INSTRUCTIONAL TECHNIQUES

<table>
<thead>
<tr>
<th>EO</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EO 01</td>
<td>List the principles of instruction</td>
<td>9-2</td>
</tr>
<tr>
<td>EO 02</td>
<td>List methods of instruction</td>
<td>9-7</td>
</tr>
<tr>
<td>EO 03</td>
<td>Prepare a lesson plan</td>
<td>9-12</td>
</tr>
<tr>
<td>EO 04</td>
<td>Ask a question</td>
<td>9-15</td>
</tr>
<tr>
<td>EO 05</td>
<td>List the five types of verbal support</td>
<td>9-17</td>
</tr>
<tr>
<td>EO 06</td>
<td>Make a visual aid</td>
<td>9-18</td>
</tr>
</tbody>
</table>

INTRODUCTION

The learning process is internal, and cannot be directly observed. Therefore, to determine if learning is occurring, we must observe changes in human behaviour. **Learning is a relative change in behaviour resulting from experience.** Because learning is essential to the Army Cadet Training System, it is vital for Instructors to understand how people learn. Learning occurs under a variety of conditions, depending on the nature of the skills, attitudes, or knowledge to be learned. Instruction must be planned and given accordingly. An effective instructor will:

a. master the material being presented;
b. observe Principles of Instruction when planning a lesson;
c. make the learning process as successful as possible; and
d. present subject matter so that it is easily understood.

9-1
EO 409.01 LIST THE PRINCIPLES OF INSTRUCTION

In order to develop the art of instructing, several Principles of Instruction have been developed: Interest; Comprehension; Emphasis; Participation; Accomplishment; and Participation.

Interest – the instructor must create and maintain the interest of the class members. The use of competitions and games are an excellent way to stimulate curiosity and maintain interest.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Inform cadets of the purpose of the lesson and the advantages this new knowledge or skill will give them.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Display enthusiasm for the subject matter, and motivate the cadets to be enthusiastic about it.</td>
</tr>
<tr>
<td>Variety</td>
<td>If practical, use more than one instructor (team teaching) to present material. Use an appropriate variety of training aids.</td>
</tr>
<tr>
<td>Realism</td>
<td>Move away from the classroom and conduct training under realistic conditions.</td>
</tr>
<tr>
<td>Participation</td>
<td>Involve cadets in knowledge lesson by asking questions. Ensure cadets participate early in a skill lesson. Use speed and/or ability competitions or games to reinforce learning toward end of lessons.</td>
</tr>
</tbody>
</table>
**Comprehension** – the instructor must make sure that each cadet understands what is being taught. Determine the knowledge level of the class, and teach at the level of the class. Allow time for questions from the class - you’ll be able to judge their comprehension by the questions they ask.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
<td>Organize material into logical order by proceeding from known to unknown,</td>
</tr>
<tr>
<td></td>
<td>and moving from the simple material to the more difficult.</td>
</tr>
<tr>
<td>Questions</td>
<td>Ask questions throughout a knowledge lesson to assess cadet comprehension.</td>
</tr>
<tr>
<td>Observation</td>
<td>Watch for unusual expressions that may indicate a cadet’s difficulty.</td>
</tr>
<tr>
<td>Review</td>
<td>Ask review questions at the start of class to ensure cadets are at the</td>
</tr>
<tr>
<td></td>
<td>required level.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Review any end-of-class assignments prior to</td>
</tr>
<tr>
<td></td>
<td>the start of next class.</td>
</tr>
</tbody>
</table>
**Emphasis** – some points are more important and require you to make them stand out. Try to use as many senses as possible in your lessons. Touch, sight, hearing, and even taste and smell can help a cadet remember a teaching point.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling</td>
<td>Allocate teaching time to the importance of the teaching points (TPs) of the lesson.</td>
</tr>
<tr>
<td>In-class review</td>
<td>Repeat TPs during lesson.</td>
</tr>
<tr>
<td>Reinforcement</td>
<td><strong>Knowledge</strong> – ask questions.</td>
</tr>
<tr>
<td></td>
<td><strong>Skills</strong> – practice.</td>
</tr>
<tr>
<td></td>
<td><strong>Attitude</strong> – Discuss, act out scenes, and/or use audio-visual aids to support TPs.</td>
</tr>
<tr>
<td>Post-class review</td>
<td>Encourage note taking for later review, distribute handouts covering essential elements of TPs.</td>
</tr>
</tbody>
</table>

