



In 2018, the E-Directorate initiated an effort to update and improve the Auxiliary Instructor Training program, aligning it with modern instructional best practices. This initiative led to the development of the Instructor Development 2020 (ID2020) Student Guide, which provided practical advice on learning and teaching techniques, with a particular focus on lesson planning and program delivery.

After five years of applying the ID2020 Student Guide and its accompanying presentation materials, the E-Directorate has utilized the insights gained to refine the program, resulting in ID2025. This new version is an update rather than a complete overhaul, incorporating newer technologies and methodologies while emphasizing practical application over theoretical concepts.

The revised program includes updated discussions on instructional and classroom skills. It addresses various challenges instructors may encounter and offers strategies for effectively presenting to diverse audiences, including children, school-aged students, and adults, with a significant focus on adult learners.



Opening Remarks

- **Welcome**
- **Hydration**
- **7029 99D**
- **Silence Phones**
- **Introductions:**
 - **Students**
 - **Instructors/Aides**

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Remember to introduce instructors and students as time allows. Because we have so many members in this class, we have to bypass the introductions. It would probably take about three hours to accommodate short two-minute introductions.

Students should keep track of their time while attending class and studying and enter it in AUXDATA II as 99D.

Make sure to stay hydrated since this will help battle fatigue and keep you sharp.

Turn off your cell phones unless you're on call, and then set them to vibrate.



General Information

- **Keep video camera on (if possible)**
- **Minimize distractions.**
- **Take class notes just as you would if you were sitting in a classroom.**
- **Use the same etiquette that you would during an in-person class.**
- **If we lose connection, please give us two minutes to re-establish connection and then re-enter the virtual platform.**

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Take class notes just as you would if you were sitting in a classroom. In other words, treat it as much as possible as if you were in class with the instructor in front and surrounded by other classmates.

Please keep your cameras on, but your microphones muted unless you want to ask a question or respond to a question.

If you have a question, click on the raised hand icon on the bottom of your screen to ask a question. That will move you to the front screen and one of the other instructors will let the one speaking know you have a question.

If we lose connection, just stay with the session and we'll reestablish within minutes. If you lose connection, just come right back in when you can.



Schedule

- **Day One: Introduction through Unit Three**
- **Day Two: Units Four, Five, and Eight**
- **Day Three: Units Six, Seven, Nine, the Appendices and Website Tour**
- **Day Four: Student Presentations + PQS**
- **Day Five: Student Presentations + PQS**

Days one through three are virtual; four and five can be in person or virtual

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Unit 1: Welcome to Instructor Development 2025

Unit 2: The 14 Instructor Competencies

Unit 3: Lesson Planning

Unit 4: Using Media Effectively

Unit 5: Effective Communication Skills

Unit 8: Learning with Electronic Technologies – The Virtual Classroom

Unit 6: Difficult Situations

Unit 7: Accommodating ALL Students

Unit 9: Instructing the Adult Learner

Appendix A: Presentation Tips and Best Practices

Appendix B: Next Steps and Instructor Awards

Appendix C: Instructor Code of Ethics

Appendix D: 9-Event Lesson Plan

Appendix E: Performance Qualification Standard (PQS) Workbook

Appendix F: Certification for Instructor



Student To-Do List

- Download ID2025 Student Guide
- Download ID2025 Lesson Plan Template
- Review lessons taught and read ahead for next night's lessons
- When scheduled to present a 10-15 minute lesson, send your mentor your lesson plan.



Expectations

- **Actively participate in class discussions and group exercises.**
- **Accurately complete lesson plans for review.**
- **Prepare and conduct an initial 15 to 30 minute training event on a subject of your choice.**
- **Complete the Performance Qualification Standard (PQS) tasks with a certified Instructor mentor**
- **Conduct a 1 to 2 hour Public Education or Member Training event.**

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Student participation may derive from comments, conversation, shared experiences, question and answer session, and deliberate working sessions or exercises.

It is essential to get in the habit of completing lesson plans for any class you may teach and updating them after each class based on lessons learned.

A 15 to 30 minute training session, in any subject of your choosing, following your Performance Qualification Standard (PQS) recital is mandatory. Setting the class schedule within the 15 to 30 minutes and completing the instruction in the allotted is a key objective for this class. Your Lesson Plan should layout the overall time(s) for your presentation.

You are expected to incorporate comments and feedback received during the short program and apply it to the longer, 1-2 hour training program. That presentation will be conducted as a "Trainee" and monitored by a certified instructor. District policy will dictate whether this is a Public Education Class or Member Training Instruction.

You would be well served to pick a subject that interests you and attend the class(es) as an observer at least once prior to actually instructing the class yourself.



Unit 1 - Introduction

An Auxiliary Instructor:

- Influences many people
- Affects:
 - Attitude
 - Perseverance
 - Confidence
 - Self-efficacy

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A Coast Guard Auxiliary instructor has the power to impact many individuals. The instructor significantly influences students' attitudes, perseverance, confidence, and self-efficacy—distinct from self-worth. Self-efficacy refers to a person's belief in their own competence. Characteristics of high self-efficacy include:

- 1) Self-confidence
- 2) Accurate self-evaluation
- 3) Willingness to take risks
- 4) A sense of accomplishment.

Our goal is for each of you to complete this course with an enhanced sense of self-efficacy.

Even those with average skills can excel under the positive influence of an instructor. The importance of an instructor's behavior towards others cannot be overstated.

A facilitator or instructor-trainer uses the same training techniques, including principles of learning, motivation, communication, and instructional methods, when conducting instruction. Understanding these concepts and practicing these techniques will support a new instructor as they take on their responsibilities.

Teaching excellence involves not only keen organizational skills, enthusiasm, and mastery of one's subject matter but, above all, utmost professionalism and absolute respect for each learner. This means that the attention is never focused on one's self. The paramount instructor's responsibility is to uphold the trust placed in them to protect the dignity and well-being of each and every student (no matter their age) as if they were one's own children or parents. Anything less deems the instructor unworthy to serve in a role sacred to learning sessions.



Auxiliary Instructor Traits

- **Content and Auxiliary expertise**
- **Experience**
- **A professional appearance**
- **Organizational skills**
- **Professionalism**

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The quality of an instructor is a key factor in determining student satisfaction. Members of the Coast Guard Auxiliary Instructor Cadre hold essential and multifaceted roles. As an instructor, you will influence both the public and fellow members of the Coast Guard Auxiliary in the following ways:

- A skilled instructor embodies professionalism, demonstrating the competencies and qualifications that make them a role model for students.
- Instructors play a crucial role in transferring necessary skills, ensuring that the public gains the knowledge to become safer boaters and that the Coast Guard Auxiliary remains staffed with well-qualified members.
- Instructors must consistently exhibit appropriate personal conduct.
- An instructor's appearance and personality significantly shape learners' perceptions of them.
- To excel as an instructor, you must have expertise or experience in the subjects you teach.
- Strong organizational skills are also crucial, as they enable you to effectively use lesson plans and apply adult learning principles. Remember that the time and care invested in preparing for each lesson will influence the instructor's credibility with the audience.

Most anyone can become a competent instructor. Some will develop into truly superior instructors. The starting place, however, is the same for all: theory, practical application, and ongoing practice.



Goals

- **Introduction to Instructor Competencies**
- **Lesson planning training**
- **Updated skill training**
- **Offer procedures and tools to use when conducting a training event**
- **Opportunities to practice using classroom tools and techniques**

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This course is designed to achieve the following objectives:

- Introduce participants to Instructor Competencies and lesson planning, along with updated skill training.
- Provide procedures and tools for conducting training events effectively.
- Offer participants opportunities to practice using classroom tools and techniques in real training situations.

Developmental Activities: Skill development and instructional assessments are intended to occur over multiple activities rather than within a single session or training event.

We welcome constructive feedback, including suggestions for improvements, criticisms, or edits. Please direct your comments through the chain of leadership to the USCG Auxiliary E-Directorate.

Last slide of Unit 1



Unit 2 - Instructor Competencies

- **Definition of Effective and Efficient Instructors**
- **Introduction to 14 Instructor Competencies**
- **Influencing Learning**
- **Types of Learning**
- **Positive Learning Environment**

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USCG Auxiliary Instructors may be required to actively participate in scheduled training and/or updates for continued improvement of skills, expanding awareness of educational, emerging topics, and expanded capabilities and proficiencies as reflected in these competencies. However, keep in mind that this is the first step in learning the skill set of a competent instructor, much like saying that the competencies of a baseball player are fielding, catching, hitting, running the bases,... The point is to focus the learning objectives into a manageable set.

Purpose

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

Key Concepts

These competencies define an effective and efficient instructor.



14 Instructor Competencies

1. Analyze course material and learner information
2. Assure site and classroom preparation
3. Establish and maintain instructor credibility

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The 14 Instructor Competencies

1. Analyze Course Material and Learner Information: Prepare thoroughly by becoming familiar with the topics, PowerPoints, and teaching aids before conducting the lesson. Understand the type of students you will be addressing.
2. Ensure the Instructional Site is Prepared: Confirm that the site is ready, including restrooms, safety exits, necessary equipment, available break areas, and any other instructional considerations. Refer to the Safety Checklist for guidance.
3. Establish and Maintain Instructor Credibility: Maintain professionalism in appearance, use appropriate language, and address the needs of learners effectively.



14 Instructor Competencies

4. Manage the learning environment
5. Demonstrate effective communication skills
6. Demonstrate effective presentation skills
7. Demonstrate effective questioning skills

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The 14 Instructor Competencies

4. Manage the Learning Environment: Be mindful of the need for breaks and attention span limitations. Ensure safety and security, and minimize or control classroom distractions.
5. Demonstrate Effective Communication Skills: Tailor discussions to the learners' age and understanding, avoid using acronyms, and refrain from lengthy explanations that don't align with the learning objectives.
6. Demonstrate Effective Presentation Skills: Utilize media effectively, maintain appropriate voice tone, avoid simply reading from slides, and refrain from introducing irrelevant information.
7. Demonstrate Effective Questioning Skills: Repeat questions for the entire audience, allow sufficient "wait time" for responses, and ensure questions are relevant to the audience.



14 Instructor Competencies

8. Respond appropriately to a learner's need for clarification or feedback

9. Provide positive reinforcement and motivational incentives

10. Use instructional methods effectively

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The 14 Instructor Competencies

8. Respond Appropriately to Learners' Requests for Clarification or Feedback: Address questions without overwhelming learners with unnecessary detail, and manage classroom distractions effectively.
9. Provide Positive Reinforcement and Motivational Incentives: Offer praise and compliments, as they contribute significantly to creating a supportive learning environment.
10. Use Instructional Methods Effectively: Be aware of your teaching and learning style, and avoid relying too heavily on a single method (e.g., lecturing). Mix methods to engage learners more effectively.



14 Instructor Competencies

11. Use media effectively
12. Evaluate learner performance
13. Evaluate the delivery of instruction
14. Report evaluation information

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The 14 Instructor Competencies

11. Use Media Effectively: Enhance engagement by incorporating videos, pictures, charts, and demonstrations. When using PowerPoint, stick to a consistent Master template, and choose either bullets or numbers—using numbers when sequence or counts are important.
12. Evaluate Learner Performance: Regularly assess understanding and create an environment that supports reinforcement of topics as needed.
13. Evaluate Instructional Delivery: Gather feedback to identify strengths and areas for improvement.
14. Report Evaluation Information: Complete summary forms, submit all required paperwork, and analyze both material and learner data.



Instructor Requirements

- **Create and effectively use a nine-event lesson plan**
- **Apply principles of adult learning to instruction**
- **Receive constructive feedback on lesson planning and practice sessions**
- **Use media effectively**

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In addition to mastering the 14 competencies, Coast Guard Auxiliary instructors must:

- Develop and effectively utilize a nine-event lesson plan.
- Apply appropriate learning principles tailored to the age diversity within the class.
- Receive and incorporate constructive feedback on lesson planning and practice sessions.
- These competencies require instructors to actively engage with learners, taking full responsibility for ensuring effective interaction. To meet student-focused competencies, instructors must:
 - Communicate clearly and effectively with learners.
 - Present information in a comprehensible manner.
 - Facilitate the learning process for students.
 - Use questioning techniques to guide the learning process.
 - Clarify learning objectives and outcomes.
 - Provide constructive feedback on performance.
 - Encourage the transfer and retention of skills and knowledge.
 - Motivate and actively engage learners.



