



State of California – Military Department
California Cadet Corps

CURRICULUM ON LEADERSHIP

Strand L2: Communications

Level 11

This Strand is composed of the following components:

- A. Listening & Cooperating
- B. Organizing Your Thoughts
- C. **Teaching Effectively**



**Think, Listen, Speak, and
Write to Influence**

Table of Contents

C. Teaching Effectively.....	3
Objectives	3
C1. Introduction to Teaching	4
C2. Planning a Lesson	5
C3. Presentation of Material	12
C4. Classroom Management Techniques	16
References	17

C. Teaching Effectively

Standard #3: Cadets emerge as experienced leaders ready to succeed in college and career.

OBJECTIVES

DESIRED OUTCOME (Leadership)

At the conclusion of this training, Cadets will be able to plan a lesson, draft a lesson plan, and teach a class.

Plan of Action:

1. Identify skills used in teaching.
2. Develop learning objectives for a class/lesson/training session
3. Develop an assessment for a class/lesson/training session
4. Write an outline for a class that includes accomplishment of the four phases of learning, with an Introduction, Body and Conclusion that assesses, reflects and reinforces.
5. Develop a lesson plan using the Cadet Corps Lesson Plan Template
6. Describe the rehearsal process
7. Identify rules for using visual aids
8. Identify the 'what right looks like' of presentation skills (eye contact, voice, body language confidence, and audience engagement).
9. Describe the role rules play in classroom management
10. Describe how consequences to breaking rules helps you manage your classroom

C1. Introduction to Teaching

This just might be one of the most useful and important subjects you learn in the California Cadet Corps. Depending on what you do with your life, the ability to teach can be enormously useful. It certainly is one of the skills that helps you develop your leadership abilities. Even if you don't end up in a job or position where you teach others, you're in one now – being a cadet leader means you play a role in teaching junior cadets. If leadership is influencing and directing people to accomplish a goal, teaching is often the way you do that. In a classroom or other learning environment, you are influencing your cadets with knowledge about a subject or skills to accomplish a task. You are affecting the way they feel or believe, and you are motivating them to do what you want them to do. That's leadership!

Our goal in this section is not to make you a professional teacher, or even to motivate you into that field of study. We hope that we've been able to keep this topic simple, start at the basic skills and knowledge you need as a cadet to teach other cadets, and give you opportunities to practice. We expect that you've already picked up some teaching skills as part of your leadership development. This isn't a course for first-year cadets (usually). As an NCO or cadet officer, you're now ready to take on these skills. Along the way, we hope you will develop skills that you may be able to use in college or in your professional life.



What skills do you need to teach? There are many, but here are some:

Know your material. Especially now, when you're just developing your teaching skills, it helps to really know your material well. That generally means you like the subject and are motivated to share it with others. You'll be better able to explain required concepts or tasks. And you can focus your improvement on the presentation, not on learning the material yourself.

Communication. A huge part of teaching is communicating information. It might be verbal, written, or via any other route from practical demonstrations to artistic interpretation – whatever gets your point across. Patience. People learn at different rates. If you have to explain something seven times in seven different ways before it sticks, that's just part of the job. And when faced with challenging behavior, you need to stay calm and patient and not lose your temper.

Creativity. People learn best when they're doing something fun and interesting. It's up to you to be creative in your approach, finding novel and enjoyable ways for your cadets to learn.



Enthusiasm. Your enthusiasm is infectious. If you love your subject and your role, you'll be able to engage the people you teach. You'll need to motivate your cadets to learn, and you may have to try different leadership tools to reach different cadets.

Confidence. Confidence helps you when you're standing up and talking to a group of people. A lot of your confidence goes back to knowledge of your subject, and is enhanced by rehearsing multiple times. Organization. Both in putting your teaching plan together in a logical, easy to learn format, and managing your time so that you're prepared to teach when the time arrives, organization skills will help you. Some teachers are loud and energetic, others quiet and dedicated, and all can make a difference in their own way. You don't have to fit someone else's concept of what a teacher (or leader) acts like. You just need to successfully accomplish your goals of conveying the material to your cadets. (Bright Network, Accessed in NOV 2020)



Presentation Skills. Lesson C3 will go into this in more detail. There are many ways to present your material, depending on the instructor, the students, the venue, and the material itself. Each way has rules, written or unwritten, about how to teach in that situation. If you use slides, know the rules for slideshows. If you're doing hands-on learning, know how to keep students' attention, teach step-by-step, and repeat until they have it down. If lecturing, know how to talk to a class of students while keeping them interested. If using a virtual platform, understand how to engage with your students. You'll often use a mix of techniques to convey your information. Generally, the more interactive you can be within the class, the better the class will be.

