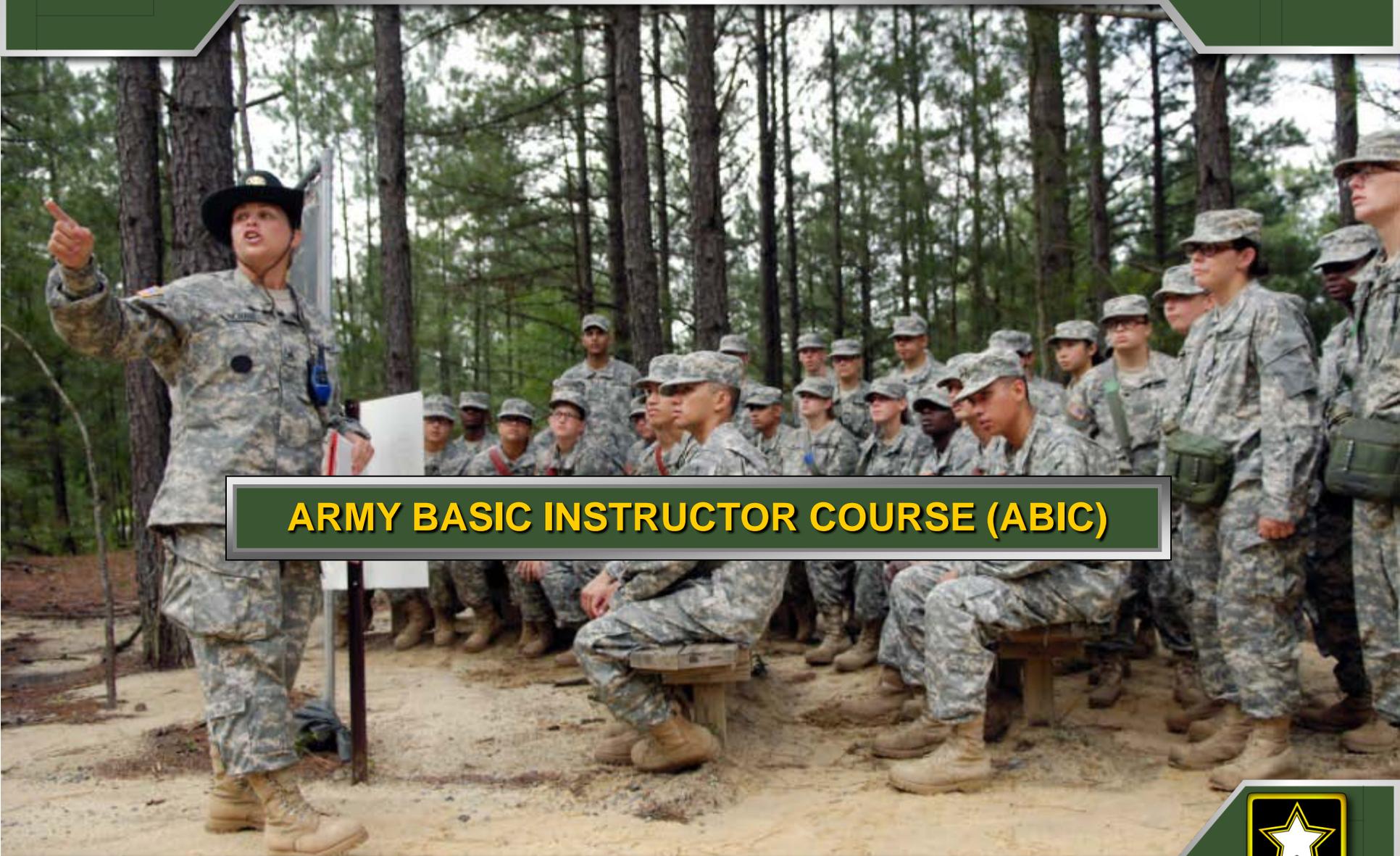


# Prepare to Deliver Instruction



## ARMY BASIC INSTRUCTOR COURSE (ABIC)

# Prepare to Deliver Instruction

## Module 3 TLO: Prepare to Deliver Instruction

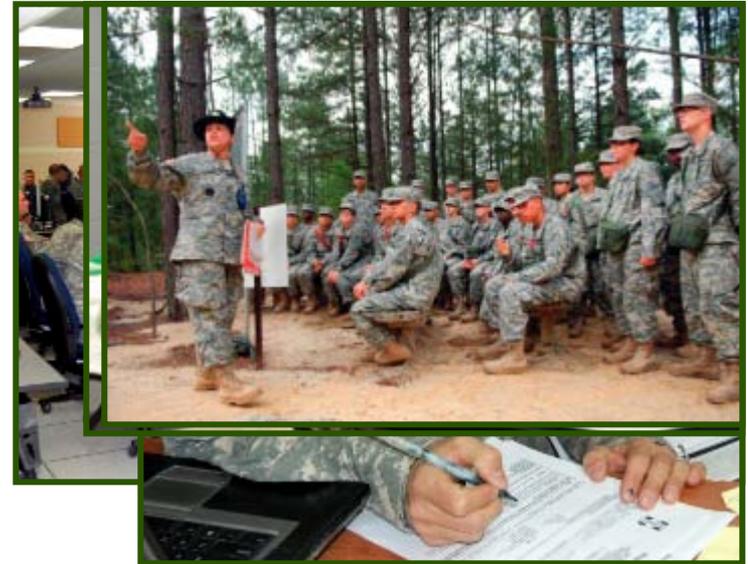
- ACTION:** Prepare to Deliver Instruction
- CONDITION:** Given lesson references, access to a computer, student handouts, and student's personal notes
- STANDARD:** The student
- Identified effective communication skills
  - Identified question types and questioning techniques
  - Reviewed the lesson materials
  - Identified activities to prepare the learning environment



# Prepare to Deliver Instruction

## Module 3 Overview

- **Your Communications Skills**
- **Your Questioning Skills**
- **Review of Lesson Materials You Will Use**
- **Preparing the Learning Environment For Your Students**



# Prepare to Deliver Instruction

## ELO A: Identify Effective Communication Skills

- ACTION:** Identify effective communication skills
- CONDITION:** Given student handouts and student's personal notes
- STANDARD:** The student
- Identified the characteristics of verbal communication
  - Identified the characteristics of non-verbal communication
  - Defined the process of active listening

(Continued on the next slide)



