



California Cadet Corps Curriculum on Leadership



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

L2C: Teaching Effectively

Updated: 15 DEC 2020



TEACHING EFFECTIVELY

C1. Introduction to Teaching

C2. Planning a Lesson

C3. Presentation of Material

C4. Classroom Management Techniques



TEACHING EFFECTIVELY: UNIT OBJECTIVES

The desired outcome of this unit is for Cadets to be able to plan a lesson, draft a lesson plan, and teach a class while developing their presentation skills.

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



Introduction to Teaching

OBJECTIVES:

DESIRED OUTCOME (Leadership)

Cadets will be able to plan a lesson, draft a lesson plan, and teach a class while developing their presentation skills.

Plan of Action:

1. Identify skills used in teaching.

Essential Question:

What are the skills you need to effectively teach?



Teaching

- Teaching is a skill you can use throughout your whole life!
- It's a key skill for a leader
- Teaching includes any type of education or training where people learn things
 - Classroom
 - Drill Field
 - Labs (wood shop, chemistry lab, etc.)
 - How-to training (sports, hands-on tasks)
 - On-the-job-training (OJT)





Skills Needed to Teach



- Knowledge of Material - expertise
- Communication Skills
 - Conveying information clearly
 - Receiving feedback
 - Speaking to a group
- Creativity
 - Making learning fun or interesting
- Enthusiasm
 - Motivating your cadets to learn
- Confidence
 - Leadership
- Organization
- Presentation Skills
 - Eye Contact
 - Voice
 - Body Language
 - Confidence
 - Engaging your Audience
 - Use of Visual Aids



Check On Understanding



1. What teaching skill adds to your confidence and allows you to cover the topic coherently?
 - a) Creativity
 - b) Enthusiasm
 - c) Knowledge of the Material (expertise)
 - d) Body Language
2. When you speak to a group, it's best to maintain _____. They feel like you're speaking directly to them, so will pay more attention, and not try to multi-task.
3. Teaching others builds your _____. skills, that will help you speak in public, to groups, and be able to get your point across better to others.



Planning a Lesson

OBJECTIVES:

DESIRED OUTCOME (Leadership)

Cadets will be able to plan a lesson, draft a lesson plan, and teach a class while developing their presentation skills.

Plan of Action:

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

Essential Question:

What are the steps in planning a lesson?



Planning a Lesson

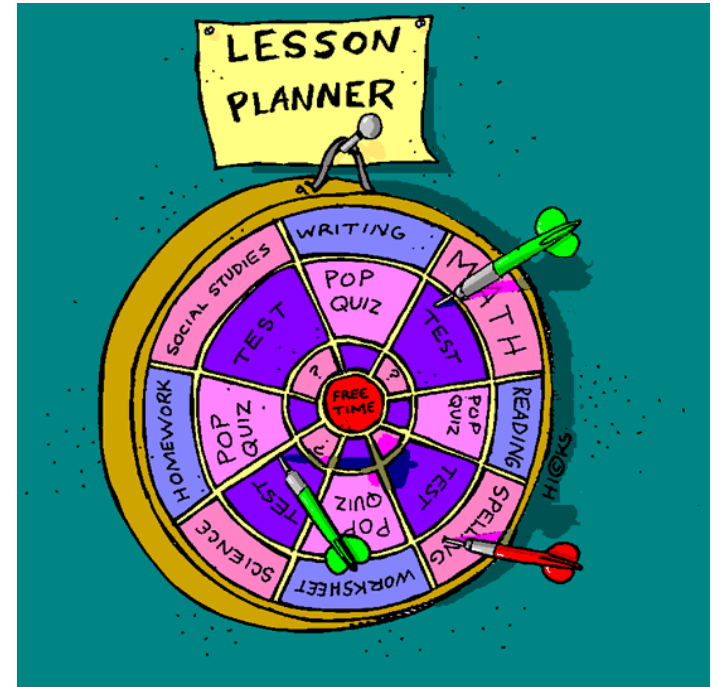
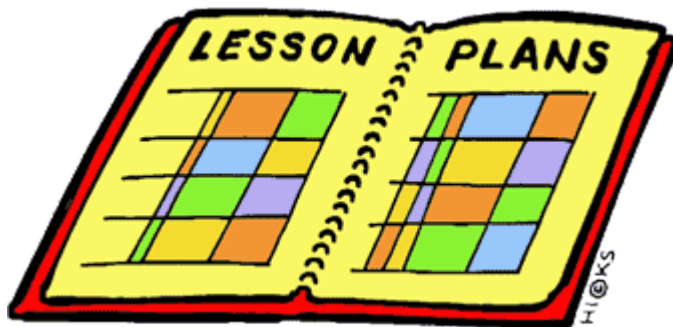
Step 1: Identify the **CACC Standard**, and develop your *learning objectives*

