
Instructor Handbook

142 Mimico 'Determination' Squadron RCAC

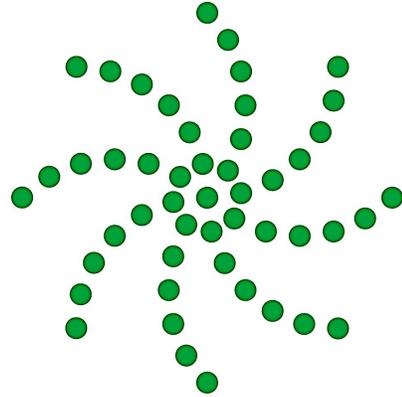


2012

This handbook belongs to:

(Last name, First name)

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INTRODUCTION

Purpose

To give 142 Mimico's instructors a one-stop reference for all instructional skills and knowledge with which they are expected to be familiar.

Expectations

Instructors are expected to apply the knowledge and skills outlined in this handbook in every lesson that they teach, in order to ensure that training occurs effectively and is enjoyable for everyone – instructors included!

Questions

As always, additional questions can be directed to the Training Officer (TrgO) and Assistant Training Officer (Asst TrgO), but instructors are encouraged to try to find their answers in this handbook and its' sources before seeking help from the training staff.

Sources

This handbook was created using the Instructional Guides (IGs) and Qualification Standard Plans (QSPs) from the updated level 3 and 4 training. Additional information was drawn from Officer training (Occupational Training Course), and past cadet training (Senior Leaders' Course and Introduction to Instruction Course).

ROLE OF THE INSTRUCTOR

Roles of the Instructor

Leader – lead by your good example in conduct, integrity, demonstrations, and in inspiring your trainees.

Counselor – establish relationships, advise, observe, spot problems and offer solutions.

Tutor – one-on-one learning, individualized training, understand each trainees strengths and weaknesses, help in understanding difficult concepts, make connections, point out answers, prescribe further reading.

Facilitator – keep trainees focused, communicate effectively, mediate.

Evaluator – determine achievement, assess and inform trainees of progress, explain test procedures, ensure trainees meet the standard.

Responsibilities of the Instructor

Before Training – prepare, ensure safety/comfort, research, review, master topic, prepare visual aids, rehearse, know the number of trainees, time/location of class.

During Training – maintain flow, ensure training occurs as intended, adhere to your lesson plan, provide breaks (allow for brains to rest and absorb information), maintain control, be enthusiastic, supervise use of equipment, spot check.

After Training – return the classroom as found, evaluation of achievement & self, update your lesson plans, administrative duties (correct tests, assignments, etc).

NB: Ensure you pass along correct information. Remember; it's okay to say "I'll get back to you."

QUALITIES OF AN INSTRUCTOR

A Good instructor is WISE

Well-informed

Imaginative

Sincere

Enthusiastic

Attributes to be Developed by All Instructors

Self-confidence

Bearing (self-presentation)

Voice

Positive Attitude

Professionalism

Eye Contact

Reduce distracting mannerisms/word whiskers

PRINCIPLES OF INSTRUCTION

It is important for instructors to understand the principles of instruction and how they are applied when planning and instructing a lesson to make training enjoyable and successful and to help the instructor make informed decisions while in front of a class. The ability to keep a class interested, motivated and eager to learn are invaluable skills that will provide a positive learning experience. You will see the following six principles referenced throughout all sections of this handbook.

Interest – create it to make sure your trainees want to learn! Trainees are more receptive to learning when they are curious and have an emotional connection to a topic.

Comprehension – the trainees' ability to understand the material taught; if they are unable to understand, they are unable to learn! Start with easy, move to difficult.

Emphasis – During a lesson, there is key information an instructor must convey. To achieve this, use repetition, voice control, use instructional media and review main points.

Participation – trainees are more likely to retain information if they are both mentally and physically involved in the lesson. Activities are built into the IGs to achieve this.

Accomplishment – each lesson should impart the trainees with a sense of success. Provide assistance and praise when warranted.

Confirmation – this essential part of instruction allows both the instructor and trainees to gauge what learning took place. Make sure your trainees learned something!

INSTRUCTIONAL METHODS

It is important for instructors to know that there are many methods of instruction that can be used for knowledge and skill lessons. Varying the method of instruction is one way for instructors to create interest and encourage learning.

Knowledge Lesson – teaches trainees the theoretical aspect of a subject. Participation occurs by trainees asking questions, and contributing to discussions on the topic at hand.

Skill Lesson – Demonstrates the skill to be learned in a step-by-step process. Participation occurs when trainees practice and perform the skill to be learned.

The following pages describe the instructional methods you should be familiar with as an instructor within the cadet programme.

Interactive Lecture

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|---|--|
| <p>Interactive lecture is an instructor- driven method that combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.</p> | <p>Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points. Prepare participatory questions to encourage cadet participation. Prepare evaluative questions for confirmation of teaching points. Obtain or develop training aids to clarify main points. Prepare an in-class activity to avoid lecturing too long. Practice delivering the material.</p> | <p>Begin the lesson and each new TP with an attention-getter. Use presentation aids such as:</p> <ul style="list-style-type: none"> • flip chart • whiteboard • electronic media <p>Pay attention to signals of alertness, such as:</p> <ul style="list-style-type: none"> • cadets' facial expressions • cadets' body language. <p>Deal with alertness problems by:</p> <ul style="list-style-type: none"> • asking for questions • posing questions to the group <p>Use visual training aids at opportune moments. Integrate interesting facts with lesson material to maintain interest. Use participatory questions or a short activity to avoid lecturing too long. Use questions to confirm each teaching point. Confirm the lesson using questions or an activity.</p> | <p>Interactive lectures can be used with different sizes of groups to:</p> <ul style="list-style-type: none"> • introduce a subject • present background information • review previously taught material • give instructions on procedures • illustrate the application of rules, principles or concepts • introduce a demonstration, discussion or performance. |

Demonstration & Performance

| Description | Preparation | Lesson Development | Typical Applications |
|---|---|---|--|
| <p>Demonstration & Performance During demonstration and performance, the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p>Demonstration Method A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and explains why, where and when it is done.</p> <p>Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p> | <p>The instructor must be skilled in the task.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Break the task down into smaller sequential steps.</p> <p>Practice the lesson to ensure that steps are accurate and clear.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Organize the training area so that all cadets can:</p> <ul style="list-style-type: none"> • see the demonstration • perform the task. | <p>Introduce the lesson by demonstrating what the cadets will be able to do at the end.</p> <p>Explain where the skill can be applied and why it is important.</p> <p>Provide a handout outlining the steps if the process is complex.</p> <p>Explain and demonstrate each step in a sequence.</p> <p>Allow cadets maximum time to practice the steps as soon as possible.</p> <p>Positively reinforce everything the cadets do correctly.</p> <p>Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary.</p> <p>Have cadets perform the skill as confirmation.</p> <p>Encourage the cadets to practice beyond class time.</p> | <p>Demonstration can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures • teach troubleshooting • illustrate principles • teach operation or functioning of equipment • set standards of workmanship • explain a theory or concept • teach safety procedures. <p>Performance can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures • teach operation or functioning of equipment • teach skills • teach safety procedures. |