**Participation** – if the cadets are actively involved with the lesson they will retain the information better - **learn by doing**. Get everyone involved by doing practical exercises, games, etc. In large groups, ask questions, divide into smaller work-groups, or conduct activities where many can participate at once. Ensure
A-CR-CCP-120/PT-001

that participation is encouraged from all cadets. Allow cadets who are doing well to mentor cadets who are having difficulty. Avoid activities that focus on only a few cadets.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>TECHNIQUE</th>
<th>GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Ask questions</td>
<td>Ensure questions are thought-provoking and open-ended.</td>
</tr>
<tr>
<td>or Attitude</td>
<td>Ensure cadets take part in group or guided discussions.</td>
<td>Encourage them to stay on topic.</td>
</tr>
<tr>
<td>Skill</td>
<td>Ensure early involvement by students.</td>
<td>Stress importance of doing it right the first time.</td>
</tr>
<tr>
<td></td>
<td>Ensure ample practice time.</td>
<td>Make sufficient supplies and equipment possible.</td>
</tr>
<tr>
<td></td>
<td>Maintain close supervision during practice session.</td>
<td>Correct mistakes as they occur.</td>
</tr>
</tbody>
</table>

**Accomplishment** – give the cadets a feeling of success by telling them that they have done well in the lesson. If some cadets had difficulty in the class, spend some extra time with them and encourage them. Maintaining a sense of
accomplishment requires that cadets use the knowledge or skill that they learned again soon after the class, and that new skills and knowledge are tied into previous learning.

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform cadets of TPs</td>
<td>Cadets know what is expected of them.</td>
</tr>
<tr>
<td>Be clear and concise</td>
<td>Cadets learn easily, which creates satisfaction.</td>
</tr>
<tr>
<td>Keep cadets informed of their progress</td>
<td>Cadets take responsibility for their progress.</td>
</tr>
<tr>
<td></td>
<td>Cadet can build on strengths and weaknesses.</td>
</tr>
<tr>
<td>Compliment cadets on good work.</td>
<td>Cadets want to continue doing work the correct way.</td>
</tr>
</tbody>
</table>
Confirmation – it is your responsibility to ensure that learning has occurred. Do this by confirming the information at the end of each stage and at the end of the overall lesson. You can ask questions or give an end of lesson test.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>Observe the cadet practice skills.</td>
</tr>
<tr>
<td>Exercises</td>
<td>Provide exercises or guide discussions that stress the key points of the lesson.</td>
</tr>
<tr>
<td>Questions</td>
<td>Listen carefully to answers to questions.</td>
</tr>
<tr>
<td>Tests</td>
<td>Conduct end of lesson tests and periodic Performance Objective checks.</td>
</tr>
<tr>
<td>Observations</td>
<td>Note and provide feedback of cadet’s behaviour.</td>
</tr>
</tbody>
</table>

EO 409.02 LIST METHODS OF INSTRUCTION

CHOOSING A METHOD

The method of instruction must match as closely as possible the environment where the cadets will use their new skill, knowledge or attitude.
LECTURE METHOD

The lecture method is used to impart specific knowledge or attitudes to cadets. The advantages of using the lecture method are:

a. large class size;
b. large amount of material can be covered;
c. no elaborate equipment required; and
d. preparation is simple.

Disadvantages are:

a. cadets who have difficulty with information have less opportunity for individual confirmation;
b. some cadets do not learn by only listening; and
c. complex information is not easily remembered.

A successful lecture is interactive and includes group discussions, question and answer periods, interesting visual aids, and/or using handouts to help the cadets assimilate the information.

