There is so much we need people to know. How do we get started figuring out what to teach them and how to deliver it?

I landed on **Chunk Flip Guide Laugh** when asked why I did what I did. I was on my way to a conference where I was to present on my instructional design approach. It was the end of the training year. I was tired. I did not prepare a presentation. Instead I drew the words **Chunk**, **Flip**, **Guide**, and **Laugh** in my notebook much as I have here, and I explained the science and common sense behind each idea.

Chunk: There is a mountain on information that we want people to know. Let's take the time to organize and prioritize it so they don't have to.

If you only knew 3-5 things about this topic, what would you need to know?

Flip: If we rely only on classroom learning, we are leaving time on the table. We aren't dealing with the other barriers holding people back from action.

How can you reach more people in deeper ways so they bring what they learn back to their organizations?

Guide: We make a ton of assumptions when we wish other people to take action on something. Our expertise can lead us to take shortcuts that they don't know or understand.

If you were to go what you are telling others to do, what would be your next three steps?
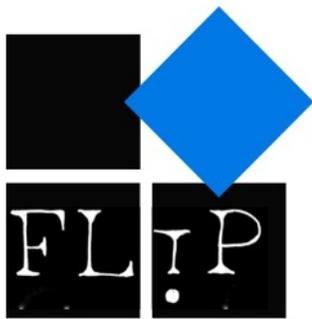
Laugh: Adults bring a lot of emotion to the topics we teach. When we take the time to honor and harness those emotions, we show them that we care and see them as whole people.

How do you honor and harness the emotions that people feel on this topic?

These worksheets were designed to help you figure out what you want to teach and how to deliver that in a way that allows people to learn and take action.

For more on instructional design, visit nancybacon.com.

If you only knew 3-5 things about this topic, what would you need to know?

Another way to think about it... If you were to organize everything there is to know into buckets, what would those buckets be?

CHUNK

Step 1

My 3-5 List
1
2
3
4
5

Step 2

And you should know these 3-5 things about that

How can you reach more people in deeper ways so they bring what they learn back to their organization?

Anatomy of a Lesson

When the plumbing breaks, we watch a YouTube video. The "teacher" does not have to be there. This shows us that we can break up lessons into its parts: **what** (function of activity), **who** (is involved), and **how** (it is being delivered). This challenges us to think about each these parts and how we mix and match them to expand learning opportunities.

What		Who		How		
Content Knowledge, information, ideas	**Practice** *Application* of knowledge, discussion of ideas	**Teacher** Expert delivering content, guiding practice	**Student** Learner, participant	**Individual** Self-guided study, Learning on your own	**Group** Peer network, work-related group (i.e. staff or board)	**Classroom** Space where teacher delivers content to students

Expanding Opportunities to Learn

Let's mix and match the parts of a lesson. Our goal is to reach more people and deepen how those people bring what they learn into the life of their organizations.

How			What	Who
Class-room	**Group**	**Self-study**	What is the focus: teaching content, application of that content, or both?	Who is involved in the teaching and learning? How are they involved?
Examples ☑	☐	☐	Workshop: *Both. Content and discussion take place over a 4-hour workshop*	*Teacher and student. They are together at the same time and place.*
☐	☑	☐	Board meeting in which group watches recorded lesson and then discusses it. *Focus is BOTH learning and application.*	*This is a case of asynchronous learning; teacher and student are NOT in the same place at the same time.*
☑	☑	☐	Workshop with tools designed to be re-deployed by workshop participants. *Learning followed by more learning and application*	*The first event is a traditional classroom learning experience. This is followed by peer learning and application.*
☐	☐	☑	Website containing tools, templates, and short explanatory videos. *Some teaching, but mostly application.*	*Student is working individually to solve a problem.*
Your turn! ☐	☐	☐		
☐	☐	☐		

If you were to do what you are telling others to do, what would be your next three steps?

Think about:
- **Words** or terms you may be assuming they know
- **Steps to a process** that you are assuming they know or have taken
- **Resources or networks** you may be assuming they have
- **Attitudes or skills** you may be assuming they possess

What do you think they should do? (Be very specific.)

What might you be assuming?			
Words/terms	Steps to a process	Resources	Attitudes/skills

What could you define, provide or suggest to fast track their ability to do what you are telling them to do?			
Define words/terms	Define steps	Provide resources	Address attitudes/skills

Now restate. What do you think they should do? Include each step.
1.
2.
3.
4.
5.

How do you honor and harness the emotions that people feel on this topic?

What are the predominant emotions that people tend to feel on this topic?

How do you know? How does it show itself?

What is the opposite emotion—or the emotion that you would prefer people to feel?

What are some ways that you could infuse the preferred emotion into the lesson?
How can you present learning in a way that leaves them feeling the preferred emotion at the end?