

# Training the Trainer: Instructional Design Steps

## 2 hours with 20 attendees seated Small Group Tables style.

**Outcome:** Make a connection between good design, engaging participants and results

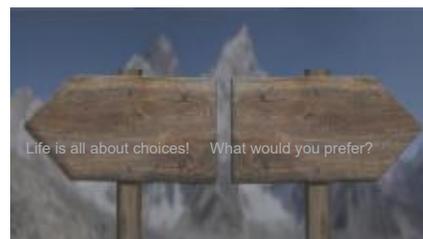
### Anchor: Would You Rather?: Trainer Edition

5

*Kick off a topic by getting participants to think about what they would choose when given only two options.*

### Advanced Prep

Create a series of "Would you rather...?" questions related to your topic at hand. For example, if you were conducting a session on time management, one question may be: Would you rather have the ability to never need to sleep or the ability to be in three places at once?



### Instructions

1. Announce that you will be asking a series of "Would you rather...?" questions.
2. If they would rather take the first option, participants should stand. If they would rather take the second option in your "Would you rather...?" question, then they should remain seated.
3. Ask your first "Would you rather...?" question and allow participants a few moments to process their options and then stand or remain seated.
  - **Would you rather fly in an airplane with a pilot who has listened to a lecture about how to fly a plane or a pilot who has logged 250 hours in a flight simulator?**
4. Ask for several volunteers on both sides of the decision to share why they chose that option.
  - Explain that today's session is not only about how to get participants more hands-on practice (think: flight simulator vs. lecture), but it's also about how to give structure to that hands-on practice
5. Ask one more "Would you rather...?" question: **Would you rather raise awareness of a topic during your session (even if it's forgotten before people return to their desks) or raise people's confidence level in how to do something?**
  - Share with participants that many people say: we just need people to be aware of something. And that's perfectly acceptable... people should be aware of new ideas, concepts, policies, etc. However, if you're going to have people invest their time and the organization's resources in bringing people together for a training session, then the goal should probably be more than simple awareness.

**Outcome:** List the components of good training presentation design

## Anchor: Video: Learning and Forgetting Curves

**20**

*Hook your audience by showing a short video clip that pertains to your topic.*

### Advanced Prep

- Queue up the following video on YouTube: <https://www.youtube.com/watch?v=lltgAV6Ly6M>



### Instructions

1. Briefly explain that you are about to view a video put together by Dr. Will Thalheimer on learning and forgetting curves.
  - We spoke briefly during the round of "Would you rather...?" about awareness (even if people forget what you told them before they get back to their desks) vs raising levels of confidence.
  - The idea of forgetting something before people get back to their desks is not an exaggeration.
  - In this video, you'll have a chance to learn more about how the human brain remembers (or forgets), the concept of the "Forgetting Curve", and some initial thoughts on how to combat it.
  - Once the video has finished, we'll have a brief discussion about whether anything surprised you and any key take-aways you find.
2. Play video: <https://www.youtube.com/watch?v=lltgAV6Ly6M> (12 minutes, 24 seconds)
3. Debrief the video by using the following questions to lead a discussion:
  - Was there anything in that video that surprised you?
  - What was your single biggest take-away from the video?

### Materials

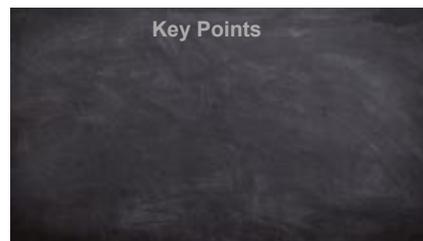
- **Video File:**  
Usually DVD or digital file on a computer

**Outcome:** Make a connection between good design, engaging participants and results

## Content: Lecture: A Closer Look at 4 Design Steps

20

*Informing your participants about the topic in an engaging way can be a simple strategy to share information.*



### Instructions

1. Explain that during the video there were a variety of things that impact the forgetting curve. The first line of defense against the forgetting curve is an engaging presentation with opportunities for practice and simulation that mirrors the real world as closely as possible.
2. One way to give structure to a presentation in an effort to make it meaningful, engaging and to offer practice is to use the following training design model:
  - Anchor
  - Content
  - Application
  - Future Use
3. Explaining the **Anchor**.
  - Ask: Where is the first place your eyes go when you see a group photo - could be a photo of you with your family, you on your high school track team, you in a school play, you with co-workers.
  - Typically, the first place anyone's eyes will go is to find themselves in the photo. It's human nature.
  - An **Anchor** activity is designed to help participants "see themselves" in your content.
  - The purpose of an **Anchor** is to connect your content to your participants - by connecting it to their previous experiences, to a common question they need to answer or a problem they need to solve.
  - Ask participants to briefly brainstorm as many **Anchor** activities as they can think of by shouting them out. Record these ideas on a piece of flipchart.
  - Some ideas to add to the list once participants have finished brainstorming include:
    - Beginning by asking a discussion question or even a rhetorical question.
    - Have people write what they think they know about your topic on sticky notes and post them on a flipchart in front of the room.
    - Ask about participants' best or worst experience with a topic.
    - Play a game of "Would you rather...?"
    - Do a brief demonstration.
4. Explaining the **Content**.
  - **Content** is the step of this process in which you choose to share information about your topic.
  - Keep in mind that it doesn't always have to be lecture (though lecture, when used appropriately, can be one effective method for **Content** delivery).
  - Ask participants to briefly brainstorm some ways to deliver **Content**. Record these ideas on a piece of flipchart.
  - Some ideas to add to the list once participants have finished brainstorming include:
    - Lecture
    - Video
    - Guest speaker
    - Gallery walk
    - Case study
    - Top 10 list
    - Storytelling
    - Podcast
5. Explaining the **Application**.