DEMONSTRATION-PERFORMANCE METHOD

The demonstration-performance method is based on two main human tendencies: people learn by doing, and people learn by imitating. It primarily used for learning skills. The cadets observe the performance of the target skill and rehearse it under controlled conditions.
The advantages of this method are:
   a. the cadets participate in the learning and therefore the level of interest can be kept high;
   b. there is opportunity for cadets who have difficulties to get assistance from the instructor; and
   c. the instructor knows at each stage of the lesson whether the cadets are gaining the skills.

Disadvantages are:
   a. the class size must be small in order to allow the instructor time to assess each cadet’s development; and
   b. the cadets will learn from and imitate the instructor, so the instructor must be very comfortable and confident with the skill.

The four essential phases of this lesson are:

<table>
<thead>
<tr>
<th>PHASE</th>
<th>ACTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explanation</td>
<td>Instructor describes skill to be learned and why needed, and then describes each step to be followed plus the desired end result.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstration</td>
<td>Instructor demonstrates exact procedure (complex skills are demonstrated in “slow-time” or distinct parts). Each step may be explained as demonstrated. Cadets are provided the opportunity to ask questions.</td>
</tr>
</tbody>
</table>
3. Supervised Performance

Cadets practice the skills step by step under supervision. Complex skills are practiced in slow time until cadets are competent enough to try them at normal speed. Supervisor provides assistance, correction, or re-demonstration as necessary. Practice under supervision continues until mastery is achieved.

4. Evaluation

Cadets are informed of standard required. The instructor verifies mastery by administering the appropriate lesson check or test/enabling check/PO check. Instructor supervises check closely and informs cadets of results as soon as practically possible.

Other methods of instruction include:

a. discussion method – Cadets are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material;

b. tutorial method – Instructor works directly with an individual cadet;
c. **seminar method** – instructor works directly with small group(s) which solve problems or tackle assignments as a team;

d. **independent study** – cadets receive instructional materials and work through them independently – the instructors monitors work that is produced;

e. **study assignment method** – self-directed learning where cadets complete assignments or exercises at their own pace. Suitable for senior, mature cadets;

f. **field trip** – a planned learning experience outside your local headquarters where cadets observe “real-life” application of the skill being learned;

g. **games and role playing methods** – giving cadets the opportunity for interaction in friendly competition, skill challenges, or by playing out target behaviours in realistic scenarios;

h. **opportunity teaching** – the instructor chooses a suitable moment to introduce a new skill, attitude or knowledge because the cadets are in an environment to give this new information meaning – e.g. on a hike, teaching lighting a stove right before lunch;

i. **behaviour modeling** – cadets acquire new behaviours by observing live or video models and then rehearsing the behaviours. E.g. CHAP training;

j. **peer learning and mutual instruction** – cadets are provided materials and direction, and then teach their peers using those materials and information;

k. **mentoring** – cadets who are strong in a subject are paired with cadets who are having difficulty. Mentoring
also works with pairing senior cadets with junior cadets
to give guidance, instruction and behaviour modeling;
and
1. **on the job training** – cadets are placed into real roles
   and supervised closely – by doing the “job” the cadet
   picks up the skills, knowledge and attitudes required.

**EO 409.03 PREPARE A LESSON PLAN**

The lesson plan is a method for organizing teaching material on
paper. It is personal to the instructor and particular to the lesson
being taught. The lesson plan contains the information included
in the Course Training Plan (CTP) along with the personal ideas
and thoughts of the instructor. A lesson plan is essential to good
teaching because it helps you in organizing your lesson, gives
you a sense of confidence, provides a ready reference if you
forget your place while instructing and it ensures that the
information is presented in a logical sequence.

