



**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1 on two different colours of paper. Description sheets should be colour A and Typical Application sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

IMPORTANCE

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

Teaching Point 1**Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

RESOURCES

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP (if required),
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

ACTIVITY LAYOUT

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
 - a. determine what the cartoon is implying; and
 - b. consider why varying teaching techniques can assist with learning.

3. Introduce the sample Methods of Instruction Puzzle by:
 - a. pointing out the two top row categories: description and typical applications;
 - b. identifying the first column as the six methods of instruction; and
 - c. explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.
4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:
 - a. Groups must place their pieces of the puzzle in the appropriate column and row.
 - b. A group that is having difficulty may visit the sample located at the front of the classroom up to two times.
 - c. A penalty of 30 seconds will be added to a group's time for each visit to the sample.
 - d. The group that completes the puzzle correctly in the least time is the winner.



Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 2

Conduct an activity where the cadets will describe methods of instruction.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,

- Pens / pencils, and
- Tape.

ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS


1. Write the following on the whiteboard / flip chart:
"Tell me, and I forget;
Show me, I may remember;
Involve me, and I will understand." - Chinese Proverb
2. Ask the cadets the following questions:
 - a. What are some possible meanings of the quote?
 - b. What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
 - a. group discussion,
 - b. guided discussion,
 - c. role-play,
 - d. experiential learning,
 - e. problem-based learning, and
 - f. case study.



If the class size is small, divide the class into three groups and assign two methods to each group.


4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
 - a. description,
 - b. applications,
 - c. preparation and development, and
 - d. pros and cons.

6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.
8. Have each group read their method of instruction information sheet and add details to their flip chart paper.



Distribute the Methods worksheet to each cadet.

9. Display charts around the room.
10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.
11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.



It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.


CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 3 **Conduct a group discussion on the application of methods of instruction.**

Time: 20 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

Interactive Lecture. Lessons with facts or dates, including history lessons.

Demonstration and performance. Any drill or skill, such as first aid and rope work.

In-class activity. Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

Practical activity. Map and compass, and cool-down and warm-up activities for sports.

Game. Lessons that include labelling or defining terms and performance-based lessons.

Field trip. Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

Group discussion. Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

Guided discussion. Explain personal integrity and explain decision-making processes.

Role-play. Influence behaviours, leadership scenarios, and history.

Experiential learning. Participating in citizenship activities and attending weekend training.

Problem-based learning. Teambuilding activities and leadership styles.

Case study. Characteristics of a leader and various events in history.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.



Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

SUGGESTED QUESTIONS:

What methods of instruction do you like to participate in most? Why? Provide an example.

What methods of instruction were used to instruct this lesson? What evidence do you have?

Would you choose a different method of instruction for this lesson? What and why?

What criteria do you consider most / least important when choosing a method of instruction? Why?

Ask the following questions for each method of instruction:

1. What is an application of this method?
2. Why would you choose this method?
3. Does anyone disagree?
4. Would this application apply to another method of instruction? Why or why not?
5. Are there any other lessons that would fall into this method of instruction?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed in IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

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Teaching = Learning?

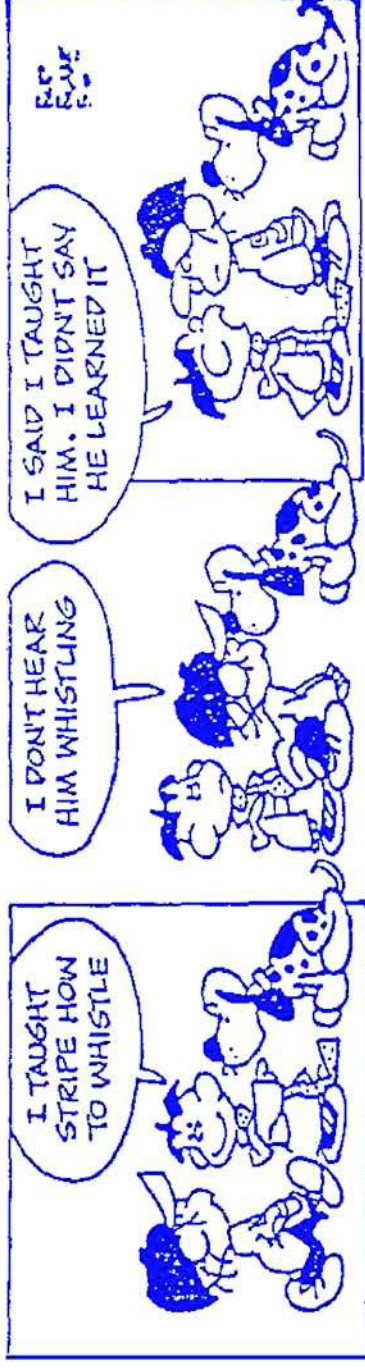


Figure A-1 Teaching = Learning

Note: From *Tiger Comics* by Bud Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

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Name: _____

Place 6 methods of instruction in the circles. Then list two characteristics of each.

Methods of Instruction


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METHODS OF INSTRUCTION PUZZLE

Directions

1. Photocopy three copies of Attachment C using coloured paper.



The top right-hand corner of each page indicates the colour paper to be used for each copy. The colours correspond with different sections of the puzzle as illustrated in Figure C-1.

2. Cut out each piece of the puzzle.
3. Refer to Attachment D to help with the assembly of the puzzle.
4. Assemble one puzzle to demonstrate to the class (as illustrated in Figure C-1).

	Description	Typical Applications
Interactive Lecture	C O L O U R A	C O L O U R B
Demonstration and Performance		
In-Class Activity		
Practical Activity		
Game		
Field Trip		

Figure C-1 Methods of Instruction Puzzle

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

5. Put the other two sets of the puzzle pieces in two envelopes.

<p>Interactive Lecture</p>	<p>Demonstration and Performance</p>	<p>In-Class Activity</p>
<p>Practical Activity</p>	<p>Game</p>	<p>Field Trip</p>

<p style="text-align: center;">DESCRIPTION</p>	<p style="text-align: center;">TYPICAL APPLICATIONS</p>
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DESCRIPTIONS

<p>Is used with one or more participants to practice skills, apply strategies, and enhance teams.</p> <p>Supports learning through a challenging activity that allows for skill practice or knowledge confirmation.</p>	<p>A method where theoretical knowledge is reinforced through participation in an activity in a real-life setting.</p>
<p>An instructor-driven method that combines both lecture and interaction to meet lesson objectives.</p> <p>Examples include videos with discussion, games, learning stations, brainstorming, debating, group work and the completion of handouts.</p>	<p>This method involves observing the instructor and performing and rehearsing the task under the supervision of the instructor.</p>

Colour A

DESCRIPTIONS

<p>Involves a wide variety of potential activity-based learning that can be used to support learning objectives.</p> <p>Encourages participation.</p> <p>Examples include learning stations, videos, brainstorming, debating, group work, and the completion of handouts.</p>	<p>This method includes a wide variety of activity-based learning opportunities that can be used to introduce new experiences.</p>
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Colour A

TYPICAL APPLICATIONS

<p>Used to:</p> <ul style="list-style-type: none"> ● introduce a topic; ● discover concepts and principles; ● learn terminology; ● recall terms; ● recognize equipment parts; ● carry out an application; ● confirm learning; or ● demonstrate a process. 	<p>Used to:</p> <ul style="list-style-type: none"> ● introduce / illustrate and confirm topics; ● reinforce and clarify classroom learning; ● inject variety into the situation; or ● allow viewing of operations or equipment that cannot easily be shown in the classroom.
<p>Used to:</p> <ul style="list-style-type: none"> ● introduce a subject; ● present background information; ● review previously taught material; ● give instructions on procedures; or ● illustrate the application of rules, principles or concepts. 	<p>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; or ● teach safety procedures.

Colour B

TYPICAL APPLICATIONS

<p>Used to:</p> <ul style="list-style-type: none">• teach both knowledge and skill lessons;• reinforce instructional objectives;• introduce a subject and generate interest;• give background information;• illustrate application of rules, principles or concepts; or• create interactivity during a lecture.	<p>Used to:</p> <ul style="list-style-type: none">• carry out an application;• demonstrate a process;• verify an explanation;• produce a product;• teach manipulative operations; or• teach procedures.
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Color B

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METHOD OF INSTRUCTION
Interactive Lecture

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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.</p> <p>Prepare participatory questions to encourage cadet participation.</p> <p>Prepare evaluative questions for confirmation of teaching points.</p> <p>Obtain or develop training aids to clarify main points.</p> <p>Prepare an in-class activity to avoid lecturing too long.</p> <p>Practice delivering the material.</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; or • introduce a demonstration, discussion or performance. 	<p>Begin the lesson and each new TP with an attention-getter.</p> <p>Use presentation aids such as:</p> <ul style="list-style-type: none"> • flip chart, • whiteboard, and / or • electronic media. <p>Pay attention to signals of alertness, such as:</p> <ul style="list-style-type: none"> • cadets' facial expressions, and • cadets' body language. <p>Deal with alertness problems by:</p> <ul style="list-style-type: none"> • asking for questions; and • posing questions to the group. <p>Use visual training aids at opportune moments.</p> <p>Integrate interesting facts with lesson material to maintain interest.</p> <p>Use participatory questions or a short activity to avoid lecturing too long.</p> <p>Use questions to confirm each teaching point.</p> <p>Confirm the lesson using questions or an activity.</p>

METHOD OF INSTRUCTION
Demonstration and Performance

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Demonstration and Performance</p> <p>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</p> <p>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</p> <p>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, and • perform the task. 	<p>Demonstration Method</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; or • teach safety procedures. <p>Performance Method</p> <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; or • teach safety procedures. 	<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>

METHOD OF INSTRUCTION
In-Class Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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>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; or • review, clarify or summarize information. 	<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>

METHOD OF INSTRUCTION
Practical Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Organize the training area so that all cadets will have space to perform the task safely.</p> <p>Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Arrange for assisting staff, if necessary.</p> <p>Plan for composition of groups.</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.</p> <p>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; or • teach safety. 	<p>Review background information.</p> <p>Distribute the handout, if necessary.</p> <p>Introduce the activity to the group.</p> <p>Stress safety.</p> <p>Brief the cadets on what they will be expected to do.</p> <p>Brief assisting staff on what they will be expected to do.</p> <p>Begin the activity.</p> <p>Supervise the cadets and provide assistance, if necessary.</p> <p>Watch for safety infractions and stop the activity, if necessary.</p> <p>Conclude the activity.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION

Game

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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; and • 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>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; and / or • confirm learning. 	<p>Brief the cadets on the following:</p> <ul style="list-style-type: none"> • the objective of the game, and • 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; and • ensure maximum participation. <p>End the game.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Field Trip/Field Trip

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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.</p> <p>Determine the time and location of the field trip.</p> <p>Obtain necessary authorizations.</p> <p>Determine the timings.</p> <p>Determine the activities or demonstrations needed to achieve the objectives.</p> <p>Determine if trained personnel will be available to assist.</p> <p>Arrange the following, if necessary:</p> <ul style="list-style-type: none"> • transportation, • supervision, and • meals. <p>Determine if the cadets will be allowed to use equipment or participate in a training activity.</p> <p>Determine if all cadets can take part at once or if they need to rotate through.</p> <p>Divide the cadets into groups, if necessary.</p> <p>Ensure safety.</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; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom. 	<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, and • 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, and • 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, and • the objectives are met. <p>After the field trip:</p> <ul style="list-style-type: none"> • debrief the cadets; and • confirm that objectives have been met. <p>Express appreciation to the facilitators of the field trip.</p>

Guided Discussion

Description:

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.

Applications:

- 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.

Preparation and Development:

Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.

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.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors to redirect discussion using rephrased comments or summaries.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- May not accomplish goals.
- Can get off topic.
- Some members may not participate.

Group Discussion

Description:

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.

Applications:

- 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.

Preparation and Development:

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.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- Restricts size of group.
- Requires selective group composition.

Problem-Based Learning	
<p>Description: 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>Applications: 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; and • learn through practice and reflection on each scenario in which they participate. 	
<p>Preparation and Development: 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. 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>Advantages:</p> <ul style="list-style-type: none"> • Encourages participation by cadets. • Maintains relevance to performance objectives. • Many resources are involved. • Problems are realistic for learners to relate to. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Critical thinking skills are required. • Broad knowledge of the subject matter is required. • Instructors must be experienced in facilitating learning.

Role-Play

Description:

A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances.

Applications:

It allows learners to:

- practice responding to various situations that are similar to those they will encounter; and
- develop human interaction skills.

Preparation and Development:

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.

Advantages:

- High participation, interactive delivery.
- May lead to discussions.
- Experience is developed in a supportive environment.
- Can be very versatile depending on the topic.

Disadvantages:

- Participants can be easily sidetracked.
- 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	
<p>Description: 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>Applications: The method teaches:</p> <ul style="list-style-type: none"> • practical skills, • transferable skills, • problem solving, and • process or principle. 	
<p>Preparation and Development: 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>Advantages:</p> <ul style="list-style-type: none"> • Knowledge is shared by the participants. • Most participants will create new knowledge. • Everyone is actively involved in the teaching and learning process. • Numerous resources are used. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Expensive as it uses many resources. • Requires a lot of planning, preparation and organization prior to the activity. • The instructor must master the subject developed. • May not be a good process for learning details.

Case Study

Description:

A method using a written problem, situation or scenario to achieve a performance objective.

Applications:

- Used for learning principles, attitudes and concepts.
- Develops critical thinking and promotes teamwork.

Preparation and Development:

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:

1. Facts,
2. Assumptions,
3. Problems, and
4. Solutions.

Advantages:

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

Disadvantages:

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

Methods

Write a method of instruction in each rectangle. Listen to each group present their method. In each cloud, list some characteristics defining the method.

The form consists of two rows of three cloud shapes. Each cloud is connected to a horizontal rectangular box below it by a small stem and two circles, resembling a thought bubble. The clouds and boxes are empty, intended for students to write their methods and characteristics.

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METHOD MADNESS

Topic: _____

Group Members: _____

Discuss the factors below in order to reach a decision on adopting a method of instruction.

<p>Is the objective to:</p> <ul style="list-style-type: none"> • provide theory? • manual or procedural skills? • develop concepts? • instill desired attitudes? • develop teamwork? 	<p>What is the type of content:</p> <ul style="list-style-type: none"> • Knowledge? • Theory? • How difficult is it?
<p>Know your cadets by determining the:</p> <ul style="list-style-type: none"> • existing skill, knowledge and attitude level of the students, • class size, • behaviour, • qualifications, • experience, and • skill level. 	<p>Establish Materials / Equipment / Facilities:</p> <ul style="list-style-type: none"> • What? • Where? • Available? • Time? • Is it critical?
<p>Consider cost:</p> <ul style="list-style-type: none"> • Are funds available? • Is it cost effective? 	<p>Know your ability as an instructor by determining:</p> <ul style="list-style-type: none"> • Existing skill, knowledge and attitude level? • Behaviour? • Availability? • Qualification? • Experience? • Skill level?

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METHODS OF INSTRUCTION SUMMARY

Interactive Lecture. The instructor presents material such as events and facts and the cadets participate by responding to questions and engaging in discussion.

Examples:

Demonstration and performance. The instructor demonstrates a movement or skill, showing the cadet what to do, and explains, why, where and when it is applied. Then the cadets are given time to practice the movement or skill.

Examples:

In-class activity. A variety of activities that reinforce instructional topics.

Examples:

Practical activity: An interactive way to allow cadets to experience skill-based lessons.

Examples:

Game. Fun and challenging activity that allows for skill practice or knowledge confirmation.

Examples:

Field trip. Complements theoretical knowledge required by using concrete examples and allowing cadets to observe real-life applications of learning objectives.

Examples:

Group discussion. Cadets learn from peer responses, which provoke them to examine their own thoughts and experiences.

Examples:

Guided discussion. The instructor directs and stimulates the cadets' learning through a series of structured questions.

Examples:

Role-play. Cadets are assigned roles requiring them to interact with others in responding to various realistic situations.

Examples:

Experiential learning. Allows cadets to acquire new knowledge or skills through direct experience.

Examples:

Problem-based learning. Cadets analyze a problem and apply the steps in the problem-solving method.

Examples:

Case study. The primary purpose may not be to find a correct solution to the problem or issue posed, but to understand the principles involved in reaching a solution or analyzing an issue.

Examples:



**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 2

EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the Create a Positive Learning Environment Crossword Puzzle located at Attachment B for each cadet.

