

COMMON TRAINING

PROFICIENCY LEVEL THREE

INSTRUCTIONAL GUIDE

SECTION 6

EO M309.06 – PLAN A LESSON

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-803/PG-001, 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 lesson specification and instructional guide handout located at Annex K, the blank lesson plan located at Annex L and the plan a lesson checklist located at Annex M for each cadet.

Photocopy the lesson specifications and instructional guides located at Annexes O to AC as required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 to 3 to present basic material on how to research lesson content and how to prepare for a lesson.

A practical activity was chosen for TP 4 to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M309.07 (Instruct a 15-Minute Lesson, Section 7).

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to research lesson content and develop a lesson plan.

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IMPORTANCE

It is important for cadets to research lesson content, prepare a lesson location and plan a lesson because these are critical steps to the success of a period of instruction. The preparation of a lesson location sets the tone for the lesson and a well-developed lesson plan provides structure and organization, guides the instructor through each stage of the lesson and ensures that all essential information is delivered.

Teaching point 1 **Explain How to Research Lesson Content**

Time: 10 min Method: Interactive Lecture



Some common abbreviations and terms used by training officers and instructors:

- **QSP.** Qualification Standard and Plan.
- **PO.** Performance Objective.
- **EO.** Enabling Objective.
- **TP.** Teaching Point.
- **PC.** Performance Check.
- **EC.** Enabling Check.
- **IG.**Instructional Guide.

RESEARCHING LESSON CONTENT

To plan for a lesson, the cadets will need to research lesson content and become familiar with the conditions, standard, TPs, lesson content and the time allocated for the EO and TPs.

The Canadian Forces employs an acronym that is used to provide a framework for the instructor to gather and organize the reference material into an efficient and practical lesson plan. The initialism is CCSAM.

Collect. During this step, the instructor researches the material to be covered in the period of instruction using course documents such as the lesson specification, IG and listed references. In situations where no course documents exist, the instructor will research the material to be taught using whatever references exist.

Consider. During this step, the instructor sifts through all of the material found in the collection step and determines what is relevant and current.

Select. During this step, instructor selects the material that is appropriate for the lesson. The instructor also selects the method of instruction to be used.

Arrange. During this step, the instructor arranges the material into stages that allow for the information to be presented in a logical sequence.

Master. During this step, the instructor writes the lesson plan.



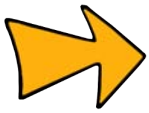
The use of CCSAM is a good general practice. In most cases for cadet training these steps have been completed during the development of the lesson specifications and IGs. The instructor may need to only transpose the information into the pertinent parts of their lesson plan.

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Distribute the lesson specification and instructional guide handout located at Annex K to each cadet.

