

SUBCOURSE
IS1703

EDITION
B

US ARMY ARMOR SCHOOL
METHODS OF INSTRUCTION-
EFFECTIVE SPEAKING



THE ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT
ARMY CORRESPONDENCE COURSE PROGRAM

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SUBCOURSE IS 1703
METHODS OF INSTRUCTION - EFFECTIVE SPEAKING

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SUBCOURSE IS 1703

METHODS OF INSTRUCTION-EFFECTIVE SPEAKING

GENERAL INSTRUCTIONS

This subcourse consists of two lessons and an examination.

You will earn three credit hours upon satisfactory completion of this subcourse.

No materials are required other than those provided with this subcourse booklet.

You may spend an unlimited number of hours on this subcourse. However, you should be able to complete the study resources, practice exercises, and examination in approximately three hours.

Thoroughly study the study resources, work all practice exercises, and study their accompanying solutions. If you incorrectly complete a practice item, recheck the study resources and make sure you understand the solution. When you have correctly completed the last practice exercise, proceed to the examination.

The examination in this subcourse is multiple choice. Each statement is followed by four possible answers. Select the best answer and mark your selection in the subcourse booklet.

Before transferring your answers onto the examination response sheet, check the preprinted data on the response sheet to make sure your social security number, the subcourse number, and the edition number are correct. If any of this preprinted data is incorrect, do not make the change on the response sheet; simply call or write your counselor immediately so that a corrected response sheet can be sent to you.

Now transfer your answers onto the response sheet, carefully following the instructions printed in the INSTRUCTIONS block. Be sure to mark only one response for each examination question.

Following the examination, you will find the Subcourse Inquiry Sheet and Subcourse Evaluation Sheet. Use the inquiry sheet to submit any questions you may have on the subcourse. Use the evaluation sheet to tell us your objective opinion of the subcourse. Any comments to help us improve this subcourse will be appreciated.

After completing and mailing the evaluation sheet, inquiry sheet, and examination response sheets, you may keep the remainder of the subcourse booklet and any other materials provided with it for future reference. You will need the booklet in case you must submit a second response sheet.

If you are taking this subcourse as part of an Armor course and have satisfactorily completed all requirements, you will receive a diploma issued by the Army Training Support Center. If you prefer an official Armor School diploma, submit a request with a copy of your USATSC-issued diploma to the Armor School.

Instructor guides for Armor subcourses are available for use in a group study program. They will help you train other personnel to perform the objectives covered. Any group leader who intends to use an Armor subcourse in a group-study mode may obtain an Instructor Guide by submitting a request to the US Army Armor School, ATTN: ATSB-DOTD-LD-ET, Fort Knox, Kentucky 40121-5200.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

INTRODUCTION

The objective of this subcourse is to familiarize you with current techniques of instruction including use of programmed texts, television, and video tape; techniques of conducting an oral presentation including military briefings; procedures for holding small group discussions; and characteristics and procedural steps of an effective program for supervising instruction.

Most officers and senior noncommissioned officers have had training and experience as instructors. Therefore, this subcourse does not teach the fundamentals and the basic techniques of instruction. Rather its purpose is to provide an explanation of the current methods of instruction and the techniques that you can use to improve the instruction in your unit.

As an officer or senior noncommissioned officer, you must supervise instruction. You must make sure your men can learn and perform their tasks to required standards. This subcourse will teach you how to determine the appropriateness of the instructional media, evaluate the quality of the instructional media, evaluate the quality of the training, and supervise the training in your unit in order to improve not only the soldiers' quality of training but also their learning achievement.

This subcourse uses a programmed text format requiring you to interact with the study materials. It is in logically developed frames consisting alternately of an information frame and a reinforcement frame. Each information frame includes a requirement to complete or a response to construct. When you have done this, turn to the next page for the reinforcement frame and the correct response. Compare your response with the correct one and, when you are Satisfied with your understanding of the correct response, proceed to the next information frame on the following page. Repeat this process for the remaining frames in the subcourse.

The text is organized in horizontal frames with an upper and lower frame on each page. Work all the upper frames first until you are instructed to return to an earlier page and work the lower frames.