Ensure the different types of attention signals described in TP 3 are available for this EO.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadets' interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the importance of a physically and emotionally safe learning environment, discussed various techniques to manage stress and discussed classroom / training area management techniques.

IMPORTANCE

It is important for the cadets to identify elements of a positive learning environment because it will provide them with specific instructional strategies for motivating and engaging the cadets, for conducting interesting lessons and for boosting the cadets' self-confidence and self-esteem.

Teaching Point 1**Describe the importance of a physically and emotionally safe learning environment.**

Time: 15 min

Method: Interactive Lecture



The cadets should be able to relate to sitting in a classroom trying to listen to an instructor who may have been knowledgeable about the subject but who was unable to engage them. Brainstorm with the cadets the reasons why they may have been unable to concentrate on the lesson. Draw out aspects of the environment such as lighting, ventilation, physical space, the instructor's attitude toward the group and the cadets' relationship with their peers. Explain that these are aspects of the learning environment that directly affect their ability to learn.

THE IMPORTANCE OF A PHYSICALLY AND EMOTIONALLY SAFE LEARNING ENVIRONMENT

"Everything we know or sense about the world comes to us, in one way or another, through the environment in which we live." (Bell, 2007, <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>)

The learning environment includes the "physical environment" of the classroom or training area and the "emotional environment" that the cadets and instructor create in the classroom or training area. Aspects of the physical and emotional environment such as the lesson location, availability of resources, and cadets' level of stress and anxiety affect learning but are sometimes outside of the instructors' control. However, it is important that instructors try to minimize the effects of such hindrances to learning when they plan their lessons rather than simply know they exist and feel powerless to change them.

Physical Environment

The physical environment for cadet training will most likely change from training session to training session or even from lesson to lesson. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. The first priority when considering the physical environment is safety. As a minimum standard the physical environment should have:

Adequate lighting. The connection between light and our emotions has long been recognized. Studies have also shown that learners perform better in brightly-lit learning environments than dimly-lit ones. It has also been shown that a learning environment with lots of natural light is more conducive to learning.

Good ventilation. It is important to be conscious of the temperature and air quality in a room because people are especially sensitive to these two elements. Cooler temperatures promote relaxation and receptivity while warmer temperatures promote acting out. If possible, open a window, turn on a fan or open a door to control temperature and air quality.

A colourful atmosphere. There is a connection between colour and moods and emotions. Warm colours (eg, red, orange, yellow) are exciting and may lead to acting out while cool colours (eg, blue, green, purple) are more relaxing. Researchers in brain-based learning suggest that the best colours for elements of the physical environment are yellow, light orange, beige or off-white. The cadets may react differently to the same colour depending on their emotional state. If cadets are feeling stressed, the colour red, for example, may bring out aggressive feelings but if they are relaxed, red can attract their attention.



The physical environment can be improved by adding colourful, visually appealing posters, pictures or other graphic images to the walls. If an instructor lacks control over these elements they should ensure that learning aids (handouts, electronic presentations, transparencies or flip charts) are colourful.

Flexible seating arrangements. The instructor should set up a learning environment that allows cadets to move quietly to take part in small and whole group learning activities. Having the cadets move from large to small group interactions will provide variety help them learn new material more efficiently.

Movement. Cadets learn better if there is movement during a period of instruction. The brain needs glucose, oxygen and water to function properly. Even if the air quality is good, the cadets may still be oxygen deprived because of improper breathing patterns caused by stress and anxiety. Lack of oxygen to the brain negatively impacts its ability to process information; increasing the flow of oxygen to the brain can improve its ability to process information. Physical activity is an excellent way to increase oxygen flow to the brain. Instructors can accomplish this by beginning their classes with 30–60 seconds of stretching or deep breathing and by taking breathing breaks during longer lessons or when they notice that the cadets' attention is lagging.

Water is also important for good brain functioning. Instructors should encourage the cadets to drink beverages, preferably water or fruit juices during lessons.



The brain consumes twenty percent of the body's energy.



Organize the cadets into pairs and have them alternate as they explain to one another how adequate lighting, good ventilation, colourful atmosphere, flexible seating arrangements and movement affect learning. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all elements have been explained, continue with the lesson.

Emotional Environment



"Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated." (Earl, 2003, p. 39)

Instructors have a responsibility to make their classrooms as emotionally safe as possible so that learning can take place. If the brain senses a threat, it will ignore all other information to deal effectively with the threat. The perception of threat causes a "fight or flight" response which causes the body to transfer blood from the frontal cortex, or thinking part of the brain, to the bottom and back of the brain to prepare for survival. Any time cadets experience a sense of danger, whether physical or emotional, their bodies and brains react with this "fight or flight" response.

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.



Emotional safety is necessary for intellectual risk taking. (Earl, 2003, p. 103)

There are a number of strategies that can be used to achieve an emotionally safe learning environment. It is important for the instructor to:

Lead with a positive attitude. The cadets may have plenty of complications and negativity in their daily lives and will appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

Establish a friendly learning environment. The instructor should make it safe to learn by treating all cadets equally and respectfully and insisting that cadets treat one another in the same way. The instructor can build trust by keeping their word and by keeping information confidential if asked to do so. They should encourage the sharing of ideas, experiences and information and value the contribution of each learner. One simple thing that instructors can do is to be sensitive to the cadets' average attention span.



Use a maximum of one minute per year of age, as a guide, to get uninterrupted listening or active participation in an activity.

Make learning fun. The instructor should challenge the cadets with interesting activities that are not too easy or too difficult. They should try to challenge the cadets just beyond their present level of ability. If they are challenged too far beyond their level of ability, the cadets will give up but if they are challenged too little, they will become bored. Encourage the cadets to take risks and reward effort and energy as well as correctness. The instructor should listen empathetically by acknowledging nervousness, showing patience and being non-judgmental of the cadets' responses. In addition, the instructor should never single out cadets and always be attentive to those who seem isolated from the group. They should never use put-downs or sarcasm.



Instructors should keep the first challenge easy and the encouragement heavy and remember that they are students too but with the added responsibility of helping others learn.

Encourage supportiveness. The instructor should be supportive of the cadets and encourage them to be supportive of one another. Instructors can create a supportive environment by leading applause, thanking cadets for their input and rewarding effort.

Appeal to a variety of senses. The instructor should stimulate the cadets' senses in a variety of ways which will help them feel positive about the learning experience. As well, the instructor should be aware that the cadets will have different learning styles that should be catered to by using many different learning activities.

Provide feedback. The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. They should always be accurate and consistent and when they assign specific tasks to be done, they should tell the cadets that they will be coming back to check on their progress.



When providing feedback, the instructors should stress what is to be done rather than confuse the cadets by giving attention to what is not to be done.

Use encouragement. The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem but must be careful not to confuse encouragement with reinforcement. Encouragement will make the cadets feel better but it will not improve their learning in the same way as providing specific feedback regarding a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.



Instructors should encourage the cadets to look at incorrect responses or unsuccessful attempts at problem solving as research and not failure.

Communicate clear expectations and routines. A sense of safety comes from consistent and predictable behaviours on the part of the instructor. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention and handling disruptions and distractions. They should start every lesson by telling the cadets specifically what they will know or be able to do by the end of the lesson. They should conclude each lesson by reminding the cadets what they have learned or are able to do.

Provide processing time. Instructors should ensure that the cadets have enough time to process the information that they have just received. They should stop periodically during a lesson and allow the cadets to interact over new material which will help them store it in long-term memory for later recall. Instructors can use a variety of group or paired activities to enable the cadets to interact with one another. They can, for example, ask each cadet in a small group to successively respond to a question or comment on an idea. A variation of this type of interaction would be pairing cadets and having them respond alternately by listing one item of a series, by identifying a specific cause or effect of something or by providing a specific reason. The key is for the instructor to stop talking, ask a question, set a time limit and have the cadets interact in groups or pairs to process the information just presented.



Talking or lecturing beyond ten minutes is like pouring water into a glass that is already full.

Instructors must ensure, as much as possible, that the environment in which they instruct their lessons is learner friendly. The environment does affect learning and instructors must find ways to positively impact the learning environment for the cadets. The cadets should feel comfortable when giving answers, taking part in discussions and solving problems. Their incorrect responses to oral questions or attempts at solving a problem should not be put down or belittled but rather should be seen as the beginning of discovery.



Adult learners can overcome a poor learning environment because they are often self-motivated with a genuine interest in the subject or desire for personal gain. Cadets may not have a high degree of self-motivation so it is important to create a learning environment that will motivate them.

CONFIRMATION OF TEACHING POINT 1

Organize the cadets into pairs and have them alternately explain to one another two ways the instructor can establish a friendly learning environment, make learning fun and provide processing time.

Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the three items have been explained, continue with the lesson.

Teaching Point 2**Conduct a group discussion on stress management techniques.**

Time: 15 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

STRESS

Stress is the body's reaction to a perception of a physical or emotional threat. The threat can be real or imagined; it is the perception of threat that triggers the stress response. During an acute stress response, the nervous system is activated automatically and the body experiences increased levels of cortisol, adrenalin and other 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, which is commonly known as the "fight or flight" response. 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 and negative stress are commonly labelled as eustress and distress respectively.

Eustress

Eustress is described as good stress and is created naturally when we participate in exciting but safe activities or when we trick the body into releasing small amounts of cortisol into the bloodstream. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



The prefix 'eu' in the word eustress is taken from the word euphoria which means a feeling of well being.

Distress

Distress is described as bad stress. This type of stress causes worry, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person may cause distress for another.

TECHNIQUES FOR CREATING POSITIVE STRESS

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.

Design activities that challenge cadets. The instructor should design activities that challenge the cadets just beyond their present level of ability to encourage interest and prevent boredom.

Use movement. Instructors should 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, which can have a cumulative effect on the brain.

Use music. Music, in addition to being enjoyable, 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.

Breathe Properly. Breathing is how oxygen gets into the bloodstream to be delivered to the rest of the body. As automatic as it is, cadets may not be breathing well and should practice deep breathing activities to help increase oxygen flow.



Conduct a deep breathing activity by having the cadets:

1. lie on the floor on their back or sit in a comfortable position;
2. place one hand on their upper chest and one hand on their belly just above their waist;
3. breathe in slowly through their nose and feel the hand on their belly rise;
4. breathe out slowly through their mouth and feel the hand on their belly gradually lower; and
5. repeat steps three and four a few times.

If this activity is too disruptive or time consuming, simply encourage the cadets to take a few deep breaths periodically throughout a lesson to get more oxygen from the bloodstream to the brain, which will improve brain function.

TECHNIQUES FOR CONTROLLING NEGATIVE STRESS

If threats, or the perception of threats, are persistent, stress will become long term or chronic. The body can handle temporary or acute stress but not chronic stress and it may become ill. At the least, chronic stress impedes learning and must be prevented. 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.



It is estimated that ninety percent of doctors' visits are for conditions in which stress, at least, plays a role.

Inform cadets of expectations. Instructors must clarify their expectations and communicate them to the cadets. Be specific, when assigning tasks, about what cadets will be expected to do, how they will be assessed and how they will receive extra training if necessary. Develop routines for beginning a lesson, transitioning from one activity to another during a lesson, 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. The instructor must clearly and specifically inform the cadets what is expected of them and ensure that the cadets have all the material they need to complete the learning activity. The cadets will have limited time to complete the activity and will become frustrated if they have to collect material or improvise on their own. The instructor must ensure that all necessary equipment and supplies are readily available in the learning environment.

Provide adequate time to accomplish the task. When determining the amount of time for a task a good rule to follow is to assign one minute for each year of age. If an activity is long it should be broken down into manageable tasks.

Incorporate physical activity. The instructor should ensure that cadets move during every class either naturally as part of an activity or artificially when they notice the cadets' attention lagging.

Provide time to process information. Give the cadets enough time during a task to interact with their peers, in some way or another, over the content to help move it into long-term memory. This can be accomplished in a number of ways such as group interactions or some form of paired sharing. The important thing is to prevent time from becoming a hindrance to learning.

Practice relaxation techniques. There are a number of relaxation techniques to control negative stress. The benefit of such techniques is that they trick the body into thinking that the threat is gone and the increased blood circulation carries more oxygen to the brain, which allows the body to relax.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

- Q1. What is stress?
- Q2. How does breathing deeply help create positive stress?
- Q3. What are five things instructors can do to control negative stress?
- Q4. How can practicing relaxation techniques help control negative stress?
- Q5. How does music create positive stress?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.



If time allows, conduct an activity where the cadets will practice one of the relaxation exercises described in Attachment A.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 3

Identify classroom / training area management techniques.

Time: 20 min

Method: Interactive Lecture

The classroom / training area for cadets may vary from session to session or even lesson to lesson depending on the type of training being conducted and the space available at the unit. Even if the instructor has the luxury of a dedicated space, it is important that they develop a classroom / training area management plan that will maximize the time available for a lesson. A management plan will prevent the instructor from wasting time getting the cadets' attention, transitioning from one activity to another, handling distractions and dealing with different types of learners.

A management plan should include the following but can be more detailed.

ATTENTION SIGNALS




Attention signals will work only if the cadets know what to do upon hearing or seeing the signal and the instructor has a positive expectation of success. If you do it, but do not actually expect the cadets to give you their attention, most likely they will not.


The instructor may find it useful to use an attention signal which immediately captures the cadets' attention when beginning a lesson, giving instructions, passing on information or transitioning from one activity to another. The attention signal should be both auditory and visual and the cadets should be taught to stop talking, stop working and establish eye contact immediately upon hearing and seeing the signal. Such an approach, when it becomes entrenched into the lesson's routine, will prevent the instructor from becoming frustrated and will help establish a calm tone for the lesson. The attention signal should be used consistently whenever there is a need to get the cadets' attention. The following attention signals may be used:

- **Raising a hand.** The instructor can simply raise their hand or raise their hand and say, "high five." Immediately upon hearing the phrase "high five" and seeing the instructor's hand go up the cadets should stop talking or moving, look at the instructor, raise their hand and repeat the phrase "high five" and keep their hand raised until the group is ready.
- **Flicking the light switch.** Immediately upon seeing the lights go on and off, the cadets should stop talking or moving and look at the instructor until the group is ready. An accompanying verbal command may include "high five" or some other phrase.
- **Sounding a bell, playing a musical tone or playing part of a song.** Immediately upon hearing the bell, musical tone or part of a song, the cadets should stop talking or moving and look at the instructor until the group is ready.
- **Clapping a rhythm.** The instructor claps a rhythm (dut, dut, dut, dut, dut). Immediately upon hearing the clapped rhythm the cadets should stop talking or moving, clap either a responding rhythm (dut, dut) or repeat the rhythm the instructor clapped and then look at the instructor until the group is ready.

- **Whistling.** Immediately upon hearing the whistle the cadets should to stop talking or moving and look at the instructor until the group is ready.



Use one of the attention signals and have the cadets respond with the appropriate behaviour or play the chorus from the song "Respect", have the cadets repeat "R-E-S-P-E-C-T" when they hear it and look at the instructor until the group is ready.



This is not an exhaustive list of attention signals. Some of the signals described above may be too childish for some groups. When deciding on a signal, consider the age, experience and maturity level of the group. Additional research of attention signals and experimenting with the group may help find one that works.

CORRECTING 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. Acknowledge that the question does not relate to the topic but offer to discuss it after the lesson.</p>



Organize the cadets into pairs and have them alternately describe to one another the different types of learners. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the different types of learners have been described, continue with the lesson.

PROVIDING POSITIVE REINFORCEMENT

Deal with inappropriate academic performance and / or behaviour by emphasizing what is expected of the cadet rather than concentrating on what the cadet did wrong. The feedback should be:

- accurate,
- age-appropriate,
- specific, and
- consistent with the instructor's personal style.

It is extremely frustrating for cadets to be advised that their performance is unsatisfactory but to not know why. Instructors must:

- specifically and clearly identify what aspect of a performance is incorrect; and
- specifically and clearly identify what the cadet must do differently.

The cadets should also be asked to identify their own mistakes and explain why they made the error. In addition, the cadets should also be given the opportunity to:

- explain how to perform the task correctly; and
- practice the correct procedure.

ENGAGING THE CADET

Cadets are engaged when they are moving around or working in groups to manipulate information physically and mentally. Instructors can enhance learning by engaging in activities such as those described below.

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If you are teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. The instructor should type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper or bristol board. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons such as parts of a rifle or parts of an airplane by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets will travel to each place, complete the activity and have their passport stamped.



Organize the cadets into pairs and have them alternately explain to one another the different ways instructors can engage cadets. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all activities have been explained, continue with the lesson.