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





4 Phases of Learning

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
- From the moment you begin your class until you have completed the lesson, your actions fall into these four phases
 - They roughly equate to
 - ❖ Introduction – Phase 1 (Explore)
 - ❖ Body – Phase 2 (Learn & Practice)
 - ❖ Conclusion – Phases 3 & 4 (Reflect & Reinforce)



Step 1: CACC Standards

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



Step 1: Learning Objectives

- What you determine the student should know or be able to do at the end of your instruction
- Make it **SMART**
 - Specific, Measurable, Attainable, Relevant, Time-based
- Use an **action** word
 - Good ones are: *Define, Identify, Explain, Determine, Create, Use, Perform, Conduct, Measure*
 - Avoid 'state of mind' verbs: *Understand, Know, Believe*

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.





Measuring Learning Objectives

- Quantitative:

- Uses numbers to measure performance
- Easy to assess success or failure

- Qualitative:

- Uses something other than numbers to measure performance
- Avoid vague words like *effective*, *acceptable*, *proper*, *correct*, *average*

Samples:

- Quantitative:

- At the end of this training, 90% of the cadets will be able to use a compass to determine direction to an object within 5 degrees

- Qualitative:

- At the end of this training, cadets will be able to adjust the projector until it is in focus.
- At the end of this training, cadets will be able to execute a sharp hand salute.



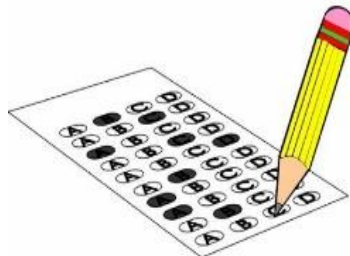
Step 2: Assessment Tool

How will you assess whether/how well your students have learned the material?

Some Popular Options:



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





Step 3: Plan the Instruction

- Select a template
- Include all 4 learning phases
- CACC Standard
- Learning Objectives
- Assessment Method
- Outline
- Materials you'll Need

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?



Things to Consider

- **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

- Part of the Introduction
- Gets participants interested in the topic
- Provides cadets the motivation to learn
- May be an Attention-Getting-Device
 - Something that gets their attention about the class
- May be an ice-breaker activity
- May be a demonstration
- May be a short video





Activate Prior Instruction

- Is this brand new
- Have some cadets seen it before?
- Have you been leading up to it?
- If it's tied to previous instruction or experience, how will you remind your cadets of what they already know?
- Ask questions
- Have them perform a task
- Do a short assessment





Outline

- Use bulleted phrases
- Separate into logically organized parts
- Include your Attention-Getting-Device
- Include major (key) points (body of topic)
- Reflection – summary of key points
- Reinforcement – practice it
- Assessment – determine if the students have met your learning objectives

Outline

1. Introduction (Explore):
 - Attention-Getting-Device:
 - Prior Instruction Reminder:
 - Why we need to know this topic:
2. Learn & Practice:
 - A. Major Point
 1. Explanation
 2. Minor Point
 3. Minor Point - transition to next point . . .
 - B. Major Point
 1. Explanation
 2. Minor Point
 3. Minor Point - transition to next point . . .
 - C. Major Point
 1. Explanation
 2. Minor Point
 3. Minor Point - transition to Practice
3. Reflect
 1. Question
 2. Question
 3. Question
4. Reinforce: Hands-On Practical Exercise
5. Assessment: Kahoot! PIN Code 123456



Step 4: Materials

What will you need for the class?

