instruction.

### Methodology
- The style used to teach something. The means you use to get your point across to students.
- Methodology is another form of communication. Regardless of the method you use, the goal is the same.
- Tell them what you are going to tell them, tell them and tell them what you told them.

### What Determines Which Method to Use?
- Character of the subject
- What you are going to teach
- Is there more than one point of view
- Is the material controversial
- Do you want to stimulate discussion
Important Considerations

- Available Leadership
- Available Facilities
- Character of Audience

Techniques

Lecture

- Advantage - time saving, control of topic, repetition, economical, flexible, audience of any size, easy to organize
  - Disadvantage - No feedback, boredom, attention span, retention, canned talk and good speakers are hard to find

Lecture/Discussion

- Advantage - Allows for student involvement, involves two-way communication, question and answer format
  - Disadvantage - Time consuming, bossy leader may dominate.

Buzz Groups/Case Study/ Small Groups/ Brainstorming/ PBL

- Advantage - Involves all students, reduces peer pressure, variety of experience, exchange of ideas, variety of solutions.
  - Disadvantage - Unfamiliar with what is expected, voluntary participation, lack of leadership, lack of organization and time, easy to lose control

Role Playing/Simulations/Drills

- Advantage - Participation, increases self-confidence, empathy, variety of solutions, involvement, feedback, practice, instructor can see that student have retained knowledge
  - Disadvantage - Time consuming, can be artificial, discomfort, enthusiasm and control.
## COMMON TEACHING METHODS

### Lecture

**STRENGTHS:**
- presents factual material in direct, logical manner
- contains experience which inspires
- stimulates thinking to open discussion
- useful for large groups

**LIMITATIONS:**
- experts are not always good teachers
- audience is passive
- learning is difficult to gauge
- communication in one way

**PREPARATION:**
- needs clear introduction and summary
- needs time and content limit to be effective
- should include examples, anecdotes

### Lecture With Discussion

**STRENGTHS:**
- involves audience at least after the lecture
- audience can question, clarify & challenge

**LIMITATIONS:**
- time may limit discussion period
- quality is limited to quality of questions and discussion

**PREPARATION:**
- requires that questions be prepared prior to discussion

### Panel of Experts

**STRENGTHS:**
- allows experts to present different opinions
- can provoke better discussion than a one person discussion
- frequent change of speaker keeps attention from lagging

**LIMITATIONS:**
- experts may not be good speakers
- personalities may overshadow content
- subject may not be in logical order

**PREPARATION:**
- facilitator coordinates focus of panel, introduces and summarizes
- briefs panel
### Brainstorming

**STRENGTHS:**
- listening exercise that allows creative thinking for new ideas
- encourages full participation because all ideas equally recorded
- draws on group's knowledge and experience
- spirit of congeniality is created
- one idea can spark off other ideas

**LIMITATIONS:**
- can be unfocused
- needs to be limited to 5 - 7 minutes
- people may have difficulty getting away from known reality
- if not facilitated well, criticism and evaluation may occur

**PREPARATION:**
- facilitator selects issue
- must have some ideas if group needs to be stimulated

### Videotapes

**STRENGTHS:**
- entertaining way of teaching content and raising issues
- keep group's attention
- looks professional
- stimulates discussion

**LIMITATIONS:**
- can raise too many issues to have a focused discussion
- discussion may not have full participation
- only as effective as following discussion

**PREPARATION:**
- need to set up equipment
- effective only if facilitator prepares questions to discuss after the show

### Class Discussion

**STRENGTHS:**
- pools ideas and experiences from group
- effective after a presentation, film or experience that needs to be analyzed
- allows everyone to participate in an active process

**LIMITATIONS:**
- not practical with more that 20 people
- few people can dominate
- others may not participate
- is time consuming
- can get off the track

**PREPARATION:**
- requires careful planning by facilitator to guide discussion
- requires question outline
### Small Group Discussion

**STRENGTHS:**
- allows participation of everyone
- people often more comfortable in small groups
- can reach group consensus

**LIMITATIONS:**
- needs careful thought as to purpose of group
- groups may get side tracked

**PREPARATION:**
- needs to prepare specific tasks or questions for group to answer

### Case Studies

**STRENGTHS:**
- develops analytic and problem solving skills
- allows for exploration of solutions for complex issues
- allows student to apply new knowledge and skills

**LIMITATIONS:**
- people may not see relevance to own situation
- insufficient information can lead to inappropriate results

**PREPARATION:**
- case must be clearly defined in some cases
- case study must be prepared

### Role Playing

**STRENGTHS:**
- introduces problem situation dramatically
- provides opportunity for people to assume roles of others and thus appreciate another point of view
- allows for exploration of solutions
- provides opportunity to practice skills

**LIMITATIONS:**
- people may be too self-conscious
- not appropriate for large groups
- people may feel threatened

**PREPARATION:**
- trainer has to define problem situation and roles clearly
- trainer must give very clear instructions

### Report-Back Sessions

**STRENGTHS:**
- allows for large group discussion of role plays, case studies, and small group exercise
- gives people a chance to reflect on experience
- each group takes responsibility for its operation

**LIMITATIONS:**
- can be repetitive if each small group says the same thing

**PREPARATION:**
- trainer has to prepare questions for groups to discuss
### Worksheets/Surveys

**STRENGTHS:**
- allows people to think for themselves without being influenced by others
- individual thoughts can then be shared in large group

**LIMITATIONS:**
- can be used only for short period of time

**PREPARATION:**
- facilitator has to prepare handouts

### Index Card Exercise

**STRENGTHS:**
- opportunity to explore difficult and complex issues

**LIMITATIONS:**
- people may not do exercise

**PREPARATION:**
- facilitator must prepare questions

### Guest Speaker

**STRENGTHS:**
- personalizes topic
- breaks down audience's stereotypes

**LIMITATIONS:**
- may not be a good speaker

**PREPARATION:**
- contact speakers and coordinate
  - introduce speaker appropriately

### Values Clarification Exercise

**STRENGTHS:**
- opportunity to explore values and beliefs
- allows people to discuss values in a safe environment
- gives structure to discussion

**LIMITATION:**
- people may not be honest
  - people may be too self-conscious

**PREPARATION:**
- facilitator must carefully prepare exercise
- must give clear instructions
- facilitator must prepare discussion questions
DEVELOPING A LESSON PLAN

Reasons for a lesson plan:

- Ensures that the material is covered completely and is in proper sequence
- Provides the proper method of instruction and use of various techniques
- Refreshes the instructor’s memory and assists a substitute
- Standardizes classes
- Provides an administrative record

➢ REMEMBER: You are not writing the lesson plan for yourself, you are writing it so that another instructor can teach the class. DETAIL, DETAIL, DETAIL is needed.

FOUR – Ds OF A LESSON PLAN

- DEFINE
- DESIGN
- DEVELOP
- DELIVER

DEFINE: What it is you are going to produced

FIRST ESTABLISH WHO, WHAT, WHEN, WHERE, WHY

The “Who” of training should include-

-Who is to be trained?

Who wants the training?

-Who has input in the training

-Who is ultimately responsible?
The “What” of training should include-

- What is to be trained?
  - What is the skill level?
  - What is their reading level?
  - What resources can be used?

The “When” of training should include-

- When should the training begin?
  - When should the training end

The “Where” of training should include-

- Where are the trainings to be?
  - Where can I get additional resources?

The “How” of training should include-

- How will training be delivered?
  - How will trainees retain info?
  - How long is the training?
  - How many trainees per class

Once these questions are answered – Develops a task analysis

- Analyze the major tasks
  - Sub-tasks & Steps

**DESIGN:** The time of decision making.
Write out your instruction goal
Develop objective statements
Create cover page
Create outline of material you wish to cover
Decide on the following:
  1. Power Point?
  2. Handouts
  3. Graphics?
  4. Practical?
  5. Type and length of exam
  6. Exercises

DEVELOP:  Develop the design.

  Research subject (Internet, books, magazines, etc.)
  Write the lesson plan
  Decide what, when, where, and how for teaching aids (IE: handouts, power point, white board, flip charts, exercises, etc.)
  Create your graphics (handouts, power point etc.)
  Create a powerhouse close
  Develop test questions based on your performance objectives

The lesson plan should be written in an approved standard format. You need to have the title page, training module approval page, table of contents, instructional outline, instructor requirements, list of power points slides, list of handouts, instructor preparation page, lesson plan, copy of handouts, exercises, test, and test questions.

Type the lesson plan in minimum of 14 point font preferable in Time New Roman. The power points and handouts centered in bold and underlined.

REMEMBER, you are writing this lesson plan so that any instructor can pick it up and teach it.

DELIVER:  The pay off.
Lesson Plan Definition

A document that sets forth:

- the objectives to be attained in a single lesson
- the content to be learned
- the means by which the objectives are to be achieved
- the content acquired
- THE FULL STORY OF WHAT YOU ARE GOING TO TEACH IN DETAIL!

8 Purposes

1. Focus - what you teach
2. Guide - leads you through the steps
3. Feedback - research facts, get input
4. Standardization - everyone teaching the same thing
5. Map - how to get from here to there
6. Management - knows what is being taught and can defend training
7. Self-confidence - makes you more comfortable
8. Exam - basis for testing
Reasons for Preparing a Lesson Plan

1. The lesson plan is going to assist you if you ever have to go to court
2. It is the documentation to show what you taught
3. Coverage of Material
   a. Aids in selection of material
   b. Insures material is completely covered
   c. Keeps instructor pointed toward the goal
4. Sequencing of Material
   a. Insures material is organized
   b. Provides a time control
5. Method of Instruction
   a. Insures use of planned method
   b. Insures proper use of visual aids
6. Guide
   a. Refreshes memory of instructor
   b. Assists in feeling of self-confidence
   c. Prevents duplication
   d. Standardizes classes
   e. Administrative control
   f. Acts as a blueprint for substitute
   g. Insures questions were covered in class
   h. Acts as an examination guide
7. Record
   a. Documentation of content covered
   b. Meets standards set for the organization for defending liability issues

Preparing Materials

Decide what to teach
✓ The needs, topic, time *(4 performance objectives per hour of instruction)*

Decide how to teach it
✓ Classroom, field, lecture, lecture/discussion, role play, etc.

Prepare a rough outline to organize your ideas (task analysis)
✓ Write down everything in order

Prepare a detailed lesson plan
Reserve facility
Lesson Plan Format

Cover/Title Page

Table of Contents

Coversheet - format can be set by agency but should include:

- Title of course
- Length of course
- Target group
- Instructor Qualifications
- Method of Instruction
- Lesson Plan Approval Date

Statement of Goals and Objectives

- Instructional Goal
  - A statement of the broad, non-specific desired learning outcome
- Performance Objectives
  - A series of objectives that are a specific description of terminal student performance to a precise standard and under well-defined conditions
  - State what they have to do, how well they have to do it and under what conditions

Items and Materials

- A list of all items and materials required to conduct the class and the physical location of those items (a checklist)
- Describe each item sufficiently to be able to identify
- Visual material should be marked with brief description and short code (PP for PowerPoint, HO for handout, etc.)

Outline of Activities (Lesson Plan)

- A complete description of the activities and what you are going to teach
- Everything you tell the students
- Introduction (your hook)
- Body - methods used to get the student involved
  - All statements that you are going to make must be written out in complete sentences & paragraph form. Spell out what you are telling the students. This is your documentation of what was taught.
When using visual aids at a certain point in the presentation, make a notation in the text where it is to be shown or imbed it into the page

- Include facts of exactly what you told them and how it applies
  - Whitley vs. Warden: If it is not documented it did not happen

- If you are going to tell a war story, write down what you are going to say and its relevance to the topic

- If you have an exercise, make a notation in the lesson plan and the relevance to the topic

- If you say or cover something that is not in the lesson plan, make a note and add it

- Develop a summary for your ending reviewing what you have covered

**Criterion Test Items**

- The test question that will measure every performance objective so that objective achievement can be determined. At least one test questions for each objective.
  - Include two parts
    - Actual test questions
    - Answer sheet for test questions

**Bibliography/References (APA or MLA)**

- A list of all sources for all material presented
  - Books: Name of author, title of book (underlined), place of publication, full name of publishing house and date
  - Previous classes, internet, individual interviews, etc.
  - The bibliography is giving create for sources used to develop the lesson plan
Types of Lesson Plans

- **Topical** – NOT acceptable at all. Not enough information
- **Sentence** – Nothing written down that does not have an explanation
- **Paragraph** – Combine with sentence. Brief statements of key points covered
- **Manuscript** – Best for documentation. Everything is spelled out in detail; however, instructor should not read verbatim.

