



Colorado POST Academic Curriculum Committee

Guidance for Lesson Plan Format

This Guide is provided to assist Academy Directors, staff and instructors in reviewing lesson plans prior to submitting to POST for approval.

All Skills instructors should have attended a “Train the Trainer” course that covers the topic of lesson planning development in detail, and that course is recommended for academic instructors as well. This document serves as a refresher that is in line with Rule 21 – Basic, Refresher and Reserve Training of the POST Manual. The Guide also provides some tips and suggestions from members of the POST Curriculum Committee.

We encourage Directors to pass this document along to their staff and instructors for review and reference.

About the Curriculum Committee: The Police Officer Standards and Training board is established under CRS 24-31-302, which further establishes committees and rules for Firearms, Driving, Arrest Control and Curricula.

The Curriculum Committee helps develop and assess academic curricula, programs, lesson plans/materials, training sites, and other duties.

The Committee is made up of professional volunteers with substantial law enforcement training and experience. Most are “active duty” and currently work for law enforcement agencies, while others are retired/former peace officers. Passionate about excellence through training, each of the members of the Curriculum Committee has a desire to help agencies and Academies produce the highest quality peace officer training to best serve the citizens of and visitors to Colorado.

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**Note that in Section 2 comments to the reader are in red.*

Section 1: Reviewing Lesson Plans

Lesson plan reviews by POST are a necessary and required aspect of approving Law Enforcement Academies in the State of Colorado. They ensure that required material is being taught, standards are being met, and that consistent outcomes are met for basic peace officer training.

To review lesson plans, POST uses a checklist as a guide to confirm that required materials are present and meet the expectations of Rule 21 of the POST Manual, particularly Section F 3 c. These are “checkbox” items that generally are present/correct or not. Of course, quality is a concern as well and becomes a subjective measure, but rest assured, members of the POST board are all experienced trainers and educators and while standards might seem “high,” decisions are made with realistic and attainable results in mind.

The elements below are the basic requirements of Rule 21 in checklist format:

- Course Title
- Number of Hours Required by Current Catalog
- Actual Hours of Instruction
- Date Prepared
- Date of last revision, if applicable
- Name and title of author
- Name and title of person approving
- Learning Goals, Course Objectives and/or Specific Performance Outcomes listed as specified by POST
- Methods of Instruction
- List of Source Materials used to develop the course
- Testing/Assessment Methods such as written test questions/answers, performance rubrics or other assessment tools appropriate to measure the learning goal and outcomes.
- Safety plan control measures specific to any practical exercise, role-play, scenario, or other reality-based activity.
- Copies of tests, handouts, rubrics, multi-media and/or PowerPoint Presentations utilized in the training.

Content: *(Content must be sufficient to substantiate the goals, objectives and/or outcomes of the course)*

- Does all case and statutory law appear current?
- Are cases and statutes cited as necessary to identify the source?
- Are all performance outcomes met?
- Does the lesson plan contain all critical information to be delivered as defined in Rule 21.f.III?

As you can see, the lesson plan criteria above are comprehensive, but realistic for any Academy to produce and submit to POST. Often, lesson plans need a simple review before submission to ensure all ‘boxes are checked’. Below are the criteria explained in further detail, both for the “cover sheet” and for the body of the lesson plan.

Section 2. Required Information

This “cover sheet” is the first couple of pages of a lesson plan and not a ‘stand-alone’ document. See the notes on the right side to help complete the section. Instructions and comments from POST are in red, bold italics.

Course Title	<i>Title of the course that <u>matches</u> the POST Curriculum title</i>
P.O.S.T. Required Hours	<i>A class must be at least the required hours</i>
Academy Required Hours	<i>An Academy may choose to devote more time to a subject, but the minimum must be met.</i>
Prepared By	<i>Who prepared the lesson plan? This may not be the actual instructor. (Recall that Rule 21 states of lesson plans that “[c]ontent must be sufficient in scope and specificity to allow an instructor who did not author the lesson plan or develop the supporting materials to effectively teach the course.”)</i>
Date Prepared	<i>Self-explanatory</i>
Date Revised	<i>Revisions are expected and encouraged. It shows an Academy has reviewed the lesson plan against any new/revised POST requirements, legislative changes, or other thing(s) that affect content. Yearly reviews might be a good benchmark when you look at this date.</i>
Learning Goal	<i>This is the general learning goal which can be copied directly from the POST manual.</i>
Performance Outcomes	<i>These are the specific performance outcomes as listed by POST for the course identified. An instructor may add outcomes if desired, but they should be identified clearly as “not POST required.” THIS IS THE <u>MOST COMMON ERROR</u> IN LESSON PLANS SUBMITTED TO POST: UNFULFILLED OR MIS-REFERENCED PERFORMANCE OUTCOMES. See the lesson plan content below for commentary on how to avoid this problem.</i>
Methods of Instruction	<i>Lecture, discussions, exercises, role plays – use the broadest term to describe how the class will be instructed. Note “METHODS” is <u>plural</u> because every class can and should incorporate a variety of teaching methods. Pay attention to the action verb - methods of instruction should align with the requirements of the PO. For example, if students are required to DO something to satisfy the outcome, a lecture is not likely to be the only appropriate method.</i>
Handouts	<i>Whatever material is provided to students should be listed here, such as pamphlets, articles, or other training materials, all cited appropriately. Electronic versions should also be identified, e.g., ‘student version of PowerPoint presentation.’</i>

