This publication supersedes Land Warfare Procedures - General 7-1-2, The Instructor’s Handbook, 2008.
Preface


Aim
The aim of The Instructor's Handbook is to provide guidance for instructors involved in the delivery of training, and the assessment of individual performance in training.

Level
The Instructor's Handbook is designed to be used by instructors and their supervisors both in units and in training institutions. As the source document for all military instruction in Army, this publication is a key reference for the training of junior leaders.

Scope
This publication contains information on the instructor, preparing for instruction, training methods, instructor techniques and tools and assessment.
Annex E Period of revision
Annex F Lectures
Annex G Soldiers five
Annex H Directed individual study
Annex I Syndicate discussion
Annex J Playlet
Annex K Role-play
Annex L Debate
Annex M War games
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Chapter 1
The instructor

The purpose of training is to develop, in individuals and teams, the skills, knowledge and attitudes (SKAs) required for successful performance both in barracks and on operations. The development of SKAs occurs across Army – in units and training establishments.

Training in Army is an ongoing requirement as the maintenance of SKAs can only be achieved through practise and active engagement in training and professional development.

Army’s instructors are key to the development and maintenance of SKAs. The role of the instructor is to impart SKAs to trainees. This role applies equally to all instructors regardless of whether they are conducting formal instruction within a training establishment or improving individual performance in unit workplaces.

Normally, foundation SKAs are developed in the individual (individual training) within training establishments. These SKAs are developed and refined in units, using a training progression to mould effective and efficient teams (collective training). The move from individual to collective training activities highlights the logical progression of training which should build upon the SKAs of trainees.¹

Instructor roles and responsibilities

An instructor is any member in the Army who has the task of instructing. Instructing is a task equally applicable to those posted to a designated instructional position in a training establishment, and to those instructing as part of their duties in units. Critically, instructing is a key task of junior leaders across Army.

Formal qualification as an instructor is obtained during the Subject 1 for Corporal Course for other ranks and First Appointment Course (FAC) for officers. Additional specialist training is provided to those posted to instructional positions as these instructors are held to a higher standard.

Regardless of qualifications or experience, leaders have the responsibility to identify knowledge or performance gaps in their subordinates, and take action to close these gaps. The ability to effectively instruct is fundamental to meeting this responsibility. Effective instruction means that instructors must be able to plan, prepare and deliver instruction, and conduct assessment, either as a single training event or sequence of training events. Instructors are also responsible for confirming that learning has been absorbed during a training event.

¹ This progression is the Army Training Continuum (ATC), which is described in LWP-G 7-0-1, The Conduct of Training. The ATC describes the progression of training levels and standards that contribute to the development of capability. Instructors should understand the requirement to achieve Army Training Level (ATL) 1 – full trade competency and fully effective member of the team.
**Being a successful instructor.** Being a successful instructor depends upon a number of factors:

- subject matter knowledge
- preparation and delivery of lessons and other training events
- instructional ability
- ability to self-reflect on performance during and after a training event
- acceptance of feedback from others and the subsequent improvement of instructional materials and own performance.

Sound knowledge of subject matter is a prerequisite for good instruction. Instructors must ensure that they comprehend the content they intend to instruct upon. If required, they must take positive steps to acquire the knowledge and skills before developing and delivering instruction.

The development and delivery of training events should always be done in accordance with the guidance outlined in this handbook. By adhering to these requirements, instruction becomes standardised, which helps to remove the risk of trainees not achieving the intended result. Not applying the guidance can result in less than effective training delivery and thus negatively affects a trainee’s performance in the workplace.

The delivery of effective lessons is reinforced by practise and rehearsal. Instructors benefit from rehearsal as changes that need to be made to elements of the training event or to the training aids are highlighted. Rehearsals confirm for the instructor their understanding of the content, ensuring a better chance for trainees to absorb the lesson content.

Poor trainee results can sometimes be due to poor instruction. Instructors should actively welcome appraisal by other instructors and supervisors as a source of feedback on strengths and weakness in their instructional techniques.

**The instructional environment**

It is important that instructors understand the training environment and the types of instruction that can be used to support learning.

Training in training establishments is highly structured and conforms to the requirements of the Systems Approach to Defence Learning (SADL). Instructors share the responsibility for successful training with other key positions, including training developers and course managers.

For the systems approach to work, it is essential that each appointment fulfils their specific role and responsibilities. Instructors work within the Implement Phase of the SADL, where they derive their lessons from information contained in the learning management packages (LMPs), developed by training developers. These materials are developed based on what is required in the
workplace, and there is no opportunity for instructors to deviate from the teaching points and learning outcomes in the LMP.

In units, training is aimed at integrating individual skills into collective performance. It builds on the foundation SKAs developed in training establishments with:

- individual qualification training (eg, weapon qualifications, basic driving qualifications, or unit specific specialist skills)
- individual skills maintenance training
- small team collective training (eg, section level patrolling)
- large scale collective training.

Unit training is developed based on the requirements outlined in the Unit Commander’s Training Directive, which includes:

- the training and the standard required by the commander
- the amount of training required
- the personnel who require training
- the training schedule.

Instructors working to Unit Training Directives must ensure that their training events are focused on the achievement of specified training objectives. They should also be aware of:

- the force generation cycle (FGC), which ensures that Army can meet directed capability requirements by allocating tasks and training priorities, along with training levels and standards, to units
- the relevant training management framework (TMF)\(^2\), which provides detailed training guidance on the progression from ATL 1 through to higher levels of collective combined arms training.

**Instructor qualities**

Given the important role of instructors, they must not only be competent at their own job, but also prepared to be role models. An instructor’s values, attitude and behaviour have a powerful influence on a learner. The behaviours exhibited by an instructor should always positively reflect a learning environment that encourages learners to strive to achieve. Such a learning environment also reinforces the confidence of the instructor.

If instructors are immature and/or take a superior stance over the learners, their credibility can be compromised, resulting in a loss of respect that can further inhibit the learning process.

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\(^2\) For example FORCOMD’s Foundation Warfighting TMF.
Key to creating this positive environment are the following instructor qualities:

- **Sense of purpose.** An instructor has a clear view of what has to be achieved, and is able to balance time against the achievement of the learning outcome or training objective. While sometimes it may prove worthwhile dealing with ‘side issues’, an instructor can work to their lesson plan and required objectives within the allocated time.

- **Well-organised and prepared.** Instructors are considered by trainees to be the ‘masters’ of the content. Thus they are proactive in researching their topic to improve their own knowledge. They are also able to translate this knowledge into practical and relevant examples. These instructors will also prepare training events which match the method to the trainee and the content. They have a variety of different training aids to support learning and have rehearsed prior to delivery.

- **Willing to offer encouragement.** Instructors encourage trainees, at all levels of ability, to participate fully by positively reinforcing their efforts. By giving praise when deserved, an instructor can promote self-esteem and motivation in a trainee.

- **Enthusiastic.** Instructors are genuinely enthusiastic about the training event they deliver. This enthusiasm for the subject stimulates learning. Instruction that instils a liking for what is being taught fosters self-initiated learning that endures long after training ends.

- **Imaginative.** Instructors use their imagination to create variety and interest. Instructors, however, should ensure that in the delivery of an entertaining lesson, the delivery of the content and learning outcomes or training objectives is not be sacrificed.

- **Honest.** An instructor never ‘bluffs’. If a trainee asks a question which cannot be answered, the instructor should reply honestly and, if necessary, respond only when the most appropriate answer can be found.

- **A leader.** An instructor is a leader at all times and adheres to Army’s values and behaviours. Instructors exert significant influence not only because of their rank and position, but because of what these represent – role models in military skills, operational experience and training success. These factors contribute to the credibility of the instructor in providing information and feedback to trainees about their own performance.

Instructors must maintain a superior standard of behaviour, and strive to maintain this standard at all times. The Instructor Code of Conduct is at Annex A.

**Instructors and resilience**

Resilience is more than just bouncing back from tough situations; resilience is about learning and adapting so that an individual or a team can tackle even
tougher situations. Resilience is a process that is flexible and responsive, and relies on a number of interrelated components.

Trainees must be fit and well to better cope with adversity and recover faster from illness and injury. Being able to learn, as well as having self-confidence in their ability to succeed, will assist individuals to make better decisions and cope more effectively with ambiguity and adversity.

Instructors can exert significant influence in training not only because of their rank and position, but because of what their military skills, operational experience and training success represent in terms of resilience.

When working with trainees, it is important to consider how instructors can, by virtue of their role, improve trainee resilience. The adoption of some of the behaviours listed may help to prevent a decrease in the trainees’ levels of resilience during training; they may also strengthen instructor resilience:

- Be a resilient role model – believe you are capable.
- Cultivate positive emotions and optimism.
- Face fears and anxieties.
- Solve problems rather than avoid them.
- Learn from failure.
- Constructively reframe stressful or traumatic events.

All of these components contribute to the development of character in an individual and this has a positive impact on their own sense of self, their relationships with others and their contributions to their team.

**Promoting resilience in trainees**

While instructors should strive to create positive learning environments, this does not always mean that the trainee should always feel ‘comfortable’. Instructors must consider the need to create realistic environments. These environments are necessary to ensure that trainees can perform under adverse conditions. Trainees must be able to perform under pressure – when they are fatigued and fearful or when the environment in which they are operating is ambiguous.

Being able to perform effectively under adverse conditions will require instructors to build upon not only the SKAs of the trainees, but also build their resilience levels. Trainees must have sufficient time to learn, but more importantly, to consolidate their newly acquired SKAs. This consolidation is essential as it provides the foundation upon which to increase the complexity of tasks.

Instructors must be able to gauge when new learning can take place and this will require patience and support. There are four key areas to ensure both an improvement in instructor performance and an increase in resilience:
• **Assimilation.** Many instructors tend to overestimate the ability for trainees to assimilate new information, particularly if the trainees are novices (e.g., ab initio learners). Short-term memory works best with four or fewer items at once; overloading memory obstructs learning. The rule of thumb is that the amount of information in instruction should be limited to what is essential to assist trainees to learn the required SKAs.

• **Practise.** Practise is needed to improve skills performance. Guided practise is an extremely effective strategy in the early and intermediate stages of learning. The acquisition of even highly repetitive skills can be facilitated by mixing ‘hands on’ practise with clear instruction (e.g., what to observe in the procedure, how to apply effort and attention most effectively). This approach also improves the trainee’s ability to apply what they have learned to other scenarios.

• **Worked examples.** Worked examples are a valuable asset to instructors. A fully worked example can clarify a more general principle, assist in the acquisition of new SKAs and enhance the ability of the trainee to apply these SKAs to new scenarios. The effectiveness of worked examples also extends to collaborative learning in teams. Worked examples are only effective if trainees are encouraged to systematically work through the examples. This can be achieved by instructors setting exercises where trainees themselves organise, compare, and elaborate upon the material.

• **Feedback.** Feedback is widely recognised as essential to learning, as it can not only support trainee comprehension of instructional content, but can also develop trainee self-confidence and self-efficacy. Both critical and instructive feedback should be regular and measured.
  
  - **Critical.** Where it informs a trainee whether their action has succeeded or failed.
  - **Instructive.** Where it provides more detailed guidance about how trainee SKAs can be improved.

Instructors should also be prepared to praise trainee performance as positive feedback can have a multiplying effect on improving performance. Feedback is discussed further in Chapter 4.

**Reducing stigma.** Instructors contribute to organisational culture; therefore, instructors play a significant role in reducing the stigma associated with ‘seeking help’. If trainees are experiencing stress-related, adjustment or other health issues (be they physical or mental) that are interfering with their ability to function effectively, instructors need to emphasise that getting timely support is a way to promote resilience, rather than a sign that the trainee is not resilient.

Instructors need to clearly communicate to trainees that encouraging fellow team members to ask for support promptly when needed will ultimately contribute to the resilience of their team.
Reinforcing social support networks. Instructors can also increase trainee resilience by:

- providing a climate where trainees are comfortable helping each other learn new skills to improve their performance – trainees will be more likely to do everything possible to provide the same amount of support for each other that they would want for themselves
- encouraging trainees to develop a social network – the stronger the relationships soldiers have with other unit members, the more likely they are to receive social support
- defining goals for trainees that describe the means by which they can achieve these goals, as well as explaining the standards that trainees will be assessed against
- promoting a sense of safety, calm, self-efficacy, optimism (good things will happen) and connectedness; note that this does not mean lowering standards, it refers to developing a resilient culture in training:
  - facilitating a sense of personal control and self-efficacy by helping trainees problem-solve, learn from failure, acquire practical resources, and manage their own stress reactions
  - providing opportunities to help trainees redefine their beliefs about themselves, the world, and the future in more adaptive ways.

Instructor development

Instructors should aim at all times to improve their instructor SKAs. The development of these SKAs is a shared responsibility between instructors, their supervisors and unit commanders. This continuous improvement can occur through:

- **Self-reflection.** Regular and critical self-reflection and appraisal is important for ongoing improvement. An instructor should be able to identify strengths and weaknesses in their own performance of tasks and take action to improve this performance. Self-reflection allows the instructor to consider how well they have performed during an individual training event to ensure the improvement of identified weaknesses and maintenance of existing strengths. A guide to self-reflection is at Annex B.
- **Instructor appraisal and feedback.** Supervisors can assist with instructor development through regular appraisal of performance. Such appraisals provide specific guidance to address weaknesses and reinforce extant strengths. Further guidance on methods to support instructor appraisals are contained in Annex C.
- **Professional development activities.** Professional development requires instructors to actively engage in the development of their SKAs outside of their ‘normal’ training activities. Professional development activities can
range from participation in moderation and training activities through to engaging in professional reading and discussion.

Further guidance on development opportunities and mandated requirements should be sought through relevant Army policy.

Annex:
A. The instructor code of conduct
B. A guide to self-reflection
C. Appraisal of instructors
Annex A to Chapter 1
Instructor code of conduct

An instructor’s values, attitude and behaviour are powerful influences that should enhance a trainee’s ability to learn and develop and they are to be the embodiment of Army’s core values. Behaviours that are aligned with this code create an effective learning environment in which trainees can realise their full potential, and in which instructors can work with confidence. Behaviour contrary to this code can undermine an instructor’s integrity and lead to a loss of trust, confidence and respect. Instructors are obligated to be professional in their approach to training soldiers; to ensure their safety, dignity and self-respect; and to maintain Army’s standing as a professional training institution.

This code embodies the Australian Army’s core values of courage, initiative, respect and teamwork, and applies to all instructors of Army personnel.

**Lead and mentor.** Know the trainees and care for their safety and welfare. Encourage and build the trainees’ individual and team identity, common sense of purpose, self-confidence and team spirit. Draw on your experience to model, motivate and advise trainees on how to confront the challenges of training. Engage trainees in thinking activities that broaden their views, and develop their judgement and ethical behaviour. Communicate effectively to provide constructive feedback. Influence those trainees who easily meet the training challenges to understand and help those who struggle.

**Instruct effectively.** Recognise the trainees’ potential for learning. Develop and master your range of instructional techniques. Use lectures and slide shows sparingly. Use multimedia appropriate to the learning context. Employ realistic training that replicates the operational environment. Recognise that mistakes are a valuable part of learning – utilise them as positive learning opportunities.

**Set standards, be fair and be consistent.** Match your words with your deeds. When delivering rewards or correcting faults, ensure that your decisions are ethical and well thought through. Treat the trainees with respect and dignity, and without prejudice. Know the difference between tough training and bullying. Do not tolerate bullying in any form. If your leadership style is consistent, the trainees will know where they stand, will respect and anticipate your expectations of them, and will understand that you value them as individuals and as team members.

**Value difference.** Diversity adds strength and depth to your team. Know your own prejudices, strengths and weaknesses. Be tolerant of differences in trainees’ knowledge, skills and fitness levels. Think about the effect your words and actions will have on the trainees. When dealing with trainees from other Services and other nations, instructors should acknowledge the values of Navy and Air Force and respect the cultures of international trainees. Be culturally aware, and do what is right and fair.
Display integrity and earn your trainees’ respect. Authority is bestowed on you by virtue of your rank. You are responsible and accountable for your decisions and actions. Anticipate and empathise with the needs of the trainees, and be measured in all your dealings with them. Earn their trust, loyalty and respect. It is prohibited to fraternise with trainees as it breaks down trust and respect and undermines good military discipline. Act as a role model and as a mentor, not a gatekeeper; and trainees will strive to emulate your values, character and professional demeanour. Deal with bullying, unfairness and inappropriate behaviour by:

- challenging fellow staff if they are behaving inappropriately
- using the chain of command to address inappropriate behaviour.

Encourage initiative. Reward participation and effort. Be quick to recognise the accomplishments of trainees. Openly acknowledge good performance, and use lessons learned as a valuable part of the learning experience. Correct mistakes constructively. Cultivate trainees’ character, principles and a sense of humour. Challenge the trainees to think. Appreciate their contribution to the team and acknowledge their use of initiative. Give the trainees opportunities to follow and to lead.

Be approachable. Balance your frustration with empathy for trainees who need additional attention or assistance. Allow the trainees to see that you want to help them. Recognise that by doing the best you can for the trainees, they will give their best.

Build resilience. Develop and cultivate resilience within the trainees to allow them to adapt, recover and thrive to meet the challenges, danger, complexity and adversity within the training environment and for future service.

Develop the Australian soldier. Foster the development of trainees utilising Army’s enduring cultural values:

- ethical conduct
- the core values of courage, initiative, respect and teamwork
- constructive behaviours.
Annex B to Chapter 1
A guide to self-reflection

Self-reflection is the careful thought about one's own performance. Performance can be considered in regards to a single specified training event, or a given period of time. All instructors, even those who are experienced, should engage in self-reflection regularly so they can develop their instructor SKAs. In contrast to other methods of instructor development, self-reflection allows instructors to take greater responsibility for their own effectiveness.

Instructors should think about all aspects of their performance during self-reflection. They should reflect on their performance in relation to key instructor SKAs such as planning and preparation, use of instructional techniques, the implementation of training methods, and adherence to the Instructor Code of Conduct.

By definition, self-reflection relies on the instructor's opinions, impressions and criticisms of themselves. However, during self-reflection it can also be useful for the instructor to consider and reflect upon other external information such as trainee body language, trainee performance, and feedback from other instructors.

Self-reflection results in the instructor identifying their strengths, weaknesses, and skill and knowledge gaps. The instructor should use this information to produce an action plan which outlines how they will develop new skills or knowledge, improve weaknesses, and maintain existing strengths. The action plan should be reviewed and adjusted by the instructor during future self-reflection exercises.

A suggested Self-reflection Worksheet is at Appendix 1.

Appendix:
1. Self-reflection worksheet
## Appendix 1 to Annex B to Chapter 1
### Self-reflection worksheet

<table>
<thead>
<tr>
<th>Self-reflection</th>
<th>Your outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about your performance:</td>
<td></td>
</tr>
<tr>
<td>What worked and what didn't in relation to my:</td>
<td></td>
</tr>
<tr>
<td>- Planning and preparation</td>
<td></td>
</tr>
<tr>
<td>- Implementation of training method(s)</td>
<td></td>
</tr>
<tr>
<td>- Use of instructional techniques (eg, verbal and non-verbal communication, questioning, monitoring, fault correction)</td>
<td></td>
</tr>
<tr>
<td>- Use of instructional aids?</td>
<td></td>
</tr>
<tr>
<td>How did I perform against the Instructor Code of Conduct?</td>
<td></td>
</tr>
<tr>
<td>What do I think about other feedback that I have received?</td>
<td></td>
</tr>
<tr>
<td>Other comments</td>
<td></td>
</tr>
<tr>
<td>What areas of your performance do you need to sustain, fix, improve:</td>
<td></td>
</tr>
<tr>
<td>What are my strengths?</td>
<td></td>
</tr>
<tr>
<td>What are my weaknesses?</td>
<td></td>
</tr>
<tr>
<td>What additional skills and knowledge do I need to develop?</td>
<td></td>
</tr>
<tr>
<td><strong>Self-reflection</strong></td>
<td><strong>Your outcomes</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Create an action plan</strong></td>
<td></td>
</tr>
<tr>
<td>How am I going to sustain my strengths?</td>
<td></td>
</tr>
<tr>
<td>How am I going to improve my weaknesses?</td>
<td></td>
</tr>
<tr>
<td>How am I going to develop new skills and knowledge?</td>
<td></td>
</tr>
<tr>
<td><strong>Implement the action plan</strong></td>
<td></td>
</tr>
<tr>
<td>Implement your action plan and monitor your progress</td>
<td></td>
</tr>
<tr>
<td><strong>Review your action plan</strong></td>
<td></td>
</tr>
<tr>
<td>Consider how/if you have implemented your action plan. What actions have you completed and what more needs to be done?</td>
<td></td>
</tr>
<tr>
<td>Commence the self-reflection process again.</td>
<td></td>
</tr>
</tbody>
</table>
Annex C to Chapter 1
Appraisal of instructors

Supervisors can assist with instructor development through regular appraisal of instructor performance. Such appraisal highlights instructors’ strengths, which instructors must strive to maintain. Appraisal also identifies weaknesses, and provides the trigger to take specific action to address them.

The aim of this annex is to aid a supervisor (or peer, if appropriate) in providing feedback to an instructor on their performance in order to allow instructor development.

Instructor appraisal can include:

- **Observation reports.** An observation report is an ‘on-the-spot’ observation regarding an instructor’s performance or attitude. It should be discussed with the instructor at the time of the occurrence, or as soon as possible thereafter. Observation reports can be formalised into a short written report, and should always be included in the supervisor’s platoon commander’s notebook (or equivalent).

- **Critique.** A critique involves appraising the instructor’s performance during a training event against a predetermined set of criteria, and discussing the outcomes of this appraisal with the instructor. Critiques can be based on the assessment/appraisal tool at Appendix 1. See Appendix 2 for the guide to the assessment/appraisal tool.

- **Performance interviews.** A performance interview should emphasise strong and weak points and note improvements as required. Criticism is to be constructive, evidence-based and justified with realistic and documented examples. When outlining the requirements for improvement, the instructor’s subsequent actions must be within a suitable and achievable timeframe. This interview may also support the compilation of an instructor’s annual performance report.

**Instructor assessment/appraisal**

During the conduct of the assessment or appraisal it is important that the supervisor considers the following:

- **Position.** Be in a position to see and hear the instructor and trainees without interfering with the period of instruction. Ideally there is no need for the supervisor to change position during the period of instruction.

- **Interference.** Do not interfere with the period of instruction, unless absolutely necessary.

- **Professionalism.** Supervisors should ensure that their own dress and bearing is of a high standard, and set an appropriate example for both the trainees and the instructor being appraised.
• **Critical areas.** Review and understand the critical areas of the period of instruction prior to commencing the appraisal. Particular consideration should be given to:
  
  - safety breaches
  - ensuring that all teaching points allocated to the period of instruction are covered
  - time management
  - the lesson plan developed by the instructor.

• **Sequence.** Be aware of the sequence of the training event being appraised.

• **Test of objectives.** Identify the optimal test of objectives.

• **Faults.** Review doctrine to confirm awareness and understanding of common faults both for the training being delivered, and for an instructor.

• **Measuring performance.** Review the instructor assessment/appraisal tool.

**Steps of a critique**

Once the instructor has delivered their training event, the supervisor can undertake a critique using the following steps:

• **Step 1 – preliminaries.** Confirm that the instructor is aware of the criteria and performance standards used in the appraisal.

• **Step 2 – put the instructor at ease.** A critique can be a confronting experience so it is important that the instructor is relaxed and comfortable enough to participate fully in the process. They should be assured of the confidentiality of the process, and aware that feedback is important to identify opportunities for improvement, and a suitable action plan.

• **Step 3 – present lead-in questions.** Ask the instructor for their view of their performance while delivering the period of instruction. It may be helpful to document these responses.

• **Step 4 – present follow-up questions.** Ask the instructor for suggestions on how they can improve their performance.

• **Step 5 – bring out points not raised.** Review the responses provided by the instructor against the observations recorded on the Instructor Assessment/Appraisal Tool. Raise and discuss points that have not yet been addressed.

• **Step 6 – give practical advice.** Where adjustments are needed, the supervisor should provide the instructor with a practical and useful advice on how they can fix a problem with their delivery of instruction.
• **Step 7 – emphasise the good points.** Provide the instructor with positive aspects of the period of instruction delivered and encourage them to continue to develop those areas.

• **Step 8 – ignore the small incidental points.** Ignoring the small incidental points allows more time to focus on key issues. These points can be reviewed by the instructor when reading and signing their assessment or appraisal tool at the completion of the critique.

• **Step 9 – summary.** Summarise the main points for improvement and sustainment (no more than three each). Notify the instructor of the result of the assessment/appraisal and finish on a positive, encouraging note.

• **Step 10 – follow up.** Supervisors should follow up all critiques, in accordance with any agreed action plans. Sometimes the only follow-up required from the supervisor is to remember to acknowledge and encourage the instructor more often.

**Appendix:**

1. Instructor assessment/appraisal tool
2. Guide to the instructor assessment/appraisal tool
Appendix 1 to Annex C to Chapter 1
Instructor assessment/appraisal tool
GUIDE TO CRITIQUE

1. Ask the instructor:
   a. How do you rate your performance in this lesson?
   b. Did you notice any areas of concern that detracted from your lesson?
   c. How would you overcome these areas of concern if required to conduct the lesson again?

2. Confirm/comment on instructors suggestions.

3. Bring out areas of concern in order of severity (not more than five) and suggest methods of improvement.

4. Mention instructor’s good points.

5. Allow instructor to comment.

6. Summarise main points (detractions/enhancements)

7. Overall summary of instructor’s lesson:

8. Inform instructor is

| Ready- Job Standard- Unsupervised | At Standard |
| Ready- Job Standard- Supervised |            |
| Not Yet Ready                  | Not At Standard |

GENERAL COMMENTS

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Instructors Signature……………………………………………………………Date………………

Assessors Signature……………………………………………………………Date………………

NINSTRUCTOR ASSESSMENT/APPRaisal TOOL

DATE: ___________ PMKEYS: __________________ RANK: ___________ 
INITIALS______ SURNAME: ________________________________
ASSESSOR DETAILS: _______________________________________
LESSON: __________________________________________________
START TIME: _______ _______
FINISH TIME: _______ _______

Critical Aspects

TIME MANAGED APPROPRIATELY: Yes / No (within time allocated for instruction and feedback loop closed.)

LESSON PLAN PRODUCED: Yes / No (IAW doctrine)

SAFETY COVERED: Yes / No (including any WHS requirements)

ALL TEACHING POINTS COVERED: Yes / No (IAW authorised LMP/doctrine)

Improves: (Areas for Improvement)
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________

Sustains: (Areas for Sustainment)
1. ________________________________________________________________________
2. ________________________________________________________________________
3. ________________________________________________________________________

RATING
59 or below – Not yet ready
60-74 – Job ready/competent
75- 84 – Good
85- 92 – Very good
93-100 – Excellent
<table>
<thead>
<tr>
<th>Stage</th>
<th>Criteria</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
<th>Rating</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan</td>
<td>Produced IAW LWP-G 7-1-2, Instructors Handbook and the ten steps for producing a lesson plan. Plan includes all resources required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not rated</td>
</tr>
<tr>
<td>Preliminaries</td>
<td>All elements addressed as required.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td>Positioning of trainees</td>
<td>Suitable for the period of instruction (suitable formation best use of the area and student comfort).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td>Revision</td>
<td>Relevant to the period of instruction (derived from the previous instruction, adequate time allowed and finished in the start position).</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Approach</td>
<td>Relevant to the period of instruction and the objective stated (Inspire learning and the criteria for the test of objective stated.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Teaching stages</td>
<td>Confirm and closed with the instructor confirming the stage. (Logical sequence, all stages Closed and Linked).</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Demonstration performance method</td>
<td>Appropriate to the period of instruction. Explanations are clear, concise, audible and use the correct catchwords. Demonstrations are appropriate, correct, slow and exaggerated.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Practice stages</td>
<td>New learning reinforced through initial, secondary and final practice appropriate to the period of instruction, and feedback.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Fault correction</td>
<td>Conducted throughout the period of instruction using the correct fault correction technique.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Questioning</td>
<td>Conducted at the appropriate stages of the period of instruction using the correct questioning technique.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Training aids</td>
<td>Appropriate and relevant for the lesson (Used correctly, didn’t talk to aids and appropriate to lesson).</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>Knowledge and skill</td>
<td>The knowledge and skill of the instructor was appropriate for the lesson content, including the format of the period of instruction.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Words of command</td>
<td>Were appropriate for the location (classroom, parade ground or outdoor) and period of instruction. (Clear, Loud, Audible and Confident).</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Instructors demeanour</td>
<td>Was appropriate for the target audience. (Dress, bearing, motivation and presentation are beyond reproach).</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Test of objectives</td>
<td>Clear-up doubtful points. Confirmed the teaching point within the lesson. Learners assimilated the training.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Feedback summary</td>
<td>Appropriate for the learners performance in the lesson and the main points are identified. Closes the feedback loop if time management required.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Statement of relevance</td>
<td>Appropriate for the period of instruction.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Preview of instruction</td>
<td>Pertains to the next lesson on the subject and the next formal lesson on the training program.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>SAFETY</td>
<td>Introduction ☐ Conclusion ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment / Appraisal Result</td>
<td>Job Ready-Unsupervised Job Ready-Supervised Not Yet Job Ready Assessment / Appraisal Performance Standard At Standard Not At Standard</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Appendix 2 to Annex C to Chapter 1
Guide to the instructor assessment/appraisal tool

The Instructor Assessment/Appraisal Tool can be used for initial qualification purposes (job ready, at standard) and to appraise their level of proficiency (if the instructor is already qualified). The ‘Yes’ and ‘No’ boxes on the tool are used to determine initial qualification and the ratings are used to determine the degree of proficiency.

When using the Instructor Assessment/Appraisal Tool supervisors need to collect evidence of the instructor’s performance during both lesson preparation and delivery. In addition to assessing the instructor via direct observations, supervisors may use targeted written or oral questioning to confirm the instructor’s underpinning knowledge.

Supervisors must provide feedback to the instructor after each lesson that is assessed/appraised, including the decision that has been made by the supervisor regarding the instructor’s standard of performance. Instructors are required to acknowledge this feedback by signing the Instructor Assessment/Appraisal Tool in the appropriate locations.

Assessment criteria

This Instructor Assessment/Appraisal Tool confirms that the instructor has demonstrated the SKAs to be ‘job ready at standard’.