This subcourse is based on FM 22-100, FM 101-5, and other material approved for US Army Armor School instruction. It reflects the current position of the US Army Armor School and conforms to published Department of the Army doctrine as of the date this edition was printed. However, constant development and revision of resources may subject this text to change. Answer the subcourse examination questions in light of information in this subcourse, not on individual or unit experience.

- SUGGESTIONS.....
1. When you study an information frame, don't look ahead to the response frame to read the correct answer before you've written your response.
 2. Don't be concerned if your response doesn't exactly match the answer shown. If it expresses the same general idea, it is good enough.
 3. If your response is completely different, re-read the frame to see where you made your mistake.
 4. Remember, your responses within the programmed text are not graded. Your grade is based on the examination that you complete at the end of the subcourse.
 5. Complete the practice exercise at the end of each lesson and grade your own answers.
 6. Do not complete the examination until you are satisfied with the responses you gave in the programmed text.

Begin work with Lesson One on p. 2 (upper frame) and work through frame 41B on p. 84 where you are instructed to return to p. 3 and work the lower frames.

LESSON ONE

OBJECTIVE 1

TASK: Conduct an Oral Presentation.

CONDITIONS: Provided subcourse booklet, IS 1703 with situational examples of the elements that make up the three main parts (Introduction, Explanation, and Summary) of an oral presentation.

STANDARD: Presentation must include-

- a. An introduction that establishes student contact and interest and provides scope and objectives of the subject.
 - b. An explanation in which the main teaching points are addressed, effective transitions are used, and student interest is maintained.
 - c. A summary that clarifies student questions, provides a summary of main points, and includes a closing statement.
-

I. LEARNING ACTIVITY--OBJECTIVE 1.

This learning activity covers making an oral presentation. Upon completion of this activity, you will be able to explain the purpose, organization, and content of the three main parts of an oral presentation.

1A. As a military instructor, you will frequently teach your students using oral presentations. An effective oral presentation has three parts: the introduction, the explanation, and the summary of review. Remember the adage: "Tell 'em what you're gonna tell 'em, tell 'em, and then tell 'em what you told 'em." The three parts of the oral presentation are:

- a. _____.
- b. _____.
- c. _____.

42A. Now, as a means of getting one more look at the ways of providing emphasis in an oral presentation, list the six ways we have discussed.

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.
- f. _____.

- 1B. a. Introduction.
- b. Explanation.
- c. Summary.

-
- 42B. a. Attention-getting statements.
 - b. Summaries.
 - c. Training aids.
 - d. Speech techniques.
 - e. Repetition.
 - f. Oral questions.

2A. Let's examine the first part of an oral presentation, the introduction. By means of the introduction, the instructor sets the stage for his presentation. The introduction will vary in length, depending on the nature of the subject and the teaching situation. The introduction must accomplish three essential actions: it must establish contact between the instructor and his class, arouse student interest in the subject, and disclose the scope and objectives of the subject. The purposes of an introduction are:

- a. .
- b. .
- c. .

43A. Can you recall the adage contained in the first frame, "Tell 'em what you're gonna tell 'em, tell 'em, and tell 'em what you told 'em?" So far we have discussed the first two tell-'ems, the introduction and the explanation. Let's move on to the next phase of an oral presentation, which is "tell 'em what you've told 'em." This final part of an oral presentation we call the

- 2B. An introduction:
- a. Establishes contact between the instructor and his class.
 - b. Arouses student interest in the subject.
 - c. Discloses the scope and objectives of the subject.

43B. summary.

- 3A. To establish contact, arouse interest, and obtain attention, you may use one or more of the following:
- a. A reference to previous instruction, when applicable, and any reference of special interest to the class.
 - b. A startling statement.
 - c. A story, example, or joke.
 - d. A rhetorical question.
 - e. A quotation or historical illustration.
 - f. A skit or demonstration.

The method you choose is not as important as the information. It must relate to the subject and accomplish the goals of gaining attention, establishing contact, and arousing interest. Therefore, if you are planning to tell a joke or story to begin a class, the two questions you must consider are:

- a. _____.
- b. _____.

-
- 44A. To summarize a period of instruction, first answer any questions your students have on the lesson. Then, briefly summarize the key points of the lesson. Finally, close with a statement that reaffirms the importance of the subject to your students. List the three elements of the final summary.

