



CFI Training and Teaching

From Plan to Presentation

- Creating a Lesson and Delivering it

From Plan to Presentation

What we will cover

Why lesson plans are problematic, and what you can do about it

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What we will cover

Expectation of the CFI in training regarding lesson plans

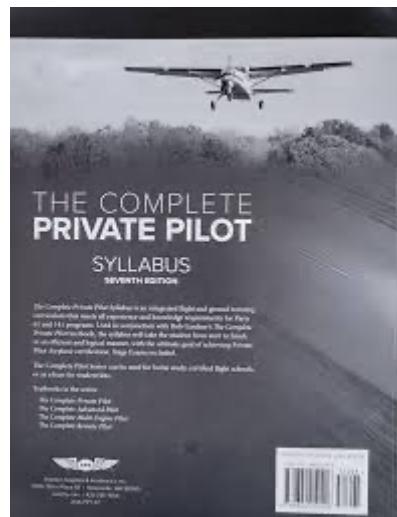
"I need a lesson plan to show me how to teach something – Wrong – That's what teaching is. It varies with the learner

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What we will cover

What is a Syllabus?

Many don't know because we are teaching CFI applicants to pass a checkride and not teach the entire course(s)



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What we will cover

Why checkride lesson plans don't work in the real world



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What we will cover

Using images and video correctly



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What we will cover

What should be in a lesson plan?

Lesson Plan for Spanish 1 – An Introduction to Spanish	Lesson Plan for Spanish 1 – An Introduction to Spanish
Day 10: Introducción	<p>• Use gestures when introducing yourself, your partner, and your family members when meeting new people.</p> <p>• Use the verb <i>ser</i> to describe your family members, age, and interests.</p> <p>• Use adjectives and adverbs to describe your partner and yourself.</p> <p>• Practice first, middle, and last names using gestures and cards to help you remember the order of the names.</p>
Day 11: Introducción	<p>• Use gestures to introduce the following family members:</p> <ul style="list-style-type: none"> • <i>Abuelo</i> (Grandpa) – <i>abuelo es mi abuelo</i> • <i>Abuela</i> (Grandma) – <i>abuela es mi abuela</i> • <i>Padre</i> (Dad) – <i>padre es mi papá</i> • <i>Madre</i> (Mom) – <i>madre es mi mamá</i> • <i> Hermano</i> (Brother) – <i>hermano es mi hermano</i> • <i> Hermana</i> (Sister) – <i>hermana es mi hermana</i> • <i> Hermano menor</i> (Younger brother) – <i>hermano menor es mi hermano menor</i> • <i> Hermana menor</i> (Younger sister) – <i>hermana menor es mi hermana menor</i>

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What we will cover

How to deliver a lesson to a student from a lesson plan



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Checkride lesson plans are disconnected from real flying

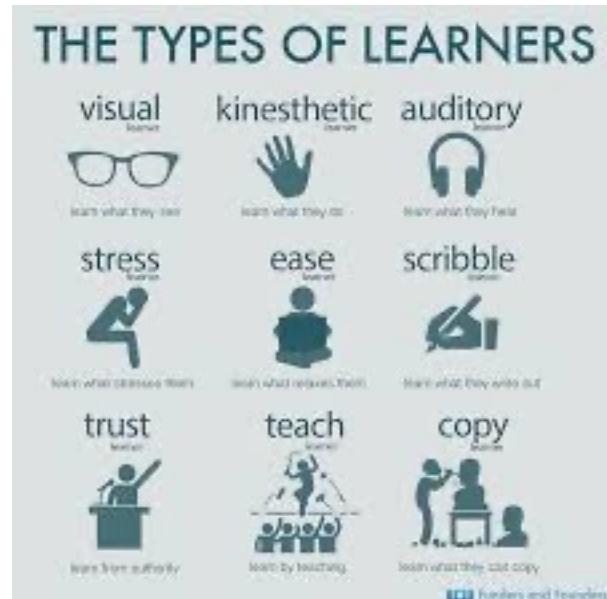
Checkride lesson plans assume the learner hasn't taken a ground school or online course. You are providing all of the training – Ground and Flight



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Checkride lesson plans are disconnected from real flying

Checkride lesson plans don't consider the learner – One size fits all



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What is a lesson plan?

An outline of what to cover/do for a single instructional period

STAGE 1 FLIGHT LESSON 4	
Dual—Local (1.0)	
<small>Note: A visual training device is required for 0.2 hours of dual instrument time allocated for Flight Lesson 4.</small>	
LESSON OBJECTIVES	
<ul style="list-style-type: none">Practise the maneuvers listed for review to gain additional proficiency and demonstrate the ability to recognize and recover from stalls.The learner will also receive instruction and practice in the maneuvers and procedures listed below. In addition, the learner will demonstrate the established practice of airplane control by instrument reference (IFR).Instructor may demonstrate (controlling, accelerated maneuver, control-coast, and elevator trim) stalls.Instructor will be in procedures related to aircraft operations, steep turns, and high, slow, and fast recovery.	
CONTENT	
Introduction	<ul style="list-style-type: none">Systems and Equipment MalfunctionsEmergency ProceduresEmergency DispatchEmergency Approach and LandingEmergency Equipment and Survival GearClimbing and Descending Turns (MDT)
Routine	<ul style="list-style-type: none">Airport and Runway Markings and LightingApproach and Configuration ChangesFlight of Approach SpeedFlight at Various Airspeeds from Cruise to Slow FlightManeuvering During Slow FlightPower Off StallsPower-On StallsNormal Takeoff and LandingCollective Attitude ProceduresTug/Tow
COMPLETION STANDARDS	
<ul style="list-style-type: none">Displays increased proficiency in coordinated airplane attitude control during basic maneuvers.Identifies uncoordinated maneuvers.Identifies uncoordinated communications and traffic pattern procedures.Completes landing with instructor assistance.Demonstrates basic understanding of steep turns, slow flight, stall, stall recovery, and emergency recovery.Displays demonstrated stalls.Indicates basic understanding of airplane control by use of the flight instruments.	