In-Class Activity

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|--|---|
| <p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.</p> | <p>Create an activity that involves all cadets, which can be conducted within the time allocated. Clearly specify the objective of the activity. Obtain all materials necessary to complete the activity. Write out specific instructions describing what participants are supposed to do. Write out specific directions for conducting the activity. Arrange for assisting staff, if necessary, to help conduct the activity. Prepare handouts for cadets containing background information. Organize the training area into work / learning stations.</p> | <p>Introduce the activity to the whole group. Brief participants on what will be expected of them. Stress timings. Ensure all resources are available. Begin the activity. Supervise and assist the groups as required. Conclude the activity. Confirm the TP or lesson. Debrief the cadets.</p> | <p>An in-class activity can be used for both knowledge and skill lessons to:</p> <ul style="list-style-type: none"> • reinforce instructional objectives • introduce a subject and generate interest • present background information • give direction on procedures • introduce a demonstration, discussion or performance • illustrate the application of rules, principles or concepts • create interactivity during a lecture • review, clarify or summarize information. |

Practical Activity

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|--|--|
| <p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice skills or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective</p> | <p>The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Organize the training area so that all cadets will have space to perform the task safely. Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages. Prepare a handout outlining the steps, if necessary. Arrange for assisting staff, if necessary. Plan for composition of groups.</p> | <p>Review background information. Distribute the handout, if necessary. Introduce the activity to the group. Stress safety. Brief the cadets on what they will be expected to do. Brief assisting staff on what they will be expected to do. Begin the activity. Supervise the cadets and provide assistance, if necessary. Watch for safety infractions and stop the activity, if necessary. Conclude the activity. Debrief the cadets.</p> | <p>If it is used to teach new material, it must be combined with other methods to ensure cadets have the necessary background information to complete the activity. The practical activity method can be used to:</p> <ul style="list-style-type: none"> • carry out an application • demonstrate a process • verify an explanation • produce a product • introduce a subject • teach manipulative operations • teach procedures • teach troubleshooting • illustrate principles • teach equipment operation • teach safety |

Game

| Description | Preparation | Lesson Development | Typical Applications |
|---|---|---|--|
| <p>Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through a challenging activity that allows for skill practice or knowledge confirmation.</p> | <p>Develop a simple game with the following characteristics:</p> <ul style="list-style-type: none"> • is fast to play • is easy and quick to organize • has few rules • uses minimal equipment • involves maximum participation <p>If possible, use variations of games cadets know from childhood or television.</p> <p>Determine the following when developing the rules of the game:</p> <ul style="list-style-type: none"> • individual or team play • how to change leaders • what the leader will do • what the followers will do • timings for the game • how to signal the start and stop of the game • how to ensure safety <p>Obtain the resources needed to play the game.</p> <p>Organize the training area to play the game.</p> | <p>Brief the cadets on the following:</p> <ul style="list-style-type: none"> • the objective of the game • rules of the game. <p>Play the game.</p> <p>Supervise closely to :</p> <ul style="list-style-type: none"> • ensure that the game is played in the manner expected • ensure that the game is played safely • ensure maximum participation <p>End the game. Debrief the cadets.</p> | <p>Games create variety and arouse interest but must also support learning.</p> <p>Games can be used to:</p> <ul style="list-style-type: none"> • introduce a topic • discover concepts and principles • learn terminology • recall terms • recognize equipment parts • develop strategies and tactics • carry out an application • demonstrate a process • practice interpersonal skills • confirm learning |

Field Trip

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|--|---|
| <p>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples include trips to areas of local interest, flying / gliding, hiking and / or sailing.</p> | <p>Specify the objective(s) of the field trip. Determine the time and location of the field trip. Obtain necessary authorizations. Determine the timings. Determine the activities or demonstrations needed to achieve the objectives. Determine if trained personnel will be available to assist. Arrange the following, if necessary:</p> <ul style="list-style-type: none"> • transportation • supervision • meals <p>Determine if the cadets will be allowed to use equipment or participate in a training activity. Determine if all cadets can take part at once or if they need to rotate through. Divide the cadets into groups, if necessary. Ensure safety.</p> | <p>Inform cadets as soon as possible of the following:</p> <ul style="list-style-type: none"> • time of the field trip • location of the field trip • timings for departure. <p>Brief cadets on the following prior to departure:</p> <ul style="list-style-type: none"> • objectives of the field trip • timings and groupings for activities and demonstrations • how they will participate during the field trip <p>During the field trip ensure the following:</p> <ul style="list-style-type: none"> • the safety of all cadets • maximum participation • objectives are met <p>After the field trip:</p> <ul style="list-style-type: none"> • debrief the cadets • confirm that objectives have been met <p>Express appreciation to the facilitators of the field trip.</p> | <p>The field trip is used to:</p> <ul style="list-style-type: none"> • introduce / illustrate and confirm topics • reinforce and clarify classroom learning • inject variety into the training situation • allow cadets to view operations or equipment that cannot easily be shown in the classroom. |

Guided Discussion

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|---|---|
| <p>A method in which learners are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material. Learners discuss issues to expand their knowledge of the subject.</p> | <p>Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.</p> | <p>To begin, an instructor should introduce the topic and scenario; outline the main discussion points; state the what, where and why of the lesson; and create an open environment. During the body of the lesson, the instructor poses open lead-off questions to guide the discussion toward the aim. The instructor concludes the lesson by reviewing all the main points contributed by both the learner and instructor and by relating points back to the lesson aim.</p> | <ul style="list-style-type: none"> • Develop imaginative solutions to problems (eg, through brainstorming) • Stimulate thinking and interest and secure learner participation • Emphasize main teaching points • Supplement lectures, reading or laboratory exercises • Determine how well learners understand concepts and principles. • Prepare learners to apply theory or procedure. • Clarify or review points. • Determine learner progress and the effectiveness of prior instruction. • Foster attitudinal change. |

Advantages

Increases interest, acceptance and commitment.
Uses Cadet knowledge and experience.
More permanent learning due to high degree of participation.

Challenges

Requires highly skilled instructors to redirect discussion and stay on topic.
Requires cadet participation.
Limits content, consumes time, may not achieve goals.

Group Discussion

| Description | Preparation | Lesson Development | Typical Applications |
|--|---|---|---|
| A method to discuss issues and share knowledge, opinions and feelings about a topic in small groups. The instructor's questioning is flexible and minimal, and encourages reflection on personal experiences and opinions through peer interactions. | Prepare an issue or problem that will interest the cadets and stimulate discussion. | Organize cadets into small groups. Put groups in circles or horseshoes. Pose a lead-off question and encourage participation of all cadets. | <ul style="list-style-type: none"> • Develops imaginative solutions to problems • Emphasizes main teaching points • Determines individual progress and the effectiveness of prior instruction • Prepares individuals for application of theory or procedure |

Advantages

Increases interest, acceptance and commitment.
 Uses Cadet knowledge and experience.
 More permanent learning due to high degree of participation.

Challenges

Requires highly skilled instructors.
 Requires cadet participation.
 Limits content, consumes time, may not achieve goals.
 Requires careful group selection.

Problem-Based Learning

| Description | Preparation | Lesson Development | Typical Applications |
|---|---|--|--|
| <p>A method that facilitates the learning of principles and concepts by having learners work on solving a problem drawn from the work environment. Instructors must pose thought-provoking questions and guide cadets without influencing their decisions</p> | <p>This method is usually conducted with small groups of 5-7 learners or with pre-established teams. Instructors prepare carefully constructed problems that are realistic.</p> | <p>During the lesson, learners analyze the problem and work toward solving it. Instructors facilitate learning by posing questions to get learners thinking and talking (eg, What are the clues, facts and any guesses about the problem and its causes? What other information is needed?). The instructor should ensure that all learners participate because discussion is key to learning, but they should try not to influence decisions. Instructors may also challenge learners' thinking by questioning learners without leading them to the correct answer (eg, What does this mean? What are the implications?).</p> | <p>It allows learners to:</p> <ul style="list-style-type: none"> • learn through practicing what they will have to do on the job • learn by imitating others' behaviour • learn from the feedback of others • learn through practice and reflection on each scenario in which they participate |

Advantages

Encourages participation.
 Maintains relevance to Pos.
 Many Resources are involved.
 Problems are realistic, so learners can relate.