## ELO A: Identify Effective Communication Skills (Cont.)

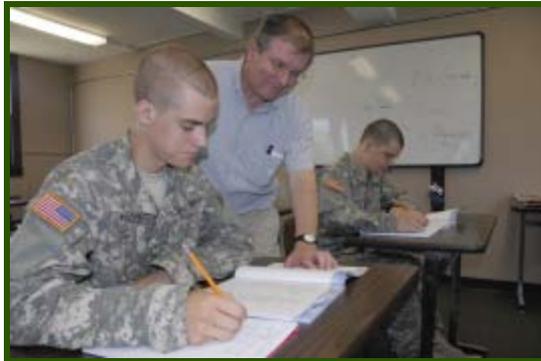
- STANDARD:**
- Identified techniques for managing disruptive students
  - Identified strategies for combating stage-fright



# Prepare to Deliver Instruction

## Effective Communication Skills

Getting the message across is critical in every situation



# Prepare to Deliver Instruction

## Verbal Communication – “P5D”

- Projection
- Pitch
- Pace
- Pauses
- Pronunciation
- Verbal Distracters



## Projection

- **Projection**
- Pitch
- Pace
- Pauses
- Pronunciation
- Verbal Distracters

Speak loudly or softly to achieve different effects.

Use variations in your projection to emphasize important points.

Remember to consider the **SIZE** of the room or area in which you are instructing.



# Prepare to Deliver Instruction

## Pitch

- Projection
- **Pitch**
- Pace
- Pauses
- Pronunciation
- Verbal Distracters

Avoid monotone delivery; you will put your students to SLEEP!

Be careful about how you pitch your voice when interacting with students; a high shrill or a low growl send a negative message.

Use pitch for emphasis.



# Prepare to Deliver Instruction

## Pace

- Projection
- Pitch
- **Pace**
- Pauses
- Pronunciation
- Verbal Distracters

It isn't a race! Don't rush through your presentation.

