# Instructors Guide

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.
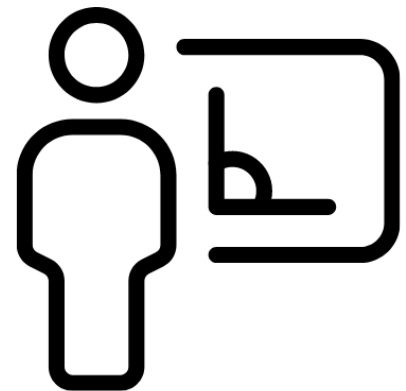
Module Two: The Prep Work
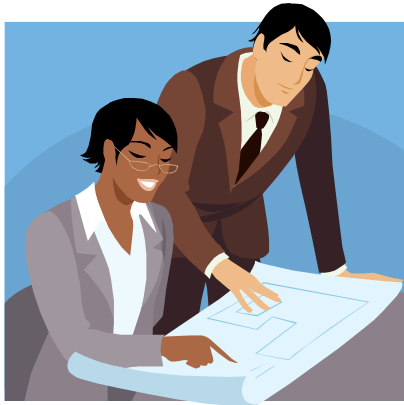
Prep work is necessary to the success of every endeavor. The success of lunch and learns depends heavily on the prep work. It is important to plan out the details of the gatherings. Planning requires more than a time and a date. You must find the right location, and set everything up ahead of time. This will prevent surprises and ensure that everything runs smoothly.

Finding the Best Location

The most important prep work for a lunch and learn is finding the best location. Depending on the needs of the program, you must find a location large enough to host your participants comfortably, offers ample room for them to eat, and provides enough room for any training exercises. A location that is too small will feel cramped and uncomfortable, and a location that is too large may encourage participants to isolate themselves.

Venues:

- Meeting rooms
- Restaurants
- Hotel conference rooms
- Public venues

Estimated Time	10 minutes
Topic Objective	Introduce locations.
Topic Summary	**Finding the Best Location** Discuss different locations.
Materials Required	**Flipchart/board and marker**
Planning Checklist	None
Recommended Activity	List different venues on the flipchart/board. Have participants discuss the pros and cons of each and list them on the flipchart/board.
Stories to Share	Share any personal or relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	What variables will determine the best location?

Setting up the Location
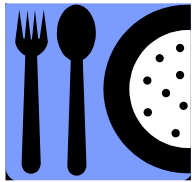
The learning itself will determine what you need to set up ahead of time. Ask yourself a few questions to determine what you need to set up.

Setting up:

- Will you cater the event? How much time does the caterer need?
- What electronic devices will be used (computer, overhead, etc.)?
- Are there accessible outlets?
- What decoration/banners are you using?
- How will training materials be distributed?
- Are there enough garbage cans?
- Who will be responsible for clean up?

Once you have answered these questions, you will be able to make the necessary preparations and set up the space appropriately.

Estimated Time	15 minutes
Topic Objective	Introduce set-up
Topic Summary	**Setting up the Location** Discuss setting up locations.
Materials Required	**Worksheet 1-Set up**
Planning Checklist	None
Recommended Activity	Complete the worksheet individually. Share your answers with the rest of the class.
Stories to Share	Share any personal relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	What other variables will determine the set up?

Focus Group

Conducting a focus group is a useful method for determining which subjects you could address in a lunch and learn. Remember that not every topic will work in a lunch and learn format. Still, it is important to have an idea of what your audience finds interesting.

Conducting a Focus Group:

- Choose 8 to 12 questions to help determine topics.
- Choose employees from different departments; create a broad sample of people who do not work together.
- Arrange a comfortable space, and prepare employees for the time necessary to complete the discussion.

Estimated Time	15 minutes
Topic Objective	Introduce focus groups.
Topic Summary	**Focus Group**

	Discuss focus groups.
Materials Required	**Flipchart/board and marker**
Planning Checklist	None
Recommended Activity	As a group, brainstorm questions that you would ask a focus group. List these on the flipchart/ board.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	What employees would you choose?

Practice

Lunch and learns are typically relaxed atmospheres, but it is important not to become so relaxed that you forget to practice for the event. Lunch and learns are not long, so be sure to time the presentation, including any materials/activities you intend to include.

Keys to a successful Presentation:

- **Content**: Do not wing a presentation. Have the content outlined and written.
- **Delivery**: Determine how you will deliver the presentation.

Practice any group exercises. This helps you work out any kinks ahead of time and determine how long is needed to complete each exercise.