Challenges

Requires critical thinking skills.
 Requires broad knowledge of subject matter.
 Instructors must be experienced in facilitated learning.

Role-Play

| Description | Preparation | Lesson Development | Typical Applications |
|---|--|--|---|
| A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances. | Instructors must be familiar with roles prior to instruction. Begin the lesson by clearly explaining the objective of the lesson (what, where, when and why). It is critical to explain that role-playing is a learning process and learners are not expected to play their roles perfectly from the start. This will help put learners at ease. | The instructor must clearly explain each role the learners will play. This is followed by a demonstration of the role-play either on video or through a live performance by instructional staff. Learners are paired or grouped together and the role-plays are cycled through. The instructor does not interfere during the role-play unless learners veer off topic, require cues or assistance, or a safety issue arises. Following each role-play, the instructor debriefs the learner on their performance. Correct behaviours should be positively reinforced, and areas requiring improvement identified. | It allows learners to: <ul style="list-style-type: none"> • practice responding to various situations that are similar to those they will encounter • develop human interaction skills. |

Advantages

High participation, interactive delivery.
 My lead into discussions.
 Experience is developed in a supportive environment.
 Can be quite versatile.

Challenges

Participants can be easily side tracked.
 Needs a lot of preparation and controls must be clarified.
 Competent, experienced and prepared instructors are needed.
 Not always successful due to group composition.

Experiential Learning

| Description | Preparation | Lesson Development | Typical Applications |
|---|---|--|---|
| <p>A method using knowledge and skills to meet objectives. There are four stages to this method: concrete experience, reflective observation, abstract conceptualization, and active experimentation.</p> | <p>Experience, skill and careful thought are required on the part of the instructor prior to the start of this type of instruction.</p> | <p>Step 1: Concrete Experience. Individuals have an experience and take time to identify and define it. Step 2: Reflective Observation. Provides time for individuals to reflect on visual, emotional, and cognitive aspects of the experience. Step 3: Abstract Conceptualization. Individuals work to understand and make connections between the experience and prior experiences. Step 4: Active Experimentation. Individuals look ahead to plan the application of skills and knowledge acquired for future experiences.</p> | <p>The method teaches:</p> <ul style="list-style-type: none"> • practical skills • transferable skills • problem solving • process or principle |

Advantages

Knowledge is shared by participants.
 Most participants will create new knowledge.
 Everyone is actively involved in the teaching/learning process.
 Numerous resources are drawn upon.

Challenges

Can be expensive.
 Requires a lot of planning, preparation and organization prior to the activity.
 The instructor must master the subject.
 May not be a good process for learning details.

Case Study

| Description | Preparation | Lesson Development | Typical Applications |
|---|---|--|--|
| A method using a written problem, situation or scenario to achieve a performance objective. | Give a problem that matches the experience level of the cadets. | Provide time to analyze it. Responses to the problem should be recorded under four headings: <ol style="list-style-type: none"> 1. Facts 2. Assumptions 3. Problems 4. Solutions | <ul style="list-style-type: none"> • Used for learning principles, attitudes and concepts. • Develops critical thinking and promotes teamwork. |

Advantages

Cadets can help each other learn.
 High energy.
 Relates to real-life problems.
 Can be used for past, present and future applications.

Challenges

Must be well organized and facilitated to ensure that learning takes place.

EFFECTIVE SPEAKING

Instructors should be familiar with elements of voice control and physical presence to be a confident instructor. The ability to effectively prepare for a class and control nervousness are invaluable skills that help to provide a positive learning experience for both the instructor and the trainee.

Voice Control

The ability to control your voice will be an invaluable tool in emphasizing key points, creating interest, and keeping your trainees awake!

Pitch – how high or low a voice is. A varied pitch creates and maintains interest.

Tone – quality of the sound. (Don't be monotone!) Your tone conveys the emotional context of your message; ensure it is appropriate to your message.

Volume – power of sound or fullness of tone. Ensure your volume is appropriate to your surroundings. Changes create emphasis.

Speed – rate at which words are spoken. Choose a pace that your audience can follow and understand.

Pause – a break in reading or speaking. Gives your audience the opportunity to process what you have said, and to ask questions.

Articulation – clear and distinct pronunciation of a word, that ensures the audience can understand what you are saying.

Physical Presence

Our bodies convey an enormous portion of any message we communicate. Being aware of your body language and bearing when speaking will make you a more effective communicator.

Facial Expressions – your eyes, eyebrows, and mouth communicate most of what your body says. Your facial expressions should match the tone of your message to create emphasis and believability. A smile always adds sincerity to a message, and adds to the likeability of any speaker.

Eye Contact – an effective way of engaging your audience and building interest. Your eye contact should roam and pause throughout your classroom to make each trainee feel involved in the lecture.

Gestures – hand, arm and shoulder movements. Allow your hands and arms to move naturally, but be aware of and try to minimize anything too dramatic or distracting. Try not to point directly at trainees when choosing someone to answer a question. Instead, indicate them with your palm open and facing up.

Movement – another way to emphasize key points and keep your trainees on their toes. Moving your body around the space in the classroom keeps your class engaged and interested. Don't allow movements to become frantic or too many. Walk at a leisurely pace between desks or about the front of the room. Do not jump or run.

Dress – Dressing properly and appearing 'put together' will lend confidence and credibility.

Deportment – appearing prepared, on time, appropriately dressed, and confident will make your trainees more receptive. Make sure you display an interest in your topic, as it will generate interest in your trainees.

Preparation

The most critical component of effective communication. Ensures confidence, controls nervousness, and increases the likelihood of success.

Practice – rehearsal will aid in memorization of content and will allow for movement during your class. Introduction and conclusion are the most important when it comes to memorizing, as they lend to the overall impression that your class leaves on your trainees.

Control Nervousness – a normal feeling before speaking in front of a group that can be helpful if channeled correctly. Become familiar with the room layout – change it if it makes you more comfortable – ensure your materials are organized, ensure presentation equipment is in working order, practice, enter the room with a smile and a confident attitude, and take a deep breath before beginning your class. Slow down your delivery and breathe from your chest.

Identify a Friendly Face - find friendly and sympathetic faces in the audience to calm you and give you confidence.

PROPER QUESTIONING TECHNIQUES

Asking questions throughout a lesson helps the instructor to determine the cadets' level of comprehension of previously taught material, to create interest in the lesson and to confirm the cadets' comprehension of new material. Effective instructors create a classroom atmosphere that encourages cadets to ask questions, which are relevant to the lesson.

Purposes of Questioning

- Determine the trainees' level of comprehension of previously taught material
- Create and maintain interest by keeping trainees mentally alert and making them feel more involved in the lesson
- Guide and provoke thinking by carefully selecting questions and following answers with other questions
- Confirm learning by asking questions at the end of each Teaching Point, and the end of the lesson

Types of Questions

Lead-off – starts a new topic of discussion, gets trainees thinking.