Don't talk too slowly – you will lose the student's interest, or they may think that YOU think they can't follow along.

Vary your pace. Make class lively, not boring!



## Pauses

- Projection
- Pitch
- Pace
- Pauses
- Pronunciation
- Verbal Distracters

Use pauses for... **emphasis.**

Use pauses to... **focus student attention.**

Pause to allow your students time to think or formulate their thoughts.



## Pronunciation

- **Projection**
- **Pitch**
- **Pace**
- **Pauses**
- **Pronunciation**
- **Verbal Distracters**

Proper pronunciation prevents student misunderstanding.

Proper pronunciation ensures instructor credibility.



## Verbal Distracters

- Projection
- Pitch
- Pace
- Pauses
- Pronunciation
- Verbal Distracters

Uh, umm, like, hmmm, y'know...

Distracters are ANNOYING and make you sound uncertain.

Tape yourself and listen to it. You may be surprised!



## Verbal Communication Summary

### Things You SHOULD DO

Vary your volume (projection)

Vary your pitch high and low

Vary your rate of speech

Use pauses to emphasize ideas

Use correct grammar and enunciate your words

Avoid using distracters



## Verbal Communication Summary (con't)

### Things You SHOULD NOT Do

Use monotone voice

Speak too slow/fast

Use fillers (umm, ah, ok, you know, etc)

Slur, mumble words or phrases

Exhibit nervous vocal habit

(throat clearing; sniffing; humming)



# Prepare to Deliver Instruction

## Check On Learning

What does “P5D” stand for?

Why is it so important to be aware of the P5D aspects of verbal communication?



# Prepare to Deliver Instruction

## Verbal Communication

Voice Characteristics	Low Believability	High Believability
Pitch	High	Low
Pace	Fast	Controlled
Pauses	None	Frequent
Projection	Low	Changing
Language Characteristics	Low Believability	High Believability
Pronunciation	Poor Grammar	Proper Grammar
Fillers	Many	None



## Practical Exercise

“One-Way Communication”



# Prepare to Deliver Instruction

## Non-verbal Communication

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**



## General Appearance

- **General appearance**
- Posture
- Body movement and distance
- Eye contact
- Gestures
- Non-verbal distracters

You give your first impression before you even speak.

Dress professionally.

Pay attention to hygiene.

## Posture

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**

Be aware of your posture.

An upright posture exudes confidence.

Avoid being too rigid OR too relaxed.

# Prepare to Deliver Instruction

## Body Movement and Distance

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**

Use to encourage discussion.

Use to emphasize a point.

Use for transitions.

## Eye Contact

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**

Eye contact increases credibility.

Try to make eye contact with all students.

Don't concentrate on one area.

## Gestures

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**

Use facial expressions to encourage.

Affirmative nods and smile encourage feedback.

# Prepare to Deliver Instruction

## Non-verbal Distracters

- **General appearance**
- **Posture**
- **Body movement and distance**
- **Eye contact**
- **Gestures**
- **Non-verbal distracters**

Like verbal distracters, these decrease instructor credibility.

Watch a videotape of yourself to monitor your non-verbal distracters.

# Prepare to Deliver Instruction

## Communication Congruence



- **Verbal and Non-Verbal Messages must match**

- ▶ **Actions must match words**

- ▶ **Non-verbal message dominates**

# Prepare to Deliver Instruction

## Check On Learning

<u>Term</u>	<u>Verbal</u>	<u>Non-Verbal</u>
Eye Contact		x
Pitch	x	
Pause	x	
Walk toward student		x
Distracters	x	x
Smile		x

When you employ conflicting verbal and non-verbal components at the same time, which one is more likely to influence the audience?

What is the best method for controlling non-verbal distracters?