- a. _____.
- b. _____.
- c. _____.

- 3B. The considerations are:
- a. Does it relate to the subject?
 - b. Does it accomplish the goals of gaining attention, establishing contact, and arousing interest?

-
- 44B. a. Answer student questions.
b. Summarize the main points of the lesson.
c. Make a closing statement.

- 4A. Remember, don't say anything important until you have the attention of your class. For example, an instructor once startled his class to attention with the statement, "Thirty seconds! Just thirty seconds! That is how long you will live on the battlefield if you do not use cover and concealment!" From the list of methods below, which one did the instructor use to gain the attention of his class?
- Example.
 - Historical illustration.
 - Startling statement.
 - Demonstration.

-
- 45A. Notice that answering student questions is the first element of the summary. Do not ask for questions at the very end of the lesson after the summary of main points and the closing statement. Why do you think you should not wait until the absolute end of the lesson to ask questions?
- The period is over for most students and students will ask few questions.
 - Numerous questions may cause the period to run overtime.
 - Clarification of questions at the beginning of the summary may affect the summarization of main points.
 - All of the above.

4B. He used a startling statement.

45B. The answer is d. All of the reasons listed are good for not waiting until the end to answer questions.

- 5A. Another method, mentioned in frame 3A, for gaining attention is the use of a rhetorical question. A rhetorical question is one that you intend to answer yourself, or a question for which you are not really seeking an answer. When you ask this type question and a student voluntarily answers, let him. You have accomplished the goal of gaining attention and arousing interest. If you begin a leadership class by asking a rhetorical question such as, "What are the qualities that make a soldier respect an officer as a leader?" and immediately several students raise their hands, what should you do?
- a. Ignore them and answer the question as you had intended.
 - b. Call on various students to answer.
 - c. Tell the students to put their hands down, you did not intend for them to answer.
 - d. Tell the students that they will have ample opportunity to discuss the answers during class.

46A. An excellent way of summarizing and emphasizing key points in the final summary is to ask questions. In other words, we give our students an oral _____.

5B. You should call on various students to answer.

46B. Test, exam, quiz (whatever term you want to choose).

OBJECTIVE 2

TASK: Plan a Military Briefing.

CONDITIONS: Provided subcourse booklet IS 1703, with situational examples of the planning steps required in a military briefing.

STANDARD: Planning must include the following steps:

- a. Make an estimate considering the factors-
 - (1) Purpose and scope.
 - (2) Audience.
 - (3) Time.
 - (4) Facilities and equipment.
 - (5) SOP.
- b. Select and organize the content.
- c. Write an outline or manuscript.
- d. Rehearse.
- e. Make a final check of facilities and equipment.

- 6A. If you ever choose to use a skit or demonstration as a starting point for a period of instruction, the students should get the idea that they are observing an actual situation. All participants should strive for realism. Don't use a skit or demonstration strictly for humor. Make sure the teaching points are not lost in the act. For example, a scene in a division headquarters with the staff demonstrating coordination, staff action, and command action is an excellent way to start a class on organization and functions of the staff. One way to gain attention of a class is by using a _____ or _____.

II. LEARNING ACTIVITY--OBJECTIVE 2

- This learning activity covers planning military briefings. Upon completion of this learning activity, you will be able to describe the different military briefings and you will know how to plan, organize, prepare, and conduct a military briefing.
- 47A. Up to this point, our discussion has focused on presenting oral instruction. There is another type of oral presentation that you must know how to give--the military briefing. It is so common that it is a routine staff function at all echelons of command. Officers particularly should know the format of a briefing, how to prepare it, and how to deliver it. A military briefing has only two purposes: to inform or to obtain a decision. Unlike oral instruction, its purpose is not designed to teach, convince, or sell. In view of this, would you, in an oral military briefing, plan to question members of the audience on their understanding of the subject?_____.

6B. skit...demonstration.

47B. No. (Remember, you are not teaching.)

7A. With a bit of imagination and thought you can stimulate any introduction. Once you've gained attention, are you finished with the introduction? Not by a long shot! Remember, "tell 'em what you're going to tell 'em!" In the introduction you must tell the student the objectives of the lesson. For example, having gained the attention of the students by an opening statement, you might say: "Gentlemen, during this period, you will learn the use of marginal information on a map. You will need this information for all of your future classes in map reading." In every introduction to a lesson you should state the _____ of the lesson.