Influencing Learning

- **Instructor's Role**
- **Material Relevance**
- **Interpretation**

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Instructors play a pivotal role in enhancing water safety by educating, developing, training, and inspiring individuals. Our work is guided by core values and instructor competencies, focusing on indirect yet profound impact. While we may not directly save lives or conduct operations, we empower others to excel in these crucial tasks. To facilitate effective learning, instructors can:

- Create a positive learning environment
- Adapt teaching methods to various learning styles
- Provide clear, concise information
- Offer constructive feedback and encouragement
- Demonstrate practical skills and techniques
- Foster critical thinking and problem-solving abilities
- Emphasize the importance of safety protocols
- Share real-world experiences and scenarios

Content Relevance:

- Connect new information to students' personal experiences to enhance understanding and relevance. Use targeted questions and diverse learning activities to gauge comprehension and engagement.

Individual Interpretation:

- Recognize that students' prior knowledge, beliefs, expectations, and emotional states significantly influence how they interpret and process new information.



Influencing Learning

- **Feedback**
- **Practice**
 - **Mnemonics**
 - **Study Time**

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Effective Feedback in Instruction:

Importance: Essential for assessing progress and providing constructive criticism. This is crucial during and after instruction to allow student questions and engagement

Key Principles: Focus on observed behavior only. Provide immediate feedback after observing a behavior. For inadequate performance, offer diagnostic and corrective feedback until improvement. Continue reinforcement feedback until confident task performance is achieved.

Delivery Structure: Begin with the learner's strengths. Follow with areas for improvement

Positive Feedback Components:

- WHAT: Praise specific results and achievement of desired criteria. Deliver immediately after the desired performance
- WHY: Explain the importance of the achievement. Highlight specific competencies and skills demonstrated. Acknowledge student's self-directed initiative.

Benefits of Effective Positive Feedback: Reinforces desired behaviors and performance.

Practice and Learning:

Progressive Nature: Learning is typically a gradual process, not an instant occurrence.

Effective Techniques:

- Repetition: Frequent review of material
- Mnemonics: Use of memory aids
- Spaced Practice: Distributing learning sessions over time

Page 10 of the Student Study Guide has numerous examples of using mnemonics:

Songs, rhymes, name/acronym, expression, and visual.



Types of Learning

- **Meaningful Learning**
- **Rote Learning**
- **Skill Learning**

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Learning Types and Teaching Strategies:

Meaningful Learning: Focuses on understanding interconnected information. It links new material to existing knowledge. This requires comprehension rather than memorization.

Rote Learning: Emphasizes memorization through repetition. Most effective when:

- a. Using mnemonics (memory aids)
- b. Distributing practice over time

Caution: Avoid meaningless repetition without context

Skill Learning: Involves practical, hands-on abilities (e.g., boating skills). Progresses from theoretical knowledge to practical application. Examples:

- a. Knot tying: Move from book learning to physical practice
- b. Boat docking: Apply classroom knowledge in real conditions



Positive Learning Environment

- **Be Supportive and Non-threatening**
- **Accommodate Experts and Beginners**
- **Accommodate Youngsters and Adults**
- **Create a Positive Learning Environment**
- **Ensure Perceived Value**

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Creating a Positive Learning Environment

1. Instructor Credibility:

1. Apply good instructor characteristics and training techniques
2. Invest time in lesson preparation
3. Adult learners don't automatically grant credibility to authority figures

2. Supportive Atmosphere:

1. Foster a non-threatening environment
2. Encourage student responsibility and motivation

3. Diverse Audience Management:

1. Accommodate both experts and beginners
2. Balance content to avoid overwhelming novices while respecting experienced learners
3. Treat teenagers with equal respect, engaging them personally when possible

4. Strategies for Positive Climate:

1. Recognize individual student needs and concerns
2. Create a participatory environment
3. Briefly establish credibility with relevant personal information
4. Be attentive to special needs (seating, visual/auditory limitations)
5. Adjust course emphasis based on class composition

5. Ensuring Perceived Value:

1. Utilize varied instructional techniques and materials
2. Connect topics to students' experiences
3. Adapt approach to match student abilities and interests



Unit 2 - Conclusions

- **Instructors are expected to demonstrate:**
 - **Basic Presentation Skills**
 - **Understanding of Teaching Skills**
 - **A Scholarly Approach to Teaching**

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Instructor Development Program: Goals and Outcomes

The Coast Guard Auxiliary's Instructor Development Program aims to enhance the teaching capabilities of its instructors. Expected outcomes include:

- **Mastery of Basic Presentation Skills:**
 1. Appropriate voice volume and pacing
 2. Minimal use of speech fillers
 3. Effective eye contact with students
 4. Well-organized presentations
- **Proficiency in Teaching and Discussion Techniques:**
 1. Organizing and facilitating focused discussions
 2. Creating learner-centered instruction
 3. Engaging diverse student populations
- **Competence in Instructional Material Creation:**
 1. Developing effective print materials
 2. Creating impactful presentation programs (e.g., PowerPoint)
 3. Designing interactive exercises that enhance and assess student learning
- **Adoption of a Scholarly Approach to Teaching:**
 1. Demonstrating knowledge of pedagogical principles. These principles inform instructional strategies, curriculum design, and student engagement to optimize educational outcomes.
 2. Applying evidence-based teaching practices



Unit 3 - Lesson Plan

- **9-Event Lesson Plan**
 - **Opening**
 - **Delivery**
 - **Closing**
- **Lesson planning is an ongoing process**
- **Always use a Lesson Plan**

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Lesson Plan Overview: A lesson plan is a written document that outlines the structure and content of a training session. It serves as a guide for instructors, ensuring consistent delivery across multiple classes.

Components of a Lesson Plan:

- **Opening:** Introduction, housekeeping, and lesson outline
- **Delivery:** The "Four Ps" - Planning, Preparing, Practicing, and Presenting
- **Closing:** Reinforcement, comprehension check, and connection to future lessons

Benefits of Using Lesson Plans:

- Organize topics logically
- Facilitate effective learning activities
- Identify necessary resources and teaching aids
- Maintain time management and topic focus
- Ensure consistent content delivery

Continuous Improvement: After each class, instructors should:

- Reflect on the lesson's effectiveness
- Make notes on successes and areas for improvement
- Update the plan while memory is fresh
- Incorporate lessons learned to enhance future sessions

The 9-Event Lesson Plan format provides a structured approach to lesson planning, dividing the session into Opening, Delivery, and Closing segments. This format helps instructors address specific elements of the lesson, including timing and required materials.



The Course Must Have Value

- **Keep the instruction on time, on track, and on target**
- **Relate topics to students' experiences**
- **Adjust to match students' abilities and interests**
- **Vary instructional methods**
- **Use different instructional media**

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Enhancing Perceived Value in Learning

Core Principle: For effective learning, a course must have perceived value. This value is primarily measured in the learner's time and effort, which often outweighs monetary costs.

Key Concept: Learners prioritize Return on Investment (ROI) in terms of their time and effort.

Strategies to Enhance Perceived Value Through Lesson Planning:

- **Time Management:** Adhere to the scheduled timeline.
- **Focus:** Stay on topic and aligned with course objectives.
- **Relevance:** Connect course content to learners' experiences.
- **Adaptability:** Tailor teaching approaches to match students' abilities and interests.
- **Diversity in Instruction:**
 - Employ various instructional techniques
 - Utilize different types of instructional media

By incorporating these elements into your lesson plan, you can significantly increase the perceived value of your course and enhance the learning experience.



Lesson Plan

- **9-Event Lesson Plan**
 - **Opening**
 - **Delivery**
 - **Closing**

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The Three-Part Structure of a Lesson Plan

1. Opening: "Tell them what they're going to learn"

1. Purpose: Prepare students for learning
2. Focus: Set expectations and engage learners

2. Delivery: "Teach them"

1. Purpose: Present information and facilitate practice
2. Focus: Core content and skill development

3. Closing: "Tell them what they've learned"

1. Purpose: Assess performance and enhance retention
2. Focus: Reinforce learning and skill mastery
3. Note: Often overlooked but crucial for learning consolidation

Key Points:

- Events may overlap; there's no strict separation between parts
- A strong closing is as important as a strong opening

Recommended Addition: Pre-Lesson Planning Section

- Place clear lesson objectives at the beginning
- Ensures focus on objectives during lesson development
- Aids in overall event success

Reference: Appendix D contains the 9 Event Lesson Plan template and Pre-Lesson Planning Guide



Lesson Plan - Event 1

- Gain the students' attention
 - A brief introduction of the instructor
 - Why the topic is important
 - How long the presentation will take

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Event 1: Gain Attention and Motivate Students

Purpose:

- Shift students' focus from personal thoughts to course objectives
- Highlight the value of the instruction
- Capture interest and enhance motivation

Key Actions:

1. Welcome students warmly (**smile!**)
2. Introduce yourself
 1. Share relevant personal/professional information
 2. Establish your authority and expertise
3. Set the stage
 1. Share an anecdote related to the lesson
 2. Provide housekeeping information (restrooms, exits, water)
 3. Remind students to silence cell phones
 4. Reference classroom safety infographic on E-Directorate website
4. Explain lesson relevance
 1. Clarify why the material and skills are useful
 2. Be mindful of timing expectations for adult learners
5. Introduce the "parking lot" concept
 1. Explain how tangential topics will be addressed

Tips:

- Balance "sea stories" with staying on schedule
- Ensure your introduction establishes credibility
- Highlight compelling personal experiences related to the subject

Remember: Your introduction sets the tone for the entire lesson. Make it engaging and informative.



Lesson Plan - Event 2

- State the learning objectives
 - Performance
 - Conditions
 - Standard



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Event 2: Inform Students of Objectives

Purpose:

- Outline expectations for the training event
- Set clear objectives for both students and instructor

Key Actions:

- 1.Clearly state lesson objectives
 1. Specify performance, conditions, and standards
 2. Example: "By the end of this course, you'll be able to [performance] under [conditions] meeting [standard]."
- 2.Explain the goal
 1. Identify the task or skill to be mastered
 2. Example: "Our goal today is to introduce you to..."
- 3.Motivate participants
 1. Clarify the importance of the material
 2. Explain why learning this new information is necessary
 3. Demonstrate how the lesson applies to their lives
- 4.Assess background knowledge
 1. Quiz students on relevant prior experience
 2. Example for a boating safety class: Ask about boat ownership, boating experience
 3. Use this information to adjust the pace of basic material
- 5.Create a safe learning environment
 1. Encourage idea sharing and questions

Tip: Tailor your approach based on students' existing knowledge. This allows for more efficient use of class time and better engagement.



Lesson Plan - Event 3

- **Recall**
 - **Previously acquired skills or knowledge required for success**
 - **Review any safety concerns**

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Event 3: Stimulate Recall of Prior Learning

Purpose:

- Review previously learned information relevant to the current lesson
- Connect new learning to past experiences
- Enhance long-term memory retrieval

Key Actions:

1. Prompt students to recall relevant prior knowledge
 1. Example: "What safety procedures do you remember from previous training?"
2. Highlight connections between past learning and new material
 1. Example: "How might these safety concepts apply to today's lesson?"
3. Use recall activities to activate existing knowledge
 1. Consider brief quizzes, discussions, or reflective exercises
4. Address any misconceptions from prior learning
5. Use this recall phase to gauge the class's baseline knowledge

Benefits:

- Helps students create meaningful connections
- Improves retention of new information
- Allows instructor to tailor the lesson to students' existing knowledge level

Remember: This step is crucial for building a strong foundation for new learning and ensuring that students can effectively integrate new information with their existing knowledge base.



