

U.S. Coast Guard Auxiliary Instructor Development 2025



ID 2025 Student Guide

In 2018, the E-Directorate initiated an update to enhance the content and utility of the Auxiliary Instructor Training program, aligning it with contemporary instructional best practices. This effort resulted in the creation of the Instructor Development 2020 (ID2020) Student Guide, which provided practical guidance on learning and instructional techniques with a strong focus on lesson planning and program delivery.

After five years of implementing the ID2020 Student Guide and associated presentation materials, the E-Directorate has leveraged the lessons learned to refine the program, resulting in ID2025. This new version is an update rather than a complete overhaul, incorporating newer technologies and methodologies while prioritizing practical application over theoretical concepts.

The updated program includes revised discussions on theory and classroom skills. It addresses the various challenges instructors may face and offers strategies for presenting to diverse audiences, including children, school-aged students, and adults. Significant emphasis is placed on adult learners.

The E-Directorate strongly encourages members to visit the Directorate's website at <https://wow.uscgaux.info/content.php?unit=e-dept> regularly. The "What's New" section provides the latest information, instructions, changes, and resources. The website also offers a variety of class offerings (both certificate and seminar courses), marketing ideas for flotillas to increase student enrollment, training materials for classroom and virtual classes, and information on the various awards instructors can earn.

As mentioned above, the Coast Guard Auxiliary offers courses that lead to certification in most states. These courses meet the standards developed by the National Association of State Boating Law Administrators (NASBLA). The Coast Guard Auxiliary works together with NASBLA to promote boating safety through educational courses. NASBLA develops standards for boating safety education, which the Coast Guard Auxiliary uses as guidelines to create and offer their courses. This collaboration ensures that the safety courses are comprehensive, standardized, and widely recognized. This collaboration ensures that the graduates enjoy reciprocity among states.

The Coast Guard Auxiliary instructor can add local information to their NASBLA-approved boating safety courses but cannot omit any content due to the way NASBLA certification works. NASBLA approval is based on a set of core elements that must be present in any certified course. These elements represent the minimum standard of knowledge that NASBLA deems essential for safe boating practices across all U.S. waters. By maintaining these core elements, NASBLA ensures a consistent baseline of boating education nationwide.

Adding local information enhances the course by providing students with relevant details about their specific boating environment. This might include local waterways, regional regulations, or area-specific hazards. Such additions make the course more

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valuable and applicable to the students without compromising the core NASBLA-approved content.

However, omitting any NASBLA-required content would jeopardize the course's approval status. Even if certain elements might seem less relevant in a particular area, they are considered crucial for comprehensive boating education. A boater educated in one region may travel to boat in other areas, so a complete education is essential. This approach allows the Auxiliary to tailor courses to local needs while ensuring that all students receive the full spectrum of knowledge required for safe boating practices anywhere in the country.

Students and instructors who identify errors or omissions in the Student Course Book are urged to report them to the E-Directorate to facilitate improvements in future editions. Feedback can be submitted via email to pe.feedback@cgauxnet.us.

It is CG Auxiliary policy to resolve issues at the lowest level possible. If a problem, question, or matter cannot be addressed at this level, members should follow the Chain of Leadership and Management to escalate the issue. It is inappropriate to seek answers to education-related problems outside the organization unless specifically instructed by the Education Directorate staff. External inquiries can confuse our partners and delay proper responses.

Instructors, as all members, should refrain from contacting the Chief Director's office, NASBLA directly, or anyone outside the CG Auxiliary Chain of Leadership and Management. Such requests can unnecessarily tie up resources and may portray the Auxiliary as undisciplined and unable to communicate internally. This could damage our credibility with national partners and have significant ramifications for future relationships.

We are grateful to the United States Power Squadrons and a variety of other organizations for their cooperative use of resources in developing this training course.

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Unit 1 Welcome to Instructor Development 2025

Unit 1 – Welcome to Instructor Development 2025

Introduction to ID 2025

Premise: Instructor quality is a major determinant of student satisfaction. Members of the Coast Guard Auxiliary Instructor Cadre play vital and complex roles. As an instructor, you will have an influence on members of the public and other members of the Coast Guard Auxiliary in the following ways:

- A good instructor projects an image of professionalism and possesses instructor competencies and qualifications, serving as a student role model.
- Instructors support and facilitate the transfer of desired skills to ensure the members of the public are equipped with the knowledge to be safer boaters and the Coast Guard Auxiliary is staffed with qualified members.
- Instructors must always demonstrate acceptable personal conduct.
- Instructor's personal appearance and personality affect the learner's perception of their instructors.

As an instructor, you need to have content expertise and/or experience in the subjects you teach. Organizational skills are also vital to an instructor's role as you learn to use lesson plans and apply adult learning principles effectively.

A Coast Guard Auxiliary instructor influences many people. The instructor has a significant impact on students. An instructor also affects attitude, perseverance, confidence, and self-worth. People with mediocre skills may excel due to an instructor's influence. The importance of how an instructor behaves toward others cannot be overestimated. A facilitator or instructor-trainer applies training techniques such as principles of learning, motivation, communication, and instructional methods. Grasping and practicing these techniques will help the beginning instructor when taking on such new responsibilities.

As a valued instructor in the Coast Guard Auxiliary Public Education or Member Training programs, you have a unique opportunity to guide, influence, train, and help integrate complex skills and information for the learner. Not an easy job!

There are tools available to help you present and demonstrate challenging tasks, enhancing the learner's proficiency and aiding in the retention and integration of key knowledge.

The task is in preparation. The time and care invested in preparing for each lesson will influence the instructor's credibility with the audience. Remember, adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility.

An effective instructor should also possess and consciously apply these characteristics to facilitate learning:

- Content and Auxiliary expertise

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- Experience
- A professional appearance
- Organizational skills
- Professionalism

Most anyone can become a competent instructor. Effective instructors, however, always apply proven training techniques and exhibit good instructor characteristics. Some instructor trainees will develop into truly superior instructors. The starting place is the same for all: theory, practical application, and continual improvement. The road to continual improvement is paved with ongoing practice.

Instructor Trainee Tasks

Appendix B details the tasks, procedures, and processes that the instructor candidate needs to follow to become certified as a Coast Guard Auxiliary instructor.

Overview

To provide the best possible training experience, you are expected to actively participate in class discussions and group exercises and make adjustments based on self, peer, and instructor feedback.

Goals

This course aims to achieve the following goals:

- Provide course participants with an introduction to the Instructor Competencies, lesson planning, and updated skill training.
- Offer procedures and tools that can be used when conducting a training event.
- Provide opportunities for participants to practice using classroom tools and techniques in actual training situations.

Ongoing Activities

The skill development and instructional assessments are intended to occur over a series of activities, not within a single setting or single training activity. Auxiliary instructors may be required to actively participate in scheduled training or updates for continued improvement of skills and emerging topics. This may take the form of workshops or refresher training, for example.

Course Feedback

Constructive feedback is welcome to provide any additional suggestions for improvements, criticisms, or edits to this document. Please direct comments via the chain of leadership to the Coast Guard Auxiliary E-Directorate.

Unit 2 The 14 Instructor Competencies

Unit 2 – The 14 Instructor Competencies

As a standard for excellence in training, a host of military, industry, and educational organizations have adopted the 14 Instructor Competencies as defined by the International Board of Standards for Training Performance and Instruction (IBSTPI). The Instructor Development 2025 has adopted these standards, as well. The following competencies define an effective and efficient instructor.

The 14 Instructor Competencies

1. Analyze course material and learner information – Prepare well by familiarizing oneself with topics, PowerPoints, and teaching aids prior to conducting the lesson. Know the type of student that will be addressed.
2. Assure preparation of the instructional site – including restrooms, safety exits, equipment needs, available break areas, and any other instructional considerations.
3. Establish and maintain instructor credibility – remain professional in appearance, appropriate language, and learner needs.
4. Manage the learning environment—be cognizant of necessary breaks or attention span issues. Safety and security should also be considered.
5. Demonstrate effective communication skills – keep the discussion to the age appropriateness of learners and avoid acronyms and long explanations not relevant to the objective.
6. Demonstrate effective presentation skills, including the use of media, proper voice tone, avoidance of reading slides, and introduction of irrelevant information.
7. Demonstrate effective questioning skills—repeat the question for the audience, use “wait time,” and keep it relevant to the audience.
8. Respond appropriately to a learner’s need for clarification or feedback – avoid too much detail when not needed. Control the classroom of distractions.
9. Provide positive reinforcement and motivational incentives—praise and compliments go a long way toward creating a good learning environment.
10. Use instructional methods effectively. Be cognizant of one’s teaching and learning style. Avoid overusing a single method (e.g., chalk and talk).
11. Use media effectively – video, pictures, charts, and demonstrations add to the level of interest.

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12. Evaluate learner performance – frequently check for understanding; provide proper environment for reinforcement of topics if needed.
13. Evaluate delivery of instruction – gain feedback of positives and areas for improvement.
14. Report evaluation information – complete summary forms and submit all required paperwork. Analyze course material and learner information.

In addition to the 14 Competencies, Coast Guard Auxiliary instructors are required to:

- Create and effectively use a nine-event lesson plan
- Apply appropriate principles of learning for the mix of age groups in the class
- Receive constructive feedback on lesson planning and practice sessions

These competencies mandate that instructors interact with learners and bear the responsibility (not the material or learners) for making the interaction happen. Student-oriented competencies require instructors to:

- Communicate effectively with learners.
- Present information to them.
- Facilitate learners in the learning process.
- Question learners to direct learning processes.
- Clarify learning processes and outcomes.
- Provide feedback about performance.
- Promote their skills and knowledge transfer and retention.
- Motivate and engage learners.

Influencing Learning

As instructors, we educate, develop, train, and inspire people. We have a critical role in truly improving safety on the water. We are guided by the core values and our instructor competencies. As instructors, we may not save lives or perform other operations missions directly but instead influence and inspire others to do them better. The Instructor can assist in the learning process by facilitating several factors:

- Feedback – Students need to receive appropriate feedback to assess progress and provide constructive criticism.
 - Lecturing without providing students with opportunities (during or after the lecture) to ask questions or without asking questions of the students denies them an opportunity to receive feedback.
 - Feedback is provided for the observed behavior only.
 - Feedback on No Go adequacy must have diagnostic and corrective feedback given until the behavior becomes a Go.

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- Reinforcement feedback is given until the learner can confidently perform the task.
- Feedback is to be given immediately after observing a behavior.
- When providing feedback, the strengths of the learner are given first, followed by opportunities for improvements.
- Positive feedback should reinforce desired behaviors and performance. To be effective, positive feedback should include the following two key elements:
 - WHAT: What did the student do right? Praise student results and their achievement of desired criteria. Deliver this immediately after the desired performance.
 - WHY: Why was it important, and why did they achieve success? Deliver praise that includes specific information about the student's competence and skills (this enhances sincerity of praise). Include statements that acknowledge the student's self-directed initiative. This will enhance student motivation and autonomy (autonomy refers to student empowerment, control over their learning, and self-directed initiative).
- Practice—Learning generally does not occur all at once. It builds over time. Strategies include repeating an item over and over, looking for a mnemonic to help remember something, and distributing practice over time.
 - Mnemonics- Mnemonics are memory tricks that facilitate learning and the recall of knowledge. Mnemonics add meaning to something with no inherent meaning, such as: "Red, Right, Returning," to aid in remembering how to locate a channel. Mnemonics take many different forms.
 - Song Mnemonics: Create a tune for something you need to remember. For example: The "ABCD" song that children learn to remember the alphabet.
 - Rhyme Mnemonics: Make up a rhyme to remember something. For example: Red over green, sailing machine: Used to remember that a red light above a green light designates a sailing vessel.
 - Name or Acronym Mnemonics: Use a common word that stands for something else. For example: HOMES: Name for the five Great Lakes - Huron, Ontario, Michigan, Erie, Superior.
 - Expression Mnemonics: Use a sentence that has the first initial of each word representing something else. For example: Every Good Boy Does Fine: To remember the musical line notes of the treble clef – E, G, B, D, F.
 - Visual Mnemonics: Remember the thing that you want to memorize by putting that thing in a room in an imaginary house.
 - Study Time- Course material is not learned with one exposure. Distributed practice can help students learn between class sessions.