The bottom line when you teach is to accomplish your goal. It doesn't matter if you taught an amazing class if the students don't learn the material. Know what your goal is, have a good plan to reach it, and develop a way to assess your success. If you didn't succeed, do it in a different way that WILL work.

C2. Planning a Lesson

Once you know what your topic, subject, or task is going to be, you can get started. You may want to use CR 3 (Training), Appendix C – the Cadet Corps Lesson Plan Template. This isn't required, but walks you through the planning process. We will use it here, but you can adapt this information to your own process. There are 5 Steps:

learning objectives: what you determine the student should know or be able to do at the end of your instruction.

Step 1: Identify the **CACC Standard**, and develop your **learning objectives**

Step 2: Select the method(s) you will use to **assess** their understanding, knowledge, and skill

Step 3: Develop the steps you will use to get the cadets to learn **the material** you are presenting so they are successful on the assessment (this includes the outline of what you will cover)

Step 4: Gather the **materials** you need for the class

Step 5: Assess and **critique** your class

Step 1: Identify the **CACC Standard**, and develop your **learning objectives** **CACC Standards** are identified in CR 3. There is one standard for each of the four Subject Areas in the CACC Curriculum. They help us align our lessons with career technical education (CTE) or content standards for California public schools.

CACC Standard #1: Military Subjects

Students gain identity and belonging as a Cadet while developing self-control, respect, discipline and confidence

CACC Standard #2: Citizenship

Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States

CACC Standard #3: Leadership

Cadets emerge as experienced leaders ready to succeed in college and career

CACC Standard #4: Wellness

Cadets are healthy, well-rounded and prepared for the physical and stress demands of college, career, and life

WHY WE USE LESSON PLANS

Lesson planning is at the heart of effective teaching. Whether you have days or decades of teaching experience, lesson planning can enhance your impact!

by Dr Lincoln Gomes and Georgie Lowe

1 TO PRODUCE UNIFIED LESSONS

Enables multiple teachers in a course to provide a consistent delivery and message to all students.



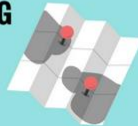
2 TO FOCUS ON WHAT STUDENTS ARE DOING

Provides an opportunity for teachers to think about the types of activities needed to meet the learning outcomes, how long the activities take and how students will be grouped.



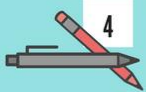
3 TO MAKE THE LEARNING JOURNEY EXPLICIT

Provides an opportunity to identify, and make explicit to learners, links within course content.



4 TO REFLECT ON ONE'S OWN CONTENT KNOWLEDGE

Enables the teacher to evaluate their own knowledge of the content to be taught.



5 TO IMPROVE TEACHER CONFIDENCE

Enables the teacher to remain in control of their lesson, and keep students on track.



6 TO MAKE IT EASIER TO SHARE PRACTICE

Enables other teachers to understand how your lessons are sequenced. This is especially important when someone else is filling in for your lesson.



7 TO CREATE A RECORD

Serves as evidence of professional performance, and a record of how your pedagogy evolves over time. At the end of the teaching period, it can be motivating to look over your records and see the impact you've had.



8 TO PROMPT CONTINUING SELF-REFLECTION

Provides a framework for you to reflect on your teaching practice and make adjustments.



Learning objectives (Stauffer, 2019) list what students will be able to do after completing the lesson. These objectives let you easily tell if your lesson has effectively taught your students new concepts and skills. It can feel overwhelming to pin down specific takeaways for a lesson, but you can break the process into steps to do it in a breeze! It's good to develop them up front – so you're planning your class based on what you've decided you want your students to learn. But always go back once you have your plan complete, and make sure that changes you made while you were planning didn't take you in a different direction. Make sure your learning objectives still fit the plan.

First, it's best to view your lesson objectives as goals for your class and students. One of the most popular goal-setting strategies is the "SMART" criteria, which ensures goals are focused. In the context of lesson planning, you can use the SMART criteria to determine your lesson objectives:

- Is the objective specific?
- Is the objective measurable?
- Is the objective attainable by all students?
- Is the objective relevant to your class and students?
- Is the objective time-based to align with your syllabus?