Lesson Plan - Event 4

- Present the information
 - Communicate the lesson
 - Model success for the students



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Event 4: Present Information/Content Delivery

Purpose:

- Deliver core content and demonstrate skills
- Show students what success looks like

Key Actions:

1. Present content effectively
 1. Don't simply read PowerPoint slides
 2. Face the students, not the screen
 3. Scan the class to ensure engagement and understanding
2. Demonstrate skills
 1. Model successful execution of any skills being taught
3. Engage students actively
 1. Ask thought-provoking questions
 2. Encourage students to consider the importance of the material
4. Check for understanding regularly
 1. Use various methods: • Questioning • Quizzes • Student demonstrations • Teaching aids • Discussions • Break-out sessions
5. Adapt presentation based on student responses

Tips:

- Vary your delivery methods to maintain interest
- Use questions to promote critical thinking
- Be prepared to explain concepts in different ways

Remember: Effective content delivery is interactive, not just a one-way flow of information. Engage students throughout the presentation to ensure comprehension and maintain interest.



Lesson Plan - Event 5

- **Provide learning guidance**
 - **Safety is paramount**
 - **Procedures to be followed**
 - **What they need to know/do to be successful**
 - **Special instructions, tips, and traps**
 - **Introduce job aids here**



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Event 5: Provide Learning Guidance

Purpose:

- Prepare students for practicing the lesson material
- Offer tools and strategies for successful learning

Key Actions:

1. Provide supportive resources
 1. Job aids or memory tools
 2. Primary and backup media
2. Clarify task indicators
 1. Explain what prompts signal a task needs to be done
3. Outline procedures
 1. Detail correct steps to follow
4. Share special instructions
 1. Highlight tips for success
 2. Warn about potential pitfalls
5. Emphasize safety
 1. Provide relevant safety information and precautions
6. Define success criteria
 1. Explain what students need to know or do to be successful
7. Demonstrate the task
 1. Show students exactly what they'll do
 2. Illustrate the expected level of performance

Remember: Effective learning guidance bridges the gap between content delivery and practice, setting students up for success in applying their new knowledge or skills.



Lesson Plan - Event 6

- **Opportunity for practice**
 - **Each student gets the opportunity to practice**
 - **Practice should model the test**
 - **Make practice as real-world as possible**

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Event 6: Provide Opportunity for Practice

Purpose:

- Allow participants to apply new skills and knowledge
- Ensure practice aligns with real-world application and assessment

Key Actions:

1. Facilitate practice sessions

1. Ensure each student gets a chance to participate
2. Create a safe environment for practice
3. Make practice resemble real-world scenarios

2. Incorporate review questions

1. Use end-of-lesson questions from course materials
2. Example transition: "Now let's put this knowledge into action."

3. Provide learning guidance as needed

1. Offer support and feedback during practice

4. Conduct topic summaries

1. Help participants see the logical development of the lesson
2. Engage students in summarizing key points
3. Touch on all major components, including goals and objectives

5. Check for understanding

1. Use various questioning techniques
2. Employ tests, quizzes, or final demonstrations
3. Ensure alignment with stated lesson objectives

Tips:

- Make practice resemble the final assessment
- Use summaries to reinforce learning and identify areas needing clarification
- Adjust instruction based on practice performance and feedback

Remember: Effective practice bridges the gap between theory and application, reinforcing learning and preparing students for real-world scenarios.



Lesson Plan - Event 7

- Give feedback
 - Use both motivational and developmental feedback
 - Effective feedback is timely, functional, and non-punishing
 - Feedback is based on performance and NOT personal



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Throughout lessons, offer both motivational and developmental feedback:

Developmental feedback vis-à-vis motivational feedback:

Developmental feedback differs from motivational feedback in that it focuses on specific areas of improvement rather than general encouragement. When used effectively, it can significantly enhance learning outcomes and personal growth.

1. Timely, objective, specific, and non-punishing
2. Focus on performance, not personal attributes
3. Avoid negative feedback (silence or criticism)

Types of Positive Feedback:

- Advice: Identifies desirable behaviors and how to incorporate them
- Reinforcement: Recognizes meeting or exceeding standards

Benefits of Positive Feedback:

- Improves confidence and performance
- Removes barriers
- Increases motivation

Negative Feedback (to be avoided):

- Silence: Maintains status quo, decreases confidence
- Criticism: Identifies undesirable behaviors, generates excuses

Key points:

- Allow opportunities for questions during/after lectures
- Address areas needing improvement when necessary
- Feedback is crucial for assessing student progress



Lesson Plan - Event 8

- **Test**
 - **Assess the student's retention of the material**
 - **May be written or hands-on**
 - **If hands-on is used, make the test as real-world as possible.**

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Testing and Assessment

Purpose:

- Evaluate student learning of concepts and skills
- Determine if lesson objectives were met
- Often includes pass/fail criteria

Types:

1. Written tests: For memorized material
2. Performance tests: For practical skills, should mimic real-world scenarios

Key points:

- Assessment conditions should match those stated in the lesson objectives
- Use various techniques: questioning, quizzes, demonstrations
- Tests should reflect practiced material

Post-test actions:

- Review incorrect answers to gauge test accuracy/difficulty
- Analyze results to improve instruction

Benefits:

- Assesses student retention
- Identifies areas for improvement in teaching methods

Remember: Testing not only evaluates students but also provides feedback on instructional effectiveness. Adjust your approach based on test results to enhance future lessons.



Lesson Plan - Event 9

- Enhance retention
 - Reinforce the lesson
 - Have students apply new learning
 - Introduce the next step

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Enhancing Retention

Key strategies:

1.Reinforce value:

1. Reiterate the importance of learned material
2. Connect content to real-world applications

2.Apply new learning:

1. Provide opportunities for students to use new skills
2. Encourage practical implementation of concepts

3.Bridge to future learning:

1. Introduce upcoming modules or training events
2. Show how current material connects to future topics

Additional points:

- Support knowledge transfer to long-term memory
- Relate new skills to broader context
- Allow final review and discussion

Lesson plan notes:

- Living documents adaptable to each session
- Not all nine events necessary for every lesson
- Crucial for maintaining timing and focus

Remember:

- Instructor enthusiasm often translates to student engagement
- Tailor retention strategies to your specific course content



Lesson Plan - Conclusion

- Lesson plans must be reviewed and modified after each use
- Not all nine events are mandatory for all lessons
- Remember to have fun

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Lesson Plans: Key Points

1. Living documents:

1. Adaptable to each session
2. Allow for consistent teaching across multiple deliveries

2. Flexible structure:

1. Not all nine instructional events are required for every lesson
2. Tailor to specific content and learning objectives

3. Essential benefits:

1. Keeps instruction on time
2. Maintains focus on target content
3. Ensures relevant topics are covered

4. Instructor attitude:

1. Enthusiasm is contagious
2. When instructors enjoy teaching, students often enjoy learning

Remember: While lesson plans provide structure, they should be used as guides rather than rigid scripts. Adapt as needed to meet student needs and enhance engagement.



Unit 4 - Using Media Effectively

- Student Retention
- Visual Aids Checklist
- Teaching Equipment
- Teaching Aids



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Once you've designed your lesson plan, it's essential to incorporate media that aligns with your training objectives. The saying "a picture is worth a thousand words" may be cliché, but it holds true. Various media formats, from computer displays to printed materials, can enhance the learning experience, making it easier for participants to grasp the intended skills or knowledge.

•**Handouts and Visuals:** Preparing these beforehand helps you stay on track and provides participants with a written reference. Organizing your materials ensures that the content is relevant and meets the learners' needs.

•**Slides:** Create PowerPoint slides, even though they might seem overused. To keep them engaging and effective, follow these guidelines:

- Keep slides simple and uncluttered.
- Use a sans serif font like Arial and stick to one or two font styles for consistency.
- Limit text to six lines per slide, allowing for a 32 or 36-point font size for readability.
- Use images and clip art sparingly to support, not distract from, your message.
- Avoid excessive animation or sound effects, which can be distracting and are often overused.
- Graphs and charts should be simple, uncluttered, and readable, with text as large as possible.

•**Flip Charts and Whiteboards:** Use these similarly to slides, preparing them with key bullet points and using color for emphasis. Ensure your writing is large enough to be visible to everyone.

Rehearse Your Presentation

Take time to practice your delivery. The first run-through may be rough, so rehearse until your presentation feels natural and confident. If you're hesitant to rehearse in front of others, practice in front of a mirror. This allows you to observe your gestures and facial expressions, ensuring they are appropriate. Speak your presentation out loud during practice to simulate the real experience.



Using Media Effectively

- **Select medium**
- **Create template**
- **Use a single thread**
- **Add titles**
- **Ensure readability**
- **Choreograph slide and talk**
- **Face audience**
- **Don't read to the students**

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Spend considerable time on these items on the checklist – they're really important for a good classroom environment and will greatly enhance student learning

Visual Aids Check List

- Select the medium by evaluating: audience, purpose, available 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 oneself to one idea per visual
 - Add color
 - Use the fewest possible words
 - Use simple typeface
 - Use upper and lowercase
 - Include only items that will be talked about
 - Stick to one or two typefaces
 - Label every element of charts and graphs
 - Design visuals for the back row. If one is not sure a visual is necessary, 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
- Checklist is in the student handbook Chapter 4.



Aids, Equipment, and Material

- **Teaching Aids (techniques/ways)**
- **Teaching Equipment (the hardware)**
- **Instructional Materials (resources)**

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A teaching aid is any tool or device that assists an instructor in delivering lessons, enhancing classroom engagement, or demonstrating a specific skill or concept. In boating safety classes, for example, teaching aids might include various types of personal flotation devices, knot-tying lines, cleats, posts, or miniature models of navigation aids.

Teaching aids are valuable for illustrating and clarifying the material and concepts being taught. However, it's crucial that these aids are directly related to the learning objectives they are meant to support. Creativity can sometimes overshadow relevance, so careful planning is essential to ensure that teaching aids effectively serve their intended purpose.

Teaching equipment such as projectors, tablets, televisions, and computer programs often require more extensive setup and technical expertise to operate and maintain.

Instructional materials are resources designed to organize and support instruction. These include textbooks, tasks, exercises, tests, answer sheets, and supplementary resources.

Effective instruction involves not only the preparation and distribution of instructional materials but also the effective use of teaching aids and a solid understanding of how to set up, operate, and troubleshoot teaching equipment.



Teaching Equipment

- **Chalkboards or Dry Erase Boards**
- **Flip Charts**
- **Handouts**
- **Presentation Programs**
- **Multimedia Projectors**

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Training Equipment: Tips and Uses

1. Boards (Chalkboards, Whiteboards, etc.):

1. Best for spontaneous information
2. Record student ideas, lists, tables
3. SAY and WRITE simultaneously
4. Group ideas, display sticky notes

2. Flip Charts:

1. Portable and reusable
2. Record discussions, track questions
3. Hang pages on walls for reference
4. Backup for technical failures

3. Presentation Software (e.g., PowerPoint):

1. Create modern slideshows
2. Adaptable to various classroom settings

4. Handouts:

1. Provide reference material
2. Can be distracting if given too early

5. Video Presentations:

1. Demonstrate scenarios, skills
2. Reinforce points entertainingly
3. Resources: YouTube, America's Boating Channel, etc.

6. Props:

1. Three-dimensional items for discussion/practice
2. Demonstrate correct procedures
3. Introduce models of real-world items

Key point: Choose equipment based on lesson needs and available resources. Each tool has unique advantages for enhancing learning experiences.



Unit 4 - Conclusion

- Practice with your visual aids before using them
- Review the visual aids checklist

FACE THE AUDIENCE!

[Death by PowerPoint](#)

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Visuals should complement your presentation, not overshadow it. They are meant to aid in explaining or clarifying the concepts being discussed rather than becoming the focus of the session.

Always Be Prepared for Emergencies

Emergencies during a presentation don't have to spell disaster if you're prepared with a backup plan. Media and visual-related issues are the most common problems in training sessions. To minimize their impact:

- Keep an extra bulb on hand and know how to change it.
- Bring an adaptor plug and extension cord.
- Have extra marking pens in case the originals dry out.
- Plan for an alternative approach if the power goes out.
- Call for a break while resolving any issues.

Above all, practice thoroughly. The instructor should be confident and at ease when using visuals, which only comes with adequate preparation and rehearsal.

Remember to face the audience, smile and have fun!