Follow-up – supplementary to your lead-off question, to keep them thinking.

Direct – identifies a specific trainee to answer. Can be used to draw an inattentive trainee back to the lesson, draw reluctant trainees into the discussion, or to get a discussion back on track.

Overhead – asked to the whole group without choosing someone in particular to reply. There will be several answers to these questions, and everyone should be given the chance to reply

Reverse and relay – sends the question back to the trainee who posed it, or passes it along to another trainee, and keeps the discussion in the hands of the cadets.

Questioning Sequence

| | | |
|---------|----|--------|
| Ask | OR | Pose |
| Pause | | Pause |
| Pick | | Pounce |
| Listen | | Ponder |
| Explain | | Praise |

INSTRUCTIONAL AIDS

Using instructional aids during a lesson helps stimulate the cadets' interest and helps them comprehend and recall the new material. Instructional aids are used to enhance learning, reinforce skills, and help you teach more effectively!

Instructional aids consist of various types of learning support that emphasize and clarify teaching points. Instructional aids include handouts, verbal support, audiovisual aids, simulators and real equipment. Instructional aids can be produced locally or purchased externally but must:

- be relevant to the teaching point
- support learning
- be appropriate to the cadets' background and needs.

Training Aids – Training aids refer to all types of learning support instructors use to instruct the lesson.

Learning Aids – Learning aids refer to all the materials the cadets use to participate in the lesson and comprehend the material.

Types of Aids

Verbal Support

Consider: your trainees will not have the same level of reference as you (the instructor)

- Comparisons – “this is like that” (relate it to what they already know)
- Reasons – “this is because of that” (answers ‘why?’)
- Examples – “this is one example of Canadian military aircraft”
- Statistics – graphs, percentages, diagrams
- Testimony – “I lived through this and studied that” (guest speakers)

Audio Visual Aids

- Models (scale or simplified)
- Mock-ups/Cut-aways
- The real object or realistic images
- Overhead projector/slideshow
- Graphics (charts, diagrams, etc.)
- Video
- Computer programs & the Internet

Simulators

Mechanical or electronic devices that act like the actual equipment or systems and provide the cadets with realistic practice in a safe and controlled environment

Training Equipment

Using actual equipment such as boats, air rifles, or gliders for training purposes.

Other Aids:

- Whiteboard/chalkboard
- Flip chart paper
- Sound systems
- Lighting

Colour

The use of colour in visual aids can be made more effective by an understanding of the different effects of different colours.

| | |
|-----------------------|--|
| Red | Useful when trying to convey urgency, present-oriented information, feelings, importance. Limited use will keep the impact of the material high. Can be more disturbing to anxious trainees and more exciting to calm trainees. It triggers the pituitary and adrenal glands and releases adrenaline. Using this colour may increase blood pressure and breathing while stimulating appetite and the sense of smell. |
| Yellow | The first colour distinguished by the brain, it is associated with stress, caution, and apprehension yet stimulates an overall sense of optimism, hope and balance. Excellent colour for use in the classroom. |
| Orange | It has the characteristics halfway between red and yellow. It is active, playful, warm, and assertive. It is a good colour for stimulating learning and could be used much more often. |
| Green | A soothing and relaxing colour. Blood histamine levels may rise, resulting in reduced sensitivity to food allergies. Antigens may be stimulated for overall better immune system healing. Good for expressing points that are future oriented and positive. |
| Brown | Promotes a sense of security, relaxation and reduces fatigue. |
| Blue | The most tranquilizing colour, it calms the senses and increases feelings of well-being. Seeing blue releases eleven neurotransmitters that relax the body, and may result in a reduction of temperature, perspiration and appetite. Useful for past-oriented, traditional, factual, and impersonal information. |
| Grey | The most neutral colour. |
| Black | A dominant colour and is useful in expressing points of seriousness. It is forward and cold. Although dark and readable, it should be limited in usage. |
| Dark Colours | Lower stress and increase feelings of peacefulness. |
| Bright Colours | Spark energy and creativity. These colours can also increase aggressive and nervous behaviour. |

PLANNING A LESSON

Researching Lesson Content

1. Collect information
2. Consider what was collected, look through and become familiar.
3. Select the material that is relevant to your lesson.
4. Arrange the information into a logical sequence for presentation.
5. Master the lesson content.

Steps 1-4 are already done for you in the Qualification Standard & Plans (QSPs) and Instructional Guides (IGs). Your job is to master the content and create a personalized lesson plan prior to teaching.

Consult the Lesson Specification

Enabling Objective And Lesson Specification (QSP) – Performance objectives are broken down into a series of enabling objectives (EO) and lesson specifications. The enabling objective consists of Paragraphs 1. to 3. (as illustrated in Figure 9K-1). The information in these paragraphs will answer three questions:

- What will the cadet be expected to be able to do by the end of this lesson?
- Under what conditions will the cadet be expected to carry out the performance?
- How well or to what standard will the cadet be expected to perform?



Paras 4. to 11. are known as the lesson specification. The lesson specification provides information about the content to be taught, teaching methods, time, references, training aids, learning aids, test details and remarks.

In Para 4., the TPs are usually described in a table where information is provided on the content taught in each TP, the suggested teaching method, the time for each TP and references.

4. Teaching Points

| TP | Description | Method | Time | Ref |
|-----|---|---------------------|--------|-----------------------------------|
| TP1 | Introduce cadets to a specific sport's rules and regulations, to include: <ul style="list-style-type: none"> a. an overview of how to play the sport; and b. rules and regulations of the sport. | Interactive Lecture | 10 min | C0-001 |
| TP2 | Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> a. stretch the muscles; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. | Practical Activity | 10 min | C0-002 (pp. 109 to 113) C0-089 |
| TP3 | Supervise the cadets' participation in a given sports activity. | Practical Activity | 50 min | |

Para 5. outlines how much time is spent on the introduction/conclusion and the different TPs. Para 6. offers reasons why certain teaching methods were recommended for each TP. Para 7. provides a list of references used to compile the content in Para 4.

5. Time

| | |
|-----------------------------|---------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture: | 10 min |
| c. Practical Activity: | 70 min |
| d. Subtotal: | 90 min |
| e. Total (three sessions): | 270 min |

6. Substantiation

- a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.
- b. A practical activity was chosen for TP2-4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

7. References

- a. C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

Paras 8. and 9. list the training aids and learning aids required for the lesson. Training aids are the materials that are required by the instructor to instruct the lesson and learning aids are the materials that will be required by the cadet to participate in the lesson.

| |
|--|
| 8. Training Aids |
| a. Sports/safety equipment appropriate for the activity; |
| b. First aid kit; |
| c. Whistles; and |
| d. Stopwatch. |
| 9. Learning Aids. Sports equipment. |

Para 10. is test details, which is information about the evaluation to be conducted. Para 11. is remarks, which describe any other information that may be useful to the Training Officer or instructor

| |
|--|
| 10. Test Details. N/A. |
| 11. Remarks |
| a. The CCO list of approved sports is located at A-CR-CCP-802/PF-001, Annex A. |
| b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each. |

Consult the Instructional Guide

The Instructional Guide is used in conjunction with the QSP and other resources to conduct training. IGs do not replace lesson plans but offer written content, supporting figures and suggestions on how to instruct a lesson. The following are the six sections of an IG:

Preparation –provides information about where to find the lesson specification and any instructions to the instructor such as reviewing lesson content, photocopying handouts, pre-lesson assignments and the approach and substantiation as to why certain teaching methods were recommended for each TP.

