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 QualificationStandard 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.

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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.

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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.

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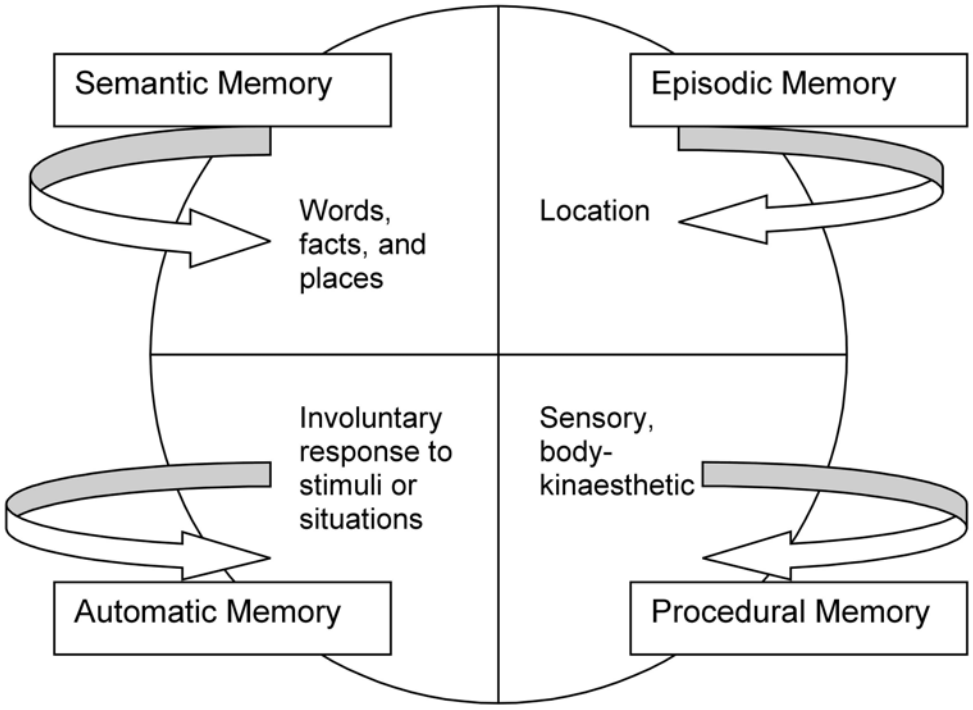
Display the following on flip chart paper / white board.

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).



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

Figure 1 Types of Memory

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.

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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:

(1) reflects upon prior knowledge;

(2) relates to real-life experiences; and

(3) 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.

