

Instructor Materials

Materials and Class Preparation

This instruction package contains the items needed to conduct an effective course. Included are an instructor guide, student guide, overhead slide masters for the instructors and the students, a bibliography of reference materials, and a recommended reading list. Also, obtain a selection of regulations, manuals, and pamphlets for your students. The CAP Bookstore stocks these at a reasonable cost.

The director/instructor guide is your reference material. It provides the topics for each segment, sub topics, learning objectives, overviews, notes for presentations and exercises for the students in the form of projects, questions, and case studies. Some are very detailed, and some others give more latitude to work with. Unless specifically told not to, please feel free to augment the segments with information of your own.

The student materials are designed to give the student the information required in the course in an easy to understand format. It is broken down first by objectives, and then the information presented. This way, the students can follow along with the presentation.

Overhead slides assist in planning and presenting the course. Each is clearly marked, and is designed to follow along with the text. They do not provide all the information. Rather, they serve as guides to move the presentation along.

Make the bibliography available to your students. This is the reference making up the foundation of the course and can assist students greatly when they return to their units after the course.

The recommended reading list is designed to give both you and the students a chance to learn more about the management and leadership skills mentioned in the course. It is highly recommend that both staff and students take advantage of this excellent opportunity to broaden their knowledge of these highly desirable skills. The following generalizations on adult education provide an excellent framework for developing curriculum intended for adult students. These are guidelines for the instructor to consider when presenting the Unit Commander's Course.

Generalizations on Adult Education

Definition: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful guided learning. It is not usually graded.

1. Adult learning is problem centered: an adult expects the learning to fit into daily life.
2. Adults use previous experiences to learn new material.
3. Adults have likes and dislikes with dislikes perhaps stronger as intellect and life experience grows.
4. Adults are extremely sensitive to failure in the learning situation.
5. The most effective learning environment for adults is one where leadership is shared.

6. Many adults doubt their ability to learn.
7. Physical factors can impair learning.
8. Adults expect the answers they get to be correct and work. They are often goal directed.
9. Adults in the learning environment will vary widely in age, experience, motivation and goals.
10. The learning strategy (methods and techniques) should be suited to the learner, not the learner to the strategy.
11. Learning for an adult is an, evolutionary undertaking that requires time to be absorbed.
12. Adults affected by instructional decisions should be able to influence those decisions.
13. Adults need to be respected in the learning environment for choosing to be present.
14. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a “teller” of facts.

TEACHING TECHNIQUES

The job of the director or segment instructor is to present the material in an efficient, yet entertaining manner. First, know the material. Become familiar with this material, and find some supporting material to help answer any questions. Ensure instructors are also prepared. Look over lesson plans, perhaps have a rehearsal to see that instructors are comfortable with the material.

Second, tailor the school to fit the needs of the students. Though 50 minutes for each class is recommended, you may want to extend a class if students will need more time.

Never permit one student to dominate the class. Make sure everyone participates. By the same token, do not give a monologue. The easiest way to lose your students is to bore them.

The following are some short hints on different teaching techniques. You and your instructors should use a variety of these techniques throughout the course. These segments have been adapted from the “*Leadership: 2000 And Beyond*” text.

Always remember, when you try to teach a subject, you are trying to sell the idea to the students. Students adopt the ideas and practices presented and use them in their own squadrons. Sell ideas by explaining them to the students, pointing out the pros and cons, then allow students to discuss the applications so they come to an understanding of what is the best course of action. This doesn't have to be a hard sell, but it does necessitate instructors believing in the subject matter and being flexible enough to allow an exchange of ideas.

Presentations in General

Presentation techniques can be used for virtually any group, from the small group to as many as several hundred. There are many ways to effectively present to groups, and many things to remember. Here are seven hints which will help you to prepare for speaking in front of the class.

Know your subject: Review or research any part of your subject you are unsure about. You must be ready to find the answer to any question. You are there as the expert.

Be prepared: Make sure to have all the materials needed to teach the class. Do you have all necessary handouts? Is your audio visual equipment working? Do you have a back up system should the primary fail? Is there a review prepared? Do you feel comfortable with the material to be presented, as well as the teaching method?

Appearance: How do you look? Is your uniform in order? Are you well groomed? Do you look rested and in control, or nervous? How is your posture? If you were the student, what kind of first impression would you draw?

Presentation: Don't read your entire presentation verbatim. Do not distract your audience with nervous mannerisms or inappropriate dress. Introduce your subject. Have your outline handy for easy reference. Speak clearly and loud enough to be heard and understood by all. Be sure to maintain eye contact with the audience.

Teaching Aids: Do not turn your back to the audience when using teaching aids. Be familiar with all the equipment. Ensure your teaching aids assist but don't detract from the presentation. Always have a back up plan.

Feedback: Ask questions, use a case study, or call for discussion. Review the subject before ending the class, and always try to promote some kind of interaction with the class. Act as the "devil's advocate" within discussion to stimulate creative thought. Ask for feedback not only on subject matter but also on the quality of the presentation. Look at both positive and negative feedback equally.