Introduction – provides information to the instructor about review that may be necessary, what the cadet will be expected to do by the end of the lesson and why the knowledge/skills are important.

Body – contains all of the TPs and content listed in Paragraph 4. of the lesson specification in greater detail. The body provides suggested teaching methods, note boxes with special instructions or information (as illustrated below), lesson content, figures, activities and confirmation questions.

| Note Boxes: | |
|---|---|
|  | Special note to the instructor. |
|  | Key information to pass along to the cadets. |
|  | Refer to the following CF regulations and policies. |
|  | Points of interest or special instructions should pass along to the cadets. |

Conclusion – states any homework/reading/practice that may be required of the cadet and the method of evaluation as stated in the lesson specification. The conclusion section also provides a closing statement to be spoken aloud to the cadets and any additional instructor notes/remarks.

References – lists the references used to create the lesson specification and instructional guide. In some cases, an IG may direct the instructor to a specific reference to be used during a lesson. In most cases this section is only used to identify where the content of the lesson has been drawn from.

Annexes – The annex section contains information that may range from pre-made training aids, learning aids such as handouts and additional information for activities.

Prepare for a Lesson

Cleanliness – a clean area will minimize distraction and boost motivation

Seating Arrangements – trainees should all be able to see the instructor, visual aids and each other to maximize participation. You must choose an appropriate seating arrangement for your location and class size.

- U-Shaped – allows instructor and trainees to see each other easily, good for small groups.
- Chevron – found in auditoriums, and is good for larger groups.
- Horseshoe – a good set up for two-team activities such as debates.
- Semi-Circle – instructor has a good view of all trainees, good for teaching in the field.
- Standard in-line – a lot of frontal coverage, visual aids are easily seen by all, and also good for test-taking.

Orientation Board – before your lesson begins, you should have a chalkboard, whiteboard, flipchart paper, or slide showing the essential information about your lesson.

| | | |
|-----------------------|--|----------------|
| Ref: Lev. 1 QSP/IG | | FSgt Bloggins |
| | 107.02: IDENTIFY AIR CADET & AIR OFFICER RANKS | |
| | TP1 - Air Cadet Ranks + activity! | |
| | TP2 - Air Officer Ranks + activity! | |
| 30 min | | No formal test |

PREPARING A LESSON PLAN

Purposes of a Lesson Plan

- Motivate the instructor & trainees
- Highlights & emphasizes key points
- Ensures essential information is presented
- Prompts the use of visual aids
- Allows for questions to be asked at the proper time
- Allows the instructor to remain on schedule

Format of Knowledge Lesson Plans

The following pages are two examples of how you may wish to format your lesson plans. When you create your own template, be sure to include the essential information included here, but also make sure it satisfies your needs as an instructor. Feel free to draw in the notes column, rearrange the order of the columns, add, colour, etc. to make the plan your own.

Sample #1:

| | |
|-------------|--------|
| EO#: | Title: |
| Instructor: | Time: |

| TIME | INTRODUCTION | NOTES |
|------|---|-------|
| | <u>Pre-Lesson Assignment</u> <u>Review</u> <u>Objectives</u> <u>Importance</u> | |
| TIME | BODY | NOTES |
| | <u>TP 1</u> <u>Confirmation TP 1</u> <u>TP 2</u> <u>Confirmation TP 2</u> | |
| TIME | END OF LESSON CONFIRMATION | NOTES |
| | | |
| TIME | CONCLUSION | NOTES |
| | <u>Homework – Reading – Practice</u> <u>Method of Evaluation</u> <u>Closing Statement</u> | |

ANNEXES:

Sample #2

| | | | |
|-------------|--|------------------|-----------------|
| EO #: | | Title of the EO: | |
| Instructor: | | Location: | Total Time: min |
| TIME | REVIEW | | NOTES |
| | EO#: ENABLING OBJECTIVE: | | |
| TIME | INTRODUCTION | | NOTES |
| | What: Where: Why: | | |
| TIME | BODY | | NOTES |
| | Teaching Method: TP 1: | | |
| TIME | END OF LESSON CONFIRMATION | | NOTES |
| | | | |
| TIME | CONCLUSION | | NOTES |
| | Summary: In this lesson you have learned Re-Motivation: Your next lesson will be | | |

ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

This section provides specific instructional strategies for motivating and engaging trainees, for conducting interesting lessons and for boosting trainees' self-confidence and self-esteem. An effective learning environment within the Cadet Program is achieved by applying principles related to cadet development and how the brain learns best. Experience, interaction, stimulation of the senses, and fun are key factors in building this learning environment.

A Physically & Emotionally Safe Environment

The first priority when considering the physical environment is safety.

To maximize learning, instructors must create an emotional environment of relaxed alertness that allows the cadets to risk saying a wrong answer or solving a problem incorrectly. This is an emotionally safe learning environment. Factors to consider:

- Lighting – lighting affects mood. Having more light, and natural light are both desirable in order to maximize learning.
- Ventilation – be conscious of temperature and air quality. Cooler areas with air movement are best.
- Noise – Loud or distracting noises can be obstacles to learning. Noise should be kept to a minimum (i.e. close the door to hallways or neighbouring classrooms, hold the class far from sources of noise, etc.)
- Visuals – try for a colourful atmosphere! Warm colours are exciting, cool colours are relaxing. Put beautiful and inspiring images on the walls.
- Instructor positioning – The screen or flipchart should be placed in the centre of the front of the room. Instructors should position themselves so that they are to the trainees' left of the screen or visual aids. Trainees will read material presented from left to right. By positioning yourself on the trainees' left, you stand in the natural progression of eye travel. Comments made by the instructor will draw the trainees attention left, and when finished the trainees' eyes will return to the presented material on the right.
- Seating – should be flexible to encourage movement during activities.
- Movement – the brain need oxygen to function, and movement promotes circulation of blood to all parts of the body. Start your class with a minute of stretching and deep breathing. Also try to encourage drinking water and fruit juices.
- Lesson Materials – Organization of materials is highly important, as a smooth running, well-organized lesson allows trainees to follow and understand the material being presented. A disorganized lesson is distracting, making them lose focus, and negatively affecting their learning. Ensure your lesson plan, handouts, and other materials are organized and checked for accuracy before your lesson begins. Your orientation board should also be prepared prior to class.
- Lead with your positive attitude – trainees may have complications and negativity in their daily lives and will appreciate a positive environment with a positive and enthusiastic instructor.

- Create rapport – establish a friendly learning environment by treating all trainees equally and respectfully. Insist that your trainees do the same. Learn your cadets' names! Listen to their concerns and keep things confidential if asked.
- Make learning fun – challenge your trainees with activities that aren't too easy or too hard. Encourage them to take risks and reward their efforts and accomplishments. Be patient with nervous trainees. Don't use put-downs or sarcasm.
- Encourage supportiveness – be supportive of your trainees and encourage them to be supportive of their teammates. Lead applause and thank trainees for volunteering their input.
- Appeal to different learning styles and senses (discussed in a later section).
- Provide feedback – Feedback should be FAST!

Frequent

Accurate

Specific

Timely

Stress Management Techniques

Stress is the body's reaction to a perception of a physical or emotional threat. During an acute stress response, the nervous system is activated automatically and the body experiences increased levels hormones that produce an increased heart rate, quickened breathing rate and higher blood pressure. Blood is carried from the extremities to the big muscles preparing the body to fight or run away. When the perceived threat is gone, our systems are designed to return to normal but this doesn't always happen because the threats can be frequent which causes constant anxiety.

