

CADET INSTRUCTORS CADRE

LESSON PLAN

Identification And Lesson Information	
<i>Instructor:</i> Instructor's Name	<i>Date:</i> The date that the lesson was created/delivered
<i>PO / EO number:</i> 104. 08	<i>EO title:</i> Title of Lesson
<p><i>Teaching points:</i></p> <p>Brief outline of the teaching points to be covered in the lesson - (to be elaborated in the body of the lesson plan)</p>	<p><i>Duration:</i> ____ minutes Defines the allotted time for the lesson</p>
	<p><i>Performance statement:</i> Behavioural statement of what the trainees are required to accomplish by the end of the lesson (i.e.) Prepare a Lesson Plan</p>
	<p><i>Standard:</i> Describes how and how well the trainees must perform.</p>
	<p><i>Conditions:</i> Describes the situations under which the performance must be completed and/or the circumstances which affect how the task or action is to be done – from TP/QSP i.e. – when, where and with what, the task will be performed.</p>
	<p><i>Test details:</i> Taken from lesson specification; type of test to be used is written in the corresponding section of the lesson plan cover sheet.</p>
	<p><i>Trainees level:</i> short description of trainees' skill or course level (i.e.– green star, level 1, BOTC candidate)</p>
<p><i>Method(s):</i></p> <p>The type of instructional method(s) to be employed. Course designers have recommended these methods based on careful consideration of the nature of the material and the trainees.</p>	<p><i>Training aids:</i></p> <p>List of required training aids - found towards the end of the lesson specification.</p>
<p><i>References:</i></p> <p>List of any references used Allows instructor to find the reference quickly without having to reference the Training Plan again.</p>	<p><i>Learning aids:</i></p> <p>List of learning aids can be found towards the end of the lesson specification.</p>

Pre-lesson assignment:

What, if any, assignments or preparation the trainees were to do in preparation for class.

Material needed for lesson:

Any materials needed to support the lesson
i.e. - supplies required to create teaching aids.

Classroom setting:

How the classroom is to be set to best serve the delivery of the period of instruction, the method of instruction. Includes tables, chairs, podium, posters, drawings, training aids, etc Ensure the classroom is set up PRIOR to the start of the class.

Orientation board:

Plan the layout of orientation board; - Have set prior to start of lesson; - First visual trainees will see upon entering the classroom

TIME	NAME
PO/EO TITLE	
MTPs	
Refs:	PC

Knowledge Lesson versus Skill Lesson

Knowledge Lesson	Skill Lesson
Used to communicate facts, concepts, ideas and information that the trainee must remember	To teach how to perform a particular action or acquire a skill set.
Often precedes skill lesson as they provided the theoretical information needed to perform a task or skill.	For effectiveness of learning, the skill must be practised as early and as often as possible.
Lectures, interactive lectures, guided discussion and case studies are most often used to deliver this type of information.	Demonstration and performance is the most effective method of teaching a skill – people learn by imitating and doing.

PART 1: INTRODUCTION – KNOWLEDGE LESSON

- instructor’s first verbal interaction with the trainees;
- capture trainees’ interest and motivate them;
- approximately 10% of the total lesson time (i.e. – 4 minutes of a 40 minute lesson)

Review / Approach	Time	Action
<p>Review of learned material from the previous lesson (from the same Performance Objective)</p> <p>The “how”, or the approach – an overview of how the lesson will be conducted.</p>		<p>List any action to be taken during the lesson, such as displaying or removing visual or training aids, distribution and/or collection of materials any breaks are shown in this column</p>

Introduction	Time	Action
Teaching points		
<ul style="list-style-type: none"> - the objective, or the “what” of the lesson – a description of what the trainees will be able to accomplish by the end of the lesson. - “achievement of this accomplishment will be met by”: - go through the list of teaching points 	5 (2)	Orientation Board
Importance (Why)		
- an explanation of why it is important for the trainees to achieve the objectives.		
Where the lesson fits in		
- an explanation of how and where the lesson fits into the course / job / programme		
Overview of conduct of the lesson and precautions (if applicable)		
- any precautions to be taken during the lesson.		
Control statement and test details		
<ul style="list-style-type: none"> - a brief reminder of any relevant class rules (i.e. raising of hands to ask or answer a question) - any test details 		

PART 2 : BODY

Stage 1 of 2	Time	Action
Introduction		
- introduction of the stage and leads into the teaching points.	5	
Body		
<ul style="list-style-type: none"> - is where the subject matter is presented, explained and supported; - teaching points are presented in a series of stages; - each stage specifies the activities of both the instructor and the trainees - takes up 85% of the total lesson time (i.e. - 34 minutes of a 40 minute lesson) - present each teaching point clearly - ensure the facts are accurate - use most appropriate method for each teaching point - Trainee participation - most of time allocated will be spent interacting with the trainees, using questions and discussing lesson content. 		Use most appropriate Teaching Aid
Confirmation		
<ul style="list-style-type: none"> - confirmation of teaching point - if oral, list some prepared questions. <p>REPEAT STAGE INTRODUCTION, BODY AND CONFIRMATION UNTIL ALL TEACHING POINTS HAVE BEEN TAUGHT.</p>		