	<p><i>Suggestion: if it's a PowerPoint (PPT) presentation or printout of the same it should have <u>instructor notes removed, but any/all required content on the left side must be provided to the student.</u></i></p> <p><i>PRO TIP: using PowerPoint as a handout. When your PPT and LP are all done, save your file but leave it open. Do a 'save as' for your PPT file, naming it something different, like "xyz class – STUDENT VERSION". Go through the PPT and delete any content not needed by students (maybe slides without required info, images, funny videos, etc. Don't forget to edit your notes pane if used. Now save the file again under its new name. Now you can print the PPT to PDF using "notes pages" option and you'll have your handout!</i></p>
<p>Assessments</p>	<p><i>Assessments must reflect the verbs in the outcomes and state how the performance outcomes will be measured. For example, written test, group discussion, role-play, scenario.</i></p> <p><i>When a lesson plan is submitted to POST, remember that any/all assessment(s) need to be attached. Test questions, for example, should be included for the class, with correct answers clearly identified. If it is a practical application, a performance rubric or checklist should be included.</i></p> <p><i>Classroom discussion or exercises can also be used to assess student learning but the expected answers, teaching points, AND/OR performance outcomes must be included in the lesson plan. See the examples in the lesson plan below.</i></p>
<p>Source Material</p>	<p>Required Source Material: <i>These will come straight from the POST manual for your class, see the examples in this box and in the body of the lesson plan below:</i></p> <p>Police Operations Theory and Practice, Karen M. Hess, Ph.D., Christine H. Orthmann, Henry Lim 6th Edition (2014). (Thomson Wadsworth Publishing)</p> <p>Recommended Material: <i>These should also be listed from the POST manual. A reminder that <u>recommended materials</u> are helpful in providing information that will meet the requirements of a specific performance outcome.</i></p> <p>Northouse, P. G. (2021). Leadership: Theory and Practice. United States: SAGE Publications.</p>

Useem, Michael. (2001). *Leading Up: How to Lead Your Boss So You Both Win*. New York: Crown Business

PRO TIP – Public libraries are an excellent place to find source material, especially when you have the citation for the material but don't have it on hand. Most public libraries in Colorado are affiliated with a search engine called "Prospector" which will expand your search to libraries across the state and beyond. You can borrow books from other library systems, universities and other sources for free!

Additional Material: *Any additional material used as a reference, citation or which is significantly used to develop material ought to be listed here using proper APA or other style for citation, for example:*

Book: Keyes, John-Michael (2011) *Carpe Audience: Give Better Presentations Despite PowerPoint*. Createspace Independent Publishing Platform.

Bowman, Sharon (2011) *Using Brain Science to Make Training Stick*. Bowperson Publishing

Collins, J. (2001). *Good to Great*. Random House Business Books.

Article: Kevin Kruse, "What is Leadership, Anyway?", Forbes.com, 2013/04/09, (<https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=108983775b90>)

Journal Article: Service, Therapy, and Emotional Support Animals, 44 Colo. Law. 69 (July 2015)

Government Publication/Source: Bloodborne Pathogen Standards, OSHA Standards. "Bloodborne Pathogens and Needlestick Prevention <http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Videos:

All videos used in your presentation need to be identified here. It would be helpful to refer to the performance objective and/or PowerPoint slide. Recall that any/all outside material needs to be cited / attributed to avoid copyright infringement.