For each objective, it's important to start with an action that relates to what students should be able to do after the lesson. Depending on what topic you're teaching and the level of knowledge your students have, these actions will vary. For example, when teaching brand new concepts, you may develop actions like *define*, *identify*, *explain*, and *determine*. However, if your lesson involves more advanced tasks, the objectives may include actions like *create*, *use*, *perform*, or *measure*. Notice that all

these verbs require the cadet to DO something. Avoid verbs like know or believe or understand – it's hard to assess a state of mind. To see these phrases in context, let's look at examples that a cadet officer might choose when teaching Map Reading.

For an introductory lesson about Map Reading, goals could be:

- Identify the colors used on a topographical map and what they stand for
- Determine a 6-digit grid coordinate for a point on a map
- Define types of maps

In a more advanced class, goals might include:

- Create a simple compass course involving distance and direction for five points
- Use the declination diagram to convert a grid azimuth to a magnetic azimuth
- Measure distance of a curved road on a topographical map using feet and meters



Add a time element, and your goals are SMART, and can be used as learning objectives!

Sample Learning Objectives:

At the end of this class, 90% of cadets will be able to properly conduct Present Arms with a rifle according to CR 3-21.5, paragraph 2-5.

At the conclusion of this training, all cadets will be able to identify a location on a topographical map using a six-digit grid coordinate.

At the end of the course, 80% of the cadets will pass a multiple-choice test of questions taken from the material taught throughout the weekend with a 70% or higher grade.

The best standards to use are quantitative – using numbers. They are generally easy to assess how well your student performs the task. Qualitative standards use something other than numbers to measure performance. They require the evaluator to make a judgement. If you must use a qualitative standard, avoid vague words such as “effective,” “acceptable,” “proper,” “correct,” or “average.” They’re a lot harder to write; it’s best to stick with quantitative standards if you can!

Step 2: Select the method(s) you will use to **assess** their understanding, knowledge, and skill

The end result of your class must have some type of assessment, so you and the cadets involved know whether they successfully learned the material. As you can see from the table, there are many ways to assess their performance. How you elect to do that will depend on what you’re teaching (History of the Cadet Corps is very different from Right Face or How to read a grid coordinate), the cadets involved (first year, more experienced, age, etc.), time available, and even type of class (school vs leadership academy vs encampment).

Quiz / Test (Kahoot?)	Worksheet	Oral Questions	Game	Essay / Paragraph
Performance Task	Art Activity	Singing / Song	Marching	Team Sport
Fitness Activity	Group Project	Group (squad) Quiz	Discussion	Other

The availability of programs like **Kahoot!** In recent years has given us more exciting assessment tools. You can have a simple Kahoot at the end of your class or incorporate your whole class into the Kahoot. Be innovative!

Once you have decided on the best tool to use, what do you assess? Go back to your learning objectives and review what you wanted the cadets to get out of the lesson. Review the key points that you emphasized, especially the ones that are central to understanding the topic or doing the task. Develop your assessment from these.

Step 3: Develop the steps you will use to get the cadets to learn **the material** you are presenting so they are successful on the assessment

This is a large and critical step which contains the meat of your instruction. You will both plan the various parts of the class and the contents of what you'll cover. It consists of:

- **Engaging Beginning** – What will you do to get the cadets interested in your topic?
- **Activate Prior Knowledge** – How will you get cadets to show you what they already know about the topic?
- **Direct Instruction** – What information will you present to your cadets through direct delivery? Are there steps to the task you're teaching, or major points you can separate into your outline?
- **Group Practice** – What questions / activities will cadets do in small groups to practice the skills you have just taught?
- **Independent Practice** – What questions / activities will cadets do individually to practice the skills you have just taught?
- **Assessment:** What will you now do to make sure that the "Message Given" is the "Message Received? How will you test cadets' knowledge, skill, and understanding of this topic? (specifics)
- **Re-teaching:** What steps will you take to help cadets who "do not get it" the first time the material is taught?

Engaging Beginning: How will you introduce the topic? This can also be thought of as your attention-getting-device. How will you motivate the class to be interested in and want to learn the subject? Some people like ice-breaker activities, some like dramatic actions, some engage by questioning the students, some play a short video. There are many ways you can go about this. Only you know your preference and what works best for you. Plan how you will start the class.