Estimated Time	**10 minutes**
Topic Objective	Introduce practice for a lunch and learn.
Topic Summary	**Practice** Practice preparing for a lunch and learn.
Materials Required	**Worksheet 2-Practice**

Planning Checklist	None
Recommended Activity	Complete the worksheet individually. Share your answers with the rest of the class.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	On average, how much time should be dedicated to each activity?

Practical Illustration

Donna was hosting a Lunch and Learn focusing on some new email procedures. She was very familiar with the material, and she did not think that she needed to practice. When she began the presentation, she realized that the slides were not in the order that she thought. Donna had the room wait while she changed the slides to fit the order that she wanted. By the time she finished the presentation, there was not much time left to answer questions. Some people stayed late to clarify the information.

Module Two: Review Questions

1.) What feature does the room require for a lunch and learn, besides room for eating?

    a) Energy sources
    b) Exercises
    c) Practices
    d) None of the above

The lunch and learn location should have enough room for people to eat and to host exercises. The size will depend on the type of exercises used.

2.) What happens when a venue is too small?

    a) Participants isolate themselves
    b) Assessment is difficult
    c) Feels cramped
    d) There is no room to eat

A venue that is too small will feel cramp and uncomfortable. A large venue will allow isolation.

3.) When should clean-up be addressed?

    a) At set up
    b) At the end of the session
    c) A and B
    d) None of the above

Clean up should not be let to the last minute. It should be addressed with the set up.

4.) What will help prepare for the set up?

    a) Catering options
    b) Timing
    c) Technology
    d) Questions

There are questions that should be asked before setting up. The answers to these questions will guide the set up.

5.) How many questions would you use in a focus group?

a) 8-12
b) 4-8
c) 6-10
d) 5-9

The number of questions for a focus group should be limited. The ideal number is between 8 and 12.

6.) Why conduct a focus group for a lunch and learn?

a) To practice
b) To seek feedback
c) To determine new practices
d) To determine the topic

A focus group is useful for many options. In preparing for a lunch and learn, they will help determine which topics to choose.

7.) What should you practice to prevent kinks?

a) Content
b) Exercises
c) Time
d) Delivery

It is important to practice exercises. This will discover kinks and prevent them from becoming problems during the presentation.

8.) How should you practice the content?

a) Outlined
b) Written
c) Outlined and written
d) Relaxed

Content should be determined before the presentation. Outline and write the content.

9.) _____ is necessary to the success of every endeavor.

    a) Information
    b) Slides
    c) Presentation
    d) Preparation

Prep work is necessary to the success of every endeavor

10.) What is the most important aspect to consider when planning a lunch and learn?

    a) Questions
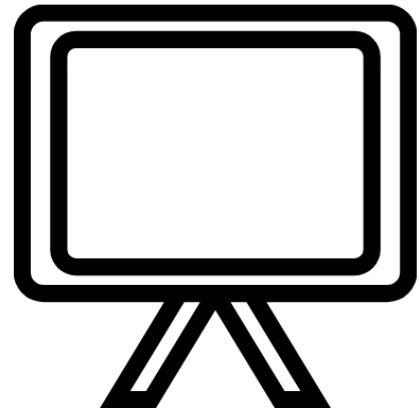   b) Lunch
    c) Location
    d) Presentations

The most important prep work for a lunch and learn is finding the best location.

PowerPoint Slides

Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

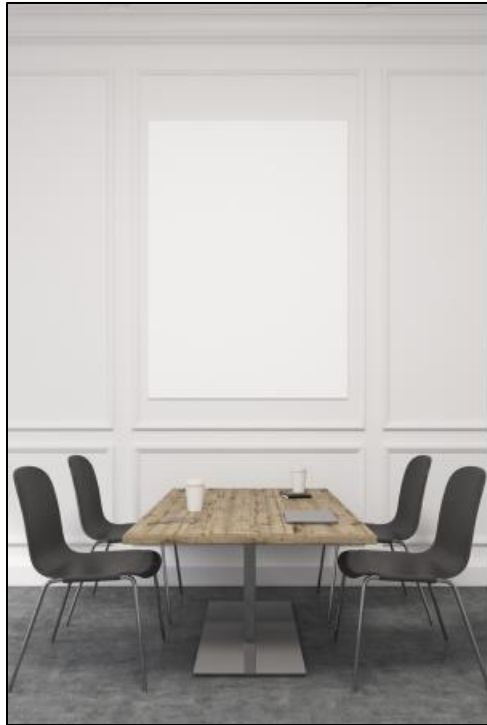> *Before anything else, preparation is the key to success.*
>
> Alexander Graham Bell

The Prep Work

The success of lunch and learns depends heavily on the prep work.

Planning requires more than a time and a date.