- **Application** is the step of this process in which participants are given an opportunity to play with and/or practice using your content in a safe setting.
  - Ask participants to briefly brainstorm some ways to implement this **Application** step. Record these ideas on a piece of flipchart.
  - Some ideas to add to the list once participants have finished brainstorming include:
    - Role play
    - Small group discussion
    - Brainstorm solutions to a problem
    - Create a work sample
    - Practice delivering a presentation
    - Provide peer feedback
6. Explaining the **Future Use**.
- **Future Use** is the step of this process in which participants prepare to and/or envision themselves using your content once they leave the training room.
  - Ask participants to briefly brainstorm some ways to implement the **Future Use** step. Record these ideas on a piece of flipchart.
  - Some ideas to add to the list once participants have finished brainstorming include:
    - Develop an action plan
    - Journaling
    - Small or large group reflection
    - Goal setting

**Outcome:** Understand and use four design steps in every training presentation

## Application: Use It: Putting the 4 Design Steps into Action 30

*Have participants put your content to use in a practice environment.*

### Advanced Prep

Develop Handout: Design Step Outline



### Instructions

1. Explain that it's time to see how much of the "4-step" training design process that participants have picked up. In short, it's time for the "Application" step.
2. Instruct participants that they are to work with the other people at their table in order to create a set of activities, using the Anchor/Content/Application/Future Use design steps, for the following learning objective:
  - By the end of this 45-minute presentation, participants will be able to create an engaging PowerPoint slide deck
3. Let participants know they will have 15 minutes to flesh out an outline, and then they will present their outline to the group, where they will receive feedback on:
  - Incorporation of all 4 design steps
  - Specific ways in which their outline can combat the "forgetting curve"
4. Distribute Handout: Design Step Outline and walk around the room, monitoring groups' progress and clarifying any questions that groups may have.
5. After 15 minutes, bring attention back to the front of the room.
6. Before groups present what they've created, remind everyone that their feedback on each group's outlines should revolve specifically around:
  - Incorporation of all 4 design steps
  - Specific ways in which each outline combats the "forgetting curve"
7. Allow each group to have 5 minutes to present the outline they've created and then allow peers to provide feedback before going to the next group.
8. Debrief this activity by using the following questions:
  - What was the most difficult part about coming up with an outline for this objective?
  - How is the Anchor/Content/Application/Future Use model different from how you've typically designed training?
  - What happens to the presentation if you omit the **Anchor** step? What happens if you omit the **Application** step?

**Outcome:** Make a connection between good design, engaging participants and results

## Application: Cause and Effect Posters

30

Create posters to help brainstorm the effects of a cause.

### Instructions

1. Ask participants for problems/causes that they see that could prevent engaging, effective training. Once you have 3-5 good problems/causes, ask participants to come up with 3-5 causes of motivated learners in a training session.
2. As ideas are shared, write them in the center of a piece of chart paper (1 cause per piece of paper).
  - One example of a problem/cause that participants could come up with could be: *Too many PowerPoint slides*
3. Continue until you have 5-10 problems/causes.
4. Position the pieces of chart paper at different spots around the room.
5. Give each table group a marker and assign each table group one problem/cause poster to stand next to. Groups should write effects that result due to that problem/cause. Ask groups to write their effect ideas on the outer edge of each chart paper and connect their cause to the effect with an arrow.
  - Some brainstormed effects of the problem/cause poster could include: Bored participants, passive learning, impact of the dreaded forgetting curve.
6. Tell groups that they will have approximately 60 seconds to work at a poster before they will be asked to rotate to a new poster.
7. Once groups have spent time at each poster, ask participants to return to their seats.
8. Summarize the findings by identifying trends and connecting the participants' comments to the topic at hand.
9. Finish this session by asking:
  - What do you think is the most essential thing to keep in mind when you want to design engaging, effective learning experiences?



### Materials

- **Flip Chart:**  
Flip chart paper allows you to collect what is happening in the room and record
- **Markers:**  
We like Mr. Sketch markers, but you can use whatever markers show well and don't write through multiple layers of paper.

## All Materials

- Flip Chart Markers
- Video File
- Flip Chart