

**OTS 310 Instructional Technique  
LESSON PLAN**

**Principles of Instruction and Lesson Planning**

**4 Periods**

**Introduction**

In this lesson you will learn about the teaching/learning process and then you will have to incorporate it into a lesson that you will teach.

This knowledge is important as learning is more effective and efficient under some conditions and instructors have to learn to apply these conditions in the classroom.

Instructors will use this knowledge when presenting a period of instruction to cadets at the home unit.

**General**

Instruction is an art form rather than a science. As an instructor you must be creative, enthusiastic and attentive to each of the cadets in your class. Because teaching is a very demanding task, the Navy League Cadet program uses a series of techniques in order to make the job easier.

Learning Process

The instructor plays just as an important role in the learning process as the cadet. There are three steps involved in the learning process and they include:

- wanting to learn;
- learning; and
- remembering.

The instructor must confirm this process with activities designed to practice what has been taught. These three steps help bridge the gap between ignorance and proficiency.

The Six Principles:

Instructors often hold a set of guidelines or principles on how to prepare themselves for given tasks. A principle is best defined as a fundamental rule or primary element. These fundamental rules are known as the six principles of instruction. They are:

1. **I**nterest;
2. **C**omprehension;
3. **E**mphasis;
4. **P**articipation;
5. **A**ccomplishment; and
6. **C**onfirmation.

## Interest

The instructor must arouse, create, and maintain the interest of the class. Without interest, the cadets will be less inclined to listen, therefore they will not learn. Interest can be stimulated in a number of ways throughout the presentation of the period of instruction. Some ways include:

- Start creating interest by explaining the purpose of the lesson and how it is important to each cadet in the class. If they understand how the information will affect them, they will be more inclined to listen. An effective way to do this is by using a variety of visual aids to explain complex ideas and equipment.
- The instructor must be enthusiastic for the material that they are teaching. Enthusiasm is similar to boredom in the respect that it can be contagious. The instructor should use eye contact and should vary the pitch, resonance, articulation, speed, and volume of his/her speech.
- Another method of stimulating interest is by leaving the classroom and moving to a setting that is more appropriate for the material being taught. For example, a lesson on a fire drill may be more effective if it was taught at the local Fire Station. This adds a sense of realism to your class.
- Competitions and the use of games designed to stimulate curiosity are excellent methods of creating and maintaining interest. Quiz shows, crossword puzzles, and races are all learning tools that make learning fun. However, be careful that the **cadets do not become too competitive.**

## Comprehension

Comprehension or understanding is an important principle of instruction as it relates to the cadet's ability to understand what is being taught. If the cadets do not understand, they are unable to learn. Comprehension can be accomplished by using some of the following techniques:

- Ensure that the material is being taught at a level of understanding of the class and proceed from there. The difficulty with this is knowing the skill level of the class and the different members within it.
- Ask some questions in the review stage of the lesson to determine the level of the class. Allow the cadets to ask questions so they feel confident in their knowledge. This will give the instructor a general overview of the level of the class.
- Teach the lesson to the majority of the class. This will ensure that most of the cadets will benefit from the pace. If there are cadets that are struggling with the material, they may need to stay behind for some extra help. Sometimes you will have a cadet who is a very quick learner. When this happens, give them some bonus questions or get them to help cadets who are having difficulty.
- Be aware of the expressions that the cadets make during the lesson. The expression of puzzlement might mean that they have missed a point in your lesson and it might be time to ask a question to confirm that students' understanding.

## Emphasis

During the period of instruction some information may be more important than the rest. It is on this information that you would want to place emphasis. This can be done by using some of the following points:

- Make the focus of the lesson clear. This will help you to avoid teaching material that is irrelevant or is to be taught in another period. Try not to get side tracked into another discussion. A clear and focused lesson will keep the emphasis on the subject at hand.
- Allow ample time to practice. It can be very frustrating for cadets to watch the instructor over demonstrate a skill and not permit enough time for them to practice it for himself or herself.
- Repeat important points. Use a phrase like “This point is very important so remember it.” The results can be remarkable.
- Oral emphasis is another excellent tool that can be used to stress the importance of material. A statement that is backed up with suitable examples, comparisons, statistics and personal anecdotes is remembered well by the cadets.
- Training aids and learning aids are also considered a valuable way to add emphasis to your lesson. Use training aids that appeal to as many of the senses as possible.

## Participation

The expression “learn by doing” is extremely important to learning. Lessons must enable cadets to participate in a way that is intellectually or physically valid. Action, activity, and excitement are all required when teaching cadets. The way to accomplish this is to provide a great deal of class participation. Some ways this can be accomplished are:

- If a skill lesson is being taught, plan to have as many cadets involved as possible. Extra supervision and assistant instructors may be necessary for this lesson. Those who are kept busy in a meaningful activity are learning by being involved.
- If a knowledge lesson is being taught, a way to improve class participation is to organize your teaching into a puzzle, case study, crossword, trivia game, competition, board game, experiment, word search, or any other such activity. In short, anything that involves the powers of reasoning will get the cadets to participate. All of these suggestions will make learning more fun.
- Allow extra time to prepare these activities for the lesson. Extra time and effort will certainly benefit both the cadets and the instructors.