The judgment about whether an instructor has met the required standard is based on the interaction between the supervisor’s comprehensive knowledge of the expected standard of performance and the evidence collected and recorded on the tool.

There may be circumstances where a gap occurs between the instructor’s performance and the required standard. The supervisor may gather additional evidence either verbally (via question and answer) or in writing without the need for the instructor to repeat the entire activity.

Table 1–1 is a guide for the use of the Instructor Assessment/Appraisal Tool.
## Table 1–1: Instructor assessment/appraisal tool guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Required evidence to be job ready</th>
<th>Rating marks are to be removed if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminaries</td>
<td>Preliminaries for the period of instruction were conducted and were relevant to the period of instruction.</td>
<td>Fails to conduct attendance check.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fails to allocate stores or equipment.</td>
</tr>
<tr>
<td>Positioning of trainees</td>
<td>The layout for the period of instruction should be suitable for the comfort of the trainees and give the best possible view for the control and demonstrations for the trainees and instructor.</td>
<td>Fails to position the squad in the correct location.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fails to use best configuration for the period of instruction.</td>
</tr>
<tr>
<td>Revision</td>
<td>Revision should be relevant to the period of instruction and if required finish in the start position for the period of instruction. If there is no revision for the period of instruction it should be stated at this time. This can be questioned by the assessor for clarification.</td>
<td>Revision was not applicable to the period of instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not enough time was allowed to confirm the revision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fail to finish the revision in the start position for the period of instruction.</td>
</tr>
<tr>
<td>Approach</td>
<td>The approach for the period of instruction was relevant and covered what is being taught, reason for learning and objective.</td>
<td>Fails to state what is being taught.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fails to state the reason for learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fails to state the objectives at the end of the lesson.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Required evidence to be job ready</td>
<td>Rating marks are to be removed if:</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Explanations</td>
<td>Are to be clear and relevant to the period of instruction.</td>
<td>The explanation was incorrect for the teaching point IAW doctrine.</td>
</tr>
<tr>
<td></td>
<td>Explanations are easily assimilated by the learners and not confusing.</td>
<td>The explanation was confusing or inaudible.</td>
</tr>
<tr>
<td></td>
<td>Explanations where used to emphasises essential points.</td>
<td>Delivery of the explanation was hesitant and did not contribute to learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The explanation was not in a logical sequence for the teaching point.</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>Demonstration was relevant and appropriate to the period of instruction.</td>
<td>The demonstration of movements were too complex for the learners to imitate or was more than five separate actions.</td>
</tr>
<tr>
<td></td>
<td>The demonstrations were consistent throughout the period of instruction.</td>
<td>The demonstration was not slow, using exaggerated movements to emphasise the fine detail of the action.</td>
</tr>
<tr>
<td></td>
<td>The demonstration was able to be viewed by all trainees.</td>
<td>The instructor demonstrated and explained simultaneously.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Required evidence to be job ready</td>
<td>Rating marks are to be removed if:</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teaching stages</td>
<td>Each stage was opened, confirmed and closed and linked to the next stage.</td>
<td>The instructor failed to introduce the teaching points of the stage.</td>
</tr>
<tr>
<td></td>
<td>Stages were in logical sequence for the period of instruction and allowed the learner to learn in</td>
<td>The instructor failed to presented the information by explaining and demonstrating the skills to be</td>
</tr>
<tr>
<td></td>
<td>a progressive manner.</td>
<td>learned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor failed to give feedback and encourage the trainees performance and provide guidance on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>how to improve.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor failed to continue until they were satisfied with the standard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor failed to confirmed the stage by either performance or questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor did not close the stage by summarising the key point of the stage and asks if there are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>any questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor did not links to the next stage.</td>
</tr>
<tr>
<td>Practice stage</td>
<td>Was conducted and used to reinforce the learning from the teaching stages through supervised</td>
<td>Failed to conduct initial practice.</td>
</tr>
<tr>
<td></td>
<td>repetition, feedback and encouragement.</td>
<td>Failed to conduct secondary practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failed to conduct final practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failed to control the practice stage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failed to allow sufficient time for the practice stage and confirm performance to a standard.</td>
</tr>
<tr>
<td>Fault correction</td>
<td>Was consistent throughout the period of instruction using correct</td>
<td>Failed to identify and correct faults consistently throughout the lesson.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Required evidence to be job ready</td>
<td>Rating marks are to be removed if:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fault correction</td>
<td>fault correction techniques. Was able to identify the difference between a common fault and a safety fault.</td>
<td>Used incorrect fault techniques. Instructor positioned themselves in best position to observe potential faults.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Conducted at the appropriate stages of the period of instruction using the correct questioning technique.</td>
<td>Failed to ask questions of trainees. Used the incorrect questioning technique.</td>
</tr>
<tr>
<td>Training aids</td>
<td>Were appropriate and used to enhance the learning during the period of instruction.</td>
<td>The instructor talked to the training aids and not the target audience. The training aids did not enhance the learning.</td>
</tr>
<tr>
<td>Knowledge and skill</td>
<td>The instructor is appraised against the level of knowledge and skill demonstrated for the subject as assigned by the learning outcome. The instructor demonstrated a knowledge of the lesson format. The instructor demonstrates a knowledge of instructional techniques including body gestures, and use of voice/speech. The instructor maintained trainee motivation, interest and enthusiasm.</td>
<td>The instructor lacked a knowledge of the subject and the learning outcome from the LMP. The instructor did not follow a format for the period being instructed. The instructor did not use instructor techniques to emphasise points throughout the lesson including gesture or speech (speed and clarity). Is not able to pick-up instruction from the same point after disruption in the period.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Required evidence to be job ready</td>
<td>Rating marks are to be removed if:</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Words of command</td>
<td>Words of command were appropriate for the period of instruction.</td>
<td>Words of command were not delivered with confidence, loud and audible.</td>
</tr>
<tr>
<td></td>
<td>Words of command were clear and audible.</td>
<td>Words of command were not correct and consistent for the period of instruction.</td>
</tr>
<tr>
<td></td>
<td>Voice projection was appropriate (clear, audible and understandable) for the area in which the instruction was given.</td>
<td>The instructor did not use the words of command to control and regulated the practice stages.</td>
</tr>
<tr>
<td>Instructor demeanour</td>
<td>Instructor dress and bearing was appropriately for the period of instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor was punctual.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor applied the instructor code of conduct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did the instructor demonstrate a high-level of, facilitation, observation, communication and interpersonal skills.</td>
<td></td>
</tr>
<tr>
<td>Test of objectives</td>
<td>The test of objectives confirmed whether the trainees assimilated the subject material.</td>
<td>The instructor failed to clear-up any doubtful points prior to conducting the test of objectives.</td>
</tr>
<tr>
<td></td>
<td>The test of objectives was conducted IAW extant doctrine.</td>
<td>The test of objectives was not adequate to confirm assimilation of the teaching points.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Required evidence to be job ready</td>
<td>Rating marks are to be removed if:</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Feedback summary</td>
<td>Feedback reflected the standard from the test of objectives. The instructor identified any learners that may require additional training. Instructor highlighted the key points of the new learning.</td>
<td></td>
</tr>
<tr>
<td>Statement of relevance</td>
<td>The instructor reinforced what was taught and why.</td>
<td></td>
</tr>
<tr>
<td>Preview of instruction</td>
<td>Previews the next period on the subject and the next period on the training program.</td>
<td></td>
</tr>
</tbody>
</table>
**Initial qualification.** In order for an instructor to be assessed as job ready and at standard they must provide sufficient evidence to achieve a ‘Yes’ in each stage described in the Tool. An instructor assessed ‘not at the standard required’ is to be provided with detailed feedback and remedial training to correct the errors identified and improve the instructor’s performance. Critically, for an instructor to be assessed as job ready and at standard they must:

- Prepare the lesson and develop a lesson plan in accordance with *LWP-G 7-1-2, The Instructors Handbook*.

- Comply with safety or WHS requirements for the lesson. For example during a firing volleys drill lesson they must clear weapons and ensure that trainees use hearing protection.

- Deliver all required teaching points in accordance with the LMP or doctrine.

- Ensure that the lesson is completed within the specified timeframe as detailed in the LMP, or that time is managed appropriately. For example if, during the delivery of the lesson, the instructor identifies that trainees are having difficulty, the instructor may make a decision to extend the lesson by 5 minutes into a scheduled break.

**Level of proficiency.** The rating system allows a supervisor to make a decision of an instructor’s level of proficiency. The following performance grading indicators are to be applied to the instructor’s overall performance:

- 93 to 100 points – A – Excellent – highly suitable instructor
- 85 to 92 points – B – Good – highly suitable instructor
- 75 to 84 points – C – Satisfactory – suitable instructor unsupervised
- 59 to 74 points – D – Job Ready and at standard – suitable instructor supervised.
Chapter 2
Preparing for instruction

Training may be needed for a range of reasons. Training requirements may be directed by higher headquarters or as a result of specified career progression courses. Importantly, training requirements can arise from observed deficiencies in skills or performance, skills fade, or a need to increase proficiency.

Instructors are responsible for helping trainees achieve the identified training requirement. High quality training events will maximise the chances for trainees to fulfil the training requirement. Planning and preparation is critical to developing and delivering high quality training events.

The aim of this chapter is to explain the concepts and processes which will assist instructors in planning and preparing effective, high-quality training events.

Learning outcomes and training objectives

Instructors must have a clear understanding of what a trainee should be able do after successfully completing the lesson, activity or exercise. Learning outcomes and training objectives are written statements which describe this intended result. All individual training events are based on one or more learning outcomes or training objectives.

When delivering training from an LMP$, instructors must identify, and ensure that they understand, the learning outcome(s) associated with the training event for which they are responsible, and plan and prepare accordingly.

Where training is not related to an LMP, instructors should refer to the Unit Commander’s Training Directive, Unit Training Program, policy and/or doctrine in order to identify the training objective(s) to be achieved. Where an instructor is unsure of the training objective for their allocated training task, clarification should be sought from the chain of command or from an appropriate subject matter expert (SME).

---

1 In Army, learning outcomes and training objectives are equivalent. The term learning outcome is used in LMPs, while other training documents, such as Training Directives, usually refer to training objectives.

2 The LMP provides the complete set of documentation necessary for delivering a course. It contains the curriculum, and has links to the training and assessment materials.
Learning outcomes and training objectives detail the performance required, the conditions under which the performance is undertaken, and the standards for successful achievement:

- **Performance.** The performance statement is a clear, concise and specific statement of observable actions that can be measured. It must begin with an action verb. The following are examples:
  - identify and interpret conventional signs in map reading
  - solder a circuit board.

- **Conditions.** Condition statements (see Table 2-1) specify what aids and materials trainees can or cannot be used, and in what settings and conditions trainees will be required to perform.

### Table 2–1: Condition statements

<table>
<thead>
<tr>
<th>Type of condition statement</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment to be used</td>
<td>Given a compass</td>
</tr>
<tr>
<td></td>
<td>Using a slide rule</td>
</tr>
<tr>
<td></td>
<td>Given a zeroed weapon</td>
</tr>
<tr>
<td>Assistance through job aids, manuals and supervision</td>
<td>With the aid of a checklist showing the sequence of activities</td>
</tr>
<tr>
<td></td>
<td>Without access to a reference manual</td>
</tr>
<tr>
<td></td>
<td>The instructor may prompt the trainee to carry out the next activity in the sequence, but not more than twice</td>
</tr>
<tr>
<td>Environmental conditions</td>
<td>In an area where a radio reception is likely to be difficult</td>
</tr>
<tr>
<td></td>
<td>By day and by night</td>
</tr>
<tr>
<td></td>
<td>On a 100 m range</td>
</tr>
<tr>
<td></td>
<td>Under simulated battle conditions</td>
</tr>
<tr>
<td>Range of methods that the trainees are expected to confirm, or the range of situations with which they will be confronted</td>
<td>The following three pairs of cables to be joined: both pieces of equal thickness, each piece of different thickness, one piece of the pair is a working cable</td>
</tr>
<tr>
<td></td>
<td>Given a 20-item objective test</td>
</tr>
<tr>
<td>Special physical demands</td>
<td>In a kneeling position</td>
</tr>
<tr>
<td></td>
<td>Immediately after having run 5 km in under 30 minutes</td>
</tr>
</tbody>
</table>
• **Standards.** Standard statements specify how the trainee is to perform in terms of accuracy, speed and number of times. The following are examples:
  
  • Trainees are to perform on at least three occasions, without error.
  
  • Trainees will strip, inspect and assemble weapon/item within 2 minutes.
  
  • The trainees’ final construction is to be robust to the extent that it will not be damaged if a person bumps heavily against it.
  
  • Trainees must give grid references that are accurate to within 100 mils for easting or northing.
  
  • Trainees are to manoeuvre as part of a section attack to training level 3.

The performance, conditions and standards specified in the learning outcomes and training objectives must remain at the forefront of the instructors mind when planning and preparing the training event.

**The trainee**

Just as people think differently, so do they learn in different ways. Sometimes the reason for this difference is evident (cultural); sometimes, the reasons for this difference are less clear (personal). Understanding trainees and their potential differences is key to instructors creating meaningful training events that matter to the trainee well after the training has concluded.

**Trainees and learning styles**

There are three styles of learning that instructors should aim to cater for in their training events. These styles involve learning through seeing, listening and doing. As a guide, when preparing training, instructors should consider using the components outlined in Table 2-2, and where possible combine elements to maximise learning opportunities.

**Table 2–2: Learning styles**

<table>
<thead>
<tr>
<th><strong>Visual</strong></th>
<th><strong>Auditory</strong></th>
<th><strong>Kinesthetic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seeing</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Moving, doing and touching</strong></td>
</tr>
<tr>
<td>- the use of visual aids such as diagrams, maps, charts, graphs or multimedia such as PowerPoint and videos to support verbal explanations</td>
<td>- the use of questions, class discussions and debates to maximise auditory involvement</td>
<td>- regular changes in activity and levels of physical and mental involvement (consider team activities, role playing and note taking)</td>
</tr>
<tr>
<td>- a written</td>
<td>- the use of auditory aids such as music and recorded messages or multimedia such as</td>
<td></td>
</tr>
</tbody>
</table>

Land Warfare Procedures - General 7-1-2, The Instructor’s Handbook
<table>
<thead>
<tr>
<th><strong>Visual</strong></th>
<th><strong>Auditory</strong></th>
<th><strong>Kinesthetic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>handout/booklet of lesson notes - the use of colour and shapes in training aids to highlight important points</td>
<td>audio files to support written explanations - the use of stories and analogies to support a point - the use of rhymes, jingles and mnemonics to aid memory</td>
<td>- a ‘hands-on’ approach (eg, when mentioning an item during a lesson, let the trainee touch and feel the item – this approach is always used when teaching a skill) - being physically involved in the learning process (eg, A lesson on finding a grid reference might include a large grid drawn on the ground that requires the trainee to walk the grids across and down to the correct grid square</td>
</tr>
</tbody>
</table>

**Other factors impacting learning**

Instructors must consider the level of maturity of trainees and their motivation to learn. Maturity and motivation levels will determine how learning occurs. Some trainees, particularly recruits, officer cadets and Australian Cadet Corps members, will require direction from instructors and may not be internally motivated to learn.

However, other trainees may be self-motivated and be mature in their approach to learning. These trainees will have a strong desire to:

- know why they are being taught
- participate in and control their learning
- relate new learning to earlier experiences
- set their own pace for learning
- receive feedback on their progress
- experience diverse learning situations
- be exposed to a variety of instruction methods, with an emphasis on active participation
- determine the place and time of learning.

It is important to ensure that the role of the instructor and the responsibilities of the trainee complement the training environment. Instructors working with LMPs have little scope to allow trainees to control their learning (especially time and
location) so trainees must accept that instructors will set the pace for learning. Instructors working to a Unit Training Directive have more flexibility to encourage trainees to actively control their learning. In both circumstances, to ensure a positive learning experience, instructors must understand what they can and cannot affect.

Instructors can positively affect learning through careful planning and preparation. They can build upon past learning to help engage a trainee. Understanding and valuing what trainees already know can assist to create a more intense learning experience that ‘sticks’ with the trainee. Instructors can also vary their instructional methods and aids to ensure that their training events are always different and engaging. This helps trainees to deal with change and be able to adapt as required.

Not every individual, at any one time, is at the same stage of understanding or skill. A trainee’s degree of understanding will vary significantly, as will the amount of assistance and practise they require. For this reason, where possible, the instructor should provide extra support for those who are having difficulties acquiring the required SKAs, while giving extension activities to those who are ready to continue.

When developing training events, instructors need to be mindful of the trainees’ backgrounds, age and experience. Experience is an important factor to consider as it will help to determine the start point for content delivery – if trainees already understand the content, then an instructor may only have to revise and build upon that knowledge rather than introduce the content as something new. Instructors may be challenged by trainees who have difficulty reconciling what they believe or know in relation to new content. Remember that the task of acquiring new learning can be difficult for some trainees and even more so when they are being forced to accept new ideas and concepts without explanation.

There are additional factors that can inhibit learning. Table 2–3 summarises these factors and provides a number of considerations for instructors.

Table 2–3: Factors that may affect learning

<table>
<thead>
<tr>
<th>Factors</th>
<th>Considerations for the instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and numeracy</td>
<td>Instructors should anticipate different language, literacy and numeracy levels and employ effective training aids that rely on different ways to engage in the content – pictures, words, symbols etc. Instructors should avoid using acronyms and jargon. This can be a sensitive issue, so instructors are advised to treat the issue with respect and dignity, and ensure that no one is singled out or made to feel uncomfortable or inadequate.</td>
</tr>
<tr>
<td>Factors</td>
<td>Considerations for the instructor</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cultural and language background</td>
<td>Instructors should ensure that their use of language and their behaviour accommodate cultural and language differences. There may be activities that are inappropriate for people because of their culture or language. If English is a second language this needs to be accounted for in planning.</td>
</tr>
<tr>
<td>Gender</td>
<td>Plans for instruction can be affected by gender if activities are stereotyped. Gender neutrality is considered a good option.</td>
</tr>
<tr>
<td>Age</td>
<td>Age can affect an instructor’s plan depending on what is being delivered, how and at what pace.</td>
</tr>
<tr>
<td>Physical ability</td>
<td>Instructors need to be aware of any trainees who are less able than others to perform physical tasks before delivering instruction.</td>
</tr>
<tr>
<td>Experience with Army training methods</td>
<td>Army training can sometimes be seen as a unique way of learning and can be difficult for some trainees at first.</td>
</tr>
<tr>
<td>Motivation</td>
<td>Not every individual has the same set of purposes or motivation. Therefore, instructors need to ensure that individuals are motivated according to their own needs and criteria.</td>
</tr>
<tr>
<td>Skills and knowledge level</td>
<td>It is helpful if instructors have knowledge of trainees’ general SKA levels prior to instruction to ensure that lessons are pitched at the appropriate level.</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>This is a trainee’s belief in their ability to succeed in a given situation. More detail is provided in Annex A.</td>
</tr>
</tbody>
</table>
Instructional approach

The approach to instruction varies in two key ways: the relative input and participation of the instructor and the trainees, and the location of the instructor and trainees. In all cases, the instructor must:

- provide direction to trainees
- facilitate trainee interaction with the learning content
- facilitate trainee interaction with the instructor
- encourage interaction and collaboration between trainees
- facilitate trainees taking responsibility for their own learning
- provide feedback to trainees.

Participation

Depending on the trainees and the learning outcomes/training objectives, it may be appropriate for the instructor to provide information and control trainee progress through the subject matter. The use of this approach does not mean that there is no focus on individuals. Instructors must remain aware of individual trainees and be prepared to address any problems as they arise.

In other situations, the instructor provides the opportunity for trainees to discover information for themselves and to progress through a training event, or series of training events, at their own rate.

Trainees have varying experiences, and these are valuable tools for learning. The peer-to-peer approach encourages trainees to exchange this experience and information. Instructors need to provide sufficient direction and context to ensure that peer-to-peer learning is maximised, but not at the expense of learning outcomes/training objectives.

Location

**Face-to-face.** Training can be conducted with instructors and trainees located in the same place at the same time. This is the traditional approach to training, and has significant merit to assist trainees in achieving a wide range of learning outcomes/training objectives. All of the training methods described in Chapter 3 can be used in this environment.

**Distributed.** This approach allows the instructor, trainees and learning content to be in different locations. Training in this environment can be both synchronous (occurring at the same time) and asynchronous (not occurring at the same time). Many of the training methods described in Chapter 3 can be used in this environment. Distributed learning is generally supported by a learning management system (LMS) – a software platform for the creation, administration and delivery of learning material for electronic coursework over web-based
interfaces such as desktops, laptops and tablets. LMSs are discussed at Annex B.

While there are some training efficiencies in the distributed learning environment, the role of the instructor to engage with trainees and their learning is not diminished. Selecting the appropriate training method(s) remains critically important in assisting trainees to achieve the learning outcomes/training objective, and instructors need to provide a framework that allows trainee interaction through dialogue, feedback, social presence with their peers and also a level of learner control over the content. Instructors may need to donate significant time to computer mediated communication and may need strategies and tools in place to make the trainee continuously aware of their progress. Instructors must also have the necessary written communication skills to interact with trainees via email in a succinct and clear manner.

Preparation and planning for training events in the distributed learning environment is still required. For example, if there is a pre-course component requiring collaborative work to be undertaken online by trainees, the instructor needs to provide clear direction about participation in activities, such as what constitutes productive dialogue, communicating task expectations and providing alternative methods to help students achieve the learning outcome or training objective the content.

The key to a successful distributed learning environment is that it requires trainees to take personal responsibility for their learning. To achieve this, the instructor needs to continually challenge trainees in their thinking. This can be done by providing feedback and framing the learning so that trainees can connect it to their personal experiences.

**Digital literacy**

As technology enhanced learning continues to emerge, a critical skill for instructors is digital media literacy. Technology enhanced learning has moved well beyond just using computers with internet access. Instructors now have a number of technological platforms (eg, mobile devices such as tablets) available to them for the successful delivery of instruction. In order to maintain currency with these changes, being literate in the area of digital media is vital.

Digital literacy is a multifaceted skill that covers the ability to find, use, interpret, modify and create digital media resources for the purposes of technology supported learning. It challenges the instructor to study their trainee population and the potential for technologies to create effective learning experiences. This must all be achieved without compromise to the learning outcomes/training objectives.
Selecting a training method

The selection of the training method is an integral part of preparing to conduct training. Once the learning outcome/training objective has been identified, instructors decide how they are going to assist their trainees to attain that outcome/objective. The training method must provide the learning experiences needed by the trainees, so the instructor should not think ‘how shall I teach my trainees?’ but rather ‘how can I assist them in learning?’ No single training method is suitable for all situations.

There are a range of individual training methods described in detail in Chapter 3. Once the instructor understands the training methods available and the characteristics, uses, advantages and disadvantages of each, they can determine which method is the most suitable in providing the learning experiences needed by the trainees to achieve the learning outcome/training objective.

The learning outcome/training objective is a critical consideration when selecting a training method. In some cases (e.g., in an LMP) the training method will be specified. Alternatively, the instructor may have to review the learning outcome/training objective and identify which training method is most suitable.

The second key consideration in selecting a training method is the trainees. The training method selected must be appropriate to the trainees’ current skill and experience, and instructors must remain aware of the factors that can influence learning (as described earlier).

Sometimes practicalities will influence the training method selected to support achievement of the learning outcome/training objective. Some of these practicalities are:

- number of trainees
- availability of instructors
- time available
- cost
- availability of training areas and equipment.

Preparation for individual training

After reviewing the learning outcome/training objective and selecting the appropriate training method, instructors should follow the steps described in this section to prepare for the training event. Preparation ensures that training is delivered in the most efficient and effective manner to maximise the training benefit.
Step 1 – examine the learning outcome/training objective

As discussed earlier, the learning outcome/training objective specifies the learning target for the individual training event expressed in terms of performance, conditions and standards. Instructors should ask themselves questions such as: What is the subject? What are the conditions? What equipment do I and the trainees require? What references are applicable to the subject? How much time do I have? What are the assessment criteria, or what must the trainees achieve by the end of the lesson? What teaching points must I cover?

Step 2 – study the content

Instructors must have a thorough and comprehensive knowledge of the subject they will be teaching. This step involves gathering materials and information that will give instructors sufficient expertise to conduct the training. Instructors should refer to the relevant doctrine, policy and/or manual, seek advice from SMEs when required, and conduct thorough personal rehearsals before delivering the training.

Step 3 – design the test of objectives

Every period of training must confirm that the trainees have achieved the learning outcomes/training objectives. This is achieved using a test of objectives, which is derived from the performance, conditions and standards in the learning outcomes/training objective. It may be oral, written or practical and formal or informal.

Any instruction, practice or revision materials developed by instructors must align with the test of objectives.

Step 4 – prepare the training event

Depending on the training method selected, this step may include a range of actions. For basic lessons, teaching points are to be arranged in a learning sequence and practice activities are to be prepared. For a tactical exercise without troops (TEWT), a reconnaissance may be required, and exercise papers will need to be developed. For a syndicate discussion, preparatory reading will need to be sourced and instructor notes developed. The annexes to Chapter 3 provide more detail on the preparatory work required for each training method.

Step 5 – prepare the introduction

Once instructors have planned and prepared the body, they should develop the introduction for the individual training event. The Lesson Blueprint (Annex A to Chapter 3) provides guidance.

Step 6 – prepare the conclusion

The conclusion incorporates the test of objectives and reinforces the teaching stages of the training event. The Lesson Blueprint (Annex A to Chapter 3) provides guidance.
Step 7 – prepare the training aids

Training aids should always enhance learning. They should add interest and appeal to the senses, and must be relevant to the subject being delivered. Condition statements specify items of equipment and materials trainees will need to use during instruction, for practice and ultimately for the assessment. Therefore, these items are the most important training aids. Preparation is required to ensure that training aids are suitable for the training activity, are serviceable and available at the required time. Training aids are discussed in more detail in Chapter 4.

Step 8 – prepare the training event plan

Having prepared the body, introduction and conclusion, and having also determined what training aids are to be used, instructors can now prepare a training event plan. This plan is a permanent record of the content, sequence and factors affecting the conduct of a particular training event. It also aids instructors by ensuring that all components of the training are delivered in accordance with the standards detailed in the learning outcome/training objective. A template for a training event plan is at Annex C.

Step 9 – rehearse

Effective training cannot be delivered by reading off a script or a screen. Rehearsal is required. Thinking or saying something internally is not the same as saying it out aloud. Even a confident instructor benefits from rehearsing explanations and demonstrations, in front of others and in real time.

Rehearsal allows for confirmation or adjustment of:

- timings
- location (including technology, lights, microphones, air-conditioning, etc.)
- layout
- the suitability of the test of objectives
- equipment and training aids
- contingency plans (for adverse weather, changes to venue/timings/trainee numbers)
- responses to trainee questions.

Rehearsal also ensures that awkward phrases or words can be eliminated and there are no information gaps.

When possible, rehearsal should occur in the same location as the actual training event using the same equipment.

Step 10 – prepare the training location

The setting for the delivery of training is most important. Instructors should select the best site after a reconnaissance of possible locations, and ensure that the
relevant room/training site bookings are made with appropriate lead time. Considerations include:

- trainee safety during training
- adequate ventilation and lighting
- general layout of the location
- proximity to other activities
- environmental factors (such as position of the sun, direction of wind/rain, availability of shelter).

Wherever possible, instructors should ensure that their training location is prepared in advance. Positioning equipment materials and training aids, checking for the serviceability of the area or room, and being aware of other users ensures that instruction is not hampered by poor planning.

**Annex:**

A. Self-efficacy

B. Learning management systems

C. Training event plan template
Annex A to Chapter 2
Self-efficacy

A trainee’s level of self-efficacy influences the COA they choose to take, how much effort they are prepared to put in, and how long they will persevere in the face of obstacles and failures. It also determines their resilience to adversity, and how they cope with challenging environmental demands. The combination of these elements will determine a trainee’s performance.

Self-efficacy impacts significantly on how trainees respond during stressful situations. To respond effectively to training demands, trainees must realistically believe that they are capable of success. Trainees with high self-efficacy are more likely to view potential threats/adverse events as challenges or opportunities for accomplishment. This mindset enables them to remain task-oriented in the face of training demands, setbacks or failures because they maintain confidence in their ability to succeed.

Conversely, trainees who doubt their capabilities in particular areas will find it hard to motivate themselves, put in little effort or give up quickly when obstacles appear. They may dwell on their perceived lack of ability, how daunting the task is, and the negative consequences if they fail. There are three main areas that instructors should consider in order to assist in the development of self-efficacy:

- mastery
- verbal persuasion
- physiological and emotional reactions.

High expectations and standards for achievement are a feature of effective training, however high standards alone do not produce good outcomes. Training events need to be structured and conducted in ways that will ensure that they will be mastered and promote a sense of personal capability in all learners. Trainee progress should be closely monitored with the receipt of quick corrective feedback when they encounter difficulties until they achieve mastery.

There are often elements of training that produce significant levels of anxiety in trainees such as skill acquisition, assessment, undertaking activities that hold an inherent degree of perceived or actual risk, and physically challenging tasks. Instructors can promote conditions that enable mastery by utilising a variety of performance mastery aids.

Modelling

One of the considerations in selecting members to become instructors is their ability to be a role model. A role model is a person who serves as an example and whose attitude and behaviour is emulated by others. Role modelling is considered a training technique as it affects the cognitive processes of acquiring, developing and modifying internalised rules regarding appropriate behaviours.
Role modelling also helps to develop cognitive strategies that enhance coping skills in the face of adverse events. Instructors can provide critical advice to help promote adaptive ways of thinking, feeling and behaving during stressful parts of training. They can also openly discuss their own training experiences including a range of emotional reactions. It is beneficial to trainees to hear/witness others overcoming difficulties by focused effort and positive coping skills. Showing the gains achieved through perseverance can reduce the negative impacts of failure by demonstrating that perseverance eventually brings success. This helps to build the mindset in trainees that setbacks or failures reflect insufficient effort or lack of experience rather than a lack of basic ability. This is the mindset that will help sustain trainees’ motivation when they are struggling.

Feared activities are modelled to show trainees how to cope effectively with threats and to negate their worst fears. Difficult or intimidating tasks are broken down into sub-tasks of readily achieved steps; subdividing complex skills into sub-skills produces better learning than trying to teach everything at once. It is much easier to focus attention and learn by concentrating on component skills. At any given step, ask learners to do what is within their capabilities with some extra effort and persistence.

