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COURSE BROCHURE

Lesson Plan and Learning Materials Development Training Course

10 – 14 May 2027
Singapore

Lesson Plan and Learning Materials Development Training Course

Ref: 1140_42959 **Date:** 10 – 14 May 2027 **Location:** Singapore **Fees:** 6900 GBP

Lesson Plan and Learning Materials Development is a 1-week training course for new trainers and subject matter experts who must turn expertise into sessions others can follow, and each participant leaves with a rehearsed session materials pack. As organisations ask specialists to teach colleagues, the quality of a lesson plan, its handouts and slides decides whether knowledge actually transfers. The course reflects how Jupiter Prime Training approaches Lesson Plan and Learning Materials Development.

Why Lesson Plan and Learning Materials Development Matters Now

Three forces shape the subject today: specialists increasingly teach their own colleagues instead of handing topics to professional trainers, learners expect short active segments rather than long lectures, and managers want proof that a session changed practice. Sessions built on clear plans and purposeful materials travel between trainers and sites; improvised ones depend on one person and fade. The course rests on the ADDIE instructional design model Analyse, Design, Develop, Implement, Evaluate and uses the Kirkpatrick four-level evaluation model to shape feedback questions.

Who Gains Most from Lesson Plan and Learning Materials Development

- Engineers and technicians asked to brief colleagues on procedures and equipment
- Finance, legal and compliance specialists explaining policies to non-specialist staff
- Clinical and laboratory staff preparing induction and refresher sessions
- Newly appointed trainers writing their first set of session documents
- Team members who run on-the-job instruction for new joiners

A department that sends several of its subject experts together gains most, because they return with a shared lesson plan template.

Lesson Plan and Learning Materials Development Capabilities

Participants move from a topic in their head to a written plan, finished learner materials and a rehearsed session.

- Specify measurable learning objectives with Bloom's verbs and conditions — the line manager judging transfer
- Design a timed lesson plan that sequences input, activity and check for learning — the learners' attention span
- Build slides, handouts and job aids that each serve a stated objective — learners after the session
- Write trainer notes detailed enough for a colleague to run the session — continuity when the author is absent
- Apply voice, pacing and questioning techniques during a rehearsal — learner confidence and participation

- Test the session with peer feedback and revise the materials — the next cohort

Key Lesson Plan and Learning Materials Development Terms

- Learning objective — a statement of what a learner will be able to do, under what conditions and to what standard.
- Lesson plan — a timed document listing each segment, its method, materials and the check that confirms learning.
- Trainer notes — the script and cues that let any qualified colleague deliver a session as designed.
- Job aid — a short reference such as a checklist or flowchart used at the point of work.
- Check for learning — a quick question, task or quiz that shows whether an objective has been met.
- Micro-teach — a short rehearsed segment delivered to peers who give structured feedback.

Lesson Plan and Learning Materials Development Day by Day

Day 1: From Expertise to Learning Objectives

- ADDIE Instructional Design Model — Locating Lesson Planning Within the Cycle
- Expert Blind Spot Mapping — Deciding What Novices Actually Need
- Bloom's Taxonomy Verb Selection — Matching Objectives to Expected Performance
- Objective Writing With Conditions and Standards — Making Results Observable
- Content Prioritisation Grid — Separating Must-Know From Nice-to-Know

Day 2: Structuring the Lesson Plan

- Timed Segment Sequencing — Balancing Input, Practice and Reflection
- Opening Hooks and Session Roadmaps — Securing Attention Early
- Activity Selection Matrix — Choosing Case, Demonstration or Role-Play
- Checks for Learning Placement — Confirming Progress Before Moving On
- Lesson Plan Template Drafting — Standardising Session Documents Across Trainers

Day 3: Building Learner Materials

- Slide Design Principles for Learning — Reducing Text and Cognitive Load
- Handout and Workbook Layout — Supporting Note-Taking and Later Reference
- Job Aids and Checklists — Carrying Learning Back to the Workplace
- Case and Scenario Writing — Drawing Examples From Engineering and Healthcare
- Trainer Notes and Facilitator Cues — Enabling Colleagues to Deliver the Session

Day 4: Presenting and Giving Feedback

- Voice, Pace and Body Language — Projecting Confidence in Front of Learners
- Questioning Techniques — Drawing Answers Instead of Supplying Them
- Handling Difficult Questions and Learners — Keeping the Session on Plan
- Feedback Models for Learners — Correcting Errors While Keeping Motivation
- Kirkpatrick Reaction and Learning Checks — Gathering Evidence of Session Impact

Day 5: Practising the Session Materials Pack

- Micro-Teach Rehearsal of an Opening Segment — Testing Hooks and Objectives
- Peer Observation Checklist Scoring — Spotting Gaps in Plan and Materials
- Materials Revision After Feedback — Tightening Slides, Handouts and Job Aids
- Full Session Run-Through With Timing — Confirming the Lesson Plan Holds
- Session Materials Pack Completion — Ready for the First Live Cohort

Applying Lesson Plan and Learning Materials Development After the Course

- Rewrite one existing internal session with measurable objectives, a timed lesson plan and trainer notes a colleague could use.
- Run a micro-teach with two peers using the observation checklist, then revise the slides and handouts before the next live cohort.

Lesson Plan and Learning Materials Development Questions FAQ

What is lesson plan and learning materials development, and why does it matter now?

It is the practice of turning expertise into objectives, a timed plan and learner materials. It matters now because more specialists teach colleagues directly, and well-built documents let knowledge transfer reliably.

Which roles gain most from lesson plan and learning materials development?

Subject matter experts and new trainers gain most.

How does lesson plan and learning materials development differ from a general train the trainer course?

It centres on the documents behind a session rather than broad trainer skills. You spend most time writing objectives, plans, slides, handouts and trainer notes, then rehearse with them.

What do you bring back from lesson plan and learning materials development?

You bring back a rehearsed set of session documents: objectives, a timed plan, slides, handouts, a job aid and trainer notes.

Lesson Plan and Learning Materials Development: The Way Forward

The session materials pack first informs which internal topic is converted next from informal briefing to a structured session. Fellow experts and learning coordinators reuse it as a model. After its first live cohort, revisit whether the checks for learning showed real progress, and adjust objectives and activities where they did not.