PRINCIPLES OF INSTRUCTION INFORMATION SHEET

INTEREST

Cadets are more receptive to learning when they are curious and have an emotional connection to a topic. The instructor must arouse, create and maintain the interest of the cadets. Without interest, the cadets will be less inclined to listen and will not learn.

- **Principle.** People learn when they are interested in the material or skill.
- **Action.** Instructors must arouse, create and maintain the cadets' interest. The instructor should employ imaginative means to keep curiosity, while taking into account experience and interests.

Ensure Interest	Technique
Information	Inform the cadets why they are learning the skill or knowledge. Explain all of the benefits of this new knowledge or skill.
Enthusiasm	Show enthusiasm. Smile and have fun. Make eye contact. Vary the pitch, resonance, articulation, speed, volume, inflection and rhythm of your speech.
Variety	Use more than one instructor. Use verbal support to back up a statement or to clarify an idea. Use a variety of different training aids. Try different teaching methods.
Realism	Try a different location for your class. If you are teaching meteorology, go outside and look at the clouds, etc.
Participation	Involve the cadets by asking questions. Ensure cadets participate early in a skill lesson. Use speed and/or ability competitions or games to reinforce learning.

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COMPREHENSION

Comprehension or understanding relates to the cadet's ability to understand the material taught. The cadets' readiness to learn new material is influenced by what has previously been taught; new content should not exceed the knowledge level of the cadets. If the cadets do not understand, they are unable to learn.

- **Principle.** People learn when instruction starts at their level of understanding and proceeds at the rate of their comprehension.
- **Action.** Instructors must determine the cadet's level of knowledge and only progress with new material when the cadets have full understanding of the material previously taught.

Ensure Comprehension	Technique
Research	Examine the Qualification Standard and Plan (QSP) to determine what material the cadets have already been taught.
Plan	Organize lesson material in a logical order. Proceed from the known to the unknown. Move from simple material to the more difficult.
Question	Ask review questions at the start of the lesson to determine the level of understanding. Continue to ask questions throughout the lesson to ensure understanding. Assure cadets early in the lesson that questions are welcome.
Observe	Watch for expressions of body language that may indicate difficulty with parts of the lesson. Observe cadets when they practice a skill and correct error as they occur.

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EMPHASIS

During a period of instruction there will be some information, which may be of particular importance. The instructor can emphasize this important information through the use of voice control, training aids and in-class activities.

- **Principle.** People retain more important information when the instructor uses repetition and emphasis.
- **Action.** Instructors must stress essential points.

Ensure Emphasis	Technique
Process	Teach the material step by step. Re-cap each area (stress key points). Have the cadets take notes.
In-Class Review	Review the key points from the past lesson. Repeat the key points during the lesson.
Reinforcement	For a knowledge lesson, ask questions on the key points. For a skill lesson, allow sufficient practice time for the cadets to ask questions and receive corrective action. Do not over demonstrate. Try saying “This is important, remember it.” Use verbal support by giving examples, to include: • comparisons, • reasons, • restatement and repetition, • examples, • statistics, and • testimonials. Use training aids.
Post Lesson	Distribute handouts covering key points.

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PARTICIPATION

Cadets are more likely to retain information if they are both mentally and physically involved in learning. The instructor should conduct activities that contain action, activity and excitement. Cadets learn by doing.

- **Principle.** People learn best when they have an opportunity to participate actively in the learning process. People learn by doing.
- **Action.** The instructor creates class participation in the form of a physical or mental activity.

Ensure Participation in a Knowledge Lesson	Technique
Involvement	Ask open-ended questions that will encourage individual thought and generate a discussion.
Group Work	Select teaching methods that allow the cadets to share ideas and knowledge.
Learning Activity	Organize teaching points to contain such things as: • puzzles, • crosswords, • trivia games, • board games, • word searches, • discussions, • case studies, • competitions, • experiments, or • problem solving.
Application	Allow the cadets to apply the knowledge through case studies and problem-based learning.

Ensure Participation in a Skill Lesson	Technique
Involvement	Ensure early involvement by cadets. Have as many cadets as possible working on the skills at the same time.
Practice	Ensure ample practice time. Maintain close supervision during practice
Detection and Correction	Be aware of commonly made errors while practicing a new skill.

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Ensure Participation in a Skill Lesson	Technique
	Observe cadets closely when they practice a skill. Correct errors as they occur. Correct one error at a time.
Competition	Allow the cadets to practice new skills by conducting friendly competitions and contests.

ACCOMPLISHMENT

The lesson must impart a sense of accomplishment to each cadet. The cadets should leave the class with the satisfaction that they were able to achieve something in the lesson.

- **Principle.** People learn most effectively when their performance results in a sense of accomplishment.
- **Action.** The instructor must tell the cadets what they are doing well and what needs improvement. The objective is to offer feedback that will reinforce desired performance and correct undesired performance.

Ensure Accomplishment	Technique
Expectations	Inform cadets of the lesson objectives. Ensure the cadets understand what will be expected of them at the end of the lesson.
Learner Satisfaction	Explain lessons clearly using simple words. The cadets will learn easily creating fulfillment.
Learner Responsibility	Keep cadets informed of their progress. Just by saying “Now that you have all correctly created a lean-to, let’s practice erecting a tent” will indicate the cadets’ progress.
Encouragement	Reassure cadets that they will be successful. Compliment cadets on work that is well done.
Perseverance	Encourage cadets who may be having difficulty. Allow cadets to practice skills they have difficulty with. Offer extra help if necessary.

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CONFIRMATION

Confirmation is an essential part of learning and instructing. It gives both the instructor and the cadet the opportunity to see how well the information is understood.

- **Principle.** Confirm that learning has occurred and knowledge has been retained.
- **Action.** Instructors must confirm that the cadets' learning meets established standards and ensure that the skills can be performed safely and competently.

Ensure Confirmation	Technique
Practice	Observe as the cadets practice the skills.
Exercise	Have the cadets perform the skill. If you are teaching cadets how to use the phonetic alphabet, listen to each cadet perform the letters. Anyone who cannot do it may need extra instruction. Provide exercises or guide discussions that stress the key points of the lesson.
Questions	Ask questions at the end of the lesson to assess how well the cadets are learning. Listen carefully to the cadets' answers. You may be able to identify weak areas that may need to be re-taught.
Assignments	Review assignments completed outside class to determine the extent of learning.
Tests	Conduct confirmation for teaching points and enabling checks. This will also reinforce learning.
Observations	Note and provide feedback on cadet behaviour.

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