Activate Prior Knowledge: In some cases, this won't be the first time that cadets are introduced to the subject. Or some cadets may have prior knowledge. Or there may have been other classes that lead up to the class you're teaching. In other cases, your subject may be similar enough to previous training that you want to point it out (especially when teaching drill). Whatever the situation, identify the previous training or prior knowledge your cadets have, and remind them of it in some way. You may do this by asking questions, having them perform a task, do some kind of short assessment, or something innovative.

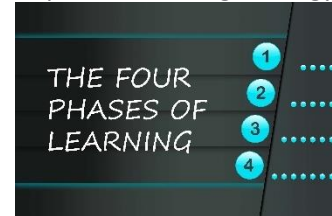
Direct Instruction: This is the meat of your class. Outline the class so that it's broken into parts. Make sure you determine all the information you want to convey. Don't write out sentences – this works best as bullets.



Group Practice: Does this subject lend itself to group work? It's great, if you can, to break the cadets into small groups to go over the subject. In drill, this might mean letting squads march on their own under the command of the Squad Leader, practicing what you've just taught. In a class, working together on a practical exercise or even just a worksheet of questions brings the students together to reinforce the material.

It's also a great idea to find out how other leaders address the topic. You can do this by talking to your Commandant or other senior cadets, or searching for class ideas on educational blogs. After writing out a rough draft of your lesson procedure, many teachers outline it according to a specific teaching strategy. One strategy that teachers use is four phases of learning (Stauffer, 2019):

1. Explore: Cadets discover a concept
2. Learn & Practice: Cadets apply their discoveries
3. Reflect: Cadets review what they've learned
4. Reinforce: Cadets apply their knowledge in practical exercises



Phase 1 – Explore

In the Explore phase of your lesson, you'll introduce the objectives of the lesson and discuss key concepts cadets should know. This portion of your lesson procedure includes your engaging introduction to get cadets thinking about a new concept, or a demonstration or attention-getting-device. Ultimately, the strategy you use in the Explore phase will depend on the topics you'll be teaching and your cadets' prior knowledge.

Phase 2 – Learn & Practice

In the Learn & Practice phase, your cadets will work independently to get into the details of your lesson. You can use your main curriculum resource, which may be the text from the CACC Curriculum or a more specific manual that presents the information, like the Drill & Ceremonies Manual. Your cadets can read through an assigned passage to take notes or complete a worksheet. This is a good opportunity to have the cadets familiarize themselves with the curriculum by having to look up and answer focused questions. You may also incorporate a class activity, group work, or skills practice to further engage your cadets in what they're learning. It may even be a traditional PowerPoint presentation of the topic. Overall, this phase will make up the bulk of your lesson time, so be sure to detail everything out in your lesson procedure!

Phase 3 - Reflect

In the Reflect phase, students will look back (and reflect on) what they've learned in the lesson. Most often, instructors lead a class discussion with critical thinking questions for students to answer aloud or in their class journal. It's important to list the questions you plan to ask within the lesson procedure, to make sure you don't forget anything! If you encourage Cornell Notes, make sure your cadets are filling in the appropriate sections here.

Phase 4 – Reinforce

In the Reinforce phase, cadets will apply what they've learned through critical thinking activities. Depending on the lesson, you may want cadets to complete these tasks individually or as part of a group. This portion of the lesson procedure helps you gauge if your cadets will achieve the lesson objectives and often tie in with the assessment method!

Include the four phases in your outline, with Phase 1 being your Introduction, Phase 2 your Body, and Phases 3 and 4 your Conclusion.

Step 4: Gather the **materials** you need for the class

Without this list, you may accidentally forget to print an important document or coordinate to get drill rifles or gather the right in-class workbooks. Common types of lesson materials include:

- Student handouts
- Textbooks
- Visual aids
- Grading rubrics
- Activity packets
- Computers / Tablets

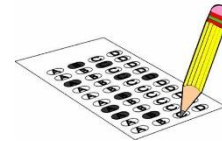


The list of materials for each lesson depends on what you plan to teach, how you'll teach it, and how you'll measure lesson objectives.

Step 5: Assess and **critique** your class

The assessment method measures whether your cadets learned a lesson's information and met your lesson objectives. There are dozens of ways to measure student learning through formative assessments. Some of the most common assessment options include:

- Quizzes
- Hands-on activities
- Writing assignments
- Group presentations
- Exit slips



Your assessment method may be an in-class assignment or homework for cadets to complete prior to the next class. For drill & ceremonies, it could be an informal drill competition or drilldown. When choosing your assessment method, it's important to incorporate your lesson objectives. If an objective was related to understanding a concept, consider an assessment that requires cadets to explain that concept. If an objective was for cadets to demonstrate a skill, design an assessment to confirm they can perform that skill. Also, while many assessments receive grades in a class, formative assessments don't always need to be graded! Ultimately, the purpose of this assessment is to measure how well your cadets learned a lesson's material based on the way you presented information.

