LESSON SPECIFICATION AND INSTRUCTIONAL GUIDE HANDOUT

ENABLING OBJECTIVE AND LESSON SPECIFICATION

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 K-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?

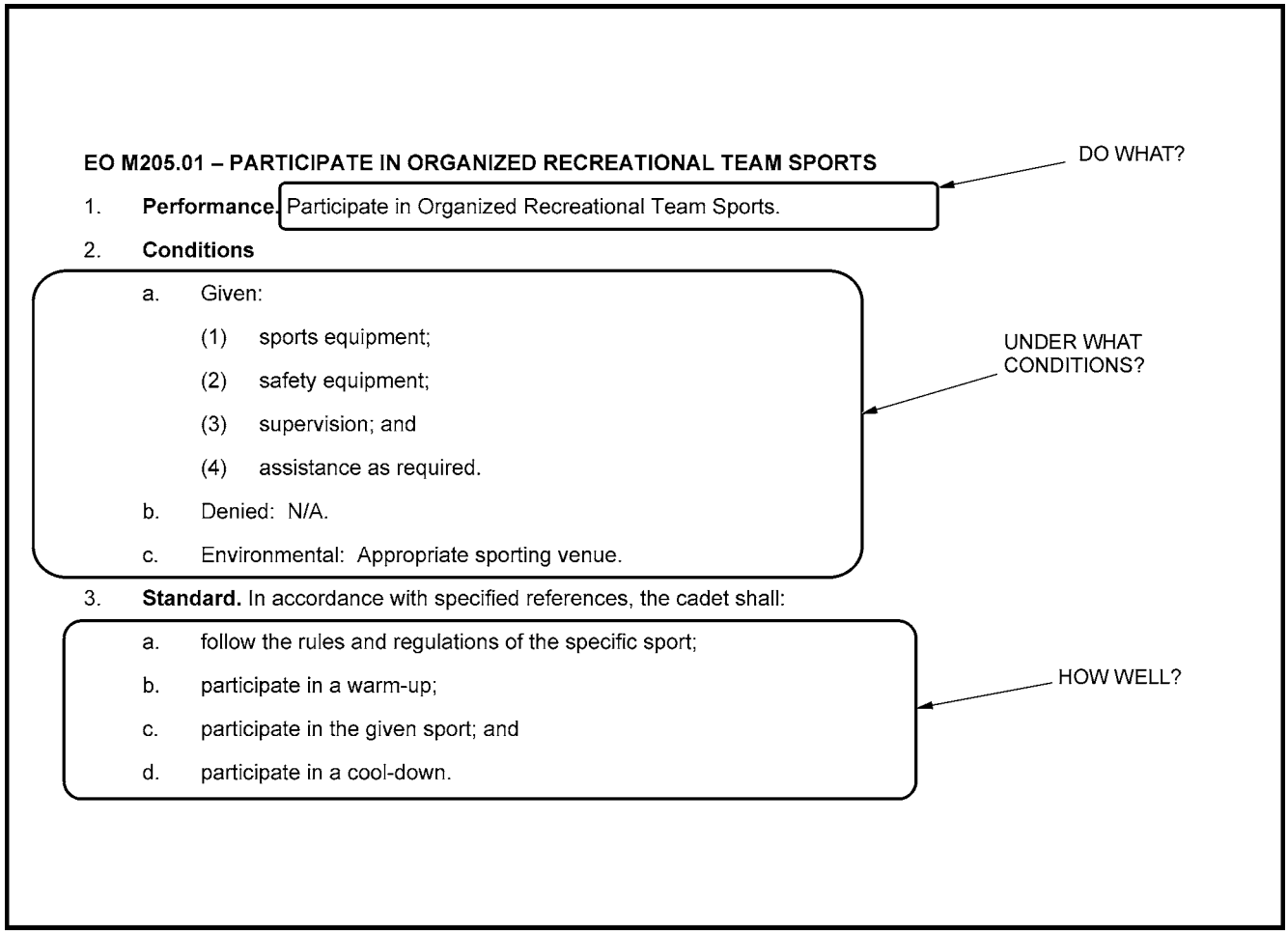

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Figure K-1 Enabling Objective

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 K-2).

