

INSTRUCTIONAL TECHNIQUE

The Six Ps

PRIOR PLANNING AND PRACTICE PREVENTS POOR PERFORMANCE

QUALITIES REQUIRED

The main qualities you need as an instructor are:

- Enthusiasm – boredom is infectious.
- Self confidence – through following the 6 P's.
- Good Knowledge of your subject - Your students soon pick up on 'Surface Knowledge'.
- Look the part – be smart.
- Good manner and bearing – look up while you speak, your voice will travel further and make use of as much eye contact as possible, the students feel that you are taking a personal interest in what they are doing and will be less inclined to 'turn themselves off'.
- Vary the pitch/strength of your voice to avoid sounding monotonous, and also for stressing a particular point and keep the class alert.
- Be firm but fair – encourage your students to join in – to a point
- Never be satisfied with your standard of instruction, always look for ways to improve your presentation skills.
- The ability to instruct **clearly, completely, patiently, giving information at a suitable pace, one stage at a time.**

AVOID

- Using sarcasm to get a laugh
- Making a fool of one of the cadets in front of the class
- Picking on one of the cadets to answer questions too often
- Cutting corners by omitting important information or assuming knowledge.
- Overloading your lesson with too many aids e.g. projector, flip chart, videos, PowerPoint etc.
- Watch yourself for distracting mannerisms such as “umm”, “OK”, and “right” after each statement, playing with a pen, or scratching your nose etc. These can become more interesting than the lesson plan itself.

LESSON PREPARATION

Before preparing the content of your lesson certain points must be considered:

- a. What is the cadet required to learn? Check the syllabus. Organise your own lesson notes into four categories:
 - Essential – must be conveyed in the lesson.
 - Desirable – would be nice to include (if time allows).
 - Of Interest – additional information for further reading.
 - Irrelevant – information found not to be relevant to the subject.
- b. How much time do you have?
- c. What is the size of the class?
- d. Which is the best method – lecture, lesson, discussion, exercise or demonstration
- e. What equipment and training aids are available? Are they necessary?
- f. What is the current standard of the student's knowledge?
- g. Prepare a list of questions and answers for this lesson and have your questions and answers ready from the previous lesson if appropriate.
- h. If presenting with a team, decide on team's position in relation to the audience. Practice handovers and use of training aids.
- i. **KISS - Keep It Simple Stupid.**

LESSON PRESENTATION

To achieve this objective, i.e. that the student learns, careful thought should be given to the presentation of the lesson:

Introduction – 10% of total time

The Introduction should contain the following elements, which can be remembered by the mnemonic INTROSH:

<u>Interest.</u>	By the use of relevant humour, anecdotes, analogies or revision, you should get your class interested in the subject.
<u>Need.</u>	Tell them why they need to know what you are about to teach them.
<u>Title.</u>	State the title of the lesson.
<u>Revise.</u>	How does this lesson fit into the general pattern of instruction? Let them see that this follows on from your previous lesson, possibly by the use of revision questions.
<u>Objectives.</u>	What is going to be learnt during the lesson by the cadets?
<u>Scope.</u>	How long is the lesson and how are you going to cover the topic.
<u>Handout.</u>	Is there a handout, or do they need to take notes?

Development – 75% of total time

The development is the main part of the lesson where the real 'learning' should be achieved. No two developments can follow the same format, but each should contain certain qualities:

Logical Sequence. Your development should form clear steps, leading as naturally as possible from one point to the next.

Progression. Stop and check at the end of each phase to make sure that your instruction has been understood by the students. It is important to ensure that all the class are kept 'on their toes' you must therefore pose the question to the whole class, wait a few moments for them ALL to think of the answer, then select or nominate one of them to answer.

POSE – PAUSE – POUNCE

If the student is unable to answer the question, give a little time and re-nominate. Correct any errors as they occur. Do not keep nominating the same student – even if they give the correct answers!

Summary – 15% of total time

Invite questions from the class; if you are asked a question and do not know the answer, be honest and ADMIT IT, but find out the answer and let them know – MAKE SURE THAT YOU DO! Use your prepared questions to confirm that the class has achieved the objective of the lesson. In the case of skills based instruction (e.g. Map Reading) you will confirm by practical assessment.

Conclude the contents of the lesson and stress the important points and the achievements of the initial objective of the lesson. Do not introduce new material. Looking forward, state when the next lesson is and what the lesson will cover. Round off the lesson by telling the students what is to happen next – canteen break, final parade, etc.

KEEP ALL YOUR LESSON PLANS – CAREFULLY FILE THEM FOR EASY REFERENCE. THE NEXT TIME YOU TAKE THAT LESSON HALF THE WORK WILL ALREADY BE DONE.

CLASSROOM ACTIVITY

It is very important, indeed essential, to remember that good instruction is a 2-way process, i.e. if the student is to learn then he must be allowed to take an active part in the lesson. By taking part the student is encouraged and assisted in the learning process and this best achieved by questioning and practical exercise (where appropriate). However, questions must be framed properly if they are to obtain the information required, and the following points should be kept in mind:

- a. Pose each question beginning with an interrogative, i.e. what, where, when, who, how etc, Pause to let the question sink in, then Pounce to nominate a student to answer.
- b. Be concise.
- c. Distribute questions evenly throughout the class.
- d. Do not ask questions that are too easy or too difficult.
- e. Avoid questions which will result in a yes/no answer, unless you propose to follow them up with further questions.

Remember, however, class activity must be controlled to prevent digression from the objective.

AIDS TO INSTRUCTION

Of all the senses the eye is the most important from a teaching/learning point of view and all instructors should remember this during all phases of the teaching process. Instead of trying to spend long periods of time describing an item bring a model (or if possible the real thing) into your classroom. However, never make it too complicated, otherwise your class will become lost and interest will fade.

To have the desired effect, visual; aids should be:

- a. Suitable.
- b. Simple.
- c. Colourful – the use of contrasting colours is often very effective.

NOTES

It takes a brave person to talk/present without notes, which:

- a. Ensure a logical sequence.
- b. Ensure no main points are missed.
- c. Should only be used as a prompt – do not read from a script.
- d. Avoid unwieldy notes – plain cards, postcard size are recommended.
- e. Print main headings in block letters.

CLASSROOM MANAGEMENT

Consider the learning environment:

- a. Lighting. Is there enough light?
- b. Heating and Ventilation. Students should be comfortable, but not too comfortable.
- c. Room layout. Ensure that you and your training aids can be seen and heard by all.
- d. Instructor Area Layout. Make sure you have enough room to do what you need to do, and make sure that everything you need is there and ready to hand. This creates a favourable impression and increases your credibility. Make sure your position is comfortable for the audience. If tall, don't invade their space; if small don't hide behind a lectern.