To cite an online video such as one hosted on YouTube, the person or organization that uploaded it, their channel name (if different from their real name), the upload date, the video title (italicized),

	<p><i>"Video" in square brackets, the name of the site, and a link to the video. For example:</i></p> <p>SPO #3: Tom Flick, @TomFlickVideo. Uploaded Jan 15, 2016. "Leadership vs. Management" [YouTube, accessed at https://youtu.be/tewWjyCStRk]</p> <p><i>PRO TIPS: Here is one website that offers a complete explanation on how to cite videos:</i> https://www.scribbr.com/apa-examples/youtube/</p> <p><i>As a reminder about 'fair use' for videos, photographs or other materials, see also:</i> https://www.copyright.gov/help/faq/faq-fairuse.html</p>
Is a safety plan included?	<i>A safety plan, per Rule 21, is required for any/all instruction including practical exercises, role-plays, scenarios, or other reality-based activity. Purely classroom academic activities are covered by the Site Safety plan, but anything else as stated should have its own safety plan. If none is required aside from the Site Safety Plan, simply state "No."</i>
For Academy use only:	<i>INSTRUCTOR EQUIPMENT CLASS PREPARATION This space may be used by an Academy for a variety of purposes, leaving it blank is okay.</i>
Instructor(s)	<i>Name of instructor(s) teaching the class; in the case of a team (such as report writing, vehicle stops, etc.) this will be the Lead instructor.</i>
Equipment Needed	<i>Computer & projector, dry-erase board or easel, or anything else needed for the class.</i>
Class Preparation	<i>Tell the instructor how to prepare for the class! For example: Instructor should print copies (1 per student) of article by Kevin Kruse, "What is Leadership, Anyway?" from Academy files.</i>

The approver is typically the Director of an Academy and cannot be the writer.

Approved by (name and title)

Date Reviewed

Lesson plans are long documents! This first section will be at least 2-3 pages long. Don't be surprised – with the content you may be up to 50 or more pages for a complete lesson plan! But trying to 'save paper' will only cause you to use shortcuts and reduce the information needed to have an excellent lesson plan.

A note on PowerPoint: Throughout this document there are references to PowerPoint. POST does not endorse any particular product but recognizes that this software is by far the most common slide presentation product. You may choose to use any slide presentation software or any other teaching tool(s) that you prefer.

Section 3: Body of the Lesson Plan

Now we begin the content, or 'body' of the lesson plan. It's important to remember that a lesson plan is more than just the way we plan to present the lesson, it's the way we plan for ANYONE to present the lesson. It's also the 'official record' of what was taught, shows compliance with state-mandated training, and in case any question of liability arises. So yes, it's an important document that requires serious thought and attention.

Recall from your training that we use two columns to organize and separate information. The right side is where instructor notes such as including copyright note(s), instructor prompts, directions for exercises, and other important reference material. On the right side you should identify which performance outcome is being covered, a slide number if PowerPoint is used, and the title of the content (or slide). It is recommended to add the test question number on the right side, where applicable.

The left side is for the content presented to students, exercise instructions (for students), information regarding important reference material, video summaries, discussion questions or exercise outcomes expected, or anything else considered content that must be delivered to students.

The right column is where to put any delivery or administrative notes to the instructor, slide title, related performance objective number, related PowerPoint slide number (if PPT is used), and other information NOT considered 'content' for delivery to students.

See further information in Section 2: Lesson Plan, below for more information and PRO TIPS – some material that may help improve your lesson plan and/or instructor skills.


Content	Delivery Notes/ PowerPoint Slide Titles/PO#
<p><i>Notes: This is a Word table and is the best way to organize your lesson plan. Comments for this example appear in the appropriate column!</i></p> <p><i>If using PPT slides, all the required content should be placed here, followed by any/all instructor input to the class, such as notes that explain text, photo, or other information on a slide. You may copy/paste the content from a slide, then place any other content that further explains the material.</i></p> <p><i>You can use two columns and go from there, or, for ease of keeping content and notes aligned together when using a PowerPoint presentation, create a new row to match each slide. A row might also help to delineate a new idea or subject.</i></p>	<p><i>Delivery notes might include something like: INSTRUCTOR NOTE: START VIDEO AFTER PROVIDING SCENARIO INFORMATION.</i></p> <p><i>Slide numbers and titles should be provided, as well as Performance Objective that is being covered by the content.</i></p>
<p>(No Content - Title page only)</p> <p>This note tells the instructor that Slide 1 only has a title, “Leadership,” so there is no content for students. BUT, on the right there is important material for the instructor to read through →</p>	<p>Slide 1: Leadership No Performance Objective (PO)</p> <p>Repeat and elaborate on the instructor preparation seen on the cover sheet, if necessary. Here’s an example:</p> <p>INSTRUCTOR PREPARATION: View the PowerPoint prior to presentation so you are familiar with timing, animations, etc. Within the PPT program there is extensive use of the notes pane under the slide view; ensure this is reviewed as well. There are some group exercises/ discussions, verify that groups of 3-4 students are established or do so at the first opportunity.</p> <p>Audio level should be checked and set prior to class start.</p> <p>Instructor may display this slide while student gather and are seated. Once ready to begin, introduce the plan of instruction on the next slide.</p>