Evaluation: As the director or instructor, you will need to evaluate both yourself and your students. This is where feedback is especially helpful. There are two types of evaluations: formal and informal. An example of the formal evaluation is the course critique you will administer at the conclusion of the course. Informal evaluations include verbal comments during the class, at breaks, and at the conclusion of the course. These are sometimes more candid than the formal critiques.

Characteristics Of A Good Speaker

To be effective when teaching by lecture you must be a good speaker. Eighty percent of all communication is speaking. A highly competent speaker must have three fundamental qualities: *integrity*, *knowledge*, and *skill*.

Integrity: Integrity is truth, honesty. If what you say is unworthy, your students will not accept it. If they feel you believe what you say, they will believe it also. Be sure to remember the effect of your instruction outside the classroom. Your students will notice if you don't "walk the talk", so if you teach something, practice it yourself. If you are arrogant, hostile, fearful or do not build confidence, your listeners may also close their minds to your message.

Knowledge: Know both the material to be presented and know the audience. Find out what they already know about the subject, and anticipate how they will react to the presentation.

Since all your speaking is an effort to get a response from your students, know something about their behaviors and characteristics. For instance, determine whether they will be hostile to a particular concept, and look for ways to explore the idea differently.

Skill: The material must be organized both for the audience and for the instructor. Next is good delivery. It cannot substitute for good organization, but the way ideas are projected should have dignity, force, and effectiveness. A third skill is handling questions. Anticipate questions and insert the answers into the presentation. Also, prepare a reservoir of facts to augment the presentation.

Developing the Lecture

Before writing the lesson plan, ask yourself questions about the subject, purpose, and situation. When thinking about the subject, think in terms of the interests and needs of the students. While students have a responsibility to listen to the presentation, they will probably be more attentive if they are also interested in the subject matter.

Limit the subject by thinking about the student's needs, level of proficiency desired and the amount of time available to deliver the class. Instructors can add their own information to the material we provide, but remember, brevity may be the best course. Keep it pertinent.

The purpose is to encourage students to adopt these ideas as worthy of application. Read the class material thoroughly before beginning to develop an action plan to achieve the lesson's goals.

Every class is different, in terms of the students' intellectual and experience level, and temperament, as well as instructor experience, and their relationship with students. Sometimes, there is no cookie-cutter solution, response,

or presentation. Students may want to focus on a different aspect of the subject than a previous class did. Be ready to roll with the punches. Recognize students differ in abilities and other characteristics affecting their learning. Instructors should not accept teaching methods and curricula as they stand if they do not produce the desired learning outcomes (results).

Most of the information needed is included in this course. Instructors can probably teach this course solely from the materials provided. Personalize the course for the students and for the wing. Draw on your own experience or the experience of others. Draw from class experience to be effective. Don't be afraid to change material as time goes on, as this is a constant improvement process. The materials provided are organized to make it easy for instructors to deliver. It should be a straight forward process to develop a lesson plan.

Introduction: Remember to make an effective introduction. Arouse curiosity, and establish the tone for the class. This is when students will listen most closely, so make it count.

Body: The body has been provided. The most effective tools are the slides and the student guide. By the way, the slides are memory joggers, not the class itself. Do the legwork before you begin by preparing a complete lesson plan, *supplemented* by the slides.

Conclusion: The conclusion you create should be brief, and should review the main points. Suggested questions, case studies, and critiques to facilitate the process have been provided.

Making the Presentation

Most people become nervous when in front of a group. This is beneficial because it can be a reminder to tie up loose ends to become more sure of yourself.

Relieve some of the natural nervousness by knowing the material, and by being enthusiastic about the subject. It's a good idea to rehearse the presentation before actually going in front of the class. Consider using a tape or video recorder to rehearse. Begin by drawing a breath and releasing it slowly. It calms you down at the last minute and helps you to focus.

Don't concentrate on yourself as you present the material. Remember to focus your attention both on the subject matter and on your audience.

It is good to move around the classroom. Move purposefully, using movement to emphasize important points. Move from behind the desk or podium to get "closer" to the students.

Maintain eye contact with the audience. Look at several people at different points around the room. If you feel uncomfortable with this, look just above their heads. Do not look at the floor, constantly at your notes, at a single point in the room, or off into space. Maintaining eye contact also gives you non-verbal feedback. You can see if the students are listening and understanding.

Remember the power of your voice. A presentation voice has three important characteristics: quality, intelligibility, and variety. Think about some of the more effective speakers you have heard. What made them pleasant to listen to? Now, think of some of the poorer speakers you've heard and what you remember about them.

Finally, speak casually, yet be prepared to speak. Reading from a manuscript or directly from the text leads to a very rigid presentation. There is too much material to memorize. By speaking extemporaneously, you use the material provided and plan what you wish to say. Outline the points you want to get across with key words and phrases. This allows the freedom to rearrange ideas if needed, and allows the most overall flexibility.

It is especially important for you to be clear on the purpose for the class. Know the composition, experience level, and behavior of the class. This will tell you how far to take the discussion, and how much facilitation you will have to provide.