**Lesson Plan Summary**

Lesson plans are always growing and being amended and modified

Lesson plans should be reviewed and updated annually

Lesson plans are a guide prepared in advance

  - To call instructor's attention to necessary preparation
  - Reminds instructor what to say and do
  - Insures that material is completely covered
  - Reminds instructor of time allotted and ensures material is organized
  - Refreshes instructor's memory of the performance objectives
  - Keeps the instructor honest
  - Standardizes the classes
  - Assists the substitute instructor
  - Defends agency and instructor during lawsuits
The Seven Ps
Proper Prior Preparation Prevents Pathetically Poor Performance

Purposes of Lesson Planning
Do not let the time it takes to prepare a lesson plan discourage you from doing so. The idea behind the lesson plan is to provide all instructors with a standardized tool for presenting instruction. In short, any instructor should be able to use the lesson plan and know exactly what needs to be taught and in what sequence. The three primary purposes of lesson plans are:

1. They aid the instructor in preparing for instruction.
2. They provide a tool for giving the instruction.
3. They document course content.
4. Reduce liability because everything taught is properly documented.
5. Ensure every class receives the same instruction regardless of who teaches.

Nine-step Lesson Planning Process
Lesson planning includes the following nine steps:

1. Determine the performance objectives and the instructional goal.
2. Research the topic
3. Select the appropriate instructional method
4. Identify a usable lesson plan format
5. Decide how to organize the lesson
6. Choose support material
7. Prepare the beginning and ending of the lesson
8. Prepare a final detailed lesson plan.
9. Write your exam based on your performance objectives.

Step 1: Determining the Performance Objectives and the instructional goal.
A task analysis contains tasks (sometimes referred to as terminal objectives) and subtasks (sometimes referred to as enabling objectives). The task analysis is used to develop your performance objectives.

The performance objectives serve as the foundation for the entire lesson plan. For this reason, careful thought should go into their development. The objectives must be student centered, which is why the phrase "the student will...... is used in writing the objectives. They must be student centered to show what the student is required to learn, not what we want to teach!
Step 2: Researching the Topic

After the performance objectives have been decided, it is time to outline the main points of the lesson and gather materials together to develop the lesson plan. Once you begin to research your topic it may become necessary to modify an objective or rearrange main points. This is normal. When deciding which material to select, choose materials that are both **useful** and **appropriate**. In order for the material to be **appropriate**, it should relate to the lesson objective and have a high possibility for student retention. In order for the materials to be **useful**, it should aid the instructor and student in the teaching-learning process. In other words, if the instructor chooses material solely because it is interesting, it may add little or nothing to the learning process. On the other hand, dry, uninteresting facts, even though they pertain to the material, can serve to put the students to sleep rather than enhance learning. You should strive to find interesting materials to support your lesson and arrange them to enhance learning. There are **four sources** available for research material: (1) **yourself** (personal experiences), (2) **experiences of others** (from conversations or interviews), (3) **written or observed material** and (4) **the internet**.

**Self-** When researching a topic we should always start with what we know about the subject. Our knowledge helps to organize the lesson or point out gaps where we have no experience and require more extensive research.

**Others** - Discussing the subject with someone experienced in the topic could provide ideas, facts and testimony, or suggest sources of information for the research.

**Written or Observed Material** - Although a lot of information can be gathered by personal experience, and talking to others, generally, it is not enough information and you will need to find written material on the subject. The most important source for written material is the library where you can find books, newspapers, magazines, journals, and sometimes case studies. When you research these materials you may decide that some of them should be required reading for your students. Keep that thought in the back of your mind while conducting the research.

**Internet** – Using [www.ask.com](http://www.ask.com) to research your topic will give you added information and resources.
Step 3: Select an Instructional Method

An instructional method is a broad approach to instruction. The more common instructional methods include lecture, performance-demonstration, guided discussion, and teaching interview. When selecting a teaching method, consider the ways in which people learn: by doing, by discussing, by listening, by observing, by participating. No single method is suitable for all teaching situations. A method should be chosen that will best lead to the desired learning outcome and remember that variety is the spice of life and adult have a very short attention span. Be creative.

Step 4: Identify a Lesson Plan Format

This is your preference. Your training department can assist you in selecting the best format for your lesson; however, remember you want to make it a detailed lesson plan not an outline.

Step 5: Decide How to Organize the Lesson

Now that you have developed your objectives, researched the topic, selected your instructional (teaching) method, and identified a lesson planning format, it is time to organize your lesson. Every lesson requires an introduction, body, and conclusion. Most times, it is advisable to develop the body of your lesson prior to developing the introduction and the conclusion. This may sound backwards, but after you've completed the body of the lesson you will be in a better position to decide how you want to begin and end the lesson. When beginning the body of the lesson you must first decide how to organize main points and sub-points. Proper arrangement of the main points will help you, the instructor, teach the material, and it will help the students learn the material. Lessons, regardless of length, should have from two to five main points. Main-points and sub-points are arranged in one of six patterns of organization: patterns of time, space, cause-effect, problem-solution, pro-con, or topical. Along with the patterns, there are strategies (such as known to unknown or simple to complex) to be used. Although it may sound like a lot of decisions to make, once you've laid out your lesson materials they will lend themselves to one particular pattern and strategy.
Step 6: Choose Appropriate Support Material

Although the organization of the materials forms the basic structure of the lesson, some type of clarification or proof support is still required for the student to learn. Most students find it difficult to understand unsupported ideas or assertions. Those of us who have children can associate with this. When children learn something for the first time normally they ask questions like why? Where? How come? Adults are no different. If they are learning something for the first time, they want proof to support what you are telling them.

The subject, the method, the ability of the students, and the size of the class, along with other factors will determine how much support material you require. For instance, if students have no background knowledge of what you are teaching they will probably require more proof support. On the other hand, if you have some very experienced students in the class that share their own personal experiences, you will require less support to get your point across.

Verbal support is required to clarify points made or to prove our assertions. Definitions, examples, and comparisons are used for clarification support. Statistics and expert testimony can be used for both clarification and support. During lectures the instructor provides the proof support. When student interaction is involved (demonstration-performance, informal lecture, guided discussion), the instructor asks the students questions in order to have them provide the proof support.

Definitions - These are often used to clarify or explain the meaning of a term, concept, or principle. There can be more than one definition, however, for any of the above. Technical terms may be familiar to the instructor but confusing to the students. Technical terms should always be defined in a language the student understands. If a term has a different meaning to different people it should be defined to eliminate misunderstanding. Just as it is necessary to define technical terms, it is also necessary to define acronyms. When teaching students a skill it is very critical that you teach the tasks in language the student understands.

Examples - Examples (especially personal experiences) add credibility to what is being taught and give the students information they can associate with, to better understand what is being taught.

Comparisons - It is easier for students to understand something they are unfamiliar with if you place it next to (compare it to) something familiar to them. You can compare things that are very much alike or things that are unlike. To prove an assertion you must compare "like" things.
**Testimony** - The experiences, words, and thoughts of others (experts) provides proof support for the points we are trying to make. For example, often our children do not listen to us when we try to explain the dangers of talking to strangers. When the police visit the schools and talk to the children, the children consider them experts and often come home excited and remember exactly what was said to them and why it is important.

**Statistics** - These are the most misused and misunderstood type of verbal support. They can help clarify ideas if collected properly and used wisely. Statistics show relationships or summarize facts and data. Some figures, however, are just numbers, they are not statistics. If using statistics for proof support, consider the following:

*Are the statistics recent?* If you were trying to develop a household budget, statistics on housing, cost of living, etc., would be of no value to you if they were several years old. Before using statistics check the date and if no date is provided, they may be outdated.

*Do the statistics cover a long enough time to be reliable?* If we were to base curriculum development changes on the feelings of one class this would not be a valid critique. Students vary with every class as far as their intellectual capacity, their work experience, their disposition, and what they expect to learn. This is why when we validate curriculum we normally do it over a period of 3 classes. This allows us to reach a broad background of students, and weigh the validity of the feedback.

*If the statistics are drawn from a sample, does the sample accurately represent the group to which we are generalizing?* If we are going to give statistics relating to the people in the United States (for instance), we would want a broad sample of people and we would want to take people from all age groups, all ethnic groups, both sexes, and different levels of social status to get accurate statistics.

*When comparing things, are the same units of measure used to make the comparisons?* If more students fail one course more than another, we cannot necessarily conclude that the content of one course is more difficult. It could be that the grading scale was more difficult in one course, that prerequisite knowledge was not the same for both courses, or several other reasons.

*Do the statistics come from a reliable source?* It is ineffective to state "recent surveys show...... You should state the exact source of your information."
Step 7: Beginning and Ending the Lesson

Before you start the final outline you must consider the beginning (introduction or the hook) and ending (conclusion) for your lesson. If the lesson is to stand alone, you should carefully prepare the introduction and conclusion. If other lessons follow this one it will be fairly easy to come up with your conclusion (it will lead into the following lessons). If this is the first lesson in a block of instruction the introduction will take more consideration than if it follows after the first lesson, for the same reason as above, the conclusion from the previous lesson will lead into the introduction of this lesson.

Introduction - The introduction serves the following purposes:

- Establishes a common ground between instructor and students
- Holds the student's attention
- Outlines the lesson and shows how it relates to the entire course
- Shows the student how the instruction will benefit them
- Leads into the instruction

Jokes can be a good way to break the ice as long as the joke is relevant to the material being presented. The three necessary elements in the introduction are: gain attention, motivate, and provide an overview of the lesson to be taught.

Attention - There are several ways to gain the students attention: you may talk about an incident related to the lesson, thereby leading into the lesson, you may ask a question that relates to the material, or any other means of showing the students the lesson has begun. Your primary concern is to focus the student on the lesson being taught.

Motivation - The whole purpose of the motivation step is to show the students how the lesson relates to them and why they need to learn the material. Before students can be motivated to learn, they must feel the learning will benefit them.

Overview - The purpose of the overview is to tell the students what you will be teaching them, show them the big picture so to speak. You should show the students the main objectives of the lesson using visuals if possible. The overview should serve as a roadmap to the students, showing them what they will be learning, and the route taken to get there. The basic purpose of the overview is to prepare the students to learn.

The conclusion of the lesson will probably stick with the student longer than any other part of the lesson. For this reason, you should prepare your conclusion
carefully. The conclusion should accomplish three things: summarize, remotivate, and provide closure.

**Final Summary** - When dealing with knowledge level lessons it may be appropriate to have interim summaries throughout the lesson to emphasize the main points. A final summary is always made at the end of the lesson and should retrace the critical elements of the lesson. Reviewing the main points will aid the student in retaining the information and allow them to jot down any missed information in their notes. If dealing with a comprehension level lesson the final summary should provide logical reasons to support the desired conclusion (lesson objective).

**Remotivation** - As an instructor this is your last chance to tell the students why the information-nation is important to them. Effective instructors will continually remotivate students throughout the lesson.

**Closure** - This is normally the most difficult portion of the lesson. During the closure the students need to be released from active listening. Because this part is difficult, instructors often end up saying something like "well, that's all I have to say" which sounds lame. Use inflection in your voice to show the lesson has ended, or try a funny story, a cartoon, or a thought provoking question related to your topic. If the lesson is followed by another lesson, it is very easy to close by telling the students what is ahead in the next lesson.