# Prepare to Deliver Instruction

## Active Listening Process

- **Stop talking**
- **Show genuine interest**
- **Listen openly**
- **Be patient**
- **Focus on content, not student**
- **Respond to content, not student**



# Prepare to Deliver Instruction

## Active Listening Process (Cont.)

- Check for understanding
- Provide feedback
- Paraphrase
- Summarize
- Encourage



# Prepare to Deliver Instruction

## Disruptive Behavior



### Examples:

- Talking out of turn or interrupting
- Communication and computer devices
- Sleeping in class
- Tardiness
- Sidebar conversations

## Responding to Disruptive Behavior

- Be prepared - know your material
- Be aware of potential disruption; use eye contact
- Observe slouching, daydreaming, distracted expressions
- Move towards the distraction
- Call on the student with a question
- Counseling
  - ▶ Informal
  - ▶ Formal – last resort



## Check On Learning

**How can you prevent or stop disruptive behavior in the classroom?**



## Stage Fright

You may be nervous but you **DON'T** have to let everyone know!

- Rehearse
- Know your material



## ELO A Summary: Identify effective communication skills

- Verbal communication
- Nonverbal communication
- Active listening
- Disruptive behavior
- Stage fright



# Prepare to Deliver Instruction

## ELO B: Identify Question Types and Questioning Techniques

- ACTION:** Identify question types and questioning techniques
- CONDITION:** Given a lesson plan and the requirement to deliver instruction
- STANDARD:** The student:
- Identified different question types
  - Described the Ask, Pause, Call, Evaluate (APCE) method of questioning



## Assessment Questions

- **Designed into the lesson plan to address:**
  - ▶ **Content**
  - ▶ **Procedures**
  
- **Review/rehearse questions to help judge students' understanding of:**
  - ▶ **Content**
  - ▶ **Procedures**



## Content Questions

- **Specific content questions:**
  - ▶ **Who?**
  - ▶ **What?**
  - ▶ **Where?**
  - ▶ **When?**
  - ▶ **Why?**
  
- **Summary content question asks for more thought**



# Prepare to Deliver Instruction

## Procedural Questions

- **Determine if student knows correct sequence of task**
  - ▶ Ask question before student performs
  - ▶ Have equipment and materials at hand



# Prepare to Deliver Instruction

## Opened and Closed Questions

- **Open question requires:**
  - ▶ **Synthesis and analysis**
  - ▶ **Comprehensive response**
  - ▶ **More than “Yes” or “No” response**
  
- **Closed question permits or allows for:**
  - ▶ **“Yes” or “No” response**
  - ▶ **Basic recall of material**
  - ▶ **Low-level response**



# Prepare to Deliver Instruction

## APCE Technique

- Ask

- Pause

- Call

- Evaluate



# Prepare to Deliver Instruction

## APCE Technique: Ask

- Questioning starts during instructional planning
- Structure questions according to student capabilities



# Prepare to Deliver Instruction

## APCE Technique: Pause

- Prevents spontaneous sounding off
- Gives time for thought
- Normal wait time is 5-15 seconds
- Distance learning may lengthen wait time
- Do not answer for students
- Evaluate instruction if wait times are excessive



# Prepare to Deliver Instruction

## APCE Technique: Call

- Create an environment of interaction (students realize you may call on them at any time)
- Use non-verbal cues to ID students who have tuned out



# Prepare to Deliver Instruction

## APCE Technique: Evaluate

- Reinforce appropriate responses by paraphrasing
- Explain where students went astray with wrong answers
- Do not be critical



## Check On Learning

**What is the difference between Content questions and Procedure questions?**

**How often should you ask questions?**

**Which are more difficult to answer, closed questions or open questions?**

**Explain the APCE technique. How would you use the “E” portion of the technique?**



# Prepare to Deliver Instruction

## Scenario

### INSTRUCTIONS:

Refer to ABIC Module 3: Practical Exercise  
“Questioning Techniques”



## ELO B Summary: Identify Question Types and Questioning Techniques

- Question types
- APCE technique



# Prepare to Deliver Instruction

## ELO C: Review the Lesson Materials

**ACTION:** Review the lesson materials

**CONDITION:** Given a training and education scenario and access to training and education information

**STANDARD:** The student reviewed the:

- Administrative Data section of the Lesson Plan
- Introduction section of the Lesson Plan
- Presentation section of the Lesson Plan
- Summary section of the Lesson Plan

(Continued on the next slide)



## ELO C: Review the Lesson Materials (Cont.)

- STANDARD:**
- Student Evaluation Section of the Lesson Plan
  - Training and education materials



## Plans for Instruction

- **Training Outline**
- **Lesson Plan**
- **Individual Task Analysis Report (ITAR)**

## Modifying Lesson Plans

- Training developers work with Subject Matter Experts to develop approved lesson plans.
- Instructors should not modify lesson plans without permission from TRADOC or the proponent of the lesson.
- If changes are needed, consult your training supervisor. Use DA Form 2028, *Recommended Changes to Publications and Blank Forms*, to comment on improvements to training materials.



