# ****Example Orientation Session Plan****

**The Session Plan**

For each individual training session within your Training Program you should create a **session plan**. If you create a Daily Plan **first** it will be very easy to create session plans. You can just cut and paste the material in your Daily Plan into your session Plan.

You can use a template which makes it very simply. The session plan is created **for your benefit**, not for the benefit of the participants. You will use the plan to guide your training. It will provide a summary of each and every session of your training program.

The following is an example of a Session Plan that has been completed for the session on an Introduction to the Rules of Evidence from the training program for judges on the Rules of Evidence:

|  |
| --- |
| **Session Plan:** |
| **Training Program** | An Introduction to the Rules of Evidence |
| **Topic**  | The Rules of Evidence |
| **Outcomes** | That participants will be reasonably able to:* Explain the types of evidence that may be presented to a court.
* Describe the concept of relevance of evidence.
* List the reasons why evidence may not be admissible into court.
* Explain the purpose of the Rules of Evidence.
 |
| **Trainer**  |  |
| **Time – 90 mins** | **Content: An introduction to the rules of evidence** |
| **Start** 10 mins | **INTRODUCTION****G**et attention: Tell an interesting story**L**ink to learner’s previous interest/experience: You are all Judges who hear evidence presented in cases before your court. It is important to understand the Rules of Evidence which determine whether particular evidence should be admitted for consideration by the court. **O**utcomes (learning outcomes): Discuss the learning outcomes listed above**S**tructure of the session: Session will be divided into four sessions (see sub-topics below)**S**afety and housekeeping: Morning tea will be held at end of session**S**timulate motivation - what is in it for the learner? Judges must know the Rules of Evidence in order to carry out their judicial functions effectively. |
| 20 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
| Types of evidence | Presentation | Questions |  PowerPoint |
| 20 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
| Concept of relevance of evidence | Case Study | Questions | Handouts |
| 20 mins | Sub-topics | Methodology | Summary / Assessment | Resources  |
| Reasons for evidence not being admissible | Brainstorm | Game | Whiteboard and pen |
| 10 mins | Sub-Topics | Methodology | Summary / Assessment | Resources |
| Purpose of the Rules of Evidence | Presentation | Quiz | PowerPoint |
| 10 mins**Ends**  | **Conclusion: COFF****O**utcomes and summary- review your learning outcomes.**F**eedback – obtain feedback from participants.**F**uture – what will be the content of the next training session? The Hearsay Rule. |
| **Special Requirements / Preparation / Comments:** |

**Learning objectives and learning outcomes**

Each Training Program should have a **learning objective**. This is the broad purpose of the training? For example if you are delivering training to judges on the Rules of Evidence the learning objective may be:

*For participants to gain knowledge of the Rules of Evidence that will assist them in determining what evidence is admissible in court hearings.*

**Learning Outcomes**

Each session in a Training Program should have **Learning Outcomes**. They will be listed in the session plan. They explain what participants will be able to do at the end of the training session and how well they will be able to do it. For example, the learning outcomes for our session on an Introduction to the Rules of Evidence were:

*Participants will be reasonably able to:*

* *Explain the types of evidence that may be presented to a court.*
* *Describe the concept of relevance of evidence.*
* *List the reasons why evidence may not be admissible into court.*
* *Explain the purpose of the Rules of Evidence.*

You will notice that all the outcomes begin with a verb e.g. ‘explain’, ‘list’ and ‘describe’. This makes it possible to measure if these outcomes have been achieved. This can be done by assessing participants during training. You could give participants a short quiz to assess understanding. We will talk more about assessment later in this handbook.

**Determining topics and content**

How do you work out the content of a training program and the content of each session? There are a number of questions you can ask yourself to help you develop topics and content:

* What were the results of your Training Needs Analysis?
* Who are your participants?
* What are the participants' backgrounds and needs: are they newly appointed or more experienced? What are their roles and duties? What do they need to know and do? What existing experience do they possess on the subject?
* What is the time available for the session?
* How complex should the training be?

**Planning the content using the sticky note method**

One method of creating content is to use sticky notes. This is the process:

1. Identify possible content i.e. brainstorm all ideas related to the topic. Write each idea on separate sticky notes.
2. Analyse content: divide the sticky notes into 3 piles:
3. **must know** (content that **must** be presented).
4. **should know** (content that is important but not essential).
5. **could know** (content that could be presented but is not important or essential).
6. Sort the content: put into themes or families. Create a name for each theme.
7. Sequence the content: deal with general material first and then more specific material. Deal with known to unknown.

**Themes**

Each theme or family will be the content for one session in your training program.

The great benefit of using the sticky note method is you can move sessions and content around very easily if you wish.

**Delivering the training**

The introduction to each training session is very important. One way of introducing a session is to use the acronym **GLOSSS**. When delivering your training make sure you have covered each part of the **GLOSSS**.

Each letter stands for:

**G:** **Get** Attention

**L: Link** to participant’s previous experience of learning

**O:** Summarise the **learning outcomes** for the session

**S:** Explain the **structure** of the session

**S:** **Safety / housekeeping**: tell participants about housekeeping matters e.g. where facilities are, when lunch will be held etc…

**S:** **Stimulate** participants: tell participants why this training is important to them.

Let’s look at each part of the introduction in detail.

* **G: Get Attention**

 You can gain the audience's attention in a number of ways*:*

* Present an interesting case
* Use quotation
* Use some statistics
* Tell an extraordinary story
* Talk about some current events
* Use humour.
* **L: Link to participant’s previous experience of learning**

 Each participant brings to training previous knowledge and experience. Your introduction can remind them about this and tell them how this training will link to that knowledge and experience.

* **O: Summarise the learning outcomes for the session**

 State the session's learning outcomes. This will explain what the participants will be able to do at the end of the session and how well they will be able to do it.

* **S: Explain the structure of the session**

 Summarise the content you will cover in the session. This information is in your session plan. You will have your content divided up into sub-topics and the plan will tell you how long you will spend on each sub-topic.

* **S: Safety/housekeeping:**

You need to tell participants about housekeeping matters e.g. where facilities are and when lunch will be held.

* **S: Stimulate participants:**

Remind participants why this training is important to them. Explain how they will be able to use it in their day to day work.

**Delivering the body (content) of the session**

**Beginning of session**

* Make sure you have any handouts ready to be distributed.
* Make sure you have all training resources you will use during the session ready.
* State the session's key points.
* Explain each point in brief.
* Explain how the topic relates to and affects the participants.

**Body**

* Begin by restating each key point.
* Explain and present information.
* Present the essential content, then the important, and then the good to know information.
* Use examples and illustrations to help explain the points.
* Use verbal and visual materials.
* Present an example of each idea.
* Emphasise and repeat the point under discussion.
* Present problems, cases and questions.
* Wait to receive participants' responses.
* Assess whether responses indicate that the participants understand the key points.
* Present the responses, solutions and explanations.
* Provide a brief summary at the end of each key point.

**Conclusion**

Concluding each training session is important. Present a logical ending that illustrates the structure and result. Use **COFF** to conclude your session.

* **C**: **Conclude**
* **O**: **Revisit your learning** outcomes **to check they have been achieved**
* **F**: **Gain** feedback **from participants**
* **F**: **Talk about the future** e.g. what the next session will cover or what the next training program will cover.

**Extract from the *PJSI Judicial Orientation Session Planning Toolkit*, 2020**.

The full Toolkit is available here: <https://www.fedcourt.gov.au/pjsi/resources/toolkits>