---

**Step 8: Preparing the Final Detailed Lesson Plan**

Now it is time to prepare the final product! By now you've worked and reworked the lesson until hopefully you feel it is ready to go final.

Sometimes, as you develop your lesson you will discover the students would learn the material easier if it was presented using a different method or if the material was rearranged in a different order. Just remember to go back and readjust your method, media, and strategy statement, your task list, or whatever is affected by the change. Continually evaluate what you are doing to ensure the best student learning outcome!

---

**Step 9: Prepare the exam and answers**

There should be at least one test questions for each performance objective
LESSON PLAN FORMAT

Cover/Title Page

Table of Contents

Tab 1:

Administrative Approval Page/Cover Sheet

Admin Page to include:

a. Title of Course
b. Length of Course
c. Target Group
d. Instructor Requirement
e. Method of Instruction
f. Special Concerns
g. Approval Signature & Date

Example of Approval Page:

EFFECTIVE COMMUNICATION

Length of Course

The workshop will be two hours in length.

Target Group

This workshop is designed to give the tools necessary to develop concise, correct, and knowledgeable communication skills in all staff.

Instructor

Instructors who give this workshop should be experienced trainers (minimum BID) with expertise in communications. They should demonstrate strong interpersonal skills and be positive role models for participants to observe.

Method of Instruction

Lecture, group discussion, exercises, and practice.

Approval Signature: ___________________________________________

Date: _______________________________
Tab 2:

Statement of Goals & Objectives

**Instructional Goal** – A statement of the broad, nonspecific goal that loosely describes the desired learning outcome.

SAMPLE: The purpose of this workshop, _________________, is to provide participants with ________________________________.

**Performance Objectives** – A series of several objectives that are a specific description of student performance to a precise standard and under well-defined conditions. Each objective must include a performance, a standard, and as many conditions as necessary to successfully complete the requirements.

SAMPLE:

By the end of this workshop, participants will be able to pass a written and practical exam at or above 80% on the following:

•
  •
  •
Tab 3: 

**Items and Materials**

List all the items and materials that will be required to conduct the class (a checklist).

- Name tags, markers, PowerPoint projector, handouts, videos, exams, exercises, etc.

List of **PowerPoint slide, transparencies, etc**, a description of each, and the page in the text that it will be used with.

- EXAMPLE: PP 1 Objectives Page 4
- PP 2 Verbal Communication Page 6
- PP 3 Non-Verbal Communication Page 7

A copy of the PowerPoint, exams and exam answers.

- List of **handouts**, a description of each, and the page in the text that each will be used with.

A copy of the handout packet

- List of **exercises**, a description of each, and the pages in the text.

A copy of each exercise.

A copy of exam and exam answers
Tab 4:  

Lesson Plan

Include opening, ice breakers, jokes, stories, summary, closing, etc.

Introduction

Body

Summary

Closing

Tab 5:

Criterion Test Items

These are test questions that will measure the performance objectives so achievement can be determined. There may be more than one test questions for each objective if the objective is so written; however, never have a test question that does not have a corresponding objective statement. Care should be taken to have at the very least a one-to-one correspondence between objectives and test items.

It is required that you have two sections.

1) Actual test questions
2) Answer sheet for test questions
Tab 6: 

**Bibliography (MLA or APA Style)**

List the sources of all of the material presented. Sources will be textbooks, periodicals, newspapers, departmental manuals, personal history/experience, etc.

Books – Name of author (last, first), title of book (underlined), place & date of publication & full name of publishing house.


Periodicals – Author (last, first), Place in quotes the title of the article, underline the name of the periodical, volume number and publication number, date of publication, page number.


Internet – EXAMPLE:

   Effective Training. Retrieved on June 15, 2004 from [www.mla.org](http://www.mla.org)
Lesson Plan Format

- Cover/Title Page
- Table of Contents
- Tab 1: Administrative Approval Page
- Tab 2: Statement of Goals and Objectives
- Tab 3: Items and Materials Needed
- Tab 4: Detailed Lesson Plan
- Tab 5: Criterion Test Items (Questions & Answers)
- Tab 6: Bibliography (APA or MLA Style)

Lesson Plan Summary

- Lesson Plans are always growing, being amended, updated and modified
- Lesson plans are a guide prepared in advance
  - So that they can be approved
  - For necessary preparation (copies, exercises, exam, etc.)
  - Reminds instructor what to say and do
  - Ensures that material is completely covered
  - Ensures that there is consistency in the material and in the delivery
  - Reminds instructor of time allotted and ensures material is organized
  - Refreshes instructor’s memory of objectives
  - Keeps the instructor honest
  - Standardizes classes
  - Assist the substitute instructor
  - Documents what is being taught
## Lesson Plan Development

<table>
<thead>
<tr>
<th></th>
<th><strong>Beginning</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Exemplary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Goals and Objectives</strong></td>
<td>Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.</td>
<td>Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.</td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong></td>
<td>Instructional strategies are missing or strategies used are inappropriate.</td>
<td>Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.</td>
<td>Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice.</td>
<td>Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Method for assessing student learning and evaluating instruction is missing.</td>
<td>Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.</td>
<td>Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.</td>
<td>Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.</td>
</tr>
<tr>
<td>Technology Used</td>
<td>Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.</td>
<td>Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.</td>
<td>Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.</td>
<td>Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Material list is missing.</td>
<td>Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.</td>
<td>Most materials necessary for student and teacher to complete lesson are listed.</td>
<td>All materials necessary for student and teacher to complete lesson clearly listed.</td>
</tr>
<tr>
<td>Organization and Presentation</td>
<td>Lesson plan is unorganized and not presented in a neat manner.</td>
<td>Lesson plan is organized, but not professionally presented.</td>
<td>Lesson plan is organized and neatly presented.</td>
<td>Complete package presented in well organized and professional fashion.</td>
</tr>
</tbody>
</table>
Audio/Visual Aids

- Visual aids can assist a presenter in the delivery of information
- The use of these aids will enhance the delivery and retention of any instruction
- A visual aid is anything used that attempts to teach by showing or by appealing to the sense of sight

Three Guidelines

Simplicity - K.I.S.S. (____________ _______ ______________ _____________)

Brief - Do not put on too much information

Readable - K.I.L.L. (____________ _____ ______________ & ______________)

Characteristics

- Appropriate
- Simple
- Accurate
- Portable and durable
- Manageable
- Attractive
- Necessary
- Legible
- Real
- Color
- Relevant
When to Use

★ To focus the audience’s attention
★ Reinforce your verbal message
★ Stimulate your audience
★ Illustrate facts that are hard to visualize
★ Clarify a key point
★ Model
★ Summarize
★ Entertain while informing

Do Not Use Visual Aids to:

➢ Impress your audience
➢ Avoid interaction with your audience
➢ Make more than one point

Types of Visual Aids

★ Chalkboards/Whiteboards
★ Flip charts
★ Video
★ Printed material (handouts, pictures)
★ Actual (real) items-hands-on
★ Models, graphs, charts
★ PowerPoint
★ Clip Art

Whiteboard/Chalk Board

★ Have an ample supply of markers in different colors
★ Have a clean board and erasers
★ Write large enough for all to see
★ Have a student write on the board so that you do not turn your back to your audience
★ Once erased material is gone and they are messy
Flip Charts

- Allows for spontaneity
- Can be prepared ahead of time
- Leave blank pages in between
- Economical
- Good for break out groups
- Use different colored markers

Videos

- Make sure they are appropriate
- Always tie in the video to the presentation
- Never leave the room during a video
- Can use short video clips to make a point
- Be careful with volume (too loud or too low)

Printed Material

- Handout, student manuals, check list, pictures, etc.
  - Be creative
  - Use borders, watermarks, bullets, etc.
  - Pages should be numbered and dated
  - Allow room for note taking
- Advantages: Permanent reference, visual, allows student to listen instead of writing

Actual Items, Hands on

- Seeing and holding an item will increase retention
- Example: Contraband (passing around contraband items), actual pictures of abuse, auto accidents, etc.

Graphs/Charts

- Make sure information is current
- Should be easy to read
- Should be colorful
- Free website to create graphs: nces.ed.gov/nceskids/createagraph
PowerPoint Projectors

- Most modern presentation equipment available today.
- Use rule of 6: Not more than 6 lines per slide/not more than 6 words per line
- Bullets only
- Use as an outline for what you want to talk about

COMMON VISUAL AIDS

Flip Charts/Posters

ADVANTAGES:
- easy and inexpensive to make and update
- portable and transportable
- left in view of the audience
- good for interaction with the audience

DISADVANTAGES:
- unsuitable for large groups
- anxiety-provoking for facilitator with poor handwriting or poor spelling

Slides

ADVANTAGES:
- professional in appearance
- good for large groups

DISADVANTAGES:
- formal and impersonal
- shown in the dark
- not good for discussion and interaction
- more difficult to update than other visual aids
- require special equipment

Videos

ADVANTAGES:
- professional in appearance
- good for large or small groups

DISADVANTAGES:
- more expansive than other visual aids
- requires special equipment
- not good for discussion and interaction
- require accurate cueing
Overhead Transparencies

ADVANTAGES:
- good for large groups
- easy to create
- easy to transport
- provide an informal atmosphere
- open to interaction with groups
- easy to update

DISADVANTAGES:
- impermanent; they yellow with age
- require less common equipment

Computer Projections (e.g., PowerPoint™)

ADVANTAGES:
- professional in appearance
- evidence of preparation
- good for large or small group
- easy to integrate with classroom discussion
- animated
- up-to-date technology
- easy to update

DISADVANTAGES:
- require special equipment/facilities
- require initial training to create
- require significant time to create
- require basic graphics/composition skills

Samples, Examples, and Mock-Ups

ADVANTAGES:
- real-world/authentic
- three dimensional
- sometimes inexpensive and readily available
- experience may be tactile/auditory as well as visual

DISADVANTAGES:
- sometimes difficult or impossible to acquire
- often difficult to handle or distribute
- require storage space
- usually out of natural environment

REMEMBER – Adults learn best through a visual application of the information
Audio/Visual Techniques

Remember:

Studies indicate that you learn the most through your sense of sight

It is estimated that 83% of our learning is through sight

- Determine what you are going to teach
- Is there more than one point of view
- Is the material controversial
- Do you want to stimulate discussion
- Available leadership
- Available facilities
- Character of audience
- Always use visual techniques to capture the attention of your students
- We think in pictures!
CREATING AN EFFECTIVE POWERPOINT PRESENTATION

Planning and creating a PowerPoint presentation needn't be difficult or stressful. Use these guidelines to improve the quality of your presentation.

**Content is the most important part of your presentation.**

1. **The quality of the research.** The topic should be thoroughly researched, with a number of different sources. Using visual images? Make sure they are appropriate to the point(s) you wish to make, and be certain that you know the specifics on each image (who? what? when? where? how?).

2. **Organization and transition.** There should be a logical flow from beginning to end, like in written work. Avoid jumping from one point to another, and be careful about adding information that is not directly related to the main theme. Strongly consider drawing up an outline before you begin assembling the actual slides.

The following points contain information that can help strengthen the visual part of your presentation.

1. **The “joy of six” is a helpful rule of thumb.** Use a maximum of six points per slide and six words per point.

2. **Use text sparingly.** Depending on the color and font size you select, text may be difficult to read. In addition, if your audience is concentrating on written text, they are most likely not giving you their complete attention.

3. **Select colors with care.** Experiment with color combinations, but make sure they work well on a screen--there is often a difference between how something looks on your computer screen and how it appears when projected onto a screen or wall. If possible, preview your presentation ahead of time.

4. **Keep unity of design from slide to slide.** Using one, or several, of the master slides provided in PowerPoint can help avoid problems of this nature.

5. **Font size is important--use the "floor test" for readability.** Print out a slide containing text, and then place the page on the floor. Can you read the slide from a standing position? If yes, then your audience can likely read it from their seats. If no, then the font size needs to be increased. Previewing your presentation in the room you'll be using? Walk to the back of the room--if you can't easily read the slides, your audience won't be able to either.