Unit 5 - Effective Communications

- Verbal Communications
- Non-Verbal Communications
- Four phases of a two-way process
- Effective Questioning



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The Classroom: A Complex Communication Arena

Teaching is a dynamic, multifaceted role that requires constant adaptation. Instructors navigate a bustling environment filled with verbal and nonverbal cues from multiple students simultaneously. This complex interplay demands skillful management of various roles – from facilitator and mediator to knowledge expert.

Effective communication is essential in this high-energy setting. Leveraging both auditory and visual elements creates a shared understanding among students. Ultimately, teaching is a collaborative process involving a continuous exchange of ideas. By actively listening and responding to student input, instructors can foster deeper comprehension and create a truly engaging learning experience.

Recognize that communication consists of four phases of a two-way process and involves verbal and nonverbal elements.

The two-way process has an active speaker and an active listener; the four phases are transmit, receive, interpret and respond. Good instructors use a combination of visual and auditory aids when presenting material.



Verbal and Non-Verbal Features

- **Verbal Communications - General**
- **Non-Verbal Communications - General**
- **Making the Message Effective**

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Classroom communication is a complex interplay of words and actions. While verbal language – spoken or written words – is essential for conveying information, nonverbal cues are equally important for shaping understanding.

To be effective, teachers must be mindful of both verbal and nonverbal messages, striving for consistency and clarity in their communication.

1. Verbal Communication:

1. Expressed in words (oral or written)
2. Examples: Explanations, questions, written instructions

2. Non-Verbal Communication:

1. Gestures, behaviors conveying information
2. Often accompanies verbal messages
3. Examples: Eye contact, facial expressions, body posture

3. Interplay between Verbal and Non-Verbal:

1. Can reinforce or contradict each other
2. Non-verbal cues are often given more weight when inconsistent

4. Impact of Communication:

1. Non-verbal: 93% (body language, tone of voice)
2. Verbal words: 7%

5. Factors Affecting Interpretation:

1. Cultural background
2. Personal beliefs
3. Perceptual differences (e.g., visual/hearing impairments)

6. Potential for Misunderstanding:

1. Misinterpretation of unspoken messages
2. Cultural differences in non-verbal cues

Key Point: Instructors should be aware of both their verbal and non-verbal communication, ensuring consistency for effective message delivery and minimizing misunderstandings.



Verbal and Non-Verbal Factors

- **Instructor's Role**
- **Students' Role**
- **Making the Message Effective**

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Verbal and Nonverbal Factors in Teaching and Learning

Effective teaching and learning depend on strong communication. Both instructors and students play crucial roles in this process.

1. Instructor's Role:

1. Facilitate engaging, substantive conversations
2. Communicate content effectively
3. Foster student engagement

2. Students' Role:

1. Express understanding and confusion
2. Communicate expectations and goals
3. Convey special needs
4. Develop speaking and listening skills

3. Balancing Communication:

1. Instructor: primarily sender, but should also receive
2. Students: need guidance to improve communication skills

4. Enhancing Message Effectiveness:

1. Consider both verbal and non-verbal elements
2. Maintain appropriate tone and body language
3. Use moderate enthusiasm
4. Remain calm and positive

5. Instructor-specific communication:

1. Employ techniques for group comprehension
2. Use language that marks the instructor's role

Key Point: Effective teaching requires conscious effort in both verbal and nonverbal communication, and instructors must guide students in developing these skills as well.

To communicate effectively, instructors must consider how their words and actions are perceived. Enthusiasm and clarity are essential while avoiding excessive emotion.



Verbal Techniques

- Volume
- Rate
- Pitch
- Inflection
- Silence
- Language
- Repetition
- Active Listening
- Courtesy
- Fillers

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Verbal Techniques for Effective Presentation

1. Volume/Projection: Speak loudly enough for all to hear; use microphones when necessary.
2. Rate: Maintain a balanced pace; slow down for emphasis and pause for processing.
3. Pitch: Be aware of pitch variations; avoid exaggerated changes.
4. Inflection: Vary voice force to emphasize key points.
5. Silence: Use brief pauses to focus attention.
6. Language: Choose appropriate, vivid words; maintain a formal yet approachable tone.
7. Repetition: Reiterate important information.
8. Active Listening: Use nonverbal cues and paraphrasing to show engagement.
9. Courtesy: Maintain respect and avoid embarrassing students.
10. Fillers: Avoid using “um,” “ah,” and similar sounds that may distract or convey a lack of confidence.



Active Listening Techniques

- **Use eye contact and words to demonstrate listening**
- **Paraphrase comments and questions**
- **Do not judge the student**
- **Be courteous but effective in correcting errors in interpretation**



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Active Listening Techniques

1. Give full attention: Face the speaker, maintain eye contact, and avoid distractions.
2. Use nonverbal cues: Nod, lean in slightly, and use appropriate facial expressions to show engagement.
3. Avoid interrupting: Let students complete their thoughts before responding.
4. Paraphrase: Restate key points in your own words to confirm understanding.
5. Direct your response to the entire group, not just the person who asked the question. You may start by responding to the person who asked the question, but then look at the other students during your response.
6. Ask clarifying questions: Seek additional information or examples when needed.
7. Reflect feelings: Acknowledge the emotion behind the words to show empathy.
8. Summarize: Periodically recap the main points of the discussion.
9. Withhold judgment: Listen objectively without immediately evaluating or criticizing.
10. Provide verbal affirmations: Use brief responses like "I see" or "go on" to encourage continued sharing.
11. Practice patience: Allow for pauses and silences, giving students time to formulate thoughts.

Make it okay to ask questions. Assume that there will be questions. At the same time, convey a message to your students that you expect questions. You can do this by how you ask for questions. Instead of saying, "Are there any questions?" say, "What questions do you have?" It may be subtle, but it works.



Non-Verbal Techniques

- Eye Contact
- Mannerisms
- Head Motion
- Demeanor
- Body Language
- Distance
- Laughter
- Facial Expressions

Maintain Adaptability

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1. Appearance: Maintain a professional look with appropriate uniform and grooming.

2. Eye Contact:

1. Use to assess understanding and engagement
2. Maintain balanced eye contact; avoid staring or neglecting parts of the audience
3. Be aware of cultural differences in eye contact interpretation

3. Gestures and Mannerisms:

1. Use supportive gestures that match verbal communication
2. Avoid distracting habits (e.g., fidgeting with objects)
3. Be mindful of cultural differences in gesture meanings

4. Head Movements:

1. Nod to show agreement and interest
2. Ensure consistency between head movements and spoken words

5. Professional Demeanor:

1. Avoid profanity and sarcasm
2. Maintain a friendly, open interaction style

6. Body Language:

1. Use positive nonverbal cues (e.g., smiling) to create enthusiasm
2. Be aware that body language can support or contradict verbal messages

7. Proximity:

1. Adjust distance for formality (closer is less formal)
2. Respect cultural norms regarding personal space

8. Facial Expressions:

1. Scan for audience cues (confusion, inattention)
2. Use expressions to communicate and emphasize points

9. Laughter and Humor:

1. Use appropriately to relieve stress and enhance memorability

Adaptability: Be attentive to audience responses and adjust your nonverbal communication if negative reactions occur.



Barriers to Communications

- Experience
- Practice
- Positive engagement vs. disengagement signals
- Interpreting non-verbal cues

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1. Experience-related barriers:

1. Too little experience: Overcome with thorough preparation and practice
2. Too much experience: Be mindful of students' perspective as first-time learners

2. Importance of practice:

1. Rehearse lesson delivery to improve instruction quality
2. Learn to read student cues for understanding and engagement

3. Positive engagement signs:

1. Maintained eye contact
2. Nodding

4. Disengagement signals:

1. Body tension (stiffness, wrinkled brow)
2. Crossed arms
3. Hands covering face
4. Fidgeting
5. Yawning
6. Interruption attempts
7. Distracted gaze
8. Leaning away
9. Negative facial expressions

5. Interpreting nonverbal cues:

1. Consider multiple cues, not just one
2. Be aware of potential misinterpretations (e.g., crossed arms might indicate cold, not defensiveness)
3. When in doubt, ask for clarification

Building effective communication:

1. Plan lessons with awareness of potential barriers
2. Practice delivery to improve instruction
3. Continuously monitor and adapt to student reactions



Communications

- **Two-way verbal process**
 - **Speaker(s)**
 - **Listener(s)**
- **Four phases of communication**
 - **Transmission**
 - **Reception**
 - **Interpretation**
 - **Response**

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Effective Instruction Through Two-Way Communication

1.Importance of Questioning:

1. Instructors should use thought-provoking questions throughout the lesson
2. This encourages active participation and ensures two-way communication

2.The Four-Phase Communication Process: a. Transmission: Message is sent b. Reception: Message is received c. Interpretation: Message is understood d. Response: Feedback is given (when appropriate)

3.Potential for Miscommunication:

1. Each phase presents an opportunity for misunderstanding
2. Instructors should be aware of these potential pitfalls and work to minimize them

4.Ensuring Clarity:

1. Regularly check for understanding
2. Encourage student questions and feedback
3. Clarify and rephrase information when necessary

By focusing on these elements, instructors can create a more interactive and effective learning environment, reducing the risk of miscommunication and enhancing student comprehension.



Communication Helpers

- **K.I.S.S. (Keep it Simple and Straightforward)**
- **Avoid technical terms, jargon, or unidentified acronyms**
- **Listen actively and paraphrase what was said**
- **Be calm and controlled; do not lose professionalism**

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What can we do to cut down on the miscommunications or misunderstandings.

Like radio watchstanders we can use a limited vocabular of very specific words, called professional words or “pro words,” with very specific meanings to minimize traffic, eliminate ambiguities, and prevent misunderstandings. Give examples and explain, e.g. ROGER, WILCO, OVER, OUT

Similarly, there are Coast Guard “standard” line handling commands, particular for complex tasks like taking a vessel into side tow. Give examples and explain, e.g. PASS 1, SLACK 2, STRAIN 3, MAKE 4.

Often with verbal skills when a single statement is made three statements occur. (1) What the speaker thought was said, (2) what was actually said, and (3) what the recipient heard.

Vary your pitch when making a presentation and become comfortable using silence. A pause will give your audience the opportunity to consider what you said.

If possible do not remain stationary during your presentation. Move toward and away from your audience.

Scan your audience to gauge understanding and engagement. Make eye contact with your students. However, avoid extended eye contact.



Types of Questions

- **Open-ended**
- **Closed-ended**

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Effective Question and Answer Techniques for Instructors

1.Importance of Questioning:

1. Facilitates two-way communication
2. Helps assess student understanding
3. Improves teaching effectiveness and student learning

2.Key Questioning Strategies:

1. Use appropriate question types and levels
2. Direct questions effectively
3. Employ active listening when receiving responses
4. Repeat, rephrase, or restructure questions as needed
5. Allow adequate pause time after asking questions
6. Provide ample opportunity for student questions and comments

3.Question Types: a. Open-ended:

1. Best for maximizing audience participation
2. Encourages critical thinking and discussion

4.b. Closed-ended:

1. Ideal for checking the accuracy of learned concepts
2. Useful for assessing specific knowledge or skills

5.Active Listening:

1. Essential when students are asking or answering questions
2. Demonstrates respect and encourages further participation

6.Implementation:

1. Plan questions in advance
2. Integrate throughout the lesson
3. Evaluate effectiveness and adjust as needed

By mastering these techniques, instructors can create a more engaging, interactive learning environment that promotes deeper understanding and retention of material.



Effective Open-Ended Questions

- **Understanding**
- **Application**
- **Life experiences**
- **Analysis**
- **Lessons learned**
- **Self-Discovery**

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Effective Question Types for Instructors

1. Understanding/Remembering:

1. "What strategies do you use to ensure effective communication among your crew while on the water?"
2. "Can you share a time when you experienced a boating emergency and how you handled it?"

2. Application:

1. "What are some essential safety equipment items you should always have on board before setting out on a boat?"
2. "What are the key pieces of safety equipment you should have on board?"

3. Relevance/Life Experience:

1. "What steps do you take before heading out on a boating trip to ensure safety?"
2. "What steps should you take if you encounter rough water or hazardous conditions while boating?"

4. Analysis:

1. "What are the key components of a well-stocked boating emergency kit, and how do you decide what to include?"
2. "How would you prioritize these actions?"

