



## COMMON TRAINING PROFICIENCY LEVEL FOUR INSTRUCTIONAL GUIDE



### SECTION 1

#### EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

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Total Time:

60 min

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#### PREPARATION

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##### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1 on two different colours of paper. Description sheets should be colour A and Typical Application sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

##### PRE-LESSON ASSIGNMENT

Nil.

##### APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

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#### INTRODUCTION

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##### REVIEW

Nil.

## **OBJECTIVES**

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

## **IMPORTANCE**

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

**Teaching Point 1****Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

**RESOURCES**

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP (if required),
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

**ACTIVITY LAYOUT**

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
  - a. determine what the cartoon is implying; and
  - b. consider why varying teaching techniques can assist with learning.

3. Introduce the sample Methods of Instruction Puzzle by:
  - a. pointing out the two top row categories: description and typical applications;
  - b. identifying the first column as the six methods of instruction; and
  - c. explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.
4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:
  - a. Groups must place their pieces of the puzzle in the appropriate column and row.
  - b. A group that is having difficulty may visit the sample located at the front of the classroom up to two times.
  - c. A penalty of 30 seconds will be added to a group's time for each visit to the sample.
  - d. The group that completes the puzzle correctly in the least time is the winner.



Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

## SAFETY

Nil.

## CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

## Teaching Point 2

**Conduct an activity where the cadets will describe methods of instruction.**

Time: 20 min

Method: In-Class Activity

## ACTIVITY

## OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

## RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,

- Pens / pencils, and
- Tape.

### ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

### ACTIVITY INSTRUCTIONS

1. Write the following on the whiteboard / flip chart:  
 "Tell me, and I forget;  
 Show me, I may remember;  
 Involve me, and I will understand." - Chinese Proverb
2. Ask the cadets the following questions:
  - a. What are some possible meanings of the quote?
  - b. What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
  - a. group discussion,
  - b. guided discussion,
  - c. role-play,
  - d. experiential learning,
  - e. problem-based learning, and
  - f. case study.



If the class size is small, divide the class into three groups and assign two methods to each group.

4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
  - a. description,
  - b. applications,
  - c. preparation and development, and
  - d. pros and cons.

6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.
8. Have each group read their method of instruction information sheet and add details to their flip chart paper.



Distribute the Methods worksheet to each cadet.

9. Display charts around the room.
10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.
11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.



It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

## SAFETY

Nil.

## CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

### Teaching Point 3

**Conduct a group discussion on the application of methods of instruction.**

Time: 20 min

Method: Group Discussion

## BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

**Interactive Lecture.** Lessons with facts or dates, including history lessons.

**Demonstration and performance.** Any drill or skill, such as first aid and rope work.

**In-class activity.** Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

**Practical activity.** Map and compass, and cool-down and warm-up activities for sports.

**Game.** Lessons that include labelling or defining terms and performance-based lessons.

**Field trip.** Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

**Group discussion.** Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

**Guided discussion.** Explain personal integrity and explain decision-making processes.

**Role-play.** Influence behaviours, leadership scenarios, and history.

**Experiential learning.** Participating in citizenship activities and attending weekend training.

**Problem-based learning.** Teambuilding activities and leadership styles.

**Case study.** Characteristics of a leader and various events in history.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.



Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

### **SUGGESTED QUESTIONS:**

What methods of instruction do you like to participate in most? Why? Provide an example.

What methods of instruction were used to instruct this lesson? What evidence do you have?

Would you choose a different method of instruction for this lesson? What and why?

What criteria do you consider most / least important when choosing a method of instruction? Why?

Ask the following questions for each method of instruction:

1. What is an application of this method?
2. Why would you choose this method?
3. Does anyone disagree?
4. Would this application apply to another method of instruction? Why or why not?
5. Are there any other lessons that would fall into this method of instruction?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

### **SAFETY**

Nil.

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### **CONFIRMATION OF TEACHING POINT 3**

The cadets' participation in the group discussion will serve as the confirmation of this TP.

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### **END OF LESSON CONFIRMATION**

The cadets' participation in the group discussion will serve as the confirmation of this lesson.



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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

This EO is assessed in IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

**CLOSING STATEMENT**

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

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