EO M409.03 – DESCRIBE LEARNER NEEDS

1. **Performance**: Describe Learner Needs

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall describe:

   a. the importance of:

      (1) relevant and meaningful material, and

      (2) information processing time;

   b. types of learners using:

      (1) developmental periods, and

      (2) learning styles; and

   c. the needs of learners, specific to:

      (1) developmental periods, and

      (2) learning styles.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Describe the importance of: a. making material relevant and meaningful; and b. providing information processing time.	Interactive Lecture	5 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1) C0-397 (p. 1) C0-398 (p. 31, p. 38)
TP2	Describe and identify the needs of the developmental periods (DP), to include: a. DP 1, b. DP 2, and c. DP 3.	Interactive Lecture	10 min	A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2)

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TP	Description	Method	Time	Refs
TP3	Conduct an activity where the cadets will describe and identify the needs of the different learning styles, to include: a. visual, b. kinaesthetic, and c. auditory.	In-Class Activity	20 min	A0-118 (pp. 5–7, p. 10, p. G 1, p. G 2, p. H 1, p. H 2, p. K 1)
TP4	Conduct an activity where the cadets will describe how to structure a lesson to meet the needs of the different types of learners.	In-Class Activity	15 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1)

5. **Time**:

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	15 min
c.	In-Class Activity:	35 min
d.	Total:	60 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.

   b. 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.

7. **References**:

   a. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

   b. 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

   c. C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who*.... Arlington Heights, IL: Skylight Professional Development.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,

   b. Tiger comic slide,

   c. Learning pyramid handouts,

   d. Developmental periods confirmation strips,

   e. Learning styles information sheets,

   f. Learning styles surveys,

   g. Instructions to make a jumping frog,

   h. Instructions to make a triangle box,

   i. Schoolies comic strip,

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j. Instructor tips for learning styles worksheets,

k. Instructor tips for learning styles answer key,

l. Activities in Developmental Periods worksheets, and

m. Activities in Developmental Periods answer key.

n. Markers,

o. Pens / pencils,

p. Letter size paper,

q. Square sized sticky notes (eg, size 3 inches by 3 inches),

r. Sticky notes–4 inches by 6 inches, and

s. Stopwatch.

9. **Learning Aids**:

a. Learning pyramid handouts,

b. Learning styles information sheets,

c. Learning styles surveys,

d. Instructor tips for learning styles worksheets,

e. Activities in Developmental Periods worksheets, and

f. Letter size paper,

g. Square sized sticky notes (eg, size 3 inches by 3 inches), and

h. Sticky notes–4 inches by 6 inches.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks**: Nil.

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