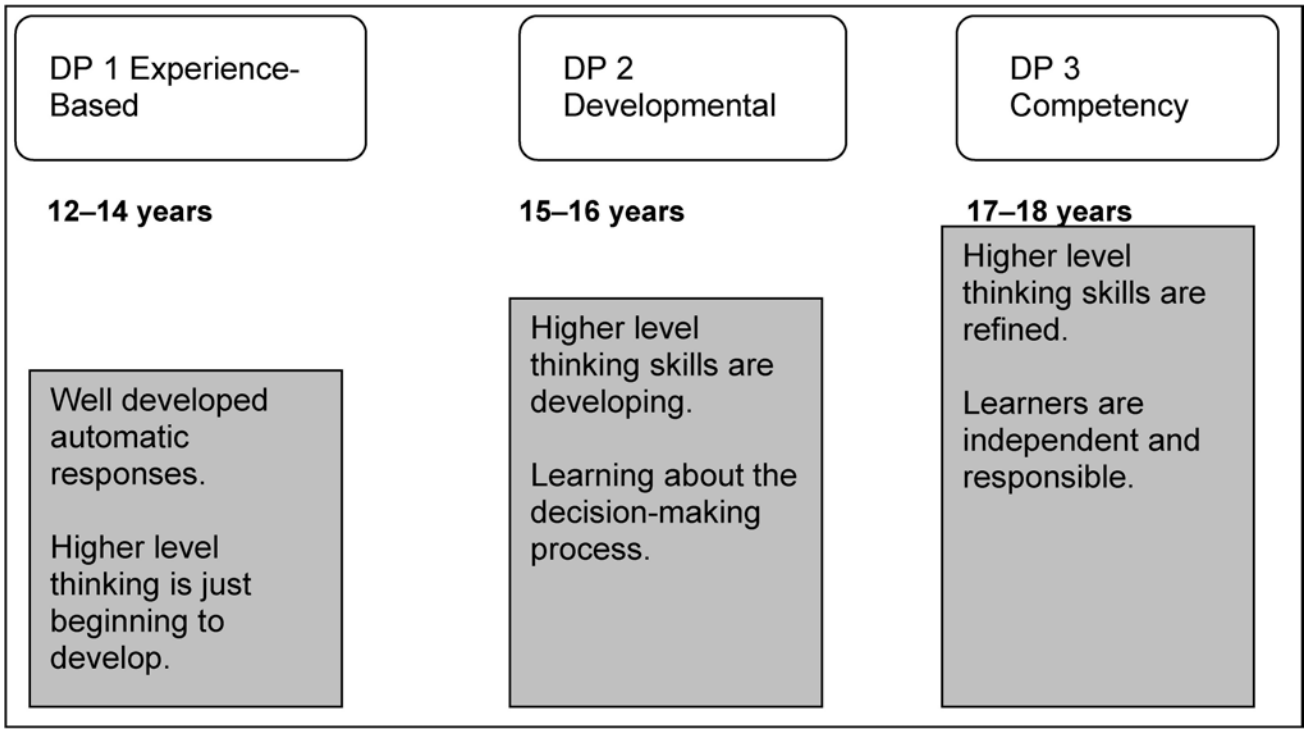
Teaching point 2 **Describe and identify the needs of the developmental periods (DP).**

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).

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

Figure 2 Identifying DPs

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.

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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

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

Figure 3 Needs for Developmental Periods

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.

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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.

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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 indicted 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.

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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?

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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.

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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.

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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