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- Material Relevance – Relating new information to the student’s personal experience improves understanding and relevance. Instructors can monitor students’ learning through questioning and various learning activities.
- Interpretation – Student interpretations depend heavily on their prior knowledge, including their beliefs, expectations, and emotional predispositions.

Types of Learning

Different types of learning demand different teaching strategies:

- Meaningful Learning – involves an interrelated body of information requiring understanding rather than memorization. New material is related to what a student already knows.
- Rote Learning – memorization is one way to learn. Remembering terms requires repetition and is often called rote learning. Memorization is one way to learn this type of material, but merely repeating terms with no apparent relevance is not efficient. Using mnemonics and distributing the practice over days are ways to make this type of learning easier.
- Skill Learning – many skills are involved in operating a boat, from tying knots to securing a line to docking a boat in windy weather. Learning the steps involved in tying a bowline by reading a book is very different from tying the knot on the dock. Learning the steps in class involves the two types of learning just described. Gaining proficiency in actually tying the knot in the line involves skill learning.

A Positive Learning Environment

Effective instructors will always need to apply good instructor characteristics and good training techniques because adult learners do not automatically grant credibility to individuals simply because they are in positions of authority or responsibility. Theories and techniques such as principles of adult learning, motivation, communication, and instructional methods will help any instructor in their responsibilities. Remember that the time and care that you invest in preparing for each lesson will influence your credibility with the audience.

Being supportive and non-threatening fosters an expectation that students will take responsibility for their learning and be motivated to learn.

As the instructor, and thus the expert, remember the class can contain those who also are experts and there will be those who are complete beginners. The instructor must involve and accommodate both ends of this spectrum. Avoid overwhelming the beginners while giving respect to those who may know as much as or more than the presenter.

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Teenagers should be treated with the same respect as older students; however, they may be more restless or less responsive than older students. Engaging them in conversation during a break, or before or after class, can establish a rapport that will make things go more smoothly.

The following are a few suggestions for developing a positive climate:

- Recognize that each student is an individual with unique concerns and needs.
- Create a participatory environment by modifying the schedule, adjusting the sequence of the materials, or altering the classroom setup and temperature.
- Instructors should share appropriate information about themselves to initially establish credibility and a favorable first impression, but **keep it short**.
- Be aware of particular student needs, like special seating and visual or auditory limitations.
- The composition of the class may mean that certain sections of the course receive more emphasis than others.

Remember, for learning to take place, the course must have perceived value. Some ways to achieve this are:

- Use a variety of instructional techniques
- Use various instructional materials
- Relate topics to students' experiences
- Adjust the approach to match students' abilities and interests.

The goal of the Instructor Development Program is to strengthen the instructional abilities of the Coast Guard Auxiliary's teaching. The outcomes are as follows.

Instructors are expected to demonstrate

- Basic presentation skills (e.g., voice volume, pacing, avoidance of speech fillers, good eye contact with students, and organized presentations);
- Understanding of and facility in general teaching and discussion skills (e.g., organizing, encouraging, and focusing discussions, creating learning-centered instruction, encouraging discussions focused, and interacting with a wide variety of students);
- Ability to create instructional materials including in-print presentation programs like PowerPoint, and interactive exercises that can be effectively assessed and found to enhance student learning.
- Knowledge about teaching and learning and to adopt a scholarly approach to their teaching

Unit 3 Lesson Planning

Unit 3 – Lesson Planning

Lesson plans help the instructor organize topics in a logical manner. They describe how one will facilitate learning activities in the classroom. They also help determine the resources, references, and teaching aids that need to be prepared before the class begins. Instructors who use lesson plans can consistently present the same information to subsequent groups of students.

Reflecting on a class shortly after it ends is part of good planning. Make notes on the lesson plan as to what did and didn't go well. Updating the plans while one's memory is fresh will improve the lesson the next time it is taught. Review lesson plans after teaching, checking for issues and successes, and making changes and enhancements where needed.

Instructors should always use a lesson plan, regardless of the number of times they have taught the class or the extent of their subject matter knowledge. Following the lesson plan ensures the class stays:

- on-time – each class starts and finishes according to the schedule
- on-track – relevant to the subject or skill
- on-target – aimed at achieving the goals and objectives

A lesson plan is the written output of lesson planning activities. It should document the decisions made regarding what needs to happen in your training event and how to deliver the content. It should be a 'job aid' for not only you but also anyone who may have to substitute for you.

The 9-Event Lesson Plan is divided into three parts; Opening, Delivery, and Closing. Each part addresses specific elements of the lesson, such as, the time for each section, materials needed, and total time for the lesson.

- Opening- introduction, housekeeping items, outline to be taught
- Delivery – four Ps – planning, preparing, practicing and presenting
- Closing – reinforces the lesson, tests understanding, and relates to future lessons.

Lesson plans help the instructor stay on time and on topic. They ensure that pertinent material is covered and that the lesson is taught similarly every time. They also help determine resources, references, and teaching aids needed.

The lesson plan, when updated after each lesson, will help the instructor incorporate lessons learned from prior classes to improve the outcome – student understanding and learning.

Unit 3 Lesson Planning

Remember, for learning to take place, the course must have perceived value. Value can be measured in the learner's time and effort, and these are far more important than the cost of the course in dollars.

To the learner, it is ALL about the ROI, the return on the investment. Here are some ways to enhance perceived value via the information contained in your lesson plan:

- Keep the instruction on time (stick to the schedule), on track (stick to the subject), and on target (stick to the goals)
- Relate topics to students' experiences.
- Adjust the approach to match students' abilities and interests.
- Use a variety of instructional techniques,
- Use various instructional media

The Three Parts of a Lesson Plan

The Nine Instructional Events are divided into three parts. They are:

Opening. *Tell them what they are going to be taught.*

In the opening, the instructor gets the students ready and prepared to learn.

Delivery. *Teach them!*

In the delivery, the instructor presents the information and facilitates practice.

Closing. *Tell them what they have been taught.*

In closing, we assess performance and enhance retention. This final part locks-in or reinforces the learning and the skill mastery. This is a critical event in the learning process that is commonly ignored or shortchanged. The instructor should finish just as strongly as they opened.

Keep in mind that there may be no distinct end to any single event or part as the instructor puts the lesson plan into action in the conduct of a lesson, class, or training session.

While not a requirement, it's often worthwhile preceding the nine-event lesson plan with a Pre-Lesson Planning Section. The lesson objectives should be clearly listed in the header information at the beginning of the lesson plan. As in any mission, clearly stated objectives should drive the mission plan and, in this case, the instruction. By listing the objectives clearly at the beginning of the lesson planning document, it would be easier for an instructor to remain focused on the objectives while developing the lesson. Likewise, the planning for further descriptive parameters will aid in the success of the overall event.

Appendix D contains the template for the 9 Event Lesson Plan as well as the suggested Pre-Lesson Planning Guide.

Unit 3 Lesson Planning

The Nine Events of a Lesson Plan

Opening – *Tell them what they are going to be taught.*

1. Gain their Attention

Break the students' preoccupation with their own thoughts and concerns and help students focus on the course objectives. Explain the value of the instruction to the student. This event captures the student's attention to focus on instruction, enhance motivation, and capture interest.

Gain Attention and Motivate the Students. [Smile] Welcome! Introduce yourself. Share personal and/or professional information about yourself. Share an anecdote that foretells the lesson. Provide any housekeeping information such as location of restrooms, exits, water, and so on. Remind them to silence their cell phones. Refer to the classroom safety infographic on the Public Education website. Explain why the material and skills are useful to the student. Be mindful that adult learners pay attention to how long you say the lesson will take. "Sea stories" to enhance learning are okay as long you stay on schedule. Introduce the parking lot/anchorage. The parking lot or anchorage is where topics tangential to the presentation are kept until they can be addressed.

An instructor may become so preoccupied with presenting the instruction that they must remember to introduce themselves. Establishing your authority as an instructor begins with an introduction, whether you give it or someone else does.

Do you have expertise in a specific subject, having experienced it firsthand and knowing its related needs? Is there something compelling about you that the participants need to know?

2. State the Learning Objectives

Outline for the students what they will be expected to do in the training event. Explain the objectives, making sure the students are clear on the performance, condition, and standard. This event sets student and instructor expectations of the lesson.

What task or skill is to be mastered via the information presented? Our goal here today is to introduce you to At the conclusion of the course, you should be able to What conditions will the task or skill be performed? What is the standard for success?

The Goal/Objective of the lesson plan should contain at least one statement concerning what the learner is to expect to know or be able to accomplish after completing the lesson. The lesson plan should motivate the participants - helping them understand the importance of the material and WHY it is necessary to learn this new material. The lesson details should show how this lesson can be helpful in the participant's life.

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Question: Why do you need to know students' background knowledge about the lesson? Answer: It helps determine how quickly you can move through basic information. For example, when presenting a boating safety class, it is helpful to know how many students already own a boat, have been boating, or have ridden on a boat. This information can help you move quickly through more basic material. With that example in mind, the instructor can quiz the students for their knowledge of the parts of a boat. Use Chapter One of Boat America. Ensure a safe environment in which students can share ideas and ask questions.

Delivery – Teach them!

3. Recall

Here the students review or recall previously learned items they need to use in the training event such as safety concerns. This event allows students to attach new learning to something they have done in the past. It also aids in long-term memory retrieval.

4. Present the Information/Content Delivery

Conduct the class or training. Present content points; provide a demonstration. Show them what success looks like. The instructor delivers any knowledge the students will need in order to practice.

This is where the material is presented. When instructing, DO NOT READ the PowerPoint slides to the students! Don't turn your back to the student to look at the screen. Scan the class to ensure the students are engaged and understand.

Ask questions if none are forthcoming. If students are learning a skill, model the successful execution of the skill for them. You'll learn a lot more about effective questioning in unit five. Questions are used to engage students and help instructors to check for understanding. Formulate questions that will encourage students to think about the importance of the material presented. Help them become more engaged in the lesson

There are many ways for instructors to check for understanding during the presentation. The use of questions, a quiz, student demonstration, and the use of teaching aids, discussion, and break-out sessions.

5. Provide Learning Guidance

Prepare students for the practice of the lesson material. Include primary and backup media. Helpful actions include giving them the following:

- Job aids or other memory tools
- What prompts indicate the task that needs to be done
- Correct procedures to be followed
- Special instructions (tips and traps)

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- Safety information or precautions
- What they need to know to be successful.

Demonstration shows the students exactly what they are going to do and how well they should do it.

6. Provide Opportunities for Practice

Participants practice the skills and use the job aids until they meet the stated standards. Learning guidance is provided as appropriate, and feedback items noted. Practice should look like the "Test"

- Ensure each student gets a chance to practice
- Make practice safe
- Make practice resemble the "real world"

This is a good time to use review questions if they are part of the lesson, as in the end of each lesson in Boat America or Boating Skills and Seamanship. Practice should look like the "Test." Use wording like this: So far, we've covered ... Now let's put that into use and explore how to put this knowledge into action.

The summary can determine and logically resolve what we have learned so far. Topic summaries can help participants see the logical development of the lesson as the instructor continues. Summaries are most beneficial to the students when they actively participate in the dialog. Topic summaries help instructors check for understanding and engage students in the learning process. The summary should touch on all major components of the lesson, including goals and objectives. It can help the instructor determine if the participants understood the material presented.

With the use of various questioning techniques, tests, quizzes, or final demonstrations, the instructor can determine if they achieved the goals and objectives previously outlined in the lesson plan.

Closing – *Tell them what they've been taught.*

7. Give Feedback

This should be taking place throughout the lesson, class or training session. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing. Remember, feedback should be on the performance and NOT personal in nature. Negative feedback such as silence or criticism can decrease confidence, reduce performance, or create paranoia.

If correction is needed to properly complete the task, address the area(s) needing improvement. Students need to receive appropriate feedback to assess progress. Lecturing without providing students with opportunities (during or after

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the lecture) to ask questions or without asking questions of the students denies them an opportunity to receive feedback.

Developmental feedback is information designed to help a person improve something they are doing. Motivational feedback is approval for what someone is doing or how they are doing it as a way of reinforcing that behavior.