**COURSE TRAINING PLAN**

The key to successful instruction is careful planning. The CTP
is typically divided into seven chapters including:
  a. **Chapter 1 General** – scope and background info;
  b. **Chapter 2 Course Management Details** –
     administrative aspects;
  c. **Chapter 3 Assessment** – manner of assessment;
  d. **Chapter 4 Performance Objectives** – details of each
     lesson;
A-CR-CCP-120/PT-001

Chapter 5 Terminology – defines abbreviations and terminology used;

Chapter 6 Course Organization – diagram of the course organization chart; and

Chapter 7 Training Support Requirements – materials required to conduct the course.

The instructor must refer to Chapter Four, “Performance Objectives” to confirm the specific Performance Objective, Enabling Objective and Lesson Specifications. A typical Lesson Specification will show:
   a. Performance, Conditions, and Standard statements;
   b. Teaching Points;
   c. Time allotted for class;
   d. Method of instruction recommended for class;
   e. Substantiation;
   f. References; Training aids required; and
   g. Test details.

THE LESSON PLAN

The lesson plan is an essential tool to ensure that instruction follows a specific, well planned, goal-oriented design. The lesson plan is divided into the following parts:
   a. Introduction – build cadet interest and motivation;
   b. Body – present each teaching point;
   c. End-of-lesson test – confirm cadet’s mastery of the TPs; and
d. **Conclusion** – summarize key points and link to future lessons.

**Introduction** (may take 10% of lesson time) and includes:

- a. who - introduce yourself;
- b. what - they will be taught in this lesson, specifically listing the goals for the class (TPs);
- c. where - they will apply this information;
- d. how- the cadets will be tested at the end of the lesson; and
- e. review - of the previous material as required.

**Body** (may take 75% of lesson time). The body of a lesson plan presents the TPs divided into a series of stages:

- a. briefly introduce each stage;
- b. present each teaching point clearly;
- c. cadet participation in a skill stage should involve lots of practice of the skill, while a knowledge stage should involve a lot of questions and discussion on the content; and
- d. confirm each stage.

**End-of-lesson Test** (may take 10% of lesson time) are based on the lesson objective. Guidelines for end-of-lesson test include:

- a. written test – good for knowledge-based material;
- b. observation of skill – plan required to manage and observe the skill; and
- c. combination of both – requires a plan to manage both.
Conclusion (may take 5% of lesson time) allows for summarization of key points and links them to coming lesson and “On-the-Job” use. An effective conclusion includes:
   a. summary – review TPs, re-emphasize main points;
   b. closing statement – link class to future lesson; and
   c. re-motivating statement – re-state the importance of the lesson.

EO 409.04 ASK A QUESTION

There are six purposes to asking questions:
   a. stimulate mental activity – challenge and alert cadets;
   b. evaluate learning – validates the learning;
   c. arouse and maintain interest – involves the cadets;
   d. teach problem solving skills – instructor presents problems through questions and cadets must solve;
   e. guide and provoke thought – allows the instructor to guide thinking through development of a lesson; and
   f. control a lesson – open, close, or direct discussion, or highlight certain points.

The qualities of a good question are:
   a. it is easily understood;
   b. it is complete and clear;
   c. it should use appropriate vocabulary; and
   d. it should have only one correct answer.
Two types of questions are commonly used in a classroom lesson;

a. **participation question** - used during the lesson to simulate and maintain interest, promote mental activity, and guide the thoughts of the cadets; and

b. **evaluation question** - used before the lesson, or at the end of each stage of the lesson to confirm the cadet's level of comprehension.

Other types of questioning techniques are:

a. lead-off - You start off with the beginning of the answer, but let the cadets think, then answer;
b. follow-up - used after an important teaching point;
c. overhead - ask a question to the whole class;
d. direct - ask a specific question to a specific person; and
e. reverse and rely - if someone is not quite getting the answer, relay it to someone who can help him or her out.

Instructors should always encourage questions.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of lesson</td>
<td>Assure cadets that questions are welcome.</td>
</tr>
<tr>
<td>Easy question</td>
<td>Occasionally, pass a question to another cadet, creating interest and encouraging participation.</td>
</tr>
<tr>
<td>Irrelevant question</td>
<td>Politely reject a question if totally unrelated to the subject being presented.</td>
</tr>
</tbody>
</table>
**Answer unknown**

If you do not know the answer, tell the class that you do not know, but will get back to them.