48A. Another difference between oral instruction and oral military briefings lies in the audience. In most cases, the audience at a military briefing consists of your superiors or very important guests of the military. With which type audience will you consider rank and address your remarks accordingly? _____.

7B. objectives.

48B. Military briefing audience.

8A. Your students must fully understand what they must accomplish in the period of instruction. Therefore, you must give the students clear, concise lesson objectives in the introduction. Don't do like the instructor who started a one-hour class in map reading by saying, "During this period you're going to learn all about map reading!" Such a statement is too broad and unrealistic. Give objectives that the student can expect to accomplish in the time specified. The instructor lets the student know what he must learn when he states the _____.

49A. Unlike students, each person at a military briefing has his/her own reason for attending. Considering this, would you include in the introduction of an oral briefing a statement of why it is important for the audience to learn the subject? _____.

8B. objectives.

49B. No.

9A. Remember that stating the objectives is one of the required elements in your introduction. What else must you tell the student in the introduction? If you were a student, you certainly would like to know the importance of the lesson or the reasons why you should learn it. A statement of reasons must be a part of every introduction. If you are giving a lesson on grid coordinates, you might state the reasons by saying, "You must use grid coordinates to locate your position on a map. You will also use grid coordinates to locate other friendly units, terrain features, logistical facilities, enemy positions, targets, or when you call for indirect fires. If you cannot rapidly and accurately plot grid coordinates, you will endanger other friendly units and possibly your unit's overall mission." In addition to stating the objective in the introduction, you must also state the _____.

50A. Since the audience and purpose of a military briefing differs from the audience and purpose of oral instruction, it makes sense then that the content will also differ. Keeping in mind that the audience wants to be informed in a limited amount of time, select the item below which best describes the content of a briefing.

- a. Concise presentation of facts.
- b. Detailed explanation of main points.
- c. Broad overviews of subject.

9B. reasons.

50B. Concise presentation of facts.

10A. Now, it doesn't matter whether you give objectives or reasons first in your introduction. JUST SO YOU INCLUDE THETA BOTH! There isn't a prescribed sequence for reasons and objectives. The important thing is that you include _____.

51A. When you consider that the purpose, audience, and content are different in an oral military briefing than in oral instruction, it is logical to conclude that your delivery techniques would also be different. When giving an oral military briefing, your delivery technique must be FORMAL. List the four ways that an oral briefing differs from oral instruction.

a. _____

b. _____

c. _____

d. _____

10B. them both.

-
- 51B. a. Purpose.
b. Audience.
c. Content.
d. Delivery techniques.

11A. In some cases, you may include a statement of the procedure for the lesson. For example, "During the first hour of this instruction you will learn how to determine grid coordinates. In the second hour you will have practical work where you will attempt to use grid coordinates to locate specific areas on a map. Then you will take a written quiz to determine how much you have actually learned."

Another element you may include in your introduction is a review of previous instruction. You can review main points to show the relationship of past instruction to the subject you are about to present, or you can simply use it to provide a refresher to better understand the subject.

The introduction will always include the objectives of the lesson and the reasons for learning. List two other elements that may be included in an introduction.

a. _____.

b. _____.

52A. There are many types of briefings, such as VIP, staff, mission, decision, and so forth; but there is no official Army-wide classification for a briefing. For this subcourse we'll identify two types: an information briefing and a decision briefing.

How would you classify a briefing presented to a group of local civilian officials on the organization, missions, and operations of your unit?

- 11B. a. Procedure for the lesson.
- b. Review of previous instruction.

52B. Information briefing.

12A. Each of the next three frames contains a portion of a typical introduction. Identify the elements in this introduction. (1) "As members of a tank platoon, you must know the formations we use in maneuvering the platoon against the enemy. Platoon combat formations are essential in order to maintain control, security, mobility, and firepower. If you do not thoroughly understand the techniques of maneuver, the formation to use in different situations, and your position and function in each formation, your chances of survival are practically none. More important, you jeopardize the lives and equipment needed to accomplish the mission. You cannot depend on learning combat formations on the battlefield--it's too late then!"