Here's the Cadet Corps Lesson Plan template that walks you through this process to plan a lesson. This is a good point to do some practice.

Assign a topic from the CACC Curriculum for each cadet leader to teach. They should plan their lesson using the provided Lesson Plan Template found on the next page.

CADET CORPS LESSON PLAN TEMPLATE

Name of Instructor:	Date of class:	Start time:	End Time:
Number of Cadets:	Location of Class:	Asst. Instructor(s):	Total length of class:

Step 1: Decide what you want your cadets to know and be able to do at the end of your instruction.

Select which CACC Standard you will be teaching:

Standard 1	Military Subjects
Standard 2	Citizenship
Standard 3	Leadership
Standard 4	Health & Wellness

Which lesson(s) will you be teaching? Write the **learning objectives** in SMART format (Specific, Measurable, Achievable, Relevant, Time-bound).

Step 2: Decide how you will know your cadets have learned what you taught. Select the method(s) you will use to ASSESS their understanding, knowledge, and skill:

Quiz / Test	Worksheet	Oral Questions	Game	Essay / Paragraph
Performance Task	Art Activity	Singing / Song	Marching	Team Sport
Fitness Activity	Group Project	Group (squad) Quiz	Discussion	Other

Step 3: Write out the steps you will use to get the cadets to learn the material you are presenting so they are successful on the assessment. Do this on a separate sheet of paper/file.

- a: **Engaging Beginning** – What will you do to get the cadets interested in your topic?
- b: **Activate Prior Knowledge** – How will you get cadets to show you what they already know about the topic?
- c: **Direct Instruction** – What information will you present to your cadets through direct delivery?
- d: **Group Practice** – What questions / activities will cadets do in small groups to practice the skills you have just taught?
- e: **Independent Practice** – What questions / activities will cadets do individually to practice the skills you have just taught?
- f: **Assessment:** What will you now do to make sure that the “Message Given” is the “Message Received”? How will you test cadets’ knowledge, skill, and understanding of this topic? (specifics)
- g: **Re-teaching:** What steps will you take to help cadets who “do not get it” the first time the material is taught?

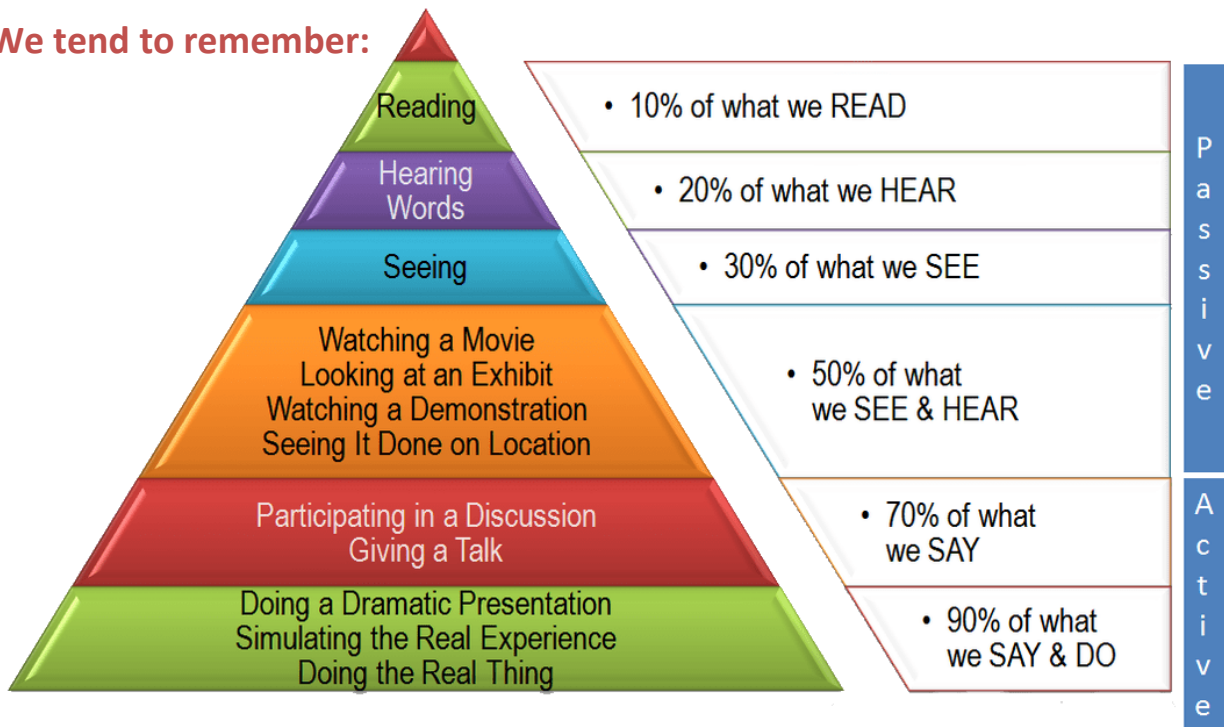
Step 4: Gather the materials you need for the class. What materials will you need for the class?

