

# How We Teach: Ten Steps for Effective Training

Component	Explanation	Notes
1. Objectives Clearly Stated	Must be observable and limited in number. "At the end of the session, the participants will (be able) to...."	For a 40-minute session, expect to cover two or three objectives at most.
2. Mental Set	An experience, story or information that "opens the attention gates" and gets the audience "leaning in" to what you're doing. Don't forget to answer the question <i>W/IFM?</i>	Should be quick, and should be able to articulate the objective through the mental set. <ul style="list-style-type: none"> <li>• "Remember when...?"</li> <li>• "Did you see that article in last night's news about...?"</li> <li>• "How many of you...."</li> <li>• "Imagine how it must have felt to..."</li> </ul>
3. Content	This is the key content of the session. Direct presentation of information—lecture, video, direct instruction.	Aim for a variety of formats and learning styles in order to keep participants engaged
4. Check for Understanding	For more basic skills, simpler questions work well. For deeper mastery, have participants relate the skill to their own experience.	A good check allows for 100% participation.
5. Monitoring and Adjusting	Facilitators are constantly monitoring and making adjustments, based on results of checks for understanding.	Instructional content can include suggestions for alternative ways to make a point.
6. Clear Instructions for Practice Exercise	Give the "why" we're doing this. Break it into small steps. If there are more than three steps, write down the directions.	May need a quick model, check for understanding, answer questions before going into actual practice.
7. Modeling	Demonstrate the skill steps in the most realistic context possible under the circumstances.	Often easiest for participants to model a skill in small groups.
8. Practice Exercise	Pairs, small groups, on paper, in the mirror.	Step 7 was instructions for the practice exercise; step 8 is the practice exercise itself.
9. Feedback/ Evaluation of the Practice	Don't need to wait for the training evaluation to ask for feedback.	Key phrases are helpful when asking for feedback.
10. Transfer	Directly structure how to use this at home or in the field.	Worksheets, templates and next steps work plans facilitate transfer. Participants can review instructional videos to refresh understanding on key concepts and steps.