ENABLING OBJECTIVE AND LESSON SPECIFICATION

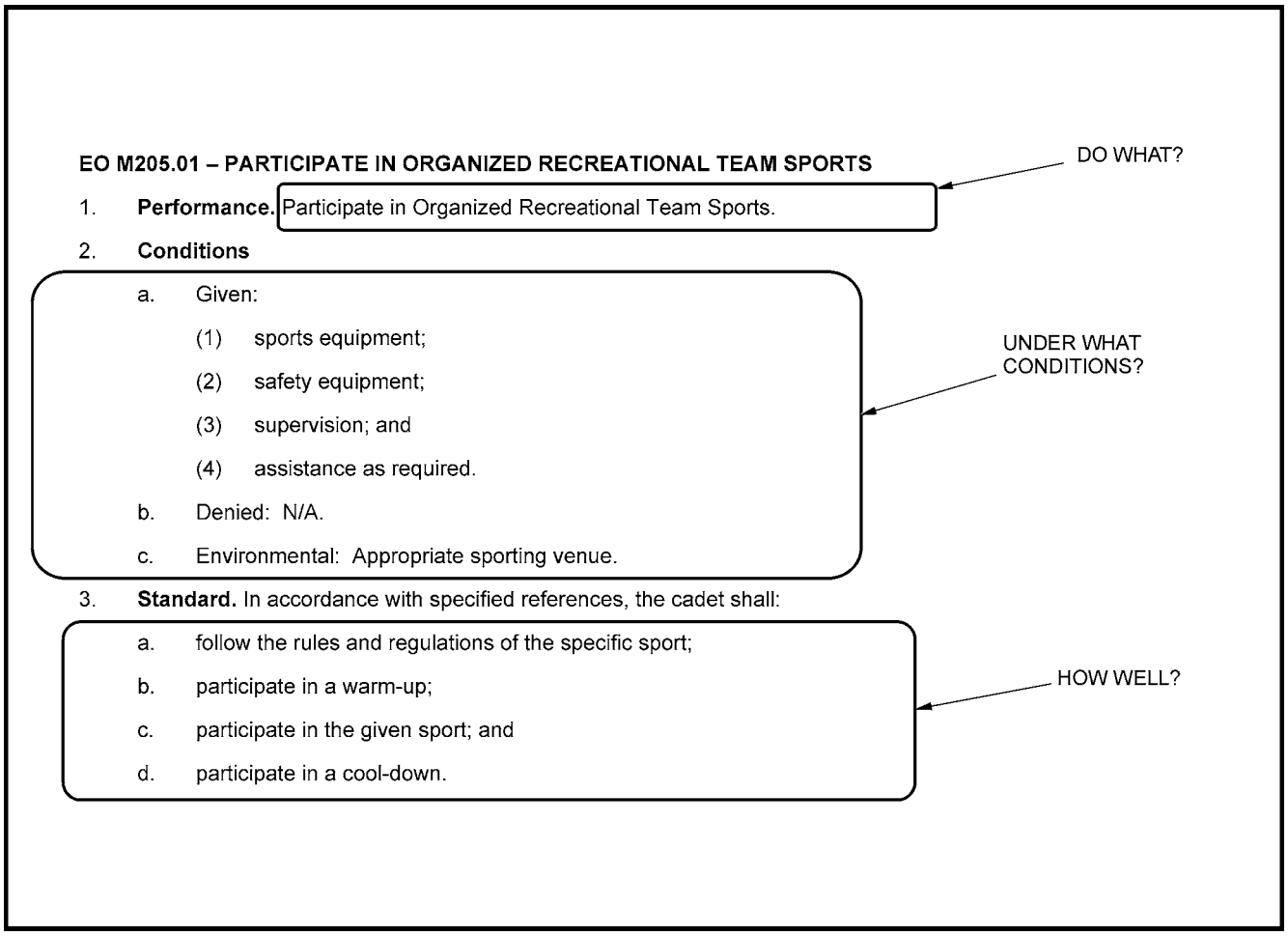


Enabling objectives and lesson specifications can be found in Chapter 4.

Performance objectives are broken down into a series of enabling objectives and lesson specifications. The enabling objective consists of Paragraphs 1. to 3. (as illustrated in Figure 9-6-1). The information in these paragraphs will answer three questions:

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

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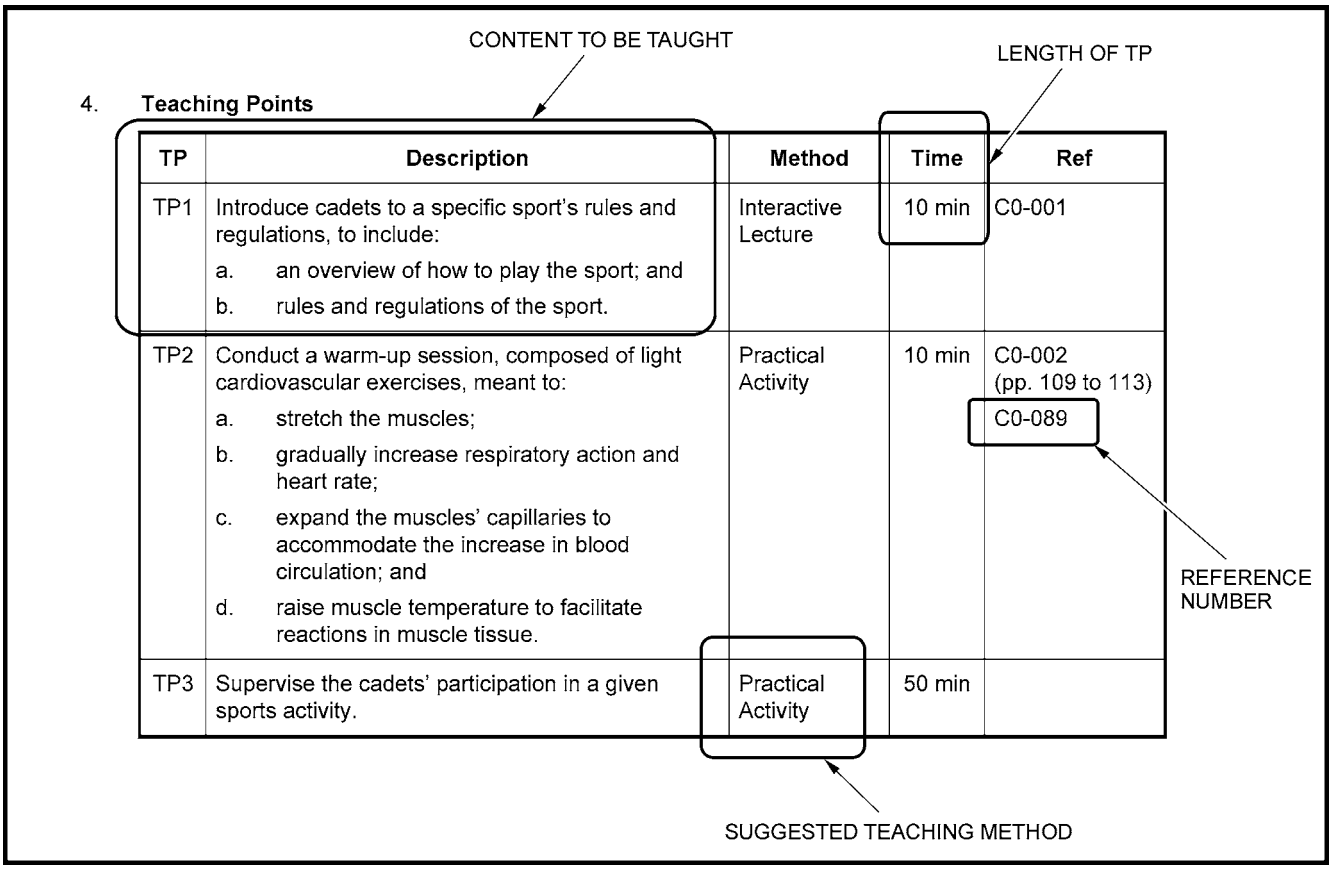
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Figure 1 Enabling Objective

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

In Paragraph 4., the TPs are usually described in a table where information is provided on the content taught in each TP, the suggested teaching method, the time for each TP and references (as illustrated in Figure 9-6-2).

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Figure 2 Teaching Points

Paragraph 5. outlines how much time is spent on the introduction/conclusion and the different teaching methods. Paragraph 6. offers substantiation or reasons why certain teaching methods were recommended for each TP. Paragraph 7. provides a list of references used to compile the content in Paragraph 4. (as illustrated in Figure 9-6-3).

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5. **Time**

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

6. **Substantiation**

a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.

b. A practical activity was chosen for TP2–4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

7. **References**

a. C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.

b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And teachers.* Oakville, ON and Buffalo, NY: Mosaic Press.

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Figure 3 Paragraphs 5–7

Paragraphs 8. and 9. list the training aids and learning aids required for the lesson. Training aids are the materials that are required by the instructor to instruct the lesson and learning aids are the materials that will be required by the cadet to participate in the lesson (as illustrated in Figure 9-6-4).

8. **Training Aids**

a. Sports/safety equipment appropriate for the activity;

b. First aid kit;

c. Whistles; and

d. Stopwatch.

9. **Learning Aids.** Sports equipment.

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Figure 4 Training Aids and Learning Aids

Paragraph 10. is test details, which is information about the evaluation to be conducted. Paragraph 11. is remarks, which describe any other information that may be useful to the Training Officer or instructor (as illustrated in Figure 9-6-5).

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10. **Test Details.** N/A.

11. **Remarks**

    a. The CCO list of approved sports is located at A-CR-CCP-802/PF-001, Annex A.

    b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

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Figure 5 Test Details and Remarks



Test details will be described in one of the following ways:

- **N/A.** No evaluation for this EO.
- **This EO is assessed IAW Chapter 3, Annex B, Appendix 3 (209 PC).**There is a performance check (PC) associated with this EO, refer to Chapter 3, Annex B for details.
- **This EO is assessed IAW Chapter 3, Annex B, Appendix 3 (209 EC 01).**There is an enabling check (EC) associated with this EO, refer to Chapter 3, Annex B for details.