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

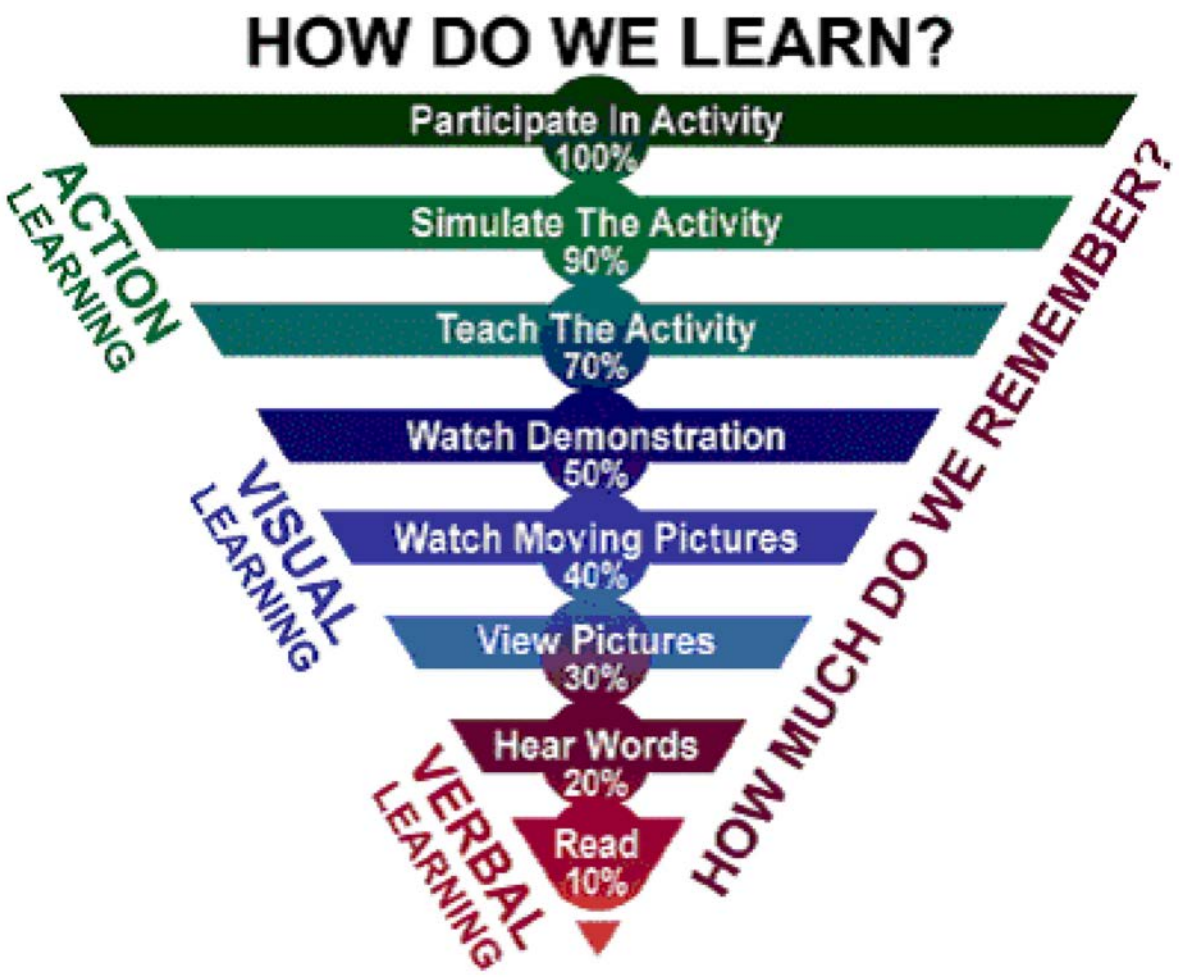
Figure A-1 Hide and Seek

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LEARNING PYRAMID



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

Figure B-1 Learning Pyramid

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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.

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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.

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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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:	Auditory Learners:	Kinaesthetic Learners:
• 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.	• 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.	• 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.

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

Figure D-1 Learning Styles

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

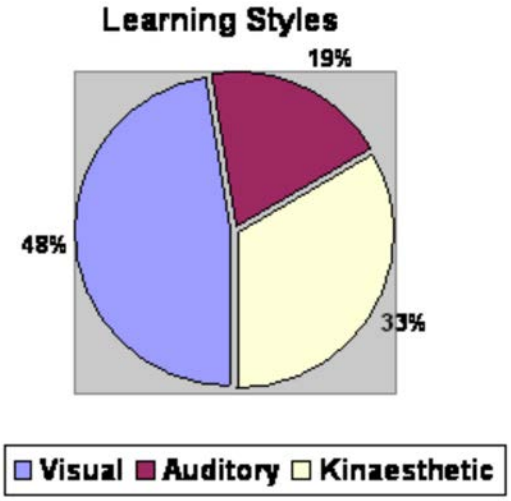
	VISUAL	**AUDITORY**	**KINAESTHETIC**
Decision Making	Create a chart of the possible alternatives; write out pros / con.	Talk over options with a friend.	Try out options—go with the path that seems best.
Asking Directions	Prefer a map / written directions.	Prefer verbal instructions.	Prefer to have someone 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.

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

Figure D-2 Learning Styles and Instructional Activities

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.

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Figure D-3 Dominant Learning Style

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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.

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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 / shak**e 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.