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





Step 5: Assess & Critique

- What went well?
- How was the timing? Too short? Rushed?
- How did the group activity go? Did it reinforce the learning?
- How did the cadets do on the assessment?
Did they show they've mastered the learning objectives?
- What would you do differently?





Check On Understanding



1. In Step 1 of planning a lesson, you designate which _____ it is and develop the learning objectives.
2. When developing learning objectives, which is best, quantitative or qualitative?
3. Which does NOT apply to an Engaging Beginning?
 - a) Part of the Learn & Practice phase
 - b) May be an attention-getting-device
 - c) May be a demonstration
 - d) Provides cadets the motivation to learn



Presentation of Material

OBJECTIVES:

DESIRED OUTCOME (Leadership)

Cadets will be able to plan a lesson, draft a lesson plan, and teach a class while developing their presentation skills.

Plan of Action:

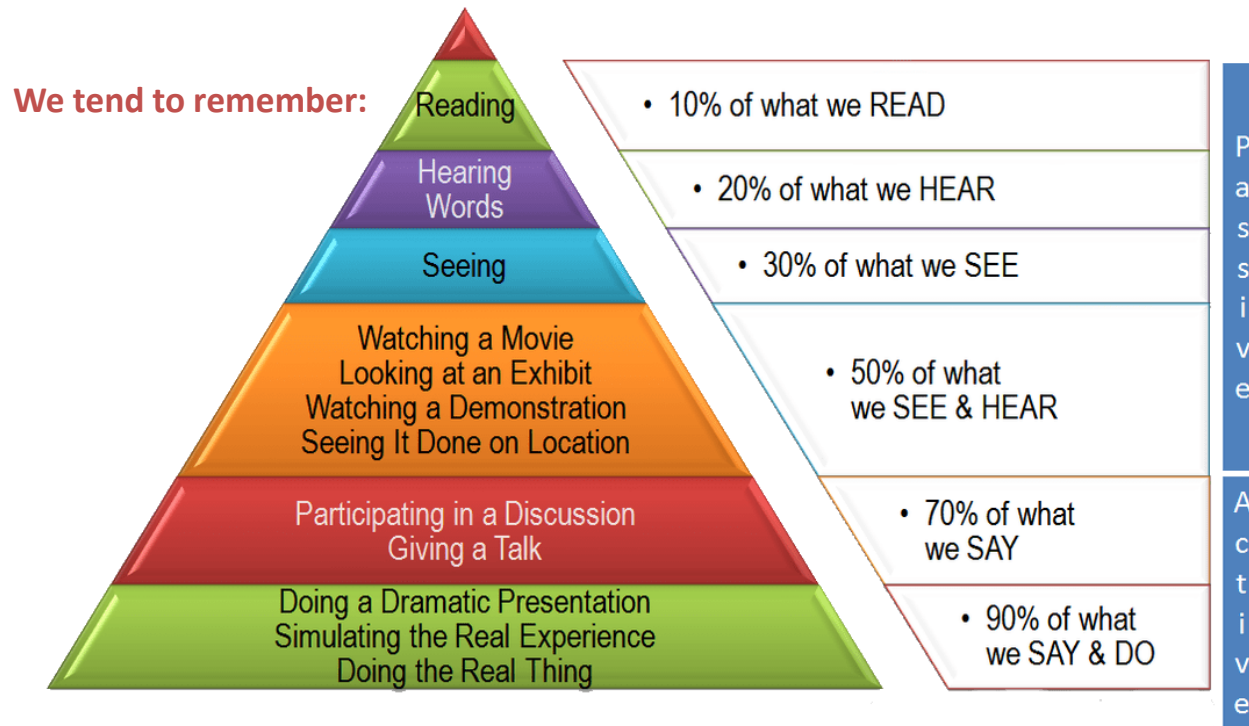
6. Describe the rehearsal process
7. Identify rules for using visual aids
8. Identify the 'what right looks like' of presentation skills (eye contact, voice, body language confidence, and audience engagement).