Positive feedback results in positive results. There are two types of Positive Feedback:

- Advice - which identifies behaviors that are desirable and specifies how to incorporate them. The purpose of this type of feedback is that it shapes or changes behaviors to increase performance. It also improves confidence, removes barriers, and increases performance.
- Reinforcement – which identifies behaviors that were desired, meeting or exceeding standards or expectations. Reinforcement increases desired performance. The impact on the student is to: increase confidence, increase performance, and increase motivation.

Negative Feedback results in negative results. Negative feedback should be avoided. There are two types of negative feedback,

- Silence – no response is provided. The purpose is to maintain the status quo. This results in decreased confidence and reduced performance, creates surprises during tests, and can create paranoia.
- Criticism – identifies behaviors that were undesirable. The purpose is to stop undesirable behaviors. The impact is it generates excuses and blaming, decreases confidence, leads to escape or avoidance, creates relationship barriers

8. Test

Here, the instructor will assess the student's learning of concepts, objectives of the lesson, and skills demonstrated to established standards. This is often the Pass / Fail section.

For material taught to memory, a written test is appropriate. For performance items the test should look like the practice and, as the practice did, resemble the "real world" to the greatest extent possible.

Review the incorrect answers to check the accuracy of the answer or assess the level of difficulty of the test. Review your instruction to increase your effectiveness and boost your efficacy.

Assessment is where the student performs the objective given only what is in the conditions and to the standard.

Unit 3 Lesson Planning

With the use of various questioning techniques, tests, quizzes, or final demonstrations, the instructor can determine if they achieved the goals and objectives previously outlined in the lesson plan. Testing is designed to assess student retention of material/task(s) presented. Testing can also identify shortcomings in the instructor's presentation.

Update your lesson plan!

9. Enhance Retention

While the instructor works on retention throughout the training event, special time is spent here:

- Reinforcing the original perceived value
- Tasking students to apply the new learning
- Setting up the next module or training event

Introduce the next step in the learning process and have students apply what they have learned. Stress continuing education in the areas of interest. Smile and thank them for attending!"

This activity supports the transfer of knowledge and skills into long-term memory. This is normally where the new skill the student has learned is related to the activity taught and gives them a last opportunity to review and discuss the skill.

Lesson plans are a living document that helps the instructor plan their course and teach it similarly every time. Use of all nine events is not required, depending on the lesson. However, the lesson plan is necessary to keep on time, on target, and on topic. If the instructor is having fun, then the students will too!

Unit 4 Using Media Effectively

Unit 4 – Using Media Effectively

After the lesson plan has been created, add in media to support the training objectives. A picture is worth a thousand words. It's a well-worn cliché, but it is true, nonetheless. An instructor has a number of choices available with regard to the type of media – everything from computer displays to paper. The media should support the training session and make it easier for the learner to acquire the skills or knowledge intended.

Prepare handouts and visuals before the training. Prepared material can help you to “stay on course” as well as provide a written reference for the participants. Preparing handouts in advance will help you organize your thoughts and be sure that information is relevant to the needs of the participants.

Prepare slides in advance, as well. PowerPoint slides may be boring, overused, and less effective than other forms of media and visuals that are available. To keep the slides relevant and interesting, keep these basic guidelines in mind when creating PowerPoint slides.

- Slides should be simple and uncluttered
- Generally a sans serif font (like Arial font) is best. Use only one or two styles of font in your slides. Be consistent.
- Keep to a maximum of six lines of text per page. This will allow you to use a 32 or 36 point font size for maximum readability.
- Pictures and clip art can help you make a point, but be sure that the graphic supports what you are saying and does not distract or mislead the audience.
- Try not to use animation or sounds associated with bullets “swooping” onto a page or typewriter clacking letters. They are very distracting, and most people overuse them.
- Graphs and charts can be very effective. They should be simple, uncluttered, and fit into the slide's text space. The text size should be as large as possible on your chart so the audience can read it.

You can use flip charts or a whiteboard in a similar manner as slides. Prepare them with a few bullet points on each page. Use color to make them interesting. Be sure your print is large enough to be read by the entire class.

Take time to rehearse. Practice what you will say to make your points. The first time you go through your program, you will stumble and fumble. Don't let your stumbling be in front of your class!

If you don't want to “torture” your friends and family with your rehearsal, try going into a room with a mirror. Close the door (so they won't think you're crazy!) and practice in front of the mirror. You'll be able to see your gestures and facial expressions to see if they are appropriate. Practice the program

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multiple times until it feels comfortable and natural. Don't just silently read your notes when you're practicing – speak your presentation out loud.

Uses for Media

Media is how material is presented — slides, videos, computers, etc. Media is used to:

- Reinforce key points
- Hold student interest
- Provide variety to a lesson

Types of Media

Types of media include, but are not limited to:

- Handouts
- Boards and Charts
- Videos (online, on DVDs, flash drives, or other portable storage devices)
- Data Projector
- Visualizer (ELMO)
- Computer & LCD Projector
- Props

Student Retention

How much do people remember? Students retain as follows:

- Reading — 10%
- Listening — 20%
- Seeing
 - Charts — 30 %
 - Films & Videos — 40%
 - Demonstrations — 50%
- Doing
 - Making Presentations — 70%
 - Role Playing — 80%
 - Simulation of real learning task — 90%
 - Performing the real learning task — 100%

The more the student is involved, and the more facilitation takes place, the more the student will retain.

One statistic states that 70% of Western culture is a visual-learning culture. Adding visual support to your aural message is a major benefit to your participants. They will grasp the information faster, understand it better, and retain it longer if visuals are added to the training session.

Unit 4 Using Media Effectively

Teaching Aids, Equipment, and Material

A **teaching aid** is any device that helps an instructor to teach, enhance or enliven classroom instruction, or to demonstrate a skill or a concept. For boating safety classes, training aids might include: actual personal flotation devices of various types; knot tying lines, cleats, and posts; or miniature "aids to navigation" models.

Teaching aids illustrate and clarify the material and concepts being presented. It is important that the teaching aids relate directly to the objectives they are intended to teach. It is easy for one's creativity to jump ahead of concern for the relevance of a teaching aid. Plan carefully!

Teaching equipment including projectors, tablets, televisions and computer programs, require more extensive setup and technical knowledge to operate and maintain.

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, exercises, tests, answer sheets and supplementary resources.

Effective instruction involves preparation and distribution of the instructional materials, making the most of teaching aids, and knowledge of how to set up, operate and troubleshoot the teaching equipment.

Below are hints and tips for use of specific training equipment.

- Chalkboards, whiteboards, magnetic boards, and dry erase boards are valuable in presenting information that occurs spontaneously during a class. They are also useful in recording ideas from students and presenting lists or tables that require student input. It is a good idea for the instructor to both SAY and WRITE whatever they put on the board. These boards are used for the same situations as a flip chart (see below); for building a description step-by-step; to tack up ideas, questions, or concerns; in order to hold, display, or move sticky notes for discussions; and to group ideas into categories.
- A Flip Chart can be useful when a board is not available. One advantage of flip charts is that the material can be re-used in the future. Make sure to have an easel sturdy enough to support the chart as the sheets are changed. Flip charts are reliable, computer glitch-free flexible tools. As information is recorded or discussed, the instructor can remove the pages and hang them on the wall. Flip charts are portable and an instant resource. Flip charts are useful for on-the-spot lists, to record input and ideas generated by the participants, to track participants' questions or concerns, and as emergency backup when any technical equipment fails.

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- Presentation programs, such as PowerPoint®, can be used to produce a modern slide show. Such presentations can be viewed on a computer screen or projected, making them useable in any classroom situation.
- Handouts provide students with teaching aids and information for future reference. PowerPoint® slides can be printed as handouts, providing space for notes or comments. Used properly, handouts are excellent teaching tools. However, be cautious in presenting handouts prior to their use. They may be distracting.
- Video presentations work well when it is difficult to recreate a scenario in the training session. A video may be used to demonstrate a skill, deliver content by an expert, or even show the wrong way. Videos add dimension to instruction. They often enforce a point in an entertaining way. There are numerous resources for videos, (many require an Internet connection) including:
 - YouTube
 - America's Boating Channel
 - National Safe Boating Council
 - BoatUS Foundation
- Props include a diverse assortment of three-dimensional items that the instructor uses for discussion or practice. Props may be used to practice skills using actual tools, equipment, or materials to demonstrate a correct process or procedure; and to introduce models of actual items a participant would encounter.

Visual Aids Check List

- Select the medium by evaluating: audience, purpose, equipment, room, time
- Plan the general layout of the visuals by doing some thumbnail sketches
- Keep the visuals simple, clean, organized, logical
- Have a headline for every visual
- Limit the content and context to one idea per visual
- Add color
- Use the fewest possible words
- Use simple typeface
- Use upper and lower case
- Include only items that will be talked about
- Stick to one or two typefaces
- Label every element of charts and graphs

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- ❑ Design visuals for the back row; If a visual is unnecessary, do not use it
- ❑ At presentation time, set up the room so
 - Everyone can see the screen
 - The image is the right size for the audience
 - The presenter won't block the audience's view
- ❑ Remove visuals when finished talking about them
- ❑ Face the audience and maintain eye contact when using visual aids
- ❑ Know the equipment
- ❑ Don't read aloud, verbatim, from the visuals

Visuals should enhance your performance rather than replace it. Visuals should not take center stage, but they should help to explain or clarify the concepts being presented.

Always be prepared for an emergency. Emergencies that occur during the presentation do not have to be a complete disaster. Always have a backup plan. The greatest cause of problems in training sessions is something to do with the media and/or visuals. The following may help to reduce the effect on the participants:

- Have an extra bulb and know how to change it
- Bring an adaptor plug and extension cord
- Have extra marking pens in case your supply has dried out
- Develop an alternative plan if the electricity fails
- Call a break while addressing the emergency

If you are using the PowerPoint presentations provided by the Public Education Directorate for a certificate course, remember that while you may not delete items, you can add material. In fact, it is highly recommended that you include information local to your area to make the presentation even more valuable to the students.

Always make sure that any media you use works properly. Ensure all Internet links are correct and bring up the correct visual; that dry erase markers or permanent markers haven't dried out, and, if using a virtual platform, that the webcam and microphone are optimized.

Above all, be well practiced. The instructor should be comfortable and natural in their use of visuals. That comes with practice.

Unit 5 Effective Communication Skills

Unit 5 – Effective Communication Skills

As an instructor, you face almost continual talk, supplemented by ample nonverbal communication—gestures, facial expressions, and other “body language.”

Often, the talk involves many people at once, or even an entire class, and individuals have to take turns speaking while also listening to others taking their turns or sometimes ignoring the others if a conversation does not concern them.

As the instructor, you find yourself playing an assortment of roles when communicating in classrooms: Master of Ceremonies, referee, and, of course, source of new knowledge. Your challenge is to sort the roles out so that you are playing the right ones in the right combinations at the right times.

Good instructors use a combination of visual and auditory aids when presenting verbal and non-verbal instruction to create common ground when communicating

Effective teaching is an ongoing dialogue with one's students. Dialogue is a two-way process in which each party takes turns sending and receiving messages. Each person must listen to the other. Understanding what the other person is trying to communicate is essential. These two-way conversations can be extremely beneficial in helping students break through that metaphorical barrier between partially and more completely understanding the topic.

Verbal and Non-Verbal Communications

Another way to understand classroom communication is to distinguish verbal from non-verbal communication and intended from unintended forms of communication.

As the name suggests, verbal communication is a message or information expressed in words, either orally or in writing. Classrooms obviously have lots of verbal communication; it happens every time an instructor explains a bit of content, asks a question, or writes information or instructions on a whiteboard or pad.

Nonverbal communication parallels verbal communication and contributes greatly to how the verbal message is interpreted. How an instructor presents themselves is critical to their success in helping students learn. Non-verbal communications are gestures or behaviors that convey information, often simultaneously with spoken words. It happens, for example, when an instructor looks directly at students to emphasize a point or to assert their authority, or when the instructor raises their eyebrows to convey disapproval or disagreement.

Non-verbal behaviors are just as plentiful as verbal communications, and while they usually add to a current verbal message, they sometimes can also contradict it. An instructor can state verbally, “This unit will be fun,” and a non-verbal twinkle in the eye can confirm the message non-verbally. But a simultaneous non-verbal sigh or slouch may send the opposite message - that the lesson will not in fact be fun, in spite of the instructor’s verbal claim.