(Which element of the introduction?)

53A. The following are the topics of two separate briefings:
a. Status of instructor training program.
b. Presentation of study results and recommendations for changing from centralized to decentralized conduct of training.
Based on what you've learned about types of briefings, how would you classify these two briefings?

a. _____

b. _____

12B. Reasons.

53B. a. Information.
b. Decision.

13A. Introduction continued:

(2) "You must know the basic platoon formations, method of moving from one formation to another, and security responsibilities of each tank commander. You must know how to employ each formation. As a result of this information, you will be able to maneuver and correctly function with your tank crew as well as with the other tank crews in the formation."

(Which element of the introduction?)

54A. There are deliberate steps you must take to plan a briefing. The first thing you must do is make an estimate. When the commander tells you to prepare and present a briefing for the division commander who will visit the battalion next week, your estimate will probably begin immediately with the following questions:

- o To Whom will I be speaking (division commander only? Will there be other people with him?) ?
- o When and where is the briefing?
- o How much time will I have?
- o Am I responsible for facilities and equipment?
- o Should I follow our regular SOP?

Before you can prepare and obtain approval of your briefing manuscript, you still need answers to two more very important parts of your estimate. What two other questions would you ask before you begin preparing your manuscript?

a. _____.

b. _____.

13B. objectives.

-
- 54B. a. What is the purpose of the briefing?
b. What is the scope of the briefing?

14A. (3) "The first hour of instruction is in the classroom. You will see a tank platoon employing the formations in a tactical situation. During the second hour we will have a PE, and you will select the correct formation for various tactical situations. In the last 2 hours of this 4-hour period we'll have a tactical exercise during which you will put these techniques into practice."

(Which element of the introduction?)

55A. Once you know the purpose and scope of your briefing, you need to know your audience. You should know the name, grade, official position, and background the principal members of your audience. Subsequent planning and the actual content of your briefing may be influenced by the composition of the _____.

14B. Procedure.

55B. audience.

15A. Now that you have finished your introduction, you are ready for the second part of the oral presentation, the explanation of the subject. In order to properly explain or teach the subject to your students, you may need to give them a lot of information. If this information is not logically organized, you will confuse your students. There are many ways to organize your information. One way is to organize the bits of information under main headings or logical groupings. Another way to organize your material is by chronological order. This method would work well with historical data or data that you can categorize by dates or times. If you were teaching a class on the four lifesaving steps, you would organize your information according to functional or logical sequence. What are some ways you can organize your information?

a. _____.

b. _____.

c. _____.

56A. How much time you have to prepare and how much time you have on the schedule are also important considerations in your briefing estimate. Always plan to present your briefing within the time allotted, but also plan to be flexible. For example, you have concluded the briefing of the division commander right on schedule and invited your audience to ask questions. The General asks you to explain your unit's use of self-tutor texts (a subject not mentioned in your briefing). Do you answer the question or tactfully inform the General that you are out of time?

- 15B. a. Main headings or logical groupings.
- b. Chronological order.
- c. Functional or logical sequence.

56B. Answer the question. You planned to be flexible and that included flexibility in time and subject matter. NOTE: If you decide to tell the General that your time is up, it may really be.

16A. So, how do you know which method of organization to use? The nature of your subject (sometimes the background of your students) will dictate the method by which you organize your information. Thus, the organization of your explanation depends on the _____ of your subject.

57A. If, a few minutes before your briefing is to begin, you discover that your visual aids are too large to fit through the doors of the briefing room, what have you failed to consider in your estimate?

16B. nature.

57B. Where the briefing would be held (facilities).

17A. If you choose to organize your information on the basis of functional or logical sequence, you must consider how something works or its procedure. For example, a tracked-vehicle repairman must know how the engine in the vehicle operates in order to troubleshoot and repair it. It would probably be easier to present the information if it were categorized by functional sequence. An explanation of how an item works should follow a _____ sequence.

58A. If you scheduled your briefing in a conference room that is too small for the audience, what have you failed to consider in your estimate?

17B. functional.

58B. How many people will be attending the briefing (audience); consequently, what size conference room will I need (facilities)?