End of Lesson Confirmation / Test	Time	Action
Introduction		
<ul style="list-style-type: none"> - brief overview statement of what has be taught in the lesson. <p style="text-align: center;">DOES ANYONE HAVE ANY FINAL QUESTIONS?</p>		
Confirmation Question / Activity / Test Details		
<ul style="list-style-type: none"> - final confirmation as stated at beginning of lesson (test details) 		

PART 3. CONCLUSION:

- Summary of Key points, linking them to the coming lessons and their practical use;
- Takes about 5% of the total lesson time (i.e. 2 minutes of a 40 minute lesson)

Conclusion	Time	Action
Summary		
<ul style="list-style-type: none"> - Review of teaching points; - Depth of summary will be determined by the lesson objective and the results of the trainees' end of lesson test; 	2 mins	Orientation Board
Restatement Of Why (From Introduction)		
<ul style="list-style-type: none"> - Restate the importance of the lesson - the "why" 		
Re-motivation		
<ul style="list-style-type: none"> - Re-motivate the trainees – the "good job", "well done", "thank you for all of your participation", "you're ready to start using this new information, skill..." 		
Safety precautions		
<ul style="list-style-type: none"> - provide any precautions ("tips and tricks" the trainee should be aware of when using the knowledge they have gained in the lesson. 		
Distribution of Handouts		
<ul style="list-style-type: none"> - Distribute any handout, reminders of upcoming deadlines, assignments, if applicable. 		
Overview of next lesson		
<ul style="list-style-type: none"> - This period of instruction is concluded. Prepare the trainees for the next lesson - instructor, topic. 		

PART 1: INTRODUCTION – SKILL LESSON

Review / Approach	Time	Action
<ul style="list-style-type: none"> - Review and practice any of the previously learned, relevant skills; - allows for evaluation for the trainees' aptitude before commencing the lesson; 		

Introduction	Time	Action
Teaching points		
<ul style="list-style-type: none"> - description and demonstration of what the trainees will be able to accomplish at the end of the lesson; - instructor must be proficient in skill. 	5 (2)	Orientation Board
Importance (Why)		
<ul style="list-style-type: none"> - an explanation of why it is important for the trainees to achieve the objectives. 		
Where the lesson fits in		
<ul style="list-style-type: none"> - an explanation of how and where the lesson fits into the course/ job/ programme 		
Overview of conduct of the lesson and precautions (if applicable)		
<ul style="list-style-type: none"> - safety precautions relevant to the skill shall be emphasized. 		
Control statement and test details		
<ul style="list-style-type: none"> - a brief reminder of any relevant class rules (i.e. – raising of hands to ask or answer a question) - any test details 		

PART 2 : BODY FOR A SKILL LESSON

Each stage of a skill lesson must consist of the following:

Stage 1 of 2	Time	Action
Introduction		
A brief overview of what will be covered, special things to consider such as common errors, safety measures and tips passed on by the instructor.	5	
Body		
<p>SKILL SEQUENCE or EDI APPROACH:</p> <ul style="list-style-type: none"> - instructor Explains and Demonstrates the skill, one step at a time; - then trainees Imitates each step under close supervision; - once satisfied trainees have learned skill, instructor proceeds to next step and follows same procedure. <p>NOTE:</p> <ul style="list-style-type: none"> - Consider / plan for all training aids, including visual / verbal supports; - Ensure lesson flows smoothly; - Ensure any necessary training aids are available in required quantity and that each is serviceable; - Must be positioned in training area <i>before</i> lesson begins; - Consider safety issues surrounding training aids and there is sufficient space for trainees to practice. 		Use most appropriate Teaching Aid
Confirmation		
- at end of each stage there should be a practice segment where all steps are put together and performed.		

End of Lesson Confirmation / Test	Time	Action
Introduction		
All steps are practiced in sequence under the required test conditions; If the performance standard calls for a task to be completed in two minutes, then the trainees must proactive completing it in the two minutes.		
Confirmation Question / Activity / Test Details		
<ul style="list-style-type: none"> - instructor verifies skill development by administering the appropriate lesson check or test, based on the lesson objectives or TPs; - check is performed to the same standard and under the same conditions specified in the standard; - inform trainees precisely of acceptable standards and conditions; - supervise the check closely, interrupting only if safety is at risk; - inform trainees of results, as soon as able, after the check. 		