6. **Minimize or avoid animated texts, sounds, and fancy transitions.** These can be effective in certain situations, but often distract your audience from the main points you are making.
7. Avoid switching between programs (such as calling up a Web page). This takes extra time and can make it difficult for your audience to remain focused on your presentation.

8. Do you want people to take notes during your presentation? Leave them sufficient time to do so.

9. Timing. Use three slides per minute as a maximum.

10. Visual images can be great, but they need to be selected carefully and be appropriate to the point(s) you want to make. Watch size, too--images too small are not helpful. And if formatting visual images to fit a slide, be sure to keep the dimensions of the original!

Keep in mind: FOCUS – PLAN – PRACTICE

FOCUS on the main point(s) you want to make.

PLAN the layout of your presentation. This means carefully considering each slide, as well as the presentation as a whole. Does everything fit together?

PRACTICE your entire presentation at least once before you present it to your audience. Most helpful is projecting your presentation onto a screen, in order to see exactly how your audience will view it. If possible, have someone watch and listen, then ask questions about anything that they find unclear--rather face a difficult question from one person than in front of an audience!
Creating an Effective PowerPoint Presentation

Hints for a successful presentation:

- Plan carefully
- Do your research
- Know your audience
- Time your presentation
- Practice your presentation
- Speak comfortably and clearly

Effective PowerPoint Slides

- Use design templates
- Standardize position, colors and styles
- Include only necessary information
- Limit the information to essentials
- Content should be self-evident
- Use colors that contrast
- Be consistent with effects, transitions and animation
- Too many slides can lose your audience

Text guidelines

- Generally no more than 6 words a line
- Generally no more than 6 lines a slide
- Avoid long sentences
- Larger font indicates more important information
- Font size generally ranges from 18 to 48 point
- Be sure text contrasts with background
- Fancy fonts can be hard to read
- Words in all capital letters are hard to read
- Avoid abbreviations and acronyms
- Limit punctuation marks

Clip Art and Graphics

- Should balance the slide
- Should enhance and complement the text, not overwhelm
- No more than two graphics per slide.
How to Avoid Death by PowerPoint

Tip #1 - Avoid the data dump

Limit your points to the essentials and give listeners time to absorb each slide. Aim for no more than one slide for every two to three minutes of your presentation. As you prepare your presentation, edit your content by asking yourself, "Is this something they need to know or something nice to know?" If they do not need to know it, skip it.

Tip #2 - Know Your Audience

As you consider what to include in your presentation, put yourself in your listeners' shoes and ask yourself or someone who knows the group:

- What is important to this group?
- What do they expect from my presentation?
- What do they need from my presentation?
- What might turn them off?
- What objections or concerns might they have?
- What will motivate them to listen and take action?
**Tip #3 - Aim for 75%**  
Prepare a presentation that is about 75% of the time you have been allotted. This will allow for pauses, questions, laughter, breaks, and computer mishaps without having to race through the content. Prepare and bring extra material (handouts, exercises, etc.) in case you have extra time.

**Tip #4 - Organize using the "Three Tell 'Ems"**

<table>
<thead>
<tr>
<th>The Opening</th>
<th>Tell 'Em What You Are Gonna' Tell 'Em</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The Body</td>
<td>Tell 'Em</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The Closing</td>
<td>Tell 'Em What You Have Told 'Em</td>
</tr>
</tbody>
</table>

**Tip #5 - Open with an attention-grabber**  
Help listeners' focus on your message by starting with a compelling opening.
Tip #6 - Speak on Purpose  
What is your goal for this presentation? Tell listeners' what you hope to achieve with enticing performance objectives.

Tip #7 - Tell them why they should care  
WII-FM
Your listeners will be tuned-in to the most popular "station" in the world, "WII-FM." The letters stand for What's In It For Me? In other words, why should your audience care about your message? If this is not clear from your Performance Objectives, they will tune you out.

Tip #8 - Provide a Roadmap  
Let listeners know how you have organized your presentation by handing out and going over an agenda and answer any questions they may have.

Tip #9 - Make each Point as Simple as "PIE"

- **P**oint (state your points as first, second, third
- **I**llustrate your point
  - "For example...."
  - "Allow me to demonstrate...."
  - "Let me share a story with you...."
  - "Here is a picture...."
  - "Use visual aids"
- **E**mphasize the importance to the listeners
  - "Here is how this impacts you....."
  - "This is why this is so important for you...."
Tip #10 - Transition Smoothly

Audiences need your help in moving with you from idea to idea. Say something like "Now that we understand the importance of {first point} let us turn our attention to {next point}." When using PowerPoint, include a summary slide after each section to assist the transition.

Tip #11 - Master the Q & A

- Refresh memories by summarizing the main points before asking for questions-"Let me summarize what we have covered so far..."

- Plant questions in the audience or ask your own questions to get things rolling-"A questions I am often asked is....."

- Repeat questions for everyone to hear

- If you do not know the answer, do not bluff or panic. State: "I do not have an answer for that. Is there anyone here that can answer this question?" Tell the class that you will try to obtain an answer during the next break and then try.

- After the last question, leave the listeners' with a strong parting thought - "The most important things for you to remember are..."
Tip #12 - End with a Bang, not a Whimper

What do you want your listeners' to do now that they have heard your presentation? Consider ending with a recommendation, a challenge, a prediction or a simple parting thought or quotation. Make sure your closing words are concise and, if calling for action, specific. Use words such as "let me leave you with this thought.." or "I urge you to....."

Tip #13 - Tell 'em a Story

The way to people's minds is often through their hearts. People are persuaded more by emotion than reasoning, and stories are a powerful way to engage your audience's emotions. Pull from your own experiences to make your points come to life. It can be difficult to think of stories under the pressure of a presentation deadline, so start a story file today.

Tip #14 - Put Statistics in Perspective

Use examples of your statistics. Instead of saying crime is up. Discuss the per cent of increase in different crimes. The more they can picture the magnitude of your statistics, and the more they can feel the impact personally, the greater the impact and the chance they will be moved to do something about it.
Tip #15 - Compare the Unfamiliar to the Familiar

How is your idea similar to planting a garden, making a pizza, or sailing a boat in rough seas? Help your listeners understand an unfamiliar idea by comparing it to a familiar one. Examples from the world of advertising include “Like a good neighbor, State Farm is there,” “Like a rock” (Chevy trucks), a car ad from Audi, rocket,” and an ad for a Sears Kenmore freezer that reads: “It isn’t a freezer. It’s a glacial grand ballroom where French vanilla ice cream and long, luscious crab legs have 20% more room to waltz.” “Think of it as a convertible

Tip #16 - Provide Clear Examples

Listeners pay closer attention when they hear the words “for example.” Note where an example would help turn an abstract concept into something more clearly understood. You can also ask your listeners if they can think of an example that proves your point. Don’t be afraid to get your audience talking. They’d rather talk than listen, and if they’re talking about your topic, they’ll remember it.

Tip #17 - Use Their Names

Use some of your listeners’ names in your examples and watch their ears perk up.
Tip #18 - Increase the "You Factor"

Question: What is most people's favorite topic? Answer: Themselves! Your listeners’ ears will perk up when you say the word “you” or “your.” Instead of saying: “Forty percent of the population will contract heart disease,” say: “Forty percent of you will contract heart disease.”

Tip #19 - Sprinkle Questions

Questions help listeners focus as they prepare to hear the answer. For example, rather than just stating, “This is important because…” ask rhetorically, “Why is this so important?” Pause slightly, and then tell listeners the answer. If you desire a response to your question, pause longer and, if appropriate, raise your hand to encourage participation. Consider putting the question on your slide while you discuss the answer. Be careful not to overuse this technique.

Tip #20 - Quote an Expert

Quotations can add credibility and interest. Quote a well-known expert in your field. If the person is unfamiliar to the group, provide any necessary background information. For example, “One of our industry’s most respected researchers for thirty years, Gloria Knowitall, says…” You may wish to display the quote on a slide or, if possible, play a tape of the person being quoted.

Tip #21 - Build Suspense

In order to get listeners focused, preface important ideas by occasionally using phrases such as:

- “Here’s the secret weapon …”
- “If you remember only one thing today…”
- “Here’s the bottom line…”
- “I probably shouldn’t tell you this…”
- “This next slide may surprise many of you…”
- “You will want to write down this next idea…”

Again, this is a technique you should not overuse.
Tip #22 - Pause for Digestion
When reading a book, we often re-read some sentences or let an idea sink in before moving to the next page. After you make a point or explain a slide, pause while silently counting “one-two.” This gives listeners time to digest your idea, possibly repeat it to themselves, and ready themselves for your next idea. Note that the pause will seem much longer to you than to your listeners.

Tip #23 - Summarize Often
Listeners may appreciate a summary and brief Q&A at the end of each section or complicated slide. Use this technique rather than waiting until the end of your talk when people may already be lost or sleeping. Use the words, “In summary,” and watch listeners’ heads spring up.

Tip #24 - Be repetitious. Be repetitious.
Repetition is one big key to retention. Phrases like “This is so important, let me say it again . . .” are much appreciated, especially when introducing complicated ideas and statistics. Since many people are poor listeners, it will be the first time many hear your point. When repeating a statistic, say it differently the second time. For example, the first time you might say, “Seventy-five percent…” and the second time, you might say, “Let me say that again. Three out of four…”

Tip #25 - Make it Fun
No one ever lost credibility by making his or her presentation fun. Review each point in your presentation and ask yourself, “How can I make this more fun? More interesting? More memorable?” “How would Walt Disney make this point?” “How would the most creative person I know make this point?” “What would be over-the-top?” “Is it really over the
An executive I coached wanted his salespeople to think of their company more globally. We decided to start his presentation with a world geography quiz. Anyone who volunteered an answer, right or wrong, received a chocolate globe. You can’t go wrong when you give listeners chocolate!

Tip #26 - Use a Variety of Visual Aid
For the sake of variety and effectiveness, incorporate multiple media. For example, along with or instead of using PowerPoint, you may wish to play a video or an audio tape, use a flip chart to capture and illustrate ideas spontaneously or post pages on the walls for continuous reinforcement. You can even combine PowerPoint and flipcharts by projecting a slide onto a blank flip chart page and hand write additional information on the page.

Tip #27 - Incorporate Props
Props can work wonders to capture attention and make your point. For example, instead of just talking about reducing paperwork, fill a wheelbarrow with stacks of paper and wheel it into the meeting room. Instead of just talking about a new incentive plan, bring in a suitcase of money or a large check for all to see. Talking about goal setting? Bring in a dartboard and have some listeners aim for the bull’s-eye. Keep in mind that if you plan to pass your prop around in the audience, people will be focused on that, their eyes will be down, and they will not be looking at you.

Tip #28 - Prepare Effective Handouts
Handouts are useful for communicating details and allow listeners to focus on you and your message rather than taking lots of notes. Duplicating every slide onto a handout gives listeners little reason to pay attention. Instead, consider using a fill-in-the-blank format, where some of the necessary information is missing.
Tip #29 - Keep Text to a Minimum  
Don’t put everything you plan to say on your slides. No one wants to watch you read, and long sentences on slides force listeners to choose between reading and listening to you. Most will choose to read your slides and wish that you’d be quiet so they can read without disturbance. If you ignore this suggestion, your listeners will appreciate your sending them a copy of your slides and canceling the meeting. They can call you if they have any questions.

Tip #30 - Use at least 40 point bold type for headings. At least 30 point for body text.  
Do not go below 24 point type. Arial is easier to read from a distance.

Tip #31 - Paint vivid pictures  
One picture can express more than words ever can. Rather than showing statistics of satisfied clients, show photos of them smiling at you. Rather than telling how easy your product is to operate, show a picture of your five-year-old operating it. You get the picture… and so will your listeners.
Tip #32 - Avoid Complete Sentences on Slides
Use bullet points, numbers, graphs, etc.

Tip #33 - Look at Your Audience Not at Your Notes
Listeners follow your lead and will look where you look. If you look down at your computer, listeners will also look down and the energy will drop.