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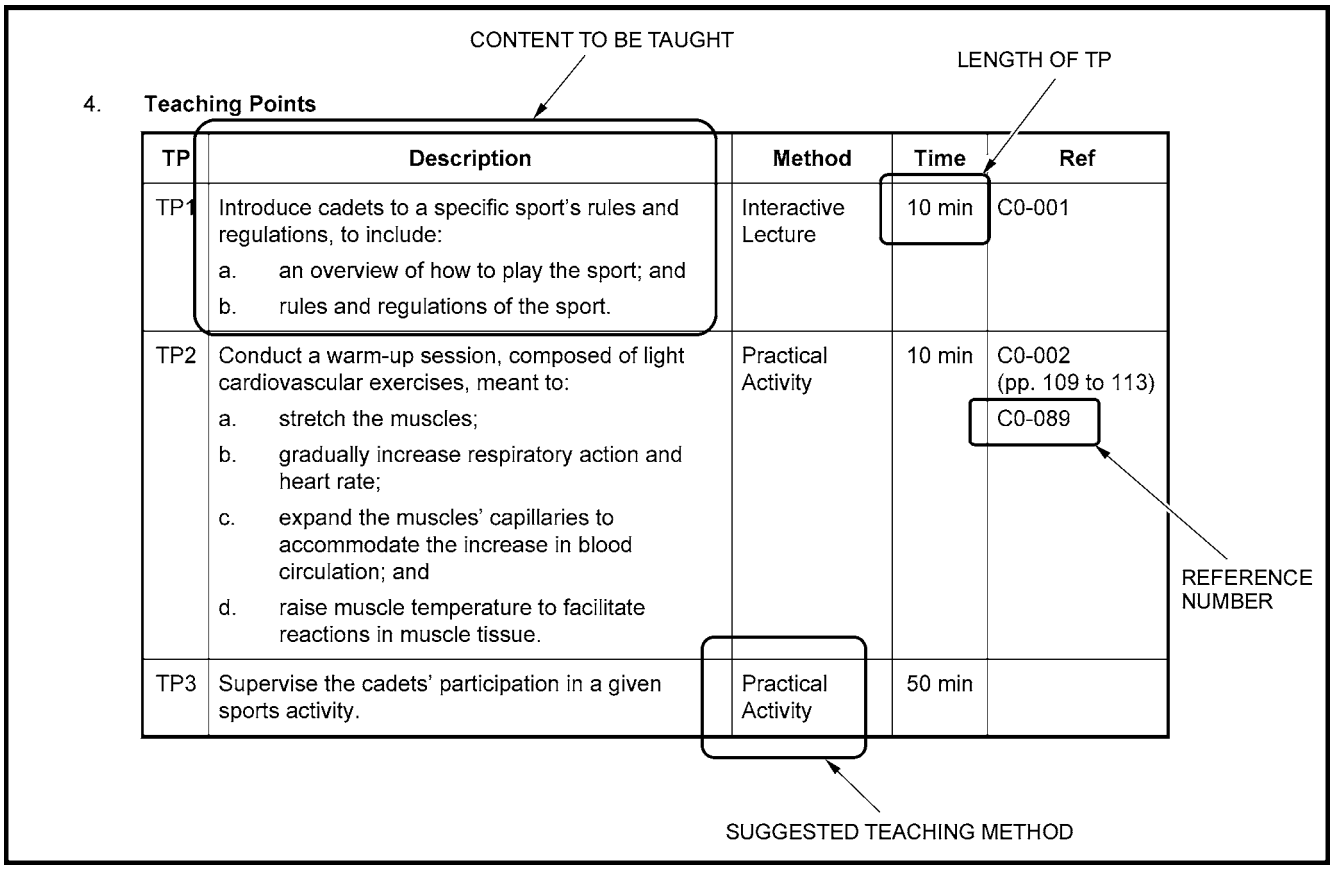

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Figure K-2 Teaching Points

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 K-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 to TP4 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 K-3 Paragraphs 5. to 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 K-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 K-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 K-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-702/PF-001, Chapter 5, 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 K-5 Test Details and Remarks

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:

4. preparation,
5. introduction,
6. body,
7. conclusion,
8. references, and
9. 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 K-6), lesson content, figures, activities and confirmation questions.

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Note Boxes:



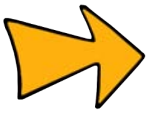
Special note to the instructor.



key information to pass along to the cadets.



Refer to the following CF regulations and policies.



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

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Figure K-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.

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