INSTRUCTIONAL GUIDE

The IG is used in conjunction with the QSP and other resources to conduct training. IGs should be reviewed in conjunction with lesson specifications so that the instructor can adequately plan and prepare their lesson. IGs do not replace lesson plans but offer written content, supporting figures and suggestions on how to instruct a lesson. The following are the six sections of an IG:

1. preparation,
2. introduction,
3. body,
4. conclusion,
5. references, and
6. annexes.

Preparation

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

Introduction

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

The Body

The body of the IG contains all of the TPs and content listed in Paragraph 4. of the lesson specification in greater detail. The body provides suggested teaching methods, note boxes with special instructions or information (as illustrated in Figure 9-6-6), lesson content, figures, activities and confirmation questions.

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Note Boxes:



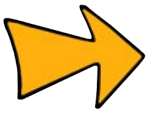
Special note to the instructor.



Key information to pass along the cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to the cadets.

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Figure 6 Note Boxes

The Conclusion

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

References

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

Annexes

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Where can a lesson specification be found?

Q2. What information can be found in the preparation section of an instructional guide?

Q3. What information can be found in the body of an instructional guide?

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ANTICIPATED ANSWERS

A1. In Chapter 4 of the QSP.

A2. The preparation section provides information about where to find the lesson specification and any instructions to the instructor such as reviewing lesson content, photocopying handouts, pre-lesson assignments and the approach and substantiation as to why certain teaching methods were recommended for each TP.

A3. The body of the IG contains all of the TPs and content listed in Paragraph 4. of the lesson specification in greater detail. The body provides suggested teaching methods, note boxes with special instructions or information (as illustrated in Figure 9-6-6), lesson content, figures, activities and confirmation questions.

Teaching point 2 **Explain How to Prepare for a Lesson**

Time: 5 min Method: Interactive Lecture

PREPARING FOR A LESSON

A well-prepared and positive learning environment can enhance a lesson and the learning experience. The cadets' attention will not only be focused on the instructor but also on the environment around them. Effort put into lesson preparation and presentation can be wasted if the environment is not prepared for optimal learning.

Selecting a Lesson Location

When selecting a lesson location the instructor should consider the following:

- the type of training to be conducted (eg, leadership versus aviation subjects);
- any activities outlined in the instructional guide;
- the size of the group being trained;
- the size of the location;
- the lighting of the location;
- the ventilation of the location;
- the suitability of the location regarding noise distractions; and
- the suitability of the location regarding the use of visual aids.

Setting Up the Location

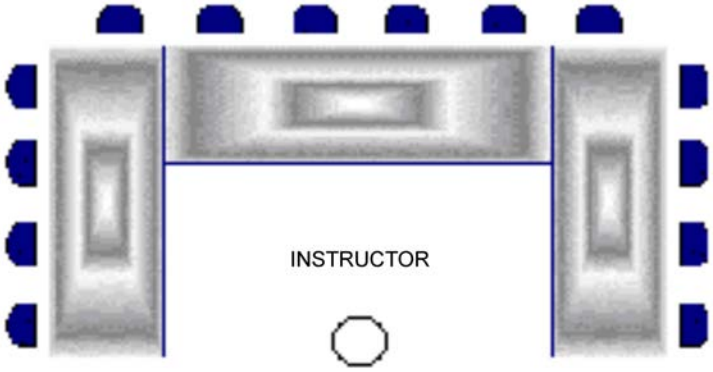
After selecting a lesson location, the instructor must take steps to ensure the location is clean and arranged properly for an optimal training environment.

Cleanliness. A clean training area will prevent distractions and will positively affect motivation. Cadets will notice a messy, disorganized area immediately and will be distracted before the class begins. The room must be clean and well-organized with the boards wiped clean, debris picked up, garbage cans empty, etc.

Seating Arrangements. Cadets must be able to see the instructor, the visual aids and each other to achieve maximum participation. Some arrangements will not be possible given the allotted space. The following descriptions and diagrams depict possible seating arrangements:

- **U-Shaped.** Allows the instructor to see all cadets easily and also allows trainees to see each other.