Tip 34 - Use the 3-T's
Vanna White became famous pointing to letters on TV’s Wheel of Fortune, and you too should point to the graphic or bullet you are discussing. Otherwise, listeners are forced to spend precious time searching the screen and miss what you are saying. Don’t be afraid to go right up to the screen and touch a word or picture, then walk back to your audience and discuss it. Remember the “Three T’s”:

- Touch the screen or flipchart to focus listeners’ attention (pointing is okay, too)
- Turn toward the audience.
- Talk to the audience.

Tip #35 - Have 'em Guess
Display one or two numbers and ask people to guess what they represent. You’re bound to get some interesting answers. Then tell them the correct answers. In this case, 15 is the number of years Kathie Lee Gifford sat beside Regis Philbin as co-host of their morning talk show. 26% is the increase in the show’s ratings the first three weeks after she departed.
Tip #36 - Fill in the Blanks

Use a fill-in-the-blank format and solicit guesses from the audience. The interaction makes the statistics memorable. Offer a prize for the person who comes closest to the right answer. Another option is to not use a slide. Instead, just look at your audience and ask, “What percentage of Americans do you think die from heart disease?”

Tip #37 - Match 'em up

Let your audience match up the numbers in the left-hand column with the items in the right-hand column. The challenge and the laughter make the statistics memorable.

Tip #38 - Offer Multiple Choice

Ask for a show of hands for each possible answer.

Tip #39 - Zoom into the Details

If showing lost of detail, such as an organization or flow chart, show the entire chart, then show enlarged images of the portions you wish to discuss. This allows listeners to understand the relationships, and then allows them to focus on the details without damaging their eyesight. Keep in mind that the lower areas of the screen may be blocked by people’s heads. It’s best to leave this area for a logo and other non-essential information.

Tip #40 - Press the "B" key to Bond with Listeners

Press the “B” key on your keyboard to blackout the screen when using PowerPoint. Press it again to redisplay the image. Don’t be afraid to press the “B” during your presentation and just talk to the group (there’s only so much PowerPoint a person can take). An effective technique is to start your presentation with a blank screen, introduce yourself, state the purpose of your presentation, and provide any necessary background information before displaying your first slide. This will help you build rapport and connect better with your audience.

Health Quiz

___% of Americans die from heart disease

% die on a Monday morning before

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Tip #41 - Wake 'em Up!  
If you’re the first speaker of the morning, speaking right after lunch, or tenth on the day’s agenda, an energizer can be the perfect addition to your presentation. This will help to wake up listeners and get them ready to focus on your message. For example, consider playing upbeat music while people enter the room and ask everyone to meet and greet three people they have not yet met, or give everyone a playing card and ask them to form a poker hand with other team members (it’s even more fun when they don’t know how to play poker). The idea is to get people on their feet and moving briefly to get the blood pumping and the energy level up. Be creative!

Tip #42 - Turn and Share  
Ask listeners to turn to another person and share something relevant to your presentation. Say something like, “Please turn to a person sitting next to you and share an example of great customer service that you've experienced.” Ask for volunteers to share their examples with the larger group and then you lead a discussion of how these relate to your message. Another “turn and share” activity is to tell listeners, “Please turn to a person sitting next to you and share one thing you've learn so far from this presentation.” This can really help ensure that learning is occurring. Note: If the room is suddenly silent, you're in trouble.

Tip #43 - Make them the Experts  
Divide the room into a couple smaller groups, provide them each with a flipchart and say, “Please take a few minutes to list the traits of an outstanding presenter.” After the groups create their lists, they share them with the larger group. While we could have provided participants with the list ourselves, it's better to have them create it because it's an energizing activity, it lets us know what they feel is important, and people generally don't argue with their own data. We can always add to the list if necessary.
Tip #44 - Get the Audience into the Act

When I was a kid, I used to watch the salesperson at Sears demonstrate the vacuum cleaners. He’d always let the customer do the vacuuming. First, the demonstration was much more convincing than if he had conducted a PowerPoint presentation, and second, he got the customer involved. Instead of just talking about a process, show your listeners how it’s done. Better still, ask for volunteers to participate in your demonstration or act-out a scenario. For example, if you’re talking about customer service, ask for one volunteer to play the role of a customer with a complaint while a second volunteer demonstrates how not to handle the complaint, and a third volunteer shows how to handle the complaint. You’re bound to get some laughs and good insights as well.

Tip #45 - Try some Hocus, Pocus

Visit a magic shop and tell the salesperson the points in your presentation. He or she can help you learn a few easy tricks to capture attention and make your points more interesting. Practice extensively! A visit to a toy store may also give you some interesting ideas for livening things up. In a presentation of mine I talked about getting rid of tunnel vision and seeing things from a new perspective. I gave everyone a kaleidoscope. People loved the toy and remembered the message for years.

Tip #46 - Play a Game

Especially in a lengthy program, a brief “game” can be a welcomed relief and a valuable learning experience. For example, play a game similar to Family Feud or Jeopardy, where team members compete for inexpensive prizes by answering questions about your topic.
**Tip #47 - Go Wireless**

Bring or request a wireless microphone so your hands are free to operate your computer, gesture and point to the screen. Use a wireless FM-signal remote control to operate your computer so you can move freely around the room and not be tethered to your mouse. Practice advancing slides as well as going backward (this seems to give a lot of people trouble). Have a laser pointer so that you can draw attention to points on the screen that you are trying to make.

**Tip #48 - Keep Your Eyes Up**

Many presenters’ tendency is to look down for the `<page down>` key while they are still saying the last few words about the current slide. The message is that these last few words are not very important. But they are important! Complete your thought with your eyes up, and then pause while advancing to your next slide. The pause may seem long to you, but it’s only about a second or two.

**Tip #49 - Start and End Center-Stage**

Center-stage is the most important and powerful position. Deliver your opening remarks from this area (keep the projector off or the screen black during your opening if necessary), walk purposefully as move into the body of your presentation, and then wrap it up where you started (back in the center).

**Tip #50 - Kill the Filler (ah, um, you know, OK...)**

Most of us use these “fillers” occasionally. Used too often, they can be very annoying. To reduce them, first try to catch the start of um and ah (you can feel it formulating in your vocal cords), and then replace it with a pause. Count silently “one-two.” This takes practice, but will be much appreciated by listeners.
**Tip #51 - Put some Fire in Your Voice**

Selling is a transfer of emotion! You cannot expect listeners to be enthusiastic about your ideas when you sound indifferent. Use your voice and body language to convey your enthusiasm. If you tend to speak in a monotone, incorporate more gestures into your talk. Motion equals emotion—the broader and more emphatic your gestures, the more dynamic your voice will sound.

**Tip #52 - Use Natural Gestures**

One of the most frequently asked questions is “What do I do with my hands?” The answer is to use your hands the way you probably use them when you’re standing and talking with a group of your friends. Use your hands and fingers to support your spoken words and express your feelings. For example:

- Indicate which point you are discussing (1, 2, or 3)
- Indicate trends (up, down, flat)
- Describe sizes and shapes
- Point to charts and screens
- Show your feelings (a clench fist, open palms)

**Tip #53 - Let There be Light**

Turning off the lights often results in nodding heads. Rather than turning off all the lights, if the room lights are too bright, dim or unscrew the bulbs directly over the screen (arrive early and ask for assistance). If necessary, bring a table lamp that can illuminate you.
Tip #54 - Create Notes and Cheat Sheets  Create notes that are large, easy-to-read key words that will jog your memory and allow you to speak conversationally. Avoid speaking from or memorizing a script or you risk losing your place, sounding “canned,” and boring your audience to tears. The goal is to deliver your presentation idea-for-idea, not word-for-word.

Tip #55 - Practice! A Lot!  Practice in front of a mirror or video camera, noting things you do well and opportunities for improvement.

- Ask friends, family members, or colleagues to critique your practice sessions.
- “Over-rehearse” your opening and closing. Commit these to memory so you can make strong eye contact and deliver these words with passion.
- Practice using all the audio-visual equipment.
- Rehearse in the actual meeting room, if possible. Otherwise, arrange the furniture in your rehearsal room to simulate the meeting room configuration as much as possible.

Tip #56 - Have a Backup Plan  Your computer hard disk might crash, your projector might not work, and so on. It’s a wise idea to copy your presentation onto a CD or disk that can be used in someone else’s computer, bring a spare bulb for your projector, and make paper copies and/or overhead transparencies of your key slides just in case Murphy's Law takes over. Also, practice delivering your message without any visual aids.
Tip # 57 - Recover Gracefully

During your practice session (you do plan to practice, right?) simulate possible technology glitches so you’ll know how to recover without looking like a deer caught in the headlights. When you experience a problem during your presentation, pause and confidently fix the problem. If you cannot fix the problem yourself, know who to call for assistance. If you need a few minutes, consider giving the group a break while you recover. Keep in mind that audiences are more concerned with how you recover than the fact that you experienced a problem.

Tip # 58 - Arrive at Least an Hour Early

Make sure the room is setup the way you desire. Do a “SALT” check (seating, audio-visual equipment, lighting, and temperature). If you’re using a microphone, be sure the battery is new and the volume is appropriate. This will help ensure you don’t have to start your presentation with the annoying phrase “Can everyone hear me?” or “Is this on?” Practice out loud a final time or two, and greet your audience with confidence when they arrive.

Tip #59 - Do Not Try to be Perfect

Most presentation anxiety stems from a false belief that you need to be perfect. Don’t aim for perfection. Aim to do your best and your audience will appreciate your humanness. What you have to say is important. Focus on the needs of your listeners rather than on your nervousness, prepare thoroughly, and you will succeed!

Tip #60 - Never talk longer than the average age of the group!
WHAT IS CLIP ART?
> Borders
> Backgrounds
> Bullets
> Buttons
> Graphics
> Photos

WHERE CAN CLIP ART BE FOUND?

HOW IS CLIP ART USED?
CREATE YOUR OWN CLIP ART

- Scanner
- Digital Camera
- A Paint Program

HOW TO DOWNLOAD CLIP ART

- Hold the mouse over the image and right click

  ➢ Choose file from the menu and then “save as”

  ➢ Name the file

HINT: Save all of your clip art for each project together. It makes it easier later on

WHERE TO GET HELP

REMEMBER, TUTORIALS AND PRACTICE ARE ROADS TO LEARNING AND GROWING
Criterion Based Testing

- Student is given the performance objectives of the course
- Pre-test is used to assist retention and document where the student are prior to training
- Instructor structures presentation based on objectives
- Student is tested on the objectives that were given to them.
- Criterion based testing is testing that is directly related to the performance objectives of the class.
- STUDENT HAS NO SURPRISES ON THE EXAM

Characteristics

- It is relevant to the job
- It is relevant to the performance objectives
- It is well written and documented
- Students know what is expected of them
- No test questions that cannot be tied back to a performance objective

Purpose of Testing

- Means of instruction & learning
- Identifies students strengths and weaknesses
- Identifies if the student obtained the necessary skills
- Identifies if the student is ready to move forward
- To motivate
- To evaluate the curriculum

Test Construction

- At least, one test question for each performance objective
- Test should be balanced
- Test questions should be clear
- Questions should have one & only one correct answer
- Each item should be difficult enough so that an unprepared student will get it wrong
Types of Test

- Verbal – oral exams
- Performance/Proficiency – practical exams
- Written – pen and paper exams

Types of Written Exams

- **Essay**: Hard to grade and very subjective
  - Horn/Halo Effect
- **True-False**: Easy for the student to guess
- **Matching**: Never have even number of choices, use a 2 to 1 ratio
- **Fill in the Blank**: Must know the answer
- **Multiple Choice**: Can be adapted to most subjects
### Purposes of Performance Measurement