Step 5: After the class: What went well in your class and what would you do differently next time to make the class better?

C3. Presentation of Material

Lesson C2 got you through the planning process of how you'll teach your material. Now we need to discuss where the rubber meets the road – doing it! Teaching your class.

We tend to remember:



There are articles debunking this “Cone of Learning.” Apparently, there’s no scientific research to back it up, and the percentages given are just made up. Personally, I remember more from reading than I do from hearing or seeing – that goes into the different ways people learn. There is some validity, however, in the concept, so we’re presenting it here anyway – with the acknowledgement that it’s not gospel. At the very least, acknowledge that people learn in different ways, and combine different methods of presentation, so that the repetition and variety help increase what your students remember. Show the slide, talk about the idea (without reading it off the slide), have them answer questions about it, have them practice it, etc. The more ACTIVE you can make a learning experience, the more students will remember about it. If you’re teaching a task, you need to get your students DOING the task.

For example, I just sat through a class on Marksmanship. It was a good class. The instructor used demonstration, slides, and description. But we never DID anything. I have a background in shooting, so I was able to take the concepts and relate them to what I’ve done in the past. But students in that class who have never held a gun didn’t really have a clue what the instructor was talking about. If I want you to understand how to aim a gun at a target, I really need to get you holding a gun and looking through sights at a target. And ideally, even that is just the beginning. Without shooting a bullet at the target, we won’t really know if you understand how to aim the gun to hit a target. Of course, I could use a fancy laser tool that simulates firing the gun- that works great, and I don’t have to waste bullets. And it often comes with a program that tells you how well you’re aiming based on multiple tries, and what you’re doing wrong if you’re not hitting the bullseye.

I see and I forget.

I hear and I remember.

I do and I understand. -Confucius

Rehearse. You don't just plan a lesson and then go and teach it. Experienced teachers can do this, but when you've rarely done it before, it's going to take a little more preparation to be successful. This is where you will fail! Don't believe me? Just wait. I've taught hundreds of cadets the basics of public speaking and teaching, and very few of them have rehearsed, unless we forced them to. You either think you don't need to (wrong!), you run out of time (time management is a leader task!), you don't know how to (read on . . .), or you're too lazy (possibly).

Once you have an outline for your class, go through it thoroughly and get very familiar with it. Are you going to use the outline itself as a teaching aid? Other options (which make you look like you know what you're doing) are to use slides or visual aids that will walk you through the major points of the class.

Speaking in front of groups comes naturally to some people, but the rest of us have to work at it. Some people are REALLY nervous speaking to a group. That's when rehearsing really helps. The more you rehearse, the more confident you'll feel, and the less nervous you'll be. It does get better with practice, but some people need a lot of practice to get through the nerves. Speaking in public is one of the more common phobias – it's called Glossophobia, and experts estimate that 75% of people suffer it to some extent. Just think of it – if you can tackle this skill now and overcome it, you will have an advantage in the workplace over 75% of your peers!

Rehearsing involves teaching the whole class, ideally multiple times. Your first rehearsal may just be sitting reading your outline and figuring out the words you'll use to reinforce the concepts you're conveying. Then you may stand in front of a mirror to go through it a little more formally. Use your slides or outline or notecards – whatever you're going to use to teach the class. Notice whether you're glued to your crutch (the notes). If you are, you need to practice to the point where you can glance at your notes, then convey whole concepts without reading your notes again. You need to be watching the class, not the slides or your notes.