18A. If you choose to organize your information in a logical sequence, you will start at a beginning point, follow a logical sequence, and end up with a conclusion. You may choose your logical sequence to follow a sequence of tasks from easy-to-difficult, sequence of facts from unknown-to-known, or reason out a problem using cause-to-effect or effect-to-cause. Another way to organize information that could follow some sort of order is by _____ sequence.

59A. Most major headquarters have an SOP for oral briefings. These SOPs reflect the desires of the commanding officer; thus, you can expect them to vary from one unit to the next. Generally, they cover such matters as the approval of outlines or manuscripts, responsibility for facilities, style and type of visual aids, rehearsals, and presentation techniques. If you were reprimanded because you did not get advanced approval of your outline, what could you have read to prevent this and why? _____

18B. logical.

59B. The unit SOP on briefings because it would cover such matters as approval of outlines.

19A. Whatever the subject and its organization, you must employ techniques that help your students follow your order of presentation. How do you make the student aware of your organization? You might list the main points on a chalkboard as you develop them or show each point on a slide or a chart as you discuss it. You can help the student follow the organization and sequence of the main point by using_____.

60A. Let's review what you've learned about the first step in planning a briefing--your estimate. It involves consideration and evaluation of all factors that may guide and influence your preparation and presentation of the briefing. The principle factors we considered were:

- a. Purpose and scope.
 - b. Audience.
 - c. Time and schedule.
 - d. Facilities and equipment.
 - e. SOP including preparation and approval of manuscripts and rehearsal.
- What do we call the first step?_____

19B. training aids such as chalkboards, charts, or transparencies.

60B. Estimate.

20A. Another way of keeping your students aware of the organization of your explanation is to SEW up each main point before moving on to the next one. You SEW up a main point by-

- S--Stating the point or idea,
- E--Expanding the point so it is more meaningful, and
- W--Wrapping it up.

If your explanation consisted of five main points, you would SEW up your main point _____time(s).

61A. The second step in preparing a briefing is selecting and organizing the content. Earlier we described a briefing as a concise presentation of facts whose purpose is to inform. Therefore, you would select only the material that meets that criterion. For example, you have been tasked to brief the division commander on the battalion plan for a field exercise that you will be conducting in 30 days. Which of the following items would you include as content in your briefing?

- a. Interesting events from last year's exercise.
- b. Theory and importance of applicable training.
- c. Training objectives of exercise.
- d. Logistical support plan.
- e. Status of personnel and training.

20B. five times (one for each point).

61B. c, d, and e.

- 21A. The following example SEWS up a main point.
- a. Alaska is our largest state.
 - b. It has an area of 586,000 square miles. It is big enough to hold Arizona, New Mexico, Texas, and Louisiana with enough room left over for Maine and Rhode Island.
 - c. Alaska is so large that its citizens suffer claustrophobia when they visit Texas.

Identify each element.

a. _____.

b. _____.

c. _____.

-
- 62A. As illustrated in the preceding frame, your first concern in selecting material is its pertinence. You must also make sure the material is accurate and factual. Consider the following extract from a briefing: "Sir, we expect to have from 400 to 500 men and from 40 to 50 tanks involved in this exercise. I believe we are short a dozen or so tanks." The briefer should have checked with the S1, S4, and maintenance officer to make sure his information was _____ and _____.

- 21B. a. State the point or idea.
b. Expand the point so it is more meaningful.
c. Wrap it up.

62B. accurate...factual.

22A. Do you remember the song that goes: "The head bone's connected to the neck bone, the neck bone's connected to the shoulder bone..."? Well, your main points must connect with their supporting subpoints if your explanation is going to amount to anything more than a pile of bones. You keep the points of your explanation connected by using transitional words or statements that serve to provide the relationship between your points. Indicate the transitional word in this statement: "Another principle of war that we must apply in every tactical situation is the principle of security." _____.

63A. Let's look at an example of an introduction for an informational briefing, "General Smith, Colonel Jones, gentlemen. I am Captain Black, S3 of the 1st Battalion. I am going to explain the concept, objectives, and key features of the battalion's new physical fitness program. Then, I will escort you to our proficiency course where you can observe Company A taking the test." Which of the following elements are present in the sample introduction.

- a. Greeting.
- b. Self identification.
- c. Scope.
- d. Reasons.
- e. Review.
- f. Procedure.