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When verbal and nonverbal communication channels are out of sync, most people tend to rely on the nonverbal message and disregard the verbal content. Many believe nonverbal messages more honestly reflect our inner thoughts and intentions than verbal communication.

We all respond to these nonverbal signals and cues whether we are consciously aware of this process or not. In a face-to-face interaction, our body language (including facial expressions, gestures, and eye contact) and tone of voice alone account for more than 90% of the messages we send to others. Our words account for only 7% of the message.

Our beliefs and cultural backgrounds add meaning to these nonverbal cues, which can differ greatly between cultures. Perceptual differences, such as visual or hearing impairments, can also vary how these nonverbal cues are communicated and interpreted. Misunderstandings can quickly occur when we misinterpret unspoken messages.

The following are ways verbal and nonverbal factors influence communication and the teaching-learning process.

- **Instructor's Role**

The instructor serves as a facilitator while keeping all students cognitively engaged in a substantive conversation. The instructor must communicate with his or her students regarding the content to be learned, using a dialogue that engages the students' learning processes.

- **Students' Role**

Students need to communicate with their instructor regarding (a) their understanding of the material being learned, including what they do not understand, (b) their expectations and goals for the course, and (c) their special needs, both physical and social. Remember, communication requires both speaking and listening. In most situations, students will not voluntarily express these concerns. The instructor must engage the students in conversation and help them communicate effectively.

- **Making the Message Effective**

In an instructional setting, the balance between sending and receiving a message is different from less formal conversation. For the instructor and the students to communicate effectively with one another, both must be proficient in communication techniques. The instructor is more frequently the sender than the receiver, but a healthy balance between the two roles is highly desired.

The instructor also has greater responsibility both for using effective techniques and for helping his or her students become better at sending and receiving. The following sections focus primarily on sending by the instructor, but they also are relevant to

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sending by students. In the latter case, the instructor needs to serve as facilitator in helping them learn appropriate communication skills.

When someone speaks, does the instructor-trainee pay attention only to the content of the message? Or do they also pay attention to the person's tone of voice and body language? Chances are they do both. Remember, a message is both verbal and nonverbal. When sending a message, one often gives little thought to how it will be interpreted, including the quality of their voice and gestures that accompany the information.

The way something is said conveys emotions that can either support or undermine the substantive information. A moderate amount of enthusiasm is always a good idea, but excessive emotion can work against an accurate interpretation of the message, especially if anger is present. Remain calm, use a positive, varied tone of voice, and the listener is likely to respond in a similar manner. The following are some ways messages can be made more effective.

There are features of instructor talk that are not unique to instructors. These primarily function to make instructors' comments more comprehensible, especially when spoken to a group, but they also help to mark a person who uses them as an instructor.

Verbal Techniques

- **Volume/Projection-** Refers to how loudly the presenter is heard by all audience members. Depending on the size of the room or acoustics, a presenter may need to project their voice in a louder volume than a normal speaking voice to be heard by everyone. The instructor's voice should be loud enough to be heard. When speaking to a group with more than a few individuals or in a large room, use a microphone and speakers if they are available.
- **Rate-** Speaking too slowly can cause listeners' minds to wander. Speaking too rapidly can make it hard to follow. You can speak at a slower pace intentionally when emphasizing an important point or concept. Allow time for processing information by periodically pausing. Pauses also allow one to collect their thoughts.
- **Pitch-** Remain aware of variations in pitch that can help the instructor understand underlying concerns or issues a learner may have. Be aware of exaggerated changes in pitch. When busy teaching, instructors can tend to exaggerate changes in the pitch of their voice - reminiscent of the "sing-song" style of adults when directing speech to infants. Exaggerated pitch changes are especially characteristic of instructors of young students, but they happen at all age levels.

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- **Inflection-** Varying the force with which the voice is delivered adds emphasis to important points.
- **Silence-** Add a brief period of silence before introducing a point to focus learners' attention.
- **Language-** Select words with care. Use words appropriate to the message as well as appropriate to the audience. Create a visual image whenever possible. Vivid, colorful words can hold the interest of an audience. Use words and examples with which learners are familiar. In class, instructors tend to speak more slowly, clearly, and carefully than when conversing with a friend. The style makes a speaker sound somewhat formal, especially when combined with formal vocabulary and grammar. Instructors tend to use vocabulary and grammar that is more formally polite and correct, and that uses relatively few slang or casual expressions. The formality creates a businesslike distance between instructors and students - hopefully one conducive to getting work done, rather than one that seems simply cold or uncaring. The touch of formality also makes instructors sound a bit more intelligent or intellectual than in casual conversation and, in this way, reinforces their authority in the classroom.
- **Repetition-** Repeat information that is particularly important
- **Active Listening-** Use active listening skills such as paraphrasing, leaning forward, and making eye contact. Use nod gestures, eye contact, and words to convey to the student that the instructor is listening. Paraphrase student comments and questions to confirm listening and understanding.
- **Courtesy-** Always practice common courtesy and mutual respect. Respond without demeaning the student. Acknowledge misinterpretations of questions or answers to avoid student embarrassment.
- **Fillers** - Refers to using words or sounds such as um, ah, er, so, okay, and like. Avoid using these because they are distracting and can make the presenter appear to be unconfident and unprofessional.

Nonverbal Techniques

Non-verbal communication (sometimes called body language although the term is more general) includes a variety of elements ranging from appearance, facial/hand gestures, head movements, eye contact, posture, touching, and even how closely you stand from your students. An instructor can moderate the classroom educational experience in several ways by appropriate use of non-verbal communication. A professional appearance (appropriate uniform, good personal grooming), good posture (not slouching), friendly demeanor (frequent smiling), good humor (laughter), varying speech tones (for emphasis), and frequent eye contact with (but not staring at) members of the audience are ways to build rapport in the classroom. Facial expressions, including

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smiling, frowning (doubt, distrust), and raised eyebrows (surprise), can also communicate.

- **Eye Contact-** Eye contact plays a critical role in communication. Use eye contact from learners to assess their understanding, interest, or willingness to be involved. An instructor needs to be aware that different students can interpret eye contact in different ways. *Caution:* When communicating with more than one person, avoid having eye contact with only a few listeners and avoid extended eye contact and staring. When you don't look someone in the eyes, it comes across as being arrogant, untrustworthy, disingenuous, or standoffish. Look people in the eyes when you speak to them. It makes them feel validated and seen (literally). Creepy staring implies a threatening posture. While it's good to hold eye contact while speaking, if you go so far as to stare and fixate your eye contact, it makes people uncomfortable and insecure. If you are presenting on an online platform, look directly at the camera. Avoid looking down at your notes or at another screen or monitor. One of the best ways to do this effectively is by practicing your presentation so that you don't have to frequently refer to your notes.
- **Mannerisms-** Communication is most effective when the interaction is friendly and open. Avoid annoying habits (jingling pocket change, repeatedly adjusting eyeglasses, etc.). Ensure that verbal communication (words) matches non-verbal communication (facial expressions, gestures, body movements). Use gestures to support or replace words. *Caution:* Certain gestures may have different meanings in different cultures. Fiddling with jewelry or keys suggests you are anxious or unsure, projecting a lack of confidence in your words. Keep your hand motions consistent with your words. Instead of playing with your hair, jewelry, keys, or pen, keep your hands on a notebook or by your side to focus on your message and not distract.
- **Head motion:** Nodding aggressively when someone is talking to you indicates you are impatient and want them to finish speaking quickly. This makes other people feel invalidated and rushed. Instead, nod your head to indicate agreement and interest in what the other person is telling you. Shaking your head side to side when saying "yes" indicates disagreement and contradicts what your words are saying. Your head motions should be consistent with your words. When you are in agreement, nodding up and down in approval is expected.
- **Professional Demeanor**—Always be professional in your demeanor. Never use or allow profanity in a classroom. Avoid sarcasm; it intimidates some people and angers others.
- **Body Language-** Nonverbal messages can be positive, negative or neutral. A smile goes a long way toward creating enthusiasm; an angry stare at one

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person can stifle an entire group. Good eye contact, periodically directed to each of the listeners, will help keep them involved and convey the speaker's interest in them. Body language conveys information that can either support or contradict what is communicated verbally.

- **Distance-** Use distance to support the message. Nearness is generally less formal and instructing from the front of the class is more formal. A combination can be most effective. Be aware of cultural differences when judging proximity to a student. Too close can make a student uncomfortable if they feel that the nearness is reserved for friends and family.
- **Laughter-** Humor and laughter can be used to relieve stress, provide a momentary break, and make a particular point memorable.
- **Facial Expressions-** Scan the room to identify non-verbal cues regarding learner emotions and problems such as frowns, confused looks, staring out the window, or blank stares. Frowns, raised eyebrows, and smiles can communicate more than words. A good communicator is alert to visual clues and can spot inattention or puzzlement without having to ask a question.

While you might feel your body language is appropriate, always be mindful of the response you receive. If someone backs away from you or suddenly becomes defensive or closed off, you might have crossed the line. You can recover by simply changing the subject, stepping back one step, or opening up your posture or hand gestures to indicate approachability.

Barriers to Communication

Being aware of different barriers to communication can help the instructor plan ways to remove them. Since communication is two-way with responsibility on both ends, such barriers apply to both the instructor and the students.

Both too little and too much experience can create barriers to communication. An instructor may have considerable knowledge of the material but little or no experience in presenting it. Preparation is very important in overcoming this barrier. Preparation involves careful and complete planning and practicing each presentation until the instructor is comfortable with it. Having an audience when practicing helps; recruit someone who will listen

Having too much experience also can be a barrier. The problem arises when an instructor, especially an experienced one, forgets that their understanding of the material has been gained over years while not remembering the difficulties they had in learning it for the first time. Something that is perfectly clear to the instructor may not be at all clear to the student hearing it for the first time. Try to be as clear as possible and listen to what students are saying.

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Creating a successful lesson involves awareness of the bridges and barriers to communication. To build bridges and eliminate barriers one must first plan a lesson that takes them into account and then practice, practice, practice. By repeatedly practicing the lesson delivery one can become an excellent instructor.

Experienced instructors can also learn how to 'read' the clues offered by the students. For example, puzzled expressions or blank stares suggest that this might be a good time to ask a specific question to check if you are really being understood. Students who maintain eye contact are likely to be interested. Nodding (up and down) is also a good sign.

There are several signs and signals that your students are not engaged. These can include:

- Body tense - Stiffness, wrinkled brow, jerky body motion, and hands clasped in front or palms down on the table. These can indicate concern with the topic or dealing with the other person.
- Arms folded in front - Creates a barrier; can express resistance to what is being said.
- Hand on face - A hand over one's mouth is a closed gesture. Leaning on one's elbow with the chin in the hand can communicate boredom.
- Fidgeting - Moving around a lot, playing with things and drumming fingers are usually a sign of boredom, nervousness or impatience.
- Yawning - Boredom, confusion. The other person is talking too much or in too much technical detail.
- Impatience - Trying to interrupt what the other person is saying, opening one's mouth frequently as if to speak.
- Distraction - Eyes flicking about, blank stares, flipping through literature without really reading it, looking at others in the classroom, looking at the person's body or clothing.
- Leaning away - Avoiding moving closer, even when something is handed to the person, is strongly negative.
- Negative facial expressions - These include shaking head, eyes narrowed, scowling, frowning.

There are limits to our ability to read student cues, and we can make mistakes. For example, crossed arms or legs are sometimes taken as a sign of defensiveness or rejection, but could simply mean that the person is cold, that's a more comfortable position, or they have back trouble and this eases the pain. Rubbing the eyes may simply mean that the person has an eye irritation rather than being tired or upset. Consider several clues, not just one, when drawing inferences from your perceptions. When in doubt, it is always appropriate to ask questions for clarification or agreement.

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Keep it Simple and Straightforward (K.I.S.S.)

Technical terminology, jargon, or unidentified acronyms hinder communication. Encourage communication from listeners so that they become the speakers and the instructors, the listeners. Learn to listen actively by paraphrasing what was said. Be calm and controlled; do not lose professionalism.