MANAGING DISTRACTIONS

The best way for instructors to manage distractions is to prevent them from occurring by engaging the cadets in learning. Use attention signals to get the cadets' attention at the beginning of a lesson, while conducting an activity during a lesson and when transitioning from one activity to another. Instructors can prevent distractions by developing and consistently using routines that help cadets to predict the instructor's behaviour. Disruptions often occur when the cadets move from one activity to another during a lesson. Instructors should structure transitions by answering the following questions:

- Can the cadets talk during transitions?
- How can the cadets get the instructor's attention during a transition?
- What is the purpose of the transition?
- Can the cadets move during the transition?
- What is the desired behaviour during a transition?

Once a procedure has been established, the instructor should teach the cadets the structure through direct instruction and patient practice until the group responds appropriately. A possible approach to teaching transitions could include:

- calling the cadets to attention with the attention signal;
- numbering the cadets and assigning each number a specific task;
- informing the cadets of the rules regarding talking and moving around the room;
- informing the cadets of the procedure for getting the instructor's attention; and
- informing the cadets of the time permitted for the transition.



Instructors should encourage the cadets either individually or collectively when they may not expect it. Such encouragement may be particularly rewarding and will be considered genuine because it is attached to past behaviour and not necessarily designed to provoke further activity from the cadet.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is an attention signal?
- Q2. Identify one solution for dealing with cadets who get finished before others and become disruptive.
- Q3. Identify two questions instructors should answer to structure transitions.

ANTICIPATED ANSWERS:

- A1. An attention signal is a visual or auditory signal that immediately captures the cadets' attention when the instructor begins a class, gives instructions, passes on information or transitions from one activity to another.
- A2. Solutions include:
- providing the cadet with more advanced work;
 - asking the cadet to help others; or
 - having extra work prepared that reinforces the lesson.
- A3. Can the cadets talk during transitions?
- How can the cadets get the instructor's attention during a transition?
- What is the purpose of the transition?
- Can the cadets move during the transition?
- What is the desired behaviour during a transition?

END OF LESSON CONFIRMATION

Have the cadets complete the Create a Positive Learning Environment Crossword Puzzle located at Attachment B.

Review answers using the Create a Positive Learning Environment Crossword Puzzle Answer Key located at Attachment C.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Creating a positive learning environment requires planning and work by instructors. A safe, respectful and positive learning environment is more than a boost to self-confidence and self-esteem or a way to make learning fun—it is the cadet's right and an excellent way to make them want to learn.

INSTRUCTOR NOTES / REMARKS

Nil.

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RELAXATION EXERCISES

Rag Doll

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.

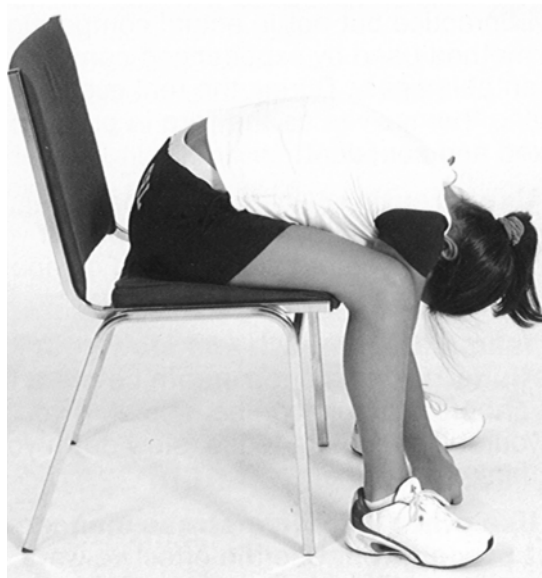


Figure A-1 Rag Doll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Neck Roll

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 2).
3. Exhale and turn the head to the centre.
4. Repeat steps 2–3 for the right side.
5. Repeat steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure A-2 Neck Roll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Body Board

1. Lie on the right side with arms over the head (as illustrated in Figure 3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4).
5. Lie still for ten seconds.
6. Repeat steps 1–5 for the left side.

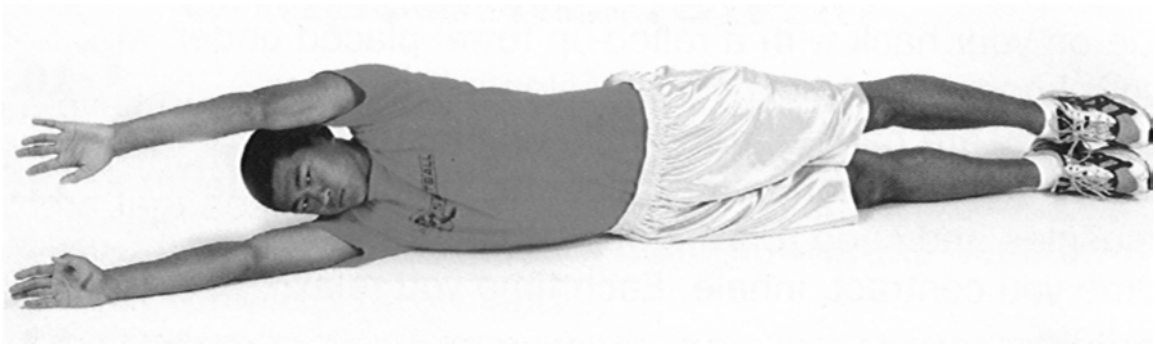


Figure A-3 Body Board Start Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.



Figure A-4 Body Board Finish Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Jaw Stretch

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 5).
5. Repeat step 4 for the left side.
6. Repeat steps 4–5 ten times.

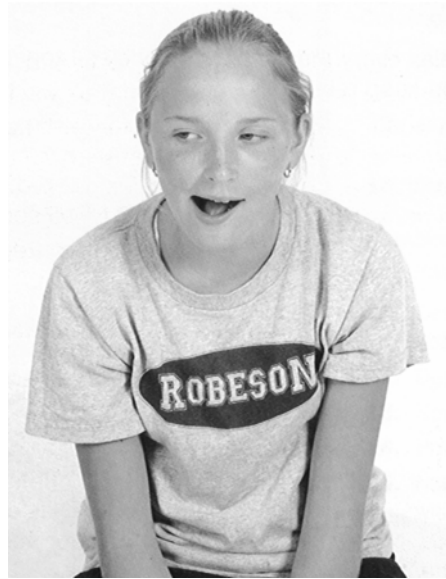
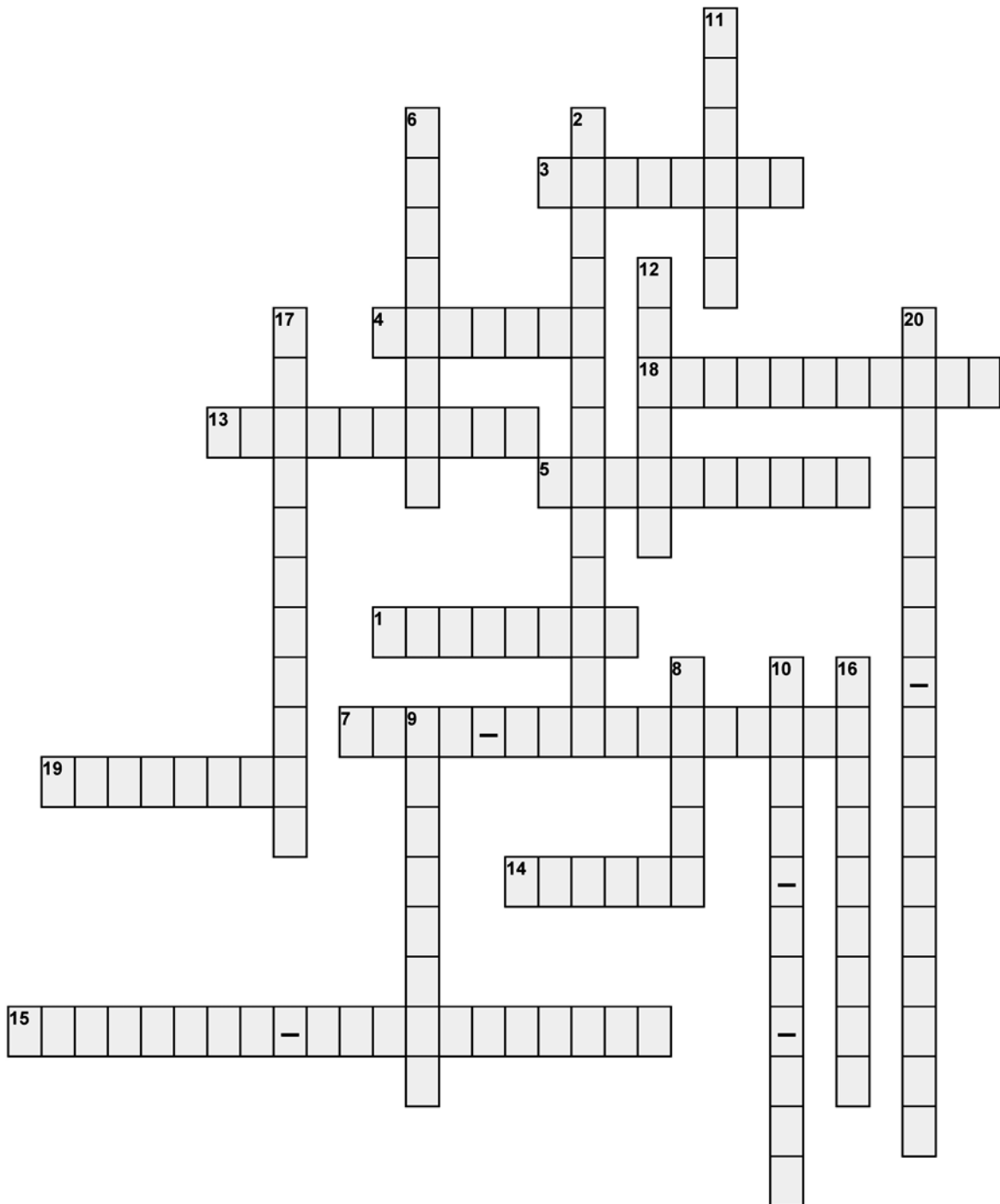


Figure A-5 Jaw Stretch

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE



Word List

physical environment, relaxation, movement, brain, stress, relaxed alertness, memorable, past performance, predict, processing, eustress, distress, cortisol, visual, know it all, specific, self-esteem, quiet learner, emotionally, oxygen

Clues

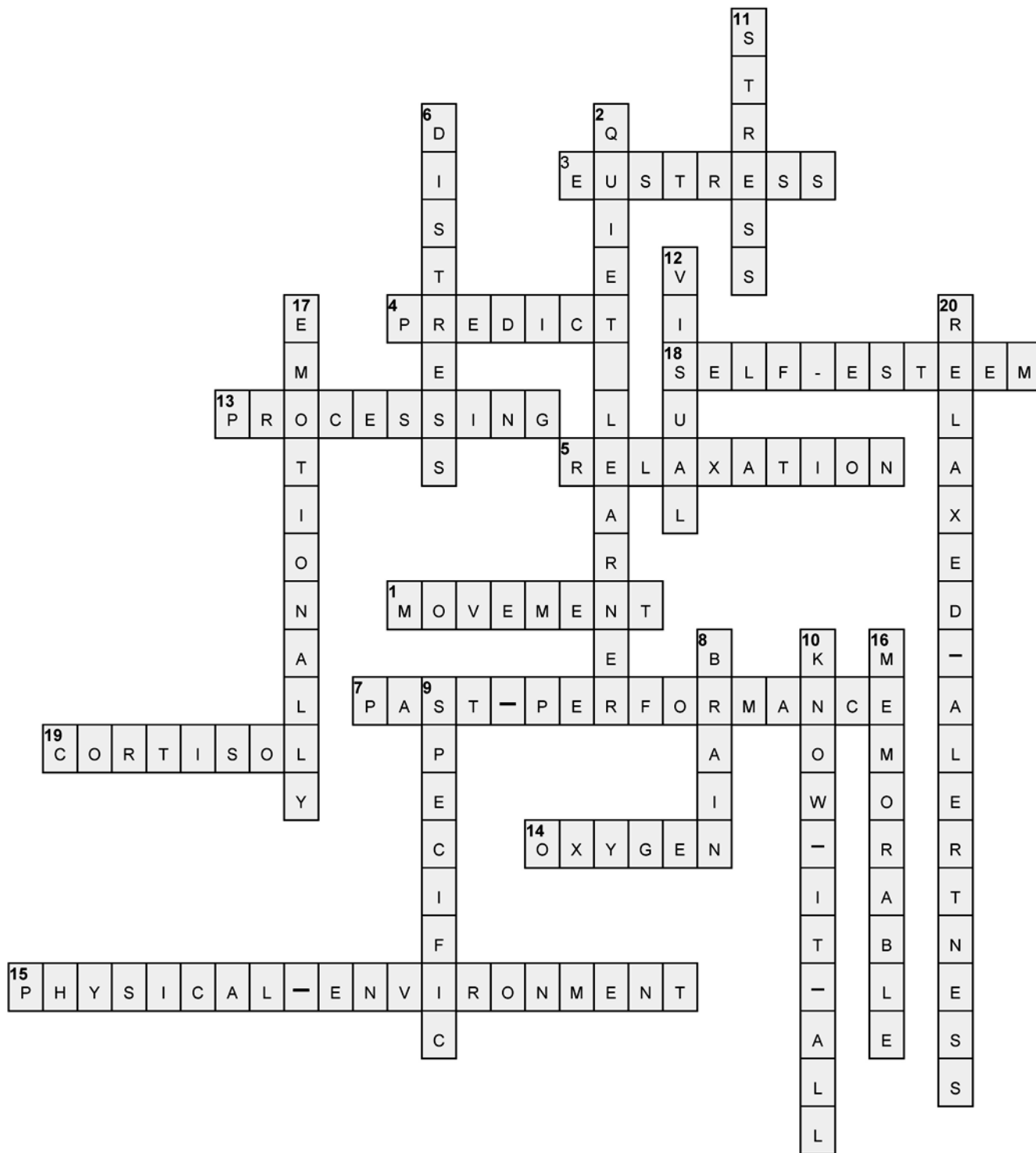
Across:

1. Furniture should be arranged to allow for _____.
3. Positive stress is called _____.
4. Using consistent routines will help cadets _____ instructor behaviour.
5. Cooler temperatures lead to this _____.
7. Feedback should help cadets compare current progress with _____.
13. Moving information from working memory to long term memory is called _____ information.
14. Deep breathing helps get _____ into the blood stream.
15. The place where a lesson takes place is _____.
18. Reinforcement boosts learning but encouragement boosts _____.
19. Music and movement help the body to produce _____.

Down:

2. The cadet who rarely participates is called a _____.
6. Negative stress is called _____.
8. 20% of the body's energy is consumed by the _____.
9. Feedback should be accurate, age-appropriate, consistent and _____.
10. Cadets who think they are authorities on any topic are called _____.
11. Fight or flight is the body's response to _____.
12. Attention signals should be both auditory and _____.
16. When our senses are stimulated the learning experience will become more _____.
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe.
20. To maximize learning the emotional environment should create _____.

CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY



CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY (CONT'D)

Clues

Across:

1. Furniture should be arranged to allow for _____. (MOVEMENT)
3. Positive stress is called _____. (EUSTRESS)
4. Using consistent routines will help cadets _____ instructor behaviour. (PREDICT)
5. Cooler temperatures lead to this _____. (RELAXATION)
7. Feedback should help cadets compare current progress with _____. (PAST PERFORMANCE)
13. Moving information from working memory to long term memory is called _____. (INFORMATION PROCESSING)
14. Deep breathing helps get _____ into the blood stream. (OXYGEN)
15. The place where a lesson takes place is _____. (PHYSICAL ENVIRONMENT)
18. Reinforcement boosts learning but encouragement boosts _____. (SELF-ESTEEM)
19. Music and movement help the body to produce _____. (CORTISOL)

Down:

2. The cadet who rarely participates is called a _____. (QUIET LEARNER)
6. Negative stress is called _____. (DISTRESS)
8. 20% of the body's energy is consumed by the _____. (BRAIN)
9. Feedback should be accurate, age-appropriate, consistent and _____. (SPECIFIC)
10. Cadets who think they are authorities on any topic are called _____. (KNOW IT ALL)
11. Fight or flight is the body's response to _____. (STRESS)
12. Attention signals should be both auditory and _____. (VISUAL)
16. When our senses are stimulated the learning experience will become more _____. (MEMORABLE)
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe. (EMOTIONALLY)
20. To maximize learning the emotional environment should create _____. (RELAXED ALERTNESS)



**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 3

EO M409.03 – DESCRIBE LEARNER NEEDS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Create slides of Attachments A and H.