Content	Delivery Notes/ PowerPoint Slide Titles/PO#
	<p>Copyright Note: Images used in this presentation may be copyrighted and are used under “Fair Use” for educational purposes as covered by Title 17, Chapter 1, Section 107 US Copyright Law.</p> <p>This is not required, but just in case you copy/paste an image from the Internet without attribution, this may provide benefit.</p>
<p>[No content on slide, Title Slide only]</p> <p>Again, no content here, but to keep slide numbers and information all accounted for, this helps.</p>	<p>Slide 2: INTRODUCTION No PO</p> <p>Instructor Note: Greet the class, introduce self/qualifications. Ask if there are any administrative issues that need to be addressed before class gets underway. When ready, proceed to the next slide.</p> <p>The instructor is ready to go. Slide one is advanced to Slide 2, the instructor says, “Good morning, let’s get started, shall we?” and make sure the class is ready to learn!</p>
<p>[Title slide, photo of trail and forest only]</p> <p>For content on this left side, you may write in the narrative form, or you can use bullet points; POST Rule 21 does not mandate either. Narration encourages instructors to read from the podium (bad), and bullet points encourage skipping vital information (bad). Most importantly, consider the instructor who has to take your place on short notice. See the examples below.</p> <p>Narration method: We are about to undertake a journey to understand why leadership is an integral component of the law enforcement profession, and the necessity for building future leaders. You’ll see that leadership is not practiced only by those in leadership positions, but every peace officer regardless of rank or position can and will be using the skills we learn and talk about today.</p> <p>Bullet Points method.</p>	<p>Slide 3: General Learning Goal: Leadership</p> <p>This is a ‘setup’ slide to get the class going. No need to paste the beautiful photo of the trail in the forest in the lesson plan, but it is noted on the left side.</p> <p>Don’t forget to attribute images, but the attribution does not go here unless the image is also here. Attribution should go in the Notes pane on PowerPoint.</p> <p>Graphs and charts? If it’s not <u>your</u> work, yes, you need to attribute the creator! See below for an example.</p>

Content	Delivery Notes/ PowerPoint Slide Titles/PO#
<ul style="list-style-type: none"> • Journey today to understand that leadership is integral component of profession. • Leadership not just for ranks but all peace officers regardless of rank or position. • Leadership is set of skills that can be learned. 	
<p>Overview:</p> <p>Another narration example:</p> <p>Today we're going to discuss the difference between leadership and management, and you'll be able to see the advantages and disadvantages of each and see where they complement each other. Then we'll talk about a theory on power types – what types of power there are and used. Next, we'll break down some personalities and behaviors common to leaders in all industries, not just law enforcement. Along the way you will see how all this information can be applied to your own life, and how you can learn, apply, and become an effective leader in your career. We are scheduled to complete this class in two hours, and we will have some good discussions and interesting exercises. Feel free to ask questions.</p> <p>Another bullet point example:</p> <ul style="list-style-type: none"> • Leadership vs. Management – advantages/ disadvantages, complementariness • Power Types – what they are, how they are used. • Personality and behaviors common to leaders and how applied to become effective. <p>Two hours to cover topics. Some discussion and exercises. Any/all questions welcomed.</p>	<p>Slide 4</p> <p>Performance Outcomes (PO): No PO - summaries</p> <p><i>Common improvement area seen at POST: Lacking overview of coming lesson material: It will better prepare students for the class. Don't forget transition statements and summaries to help students stay oriented to your class structure.</i></p> <p><i>Specific Performance Outcomes do not have to be presented in the order found in the POST Manual; this example shows them in reverse order at the discretion of the instructor – but ALL PO's will be covered.</i></p> <p><i>The best PPT slide <u>minimizes words</u> to keep focus on the instructor and content. This is a common error – don't cut/paste a paragraph! Two or three bullet points are generally all you should need to talk about the subject, ONE WORD is even better, one PHOTO is best!</i></p> <p><i>Remember that PowerPoint is an instructional aid, NOT a handout, a tele-prompter, a chance to show off technical skills, or a shortcut to a great lesson plan.</i></p>
<p>[Title with image of people following a leader]</p> <p>At this time, I'd like you to read the article, 'What is leadership, anyway'? It's not the most insightful or brilliant piece of work on the subject, but it does a fair job of presenting some issues for you to think about.</p>	<p>Slide 6: "What is Leadership, Anyway?"</p> <p>PO 3</p> <p><i>Are you doing a <u>short exercise or discussion</u>? Here's where your direction to the instructor goes. Note how on the left side the script or bullets tell the instructor what to tell students. On the right</i></p>