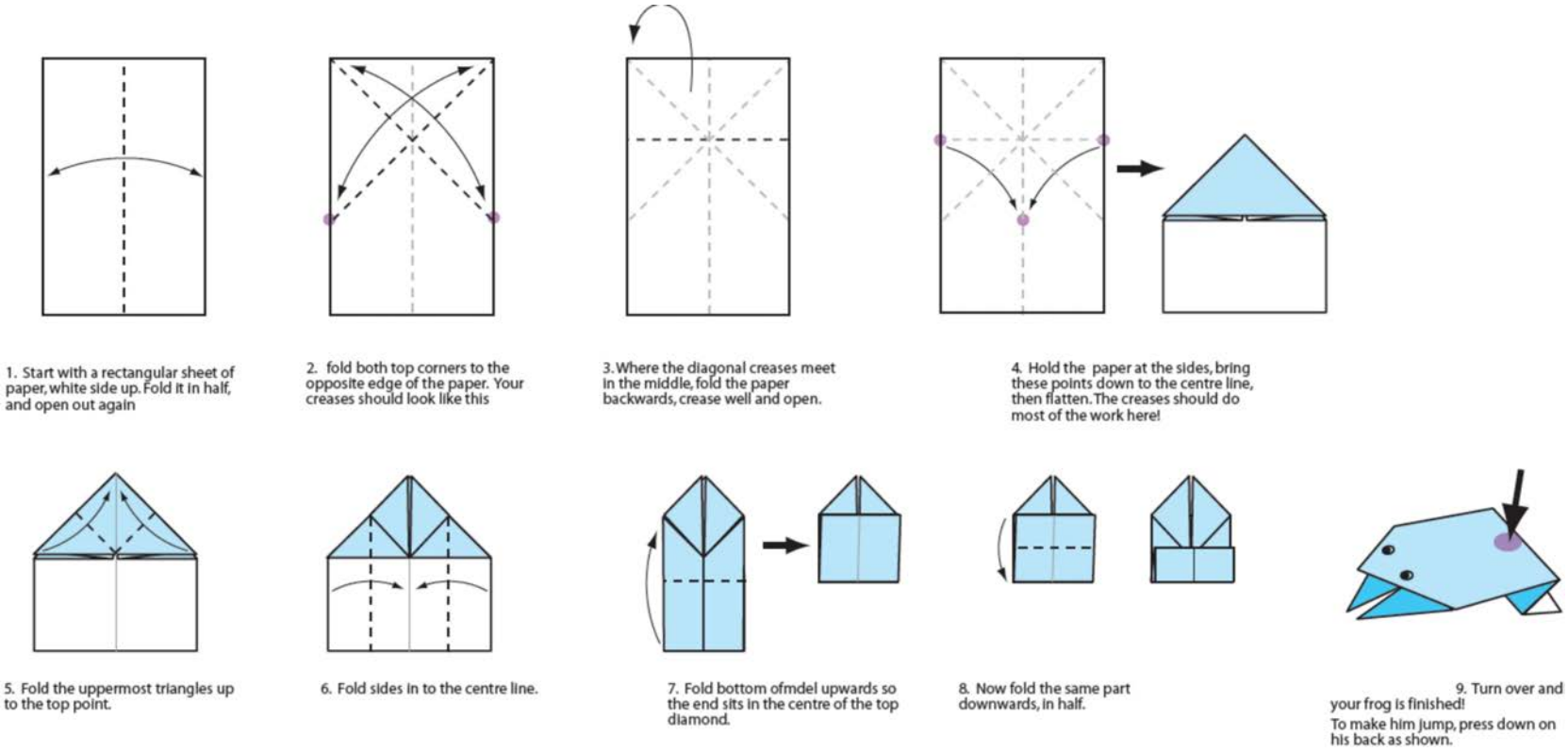
Visual V = _____ Auditory A = _____ Kinaesthetic K = _____