Effective modelling teaches general rules and strategies for dealing with different situations rather than specific responses or scripted routines.

**Verbal persuasion**

It is easier for learners to sustain a sense of self-efficacy, particularly when they are struggling, if instructors express faith in their capabilities, rather than doubt them. It is important that instructors frame their feedback to highlight personal capabilities, particularly in the early stages of skill development. Harsh criticism not only creates distance between the learner and instructor but also undermines learner self-belief. To ensure progress in building resilience, learners should be encouraged to measure their successes in terms of self-improvement rather than in terms of triumph over others.

**Physiological and emotional reactions**

It is not the intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted by trainees. People vary in their beliefs they hold about the source of their emotional arousal and how it will affect their performance. Those trainees who view their arousal as stemming from personal inadequacies are more likely to lower their self-efficacy than those who see their arousal as a common reaction that even the most competent soldier experiences from time to time. Instructors can promote the latter view by reinforcing the education on arousal regulation provided during the BattleSMART program.

A trainee’s mood can also influence their self-efficacy levels as it can bias their attention and affect how they interpret events (eg, a negative mood can bring up thoughts of past failures, whereas a positive mood can activate thoughts of past achievements). Instructors must be able monitor the mood states of their
learners and intervene before motivation and performance is significantly impacted by a negative mood state.

Self-doubt following failure often prompts a trainee to shift to sub-optimal coping strategies. These include poor identification and evaluation of options, poor use of outcome information and faulty recall of the results of previous efforts (ie, trainee ignores previous success and focuses on most recent setback). Instructors need to intervene with a trainee post-failure or -setback as soon as possible to prevent these negative thoughts and behaviours from becoming entrenched and further impacting on performance.

For trainees who are experiencing significant performance difficulties, instruction in strategies alone does not increase their self-efficacy or cognitive skill. Instructors can produce greater benefits for the trainees if they combine training in strategies with feedback of progress in mastering them.
Annex B to Chapter 2
Learning management systems

LMSs are software platforms for the creation, administration and delivery of learning materials for electronic coursework over web-based interfaces such as desktops, laptops and tablets. LMSs are currently used within many of Army’s Training Centres and will continue to be integrated more widely across the training and education spectrum.

LMSs provide for higher levels of trainee engagement with functionality that allows for instant messaging, email and discussion forums. Ultimately, they allow for remote participation by the instructor and student creating training efficiencies while still affording high levels of interaction, collaboration and feedback in both synchronous (occurring at the same time) or asynchronous (not occurring at the same time) environments.

Using learning management systems

LMSs have enormous potential to enhance learning and allow the instructor to facilitate small group instruction, provide one-to-one guidance (for student self-improvement) and also encourage student peer-based learning irrespective of the students’ geographical location. With functionality for an integrated virtual classroom, televised interactive discussions can occur between the instructor and students. In some applications, a host/instructor can run a virtual face-to-face session granting access to participants who can upload, view and share documents, contribute to discussions, share individual screens and form breakout working groups as managed by the meeting host.

Development of learning content plays a significant role when employing LMSs. Instructors need both training and time to support them to adapt and modify individual training lessons/activities/exercises for delivery in the distributed learning environment.

Producing content that is not engaging to students in a face-to-face learning environment will most certainly fail to engage them if simply loaded onto an LMS. The focus needs to be on student interaction with the content. Learning content in web-based environments in many ways becomes the embodiment of the instructor. Developing and testing material for delivery is an important part of this process in order to achieve authentic learning tasks for students. The instructor needs to be wary that when information is just reorganised, simplified and abstracted for LMSs (to make it more easily and efficiently transmitted), it will prevent meaningful learning for students and impede their ability to apply their course knowledge to perform complex tasks and solve problems.

Learning management systems and flipped classrooms

Using LMSs also provides the instructor with opportunities to employ greater levels of collaboration and interaction amongst students. In a traditional face-to-face learning environment, training is delivered with learning tasks generally
undertaken after class. When conducting busy courses, there are limited opportunities for students to actively engage in their learning by asking questions. In a flipped classroom, the instructor pushes the actual presentation lecture or lesson to outside of class hours as a preparatory activity for students. This is usually delivered as a recorded lecture that can be loaded onto the LMS for students to access.

Class time is then donated to learning activities that involve collaboration and interaction amongst students with greater time for questioning and applying the learning content to different contexts (in order to broaden the students’ knowledge). Freeing up valuable class time is a benefit of the flipped classroom; however, its real advantage lies in the requirement for students to take responsibility for their own learning. It challenges them as it draws them into decisions about their learning for example, how well they have prepared for a lesson or what learning experiences they intend to take away from the forthcoming collaborative learning activities.
Annex C to Chapter 2
Training event plan template
<table>
<thead>
<tr>
<th>Lesson/Activity/Exercise Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes/Training Objectives:</td>
<td></td>
</tr>
<tr>
<td>References:</td>
<td>Equipment/Materials:</td>
</tr>
<tr>
<td>Method:</td>
<td>Location:</td>
</tr>
<tr>
<td>Safety precautions:</td>
<td>Time:</td>
</tr>
<tr>
<td>Additional points:</td>
<td>Layout:</td>
</tr>
</tbody>
</table>

**INTRODUCTION**

Revision:

Reason for Learning:

Statement of Objectives:
<table>
<thead>
<tr>
<th>BODY</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg, Stages and Teaching Points</td>
</tr>
<tr>
<td>eg, Preparatory Readings</td>
</tr>
<tr>
<td>eg, DS Notes</td>
</tr>
<tr>
<td>eg, Exercise Papers</td>
</tr>
</tbody>
</table>
## CONCLUSION

**NB:** Have you cleared up any doubtful points or answered all trainees’ questions?

Test of Objectives:

Remember to consider what feedback you will provide to trainees on the performance

Summary:

Statement of Relevance:

Safety Precautions (if applicable):

Next period on subject:

Next period of instruction:

Dismissal:
Chapter 3
Training methods

Learning outcomes and training objectives can be achieved in many ways. Careful planning and creative use of available time means that any opportunity during the day can be effectively filled. Junior leaders (ie, instructors) can capitalise on, and make best use of, available training time to provide their soldiers with meaningful and purposeful training.

A range of training methods are available to the instructor. As discussed in Chapter 2, the learning outcome/training objective and the needs of the trainee are paramount in determining which training method will be used. Learning outcomes/training objectives may be achieved using a single training method, or may require a combination of methods.

The aim of this chapter is to describe a number of training methods that are available to the instructor.

**Lessons.** A lesson is used to deliver or impart information and skills. Lessons are most often used in the early stages of the training progression to introduce skills or knowledge. A range of training methods in the ‘lesson’ category are described in Table 3–1.

**Activities.** Activities are used to enhance learning or understanding. They are often used to expand on knowledge and skills introduced during lessons. Activities are guided or facilitated by an instructor, but trainees are very active participants. Importantly, activities offer good opportunities for peer-to-peer learning. A range of training methods in the ‘activity’ category are described in Table 3–2.

**Exercises.** Exercises provide the opportunity for trainees to practise applying knowledge and skills that they have already learned. They maximise trainee participation and allow learning through experience. Instructors observe, provide feedback and rectify any training shortfalls. A range of training methods in the ‘exercise’ category are described in Table 3–3.
### Table 3–1: Lesson training methods

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
<th>Good for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic lesson blueprint</td>
<td>The standard framework for delivering lessons in Army.</td>
<td>Small-group instruction in basic military skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Annex A</td>
</tr>
<tr>
<td>Theory lesson</td>
<td>A basic lesson on a theory topic.</td>
<td>Small group instruction to teach the ability to recall information and to perform mental skills such as mental calculation, problem solving and recording information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Annex B</td>
</tr>
<tr>
<td>Drill lesson</td>
<td>A basic lesson on drill.</td>
<td>Small group instruction to teach the ability to execute close order drill movements in a precise and co-ordinated manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Annex C</td>
</tr>
<tr>
<td>Weapon/equipment lesson</td>
<td>A basic lesson on a weapon or piece of equipment.</td>
<td>Small group instruction on how to operate, maintain and perform safety precautions on weapons and items of equipment in an instinctive and automatic manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group instruction on how to repair and maintain items of equipment</td>
</tr>
</tbody>
</table>
### Table 3–2: Activity training methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Good for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers five</td>
<td>Training that can be set up and delivered at a moment’s notice and</td>
<td>Small group training&lt;br&gt;To reinforce and reconfirm formal</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Good for …</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Unsupervised study | Instructor-directed trainee interaction with learning materials in their own time. | Preparation for face-to-face training activities  
Developing a common standard among trainees prior to a training event  
Self-paced learning  
See Annex H |
| Syndicate discussion | An exchange of ideas between trainees, under the guidance of an instructor. | Learning procedures, solving problems, making decisions.  
Exploring alternative views on a topic  
See Annex I |
| Playlet             | ‘Small plays’ that depict the real-life situations that may be faced by trainees. | Large group training  
Learning concepts and procedures  
See Annex J |
| Role-play           | A role-play requires trainees to respond to real-time simulated situations. | Teaching trainees to make decisions and act under simulated pressure  
Confirming trainee understanding of processes  
Illustrating the challenges in applying concepts or processes |
### Table 3–3: Exercise training methods

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Good for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice exercises</td>
<td>An exercise specifically designed to allow trainees to practice a selected skill.</td>
<td>Enhancing proficiency in a existing skill Examples include range practices or navigation exercises</td>
</tr>
<tr>
<td>War game</td>
<td>War games are a simulation, by whatever means, of a military operation involving two or more forces, opposed or not, using rules, data and procedures designed to depict an actual or assumed real life situation.</td>
<td>To teach and discuss tactical and administrative concepts or considerations Training in tactical decision making It may also be used to examine a series of topics or problems using a model of a particular piece of terrain See Annex M</td>
</tr>
<tr>
<td>TEWT</td>
<td>TEWTs involve participants examining a tactical problem, conducting an appreciation, and producing a solution</td>
<td>A TEWT is generally accepted as the best method of teaching the detailed application of doctrine and the application of tactical principles to the</td>
</tr>
<tr>
<td>Exercise</td>
<td>Description</td>
<td>Good for …</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>on the terrain where the problem is set.</td>
<td>ground Formative or summative assessment See Annex N</td>
</tr>
<tr>
<td>QDE</td>
<td>QDEs require trainees to make a decision in response to a tactical or ethical scenario with competing requirements.</td>
<td>When time or resources do not permit the conduct of a TEWT Exercising and aspect of the military art quickly and simply Practicing trainees in the process of assessing available information and making a decision Confirming or uncovering trainee understanding of a given operational precept See Annex O</td>
</tr>
<tr>
<td>Simulation</td>
<td>Computer-based activities and war games that involve simulated people operating simulated equipment in a simulated (constructive) environment.</td>
<td>Practicing skills or tasks under varying conditions Developing proficiency in command and control procedures Preparation for live training events Repetitive practice at low cost See Annex P</td>
</tr>
</tbody>
</table>
Many individual training exercises require exercise papers, which are discussed in Annex Q.

**Annex:**

A. Basic lesson blueprint  
B. Theory lesson  
C. Drill lessons  
D. Weapon/equipment lessons  
E. Period of revision  
F. Lectures  
G. Soldiers five  
H. Directed individual study  
I. Syndicate discussion  
J. Playlet  
K. Role-play  
L. Debate  
M. War games  
N. Tactical exercise without troops  
O. Quick decision exercises  
P. Simulation  
Q. Exercise scenarios
Annex A to Chapter 3  
Basic lesson blueprint

The lesson structure described in this annex is the standard framework that is used to prepare for and deliver all basic lessons in Army¹. Adherence to a common structure enhances trainee learning – as they know what to expect next – and makes the instructor’s job easier. A sound understanding of this structure is essential for all instructors; however the guidelines are not intended to confine instructors to a rigid format.

The basic lesson structure used by Army contains four parts:

- **Introduction.** The introduction prepares trainees mentally and physically for the lesson.
- **Teaching Stages.** Teaching stages transfer new information and skills to enable trainee learning.
- **Practice.** Practice stages reinforce new learning through repetition, fault checking, feedback and encouragement.
- **Conclusion.** The conclusion provides final confirmation that learning has been absorbed.

The basic lesson structure or ‘blueprint’ is represented in Figure 3–1, and described in the following paragraphs.

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¹ Basic lessons include drill lesson, weapon/equipment lessons and theory lessons.
Lesson introduction

The introduction sets the scene for learning, ensuring that trainees are prepared to receive the lesson content. The three parts of an introduction are as follows:

- the preliminaries
- the revision
- the approach.

Preliminaries. The preliminaries are administrative actions carried out by the instructor when the trainees arrive at the instructional location. These actions include:

- Attendance check. Instructors will usually call on the senior ranking trainee or a duty trainee to give a parade state. If not, the instructor should confirm that all trainees are present. For some practical lessons, instructors will number trainees, enabling them to identify each trainee during instruction.
• *Positioning of trainees.* The instructor should position trainees in a class layout that facilitates learning. Considerations include the ability of the trainees to see the instructor, the ability of the instructor to see the trainees, and environmental factors (e.g., the position of the sun, the direction of the wind).

• *Allocation of weapons, equipment and materials.* The instructor indicates the weapons, equipment or materials that trainees will use during instruction. The instructor will specify any rules or safety precautions that apply when using these items.

• *Safety precautions.* Instructors should then supervise the conduct of safety precautions (if applicable). These precautions should be conducted in accordance with the relevant weapon or equipment manual or safety orders. Instructors should detail any additional precautions at this time.

**Revision.** Revision is a ‘warm-up’ for a period of instruction. Instructors give trainees practice in skills that are a prerequisite for, and lead into, new learning. Revision assists in conditioning the trainee for new learning. If the subject material is new, there may be no suitable prerequisite revision material. In these circumstances, instructors should use icebreakers or a quick quiz to prepare trainees physically and mentally to undertake learning.

**Approach.** During the approach, instructors tell trainees what they are about to learn, why they need to learn it and what standard they will achieve at the end of the period of instruction. The two parts of the approach are as follows:

• *Reason for learning.* The instructor motivates trainees by telling them what they will be taught and why the new learning is important. The emphasis for the latter should be on how the new learning will relate to the trainee’s role in the workplace and on operations. It is important to address the ‘what is in it for me’ question for trainees, as this will help to situate the lesson for the trainee and provide ‘hooks’ for motivation.

• *Statement of objective.* The statement of objective is where trainees are told what standard of performance will be expected of them at the end of a period of instruction. These standards are derived from applicable learning outcomes and assessment criteria.

**Teaching**

Teaching stages transfer new learning, and are linked to the task, conditions and standards statements described in the learning outcome. Teaching stages are made up of teaching points which are the SKAs required by trainees to achieve the tasks specified in learning outcomes. For example, some of the teaching points applicable to ‘interpret the conventional signs used in map reading’ are:

• identify the legend of a map
• identify written descriptions and corresponding symbols used in a legend
• identify the colour coding of conventional signs
• identify natural and man-made features on a map using conventional signs.

Teaching points, arranged into stages, are sequenced so that trainees can learn in a progressive manner. For example, instructors should teach simple skills first and then more complex skills. They should provide general information first, followed by detailed and specific information. Finally, all information is to be in a logical order that will enable trainees to learn in a step-by-step manner.

Guidance and/or direction on teaching points, teaching stages and sequencing will be found in the applicable learning management plan. Some manuals also provide advice on teaching points and sequencing.

**Delivering a teaching stage.** The sequence for delivering a teaching stage is:

- **Open the stage.** The instructor introduces the teaching points of the stage. This introduction orientates trainees to the content of the stage.

- **Present information.** The instructor presents information by explaining and demonstrating skills to be learned. The instructor should present new learning in a meaningful way. This means that instructors should be able to link new learning with their knowledge of the subject in a workplace or operational context.

- **Perform.** A trainee learns by doing, and during this instructional step trainees repeatedly perform the activity being taught until the instructor is satisfied. Instructors give feedback and encouragement on trainee performance and provide guidance on how the trainee can improve their performance.

- **Confirm the stage.** Instructors now confirm what has been learned during the teaching stage. For simple subject matter, confirmation can simply be a question from the instructor on whether the trainees have any questions on the content of the stage. For complex subject matter, this confirmation will take the form of questions to and from trainees.

- **Close the stage.** Instructors now summarise key points of the stage.

- **Lead to next stage.** Instructors now explain how the learning of the stage relates to the next stage. Once again, they are organising and directing trainee thinking to promote learning.

**Practice**

Practices reinforce new learning through supervised repetition of recently acquired knowledge and skills. Practise is particularly important in drill and weapon/equipment lessons.

There are three sequential elements to the practice section of a lesson:

- **Initial practice.** This brings together all of the teaching stages under close supervision of the instructor.
• **Secondary practice.** This allows trainees more independence in carrying out the specified task.

• **Final practice.** This allows trainees to reinforce their learning without assistance from the instructor.

Practise is fully effective only when instructors check for faults and give feedback to trainees on their performance. Feedback is the information that identifies correct or incorrect trainee performance. If the performance is incorrect, instructors should provide further information and/or give another demonstration on how to perform correctly. Effective practise is also supported when instructors encourage trainees.

**Lesson conclusion**

The lesson conclusion provides final confirmation that learning has been absorbed. The three parts of the conclusion are:

• test of objectives

• lesson summary

• administration.

**Test of objectives.** The test of objectives provides an opportunity for the instructor to confirm whether trainees have acquired the skills and/or knowledge required by the specified learning outcomes. The four parts are:

• **Clear up doubtful points.** The instructor asks trainees whether there are any final questions. This ensures that trainees are clear about what they have learned before they are assessed.

• **Test of objectives.** The test of objectives measures what trainees have learned during the lesson, and is based on the performance, conditions and standards described in the learning outcome/training objective.

• **Feedback.** After assessment, instructors provide positive and constructive feedback as well as telling trainees the standard they have achieved.

• **Identify training shortfalls/deficiencies.** In some cases instructors will identify training deficiencies or shortfalls. These should be recorded, and the appropriate action (retesting or retraining) taken.

**Lesson summary.** The lesson summary is the instructor’s opportunity to reinforce to trainees what they have learned, why they needed to learn it, and the standard that they have achieved. The two parts of the lesson summary are as follows:

• **Summary of key points.** The instructor consolidates all the new learning by summarising key teaching points.

• **Statement of relevance.** The instructor summarises the reasons for learning. This reinforces in the trainees’ minds the relevance of the new learning to their ability to perform well on operations.
**Administration.** Administration is the actions carried out by the instructor before the trainees are released from the instructional location. These actions include:

- **Safety precautions.** If applicable to the period of instruction, instructors should conduct final safety precautions. This emphasises correct safety habits when handling weapons, equipment and other dangerous materials.

- **Preview of next instruction.** The instructor previews the next instruction related to the subject that has just been taught. The instructor then reminds the trainees of the next period of instruction on the training program and nominates the time, location, instructor and dress for that period of instruction.

- **Dismissal.** The lesson is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee. Normally this person marches the trainees to the next activity.

**Application of the basic lesson blueprint**

The basic lesson blueprint can be used as a checklist for all lessons delivered in Army. While the basic lesson blueprint is the agreed Army standard for delivering basic lessons, instructors can and should apply discretion in cases where the blueprint does not fit the learning outcomes or training objectives. Details of how the lesson blueprint is applied to drill lessons, weapon/equipment lessons, theory lessons and revision lessons are provided at Annex B to Annex E.
Annex B to Chapter 3
Theory lesson

A theory lesson is a verbal presentation, in stages, to small groups of students. Theory lessons are characterised by instruction in limited stages, confirmation following each stage and student participation through planned questions and limited discussion.

Theory lessons are useful for learning facts, developing memory recall, developing concepts, learning procedures, making decisions, solving problems.

This annex describes the way that the basic lesson blueprint is applied to a theory lesson.

Introduction

See Figure 3–2 and Table 3–4 for information on the introduction.

Figure 3–2: Theory lesson introduction

Table 3-4: Theory lesson introduction

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Theory lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminaries</td>
<td>The instructor will usually call on the senior ranking student or a duty student to give a parade state. If not, the instructor should confirm that all trainees are present. The main purpose for the instructor receiving an attendance check is safety. The instructor's duty of care in the event of an emergency evacuation of the area is to ensure that all trainees under their charge are accounted for on evacuation. It also confirms to the instructor that they have enough resources, handouts and so on for the group of trainees.</td>
</tr>
</tbody>
</table>
### Blueprint

<table>
<thead>
<tr>
<th><strong>Position trainees</strong></th>
<th>The instructor should position the trainees to conform to the class layout that is required. Example layouts are described at Appendix 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocation of weapons/equipment</strong></td>
<td>Instructors will now indicate materials that the trainees will use during the lesson and state any rules for using items.</td>
</tr>
<tr>
<td><strong>Safety precautions</strong></td>
<td>The instructor should provide advice safety and emergency management issues such as exits, evacuation procedures, fire drills, etc.</td>
</tr>
</tbody>
</table>

### Revision

Revision is a warm-up for the lesson where previously taught skills and knowledge are confirmed. In a theory lesson, revision is usually completed using a question and answer technique.

### Approach

<table>
<thead>
<tr>
<th><strong>Reason for learning</strong></th>
<th>The instructor motivates the trainees by telling them what they are about to learn and why the new learning is important. The emphasis for the latter should be on how the new learning will relate to the trainees’ role in the workplace or on operations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of objective</strong></td>
<td>The instructor tells trainees what standard of performance will be expected of them at the conclusion of the lesson to achieve competence.</td>
</tr>
</tbody>
</table>

### Teaching

See Figure 3–3 and Table 3–5 for information on teaching.
Teaching stages. The teaching points for a theory lesson are grouped into teaching stages. The number of teaching points in a teaching stage will vary depending on the subject matter, and the experience and knowledge of the trainees. Teaching stages should not be so long that trainees will be unable to effectively process the information that is being presented. Similarly, teaching stages should not be so short that instructors spend more time introducing and confirming the teaching stage than presenting the new information. Instructors must apply commonsense and achieve an effective balance.

Teaching stages should build on each other until all the teaching points have been presented. The number of teaching stages for a particular lesson will depend on the complexity of the knowledge being taught.

Table 3–5: Theory lesson teaching

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Theory lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each teaching stage</td>
<td></td>
</tr>
<tr>
<td>Open the stage</td>
<td>The instructor introduces the teaching point of the stage. This introduction orients the trainees to the content of the stage. Example: Instructor: ‘WHAT WE WILL NOW GO ON WITH IS LOCAL MAGNETIC ATTRACTION’ It is also acceptable for this information to be provided by ‘Lead to the Next Stage’ of the preceding teaching stage.</td>
</tr>
<tr>
<td>Present information</td>
<td>The instructor presents new information in a meaningful way. They should link new learning with their knowledge of the subject in a workplace or operational context. Instructors should never rely on presentation aids (such as slides) as the sole source of context for trainees. Presentation aids should be used only to complement or ‘signpost’ stages during lessons or presentations. Example:</td>
</tr>
<tr>
<td><strong>Blueprint</strong></td>
<td><strong>Theory lesson</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Instructor: ‘THERE ARE MANY DIFFERENT KINDS OF MAP; HOWEVER, THE BASIC INFORMATION REMAINS THE SAME…’</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>Not required for theory lessons. If the lesson has a practical aspect (eg, ‘Use of in service radio or other in service equipments) a weapon/equipment lesson should be delivered.</td>
</tr>
</tbody>
</table>
| Confirm the stage | The instructor confirms that the teaching points have been learned. This confirmation can take the form of questions from trainees, or questions to and from trainees (for complex subjects requiring greater assimilation).  
Example:  
Instructor: ‘DOES ANYONE HAVE ANY QUESTIONS?’ (pause). If there are no questions the instructor moves to close the stage.  
OR  
Instructor: ‘DOES ANYONE HAVE ANY QUESTIONS?’ (pause). ‘NO?’ ‘OK QUESTIONS FOR YOU – THE DIAL ON THE COMPASS HOUSING IS GRADUATED INTO HOW MANY INTERVALS?’ |
| Close the stage | The instructor summarises the teaching points of the stage.  
Example:  
Instructor: ‘THAT NOW COMPLETES THE DESCRIPTION OF THE SILVA COMPASS.’ |
| Lead to the next stage | The instructor explains how the learning of the first stage relates to the next stage. Once again, instructors are organising trainee thinking and directing the trainees effectively to promote learning. These steps continue for each teaching stage of the lesson.  
Example:  
Instructor: ‘WHEN NAVIGATING YOU NEED TO BE AWARE OF LOCAL MAGNETIC ATTRACTION; THEREFORE, WHAT WE WILL NOW GO ON WITH, IS THE … (example – next TP)’  
Or  
Instructor: ‘YOU HAVE A FIRM UNDERSTANDING SO FAR LET’S MOVE ON.’ |
The instructor continues to teach in this manner until all the teaching stages have been delivered.

**Practice**

See Figure 3–4 and Table 3–6 for information on the practice.

![Practice]

Figure 3–4: Theory lesson practice

**Table 3–6: Theory lesson practice**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Theory lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial practice</td>
<td>Theory lessons do not include a practice stage. However in some cases it may be appropriate for trainees to work through example tests, worksheets, complete short answer questions, or similar in order to consolidate their understanding of the topic.</td>
</tr>
<tr>
<td>Secondary practice</td>
<td></td>
</tr>
<tr>
<td>Final practice</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson conclusion**

See Figure 3–5 and Table 3–7 for information on the conclusion.

![Conclusion]

Figure 3–5: Theory lesson conclusion

**Table 3–7: Theory lesson lesson conclusion**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Theory lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of objectives</td>
<td>The instructor asks trainees whether there are any final questions about what they have learned. This ensures that trainees are clear about what they have learned before instructors test them on their competence with an assessment</td>
</tr>
<tr>
<td>- Clear up doubtful points</td>
<td></td>
</tr>
</tbody>
</table>
### Blueprint | Theory lesson
---|---
- Test of objectives | The test of objectives confirms that all teaching points of the lesson have been absorbed and that the trainees are competent in new mental skills. It can take the form of a short written test, an oral test or the performance of mental skills.
- Feedback | After the test of objectives activity, instructors provide positive and constructive feedback. They must tell trainees the standard that they have achieved and whether they are competent or not.
- Identify training shortfalls | Identify and record any training shortfalls or deficiencies for follow-up action.

#### Lesson summary

- Summary of key points | The instructor summarises all the key teaching points briefly.
- Statement of relevance | The instructor now summarises the reason for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform competently in the workplace or on operations.

#### Administration

- Safety precautions | Not required for theory lessons.
- Preview of next instruction | The instructor previews the next instruction, which will occur on the subject that has just been taught. Also, the instructor confirms the next activity on the training program by nominating the time, location, instructor and dress for that activity.
- Dismissal | The instructor dismisses the trainees under the direction of the senior ranking or duty student.

### Appendix:

1. Positioning trainees – theory lesson
Appendix 1 Annex B to Chapter 3
Positioning trainees – theory lesson

There are a number of different ways to position trainees for theory lessons and discussions. This annex provides an overview of these layouts, as shown in Figure 3–6 to Figure 3–14.

![Figure 3–6: Centre table layout](image)

![Figure 3–7: U-table layout](image)
Figure 3–8: Work table layout

Figure 3–9: Semicircle layout
Figure 3–10: Centre table layout

Figure 3–11: Café table layout

Note:
Used to allow discussion with syndicates and the presentation of syndicate solutions

Land Warfare Procedures - General 7-1-2, The Instructor’s Handbook
Figure 3–12: U-shape

Figure 3–13: Circle layout

Note: No tables are used

Note: Trainees can have separate tables or everyone can sit around one circular table
Trainees sitting in rows

Figure 3–14: Lecture theatre style layout
Annex C to Chapter 3
Drill lessons

Drill lessons are designed to teach trainees to execute close order drill movements in a precise and coordinated manner. The drill lesson is a good means of building up the confidence of NCOs to conduct other methods of instruction. LWP-G 7-7-5, Drill provides details on the conduct, sequence of instruction, procedural lesson blueprint and lesson layouts of a drill lesson.

This annex describes the way that the basic lesson blueprint is applied to a drill lesson.

The introduction
See Figure 3–15 and Table 3–8 for information on the introduction.

![Figure 3–15: Drill lesson introduction](image)

Table 3–8: Drill lesson introduction

<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Drill lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminaries</strong></td>
<td></td>
</tr>
<tr>
<td>- Attendance check</td>
<td><em>Squad reports</em>. The squad of trainees reports to the instructor. Typically, a duty trainee will march the squad to the instructional location and give the instructor a parade state. Example: Duty trainee: ‘TWO SECTION ALL PRESENT – CORPORAL.’ (Use rank as applicable.) Instructor: ‘DUTY TRAINEE FALL IN.’</td>
</tr>
<tr>
<td>- Position trainees</td>
<td><em>Position squad</em>. Different drill lessons require the instructor to vary the instructional layout. The primary consideration is the ability of the</td>
</tr>
</tbody>
</table>

Land Warfare Procedures - General 7-1-2, The Instructor’s Handbook
<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>squad to see the actions of the instructor and the instructor to see the actions of the squad – a minimum of 15 paces between the instructor and the squad is suggested. LWP-G 7-7-5, Drill (Annex C to Chapter 1) provides some example instructional layouts. The instructor is responsible for positioning the squad for instruction. This is normally achieved by marching the squad to its position. Example: ‘SQUAD – QUICK MARCH (wheel or turn as required) HALT TURN (as required).’</td>
<td></td>
</tr>
<tr>
<td>Number squad. The squad is numbered so the instructor can identify each trainee in the squad throughout the lesson. Example: Instructor: ‘SQUAD – NUMBER.’ Squad: ‘ONE, TWO, THREE (etc.).’</td>
<td></td>
</tr>
<tr>
<td>Dress squad. The instructor now dresses the squad to ensure even spacing and to establish a directing flank. After dressing the squad the instructor should have the squad adopt the start position for the revision. Example: Instructor: ‘SQUAD – RIGHT DRESS – SQUAD EYES FRONT.’</td>
<td></td>
</tr>
<tr>
<td>- Allocation of weapons/equipment Where weapons or equipment are required for a drill lesson, they will be issued or allocated prior to the lesson commencing.</td>
<td></td>
</tr>
<tr>
<td>- Safety precautions In most cases, safety precautions are not applicable to drill lessons. However, if applicable to the period of instruction (eg, when teaching firing volleys with blank ammunition), instructors should conduct safety</td>
<td></td>
</tr>
<tr>
<td>Blueprint</td>
<td>Drill lesson</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>precautions prior to the start of the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

**Revision**

Revision is the warm up for the lesson. The squad is practiced in drill movements related to the lesson to be taught. The instructor should check faults, provide feedback and encourage correct performance. Revision finishes when the instructor is satisfied and brings the squad to the start position for the body of the lesson. The instructor adopts the start position with the squad.