Content	Delivery Notes/ PowerPoint Slide Titles/PO#
<p>Discussion Questions:</p> <p>“Do the leadership elements suggested by Kruse (of social influence, others, maximize effort, towards a goal) “work” for a definition? Or are there others you might think of? Or any to get rid of or modify?”</p> <p>Discussion should explore these and other ideas of students.</p>	<p><i>side (here) are the directions and expected outcomes for this discussion.</i></p> <p>INSTRUCTOR NOTE: Give students 3-5 minutes to read the article.</p> <p>Discussion should last no more than 3-5 minutes before revealing the definition on the next slide.</p> <p>Source: Kevin Kruse, “What is Leadership, Anyway?”, Forbes.com, 2013/04/09, https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=108983775b90</p>
<p><i>Below are the words on the slide:</i></p> <p>“a process whereby an individual influences a group of individuals to achieve a common goal.”:</p> <p><i>Since this definition is going to be on a test and is very important, it is written on the slide and will be part of the handout.</i></p> <p>One definition for leadership is that it is a process whereby an individual influences a group of individuals to achieve a common goal. You’ll note that this definition is slightly different than that of Mr. Kruse; this one is from a respected textbook on leadership written by Peter Northouse. Take note of the elements as they are most important for you to remember.</p>	<p>Slide 7 Leadership Is... PO 3</p> <p>Source: Northouse, P. G. (2021). Leadership: Theory and Practice. United States: SAGE Publications.</p> <p>Yes, this source above is already in the “required source material” box on the ‘cover sheet,’ however, it is copied/pasted here to attribute the information and provide context for the slide more directly.</p>
<p>[No slide content, video only]</p> <p>Let’s watch this short video of Tom Flick, who is a former NFL Quarterback and is now a motivational/corporate speaker. He does a good job of pointing out the differences between management and leadership.</p>	<p>Slide 10 Management vs. Leadership PO 3</p> <p>Video: Leadership vs. Management - Tom Flick (YouTube, published Jan 15, 2016) https://youtu.be/tewWjyCStRk</p>
	<p>Slide 13 Management vs. Leadership PO 3</p>

Content		Delivery Notes/ PowerPoint Slide Titles/PO#									
<table border="1"> <tr> <td>Management = order, consistency by...</td> <td>Leadership = change, movement by...</td> </tr> <tr> <td>Planning & budget</td> <td>Establishing direction</td> </tr> <tr> <td>Organize/Staff</td> <td>Aligning People</td> </tr> <tr> <td>Control</td> <td>Motivating</td> </tr> <tr> <td>Problem-solving</td> <td>Inspiring & energizing</td> </tr> </table> <p>This chart shows a little more about the differences. The left and right columns do a good job of breaking down the differences between management and leadership. You can see that while management is concerned with order and consistency, leadership has almost the opposite calling – to lead organizational change and movement.</p>	Management = order, consistency by...	Leadership = change, movement by...	Planning & budget	Establishing direction	Organize/Staff	Aligning People	Control	Motivating	Problem-solving	Inspiring & energizing	<p>Chart source: Northouse, P. G. (2021). Leadership: Theory and Practice. United States: SAGE Publications. Figure 1.2 Functions of Management and Leadership, adapted from A Force for Change: how leadership differs from management (pp 3-8) by J.P.Kotter, 1990, New York, NY: Free Press</p> <p>Note this slide has a chart with content, so it's included on the left side column. Beneath it is what the instructor might say aloud to the class. This might not be your style – left side notes can be bullet points, keywords, etc., however, remember that this lesson plan must be able to be used by someone OTHER than you! Keep that in mind and you'll be on the right track. Also note the source attribution above....</p>
Management = order, consistency by...	Leadership = change, movement by...										
Planning & budget	Establishing direction										
Organize/Staff	Aligning People										
Control	Motivating										
Problem-solving	Inspiring & energizing										
<ol style="list-style-type: none"> 1. Do Law Enforcement executives (Chiefs, Sheriffs) and their upper staff need more leadership or management skill? 2. What exactly do managers have to <u>manage</u> in law enforcement? <p>Discuss each question in your groups, and in a few minutes, we'll go around the room to explore your opinions.</p>	<p>Here's an example of a group discussion. Slide 15 Group Discussion PO 3</p> <p>INSTRUCTOR NOTE, OUTCOME QUESTION 1: Students should recognize the need for both, but an emphasis on leadership may be acceptable as a conclusion. Students may recognize that there are many roles and situations that may dictate different approaches. Situational leadership may also be brought up, which is a valid approach. Many LE agencies have civilian managers for specific areas of operation, and this should be mentioned to dispel the idea that only 'cops' are executives in an organization.</p> <p>INSTRUCTOR NOTE, OUTCOME QUESTION 2: Students should recognize and point out several areas such as budget, equipment and vehicles, crime statistics, evidence, personnel administration, and other areas in which management is key to a successful organization.</p>										
		PO 2									

