

## Performance Objective 6: Public Speaking

### Enabling Objectives:

1. List the principles of instruction.
  2. List methods of instruction.
  3. Prepare a lesson plan.
  4. Ask questions.
  5. List five types of verbal support.
  6. Make a visual aid.
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Introduction. The learning process is internal, and cannot be directly observed. Therefore, to determine if learning is occurring, we must observe changes in human behavior. Learning is a relative change in behavior resulting from experience. Because learning is essential to the Young Marines Program, it is vital for instructors to understand how people learn. Learning occurs under a variety of conditions, depending on the nature of the skills, attitudes, or knowledge to be learned. Learning occurs under a variety of conditions, depending on the nature of the skills, attitudes, or knowledge to be learned. Instruction must be planned and given accordingly. An effective instructor will:

- a. Master the material being presented;
- b. Observe Principles of Instruction when planning a lesson;
- c. Make the learning process as successful as possible; and,
- d. Present subject matter so that it is easily understood.

### E.O. 1. List the Principles of Instruction.

To assist you in developing your skills as an effective instructor the Young Marines have adopted principles of instruction called ICEPAC. ICEPAC is an acronym for **Interest, Comprehension, Emphasis, Participation, Accomplishment, and Confirmation**. There are two basic types of instruction you will provide to your Young Marines—knowledge and skill. Knowledge lessons are lessons that teach Young Marines what they need to know or remember. Skill Lessons are lesson that teach Young Marines what they need to do. Regardless of what type of lesson you are instructing you will need to apply ICEPAC. Below are tables using ICEPAC to assist you making your lessons more effective and interesting to your Young Marines.

- a. **Interest.** You must create and maintain the interest of the Young Marines. The use of competitions and games are an excellent way to stimulate curiosity and maintain interest. The table below provides some techniques to capture interest on different factors.

FACTOR	TECHNIQUE
Information	Inform Young Marines of the purpose of the lesson and the advantages this new knowledge or skill will give them.
Enthusiasm	Display enthusiasm for the subject matter, and motivated the Young Marines to be enthusiastic about it.
Variety	If practical, use more than one instructor (team teaching) to present material. Use an appropriate variety of training aids.
Realism	Move away from the classroom and conduct training under realistic conditions.
Participation	Involve Young Marines in knowledge lesson by asking questions. Ensure Young Marines participate early in a skill lesson. Use speed and/or ability competitions or games to reinforce learning toward end of lessons.

**b. Comprehension.** You must make sure that each Young Marine understands what is being taught. Determine the knowledge level of the class, and teach at that level. Allow time for questions from the class. You will be able to judge their comprehension by the questions asked.

FACTOR	TECHNIQUE
Logic	Organize material into logical order by proceeding from known to unknown, and moving from the simple material to the more difficult.
Questions	Ask questions throughout a knowledge lesson to assess Young Marine comprehension.
Observation	Watch for unusual expressions that may indicate a Young Marine's difficulty. Observe Young Marines as they practice skills to help them correct mistake.
Review	Ask review questions at the start of class to ensure Young Marines are at the required level.
Assignments	Review any end-of-class assignments prior to the start of next class.

**c. Emphasis.** Some points are more important and require you to make them stand out. Try to use as many senses as possible in your lessons. Touch, sight, hearing, and even taste and smell can help Young Marines remember a teaching point.

FACTOR	TECHNIQUE
Scheduling	Allocate teaching time to the importance of the teaching points (TPs) of the lesson.
In-class review	Repeat TPs during lesson.
Reinforcement	Knowledge - ask questions. Skills - practice. Attitude - Discuss, act out scenes, and/or use audio-visual aids to support TPs.
Post-class review	Encourage note taking for later review, distribute handouts covering essential elements of TPs.

**d. Participation.** If the Young Marines are actively involved with the lesson they will retain the information better—learn by doing. Get everyone involved by doing practical exercises, games, etc. In large groups, ask questions, divide into smaller work-groups, or conduct activities where many can participate at once. Ensure that participation is encouraged from all Young Marines. Allow Young Marines who are doing well to mentor Young Marines who are having difficulty. Avoid activities that focus on only a few Young Marines.