Essential Question:

What skills help a teacher deliver instruction in a professional manner that doesn't detract from the message being conveyed?



What We Remember



- This is a commonly used learning axiom
- It may not be true – there is no research backing it up
- It is, however, generally true

Take-Aways:

- Use Active Learning
- Use more than one method to convey your message



Rehearse!

- Critical task if you are inexperienced
- Go through a full rehearsal several times
- Start by going through your outline
 - Figure out what you want to say
 - Do this several times (separated by a break)
- Rehearse to a mirror
- Rehearse to a friend who will give you feedback on what to improve
- Test your technology to ensure it will work in the place you're teaching





Visual Aids

- Video
- Slides
- Diagrams
- Posters
- Whiteboard Notes





Slides

- Don't be too wordy
 - 4 or 5 main bullets
- Clear, readable font
- Provide Notes pages
- PowerPoint bells & whistles
 - Don't get carried away
- Double-check spelling, grammar, font-size, and style (don't mix fonts)





Slides

- DO NOT READ THE SLIDES TO YOUR STUDENTS.
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- Please do not read the slides
- Talk the concept
- Refer to the list
- Ask questions
- But let your students read it themselves



Diagrams/Posters/Notes

- Often used in first-time classes
- Better than no visual aids
- Make them clear & understandable
- It's not just a graphic
 - Should show parts of something
 - Give a list
 - Illustrate your main points





Public Speaking Basics

Eye Contact

Keep eye contact without notes/cards

Voice – volume, clarity, expression

Speak clearly, loud enough, varied expression

Body Language

Don't sway, pace, lean – stand confidently

Moving around the classroom is okay

Confidence

Shows you're in charge, enthusiastic

Audience Engagement

Involve everyone in the class





Virtual Classrooms

- More difficult to engage
- Ask questions, wait for response
- Visual aids, assessment, reflection and reinforcement stay important
- Find a way to conduct activities or discussions





Check On Understanding



1. Which is best for retention?
 - a) Hearing
 - b) Saying
 - c) Doing
2. T / F You don't need to rehearse your class.
3. T / F Bullets are better than sentences on slides
4. Which of these is NOT a basic public speaking skill a beginner should work on?
 - a) Eye Contact
 - b) Audience Engagement
 - c) Voice
 - d) Classroom Control



Classroom Management

OBJECTIVES:

DESIRED OUTCOME (Leadership)

Cadets will be able to plan a lesson, draft a lesson plan, and teach a class while developing their presentation skills.

Plan of Action:

9. Describe the role rules play in classroom management
10. Describe how consequences to breaking rules helps you manage your classroom

Essential Question:

How do manage your classroom so that learning takes place in a healthy environment?



Classroom Management

- Skills & techniques teachers use
- Ensures the classroom runs smoothly
- Minimizes or controls disruptive behavior
- Encourages learning





Rules



- How the classroom runs
- Acceptable behavior
- Processes for doing common things
- For example:
 - Listen and follow directions
 - Raise your hand before speaking or leaving your seat
 - Keep your hands to yourself
 - Respect your teacher and classmates



Procedures

- How you do common tasks
 - Filing into/out of classroom
 - Sharpening a pencil
 - Handing in homework
 - Calling roll
 - Answering a question
 - Etc.
- Cadet leaders play a part in making these processes work

Morning Routine



Take your chair down.



Hang your backpack.



Put on your name tag.



Consequences

Consequences

1. Verbal Warning
2. Loss of Privilege
3. Seat Change
4. Meet With Teacher
5. Call Home
6. Parent Conference
7. Meet With Principal



- Help enforce rules
- Gives you an accepted way to deal with a situation
- Gradual increase based on the severity of the behavior
- Cadet leaders may play a part
- If you're teaching, you need to control the class
 - But it's still the Commandant's class



Check On Understanding

1. Classroom management is the responsibility of _____.
2. What are some procedures you follow in your CACC classroom?
3. If you're teaching a class and a cadet starts wandering around the room, what can you do to establish control?

