

Instructor Tips

Utilizing orientation charts in your class

**** Must be used in every class ****

An orientation chart consists of many pieces of information that are relevant for the class. Most importantly, it allows both the instructor and cadets to follow along in the class by listing the teaching points. This is an example of an orientation chart:

Refs: Handout	OCdt Reka
C207.01 Identify the Ranks of the Royal Canadian Army and Sea Cadets TP1: Identify Army and Sea Cadet rank structure TP2: Familiarization activity	
14 Sept 13 0830 – 0900 hrs	No formal PC Ongoing assessment

The orientation chart consists of:

- Lesson code (centre of chart)
- Title of lesson (centre)
- Main teaching points (centre)
- References (top left)
- Instructor's name (top right)
- Associated performance checks (are they being tested) (bottom right)
- Date and time of lesson (bottom left)

Some tips on effectively using the orientation chart:

Keep the orientation chart posted during the whole class, don't wipe it off. One way to do this is to write it on flip chart paper and tape it to the wall so that you may utilize the white board for instructing.

Strike off the teaching points as you complete them, as to give the cadets the impression of progress through the class!

Setting the rules for the classroom

In order for everyone to behave in the classroom, they must understand the classroom rules. State these rules at the start of each lesson! The Cadet Program has a standard conduct that you should use:

Focus
Listen
Offer
Opinion
Respect

Focus: all cadets should focus on the lesson materials, what the instructor is saying, what others are saying

Listen: listen to what the instructor is saying and what others are saying. Actively listen by asking questions to confirm your knowledge.

Offer: offer questions and answers to the material in the lesson.

Opinion: offer your opinion on the lesson material! This keeps everyone engaged.

Respect: respect yourself, your fellow cadets and the instructor by obeying by the rules, not talking over anyone else, listening.

State the FLOOR model and keep it posted for the entire lesson, again, you may choose to write it on flip chart paper and tape it to the wall.

Planning your lessons

All instructors **must** prepare lesson plans for their lessons in **advance**. Upcoming WROs are posted outside the training office and online at 364squadron.ca/command. This allows you to prepare for your lessons in **advance**.

The importance of lesson plans can't be stressed enough. By completing a lesson plan it gives you as the instructor *knowledge on the lesson*, time to *develop strategies* to deliver the lesson and time to construct *visual aids*.

The IGs give you all the background knowledge needed to develop the lesson plan and activities to include in them. IGs can be found online (364squadron.ca/instructor) or in the training office.

Experiential Learning – Visual aids and Participation

Visual aids – these can be pictures, drawings, videos, and physical objects. Every type of lesson can use a visual aid. These are paramount so that cadets have something to look at and piques their interest. This prevents a class from turning just into a lecture, and all classes should have visual aids.

Engage your audience and choose activities that encourage participation! The IGs have excellent ideas for activities but don't feel limited to just those, think outside the box and come up with your own. Lecturing is not a teaching style that is encouraged in the Cadet Program, as it does not allow for participation and minimal engagement. Participation can be as simple as having the cadets brainstorming ideas – anything that gets them thinking about what they're learning. By having them participate it allows the cadets to learn from their

experiences, which has been shown in research to be one of the most effective ways to remember knowledge! An example that you can use when studying is to try to teach your peers the material – this reinforces it for yourself and helps you learn better.