Photocopy and three-hole punch Attachments B, D, E, F, I and K for each cadet.

Photocopy Attachment C and cut into strips.

Make two copies of Attachments J and L.

Ensure that the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadets' interest in learner needs.

An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have described how developmental periods and learning styles determine learner needs.

IMPORTANCE

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.

Teaching Point 1**Describe the importance of making material relevant and meaningful, and providing information processing time.**

Time: 5 min

Method: Interactive Lecture



Display the slide of Tiger Comic located at Attachment A to focus the cadets' thoughts toward the learning process.

Learning is a complex process. There are many theories about how learning occurs. Determining what is relevant is the first step to ensure that the learning is meaningful. Understanding the age appropriate learning categories provides some insight into how the brain is working to process information.

RELEVANT LEARNING

Relevant. Determining why and if the material is necessary to know. Once this is determined the learner decides whether or not they engage in committing the information to memory.



Albert Einstein said, "Everything should be made as simple as possible, but not simpler."

In other words, teach to the level of the cadets. The level of difficulty determines whether or not the cadets engage in the lesson. Essentially, less is more when it comes to new material.


MEANINGFUL LEARNING

Providing meaningful and relevant material results in greater overall retention.

Learning becomes meaningful when cadets understand material and store it in the brain. A learning experience is meaningful when the learners engage in three processes:

1. reflecting upon prior knowledge;
2. relating to real-life experiences; and
3. applying knowledge in future experiences.

Retention is the ability to remember material after the material is presented. The more information is repeated, the better the retention. Most scientists believe that the pruning is guided both by genetics and by a use-it-or-lose-it principle.



Display the following on flip chart paper / white board.

Learners retain:

- 10% of what they read,
- 26% of what they hear,
- 30% of what they see,
- 50% of what they see and hear,
- 70% of what they say, and
- 90% of what they say and do.

Information is stored in different places in the brain depending on the type of information. Emotions have a great influence on learning. The stronger the emotions connected with an experience, the stronger the memory.

Various types of information are associated with a specific type of memory (as illustrated in Figure 1).

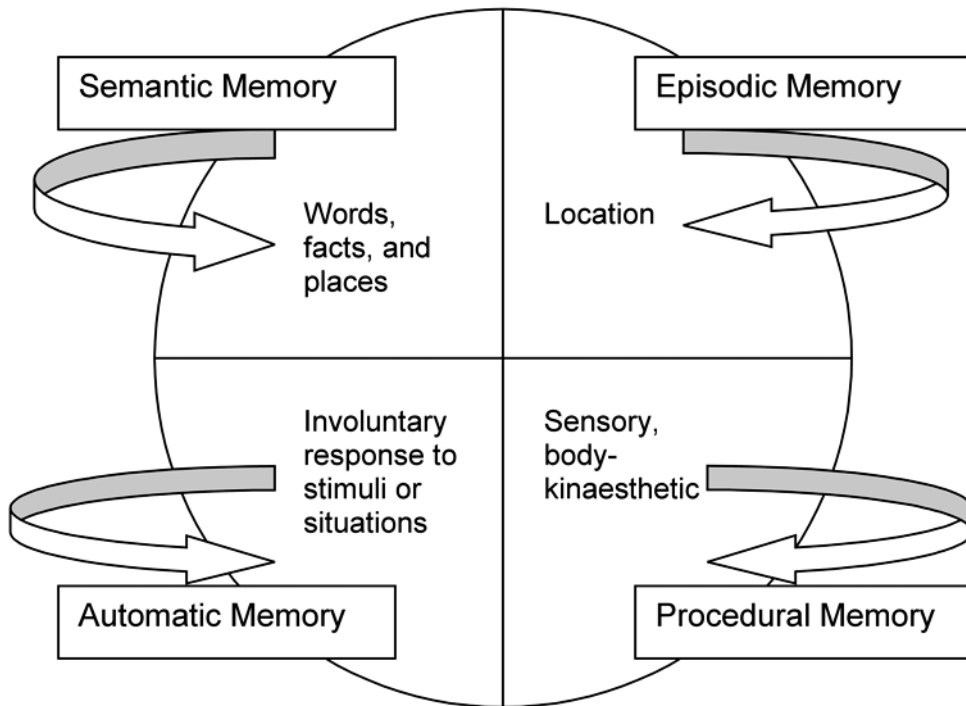


Figure 1 Types of Memory

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

PROCESSING TIME

Attention span. The average attention span is about one minute per year of age to a maximum of 15 years.

Allowing time for cadets to apply their learning is important so they can move information from their working memory to their long-term memory. The processing time is known as "thinking about thinking", where cadets can reflect on the lesson and plan, monitor, and evaluate their own thinking and learning.



Distribute the Learning Pyramid located at Attachment B to show the relationship between learning and remembering.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What does relevant mean?
- Q2. What three processes involve the learner to have a meaningful learning experience?
- Q3. What is retention? How is it increased?

ANTICIPATED ANSWERS:

- A1. Determining why and if the material is necessary to know. Once this is determined the learner will decide whether or not they will engage in actually committing the information to memory.
- A2. The learner actively:
 - a. reflects upon prior knowledge;
 - b. relates to real-life experiences; and
 - c. applies knowledge in future experiences.
- A3. Retention is the ability to remember material after it is presented. The more information is repeated, the better the retention.

Teaching Point 2

Describe and identify the needs of the developmental periods (DP).

Time: 10 min

Method: Interactive Lecture

DESCRIBE DEVELOPMENTAL PERIODS (DP)

The mental, physical, emotional and social development of a cadet are considered when determining a DP. They are age-based and focus on refining higher-level thinking skills such as reasoning, reflective thinking, and problem solving. The three are also known as age-appropriate learning categories (as illustrated in Figure 2).

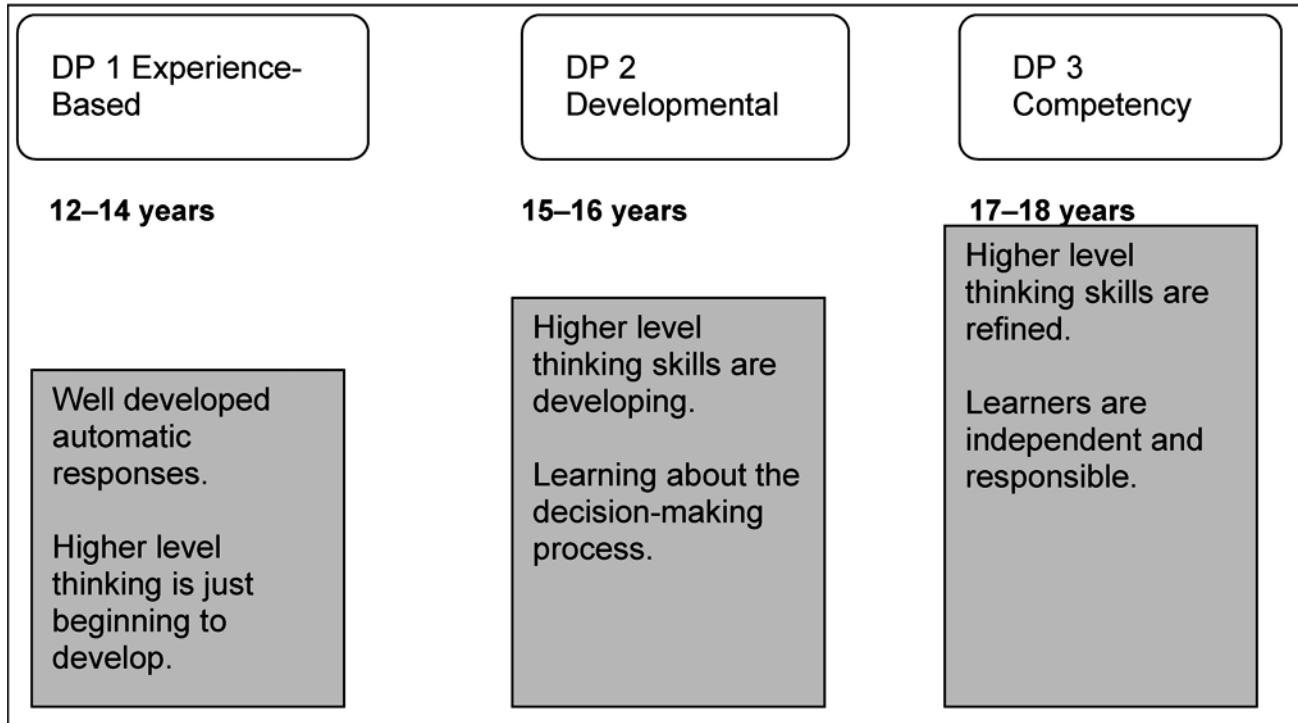



Figure 2 Identifying DPs

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

An instructor must plan their lessons based on the DP of the cadets. When planning a lesson it is important to consider what type of activities and questions to ask. For example, each DP indicates how long an activity should last:

- **DP 1.** Activities in a lesson should end in that same lesson.
- **DP 2.** Activities started in a lesson may extend over two to three lessons.
- **DP 3.** Activities started in a lesson may extend over four or more lessons.

NEEDS OF DPs



The following information focuses on DPs 1 and 2 only since the cadets will not be planning lessons for cadets in DP 3.

Experienced-based DP 1 (12–14 years):

- understand what is concrete / real not abstract;
- have mastered reflexive responses;
- require close supervision;
- want interaction and activity in lessons; and
- are very "me" oriented.

Developmental DP 2 (15–16 years):

- in a transition period—moving from understanding the concrete to understanding the abstract;
- beginning to use higher level thinking skills and are comfortable with the concrete;
- want to practice and explore new thinking skills;
- begin to understand cause and effect relationships;
- concerned with fairness—value system kicks in—need for equality for all; and
- asking questions like "how do I fit in?" and "how does this affect me?"

Four areas to consider when teaching within these DPs are:

- active and interactive lessons,
- structured activities,
- the opportunity for choice within the lesson, and
- goals definition.

Each area varies from low to high depending on the age and DP. However, active and interactive lessons are emphasized in all three DPs.

Lessons are planned by incorporating criteria based on the DPs (as illustrated in Figure 3).

Criteria for Activities	Experience-Based	Developmental	Competency
Active and Interactive	yes	yes	yes
Structured	very	some	cadet-run and supervised by officers
Provide Choice	minimal	some	much
Goals	clear and concrete	clear	abstract

Figure 3 Needs for Developmental Periods

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the DPs.

RESOURCES

Developmental Periods Confirmation strips located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the strips of paper from Attachment C to the cadets.



There are only 10 strips. If there are more than 10 cadets they may work in pairs / groups. If there are less than 10 cadets, some cadets may have more than one strip.

2. Ask the cadets who have a DP to come forward and tape their strip on the board.
3. Ask each cadet to read each strip to the class and decide what DP it describes. If the cadet is having difficulty, other cadets may help.
4. Once a decision has been made, tape the strip under the respective category.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 3

Conduct an activity where the cadets will describe and identify the needs of the different learning styles.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the needs of learners.

RESOURCES

- Learning Styles Information Sheet located at Attachment D,
- Learning Styles Survey located at Attachment E,
- How to Make a Jumping Frog located at Attachment F,
- How to Make a Triangular Box located at Attachment G,
- Slide of *Schoolies* comic located at Attachment H,
- Letter size paper for each cadet,
- Square sized sticky notes (eg, size 3 inches by 3 inches), and
- Sticky notes—4 inches by 6 inches.



In this lesson, sticky notes are used instead of origami paper (which is optimal). However, if sticky notes are not available, cut any paper according to the sizes recommended above.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Learning Styles Information Sheet located at Attachment D. Read through the handout together.
2. Distribute the Learning Style Survey located at Attachment E. Have the cadets read each question and choose the most appropriate answer. Once they have answered all questions, have the cadets total each letter to determine their individual learning style.
3. Designate three areas of the classroom to represent each learning style: visual, kinaesthetic, and auditory. Have the cadets move to the group that reflects their learning style as indicated in the survey.



The groups should be uneven. Compare class results with the distribution of learning style percentage as indicated in the Learning Styles Information Sheet located at Attachment D.

4. Have the cadets return to their seats.
5. Distribute a piece of letter size paper, three square sticky notes, and one 4 inch by 6 inch sticky note to each cadet.



The activities are intended to allow the cadets to experience difficulty while using each one of the learning styles. Emphasis is on the cadets experiencing each learning style and not the completion of each activity. It is not important for the cadets to complete each activity, since they are for initial experiences only. Allot 2–3 minutes for each activity.

6. Have the cadets experience the auditory learning style by:
 - a. listening to the directions to make a paper object;
 - b. performing the direction as it is said; and
 - c. refraining from asking questions as the directions are being given.



For this activity, have the cadets use the letter size paper. Read the following directions aloud to the cadets on how to make a paper boat:

1. Fold a piece of paper in half, from top to bottom.
2. Fold the right corner into the middle of the paper.
3. Fold the left corner into the middle of the paper.
4. Fold the bottom of the paper up against both sides.
5. Insert thumbs into the bottom to make a square.
6. Fold the bottom corners over each other to create a triangle.
7. Insert thumbs into the bottom to make a square.
8. Hold the paper with flaps down.
9. Fold the corners to the top point.
10. Pull the middle out to form a square.
11. Pull the two triangles at the top apart to create a boat.



For the next activity, have the cadets use the 4 inch by 6 inch sticky notes. Distribute How to Make a Jumping Frog located at Attachment F to each cadet.

7. Have the cadets experience the visual learning style by:
 - a. seeing pictures to make a jumping frog;
 - b. reading the directions to make a jumping frog; and
 - c. performing the task without assistance.



For the next activity, have the cadets use the square sticky note. Use How to Make a Triangular Box located at Attachment G and demonstrate each step so the cadets can see.

8. Have the cadets experience the kinaesthetic learning style by:
 - a. watching the instructor make a triangle box without verbal or written directions, and
 - b. performing the task without assistance.
9. Discuss the cadets' feelings towards each of the learning styles by provoking these thoughts:
 - a. What learning style was dominant in each of the activities?
 - b. What task was most difficult?
 - c. What task was the easiest?



Display the slide of *Schoolies* comic located at Attachment H.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 4

Conduct an activity where the cadets will identify how to structure a lesson to meet the needs of the different types of learners.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify how to structure a lesson to meet the needs of types of learners.

RESOURCES

- Instructor Tips for Learning Styles worksheet located at Attachment I,
- Instructor Tips for Learning Styles Answer Key located at Attachment J,
- Activities in Developmental Periods worksheet located at Attachment K,
- Activities in Developmental Periods Answer Key located at Attachment L,
- Flip chart paper,
- Stopwatch,
- Markers, and
- Pens / pencils.

ACTIVITY LAYOUT

Set up workstations by taping flip chart paper around the classroom.



The number of workstations can be determined by dividing the class number by two or four. For example, if the class size is small divide by two, and if it is large divide by four.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups by assigning each cadet a number: Number 1 or Number 2. Arrange the cadets so that each group is sitting on opposite sides of the classroom.

2. Distribute the Instructor Teaching Tips for Learning Styles worksheet located at Attachment I to the cadets in Group 1 and the Activities in Developmental Periods worksheet located at Attachment K to Group 2.
3. Have the cadets work in their groups to fill out their worksheets.



Allocate two minutes for the cadets to work on the worksheets. It is not important to fully complete the sheets.

4. Distribute the answer keys located at Attachments J and L to one cadet in each group.
5. Have the cadet with the answer key in the each group read out the correct answers while the other cadets mark their worksheets and fill in any missing answers.
6. Have the cadets pair up with a cadet from the other side of the classroom and move to one of the workstations.



When the class size is large, two pairs can be assigned to each work station.

7. Give the cadets 2–3 minutes to explain on the chart paper how a DP 1 lesson would be structured differently than a DP 2 lesson. The cadets may use ideas from the worksheets and handouts in the class.
8. Have each group discuss their ideas for 2–3 minutes.