Question and Answering Techniques

For two-way communication to occur between the instructor and the students, the instructor must use good, thought-provoking questions throughout the lesson. The use of oral questions allows one to determine from time to time if s/he is maintaining essential communication. When properly planned, implemented, and evaluated, oral questioning improves effectiveness and, more importantly, student learning. When students are answering or asking questions, it is important that the instructor uses active listening techniques.

Effective Questioning Techniques

To use questions effectively, instructors must:

- Use appropriate types and levels
- Direct questions appropriately
- Use active listening techniques
- Repeat, rephrase, or restructure questions
- Pause after asking a question in order to give time for a response from students
- Provide an opportunity and adequate time for learners to state questions, comments, and concerns, and respond to questions

Types of Questions

There are two major types of questions:

- Open-ended - These are the best types of questions to use for maximum audience participation.
- Closed-ended – These are the best types of questions to use for checking accuracy of concepts or subject matter learned or proficiencies gained.

Types of Open-ended Questions

- **Understanding or remembering-** Determining if a student can recall information is important to an instructor. Questions may be best phrased as:
 - Who can tell me why...?
 - Can someone tell me what we said was the reason that we...?
 - Who remembers what we said about...?
 - Let's review. What are the five things that...?

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- **Application-** Determining if a student can apply the information is essential. Questions may be phrased:
 - How would you use this...?
 - How is this an example...?
 - How is this related to...?
 - Why is this significant to...?
- **Relevance or Life Experience-** Determining if students can identify relevance can be important to the instructor, especially considering how adults learn. Questions may be phrased:
 - Has anyone ever used...?
 - What happened when you tried...?
 - Can someone tell me about a time when...?
 - Have you ever seen someone use...?
- **Analysis-** Comparing the relative benefits of two techniques adds to student learning and is an effective question technique. Questions may be phrased:
 - What are the features of...?
 - Can you sort these from these?
 - How would you prioritize these actions?
- **Lessons Learned-** From analysis, we look for lessons learned to avoid repeating our errors or oversights.
 - Have you ever regretted repeating...?
 - What is your unforgettable lesson learned...?
- **Self-Discovery-** Students who think forward to discover a desired result will retain that information longer. Questions may be phrased:
 - What does this mean for you...?
 - What are the implications of...?
 - What do you think will happen if...?
 - Can you tell me about a time you could have used...?

Additional questioning ideas:

- Don't ask yes/no questions. Open-ended questions generate more interesting responses because they unlock more information from people. Example: Don't ask, "Did you like that video? You'll get a more interesting answer if you ask, "Why did you like that video?"
- Ask about specifics, not generalizations. Questions about specifics lead people to give you answers that are not generic. Example: Don't ask, "What was fun about your boat trip?" Instead, drill down and ask, "What was the single most fun moment of the trip?"
- Ask about reactions. Frame questions around a person's reactions to experiences in their life—what surprised them, challenged them, or changed their

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viewpoint? Example: Don't ask, "What's it like to be a boat owner?" Instead, ask, "What's the most surprising thing you've discovered about being a boat owner?"

- Ask follow-up questions. When you ask a question, pay attention to the answer and ask a follow-up question about it to dig deeper. Example: If a person says the most surprising thing about being a boat owner is all the scary people on the water, follow up with a question like, "What do you think will make it safer and you more comfortable?"
- Ask about lessons learned. If your goal is to learn from somebody, the easiest shortcut to do that is to ask them what they've learned. Example: Ask questions like, "What did you learn from your experience at the boat ramp?" "What do you wish you knew before you attempted to launch your boat?" and "What advice would you have for others who want to use a boat ramp?"
- Ask for a story. (If, there is enough time...) The most interesting information is found in stories, so ask people to tell you one. Example: Don't ask, "What's it like to operate a PWC?" Instead, ask, "What's the craziest thing that's ever happened to you on your PWC?"
- Ask what else you should ask. When you wrap up your questions, give the other person an opportunity to tell you what you should have asked. They will likely suggest a question that provides valuable information. Example: Ask, "Am I missing anything? What's the question nobody ever asks you, but you wish they would?"

Responding to Questions – Three-Step Model

- 1. Ensure that the instructor understands the question**
 - Repeat the question ("Is that what you were asking?")
 - Look directly at the person who asked the question to affirm understanding the question
- 2. Respond to the question**
 - Be as direct and succinct as possible
 - Look at the entire class, not only the person who asked the question. (Someone else might want to ask that question but did not have the fortitude to do so.)
- 3. Check to be sure the question was answered**
 - Say, "Did that answer your question?"
 - Look directly at the person who asked the question and affirm their question was answered
 - Ask if there are any other questions

Handling Incorrect Answers to Questions

When a student answers a question incorrectly, it is important not to embarrass or demean them. Several options are available to instructors when this situation arises:

- **Student did not hear the question**
 - Simply repeat the question

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- **Student did not understand the question**
 - Rephrase or restructure the question using a different approach
- **Student doesn't know the answer**
 - Rephrase the question
 - Use a less leading or complex question
 - Redirect the question to another student.

Here is a mnemonic to put it all together: Using the **APPLE** model will help ensure you are effective in asking questions of your students:

- **A**sk the question to ensure everyone develops an answer before picking a person or opening it up to the class. Use an appropriate type of question based on the situation.
- **P**ause long enough for everyone to think about the answer.
- **P**ick the student or open it up to the class.
- **L**isten carefully to the answer using active listening techniques.
- **E**valuate the answer and comment accordingly.

Unit 6 Difficult Situations

Unit 6 – Difficult Situations

Tips to Improve Instructional Effectiveness

- Never ask learners to do things with which they are uncomfortable, or that will make them look foolish in front of the rest of the group.
- Match the instruction's comfort level to what they will be doing in the "real world."
- Provide opportunities and encouragement for learners to stretch their skills and grow.
- Demonstrate emotions such as concern, understanding, or empathy when appropriate.
- Demonstrate willingness to change the program to suit the audience's needs.
- Add humor to lighten the mood — but only if the instructor has had the opportunity to test out the humor with several co-instructors to make sure the humor is in good taste.

Manage Time

- Manage the time to stick to the agenda
- Start on time.
- Welcome latecomers into the classroom without allowing them to disturb the rest of the class. Help them catch up over the break.
- Schedule breaks about every fifty minutes and stick to the designated duration times. Start class on time, even if some people are missing, to send them the message that they should arrive on time.
- Adjust the pacing of lesson delivery to accommodate learning. Be prepared to add or eliminate material based on the needs of the group.
- Keep a watch or clock in an inconspicuous place nearby to monitor the time. The instructor can also appoint a co-instructor to be the timekeeper to keep the lesson on time. Add buffers into the instructional material to allow flexibility.

Assessing Learners

- Create opportunities for learner success to build confidence and future skill application
- Evaluate learner success formally and informally throughout the instruction. Listen, ask questions, and observe to identify whether learners understand
- Monitor groups to assess the involvement of everyone in the group

Working in Learning Groups

- Monitor the stages of group development and help students move through them (forming, storming, norming, performing, adjourning).
- Conduct a de-briefing with groups to reinforce learning and to encourage the application of the learning to the "real world."
- Plan activities and encourage functional interaction among groups so that they can build trust with one another.

Unit 6 Difficult Situations

- Walk around the room and sit in with each group to monitor performance. Help overcome dysfunctional behaviors by pointing them out and facilitating resolution.
- Provide ground rules before students start working in groups together.

Dealing with Difficult Learners

Remember that prevention is one of the best cures, so explicitly state expectations for student conduct at the beginning of the program. Intervene when behavior problems occur, matching the severity of the intervention with the severity of the behavior.

Talkers

- Disrupts by continually interjecting with comments or anecdotes. In extreme examples, the talker can be monopolizing and distracting for the instructor and students alike.
- Stand close to them.
- Silence them politely when they take a breath. Say something like, "I appreciate your comment, but we need to move on; perhaps you can tell the full story at the break," and then move on.
- Ask them questions which directs their energy to keep them focused and on track.
- Acknowledge their chatter by asking them if they have any questions
- Shift to an activity that separates the talkers
- Approach them during the break if the behavior continues. Ask them to refrain from talking during class because it is distracting to the other students. Explain that you respect and appreciate their experience and input but must ensure that the group participates equally. Ask for their support.

Too Many Questions

- End a Q&A session by stating, "Let's take one more question and move on."
- Use the Parking Lot / Anchorage technique (ongoing list of questions to be answered later).

Challengers

- Set expectations up front regarding student conduct to prevent problems
- Clarify and respond to student challenges regarding why they are there and what they will learn.
- Approach challengers during the break. Ask them not to disrupt the class and explain that their comments are distracting to other students.
- If necessary, ask the challenger to leave.

Know-It-Alls

- Acknowledge their expertise and ask them to explain concepts or ideas to the group. If appropriate, continue using this person as a resource. Caution: Be sure the information being conveyed is accurate.

Unit 6 Difficult Situations

- Don't allow the know-it-alls prevent other students from participating. Encourage a balance of participation.

Uninvolved/Indifferent

- An uninvolved or indifferent person does not participate in discussions fully. Their indifference may come from having tried and failed or having their ideas ignored.
- Make sure there is an environment where everyone feels comfortable participating.
- Do not feel as though everyone has to verbally participate to learn. Some people learn by listening to the experiences and comments of others.
- Try to uncover the cause and find ways to involve the individual while fully respecting and encouraging their involvement.

Joker

- This person can help reduce inhibitions and make people laugh. They may not recognize that their constant interruptions can monopolize your session.
- Restrict the number of times they intervene.
- Take them aside during the break and say, "I appreciate your humor, but our time here is limited, and it is my job to make sure everyone has a chance to contribute as we move through the material."

Cynic

- A negative person who may have seen previous efforts fail. They may also have needed help having their ideas listened to in the past and feel poorly equipped to succeed.
- Explain the benefits of making changes and work on gaining commitment.
- Listen to and acknowledge their issues so that they can be addressed through training
- Give them one opportunity to explain their doubt, ask them for a solution, and then indicate that you are moving on.

Whisperer

- Disrupts by starting side conversations that may or may not be related to the class.
- Check for understanding by asking if they misunderstand or have difficulty hearing you. If they are, you may need to adjust your approach to the material.
- If they start unrelated chatter, politely ask them to hold off until the break.
- Stop talking until they notice that they are distracting the group.
- Insert an activity that requires the participants to rearrange the seating so that the whisperers are no longer seated together.

Unit 7 Accommodating ALL Students

Unit 7 – Accommodating ALL Students

Special Needs

Many people face physical challenges that leave them with permanent special needs. When our courses are open to the general public, people with special learning needs may require reasonable accommodations. There may be students in the courses who face various types of physical challenges. Students with special needs include those with challenges that affect their ability to attend and participate in a course.

Americans with Disabilities Act of 1990

The *Americans with Disabilities Act of 1990, As Amended by the ADA Amendments Act of 2008* (ADA) specifies certain requirements for public events, including Coast Guard Auxiliary courses. It mandates, for example, full access to public facilities. In addition, accommodations for students with special needs must be made in class and when administering examinations.

"Disability" is a legal term. Under the Americans with Disabilities Act of 1990 (ADA), as amended in 2008, a "person with a disability" is a legal term that describes a protected class within the Department of Justice's civil rights legislation, in order that they may be entitled to certain benefits and accommodations. The ADA defines a "disability" as, "a physical or mental impairment that substantially limits one or more of the individual's major life activities."

The ADA defines an "individual with a disability" as someone who has a physical or mental impairment that substantially limits one or more major life activities. The ADA Amendments Act of 2008 (ADAAA) made several significant changes to the original definition of "disability" outlined in the Americans with Disabilities Act of 1990. One significant change was to broaden the definition of "major life activities."

Pre-Planning for Accommodation

When planning an educational experience, physical access to the site is one of the first, but not the only, consideration that must be taken into account. Some people are unable to climb stairs, walk even short distances, sit in the chairs provided, or are in a wheelchair. As for the classroom, some people have hearing problems, while others face visual challenges such as difficulty in seeing or color blindness. An instructor needs to anticipate and provide reasonable ways to deal with these possibilities.