Example:

Instructor: ‘SQUAD – STAND AT EASE’ (squad performs, No 2 is incorrect).

Instructor: ‘YOUR FOOT IS TOO LOW – NUMBER 2 – ENSURE THAT YOU RAISE YOUR LEFT FOOT THE FULL 15 CENTIMETRES TO THE KNEE BENT POSITION, BEFORE CARRYING IT OUT AND DOWN.’

**Approach**

- Reason for learning

  The instructor tells the squad what they are to be taught, and why the new learning is important.

  Example:

  Instructor: ‘DURING THIS LESSON YOU WILL BE TAUGHT THE PRESENT ARMS AND THE PORT ARMS. THE REASON THESE ARE TAUGHT IS PRESENT ARMS IS USED TO PAY COMPLIMENTS WHILE CARRYING ARMS ON PARADE AND THE PORT ARMS IS NECESSARY AS A PRELIM TO FIRING VOLLEYS WHICH IS USED AT MILITARY FUNERALS AND ON SOME CEREMONIAL PARADES.’

- Statement of objective

  The instructor tells the squad what standard of performance will be expected of them at the conclusion.
of the lesson.
Example:
‘AT THE END OF THE LESSON
YOU WILL BE ABLE TO ADOPT
THE PRESENT FROM THE
ATTENTION, THE ATTENTION
FROM THE PRESENT, THE PORT
FROM THE ATTENTION AND THE
ATTENTION FROM THE PORT, IN
THE CORRECT SEQUENCE TO
THE CORRECT TIMING.’

Teaching

See Figure 3–16 and Table 3–9 for information on teaching.

![Teaching Stages](image)

**Teaching stages.** Teaching stages should build on each other until instructors assess that it is time to conduct practice. The number of teaching stages will depend on the particular drill lesson.

**Demonstration performance methods.** During the teaching stage of drill lessons instructors use one of two demonstration performance methods. Demonstration performance methods are sequences of instructor explanations and demonstration, and trainee activities. The methods are as follows:

- *Demonstration, explanation and practice.* The three steps of demonstration, explanation and practise (DEP) are:
  - *Demonstration.* The instructor demonstrates the drill movements to be taught.
  - *Explanation.* The instructor follows the demonstration with an explanation of the movements just completed.
  - *Performance.* The trainees practise the movement.

- *Explanation and performance.* Explanation and performance (EP) allows the introduction of additional teaching points without the requirement for a demonstration. It is used when the trainee has been taught similar movements or actions earlier in the lesson. For reasons of efficiency,
additional teaching points are taught using the EP method during the secondary practice stage of a lesson. The two steps of EP are:

- **Explanation.** The instructor explains the movements to be completed.
- **Performance.** The trainees practise the new movement.

**Instructional words of command.** Instructors use the following words of command during the teaching stage of drill lessons:

- ‘REST’ is an executive word of command, which means that the trainees can relax in the position they are in while an explanation or demonstration is given by the instructor. Given after a demonstration, it means that the instructor has completed the demonstration and is relaxing in their position while giving an explanation. When given to trainees, it should be prefixed with ‘SQUAD’.

- ‘POSITION’ is an executive word of command used to return soldiers, or the instructor, to the previous position to enable the practical phase of the lesson to continue. On this command, soldiers will adopt the position they were in prior to the command ‘REST’ being given, or to the last position. When given to trainees, it should be prefixed with ‘SQUAD’.

- ‘AS YOU WERE’ is given to return trainees to the position they were in prior to the last command.

**Table 3–9: Drill lesson teaching**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete demonstration.</strong> In a drill lesson Teaching always opens with a complete demonstration of all movements to be taught, judging the time. Example: Instructor: ‘WATCH NOW FOR A DEMONSTRATION OF ALL THE DRILL MOVEMENTS YOU WILL BE TAUGHT IN THIS LESSON.’ Instructor: ‘POSITION, PRESENT ARMS – ATTENTION, PORT ARMS – ATTENTION, REST.’ Note: Ensure that all movements are conducted including movements that will be introduced in the second complete demonstration as an Explain Practice eg: inclines at the halt.</td>
<td></td>
</tr>
</tbody>
</table>
## For each teaching stage

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
</table>
| **Open the stage** | Explain the stage to be covered.  
Example:  
Instructor: *THE FIRST THING WE WILL NOW GO ON WITH IS PRESENT ARMS*.  
It is also acceptable for this information to be provided by ‘Lead to the Next Stage’ of the preceding teaching stage. |
| **Present information** | *Demonstration*. The instructor subdivides the complete demonstration into simplified, numbered sequences and demonstrates each numbered sequence.  
Example:  
‘WATCH NOW WHAT HAPPENS ON THE COMMAND ‘BY NUMBERS PRESENT ARMS – ONE’. POSITION – BY NUMBERS PRESENT ARMS – ONE.’  
*Explanation*. The instructor follows the demonstration with an explanation of the movements just completed.  
Example:  
Instructor: ‘REST – ON THAT COMMAND THE RIFLE IS BROUGHT UP INTO A VERTICAL POSITION AT THE RIGHT SIDE OF THE BODY BY BENDING THE RIGHT ELBOW AND FORCING THE FOREARM UP SO THAT THE FRONT HANDGRIP IS IN LINE WITH THE RIGHT SHOULDER. ARE THERE ANY QUESTIONS?’ |
<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Drill lesson</strong></th>
</tr>
</thead>
</table>
| Performance   | The squad is now given direction to perform the movement using a combination of the following options. It is vital that fault correction is used throughout.  
*Collective performance*. The movement is conducted as a squad until all members of the squad have a basic grasp of the movement.  
Example:  
Instructor: ‘SQUAD, BY NUMBERS – PRESENT ARMS. SQUAD – ONE.’  
*Individual Performance*. Each member of the squad performs the movement independently. The instructor should provide feedback to each individual from the instructional position or by moving forward if required.  
Example:  
Instructor: ‘SQUAD, INDIVIDUAL PRACTICE OF THAT MOVEMENT – GO ON.’  
*Confirmatory performance*. This is used to finalise the individual performance stage, and allows the instructor to regain control of the trainees.  
Instructor: ‘SQUAD, BY NUMBERS PRESENT ARMS – ONE.’ |
| Confirm the stage | This allows trainees to ask questions, and the instructor to reinforce the theory element of the drill movement.  
Example:  
Instructor: ‘SQUAD – REST. ARE THERE ANY QUESTIONS ON THE PRESENT ARMS FROM THE ATTENTION?’  
or  
‘GIVE ME AN EXAMPLE OF WHEN TO NOT TO SALUTE (pause) NUMBER THREE.’ |
<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Drill lesson</strong></th>
</tr>
</thead>
</table>
| Close the stage | The instructor closes the stage by telling the squad they have a basic grasp of the movement and a new teaching stage is about to begin.  
Example:  
Instructor: ‘THAT COMPLETES THE MOVEMENTS FOR PRESENT ARMS.’ |

In some lessons (eg, turns at the halt) it may be beneficial for the initial practice to be conducted immediately after the relevant teaching stage. The initial practice is then omitted from the Practice stage of the lesson. If this occurs it is acceptable to lead to the next stage on completion of the initial practice.

| Lead to the next stage | The instructor leads to the next stage.  
Example:  
Instructor: ‘SQUAD – REST. YOU WILL NEED TO BE ABLE TO GO FROM PRESENT ARMS TO THE ATTENTION; THEREFORE WE WILL GO ON WITH ATTENTION FROM PRESENT ARMS.’  
or  
‘GOOD MOVEMENT LET’S GO ON.’ |

The instructor continues to teach in this manner until all the teaching stages have been delivered, noting that in some cases additional drill movements, which are best taught using EP, will be taught in the secondary practice stage.

**Practice**

See Figure 3–17 and Table 3–10 for information on practices.

![Practice](image)

Figure 3–17: Drill lesson practices
Table 3–10: Drill lesson practices

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
</table>
| Initial practice     | *By numbers/catchwords.* After the teaching stages, the squad knows how to perform each numbered sequence of movements. The instructor now practises the squad by numbers. This means that the words of command are given and numbered sequences are carried out in the correct sequence.  
Example:  
Instructor: ‘SQUAD, WE ARE NOW GOING TO COMBINE THESE MOVEMENTS YOU HAVE BEEN TAUGHT. SQUAD, BY NUMBERS PRESENT ARMS SQUAD – ONE, SQUAD – TWO.’  
This continues until all movements are practised. It is vital the instructor continues to correct faults throughout the initial practice. |
| Secondary practice   | *Calling the time.* For the secondary practice, the instructor performs a completed demonstration of all movements already taught, as well as those movements which will be taught using the EP method, while calling the time. The instructor now demonstrates the execution of all the movements, calling out the timing in a loud, clear voice. Then the squad members are practised once with the instructor calling the time. The squad is then directed to link all the movements according to this timing and are to call the timing out in a loud, clear voice. This type of practice enables the squad to coordinate all movements as a group.  
Example:  
Instructor: ‘SQUAD REST, AS WITH MOST DRILL MOVEMENTS THESE MOVEMENTS ARE CARRIED OUT...’ |
<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
</table>
| WITH A REGULATION PAUSE.
WATCH NOW FOR A
DEMONSTRATION OF ALL THE
DRILL MOVEMENTS YOU HAVE
BEEN TAUGHT, CALLING THE
TIME. POSITION LEFT TURN,
RIGHT TURN, ABOUT TURN,
DIAGONAL TURN AT THE HALT
LEFT IN-CLINE, DIAGONAL TURN
AT THE HALT RIGHT INCLINE.
REST, AS YOU SAW THERE I
ALSO INCLUDED LEFT AND RIGHT
INCLINE. THESE ARE SIMILAR TO
LEFT AND RIGHT TURN EXCEPT
YOU ONLY ROTATE THE BODY
THROUGH 800 MILS. THE WOC
FOR THESE MOVEMENTS IS …’ I
WILL CALL THE TIME FOR THE
FIRST PRACTICE YOU WILL
CARRY OUT THE MOVEMENTS;
SQUAD, POSITION, SQUAD LEFT
TURN, SQUAD RIGHT TURN,
SQUAD ABOUT TURN, SQUAD
DIAGONAL TURN AT THE HALT
LEFT INCLINE, DIAGONAL TURN
AT THE HALT RIGHT INCLINE.
(Instructor calling the time). SQUAD,
YOU WILL NOW CALL THE TIME
UNTIL TOLD OTHERWISE, SQUAD
LEFT TURN.’ |

| Final Practice | Judging the time. Once the instructor
|               | is satisfied the squad can coordinate
|               | their drill, the squad is directed to
|               | stop calling the time and to
|               | commence judging the time. This
|               | prepares the squad for the test of the
|               | objective. Example:
|               | Instructor: ‘SQUAD, FOR THE
|               | REMAINDER OF THE LESSON,
|               | UNLESS TOLD OTHERWISE, YOU
|               | WILL JUDGE THE TIME.’ |

**Lesson conclusion**

See Figure 3–18 and Table 3–11 for information on the drill lesson conclusion.
### Table 3–11: Drill lesson lesson conclusion

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test of objectives</strong></td>
<td></td>
</tr>
<tr>
<td>- Clear up doubtful points</td>
<td>The conclusion begins with the instructor asking if there are any questions. This ensures that the squad is clear about what they have learned before being assessed on it. Example: Instructor: ‘ARE THERE ANY FINAL QUESTIONS OR DOUBTFUL POINTS ON ANY PART OF THIS LESSON?’</td>
</tr>
<tr>
<td>- Test of Objectives</td>
<td>Instructors now confirm the achievement of learning outcomes by conducting a test of objectives. Normally the squad is given the appropriate words of command and carries out all the actions that have been taught. Example: Instructor: ‘RIGHT, LET’S SEE HOW YOU GO. SQUAD – PRESENT ARMS, SQUAD – ATTENTION, SQUAD – PORT ARMS, SQUAD – ATTENTION, SQUAD – REST’.</td>
</tr>
<tr>
<td>- Feedback</td>
<td>Instructors do not correct faults during this assessment but must provide feedback after the assessment to ensure that the trainees know what standard they have achieved. Example:</td>
</tr>
</tbody>
</table>

Figure 3–18: Drill lesson conclusion
### Blueprint

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: ‘IN THIS LESSON YOU HAVE WORKED WELL AND ACHIEVED THE STANDARD REQUIRED, WELL DONE.’</td>
<td></td>
</tr>
</tbody>
</table>

- Identify training shortfalls

| - Identify training shortfalls | Identify and record any training shortfalls or deficiencies for follow-up action. |

### Lesson Summary

- Summary of Key Points

| - Summary of Key Points | The instructor consolidates all the new learning by summarising key teaching points.  
Example:  
Instructor: ‘REMEMBER THE KEY POINTS DURING THE PRESENT ARMS THE RIFLE MUST BE HELD VERTICAL (etc.).’ |

- Statement of relevance

| - Statement of relevance | The instructor summarises the reasons for learning.  
Example:  
Instructor: ‘REMEMBER THE REASON YOU WERE TAUGHT THESE MOVEMENTS IS TO ENABLE YOU TO CARRY OUT THESE DRILL MOVEMENTS WHERE REQUIRED TO DO SO ON A PARADE.’ |

### Administration

- Safety precautions

<p>| - Safety precautions | If applicable to the period of instruction, instructors should conduct final safety precautions once off the parade ground. |</p>
<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Drill lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Preview of next instruction</td>
<td>The instructor previews the next instruction related to the subject that has just been taught. The instructor then reminds the trainees of the next period of instruction on the training program and nominates the time, location, instructor and dress for that period of instruction. Example: Instructor: ‘RIGHT, THE NEXT PERIOD OF INSTRUCTION ON DRILL WILL BE TURNS AND INCLINES ON THE MARCH IN QUICK TIME TOMORROW MORNING AT 0900. THE NEXT PERIOD ON THE PROGRAMME IS PT AT 1500 AT THE GYM WITH CORPORAL BLOGGS IN PT DRESS.’</td>
</tr>
<tr>
<td>- Dismissal</td>
<td>The lesson is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee. Normally this person marches the trainees to the next activity. Example: Instructor: ‘DUTY TRAINEE.’ Duty trainee: ‘CORPORAL’ Instructor: ‘FALL OUT, TAKE CHARGE AND MARCH OFF.’</td>
</tr>
</tbody>
</table>
Annex D to Chapter 3
Weapon/equipment lessons

Weapons lessons are designed to teach trainees how to operate, maintain and perform safety precautions on weapons systems in a safe instinctive, automatic and efficient manner. Equipment lessons train trainees to operate, examine, investigate, diagnose and follow carefully considered procedures for repair and maintenance.

This annex describes the way that the basic lesson blueprint is applied to a weapon/equipment lesson.

The introduction

See Figure 3–19 and Table 3–12 for information on the weapon/equipment lesson introduction.

![Figure 3–19: Weapon/equipment lesson introduction](image)

**Table 3–12: Weapon/equipment lesson introduction**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminaries</strong></td>
<td></td>
</tr>
<tr>
<td>- Attendance check</td>
<td><em>Squad reports.</em> The squad of trainees reports to the instructor. Typically, a duty trainee will march the squad to the instructional location and give the instructor a parade state. Example: Instructor: ‘DUTY STUDENT REPORT’ Duty trainee: ‘SQUAD ALL PRESENT – CORPORAL.’ (Use rank as applicable.) Instructor: ‘DUTY TRAINEE FALL IN.’</td>
</tr>
<tr>
<td>- Position trainees</td>
<td><em>Position squad.</em> Different weapons or equipment will require the instructor</td>
</tr>
</tbody>
</table>
## Blueprint vs. Weapon/equipment lesson

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
<tbody>
<tr>
<td>to vary the instructional layout. The emphasis is on safety and the ability of the squad to see the actions of the instructor as well as for the instructor to see the actions of the squad. Example layouts are described in Appendix 1.</td>
<td>Identify trainees. The instructor should establish a means of identifying each member of the class. It is preferable that an instructor should know each individual by name. Alternatively, the trainees can be numbered as for a drill lesson.</td>
</tr>
<tr>
<td>- Allocation of weapons/equipment</td>
<td>The instructor nominates weapons/equipment and other items that will be used for instruction and the rules for their use, especially if trainees are not familiar with instructional materials or items of equipment located at their workstations. Example: Instructor: ‘CHECK THAT BESIDE EACH MACHINE THERE ARE THE FOLLOWING ITEMS: AN OPERATIONS MANUAL, A BATTERY … DOES ANYONE NOT HAVE ALL OF THOSE ITEMS?’</td>
</tr>
<tr>
<td>- Safety precautions</td>
<td>The instructor now ensures that all weapons and items of equipment are safe for instruction, and that trainees are aware of any relevant safety precautions. For a weapons lesson, the instructor inspects and clears squad weapons, webbing and equipment. Following the same sequence, a squad member clears the instructor’s weapon, webbing and equipment. Safety precautions finish when the instructor brings the squad to the start position for revision.</td>
</tr>
<tr>
<td>Blueprint</td>
<td>Weapon/equipment lesson</td>
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</tr>
<tr>
<td>Example:</td>
<td>Instructor: ‘SQUAD – INSPECT WEAPONS’ once weapons are cleared the instructor states ‘ON THE COMMAND EASE SPRINGS – EASE SPRINGS, PLACE YOUR WEAPON DOWN, TURN AROUND AND PRODUCE THE CONTENTS OF YOUR WEBBING FOR INSPECTION. NUMBER 1 WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE.’ No 1: ‘INSTRUCTOR’S WEAPON AND WEBBING CLEAR.’ The instructor completes the safety precautions and brings the squad to the start position for revision. Instructor: ‘KNEEL DOWN AND PLACE YOUR RIFLE AND MAGAZINE ON THE GROUNDSHEET.’</td>
</tr>
<tr>
<td>Revision</td>
<td>Revision is the warm up for the lesson. The instructor exercises the squad to ensure that they are competent in skills that are a prerequisite to the lesson being taught. The instructor should check for faults, provide feedback and encourage correct performance. Revision assists in conditioning trainees for new learning. Revision finishes with the instructor bringing the squad into the start position for the body of the lesson. Example: Instructor: ‘WHAT IS THE CAPACITY OF THE F88 STEYR MAGAZINE?’ (pause) ‘NUMBER 4.’ or Instructor: ‘PREVIOUSLY YOU WERE TAUGHT HOW TO ASSEMBLE THE RADIO. LET’S NOW GO THROUGH THE FAULTS’</td>
</tr>
</tbody>
</table>
Teaching

See Figure 3–20 and Table 3–13 for information on weapon/equipment lesson teaching.

![Figure 3–20: Weapon/equipment lesson teaching](image-url)
**Teaching stages.** Teaching stages should build on each other until instructors assess that it is time to conduct practice. The number of teaching stages for a particular lesson depends on the complexity of the skills being taught and the level of training of the trainees.

Instructors determine the number of teaching stages in a weapons lesson based on the complexity of the weapon and the level of training the trainees need to achieve. Sometimes instructors teach single actions and trainees imitate one action. On other occasions, instructors group actions, demonstrate them and then have trainees imitate that group of actions. Instructors should not group and demonstrate more than five separate actions at a time.

**Demonstration performance methods.** During the teaching stage of weapon/equipment lessons instructors use one of three demonstration performance methods. Demonstration performance methods are sequences of instructor explanations and demonstration, and trainee activities. The methods are as follows:

- **Explanation, demonstration and imitation.** Explanation, demonstration and imitation (EDI) is used when each trainee has been allocated their own weapon or piece of equipment. The three steps in EDI are:
  - **Explanation.** The instructor uses short, simple sentences to describe actions trainees will perform.
  - **Demonstration.** The instructor now performs the explained actions. They use slow, exaggerated movements to emphasise finer details of actions.
  - **Imitation.** Each member of the squad imitates the recently demonstrated actions on their weapon/equipment.

- **Explanation, demonstration and practise.** Explanation, demonstration and practise (EDP) is used when more than one trainee is allocated to a weapon or piece of equipment. A good example is when training on crew-served weapons. The explanation and demonstration steps of this method are the same as for EDI, but instructors must rotate trainees to enable practice of the demonstrated actions.

- **Explanation and practice.** EP allows the introduction of new teaching without the requirement for a demonstration. It is used when the trainee has been taught similar movements or actions earlier in the lesson. Additional teaching points are taught using the EP method during the secondary practice stage of a lesson. The two steps of EP are:
  - **Explanation.** The instructor explains the movements to be completed.
  - **Practise.** The trainees practise the new movement.
Words of command. Instructors use the following words of command during the teaching stage of weapon/equipment lessons:

- ‘LIKE THIS’ is used by the instructor just before their demonstration. It alerts the squad to the fact that a demonstration of recently explained actions is to occur.

- ‘DO THAT’ is used by the instructor just before trainees imitate or practise the actions shown to them. It prompts the squad to carry out actions immediately.

- ‘CHANGE’ is used by the instructor to rotate trainees for practice when using the EDP method. On this command, the trainee who has just carried out actions changes places with a waiting trainee.

- ‘STOP’ is used to cause all trainees’ actions to cease immediately. On this command, trainees ‘freeze’ and await further direction. Typically, instructors shout ‘STOP’ when a breach of safety has occurred or they have observed a dangerous practice.

- ‘GO ON’ is used to start trainee imitation/practice; trainees continue to carry out actions.

Table 3–13: Weapon/equipment lesson teaching

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
<tbody>
<tr>
<td>For each teaching stage</td>
<td>Explain the stage to be covered. Often instructors discuss and emphasise information that they have covered in the revision stage. Example: Instructor: ‘THE FIRST OF THE FOUR DEGREES OF WEAPON READINESS IS THE LOAD.’ or Instructor: ‘YOU WILL RECALL THAT THE RADIO OPERATES IN THE FOLLOWING CONDITIONS …’ (either ask trainees or go through the condition written on the whiteboard while pointing at them). It is also acceptable for this information to be provided by ‘Lead to the Next Stage’ of the preceding teaching stage.</td>
</tr>
<tr>
<td><strong>Blueprint</strong></td>
<td><strong>Weapon/equipment lesson</strong></td>
</tr>
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</tbody>
</table>
| Present information | *Explanation.*  
Example:  
*Demonstration.* Instructors demonstrate actions that they have explained, using slow, exaggerated movements to emphasise the finer detail of their actions. They may have to explain during a demonstration. However, instructors should not explain and demonstrate simultaneously – explain and then demonstrate even the simplest action. Instructors should not group more than five actions together for a demonstration. |
<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
<tbody>
<tr>
<td>Perform</td>
<td>This is the ‘imitate’ or ‘practice’ from the relevant demonstration performance method. Trainees complete the actions that have just been demonstrated. They may imitate the actions individually at their own pace, or take turns using a crew-served weapon, simulator or item of equipment in order to practise under the instructor’s supervision. Instructors will observe each trainee and provide feedback. Imitation or practice should continue until the instructor is satisfied that the trainees can progress to the next teaching stage.</td>
</tr>
</tbody>
</table>
| Confirm the stage | Instructors confirm each stage by reviewing what the trainees have covered during the stage. They emphasise the theory of the operation of the weapon/equipment with new skills. Confirmation can be achieved using the following methods:  
  - Have a trainee or trainees summarise the theory and practical teaching points of the stage verbally.  
  - Conduct a question and answer session to prompt trainees to remember and discuss key teaching points.  

Instructor: ‘LET’S REVIEW WHAT WE HAVE JUST DONE. REMEMBER THE DIAGNOSTIC TESTS ARE ONLY SIMPLE TESTS.’  

or  

Instructor: ‘EXPLAIN TO ME IN YOUR OWN WORDS THE ACTION CONDITION.’ (pause) ‘NUMBER 3.’ |
<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Weapon/equipment lesson</strong></th>
</tr>
</thead>
</table>
| Close the stage | The instructor closes the stage by telling the trainees they have a basic grasp of the necessary actions and a new teaching stage is about to begin.  
Example:  
Instructor: ‘THAT NOW COMPLETES COLLECTIVE SAFETY PRECAUTIONS.’ |
| | In some lessons it may be beneficial to undertake the practice stages immediately after certain teaching stages in order to reinforce actions or allow the lesson to progress. An example is IA drill and stoppages where being able to conduct the IA independently allows the trainee to be in the correct start position for the stoppages to be taught. |
| Lead to the next stage | The instructor leads to the next stage.  
Example:  
Instructor: 'WHAT WE WILL NOW GO ON WITH, IS THE…'  
or  
Instructor: 'ON OPERATIONS THE THREAT FROM THE ENEMY MAYBE IMMINENT AND ARE REQUIRED ADOPT INSTANT; THEREFORE…'  
or  
Instructor: 'LET'S MOVE ON. NOW WE ARE GOING TO TEST THE KEYPAD AND SELECTOR SWITCHES.' |

The instructor continues to teach in this manner until all the teaching stages have been delivered.  

**Fault correction.** Trainee faults, and particularly safety faults, must be corrected by the instructor during the teaching stages. Fault correction is discussed in Chapter 4.
Practice

See Figure 3–21 and Table 3–14 for information on weapon/equipment lesson practices.

![Figure 3–21: Weapon/equipment lesson practices](image)

In weapon/equipment lessons, practice progresses from talk-through practice to abbreviated talk-through practice and, finally, to controlled practice. The practice stages of a weapon lesson are never conducted in isolation (unlike a drill lesson where the initial practice may be conducted in isolation), so once the initial practice has commenced instructors must continue to the secondary and final practices.

Throughout all practice stages, fault correction is of paramount importance. The cycle of fault correction and encouragement ensures that trainees know how to improve their performance and motivates them to achieve competence. Normally, instructors correct faults by asking trainees questions that prompt trainees to discover how they have been incorrect and how to be correct. In equipment lessons the aim is to have the trainees discover why they are wrong and correct themselves. This process not only reinforces their learning but also strengthens their ability to identify and solve problems with equipment operation independently.

**Table 3–14: Weapon/equipment lesson practise**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
<tbody>
<tr>
<td>Initial practice</td>
<td>Talk-through practice. For talk-through practice, instructors detail required actions and the trainees perform those actions. At no stage should instructors allow any members of the squad to get ahead of their directions. This type of practice reinforces learning through the slow and deliberate execution of each action after instructors have described their requirements in a step-by-step manner. Instructors should question trainees during practice to confirm their understanding of the theory</td>
</tr>
<tr>
<td>Blueprint</td>
<td>Weapon/equipment lesson</td>
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</tr>
<tr>
<td>applicable to the actions they are performing. Trainees begin to gain confidence in performing actions correctly and instinctively at the same pace as the other members of the squad.</td>
<td></td>
</tr>
</tbody>
</table>

**Secondary practice**

*Abbreviated talk-through practice.* On completion of the talk-through practice the abbreviated talk through practice is conducted. The instructor reduces the amount of prompting information by using abbreviated words of command to describe actions. The squad performs actions with more speed, but the instructor must continue to emphasise accuracy and safety. The instructor can now expect trainees to act more independently, and practice becomes more instinctive and automatic. However, instructors continue to determine the practice speed and do not allow trainees to get ahead of the instructor’s directions.

Instructor: ‘WE WILL NOW GO THROUGH AN ABBREVIATED PRACTICE I WILL GIVE YOU THE CATCHWORDS AND YOU WILL CARRY OUT THE ACTIONS AT NO STAGE TO ARE YOU TO GET AHEAD OF ME.’

Instructor: ‘SQUAD – LOAD – LOAD POSITION – CHECK SAFE – POUCH …’

The catchwords should move the trainees through each action so as to ensure that it is step-by-step with no actions missed.

**Final practice**

*Controlled Practice.* On completion of the abbreviated talk-through practice the controlled practice is conducted. Unlike the other practice stages, which are only conducted once, the controlled practice can be
completed as many times as required during the lesson. For controlled practice, the instructor tells the squad what the practice will be, and trainees practise at their best speed without further prompting information. Instructors use only a few words of command to regulate practice. Instructors will then move among the trainees to prompt them, as required, by asking questions and providing feedback.

Instructor: ‘GOOD – YOU ARE GETTING A GOOD GRASP OF THE ACTIONS. FROM NOW ON WE WILL DO CONTROLLED PRACTICES I WILL GIVE THE COMMAND FOR EACH DEGREE AND YOU WILL CARRY OUT THE ACTIONS.’

Instructor: ‘SQUAD – LOAD …’

Additional teaching points that will be delivered using the EP method are included here.

**Considerations for equipment lesson practice**

After delivering a weapons/equipment lesson instructors may also supervise practice periods. Army weapons/equipment manuals also contain guidance on the conduct of practice periods.

**Prolonged practice.** Prolonged practice (hours or days) may be required on some items of equipment. Instructors should conduct prolonged practice in a systematic manner. The following guidelines apply:

- Each period of practice should be introduced and trainees refreshed in relevant teaching points.
- Prolonged practice is usually undertaken as individual, self-paced practice.
- Trainees progress through periods of self-paced practise at different rates. Instructors should monitor the progress of each trainee and provide levels of assistance tailored to the learning progress of each trainee.
- Short periods of revision should be used to reinforce relevant theory applicable to the new skills.
Initially, trainees should be allowed to use any manuals and job aids that they require. If appropriate, these aids should be withdrawn so that trainees can practise with a higher level of independence. A job aid is an item designed to assist the performance of physical or mental procedure.

**Lesson conclusion**

See Figure 3–22 and Table 3–15 for information on the weapon/equipment lesson lesson conclusion.