Content	Delivery Notes/ PowerPoint Slide Titles/PO#
 <p>You now have one theory to help you understand leadership. The power used to lead others can work well or not at all. Furthermore, it's not easy to switch from one to another; we all tend toward using a power that we think works for us. But we must be careful; “if the only tool you have is a hammer, you tend to treat everything as if it were a nail.” Look carefully at this photo [CLICK]: this person is trying to hammer a screw into a thin board on her knee. Like leadership, this approach is not likely to work well. The wood will split, and the person with the hammer will get screwed...</p>	<p>Slide 28 [no title, image of person using hammer for a screw]</p> <p><i>The picture is in the lesson plan in this example because it is <u>part</u> of the content, not just something to draw attention or illustrate a point already talked about. Because it is content, it needs to be in the lesson plan. Note the attribution of both the quote and photograph.</i></p> <p>PRO TIP: IMAGES Pexels (https://www.pexels.com/) has a lot of stock photos for free; all they ask is for credit to be given to their up-and-coming photographers! Unsplash (https://unsplash.com/) is another site, and there are likely many others out there for you to find.</p> <p>Quote attributed to Abraham Maslow, “The Psychology of Science,” published in 1966.</p> <p>Photo by Karolina Grabowska: https://www.pexels.com/photo/a-woman-hammering-a-nail-6920077/</p>
<p>Any questions?</p>	<p><i>At the end of your lesson plan, a ‘best practice’ is a statement to leave no doubt that the class is over and that students are released to their Academy leadership.</i></p> <p><i>This concludes this guidance document. Thank you for your dedication to excellence!</i></p>

Section 4: Submitting Your Lesson Plan to POST

When submitting your lesson plan and other documents to POST, here are some tips to make things easier for you – and the Curriculum Committee members.

When titling documents, it is important to name the class *as it is written* in the POST Manual. In the past it has been common to see a course, for example, titled “Introduction to Criminal Justice” when the title in the manual says, “Criminal Process.” This can cause confusion and misunderstanding.

Another leading cause of confusion is the file name. With some 25 Academies with any number of them under review, standard naming conventions can be very helpful to the committee – and to the Academy as well. Here’s an example of a naming convention: **24-11-04 Plains CC Criminal Process LP ver1**.

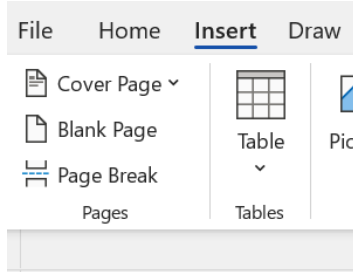
This tells us the date of the document (year first, then month, then date), the Academy name (Plains Community College), class name/title, and what type of document it is (in this case, “LP” is lesson plan). The associated test might be named 24-11-04 Plains CC Criminal Process Test ver1 and a PowerPoint Presentation 24-11-04 Plains CC Criminal Process PPT ver1.

If a document is sent back by the Committee for revision, then re-submitted by Ames a month later, it would now be titled **24-12-11 Plains CC Criminal Process LP ver2**. This makes it clear that it’s a new version by looking at the date and by ‘ver2’ to further clarify.

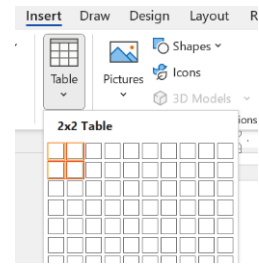
Having your work checked by others can be stressful, and that is understood and appreciated. But removing administrative confusion can reduce that tension and we can all focus on helping produce excellent peace officer training in Colorado.