The ADA stipulates that classes must be held in handicapped-accessible buildings. This involves more than physical access to the classroom. The building must also have handicapped accessible restrooms and the instructor needs to know where they are located. There may be students who need these types of facilities and it is important to make reasonable accommodations.

But physical accessibility is not the only barrier to learning. Some students face different challenges that need to be considered. For example, students with visual limitations may encounter problems reading PowerPoint® presentations, handouts, charts, graphs,

Unit 7 Accommodating ALL Students

and even the student manuals may present problems. Students with auditory limitations may have difficulty understanding video clips that don't include captions. The instructor should ensure that all materials used in the classroom are accessible to all students. Some students may have difficulty sitting in the seats provided. Many older people, while not disabled, have some type of mobility problem.

Try to learn the students' challenges discreetly, so as not to embarrass anyone. One way to do this is to make an announcement and include a slide during the first class encouraging anyone with special needs to discuss them with the instructor during the break or after class so their particular needs can be addressed in an appropriate manner. Encourage students to sit in places that accommodate their visual and auditory limitations and allow time for them to change seats if their original choice was not a good one.

Removing Barriers

- **Visual Limitations-** Students experience visual challenges for several reasons. Some have difficulty seeing, even with corrective lens. Others may be excessively bothered by glare or by bright lights. Still others may have color blindness that interferes with their understanding of the visual slides.
- **Auditory Considerations-** For students who require a signer using American Sign Language, try to find if one is available. Most students will know of one, if they have used someone in the past. Both the student and the signer should be able to see well while minimizing distractions for other students. Many hearing-impaired people read lips. An instructor should always face students when presenting.

Other Challenges

Some people have normal intelligence with all of their senses operating normally, yet learning occurs only with considerable difficulty. Such difficulties can result from a variety of learning disabilities. These include short attention span, memory problems, reading disorders, auditory processing disorder, and "test anxiety."

Reading disorders are the most common types of learning disability, and 70%-80% of students with learning disabilities experience some type of deficit in reading.

Auditory processing disorder (APD) refers to a variety of disorders that affect how the brain processes auditory information.

In recent years, efforts have been made to diagnose and help those with learning disabilities. Be on the lookout for students who need some help or accommodation. Arrange tutors, extra instruction, and test-taking accommodations where necessary.

Unit 7 Accommodating ALL Students

Paying attention to how people are learning can help the instructor deliver instruction that is better for all the students. Find out what is going on in a tactful manner and find ways to help the student.

There are many other physical problems, both temporary and permanent, that may come up during a class. Do the best to assist the person without calling undue attention to them. Remember: Kindness works wonders even when one cannot make the perfect accommodation.

When the class includes minors, be sure that at least one other Auxiliarist is in the teaching area while the class is in session. Also, if minors in the class are members of a sponsoring organization such as the Sea Scouts, obtain all necessary sponsoring organization's credentials before teaching begins.

Test-Taking Accommodations

When setting up for an examination, special arrangements may need to be made for students with physical and non-physical challenges. The type of accommodation needed depends on the nature of the student's special needs. A student with a visual impairment might need the examination printed in a larger font or to have the questions read to them. Another student with a learning disability or extreme test anxiety might need more time to complete the exam. A student in a wheelchair may need a special table, and someone with a writing disability (e.g., arm/hand in a cast, extreme arthritis) may need to take their exam on a computer, while another may need someone to write his or her chosen answer on the answer sheet.

Reasonable effort must be made to accommodate the special needs of students who take our courses. Before declining any request for special accommodations, the instructor must become involved and seek guidance from the District Staff Officer-Legal Officer (DSO LO) via the chain of leadership.

A person with a disability is an individual FIRST - treat them with the same respect and dignity that you would show any other individual. When speaking with someone who has a disability, always put the person first.

The following are some tips for interacting with people:

- ALWAYS...Ask before you act!
- Don't make assumptions.
- Think before you speak.
- No need to shout or speak loudly.
- Be sensitive about physical contact.
- Respond graciously to requests.
- If a person has an interpreter or companion, speak to the person, not to their companion or interpreter.
- Never touch or play with a service animal when one is being used.

Unit 7 Accommodating ALL Students

Language to Avoid. When speaking of, or directly to, a person with a disability, avoid the following language.

- Avoid outdated terms like “handicapped,” “crippled,” and “retarded.”
- Avoid euphemisms. Examples to avoid include:
 - “Differently-abled”
 - “Physically Challenged”

Unit 8 Instructing with Electronic Technologies The Virtual Classroom

Unit 8 – Learning with Electronic Technologies – The Virtual Classroom

E-Learning

E-learning refers to various uses of educational technology both in and outside the classroom. It includes both Web-based and computer-based learning independent of the Internet. Instructional content and materials can consist of text, images, animations, and streaming video/audio, and the information can be delivered in different ways, including the Internet, CD-ROM or DVD, cable or satellite television, smartphones, iPads, and audio/videotape.

The Virtual Classroom

While online-virtual platforms have been around for years, the Coast Guard Auxiliary seriously began embracing virtual instruction with the advent of COVID-19 in 2020. Both member training and public education disciplines chose the virtual classroom to keep Coast Guard Auxiliary members and the recreational boating students engaged and educated.

What is a Virtual Classroom? A virtual classroom is a video conferencing tool where instructors and participants engage with each other and with the learning material. The difference with other video conferencing tools is that virtual classrooms offer an added set of features that are essential to a learning environment.

Virtual classroom software enables instructors to:

- moderate student participation
- display learning materials in the form of documents, slide decks, or multimedia files
- enrich the learning experience with screen-sharing and virtual whiteboard features
- divide the participants into breakout rooms, which the instructor can join
- engage the participants with polls and quizzes
- record the sessions (and manage those recordings)

Participants can access virtual classroom platforms from any device that can connect to the Internet. This flexibility enables participants to consume content regardless of their location worldwide.

One of the main drawbacks of virtual learning is the lack of face-to-face social interaction. Traditional classrooms provide a platform for students to engage in discussions, collaborate on projects, and develop interpersonal skills.

A virtual classroom environment ensures human connection, a vital element of classroom teaching that video-on-demand courses don't have and sorely miss. In a virtual classroom, instructors interact with students in real-time; students can voice their

Unit 8 Instructing with Electronic Technologies

The Virtual Classroom

questions and interact with peers, similar to how they would in a regular classroom, albeit over the Internet.

Like brick-and-mortar classrooms, virtual classrooms are also synchronous as learners and teachers appear online at the same time to facilitate immediate interactions. However, virtual classrooms also make use of pre-recorded components such as videos, presentations, and lecture slides to facilitate learning, much like offline classrooms do.

In summary, a virtual classroom is where people meet live to learn. The software platform allows people in different locations to interact with each other and the facilitator and engage in learning activities. The “virtual classroom” terminology suggests a simulation of a classroom environment—in other words, being able to communicate with others and see learning material.

The Public Education Directorate has several documents available for the Coast Guard Auxiliary instructor to reference when setting up and implementing instruction in a virtual environment.

Summary of E-Learning

Different types of e-learning can be identified by (a) students all participating at the same (synchronous) or different (asynchronous) times and (b) whether students are able to interact with other students and the instructor, or not.

Different types of technology support different types of e-learning. Asynchronous technologies (e.g., e-mail, threaded discussion boards, blogs) allow students to participate when they wish. Synchronous technologies (e.g., webcasting, chat rooms, audio/video conferencing) approximate face-to-face teaching strategies. Blending the various approaches in which synchronous, asynchronous, and/or face-to-face classes are used for the same course has several advantages.

Both students and instructors need to acquire new teaching-learning strategies when working in an online environment. Although some will readily take to this new format, the transition for others may be more problematic.

Unit 9 Instructing the Adult Learner

Unit 9 – Instructing the Adult Learner

Introduction to Adult Learners

Adult learning has unique features and characteristics that require a tailored approach to provide an effective, satisfying experience for the learners. It is the instructor's role to prepare and manage that experience, encourage participation, and manage the learning journey. To start with, learner diversity is an important feature that must be given attention: adult learners may differ by race, ethnicity, ability, thought, culture, religion, sexual orientation, gender and economics. These all influence the program choices for the instructor. At the same time, learner diversity also brings a wealth of experience to the classroom.

In many ways, adults are “experts” in their own chosen field, and they need to be treated as having valued expertise. How, then, do we increase the effectiveness of our training? How do we maximize the unique characteristics of the adult learner? Capitalizing on these unique characteristics will make learning relevant, enhance the learner's experience, and increase the effectiveness of the outcome.

Adult Learning Theory

Adult learning theories are based on the premise that adults learn differently than children.

Adults have an existing base of knowledge and life experience. They seek out continuous learning based on personal interests, wants, and needs. Adults understand why they're learning, so their motivation levels are naturally high. Sometimes it's beneficial to let adults work things out for themselves and organize themselves. Depending on the lesson, the role of instructor may be effectively filled by a mentor, coach, training facilitator, peer, or subject matter expert.

Given that adults differ from children and have certain emotional baggage, life experience, internal motives, and cognitive characteristics, this imposes specific challenges that most adults tend to face when it comes to learning and training.

Difficulties in Adult Learning: These are the most common difficulties, or learning barriers, typically encountered by adult learners. These barriers can prevent adults from trying new things, growing their skills, and obtaining new knowledge.

- Focusing: They have too much on their plate, not only at work but also in their personal lives, taking care of their families. That presents the challenge of staying focused on training and reducing distractions.
- Having a purpose: That's the same old 'what's in it for me' situation. Adult learners want to know exactly how the new knowledge will help them in life. If the purpose of the instruction isn't concrete enough and doesn't target the learning needs of the adult student, it may become an unbreakable barrier.

Unit 9 Instructing the Adult Learner

- Fear: Adults tend to fear not knowing something. Fear of criticism and failure add to this. While any knowledge can be gained, toxic self-doubt and feeling unsatisfactory are harder to resolve.

Adults have many other interests, demands on their time, and responsibilities that sometimes interfere with learning. There are things that compete with the adult learner's time. If your teaching is not compelling and stimulating, you may not retain the students' attention or, for that matter, the students themselves.

Principles for Teaching Adults

Adults learn better from their experiences, and their past knowledge should be taken into account. When planning a course for adults, try to appeal to their professional background, whatever it is, and provide related examples. Adults will learn new knowledge better if they link it to their life experiences.

Adults favor a pragmatic approach and must be able to apply learning to solve a specific problem. Clearly articulate the 'why' behind training and make it speak for itself. Anticipate the question "What's in it for me?" and make the very title of your training material answer this question.

Adults are most interested in learning things that are immediately relevant. Blend theory with practice and create exercises and role-plays to help them apply new knowledge immediately.

Adults need to be involved in planning and evaluating their instruction. Involve your learners in the planning, execution, and assessment of the new training program. Collect their feedback and update the training material and actual instruction accordingly (i.e., update your lesson plan).

Some practical strategies for the adult learner include:

- Present the overall agenda at the beginning of the program. If you are teaching skills in a small group, explain what you will be doing and what the participants will be expected to do.
- Take the time to describe what you will be doing, both activities and content. Many people enjoy surprises, but a training environment is not the place to put people "on the spot." Create a climate that is "safe" for experimenting and risk-taking.
- State clearly what you expect from the participants. Adult learners want to know how to respond, what they will need to accomplish, and how the class will be conducted.

The goal is for learners to feel comfortable, welcome, respected as adults, and confident in their own capabilities. Working with adults means being flexible. It takes

Unit 9 Instructing the Adult Learner

confidence in your ability to lead the participants and let them guide the program simultaneously. The end result, however, will be successful for both participant and instructor! Remember one of the main goals: confidence in your competence.

Adults lead very active daily lives. They are accustomed to making decisions, being called upon to use their expertise, and self-directing their actions. Putting adults into a passive environment (like a lecture) is the most ineffective way to stimulate learning. Adults learn more effectively and efficiently if they are fully engaged in the learning activity. Plan your training to allow time for active participation, “hands-on” activities, and sharing of expertise. Provide opportunities for the participants to give you feedback during the program. Encourage them to tell you how they feel about the learning process. This will give you valuable information on how to tailor your training going forward.