![Figure 3–22: Weapon/equipment lesson lesson conclusion](image)

**Table 3–15: Weapon/equipment lesson lesson conclusion**

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
<tbody>
<tr>
<td><strong>Test of objectives</strong></td>
<td>The conclusion begins with the instructor asking if there are any questions. This ensures that the squad is clear about what they have learned before being assessed on it. Example: Instructor: ‘SQUAD REST – ARE THERE ANY FINAL QUESTIONS OR DOUBTFUL POINTS?’</td>
</tr>
<tr>
<td><strong>- Clear up doubtful points</strong></td>
<td>Instructors now confirm the achievement of learning outcomes or training objectives by conducting a test of objectives. Normally, they give words of command and the squad will perform recently taught and practised actions. Example: ‘NOW LET’S SEE HOW MUCH YOU HAVE UNDERSTOOD DURING THIS LESSON. SQUAD – LOAD – ACTION …’. or Instructor: ‘LET’S SEE WHAT STANDARD EACH OF YOU HAS’</td>
</tr>
<tr>
<td>Blueprint</td>
<td>Weapon/equipment lesson</td>
</tr>
<tr>
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<td>-------------------------</td>
</tr>
<tr>
<td><strong>ACHIEVED. TAKE THE DISASSEMBLED RADIO SET AND GET IT TO AN OPERATIONAL STATE. WHEN YOU HAVE DONE THIS, CALL ME SO I CAN INSPECT YOUR OUTCOME.’</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **- Feedback** | Instructors must provide feedback after the test of objectives to ensure that the trainees know what standard they have achieved. Instructors then deem trainees to be competent or not yet competent in the actions carried out.  
Instructor: ‘DURING THIS LESSON, YOU HAVE WORKED WELL AND HAVE ACHIEVED THE REQUIRED STANDARD.’ |
| **- Identify training shortfalls** | Identify and record any training shortfalls or deficiencies for follow-up action. |
| **Lesson summary** | The instructor consolidates trainee understanding of all the new learning in a summary of key teaching points.  
Example:  
Instructor: ‘IN SUMMARY, THE DEGREES OF WEAPON READINESS INVOLVE A SEQUENCE OF SMOOTH ACTIONS. THE MAIN POINT TO REMEMBER IS: KEEP YOUR FINGER OUTSIDE THE TRIGGER GUARD.’  
or  
Instructor: ‘REMEMBER THE MAIN POINTS WHEN ASSEMBLING THE RADIO. ENSURE THAT THE BATTERY IS NOT SWOLLEN OR SWEATING IN ITS PROTECTIVE PACKAGING, THAT IT IS NOT SHOWING SIGNS OF DAMAGE.’ |
<p>| <strong>- Statement of relevance</strong> | The instructor now summarises the reason for learning. This reinforces in |</p>
<table>
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<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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<tbody>
<tr>
<td></td>
<td>the trainees’ minds the relevance of the new learning to their ability to perform competently in the workplace or on operations. Example: 'DURING THIS LESSON YOU HAVE BEEN TAUGHT DEGREES OF WEAPON READINESS ON THE F88. THE REASON YOU HAVE BEEN TAUGHT THIS IS SO THAT …' or Instructor: ‘THE REASON THAT YOU MUST KNOW HOW TO ASSEMBLE AND MAKE A SERVICE RADIO OPERATIONAL IS THAT YOU MAY HAVE TO TAKE THE ROLE OF THE SECTION RADIO OPERATOR’.</td>
</tr>
</tbody>
</table>

**Administration**

- Safety precautions
  - Once again, instructors and trainees carry out safety precautions. They use the same procedures as those conducted in the introduction. This heavy emphasis on safety reinforces correct safety habits. Example:
  - Instructor: ‘SQUAD – INSPECT WEAPONS – EASE SPRINGS – NUMBER 1 WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE.’
  - No 1: ‘INSTRUCTOR’S WEAPON CLEAR.’

- Preview of next instruction
  - The instructor previews the next instruction by stating the time and location for the next instruction or activity involving the weapon being taught. The instructor then reminds the squad of the next activity on the training program and nominates the time, location, instructor and dress for that activity.
<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Weapon/equipment lesson</th>
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</thead>
</table>
| Instructor: ‘YOUR NEXT LESSON ON THIS SUBJECT IS IA AND STOPPAGES ON F88 STEYR’  
Instructor: ‘YOUR NEXT PERIOD OF INSTRUCTION IS PATROLLING AND TRACKING WITH CORPORAL HARRIS IN THIS LOCATION, IN PATROL ORDER AT 1400.’ |

- Dismissal  
The lesson is complete when the instructor gives back control of the squad to the senior ranked or nominated duty trainee. The duty student marches the squad off to its next activity.  
Example:  
Instructor: ‘DUTY STUDENT TAKE CHARGE.’  
Duty trainee: ‘YES CORPORAL.’

Appendix:  
1. Positioning trainees – Weapon-equipment lesson
Appendix 1 to Annex D to Chapter 3
Positioning trainees – weapon-equipment lesson

There are a number of different ways to position trainees for weapon-equipment lessons. This appendix provides an overview of these layouts, as shown in Figure 3–23 to Figure 3–28.

Figure 3–23: Weapon lesson layout Type 1

Figure 3–24: Weapon lesson layout Type 2 (for stripping and assembly lessons)
Figure 3–25: Weapon lesson layout Type 3 (used for crew-served weapons)

Figure 3–26: Equipment lesson layout Type 1

Note: Trainees watch instructor demonstrate on the flanking weapon.
Figure 3–27: Equipment lesson layout Type 2

Note: Trainees may move closer if required

Figure 3–28: Equipment lesson layout Type 3
Annex E to Chapter 3
Period of revision

Revision training is used to address the problem of skill fade that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time. Individual skills maintenance is a unit responsibility, and revision training is a useful tool for meeting these responsibilities.

When preparing to deliver a period of revision, the instructor should consider the standard required, the degree of skill fade, and the resources available (including time, equipment, venue and training aids).

The basic lesson blueprint can be applied to a period of revision, in a flexible manner, as described in Table 3–16 to Table 3–19.

Introduction

Table 3–16: Revision introduction

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Period of revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminaries</td>
<td></td>
</tr>
<tr>
<td>- Attendance check</td>
<td></td>
</tr>
<tr>
<td>- Position trainees</td>
<td>As appropriate to the type of revision being conducted.</td>
</tr>
<tr>
<td>- Allocation of weapons/equipment</td>
<td>As appropriate to the type of revision being conducted.</td>
</tr>
<tr>
<td>- Safety precautions</td>
<td>As required.</td>
</tr>
</tbody>
</table>

Revision (if required) | In cases where the instructor is not aware of the current skill level of the trainees, the instructor conducts a test of objectives to ascertain the level of skill/knowledge of the trainees. This is known as ‘gauging the standard’.

From this appraisal of the group the instructor selects those areas that are not at the required standard, which then determines the conduct of the remainder of the revision period. The instructor will reteach relevant teaching points and work through initial, secondary and final practice, or proceed directly to the appropriate practice stage.
### Approach

- **Reason for learning**: The instructor tells the trainees what will be revised during the lesson, and reinforces the importance of that skill or knowledge.

- **Statement of objective**: The instructor tells the trainees what standard of performance will be expected of them at the conclusion of the lesson.

### Teaching

**Table 3–17: Revision teaching**

<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Period of revision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For each teaching stage</strong></td>
<td>Where skills or knowledge need to be retaught.</td>
</tr>
<tr>
<td>Open the stage</td>
<td></td>
</tr>
<tr>
<td>Present information</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Confirm the stage</td>
<td></td>
</tr>
<tr>
<td>Close the stage</td>
<td></td>
</tr>
<tr>
<td>Lead to the next stage</td>
<td></td>
</tr>
</tbody>
</table>

### Practice

**Table 3–18: Revision practice**

<table>
<thead>
<tr>
<th><strong>Blueprint</strong></th>
<th><strong>Period of revision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial practice</strong></td>
<td>Depending on the outcome of gauging the standard, instructors may commence practice at any of these stages. It is also acceptable for instructors to revert to a lower practice level where this will benefit trainee learning.</td>
</tr>
<tr>
<td><strong>Secondary practice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Final practice</strong></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

Table 3–19: Revision conclusion

<table>
<thead>
<tr>
<th>Blueprint</th>
<th>Period of revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test of objectives</strong></td>
<td></td>
</tr>
<tr>
<td>- Clear up doubtful points</td>
<td></td>
</tr>
<tr>
<td>- Test of objectives</td>
<td>The instructor conducts a test of objectives for those skills/knowledge that were covered during the period of revision.</td>
</tr>
<tr>
<td>- Feedback</td>
<td></td>
</tr>
<tr>
<td>- Identify training shortfalls</td>
<td>Identify and record any training shortfalls or deficiencies for follow-up action.</td>
</tr>
<tr>
<td><strong>Lesson summary</strong></td>
<td></td>
</tr>
<tr>
<td>- Summary of key points</td>
<td></td>
</tr>
<tr>
<td>- Statement of relevance</td>
<td></td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>- Safety precautions</td>
<td>If applicable to the period of revision.</td>
</tr>
<tr>
<td>- Preview of next instruction</td>
<td>The instructor previews the next instruction related to the subject that has just been revised. The instructor then reminds the trainees of the next period of instruction on the training program and nominated the time, location, instructor and dress for that period of instruction.</td>
</tr>
<tr>
<td>- Dismissal</td>
<td>The period of revision is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee.</td>
</tr>
</tbody>
</table>
Annex F to Chapter 3
Lectures

A lecture is a prepared oral presentation of facts and/or principles. Lectures are instructor-centred training events and are characterised by one-way communication, passive student participation and no immediate feedback or confirmation.

Advantages. Lectures are an economical method of delivering information. One instructor can present information to a virtually unlimited number of trainees (particularly when the lecture is made available for distributed learning). The instructor also has complete control over the content and sequencing.

Disadvantages. Lectures provide trainees with little opportunity to actively engage in their learning, as there is little opportunity for trainees to ask questions or interact regarding the content of the lecture. Lectures do not reinforce or promote learning for trainees who are inexperienced or unmotivated.

Lectures are useful:

- as an introduction, to arouse the interest of an audience in a subject
- as a summary, to clarify issues or problems before proceeding with further training
- to explain or give directions
- to teach facts when time is short and large numbers of trainees require instruction.

Lectures are not useful for most other learning outcomes/training objectives. If circumstances force the selection of a lecture as the individual training method, instructors should keep the lecture short and consider following it up with an exercise or discussion.

Lectures should be supported by training aids that support the information delivered during the lecture. Handouts and visual aids such as PowerPoint slides, models and video programs can be helpful.

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Preparing for a lecture

The preparation of lecture notes establishes a foundation for a comprehensive and informative lecture. By systematically preparing lecture notes, instructors gain a good working knowledge of the subject area and the confidence to deliver the lecture in the most simple and effective manner. The six steps are as follows:
• **Step 1.** Instructors should find relevant content. Sourcing material for the content of a lecture can take many forms. For example, articles, chapters of books, Army doctrine publications, films, after-action reports and the opinions of experts may all contain content for a lecture. To ensure that a lecture is comprehensive and interesting, an instructor should identify and consolidate content from a variety of sources.

• **Step 2.** Instructors should reduce information to essential teaching points. Once relevant content has been collected it is necessary to group the gathered content into key pieces of information for teaching points.

• **Step 3.** Teaching points should be organised into a logical order. Putting teaching points into a logical order is essential to allow the lecture to flow and allow trainees to follow the logic of the subject topic. For example, logical order may mean putting events into their correct time sequence (chronological order). Another example would be putting general information first and specific or detailed information next. The key technique is for instructors to imagine themselves as members of the audience and determine a logical order for delivering teaching points. Often it is useful to talk with other instructors who can act in the capacity of an SME, and with colleagues or superiors in order to obtain their views on what should be the logical order for teaching points.

• **Step 4.** Instructors should identify vivid and interesting examples to illustrate teaching points. Instructors can capture their audience’s attention by providing relevant and concrete examples that support the teaching points. The best examples are ones that trainees can quickly imagine.

• **Step 5.** The next step is for instructors to write a full script of the lecture. This gives the instructor an idea of how the lecture will flow and how logical and simple it sounds. Also, the instructor can read this text or script as a means of rehearsal. A good idea is for instructors to record their delivery on video and play the recording back.

• **Step 6.** The last step is to reduce the script to the best remembered headings, subheadings and example headings. These headings should now be written on small cards for use in the lecture itself. This can allow instructors some freedom to move when delivering the lecture if necessary. It also means that instructors are relying on their own knowledge of the content of the lecture to deliver the information, and this may have the effect that trainees ‘trust’ the content that is being provided to them and make them more willing to ask questions and maintain their own interest. Instructors can use these headings in PowerPoint slides to cue trainee thinking and signpost the teaching points of the lecture. However, PowerPoint slides should not dominate the learning process.

**Maintaining trainee interest.** A lecture does not allow for much trainee participation, and it certainly does not allow for trainee practice. Thus, maintenance of trainee interest is vital, and instructors should be mindful of the following points:
- Ask the trainees after each teaching stage; whether they have any questions.
- Allow time for the trainees to take notes.
- Reduce the ‘death by light projectors’ syndrome – avoid reading what is on the PowerPoint slides verbatim to the audience.
- Identify the key points or statements in the presentation and talk to these points.
- Incorporate relevant examples and visual training aids where appropriate.

**Instructor presence.** The success of lectures depends on the trainees listening and taking notes to facilitate learning. However, the material captured by the trainees is likely to be of a better quality and depth if the instructor is able to actively engage the trainees in the content being delivered during the lecture. This active engagement is fostered by the personality and skill of the instructor rather than by glitzy training aids. Therefore, instructors must ensure the following:

- that they understand the audience they are to lecture
- that they provide appropriate and relevant examples to support their content
- that they are be able to ‘read’ the audience to determine whether they need to take a break or expand upon a point
- that they inject their personality (humour, personal experience, etc.) where and when appropriate
- that they thoroughly prepare for the lecture by gaining a full understanding of the content and the format of the lecture.

**Rehearsal.** The importance of rehearsal cannot be overstated, as very few instructors can deliver a lecture without preparation. There are three steps in the process of rehearsal, as follows:

- **Step 1 – slow reading of script.** A slow reading of the script gives the instructor confidence with the content and wording of the lecture. This slow reading technique confirms pronunciation and rhythm, including pauses and variations in volume and emphasis.
- **Step 2 – record and playback.** Instructors should now try for a natural but enthusiastic delivery pace. Instructors should aim to simulate the delivery of the lecture but still read the script. It is important to record and playback this script read. Instructors can gain further confidence with content and valuable feedback from listening and viewing their delivery on a video recording.
- **Step 3 – record and playback full rehearsal.** Instructors should preferably conduct their full rehearsals in the actual instructional location using lecture notes. If possible, they should record these rehearsals on video in
order to examine their verbal delivery and use of training aids. It also helps to have another instructor review the lecture at the rehearsal stage, as their comments and feedback can further enhance the presentation and content delivery of the lecture.
Annex G to Chapter 3
Soldiers’ five

A soldiers’ five is short lesson or training event that can be set up and delivered at a moment’s notice and with next to no resources. It is an individual training method that is used to reinforce and reconfirm individual soldier skills, although it can also be used to promote professional development.

The soldiers’ five is most often conducted when unexpected or unscheduled training time becomes available. Opportunities for a soldiers’ five occur when soldiers are waiting (at the range, for transport, in line at the Q store, or prior to dismissal), when scheduled training is postponed or completed early, or when there is a break in action during an field training exercise.

The soldiers’ five is most commonly used in the unit training environment, and the instructional role is filled by the section or crew commanders. The critical factor in successful use of the soldiers five is an imaginative, motivated and well-prepared JNCO.

Preparation

Due to the unscheduled nature of soldiers five, planning and preparation is important. Firstly, instructors should review training schedules, Training Directives, and on-the-job performance to identify learning outcomes/training objectives that can be met using a soldiers’ five. The following considerations may be useful in this process:

- topics that are prerequisites for other upcoming training
- topics that revise previously learned skills or knowledge
- reinforcement of recently learned skills or knowledge
- topics that engage the imagination of trainees
- topics that need minimal resources and equipment to train and that can be trained almost anywhere.

Once the soldiers five subject matter has been identified, a lesson plan or training outline should be prepared. These lessons plans can be produced as ‘VuiTui’ cards, which can be easily referred to when training time becomes available.

Soldiers’ five topics

Topics for a soldiers’ five are limited only by the imagination of the instructor, and a JNCO’s VuiTui compendium should grow across their career as they identify and prepare more scenarios for relevant and realistic training. Some suggestions include:

- first aid
• range estimation
• call for fire procedures
• camouflage techniques
• observation lanes
• map reading
• information collecting and reporting
• aircraft identification
• reviewing recovery techniques for different vehicles
• ranges and characteristics of weapon systems
• regimental history, customs and traditions
• the stages of the attack
• the principles of ambushing.

Further suggestions or VuiTui lessons are available in the regular CTC Trends Report, *Smart Soldier*, various Corps publications, and from colleagues or other unit personnel.

**Conduct**

A soldiers’ five can be simply an instructor passing on information to trainees, but other techniques can be more effective. For example, a question and answer session, a ‘pop quiz’, or a simple competition. Another option is the ‘pick a card routine’, where the instructor prepares a set of cards with questions on the front and answers on the back. A nominated soldier selects a card and asks the question of their section mates, and so the ball keeps rolling until the ‘waiting’ ends.
Annex H to Chapter 3
Directed individual study

Unsupervised study occurs when instructors identify learning content to be addressed by trainees in their own time. In unsupervised study trainees learn by interacting with the materials, and each other, rather than relying on the instructor to provide specific information.

Unsupervised study can be used before a residential course to bring all trainees up to a common entry level or during a residential course to allow trainees to achieve learning outcomes.

Unsupervised study does not have a standard structure but, like all training activities, must be developed to meet a learning outcome or training objective.

The instructor must prepare and provide materials to support unsupervised study. These materials may include study guides (readings, précis, reports, case studies, question guides), technology-enabled learning products (TELPs), CDs/DVDs, video files and audio files. Unsupervised study may be facilitated through an LMS.

Advantages. Unsupervised study allows trainees to work at their own pace and use their own learning approach. This method also allows the instructor more time to prepare and rehearse other instructional sessions.

The key considerations for the instructor are allocating sufficient time to prepare appropriate materials to support unsupervised study, making these materials are available for trainees, and ensuring that the training is being conducted.
Annex I to Chapter 3
Syndicate discussion

A syndicate discussion is an exchange of ideas on a given topic between a small group of trainees facilitated by an instructor. Trainees are often required to complete some preparatory work (reviewing doctrine, completing readings, etc.) to ensure that they have the necessary background knowledge to discuss the subject. The instructor guides the course of the discussion, confirms or discards opinions expressed, draws conclusions and summarises points made.

Advantages. Discussions enable trainees to actively participate in their own learning by engaging them in the learning content. They provide the trainee the opportunity to share information, acknowledge different points of view, and constantly reassess their thoughts as a result of the exchange of ideas and information. Syndicate discussions also allow trainees to learn through collaboration and by drawing on previous experiences.

Considerations. Discussions can require careful ‘stage management’ from the instructor to ensure that all trainees are provided with the opportunity to participate, all opinions are acknowledged, and personality conflicts are avoided. Control is also needed to ensure that the syndicate discussion remains focused on achieving the learning outcome/training objective. The effectiveness of a syndicate discussion will depend on instructor preparation (including reading and research).

Tips for managing a syndicate discussion

Instructors must take into account trainee diversity including background and experiences. The syndicate discussion magnifies the breadth of these differences, but also provides the opportunity for collaboration. Peers will learn from peers, and the instructor needs to facilitate this. A syndicate discussion where the instructor is the only one with an opinion is not a discussion. The instructor skills required to facilitate syndicate discussions include listening skills, awareness of trainee mindsets as well as awareness of personal bias on the topic.

Syndicate discussions may take a variety of different paths to achieve the learning outcome/training objective. Instructors must appreciate when the trainees are influencing the discussion in a fashion that will achieve the purpose – even when their opinion might differ from that of the instructor.

The instructor’s role is to raise questions and problems, to keep the discussion to the point, to act as a chairman and to summarise the group’s thinking. Instructors can use questions to stimulate and control a syndicate discussion, as follows:

- **Lead-in questions.** Instructors can ask ‘how’ or ‘why’ about an issue for discussion. The aim is to stimulate trainee input.
• *Follow-up questions.* Follow-up questions maintain the momentum of the discussion. If the discussion following a lead-in question is not satisfactory or moves from the issue being discussed, the instructor can ask a follow-up question. The aim is to draw the discussion back onto the topic or go into more depth. Once the follow-up questions have achieved their aim, the instructor can ease into the background and allow the discussion to go on.

• *Summarise each stage.* At the end of each teaching stage the instructor should draw discussion points together and summarise them. This consolidates the teaching points and gives guidance to trainees about points that they should record in their personal notes and remember. Also, it keeps the discussion group on a common footing and links the trainees into the next stage of discussion.

Instructors must ensure that all trainees participate in the discussion. This means encouraging less talkative trainees to voice their opinions and controlling the vocal trainees within the group by encouraging them to listen to other trainees. The instructor can facilitate this participation by adopting one of the following roles as needed:

• *Leader.* The leader makes statements of fact, corrects errors and asserts as to how information relates to the outcome. Instructors should take care as too much 'leadership' will stop a discussion as it encourages trainees to conclude that only the leader has a valid perspective.

• *Opposer.* When discussing complex matters, if the group agrees on a perspective, opposition can be used to explore a number of alternate perspectives. Again care is required as too much opposition may threaten the confidence of individuals and limit their contribution.

• *Observer.* Discussions may get blocked by rigid positions of one or more parties (instructors included). An observation may help in recognising that an impasse exists and navigating a way around it (eg, 'I can see that we cannot agree on the best option here. It would be of greater benefit to explain the importance of your position.').

• *Supporter.* To support is to reinforce trainee statements or positions. This has value when the trainee requires validation or lacks confidence. It may also take the form of clarifying the context of a statement.

Instructors establish a common understanding between themselves and their trainees in order to set rules for instructor and trainee participation. The following points are useful to remember when facilitating a syndicate discussion:

• Trainees can help make the discussion a success by participating to their maximum ability and by speaking freely. Each member should give the group the benefit of personal viewpoints and experiences.

• Opinions are to be expressed as briefly and concisely as possible without prejudice.
• Only one member is to talk at a time.
Playlets are ‘small plays’, observed by trainees, that depict the real-life situations that may be faced by trainees. They may be a 2 minute illustration of a simple teaching point, or they form a longer period of instruction.

Playlets are useful for learning concepts and procedures. For example, a short playlet can show the correct methods for coaching a firer during a range practice. Note that the playlet is an excellent method for the preliminary instruction of techniques and procedures. However, it must be followed by some sort of practice, explanation and confirmation.

**Advantages.** Playlets can stimulate interest by providing realism to teaching points. This realism can enhance trainee recall ability.

**Disadvantages.** Playlets can be very complex to prepare, and rehearse and require a higher number of instructors. Instructors are required to have some dramatic talent, and considerable time can be taken to script and rehearse the playlet. Additionally, facts can be distorted or overdramatised, and entertainment value can sometimes distract from teaching points. Trainee participation in a playlet is limited.

**Preparation**

Additional considerations for instructors when preparing a playlet are as follows:

- **Design.** The playlet must be designed to highlight the teaching points necessary for trainees to achieve the learning outcome/training objective. Playlets should be clear and concise, and only include humour where relevant and necessary.

- **Script.** The script is the foundation of a playlet. An instructor should not prepare and conduct a playlet without a script – trying to ‘ad lib’ is not appropriate. The script must include the words and actions of the various players, as well as appropriate cues.

- **Rate of delivery.** The teaching points on a playlet should be disseminated at a rate slower than the class learning rate. There should not be too much going on, too quickly, for too long. A useful technique is the use of ‘acts’ (teaching stages) that a compere/instructor summarises progressively. The instructor comes out to the performance area between acts and conducts a short question and answer session to confirm and reinforce the learning of each stage. The compere should also clear up doubtful points and deliver a final summary.

- **Control.** An instructor must maintain tight control over a playlet. Often fellow instructors will try to depart from the script or suggest new aspects for their parts. Instructors should give clear direction based on achieving
learning outcomes/training objectives, and remind players of their responsibilities to emphasise teaching points.

- **Rehearsals.** A playlet requires a minimum of two rehearsals; one dry run and one full dress rehearsal. Dry run rehearsals are used to confirm the content, relevance and rate of delivery. Full dress rehearsals are used to confirm timings, visibility/audibility and so on.

**Conduct**

During the introduction to the lesson, in addition to preliminaries, revision and approach, the instructor must provide a description of the situation to focus trainee attention and thinking. The description should establish the context or ‘bigger picture’ for the playlet. An instructor’s description may cover the following:

- the tactical situation (if applicable)
- the features of the playlet location
- a description of the sequence of events to follow
- the identification of key personnel performing in the playlet.
Annex K to Chapter 3
Role-play

Role-plays require trainees to adopt a role and respond to simulated workplace or operational situations. Depending on the learning outcome/training objective all the roles may be played by trainees, or some of the roles may be played by instructors or support staff. At the conclusion of the role-play, instructors facilitate trainee discussion during debrief and conclude by highlighting appropriate teaching points.

Role-plays can be used to teach a range of skills or processes from responding to dangerous or emergency situations through to a situation involving interpersonal communication. They may be based on actual case studies or worst case scenarios depending on the learning outcome/training objective to be achieved.

Advantages. Role-plays add variety, reality and specificity to the learning experience, and develop problem-solving and communication skills. Through role-play, trainees can gain an entirely new perspective on a situation and develop insights about feelings and relationships. Successful role-plays depend heavily on the trainees’ imaginations and willingness to participate.

Instructors must remain cognisant that, depending on past experiences, some role-play situations may put trainees under pressure or create embarrassment. To avoid this problem it is prudent to provide early warning of the intent to conduct a role-play.

Preparation

Thorough preparation is critical. Unless they are well planned, role-plays can lack focus and relevance, or reinforce ineffective behaviours and/or strategies. Instructors should consider the following features when designing and developing role-play scenarios:

- Confirm the learning outcome/training objective that the role-play is required to achieve.
- Select an appropriate situation, which may be drawn from trainee or instructor experiences. The situation should be relevant and similar to situations that the trainees will encounter.
- Ensure that there is a problem or point of conflict in the role-play. This conflict or problem is the focus of the role-play, and the resolution is what the trainees should gain from participating in or observing the role-play.
- Identify the roles that will be acted out during the role-play.
- Identify the location that will be used. Some scenarios are easily conducted in a classroom environment, while others may require a more realistic location and training aids.
• Decide whether trainees will conduct the role-play privately, or be observed by other trainees.

Once the role-play scenario is identified, instructors prepare the role-play instructions, which outline the scope, sequence, context and tasks for the role-play. Depending on the scenario these instructions can include:

• an explanation of the situation the scenario will create
• teaching points to be covered by the scenario
• the roles of players
• the initial positioning, words and actions of players
• subsequent options for the positioning, words and actions of players.

Using the counselling example, the trainees will be given a situation with specific roles they are to act out. One trainee will play a member being counselled and the other will play a counsellor. Both will have specific directions regarding the part each is to play and will be given time to prepare for the role to be played.

If the role-play will be using other instructors or support staff there may be a requirement to rehearse those individuals to ensure a thorough understanding of initial positioning/words/actions, and each of the options for movements/words/actions that anticipate what the trainees may or may not do. Those personnel supporting instructors will need to think through their roles in order to respond realistically to whatever the trainees may decide to do in response to their initial positioning, words and actions. It is important to remember that players must be able to respond realistically to fast-moving and unscripted events.

It may also be necessary to undertake a reconnaissance of the role-play location. This reconnaissance will reveal any safety requirements that must be adhered to, as well as the size of the scenario area. Additionally, it will highlight any other location factors affecting the scenario.

Preparation for a role-play may also require a coordination of resources including forecasting for personnel, transport arrangements, and weapons, equipment and stores.

**Conduct**

During the introduction to the lesson, instructors must provide a description of the situation to focus trainee attention and thinking. The description should establish the context or ‘bigger picture’ for the role-play. The learning outcome/training objective is an important part of this context.

Instructors will set the scene for trainees by issuing the role-play instructions either verbally or in writing. It is common to allow time for the trainees to review this information and before commencing the role-play.

When cued by the instructor the role-play commences. The simulated situation is encountered, and the trainee responds. Instructors should closely observe
role-plays, and be prepared to intervene to reinforce a teaching point or redirect the actions or responses of trainees.

It is essential that instructors constantly monitor trainees in a role-play scenario, as they may place undue pressure on trainees, create embarrassment or resistance, or engender strong emotions related to beliefs or past experiences.

At the conclusion of the role-play, the instructor should discuss important features of the role-play by asking questions of both the players and the observers. Additionally, they should summarise the session and what was learned, and how it applies to the skill or activity being learned.
Annex L to Chapter 3
Debate

Debating creates a useful and interactive learning environment. A debate focuses on the presentation of logical and persuasive arguments that encourage trainees to actively participate in their own learning. This participation is achieved by requiring trainees to develop a point of view and convince their audience that their point of view is the most relevant.

Debates, however, must be well prepared, and trainees must be given time to prepare and rehearse their arguments. Thus instructors must have a good working knowledge of the development and conduct of debates and must support trainees through this learning activity.

Advantages. Debates enable trainees to participate actively in their own learning. They engage trainees through the creation of an interest in, and an understanding of, contemporary or historical issues affecting military personnel.

Disadvantages. Debates take significant time for trainees to prepare and rehearse, and their success depends on the trainees’ communications skills.

Conducting a debate

Opening remarks. The chairperson of the debate (the instructor) introduces the debate with the following opening remarks:

- a statement of the topic of the debate, which states the rules applicable to the debate (described later in this annex)
- an introduction of the affirmative and negative teams
- an introduction of the adjudicator or the adjudication panel.

Body of the debate. The body of a debate is made up of the following two periods:

- The constructive period when team members present all initial and subsequent lines of argument.
- The rebuttal period in which the chairperson allows team members to only introduce extensions of previously introduced lines of argument.

Instructors should direct the body of the debate to be conducted in a sequence specified by the Oxford style of team debate. Team sizes will determine the division of responsibilities for presenting constructions and rebuttals. Constructions are the arguments presented by the affirmative and negative teams to support their cases. Rebuttals are the presentation of argument by each team to refute the arguments of the other. The number of constructions and rebuttals depend on the number of team members. The recommended limit is four members per team.
The sequence for speeches, with example time limits for a four-member Oxford-style of team debate, is as follows:

- first affirmative construction – 6 minutes
- first negative construction – 6 minutes
- second affirmative construction – 6 minutes
- second negative construction – 6 minutes
- break – 10 minutes
- first negative rebuttal – 4 minutes
- first affirmative rebuttal – 4 minutes
- second negative rebuttal – 4 minutes
- second affirmative rebuttal – 4 minutes.