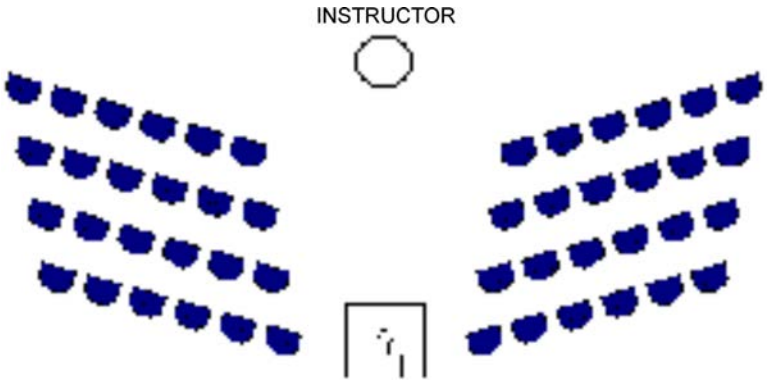
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E. Jenson, Super Teaching: Mastering Strategies for Building Trainee Success, The Brain Store Inc. (p. 109)

Figure 7 U-Shaped

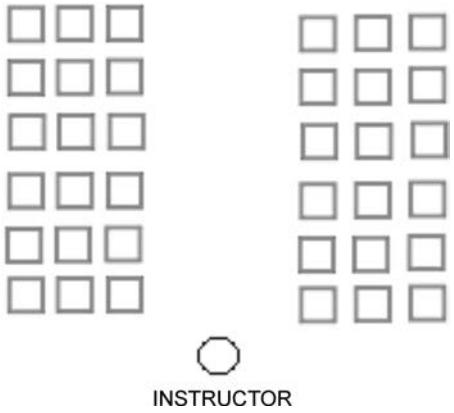
- **Chevron Shape.**Found mostly in auditorium-style rooms and can accommodate large groups.



E. Jenson, Super Teaching: Mastering Strategies for Building Trainee Success, The Brain Store Inc. (p. 109)

Figure 8 Chevron Shape

- **Horseshoe.** Can be employed for two groups. This set-up works well during debates and in-class activities.

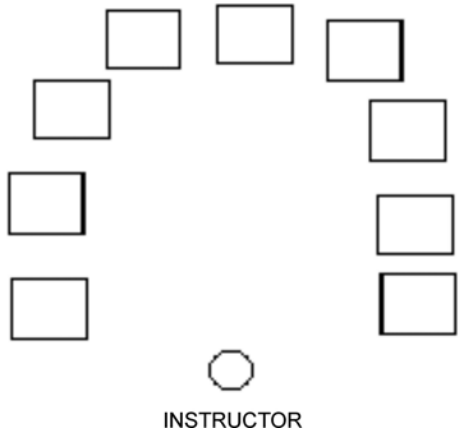


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Figure 9 Horseshoe

- **Semicircle.**Instructor has a good view of the cadets.

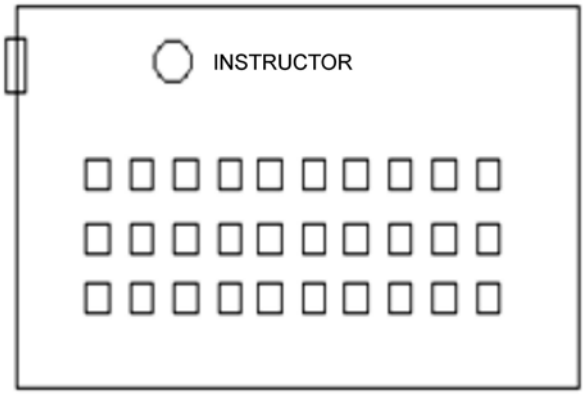
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Figure 10 Semicircle

- **Standard in Line.** Allows for more frontal coverage with less depth front to back.



E. Jenson, Super Teaching: Mastering Strategies for Building Trainee Success, The Brain Store Inc. (p. 109)

Figure 11 Standard in Line

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What should the instructor consider when selecting a lesson location?

Q2. Why is it important to have a clean lesson location?

Q3. What are three seating arrangements?

ANTICIPATED ANSWERS

A1. When selecting a lesson location the instructor should consider the following:

- the type of training to be conducted (eg, leadership versus aviation subjects);
- any activities outlined in the instructional guide;
- the size of the group being trained;
- the size of the location;

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- the lighting of the location;
- the ventilation of the location;
- the suitability of the location regarding noise distractions; and
- the suitability of the location regarding the use of visual aids.

A2. Cadets will notice a messy, disorganized area immediately and will be distracted before the class begins.

A3. Seating arrangements are:

- u-shaped,
- chevron shape,
- horseshoe,
- semicircle, and
- standard in line.