LESSON	TECHNIQUE	GUIDELINE
Knowledge or Attitude	Ask questions.	Ensure questions are thought provoking and open-ended.
	Ensure Young Marines take part in-group or guided discussions.	Encourage them to stay on topic.
Skill	Ensure early involvement by Young Marines.	Stress importance of doing it right the first time.
	Ensure ample practice time.	Make sure sufficient supplies and equipment are available.
	Maintain close supervision during practice session.	Correct mistakes as they occur.

**e. Accomplishment.** Give the Young Marines a feeling of success by telling them that they have done well in the lesson. If some Young Marines had difficulty in the class, spend some extra time with them and encourage them. Maintaining a sense of accomplishment requires that Young Marines use the knowledge or skill that they learned again soon after the class, and that new skills and knowledge are tied into previous learning.

FACTOR	TECHNIQUE
Inform Young Marines of TPs	Young Marines know what is expected of them.
Be clear and concise	Young Marines learn easily, which creates satisfaction.
Keep Young Marines informed of their progress	Young Marines take responsibility for their progress. Young Marines can build on strengths and weaknesses.
Compliment Young Marines on good work.	Young Marines want to continue doing work the correct way.

**f. Confirmation.** It is your responsibility to ensure that learning has occurred. Do this by confirming the information at the end of each stage and at the end of the overall lesson. You can ask questions or give an end of lesson test.

FACTOR	TECHNIQUE
Practice	Observe the Young Marines practice skills.
Exercises	Provide exercises or guide discussions that stress the key points of the lesson.
Questions	Listen carefully to answers to questions.
Tests	Conduct end of lesson tests and periodic Performance Objective Reviews.
Observations	Note and provide feedback of Young Marines behavior.

## **E.O. 2. List Methods of Instruction.**

Choosing a Method. The method of instruction must match as closely as possible the environment where the Young Marines will use their new skill, knowledge or attitude.

1) Lecture Method. The lecture method is used to impart specific knowledge or attitudes to Young Marines.

a) Advantages of using the lecture method are:

- i) Large class size;
- ii) Large amount of material can be covered;
- iii) No elaborate equipment required; and,
- iv) Preparation is simple.

b) Disadvantages are:

- i) Young Marines who have difficulty with information have less opportunity for individual confirmation;
- ii) Some Young Marines do not learn by only listening; and,
- iii) Complex information is not easily remembered.

A successful lecture is interactive and includes group discussions, question and answer periods, interesting visual aids, and/or using handouts to help the Young Marine assimilate the information.

2) Demonstration-Performance Method. The demonstration-performance method is based on two main human tendencies: people learn by doing, and people learn by imitating. It is primarily used for learning skills. The Young Marines observe the performance of the target skill and rehearse it under controlled conditions.

a) The advantages of this method are:

- i. The Young Marines participate in the learning and therefore the level of interest can be kept high;
- ii. There is opportunity for Young Marine who have difficulties to get assistance from the instructor; and,
- iii. The instructor knows at each stage of the lesson whether the Young Marines are gaining the skills.

b) Disadvantages are:

- i. The class size must be small in order to allow the instructor time to assess each Young Marine's development; and,
- ii. The Young Marines will learn from and imitate the instructor, so the instructor must be very comfortable and confident with the skill.

The four essential phases of this lesson are:

PHASE	ACTION	DESCRIPTION
1.	Explanation	Instructor describes skill to be learned and why it is needed, and then describes each step to be followed plus the desired end result.
2.	Demonstration	Instructor demonstrates exact procedure (complex skills are demonstrated in "slow-time" or distinct parts). Each step may be explained as demonstrated. Young Marines are provided the opportunity to ask questions
3.	Supervised Performance	Young Marines practice the skills step-by-step under supervision. (Complex skills are practiced in slow time until Young Marines are competent enough to try them at normal speed.) Supervisor provides assistance, correction, or re-demonstration as necessary. Practice under supervision continues until mastery is achieved.
4.	Evaluation	Young Marines are informed of standard required. The instructor verifies mastery by administering the appropriate lesson check or test/enabling check/ PO check. The instructor supervises check closely and informs Young Marines of results as soon as practically possible.

