

USING EXAMPLES

Is this the **BEST** way to make the learning point, for **THESE** learners,
at **THIS** developmental learning stage?

- WHY?** {
- W.A.I.T.? (Why Am I Talking?)
 - Active Listening (Do I still need to respond?)
 - It's not about me
- WHEN?** {
- Addressed in curriculum
 - Preceding or following bottom-line summary
 - Can story change into a question prompt to deepen discussion?
 - Not now: save for another time or similar instance
 - Do participants need to process in a different way, internally, without more discussion?
 - Not on lunch or breaks—though they may ask!
- WHAT?** {
- Align with learning objectives and bottom-line learning points
 - Best practice
- HOW?** {
- Plan mindfully and speak intentionally
 - Can your story be framed as a hypothetical example?
 - De-identify
 - Maximize learning potential by:
 - Managing emotional load ('seductive details', shock value, trauma exposure)
 - Manage cognitive load (keep it simple)

After Action Review:

- Did it work?
- Did you miss an opportunity for an example?
- What was the impact of the example on learning?
- Was exposure to traumatic material successfully avoided?