

<b>LESSON PLAN</b>		
<b>PO:</b>	<b>INSTRUCTOR:</b>	
<b>LESSON TITLE:</b>	<b>DURATION:</b>	<b>min</b>
<b>INTRODUCTION</b> WHAT TP:      AIM: <b>WHY</b> WHAT IS EXPECTED OF THEM : WHY ARE THEY LEARNING THIS LESSON: <b>WHEN</b> WILL THEY PUT THIS KNOWLWDGE INTO APPLICATION <b>WHO</b> ARE YOU TEACHING THIS TO / LEVEL OF INSTRUCTION: <b>WHERE</b> WILL THEY PUT THIS INTO APPLICATION / WHERE CAN THEY FIND REFERENCES AND/OR ADDITIONAL MATERIAL:	<b>MIN</b>	<b>NOTES</b>
<b>REVISION OR ROLE PLAYING</b> (ESTABLISH THE LEVEL OF THE CLASS, DO THEY REMEMBER ENOUGH TO MOVE FORWARD WITH THE LESSON) PREVIOUS LESSON:    TP:      QUESTION: Mention that they will be evaluated (test / game) at the end of class)		(10% of the duration)

<b>BODY – STAGE no:</b>	<b>MIN</b>	<b>NOTES</b>
BRIEF PRESENTATION OF SUBJECT FOR THIS STAGE:		
<b>TEACHING POINTS</b> <ul style="list-style-type: none"> <li>• Concentrate on what they must know.</li> <li>• Present points in logical order:               <ul style="list-style-type: none"> <li>• Past to present,</li> <li>• Easy to hard,</li> <li>• Known to unknown, and</li> <li>• Familiar to unusual.</li> </ul> </li> <li>• Add notes (examples, comparisons)</li> <li>• Think of the questions they should be asking that would be of interest</li> <li>• Include pictures/graphs</li> <li>• Highlight important points</li> <li>• Look for ways to teach that would be interesting</li> <li>• Don't overload your lesson plan with details, try using key words that will space the writing out. Remember you are not reading a text to your cadets</li> </ul>		The body should be 70% of the lesson which should include some practice or games, 50% in the case of a practical course. Whatever time is left over is dedicated to practice  Prepare as many practical exercises as possible  Use as many stages as required to keep the subject broken down to its simplest points and remember to confirm at each stage.
<b>CONFIRMATION</b> 2 or 3 questions related to the teaching points undergone.		

<b>SUMMARY</b>	<b>MIN</b>	<b>NOTES</b>
List the important teaching points undergone in the lesson		
<b>FINAL CONFIRMATION</b> Questions on important points that would indicate the objective of the course was attained Practice - Review if necessary Identify weak points and how to improve Eliminate misunderstandings if any		10% of the lesson
<b>LESSON TEST</b> Ask cdt's if there are any questions	<b>5</b>	
<b>CONCLUSION</b> Brief recap (What, why, when, who, where) Remotivation (Don't say they were a good class, tell them what made them a good class) What's next (Lesson of the day and or lesson in the series)		

- Has the instructor created:

<p><b>INTEREST</b> by:</p> <ul style="list-style-type: none"> <li>• Their personality, meaning their : <ul style="list-style-type: none"> <li>• Dress</li> <li>• Voice</li> <li>• Confidence</li> <li>• Movements / Gestures</li> <li>• Enthusiasm</li> <li>• Visual contact</li> <li>• Attitude</li> <li>• Presence</li> </ul> </li> <li>• Verbal support (CREST)</li> <li>• Creating a competitive spirit</li> <li>• Tying in reality</li> <li>• Visual / Instructional aids</li> <li>• Steady progression of the lesson</li> </ul>	<p><b>EMPHASIS</b> by:</p> <ul style="list-style-type: none"> <li>• Concentrating on what cadets must know</li> <li>• Use of aide-mémoire</li> <li>• Repetition</li> <li>• Maximum use of all senses</li> <li>• Reviewing and summarizing important points</li> <li>• Use of voice and gestures</li> <li>• Following the lesson objective</li> </ul>
<p><b>COMPREHENSION</b> by:</p> <ul style="list-style-type: none"> <li>• Proper introduction</li> <li>• Visual support</li> <li>• Verbal support (CREST)</li> <li>• Brief and clear explanations</li> <li>• Answering cadets questions</li> <li>• Going from simple to complex</li> <li>• Going from know to unknown</li> <li>• Followed the steps in the lesson</li> <li>• Class control</li> </ul>	<p><b>PARTICIPATION</b> by:</p> <ul style="list-style-type: none"> <li>• Asking cadets pertinent questions to the lesson</li> <li>• Use of 5 types of questions</li> <li>• Practice</li> <li>• Everyone participates</li> <li>• Concomitant activities (so that all cadets are involved and no time is wasted)</li> </ul> <p><b>ACCOMPLISHMENT</b> by:</p> <ul style="list-style-type: none"> <li>• Letting cadets know they are progressing well</li> <li>• Praising effort</li> <li>• Addressing problems that cadets may be facing</li> <li>• Setting the rhythm of the course to the majorities ability to learn</li> <li>• Confirming knowledge acquired</li> </ul>
<p><b>PRACTICAL LESSONS</b> by:</p> <ul style="list-style-type: none"> <li>• Demonstrating the final product</li> <li>• Demonstration by steps</li> <li>• Allotting sufficient time to each step depending on the difficulty level</li> <li>• Step by step progression to master the skill</li> <li>• Appropriate use of visual aids or assistants</li> <li>• Supervision and corrections during practice</li> </ul>	<p><b>CONFIRMATION</b> by:</p> <ul style="list-style-type: none"> <li>• Recalls</li> <li>• Questions related to the lesson objectives</li> <li>• Giving references</li> <li>• Observing during practical sessions</li> <li>• Testing / Confirming at every stage and at the end</li> </ul>

I	Participation	Types of questions	Examples / Explication
C	Comprehension	<b>Participation</b>	To stimulate and maintain interest
E	Emphasis	<b>Evaluation</b>	To evaluate cdts level of comprehension
C	Confirmation	Lead-off	Start with beginning of answer, cdts finish
A	Accomplishment	Follow-up	Used after TP
P	Participation	Overhead	Question addressed to whole class
		Direct	Specific question for specific person
		Reverse and relay	If cdt cannot answer relay to other cdt to help
<b>Verbal support:</b>			
Comparisons	link the unknown to something familiar		
Reasons	explains why they are learning this material		
Examples	clarifies, simplifies. Should be relevant to cadets' background so they can relate to examples		
Statistics	used to emphasize or support a point		
Testimonials	quote from an authority on a particular subject ; relate a true story of own experience (short)		