Relevancy is a “must” for adult learners. They want to be able to put to use the skills and knowledge they have learned right away. They will dismiss as “unimportant” information that is not meaningful in meeting an immediate need or goal. Some questions you should consider asking as you develop training are:

- Is the content related to the participants’ goals?
- Is the instructional methodology appropriate for the content and the learner’s level of expertise?
- Can the participants use the material in the time frame they are expecting?
- Is the content appropriate to the participant’s level of experience?

Adults use their training activities to help reach goals, solve problems, and meet other needs in their lives. Their learning activities are driven by their lives, so the need for immediate application is important.

Use real examples and refer to real examples and issues from the participants’ experiences as well as your own. This will help the participants to discover how to apply the learning to their own needs.

Remember that adults are experts in many other areas of their lives. Building on that confidence can enhance the learning experience. Provide positive reinforcement and encouragement throughout the activity. Support “risk-taking” by the participants and help them understand where they are right or wrong. Be open to ideas, suggestions, and feedback. In a collaborative training environment, participants partner with the instructor to provide the optimal training experience. Understand that each adult learner is unique – with a different set of educational and professional experiences. Diversity can make the educational experience richer. Understand and capitalize on these differences

Respecting the adult learner for all that they bring to the learning activity helps to facilitate growth and change for the learner.

Unit 9 Instructing the Adult Learner

No matter who you are teaching, the instructor must prepare. With adults, preparation is the single most effective way to improve your instruction. When the instructor isn't sufficiently prepared, the training is painful for both the instructor and participants. This is where lesson plans are even more important. Preparation allows the instructor to stay on course, on target, and on time.

In designing and delivering adult learning, we assume that adults are independent and self-directed, are able to draw from a foundation of life experiences, and knowledge, are goal-directed, are relevancy-oriented, and are practical problem-solvers.

Appendix A

Presentation Tips and Instruction Best Practices

Appendix A – Presentation Tips and Best Practices

Presentation Tips

“If you fail to plan, you are planning to fail!” Benjamin Franklin

Successful presentations begin with four steps: (1) Planning, (2) Preparing, (3) Practicing, and (4) Presenting

Planning

Good prior planning prevents poor presentation performance. Early and detailed planning are key to a good presentation. Effective planning will pin-point the elements needed for a presentation.

- A better understanding of the audience.
- Control over the material.
- How to present oneself.

Consider the audience. What education and experience do they bring to the class? Why are they attending the class? Summarize the analysis for future reference.

Analyze and organize all material. What does one want to present to the audience and how? How much material is presented and to what depth? What is the goal for the training? What do the students need to know when they leave the class? The better organized one is in the planning the more successful the next steps are.

Preparing

Outline the presentation. The outline should be as comprehensive as it can be. The outline is the foundation from which the instructor will build the presentation.

When the instructor begins preparing, s/he should become the audience; listen critically to oneself, read the material aloud. Develop means to gain class participation, plan questions to involve the class and to ensure the class understands the material being presented. The instructor should record themselves giving the presentation. Develop a plan for equipment failure. “Sea stories” should be selected carefully; the goal is to present the information. Editing ensures the well-planned lesson reaches the audience.

Practicing

Practicing repeatedly is paramount. During each practice, **time the presentation**. Keep to the time allocated. Plan for unanticipated questions and use the parking lot / anchorage when necessary. Enlist family or friends to be the audience and request feedback. Look for crutch words, “uhh”, “umm”, or “you know”. Talk to the students; **don't talk to the screen**. The best actors and comedians spend hours honing their material; emulate that model. **DO NOT READ THE SLIDES**; if that is all that is required, give the slides to the students; they will thank the instructor for it!

Appendix A

Presentation Tips and Instruction Best Practices

Instructional Best Practices

Adult learning programs should be designed and developed to:

- adapt to the needs of the students
- have as much choice as possible in methods of instruction
- capitalize on the experiences of the participants

Use a lesson plan, even if you've taught the course many times.

Keep the lesson, class or training session:

- on-time – each class starts and finishes at the prescribed time
- on-track – relevant to the subject or skill
- on-target – aimed at achieving the goals and objectives

Use stories only to illustrate a point.

Strive for continual improvement.

- At least once per year, record one of your classes; then watch the video or listen to the audio, to improve your teaching and reduce your flaws.
 - Listen for “ums” and “uhs”
 - Watch for facial expressions and body language
- The road to continual improvement is paved with ongoing practice.

Respect your students, even the difficult ones.

When you are instructing you are “on stage” and as required for anyone on stage, practice timing, technique, and material coverage.

There are NO dumb questions.

Appendix B

Next Steps / Instructor Awards

Appendix B – Next Steps and Instructor Awards

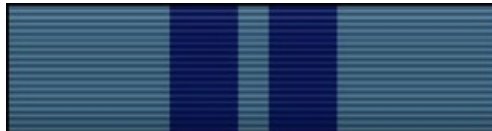
The Certification Process

After studying this guide, the Coast Guard Auxiliary member:

- Needs to take the Instructor Examination and pass it with at least a 90%.
- Prepares a lesson plan and training session of 15 to 30 minutes that is then presented to a mentor who is a currently certified instructor.
 - The mentor will evaluate the presentation and lesson plan and either provide approval by signing off on the Performance Qualification Standard (PQS) in Appendix E or direct the instructor candidate to correct the deficiencies and present again.
 - This teaching time must be entered into AUXDATA II with the mentor as “Lead” and the instructor candidate as “Trainee.”
- Goes over the PQS questions and answers with a currently certified instructor who will sign off on each correctly answered task.
- Prepares a lesson plan and training session of one to two hours that is then presented to a mentor who is a currently certified instructor.
 - The mentor will evaluate the presentation and lesson plan and either provide approval by signing off on the Performance Qualification Standard (PQS) in Appendix E or direct the instructor candidate to correct the deficiencies and present again.
 - This teaching time must be entered into AUXDATA II with the mentor as “Lead” and the instructor candidate as “Trainee.”
- Completes Introduction to Risk Management and has it recorded in AUXDATA II
- Completes the Instructor Workshop if one is required or recommended for instructors.

After these tasks are completed, the flotilla commander signs off on the PQS, which is then submitted to the District Director of Auxiliary (DIRAUX) according to district policy for certification.

Instructor certification comes with a ribbon.



Instructors and instructor candidates should frequently check the Public Education Directorate’s website for the latest information (“What’s New”) and numerous resources for courses and support materials:

<https://wow.uscgaux.info/content.php?unit=e-dept>

Appendix B

Next Steps / Instructor Awards

Instructor Awards

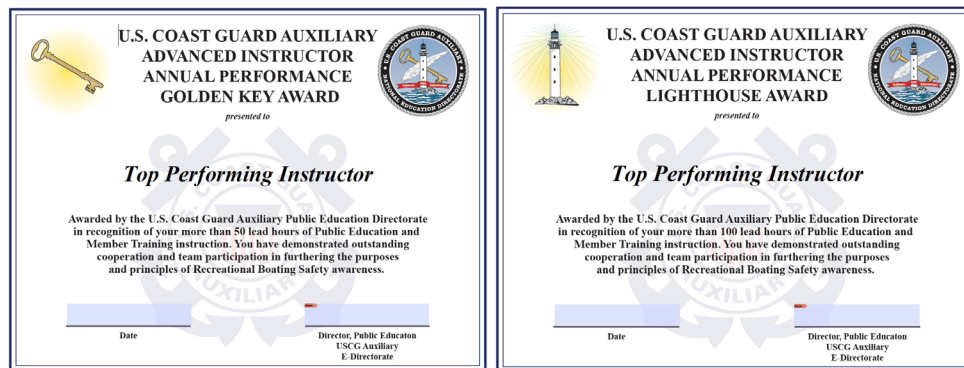
Auxiliary Public Education Service Award

For instructor and/or instructor aide hours. Complete thirty or more hours of instruction in (PE or MT), or serve as an instructor's aide for sixty or more hours, or complete a combination of instructor hours and instructor aide hours to total at least thirty credits (one instructor hour equals one credit and one aide hour equals 1/2; a credit; for example, 20 hours as instructor equals 20 credits and 20 hours as an aide equals 10 credits, totaling 30 credits and qualifying to receive the award).



Golden Key and Lighthouse Awards

Instructors will be rewarded with the prestigious E-Directorate Golden Key Award for any combination of 50 lead hours of Public Education and/or Member Training instruction. The Lighthouse Award is reserved for instructors who have put in a combination of 100 PE and/or MT lead hours. These annual awards are calculated and distributed twice a year – once for the first six months and the other for the entire year.



COMO Daniel Maxim Award for Excellence in Education

Dr. L. Daniel Maxim was highly respected within the Recreational Boating Safety (RBS) Community. COMO Maxim was a former Assistant National Commodore for Recreational Boating (ANACO-RB) and served as the Chairman of the National Boating Safety Advisory Council (NBSAC). A prodigious educator and author, he

Appendix B

Next Steps / Instructor Awards

made countless contributions to help educate the public about recreational boating safety (RBS). This award honors his legacy of superior education performance by recognizing the best-of-the-best Auxiliary Instructors. It is additionally inspired by a similar award the US Power Squadrons confer on their very best Instructors – The Chapman Award.

The Commodore Daniel Maxim Award for Excellence in Education was established to motivate and inspire the entire instructor cadre to reach beyond the comfortable or ordinary to achieve the extraordinary. Some of the goals of the award are to increase the diversity of courses offered by flotillas and the number of classes offered; improve Public Education and Member Training Instructor effectiveness and performance; improve mentorship of newer or less experienced Instructors; develop new and innovative teaching methods and techniques; and develop new and innovative teaching aids.



Appendix C

Instructor Code of Ethics

Appendix C – Instructor Code of Ethics

- The Coast Guard Auxiliary instructor should follow the USCG Auxiliary moral, and ethical professional codes of conduct.
- The Coast Guard Auxiliary instructor should dress in the appropriate uniform for the educational environment.
- The Coast Guard Auxiliary instructor endeavors to maintain a healthy positive classroom environment without discrimination, bias, personal prejudice, or cultural insensitivity.
- The Coast Guard Auxiliary instructor will deal justly and act to resolve issues with ill-mannered and disruptive students, and situations following official policies and procedures.
- The Coast Guard Auxiliary instructor does not intentionally expose the student to disparagement, vulgarity, inappropriate language and gestures, profanity, or swearing of any kind.
- The Coast Guard Auxiliary instructor endeavors to present facts without distortion, bias, personal prejudice, but from prepared curriculum, official information, and founded fact.
- The Coast Guard Auxiliary instructor does not intentionally use the teaching platform to discuss personal, professional, or political issues or problems during the class session or with students as a member of the Coast Guard Auxiliary during education events.
- The Coast Guard Auxiliary instructor complies with written organizational policies and applicable laws and regulations that are not in conflict with this code of ethics.
- The Coast Guard Auxiliary instructor does not intentionally misrepresent official policies, and clearly distinguishes those views from their own personal opinions, including political or religious beliefs.
- The Coast Guard Auxiliary instructor does not use institutional or professional privileges for personal or partisan advantage.
- The Coast Guard Auxiliary instructor endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.

Appendix D 9-Event Lesson Plan

Appendix D – 9-Event Lesson Plan

Name of Instructor: _____

Lesson Title: _____ Total Est. Time: _____

OPENING	Time _____
<p>1. Gain Attention. Introduce the training, the purpose, the value to the students, and the agenda. Review prerequisites, rules of conduct, general expectations, and administrative items, including safety, exits, facilities, and such.</p>	
Instructor Activities	Student Activities
<p>2. State Objectives. Outline what the students are expected to do in this training lesson. Explain the objectives, making sure the students are clear on the performance, conditions, and standards.</p>	
Instructor Activities	Student Activities

Appendix D 9-Event Lesson Plan

DELIVERY	Time _____
3. Recall. Students review or recall previously learned terminology, skills, experience, and competencies relevant to this training module.	
Instructor Activities	Student Activities
4. Present the Information. Conduct the class or training. Present content points; provide a demonstration. <i>Show them what success looks like.</i>	
Instructor Activities	Student Activities

Appendix D

9-Event Lesson Plan

5. Provide Learning Guidance/Guided Practice. Prepare students for the practice that is to follow and set expectations for levels of competence or proficiencies. Prepare your list of primary and backup media.