Use the checklist below as a guide for conducting any training session:

✓ **Arrive early!**

- ✓ *In advance, coordinate with key people in the group to start on time.*
- ✓ *Prepare to be deeply involved with the seminar topic and getting the students to talk productively.*
- ✓ *Ensure facilities are adequate and ready to use.*
- ✓ *Check your facility's setup.*
- ✓ *Help members to get to know one another.*
- ✓ *Introduce the topic. State your objectives - be factual, but brief. Stick to the purpose.*
- ✓ *Ask well-planned questions. Write them out. Rehearse.*
- ✓ *Be a good listener, open minded and objective. Avoid taking sides.*
- ✓ *Avoid using sarcasm, ridicule, judgment, or argument when guiding the discussion. Do not demean anyone.*
- ✓ *Involve all members of the group.*
- ✓ *Think ahead of the group and lead by asking open-ended questions.*
- ✓ *Encourage members to participate. Establish an attitude of common helpfulness.*
- ✓ *Be sensitive to group actions and reactions. Attempt to understand what lies behind the words of each student.*
- ✓ *Understand individual behavior and change the behavior if necessary so the group can achieve its purposes.*
- ✓ *Be honest when you do not know. Avoid quibbling, anger, and personal affront.*
- ✓ *Be friendly, calm, and attentive. If humor seems appropriate, be sure the story can relate to the topic. It must be in good taste. Do not tell off-color jokes.*
- ✓ *Use words the students understand.*
- ✓ *Keep control of the group process. Summarize the points covered and keep the discussion directed toward the seminar and learning objectives.*
- ✓ *Avoid letting one student control the discussion.*
- ✓ *Make a final summary and relate the progress of the students to goal achievement.*
- ✓ *Close on time.*
- ✓ *Help evaluate the seminar by completing required reports, rating forms, comments, and record of student responses.*

Selection of Teaching Methods

Consider using these techniques while teaching this course as well as when teaching when you return to your own unit. In this last section, we present other teaching tools you can use.

The Lecture

The lecture is the most common teaching technique. It is basically a one way conversation, with the instructor providing the information to the students. There is generally little opportunity for direct feedback, but is very effective when teaching new concepts, or when time precludes using other methods.

The Seminar

The seminar requires much of the preparation as a lecture; but is more of a free form way of teaching the subject matter. Though you most likely won't use the seminar technique in this course, because of the course format, it is still worth mentioning.

Case Studies

Several case studies are provided for use in this course. The case study is a learning experience where a real life situation is used to effectively teach procedures, concepts, patterns of behavior, or other courses of action. This method challenges the students by getting them involved and applying their knowledge and experience to learn something new. Cases may deal with one or many skills; and can be written.

Panel Discussions

Panel discussions are either structured or unstructured and takes place between two or more experts. Constructive arguments by panel members are presented, followed by a debate, response to questions from the instructor (moderator) and/or the audience, a pre-planned agenda, a fixed or random number of speakers, or free discussion. As an example, many Sunday morning television news programs use this format effectively.

Panel discussions are different from seminar discussions. In the panel discussion the experts present their views versus the seminar, where the students themselves debate the question or topic.

Practical Exercises

Practical exercises differ from case studies in large part because they are usually developed to set up a learning situation, or concentrate on hands-on skills. They can involve field trips, simulations, and role-playing.

Field trips bring the learning environment to the student. Here, students interact with people, places, things, and situations helping you to attain your educational objective. Here, the settings are the primary teaching tool, because students can be enveloped in the desired environment.

Simulations are low-risk, educational experiences substituting for some real-life situations. They involve any number of people and topics, and usually supplement what is learned in the classroom. More elaborate versions may involve special equipment, specially trained staff, or special sites.

Role playing exercises requires students to project themselves into a simulated interpersonal situation and play the parts of the persons and situations assigned by you. For this reason, it has the potential of providing more personal experience than can be achieved by using the case study. Role playing is mostly used to practice skills in counseling, interviewing, and conference leadership. As the instructor, point out good or bad points and steer the action. This type of exercise could be very useful to use in the "Committed Volunteer" segment.

While these descriptions have been short, and are certainly aren't all the teaching techniques available, they should provide a foundation for you to begin mapping out how to teach these segments. Have fun with the class, material, and students. Enjoy the process and your students will have fun, and more importantly - learn.

Special Terms

The teaching and lesson plans provided in this course use different segments to guide you through the class itself. What follows is a brief explanation of the terms you will see used in the lesson plans.

ATTENTION: The attention step is intended to catch the student's interest. An attention step is included in each lesson, but instructors are encouraged to develop local attention statements to supplement the lesson.

MOTIVATION: The motivation step gives students reasons why they need to know the information in the lesson. Instructors are encouraged to develop their own motivation statements to personalize the statements for the students.

OVERVIEW: The overview includes a brief review of the main points covered in the lesson.

SUMMARY: The summary reviews the main points at the end of the lesson and ties the lesson together.

CLOSURE: The closure statement ends the lesson and refocuses the students' attention to the next lesson.