Positive stress releases a small amount of cortisol into the bloodstream which can help the cadets learn more easily by improving their memory function. The instructor should use techniques, such as those described below, to create positive stress.

Music - in addition to being enjoyable, music has health benefits because it helps the body to produce cortisol. Instructors should have a good selection of music that they regularly use during their lessons as background noise or as an attention signal to begin a lesson or transition from one activity to another.

Challenge cadets – Use activities that challenge the cadets just beyond their present level of ability to encourage interest and prevent boredom.

Movement - Incorporate movement into every lesson because it increases oxygen flow to the brain, which helps the cadets learn better. The movement should occur naturally during the lesson when the cadets are forced to stand up to give responses or move around to engage in a learning or confirmation activity. It does not have to be long but should be frequent during a lesson.

In addition to using some of the techniques described above to create good stress, instructors should incorporate the following in their lessons to manage negative stress.

Inform trainees of expectations - Be specific about what cadets will be expected to do and how they will be assessed. Develop routines for beginning a lesson, transitioning between activities, getting the cadets' attention, dealing with different types of learners and ending a lesson. Routines may be repetitive and the cadets may complain at first, but routines that are realistically developed and consistently applied will allow the cadets to predict what will happen, which will ease their stress.

Provide necessary resources and adequate time – for activities, assessments. Ensure they know to ask you for anything extra they might need to complete a task. Ask “Do you have everything you need?” Set your trainees up for success.

Practice relaxation techniques – Some activities you can do with your class to relax:

- Rag Doll: Sit in a chair, feet planted wide, stretch the arms and torso upward and inhale, exhale and drop the body forward. Let your arms, torso and head dangle between your legs. Remain in this position for 10-15 seconds, then slowly roll up, one vertebrae at a time.



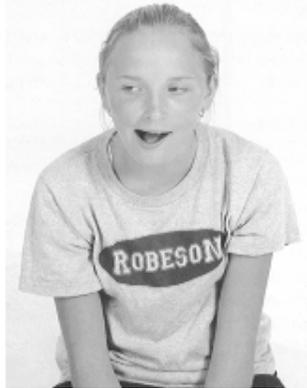
- Neck Roll: Sit on the floor with legs crossed, keeping the head and chin tucked down, slowly inhale and turn the head as far left as possible. Exhale and turn the head to the centre. Repeat the same for the right side. Repeat entire exercise 3 times, trying to turn further each time.



- **Body Board:** Lie on the right side with arms above the head. Inhale and stiffen the body like a wooden board. Exhale, relax the muscles, and collapse. Lie still for 10 seconds. Repeat for the left side.



- **Jaw Stretch:** Sit with the head up and arms and shoulders relaxed. Open the mouth as wide as possible and inhale. Relax and exhale slowly. Shift the jaw all the way to the right and hold for 3 seconds. Repeat on the left side. Repeat exercise 10 times.



Classroom Management Strategies

Rules & Routines – Between 3 and 5 rules which may originate from instructor or trainees, use positive wording (asking for appropriate behaviours instead of assuming they will behave inappropriately), establish rules the first day and post them. Routines can evolve, but must be a clear guide of how things are done from day one.

Attention signals – Raise your hand, or sound a bell. **DO NOT USE 'ROOM'!** This is to be used only when cadets are out of control. If not, a simple and agreed-upon signal will suffice to bring them back to focus from an activity or discussion.

Preparation – being prepared will leave less room for misbehaviour, as no one wants to misbehave and miss out on something good!

Setting an example – be on time, prepared, respectful, and follow the rules and routines of the classroom. Foster their respect for you and the classroom.

Environment – a positive, welcoming environment can increase productivity. Establish a neat and pleasant atmosphere of work (hang motivational/beautiful images, trainees' work). Learn your trainees names!

Setting the tone – from the start of the training year, portray the qualities of the instructor you want to be.

PROBLEM BEHAVIOUR

Instructors must be able to resolve disagreements, draw attention to the merits of differing opinions and maintain control of the classroom. They should prepare ahead of time and have a contingency plan for a range of behaviours similar to those listed below:

| LEARNER BEHAVIOUR | SOLUTIONS |
|---|---|
| <p>Quick Learner</p> <p>The cadet who consistently grasps concepts quickly and finishes work first could become disruptive if they begin to feel bored and unchallenged.</p> | <p>Provide this cadet with more advanced work.</p> <p>Ask this cadet to help others who require help.</p> <p>Have extra work prepared that reinforces the lesson.</p> |
| <p>Quiet Learner</p> <p>The cadet who rarely participates because they are shy, afraid, self-conscious or introverted.</p> | <p>Determine the cadet's interest and make it a topic for a group discussion. Discreetly encourage them to speak on the topic during the discussion asking questions that require short answers but occasionally ask more detailed questions.</p> |
| <p>Helpful Learner</p> <p>The cadet who is eager to help and agrees with everything the instructor says.</p> | <p>If the cadet is truly a generous person, explain in private that their behaviour is appreciated but could be misinterpreted by the group.</p> <p>If the cadet is trying to gain the favour of the instructor, advise the whole group that only merit will be rewarded.</p> |
| <p>Monopolizer</p> <p>The cadet who is always ready to express their views and can end up monopolizing the lesson.</p> | <p>Pose questions to this cadet that require only brief "yes" or "no" answers.</p> |
| <p>Critical Learner</p> <p>The cadet who consistently finds fault with the content or method of instruction.</p> | <p>Listen to the cadet's problems and satisfy them, if possible. If not possible, admit there are areas to be improved and ask for suggestions and solutions. Advise the cadet that you would be happy to discuss these issues after the lesson.</p> |
| <p>Know It All</p> <p>The cadet who considers themselves an authority on any topic being discussed and disrupts the class.</p> | <p>Determine if the cadet is knowledgeable or simply trying to get attention. Allow the cadet to answer some questions but allow other cadets to respond as well.</p> |
| <p>Distracter</p> <p>The cadet who attempts to get the group off topic. The cadet may do this to avoid revealing that they have not completed the assigned work or to avoid a difficult subject.</p> | <p>Recognize the types of questions that appear to relate to the lesson but will actually veer off topic.</p> <p>Acknowledge that the question does not relate to the topic but offer to discuss it after the lesson.</p> |

LEARNER NEEDS & LEARNING STYLES

Instructors must develop an appreciation for all learning styles in order to meet learner needs. Being aware of developmental periods will provide instructors with the necessary tools to plan relevant and meaningful lessons.

Learner Needs

Material must be relevant and meaningful

Adequate processing time

An instructor who is familiar with the Developmental Periods (DPs)

- **DP 1 – Experience Based** (12-14 years)
 - Understand what is real/concrete
 - Have mastered reflexive responses
 - Close supervision required
 - Interaction and activity in lessons
 - Very “me” oriented
 - Effective learning experiences should be achievable, active, and fun.
 - Activities in the lesson should end in the same lesson.
- **DP 2 – Developmental** (15-16 years)
 - Period of transition from concrete to abstract understanding
 - Beginning to use higher level thinking skills
 - Want to practice and explore new thinking
 - Beginning to understand cause and effect relationships
 - Concerned with fairness
 - “how do I fit in?” or “how does this affect me?”
- **DP 3 – Competency** (17-18 years)
 - Refining higher level thinking skills
 - Ready for more responsibility and independent learning
 - Coaching from officers is appropriate
 - Want to plan real activities and follow-through
 - Activities can extend over 4 or more lessons

Learning Styles

Visual – need to see the instructor’s body language and facial expressions to fully understand lesson content. Prefer to sit at the front, may think in pictures and learn best from visual displays. Will often take detailed notes to absorb information.