Some Word Doc Table Tips

So, you want to create a lesson plan in Microsoft Word using a Table? Here are some tips.



To start, go to **Insert** and you'll see "Table" appear. Click on the down arrow and you'll get a menu that allows you to drag your cursor to choose how many rows and columns you want. In this case, we'll choose a 2x2 table and you should get the below to appear.



Now type in "Content" and "Delivery notes...".

Content	Delivery Notes/ PowerPoint Slide Titles/PO#

You can center the words in a cell like you would in any document, or leave them to the left; you can also bold, underline, change fonts, etc. You can do this by selecting a text, or a whole box, or a whole row or whole column, or even selecting the entire text box.

As you begin creating your content, you'll see that when you're at the bottom right cell and you hit the "Tab" key it will create another row.

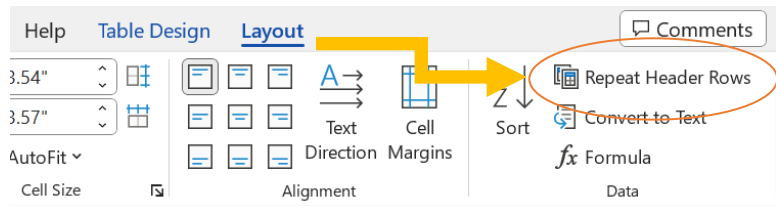
If you are using PowerPoint to aid your presentation, you can now reserve one row for one slide and keep them together. Just "Tab" to make another row for the next slide's info and you will be able to keep your content together and organized.

Most other Word features work find inside the cells of the rows, however, the "Tab" key will always move to the next cell or, if at the end, create a new row.

PRO TIP: Don't get hung up on format issues on the lesson plan. Make your fonts normal, don't worry about bullet point graphics, etc. Content is king for lesson plans, not style!

You can make the top row become the 'header' and appear on each and every page that has the table:

To make the top row repeat at the top of each new page of the document, you can click anywhere in the Table and make the "Table Design" and "Layout" options appear in the toolbar.



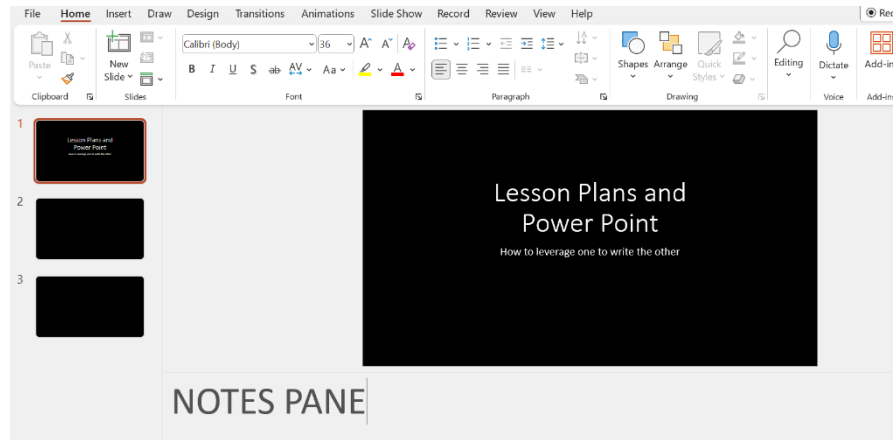
Click on Layout and over on the right, click "Repeat Header Rows" and that top row will now repeat on every page.

PRO TIP: Text boxes do not behave like Excel! If you are working on your Lesson Plan and find that the order of your PowerPoint slides is "off", there is no easy way to fix that other than manually matching and correcting. What can you do? Build your PowerPoint slides *first*, make sure it's all correct, THEN copy/paste into the lesson plan!