# Prepare to Deliver Instruction

## Lesson Plan Section I: Administrative Data

**Course Number**

**Course Title**

**Academic Hours table**

**Security Clearance / Access**

**References**

**Equipment Required**

**Materials Required**



## Lesson Plan Section II: Introduction

**Method of instruction (MOI)**

**Instructor to Student Ratio**

**Time of Instruction in Minutes**

**Media**

**Motivator**

**Terminal Learning Objective (TLO)**

**Safety Requirements**



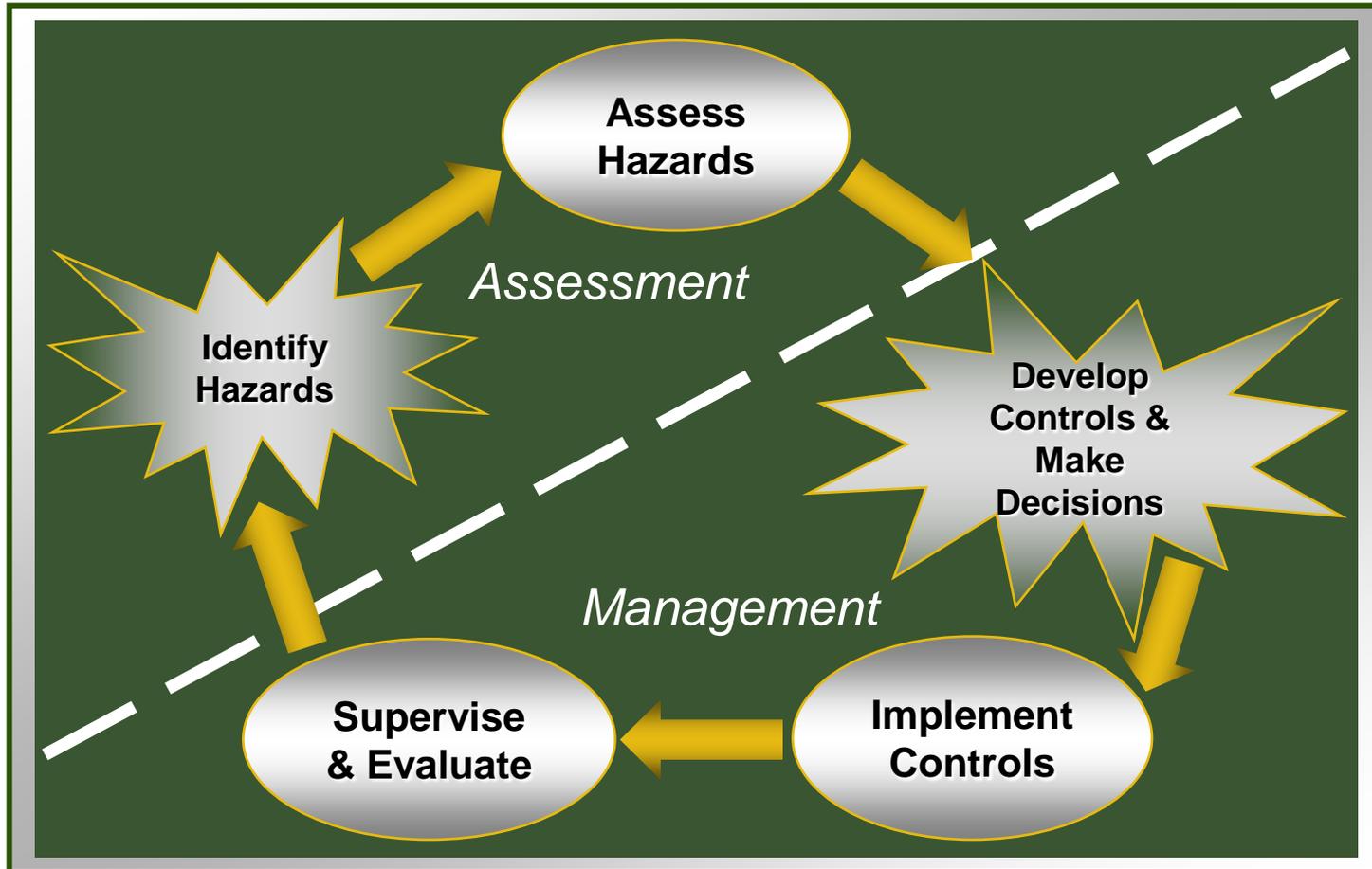
## Lesson Plan Section II: Introduction (Cont.)