**Consideration.** The adjudicator or adjudication panel considers and finalises scoring for the debate and prepares notes for summarising their assessments of the performance of each speaker and each team. Instructors should determine the time they allow for consideration based on the number of speakers and the assessment detail they require.

**Adjudication.** The adjudicator, a nominated member of the adjudication panel or each member of an adjudication panel now summarises their assessment of each speaker in turn and concludes with scores applicable to both teams. Adjudication provides the measurement of the performance of the trainees who were members of each team and includes constructive feedback and encouragement for those trainees.

**Closing remarks.** The chairperson will summarise the key points of the debate, congratulate the winning team and comment constructively on the losing team’s performance, and will also thank the adjudicator or the adjudication panel.

**Roles and responsibilities of key personnel**

To ensure the success of the debate, it is necessary to ensure that key appointments to conduct the debate are filled. These positions include:

- **Chairperson.** The chairperson should introduce the topic, the teams and the adjudicator or adjudication panel. They are responsible for the ensuring that all speakers are aware of their time limits and the nature of the timekeeper’s signals. In the course of the debate they will be required to introduce speakers and announce their positions and responsibilities in the team. At the conclusion of the debate, the chairperson will invite the adjudicator to announce the winner of the debate and make some closing remarks.

- **Adjudicator or adjudication team.** The adjudicator, or members of an adjudication panel, should assess each speaker for communication skills, logical argument and conformity to the rules of debating. They should also
assess each team for the logic of their argument, their teamwork and their conformity to the rules of debating. It is also the responsibility of the adjudicator to summarise and report on the assessment of each speaker and each team. The appointed adjudicator should announce the winning team.

- **Timekeeper.** The timekeeper should record the time taken by each speaker. To aid the speaker, it is the responsibility of the speaker to provide an audible signal 1 minute before the allocated time for a speaker is up, as well as every 30 seconds if a speaker continues beyond the allocated time. Additionally the timekeeper will provide information to the adjudicator or members of the adjudication panel on the length of time taken by each speaker.

### Rules for debates

A brief overview on the rules and responsibilities for the affirmative and negative teams in debates is provided in the following paragraphs; however, there are many civilian publications that provide detailed information on debating if further information is required.

#### Responsibilities of affirmative and negative teams

**Affirmative burden of proof.** The affirmative team is responsible for supporting the proposition and always has the burden of proof. The proposition is the point of view contained in the topic of the debate.

‘Burden of proof’ simply means that the affirmative team must show just cause for a change in the status quo or it will lose the debate by default, since the presumption is that the existing state of affairs is satisfactory until there is a presentation of sufficient reasons for change. For example for the topic, ‘Amateurs think about tactics, but professionals think about logistics. Therefore, the Army needs to train every officer in logistics and only selected officers in tactics’, the affirmative team needs to offer arguments as to why the status quo should change. Since the affirmative team has the responsibility of the burden of proof, it is given the offsetting advantage of both beginning and ending the debate.

The affirmative team may uphold its burden of proof by establishing the following ‘stock’ issues in the debate:

- that there is a need for a change as suggested in the proposition
- that the affirmative team has a sound plan for change that will implement the proposition
- that there are additional advantages in adopting the affirmative team’s plan for implementing the proposition.

**Negative presumption.** The negative team is responsible for opposing the proposition and has the task of delivering counter-arguments and rebutting the affirmative team’s lines of argument and plans for change. They hold the
presumption in debate that is roughly the opposite of the burden of proof since it means that, to win the debate, the negative team must present a reasonable case for the rejection of the proposition. The negative team has a responsibility to defeat the proposition by presenting a logical negative case refuting the affirmative team’s argument for change and supporting the status quo.

If the affirmative team uphold the burden of proof throughout the debate, they must win; if the negative team uphold the negative presumption, the adjudicators must declare them the winners.

**Rules for speakers**

In an attempt to equalise the responsibility of the affirmative team’s burden of proof with the advantage of the negative presumption of preserving the status quo, chairpersons give the affirmative team the opportunity to begin and end the debate. The affirmative team starts the constructive period and the negative team starts the rebuttal period.
Annex M to Chapter 3
Wargames

Wargames are a simulation, by whatever means, of a military operation involving two or more forces, opposed or not, using rules, data and procedures designed to depict an actual or assumed real life situation.

Wargames provide facilities for commanders and staffs to obtain feedback on tactical plans without the involvement of troops or major resources. They allow the identification of weaknesses in the plan, incorporation of solutions or enhancements, and the preparation of fresh plans based on new situations. Throughout this process the participants obtain information and respond to it as they would tactically. As such, wargames are an excellent vehicle for learning various aspects of military art.

Purpose. The purpose of a wargame is to provide a decision maker with feedback on their decision or plan. Wargames can be used for operations, training or research purposes. Commanders and staff officers can be trained in the complexities of tactical and supporting operations using simulation. Wargames are suitable for use by schools, units and HQs and are used to:

• teach and discuss tactical and administrative concepts or considerations
• provide training in tactical decision-making
• examine a series of topics or problems.

Advantages. Wargames allow maximum trainee participation, and can support peer-to-peer learning. A high degree of realism is possible with computer-based simulation support.

Disadvantages. Depending on the training aids used, wargames can have a high administrative burden. Over-reliance on high-technology solutions is risky.

Types of wargames

There are two basic types of wargame used in training: decision wargames and procedural wargames. Some wargames combine aspects of both decision making and procedures.

Decision wargames. Decision wargames are designed to practise planning procedures and command decision making, and are normally used for individual officer training. Learning outcomes/training objectives for decision wargames may include:

• application of the military appreciation process
• practice in the conceptualising and analysis of plans
• receipt of, and response to, orders
• evaluating coordinated operations and administrative planning
• staff decision making
• understanding tactics and war administration.

Examples of decision wargames include:
• tactical exercise without troops (TEWT)
• quick decision exercise (QDE)
• tactical decision exercise (TDE).

Procedural wargames. Procedural wargames are designed to exercise commanders and staffs in the command and control of military operations. Procedural wargames may be used for:
• familiarising a new commander with their staff
• developing, validating and practising SOPs
• preparing for specific training or operations requirements (eg, mission rehearsal activity, developing and maintaining proficiency in tactics and war administration)
• providing cost-effective C2 training, including such aspects as communications, electronic warfare and intelligence operations.

Examples of procedural wargames include: Command Post Exercise, COA Analysis and Rehearsal of Concept Drill. Wargaming, as it refers to COA Development and Rehearsal of Concept Drill, is described in LWD 5-1-4 The Military Appreciation Process.

Wargame training aids

A range of training aids may be used to support wargames from high-technology solutions such as computer-based simulations through to maps/models or overlays. Training aids are discussed in Chapter 4.
Annex N to Chapter 3
Tactical exercise without troops

TEWTs involve trainees examining a tactical problem, conducting an appreciation, and producing a solution on a given piece of terrain. TEWTs are generally accepted as the best method of teaching the detailed application of doctrine and the application of tactical principles to the ground. They are an appropriate individual training method for teaching and practising trainees in skills such as analysis, reconnaissance, military appreciation and the application of operations principles.

TEWTs can be used in training institutions, and in formations and units for exercising commanders or personnel down to sub-unit level. TEWTs are also suitable for enabling and administrative problems. While the main use of the TEWT is to exercise judgement, it has the utility of teasing out the underlying analytical thought that leads to decisions being made. TEWTs are useful to provide trainees with an understanding of the use of terrain, but may be conducted from a map if that meets the aims and objectives of the training event. A TEWT can also be used as either a formative or summative assessment.

While TEWTs are a very effective training method they do have some limitations:

- They do not teach the time factor in tactics or manoeuvre.
- They do not take into account unforseen practical difficulties.
- They have little teaching value in bad weather.
- Objectives are taken and battles won more quickly without troops than with them. It is impossible to portray, in a TEWT, the kind of confused and uncertain situation that generally prevails in a battle.

Preparation

The suggested sequence of planning and preparation, which can also be applied to other war game, is described in the following paragraphs.

Determine the objectives and outcomes of the tactical exercise without troops. The exercise should seek to confirm the application of the MAP to a problem. It may be testing the application of critical thinking to a problem or demonstrating the orchestration of tactical effects in achieving a specific task or a combination of outcomes. The TEWT can be conducted individually or collectively. A TEWT may be a formative or summative assessment for an individual. They may also form the basis of follow-on QDEs and TDEs. Determining the training objective/learning outcome is necessary for the development of the scenario.
Develop the scenario. The scenario will usually include a number of dilemmas, the solution to which will meet the objectives of the exercise. Scenarios are discussed in more detail in Annex Q.

Ground. Careful selection of ground is vital to the success of a TEWT. A suitable area should first be selected from the map, bearing in mind the training objective/learning outcome. Ground chosen should allow the lessons to be brought out and result in more than one COA to be determined. In case of inclement weather, an alternative programme should be determined that meets the training objective/learning outcome.

Preliminary reconnaissance. During the reconnaissance of the ground it is necessary to:

- take notes on the problems and possible solutions
- select the initial rendezvous
- select locations
- determine vehicle parks
- determine routes and timings between stands
- select meal locations
- visit landowners
- identify hazards.

Timetable. After the initial reconnaissance, the outline timetable is decided including the time for trainee preparation, travelling, meals, reconnaissance and movement between discussion locations. The remaining time is devoted to consideration and discussion. Time for discussion is dependent upon the nature of the problem posed. As trainee interest will wane, consideration should be made to the sequencing of the activity in relation to other actions and the exercise outcome.

Produce trainee and instructor materials. The material for the TEWT is now prepared. In addition to the exercise scenario, instructor notes should be prepared, and administrative issues must be addressed.

Instructor briefings. Instructors for a TEWT are senior to those under instruction, with specialist advice being provided according to individual background. Instructors complete a preliminary reconnaissance and briefing to discuss the problems and suggest how specific principles could be applied on the terrain and the implications of those actions. The senior instructor should ensure that instructors understand the framework of what constitutes a workable solution, as such:

- are familiar with the aim and objectives of the problem
- understand the essential elements of a feasible solution
• understand the restrictions imposed by the technical aspects of the problem (for instance, this bridge will support M1A1 but the creek beds will require preparation prior to traversing in tracked vehicles).

Conduct

Trainee preparation. In most cases, trainees will be provided with TEWT papers in a time frame that allows them to commence their appreciation and consideration before seeing the ground – normally the night before.

Orientation. On arrival at the TEWT site, students should orient their maps to the ground so that the influence of ground on all problems is stressed from the outset and theoretical discussion avoided. Preferably, a trainee should be tasked to provide a ground brief, relating given information to it. Another student might also be tasked to provide the situation brief. Formats for the Ground Brief and Situation Brief are provided in LWD 5-1-1, Staff Officers’ Guide.

Trainee reconnaissance. The conduct of trainee reconnaissance must support the aims and objectives of the activity. Instructors may also add realism to the TEWT by indicating which areas of ground are under observation and/or fire from the enemy. Limits to reconnaissance may be imposed to reduce exposure to hazards. Geospatial material may be used to assist in reconnaissance and inform analysis. The use of material enhances realism by replicating strengths and weaknesses of current capability and highlighting the problems of limited reconnaissance, which is often the case on operations.

Solutions. Instructors should have their trainees present their solutions to the TEWT problem, often as a Concept of Operations Brief (see LWD 5-1-1, Staff Officers’ Guide for formats). Trainees should relate their solutions to the ground and not talk in general terms or principles. Reasons governing conclusions may be examined through direct questions or discussions. This enables staff to test the feasibility of responses based on real terrain. Where time permits and the problem is suitable, every effort should be made to walk through solutions on the ground, with immediate problems being discussed on the way. This causes trainees to reflect on the application of their analysis to the ground and potentially identify other considerations. This approach consolidates theoretical knowledge while developing agility in thought.

Feedback. Instructors must provide feedback to their trainees, bearing in mind the training objectives/learning outcome of the TEWT. The professional investment of the individual in solving the problem will necessitate feedback to be relevant and well considered. Instructors should summarise lessons learned and emphasise key points. Errors should be corrected and sound techniques and tactics highlighted. The pros and cons of employing tactics without analysis should be examined. Visiting to the enemy position may assist. However, care must be taken to ensure that what can be seen from the objective but could not be seen during reconnaissance does not overly sway discussion. Trainees should finish the TEWT with a clear understanding of the value of their own solution and information on any remedial study or work required.
A range of instructor skills will enable trainee learning from TEWTs. Instructors need to:

- Understand that the attention span will wane after presentation of the first two solutions. It may be sensible to ensure that the first two solutions are discussed comprehensively, and reference them for subsequent debriefs.
- Identify debrief points and group them accordingly in order to draw a conclusion.
- Ask open questions to clarify understanding of concepts (eg, ‘Tell me about the role of the CSS team in the plan?’)
- Remember that each instructor will have a bias for the TEWT outcome. The skill is learning to put the bias to one side and see the solution from the trainees’ logic.
- Monitor those trainees that have influence over the group. The skill is in maintaining the focus on the principles above the personality.

There are a number of techniques that can be employed to ensure that all trainees are engaged in the TEWT being delivered and not their own work:

- Appoint trainees to be the commanders that the TEWT relates to.
- Task the trainee commanders to determine a question of fact relating to their part of the plan.
- Task trainees to identify a weakness and a strength of a specified topic for the TEWT response (eg, ‘You are to provide feedback on the briefers style and tone’ or ‘Find strengths and weaknesses on flank security’).
- Task a trainee to provide a response from the perspective of the enemy commander at the conclusion of the TEWT delivery. Ask the trainee to point to where each decisive event is occurring on the overlay and to identify the forces assigned to complete the task. The purpose of the question is to determine if the plan represents the narrative.
- Ask the trainee ‘where they believe the greatest risk to the plan occurs and how will that be mitigated?’ The purpose is to test the feasibility of the plan at the macro level, ignoring the need for minor enhancements.
- Ask the trainee to state the composition and tasks of the reserve and where it is anticipated this will occur?’ The purpose is to determine if the Reserve tasking is sufficiently developed to mitigate weaknesses in the plan.
- Quiz the trainee officer on what their three main ‘take away points’ for the activity and use that reinforce the main points of the debrief.
Annex O to Chapter 3
Quick decision exercises

A QDE requires trainees to apply skills and knowledge to a problem in a restricted time frame. The task is to determine a decision in response to a tactical or ethical scenario with competing requirements or other tactical dilemma.

QDEs are a useful training method for application of skills and knowledge, but not suitable for introducing new skills or knowledge. QDEs are an effective training method because they require maximum trainee participation. The potential also exists for collaboration, if instructors choose to debrief in groups rather than one-on-one.

Design

The QDE must aim to exercise an aspect of military art. The quantity of detail that is provided will be determined by those considerations that form the basis of the QDE. Decisions generally arrive from competing demands and the tension between priorities or principles. As such, they can be an effective vehicle for uncovering the understanding of a given operational precept.

QDEs may require a scenario (see Annex Q) which will be either tactical or workplace-based. The outcome required of trainees must be consistent with the time allocated to develop the answer.

Instructor facilitation

The QDE is the vehicle for discussion that assists in learning, and the instructor is responsible to facilitate this discussion. While this facilitation requires a thorough knowledge of the scenario by the instructor, that should not limit options to the instructor’s preference.

Thoughtful questions that seek to uncover the trainee’s reasoning methodology encourage the individual to become aware of their own thought process. Some questions may include:

- How did how you determine the priority in this instance?
- What are the possible consequences of changing the priorities or COAs?
- Replicate the most important aspect of the problem on a white board (is it terrain, time or the task?).
- Where do you understand the greatest risk to your plan to be?
- How can you mitigate that risk?
- What changes would you make to the plan, now that you have had a chance to reflect upon your decisions?
Annex P to Chapter 3
Simulation

Where appropriate to the learning outcome/training objective training can take the form of a simulation. Simulation is not simply a piece of technology or a gaming platform. It is a powerful learning tool that allows trainees to develop their knowledge and practice specific skills. Simulation uses structure scenarios to achieve predetermined learning outcomes/training objectives in a controlled and safe environment.

Simulation is divided into three categories:

- **Live simulation.** People and platforms actually performing an exercise mission. Live simulation is simulation involving real people operating real systems (eg, field exercises and the individual weapons effects simulation system). Live simulation is usually supported by other simulations. Adventurous training and physical training are also classified as live simulation because they develop essential qualities such as teamwork.

- **Virtual simulation.** Personnel participate in exercises by using simulators such as the Hornet Aircrew Training System or unmanned aerial vehicle simulators. Virtual simulation involves real people operating simulation systems within a virtual environment and in real time. In training, most simulations can be categorised as virtual simulation.

- **Constructive simulation.** Computer-aided simulations that can simulate a wider span of forces. Constructive simulation is simulation involving simulated and/or real people operating simulated and/or real systems in a non-virtual environment.

The three categories of simulation can be combined, with the aim of making the most effective use of resources.

Virtual simulation training in a dynamic, interactive desktop environment enables trainees to build decision-making skills over time, from basic to more complex adaptive proficiencies. They provide invaluable practise for individuals, command teams and staff to develop and maintain proficiency in various tasks including exercising C2, and tactics, techniques and procedures.

Importantly, this virtual simulation training does not replace other training methods, particularly those in the live environment which allow consideration of terrain, climate, weather and human interaction. Virtual and constructive training activities focus on the procedural aspects of planning, decision-making, techniques, procedures and drills, utilising the simulation After Action Review tool for instructors to assess and impart the relevant lessons.

A key supporting element for simulations is the Land Simulation Centre which provides units and training institutions with a simulation environment to facilitate
training. This support is primarily delivered through Battle Simulation Sites located across the country.

The *Army Simulation Guide* provides an overview of how simulation can be employed and what activity model should be considered. It also provides detailed guidance on the planning process, and planning considerations.
Annex Q to Chapter 3
Exercise scenarios

A key element of developing individual training exercises is to establish an exercise scenario. Depending on the learning outcome/training objective there is no requirement for an exercise scenario to be complicated. Complexity can be built into the design by varying the components of stakeholders, enablers, environment, time and end states. Regardless of the complexity, the exercise scenario must allow trainees to develop a plan or response that demonstrates practical application of theoretical principles.

Realistic and vivid scenarios are necessary to set the scene accurately and maintain interest. Problems and ground must be selected to encourage discussion and highlight the aim and objectives.

The exercise scenario is documented and disseminated using exercise papers, which are issued to trainees at various stages throughout the conduct of an individual training exercise. Exercise papers should be kept as simple as possible, while still providing the information needed by trainees. Exercise papers can include:

- General idea
- Special idea
- Problem
- Instructor notes

General idea

The General Idea presents the general background against which problems are to be considered. The General Idea should create a realistic scenario which conforms to the general conditions and standards of the learning outcome/training objective of the exercise. It contains a brief background to the conflict (or situation) and outlines the forces involved on both sides.

The opening narrative establishes the situation for the exercise problem. Narratives must be realistic, compatible with the experience of students and include only relevant information.

Standing friendly ORBATs are available in LWD 5-1-2, Staff Officers’ Aide-Memoire, and some training institutions provide handbooks which included this data. The LWP-G 7-5 series of publications provides information on the standardised adversary framework. Determining the ORBAT of each stake holders will be key to supporting the scenario problem.

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1 ADFP 7.0.3 Exercise Planning and Conduct describes the types of exercise scenarios that may be used, as well as the training adversary construct.
Special idea

The Special Idea expands on the General Idea with more detailed information. It may include an extract from the commander’s orders or a statement of their concept of operations. It also provides ‘start point’ details such as an own troops ORBAT and location, staff tables, enemy ORBAT and location, latest intelligence detail on the enemy, and any other information necessary to alert trainees to the detail required to start the exercise.

The Special Idea can include information on how the various elements of the ORBAT operate – rates of movement, platform volumes, deployment and response times and the like. Formation and Unit SOPs will contain procedural information and form part of the constraints of developing a solution.

Definitions of how adjudication is to occur can also be provided in the Special Idea. For example, in a TEWT, this relates to the Force Ratio Comparison Tables that are applied during COA Analysis. This detail may be explained in the Special Idea, or a reference provided.

Problem

The problem states a current time and date and describes events leading up to the present. It gives the trainee an appointment within a unit which is the subject of the exercise, states what the trainee is required to do and/or which problem they are to solve, and details the deliverables necessary for the successful conduct of the exercise.

Instructor notes

Instructor Notes give instructors and evaluating staff specific information which they need to complete their tasks. While the content of Instructor Notes will largely be a matter of choice, they should include:

- learning outcomes/training objectives
- appreciation notes
- any necessary technical data to answer questions of fact
- key discussion points
- example solutions to the problem
- assessment tools as applicable.
Chapter 4
Instructor techniques and tools

In order to be effective, instructors need to develop a range of techniques, and be aware of a number of tools which can enhance learning. The aim of this chapter is to describe these techniques and tools. In using these techniques, instructors must remain aware of cultural diversity and language barriers, and modify the techniques accordingly. This chapter also describes a range of training aids that may enhance learning.

Instructor communication techniques

Effective communication is critical to a training event, and in ensuring that trainees achieve the training objectives and learning outcomes.

Verbal communication

Verbal communication has a major impact on trainee motivation and determines to a great degree how well trainees listen. A number of factors are important to consider when instructing.

Clarity. Clarity is a clear use of language so that trainees can understand what an instructor is saying. An instructor achieves clarity by using the following:

- **Articulation.** This means speaking clearly in understandable terms. Instructors should pronounce words correctly, avoid unfamiliar slang or jargon and ensure that words are not mumbled.
- **Short sentences and simple words.** Instructors should vary the lengths of sentences, but ensure that none are too long. Simple words are better than complex words; for example, ‘use’ rather than ‘utilisation’; or ‘rules’ rather than ‘regulatory guidelines’.
- **Grammar.** Grammar concerns the correct usage of the spoken or written word. Grammar is a code; when this code is used correctly the message is expressed clearly. When the code is used in an incorrect manner, or with errors, trainees who are receiving the message have to extract the meaning, or sometimes the message is never received correctly. An example of the poor use of grammar may be using the expression ‘him and me is going’ or ‘I seen’.
Rate of speech. Rate of speech is a combination of how fast words are delivered and the way an instructor uses pauses and instructional cues, such as words of command, while delivering instruction. Speech should be fast enough to be interesting yet slow enough to be understood. Vocal changes of pace help to hold the interest of the audience and add emphasis. Pauses separate thoughts and ideas, add emphasis, and can be more effective than words. The three speeds used when delivering individual training are:

- **Deliberate speed.** Deliberate speed is the slowest and most formal speaking speed. Deliberate speed requires instructors to pause and be silent while trainees take notes. Instructors use this speed during lectures or other methods of instruction when they require trainees to take notes.

- **Emphasis speed.** Emphasis speed is a structured speed normally used in practical lessons that involve instructors using words of command and specific phrases. Words of command, catchwords and instructional phrases add emphasis.

- **Conversation speed.** For conversation speed, instructors use their normal conversational pace. Instructors use conversation speed during theory lessons, discussions, demonstrations, playlets and scenarios. Normally conversation speed does not permit trainees to take notes. This speed should be lively and informative, but still structured to emphasise teaching points.

Inflection. Inflection is the principal difference between just saying words and presenting ideas with meaning. Inflection is the change in the normal pitch and tone of an instructor’s voice. Inflection is the key to expression of mood. It can be emotional, persuasive or convincing. In a similar manner to pauses, inflection is also a way of punctuating speech; it can act as a question mark at the end of a sentence, make a statement of fact more positive, or put an exclamation mark at the end of a strong statement.

Force. Forceful speech combines the volume or carrying power of the voice with the strength and conviction of the speaker. It includes the correct placement of stress or emphasis on key words and phrases. Like rate, pauses and inflection, force is a way of giving meaning and adding emphasis. Through gestures, voice, movement, eye contact and choice of words, instructors can convey force to trainees. Force is not overloudness, shouting or wild gesturing, but is knowing what to say and then saying it with implicit firmness and confidence.

Timely repetition. Instructors can reinforce important points by repeating them in a timely way. It is not possible to define how much repetition instructors should use. Repetition is appropriate for all instructional situations, and instructors should use their own judgment. As a guide, instructors should not repeat the same point using the same words more than three times, but may repeat a point using different words up to five times.
Non-verbal communication

A powerful element of non-verbal communication is direct eye contact. Scanning the room and making direct eye contact with the audience displays self-confidence and a thorough understanding of the subject matter. Eye contact also allows the instructor to monitor trainee non-verbal reactions to the presentation and make adjustments to the lesson sequence or engage the audience in questioning in order to maintain lesson focus. Advice on how to ensure that appropriate eye contact is provided at Annex A.

Facial expressions are an important means of communicating with trainees. For example, an instructor’s facial expression can communicate approval after a correct trainee response or concern that a trainee is struggling to answer a question. Facial expressions should come naturally and be spontaneous. Most importantly, they should encourage trainees to learn and help create a cooperative and positive climate for instruction.

Body movement is an important part of successful communication. It reinforces, emphasises and clarifies verbally expressed ideas. Instructors should avoid remaining in one position (eg, behind a lectern) during an entire period of instruction, and move in a natural and relaxed manner. When delivering new information instructors should minimise movement so that trainees can concentrate on what they are saying and emphasising. During periods of trainee practice, instructors should move among trainees to correct faults and give feedback and encouragement.

Hand movement is a natural action that conveys a thought or reinforces a verbal expression. A range of hand movements can be used by instructors to add meaning or emphasis. These are described at Annex B.

Monitoring learning

Monitoring learning involves the instructor carefully monitoring trainee progress by regularly checking for understanding. It is a technique used during instruction to ensure that learning outcomes and training objectives are being met. Instructors should reflect on how the lesson is progressing so that they are constantly aware of the effects of their instruction. Monitoring enables the instructor to make appropriate instructional decisions, and provide relevant feedback to the trainees.

Instructors monitor learning in order to evaluate the effectiveness of their instructor techniques, instructional methods and training aids. Instructors should be prepared to adapt their instruction to enhance learning and to meet the specific learning needs of trainees. For example, Instructors may need to provide an alternate explanation or demonstration where trainees are having difficulties understanding a concept or performing an action.

Instructors can also assist trainees in monitoring their own learning. They can do this by helping trainees to:
• understand what they need to know – Why am I doing this and what will I learn from it?
• set goals for themselves, and make plans to achieve the goals – What do I need to learn? What can I do to help myself learn?
• self-monitor their success in achieving goals, and make adjustments when goals are not achieved – Do I understand the way information is presented? Can I connect it to anything I already know? Do I need to ask for help?

Trainees will receive the following benefits from effectively monitored learning:
• confirmation that they are ready to move on to the next teaching or practice stage
• confirmation of their ability to demonstrate new SKAs learned during a training event.

How to monitor learning

Instructors can employ a number of techniques during instruction to monitor trainee progress. These techniques indicate to both the trainee and instructor that learning has been achieved. Techniques include:
• questioning
• observation
• feedback
• fault correction
• encouragement.

Questioning

Asking questions of trainees can provide information on their understanding of the learning content and identify gaps in their SKAs. For example, asking fact-finding or clarifying questions in order to get trainees to demonstrate their understanding can help the instructor determine if their instruction is effective or if adjustments need to be made. Instructors should also:
• Ask questions that are targeted to the level trainees are working at.
• Pay attention to which trainees are answering questions so that no one trainee dominates. To effectively monitor learning all trainees need to be provided with the opportunity to respond. Instructors may need to call on trainees who do not volunteer to answer questions.
• Ask trainees to elaborate on another trainee’s answer.
• Use information from trainees’ responses to adapt the lesson, which could include reteaching or increasing or decreasing the pace of instruction where appropriate.

Instructors should pay close attention to questions asked by trainees. Trainee questions can provide information to the instructor on material and concepts that have not been understood or can indicate where further clarification or re-teaching may be required.

**Questioning technique**

Questioning forces trainees to think and decide on a response, thereby increasing their participation in a lesson. Asking the ‘right’ questions at the ‘right’ time is a vital skill for instructors and allows them to:

• *Motivate.* Questions motivate trainees to learn, for example, ‘WHO CAN TELL ME WHY WE NEED TO KNOW CONVENTIONAL SIGNS FOR MAP READING?’

• *Teach.* Questions encourage trainees to use prior knowledge in solving problems, for example, ‘YOU HAVE BEEN TAUGHT THE MARGINAL INFORMATION OF MAPS. I NOW WANT SOMEONE TO GIVE ME THE DEFINITION OF A MAP.’

• *Involve.* Questions involve trainees in the learning process and encourage maximum trainee participation, for example, ‘LOOKING AT YOUR MAPS, WHO CAN GIVE ME THE CORRECT GRID REFERENCE OF THE TOWN OF …?’

• *Assess.* Questions confirm that trainees can recall or apply new learning, for example, ‘WHAT CIRCUIT BOARD SHOULD BE INSERTED NOW?’

The steps in the questioning technique are:

• *Step 1 – ask.* Instructors pose the question to the entire group without making positive eye contact with any particular trainee. This action ensures that all trainees will attempt to work out a response and encourage maximum involvement.

• *Step 2 – pause.* Individual trainees will differ in the time required to work out answers to questions. A pause after asking the question will allow all trainees sufficient time to think. A pause also allows instructors time to select a trainee to answer the question. Appropriate pauses will enhance the quality of the trainee response because they will have time to ‘think through’ an answer.

• *Step 3 – nominate.* Instructors can nominate trainees verbally; that is, by using the trainee’s name, rank or pre-allotted number, or non-verbally by indicating to a particular trainee with a hand gesture and eye contact.

• *Step 4 – listen.* While listening to trainee answers, instructors should display interest in the response by nodding the head, using facial gestures
such as smiling, raising eyebrows or looking intently at the trainee. A display of positive interest is fundamental to encouraging trainees.

- **Step 5 – evaluate.** When listening attentively to trainee answers, instructors must also evaluate answers for completeness and accuracy. This evaluation will determine the types of responses instructors will make to trainee answers.

- **Step 6 – respond.** The way in which instructors respond to trainee answers will have a significant effect on their willingness to answer questions in the future. Instructors’ responses may take one of the following forms:
  
  - **Feedback.** Instructors should provide feedback to every trainee who answers a question. If an answer is incorrect, an instructor should make it clear that it is wrong. If an answer is partially correct, an instructor should recognise what is correct and give feedback to the trainee on the incorrect part. If answers are correct, instructors should tell trainees clearly that they have answered correctly and offer praise.
  
  - **Prompt.** Often instructors can deliver simple prompts or hints to assist trainees to give correct responses. Sometimes trainee responses cue instructors that they should rephrase their questions.
  