3) Other methods of instruction include:

- a) **Discussion method** - Young Marines are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material;
- b) **Tutorial method** - instructor works directly with an individual Young Marines;
- c) **Seminar method** - instructor works directly with small group(s) which solve problems or tackle assignments as a team;
- d) **Independent study** - Young Marines receive instructional materials and work through them independently—the instructor monitors work that is produced;
- e) **Study assignment method** - self-directed learning where Young Marines complete assignments or exercise at their own pace. Suitable for senior, mature Young Marines;
- f) **Field trip** - a planned learning experience outside your local headquarters where Young Marines observe "real-life" application of the skill being learned;
- g) **Games and role-playing methods** - giving Young Marines the opportunity for interaction in friendly competition, skill challenges, or by playing out target behaviors in realistic scenarios;

- h) **Opportunity teaching** - the instructor chooses a suitable moment to introduce a new skill, attitude or knowledge because the Young Marines are in an environment to give this new information meaning—e.g. on a hike, teaching lighting a stove right before lunch;
- i) **Behavior modeling** - Young Marines acquire new behavior by observing live or video models and then rehearsing the behavior; i.e. drill movements.
- j) **Peer learning and mutual instruction** - Young Marines are provided materials and direction, and then teach their peers using those materials and information;
- k) **Mentoring** - Young Marines who are strong in a subject are paired with Young Marines who are having difficulty. Mentoring also works with pairing senior Young Marines with junior Young Marines to give guidance, instruction and behavior modeling; and,
- l) **On the job training** - Young Marines are placed into real roles and supervised closely—by doing the “job” the Young Marines pick up the skills, knowledge and attitudes required.

### **E.O. 3. Prepare a Lesson Plan.**

- 1) **Purpose of the Lesson Plan.** The lesson plan is a method for organizing teaching material on paper. It is personal to the instructor and particular to the lesson being taught. The lesson plan contains the information included in the applicable Young Marine Guide and other appropriate resources along with the personal ideas and thoughts of the instructor. A lesson plan is essential to good teaching because it helps you in organizing your lesson, gives you a sense of confidence, provides a ready reference if you forget your place while instructing and it ensures that the information is presented in a logical sequence.
- 2) **Young Marine Guide.** The key to successful instruction is careful planning.
  - a) The Young Marine guide is typically divided into nine (9) Performance Objectives (PO). Each PO is divided into several Enabling Objectives (EO).
    - i) Performance Objective 1—Close Order Drill
    - ii) Performance Objective 2—Essential Subjects
    - iii) Performance Objective 3 - Field Skills
    - iv) Performance Objective 4 - Map & Compass
    - v) Performance Objective 5 - Drug Resistance
    - vi) Performance Objective 6 - Public Speaking
    - vii) Performance Objective 7 - Leadership

viii) Performance Objective 8—Citizenship

ix) Performance Objective 9—Physical Fitness & Health

b) The instructor must refer to the particular Performance Objective to confirm the specific Performance Objective and Enabling Objective are being covered in your lesson. A typical Lesson Plan will show:

i) Who the class is for: (ex. Basic Young Marines)

ii) The Performance Objective: (ex. PO 1)

iii) The Enabling Objective(s) covered: (ex. EO 1, 2, 3, 4, 5, and 6)

iv) Teaching Points (TP)

v) Time allotted for class

vi) Method of instruction recommended for class

vii) Substantiation

viii) References, Training Aids required

ix) Test details

3) Preparing a Lesson Plan. The lesson plan is an essential tool to ensure that instruction follows a specific, well-planned, goal-oriented design.

a) The lesson plan is divided into the following parts;

i) Introduction—build Young Marine’s interest and motivation;

ii) Body—present each teaching point;

iii) End of Lesson Test—confirm Young Marines mastery of the TPs; and,

iv) Conclusion—summarize key points and link to future lessons.

