

CADET

LESSON PLAN

Identification And Lesson Information	
<i>Instructor:</i> Capt.Barrieau	<i>Date:</i> 2024-10-07
<i>EO number:</i> EOM409.04	<i>EO title:</i> Cadet Assessment form & Using the Rubric
<i>Teaching points:</i>	<i>Duration:</i> 25 minutes
TP #1 - 409 Classroom Assessment Checklist	<i>Performance statement:</i> Instruct the cadets on how to use the Classroom assessment and Rubric to cover all aspects of an evaluation
TP #2 - 409 Classroom Rubric Assessment	<i>Standard:</i> The cadets will understand to use the rubric to be successful in an evaluation
	<i>Conditions:</i> Classroom / relaxed
	<i>Test details:</i> verbal
	<i>Trainees level:</i> Gold / Advanced
<i>Method(s):</i> Verbal / example / interactive	<i>Training aids:</i> Projector & handouts
<i>References:</i>	<i>Learning aids:</i> Examples & Interaction / Interactive
A-CR-CCP-804/PG-001 Chapter 3, Annex B, Appendix 4	
<i>Pre-lesson assignment:</i> n/a	
<i>Material needed for lesson:</i> Classroom, chairs, board, projector , dry erase markers	<i>Classroom setting:</i> easiest to set up
<i>Orientation board:</i> Front	

Review / Approach	Time	Action
<p>EO M409.03 – DESCRIBE LEARNER NEEDS</p> <p>TP #1</p> <p>Question #1 : What three processes involve the learner to have a meaningful learning experience?</p> <ol style="list-style-type: none"> 1. reflecting upon prior knowledge; 2. relating to real-life experiences; and 3. applying knowledge in future experiences. <p>Question# 2 : What is retention? How is it increased?</p> <ol style="list-style-type: none"> 1. Retention is the ability to remember material after it is presented. 2. The more information is repeated, the better the retention. <p>Question#3 : DESCRIBE THE 3 DEVELOPMENTAL PERIODS (DP)</p> <ol style="list-style-type: none"> 1. DP 1 Experienced Based (12-14yrs) <ol style="list-style-type: none"> a. Well Developed automatic responses b. Higher level thinking just starting to develop 2. DP 2 Developmental (14-16yrs) <ol style="list-style-type: none"> a. Higher level thinking starting to develop b. Learning about decision-making process 3. DP 3 Competency (17-18ys) <ol style="list-style-type: none"> a. Higher learning thinking skills are developed b. Learners are independent and responsible <p>Question # - List 3 different Learning Styles and a very short meaning of they mean</p> <ol style="list-style-type: none"> 1. Visual - Reading, visual aids 2. Auditory - Listeners & Talkers 3. Kinaesthetic - Doers, Touching, Doing 	5	<p>ASK CADETS</p> <p>FOR THE ANSWERS</p> <p>ALLOW THEM TO</p> <p>USE NOTES from</p> <p>NOTEBOOKS</p>

Introduction	Time	Action
Teaching points		
TP #1 - 409 Classroom Assessment Checklist	1	
TP #2 - 409 Classroom Rubric Assessment	1	
Importance (Why)		
As you make your way to level 4 training/Gold Star Cadet the ability to instruct a lesson to your cadets and teach it the "military way" so that everyone is teaching the same way and has the same standard of evaluation.	1	
Where the lesson fits in		
This year you will need to be able to instruct your peers and next year you will need to be able to teach the junior cadets. This needs to be done without difficulty.	1	
Overview of conduct of the lesson and precautions (if applicable)		
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Control statement and test details		
Test details will be verbal.		

