

**UNITED STATES MARINE CORPS**

MARTIAL ARTS CENTER OF EXCELLENCE  
THE BASIC SCHOOL  
24191 GILBERT ROAD  
QUANTICO, VIRGINIA 22134

**STUDENT OUTLINE**

**PREPARE FOR INSTRUCTION**

**MAIB1005**

**MARTIAL ARTS INSTRUCTOR COURSE**

**M02MMET**

APPROVED BY: Maj. Carter C.T. DATE: 1 January 2020

**LEARNING OBJECTIVES****a. TERMINAL LEARNING OBJECTIVES.**

(1) Given a Master Lesson File, an instructional setting, and references; prepare for instruction in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101)

**b. ENABLING LEARNING OBJECTIVES.**

(1) Given exam materials, identify elements of preparation in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101a)

(2) Given exam materials, identify types of instructional settings in accordance with the Systems Approach to Training (SAT) Manual chapter 4 sections 4100 and 4300. (FSIC-IMPL-2101b)

**1. REVIEW LESSON MATERIALS.** Reviewing lesson material involves all those activities that instructors must perform before preparing and conducting instruction. Instructors must have a clear understanding of all aspects of the lesson. This is accomplished by reviewing the course/training schedule, the Master Lesson File (MLF), and tests. By reviewing these items, the instructor can identify any conflicts, questions, or potential problems before the rehearsals begin. The instructor can then make required adjustments prior to delivering the instruction to the students. The instructor must ensure the lesson plan, student materials, and media all contain the same information.

**a. Review Training Schedule.** The instructor should review the schedule as early as possible before instruction begins. This allows the instructor ample time to resolve any conflicts or problems. By reviewing the schedule early, the instructor has time to schedule resources (ranges, weapons, or transportation), rehearsals (a dress rehearsal in the instructional setting), and any administrative requirements (printing of student materials).

**b. Review Lesson Plan.** Detailed lesson plans give the instructor all of the critical information needed to maximize student learning. The purpose of reviewing the lesson plan is to ensure the lesson contains all of the required components; to match the learning objectives to the information in the lesson plan; and to personalize the lesson plan to the instructor's

style of delivery. After reviewing the lesson plan, the instructor should fully understand lesson content and have confidence in the detailed script that allows for the smooth and effective delivery of instruction.

(1) Lesson Plan Personalization. The instructor personalizes the lesson plan, tailoring it to their style of teaching. Lesson plan personalization allows the instructor to make the class unique without deviating from the approved content. Personalization includes adding subject matter details, related personal experiences, and discussion topics which may be needed to cover the topic in greater depth. Personalization also includes the addition of notes to indicate when to stress a point, relate a personal experience, or use an example or analogy.

(2) Subject Matter Detail. This type of information provides technical data such as purposes, descriptions, facts, operations, and functions. Course references (on the concept card) provide this information.

(3) Instructional Techniques. Use well-constructed questions, well-planned media, or additional student/instructor activities to enhance the lesson.

(4) Personal Experience. Relate personal on-the-job experiences to the lesson to increase student interest. Relating personal experiences has the positive effect of reinforcing the practical application of the material. It also serves to increase student interest and motivation.

(5) Examples and Analogies. When possible, support main points of the lesson plan by examples and analogies to simplify the concepts or ideas being taught. Use them as a part of personalization for each lesson.

**c. Review Student Materials**. An instructor influences the transfer of learning by the way the content of the Master Lesson File (MLF) is used. Student materials assist the instructor in the delivery of instruction by providing tools that stimulate the learner and reinforce key concepts. There are two types of student materials: student outlines and supplemental student materials. All student material must be reviewed to ensure they are up to date and support the lesson.

(1) Student Outlines. The student outline is the primary document that supports the instruction. This outline provides the student with a general structure that highlights

the main ideas of the class. The primary purpose for reviewing the student outline is to ensure it is written in proper terms for the student, not the instructor, and to verify that it contains all required components.

(2) Supplemental Student Materials. Supplemental student material is any material, in addition to the student outline, provided to the student prior to or during instruction. Supplemental student materials may include handouts, articles, and reference materials. The use and number of supplemental student materials is optional, and they can be presented in any format that will be easily understood by the student. The primary purpose for reviewing supplemental student materials is to ensure the information does not contradict the information contained in the student outline.