**Question not heard or understood**

Ensure all cadets heard and understood the question.

**End of lesson**

Invite questions at the end of the lesson to ensure full comprehension.

---

**EO 409.05: LIST FIVE TYPES OF VERBAL SUPPORT**

Good instruction must be convincing to be successful. TPs are accepted more readily when the instructor illustrates statements using verbal support techniques. As well, verbal support can be used to:

- create Interest;
- clarify and illustrate;
- emphasize; and
- add variety.

There are five types of verbal support techniques. To remember the types of verbal support use the acronym **CREST**:

- Comparisons
- Reasons
- Examples
- Statistics
- Testimony
Comparisons – link the unknown to something familiar. Used to bridge the gap between present knowledge and knowledge to be learned. Take the information in the lesson being taught and compare it to something from everyday life. The comparisons must be meaningful and relevant.

Reasons – a logical explanation that answers the question “why” and explains why they are learning this material, or why a rule or SOP was created.

Examples – used to clarify and simplify an idea. Examples should be relevant to the cadets’ background so they can relate to what you are trying to explain.

Statistics – factual information to emphasize or support. E.g. “one out of every three cadets will attend a summer training centre this year.”

Testimony – the instructor can quote an authority on particular subjects, or relate a true story from their own experience to clarify a teaching point.

EO 409.06: MAKE A VISUAL AID

A visual aid is any resource or item used by the instructor to clarify, simplify or reinforce instruction - “a picture is worth a thousand words.” Four types of training aids commonly used:

a. audio-visual aids and programs;

b. training equipment;
c. training devices; and
d. simulators.

Audio-visual aids are used to:
a. emphasize or explain a TP;
b. bring realism to the classroom;
c. maintain interest; and
d. assist the cadet in understanding lesson material,

Types of audio-visual aids include:
a. overhead projector (OHP) – used in front of the class by
the instructor, with easily prepared transparencies, and
can be used to provide lesson continuity by only
uncovering the points as the lesson progresses;
b. chalkboard (and whiteboard) – easy to use and can be
prepared before lesson but requires good writing skills
and instructor often has their back to the class;
c. flip chart – portable, easy to store and very flexible but
requires neat handwriting;
d. projected material (videocassettes, films, computer,
slides) – provides realism and very attention getting but
requires planning to acquire and use in the lesson. If
necessary, explain each image on the screen, and
prepare questions in advance so that the cadets will
watch with a purpose;
e. models – easily permits cadets to see and operate
realistic parts or machines without consequences of
errors although cost, storage and class size may be
problems;
f. actual object – add realism by getting cadets to handle the actual item however, sufficient items must be provided for the class to use, ideally one item for each cadet; and

g. still graphics – use prepared charts, diagrams, sketches, drawings and photographs to show an object or location that otherwise would be impossible to explain.

USING A TRAINING AID

To achieve maximum effectiveness from a training aid, the instructor must plan, prepare, select and use it carefully. Some guidelines to follow when using training aids are:

a. preparing the aid – ensure it is in good condition, available for the lesson, and that you are able to use it effectively considering class size, time available and ease of presentation;

b. preparing the instructor (you) – ensure lesson plan contains notes or cues on use and timing of each aid and practice the lesson using the aid;

c. preparing the classroom – place in classroom before the lesson, checking visibility from all parts of the room, and leave it covered or turned off until needed;

d. preparing the cadets – explain the function and purpose of the aid, and how it helps achieve the instructional objective;

e. presenting the aid – ensure that you do not block the cadets’ view of the aid and encourage questions about the aid. (Note – the instructor must be present during a
A-CR-CCP-120/PT-001

presentation in order to answer any questions and correct any problems with the equipment); and

f. applying the aid – if the objective calls for the cadets to use the aid, have them start immediately after your presentation while memory is fresh.