  - **Probe.** When an answer is incomplete, an instructor should follow this up by probing for clarification of certain points or by asking trainees who are answering for more detail.
  
  - **Rephrasing.** Instructors may need to rephrase questions if they see confused expressions on trainees’ faces or receive poor responses from a cross-section of trainees.
  
  - **Redirect.** The instructor may decide to redirect a question to another trainee; for example, ‘THAT IS NOT ENTIRELY CORRECT, PRIVATE GUESS. WHAT DO YOU THINK THE ANSWER IS,’ (pause) ‘PRIVATE WRIGHT?’

**Types of questions**

Questions can be grouped into the following types:

- **Fact-finding question.** Instructors use fact-finding questions to ask trainees to contribute their knowledge of a subject. This type of question is also useful for gathering factual information for use as the basis for further trainee input. Fact-finding questions are specific and to the point. A question assists the instructor to determine whether the trainees are ready to go on to the next stage of learning. They do not ask for interpretations or opinions from trainees. For example:
  
  - ‘HOW MANY …?’
  
  - ‘WHAT CAUSES …?’
• ‘WHEN DID …?’
• ‘WHERE IS …?’
• ‘WHO WENT …?’

*Provocative question.* A provocative question stimulates the trainees into offering their opinions and interpretations. Normally, a provocative question contains a controversial interpretation or makes a controversial suggestion. It can be used to arouse interest and participation at the start of a discussion, stimulate trainee participation during instruction and establish a climate for enthusiastic debate. A provocative question may not necessarily be on the subject of the instruction. It can act as an ‘ice-breaker’ before instructors present teaching points. Provocative questions should not focus on racial, religious, political or moral issues unless these are the issues being directly addressed. Some examples of provocative questions are:

• ‘WHO THINKS THAT WARS ARE WON ONLY BY THE SIDE WITH THE MOST PERSONNEL AND EQUIPMENT?’

• ‘I HAVE HEARD THAT SOME ARMIES SEE NO USE FOR THE BAYONET IN MODERN WAR. WHAT DO YOU THINK ABOUT THIS?’

*Clarifying question.* Clarifying questions ask for additional information or opinions. They also encourage trainees to simplify points they are making or make them clearer or more precise. Instructors often use this type of question when trainees’ answers are incomplete. For example:

• ‘COULD YOU EXPAND ON THAT?’

• ‘I’M NOT SURE THAT I HAVE UNDERSTOOD YOU CORRECTLY. DO YOU MEAN …?’

• ‘WE SEEM TO BE UNCERTAIN ABOUT THIS. COULD ANYONE HELP US STRAIGHTEN IT OUT?’

• ‘COULD YOU EXPRESS THAT IN SIMPLER TERMS?’

*Task-centred question.* Instructors may intervene with a task-centred question to get discussion back onto a topic or redirect trainees to a teaching point. For example:

• ‘ARE WE PERHAPS LOSING SIGHT OF…?’

• ‘LET’S TRY ANOTHER APPROACH. WHAT ABOUT …?’

• ‘SHOULDN’T WE CONSIDER…?’

*Confirmatory question.* Instructors use confirmatory questions to get agreement from trainees and to consolidate points. It is a good way of getting trainees to clarify doubtful points and can also allow instructors to summarise. For example:
• ‘DO WE AGREE ON THIS POINT?’
• ‘IS THIS WHAT WE WANT?’
• ‘HAVE WE ARRIVED AT A SATISFACTORY SOLUTION?’

Opinion-seeking question. Instructors can use opinion-seeking questions to look for trainee interpretation of a situation or topic. For example:
• ‘HOW DO YOU THINK THIS CAME ABOUT?’
• ‘WHAT SHOULD THE COMMANDER DO NOW?’
• ‘HOW WOULD YOU HANDLE THIS SITUATION?’
• ‘WHY DID THEY ACT IN THIS WAY?’
• ‘DOES ANYONE ELSE AGREE WITH THIS INTERPRETATION?’

Situations and responses to avoid

Situations. There are a number of situations in which asking questions could be inappropriate. These situations include:

• When trainees are demonstrating physical skills: It is much better to have a trainee demonstrate a physical skill, rather than provide a verbal explanation.

• When trainees are performing a task or activity: Instructors should wait until trainees finish a performance before asking questions. It can be confusing and frustrating for a trainee to have to answer a question while concentrating on performing a task.

• When the question is a repeat question: Repeating a question while trainees are thinking of a response is an unnecessary distraction. Instructors should repeat a question only if it is obvious that the question has not been heard by all trainees.

• When the question is a ‘50/50’ question: This type of question leads to guessing. An example of wrong technique is, ‘WHAT IS THE COLOUR OF AN M26 GRENADE, BLACK OR OLIVE DRAB?’ The correct technique would be, ‘WHAT IS THE COLOUR OF AN M26 GRENADE?’

• When the answer may be delivered in chorus. This type of question invites all trainees to respond together. It does not confirm which trainee really knows the answer.

Responses. Instructors should avoid the following type of responses to trainee questions:

• Bluffing. When instructors do not know answers to particular questions, they should say, ‘I DO NOT KNOW THE ANSWER TO THAT QUESTION, BUT I WILL FIND OUT AND GIVE YOU THE ANSWER AS SOON AS POSSIBLE’, or words to that effect.
• **Repetition.** Instructors should not repeat a trainee’s answer if they or the group has not heard it. If members of the group have not heard a trainee’s answer, the instructor should have the trainee repeat it in a louder, clearer voice.

**Responding to ‘red herrings’.** A ‘red herring’ is a question completely off the subject of the instruction. Instructors should not waste time by answering this type of question. However, if a trainee asks a good question that is not immediately relevant, the instructor can acknowledge the question and ‘park it’ to be answered at a later stage.

**Observation**

An effective method of monitoring learning is by observing trainees and their performance during learning events. This can be as simple as taking the time to look at trainees. Body language, facial expressions and the level of confidence displayed when engaging in activities or performing skills can provide information on trainees’ knowledge and understanding. A confused look on a trainee’s face or hesitancy/uncertainty when performing a task or skill are indications that learning may not have been effective.

Moving amongst trainees and checking their work or performance provides the instructor with information on a trainee’s level of knowledge and understanding. It provides opportunities for the instructor to identify errors and acknowledge achievement.

**Skill-based lessons.** The six steps in monitoring trainee practice are as follows:

• **Step 1 – give clear directions.** The directions given before trainee practice should include the purpose of practice and the scope of practice, that is, how much of a skill will be practised.

• **Step 2 – provide learning guidance.** Instructors should guide trainees through the first practice, in the form of a full talk-through of each step. Instructors will then provide less information in an abbreviated talk-through until trainees are ready to undertake independent practise.

• **Step 3 – allow self-pacing.** Instructors should allow trainees to practise at their own pace. They can leave trainees who are doing well to continue practising while they assist any trainees having difficulties. Instructors should always be attentive to the whole group, even while assisting one trainee.

• **Step 4 – provide continuous feedback.** Instructors should tell trainees where they have performed well and where improvement is required. They should show them how to improve their performance.

• **Step 5 – provide encouragement.** Instructors should always encourage trainee practise in a positive manner. They must be enthusiastic and helpful, not aggressive or condescending to trainees who make mistakes.
Step 6 – assess practice. At the end of practice, instructors should assess trainee performance. This will confirm that trainees have absorbed new learning. Once again, instructors should tell trainees what standard they have achieved and whether they have met the standard.

Feedback

Feedback requires instructors to clearly communicate to trainees what is expected in terms of performance and behaviour, and is used to regularly inform trainees of the extent to which they are meeting those expectations. The aim is to close any gaps in trainee learning. Feedback is critical to the trainee’s learning experience.

Where feedback is balanced and constructive, trainees are more likely to respond to concerns about their performance with an effort to improve. Immediate feedback reinforces learning and should include information on exactly what was done well and what still needs improvement. To be fully effective, feedback must be:

- timely and regular
- relevant, factual and specific
- clear
- honest
- constructive
- delivered in a professional manner
- able to be applied by the trainee.

Effective feedback is most successful when the trainee understands that it is acceptable to make mistakes during the learning process, and how they can use mistakes to improve their knowledge and performance.

The way in which feedback is provided is dependent upon the experience of the trainee.

The Novice is a trainee for whom the training is new. When providing feedback to the novice, instructors should:

- indicate whether the trainee’s response was correct or incorrect
- provide training that extends on the SKAs that the trainee has demonstrated
- reteach SKAs where applicable.

The Developer is a trainee for whom the training is building on previously taught skills and knowledge. They need feedback on the application of existing knowledge, as well as new skills and knowledge. When providing feedback to the developer, instructors should:
• clarify the application of SKAs that were required to perform the task
• seek to enhance those SKAs and identify SKA gaps.

Fault correction

One of the ways that trainees learn is through practise or repetition. Practising a skill incorrectly, particularly in the early stages of learning, means that the trainees will learn the skill incorrectly. Active and accurate fault correction helps to ensure the appropriate learning experience for the trainee.

Faults occur when trainees perform an action which is contrary to what they have been taught. They can occur during the teaching or practice stage and, depending on the fault, can be corrected on the spot or later in the lesson. Faults include actions such as an incorrect heel turn in a drill lesson, attempting to assemble a weapon in the incorrect sequence, putting hands over the muzzles of weapons, or not applying the handbrake and placing a vehicle in gear prior to leaving it unattended.

Safety faults are a breach of safety or a dangerous practice and, if committed in the workplace or on operations, could involve death or injury to personnel or serious damage to equipment. Safety faults must be corrected immediately. If the fault is a safety fault the fault correction sequence commences with the instructor giving the command ‘STOP’.

The sequence for correcting a fault is:

• nominate the fault
• nominate the trainee or trainees at fault
• correct the fault
• continue practice.

Instructors should anticipate faults by positioning themselves and their trainees in the best position to observe potential faults. For example, instructors can position themselves to the flank of the trainees while they practise. They should be prepared to go forward to better observe individuals practising. Instructors may have to change position to correct individual faults, but should always return to a position where they can observe all trainees.

Certain lessons permit instructors to use trainees to observe and correct the faults of other trainees. For example, they can position two ranks of trainees facing each other. One rank can observe and correct while the other practises, and vice versa. This technique can stimulate trainee interest, attention and comradeship.
Encouragement

Instructors use encouragement to stimulate a trainee’s desire to continue learning. It is achieved through the use of positive statements or personal actions. Instructors use encouragement to recognise and reward trainees’ efforts and correct responses. Encouragement occurs soon after trainees have answered a question or have performed a skill successfully, or are showing that they are doing their best. The following are five types of encouragement:

- **Verbal.** Verbal encouragement is all comments of praise used to recognise and affirm trainee effort.
- **Gestures.** Smiles, nods and other physical actions are gestures that can be used to recognise trainee efforts. Gestures and verbal encouragement may be linked.
- **Display.** Good examples of trainee work can be displayed to others to improve a trainee’s confidence.
- **Proximity.** Moving closer to and amongst trainees encourages their participation. Close proximity to trainees (without undue physical contact) assists in the delivery of other types of encouragement.
- **Activity.** Instructors should reward trainees by involving them in activities they enjoy.

Counselling

The counselling of trainees is important, as it provides an opportunity for trainees and instructors to discuss issues or difficulties that trainees may have in achieving the learning outcomes/training objectives. Counselling can be initiated by trainees or instructors. Trainees may realise they have a problem and wish to consult an instructor to access additional personalised feedback. Alternatively, instructors may identify a need to provide additional feedback to trainees, perhaps due to poor assessment performance or attitudinal issues. In some cases, particularly on long courses, instructors may initiate weekly counselling session with each trainee.

Regardless of who initiated the counselling session, instructors must plan for the session and conduct it in a professional manner. A suggested format for a counselling session is as follows:

- **Step 1 – put the trainee at ease.** On arrival, the instructor should put the trainee at ease. The trainee should be assured of their confidentiality, and be clear that feedback is designed to assist the trainee.

- **Step 2 – present lead-in questions.** If the trainee initiated the counselling session, the instructor can lead in by asking the trainee to describe the problem. Alternatively, if instructors have initiated the session, they can pose a lead in question to start the trainee thinking about their problem.
• **Step 3 – present follow-up questions.** An instructor uses follow-up questions to help trainees expand on or clarify points. Also, follow-up questions can help trainees focus on the point of the session.

• **Step 4 – summarise.** The instructor should summarise the main points of the entire session. Instructors should always finish on a positive, encouraging note.

• **Step 5 – follow up.** Instructors should follow up on all counselling sessions. Sometimes an instructor may only need to remember to acknowledge and encourage the trainee more often.

**Coaching**

Coaching is one-to-one interaction between an instructor and a trainee which aims to develop a specific skill. In many cases the requirement for a trainee to receive coaching is a result of training shortfalls or deficiencies. The objective of coaching is to improve the trainee’s technique or knowledge to such a degree that the trainee has the confidence and ability to effectively perform that skill independently in the workplace.

When coaching, instructors should:

• inspire confidence and determination in the trainee by providing intelligent guidance or advice, and prompts where necessary

• be patient, and work with the trainee to make improvements at the pace that suits the trainee

• avoid placing unnecessary pressure on the trainee

• give encouragement or praise when and where due

• adapt their instructional style to suit the trainee.

Instructors must avoid over-coaching, or providing too much assistance to the trainee. It must be remembered that the objective is for trainees to perform the skill independently. When coaching, instructors must allow ‘space’ for the trainee to process guidance or advice, and develop their own solutions and strategies for success.

When coaching, instructors should use all the training aids available. Technology can be particularly useful in coaching, allowing trainee actions to be recorded and analysed for the purpose of future improvement. Good examples include Coach’s Eye, downloads from live instrumentation systems, WTSS data, and video recordings of the trainee performing the skill being developed.

**How to get the best from a trainee**

To maximise the benefit a trainee gains from coaching, an instructor must demonstrate the following qualities:

• genuine interest in the trainee’s development and success
• good interpersonal skills, including knowing when to coax and when to push the trainee
• thorough knowledge relating to the skill being developed
• a sound understanding of how to teach the skill being developed.

The coaching process

Establish trust. Trust can be established by creating a safe environment for the trainee. Instructors must approach coaching from an objective standpoint with a genuine desire to facilitate the trainee’s development and improvement. They must avoid critical or judgemental statements so that the trainee feels at ease sharing feedback on their performance. Instructors must strive to build rapport with the trainee to make them feel at ease.

Be present. When coaching, instructors must be focused on the trainee. Instructors should:
• prepare for the coaching session
• focus on the trainee and send cues to show that they are paying attention (eg, making eye contact, engaging in active listening, and asking questions that build on what the trainee is saying)
• remain engaged in the conversation and allow the trainee to own the process, while providing direction, recommendations, and advice as needed.

Identify the performance problem. It is crucial to the coaching process that both the instructor and the trainee are aware of what the performance problem or shortfall is.

Ask powerful questions. When coaching a trainee, an instructor should ask probing questions based on what the trainee is saying. The use of probing questions should stimulate the trainee to think in new and different ways.

Create awareness. Instructors should create awareness in trainees by integrating and accurately evaluating multiple sources of information on trainee performance, and reframing that information in a way that helps the trainees to become more self-aware.

Design action. Once trainee needs are identified, the instructor helps the trainee to develop a list of activities which will answer the question: How are you going to achieve the outcome? The instructor helps trainees to organise actions into a plan which identifies goals, clarifies outcomes, and identify indicators and measures of success. Ownership of the plan must remain with the trainee.

Training aids

A training aid is any item developed or procured with the primary intent that it shall assist the learning process. Training aids appeal to the senses, add
interest, help trainees develop a better understanding, and may save time and cost.

**Selection of training aids**

Training aids simplify the instruction, add interest and help avoid time-consuming explanations. They add to the overall effectiveness of the individual training activity, provide a quality learning experience for trainees and support the achievement of the learning outcome/training objective. Again, the needs of the trainee and the requirements of the learning outcome/training objectives are paramount.

When selecting training aids, answers to the following questions may provide guidance on whether using a training aid will support and enhance learning:

- What aids, if any, will help to disseminate the information to be delivered?
- What aids will help to ensure that trainees understand the task or procedure?
- What aids will help to simulate the conditions/equipment under which the task or procedure will be performed?
- Will the aids assist in evaluating trainee performance?

Training aids should not be used just because they are available, nor should an instructor change training to accommodate the training aid.

Once the decision has been made to use training aids, there are three primary factors an instructor should consider when selecting a training aid. They are as follows:

- **Type of instruction.** The most effective training aids involve trainees in active practice with items that they will use or in situations that they will encounter in the workplace or on operations. Practical instruction requires weapons, equipment or models of these items as training aids. The same applies to instruction that combines physical and mental skills. For example, instructors should not teach gunnery skills on a tank without having trainees operate the actual gunnery system or a simulator. Instructors can support theory instruction with any type of training aid that is relevant to the subject area. For example, an instructor can support a map-reading theory lesson with not only a map but also slides, handouts and charts, a TELP or a combination of all of these if appropriate.

- **Background and ability of trainee.** Instructors should use training aids oriented to the background and ability of trainees. For example, training aids such as charts, videos, models and actual weapons can assist ab initio trainees to learn the use and maintenance of personal weapons, whereas trained soldiers may only need the actual weapon for continuation training and practice periods.

- **Visual content.** Of the five senses (sight, hearing, smell, touch and taste), sight is the most powerful learning sense. Training aids should have well-
presented visual content that is simple, easy to see, colourful and relevant.

**Technology-enabled learning products**

TELPs provide access to learning content that is rich in multimedia, integrating text, graphics, drawings, still and moving video images, animation, and audio. TELPs provide flexibility of learning and opportunities for trainees to confirm their learning. Trainees can participate in their own learning at their own pace with the instructor acting as a facilitator and supervisor. These products have the ability to reduce complex technical training in a step-by-step manner by using a combination of the previously mentioned media-rich sources. When combined with instructor supervision, these products can significantly enhance a trainee's understanding of technical content. For example, the trainees can stop, speed up or slow a demonstration.

Instructors need to consider the shelf life of the content prior to using a TELP. This is particularly relevant if the product refers to operational information or contains visual representations of practical skills such as weapon stripping and handling.

**Types of training aids**

There are a wide range of training aids from simple handouts to sophisticated simulators. Table 4-1 describes some of the training aids that can be used to assist in training.
Table 4–1: Training aids

<table>
<thead>
<tr>
<th>Type/description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boards</strong></td>
<td>Visual cues are very easy to interpret. Easy to use and prepare.</td>
<td>Not good for showing mechanical movement.</td>
</tr>
<tr>
<td>Instructors use boards (chalk, white, electronic, magnetic and blanket boards) to write or draw information by hand during the course of a lesson. See Annex C</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Charts and posters</strong></td>
<td>Relatively portable. Visual cues are very easy to interpret. Easy to use.</td>
<td>Can be time-consuming to develop. May be difficult to update or amend.</td>
</tr>
<tr>
<td>Charts (including flip charts) and posters are sheets of paper or cardboard (they can be laminated) that illustrate text, display diagrams or show images. They can be fixed to a wall or supported by an easel. Instructors use them to display information. See Annex D</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audiovisual aids</strong></td>
<td>Can make delivery of information simpler for the instructor. Visual and auditory cues are easy to interpret.</td>
<td>Requires ‘players’ and therefore reliant on sound technology support. Limited trainee participation.</td>
</tr>
<tr>
<td>Audiovisual aids can include sound and vision in the form of CDs, DVDs or audiovisual computer files. See Annex E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type/description</td>
<td>Advantages</td>
<td>Disadvantages</td>
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<td>--------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Presentation slides</td>
<td>Presentation slides are easy to display, and are easily converted to handout format should this be of benefit to trainees. They are also relatively easy to develop/prepare. When used properly, presentation slides can help trainees understand 'where they are' in the presentation.</td>
<td>There is a danger of showing too much and too quickly so that trainees spend all their time copying and little time thinking about the material. It is easy to end up with a series of dot points that all seem to be at the same level of importance and make it hard for trainees to see the structure of a lecture session. There is also a tendency to use presentation slides 'because they are there' rather than because they add value to the period of instruction.</td>
</tr>
<tr>
<td>Printed material</td>
<td>Easy to prepare and update. Can be retained by trainees as a reference. Can be widely distributed.</td>
<td>Can become dated. Poorly prepared materials can significantly detract from the usefulness.</td>
</tr>
<tr>
<td>Simulators</td>
<td>Can provide near-real time responses. Replicates actual equipment/conditions. Low operating costs. Supports instructor feedback.</td>
<td>High development and equipment costs. Many require bookings/early preparation. Some require instructor training prior to use with trainees.</td>
</tr>
<tr>
<td>Models</td>
<td>A model is a representation of an</td>
<td></td>
</tr>
<tr>
<td>Type/description</td>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
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<tr>
<td>object or a piece of ground. The three common types are object, cloth, sand/mud models. See Annex I</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tablet technology</strong> See Annex J</td>
<td>Enables a higher degree of trainee control over learning.</td>
<td>Can be a high cost. Dependent on connectivity.</td>
</tr>
<tr>
<td><strong>Job aids</strong> A job aid is an item that has been designed to assist the performance of physical and mental procedures. (eg, plastic-coated checklists and circuit diagrams may assist fault-finding procedures for repairing equipment).</td>
<td>The provision of a suitable job aid can assist practical learning. Job aids can be used during lessons to simplify both learning and practice on complex procedures.</td>
<td></td>
</tr>
</tbody>
</table>
Annex:
A. Eye contact
B. Hand movement
C. Boards
D. Charts and posters
E. Audiovisual aids
F. Slides
G. Printed material
H. Simulators
I. Models
J. Tablet technology
Annex A to Chapter 4
Eye contact

Eye contact is closely related to head movements. As the head moves, so do the eyes. Head movement should be natural and spontaneous; for example, turning a head and looking at a trainee who asks a question is a natural head movement. Random head movement is acceptable, but instructors need to be aware that during instruction they should look at and make eye contact with all trainees in the class.

The following three techniques ensure that instructors will make eye contact with the whole class during instruction:

- Imagine that the class is broken into thirds. Instructors should imagine that the class is divided into one-third sectors, left to right, and then randomly look into each of those sectors during instruction (see Figure 4–1).

![Figure 4–1: Class sectors – thirds](image1)

- Imagine that the class is broken into the foreground, middle ground and background. Using the fieldcraft skill of searching ground, instructors should imagine the class divided into thirds, from front to back, and then look randomly into each of these sectors during instruction (see Figure 4–2).

![Figure 4–2: Class sectors – foreground, middle ground and background](image2)
Instructors should not move their heads like robots. The aim is to have instructors take a mental note of sectors in the class and look into those sectors so that all trainees feel involved in the instruction through instructors making eye contact with them.
Annex B to Chapter 4
Hand movement

Instructors can use a number of hand movements or gestures to add meaning and emphasis to instruction.

**Pointing.** Pointing adds emphasis and focuses attention on specific issues or items of equipment (see Figure 4–3). Instructors should avoid pointing at individuals, as trainees may interpret this gesture as aggressive and demeaning.

![Figure 4–3: Point gesture](image)

**Hand chopping.** Hand Chopping (see Figure 4–4), when instructors use one of their hands in a chopping motion, is a most effective way for them to put a point of view across in a definite manner.

![Figure 4–4: Hand chopping](image)

**Palm gestures.** Instructors should hold the palms of their hands uppermost as a technique for persuading trainees to accept a particular point of view (see Figure 4–5).
Fist clenching. Instructors can use fist clenching as a very decisive action that indicates quite clearly that the points they are making are very important (see Figure 4–6). Instructors must be wary of when and in what circumstances they use the clenched fist; this can be a threatening type of body language.

Extended hands. Instructors can extend their hands towards trainees to give the impression of sincerity (see Figure 4–7). This is useful for persuasion. A variation of this gesture is when instructors hold their fingers together in a handshake position. This action indicates to trainees that instructors are welcoming their participation. To gain the maximum effect when using the extended hands gesture, instructors should hold the palm of their hand side-on.
Annex C to Chapter 4
Boards

Instructors can use a variety of different visual display methods to support the delivery of instruction. Boards are useful aids for illustrating an aspect of a teaching point or showing an example that comes up spontaneously during instruction. Boards include chalkboards, whiteboards, electronic smartboards, magnetic boards and blanket boards which can be fixed to a wall or supported by an easel.

Sometimes instructors will prepare boards by writing teaching points and drawing diagrams, which can then be progressively displayed during a lesson. In other situations, instructors will add information to boards during the course of the lesson or activity.

The following instructional points need to be observed when using boards to present lesson information:

- Talk (or attach materials in the case of a magnetic/blanket board), then write, then reveal and then talk/attach again.
- Erase what is not required.
- Use a pointer to draw attention to features on a board.
- Is it appropriate to use the board? Boards are useful for listing points, writing down new terminology or developing an example along with the trainees. Large amounts of information and complex diagrams are better outlined in a handout and used as a reference guide when explaining or elaborating on them in class.
- Whenever possible, avoid talking and writing on the board at the same time. Trainees are more likely to copy what instructors write at the expense of what is being said. To facilitate listening, instructors should look at the audience when speaking.
- Always give the trainees a chance to copy down the information on the board (if it is intended that they should have a copy). Wait until they have finished writing and their attention is back on the instructor before explaining the information. This will give the trainees more of an opportunity to think about what the instructor is saying.
- Plan the use of the board. This may be done quite simply by dividing the board space into two or three vertical sections. These sections may be used for skeleton notes, diagrams and new terminology. Let the trainees know what the different sections mean.
- Start a presentation with a clean board.
- Face the board squarely and move across the board when writing. This will assist in writing horizontally.
• Stand aside when writing or drawing is completed to enable the trainees to see the board.

• Concise information using dot-points is more effective than full sentences.

• Underline headings and important or unfamiliar words to give visual emphasis, or capitalise.

• Use colours appropriately. Yellow and white are suitable colours for most blackboard work. Dark blue and black are most suitable on whiteboards.

• Use erasable pen on whiteboards.

Positioning

Trainees need to see what will be written or drawn on the board; thus positioning in the instructional location is important. If the instructional location is unavailable, instructors should position boards in their planned locations during their rehearsals. Instructors will need to arrange trainees' seating when boards are affixed to walls.

One of the reasons for position rehearsal is to allow instructors to decide on the size and layout of text and diagrams. They should increase the size of letters, words and diagrams until they are sure that the trainees will be able to see and read from where they are sitting in relation to the board(s).

Two boards can be better than one. One board can contain prepared text and diagrams, and this is where magnetic and blanket boards are extremely useful. Instructors can use another board for quick calculations and recording points. Two boards also provide more space and allow instructors to use larger lettering and diagrams.
Annex D to Chapter 4
Charts and posters

Charts, flip charts and posters are best used to illustrate key information and ideas. Charts will usually illustrate a subject by way of a diagram, spreadsheet or table, whereas a poster can deal with more conceptual material such as an event or an idea. Flip charts can be used to combine illustrations or ideas used in conjunction with instruction that relies on the interaction of trainees.

When using charts and posters during instruction instructors should:

- Extract the most relevant information they need to teach. Information in dot-point form is more appropriate than full sentences.
- Ensure that text and diagrams on charts, flip charts or posters are large and simple enough to be seen and understood easily. They should also be laid out neatly and symmetrically over the entire chart page, noting that it is important not to crowd too much information onto one page.
- Use lettering that can be seen easily.
- Underline key words for emphasis. The use of coloured marking pens is an effective way to emphasise key points.
- Confirm the order of display during rehearsal.
- Use a pointer to draw attention to text, parts of a diagram and illustrations.
Annex E to Chapter 4
Audiovisual aids

Preparation

Selection. Audiovisual aids are available from Defence media libraries and the Defence Library Service. Instructors may arrange to have audiovisual aids developed by Defence or external agencies, or instructors may develop their own audiovisual aids. In all cases, instructors must be satisfied that audiovisual aids are relevant to achieving the learning outcome/training objective.

Preview. Instructors should preview audiovisual aids so that they can confirm their relevance and suitability. Instructors should look for teaching stages, points they will need to bring to the notice of trainees, and areas where additional instructor input is required. This allows the instructor to pause the audiovisual aid at the appropriate time for elaboration, confirmation, trainee questions or facilitating a discussion.

Rehearsal. Rehearsal enables instructors to deliver their instruction more effectively, and also enables them to coordinate their delivery with audiovisual aids. This is important when an assistant is operating supporting equipment. Rehearsal in the instructional location also confirms that the equipment is operating correctly and is focused. Rehearsal also enables instructors to confirm their positioning and that of trainees, projection equipment and screens.

Teaching with film or video

An instructor needs to apply the following points when teaching with audiovisual materials:

- Set up and test equipment well ahead of the beginning of class. This includes knowing how to operate the equipment.
- Sound is a frequent problem. Make sure the film or video can be heard throughout the room.
- When using a TV to show the film, ensure that trainees can see the audiovisual aid.
- Prepare the trainees by telling them why they are viewing a given piece of film or video, and advise whether or not they should take notes. Highlight what they should look for.
- Help the trainees to think critically about the presentation.
- In order to reinforce the learning outcome/training objective, conduct follow-up activities after the film or video has ended. Lead a discussion, break trainees into groups to discuss specific issues and have them write up the key points and major themes of the presentation. Ask them to relate these themes or points to larger issues presented in the course.
• Point out unfamiliar aspects of a video sequence that could confuse trainees. This applies especially to foreign videos that may show different weapons, vehicles, equipment and dress.
Annex F to Chapter 4
Slides

Slides are generated using software such as Microsoft PowerPoint. They can be useful for displaying the main points of a lecture or theory lesson, for showing diagrams and for illustrations or simple tables. Slides are also easy to display, but there is a danger of showing too much and too quickly so that trainees spend all their time copying and little time thinking about the material. If instructors intend trainees to have copies of detailed sets of notes, complex diagrams or tables, it is better to give them a handout.

It is also easy to end up with a series of dot points that all seem to be at the same level of importance and make it hard for trainees to see the structure of a lecture session.

When preparing slides, it is important to note the following:

- Instructors must synthesise the material and present only key information on a slide. Dot-points are more appropriate than full sentences. Remember that slides are a training aid, they are not a lesson plan.
- Do not try to fit too much on the slide, keep it simple and uncluttered. Four or five points or one diagram or table is appropriate.
- Fonts should be no smaller than 18-point for small rooms, and no smaller than 24-point for lecture theatres.
- Always use a heading or title.
- Use only six to eight words per line.
- Use a maximum of two font faces.
- Use normal rules for capitalisation.
- Avoid vertical lettering.
- Contrast the colour or tone of the font to the background and avoid colour combinations such as black lettering on a blue background or white lettering on a light background.