## Accomplishment

- Accomplishment is sometimes referred to as success. The lesson you instruct must impart a sense of accomplishment to each cadet. Cadets should leave your class with the knowledge that they were able to accomplish something in your class. This will encourage them to come back next week for more of your instruction.
- Let the cadets know what is wanted of them during the lesson and how it is going to be done. This actually sets a goal for the lesson. Cadets should be told what they are doing well and what they are doing not so well. The object of this is to reinforce desired performance and extinguish undesired performance.
- Organize the lesson material in a logical sequence and use clearly worded explanations to help the cadet learn the subject and consequently attain a feeling of satisfaction.
- Keep the cadets informed of their progress and give praise for good work. Everyone likes to be complimented on a job well done.
- When a cadet is falling behind, he or she needs correction. This is done not to insult, but to help the cadet build on their weaknesses. As an instructor it is important to first determine the reason for the difficulty, and then take corrective action. Extra work on an individual basis may be required, as well as extra encouragement to get the cadet to understand.

## Confirmation

Once you have instructed new material, it then becomes time to confirm the cadets' understanding of the subject. Confirmation is an essential part of learning and an essential part of instructing in that it allows the instructor the opportunity to see how well the instruction is being absorbed and understood by the cadets. There are various methods in which confirmation can be measured. Some of these include:

- Have the cadets perform the skill that they have been taught or ask questions relating to the information that was instructed.
- Confirm the lesson by stages. This means the instructor must confirm the material a little bit at a time, rather than all at the end. This method can also be used before moving on to another lesson. If a cadet does not understand the first lesson, it is difficult to build on it with new material.
- At the conclusion of the lesson, the cadets must be tested in one way or another. Confirmation questions should be asked at the end of each lesson, and even better, throughout the lesson. Confirmation may be organized into a game, which not only confirms the lesson, but also encourages participation and increases interest.

## **Planning and Preparation**

It is important to know how to plan a lesson as a well-prepared class leads to a well turned out group of students. A lesson that is well prepared in advance will flow much smoother than one that is not planned in advance.

Review - Review the Lesson Specifications found in the Cadet Training Standards (CTS). Each lesson has a page dedicated to specifics for that lesson. Consult your Training Officer if you have questions about it.

Objective – Review the lesson objectives under the “What Should the Cadet be able to Perform at the end of this Period?” column. Each lesson objective should be stated clearly to set the scope for the lesson.

Organization - List the Teaching Points in sequence. Observe the Principles of the Teaching/Learning Process (ICE-PAC).

Teaching Methods - Determine the teaching methods to be used. For each section of the lesson you will have to pre-determine which method of instruction you will use. The CTS suggests a method, but by no means is it the only one.

Resources - Determine any training aids or other materials that will be needed and ensure they are available. Ensure your classroom is available and identify and inform the cadets of what they will need to bring to class with them.

Time - Determine how much time is allocated for the lesson compared to how much time you think you will actually need.

Written Lesson Plan - Write the lesson plan that you will use as your aid while teaching. The Navy League Cadet Training Program provides you with lesson plans for each lesson. Formats and layouts for lesson plans differ from one instructor to the next, though, and you are encouraged to write your own for every class. All of the information you need is also included in the lesson plans.

## **Conclusion**

In this period, you have learned about the principles of leadership. These are the guidelines that we follow whenever we prepare and instruct a lesson. As an instructor, you should strive to use these principles throughout your lesson. This will help you with the ultimate goal of passing on knowledge to the cadet.

We also covered the basics of preparing to present a lesson. Use this as a checklist when getting ready for a period to ensure that you don't miss anything.

**Evaluation – Present a Lesson**

Candidates should come to the weekend prepared to present a lesson. The lesson should be 15 minutes in length, and at least three of the Principles of Instruction should be used throughout.

As the lesson length is only 15 minutes, the subjects should be kept to something simple (i.e. How to tie a reef knot, How to pipe the still, etc.). There should be an opening, body, and closing.

The evaluating officer will be assessing the candidates on the following:

<b>Planning</b>												
Lesson Plan used	0					5						/5
Lesson Plan effective?	0	1	2	3	4	5						/5
<b>Principles of Instruction</b> (score marks for effective use)												
Interest	0	1	2	3	4	5						/15
Comprehension	0	1	2	3	4	5						
Emphasis	0	1	2	3	4	5						
Participation	0	1	2	3	4	5						
Accomplishment	0	1	2	3	4	5						
Confirmation	0	1	2	3	4	5						
<b>Structure</b> (opening, body, closing)	0	1	2	3	4	5						/5
<b>Speaking</b> (Loud, clear, well-presented)	0	1	2	3	4	5	6	7	8	9	10	/10
<b>Total</b>												/40

Each candidate should get a debriefing after his or her presentation. If more than three of the Principles are used, choose the three that were best represented.