METHODS OF INSTRUCTION

INTERACTIVE LECTURE

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Interactive lecture is an instructor-driven method, which 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.	Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points. Prepare participatory questions to encourage cadet participation. Prepare evaluative questions for confirmation of teaching points. Obtain or develop training aids to clarify main points. Prepare an in-class activity to avoid lecturing too long. Practice delivering the material.	Interactive lectures can be used with different sizes of groups to: • 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.	Begin the lesson and each new TP with an attention-getter. Use presentation aids such as: • flip chart, • whiteboard, and/or • electronic media. Pay attention to signals of alertness, such as: • cadets' facial expressions, and • cadets' body language. Deal with alertness problems by: • asking for questions; and • posing questions to the group. Use visual training aids at opportune moments. Integrate interesting facts with lesson material to maintain interest. Use participatory questions or a short activity to avoid lecturing too long. Use questions to confirm each teaching point. Confirm the lesson using questions or an activity.

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DEMONSTRATION AND PERFORMANCE

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Demonstration and Performance During demonstration and performance the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. **Demonstration Method** A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and explains why, where and when it is done. **Performance Method** A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Break the task down into smaller sequential steps. Practice the lesson to ensure that steps are accurate and clear. Prepare a handout outlining the steps, if necessary. Organize the training area so that all cadets can: • see the demonstration, and • perform the task.	**Demonstration Method** Demonstration can be used to: • 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. **Performance Method** Performance can be used to: • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach team skills; or • teach safety procedures.	Introduce the lesson by demonstrating what the cadets will be able to do at the end. Explain where the skill can be applied and why it is important. Provide a handout outlining the steps if the process is complex. Explain and demonstrate each step in a sequential manner. Allow cadets maximum time to practice the steps as soon as possible. Positively reinforce everything the cadets do correctly. Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary. Have cadets perform the skill as confirmation. Encourage the cadets to practice beyond class time.

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IN-CLASS ACTIVITY

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
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.	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.	An in-class activity can be used for both knowledge and skill lessons to: • 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; • to create interactivity during a lecture; or • to review, clarify or summarize information.	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.

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PRACTICAL ACTIVITY

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Practical 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. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Organize the training area so that all cadets will have space to perform the task safely. Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages. Prepare a handout outlining the steps, if necessary. Arrange for assisting staff, if necessary. Divide cadets into small groups.	The objective of the practical activity method is to reinforce and practice instructional topics or to introduce the cadets to new experiences. If it is used to teach new material it must be combined with other methods to ensure cadets have the necessary background information to complete the activity. The practical activity method can be used to: • 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.	Review background information. Distribute the handout, if necessary. Introduce the activity to the group. Stress safety. Brief the cadets on what they will be expected to do. Brief assisting staff on what they will be expected to do. Begin the activity. Supervise the cadets and provide assistance, if necessary. Watch for safety infractions and stop the activity, if necessary. Conclude the activity. Debrief the cadets.

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GAME

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
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.	Develop a simple game with the following characteristics: • fast to play, • easy and quick to organize, • has few rules, • uses minimal equipment, and • involves maximum participation. If possible use variations of games cadets know from childhood or television. Determine the following when developing the rules of the game: • 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. Obtain the resources needed to play the game. Organize the training area to play the game.	Games create variety and arouse interest but must also support learning. Games can be used to: • 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	Brief the cadets on the following: • the objective of the game, and • rules of the game. Play the game. Supervise closely to: • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. End the game. Debrief the cadets.

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FIELD TRIP

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
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.	Specify the objective(s) of the field trip. Determine the time and location of the field trip. Obtain necessary authorizations. Determine the timings. Determine the activities or demonstrations needed to achieve the objectives. Determine if trained personnel will be available to assist. Arrange the following, if necessary: • transportation, • supervision, and • meals. Determine if the cadets will be allowed to use equipment or participate in a training activity. Determine if all cadets can take part at once or if they need to be rotated through. Divide the cadets into groups, if necessary. Ensure safety.	The field trip is used to: • 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.	Inform cadets as soon as possible of the following: • time of the field trip, • location of the field trip, and • timings for departure. Brief cadets on the following prior to departure: • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. During the field trip ensure the following: • the safety of all cadets, • maximum participation, and • the objectives are met. After the field trip: • debrief the cadets; and • confirm that objectives have been met. Express appreciation to the facilitators of the field trip.

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