Teaching point 3 **Describe the Lesson Plan Format**

Time: 10 min Method: Interactive Lecture

LESSON PLAN FORMAT

The lesson plan is a way for the instructor to organize the lesson and summarize the information included in the lesson specification, the IG and their personal ideas. Lesson plans provide a set of detailed directions for delivering one or more periods of instruction.

The lesson plan is arranged in this specific order:

	Part	Purpose
1.	Introduction	Builds the cadets' interest and motivation.
2.	Body	Presents and explains each TP.
3.	End of Lesson Confirmation	Confirms cadets' comprehension of the lesson.
4.	Conclusion	Summarizes key points and identifies future lessons.

Introduction

The introduction is the instructor's first verbal interaction with the cadets. It should capture the cadets' interest. The following should be included in the introduction of a lesson plan:

- **What.** A description of what the cadets will be expected to accomplish at the end of the lesson.
- **Where.** A description of how and where the lesson fits into the Cadet Program.
- **Why.** A description of why it is important for the cadets to achieve the objectives.



Read the Objective and Importance paragraphs in the IG for help in writing the introduction of the lesson plan.

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Body

The body of the lesson plan is where the content is presented, explained and supported. Each TP directs the instructor and the cadets.

Each TP in the lesson includes:

- **Introduction.** Briefly introduce the content to be taught during the TP.
- **Teaching Method.** Identify which teaching method has been chosen for the TP.
- **Lesson Content.** Present the content of the TP in a clear and logical order, from easy to difficult, known to unknown and simple to complex.
- **Confirmation.** May be oral questions, games, role play, in-class activities or practical activities. IGs offer suggestions for how to confirm TPs. Instructors may choose to use those confirmation suggestions or develop their own.

End of Lesson Confirmation

The lesson plan should outline procedures to be used to confirm the learning of the TP. End of lesson confirmations are carried out to ensure that the cadets have understood the whole lesson and that any weaknesses in performance are identified so they can be corrected.

Confirmation activities are based on the lesson objectives. The end of lesson confirmation may be oral questions, games, role play, in-class activities or practical activities. IGs offer suggestions for how to conduct end of lesson confirmations. Instructors may choose to use those confirmation suggestions or develop their own.

Conclusion

The conclusion of a lesson summarizes the key points and links them to the coming lessons and their practical use.

A Summary of Important Points and Weak Areas. The summary reviews the main TPs. The depth of the summary will be determined by the lesson objectives and the results of the cadets' end of lesson confirmation. If the cadets achieved the objectives successfully, the summary may be brief. If they experienced some difficulties, the instructor should identify them here and indicate how the issue will be addressed.

Re-Motivation Statement. The re-motivation statement restates the importance of the lesson (the "why") and re-motivates the cadets. The instructor should also take this time to address any precautions the cadets should be aware of when applying the knowledge in a practical setting and give an overview of the next lesson.



Read the Closing Statement paragraph in the IG for help in writing the conclusion of the lesson plan.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What are the four sections of a lesson plan?

Q2. What three questions are answered in the introduction?

Q3. What are the four sections of a teaching point?

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ANTICIPATED ANSWERS

A1. The four sections of a lesson plan are:

- introduction,
- body,
- end of lesson confirmation, and
- conclusion.

A2. The three questions answered in the introduction are:

- what,
- where, and
- why.

A3. The four sections of a teaching point are:

- introduction,
- teaching method,
- lesson content, and
- confirmation.

Teaching point 4 **Supervise and Provide Assistance While the Cadets Plan a Lesson**

Time: 25 min Method: Practical Activity

In EO M309.07 (Instruct a 15-Minute Lesson, Section 7) the cadets will be expected to instruct a lesson using a lesson plan, an instructional aid and the appropriate instructional method. The lesson plan created in this EO will be used to instruct that lesson.



Distribute the blank lesson plan located at Annex L and the plan a lesson checklist located at Annex M to each cadet.

