

Designing *Success!*

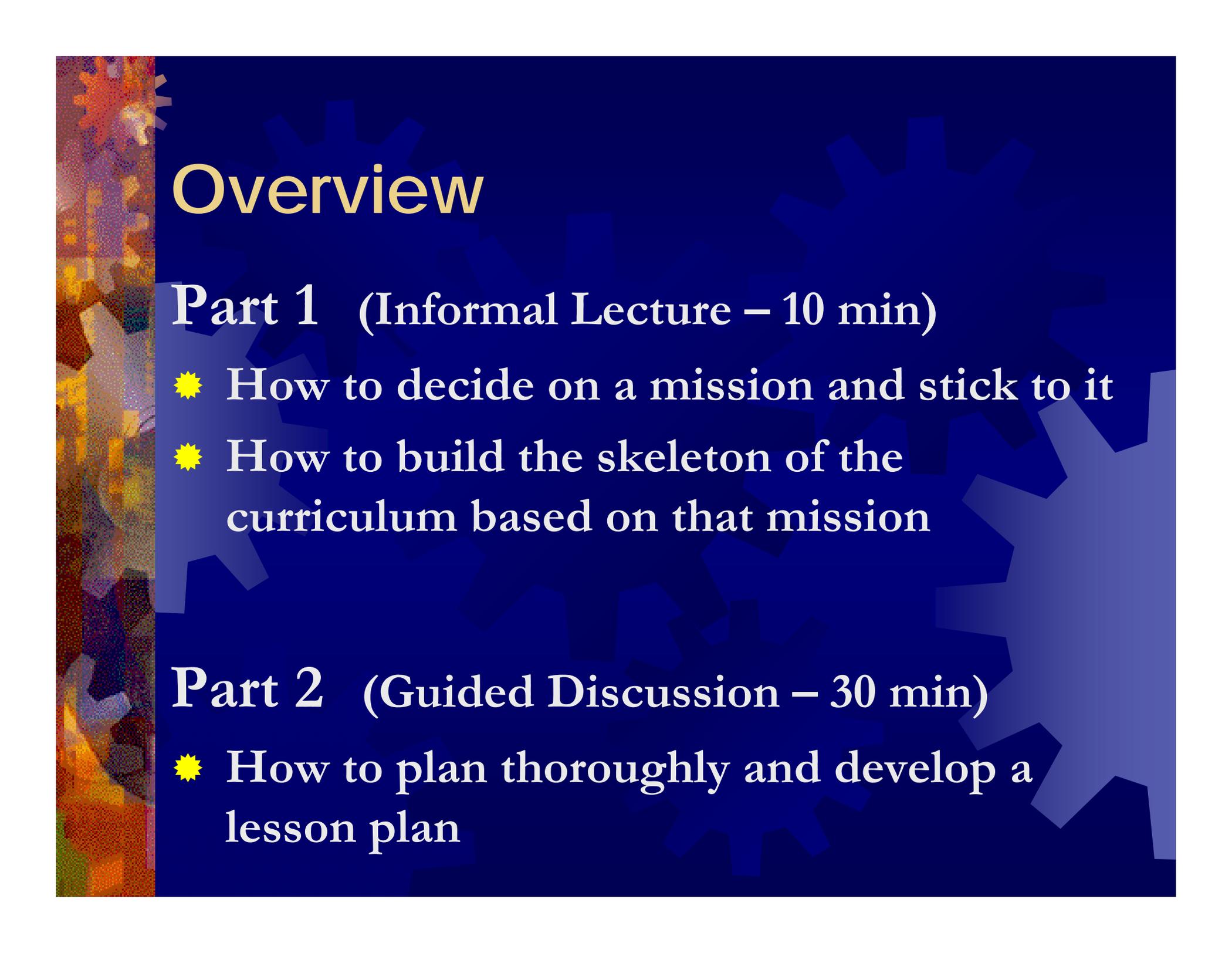
Build a measurable curriculum for your activity

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Overview

Part 1 (Informal Lecture – 10 min)

- ★ How to decide on a mission and stick to it
- ★ How to build the skeleton of the curriculum based on that mission