**d. Review Media**. Instructional media can come in many forms. The primary purpose for reviewing media is to ensure that they match the information in the lesson plan and are visible to the students in the instructional setting.

**e. Review Operation Risk Assessment Worksheet (ORAW)**. Instructors must identify the ORAW and review it for safety issues pertaining to the lesson prior to the conduct of the lesson. The ORAW must also contain the Cease Training Criteria (CTC) for the lesson. These criteria detail the circumstances when training must be stopped. The CTC is specified in the safety brief of the introduction in the lesson plan. When there are CTC associated with a practical application or other method, it is reiterated prior to the practical application. Any problems concerning the ORAW (such as acquiring resources necessary to implement controls, etc.) must immediately be brought to the attention of the appropriate authority.

**f. Review Instructor Preparation Guide (IPG)**. The Instructor Preparation Guide is a required element of the Master Lesson File (MLF). This checklist is created to provide the instructor with information that is critical to the preparation for implementing the lesson. Detailed information is given so that the instructor understands what resources are necessary for the lesson. Much of the information provided under administrative information is copied from the concept card. Though this checklist is an MLF item, instructors can make a copy so that they can check off items when preparing for the lesson.

**g. Review Student Test**. The primary purpose for reviewing the student test is to ensure the instructor has a complete

understanding of how the students will be evaluated. Every block of instruction begins with an introduction. One of the steps in the introduction is to explain how the students will be evaluated. By reviewing the test, the instructor will also determine if the test items are supported by the content of the lesson plan, instructional materials, and student materials. The instructor must never use this information to teach specific test items or questions.

**2. CONDUCT REHEARSALS.** Rehearsal is the process in which an instructor practices delivering their lesson. Rehearsing the lesson will reveal the most effective wording, enhance the instructor's knowledge of the subject matter, ensure a smooth flow of the presentation, and increase the chances for success. Rehearsal also provides the instructor a gauge of how their delivery fits the allocated time for the lesson.

**a. Types of Rehearsals.** The three types of rehearsals are: individual, small critical audience, and dress rehearsal. Each of these can stand alone; however, preparation is maximized when they are all conducted in sequence. It is recommended to videotape individual rehearsals when possible.

(1) Individual. The individual rehearsal requires the instructor to practice delivering the material alone. Individual rehearsals can take place anywhere, anytime, and at the convenience of the instructor.

(2) Small Critical Audience. After gaining confidence through individual rehearsal, the lesson should be presented to a small group of people. Ensure the people selected will provide constructive feedback. Because of their knowledge on the subject, other instructors make the best critical audience. Family and friends are not ideal for a critical audience, but they do provide an opportunity to rehearse in front of people. The instructor should be thick-skinned enough to accept feedback at face value.

(3) Dress. The dress rehearsal should be the final rehearsal and most important of all rehearsals. By this point, every effort should have been made to remove any discrepancies in the lesson. This rehearsal should be accomplished in the instructional setting that will be used when the actual lesson is conducted. Rehearse with all media and equipment that will be used on presentation day. Also, make certain any assistant instructors or support personnel are available to rehearse during the dress rehearsal.

**b. How to Rehearse.** There are several keys to remember when rehearsing.

(1) Avoid Memorization. Never memorize the lesson because it will give the presentation a canned effect that causes the instructor to appear robotic. Know the outline (conceptual framework), sequence, and the points to be covered, but do not memorize the lesson verbatim (word for word) from the lesson plan. Below are some recommendations that can help avoid memorization:

(a) Read the lesson plan at least twice and highlight words or key phrases that need to be emphasized. If anything is unclear, request guidance from other instructors.

(b) Research the technical manuals and references to broaden knowledge of the subject.

(c) Review all supplemental material.

(d) Print the media (3 slides per page) and write notes on the right hand side of the page. The notes can include key phrases from the lesson, examples, analogies, stories, or anything else that needs to be mentioned or accomplished when that particular slide is displayed.

(2) Rehearse by Parts. If there is any part of the lesson that feels uncomfortable or needs more practice, rehearse that part separately until you gain confidence with the material and delivery.

(3) Rehearse for Criticism. After completing the previous step, rehearse the lesson for the sake of criticism in front of a small critical audience. This audience should be fellow instructors or curriculum developers responsible for the development of the curriculum.