What should be in a lesson plan

Title – Name of the lesson/maneuver/topic

Objective – What will be accomplished

Motivation – Why is learning how to do this or understand this necessary?

Schedule – How long is this lesson going to take

Equipment – What instructional aids or other resources are necessary?

What should be in a lesson plan

Elements – The key concepts that make up this maneuver/topic in a logical order

Instructor's Actions – What does the instructor need to do? Quiz, briefing?

Student's Actions – What does the learner need to do? Pass a test, repeat the briefing?

Common Errors – What are the common errors for this – AFH for maneuvers

Learning Outcome – What should the learner be able when the lesson is done?

Why Checkride Lesson Plans Don't Work in the Real World

1. They don't consider the learner taking an online or ground school
2. Everyone learns differently and at different paces
3. No recognition that the lesson can be taught at different levels such as:
4. Took a ground school and understand it, flight review, stage check etc.

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What you'll use the most in real world instruction

A preflight briefing for every maneuver – 5 min or so that includes:

What and How – Not Why

The entire presentation should fit on a normal classroom whiteboard

Important Terms

Course of Training:

A sequence of courses/labs/flights etc. that lead to a certificate, degree, diploma etc.

Important Terms

Syllabus:

A roadmap for a class/course

Outlines what must be covered and in what sequence

NOTE: Aviation 141 syllabi state minimum times – most other syllabi outside of aviation state total available time

Using Images is Important

The right image can convey a lot quickly

Video is great, but use snippets and not the entire video. You are still the teacher
Tailor the way you use an image or video to the student's needs

Problems with making lesson plans

Omission of key concepts

Trying to do it from memory or by just using the ACS – You'll miss things use AFH
Disconnected content and flow issues – Looks good on paper but fails on delivery

Critical Steps

You MUST teach the lesson plan out loud after it's done – even if only to you
You MUST use the same instructional aids that you will actually be using for the lesson

Commercially Produced Lesson Plans are Acceptable

Aviation Instructor's Handbook Chapter 7:

"The use of commercially developed lesson plans are acceptable including for flight instructor practical tests."

One Size Doesn't Fit All

If you need more than an outline and images/worked examples –
You don't understand the content well enough to teach it

One Size Doesn't Fit All

1. Where is the learner in the training process – Syllabus
2. How well is the learner progressing and at what pace?
- 3.cHow does your learner like to learn new things?

One Size Doesn't Fit All

Are there any barriers to communication such as:

Language, cultural/generational norms, lack of core knowledge or concepts

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What you need

Checkride lesson plans for the checkride

Preflight briefings – 5 min. versions of the checkride lesson plans

Knowledge of the learner overall

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How to deliver a lesson from a lesson plan

- Don't:
 - Read the lesson plan
 - Give it to the student while teaching the lesson
 - Project the lesson plan on a smart tv or have a completed whiteboard prior



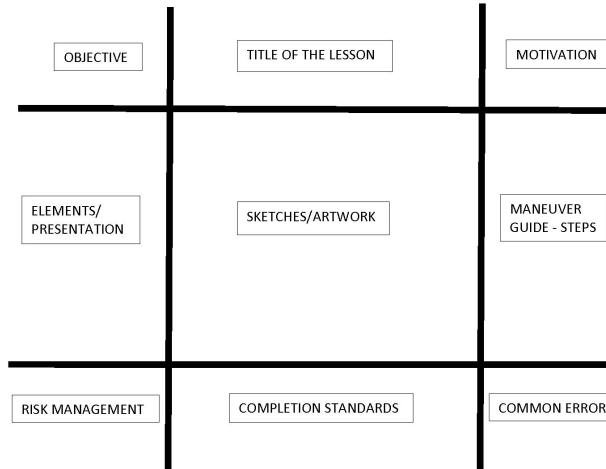
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How to deliver a lesson from a lesson plan

- Do:
 - Segment the board or create a lot of slides – no sentences or paragraphs
 - Develop key points then record each as a bullet
 - Don't write an entire procedure with all the steps at once – Do one at a time
 - Deliver the lesson around a single or small number of concepts – ask if they understand only then

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How to deliver a lesson from a lesson plan



Instructions for use:

1. Divide a whiteboard with large horizontal and vertical lines in the approximate proportions above. (Don't write the words in the template on the whiteboard, they are just for your reference for what goes where).
2. Use CFI Bootcamp's Lesson Plans and as you step through the lesson place key points in the spaces on the whiteboard in the labeled spaces as you teach the lesson.
3. Don't complete the whiteboard all at once. Place the key points on the spaces on the whiteboard as you go.