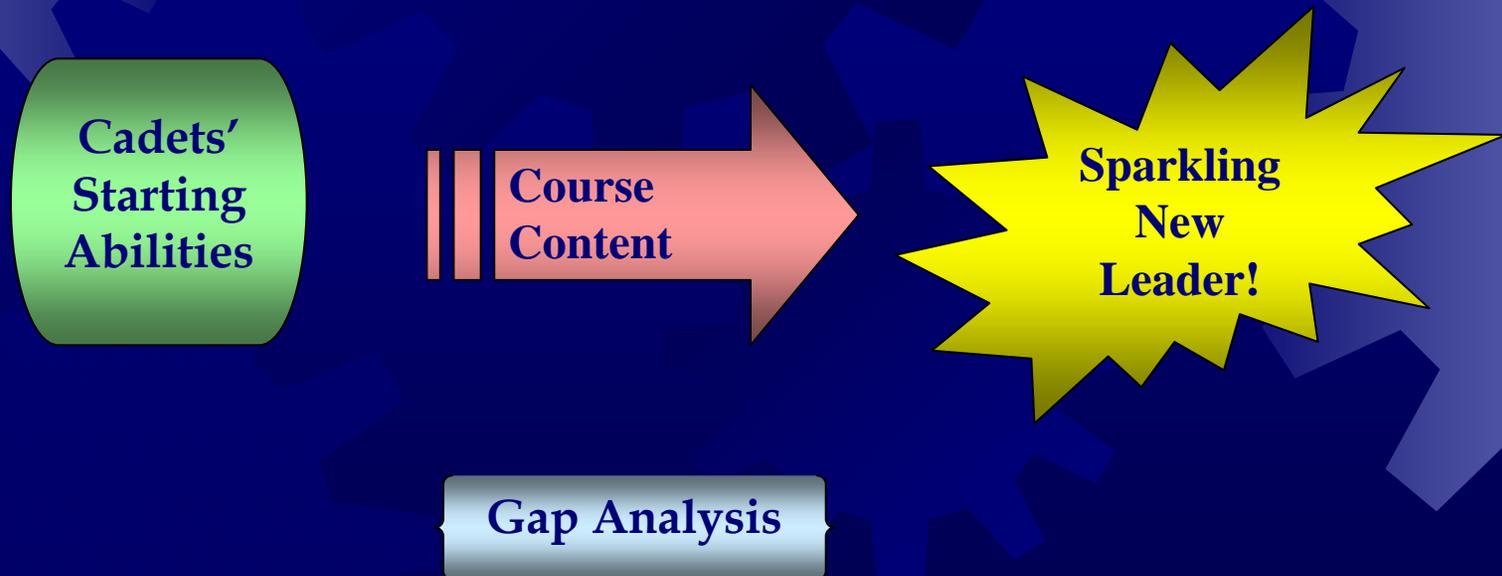
Part 2 (Guided Discussion – 30 min)

- ★ How to plan thoroughly and develop a lesson plan

Part 1:

Begin with the end in mind

1. List qualities you want of your graduates.
2. List qualities cadets arrive with.
3. Analyze the “gap” to determine content.



Cull through the training needs

Gap Analysis Report

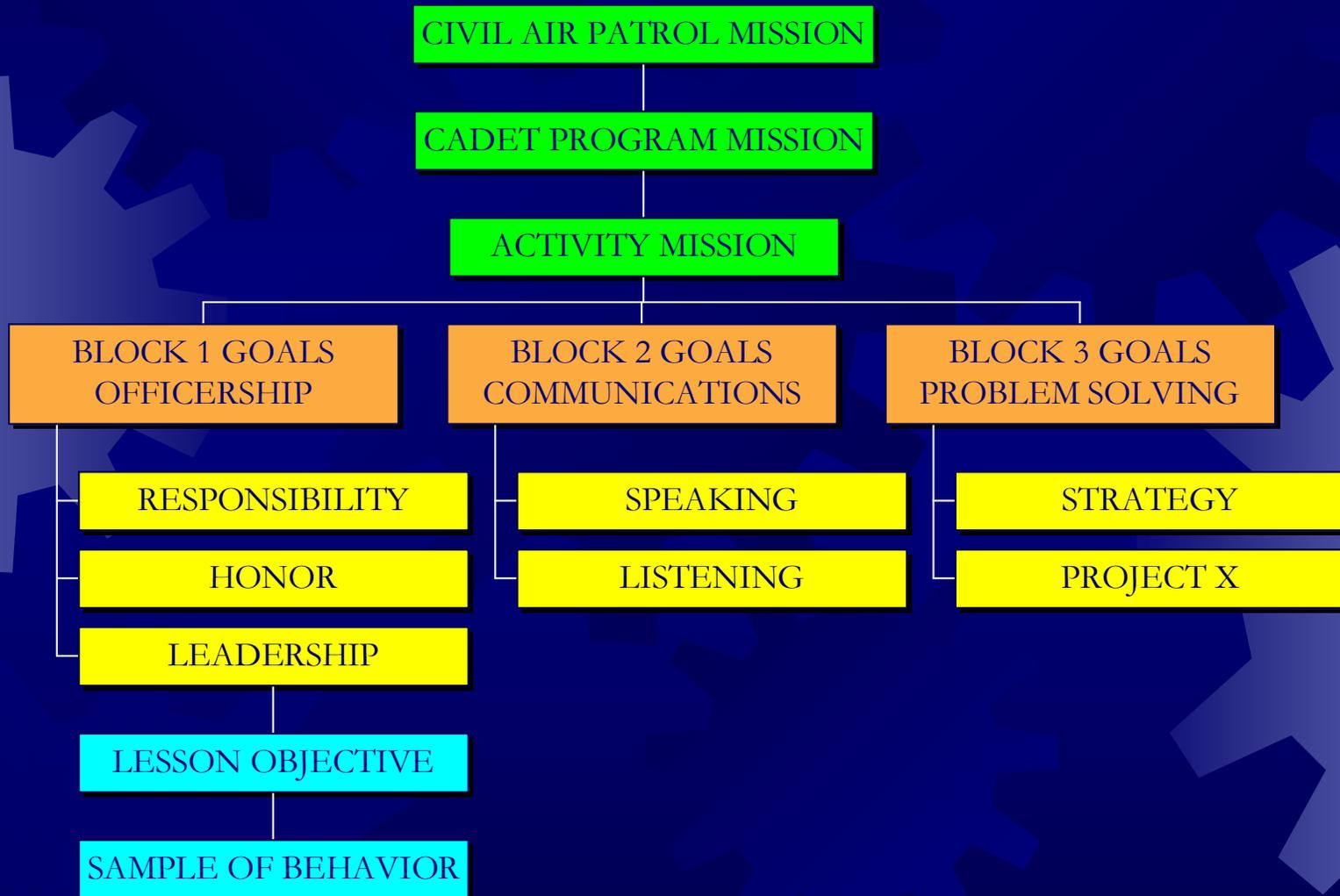
Students Need to Study:

Responsibility
Public Speaking
Critical Thinking
Leadership
Honor
Listening
Project X

Organize the needed content into blocks, each with a mini mission statement

Select lesson topics that meet those needs and fulfill the block's goals

Content that's cohesive



Odd ducks: no parachuting!



- ★ Gap analysis drives content – **not** neat ideas needing a venue
- ★ What's the objective?
- ★ How will it help fulfill our mission?

So what?

(A comprehension level question)



- ★ Why is it important to “begin with the end in mind?”
- ★ Why is it important to do a “gap analysis?”
- ★ What will happen if you let miscellaneous neat ideas drive your curriculum?



Accomplishments so far . . .

- ✦ Articulated a vision for our graduates
- ✦ Developed a mission statement
- ✦ Gap analysis showed the training needed to realize that vision
- ✦ Organized training needs into blocks informed by mini-mission statements
- ✦ Determined topics for individual lessons

Part 2:

Anatomy of a lesson plan

As a training leader, what do you do when planning your lesson?



How do you . . .

- ✦ get their attention?
- ✦ keep their attention?
- ✦ make your points stick?
- ✦ know that they know what you think they know?
- ✦ make them use what they've learned?
- ✦ know you've been successful?





Anatomy of a lesson plan

- | | |
|-------------------------|---|
| 1. Get their attention | Attention-step |
| 2. Keep their attention | Motivation & overview |
| 3. Make it stick | Main points & summaries |
| 4. Know they know | Directed questions |
| 5. Use the knowledge | Remotivation |
| 6. Measure success | Samples of behavior
Lesson objective |
| 7. Share your work | Heading
Strategy statement |

Why bother?

Why is it worth your effort to develop a thorough lesson plan?



Lesson objectives

☀ Lesson objectives

- ☀ Student centered
- ☀ Level of learning (know or comprehend)
- ☀ Specific subject

TOOTLIFEST: *The objective of this lesson is for each student to . . .*
comprehend the process used to develop a curriculum for a cadet activity.

Samples of behavior

- ★ Samples of behavior
 - Specific and measurable evidence the student has attained lesson objective
 - Basis for all test questions – no surprises!
- ★ Justify the use of a gap analysis in curriculum dev.
 - (Assumes knowledge of “gap analysis”)
- ★ Predict the effect an incomplete LP will have / tng.
 - (Assumes knowledge of LP components)

**The Cadet Program is not
an exercise in trivia!**



Comprehension

Knowledge



Select the Level of Learning

Knowledge

Remember material as taught

- ☀ Recall essential facts
- ☀ Textbook definitions

Armstrong landed on the moon on 7-20-69.

Recite the Cadet Oath

Comprehension

Understand and explain material; see its context

- ☀ Can answer “Why?”
- ☀ Reason and experience

Why did we go? Because of the cold war.

Interpret the Cadet Oath

Summary

- ✦ Begin with the end in mind
- ✦ Use curriculum to bridge the “gap”
- ✦ Develop thorough lesson plans
- ✦ Measure success with SOBs



*Cadet Program leaders . . .
as professional as their cadets!*



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