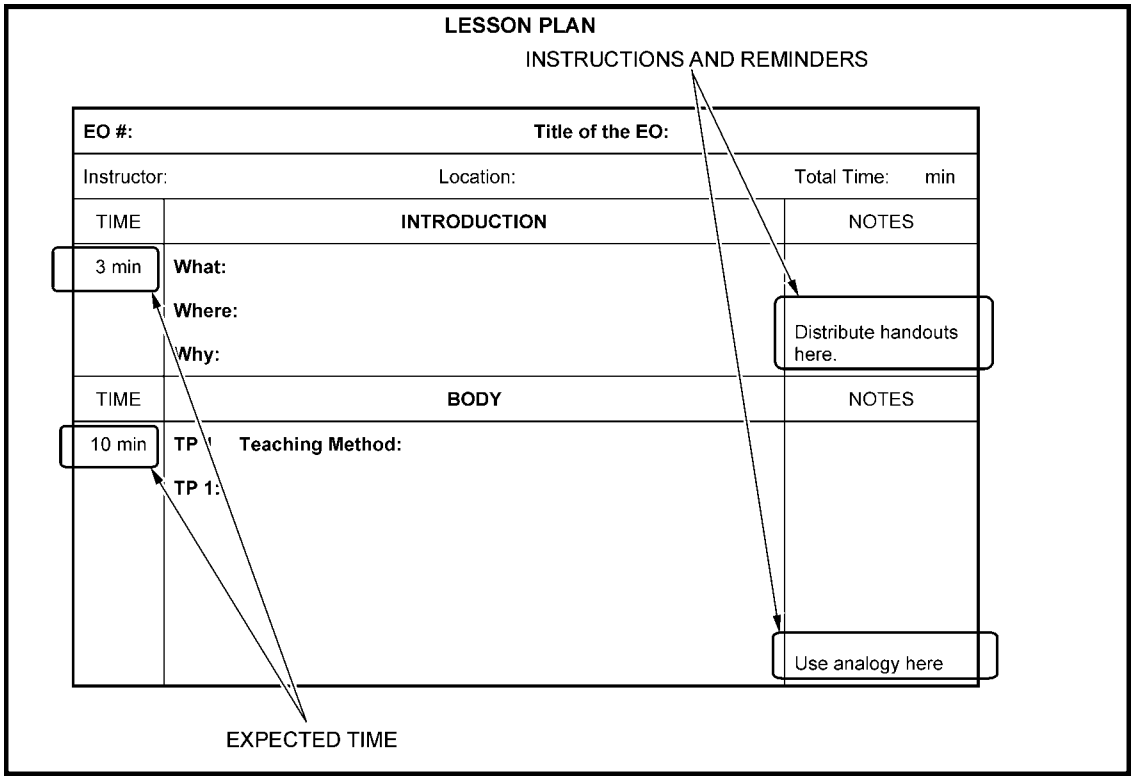
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As the cadets begin to place information in the lesson plan, they will need to know what information to place in the two columns not discussed in the previous TP.

Time. This column reminds the instructor how long to spend on each section of the lesson.

Notes. The instructor can place information in this column as a reminder of when to distribute a handout, to pass along special information to the class or information about a confirmation activity.



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Figure 12 Lesson Plan

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets plan a 15-minute lesson.

RESOURCES

- List of approved 15-minute topics located at Annex N, and
- Modified lesson specifications and instructional guides located at Annexes O to AC.

ACTIVITY LAYOUT

N/A.

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ACTIVITY INSTRUCTIONS

1. Have each cadet choose a topic from the list of approved 15-minute topics.

2. Have the cadets use the lesson specification and IG for their chosen topic to help develop their lesson plan. Cadets shall be expected to teach their chosen lesson as part of M309.07 (Instruct a 15-Minute Lesson, Section 7).

3. Circulate around the room facilitating the activity and helping the cadets as required.



Ensure that cadets request all resources required to instruct their lesson.

SAFETY

N/A.

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' completion of a lesson plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be prepared to instruct their lesson at the beginning of M309.07 (Instruct a 15-Minute Lesson, Section 7).

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-803/PG-001, Chapter 3, Annex B, Appendix 3 (309 PC).

CLOSING STATEMENT

Researching lesson content, preparing a lesson location and planning a lesson are critical steps in preparing a period of instruction. The preparation of a lesson location sets the tone for the lesson to be taught and a well-developed lesson plan provides structure and organization, guides the instructor through each stage of the lesson and ensures that all essential information is delivered.

INSTRUCTOR NOTES/REMARKS

EO M309.06 (Plan a Lesson) should be scheduled at least one week prior to EO M309.07 (Instruct a 15-Minute Lesson, Section 7).

EO C309.02 (Plan a Lesson, A-CR-CCP-803/PG-001, Chapter 4, Section 10) may be scheduled as additional time for this EO.

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