When using slides as a training aid, it is critical that the instructor avoids ‘speaking to the slide’. Concentrate on the training audience.
Annex G to Chapter 4
Printed material

Printed material can include handouts, manuals, workbooks, directed readings and similar items. It can be useful to help trainees prepare for instruction, assimilate information provided during instruction, and to extend learning following instruction.

Printed material is either sourced from existing resources, or developed.

Handouts

Handouts should be brief, simple, logical and useful. Typically, the content for directly from lesson plans. Content can include:

- the subject title
- the module learning outcome or equivalent statement
- the reason for learning
- teaching points (including examples)
- learning guidance
- a summary.

Instructors should design handouts to leave room for trainees to make notes and comments, especially if they plan to issue them during the preliminaries. For example, they can type in text and include images on the left half of the page, leaving room on the right half for notes.

Instructors can issue handouts before or after instruction. Competent instructors will normally issue handouts at the beginning of the lesson, as the handout is only an aid to the lesson. However, a handout should never be used as the lesson, as this demonstrates poor instructional technique.

Issuing handouts before instruction has the following advantages:

- Trainees follow the instruction and make notes on the handout.
- Trainees are able to organise their thinking on the subject.
- Handouts give trainees instructional cues to look for; for example, key words, headings and the relationships of teaching points to each other.
- Good handouts keep the trainee focused on the content of the lesson.

Some distraction can occur if the instructor does not allow time for note-taking and reference to handouts.

However, in some instances the issuing of handouts after instruction may be more appropriate. This has the following advantages:

- no distraction occurs during the instruction
• trainees can match handout information to their own notes
• it is a good way to provide a permanent summary after a verbal summary has been given by the instructor.

Other printed material

Instructors can use the following steps to select and prepare printed material:

• **Step 1 – collect relevant material.** The instructor must have learning outcomes in mind when selecting materials. A library is a useful starting point for locating information materials relevant to the subject area. For example, if the subject was the Gallipoli Campaign, books and articles with titles mentioning ‘Gallipoli’, ‘ANZAC’, ‘Dardanelles Campaign’ or ‘Australia in WW I’ should be collected and relevant sections marked. Instructors can gather audiovisual materials under broad titles and review them for relevance. Doctrine publications contain information relevant to many subject areas.

• **Step 2 – confirm reading and comprehension level.** Instructors should confirm that trainees can easily read and comprehend the materials they have selected. The style should be appealing and provide adequate detail. Instructors can determine the reading and comprehension level of trainees by giving relevant samples to individuals who have the same background and ability as the trainees to be taught. For instance, if trainees are CPLs, then an instructor can distribute samples to several CPLs for quick comment; for example, boring/interesting, easy to read, easy to understand/hard to understand.

• **Step 3 – create ease of access.** Ease of access means that a trainee can pick up instructional materials and go directly to relevant sections. Instructors should photocopy relevant sections, create an index and mark page numbers or flag the beginning of sections. They can place photocopies in a cover or in a folder with a title on the front. Sometimes instructors may refer trainees to websites that contain relevant information.

• **Step 4 – provide learning guidance.** The instructor should provide learning guidance for the instructional materials. For example, some materials may require only scan reading, while others should be read in detail. ‘Scan’ means ‘to be acquainted with’, ‘read’ means ‘to be familiar with’ and ‘study’ means ‘to understand and be able to recall in detail’. Directions may be required for note-taking. As a minimum, instructors should provide the following learning guidance:
  • an index of materials and websites
  • learning outcome(s) and instructional objective(s)
  • the reason for learning.
Annex H to Chapter 4
Simulators

Platform-based simulators and crew procedural trainers are designed to imitate or replicate real-world conditions using a replica of the vehicle, airframe or specific piece of equipment. They allow skills to be taught through repetition to a level that is instinctive and which maximises skill retention. Platform-based simulators use realistic scenarios in a controlled and safe environment, so mistakes can be made, reflected upon and learned from.

A range of factors should be considered when selecting a simulator to support achievement of a learning outcome/training objective. These factors include:

- **Awareness.** Instructors must make themselves aware of what simulation tools exist to support the training they are undertaking.

- **Suitability.** Some simulators can provide support to a range of training objectives at a variety of ATL. Consultation with SMEs to confirm the utility of various simulation tools in meeting specified training objectives is encouraged.

- **Availability.** Instructors must ensure that the selected simulation tool is available when the lesson/training activity is scheduled. It may be necessary to make booking some time in advance, or deconflict use of the simulation tool with other instructors.

The range of simulators and simulation tools available for use in training is significant. Commonly understood examples applicable to ATL 1 include:

- WTSS
- ASLAV crew procedural trainer
- Tank driver trainer
- Aircraft simulators.

Further information is available on the Army Land Simulation Sharepoint page.
Annex I to Chapter 4
Models

A model is a representation of an object or a piece of ground. There are three common types: object models, cloth models and mud/sand models.

Object models

Object models represent a particular object complete or in parts. Objects, sometimes scaled up, scaled down or sectionalised, include weapons, vehicles, equipment, watercraft, aircraft and ammunition. A sectionalised model is one that has outer surfaces or components cut away to expose inner components.

Instructors can prepare object models that they have obtained on issue or purchased commercially. Models are often included as ancillary items for major weapon systems, aircraft, vehicles and equipment. Instructor preparation for object models varies with the complexity and type of object and material is being used.

Instructors can use object models for most types of instruction. Normally instructors will introduce the model and then explain its main features. Then they will make reference to the model and its parts during instruction to emphasise teaching points.

Cloth models

Cloth models are two- or three-dimensional representations of pieces of ground made up of cloth materials, scaled and bordered for instructional purposes. A two-dimensional cloth model can represent ground through diagrams and illustrations on a flat cloth surface. Instructors can place padding materials such as foam, hessian and rag-filled sandbags under a cloth cover to represent topographical features on a three-dimensional model. Illustrated cards, coloured tape and scaled down object models may represent man-made and natural features, objects and other items.

Instructors prepare cloth models to represent an area of a map or a piece of ground from locally available resources. They use this type of model to assist in developing teaching points. The steps in preparing a cloth model are as follows:

- **Step 1 – determine area and scale.** Instructors can determine the area and scale for a cloth model from a map or a sketch. They should examine a location for the model to confirm that the area and scale selected will conform to the instructional layout. The instructor’s selection of scale will depend on what is to be represented on the model. For example, the representation of tactics at sub-unit level may require only a large scale. However, the representation of the operation of a supplies distribution point may require a small scale. The aids for showing the scale on a cloth model are:

  - a scale card showing the scale ratio (eg, 1:500)
- lengths of timber on plastic border painted in black and white graduations representing the selected scale
- lengths of white string on tape attached to the graduated border to form a grid representing the scale.

**Step 2 – gather aids and materials.** Cloth models require different aids and materials to represent natural and man-made features, and the positions of military units, installations, weapons and equipment. Table 4–2 gives examples.

**Table 4–2: Examples of cloth model aids and materials**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-category</th>
<th>Aids and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural features</td>
<td>Rivers/dams/lakes</td>
<td>Blue-coloured tape, ribbon or card.</td>
</tr>
<tr>
<td></td>
<td>vegetation</td>
<td>Green-dyed wool, scrim, sawdust or natural foliage</td>
</tr>
<tr>
<td>Man-made features</td>
<td>Roads</td>
<td>Red-coloured tape or ribbon.</td>
</tr>
<tr>
<td></td>
<td>Tracks</td>
<td>Brown-coloured tape.</td>
</tr>
<tr>
<td></td>
<td>Railway and power lines</td>
<td>Black-coloured tape or ribbon.</td>
</tr>
<tr>
<td></td>
<td>Bridges/cuttings/embankments</td>
<td>Cards bearing conventional signs.</td>
</tr>
<tr>
<td></td>
<td>Airfields/landing zones</td>
<td>Blocks of wood painted black.</td>
</tr>
<tr>
<td></td>
<td>Buildings</td>
<td></td>
</tr>
<tr>
<td>Objects</td>
<td>Vehicles/aircraft</td>
<td>Toys and wooden or plastic blocks with conventional signs.</td>
</tr>
<tr>
<td></td>
<td>Units/formations</td>
<td>Cut-outs of military symbols, card boxes or cards on stands with conventional signs.</td>
</tr>
<tr>
<td></td>
<td>Weapons/equipment</td>
<td>Cut-outs of military symbols, cards or areas of coloured cloth with military symbols.</td>
</tr>
<tr>
<td></td>
<td>Weapons/equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minefields/wire and other defensive obstacles</td>
<td></td>
</tr>
<tr>
<td>Other items</td>
<td>Attack approaches, defensive and administrative areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit/formation</td>
<td>Cut-outs of cardboard in the shape of military symbols.</td>
</tr>
<tr>
<td>Category</td>
<td>Sub-category</td>
<td>Aids and materials</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>boundaries</td>
<td>Artillery/mortar targets</td>
<td>ribbon for unit/formation boundaries. Geographical feature names on card or masking tape. Folded cards with name/intended purpose endorsed on both sides for indirect fire target areas, administrative installations etc. Cut-outs of black cardboard crosses bearing target numbers.</td>
</tr>
</tbody>
</table>

- **Step 3 – lay down grid.** The grid represents the scale and area of the model. Instructors should lay it out on the floor in the instructional location and then sketch major features onto the floor with chalk, with the grid acting as a guide for where they should draw.

- **Step 4 – lay down padding.** Instructors should lay down padding material in conformity with areas already marked out. They can use different amounts of padding to represent features with the desired heights and gradients.

- **Step 5 – lay down cover.** Instructors should ensure that the cover of a cloth model is one-third larger than the model area. This allows them to smooth over padded areas of different heights. Suitable colours for the cover are light brown or green. A tarpaulin, hessian and blankets are suitable model covers if other cloth material is not available.

- **Step 6 – confirm topography and scale.** Instructors confirm topography and scale by smoothing the cover over the padded areas in conformity with the grid. When they have adjusted topographical features, they can lay out the graduated border, made of lengths of timber or plastic, and then attach the grid. This step finally confirms scale and topographical layout. When laying the border, instructors should fold the edges of the cover under it to give a neat straight edge to the model.

- **Step 7 – lay down surface.** Instructors can enhance the appearance of a cloth model by sprinkling on materials such as sawdust, grass clippings and sand. They provide a consistent, natural-looking surface. Instructors can also emphasise topographical features by using a contrasting coloured surface on the tops of features and along the crests of spur lines,
saddles and ridges. Man-made and natural materials such as dyed sawdust, pine needles and dark-coloured earth are suitable.

- **Step 8 – place model aids.** Model aids are those items placed on the surface of the model to represent natural and infrastructure features, and the positions of military units, facilities and weapons. Often instructors will display selected aids at the beginning and then position others separately for progressive display during instruction. Aids, as shown in Figure 4–8, include:
  - a north point arrow
  - a scale card
  - grid cards, if applicable
  - feature names
  - natural and man-made feature symbols
  - objects (eg, vehicles and weapons)
  - other items (eg, obstacles and boundaries).

![Figure 4–8: Step 8 – place down model aids](image)

**Mud/sand models**

Mud/sand models are three-dimensional representations of pieces of ground, made up of earth and natural materials, scaled and bordered for instructional purposes. Instructors construct mud/sand models outdoors. Natural materials or the same materials and objects used for cloth models (less the cloth cover) represent man-made and natural features, objects and other items.
Mud/sand models are prepared in a similar manner to cloth models. It is still useful for instructors to have standard model aids to enhance the appearance and effectiveness of a sand model.

**Using cloth and mud/sand models**

Instructors use cloth and mud/sand models for enhancing tactical and administrative instruction. They can be used to support exercises, as well as lessons or lectures.

Instructors should give a clear and concise description when using a cloth or mud/sand model. This orients trainees and enables them to visualise the ground being represented. Often instructors will issue map enlargements of the model to trainees in order to further assist in orientation. Sometimes they can use other visual aids to show terrain and vegetation.

Instructors should use a pointer to assist in their description of a model. It is preferable not to walk on the model if possible. The sequence to describe a cloth or sand model is as follows:

- **Size.** For example, the instructor may say ‘THE MODEL COVERS AN AREA OF 10 BY 20 KILOMETRES.’

- **Area.** For example, the instructor may say ‘THE AREA CORRESPONDS TO THE AREA OF THE MAP ENLARGEMENTS YOU HAVE BEEN ISSUED’ or ‘THE MODEL CORRESPONDS TO THE AREA BETWEEN THE 05 AND 15 NORTHERNS AND THE 45 AND 65 EASTINGS ON THE MAP YOU HAVE BEEN ISSUED.’

- **Orientation.** Orientation involves pointing out the north point and allowing trainees to orient their maps or map enlargements. For example, the instructor may say ‘NOTE THE NORTH POINT.’ (Pause) ‘ORIENT YOUR MAPS TO THAT POINT.’

- **Scale.** Instructors can support their description of scale by pointing sequentially to the scale card, to the graduated border and to the grid and grid cards.

- **Natural features.** Instructors should now describe all the natural features represented on the model. They include topographical features, vegetation, rivers and creeks. They should describe natural obstacles, such as rivers, forests and swamps, in detail in relation to such aspects as thickness, depth, the gradient of banks and vehicle going.

- **Infrastructure.** Instructors can describe all infrastructure represented on the model. They should include roads, tracks, built-up areas, installations and buildings, and describe infrastructure of military significance in detail.

- **Objects.** Instructors now describe all objects represented on the model, such as units, weapons, vehicles and defensive obstacles.

- **Other items.** Finally, instructors should describe any other items represented on the model that they have not described. These other items...
may include unit boundaries, a direction of enemy approach arrow, artillery registered targets and junction points.

After describing the model, instructors should ask trainees whether they have any questions on the description. This ensures that all trainees are oriented and ready to refer to the model during instruction.
Annex J to Chapter 4
Tablet technology

The use of tablets for data capture such as voice, photo and video of trainee performances affords greater opportunities for learning. The use of specific coaching applications (such as Coach’s Eye) with diagnostic functionality allows the instructor to record and review a trainee’s technique on the spot or access the video playback at a later stage to assist trainees in their skill development.

Tablets provide options for mobile instruction and assessment with ready access to doctrine publications and course documentation. Using tablets to reduce training and assessment administration offers significant time savings for the instructor. For example, replacing paper-based with electronic assessment practices that are intuitive and easy to use provides flexibility. With the addition of electronic signing and validation functionality, the instructor can undertake assessment procedures with greater efficiency while still adhering to all compliance and governance requirements.

As with all mobile devices, training efficiencies brought about by the use of tablets will be influenced by their operating environment. The instructor needs to give consideration to a number of factors before deploying mobile learning technologies. These may include:

- device robustness to withstand the rigours of operating in the field
- connectivity of the device
- battery life and the practicalities of using mobile battery packs to sustain longevity
- interoperability with various trainee networks so that training and assessment documentation and personal trainee information is not compromised
- sustainability of the device to be used across a number of different courses and whether the interface will support various training material to result in an authentic learning experience for the student
- the currency of the learning material loaded to the mobile device.
Chapter 5
Assessment

Assessment is the process of gathering evidence, making judgements and providing a debrief about a trainee's performance against the learning outcome, training objective or standard. Assessment is an evidence-based process where trainees are assessed against specified criteria.

The aim of this chapter is to provide guidance to instructors on the conduct of assessment.

Types of assessment

The types of assessment applicable to instructors are:

- **Barrier testing.** Barrier testing is used to determine whether a person has the prerequisite skills and knowledge necessary to undertake a training program. This test can be used to confirm that pre-residential training requirements have been met, particularly those that affect the safety and welfare of trainees.

- **Diagnostic assessment.** Diagnostic assessment is used to determine trainee capabilities prior to the commencement of learning activities, in order to confirm readiness to proceed, and/or tailor learning to suit the learner's needs.

- **Formative assessment.** Formative assessment assists and supports training by monitoring progress towards the outcomes or objectives. It assesses portions of a learning outcome or training objective, and is used to gauge progress. Formative assessment provides feedback to trainees on their progress and ensures that trainees are ready to proceed to future learning events (eg, pass a formative assessment in the WTSS before proceeding to live fire activities).

- **Summative assessment.** Summative assessment confirms the achievement of all aspects of the learning outcome or training objective. Summative assessments normally occur at the conclusion of periods/modules of instruction. Summative assessments are also used to assess currency or proficiency against known standards, for example a Weapons Training Test or Basic Fitness Assessment.

Assessment moderation

Assessment moderation is the process of bringing assessment judgements and standards into alignment to ensure that the same standards are applied to all assessment results. It includes sampling, recording, interpreting performance
standards, benchmarking and revising assessments to ensure that instructors reliably apply the same standards in their assessment. Assessment moderation should occur prior to assessments being conducted. However, it may also occur before the final assessment decision is made so instructors can make any necessary adjustments.

**Evidence**

The first step in assessment involves gathering the evidence on which a judgement will be made. Instructors must identify the standard that trainees are required to meet. Often this standard is described in an assessment tool, which is sourced from doctrine, policy or the LMP. For example, Weapons Training Tests are described in the doctrine publication for the weapon. Assessment tools can be amplified or explained with additional information such as instructions to assessors (including marking guide, optimal solutions and references as applicable), and instructions to trainees.

An instructor may gather evidence for assessment through:

- observing a trainee and recording what they see
- trainees completing written tasks (on paper or electronically) such as a question and answer test, example of a minute/brief, or similar
- oral question and answer activities.

However the evidence is gathered, it must be valid, sufficient, authentic and current as described:

- **Valid.** The evidence being used to make an assessment must directly relate to the task being assessed. Further, there must be a direct relationship between the assessment tasks or activities trainees undertake, the evidence presented and the assessment requirements. Defined assessment criteria help to ensure that evidence is valid.

- **Sufficient.** There must be enough evidence to make a valid judgement of competence or otherwise. The quantity of evidence may vary between trainees. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

- **Authentic.** The evidence gathered must 'belong' to the trainee being assessed and provide evidence of that person's skills and knowledge.

- **Current.** The evidence must support the trainee's competence at the time the assessment decision is made. Consideration should be given to the validity of the evidence given the time that has passed since the evidence was generated.

When gathering evidence to support a decision made about trainee achievement it is critical that each trainee is treated equitably. Assessment criteria and
evidence gathering processes should be standardised, and advised to trainees with sufficient advance notice.

**Gathering evidence**

Evidence is gathered in a number of ways:

- **Practical test.** Practical tests are used to observe and assess trainee competence in certain mental and physical skills. They are administered in a manner that conforms as closely as possible to the standards statement of the learning outcome or training objective. Annex A contains information on how to prepare practical tests.

- **Oral test.** Oral tests are used in question and answer sessions, to assess knowledge and mental skills. They can be individually administered to each trainee if there is time but more often instructors question trainees as a group, ensuring that each trainee has to answer several questions. Annex B contains information on how to prepare oral tests.

- **Quiz.** A quiz is either a series of stated questions or a written list of questions requiring trainees to compete to achieve as many correct answers as possible, with or without a time limit. Instructors conduct quizzes to add interest to practice periods or revision of previously taught subjects.

- **Written test.** Written tests are used to assess factual knowledge and mental skills. These tests can comprise essays and short answer, multiple choice and true/false questions. Instructors may choose to combine these tests with a mix of question types. Objective multiple choice tests and true/false tests are easier to administer because trainees can complete the answers to questions more quickly and definitively than in essay and short answer tests. However, objective multiple choice tests require additional skill in preparation. Annex C contains information on how to prepare written tests.

Evidence can also be gathered by reviewing the quality of a final product or work undertaken.

**Judgement**

Once evidence is gathered, instructors must make a judgement or decision on trainee performance against the standard. In some assessment situations, instructors will need to decide whether or not a trainee has met the required standard. In other assessment situations, instructors may need to allocate trainees a grade along a scale of performance. All of these requirements will be detailed in the assessment tool.

**Common pitfalls**

Judgement is not an exact science. Even so-called objective tests still depend on human judgement for their development and scoring. Given that all
assessment relies heavily on the decisions and judgements of instructors, it is helpful to be aware of some of the more common pitfalls.

**The halo effect.** This is a common type of error in which the instructor makes the assumption that if one piece of evidence is good or bad, all the evidence for that person will be good or bad.

**Primacy effect (first impression).** When evaluating someone, we tend to remember the first and last things we see and forget something that happened in the middle. In this situation, the instructor uses the assessment process to confirm that their first impressions were correct. This is the error of 'snap judgements'.

**Contrast effect.** This arises when the outcomes of an assessment are determined by comparing a particular person being assessed with a preceding one, whether good or bad.

**Stereotyping.** This refers to judgements made about a person based on presupposed characteristics of the individual and/or evidence presented.

**The mirror effect.** This occurs when the evidence is judged favourably because the instructor perceives a strong similarity between the person being assessed and themselves.

**Giving more weight to positives than to negatives.** This may occur when a person's evidence or performance is contrary to what the instructor expects. This sometimes results in the instructor imposing unrealistic expectations on the person being assessed for the remainder of the assessment.

**Assessing progress rather than achievement.** This occurs when the instructor pays too much attention to the effort or progress of a particular trainee being assessed, rather than to their attainment against the standards. To the best of the instructor's ability, the person being assessed and their evidence should always be judged against the standards.

**Lack of direction.** In this instance, instructors are not clear on what it is they are assessing. It is important for instructors to be familiar with the assessment requirements and know in advance the nature of the evidence or performance they are seeking.

**Illusion of validity.** This occurs when the instructor feels good about their decision and therefore assumes it must be correct. However, this may mean that the instructor has found the trainee particularly likeable rather than capable.

**Discriminatory practices.** In assessment, as in other situations, this occurs when the instructor makes undue or unfair allowances or judgements because of race, gender, creed, sexual preference or special needs. Care must be taken by instructors to make sure all people being assessed receive fair and equal opportunities during their assessment.
Assessment debrief

Debriefing a trainee after an assessment is a key instructor responsibility. Instructors must be prepared to discuss all aspects of the trainee's performance and have the ability to answer questions in relation to the conduct of the assessment and the result.

As well as providing information on whether the trainee has met the standard, an assessment debrief should help the trainee to understand their strengths and/or weaknesses. Assessment debriefs may also provide the trainee with an overview on their leadership (attitudinal) performance, as applicable.

Assessment debriefs are to be conducted as soon as possible after the assessment event and must address the specifics of the assessment checklist. Trainees must come away from a debrief knowing exactly where they went well, what areas require improvement and what the corrective actions are, if any. For formal assessments, feedback during the assessment debrief must be supported by written documentation that is signed by both the trainee and the instructor.

Practical assessment debriefs can be conducted as a small group debrief, if this will add value to the learning experience. In doing so, instructors are not to place a trainee in an embarrassing situation, where they may feel ridiculed in front of their peers.

Many of the instructor techniques discussed in Chapter 4 can assist instructors to provide an effective assessment debrief.

Record assessment results

The results of all training and assessment, any training shortfalls, and the requirement for follow-up training and assessment must be recorded and actioned in a timely manner. This information may be recorded on a form (such as Record of Attainment) or on an information system (such as PMKeyS). Defence, Army, unit or training institution policy provides detailed guidance on recording assessment results.

Annex:

A. Practical tests
B. Oral tests
C. Written tests
Annex A to Chapter 5
Practical Tests

The aim of a practical test is to confirm that trainees can execute physical skills and/or demonstrate mental skills taught in the teaching stages of instruction. Practical tests involve the execution of physical actions which demonstrate both physical and mental skills.

Practical tests should be designed to meet the conditions and standards described in the learning outcome/training objective. Often practical tests involve only the further execution of physical and mental skills practised in the period of instruction, for example, individual performances of drill movements, repair procedures or gunnery drills.

Practical tests generally involve instructors taking each trainee through a performance test. They should position other trainees out of sight of the testing location.

Normally, the conduct of a practical assessment is an extension of the practice of the mental and physical skills being taught during instruction. The difference is that the practice now focuses on each trainee being required to perform under close observation and under the conditions detailed in learning outcome/training objective. This confirms that all trainees have assimilated the instruction and whether they are competent or not. For drill and weapons lessons, instructors normally administer the assessment to groups of trainees in squad formation.

Practical tests should be introduced with clear instructions. It is important to describe the conditions of the test, the method of assessment and the use of the result. For example, will the result be summative or formative? Trainees may need to be positioned for practical testing. This can be as simple as resting the squad while each trainee performs, or positioning trainees in a waiting area while each individual performs.
Annex B to Chapter 5  
Oral tests

Introduction. Normally, oral tests take the form of a question and answer session with trainees. Oral tests are not particularly accurate measurements of a trainee’s performance and understanding of the subject material. Sometimes restrictions on time may mean written tests are unable to be administered and oral tests will be used in lieu.

Preparation. Like written tests, oral assessment must be based on the learning outcomes or training objectives of the training event. Clear assessment criteria must be written down so that, if there is a challenge by the trainee over the results of the assessment, the trainee can be reassessed under the same conditions.

Conduct. Oral tests should be conducted in the same manner as question and answer sessions that confirm the learning of each stage. The only difference is that the session goes on for longer and is tightly controlled so that as many trainees as possible contribute answers.

Instructors planning to use oral assessment should:

- Inform trainees of the intent to assess their presentations or lesson contributions and the reason for doing so.
- Publish clear assessment criteria and grading so that trainees are fully aware of how their performance will be judged.
- Provide feedback at regular intervals to ensure that trainees are given opportunities to improve their performance.
- Keep clear and accurate records on the performance of every trainee according to the published assessment criteria. This is particularly important in the case of any disputed marks at a later stage.
- Provide guidance information for trainees on oral communication skills. This is important for every trainee but particularly for trainees from non-traditional entry routes, where English is their second language, and international trainees.
Annex C to Chapter 5
Written tests

The aim is to ensure that trainees acquire the underpinning knowledge required for application in a real-life situation.

Written tests can be used to familiarise trainees with policies and procedures and with finding the location of information contained in electronic/hard copy documents, and to test comprehension skills. They can also allow trainees to apply knowledge to scenarios which they are likely to experience in their military career, but which cannot necessarily be covered in training due to time or resource constraints.

Written test can include essays, short answer questions, multiple choice and true/false questions. Written tests can also take the form of trainees completing an example document.

The following is guidance for the development of knowledge assessments and associated activities:

- The instructor must identify the knowledge that a trainee must acquire in order to satisfy the underpinning knowledge components within a learning outcome/training objective.

- Using these knowledge requirements the instructor develop a ‘question bank’ (list of questions) to assess the underpinning knowledge, or a scenario to support trainee development of an example document.

- A supporting assessment tool is prepared to record assessment results.
End matter

Associated publications

This publication should be read in conjunction with other publications and documents, in particular:

- Australian Defence Doctrine Publication 7.0, Training
- Australian Defence Force Publication 7.0.3, Exercise Planning and Conduct
- Defence Learning Manual
- Land Warfare Doctrine 1, The Fundamentals of Land Power
- Land Warfare Doctrine 7-0, Training and Education
- Land Warfare Doctrine 5-1-1, Staff Officers' Guide
- Land Warfare Doctrine 5-1-2, Staff Officers' Aide-Memoire
- Land Warfare Doctrine 5-1-4, The Military Appreciation Process
- Land Warfare Procedures-General 7-0-1, The Conduct of Training
- Land Warfare Procedures-General 7-7-1, All Corps Individual Soldier Skills
- Land Warfare Procedures-General 7-7-5, Drill.

Defence instructions. Defence Instructions provide detailed policy and procedures for a range of topics that support individual training in Army.

Army training instructions. Army Training Instructions are important tools employed by Forces Command to disseminate training related policy across Army and to other organisations that support Army training. Army Training Instructions specify the goals, responsibilities and management procedures which provide for the effective, efficient and safe delivery of approved training. All Army Training Instructions are published by order of the Chief of Army under signature of Director General Training and Doctrine.

Supporting management frameworks. Supporting management frameworks are described in significant detail elsewhere. Relevant supporting management frameworks include:

- The Systems Approach to Defence Learning
- The Army Training Continuum
- The Force Generation Cycle
- Forces Command's Foundation Warfighting Training Management Framework.
Other documents

- The Army Simulation Guide

Doctrine online

This and other doctrine publications are available via the Doctrine Online website located at: intranet.defence.gov.au/armyweb/sites/Doctrine-Online. Paper copies may be out of date. Doctrine Online is the authoritative source for current doctrine. Users are to ensure currency of all doctrine publications against the Doctrine Online library.

Photographs and multimedia

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Gender

This publication has been prepared with gender-neutral language.
Illustrations

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Glossary

The principal source for Australian Defence Force terms and definitions is the Australian Defence Glossary located at http://adg.eas.defence.mil.au/adgms. Terms and definitions contained within this publication are in accordance with the business rules, guidelines and conventions for the Australian Defence Glossary at the time of its release.

- **attitudes**: The opinions that influence action.
- **individual training**: The training of an individual to achieve the required knowledge, skills and attitudes to perform a job role.
- **skill**: The ability to carry out a function.
- **training event**: An activity intended to generate a learning or training outcome, eg. a course, collective training exercise, lecture.
Abbreviations

The principal source for Australian Defence Force abbreviations is the Australian Defence Glossary located at http://adg.eas.defence.mil.au/adgms. Abbreviations contained within this publication are in accordance with the business rules, guidelines and conventions for the Australian Defence Glossary at the time of its release. The following abbreviations are used throughout this publication; however, commonly used terms have been presented in their abbreviated format throughout the publication and have not been included in this list.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATL</td>
<td>Army training level</td>
</tr>
<tr>
<td>EDI</td>
<td>explanation, demonstration and imitation</td>
</tr>
<tr>
<td>EP</td>
<td>explanation and practise</td>
</tr>
<tr>
<td>LMP</td>
<td>learning management package</td>
</tr>
<tr>
<td>LMS</td>
<td>learning management system</td>
</tr>
<tr>
<td>QDE</td>
<td>quick decision exercise</td>
</tr>
<tr>
<td>SKA</td>
<td>skills, knowledge and attitudes</td>
</tr>
<tr>
<td>TELP</td>
<td>technology-enhanced learning product</td>
</tr>
<tr>
<td>TEWT</td>
<td>tactical exercise without troops</td>
</tr>
</tbody>
</table>

The following abbreviations appear in tables and figures within the publication.

<table>
<thead>
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<th>Abbreviation</th>
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<td>IAW</td>
<td>in accordance with</td>
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