5. Lessons Learned:

1. "Can you share an experience where you or someone you know had to use life-saving techniques while boating? What did you learn from that situation?"
2. "What role does weather forecasting play in safe boating, and how do you use weather information to make decisions about your trips?"

6. Self-Discovery:

1. "How do you stay informed about the latest boating safety regulations and best practices?"
2. "What stories or legends of the sea have always fascinated you?"

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Effective Open-Ended Questions

- **Understanding**
- **Application**
- **Life experiences**
- **Analysis**
- **Lessons learned**
- **Self-Discovery**

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Additional Tips:

- Use open-ended questions instead of yes/no questions
- Ask about specifics rather than generalizations
- Focus on reactions to experiences
- Use follow-up questions to dig deeper
- Inquire about lessons learned
- Request stories when time allows
- Ask what else you should have asked
- By utilizing these question types and tips, instructors can engage students more effectively, promote critical thinking, and enhance learning outcomes.



Responding to Questions

- **Three Step Model**
 - 1. Understand the question**
 - 2. Respond to the question**
 - 3. Check to be sure the question was answered**

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Three Step Model

1. Confirm Understanding
 1. Repeat or rephrase the question
 2. Make eye contact with the asker to verify comprehension
2. Provide a Clear Response
 1. Answer directly and concisely
 2. Address the entire class, not just the questioner
3. Verify Satisfaction
 1. Ask if the answer was sufficient
 2. Make eye contact with the original asker
 3. Invite additional questions from the class

This streamlined approach ensures effective communication, maintains engagement with the entire class, and encourages further inquiry. By following these steps, instructors can create a more interactive and supportive learning environment.



Handling Incorrect Answers

- Student did not hear the question
- Student did not understand the question
- Student did not know the answer to the question

DO NOT EMBARRASS THE STUDENT

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Restructuring Questions

When a student answers a question incorrectly, it is important not to embarrass or demean them. When a student gives an incorrect response, it's crucial to handle the situation with care and sensitivity. Here are some strategies instructors can use:

•If the student didn't hear the question:

- Repeat the question clearly.

•If the student misunderstood the question:

- Rephrase or reword the question in a different way to clarify.

•If the student doesn't know the answer:

- Simplify or break down the question.
- Pose a more straightforward or guiding question.
- Redirect the question to another student for input.

DO NOT EMBARRASS A STUDENT. Repeat the question. Rephrase the question. Redirect the question to another student or rephrase in a less complex manner.



Unit 5 - Conclusion

- Effective communications = good instruction
- Active listening
- Open-ended questions
- Responding to questions

A-ask
P-pause
P-pick
L-listen
E-Evaluate

Build confidence in your competence

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Effective communication is the pathway to good instruction

Active listening, open-ended questions, and responding to questions will increase your:

- Credibility as a subject matter expert
- Effectiveness as an instructor
- Self-efficacy
- Your confidence in your competence

Here's a helpful mnemonic to tie everything together: Following the **APPLE** model will help you effectively engage your students when asking questions:

- **Ask** the question, ensuring everyone has time to develop an answer before calling on a student or opening it up to the class. Tailor the question to the situation.
- **Pause** long enough to give students time to think and reflect on their answers.
- **Pick** a student or invite the entire class to respond.
- **Listen** attentively to the answer, using active listening techniques.
- **Evaluate** the response and provide feedback or comments accordingly.



Unit 6 – Difficult Situations

- Improving Instructional Effectiveness
- Time Management
- Assessing Learners
- Learning Groups
- Dealing with Difficult Students

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Tips for Improving Instructional Effectiveness

•**Support Learners:** Avoid asking students to do anything uncomfortable or that may embarrass them. Align instruction with real-world expectations while encouraging skill growth. Show empathy when appropriate, and be flexible to meet the needs of the audience.

•**Use Humor Wisely:** Only introduce humor if it has been vetted for appropriateness with colleagues.

Time Management

•Start and end on time. Stick to the agenda and schedule breaks every 50 minutes. Allow latecomers to join quietly and help them catch up during breaks.

•Adjust lesson pacing to meet learners' needs and be ready to modify content as needed. Track time discreetly and build in flexibility.

Assessing Learners

•Foster success to build confidence, using both formal and informal evaluation methods. Observe and listen to ensure learners understand and participate.

Facilitating Group Learning

•Guide groups through their stages of development (forming, storming, norming, performing, adjourning). Debrief to reinforce learning and its real-world application.

•Promote trust and healthy interaction within groups, providing ground rules and addressing dysfunctional behaviors.

Handling Difficult Learners

•Prevent issues by clearly stating conduct expectations upfront. Address behavior problems promptly and proportionally to the situation.



Assessing Learners

- Provide a positive classroom environment
- Evaluate learner success
- Listen
- Ask questions
- Observe students
- Monitor groups for involvement

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Assessing Learners

Creating a supportive environment for assessment is key to fostering student growth. Here's how to approach it:

1.Encourage Success: Design activities that allow students to experience success. This not only boosts their confidence but also sets the foundation for applying new skills in real-world contexts. Progressively challenging tasks help students stretch their abilities without overwhelming them.

2.Formal and Informal Evaluation: Use a combination of formal assessments (like quizzes, tests, or graded assignments) and informal methods (such as questioning, discussions, and observations) to gauge learner understanding. Pay attention to student responses, body language, and engagement levels to gain a deeper insight into their comprehension.

3.Active Listening and Questioning: Actively listen to students and ask clarifying questions to check their understanding. Encouraging students to explain their thinking can reveal their grasp of concepts and identify any misconceptions.

4.Monitor Group Dynamics: When students work in groups, observe their participation and contributions. Ensure that everyone is involved and contributing to the task. Be aware of any students who may be disengaged or dominant in the group setting, and intervene to balance involvement when necessary. By monitoring group work, you can assess both individual and collective progress.

5.Feedback for Growth: Provide timely, constructive feedback that helps students recognize their strengths and areas for improvement. This will guide them towards refining their skills and deepening their understanding.

This holistic approach to assessment allows instructors to create a positive learning environment that encourages continuous growth and development.



Time Management

- **Manage time – use lesson plan**
- **Start on time**
- **Schedule breaks**
- **Adapt lesson times to needs**
- **Build “fudge” time into lesson**

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Manage Time

Effectively managing time ensures a smooth and productive learning experience. Here’s how to keep on track:

- **Stick to the Schedule:** Start on time, stay on time, and end on time to respect the agenda.
- **Integrate Latecomers:** Allow latecomers to join quietly without disrupting the class. Help them catch up during the break.
- **Plan Breaks:** Schedule breaks approximately every 50 minutes and adhere to the designated time. This signals the importance of punctuality and keeps the class on schedule.
- **Adapt to the Learners:** Adjust the pace of the lesson to meet the needs of the group. Be ready to add or cut material based on how well the learners are absorbing the content.
- **Track Time Discreetly:** Keep a watch or clock nearby to monitor the time without drawing attention. Alternatively, appoint a co-instructor as a timekeeper to keep the lesson on track. Build in time buffers for flexibility.

By staying on top of timing, you create a structured yet adaptable learning environment that optimizes engagement and retention.



Learning Groups

- Monitor group development
- Debrief to reinforce learning
- Use group activities to encourage interactions
- Circulate around room
- Provide ground rules

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To create a productive and collaborative group learning environment, offer clear guidance and structure. Here's how to effectively manage group work:

•**Guide Group Development:** Groups naturally move through stages—**forming, storming, norming, performing,** and **adjourning.** Support students as they navigate these phases by helping them establish roles, mediate conflicts, encourage cooperation, and guide reflection on achievements.

During the **forming** stage, help students get to know each other and establish group roles. In the **storming** phase, where conflicts might arise, intervene by facilitating healthy discussions and conflict resolution. **Norming** leads to increased cooperation, and at this stage, you can encourage the group to set common goals and expectations. As the group reaches the **performing** stage, focus on supporting their productivity and task completion. During **adjourning**, help the group reflect on their experiences and celebrate their achievements.

•**Debrief for Application:** After group activities, facilitate a debrief to reinforce learning. Encourage students to share insights and consider how to apply their new knowledge to real-world scenarios.

•**Promote Trust:** Design interactive activities that foster open communication and collaboration. Create a space where all members feel comfortable sharing, which builds trust—a key to effective teamwork.

•**Observe and Support:** Move around the room, observe group dynamics, and offer assistance when needed. Address dysfunctional behaviors like dominance or disengagement through discussions that encourage resolution.

•**Set Ground Rules:** Clearly outline ground rules before group work begins. This ensures respectful communication, equal participation, and active listening, setting a positive tone and preventing issues.

By providing structure and support, you help students develop essential teamwork skills for real-world success.



Dealing with Difficult Learners - Overview

- Prevention is the “best practice”
- State expectations for student conduct
- Intervention as soon as possible
- Match severity of intercession with severity of misbehavior

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Addressing difficult learners requires a proactive approach. By setting clear expectations and responding thoughtfully to behavioral issues, instructors can foster a productive learning environment. Here's how:

1. Preventive Clear Expectations: To avoid problems, establish clear guidelines for student conduct from the start, such as respectful communication and participation. Setting these norms upfront helps create a positive, responsible classroom dynamic.

2. Early Intervention: Despite clear expectations, issues may still arise. Address them early to prevent escalation. For example, a private conversation about disruptive behavior like interrupting or disengagement can often resolve the issue before it worsens.

3. Proportional Responses: Tailor your intervention to the severity of the behavior. Minor issues may only need a reminder, while more serious disruptions may require a structured conversation, consequences, or, in extreme cases, escalation to higher authorities.

4. Focus on Solutions: The goal is to help the student re-engage. Instead of punishing, work together to identify the root cause and find ways to support their success, whether through adjusted teaching strategies or behavioral support.

5. Empathy and Patience: Approach difficult behavior with empathy, understanding that it often stems from stress or personal issues. By being patient and understanding, you can build rapport and encourage positive change.

By setting expectations, intervening early, and responding with empathy and proportionality, you can effectively manage difficult learners and maintain a positive learning environment.



Dealing with Difficult Learners - Talkers

- Crowd their “space”
- Ask them questions / ask if they have questions
- Try to separate talkers
- Use breaks to address disruptive talking

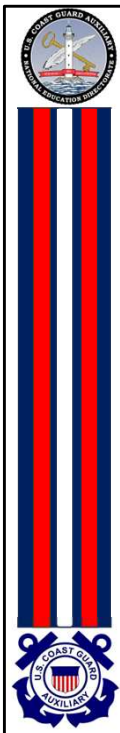
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Managing Talkers

Talkers can disrupt the flow of instruction by frequently interjecting with comments or anecdotes. In extreme cases, they may monopolize discussions, distracting both the instructor and other students. Here are ways to manage talkers effectively:

- **Position yourself near them:** Standing close to the talker can subtly signal the need to refocus.
- **Politely redirect:** When they pause, say something like, "I appreciate your comment, but we need to move on. Perhaps you can share more during the break," then continue with the lesson.
- **Engage them with questions:** Channel their energy productively by asking questions that keep them focused and on track with the topic.
- **Acknowledge and redirect:** Recognize their input by asking if they have any relevant questions and guiding the conversation back to the group.
- **Introduce activities:** Shift to an activity that separates talkers and encourages broader participation.
- **Address the issue privately:** If the behavior persists, speak with them during a break. Kindly ask them to refrain from talking during class, explaining that it distracts others. Emphasize that you value their experience but need to ensure everyone has the opportunity to contribute. Request their support in maintaining balance.

These strategies help maintain control of the classroom while respectfully managing the talker's behavior.



Dealing with Difficult Learners – Too Many Questions

- Explain that the class needs to move on to limit questions
- Use anchorage/parking lot to address questions later

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A classroom environment that fosters inquiry is essential for deep learning. However, an overabundance of questions can derail the lesson's momentum and hinder the learning process for other students. Here are two effective strategies to manage this:

Setting Clear Boundaries: The "One More Question" Rule

To maintain focus and ensure everyone has an opportunity to participate, consider implementing a "one more question" rule. This approach involves:

- **Establishing a clear expectation:** Inform students at the beginning of the Q&A session that you'll be accepting one final question before moving on.
- **Encouraging concise questions:** Remind students to ask their most pressing questions to maximize the time available.
- **Respecting the time limit:** Adhere to the stated limit to prevent further disruptions and keep the lesson on track.