Finding the Best Location

- Meeting rooms
- Restaurants
- Hotel conference rooms
- Public venues

Setting Up the Location

Will you cater the event

What electronic devices will be used

Are there accessible outlets

Focus Group

Not every topic will work in a lunch and learn format. Still, it is important to have an idea of what your audience finds interesting.

Practice

- **Content**: Do not wing a presentation. Have the content outlined and written.
- **Delivery**: Determine how you will deliver the presentation.

Practical Illustration

- Finding the Best Location
- Setting up the Location
- Focus Group
- Practice

Module Two: Review Questions

1. What feature does the room require for a lunch and learn, besides room for eating?

A. Energy sources

B. Exercises

C. Practices

D. None of the above

Quick Reference Sheets

Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Developing a Lunch and Learn
Quick Reference Sheet

Make it Interactive

Presentations need to be interactive in order to be successful. PowerPoint and other programs will help you create interesting visuals, but pictures alone are not enough to make the audience interact. Interactions can be facilitated by different activities.

Games: Games can be used as icebreakers or to make a point. Choose a game that relates to your topic and your audience.

Round tables: Round tables promote conversation between presenters and members of the audience.

Stories/Testimonials: Ask a few people to share relevant stories or testimonials and take questions. People engage with personal stories.

Ground Rules

To set the tone of the meeting, you should have a few basic ground rules established that lay out clear expectations for the participants. You should establish ground rules based on the topic covered and your audience.

Common Ground Rule Topics

- Cell phone use, or lack thereof
- Respectful communication
- Transitions
- Use of equipment/props

The rules need to be basic, and you should be able to explain them quickly. Regardless of the ground rules that you choose, you need to explain them before the presentation begins.
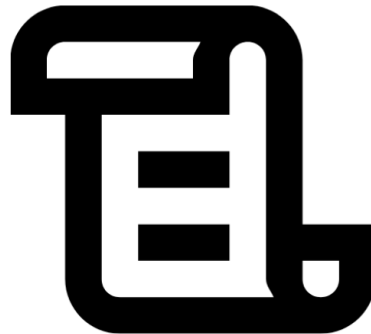
Food Issues

Most disruptions can be prevented by completing your prep work. Many office buildings and offsite locations have food policies, which you should consult before making any decisions regarding food. Even if the location does not have food policies in place, it is a good idea to consult the participants about common food issues.

Common Issues

- Smell

- Mess

- Allergies

Handouts

Each course is provided with a wide range of worksheets. Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.
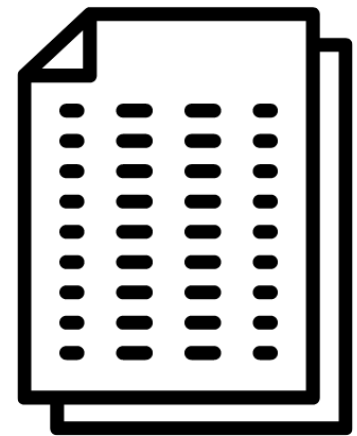
Sample Worksheet 1

Set Up

Think of what you would need in order to offer a Lunch and learn on changes to health benefits. Answer the questions from the module below.

- _____

- _____

- _____

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Notes:

_____

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Sample Worksheet 2

Practice

Consider a Lunch and learn that would be effective in your organization. Create an outline for it in the space provided.

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Icebreaker: Categories

PURPOSE

To help participants get to know each other.

MATERIALS REQUIRED

None

PREPARATION

Prepare a list of categories, such as:

1. Favorite color

2. Favorite season

3. Number of siblings

4. Astrological sign

5. Shoe size

6. Favorite subject in school

ACTIVITY

Ask participants to stand. Ask them to arrange themselves categorically. For example, you might say, "What is your favorite color?" Participants will look for other people who share their favorite color and form groups. Once everyone is in a group, ask the groups to identify themselves. Repeat the activity with four or five different categories.

Certificate of Completion

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.
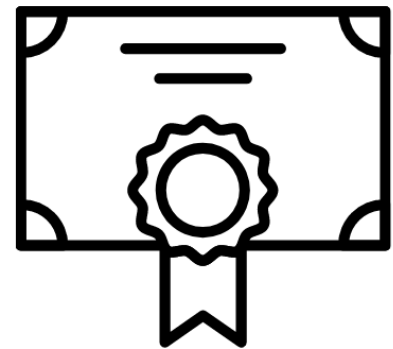
CERTIFICATE OF COMPLETION

[Name]

Has mastered the course

Developing a Lunch and Learn

Awarded this _____ day of _____ e ____, 20 ____

_____

Presenter Name and Title