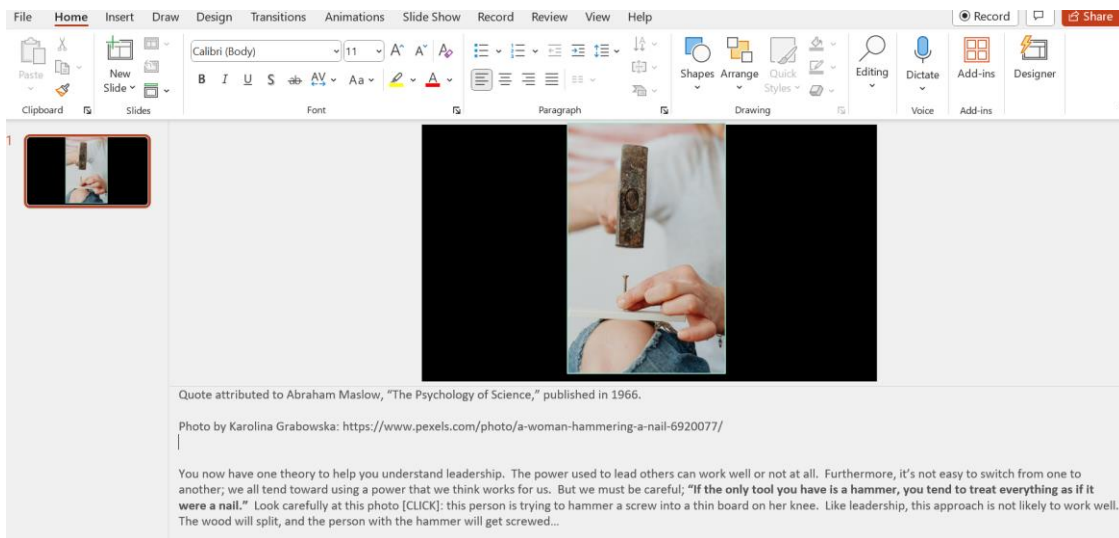
PowerPoint as an aid to write a lesson plan?! If you've been through any train-the-trainer course, you will know that a PowerPoint presentation is NOT a lesson plan, but it can be a useful tool to organize the order, timing, and content of the specific performance outcomes. How can you do that? You can navigate slide-by-slide or use the View/Slide Sorter to see all the slides in order. In the slide sorter, you can grab slides and move them around as necessary. But more importantly, when you are first developing content, try using the **notes pane**...

First, find the "Notes Pane" below the actual slide.

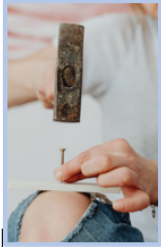
To work on the lesson plan, design your content on the slide, then use the notes pane to input your performance objective ("PO 1," for example), your narrative or bullet points, instructor directions, citations and all the other information. (Be aware that the notes pane can be a 'pain' in that font styles/sizes and other features are not as easy to manipulate as in a Word document.)



Once you have completed the "Lesson Plan" in PPT you can copy/paste from the Notes Pane into the proper position in the Word document/table. Here is the PPT slide and notes:



And here is the exact same information copied and pasted into the Word Table for the Lesson Plan:

Content	Delivery Notes/ PowerPoint Slide Titles/PO#
 <p>You now have one theory to help you understand leadership. The power used to lead others can work well or not at all. Furthermore, it's not easy to switch from one to another; we all tend toward using a power that we think works for us. But we must be careful; “If the only tool you have is a hammer, you tend to treat everything as if it were a nail.” Look carefully at this photo [CLICK]: this person is trying to hammer a screw into a thin board on her knee. Like leadership, this approach is not likely to work well. The wood will split, and the person with the hammer will get screwed...</p>	<p>PO 2 Slide 28 [no title, image of person using hammer for a screw]</p> <p><i>The picture is in the lesson plan in this example because it is <u>part</u> of the content, not just something to draw attention or illustrate a point already talked about. Because it is content, it needs to be in the lesson plan. Note the attribution of both the quote and photograph.</i></p> <p>PRO TIP: IMAGES Pexels (https://www.pexels.com/) has a lot of stock photos for free; all they ask is for credit to be given to their up-and-coming photographers! Unsplash (https://unsplash.com/) is another site, and there are likely many others out there for you to find.</p> <p>Quote attributed to Abraham Maslow, “The Psychology of Science,” published in 1966.</p> <p>Photo by Karolina Grabowska: https://www.pexels.com/photo/a-woman-hammering-a-nail-6920077/</p>

Like anything, a little practice and you'll see if this will work for you - make up a simple lesson and try it out.

Another pro tip: don't be afraid to NOT use PowerPoint! All trainers know that the best learning is done through experience through doing, and while slides can make your job easier in an academic environment, the students may experience 'death by PowerPoint.' Do some research on training methods, get creative and TEACH!

If you DO use PowerPoint, consider a minimalist approach: one or two words to make your point on a topic. Or a slide that is shown while you have students research and present a topic, conduct an exercise or have a discussion. That one slide might represent an hours' worth of material - all of which will be in the lesson plan, perhaps in the notes pane (with INSTRUCTOR DIRECTIONS) to help the instructor.

Lesson plans are not easy to write, but these few tips may help. Good luck!