(4) Rehearse the Whole Lesson. After the instructor rehearses and is comfortable with the different parts, the lesson should be rehearsed from start to finish. An instructor can get a false sense of security when comfortable rehearsing only specific parts. This is essential to ensure that the lesson flows smoothly.

**c. Evidence of Rehearsal.** The following are indicators of effective rehearsal. It is important to note that a lack of rehearsal may cause students to form negative opinions regarding the lesson, the instructor's professionalism and abilities, and

the course or instructional program. However, proper rehearsal will produce the following positive results.

(1) Presentation Flows Smoothly. If the entire presentation flows smoothly, it is most likely due to instructor rehearsal. Conversely, if the presentation is choppy or disjointed, it can be presumed that the instructor did not rehearse appropriately.

(2) Instructor Appears Knowledgeable. When an instructor appears knowledgeable about the subject matter, it is evidence of rehearsal. This provides the instructor with the credibility necessary to gain the respect of the students.

(3) Instructor Appears Comfortable. The next consideration is whether or not the instructor appears comfortable in the classroom. The instructor should know where all the equipment and media are located and the presentation should not be interrupted because the instructor could not operate the equipment or media. If the instructor appears relaxed while delivering the presentation, then he or she most likely spent enough time rehearsing.

(4) Time Limit. Further evidence of rehearsal is the effective delivery of the instruction within the time allocated. If the instructor remains within the time limit, then it is most likely due to rehearsal.

### **3. PREPARE THE INSTRUCTIONAL ENVIRONMENT.**

Prior to delivering instruction, the instructor must prepare the instructional environment for an organized and smooth presentation to maximize the transfer of knowledge and skills. The instructional environment refers to the instructional setting (classroom), media/equipment, support personnel, student materials, and the administrative functions the instructor must perform.

**a. Prepare Instructional Setting (Classroom)**. The instructor must ensure that the instructional setting replicates the job setting as much as possible. This is achieved by organizing and placing required equipment or supplies, as they would be in the job setting. The instructor must also ensure that the instructional setting is conducive to learning. This is accomplished by ensuring the following:

(1) Lighting and ventilation are adequate, media equipment is accessible, and the climate control is functioning properly.

(2) Chairs and desks are available for each student.

(3) Unnecessary distractions are removed.

(4) If an outdoor area is to be used, the instructor must survey the area to ensure it can be prepared per the specific lesson plan and local Standing Operating Procedure (SOP). An alternate site should be designated in the event the primary site cannot be used.

(5) Ensure that all ORM and safety considerations have been addressed.

**b. Prepare Media/Equipment.** Prior to the class the instructor must gather and set up all the instructional equipment and media required for the presentation of the lesson. Equipment can include items such as DVD players, projectors, computers, etc. Media can include board media (chalkboards, dry erase boards), established media (actual item, printed materials), computer media (Computer-Based Tutorials, Interactive Media Instruction), and multimedia (computer aided graphics, audio, video). Equipment and media preparation should include a review of the following requirements:

(1) All the required equipment is operational. If the equipment cannot be repaired or replaced, alternate media must be obtained.

(2) The media must be easily seen and heard from any part of the instructional area.

(3) The equipment is in good condition. The media is appropriate to the subject matter and target audience.

**c. Brief Support Personnel.** Support personnel include assistant instructors, demonstrators, role players, Corpsmen (when applicable), and any other personnel who will be involved in the presentation or support of instruction. The instructor must brief support personnel so that each person's role is clearly understood.

(1) The primary instructor is responsible for ensuring that all personnel are informed when to meet. Some personnel may need to be at the instructional area early to secure and set up equipment or to have student materials in place prior to the start of the class.

(2) Demonstrators should be briefed on their roles and, if time permits, a walkthrough of the demonstration should be conducted prior to instruction.

**d. Prepare Student Materials.** The instructor must ensure that all materials required by the students are available, in good condition, and ready to be distributed. These may be student outlines or supplemental student materials.

**e. Personal Appearance.** One of the last things to do before "stepping on the platform" is look in the mirror to check personal appearance. Whether military or civilian, an instructor must make sure that their attire is neat and professional. An instructor who appears before a class looking sloppy and unkempt can distract the learners' attention from the material.

**REFERENCES:**

Systems Approach to Training Manual