Distribute the remaining copies of Attachments I and K to those cadets that did not receive them earlier in the activity.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the in-class activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Understanding what makes information relevant and meaningful is important when it comes to instructing. Defining learning styles and identifying developmental stages helps identify instructional strategies that will meet the learners' needs and ultimately provide them with a healthy and welcoming learning environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009, from http://www.airs.org/files/public/Making_Training_Stick.pdf

C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

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TIGER COMIC



Figure A-1 Hide and Seek

Note. From *Tiger Comics* by B. Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

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LEARNING PYRAMID

HOW DO WE LEARN?

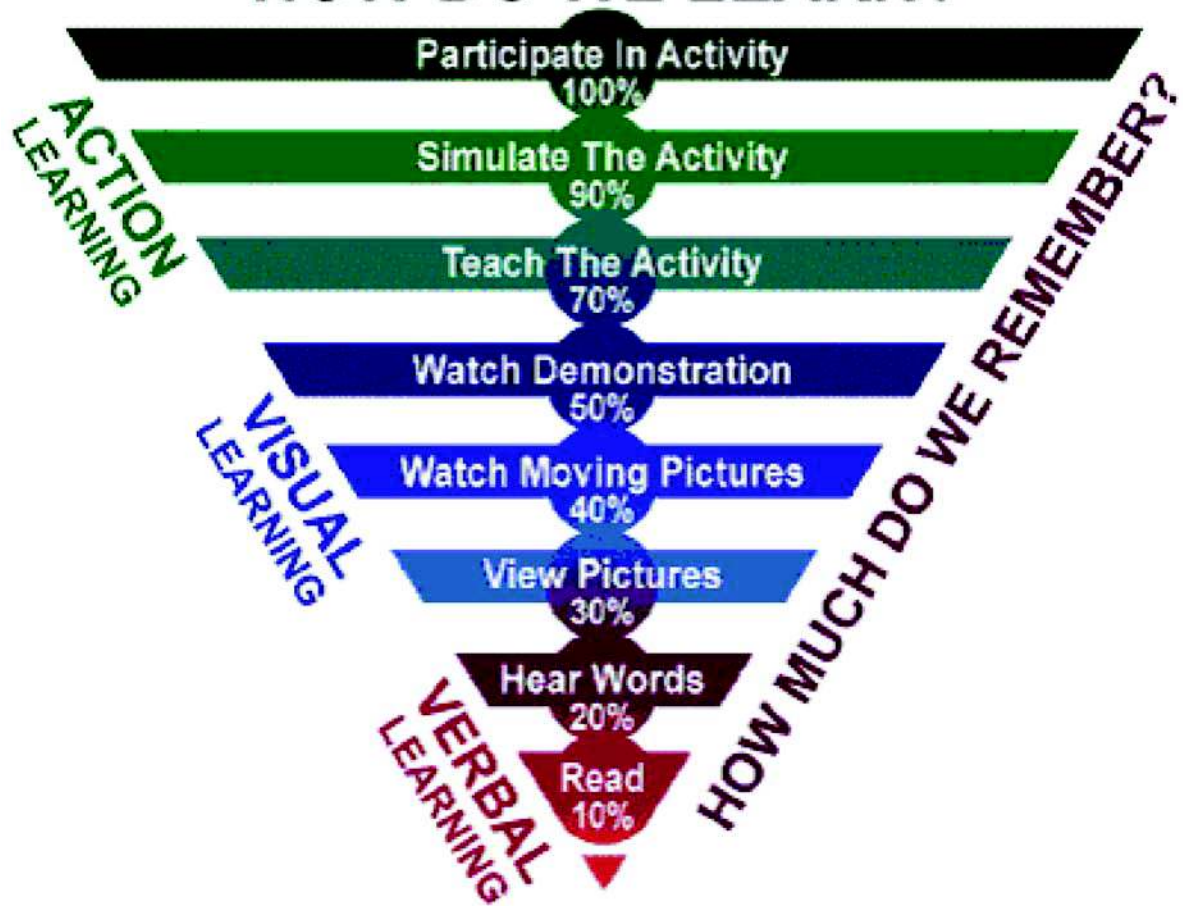


Figure B-1 Learning Pyramid

Note. From *Engage Educate Empower*, 2007, Copyright by Life Adventure Centre 2009. Retrieved March 11, 2009, from <http://www.lifeadventure center.org>

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DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

DEVELOPMENTAL PERIODS CONFIRMATION ANSWER KEY

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

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LEARNING STYLES INFORMATION SHEET

Understanding the different learning styles can help make a more effective instructor. For example, being aware of how cadets process information allows the instructor to design lessons and activities that present information in a variety of ways to address as many learning styles as possible. Learning occurs using the senses. The three learning styles use seeing, hearing and touching. Seeing corresponds to visual learners, hearing corresponds to auditory learners and touching corresponds to kinaesthetic learners.

Visual Learners: <ul style="list-style-type: none"> • are described as readers and observers; • learn through seeing; • think in pictures; • benefit from and enjoy visual aids; and • are better at reading than listening. 	Auditory Learners: <ul style="list-style-type: none"> • are described as listeners and talkers; • process information through their ears; • are good working in louder environments; • are great socialisers; and • need to ask questions to confirm learning. 	Kinaesthetic Learners: <ul style="list-style-type: none"> • are described as doers; • learn through moving, touching and doing; • process information through their muscles; and • learn best when combining muscles with reading or talking.
--	--	--

Figure D-1 Learning Styles

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

The differences between the three learning styles are illustrated in Figure D-2.

	VISUAL	AUDITORY	KINAESTHETIC
Decision Making	Create a chart of the possible alternatives; write out pros / con.	Talk over options with a friend.	Try out options—go with the path that seems best.
Asking Directions	Prefer a map / written directions.	Prefer verbal instructions.	Prefer to have someone take them the first time.
Learning a New Skill	Watch someone else do it, follow a diagram in a manual.	Attend a lecture; have someone talk them through the steps.	Try this and that until it works.

Figure D-2 Learning Styles and Instructional Activities

Note. From *Cognitive Preference*. Retrieved March 10, 2009, from <http://www.georgebrown.ca/saffairs/stucuss/learningstyles.aspx>.

To process information, a combination of the three senses are used, signifying that no learning style is completely independent. Each individual has a dominant learning style that represents how they process information most / how they learn best. Most of the population learn best by seeing and are therefore visual learners. When preparing a lesson, the instructor must keep in mind that it is best to provide multiple opportunities for all three styles of learning.

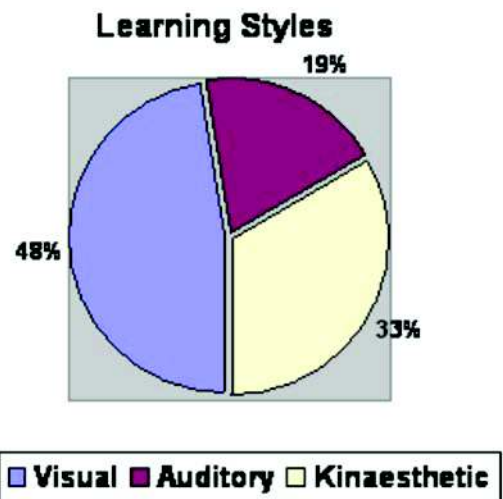


Figure D-3 Dominant Learning Style

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

LEARNING STYLES SURVEY

Directions. Select the answer that describes you best. There can only be one answer for each question. Once all the questions are answered, tally each of the letters, V, A and K to find your learning style.

1. If I have to learn how to do something, I learn best when I:

- (V) watch someone show me how.
- (A) hear someone tell me how.
- (K) try to do it myself.

2. When I read, I often find that I:

- (V) visualize what I am reading in my mind's eye.
- (A) read aloud or hear the words inside my head.
- (K) fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) see the actual places in my mind as I say them or prefer to draw them.
- (A) have no difficulty in giving them verbally.
- (K) have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

- (V) write it in order to determine if it looks right.
- (A) spell it out loud in order to determine if it sounds right.
- (K) write it in order to determine if it feels right.

5. When I write, I:

- (V) am concerned with how neat and well spaced my letters and words appear.
- (A) often say the letters and words to myself.
- (K) push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

- (V) wrote them down.
- (A) said them over and over to myself.
- (K) moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) use the board or overhead projector while they lecture.
- (A) talk with a lot of expression.
- (K) use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) there is a lot of clutter or movement in the room.
- (A) there is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) write or draw diagrams to see it.
- (A) talk myself through it.
- (K) use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) read them silently and try to visualize how the parts will fit together.
- (A) read them out loud and talk to myself as I put the parts together.
- (K) try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) look around, stare, or read.
- (A) talk or listen to others.
- (K) walk around, manipulate things with my hands, or move / shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) be brief because I do not like to talk at length.
- (A) go into great detail because I like to talk.
- (K) gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) try to visualize what they were saying.
- (A) enjoy listening but want to interrupt and talk myself.
- (K) become bored if their description got too long and detailed.

14. When trying to recall names, I remember:

- (V) faces but forget names.
- (A) names but forget faces.
- (K) the situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary style of learning.

Visual V = _____ Auditory A = _____ Kinaesthetic K = _____

Figure E-1 Survey

Note. From *Learning Styles*. Retrieved March 16, 2009, from <http://www.georgebrown.ca/saffairs/stusucc/learningstyles.aspx>

HOW TO MAKE A JUMPING FROG

1. Start with a rectangular sheet of paper; white side up. Fold it in half, and open out again.

2. Fold both top corners to the opposite edge of the paper. Your creases should look like this.

3. Where the diagonal creases meet in the middle, fold the paper backwards, crease well and open.

4. Hold the paper at the sides, bring these points down to the centre line, then flatten. The creases should do most of the work here!

5. Fold the uppermost triangles up to the top point.

6. Fold sides in to the centre line.

7. Fold bottom of model upwards so the end sits in the centre of the top diamond.

8. Now fold the same part downwards, in half.

9. Turn over and your frog is finished! To make him jump, press down on his back as shown.

Figure F-1 Jumping Frog

Note: From *Origami-Fun*. Retrieved March 10, 2009, from <http://www.origami-fun.com>

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HOW TO MAKE A TRIANGULAR BOX

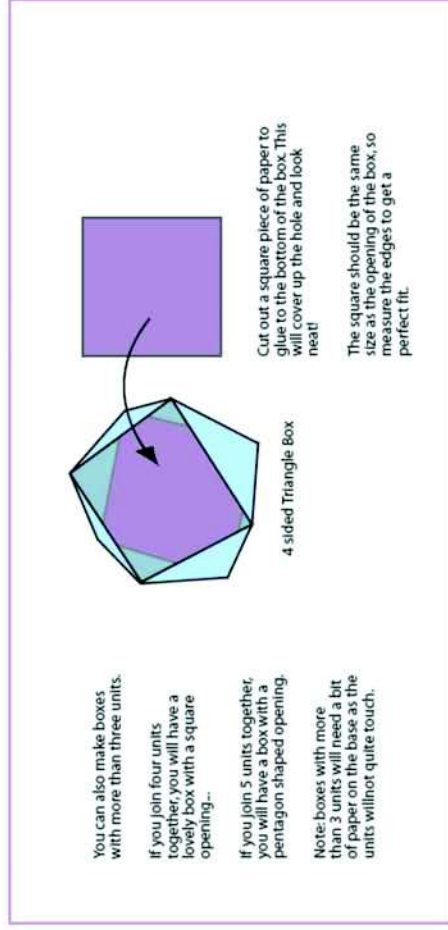
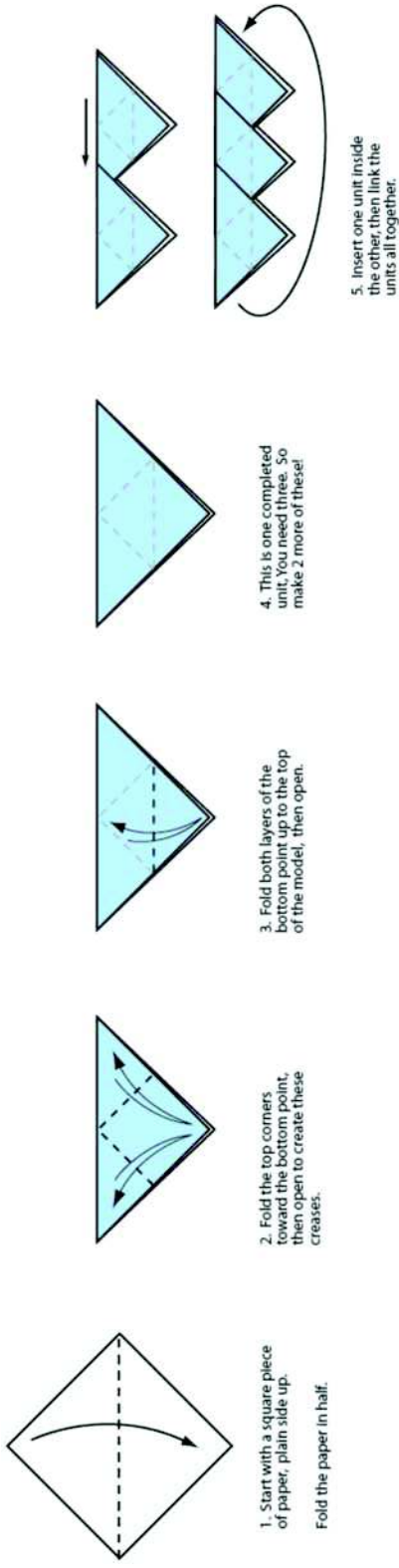


Figure G-1 Triangular Box

Note. From *Origami-Fun*. Retrieved March 10, 2009, from <http://www.origami-fun.com>

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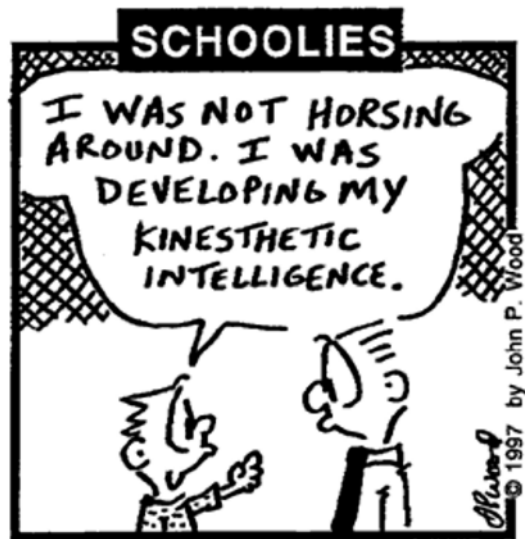


Figure H-1 Kinesthetic Learning

Note. From *Schoolies*, 1997, Copyright 1997 by J. Wood. Retrieved from <http://www.learninglaffs.com>

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INSTRUCTOR TIPS FOR LEARNING STYLES

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. ___ Allow cadets to sit where they can see clearly.
2. ___ Allow the cadets to get up and move.
3. ___ Use hands-on activities.
4. ___ Provide movement as part of the lesson.
5. ___ Buddy up to teach each other.
6. ___ Use items that can be handled and moved.
7. ___ Allow the cadets to sit where they can hear clearly.
8. ___ Read aloud written material.
9. ___ Keep visual aids in view long enough to be seen and referred back to.
10. ___ Use presentations, mutuels and speeches.
11. ___ Follow a written agenda and provide written material to be followed.
12. ___ Write out directions.
13. ___ Provide a space where they can read questions aloud to themselves before they write them down.
14. ___ Allow the cadets to do what is asked for, not to describe it.
15. ___ Provide discussion opportunities.
16. ___ Use rhymes, mnemonics and acronyms.
17. ___ Slow down and repeat when giving verbal information.
18. ___ Change pitch, tone and speed for emphasis.
19. ___ Avoid meaningless movement and decorations.
20. ___ Use posters, pictures, models, real items, and people.
21. ___ Have the cadets repeat things back.
22. ___ Use real items in context.
23. ___ Provide a space with few distractions.
24. ___ Allow matching or reorganizing rather than naming.
25. ___ Slow down, repeat and use only necessary words when asking verbal questions.
26. ___ Provide opportunity for written responses.
27. ___ Provide space to move around.
28. ___ Provide opportunity for verbal responses.
29. ___ Allow them to talk to themselves and whisper when they read.