Once you're comfortable getting through the class on your own, get a friend or parent to sit through it and give you feedback on what they notice. It might be that you say "Um" all the time, or that you don't make eye contact, or that your slides don't make sense to them, or that you mispronounce a word. Take that feedback and work through the problem until you've solved it. The "Um" problem is pretty hard to solve, and will take more than a little rehearsal – it takes lots of practice to get rid of. If you can't find someone to teach to, video yourself teaching the class, then watch the video (but another person works way better).

If you can, rehearse using everything you plan to use in the class, and even try to rehearse in the same place you'll be teaching the class. It's a good way to find out the WiFi doesn't work or there are no pens that work with the whiteboard. The Army calls this "Train as you Fight."

Visual Aids. Whatever visual aids you use – DO NOT READ THEM TO THE CLASS!

What kind of visual aids work best? That may depend on the material, but popular choices are:

- playing a video
- using slides
- posting and referring to diagrams or posters with information
- writing bullets or information on a whiteboard



Videos are great! They're usually professionally made, capture your students' attention, and are easy! Just make sure they specifically address what you're teaching. A video that doesn't make your points or lead toward reinforcing your learning objectives is a waste of time.

Slides help you convey the information you're saying to your students and help keep you on track. Using slides is better than just talking – almost always. But don't get carried away with slides. Here are some general rules for using slides:

- Don't be too wordy – bullets are usually better than sentences
 - Keep the number of bullets on each slide low (ideally around 4)
- Be clear – they need to be readable:
 - Not too small a font
 - Use an easy-to-read font like Arial or Calibri or Times New Roman
 - Most slides should have a creative image or graphic – even just a small one
 - Careful with colors – sometimes they're hard to read
 - They can be clear on the screen, but fade away (or blend together) when projected
- Slides are good to use as Notes Pages – provide them up front
 - You don't want your students putting all their attention into copying your slides into their notes – you want them to listen and take KEY notes
- You can use the bells and whistles of PowerPoint to some extent. It's not bad to program in transition and animation as you go from slide to slide or concept to concept. But again, don't get carried away. Don't let it distract from the purpose of the slides – to convey information.
- Double-check your spelling, grammar, spacing, font size and style
 - Have someone else go through looking for errors
- Above all – don't read your slide to your students!



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Posters or diagrams or notes on the whiteboard are effective if you have nothing else. For a first-time class, they are a check-the-box visual aid, and better than nothing. For a simple class – let's say you're teaching first-year cadets about the California Cadet Corps Honor Code – it's enough. Whether you gather your class around the poster of the Honor Code that is in your classroom, or write the Honor Code up on the whiteboard, it gives the cadets the specific words they need, and something to focus on while you're talking about it. I certainly wouldn't teach a class on the Honor Code without having some kind of visual aid they can look at!

Another, again not ideal but okay, visual aid may be to turn to a diagram, picture, or other information in a **textbook** during the class. “Turn to page 10 of your Cadet Handbook as we talk about the Leader’s Code.” This can focus your students’ attention away from the instructor, which isn’t always what you want, but it does reinforce to them where they need to go to find the information on their own.

Virtual Classrooms. You may want to prepare your class to be available in a virtual format, using Google Classroom or Zoom or another platform. How will this change your class? What are the concerns in a virtual environment that you don’t have in a traditional classroom?

- Almost always, it’s more difficult to engage with students in a virtual classroom. It helps to require them to have their videos on (not muted), though this can cause distraction and sometimes embarrassing situations
- It’s tempting to just talk through the class, as it takes more time to query students for answers to questions. Take the time – ask and receive answers from students
- You still need to follow the steps of planning a lesson, with visual aids, an assessment, reflection and reinforcement
- Can you find a way to have students conduct hands-on activities? This pulls them into the class and engages them. Even some levels of drill may be done this way, if you’re innovative!

Public Speaking Basics. You can use this rubric to consider other aspects of presenting material to a group, in either an instructional setting (class) or public speaking (presentation). Read through each skill to get an idea of ‘what right looks like.’

