

186 RCSCC Haida
Lesson Plan Template

Rank and Name:

EO #/ Class

Title:

Class Length:

Location:

Training Aids:

Materials:

| Time: | Intro: | Inst. Cue/Notes: |
|-------|---|--|
| | <p>Review previous class (If applicable)</p> <p>What are they learning? Where will it be applied? Why is it important?</p> <p>Inform cadets if there will be a PC (Performance Check) at the end of the class</p> | <ul style="list-style-type: none"> • Keep attention of cadets • Ask for any questions before starting body |
| Time: | Body: | Inst. Cue/Notes: |
| | <p>Teaching Point 1:</p> <ul style="list-style-type: none"> • Review and confirm TP#1 <p>Teaching Point #2</p> <ul style="list-style-type: none"> • Review and confirm TP#1 and TP#2 <p>Teaching Point #3</p> <ul style="list-style-type: none"> • Review and confirm all TP's | |

| Time: | Body Continued: | Inst. Cue/Notes: |
|-------|---|---|
| | <p>(Add more teaching points if needed)</p> | <ul style="list-style-type: none">• Introduce Training Aids • Be sure to leave time for questions • Give out handout (crossword, handouts from Annex) • Keep track of time • Slow Down • Don't talk down to cadets |

| | | |
|-------|---|-------------------|
| Time: | Confirmation: | Inst. Cues/Notes: |
| | <p>Depending on if it's a knowledge class or a drill class – apply the appropriate means of confirming that the cadets have understood the content.</p> <p>Drill – Doing the movement 3 times. YOU call the timing, CADETS call the timing, NO ONE calls timing.</p> <p>Knowledge/In-Class Lesson – Games, assessment, etc.</p> | |
| Time | Conclusion | Inst. Cue/Notes: |
| | <p>Restate:</p> <p>What they learned:</p> <p>Where applicable:</p> <p>Why is it important:</p> <p>Ask if anyone has any questions</p> <p>Next class:</p> | |

409 PC ASSESSMENT RUBRIC

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded the Standard (E) |
|--|--|---|--|---|
| Lesson Preparation | | | | |
| Lesson plan | The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP. | The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented. | The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate. | The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty. |
| Instructional aids | The instructional aids were not developed, not relevant or were of poor quality. | The instructional aids were relevant, but their ease of use and effectiveness were questionable. | The instructional aids were relevant, easy to use and assisted in clarifying lesson content. | The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident. |
| Classroom / training area set up | Set-up of the classroom / training area was not suitable to the lesson. | Set-up of the classroom / training area was not suitable to the lesson, however some elements were overlooked. | The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. | N/A |
| Lesson Introduction | | | | |
| Review of previous lesson (if applicable) | The cadet did not review previous lesson. | The cadet stated the topic of the previous lesson. | The cadet stated the topic of the previous lesson and provided a brief summary of the content. | N/A |
| Introduction of lesson | The cadet did not provide an introduction to the lesson. | The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied. | The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied. | The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way. |
| Lesson Body | | | | |
| Method(s) of instruction | The cadet's choice of method was not appropriate to the content or the audience. | The cadet's choice of method was appropriate but they displayed some difficulty using the method. | The cadet's choice of method was appropriate and they displayed no difficulty using the method. | N/A |

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded the Standard (E) |
|---|---|--|---|--|
| Learning environment | The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02. | The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner. | The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner. | The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques. |
| Effective use instructional aids | The cadet did not use instructional aids. | The instructional aids were difficult to see / use, or were introduced at an ineffective time. | The instructional aids were clearly displayed and were appropriately introduced. | N/A |
| Satisfaction of learner needs | The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities. | Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities. | The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities. | The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson. |
| Accuracy of lesson content | The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification. | The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content. | The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty. | The cadet displayed a mastery of the lesson content. |
| TP confirmation | The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension. | The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension. | The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension. | The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension. |
| End of lesson confirmation | The knowledge or skills covered in the lesson were not confirmed using questions or an activity. | Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered. | Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered. | All knowledge or skills covered in the lesson were confirmed in a creative and engaging way. |
| Lesson Conclusion | | | | |
| Lesson summary | The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement. | The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement. | The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement. | N/A |
| Re-motivate | The cadet did not attempt re-motivate the cadets. | N/A | The cadet attempted to re-motivate the cadets. | N/A |

| | Incomplete (I) | Completed With Difficulty (D) | Completed Without Difficulty (C) | Exceeded the Standard (E) |
|--|---|---|---|---|
| Description of next lesson | The cadet did not describe the next lesson. | The cadet stated the topic of the next lesson. | The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content. | N/A |
| Communication | | | | |
| Voice control | The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood. | The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. | The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. | The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary. |
| Body language, dress and deportment | The cadet exhibited inappropriate body language and/or poor dress and deportment. | The cadet attempted to use body language to help communicate and emphasis points and exhibited acceptable dress and deportment. | The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment. | The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment. |
| Questioning techniques | The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise). | The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise). | The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise). | N/A |
| Time Management | | | | |
| Time Management | The lesson was not completed within the allotted time, with more than 5 minutes deviation. | Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes). | Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes). | N/A |

409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

| | Assessment (circle one) | Notes |
|---|----------------------------|-------|
| Lesson Preparation | | |
| Lesson Plan | I D C E | |
| Instructional aids | I D C E | |
| Set up the lesson location | I D C | |
| Lesson Introduction | | |
| Review of previous lesson (if applicable) | I D C | |
| Introduction of lesson | I D C E | |
| Lesson Body | | |
| Method(s) of instruction | I D C | |
| Emotional learning environment | I D C E | |
| Effective use instructional aids | I D C | |
| Satisfaction of learner needs | I D C E | |
| Accuracy of lesson content | I D C E | |
| TP confirmation | I D C E | |
| End of lesson confirmation | I D C E | |
| Lesson Conclusion | | |
| Lesson summary | I D C | |
| Re-motivate | I C | |
| Description of next lesson | I D C | |

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

| | Assessment (circle one) | Notes |
|------------------------|----------------------------|-------|
| Communication | | |
| Voice control | I D C E | |
| Body language | I D C E | |
| Questioning techniques | I D C | |
| Time Management | | |
| Time management | I D C | |

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

| PO 409 Overall Assessment | | | | |
|----------------------------|---|---|---|---|
| Check One | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded Standard |
| Overall Performance | The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist. | The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria. | The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria. | The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria: |

| | |
|------------------------------|------------------|
| Assessor's Name: | Position: |
| Assessor's Signature: | Date: |

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