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INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. V Allow cadets to sit where they can see clearly.
2. K Allow the cadets to get up and move.
3. K Use hands-on activities.
4. K Provide movement as part of the lesson.
5. A Buddy up to teach each other.
6. K Use items that can be handled and moved.
7. A Allow the cadets to sit where they can hear clearly.
8. A Read aloud written material.
9. V Keep visual aids in view long enough to be seen and referred back to.
10. A Use presentations, mutuels and speeches.
11. V Follow a written agenda and provide written material to be followed.
12. V Write out directions.
13. A Provide a space where they can read questions aloud to themselves before they write them down.
14. K Allow the cadets to do what is asked for, not to describe it.
15. A Provide discussion opportunities.
16. A Use rhymes, mnemonics and acronyms.
17. V Slow down and repeat when giving verbal information.
18. A Change pitch, tone and speed for emphasis.
19. V Avoid meaningless movement and decorations.
20. V Use posters, pictures, models, real items, and people.
21. A Have the cadets repeat things back.
22. K Use real items in context.
23. V Provide a space with few distractions.
24. K Allow matching or reorganizing rather than naming.
25. V Slow down, repeat and use only necessary words when asking verbal questions.
26. A Provide opportunity for written responses.
27. K Provide space to move around.
28. A Provide opportunity for verbal responses.
29. A Allow them to talk to themselves and whisper when they read.

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ACTIVITIES IN DEVELOPMENTAL PERIODS

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
	Clear / simple processes.	
	Provide reasons for the activity.	
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	
	Closely supervised.	
	Semi-independent and less supervised.	
	Clear goals with some choice in process.	
	Very structured.	
	Lots of play.	
	Trial and error activities.	
	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	
	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	
	Assessment should focus on participation and observation.	
	Short learning sessions.	

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ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
←	Clear / simple processes.	
	Provide reasons for the activity.	→
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	→
←	Closely supervised.	
	Semi-independent and less supervised.	→
	Clear goals with some choice in process.	→
←	Very structured.	
←	Lots of play.	
←	Trial and error activities.	
←	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	→
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	→
←	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	→
←	Assessment should focus on participation and observation.	
←	Short learning sessions.	

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**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 4

EO M409.04 – EXPLAIN ASSESSMENT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

Photocopy the Assessment of Learning Plan located at Attachment A for each cadet.

Photocopy the Assessment Instructions located at Attachment B for each cadet.

Photocopy the assessment instruments located at Attachments C, D and E for each cadet.

APPROACH

An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained assessment.

IMPORTANCE

It is important for cadets 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.

Teaching Point 1**Explain types of assessment.**

Time: 10 min

Method: Interactive Lecture

ASSESSMENT OF LEARNING

Assessment of learning is the predominant type of assessment used following instruction / learning. It is a summative type of assessment that is used to report on progress made by cadets, usually by showing the instructor a cadet's relative position compared to other cadets. Assessment of learning usually takes the form of questions and answers compiled in a test or quiz. The questions are from the lesson that was taught and typically performed at the end of an instruction unit.

Tests are used to measure quantity and accuracy of student progress with little or no direction and advice for improvement. This type of testing shows which students are doing well and which are doing poorly. Although these testing techniques are simplistic, they can be a good indication of a cadet's mastery of skills and knowledge. They are not always a good indication of the ideas or concepts covered.

Within the Canadian Cadet Organization (CCO), assessment of learning takes place to determine whether learners have achieved Performance Objectives (PO) or critical Enabling Objectives (EO) (those deemed prerequisites for further training and education) and are used at the end of a phase of instruction. Every opportunity should be given to cadets to be successful in their assessment, even if multiple challenges are required.

ASSESSMENT FOR LEARNING

Assessment for learning is ongoing assessment used during instruction. It is a formative type of assessment and is used to create descriptions of the cadet's knowledge on the subject matter. These descriptions are used to determine if the instructor needs to review information and where the weak areas are in the lesson. This information can also be used to provide feedback to the cadet regarding their strengths and areas for improvement.

Assessment instruments used during assessment for learning include:

- worksheets,
- checklists,
- in-class activities, and
- questions and observations.

In assessment for learning, the instructor is the central character that will use the information obtained to design and develop the next stage of instruction.

Within the CCO, assessment for learning takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through assessment for learning, the instructor can:

- identify when corrective or remedial action is required;
- plan the next steps in instruction;
- provide cadets with feedback so they can improve; and
- reinforce learning to aid the cadet in retaining information.

Assessment for learning may also include opportunities for cadets to practice using Performance Checks (PC) employed in assessment of learning.



A simple comparison of assessment types can be made as follows:

When a cook tastes the soup, that is formative (assessment for) and allows them to adjust spices to change the flavour to improve the taste; when the guests taste the soup, that is summative (assessment of) and allows them to make a judgement of the quality of the soup.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What type of assessment is assessment for learning?
- Q2. What does assessment for learning (formative) give the instructor the ability to do?
- Q3. Why does assessment of learning (summative) take place?

ANTICIPATED ANSWERS:

- A1. Formative.
- A2. Identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information.
- A3. To determine whether learners have achieved POs or critical EOs (those deemed prerequisites for further training and education).

Teaching Point 2

Describe assessment instructions and instruments.

Time: 15 min

Method: Interactive Lecture

Assessment for learning takes place throughout the learning process and guides the instructor in lesson planning; assessment of learning takes place upon completion of the learning phase. Chapter 3 of the Qualification Standard and Plan (QSP) outlines the assessment of learning plan and the assessment instruments to be used.



All attachments for this lesson are taken from A-CR-CCP-803/PG-001, *Proficiency Level Three Qualification Standard and Plan*, Chapter 3. Details of assessment are located in Chapter 3 of all QSPs.

CADET ASSESSMENT OF LEARNING PLAN



Distribute the Assessment of Learning Plan located at Attachment A to each cadet.

The Assessment of Learning Plan located at Chapter 3, Annex B of the QSP, provides an overall strategy for using assessment activities to determine if the cadet has met the requirements for qualification. The assessment of learning plan will:

1. provide an outline of each assessment of learning activity including its purpose, when it will occur and details the assessment instrument(s) used to support cadet evaluation;
2. identify the learning target(s) associated with the PO and / or EO being assessed, to include:
 - a. **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - b. **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - c. **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;
 - d. **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or
 - e. **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. 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.
3. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:
 - a. **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;
 - b. **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
 - c. **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or
 - d. **Personal Communication.** Gathering information about a cadet through personal communication; learning is assessed through interpersonal interaction with the cadet.


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 instruments are located at the appendices to Chapter 3, Annex B of the QSP.




Distribute the Assessment Instructions located at Attachment B to each cadet.

Assessment instructions are provided to guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.



Using the Assessment Instructions handout, discuss with the cadets the information located in it, to include:

- preparation,
- conduct of assessment, and
- post-assessment instructions.



Distribute the assessment instruments located at Attachments C, D and E to each cadet. Discuss with the cadets how to use each of these assessment instruments.

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, individual checklists, and group checklists.

Rubric. 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.

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does the Assessment of Learning Plan provide?
- Q2. What are the three parts of the Assessment Instructions?
- Q3. What is a rubric?

ANTICIPATED ANSWERS:

- A1. An overall strategy for using assessment activities to determine if the cadet meets the requirements.
- A2. Preparation, conduct of assessment and post-assessment instructions.
- A3. 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.

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. Where in the QSP can information on assessment be found?
- Q2. When does assessment for learning (formative assessment) take place?
- Q3. What is the purpose of the Assessment Instructions?

ANTICIPATED ANSWERS:

- A1. In Chapter 3 of the QSP.
- A2. Ongoing throughout the lesson.
- A3. To guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Being familiar with assessment requirements will allow the instructor to be better prepared to meet the requirements of the lesson.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A3-191 A-CR-CCP-803/PG-001 Director Cadets 3. (2008). *Proficiency level three qualification standard and plan*. Ottawa, ON: Department of National Defence.

C0-376 ISBN 0-7619-4626-8 Earl, L. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

Annex B
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						
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						

A-CR-CCP-804/PF-001
 Attachment A to EO M409.04
 Instructional Guide

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	To assess the cadet's ability to prepare a squad for a parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for squadron opening and closing parades.	Chapter 3, Annex B, Appendix 2 checklist.	Nil
PO 309 – Instruct a Lesson								
309 PC	PO 309	To assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning Proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Chapter 3, Annex B, Appendix 3 checklist and rubric	Assistance is denied.
PO 311 – Participate in a Recreational Biathlon Activity								
Nil.								
PO 320 – Participate in Canadian Forces (CF) Familiarization Activities								
Nil.								

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
POs 331/336/337 (Aviation Subjects) – Combined Assessment								
M331 M336 M337 PC	PO 331 PO 336 PO 337	To assess the cadets' ability to master knowledge of aviation subjects.	Knowledge Mastery	Selected Response	The cadet will write a performance check.	At or near the end of the training year.	Chapter 3, Annex B, Appendix 4 Written Test.	No assistance will be given.
PO 340 – Identify Aspects of Space Exploration								
Nil.								
PO 360 – Recognize Aspects of Aerodrome Operations								
Nil.								
PO 370 – Recognize Aspects of Aircraft Manufacturing and Maintenance								
Nil.								
PO 390 – Navigate a Route Using a Map and Compass								
M390 PC	PO 390	To assess the cadet's ability to navigate a route using a map and compass.	Skills	Performance Assessment	The cadet is observed as they perform the various skills to navigate a route using a map and a compass	After completion of instruction and during a filed exercise.	Chapter 3, Annex B, Appendix 5 checklist and associated rubric.	No assistance will be given.

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ANNEX B, APPENDIX 1
303 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Phase Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgement on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment.

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- Incomplete;
- Completed with difficulty;
- Completed without difficulty; or
- Exceeded standard.

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** Overall, the cadet has not achieved the performance standard;
 - b. **Completed with difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
 - c. **Completed without difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
 - d. **Exceeded standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed rubric.

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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.	

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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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390 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Other Group Member: _____

Assessor: _____

<i>Performance Assessment:</i>			Assessment	
Skill Group	Task		Incomplete	Completed
Grid References (GRs)	Determine six-figure GR for each of the three points marked on the map.	#1		
		#2		
		#3		
	Plot each of the three 6-figure GR, from the worksheet on the map.	#1		
		#2		
		#3		

Determining Distance and Pacing	Determine distance for each of the six legs (within 50 m).	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Calculate distance into paces for each of the six legs.	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Use a method to keep track of pace count for each of the three legs.	#1		
		#2		
		#3		
	Bypass obstacles using pacing techniques (observed for each of the three legs).	#1		
		#2		
		#3		
	Find marker within 10 percent of calculated pace count for each of the three legs.	#1		
		#2		
		#3		

Skill Group	Task	Incomplete	Completed	
Bearings	Check magnetic declination setting on the compass.			
	Determine bearing for each of the six legs from a map (within two degrees).	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Set compass (within two degrees) of bearing for each of the three legs.	#1		
		#2		
		#3		
	Determine direction of travel (within five degrees) for each of the three legs using a compass.	#1		
		#2		
		#3		
	Determine a steering point for each of the three legs.	#1		
		#2		
		#3		
	Re-check, for each of the three legs (minimum once each leg), direction of travel using a compass.	#1		
		#2		
		#3		
	Re-check, for each of the three legs (minimum once each leg), direction of travel using the determined steering point.	#1		
		#2		
#3				
Find marker within a 20-m radius for each of the three legs.	#1			
	#2			
	#3			

Incomplete	The task was not attempted or not completed despite being provided assistance.
Completed	The task was completed without difficulty or with difficulty / assistance.

Overall Performance Assessment:	PO Assessment	
	PO 390 PC	
Participate in Ground Navigation.	Incomplete	Completed

Incomplete	If over 40 percent (over 21) of the tasks are assessed as incomplete.
Completed	If 60 percent and over (31 and over) of the tasks are assessed as completed.

Assessor's Feedback:

Assessor's Signature: _____

Date: _____

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SAMPLE ASSESSMENT ACTIVITY

Sample Map

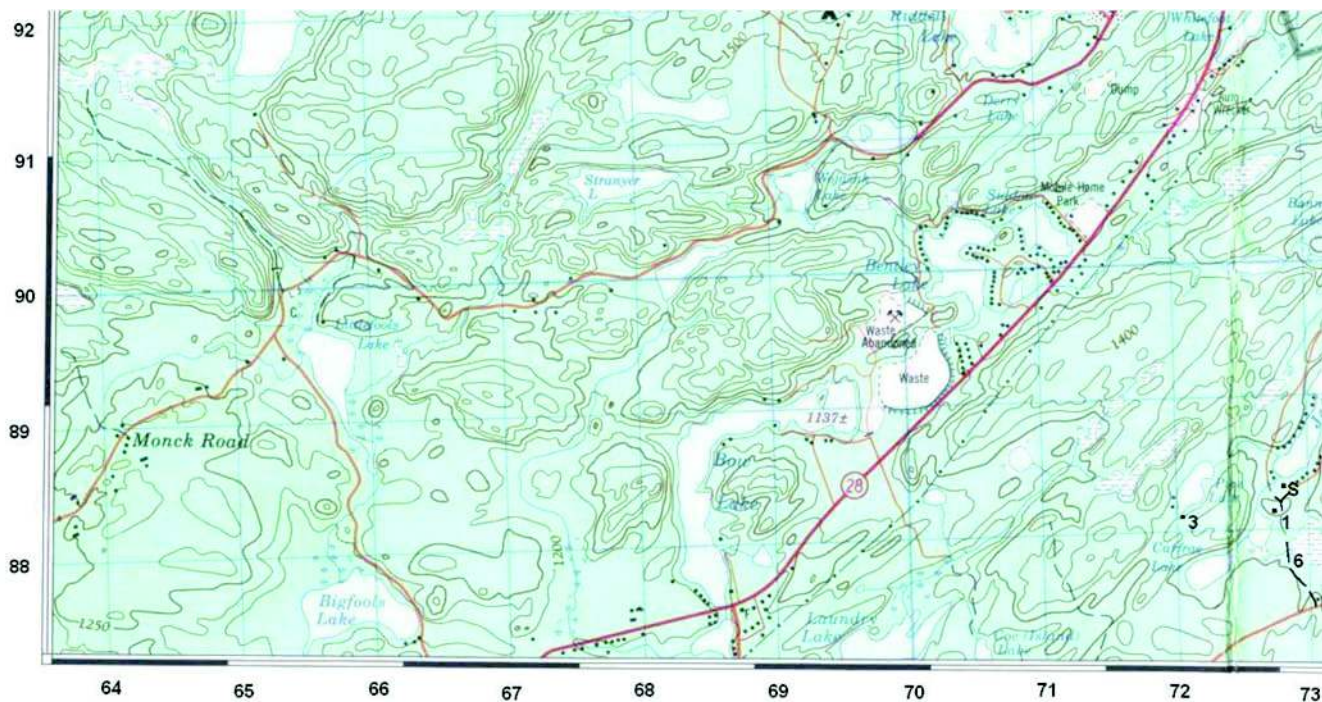


Figure B5-1 Assessment Activity Map

Note. From *Bancroft 31 F/4*, Canada Centre for Mapping, 1996, Ottawa, ON: Natural Resources Canada. Copyright 1996 by Her Majesty the Queen in Right of Canada.



All points are located in the lower left-hand corner. To clearly identify the designated points and terrain features, Figure B5-1 is best viewed in colour.

The cadets will be given a compass, map, worksheet and access to a calculator. The map has been marked with the start point, "S" and the three other points, "1", "3", and "6", for which to determine six-figure GRs. The other three points, for legs two, four and five, will be marked on the map by the cadet from the six-figure GRs on the worksheet. All seven points have a descriptive word or phrase to help identify it. The cadets will complete the worksheet then move on to the course to complete three legs each. When the course has been completed, the cadets will do a self-assessment with their assessor and receive a copy of their Assessment Checklist by the next parade night.

A sample and completed worksheet are shown as examples for this sample assessment activity. The blank worksheet may be used as a template.

Cadet Worksheet (sample)

Name: _____

Personal Pace: _____

#	GR	Distance		Bearing	Description
		m	paces		
S	728883			X	most southerly cabin on Jeffrey Lake
1					cabin by vehicle track fork
2	722882				shore of Pipe Lake near the "L" of lake
3					most southerly cabin on Pipe Lake
4	720878				shore of Carfrae Lake near the "e" of lake
5	723873				hill south of Carfrae Lake
6					vehicle track crossing creek south of cabin

Magnetic Declination: 11° west declination

Safety Bearing: 120°

Will lead to either a gravel road or a vehicle trail; wait at the side of the road / trail for the safety vehicle.