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>DESCRIPTION</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>EXAMPLES</th>
<th>GUIDELINES FOR DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant reaction</td>
<td>Measures student feelings about a program/course</td>
<td>Easy to administer</td>
<td>Subjective</td>
<td>Happiness Report</td>
<td>Design a form which can be easily tabulated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides immediate feedback on instructors, facilities and program design</td>
<td>Provides no measurement of learning, transfer of skills, or benefit to the organization</td>
<td>Informal student/instructor interview Group discussion</td>
<td>Ask questions which provide information about what you need to know: instructor effectiveness, facility quality, relevance of program content. Allow for anonymity and opportunity to provide additional comments</td>
</tr>
<tr>
<td>Participant learning</td>
<td>Measures the amount of learning that has occurred in a program/course</td>
<td>Provides objective data on the effectiveness of the training</td>
<td>Requires skills in test construction</td>
<td>Written pre/post tests Skills laboratories Role plays Simulations Projects or Presentations Oral examinations</td>
<td>Design an instrument which will provide quantitative data Include pre and post level of skill knowledge in design Tie evaluation items directly to program learning objectives</td>
</tr>
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<td>On-the job performance change</td>
<td>Measure the transfer of training</td>
<td>Data can be collected before student leaves the training program</td>
<td>Requires task analysis skills to construct and is time consuming to administer</td>
<td>Performance checklists</td>
<td>Base measurement on systematic task analysis of job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides objective data on impact of job situation</td>
<td>Can be &quot;politically&quot; sensitive</td>
<td>Performance appraisals</td>
<td>Consider the use of a variety of persons to conduct the evaluation</td>
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<td></td>
<td>Critical incident analysis</td>
<td>Inform participants of evaluation process</td>
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<td></td>
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<td></td>
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<td>Self-appraisal</td>
<td></td>
</tr>
<tr>
<td>Organizational impact</td>
<td>Measure impact of training on the organization</td>
<td>Provides objective data for cost/benefit analysis and organizational support</td>
<td>Requires high level of evaluation design skills; requires collection of data over a period of time; Requires knowledge of organization needs and goals</td>
<td>Employee suggestions</td>
<td>Involve all necessary levels of organization</td>
</tr>
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<td></td>
<td>Progress reporting system</td>
<td>Gain commitment to allow access to organizational records</td>
</tr>
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<td></td>
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<td></td>
<td>Quality-of-worklife surveys</td>
<td>Use organization business plans and mission statement to identify organizational needs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Customer complaints</td>
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This worksheet/job aid was adapted from *Mastering the Instructional Design Process* (2nd Ed.) (1998), Rothwell, William J. & Kazanas, H. C., Jossey-Bass/Pfeiffer, San Francisco.
Behaviors Specified in Instructional Objectives and Corresponding Test Items

<table>
<thead>
<tr>
<th>TYPE OF TEST ITEM</th>
<th>BRIEF DESCRIPTION OF TEST-ITEM FORMAT</th>
<th>BEHAVIOR (VERB SPECIFIED IN THE INSTRUCTIONAL OBJECTIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>A type of test in which learners are asked to demonstrate the ability to perform a task they have (presumably) learned through participation in an instructional experience.</td>
<td>Objectives in the cognitive domain and affective domains.</td>
</tr>
<tr>
<td>Matching</td>
<td>A type of test item in which learners are asked to match up items in one column with items in another column.</td>
<td>Objectives in the cognitive domain — such as comprehension, analysis, and evaluation.</td>
</tr>
<tr>
<td>Completion</td>
<td>A type of test item that closely resembles the fill-in-the-blank type, except that the learner is asked to complete a sentence stem.</td>
<td>Objectives in the cognitive domain — such as comprehension, knowledge, application, and synthesis.</td>
</tr>
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<td>Essay</td>
<td>A type of test item requiring a learner to respond in essay format. This type of item is appropriate for assessing higher levels of cognition - such as analysis, synthesis, and evaluation.</td>
<td>Objectives in the cognitive and affective domains.</td>
</tr>
<tr>
<td>Fill-in-the-blank</td>
<td>A type of test item requiring the learner to fill in the blank with an appropriate word or phrase. Scoring can be objective because the required response is quite specific – often only one word is correct.</td>
<td>Objectives in the cognitive domain – such as comprehension, knowledge, application, and synthesis.</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td>Often called the most useful and versatile type of objective testing. Learners must choose between three to five alternatives as the answer to a question.</td>
<td>Objectives in the cognitive domain – such as comprehension, application and analysis.</td>
</tr>
<tr>
<td>True-false</td>
<td>A type of test item in which learners are asked to determine whether a statement is true or false.</td>
<td>Objectives in the cognitive domain- such as application, analysis, and evaluation.</td>
</tr>
<tr>
<td>Demonstration</td>
<td>A type of test item in which learners are asked to demonstrate that he or she can perform a task.</td>
<td>Psychomotor objectives.</td>
</tr>
<tr>
<td>Oral response</td>
<td>A type of question in which learners are asked to respond orally to an open-ended question.</td>
<td>Objectives in the cognitive and affective domain.</td>
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Outline

- An outline is
  - A logical, general description
  - A schematic summary
  - An organizational pattern
  - A visual and conceptual design of your writing

- An outline reflects logical thinking and clear classification

Purpose of Outline

- Aids in the process of writing your lesson plan
- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas
- Constructs an ordered overview of your lesson plan
- Defines boundaries and groups

Process

- Before you begin:
  - Determine the purpose of your lesson plan
  - Determine the audience you are writing for
  - Develop the theme of your lesson plan

- Then:
  - Brainstorm
  - Organize
  - Order
  - Label
Sample Outline

**TITLE**

Purpose or goal

I.

A.

B.

1.

2.

a.

b.

II.

DEVELOPING AN OUTLINE

Before you begin:

- Determine the **purpose** of your lesson plan
- Determine the **theme** of your lesson plan
- Determine the **audience** you are writing for

Then:

- **Brainstorm** – List all the ideas you want to include in this lesson plan.
- **Organize** – Group ideas together that are related to each other.
- **Order** – Divide this material into groups arranging the general to the specific, or from abstract to concrete.
- **Label** – Create main and subtopic headings (If you use a one, you must have a two. If you use an a you must have a b; otherwise it means that you do not need the one or the a.)
SAMPLE OUTLINE:

**Microcomputer Programs and the Process of Writing**

Purpose or Goal: To show how programs written for microcomputers relate to the process of writing.

Audience: Current college and university students.

I. Major Steps in the Writing Process

   A. Organizing
   B. Writing the first draft
   C. Evaluating
   D. Revising

II. Writing Programs and Their Relationship to the Writing Process

   A. Types of and Their Relationship to the Writing Process

      1. Thought
         a. Use in organization
         b. Use in revising

      2. Word Processors
         a. Use in writing the first draft
         b. Use in revising

      3. Analytical programs: grammar, style, spell
         a. Use in evaluating
         b. Use in revising

   B. Positive and Negative Aspects of Computer Writing Programs

      1. Positive features
         a. Less time spent on repetitive or mechanical writing tasks
         b. Greater flexibility and versatility in writing process
         c. Increased revision strategies
         d. Specific learning possibilities
2. Negative features
   
a. The increased time spent on learning software programs and computers

b. The availability of hardware and software

c. The unrealistic expectations of users

   1) A cure-all for writing problems

   2) A way to avoid learning correct grammar/syntax/spelling

   3) A method to reduce time spent on writing proficiency

   4) A simple process to learn and execute

C. Future Possibilities of Computer Programs for Writing

   1. Rapid change

   2. Improved programs

   3. Increased use and availability

   4. More realistic assessment of value – critical work
Bibliography

- All material must be referenced

- You must have a bibliography/ reference page

- Use APA or MLA format

Free internet help for writing your Bibliography at www.easybib.com

APA vs. MLA

APA

MLA
<table>
<thead>
<tr>
<th><strong>Note:</strong> There are two standards shown – the MLA standard and the APA standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book: Single Author</strong></td>
</tr>
<tr>
<td><strong>Book: Two or More Authors</strong></td>
</tr>
<tr>
<td><strong>Book: Second or Later Edition</strong></td>
</tr>
<tr>
<td><strong>Book: Corporate Author</strong></td>
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<tr>
<td><strong>Book: Anthology or Compilation</strong></td>
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<tr>
<td><strong>Chapter in Anthology or Compilation</strong></td>
</tr>
<tr>
<td><strong>Signed Magazine Article</strong></td>
</tr>
<tr>
<td><strong>Unsigned Magazine Article</strong></td>
</tr>
</tbody>
</table>
### Journal Article, Continuous Pagination

**APA**  

**MLA**  

### Journal Article, Noncontinuous Pagination

**APA**  

**MLA**  

### Signed Newspaper Article

**APA**  

**MLA**  

### Unsigned Newspaper Article

**APA**  

**MLA**  

### Signed Newspaper Editorial

**APA**  

**MLA**  

### Unsigned Newspaper Editorial

**APA**  

**MLA**  

### Government Publication

**APA**  

**MLA**  

### Signed Article in Reference Work

**APA**  

**MLA**  

### Unsigned Article in Reference Work

**APA**  

**MLA**  
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<th>Type of Source</th>
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<th>MLA</th>
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<tbody>
<tr>
<td>Letter or E-Mail Communication</td>
<td>Ahmed, M. (<a href="mailto:mohamahmed@aol.com">mohamahmed@aol.com</a>). (2000, May 7). Reply to Questions for Speech. E-mail to S. Tetrault (<a href="mailto:tetrault@sfsu.edu">tetrault@sfsu.edu</a>).</td>
<td>Ahmed, Mohammed. E-mail to the author. 7 May 2000.</td>
</tr>
</tbody>
</table>
Training Liability

Types of Training

- Pre-Service Training
- Field Training
- In-Service Training
- On-the-Job Training
- Mandatory Training
- Remedial Training

Training Liabilities

- Liability

- Vicarious Liability

- 3rd Party Liability
Negligence - a duty owed that is not fulfilled

• Four elements of negligence:
  1. A duty or obligation recognized by the law requiring the person to conform to a certain level of conduct for the protection of others against unreasonable risk.
  2. A failure on the persons part to conform to the standards required
  3. A reasonable close, causal connection between the conduct and the resulting injury
  4. Actual loss or damage resulting to the interest of another

Seven Areas of Negligence

1. **Supervision** – improper or lack of
2. **Direction** – telling a subordinate to perform something they are not capable of doing
3. **Training** – without or inadequate in scope
4. **Retention** – failure to dismiss an officer when it is known that his/her performance is detrimental to the agency
5. **Hiring** – fails to perform an adequate pre-employment test or background investigation
6. **Assignment** – placement of officers into duty areas that they are unprepared to perform
7. **Entrustment** – allowing an officer to continue in an employment capacity when it is known that he is unfit for duty
How the Trainer Becomes Liable

- Participates in the act
- Authorizes the act
- Covers up the act
- Fails to take action
- Fails to document
- Is not authorized or certified to teach

Civil Rights Act

- Federal Statute 42 U.S.C. 1983 guarantees the right of citizens to sue for deprivation of rights, privileges or immunities secured by the Constitution and the law of the United States.

- Cases can include a judgment against the agency as well as the supervisor and/or officer and/or trainer
A plaintiff must fulfill three requirements:

1. Must be a constitutional deprivation of rights

2. The rights must be taken under color of state law

3. Deprivation must have resulted in injury

---

**Zuchel v. City and county of Denver 1993**

- Absence of periodic live range training and the reliance on inadequate training films was constitutionally inadequate in a case where six deadly force encounters occurred in six weeks.

- Deliberate failure on the part of the agency to follow a professional recommendation for upgrading training was sufficient to demonstrate deliberate indifference.

---

**Canton v. Harris 1989**

- The United States Supreme Court said:
  
  - The need to train officers in the constitutional limitations of the use of deadly force, can be said to be ‘so obvious’ that failure to do so could properly be characterized as ‘deliberate indifference’ to constitutional rights”
Deliberate Indifference

- Was the officer’s employer, supervisor, and/or trainer “deliberately indifferent”
- To the violated Constitutional rights
- By failing to adequately train the officer, &
- Was this lack of training “deliberately indifferent” to the person’s constitutional right

Ignorance of Obvious Risk

- Is a particular training program inadequate relative to the tasks that must be performed by the officers?
  - Training must be adequate based on the usual and recurring situations with which officers are faced.
  - Did the deficiency in the training program actually cause the constitutional injury

Parker v. District of Columbia 1988

- Federal Court of Appeals approved a $425,046 verdict in favor of a man shot during the course of an arrest.