Presentation Skills Assessment Rubric

	Outstanding	Excellent	Good	Developing	Limited
Eye Contact	Presenter made eye contact for the duration of the presentation without using any notes or palm cards	Presenter consistently made eye contact with the audience during the presentation	Presenter regularly made eye contact with the audience throughout the presentation	Presenter made some eye contact with the audience throughout the presentation	Presenter made no or limited eye contact with the audience throughout the presentation
Volume, Clarity and Expression	Presenter mastered speaking clearly throughout the presentation with volume and expression that emphasized key messages	Presenter consistently spoke clearly throughout the presentation using strong volume and engaging expression	Presenter spoke clearly and at a reasonable volume, experimenting with expression	Presenter’s volume was soft and difficult to hear and had little or no expression	Presenter’s volume could not be heard by all audience members and the presentation lacked the use of expression
Body Language	Presenter stood strongly throughout the presentation using their hands to engage the audience	Presenter consistently stood strongly throughout the presentation	Presenter stood throughout the presentation with minimum fidgeting	Presenter faced audience, displaying signs of restlessness	Presenter turned away from the audience and fidgeted throughout the presentation
Confidence	Presenter mastered presenting confidently and displaying enthusiasm	Presenter was very confident and enthusiastic while presenting	Confidence displayed throughout the presentation	Little confidence displayed throughout the presentation	Shy, over nervous and lacking confidence
Audience Engagement	Audience was highly engaged	Audience was consistently engaged	Audience was engaged for most of the presentation	Audience was disengaged for some parts of the presentation	Audience appeared bored and disengaged for the duration

(Motivated Minds, Accessed in DEC 2020)

C4. Classroom Management Techniques

The term ‘classroom management’ refers to a wide variety of skills and techniques that teachers use to ensure their classroom runs smoothly, without disruptive behavior from students. Luckily, we’re not teachers, so we don’t have to completely master this skill.



We’re more concerned about ‘Cadet Management.’ And that comes back to leadership – the whole focus of our program in the California Cadet Corps! When you are teaching, you are still a leader – even more so. You are also part of an organization – your battalion – that has what the military calls a ‘climate.’ The climate of your unit will be the biggest factor in your Cadet Management. Are your cadets self-disciplined? Are they respectful and well-behaved when they’re in your Cadet Corps classroom? Do they follow the procedures that your unit leaders (Commandant or Cadet) have set for the unit? If the answer to these questions is NO, then you have more problems than learning how to teach a class. Your unit needs to work on the basics of the cadet leadership program.

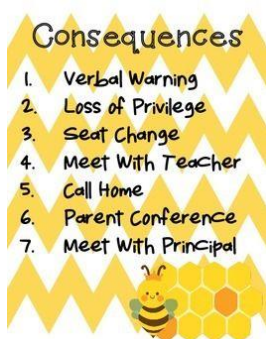
It’s good to have rules in your classroom. Your Commandant probably already has these. Since you may occasionally be an instructor, but you’re not the teacher, you don’t really get to make the rules. If you’re a leader in your program, you should have input on this, and when you’re in charge, it’s your responsibility to enforce the rules.

The rules in your classroom may be as simple as

- Listen and follow directions
- Raise your hand before speaking or leaving your seat
- Keep your hands and feet to yourself
- Respect your classmates and your teacher



You probably also have procedures established for how to do things. These may include filing in and out of the classroom, handing out materials, what happens at the beginning and end of the class period, and how to hand in classwork. Cadet leaders help the Commandant by teaching and reinforcing these procedures, and when you’re acting as a leader, you use the same procedures.



When cadets don’t follow the rules, it’s important to call them on it. If you don’t, that behavior becomes acceptable, and the rules start breaking down. There have to be consequences for not following the rules. Those consequences are pretty much up to your Commandant, and sometime school-wide policies. They may involve doing push-ups (probably not in Math Class, but maybe in Cadet Corps), going to “time-out,” getting demerits, communication with your parents, or being sent to a counselor, dean, or the Principal’s office. We try to stay at the lowest level of those consequences – a word of caution or negative feedback from a cadet leader can pull a cadet back in line.

When you’re teaching a class, you want the class to be engaged in the learning, not causing disruption for the rest of the class. If a cadet is disruptive and doesn’t settle down after you’ve told him to once or twice, you may want to get him outside of your class. Another cadet leader can help you with this- have a plan if this happens often in your unit. You can also pause the class, engage in something like push-ups with everybody to get their attention, then resume teaching. This may or may not work – you’ll have to try it in your environment to see. Sometimes the group can control the disruptive cadet better than you can. You may want to discuss with your Commandant ideas of how to keep the class’s attention. If you can do it in a positive way, rather

than a negative way, you'll have better overall results. Again, it likely will depend on the climate of discipline within your unit.

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