By setting a clear boundary, you demonstrate respect for students' time while also ensuring that the lesson's objectives are met.

Organizing Unanswered Questions: The Anchorage/Parking Lot Technique

To address the inevitable questions that arise beyond the allocated Q&A time, the Anchorage/Parking Lot technique is invaluable. This involves:

- **Creating a dedicated space:** Designate a physical or digital space (e.g., whiteboard, document, online platform) for students to jot down their unanswered questions.
- **Encouraging participation:** Assure students that their questions are valued and will be addressed later.
- **Prioritizing questions:** Review the collected questions and prioritize them based on relevance, frequency, and clarity.
- **Addressing questions:** Devote specific time during subsequent sessions to answer the parked questions.

This approach respects students' curiosity, helps you manage your time effectively, and ensures that all questions are eventually answered. By combining these strategies, you can create a classroom environment that encourages thoughtful inquiry while maintaining a productive learning pace.



Dealing with Difficult Learners - Challengers

- **State Expectations**
- **Respond with clarification**
- **Use breaks to address disruptive challenging**
- **Last resort – ask them to leave**



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Proactive and Reactive Strategies

Challenging students can disrupt the learning environment for everyone involved. A combination of proactive and reactive strategies is essential to effectively managing these situations.

Proactive Strategies: Setting the Stage

- **Clear Expectations:** Establish explicit guidelines for student behavior from the outset. This includes outlining expectations for respectful communication, active participation, and adherence to classroom rules. Clear expectations reduce the likelihood of disruptive behavior.
- **Course Orientation:** Clearly articulate the course objectives, learning outcomes, and the rationale for the curriculum. When students understand the "why" behind the learning, they are more likely to engage and participate constructively.

Reactive Strategies: Addressing Challenges

- **Private Conversations:** When a student's behavior begins to disrupt the class, address the issue privately during a break. A one-on-one conversation allows for open communication and avoids public humiliation, which can escalate the situation.
- **Empathy and Clarity:** Express understanding of the student's perspective while firmly stating the impact of their behavior on the learning environment. Clearly explain how their actions are distracting to other students and hindering the learning process.
- **Setting Boundaries:** If the disruptive behavior persists, it may be necessary to establish stronger consequences. This could include requesting the student to leave the classroom temporarily or referring the matter to a higher authority or even security.

By implementing these strategies, educators can create a classroom climate that fosters learning for all students while effectively managing challenging behaviors.



Dealing with Difficult Learners – “Know-it-Alls”

- Take advantage of their expertise
 - Let them explain the concept
 - Make sure they're accurate
- Balance out class participation to all students

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Know-It-All students can be a challenge in the classroom, often dominating discussions and hindering the learning of their peers. However, their knowledge can also be a valuable resource for the class. Here are some strategies to effectively manage this type of student:

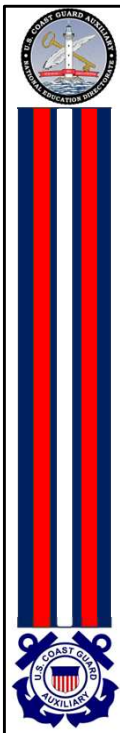
Leveraging Their Knowledge

- **Recognize Their Expertise:** Acknowledge the student's knowledge and understanding of the subject matter. This validation can help them feel valued and appreciated.
- **Peer Teaching:** Encourage the student to share their knowledge with the class by asking them to explain complex concepts or ideas to their peers. This not only benefits their classmates but also reinforces their own understanding.
- **Resource Utilization:** Continue to involve the student as a resource throughout the course. For example, they could be assigned to mentor struggling students or assist in group projects.

Maintaining Balance

- **Encouraging Diverse Participation:** It's essential to create a classroom environment where all students feel comfortable sharing their thoughts and ideas. Actively solicit input from other students, and redirect the conversation when the know-it-all begins to dominate.
- **Setting Boundaries:** If the student's behavior becomes disruptive, it's important to establish clear expectations for classroom participation. Remind the student that everyone has a right to contribute and that their constant interruptions are preventing others from learning.

By carefully managing the know-it-all student, instructors can transform a potential challenge into a valuable asset for the entire class.



Dealing with Difficult Learners – Uninvolved / Indifferent

- **Keep an open classroom – everyone should be acknowledged**
- **Look for non-traditional involvement, i.e., passive listener**

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Uninvolved or indifferent students can be challenging to reach. Often, their disengagement stems from a history of feeling overlooked, undervalued, or unsuccessful. It's crucial to create a classroom environment where all students feel respected and encouraged to participate.

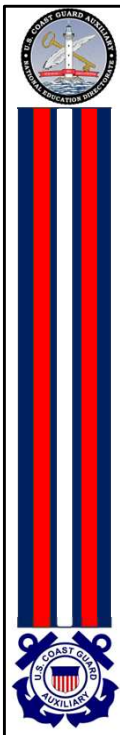
Understanding the Root Cause

Before implementing strategies, it's essential to try to understand the underlying reasons for the student's disengagement. Some potential causes include:

- **Fear of failure:** The student may be hesitant to participate due to past negative experiences.
- **Lack of interest:** The subject matter may not resonate with the student's passions or goals.
- **Learning style mismatch:** The teaching methods may not align with the student's preferred learning style.
- **Personal issues:** External factors, such as personal problems or family challenges, could be affecting the student's focus and motivation.

Creating an Inclusive Classroom

- **Foster a Supportive Environment:** Create a classroom culture where mistakes are seen as learning opportunities and everyone feels valued.
- **Diverse Participation:** Encourage a variety of participation methods beyond verbal contributions. Allow for written responses, group work, or presentations to accommodate different learning styles.
- **Individualized Attention:** Make an effort to connect with the uninvolved student on a personal level. Show genuine interest in their thoughts and opinions.
- **Gradual Engagement:** Start with small, low-pressure opportunities for participation, such as answering a simple question or sharing a personal anecdote.
- **Respectful Boundaries:** While it's important to encourage involvement, it's equally important to respect the student's boundaries. If they consistently decline to participate, avoid pressuring them. By understanding the potential reasons for disengagement and creating an inclusive classroom environment, educators can help uninvolved students become more engaged and motivated learners.



Dealing with Difficult Learners – Joker

- Can be funny, but can monopolize class
- Need to respect boundaries

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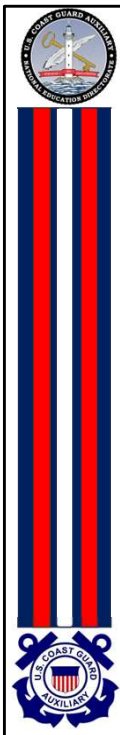
Managing the Class Clown

The class clown can be a double-edged sword. On one hand, their humor can lighten the mood and create a more relaxed atmosphere. However, excessive joking can disrupt the learning process and prevent other students from fully engaging.

Balancing Humor and Focus

- **Recognize Their Impact:** Acknowledge the class clown's ability to create a positive atmosphere while also recognizing the potential negative consequences of their behavior.
- **Establish Limits:** Clearly define acceptable levels of humor in the classroom. Explain that while occasional jokes are welcome, excessive interruptions will not be tolerated.
- **Redirect Focus:** When the class clown's comments derail the lesson, gently redirect the conversation back to the topic at hand. This reinforces the importance of staying on task.
- **Private Conversation:** If the behavior persists, have a private conversation with the student. Express appreciation for their humor while explaining the impact their interruptions have on the learning environment.
- **Involve Them Constructively:** Channel the student's energy in a positive direction by assigning them roles that utilize their humor, such as creating humorous presentations or skits related to the course material.

By managing the class clown effectively, educators can create a classroom environment that is both engaging and productive.



Dealing with Difficult Learners – Cynic

- **Negative vibes**
- **Acknowledge their issues**

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Cynical students can be particularly challenging to engage, as they often approach new information or tasks with skepticism. Their negativity can be rooted in past failures, feelings of inadequacy, or a general distrust of authority.

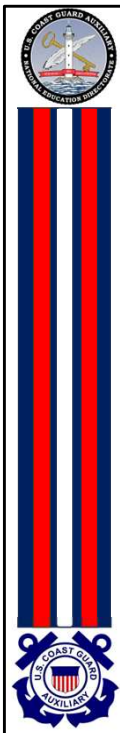
Understanding the Cynic

Before addressing the behavior, it's important to understand the underlying reasons for the cynicism. It's possible that the student:

- **Has experienced previous failures:** This can lead to a self-protective mindset where they anticipate negative outcomes.
- **Feels unheard or undervalued:** Past experiences of having their ideas dismissed may have created a sense of detachment.
- **Lacks confidence in their abilities:** They may believe they lack the skills or knowledge to succeed.

Strategies for Engagement

- **Build Trust and Rapport:** Establish a positive relationship with the student based on mutual respect. Show genuine interest in their perspective and acknowledge their concerns without being defensive.
 - **Highlight Benefits:** Clearly articulate the potential benefits of adopting a new approach or learning new skills. Use concrete examples and evidence to support your claims.
 - **Active Listening:** Demonstrate empathy by actively listening to the student's concerns. Validate their feelings without agreeing with their perspective. This can help them feel heard and understood.
 - **Set Clear Expectations:** Establish clear expectations for behavior and participation. Explain the consequences of continued cynicism, such as missing out on learning opportunities.
 - **Offer Support:** Provide additional support or resources if the student expresses feelings of inadequacy. This could include tutoring, peer mentoring, or access to relevant materials.
- By understanding the root causes of cynicism and implementing these strategies, educators can create a more positive and productive learning environment for all students.



Dealing with Difficult Learners – Whisperer

- Engages in side conversations
- Use silence to gain their attention
- Separate the participants

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Managing the Whisperer: Fostering Focus and Respect

Whisperers can be a significant distraction in a classroom, impeding both the whisperers' learning and that of their peers. Effectively addressing this behavior requires a combination of direct intervention and classroom management strategies.

Understanding the Root Cause

Before implementing strategies, it's essential to consider potential reasons for the whispering:

- **Difficulty understanding:** The student might struggle to hear or comprehend the material.
- **Lack of engagement:** Boredom or disinterest in the topic could be driving the distraction.
- **Social connection:** The student might seek social interaction during class time.

Strategies for Managing Whispering

- 1. Assess the Situation:** Observe the whisperers to determine if they are engaged in on-task or off-task conversations.
- 2. Check for Understanding:** If the whispering is related to the lesson, inquire if the students are having trouble understanding the material. Adjust your teaching approach if necessary.
- 3. Establish Clear Expectations:** Explicitly communicate classroom expectations regarding noise levels and respect for others. Reinforce the importance of active listening.
- 4. Redirect Behavior:** Politely interrupt the whispering and remind students to save their conversation for a break. Be specific about the disruptive nature of their behavior.
- 5. Create Engaging Activities:** Incorporate interactive elements, group work, or hands-on tasks to maintain student focus and minimize opportunities for whispering.
- 6. Strategic Seating:** If whispering persists, consider rearranging seating arrangements to separate the students involved.

Additional Considerations

- **Individualized Support:** If a student consistently exhibits whispering behavior, schedule a private conversation to discuss their challenges and explore potential solutions.

By understanding the underlying reasons for whispering and implementing a combination of direct and preventative strategies, instructors can create a classroom environment conducive to learning for all students.



Unit 6 - Conclusion

- **Improve Instructional Effectiveness**
- **Strategies**
- **Time Management**
- **Learner Assessments**
- **Learning Groups**
- **Dealing with Difficult Learners**



Unit 7 - Accommodating ALL Students

- Pre-Planning
- Removing Barriers
- Other Challenges
- Test Taking Accommodations

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Accommodating Diverse Learning Needs

People have a wide range of learning styles and needs. When our courses are open to the public, we strive to ensure accessibility for all participants, including those who may require reasonable accommodations. Our goal is to create an inclusive learning environment that supports every student's ability to fully engage with and benefit from the course material.