Auditory – learn best through lectures and discussions. Will interpret underlying meanings by analyzing characteristics of voice. Benefit from reading text and using a tape recorder.

Kinesthetic/Tactile – learn best through a hands-on approach, being able to actively explore the world around them. May find it hard to sit still for very long.

How an instructor can meet the needs of each learning style:

| Visual | Auditory | Kinesthetic/Tactile |
|--|--|---|
| <p>Allow trainees to sit where they can see clearly</p> <p>Keep visual aids in view long enough to be seen and referred back to</p> <p>Follow a written agenda</p> <p>Provide written material to follow along with</p> <p>Write out instructions</p> <p>Slow down and repeat when giving verbal information</p> <p>Avoid meaningless movement and decorations</p> <p>Use posters, pictures, models, real items and people</p> <p>Provide a space with few distractions</p> <p>Slow down, repeat, and use only necessary words when asking questions</p> | <p>Buddy up to teach each other</p> <p>Allow the cadets to sit where they can hear clearly</p> <p>Read written material aloud</p> <p>Use presentations speeches</p> <p>Provide space where they can read questions out to themselves before they write their answers</p> <p>Provide discussion opportunities</p> <p>Use rhymes, mnemonics and acronyms</p> <p>Change pitch, tone and speed for emphasis</p> <p>Have trainees repeat things back</p> <p>Provide opportunity for written and verbal responses</p> <p>Allow them to talk to themselves and whisper as they read</p> | <p>Allow trainees to get up and move</p> <p>Use hands-on activities</p> <p>Provide movement as part of the lesson</p> <p>Use items that can be handled and moved</p> <p>Allow trainees to do what is asked for, not describe it</p> <p>Use real items in context</p> <p>Allow matching or reorganizing in stead of naming</p> <p>Provide space to move around</p> |

ASSESSMENT

It is important for instructors to know the different types of assessment and how to use assessment tools to create a positive learning environment. Varying the method of assessment is one way for instructors to create interest and encourage learning.

Types of Assessment

Assessment of Learning – predominant type of instruction used following learning. Summative assessment designed to track progress of trainees, usually questions in a test or quiz. Tests are designed to measure quantity and accuracy in student learning, with little or no direction or advice for improvement. Within the cadet program, assessment of learning is used to determine if trainees have achieved the minimum requirement for an EO or PO.

Assessment for Learning – ongoing assessment during instruction, used to create descriptions of a trainees learning on a certain subject. The instructor can use these descriptions to know which content needs to be reviewed and where the weak areas are in the lesson. This type of assessment can produce valuable feedback for trainees regarding strengths and areas for improvement. Instructors can use checklists, worksheets, in-class activities, questions and observations, and Performance Checks.

Assessment Instructions & Instruments

Chapter 3 of the QSP outlines the assessment of learning plan and the assessment instruments to be used.

Assessment of Learning Plan – provides an overall strategy for using assessment activities to determine if the cadet has met the requirements for qualification. The ALP will:

- Provide an outline of each assessment (includes purpose, when the assessment will occur and instruments to be used).
- Identify the learning targets associated with the PO/EO to be assessed:

| | |
|--|--|
| Knowledge Mastery | Facts, concepts, and theories a cadet needs to know. |
| Reasoning Proficiency | A cadet uses what they know to solves a problem, make a decision, make a plan, think critically, set goals, or self-assess. |
| Skills | Performance demonstration where the cadet demonstrates their ability to perform a skill. TO be assessed, these performances must be demonstrated by the cadet and observed by an assessor. |
| Ability to Create Products | A cadet uses their knowledge, reasoning and skills to create a concrete product. |
| Attitudinal/Dispositional Changes | A cadet's attitude about learning, safety, conduct, etc. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification. |

- Identify the assessment methods that best matches the learning targets

| Assessment of Learning Plan – Proficiency Level Three | | | | | | | | | |
|---|--------|---|---|---|---|---|---|-------------|--|
| EC / PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations | |
| Nil. | | | PO 301 – Recognize the Purpose of Service Groups Within Canada | | | | | | |
| Nil. | | | PO 302 – Perform Community Service | | | | | | |
| Nil. | | | PO 303 – Perform the Role of a Team Leader | | | | | | |
| 303 PC | PO 303 | To assess the cadet's ability to perform the role of a team leader. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed performing the role of a team leader. The performance is then discussed with the cadet. | On completion of lessons related to EO M303.07 then ongoing throughout the training year. | Chapter 3, Annex B, Appendix 1 checklist and associated rubric. | Nil. | |
| Nil. | | | PO 304 – Update Personal Activity Plan | | | | | | |
| Nil. | | | PO 305 – Participate in Recreational Sports | | | | | | |
| Nil. | | | PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship | | | | | | |
| Nil. | | | PO 307 – Serve in an Air Cadet Squadron | | | | | | |
| Nil. | | | | | | | | | |

Assessment instruments – Specific assessment instruments are designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment is conducted to ascertain levels of learning. In most cases, these levels are defined in the Assessment Instructions. The most common assessment instruments used in the CCO are:

- Rubrics – a scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

303 PC ASSESSMENT RUBRIC

Cadet's Name: _____ Corps: _____
 Date: _____ Division: _____

| | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded the Standard |
|-------------------------------------|---|---|---|---|
| Communicate as a team leader. | Did not communicate with team members. | Communicated with team members occasionally. Team members needed clarification on many occasions. | Communicated with team members on many occasions. Team members needed few clarifications. | Communicated to the team throughout the leadership task. Team members did not need clarification. |
| Supervise cadets. | Did not supervise cadets. | Only supervised cadets at the beginning and / or end of the leadership assignment. | Supervised throughout the leadership assignment making some corrections when necessary. | Supervised throughout the leadership assignment making corrections as necessary. |
| Solve problems. | Did not solve the problem(s). | | Solved the problem(s). | |
| Complete the leadership assignment. | Did not complete the leadership assignment. | | Completed the leadership assignment. | |
| Perform self-assessment. | Did not complete the self-assessment. | | Completed the self-assessment. | |

This form shall be reproduced locally.

- Checklists – a simple checkbox type of worksheet that shows success in given tasks. Checklists can be designed to assess both individuals or groups.

