

**OTS 410 Instructional Technique
LESSON PLAN**

Training Aids and Questioning Techniques

5 Periods

Introduction

In this session you will discuss the effective use of training aids during your lessons with NL Cadets. You will also examine the proper questioning technique and how to apply it in the teaching environment. You will also be evaluated on a period of instruction from the Navy League CTS.

General

Training aids are designed to aid the instructor in the presentation of material, as well as to aid the student in the retention and understanding of the material. Training aids are so valuable because they add interest to the class and they can be used to emphasize the instructor's main teaching points.

Basic Principles

Relevance - Teaching aids should be relevant and useful to your lesson. They should not be a distraction to your class rather they should enhance it.

Clarity - Teaching aids should be easy to understand. Visual aids must be legible and large enough for everyone in the room to see. Things should be written in an easy to understand way. Audio aids should be able to be heard by all members of the class.

Timing - A training aid should not be made visible during the class until you are ready to use it. If the training aid is visible beforehand, the cadets' attention will be focused on that instead of on you and what you are saying.

Involvement - A training aid that the cadets can use will usually be more affective than one that they cannot use. For example, if the cadets have contributed to the content of a flipchart, they will be more likely to remember it and be interested in it than if the content is simply presented to them.

Originality - If any one training aid is overused, the cadets will grow tired of it. Every instructor should vary his/her use of different training aids. Instructors should use their imaginations to create original and dramatic training aids that will be remembered throughout the year.

Training Aids Available:

ADVANTAGES	DISADVANTAGES
White Board/ Black Board	
<ul style="list-style-type: none">• easy to use• inexpensive• can be prepared before the class• can be seen by large numbers of people• readily available	<ul style="list-style-type: none">• not appropriate for explaining principles involving motion• is associated with school teaching• many people have a tendency to talk to the board
Models	
<ul style="list-style-type: none">• are 3-D, close to the real thing• easy to use• increases interest• can illustrate motion	<ul style="list-style-type: none">• not easily observable when dealing with large groups• may be impractical, expensive, or impossible to obtain or build• may be problems with storage
Handbooks	
<ul style="list-style-type: none">• able to present material in a printed form which the cadets can read• is a permanent source of information and reference	<ul style="list-style-type: none">• are difficult to update• does not accommodate individual differences
Mock-Ups	
<ul style="list-style-type: none">• Useful for classes such as “Sharing the Waterways” where you may not be able to use an actual ship but can improvise using a table as your ship and the bulkhead for your jetty	<ul style="list-style-type: none">• May require accompanying verbal explanations and a great deal of imagination
Pictures	
<ul style="list-style-type: none">• able to represent the subject matter• able to show pictures of objects that are not available	<ul style="list-style-type: none">• may require accompanying verbal explanation for understanding
Videos	
<ul style="list-style-type: none">• center of attention• realistic interpretation• relatively inexpensive• easy to store• last a long time	<ul style="list-style-type: none">• portions of lesson conducted in darkness• requires planned or fixed sequence• equipment may break down• replaces the instructor

Discussion:

Although the above list is thorough, it is not necessarily complete. Have the candidates brainstorm and then discuss other training aids as they apply to specific periods of the Navy League CTS.

Questioning Technique

General

Questions are an important part of any lesson. We know this because questions are a set part of the lesson plan, both in the Confirmation of each stage as well as in the Performance Check. How instructors pose, respond to, and time their questions can have a dramatic impact on how well their students learn.

Reasons for Questions:

There are four reasons why we question the cadets. These are:

1. To Stimulate and Maintain Interest - You should start your class this way and continue it throughout the class.
2. To Promote Mental Activity - Questions keep the cadets alert as their brains actively search for answers and solutions.
3. To Guide Thinking - The instructor can lead the cadets to a correct answer by asking a series of simple questions designed to bring them to a logical solution.
4. To Evaluate Learning – Questions help the instructor determine how well the cadets are learning and progressing.

Proper Technique for Asking Questions:

As an instructor, it is important to formulate each question in a manner which will get everyone in the class thinking about the answer, inspire the cadets to give a good answer, and provide them with enough information to answer the question. The following questioning technique is the best way to ask a question to the class:

- a. **Ask** the question to the class;
- b. **Pause** for five seconds to allow cadets time to think;
- c. **Ask** the question again to ensure clarity; and
- d. **Choose** the cadet you want to answer the question

The instructor does not want to ask a person to give an answer to the question before they actually ask it because then the other students will not take the time to think of the answer. They will already know who has to answer it so they will then tune themselves out.

Questions from Cadets:

Cadets sometimes come up with very good questions for the instructor. However, some times the instructor may not know the answer to it. When this happens the instructor should be honest and tell the class that they do not know the exact answer. Do not try to fake an answer, the cadets will know! Instead copy down the question and find the answer after class. You can then go back in the next class and let the cadets know the answer. The cadets will respect your honesty for this and you will not lose your credibility.

Evaluation – Present a Lesson

Candidates should come to the weekend prepared to present a lesson. The lesson should be 20 –30 minutes in length, and be taken directly from the Navy League CTS. You should attempt to use all of the Principles of Instruction and display the proper questioning technique.

Candidates should also prepare themselves with a proper lesson plan and make use of effective training aids. If the candidates have been given time before the weekend to prepare, they should bring any and all training aids with them. If candidates have not had any prep time before the weekend, they should be given the opportunity to collect or create training aids to enhance their lesson. (This will also test their initiative and resourcefulness). The evaluating officer shall take these factor into consideration when determining a total for the training aids section.

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

Planning												
Lesson Plan used	0					5						/5
Lesson Plan effective?	0	1	2	3	4	5						/5
Principles of Instruction (score marks for effective use)												
Interest	0	1	2	3	4	5						/30
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						
Training Aids												
Were the training aids pertinent to the lesson?	0	1	2	3	4	5						/15
Were the training aids used effectively?	0	1	2	3	4	5						
Did the training aids enhance the lesson?	0	1	2	3	4	5						
Confirmation												
Did the instructor use the proper questioning technique?	0	1	2	3	4	5						/10
Did the instructor answer the trainee's questions effectively?	0	1	2	3	4	5						
Structure (opening, body, closing)	0	1	2	3	4	5						/5
Speaking (Loud, clear, well-presented)	0	1	2	3	4	5	6	7	8	9	10	/10
Total												/80

Each candidate should get a debriefing after his or her presentation.