- The verdict was based on a failure to provide adequate training. The officer had received no physical training in four years and was physically incapable of subduing the arrestee
Three Basic Types of Suits

Civil Lawsuits

Civil Rights Actions Suits

Criminal Suits

Tort Suits

- **Negligence** – failure to **EXERCISE** the proper degree of care a prudent and reasonable person would exercise

- **Gross Negligence** – an aggravated form of negligence where the wrongdoer acts with **RECKLESS DISREGARD** for the probable **CONSEQUENCES**

- **Intentional Action** – occurs when a person **WILLFULLY** engages in an action where the chances that harm will result is so great that he/she must be “**AWARE**” that **HARM** will occur

Defenses Against Negligence

**Assumption of Risk** - a person has knowingly put themselves in a set of circumstances knowing that there is **Pending Danger**

**Unavoidable Accident** - nothing in your **Power** could alter the set of circumstances which caused this **accidental occurrence**

"**Good Faith**" - when an employee was working within the **scope of their authority** and did not know or had no way of knowing he/she was depriving an individual of his/her rights
Steps to Limit Liability

1. Provide all staff with pre-service training
2. Provide staff training prior to transfers/promotions
3. Use only trained and certified instructors
4. Evaluate those who instruct
5. Conduct realistic training
6. Conduct mandatory training
7. Always test knowledge
8. Training must be continuous
9. Educate on liability
10. Provide supervisory training
11. Document all training
12. Schedule yearly review and updates of all training, lesson plans, policy and procedure, and exams

The Following Precedence has been set for Training

- If it is not documented, then it never happened
- The government, or anyone else involved in the discovery process will be assessing when they review your lesson plan, to see if you documented what you taught
- Things that will be considered on how in-depth the process was, will depend on how “critical the error” that was made
- Instructor examples: Defensive Tactics, Use of Force, Firearms, Baton, Search and Seizure
Liability Summary

- Have a complete detailed lesson plan, leave nothing to interpretation
- Cover all the elements of the lesson plan
- Stay on track with the lesson plan, do not deviate and say things that might come back to haunt you
- Give an exam (written or practical)
- Document any discrepancies, or changes:
  - Overloading the classroom
  - Unqualified instructors
  - Not enough time to cover the material
  - Changes made by you
  - Student comments, evaluations, and exams
Stage Fright

- 80% of the public experiences it.
- Only 5% of the public have no problem with it.
- 5% of public have excessive fear of it
- Common experience for most people

Called by Many Names

- Fear of Public Speaking
- Stage Fright
- Speech Anxiety
- Speech Phobia
- Butterflies
Control Those Butterflies

Nervousness, speech anxiety, stage fright, platform panic—it is known by many names, but it is a problem every trainer and speaker confronts at some time. Actually, feeling nervous about speaking before a group is healthy. It shows that what you have to say is important to you and you care about doing well. But unless you learn to manage and control nervousness, it can keep you from being effective as a trainer.

Here are some ways you can handle nervousness and take control of those butterflies:

1. **Know the Room** – Become familiar with the place in which you will present the training. Arrive early and walk around the area from which you will be speaking. Stand at the table or lectern, speak into the microphone. If you will be using visual aids, practice with them. Walk around the area where the students will be seated. Walk from where you will be seated to the lectern, as you would when you begin the class or are introduced.

2. **Know the Audience** – If possible, greet some of the students as they arrive and chat with them. It is easier to speak to a group of friends than to a group of strangers. Concentrate on fulfilling the audience’s expectations and appeal to their interest.

3. **Know Your Material** – If you are not familiar with your material or are uncomfortable with it, your nervousness naturally will increase. Practice presenting the training and revise it, if necessary, until you can present it with ease. Know it well enough that you do not feel the need to read from your material. Use an outline to prompt you. Practice, practice, practice.

4. **Relax** – You can ease tension by doing exercises. Sit comfortably with your back straight. Breathe in slowly. Hold your breath for four to five seconds, and then slowly exhale. Repeat 10 to 20 times. Or do physical exercises such as a quick, brisk walk around the building. To relax facial muscles, open your mouth and eyes wide, and then close them tightly. Repeat several times.
5. **Visualize Yourself giving the Training** – Imagine yourself walking confidently to the lectern as the class begins. Imagine yourself speaking, your voice loud, clear and assured. Picture the class listening, taking notes, laughing at the correct moments, and applauding your presentation when you say something especially profound. Visualize the class being enthusiastic about your training and their evaluations as being positive. When you visualize yourself as successful, you will be successful.

6. **Realize that People want You to Succeed** – A group of trainees want to hear something interesting, stimulating, informative and entertaining. They want you to succeed – not to fail. They are anxious to learn from you and are ready for you to provide them with the information, knowledge, and skills they need. And remember that if you make a mistake, only you know that you goofed.

7. **Do Not Apologize** – Most of the time your nervousness does not show at all. If you do not say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with speaking, you will only be calling the group’s attention to it. Had you remained silent, your listeners may not have noticed anything.

8. **Concentrate on the Message – Not the Medium** – Your nervous feelings will dissipate if you focus your attention away from your own anxieties and outwardly toward your message and your audience. Keep your eyes focused on the class, not your notes. Get the audience involved.

9. **Turn Nervousness into Positive Energy** – The same nervous energy that causes platform panic can be an asset to you. Harass it, and transform it into vitality and enthusiasm.

10. **Diet and Movement** – Avoid caffeine, it increase tension, it is a diuretic, and it restricts vocal cords. Do not hide behind the podium. Interact with the students, move around the class.

11. **Gain Experience** – Experience builds confidence, which is a key to effective speaking before groups. Most beginners find that their anxieties decreases after each class they teach.
For Rapport

• Arrive early, set up, greet students as they arrive
• Come Prepared (organized, ready, start on time)
• Communicate Respect
• Establish Credibility (display confidence)
• Communicate Caring (physical needs, use humor, provide treats, be available to students)
• First Impression are Critical

For Confidence

😊 Over Rehearse
😊 Warm Up
😊 Engage Audience
😊 Say Something You Enjoy
😊 Breathe

Physical Environment

• Temperature
• Comfortable Seating
• Writing Surface
• Windows
• Acoustics
• Location Off Site
• Creature Comforts
• Physical Environment Checklist
• Seating Arrangements
DO

- Maintain cheerful and friendly attitude with the students
- Keep your voice natural sounding, conversational
- Enhance your presentation with visual aids

DO NOT

- Run sentences together
- Use um, OK, and you know (tics)
- Drink beverages with caffeine
How to Give a Dynamic Presentation

1. **BUILD RAPPORT AND TRUST**

Talk with—not at—your audience. Establish some common ground. Communicate with sincerity and warmth, and make eye contact.

In speaking to a large group of secretaries, I established rapport quickly by telling them about my mother’s success as a secretary and how much I admired her. I gave them examples of why competent secretaries are the backbone of my successful organization.

2. **DEVELOP AN EFFECTIVE OPENING**

Grab your audience’s attention from the start. Use a dramatic or startling statement, a human interest or personal story, a question, an anecdote or illustration, a relevant quote—or a humorous opening, if appropriate.

I recently heard a speaker open with, “I wrote that great introduction you just heard. It gives me something to shoot for when I speak.”

3. **DEVELOP AN EFFECTIVE ENDING**

Close with a bang. Use a relevant quote, a poem, or an appeal for action. Give your audience a sincere compliment, a powerful story, or a summary of your main points. Make sure your closing---whatever it is---is relevant to your topic. Also, your entire speech and the ending should be tailored to your audience.

4. **REDUCE NERVOUSNESS**

According to the book of lists, public speaking is the number one fear, greater even than the fear of death.

Before presenting: Thoroughly prepare and rehearse before your speaking engagement. When you are about to begin, take several deep breaths. Visualize yourself giving a relaxed presentation.

During the presentation: Focus on your message and your audience, not on yourself. Give yourself opportunities for physical movement. Don’t try to be perfect. Make nervousness work for you. Channel your nervousness into enthusiasm; let your adrenalin take over. Butterflies in your stomach? Let them soar, taking you with them.
5. MAKE YOUR PRESENTATION COME ALIVE

Talk to the audience in terms of their interests, problems, and concerns. Communicate with vitality and conviction. Talk to, and make eye contact with individual members of the audience. Change the pace with vocal variety and humor, using pauses to emphasize points. Use inspiring human interest stories, making only a few points and supporting them with examples, illustrations, anecdotes, and analogies. Use natural gestures; physically move from time to time instead of remaining behind a podium.

6. USE VOCAL VARIETY

Variety speed, volume, and pitch. To emphasize points, speed up or slow down, speak more softly or loudly, and allow your voice to rise and fall. Speak conversationally to an audience, but with greater force and energy. Appropriate vocal variety and gestures will naturally occur.

7. VISUAL AIDS, HANDOUTS, OTHER AIDS

Use visual aids only when needed to clarify a point or idea. Don’t show a visual aid to the audience until you are ready to use it. Use visual media as an aid, not as crutch or a substitute. Visual aids should be large, clear, legible, and brief. Avoid talking toward your visual aid or turning your back to the audience. You might provide a brief outline of your objectives, the topics to be covered, and information about yourself. Then supply handouts that reinforce your points. Distribute most handouts at the end of your presentation so that participants maintain eye contact and keep their attention on you during the presentation.

8. TRY USING HUMOR

You don’t have to be funny. But humor can be effective in changing the pace, relaxing the audience, building rapport, and supporting your points. If you are uncomfortable using humor, avoid it—or practice it on your friends and family until you become more comfortable with it.

If you use humor, keep it brief, relevant to the topic, and appropriate for the occasion. Do not tell off-color jokes or racial, ethnic, or religious jokes. Don’t say, “I’m going to tell you a joke”—just do it. Allow your audience to laugh before you continue speaking. Have a comeback if your attempt at humor fails.

Never use humor at the expense of another. However, poking fun at yourself can let your audience know you don’t feel superior or have an egotistical attitude.
9. INVOLVE YOUR AUDIENCE

Use stories and examples that relate to audience concerns. Keep your presentation lively, allowing time for questions. Ask if there are questions, and hold the silence a few moments. If no one responds, say, “If there are no questions, let me mention a question I am often asked”—and then answer it. You might also ask questions and request a show of hands.

10. APPEAL TO DIFFERENT LEARNING STYLES & PERSONALITIES

People think and learn in different ways. Some are more logical; some, more intuitive. Broaden audience response by varying your techniques.

Use some human interest stories, appeal to logic, present general themes (“the big picture”) and appeal to the senses, providing concrete examples.

The success of an engineer often depends upon his or her objective analysis of a problem. If you’re speaking to a group of engineers, appeal to their logical thought processes. Present a problem and a logical solution for it, perhaps using a graph based on statistical data. This is not to say that human interest stories or appeals to the emotions are lost on engineers. But they are most likely to be persuaded by logic.

11. MANAGE THE SEATING ARRANGEMENTS

Being physically close to your audience increases your ability to build rapport. If the audience is scattered, it is more difficult to lead them as one unit. Bring them together, removing large numbers of empty seats. They will be less self-conscious if they are sitting close together. Arrange seats so the audience can easily see you.

12. DEAL WITH DISRUPTIONS

If you encounter disruptive persons, keep control of your emotions. Do not show irritation. Wait until they finish talking; then use active/reflective listening. Lower your voice; don’t try to shout them down. Sometimes humor can reduce the tension. If they continue to be disruptive and it is appropriate, ask them to leave or to meet with you later to discuss their concerns.
13. BE A LEADER

Your audience expects you to create the atmosphere, set the tone, assume a leadership role, and be in control. They want to be treated with respect. Arrive early to make sure everything is properly set up and ready. Be yourself, allowing your unique personality to shine.