308 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

Analytical Performance Assessment:

| Direct a squad prior to a parade | Incomplete | Completed With Difficulty | Completed Without Difficulty |
|--|------------|---------------------------|------------------------------|
| Fall in a squad. | | | |
| Call the roll. | | | |
| Size in a single rank and reform in threes (twos). | | | |
| Dress a squad. | | | |
| Inspect a squad. | | | |
| Hand over a squad. | | | |

Assessor's Feedback

| PO 308 Overall Assessment | | | | |
|----------------------------|--|---|--|-------------------|
| Check One | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded Standard |
| Overall Performance | The cadet has not achieved the performance standard by not completing at least one of the required skills. | The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty. | The cadet has achieved the performance standard by completing all objectives without difficulty. | N/A |

| | |
|------------------------------|------------------|
| Assessor's Name: | Position: |
| Assessor's Signature: | Date: |

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DRILL INSTRUCTION

Formations for Drill Instruction

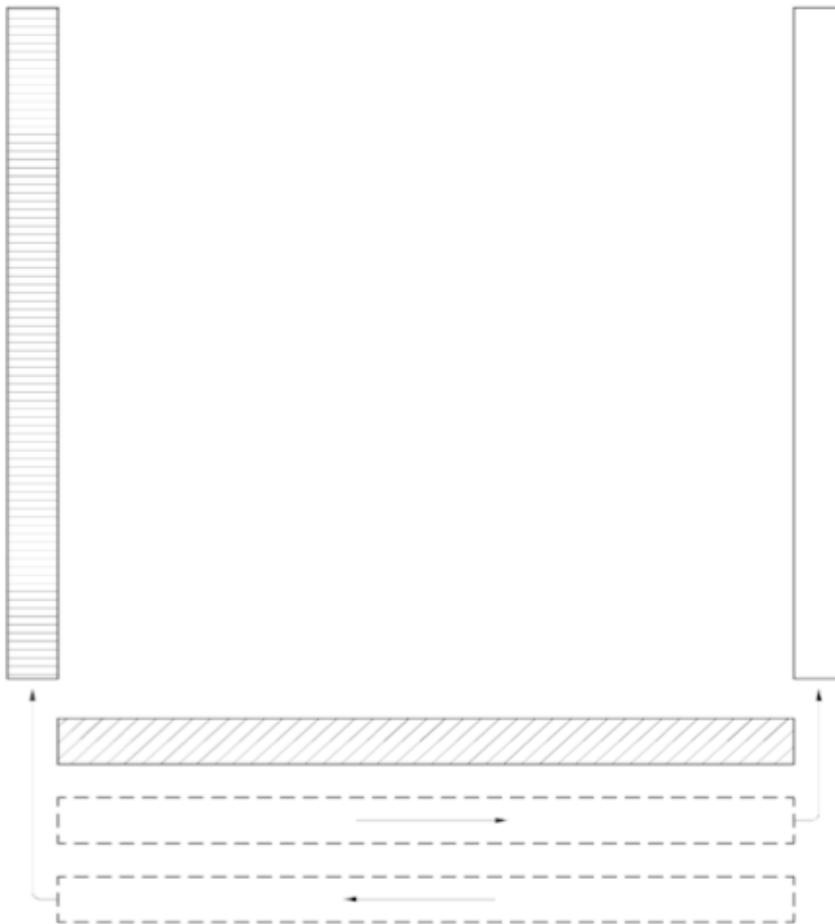
Select the most effective formation for the lesson being taught. The choice of formation is important because it allows all of the cadets to see the instructor.

Single File – used for groups of five cadets or less which can form up in one rank.

Semi-Circle – used for groups of six to nine cadets, which would normally form up into two ranks. There is no formal drill command for this formation.

Hollow Square – used for groups of ten or more cadets, which form up into three ranks.

- SQUAD, FORM HOLLOW SQUARE, CENTRE RANK RIGHT, REAR RANK LEFT – TURN
- CENTRE RANK LEFT WHEEL, REAR RANK RIGHT WHEEL, QUICK – MARCH
- MARK – TIME
- SQUAD – HALT
- CENTRE RANK LEFT, REAR RANK RIGHT, TURN



Fundamentals of Drill Instruction

Standard Pause – The pause between each drill movement is two beats of quick time. No movement is made during this pause.

Mechanical Training Aids:

- Drums – can be used to sharpen the execution of drill at the halt, to beat the time for cadets who are learning to judge correct timings, and to beat the cadence during marching. An ADI should be used for this task.
- Metronome – A mechanical instrument that emits a sound and can be adjusted to indicate the cadence for various movements.
- Broomstick/hockey stick – Can be used to keep marching cadets in line. Especially useful for cadets learning to wheel.

Words of Command – Good commands are pronounced clearly and distinctly, with confidence and determination. Commands should be given from the diaphragm rather than the throat, and should never be sung. Commands are split into two parts:

- Cautionary – serve as warnings for the movement to be performed and are given first. “Move to the right”, “advance”, etc.
- Executive – serve as the signal for the movement to be carried out. “Turn”, “March”

Factors Influencing Drill Instruction

Instructor effectiveness

- **Mistaken Perception** – Be sure not to take advantage of your role on the parade square. Your trainees are there to learn from you. Be firm in your instruction and corrections, but remember to be fair and friendly as well.
- **Appearance and bearing** – Your uniform and body language will influence the responsiveness of your cadets. Ensure their respect for you by maintaining a high standard of dress, and always act professionally.
- **Vocabulary** – Keep It Simple Stanley (KISS)! Make sure the words you use are clear and concise, so that trainees will have less misunderstanding.
- **Enthusiasm** – Within reason, you should have passion for the lesson you are teaching. This will allow you to be confident in your instruction and correction, as well as spread your enthusiasm to your cadets.
- **Firm Approach** – During your lesson, you are the authority on the subject being taught. Never pass a fault, and always be in control of your cadets.
- **Encouragement & Correction** – Ensure your corrections come in the form of constructive criticism. Identify what is being done wrong, and always follow up with suggestions for improvement.
- **Instructor faults** – Make sure that you master the movement before you teach it. If a question is asked that you do not have an answer for, DO NOT make one up. Always say “I’ll have to get back to you.”

Cadet Performance

- **Fatigue & Rest periods** – Ask intermittently if your cadets are tired. Provide water breaks that are a few minutes long. Younger trainees will require at least one break per period of instruction. Older trainees can usually wait longer. Use your discretion.
- **Environmental factors** – Factors such as weather and air circulation can cause cadets to become dizzy or over-heated. Ensure that the drill instruction area has air movement, and is not too hot.

- **Learning capacity of cadets** – Different learning styles and previous instruction will both affect the outcomes of your lesson. Always do a review of the relevant movements before beginning your instruction in order to gauge current skill level.

Act as an Assistant Drill Instructor (ADI)

Acting as an ADI gives instructors the opportunity to practice, observe and assist in performing the duties of a drill instructor in a safe and controlled environment during a regular training session. Duties may include the following:

- Prepare training aids.
- Assist in lesson instruction by providing demonstrations or teaching a TP.
- Supervising cadets.
- Provide assistance with individual coaching and observation.
- Securing training aids after instruction is complete.

Planning a Drill Lesson

Instructors must know the essential elements of a drill lesson and be able to develop a written drill lesson plan as it allows them to be better prepared to deliver drill instruction. The lesson plan formats provided for knowledge lesson plans can work for drill lessons as well, provided the details below are all included. Drill that is well taught and executed develops individual pride, mental alertness, precision and esprit de corps.

Introduction:

- Order the class into a suitable formation
- Review the previous relevant lesson(s)
- Describe the movement, importance, use(s), and assessment details.

Body:

- Demonstrate the complete movement, calling out the time. (ADI)
- Explain the complete movement.
- Demonstrate the movement by numbers, starting with Squad 1
- Explain the movement by numbers, starting with Squad 1
- Allow trainees to ask questions
- Practice the movement by numbers (individually, collectively)
- Demonstrate the complete movement (ADI)
- Practice the complete movement
 - Instructor calling timing
 - Trainees calling timing
 - No one calling timing

End of Lesson Confirmation (EOLC):

- Performance of the movement taught
- Done as a squad
- Highlight areas for improvement

Conclusion:

- Re-state the movement taught, and where and when it will be used.
- Re-motivate trainees by commenting on progress.
- Describe the next lesson.

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