Instructor Activities	Student Activities

6. Practice. Students practice the skills and use the job aids to meet the objectives and standards. Assessment of student performance will guide instructor intervention as appropriate. Feedback, guided practice, and reteaching are examples of instructor activities.

Instructor Activities	Student Activities

Appendix D 9-Event Lesson Plan

CLOSING	Time _____
7. Give Feedback. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing.	
Instructor Activities	Student Activities
8. Tests/Assessments. Assess the student's learning. The assessment should match the lesson objectives, tasks, and course practice. Have formal written questions and answers ready as well as open-ended interactive questions and/or tasks.	
Instructor Activities	Student Activities

Appendix D 9-Event Lesson Plan

9. Enhance Retention. Review the lesson objectives with students. Challenge students to apply the new knowledge or skills. Introduce the next module or training event.

Instructor Activities	Student Activities

Post Lesson Reflection:

Appendix D

9-Event Lesson Plan

Appendix D – 9-Event Lesson Plan - Example

Name of Instructor: [Jane Auxiliarist](#)

Lesson Title: [Aids to Navigation](#) Total Est. Time: [45 minutes](#)

OPENING	Time 5 Minutes
<p>1. Gain Attention. Introduce the training, the purpose, the value to the students, and the agenda. Review prerequisites, rules of conduct, general expectations, and administrative items, including safety, exits, facilities and such.</p>	
Instructor Activities	Student Activities
<p style="text-align: center;">SMILE</p> <ul style="list-style-type: none"> • Cover housekeeping, including cell phones on vibrate • Explain that the class is interactive • Invite questions • Explain: As we came to class today we passed roadside signs. Some examples might be ????. So too, on the water 	<ul style="list-style-type: none"> • Students are expected to respond to questions asked by raising their hands • Students can ask questions that are needed to clarify items addressed
<p>2. State Objectives. Outline what the students are expected to do in this training module. Explain the objectives, making sure the students are clear on the performance, conditions and standards.</p>	
Instructor Activities	Student Activities
<ul style="list-style-type: none"> • How aids to navigation are important to boaters • The US Aids to Navigation system • How to use these aids to make a safe passage 	

Appendix D

9-Event Lesson Plan

DELIVERY	Time <u>30 Minutes</u>
3. Recall. Students review or recall previously learned terminology, skills, and competencies, relevant to this training module.	
Instructor Activities	Student Activities
<ul style="list-style-type: none"> • Ask questions to determine what the students already know about the topic • Have they heard about Red Right Returning? If so, do they know what it means? • How do you know if you're in a channel? • On the highway what tells drivers of safe or unsafe driving conditions – what are the aids to driving? 	<p>Expect students to answer:</p> <ul style="list-style-type: none"> • Speed limit signs • Speed bump ahead • Curve ahead • Slippery when wet • Stop signs • Yield signs • Bridge ices before roadway
4. Present the Information. Conduct the class or training. Present content points; provide a demonstration. <i>Show them what success looks like.</i>	
Instructor Activities	Student Activities
<p>Use PowerPoint Slides and ATON models to teach ATONs:</p> <ul style="list-style-type: none"> • Aids to Navigation, <i>in conjunction with your nautical charts</i>, can tell you (1) where you are and (2) help you reach your destination safely. • Buoys and Beacons • Numbers and Letters • Lights • Lateral System – explain red right returning • Ranges – demonstrate • Safe Water Marks/Buoys 	<p>Expect students to answer questions:</p> <ul style="list-style-type: none"> • When do you encounter Red Right Returning? • How do you know you're in the ICW? • How can you tell which way to go at a junction marker or preferred channel marker? • How do you know which markers or buoys go on which side of your boat?

Appendix D

9-Event Lesson Plan

<p>5. Provide Learning Guidance. Prepare students for the practice that is to follow and set expectations for levels of competence or proficiencies. Prepare your list of primary and backup media.</p>	
Instructor Activities	Student Activities
<p><u>Materials:</u> Laptop, HDMI Cable, Projector, Extension Power Cord and Outlet Strip, Model ATONs</p> <ul style="list-style-type: none"> • Present mnemonics: Red Right Returning; Even Nuns Blush; The Odd Can of Jolly Green Giant • Use PPT slides to teach information • Supplement the PPT slides with the models of channel markers 	<ul style="list-style-type: none"> • Have students (one taller than the other) simulate a range and ask random students where they have to go to stay in the center of the channel • Hand out red and green construction paper with numbers and get the students lined up the simulate a channel • Add a page with red and green with red on top and ask the students which way would be the preferred channel
<p>6. Practice. Students practice the skills and use the job aids to meet the objectives and standards. Learning guidance is provided as appropriate, and feedback items noted.</p>	
Instructor Activities	Student Activities
<p>Use Questioning and Discussion to determine how well they are comprehending the information, as an example:</p> <ul style="list-style-type: none"> • You see a red and white vertically striped spherical buoy; what is it? What is its purpose? What would be its light characteristics? • You are returning from the ocean into an inlet and see a green marker with a green light. Which side of your boat should you pass that marker? • You're traveling down a channel, and the red and green markers have yellow triangles and squares, respectively, on them. What are you seeing? 	<p>Expect the students to respond to the questions asked and correct as necessary using the slides and/or models and/or demonstrations in event 5</p>

Appendix D

9-Event Lesson Plan

CLOSING	Time <u>10 Minutes</u>
<p>7. Give Feedback. Use both motivational and developmental feedback. Be timely, objective, specific, and non-punishing.</p>	
Instructor Activities	Student Activities
<p>In this class, we discussed various aids to navigation. Let's see who can answer these questions:</p> <ul style="list-style-type: none"> • What is an example of a lateral marker • What is a range used for? • Why are aids to navigation important? 	<p>Expect the students to answer properly and review and/or correct as necessary</p>
<p>8. Tests. Assess the student's learning. Have formal written questions and answers ready, as well as open-ended interactive questions.</p>	
Instructor Activities	Student Activities
<p>Use the review questions at the end of the chapter to test the student's understanding.</p> <p>Decide how you want the students to answer:</p> <ul style="list-style-type: none"> • Raise their hand? • Shout out the answer? <p>If there is a difference of opinion or answers, review the material again until there is consensus on the correct answer and a student's understanding</p>	<p>Look to get responses from most students – especially encourage the shier and quieter ones</p>

Appendix D 9-Event Lesson Plan

9. Enhance Retention. Reinforce the original perceived value, tasking students to apply the new knowledge or skills. Introduce the next module or training event.	
Instructor Activities	Student Activities
<p>Wrap up the presentation with a quick review of the value and importance of Aids to Navigation to their safe travel on the water.</p> <p>Ask for any final questions</p> <p>Offer them a break before the next section.</p>	

Post Lesson Reflection:

Appendix E

Performance Qualification Standard (PQS) Workbook

Appendix E – Performance Qualification Standard (PQS) Workbook

This Student Guide and associated Performance Qualification Standard (PQS) will guide you through the Instructor Development 2025 Standards and Qualifications. It will provide you with certain tasks to complete and have verified by your mentor instructor(s). You may have more than one mentor instructor sign off on the various tasks. The mentor instructor must be a qualified USCG Auxiliary instructor. Once you have completed all the sign-offs of the tasks, the next step is to prepare and present a fifteen- to thirty-minute training event along with associated lesson plans and instructional aids. A mentor instructor will evaluate the first training event and provide you with positive feedback and discuss areas that could be improved.

Following the completion of the first training event, you will then prepare the second training demonstration, which is a one- to two-hour training event using chapter(s) from one of the approved Coast Guard Auxiliary Public Education or, if permitted, Member Training courses. A mentor instructor will again critique your presentation and preparation of the longer training event and provide you with positive feedback and discuss areas that could be improved.

Upon successful completion of the two training events, a mentor instructor will sign the final mentor certification form and provide a copy for the Flotilla Commander to verify that you have met all the criteria to become certified as an instructor. Lesson plans, documentation of the use of instructional aids and passing of the National Exam may be required for submission in accordance with district policy. Your completed application will be processed according to your USCG Auxiliary District's policy. You will receive your Instructor Certificate and be eligible to wear the Instructor ribbon and medal when you have met the minimum standards of a Certified Instructor for the U.S. Coast Guard Auxiliary.

Tasks: Demonstrate your knowledge of the following tasks

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 01 List characteristics of an effective instructor. <i>Reference page(s) 8</i>	_____	_____
INS 02 State credibility challenges facing instructors of adult learners and ways to overcome the challenges. <i>Reference page(s) 11, 45</i>	_____	_____
INS 03 Of the 14 Instructor Competencies, discuss your two strongest competencies, why you chose those, and how to implement them. <i>Reference page(s) 8-9</i>	_____	_____
INS 04 Of the 14 Instructor Competencies, discuss your two weakest competencies, why you chose those, and how to strengthen your implementation of them. <i>Reference page(s) 8-9</i>	_____	_____
INS 05 Recite at least two mnemonics from your experience and describe how you apply those to your instruction. <i>Reference page(s) 10</i>	_____	_____
INS 06 Discuss how you would approach each of the three types of learning, using Auxiliary examples. <i>Reference page(s) 11</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 07 List some techniques that the instructor can leverage to maximize the effectiveness of two-way communication. <i>Reference page(s) 25</i>	_____	_____
INS 08 Identify the 9 events of the 9- event lesson plan. <i>Reference page(s) 15-19</i> <i>Appendix D</i>	_____	_____
INS 09 Complete a lesson plan for an assigned topic in the prescribed format for the 15- to 30-minute presentation <i>Reference page(s) 15-19</i> <i>Appendix D</i>	_____	_____
INS 10 Describe how to use both motivational and developmental feedback. <i>Reference page(s) 17-18</i>	_____	_____
INS 11 Describe several instructional classroom aids and how to use them in a classroom <i>Reference page(s) 20-24</i>	_____	_____
INS 12 Compare and contrast verbal communications and non-verbal communications addressing factors such as the instructor's role, the student's role, and making the message effective. <i>Reference page(s) 25-27</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 13 List specific verbal techniques, explaining how to apply them in a learning environment. <i>Reference page(s) 27-28</i>	_____	_____
INS 14 Demonstrate the ability to set up media equipment and discuss troubleshooting typical issues. <i>Reference page(s) 22-24</i>	_____	_____
INS 15 List specific nonverbal techniques, explaining how to apply them in a learning environment. Identify particular cautions for nonverbal communications. <i>Reference page(s) 28-30</i>	_____	_____
INS 16 State the two types of questions, provide examples of each, and compare the benefits. <i>Reference page(s) 32-34</i>	_____	_____
INS 17 State the three-step model for responding to questions and provide an example for each <i>Reference page(s) 34</i>	_____	_____
INS 18 State options available to the instructor to handle incorrect answers to questions. <i>Reference page(s) 34</i>	_____	_____

Appendix E

Performance Qualification Standard (PQS) Workbook

Task	Date Completed	Mentor's Initials
INS 19 State practical strategies to improve instructional effectiveness, particularly in difficult situations. <i>Reference page(s) 36</i>	_____	_____
INS 20 Describe different strategies for removing barriers to learning for those with special needs <i>Reference page(s) 30-31</i>	_____	_____
INS 21 List and explain techniques employed by effective online instructors. <i>Reference page(s) 43-44</i>	_____	_____
INS 22 Discuss some principles for teaching adults and how an instructor be most effective. <i>Reference page(s) 46-48</i>	_____	_____
INS 23 Discuss the value of lesson plans and the downside of not preparing lesson plans. <i>Reference page(s) 13-14</i>	_____	_____

Appendix F Mentor Certification Form

Appendix F – Certification for Instructor

Required Tasks	Date	Mentor's Signature
I. Completion of open-book ID 2025 test.		Score _____
II. Completion of PQS tasks with mentor.		
III. Satisfactory completion of fifteen to thirty-minute training event with lesson plan.		
IV. Satisfactory completion of one to two-hour training event with lesson plan.		

To DIRAUX: The following Instructor Trainee has met all requirements:

Instructor Trainee Name

Instructor Trainee Member ID

District/Division/Flotilla

Lead Mentor Signature

Date

Lead Mentor Name

Lead Mentor Member ID

District/Division/Flotilla

Flotilla Commander Signature

Date

Flotilla Commander Name

Flotilla Commander Member ID

District/Division/Flotilla