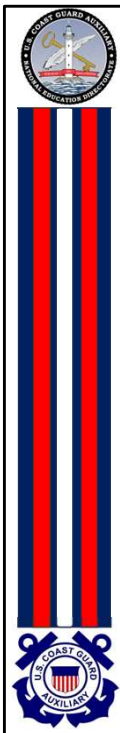
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act, as amended in 2008, provides important guidelines for ensuring equal access and opportunity in public spaces and events, including Coast Guard Auxiliary courses. This legislation requires full accessibility to public facilities and mandates appropriate accommodations in classroom settings and during examinations for those who need them.

Understanding Disability

The ADA defines disability as "a physical or mental impairment that substantially limits one or more major life activities." This legal definition is intentionally broad to protect individuals' rights and ensure access to necessary accommodations. The 2008 amendments further expanded the scope of what constitutes a "major life activity" to be more inclusive.

It's important to note that disabilities can be visible or invisible, permanent or temporary. Our approach is to focus on creating an accessible environment for all, rather than categorizing individuals. We encourage open communication with all participants to understand and meet their specific learning needs, ensuring everyone can fully participate in and benefit from our courses.



Pre-Planning Anticipate Challenges

- **Anticipate physical challenges:**
 - **Physical access**
 - **Hearing issues**
 - **Visual problems**

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When organizing educational experiences, it's crucial to consider a wide range of accessibility needs to ensure all participants can fully engage with the course material. This involves addressing both physical access and diverse learning requirements.

Physical Accessibility:

- Ensure the venue is fully accessible, including entrances, classrooms, and restrooms
- Be aware of and ready to accommodate participants who use mobility aids or have difficulty with stairs, walking, or standard seating
- Know the location of accessible facilities and be prepared to inform participants

Learning Accommodations:

- Consider potential visual challenges, including difficulty seeing presentations or color blindness
- Be prepared for auditory needs, such as providing captions for video content
- Ensure all course materials (handouts, charts, student manuals) are available in accessible formats
- Be flexible with seating arrangements to accommodate visual, auditory, or mobility needs

Approach to Accommodation:

- At the start of the course, discreetly invite participants to discuss any accommodation needs
- Be prepared to make reasonable adjustments to teaching methods or materials
- Allow participants to choose seating that best suits their needs, and be open to changes

Remember, accessibility benefits everyone, not just those with identified disabilities. By creating an inclusive environment, we enhance the learning experience for all participants, regardless of their specific needs or challenges.



Removing Visual Barriers

- **Visual Limitations**

- **Use large print / fonts**
- **Offer an aide (reader)**
- **Dim lights near the screen**
- **Avoid common problematic color combinations**

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Visual needs among students can vary significantly, affecting their ability to engage with course materials. To create an inclusive learning environment, instructors should consider and address the following visual challenges:

1. Visual Acuity:

1. Provide large-print materials and high-contrast presentations
2. Allow flexible seating arrangements
3. Offer digital materials compatible with zoom functions

2. Light Sensitivity:

1. Adjust seating and lighting to reduce glare
2. Use matte finishes on printed materials

3. Color Vision Deficiency:

1. Avoid relying solely on color for important information
2. Incorporate patterns and textures in visual aids
3. Use color-blind friendly palettes and provide verbal descriptions

4. Digital Accessibility:

1. Ensure compatibility with assistive technologies
2. Use proper document structuring and alt text for images
3. Provide transcripts and captions for multimedia content

5. Diverse Learning Styles:

1. Utilize varied visual aids (diagrams, charts, images, text)
2. Offer verbal descriptions of visual elements
3. Encourage personalized visual representations of concepts

6. Adaptability:

1. Remain open to student feedback
2. Collaborate with disability support services as needed

Remember, accommodations often benefit the entire class by offering multiple ways to engage with the material.



Removing Auditory Barriers

- **Auditory Issues**
 - **American Standard Sign Language Signer**
 - **Accommodate “lip readers” by facing students**



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To create an inclusive learning environment for students with varying auditory abilities, consider implementing the following strategies:

1. Sign Language Interpretation:

1. If a student requires American Sign Language (ASL) interpretation, assist in arranging for an interpreter. The International Directorate Interpreter Corps MAY have ASL Interpreters available. Inquire through your COLM to see if this resource may be available to you; otherwise, a local ASL Interpreter may be necessary. Flotillas are NOT required to pay for such services, and the student may need to provide this accommodation at their expense. State laws vary in terms of requirements for licensing of ASL Interpreters. Check with your DSO-LP through your leadership chain for advice on this accommodation in your state
2. Allow the student to choose their preferred interpreter if possible
3. Position the interpreter where both they and the student have clear sightlines to each other and the instructor
4. Ensure the interpreter can clearly hear the instructor and any class discussions

2. Optimize Visibility for Lip Reading:

1. Always face the class when speaking;
2. Avoid covering your mouth or turning away while talking
3. Ensure adequate lighting on your face
4. Speak clearly and at a moderate pace

3. Use Visual Aids:

1. Supplement verbal information with written text, diagrams, or images
2. Use closed captions for video content

4. Assistive Listening Devices:

1. Be open to using microphones or other assistive listening devices if requested

5. Classroom Setup:

1. Arrange seating for students with hearing difficulties to sit where they can best see and hear
2. Minimize background noise and echoes in the classroom

6. Inclusive Discussion Practices:

1. Repeat or paraphrase questions and comments from other students



Other Challenges

- **Short attention span**
- **Memory problems**
- **Reading disorders**
- **Auditory processing disorder**
- **Test anxiety**

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Many individuals face challenges that can affect their learning process, despite having normal intelligence and sensory functions. These challenges may stem from various learning disabilities or other factors:

1. Common Learning Disabilities:

1. Short attention span
2. Memory problems
3. Reading disorders (most common, affecting 70-80% of students with learning disabilities)
4. Auditory processing disorder (APD)
5. Test anxiety

2. Accommodations and Support:

1. Be observant of students who may need additional help
2. Arrange for extra instruction when necessary
3. Provide appropriate test-taking accommodations
4. Adapt teaching methods to suit diverse learning styles

3. Inclusive Approach:

1. Pay attention to how students are learning and adjust instruction accordingly
2. Discreetly inquire about individual needs
3. Implement strategies that benefit all students

4. Handling Other Physical Challenges:

1. Be prepared to assist with both temporary and permanent physical issues
2. Offer help tactfully, without drawing unnecessary attention
3. Remember that kindness is key, even when perfect accommodation isn't possible

5. Special Considerations for Minors:

1. Ensure another Auxiliarist is present during class sessions
2. Obtain necessary credentials if teaching minors from sponsoring organizations (e.g., Sea Scouts)

The goal is to provide equal opportunities for learning and success, regardless of individual challenges.



Test Taking Accommodations

- **Large font**
- **Read questions aloud**
- **Provide more time**
- **Provide special table or wheelchair seating**
- **Use a computer**
- **If in doubt – check with Legal**

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Test-Taking Accommodations

Ensuring fair and accessible examination conditions for all students is crucial. This may require special arrangements for those with various challenges. Here's an overview of potential accommodations:

1. Visual Impairments:

1. Provide exams in larger font sizes
2. Offer to read questions aloud

2. Learning Disabilities or Test Anxiety:

1. Allow extended time for exam completion

3. Mobility Issues:

1. Provide appropriate tables for wheelchair users

4. Writing Difficulties:

1. Allow use of computers for answering
2. Provide a scribe to mark chosen answers

5. Other Considerations:

1. Be prepared to adapt to various needs as they arise

It's essential to make reasonable efforts to accommodate all students' special needs. If unsure about a particular accommodation request:

1. Involve the instructor in the decision-making process
2. Seek guidance from the District Staff Officer-Legal Officer (DSO LO) through the proper chain of leadership

Remember, the goal is to provide equal opportunity for all students to demonstrate their knowledge, regardless of physical or cognitive challenges.



Unit 7 - Conclusion

- **Pre-Planning**
- **Removing Barriers**
- **Other Challenges**
- **Test Taking Accommodations**

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When interacting with individuals who have disabilities, it's crucial to remember that they are people first. Treat everyone with equal respect and dignity. Here are some guidelines for respectful interaction:

1. Person-First Language:

1. Always put the person before the disability in your language and thinking

2. General Tips:

1. Ask before assisting; don't assume help is needed
2. Avoid making assumptions about abilities or limitations
3. Think before you speak to avoid potentially offensive language
4. Speak in your normal tone; there's no need to raise your voice
5. Be mindful of physical contact; ask for permission if necessary
6. Respond positively to requests for accommodation
7. When an interpreter is present, address the person directly, not the interpreter
8. Respect service animals; don't interact with them without permission

3. Language Considerations:

1. Avoid outdated terms like "handicapped," "crippled," or "retarded"
2. Steer clear of euphemisms such as "differently-abled" or "physically challenged"
3. Use straightforward, respectful language that emphasizes the person, not the disability



Unit 8 - Electronic Technologies The Virtual Classroom

- **E-Learning**
 - **Diverse Delivery Methods**
 - **Accessibility**



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E-Learning: A Modern Approach to Education

E-learning is a broad term encompassing the use of technology to enhance and support the learning process. It transcends the traditional classroom setting, offering flexible and accessible educational opportunities. By leveraging digital tools and resources, e-learning empowers learners to acquire knowledge and skills at their convenience.

Key Characteristics of E-Learning:

- **Diverse Delivery Methods:** E-learning content can be accessed through various platforms, including computers, tablets, smartphones, and interactive television. This flexibility accommodates different learning styles and preferences.
- **Accessibility:** E-learning can break down geographical barriers, providing educational opportunities to learners in remote areas or with mobility challenges.

Examples of E-Learning Applications:

- **Online Courses:** Structured learning programs delivered entirely online, offering flexibility and accessibility.
- **Blended Learning:** Combining traditional classroom instruction with online components to enhance the learning experience.
- **Mobile Learning:** Utilizing handheld devices for learning on the go, such as through apps and interactive content.
- **Microlearning:** Short, focused learning modules delivered through mobile devices for quick knowledge acquisition.

In essence, e-learning represents a dynamic and evolving landscape of educational technology that is reshaping the way people learn and acquire knowledge. By harnessing the power of technology, e-learning has the potential to revolutionize education and create more engaging, effective, and accessible learning experiences.



The Virtual Classroom

- **Interactive Learning**
- **Content Delivery**
- **Collaborative Tools**
- **Flexibility**
- **Recording Capability**

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The Coast Guard Auxiliary's adoption of virtual classrooms in response to the COVID-19 pandemic marked a significant shift in its training and education methodologies. A virtual classroom is essentially a video conferencing platform equipped with specific tools designed to facilitate learning.

Key Features of a Virtual Classroom:

- **Interactive Learning:** Enables real-time interaction between instructors and students, including question-and-answer sessions, discussions, and group activities.
- **Content Delivery:** Allows for the sharing of documents, presentations, and multimedia content.
- **Collaborative Tools:** Provides features like breakout rooms, whiteboards, and polling for enhanced student engagement.
- **Flexibility:** Can be accessed from various devices, enabling learners to participate from anywhere with an internet connection.
- **Recording Capabilities:** Offers the option to record sessions for future reference or review.

While virtual classrooms excel in delivering content and fostering interaction, they cannot entirely replace the benefits of face-to-face learning, such as spontaneous discussions and nonverbal cues. However, they effectively bridge the gap by providing a synchronous learning environment that combines live interaction with pre-recorded materials.

The Coast Guard Auxiliary has recognized the value of virtual classrooms and offers resources to support instructors in effectively utilizing this technology.



Unit 8 - Conclusion

- **New teaching strategies for instructors**
- **New learning strategies for students**

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E-learning encompasses a diverse range of instructional methods that leverage technology to facilitate learning. A primary distinction lies in the timing of student participation and the level of interaction.

Synchronous vs. Asynchronous Learning

• **Synchronous learning** occurs in real time, mimicking traditional classroom dynamics. Students and instructors interact simultaneously through platforms like video conferencing, chat rooms, or live webinars. This fosters immediate feedback, collaboration, and a sense of community.

• **Asynchronous learning** allows students to engage with course materials independently and at their own pace. It often involves the use of discussion boards, email, and pre-recorded lectures. While lacking immediate interaction, asynchronous learning offers flexibility and accommodates diverse learning styles.

Interaction and Engagement

Another critical dimension of e-learning is the level of interaction between students and instructors. While some e-learning environments prioritize independent study, others emphasize collaborative learning and communication.