- **Risk Assessment Level**
  - ▶ **Identify and assess hazards**
  - ▶ **Set values on risk elements**
  - ▶ **Compare risks against benefits**
  - ▶ **Eliminate unnecessary risks**



# Prepare to Deliver Instruction

## Composite Risk Management Process



Field Manual 5-19



# Prepare to Deliver Instruction

## Composite Risk Management (Cont.)

- Failures That Can Cause Accidents
- Individual
- Leader
- Training
- Standards
- Support



# Prepare to Deliver Instruction

## Lesson Plan Section II: Introduction (Cont.)

- Environmental considerations
- Evaluation
- Instructional Lead-in



# Prepare to Deliver Instruction

## Lesson Plan Section III: Presentation

- **Enabling Learning Objective (ELO)**
- **Learning Step/Activity (LSA)**
- **Checks on Learning**



# Prepare to Deliver Instruction

## Lesson Plan Section IV: Summary

- **MOI/Instructor to Student Ratio/Time/Media**
- **Check on Learning**
- **Review/Summarize Lesson**
- **Transition to Next Lesson**



# Prepare to Deliver Instruction

## Lesson Plan Section V: Student Evaluation

- Testing Requirements
- Feedback Requirements



# Prepare to Deliver Instruction

## Review Training Materials

- **Ensure training and education materials are current**
  - ▶ Handouts
  - ▶ Viewgraphs (PowerPoint)
  - ▶ Activity sheets
  - ▶ Equipment (Section I: Administrative Data)
- **Army materials online**
  - ▶ <http://www.army.mil/references/>
  - ▶ <http://www.adtdl.army.mil>
- **References**
  - ▶ Field manuals (Section I: Administrative Data/References)
  - ▶ Technical manuals (Section I: Administrative Data/References)



# Prepare to Deliver Instruction

## Personalize Lesson Plans

**Add questions**

**Add anecdotes**



## ELO C Summary: Review the Lesson Materials

- Administrative Data section of the Lesson Plan
- Introduction section of the Lesson Plan
- Presentation section of the Lesson Plan
- Summary section of the Lesson Plan
- Student Evaluation Section of the Lesson Plan
- Training Materials



# Prepare to Deliver Instruction

## ELO D: Identify Activities that Prepare the Learning Environment

- ACTION:** Identify activities that prepare the learning environment
- CONDITION:** Given a lesson plan to teach and student's notes
- STANDARD:** The student identified these activities:
- Prepare for use of the training and education site
  - Prepare for situations that hinder learning



# Prepare to Deliver Instruction

## Ensure Availability of Classroom/Training and Education Facility/dL Site

- Check training schedule
- Communicate with training supervisor



# Prepare to Deliver Instruction

## Check Adequacy of the Training Site

- Classroom needs
- Field training needs



# Prepare to Deliver Instruction

## Minimize Possible Learning Distracters

- Control line of sight
- Control temperature
- Control light



# Prepare to Deliver Instruction

## Maintain and Secure the Training and Education Site

Remind students to:

- Treat the environment with respect
- Keep classroom, bays, and field sites clean
- Police area before and after instruction
- Properly store supplies, books and personal property
- Properly log on and off computers