Remember, you are there to make something happen, to move your audience in some way. It is up to you to inspire them.

14. KNOW YOUR GOAL

Every speech has at least one of four goals: to inform or explain, to persuade, to inspire action, or to entertain. Know the goal of your presentation, and keep it in mind as you thoroughly prepare.

Lack of preparation reflects indifference and insults your audience. Careful preparation is the only way to achieve the results you want. Use simple and clear language that communicates your ideas in a manner suited to your goal.

15. EXHIBIT VITALITY

When Dr. Kenneth McFarlin, an outstanding professional speaker, was asked what is the most important quality of a speaker, he responded: “vitality.” Vitality includes enthusiasm, energy, forcefulness, and aliveness. It comes from a depth of conviction—a deep belief in yourself and in what you are saying.

16. INCREASE YOUR SELF-MOTIVATION AND SELF-CONFIDENCE

Use positive affirmations and visualization exercises. Speak about something you believe in. Set goals and take small steps toward your goals.

17. TAKE RISKS

Be willing to stretch your comfort zone, to risk, to grow. Risk doing the thing you fear, and be optimistic. Remember, an optimist is someone who may have worn-out shoes, but concludes, “Well, I guess now I’m back on my feet!”

You will be amazed at the positive influence you will have on others by becoming a good speaker. Public speaking will enrich both your life and the lives of others.
10 Top Keys to Developing Personal Creativity

1. **Believe You Are Creative** – Everyone is or has the potential to be.

2. **Broaden Your Interests** – Consciously seek out what you have not sought out before. Be open to new experiences, new sources of information.

3. **Prepare to Create** – Gather information, hunches, impressions, colors, textures, sounds. Keep notes.

4. **Look for (or, better still, make) Connections** – The more varied your interests, the greater the chance of cross-fertilization (of combining two or more things that have not been combined before). Look for relationships between things that are not related.

5. **Break Habits** – Our own habits are what often keep us from being more creative. The more you follow the script, the less you can improvise. Breaking even little habits can shake up the system enough to allow new connections to happen, new points of view to form.

6. **Provide the Right Environment (for you)** – Some people like to listen to music, others prefer silence once they are in the creative flow. Experiment until you find what works for you.

7. **Provide Time to Create** – (1) Time to sleep on it. Time without your conscious manipulation. Time for seemingly random thoughts and bits of input to percolate and bump into each other. (2) Time away from the immediate demands of work and/or home, dedicated to the creative task at hand. In certain environments, time is so precious that this seems like an unrealistic element of developing your creativity but even five minutes could make a difference.
8. **Persevere** - Do not give up on yourself or your project. Creativity is not necessarily easy. Make lots of mistakes. Learn from them. It is to be expected. It is a part of the process. Keep going. There is a paradox here because sometimes an important part of being creative is knowing when to abandon an unproductive idea.

9. **Maximize All of Your Senses** – The more you utilize all of your senses to gather and process information, the greater the chance of those bits of ideas bumping into each other….and sticking together to create a new something.

10. **Forget How Much You Know** – Adopt the beginner’s mind. Conventional wisdom may say this or that cannot be done and then unconventional wisdom goes right ahead and does it. Learn to look at things with a fresh eye. Do not be afraid to ask “dumb” questions.
1. Brainstorming
2. Buzz Groups
3. Case Studies
4. Charting
5. Diagramming
6. Conversation
7. Debate
8. Demonstrations
9. Discussion Groups
10. Field Trips
11. Films/Videos
12. PowerPoint
13. Games/Puzzles
14. Interviews
15. Labs
16. Hangman
17. Music
18. Mind Mapping
19. Overheads
20. Flipcharts
21. Objects
22. Questions & Answers
23. Panel Discussions
24. Quiz Bowls
25. Group Reporting
26. Role Playing
27. Storytelling
28. Skits
29. Problem Solving
30. Pictographs
31. Projects
32. Hands on
33. Jeopardy
34. Games
Have you heard the saying: "A picture is worth a thousand words"? - B. Taylor

Graphs and charts are great because they communicate information visually. For this reason, graphs are often used in newspapers, magazines and businesses around the world.

Sometimes, complicated information is difficult to understand and needs an illustration. Other times, a graph or chart helps impress people by getting your point across quickly and visually.

Here you will find four different graphs and charts for you to consider. Maybe it will help explain what you are trying to show.

A **bar graph** is used to show relationships between groups. The two items being compared do not need to affect each other. It is a fast way to show big differences.

A **line graph** is used to show continuing date; how one thing is affected by another. It is clear to see how things are going by the rises and falls a line graph shows.

A **circle (pie) graph** is used to show how a part of something relates to the whole. This kind of graph is needed to show percentages effectively.

Have fun!
THE KEY TO AN EFFECTIVE PRESENTATION

• Organization
• Clear focus
• Definite beginning, middle & end
• Engage the audience
• Utilize many types of multimedia
• Inform the audience

PURPOSE OF PRESENTATIONS

• To inform or teach
• To share findings or research
• To persuade
• To debate
• To entertain
APPEARANCE IS EVERYTHING

- Eye contact
- Dress
- Posture/ Poise
- Body language
Effective Facilitation Skills
Making A First Impression………………………………

Considerations:

1. **What Do I look like?** Appearance is important. Be well groomed and appropriately dressed for your presentation. When you look right, you feel good about yourself. You will then forget about your appearance and concentrate on presenting your subject. You will have increased confidence because you know you have made a good first impression on the class.

2. **What do I Sound Like?** A pleasant sounding voice which is well modulated and uses variety in the tone is well accepted.

3. **What do I Say?** Express your ideas clearly, make a point, summarize when needed, but be sure to keep to the subject. Know the content of your presentation, plan it in detail, practice giving it, be yourself and use your own personal style.

4. **What is the Affect I Communicate?** How do I do it? Be aware of how well the class understands you and the subject. Are you being too loud, too vague, too general, too overbearing? Do you show a genuine interest in the subject and are you excited about the opportunity to teach it? Individualize the content of the training as much as possible by using examples that are appropriate to the class.

5. **How well do I Listen?** Listen for those obvious questions and wait for the less obvious ones to be asked. Give time after each major point for questions to be sure all students clearly understand what has been presented. Redirect questions or problems to class participants to avoid looking like you have all the answers and to make use of the experience of other students.

6. **How do I Greet/Respond to People?** Be constantly aware of how people react to you as well as to your subject. Often people cannot/will not learn because of some personal opinion of the trainer. Be aware of how others perceive you and work to assure they see you in a positive light.

7. **How well do I Remember Names?** Everyone loves to be known, and, most of us enjoy being called by name. Make a real effort to remember names. If
needed, use name cards on the desks or tables so you can quickly identify all students.

8. **What do I do to Communicate?** Question yourself about what you are doing to make yourself understood. Do you use your voice effectively? Do you use gestures well, or are you over-expansive with your hands and arms? Do you make every effort to express yourself clearly and wait to see if everyone has understood the message? Do the following items apply to you and your class?

- Am I prepared?
- Do I care?
- Do I have expertise?
- Can people take risks/feel safe here?

9. **What do I do to Build and Maintain Rapport?** Do you take the initiative in meeting the class members, drawing them out to learn about them on a personal level? Do you treat them with respect and show genuine interest in their questions or comments?

10. **What do I do to attend to Comfort Needs?** (Breaks, food, temperature, etc) Have you followed the list of items on your checklist for setting up the room? Have you allowed enough time for breaks, and are they often enough for adult learners? When you see something which indicates a student is uncomfortable, do you take immediate action to change it (e.g., lower a shade, adjust the thermostat, etc.?)

**Presentation Length**

Do not put your audience to sleep
Grab your Audience

Use questioning
Be enthusiastic
Plan activities
Hold discussions

Make them think............

Speaker's Voice

Speak clearly
Varied rate and tone
Speak loud (but do not shout)

Project

Visual Aids

Increase effectiveness  Clearly designed & appealing
Should be related to topic  May include: costumes, pictures, audio
Not too distracting

**AVOID…..**

- Reading
- Fidgeting
- Rushing
- Too many visuals

---

**Time Management**

- Watch the clock
- Wear a watch
- Have a time keeper
- Allot time for questions/discussion
Guidelines for Presentations

1. **Know Your Content Thoroughly.** As a trainer, it is extremely important to you and the participants that you project the confidence that comes from being competent in your subject area.

2. **Plan Your Presentation in Detail.** “Walk through” and identify how you will present the information, what audio-visual aids you are going to use, etc. Consider what you know about adult learners.

3. **Practice Giving Your Presentation to a Partner.** Co-Worker, family member, or friend and ask for an honest critique.

4. **Be Yourself, Stay with Your Style.** If you are not a joke teller, don’t feel compelled to tell jokes. Don’t be afraid to experiment with new methods and ideas.

5. **Be Enthusiastic.**

6. **Relax Prior to Your Presentation.** Take a walk, breathe deeply, etc.

7. **Use the Principles of Effective Instruction in Your Presentation.** Begin by making the objectives of the workshop clear to the participants. Teach your objectives.

   Individualize the content as much as possible by using examples that are appropriate to the participants.
Utilize the various learning styles (auditory, visual, tactile, verbal, logic, interpersonal, intrapersonal).

Use a variety of methods to check for participants’ understanding. Give them an opportunity to share examples from their own experience that highlight critical points.

Provide opportunities for participants to choose how they want to practice (alone, small groups, large groups, etc.)

Give clear directions for activities and check for understanding to make certain everyone knows what to do.

Use “wait time” after asking a questions to elicit more thoughtful answers. Redirect questions or problems to participants to avoid having all the answers and to capitalize on the experience of the participants.

8. **Plan Carefully for the Mechanics and Management of Your Presentation.**

   Set-up your room prior to student arrival.

   Honor the time schedules and commitments you have made with the participants, however, be aware of the energy level of the group and adjust your presentation to allow for more time for an activity or to take a short “stretch break”. Use “energizers” to add energy during long training periods.

   Identify when and how you will distribute note-taking guides, handouts and other materials. (Make certain that you have enough for every participant. make extras).

   Test all equipment and preview visual aids.
   Provide time at the end of the workshop for participants to reflect on and evaluate their learning.

   **What Makes a Good Audience?**
Active listening
Getting involved
Asking meaningful questions
Eye contact with the speaker
Body language
The Instructors’ Steps To Success - Use Them To Get To The Top

- Enthusiastic
- Audio Visual
- Effective Speaking Skills
- Methods of Instruction
- Training Liabilities
- Lesson Plan Development
- Criterion Testing
- Performance Objectives
- Task Analysis
- Principles of Learning/Adult Learning Theories
- Effective Communication
After the Presentation

REFLECT.........

What was effective?
What did not work?
How could I improve my presentation skills?
Was the audience engaged?

Evaluating Presentations

Appearance of presenter
Presentation mechanics
Organization
Accuracy of research
Voice
Variety

REMEMBER...........

SMILE & RELAX

NERVOUSNESS IS NORMAL!
California POST, Achieving Training Excellence
Concord Law School. Liabilities
Covey, F. Instructor Development
Department of Human Resources (Arkansas, Nevada) Instructor Development
Graphics retrieved from Yahoo.com, Google.com, Ask.com
International Law Enforcement Educators and Trainers Association
Law Enforcement Trainer Magazine
Miller, D. Tips and Techniques. Instructor Seminar
National Institute of Corrections, Training Directors Network
National Safety Council. Instructor Development
Nevada Department of Corrections, Intermediate Instructor Development
Nevada P.O.S.T. Instructor Development
Nevada Public Safety. Instructor Development
Nye County Sheriff, Instructor Development
Purdue University. Bibliography Formats. Retrieved from http://purdue.edu
   (2nd Ed.) (1998), Josey-Bass/Pfeiffer, San Francisco
United States Department of Homeland Security. Instructor Development
University of Phoenix. Adult Learning Theories.
Zigler, Z. Instructor Development Seminar