Challenges and Considerations

Transitioning to e-learning requires adaptation from both students and instructors. While some individuals thrive in online environments, others may encounter challenges related to technology, time management, or motivation. Effective e-learning necessitates careful course design, the use of appropriate technology, and ongoing support for learners.

In conclusion, the effectiveness of e-learning hinges on selecting the appropriate modality, effectively leveraging technology, and fostering a supportive learning environment. By understanding the different types of e-learning and their implications, instructors can design engaging and impactful online courses.



Unit 9 - Adult Learners

- **Theory**
 - **Experience**
 - **Past Knowledge**
 - **“Why”**
 - **Relevance**



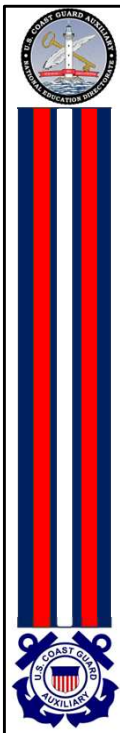
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Adult learning requires a tailored approach due to its unique characteristics. Instructors must manage the learning experience, encourage participation, and navigate learner diversity. Adult learners bring varied backgrounds in terms of race, ethnicity, ability, culture, and more, which influences program design but also enriches the classroom with diverse experiences.

Adults often have expertise in their fields and should be respected as such. To maximize learning effectiveness, we must leverage the unique traits of adult learners, making content relevant and enhancing their experience.

Adult Learning Theory posits that adults learn differently from children. They have existing knowledge, seek learning based on personal interests and needs, and understand their learning motivations.

Adult learners face specific challenges due to their emotional baggage, life experiences, internal motives, and cognitive characteristics. Recognizing these factors is crucial for effective adult education.



Adult Learners

- **Difficulties in Adult Learners**
 - **Focusing**
 - **Purpose**
 - **Fear**

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Common Barriers to Adult Learning:

1. **Focus challenges:** Balancing work, family, and personal responsibilities often makes it difficult for adults to concentrate on learning.
2. **Lack of clear purpose:** Adult learners need to understand how new knowledge will benefit them. Without a concrete, relevant purpose, motivation may falter.
3. **Fear and self-doubt:** Adults often fear appearing unknowledgeable or failing. This can lead to toxic self-doubt, hindering learning progress.
4. **Competing priorities:** Adults have numerous responsibilities and interests vying for their time. If the learning experience isn't compelling, it may lose out to other demands.

These barriers can significantly impede adults' ability to acquire new skills and knowledge. Effective adult education must address these challenges to retain learners' attention and engagement.



Adult Learners

- **Principles for Teaching Adults**
 - **Use their backgrounds**
 - **Relevance to their lives**
 - **Planning involvement**

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Principles for Effective Adult Learning:

1. **Leverage experience:** Connect new knowledge to learners' professional backgrounds and life experiences.
2. **Emphasize practicality:** Provide clear applications for solving specific problems. Answer the "What's in it for me?" question upfront.
3. **Ensure immediate relevance:** Blend theory with practice through exercises that allow immediate application of new knowledge.
4. **Encourage involvement:** Include learners in planning, executing, and evaluating their instruction. Regularly collect and incorporate feedback to improve the learning experience.
5. **Relevance is Crucial**
 1. Adults prioritize immediately applicable skills and knowledge
 2. Irrelevant information is often dismissed

Key Questions for Developing Relevant Training:

- Does the content align with participants' goals?
- Is the methodology suitable for the content and learners' expertise?
- Can participants use the material within their expected timeframe?
- Does the content match participants' experience levels?

By focusing on active engagement and ensuring relevance, instructors can create more effective and meaningful learning experiences for adults. These principles capitalize on adults' existing knowledge, pragmatic approach to learning, need for relevance, and desire for autonomy in their learning process.



Adult Learners

- **Strategies**

- **Share the agenda**
- **Outline activities and expectations**
- **Ensure student ease in learning**

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Practical Strategies for Adult Learning:

1. Set clear expectations:

1. Present the overall agenda at the start
2. Explain activities and content in advance
3. Clearly state expectations for participants

2. Create a safe learning environment:

1. Avoid putting learners "on the spot"
2. Encourage experimentation and risk-taking

3. Promote active engagement:

1. Minimize passive learning (e.g., lectures)
2. Incorporate hands-on activities
3. Allow time for sharing expertise

4. Be flexible and responsive:

1. Balance leadership with participant guidance
2. Regularly seek and incorporate feedback

5. Respect learners' experience:

1. Acknowledge their decision-making capabilities
2. Provide opportunities for self-direction

These strategies aim to create a comfortable, respectful environment where adult learners feel confident and actively engaged. By tailoring the learning experience to adults' needs and preferences, instructors can enhance the effectiveness and efficiency of the learning process.



Adult Learners - Conclusion

- **Respect their backgrounds**
- **Preparation – key to success**
- **Goal directed**

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1. Valuing Adult Learners' Contributions:

1. Recognize and respect the wealth of experience adult learners bring
2. Create opportunities for learners to share their insights
3. Use their experiences as a resource for the entire group
4. Foster an environment where diverse perspectives are valued

2. The Critical Importance of Preparation:

1. Thorough preparation is fundamental to effective adult instruction
2. Develop comprehensive lesson plans to stay on course, on target, and on time
3. Anticipate potential questions and areas of interest
4. Prepare relevant examples
5. Practice delivery

3. Key Assumptions in Adult Learning:

1. Independence and self-direction: Allow for autonomy in learning
2. Life experiences and knowledge: Connect new information to existing knowledge
3. Goal-oriented: Align learning objectives with learners' goals
4. Relevancy-focused: Emphasize practical applications of new knowledge

4. Strategies for Implementation:

1. Use storytelling and case studies to link new concepts to real-life situations
2. Incorporate problem-based learning to address practical challenges
3. Provide opportunities for reflection and self-assessment

5. Creating a Supportive Learning Environment:

1. Establish a collaborative atmosphere where learners feel comfortable sharing
2. Provide constructive feedback that acknowledges learners' efforts
3. Be open to adjusting the course based on learners' needs and interests

By respecting adult learners' experiences, preparing thoroughly, and designing instruction based on adult learning principles, instructors can create more engaging, effective, and meaningful learning experiences. This approach not only facilitates knowledge acquisition but also promotes personal growth and professional development for adult learners.



Presentation Tips

- **Planning**
- **Preparing**
- **Practicing**
- **Presenting**

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1.Planning:

1. Understand your audience (education, experience, motivation)
2. Control your material (content, depth, goals)

2.Preparing:

1. Create a comprehensive lesson plan
2. View from the audience's perspective
3. Plan for audience participation
4. Develop contingencies (e.g., equipment failure)
5. Choose anecdotes carefully

3.Practicing:

1. Rehearse multiple times
2. Time your presentation
3. Prepare for unexpected questions
4. Seek feedback from others
5. Eliminate filler words (e.g., "uhh," "umm," "you know," "so")
6. Address the audience, not the screen
7. Avoid reading slides verbatim

4.Presenting:

1. Deliver with confidence
2. Engage your audience
3. Be flexible and responsive

Key Reminders:

- "If you fail to plan, you are planning to fail!" - Benjamin Franklin
- Thorough preparation is crucial for success
- Practice like professionals in other fields (actors, comedians)
- Focus on providing value to your audience



Instructional Best Practices

- Importance of a lesson plan
- On time, on track, on target
- Use of stories
- Continual improvement
- Respect the students

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1. Program Design:

1. Adapt to student needs
2. Offer varied instructional methods
3. Leverage participants' experiences

2. Lesson Management:

1. Always use a lesson plan
2. Stay on-time, on-track, and on-target
3. Use stories only to illustrate points

3. Continuous Improvement:

1. Annually record and review your teaching
2. Monitor for filler words and body language
3. Practice regularly to refine your skills

4. Student Interaction:

1. Respect all students, including challenging ones
2. Treat teaching as a performance
3. Encourage questions; there are no "dumb" ones

Key Principles:

- Flexibility in approach
- Relevance to learners' goals
- Consistent self-evaluation
- Professionalism in delivery

Remember: Effective instruction balances structure with adaptability, always focusing on learner needs and engagement.



The Certification Process

- **Pass the Instructor Examination on NTC**
- **Prepare a Lesson Plan for 15-30 minute presentation and present it for feedback**
- **Complete the PQS**
- **Prepare a Lesson Plan for a one to two hour presentation and present it for feedback**
- **Complete Introduction to Risk Management**
- **Complete annual instructor workshop**
- **Proudly wear the instructor ribbon**

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To become a certified instructor in the Coast Guard Auxiliary, a member must complete the following steps:

1. Pass the open book Instructor Examination with a score of 90% or higher.
2. Deliver a 15-30 minute presentation:
 1. Prepare a lesson plan and training session
 2. Present to a certified instructor mentor
 3. Mentor evaluates and either approves or requests improvements
 4. Record teaching time in AUXDATA II (mentor as "Lead", candidate as "Trainee")
3. Review Performance Qualification Standard (PQS) questions with a certified instructor:
 1. Instructor signs off on correctly answered tasks
4. Deliver a 1-2 hour presentation:
 1. Prepare a lesson plan and training session
 2. Present to a certified instructor mentor
 3. Mentor evaluates and either approves or requests improvements
 4. Record teaching time in AUXDATA II (mentor as "Lead", candidate as "Trainee")
5. Complete and record Introduction to Risk Management in AUXDATA II
6. Attend Instructor Workshop, if required or recommended
7. Obtain the flotilla commander's signature on completed PQS
8. Submit PQS to District Director of Auxiliary (DIRAUX) following district policy

Upon completion of these requirements, the member will be certified as an instructor.



Instructor Awards

- Public Education Service Award
- Golden Key and Lighthouse Awards
- COMO Daniel Maxim Award for Excellence in Education



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Instructor Awards

1. Auxiliary Public Education Service Award

1. 30+ hours as an instructor in PE or MT
2. 60+ hours as an instructor's aide
3. Combination totaling 30 credits (1 instructor hour = 1 credit, 1 aide hour = 0.5 credit)

2. E-Directorate Awards (annual, calculated semi-annually)

1. Golden Key Award: 50 lead hours in PE and/or MT
2. Lighthouse Award: 100 lead hours in PE and/or MT

3. COMO Daniel Maxim Award for Excellence in Education

1. Honors legacy of COMO Maxim, former ANACO-RB and NBSAC Chairman
2. Recognizes exceptional Auxiliary Instructors
3. Goals: Increase course diversity and frequency, improve instructor effectiveness, enhance mentorship, develop innovative teaching methods and aids



Questions / Feedback

- **Suggestions:**
 - **Annually record one of your classes**
 - **Respect all of your students**
 - **Always use a lesson plan**
On-time On-track On-target
 - **Strive for continual improvement**
 - **Practice, practice, practice**
- **pe.feedback@cgauxnet.us**

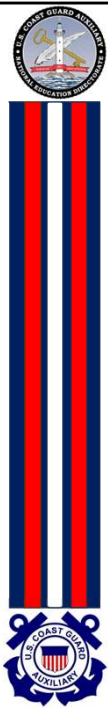
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- Always use a lesson plan, regardless of experience. Maintain session integrity: Start and end on time
- Stay relevant to the subject
- Focus on achieving goals and objectives
- Use stories sparingly and purposefully to illustrate points. Commit to continuous improvement: Record and review your class annually
- Identify areas for enhancement
- Practice regularly to refine skills
- Treat all students with respect, including challenging ones.

Practice, practice, practice, and then practice some more. Master the content of your training session better than you ever imagined.

- Present your lesson out loud to judge the timing and ease of pronunciation of your word choice
- Record yourself and review that recording to decide what you still need to polish
- Review when you want to ask questions and what those questions are
- Anticipate the questions the participants may ask
- Memorize the first couple of paragraphs you will say. Nervousness goes away for most instructors after five or ten minutes. If you know what you will say for the first few minutes, you can get to the other side of nervousness.

We encourage both students and instructors to report any errors or omissions found in the Student Course Book. This helps improve future editions. Please submit your feedback to the E-Directorate at pe.feedback@cgauxnet.us.



USCG Auxiliary Instructor Development 2025



Questions?