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

Figure E-1 Survey
10-M409.03E-2

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HOW TO MAKE A JUMPING FROG



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

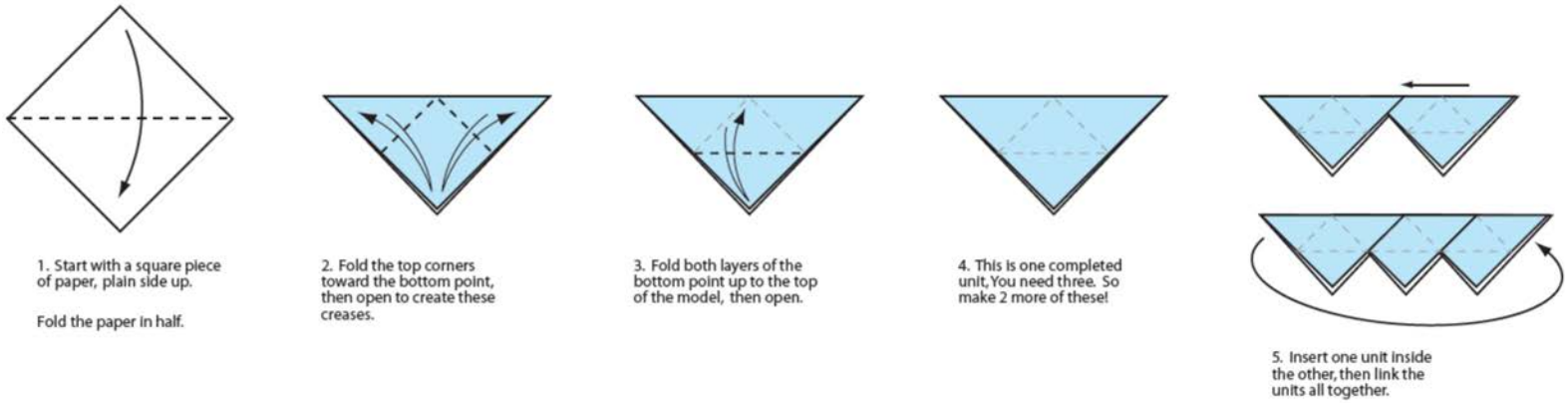
Figure F-1 Jumping Frog

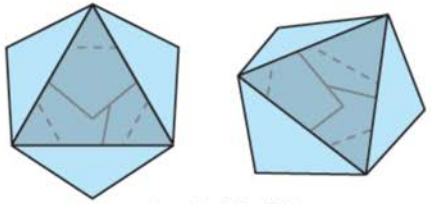
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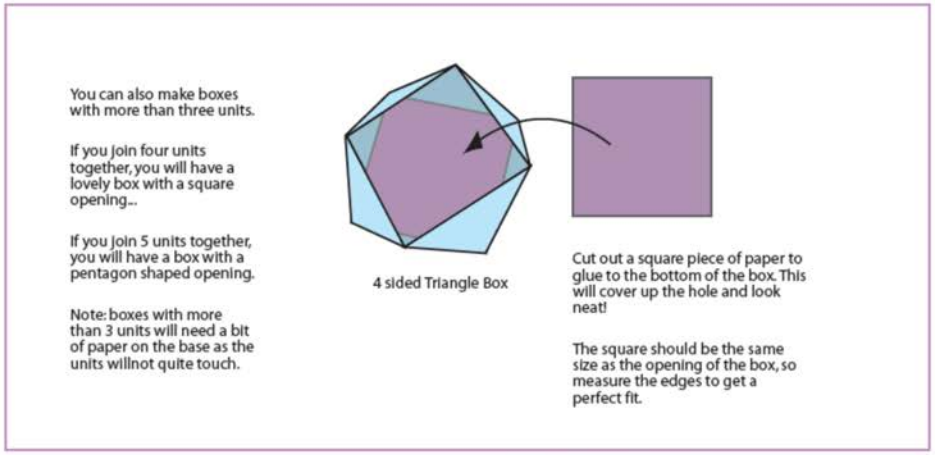
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HOW TO MAKE A TRIANGULAR BOX







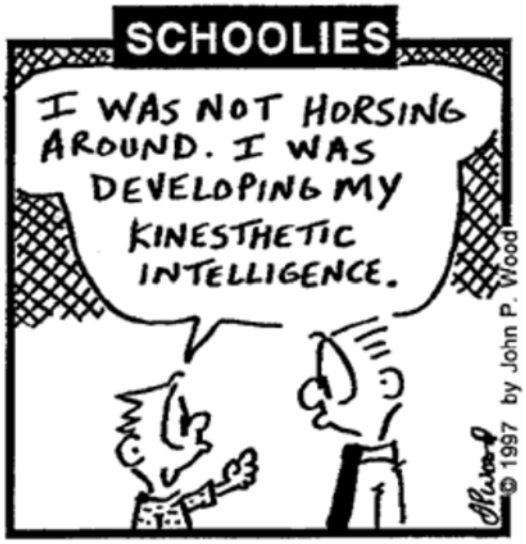
Note. From Origami-Fun. Retrieved March 10, 2009, from http://www.origami-fun.com

Figure G-1 Triangular Box

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

Figure H-1 Kinesthetic Learning

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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, mutuals 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, mutuals 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 DP 1 Experienced-Based	Activity Description	Ages 15–16 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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