b) Introduction (may take 10% of lesson time) and includes:

i) Who - introduce yourself;

ii) What - they will be taught in this lesson, specifically listing the goals for the class (TPs);

iii) Where - they will apply this information;

iv) How - the Young Marines will be tested at the end of the lesson; and,

- v) Review - of the previous material as required.
- c) Body (may take 75% of lesson time). The body of a lesson plan presents the TPs divided into a series of stages:
  - i) Briefly introduce each stage;
  - ii) Present each teaching point clearly;
  - iii) Young Marines participation in a skill stage should involve lots of practice of the skill, while a knowledge stage should involve a lot of questions and discussion on the content; and,
  - iv) Confirm each stage.
  - v) End of Lesson Test (may take 10% of lesson time) are based on the lesson objective. Guidelines for end-of-lesson test include:
    - vi) Written test - good for knowledge-based material;
    - vii) Observation of skill - plan required to manage and observe the skill; and,
    - viii) Combination of both - requires a plan to manage both.
- d) Conclusion (may take 5% of lesson time) allows for summarization of key points and links them to coming lesson and "On-the-Job" use. An effective conclusion includes:
  - i) Summary - review TPs re-emphasize main points;
  - ii) Closing statement - link class to future lesson; and,
  - iii) Re-motivating statement - re-state the importance of the lesson.

#### **E.O. 4. Ask Questions.**

##### 1) Purpose for Asking Questions.

- a) There are six purposes to asking questions:
  - i) Stimulate mental activity - challenge and alert Young Marines;
  - ii) Evaluate learning - validates the learning;
  - iii) Arouse and maintain interest - involves the Young Marine;
  - iv) Teach problem solving skills - instructor presents problems through questions and Young Marines must solve;
  - v) Guide and provoke thought—allows the instructor to guide thinking through development of a lesson; and,
  - vi) Control a lesson—open, close, or direct discussion, or highlight certain points.



- 2) The qualities of a good question are:
  - a) It is easily understood;
  - b) It is complete and clear;
  - c) It should use appropriate vocabulary; and,
  - d) It should have only one correct answer.
  
- 3) Two types of questions are commonly used in a classroom lesson:
  - a) Participation question—used during the lesson to simulate and maintain interest, promote mental activity, and guide the thoughts of the Young Marines; and,
  - b) Evaluation question—used before the lesson, or at the end of each stage of the lesson to confirm the Young Marine’s level of comprehension.
  
- 4) Other types of questioning techniques are:
  - a) Lead-off—you start off with the beginning of the answer, but let the Young Marines think, then answer;
  - b) Follow-up—used after an important teaching point;
  - c) Overhead—ask a question to the whole class;
  - d) Direct—ask a specific question to a specific person; and,
  - e) Reverse and relay—if someone is not quite getting the answer, relay it to someone who can help him or her out.

Instructors should always encourage questions.

<b>SITUATION</b>	<b>TECHNIQUE</b>
Beginning of lesson	Assure Young Marines that questions are welcome.
Easy question	Occasionally, pass a question to another Young Marine, creating interest and encouraging participation.
Irrelevant question	Politely reject a question if totally unrelated to the subject being presented.
Answer unknown	If you do not know the answer, tell the class that you do not know, but will get back to them.
Question not heard or understood	Ensure all Young Marines heard and understood the question.
End of lesson	Invite questions at the end of the lesson to ensure full comprehension.

## **E.O. 5. List Five Types of Verbal Support.**

- 1) Verbal Support. Good instruction must be convincing to be successful. TPs are accepted more readily when the instructor illustrates statements using verbal support techniques.
  - a) There are five types of verbal support techniques. To remember the types of verbal support use the acronym CREST:
    - i) Comparisons - link the unknown to something familiar. Used to bridge the gap between present knowledge and knowledge to be learned. Take the information in the lesson being taught and compare it to something from everyday life. The comparisons must be meaningful and relevant.
    - ii) Reasons - a logical explanation that answers the question “why” and explains why they are learning this material, or why a rule or SOP was created.
    - iii) Examples - used to clarify and simplify an idea. Examples should be relevant to the Young Marines background so they can relate to what you are trying to explain.
    - iv) Statistics—factual information to emphasize or support, e.g. “one out of every three Young Marines will attend a summer training center this year.”
    - v) Testimony—the instructor can quote an authority on particular subjects, or relate a true story from their own experience to clarify a teaching point.
  - b) Verbal support can also be used to:
    - i) Create interest;
    - ii) Clarify and illustrate;
    - iii) Emphasize; and,
    - iv) Add variety.