## Check On Learning

**When teaching in a field environment, what things must you consider that are normally not an issue in classrooms?**

**Besides heat and lighting, what other issues should you worry about while preparing the learning environment?**



# Prepare to Deliver Instruction

## Potential Training and Education Roadblocks

- Administrative
- Environmental
- Instructor
- Student behavior
- Emergencies



# Prepare to Deliver Instruction

## Administrative Roadblocks

- Lack of administrative support
- Re-assignment during training
- Additional duties



# Prepare to Deliver Instruction

## Environmental Roadblocks



- Construction work
- Aircraft flying overhead
- Heavy equipment operation
- Other training

# Prepare to Deliver Instruction

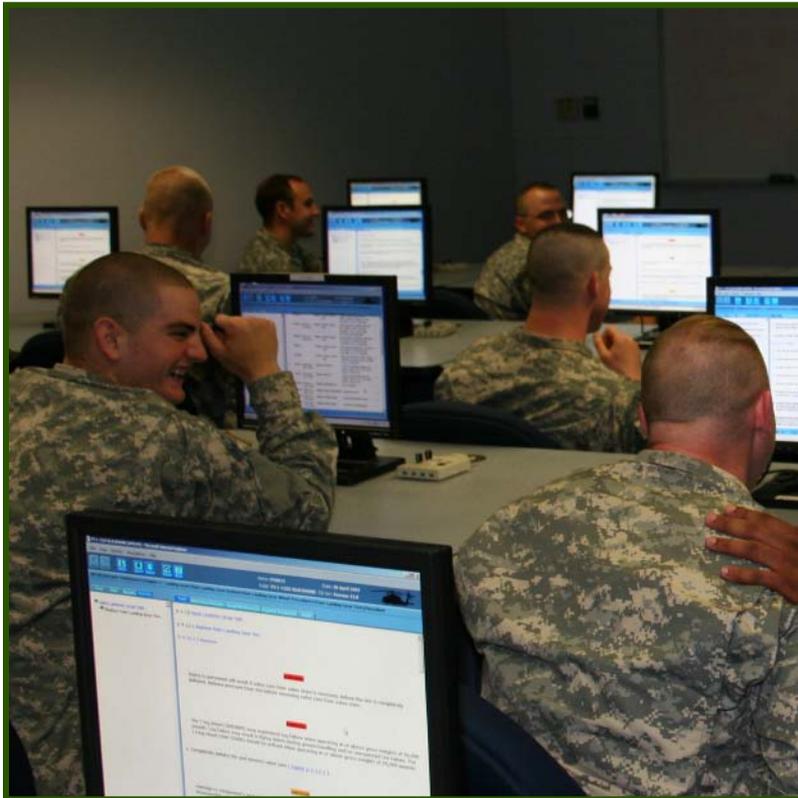
## Instructor Roadblocks

- **Sickness**
- **Not being prepared**
- **Not allowing student interaction**
- **Instructor as a “know-it-all”**



# Prepare to Deliver Instruction

## Student Behavior



- Disengaged or distracted
- Destructive or severely disruptive
- Misconduct and mild disruptions

## Emergencies



- Weather and natural disasters
- Terrorist attack or act of war

# Prepare to Deliver Instruction

## Alternative Strategies

- Alternate environments
- Cancellation of training
- Back-up plans



## Check On Learning

**What administrative roadblocks do you need to prepare for?**

**What environmental roadblocks do you need to prepare for?**

**What are some reasons you might have to employ an alternative strategy?**



## ELO D Summary: Identify Activities that Prepare the Learning Environment

- **Prepare for use of the training site**
  - ▶ Ensure the availability of a training site
  - ▶ Check adequacy of the site and equipment
  - ▶ Minimize possible learning detractors
  - ▶ Maintain and secure the training site
  
- **Prepare for situations that hinder learning**
  - ▶ Training roadblocks
  - ▶ Have alternative strategies



## Practical Exercise

### Lesson Plan Preparation

**Instructions:** Prepare a lesson plan for the topic that you will be presenting later in Module 5.



## Module Summary

To prepare for instruction:

- Identify effective communication skills
- Identify question types and questioning techniques
- Review the lesson materials
- Identify activities that prepare the learning environment