Calculations:

Cadet Worksheet (completed sample):

Name: _____ F/Cpl Boggins _____

Personal Pace: _____ 140 _____

#	GR	Distance		Bearing	Description
		m	paces		
S	728883			X	most southerly cabin on Jeffrey Lake
1	727881	200	280	199°	cabin by vehicle track fork
2	722882	500	700	282°	shore of Pipe Lake near the "L" of lake
3	720881	200	280	230°	most southerly cabin on Pipe Lake
4	720878	450	630	180°	shore of Carfrae Lake near the "e" of lake
5	723873	450	630	154°	hill south of Carfrae Lake
6	728878	800	1120	44°	vehicle track crossing creek

Magnetic Declination: 11° west declination

Safety Bearing: 120°

Will lead to either a gravel road or a vehicle trail; wait at the side of the road / trail for the safety vehicle.

Calculations:

Cadet Worksheet

Name: _____

Personal Pace: _____

#	GR	Distance		Bearing	Description
		m	paces		
S				X	
1					
2					
3					
4					
5					
6					

Magnetic Declination:

Safety Bearing:

Calculations:

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**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 5

EO M409.05 – INSTRUCT A 30-MINUTE LESSON

Total Time:

90 min

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**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 6

EO C409.01 – PLAN A LESSON

Total Time:

60 min

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**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 7

EO C409.02 – INSTRUCT A 30-MINUTE LESSON

Total Time:

90 min

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**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 8

EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The course officer shall communicate with the training officer to ensure that cadets are paired with a Proficiency Level One, Two or Three instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the squadrons that will not allow for all Proficiency Level Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C440.02 (Launch a Small Model Rocket) and reversing the schedule for the following training session.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

OJT was chosen for this lesson as it allows the cadets to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadets a practical application of learned skills in a realistic setting. The cadets reflect on the experience and receives feedback on the performance, which helps to shape future experiences. The cadets develop a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant instructor.

IMPORTANCE

It is important for cadets to act as an assistant instructor as it gives them the opportunity to practice, observe and assist in performing the duties of an instructor in a safe and controlled environment during a regular training session.

Teaching Point 1**Have the cadets act as assistant instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of an instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in Proficiency Level One, Two or Three training.

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out an air rifle for a marksmanship lesson.

- b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration, assist with the conduct of an in-class activity or instruct a TP of a lesson.
 - c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Proficiency Level One, Proficiency Level Two or Proficiency Level Three) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant instructor allows for the development of skills necessary to become a competent instructor by observing, practicing instruction and receiving feedback from an experienced instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Proficiency Level One, Two or Three instructor for a regular training session.

A number of factors may exist based on the size of the squadron that will not allow for all Proficiency Level Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C440.02 (Launch a Small Model Rocket) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.



**COMMON TRAINING
PROFICIENCY LEVEL FOUR
INSTRUCTIONAL GUIDE**



SECTION 9

EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy Attachments A–C.

Photocopy and three-hole punch the handouts located at Attachments E–G, J and M for each cadet.

Photocopy Attachment K for each group.

Photocopy and cut out the Benefits of Creative Lessons Strips located at Attachment I for each group.

Photocopy a sample lesson plan (from Phase One) for each group.

Prepare a piece of flip chart paper by writing the goals of the workshop:

1. define creativity;
2. identify the benefits of a creative lesson;
3. explain the creative process; and
4. incorporate creativity in the lesson-planning process.

Select music to play in the background for the entire workshop.

PRE-LESSON ASSIGNMENT

Ensure the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a creative lesson-planning workshop to define creativity, identify the benefits of creative lessons, explain the creative process and learn how to incorporate creative elements into lesson plans.

IMPORTANCE

It is important for cadets to incorporate creative elements into their lesson plans to make their lessons more interesting, enjoyable and engaging for the cadets.

Teaching Point 1**Conduct an activity where the cadets will define creativity.**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets define creativity.

RESOURCES

- Mixer worksheet located at Attachment A,
- Picture This... worksheet located at Attachment B,
- Cliche Stretching worksheet located at Attachment C,
- Mixer Answer Key located at Attachment D,
- Flip chart paper,
- Markers, and
- Stereo.

ACTIVITY LAYOUT

1. Set up three workstations.
2. Label the workstations as A, B, and C and place flip chart paper and the corresponding attachments at each station.
3. Ensure the lesson location:
 - a. is physically safe;
 - b. allows for manipulation of the physical setting such as lighting, temperature and colour to make it more conducive to learning;
 - c. is large enough to accommodate small group and whole group activities; and
 - d. allows for the incorporation of movement into the lesson.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into equal groups at each station.



Display the chart paper illustrating the worksheet goals.

2. Introduce the goals of the workshop. Read the goals of the workshop together.
3. Instruct the cadets to work in their groups brainstorming ideas about creativity and write their responses on flip chart paper.

4. Instruct the cadets to follow the directions at their station to complete the activity.



Play music in the classroom while the cadets are completing individual and group work.

5. Provide the cadets with two minutes to present an example of their activity and to explain how their activity was creative. Encourage the cadets to use a visual representation of their activity on flip chart paper.
6. Explain to cadets that:
- thinking creatively does not always make sense; and
 - sometimes the brain must think in different ways to find the answer.
7. Present the cadets with the following problem and answer:
- If you throw a ball as hard as you can, how does it come back to you?
 - It doesn't hit anything, no one catches it, and no one else throws it back.
 - Answer: If you throw the ball up in the air.
8. Provide the cadets with the following definition of creativity:
- Creativity is the combining of elements in a new way.
 - A new idea or product is often a combination of unlike elements previously thought to be completely unrelated.



There are two types of creativity:

- **Technical.** People create new theories, technologies or ideas; and
- **Artistic.** Involves unique methods of self-expression.

Creative people have three qualities:

- an **ability** to imagine relationships between unlike items,
- a **playful attitude** towards new ideas, and
- a **willingness** to work at changing and improving ideas and solutions.

9. Compare the definition with the ideas that the cadets brainstormed on their flip chart paper.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 2**Have the cadets participate in activities that celebrate and encourage creativity.**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets participate in activities that celebrate and encourage creativity.

RESOURCES

- Celebrate Success handout located at Attachment E (one per cadet),
- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that upon hearing the attention signal Two Snaps and a Clap, they will:
 - a. repeat the signal immediately by snapping fingers on both hands twice and clapping once;
 - b. stop, look at the instructor and wait for an announcement; and
 - c. carry on when told to do so.
2. Have the cadets practice the two snaps and a clap.
3. Distribute the Celebrate Success handout located at Attachment E to each cadet.
4. Read Attachment E together.

**STIMULATE THE BRAIN TO THINK CREATIVELY**

The right side of the brain is the creative side and the left side of the brain is the mathematical side. One side of the brain usually dominates the other with scientific people having a more dominant left side and artistic people having a more dominant right side.

Creativity can be improved by having both sides of the brain switched on and functioning. The left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. Physical activity increases oxygen flow to the brain and helps it function better.

5. Divide the cadets into four groups to represent each cheer.
6. Provide the cadets two minutes to practice each cheer.

7. Provide each group one minute each to demonstrate each cheer to the class and have them participate in their cheer after each demonstration.
8. Debrief the cadets by emphasizing the importance for motivation and physical activity in lessons.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 3

Conduct an activity where the cadets will identify the benefits of a creative lesson.

Time: 15 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

The preparation of a well-developed lesson:

- provides structure and organization;
- guides the instructor through each stage of the lesson; and
- ensures that all essential information is delivered.

A well-developed lesson does not ensure the cadet is interested and engaged in the learning process. Well-planned lessons that creatively challenge and involve the cadets in a variety of activities engage the cadets in the learning process and ensure that learning outcomes are achieved.



Ask the cadets to think about a time when they were bored during a lesson and a time when they were interested during a lesson. Have them think about the two experiences as they take part in the brainstorming activity.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify the benefits of a creative lesson.

RESOURCES

- The Benefits of Creative Lessons handout located at Attachment F
- The Benefits of Creative Lessons Worksheet located at Attachment G,

- The Benefits of Creative Lessons Answer Key located at Attachment H,
- The Benefits of Creative Lessons Phrase Strips located at Attachment I (one set per group),
- Flip chart paper,
- Markers,
- Pencils / pens, and
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three or four.
2. Distribute the Benefits of Creative Lessons handout located at Attachment F to each cadet and review the handout together.
3. Distribute the Benefits of Creative Lessons worksheet located at Attachment G to each cadet.
4. Give the cadets five minutes to work together to complete the worksheet.
5. After five minutes review the answers using the Benefits of Creative Lessons Answer Key located at Attachment H.
6. Distribute the Strips located at Attachment I, flip chart paper and tape to each group.
7. Have each group divide their sheet of flip chart paper into two columns:
 - a. uncreative lesson, and
 - b. creative lesson.
8. Have each group place each strip in the appropriate column.
9. Review the cadets' posters and debrief the cadets.



All strips are located under the creative lesson column.



Many instructors do not engage cadets because they do not use enough creativity in their teaching. Some aspects of the cadet program are personally interesting to the cadets which helps compensate for this. Some lessons however, are not personally interesting to the cadets and depend more heavily on the instructors' creative ability.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 4

Conduct an activity where the cadets will identify the stages of the creative process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

THE CREATIVE PROCESS

A lesson plan is an organized outline for a single period of instruction. It is a necessary guide for instructors because it tells them:

- what to do,
- in what order to do it, and
- what method(s) to use in teaching the material.

Each time an instructor is faced with the challenge of planning a creative lesson they can apply the creative thinking process as outlined below.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets participate in the creative process.

RESOURCES

- The Creative Process handout located at Attachment J (one per cadet),
- Forced Analogy worksheet located at Attachment K (one per group),
- Forced Analogy Guide located at Attachment L,
- Empty match box (one per group), and
- HB # 2 pencil (one per group).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Creative Process handout located at Attachment J to each cadet.
2. Review the process with the cadets.
3. Distribute an empty matchbox and the Forced Analogy worksheet to each group.
4. Provide five minutes for the groups to compare the matchbox to their local squadron. Guide the groups through this step by offering assistance as required. Encourage them to be creative in their comparison.



Circulate around the room to ensure that the cadets are processing the information. Use Attachment L as a guide to cadets experimenting difficulty.

5. Have the cadets copy their responses in the forced analogy blank template for the matchbox activity.



If groups finish early, they can continue with the second analogy.

- a. Distribute a HB # 2 pencil to each group.
- b. Have the cadets use forced analogy to compare parts of the pencil to the Canadian Cadet Organizations (CCO).
- c. Have the cadets write their responses on the Forced Analogy worksheet.

6. Have each group assign one of its members to share their chart with the whole group.
7. Have the cadets work in their groups and alternately ask the questions from the Forced Analogy worksheet. Allow them to refer to The Creative Process handout located at Attachment J to help answer the questions.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 5

Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

INCORPORATE CREATIVITY INTO A LESSON PLAN

Instructors are constantly challenged to plan lessons that engage cadets in the learning process. Often the only difference between creative and uncreative instructors is self-perception. Creative instructors see themselves as creative and have the confidence to attempt new things. Uncreative instructors do not think about creativity and do not give themselves the opportunity to create anything new.



The first step towards becoming more creative is to relax. It is far more difficult to be creative when the body is tired or stressed. Creativity is found in the subconscious mind which is more accessible in a relaxed state.

To be creative during lesson planning instructors set aside time to examine if there is a better way of instructing a previously taught lesson or to play around with different ways of instructing a new lesson. This process should become a habitual part of the instructor's thinking.

Creative lessons are filled with physical and mental activities that involve all the cadets. The instructor should ensure that the cadets always feel emotionally safe in the learning environment and can take part in all learning activities without fear of being embarrassed, put down or ridiculed. Instructors can do this by:

- showing a positive attitude;
- showing interest in the lesson topic;
- treating cadets respectfully and demanding that cadets treat their peers respectfully;
- challenging cadets with fun activities that are not too easy or too difficult;
- rewarding effort as well as results;
- appealing to different learning styles;
- providing specific feedback;
- encouraging the cadets;
- communicating clear expectations and routines; and
- providing processing time.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets incorporate creative elements into the lesson-planning process.

RESOURCES

- Ways to Incorporate Creativity handout located at Attachment M, and
- Sample lesson plan (one per group).



The sample lesson plan can be any lesson plan that has been developed for Phase One training. A sample lesson plan should be developed if none are available.

As an alternative, cadets may use the lesson plan they developed for EO M409.05 (Instruct a 30-Minute Lesson).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Ways to Incorporate Creativity handout located at Attachment M and review as a class.
2. Distribute the sample lesson plan to each group.
3. Allow each group 10 minutes to adapt a lesson plan by incorporating some of the creative elements at appropriate places throughout the lesson.
4. Circulate around the room providing assistance as required.
5. Give each group two minutes to present their ideas for their lessons to the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the lesson-planning activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Lessons that creatively challenge and involve the cadets in a variety of activities engages them in the learning process and ensure that learning outcomes are achieved.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as one training session.

This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

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MIXER

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new phrase / word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

A PHOTOCOPIER AND A TELEPHONE TO GET A

A BELL AND A CLOCK TO GET AN

A SURF BOARD AND A SAIL BOAT TO GET

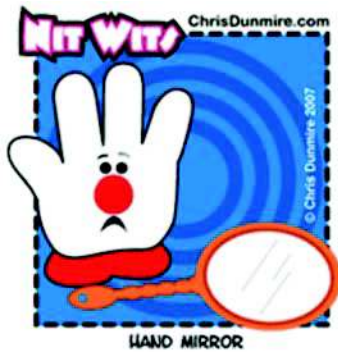
FRENCH FRIES AND CHEESE TO GET

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PICTURE THIS...

Look at each picture and discuss how the pictures are creative.





**If you can think it,
you've just created it,
even if you can't
hold it in your hand."**

— *Chris Dunmire*

Figure B-1 Creative Pictures

Note. From *Creativity Portal: Nit Wits*, by C. Dunmire, 2007, Copyright (2007) by Chris Dunmire. Retrieved April 23, 2009, from <http://www.creativity-portal.com/becreative/activities>

Creativity / Writing Prompt:

List five ways the little gloved one can have its reflection, seeing all of his fingers upright. Tap into that imagination of yours and take it away!

CLICHE STRECTCHING

cliche *n* : a trite phrase or expression : trite *adj* : used so commonly that the novelty has worn off — *Merriam-Webster Dictionary*

This creativity exercise forces your brain to buzz. Skim through the list provided and identify the phrases that you find interesting. Then combine two or three cliches to form new coherent or funny phrases. Read the examples below for ideas.