## **E.O. 6. Make a Visual Aid.**

- 1) Training Aids. A visual aid is any resource or item used by the instructor to clarify, simplify or reinforce instruction—“a picture is worth a thousand words.” Four types of training aids commonly used are audio-visual aids and programs, training equipment, training devices, and simulators.
  - a) Audio-visual aids are used to:
    - i) Emphasize or explain a TP;

- ii) Bring realism to the classroom;
- iii) Maintain interest; and,
- iv) Assist the Young Marine in understanding lesson material.

b) Type of audio-visual aids include:

- i) Overhead projector (OHP) - used in front of the class by the instructor, with easily prepared transparencies, and can be used to provide lesson continuity by only uncovering the points as the lesson progresses;
- ii) Chalkboard (and white board) - easy to use and can be prepared before lesson but requires good writing skills and instructor often has their back to the class;
- iii) Flip chart - portable, easy to store and very flexible but requires neat hand writing;
- iv) Projected material (videocassette, films, computer, and slides) - provides realism and is attention getting but requires planning to acquire and use in the lesson. If necessary, explain each image on the screen. And prepare questions in advance so that the Young Marines will watch with a purpose;
- v) Models - easily permits Young Marines to see and operate realistic parts or machines without consequences of errors although cost, storage and class size may be problems;
- vi) Actual object - add realism by getting Young Marines to handle the actual item however, sufficient items must be provided for the class to use, ideally one item for each Young Marine; and,
- vii) Still graphics - use prepared charts, diagrams, sketches, drawings and photographs to show an object or location that otherwise would be impossible to explain.

2) Using a Training Aid. To achieve maximum effectiveness from a training aid, the instructor must plan, prepare, select and use it carefully. Some guidelines to follow when using training aids are:

- a) Preparing the aid - ensure it is in good condition, available for the lesson, and that you are able to use it effectively considering class size, time available and ease of presentation;
- b) Preparing the instructor (you) - ensure lesson plan contains notes or cues on use and timing of each aid and practice the lesson using the aid;

- c) Preparing the classroom - place training aid(s) in classroom before the lesson, checking visibility from all parts of the room. Leave it covered or turned off until needed;
- d) Preparing the Young Marines - explain the function and purpose of the aid, and how it helps achieve the instructional objective:
- e) Presenting the aid - ensure that you do not block the Young Marines view of the aid and encourage questions about the aid. (Note - the instructor must be present during a presentation in order to answer any questions and correct any problems with the equipment); and
- f) Applying the aid - if the objective calls for the Young Marines to use the aid, have them start immediately after your presentation while memory is fresh.

**PERFORMANCE QUALIFICATION REVIEW**  
**Performance Objective 6: Public Speaking**

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
<b>1</b>	<b>List the principles of instruction.</b>	
a	The Young Marine knows the 6 principles of instruction.	
b	The Young Marine can give examples for each of the 6 principles of instruction.	
<b>2</b>	<b>Talk for 5 minutes on a drug you researched in Performance Objective 5.</b>	
a	The Young Marine can name 5 methods of instruction.	
b	The Young Marine can give a speech using at least 2 different methods of instruction.	
<b>3</b>	<b>Prepare a lesson plan.</b>	
a	The Young Marine can successfully prepare a lesson plan using the information in this chapter.	
<b>4</b>	<b>Ask questions.</b>	
a	Can name 3 of the 6 purposes for asking a question.	
b	Can name the 2 types of questions commonly used in a classroom lesson.	
<b>5</b>	<b>List five types of verbal support.</b>	
a	Can name the 5 types of verbal support.	
b	Can give examples of 2 of the 5 types of verbal support.	
<b>6</b>	<b>Make a visual aid.</b>	
a	Upon given a subject, the Young Marine can successfully create visual aids as support.	