Stage __ of __	Time	Action
Introduction		
Today we will Review the 4 different parts of the Assessment Checklist and some tips on how to get your lesson plan working with the checklist and rubric guide.	1	VERBAL
Body		
<p>Part # 1 - 409 PC ASSESSMENT CHECKLIST</p> <p>Review the general format of the Lesson</p> <ul style="list-style-type: none"> - LESSON PREPARATION <ul style="list-style-type: none"> - Lesson Plan - Instructional Aids - Classroom / Training area set up - LESSON INTRODUCTION <ul style="list-style-type: none"> - Review of Previous lesson (if applicable) - Introduction of lesson - LESSON BODY <ul style="list-style-type: none"> - Methods of instruction - Learning Environment - Effective use of Instructional Aids - Satisfaction of learner needs - Accuracy of Lesson Content - TP Confirmation - End of Lesson Confirmation - LESSON CONCLUSION <ul style="list-style-type: none"> - Lesson Summary - Re-Motivation - Description of next Lesson - COMMUNICATION <ul style="list-style-type: none"> - VOICE CONTROL - BODY LANGUAGE , DRESS AND DEPARTMENT - QUESTIONING TECHNIQUES - TIME MANAGEMENT <p>*** IMPORTANT ***</p> <ol style="list-style-type: none"> 1. It only takes 3 "I - Incompletes" to outright fail the evaluation 2. There needs to be some sort of kinetic component in the lesson (an activity that makes them move qualifies) 3. There needs to be some sort of visual aid with your presentation 4. Any failed evaluation will have a remedial opportunity with the same lesson at the earliest opportunity 5. As of 11-Nov-24 ALL Gold star cadets will be required to arrive prepared with their lesson plan. If selected to instruct and unprepared, they will fail their evaluation immediately and be put into a holding pattern until remedial evaluations are conducted - If they arrive unprepared for their remedial evaluation they will fail PO409 in turn not passing gold star 	5	<p>stress the bottom of the assessment checklist has 4 ratings</p> <p>I=incomplete</p> <p>D=Completed with Difficulty</p> <p>C=Completed without difficulty</p> <p>E=Exceeded Standard</p> <p>I - INTEREST C-COMPREHENSION E-EMPHASIS P-PARTICIPATION A - ACCOMPLISHMENT C - CONFIRMATION</p>
Confirmation		
<ol style="list-style-type: none"> 1. How many incompletes does it take to fail an evaluation 2. Give me 2 examples of visual aids 3. What is something else that is important to include in an a lesson (a must) *** Activity *** 	2	STRESS 3 POINTS

Stage __ of __	Time	Action
Introduction		
TP # 2 - RUBRIC ASSESSMENT FORM Tonight we will quickly go over the Rubric to give you some examples of how to maximize the success of your evaluation. This form is used by everyone that does an evaluation on you	1	VERBAL
Body		
<ol style="list-style-type: none"> 1. Cadets are permitted to bring all issued papers including lesson plan, rubric and marking scheme up with them when they teach so they can review the document as they teach to ensure they are getting all the points 2. Go over examples of Rubric <ol style="list-style-type: none"> a. LESSON PREP <ol style="list-style-type: none"> i. PICK OUT 2 IMPORTANT ITEMS b. LESSON INTRODUCTION <ol style="list-style-type: none"> i. PICK OUT 2 IMPORTANT ITEMS c. LESSON BODY <ol style="list-style-type: none"> i. PICK OUT 4 IMPORTANT ITEMS <ol style="list-style-type: none"> 1. EFFECTIVE USE OF INSTRUCTIONAL AIDS 2. ACCURACY OF LESSON CONTENT 3. TP CONFIRMATION 4. END OF LESSON CONFIRMATION d. LESSON CONCLUSION <ol style="list-style-type: none"> i. PICK OUT 2 ITEMS e. COMMUNICATION <ol style="list-style-type: none"> i. PICK OUT 2 ITEMS f. TIME MANAGEMENT <ol style="list-style-type: none"> i. PICK OUT 1 ITEM 	10	HAVE CADES GIVE SOME EXAMPLES OF WHAT THEY NEED TO DO TO MAXIMIZE EVALUATION USING THE RUBRIC USE POINTS TO THE LEFT.
Confirmation		
QUESTIONS: <ol style="list-style-type: none"> 1. HOW WOULD YOU EXCEED THE STANDARD FOR "LESSON PLAN" BASED ON THE RUBRIC? 2. HOW COULD YOU MAXIMIZE YOUR RESULTS FOR "TP CONFIRMATION" USING THE RUBRIC? - ** CREATIVITY,AUDIENCE COMPREHENSION 3. HOW WOULD YOU ACHIEVE COMPLETE WITHOUT DIFFICULTY FOR "QUESTIONING TECHNIQUES"? ** 	1	

End of Lesson Confirmation / Test	Time	Action
Introduction		
The purpose of the lesson was to provide you with a review of the evaluation form the parts and also tie in the rubric form so you know what we are looking for an how to achieve an assessment with "COMPLETED WITHOUT DIFFICULTY"	1	verbal
Confirmation Question / Activity / Test Details		
<ol style="list-style-type: none"> 1. How many Incompletes does it take to fail the evaluation? 2. Give me 1 type of visual aid 3. Give me an example of an activity you can do to ensure comprehension during a lesson. 	1	verbal

Conclusion	Time	Action
Safety precautions		
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Restatement Of Why (From Introduction)		
<i>The cadets will understand to use the rubric to be successful in an evaluation and maximize the evaluation</i>		
Summary		
Today you were introduced to the evaluation form, rubric and went over examples of how to maximize your evaluation		
Remotivation		
You all have been in a good class today, I am sure if you follow the rubric and evaluation form you will get a MEET without Difficulty. It can take a couple of times to be successful and nail the format. EFFORT = Success.		
Distribution of Handouts		
MWO Zafar handouts		
Overview of next lesson		
M409.05 – INSTRUCT A 30-MINUTE LESSON CI.MAYNE AND MWO.ZAFAR WILL PROVIDE A SCHEDULE		