a bad scene
add insult to injury
agree to disagree
all things considered
all too soon
along these lines
ample opportunity
armed to the teeth
as a matter of fact
at a loss for words
at one fell swoop
avoid it like the plague
awaiting further orders

back at the ranch
back to the drawing board
bated breath
beginning of the end
before you know it
benefit of the doubt
best-laid plans
better late than never
better left unsaid
beyond the shadow of a doubt
bite the bullet
bitter end
bone of contention
bottom line
budding genius

leave no stone unturned
leaves much to be desired
leave up in the air
lend a helping hand
let well enough alone
line of least resistance
little woman
lit up like a Christmas tree
live and let live
lock, stock, and barrel
long arm of the law
look before you leap

marked contrast
matter of life and death
mecca for travelers
method to his madness
milk of human kindness
miraculous escape
moment of truth
momentous occasion
monumental traffic jam
moot point
more than meets the eye
more the merrier
motley crew

narrow escape
nearest and dearest

burning question
busy as a bee
by leaps and bounds
by the same token

calm before the storm
call of the wild
casual encounter
chain reaction
charged with emotion
checkered past
cherished belief
circumstances beyond my control
clear as crystal
come full circle
contents noted
cool as a cucumber
curiously enough
cut a long story short
cut down in his prime

days are numbered
dead as a doornail
deafening crash
depths of despair
diamond in the rough
dig in your heels
do not hesitate to
drastic action
due consideration

each and every
easier said than done
eat, drink, and be merry
eminently successful
engage in conversation
epic struggle
even tenor
exception that proves the rule
existing conditions
express one's appreciation

fall on bad times
fall on deaf ears
far and wide
far be it from me
fateful day
fate worse than death
feel free to
feel vulnerable
festive occasion
few and far between

needs no introduction
never a dull moment
never before in the history of
nipped in the bud
no sooner said than done

one and the same
ongoing dialogue
on more than one occasion
open secret
order out of chaos
other things being equal
outer directed
overwhelming odds
own worst enemy

pales in comparison
paralyzed with fright
paramount importance
pay the piper
peer group
pet peeve
pick and choose
pie in the sky
pinpoint the cause
pipe dream
place in the sun
play hardball
play it by ear
poor but honest
powder keg
powers that be
pros and cons
proud heritage
proud possessor
pull one's weight

rack and ruin
ravishing beauty
red-letter day
regrettable incident
reigns supreme
reliable source
remedy the situation
right on
ripe old age
round of applause

sadder but wiser
saw the light of day
scathing sarcasm
sea of faces

final analysis
finishing touches
fit as a fiddle
food for thought
fools rush in
foregone conclusion
foul play
from the sublime to the ridiculous

generation gap
give the green light to
go down the drain
goes without saying
good team player
grave concern
green with envy
grim reaper
grind to a halt

hands across the sea
happy pair
hastily summoned
have the privilege
heartfelt thanks
heart of the matter
heart's desire
heated argument
heave a sigh of relief
herculean efforts
hook, line, and sinker
hook or crook
hope for the future
hot pursuit
hunker down

ignorance is bliss
ill-fated
immeasurably superior
in close proximity
infinite capacity
innocent bystander
in no uncertain terms
in our midst
in reference to
in short supply
in the limelight
in the nick of time
in the same boat with
in the twinkling of an eye
in this day and age
into full swing
irony of fate

seat of learning
second to none
select few
selling like hotcakes
shattering effect
shift into high gear
shot in the arm
sigh of relief
silence broken only by
silhouetted against the sky
simple life
skeleton in the closet
snug as a bug in the rug
social amenities
spectacular event
spirited debate
stick out like a sore thumb
stick to one's guns
straight and narrow path
structure one's day
such is life
superhuman effort
supreme sacrifice
sweat of his brow
sweeping changes
sweet sixteen

take the bull by the horns
telling effect
terror stricken
thanking you in advance
there's the rub
this day and age
those present
throw a monkey wrench
throw a party
throw caution to the wind
tie that binds
time of one's life
tongue in cheek
too funny for words
too numerous to mention
tough it out
tower of strength
trials and tribulations
trust implicitly

uncharted seas
unprecedented situation
untimely end
untiring efforts

irreplaceable loss
it dawned on me

keep options open

labor of love
lashed out at
last analysis
last but not least
last-ditch effort
leaps and bounds

vale of tears
vanish into thin air

watery grave
wax eloquent/poetic
weaker sex
wear and tear
whirlwind tour
wide open spaces
words fail to express
word to the wise
wrought havoc

Figure C-1 Brain Bender

Note. From *Creative Slush* by C. Dunmire, 2009, Copyright 2005–2009 by Chris Dunmire. Retrieved April 23, 2009, from <http://chrisdunmire.com/fun/mixedcliche.shtml>

MIXER ANSWER KEY

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

ice hotel

A PHOTOCOPIER AND A TELEPHONE TO GET A

fax machine

A BELL AND A CLOCK TO GET AN

alarm clock

A SURF BOARD AND A SAIL BOAT TO GET

wind surfing

FRENCH FRIES AND CHEESE TO GET

poutine

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CELEBRATE SUCCESS

BRAIN KISS

1. Kiss the fingers on your open right hand.
2. Transfer the kiss to your brains by tapping your foreheads with the kissed hand.
3. Finish the kiss with flair by throwing the kissed hand in the air.

TRUCK DRIVER

1. Put your hands on the steering wheel of your pretend big rig.
2. Reach your left hand up and pull the cord of your air horns.
3. Let out two throaty honking roars, "honk, honk!"
4. Reach up with your right hand for your walkie talkie and speak into it, saying, "Chhhsshhh. Good job, good buddy. Chhhsshhh."

CHEESE GRATER

1. Hold an imaginary block of cheese in one hand and an imaginary grater in the other.
2. Slide the cheese against the graters five times and say, "Grate, grate, grate, grate, grate job!"

FIREWORKS

1. Push your palms together in front of your chests.
2. Raise your palms above your head, imitating a firework shooting into the sky, complete with a "whooooooosh" sound.
3. When the firework reaches its highest point of ascent, clap your hands above your head, snap your fingers, and wiggle your facedown fingers as you slowly lower your hands.

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THE BENEFITS OF CREATIVE LESSONS

Prevent Disruptions

Many times cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander and they start to wonder " what would happen if I ...". The cadets' attention is not focused on the lesson and soon little disruptions occur which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity and they are too busy to become disruptive.

Engage Cadets

When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involves the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve More Cadets

In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques, such as those described at Attachment M, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than simply sit and watch or listen to the instructor.

Identify Cadets' Weaknesses

Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can then intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process which cadets need to practice if they are to get the most out of the Cadet Program.

Pace Learning

To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up but if challenged too little, they become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.

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BENEFITS OF CREATIVE LESSONS WORKSHEET

Prevent Disruptions

Many times cadets _____ during a lesson because of boredom. Creative lessons _____ the cadets' _____ on the _____ and they are too busy to _____.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more _____ for their own learning and the instructor becomes a _____.

Involve More Cadets

In a _____ lesson, the instructor talks more than _____ of the time mostly giving _____ and _____. In _____ lessons the instructor communicates _____ to the whole _____ and more with individual _____ or _____ of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to _____ by providing them with _____ rather than simply _____ and _____ or _____ to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant _____ with numerous opportunities to identify who is doing _____ and who is experiencing _____. The instructor can then _____ these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage _____ between the cadets and their _____ and the cadets and their _____.

Pace Learning

Creative lessons challenge the cadets just _____ their present level of ability. If challenged too far, cadets _____ but if challenged too little, they become _____.

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BENEFITS OF CREATIVE LESSONS ANSWER KEY

Prevent Disruptions

Many times cadets ***misbehave*** during a lesson because of boredom. Creative lessons ***focus*** the cadets' ***attention*** on the ***lesson*** and they are too busy to ***become disruptive***.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more ***responsibility*** for their own learning and the instructor becomes a ***guide***.

Involve More Cadets

In a ***traditional*** lesson, the instructor talks more than ***two thirds*** of the time mostly giving ***instructions*** and ***answering questions***. In ***creative*** lessons the instructor communicates ***less*** to the whole ***group*** and more with individual ***cadets*** or ***small groups*** of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to ***actively participate*** by providing them with ***interactive opportunities*** rather than simply ***sit*** and ***watch*** or ***listen*** to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant ***instructor*** with numerous opportunities to identify who is doing ***well*** and who is experiencing ***difficulty***. The instructor can then ***help*** these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage ***social interactions*** between the cadets and their ***peers*** and the cadets and their ***instructor***.

Pace Learning

Creative lessons challenge the cadets just ***beyond*** their present level of ability. If challenged too far, cadets ***give up*** but if challenged too little, they become ***bored***.

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BENEFITS OF CREATIVE LESSONS PHRASE STRIPS

Cut-out each strip.

PREVENT DISRUPTIONS

MORE CADETS INVOLVED

MORE DOING THAN WATCHING

IDENTIFIES CADETS' WEAKNESSES

MORE CADET INTERACTIONS

PACE LEARNING

THE CREATIVE PROCESS

STAGE	DESCRIPTION	ACTION
Preparation	<p>Look at the lesson content in as many different ways as possible. Brainstorm possible creative elements to include in the lesson. Decide generally where to include creative elements in the lesson.</p>	<p>Use visualizations such as diagrams, charts, and webs. Individually brainstorm at first. Group brainstorm with other creative people if necessary. Take time to reflect on the lesson and mentally picture what you would like to see happen during the lesson.</p>
Incubation	<p>Collect and sort all relevant information. Continue to analyze and imagine ways to deliver the lesson. Make connections between the two like or unusual items. Prepare for the accident or eureka moment when everything falls into place.</p>	<p>Become an expert on the subject of the lesson. Do the homework. Combine and recombine ideas, hunches and thoughts into different combinations no matter how much they are unlike or unusual. Use the forced analogy. Use reversal. Ask "How can the lesson be made boring?" This may kick start your creativity. Use provocation by making the statement: "Lessons should not be creative". Ask "What have I done?" rather than "Why have I failed?".</p>
Illumination or Eureka	<p>Everything falls into place often when the problem is not being thought of at all.</p>	<p>Relax. Creativity is found in the subconscious mind which is more accessible in a relaxed state.</p>
Verification	<p>Decide if the new idea, insight, hunch or thought works. Continue testing and improving the new idea, insight, hunch or thought.</p>	<p>Decide if the new idea improves the lesson or is merely a gimmick. Write the lesson. Never create something to be used forever.</p>

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FORCED ANALOGY

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL SQUADRON
Striking surface on two sides	
Two Parts	
Sliding Centre	
Cardboard	
Decorated with print and colours	
Contains Matches	

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	
Yellow Colour	
Six Sides	
Flat Sides	
Eraser	
Wood Shaft	
Lead	
Write	
Inexpensive	

FORCED ANALOGY

QUESTIONS:

1. What is the first stage of the creative process?
2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?
3. What happens during the illumination or eureka stage?
4. What happens during the verification stage?

FORCED ANALOGY GUIDE

The following is a list of possible answers. Use these answers to help guide cadets if they are having difficulty with the activity.

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL SQUADRON
Striking surface on two sides	Flexibility
Two Parts	Officers and Cadets
Sliding Centre	More than one way to do things
Cardboard	Easily broken / can not be careless
Decorated with print and colours	Lots of fun activities
Contains Matches	Danger—always practice safety

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Cadets receive medals and awards
Yellow Color	At Cadet Summer Training Centres different trades are identified by different colors
Six Sides	Cadet leaders have to remember to do many things
Flat Sides	Some aspects of cadet life are traditional
Eraser	Some cadets / officers / aspects of cadet life should be changed
Wood Shaft	Customs and traditions
Lead	Cadets can be challenging—get the lead out
Write	Cadets write lessons, orders, logbooks, attendance rolls, etc.
Inexpensive	The CCO offers many opportunities at little cost

FORCED ANALOGY—PENCIL (alternate)

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Highest Rank
Yellow Colour	Value excellence
Six Sides	Different types of training
Flat Sides	Things will not always run smoothly—pencil does not roll smoothly
Eraser	Colour represents the poppy
Wood Shaft	The Cadet Program is structured
Lead	In the centre of the pencil representing the aims of the CCO
Write	Good experience to put on a resume
Inexpensive	Can not always do things because of lack of money

QUESTIONS:

- Q1. What is the first stage of the creative process?
- Q2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?
- Q3. What happens during the illumination or eureka stage?
- Q4. What happens during the verification stage?

ANTICIPATED ANSWERS:

- A1. The first stage is the preparation stage.
- A2. The forced analogy, reversal and provocation techniques can be used in the incubation stage.
- A3. An answer falls into place often unexpectedly.
- A4. In the verification stage the instructor must decide if the new idea improves the lesson or is merely a gimmick, write the lesson and continually update the lesson.

WAYS TO INCORPORATE CREATIVITY

INTRODUCTION–USE ATTENTION-GETTING DEVICES

In the introduction, the instructor should capture the cadets' interest and motivate them to learn by using attention-getting devices, such as:

- an interesting fact related to the lesson topic that shocks, surprises or arouses curiosity;
- an unusual statistic related to the lesson topic;
- a personal anecdote related to the topic;
- a rhetorical question—the instructor does not want or expect the cadets to answer;
- an overt-response question—the instructor does want or expect the cadets to answer;
- an interesting quotation by a famous person;
- a visual demonstration such as an object, picture or some other representation that relates to the topic; and
- an explanation of how the topic is relevant to the cadets' lives or in their best interest.

BODY–USE INFORMATION-PROCESSING TECHNIQUES

Rally robin. In pairs, cadets alternate generating oral responses.

Round robin. In teams, students take turns responding orally.

Pairs check. One partner solves a problem while the other coaches. Then they switch roles. After every two problems, pairs check their answers with another pair and celebrate.

Rally coach. Partners take turns, one solving a problem while the other coaches.

Timed pair share. In pairs, cadets share with a partner for a predetermined time while the partner listens. Then partners switch roles.

CONFIRMATION–ACTIVITIES

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper, if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets travel to each place, complete the activity and have their passport stamped.

CONCLUSION

Read the closing statement directly from the lesson plan. Re-motivate the cadets by referring back to the introduction and stress how the material is relevant to their personal lives or in their best interest.

Finish in a dramatic manner with an attention-getting device such as that used to introduce the lesson.



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SECTION 10

EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

The course officer shall communicate with the training officer to ensure that cadets are paired with a Proficiency Level One, Two or Three drill instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the squadron that will not allow for all Proficiency Level Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C440.02 (Launch a Small Model Rocket) and reversing the schedule for the following training session.

APPROACH

OJT was chosen for this lesson as it allows the cadets to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadets a practical application of learned skills in a realistic setting. The cadets reflect on the experience and receives feedback on the performance, which helps to shape future experiences. The cadets develop a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant drill instructor.

IMPORTANCE

It is important for cadets to act as an assistant drill instructor as it gives them 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.

Teaching Point 1**Have the cadets act as assistant drill instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant drill instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of a drill instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in PO 108 (Participate in an Annual Ceremonial Review Parade), PO 208 (Execute Drill as a Member of a Squad) or PO 308 (Direct a Squad Prior to a Parade).

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out rifles for a rifle drill lesson.

- b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration or instruct a TP of a lesson.
 - c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Proficiency Level One, Proficiency Level Two or Proficiency Level Three) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant drill instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant drill instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant drill instructor allows for the development of skills necessary to become a competent drill instructor by observing, practicing instruction and receiving feedback from an experienced drill instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Proficiency Level One, Two or Three drill instructor for a regular training session.

A number of factors may exist based on the size of the squadron that will not allow for all Proficiency Level Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C440.02 (Launch a Small Model Rocket) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - a. preparing training aids as required;
 - b. helping instruct the lesson;
 - c. supervising the cadets;
 - d. providing assistance as required; and
 - e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.

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SECTION 11

EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON

Total Time:	90 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

The course officer shall communicate with the training officer to:

1. place the Proficiency Level Four cadets into the Proficiency Level One and Proficiency Level Two drill instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least one week prior to conducting this assessment, to include:
 - a. a lesson specification, and
 - b. an instructional guide; and
3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Photocopy the Drill Instructional Techniques Assessment Form located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have instructed a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

IMPORTANCE

It is important for cadets to instruct a 30-minute drill lesson as it gives them the opportunity to practice drill instructional skills in a practical setting and to receive feedback to further develop instructional skills and confidence.

Teaching Point 1**Supervise while the cadets instruct a 30-minute lesson.**

Time: 85 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets instruct a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

RESOURCES

Drill Instructional Techniques Assessment Form.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each cadet, prior to the start of this lesson:
 - a. research lesson content;
 - b. plan a lesson;
 - c. develop instructional aids (as required); and
 - d. set up the lesson location (as required).
2. During the time allotted for this lesson, have each cadet:
 - a. provide a copy of their written lesson plan to the assessor;
 - b. instruct a 30-minute drill lesson by:
 - (1) introducing the lesson;
 - (2) presenting the content of the lesson;
 - (3) applying the drill instruction sequence;
 - (4) confirming the skills learned during the lesson; and
 - (5) concluding the lesson; and
 - c. participate in an individual feedback session with the assessor upon completion of the lesson.



The Drill Instructional Techniques Assessment Form located at Attachment A is used to provide feedback on the cadet's lesson. The form is intended solely for the purposes of assessment for learning, providing the cadets with the feedback they need to improve their own skills.

3. Once all cadets have instructed a 30-minute drill lesson, debrief the (Proficiency Level Four) cadets by providing feedback, focusing on:
 - a. best practices,
 - b. general trends and key areas for improvement, and
 - c. re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's instructing a 30-minute drill lesson will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Practicing drill instruction allows for the development of fundamental skills necessary to become a drill instructor while further developing confidence and providing a sense of accomplishment.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).

The cadets shall instruct Proficiency Level One or Proficiency Level Two cadets on a regular training session.

The course officer shall communicate with the training officer to:

1. place the Proficiency Level Four cadets into the instructor schedule; and
2. ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - a. a lesson specification, and
 - b. an instructional guide.

Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.

Adjust the period allocation for this EO if all three periods are not required for each Proficiency Level Four cadet to instruct a 30-minute drill lesson.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**DRILL INSTRUCTIONAL TECHNIQUES
 ASSESSMENT FORM**

Cadet's Name: _____ Division: _____

Lesson Topic: _____

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where / when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement (Squad 1).				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
Practiced the complete movement with: <ul style="list-style-type: none"> • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time. 				
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

 ASSESSOR'S SIGNATURE

 DATE

 CADET'S SIGNATURE