22B. Another.

63B. a, b, c, and f.

23A. Another transitional technique used to make your students aware of the connection between points or of changes from one point to the next is to refer to the main topic as you introduce the new supporting point. For example, if you are teaching about indications of leadership, and have concluded your first point, you might introduce the next point by saying, "An additional indication of leadership in a unit is the state of morale." The transitional device used in the above example was a _____ back to the _____.

64A. The example in frame 63 was an acceptable introduction for an informational briefing. It was clear, simple, and straight to the point. Now let's look at a typical introduction for a decision briefing.

"General Smith, Colonel Jones, gentlemen. I am CPT Black, the S3 action officer for implementation of the new mobilization alert plan. Portions of this briefing are classified SECRET. Captain White, the S2, has cleared all of you for access to the material. The purpose of this briefing is to present you with this unit's recommendations to the plan and consequently obtain your approval. I have coordinated with interested staff sections of your headquarters."

Which of the following elements are present in the introduction?

- a. Greeting.
- b. Self identification.
- c. Reasons.
- d. Purpose.
- e. Review.
- f. Classification.
- g. Coordination.
- h. Procedure.

23B. reference....main topic.

64B. a, b, d, f, and g.

24A. You may also use a summary as a transitional technique because it reemphasizes the main points. For example, if you are teaching the first-aid lifesaving steps, you can make a transition by saying, "So far, you have learned how to stop the bleeding by applying direct pressure, elevating the injured member, and using the tourniquet. You also learned that clearing the airway is the first step. Remember that the patient's breathing passages must be clear of any obstruction. The third and next important step is to protect the wound" As you can see, the summary serves as an excellent transitional device. Another way to make the student aware of the movement to a new idea or main point is using a _____.

65A. Answer the following questions based on the examples given in frames 63 and 64.

a. List the element(s) of an introduction to oral instruction that is/are not present in either example.

b. List the elements that are common to both examples.

c. List the elements that we include in only one example.

24B. summary.

-
- 65B. a. Reasons and review. (These elements are usually part of an introduction to oral instruction, but are not usually included in an introduction to a briefing.)
- b. Greeting, self-identification, and scope or purpose. (Include these elements in all briefing introductions.)
- c. Procedure, security classification, and coordination. (Include these elements only when appropriate.)

25A. So far we have discussed three transitional techniques. List these three techniques.

- a. _____.
- b. _____.
- c. _____.

66A. In organizing the body of an information briefing, there are two important guides: arrange your main points in a logical sequence and support your points with factual information. Try this one on your own: You are planning a briefing on the organization and functions of your section. You intend to cover the following points:

- a. Tour of facilities.
- b. Organization of personnel.
- c. Missions.
- d. Current major projects.

Arrange these main points in a logical sequence.

- a. _____
- b. _____
- c. _____
- d. _____

- 25B. a. Using a transitional word.
- b. Referring to the main topic.
- c. Summarizing.

-
- 66B. a. Mission.
 - b. Organization of personnel.
 - c. Current major projects.
 - d. Tour of facilities.

26A. Another transitional technique is the use of rhetorical questions. For example, when teaching the four lifesaving steps, you might say: "We have emphasized the importance of clearing the airway and learned the various methods of stopping bleeding. In order to prevent further injury, we must apply the next lifesaving step. Logically, what would be the next step? Your next step would be to protect the wound from contamination. You can make an effective transition by using _____."

-
- 67A. The body of a decision briefing should follow the organization of a staff study which dictates the following sequence:
- a. Statement of problem.
 - b. Recommendations.
 - c. Assumptions, if any.
 - d. Facts bearing on the problem.
 - e. Discussion.
 - f. Conclusions.

Which of the above elements will have been included in the introduction of a decision briefing?

26B. rhetorical questions.

67B. Statement of the problem.

27A. You can also use enumeration in making transitions. This is particularly effective where developing the subject requires a standard sequence. For example, "First, we learned to clear the airway. Second, we discussed the ways we can stop the bleeding. Third, we must protect the wound." When we are teaching a subject that has a standard or fixed sequence, we can make transitions by_____.

68A. Without looking back, see if you can list the five elements of a staff study from which the body of a decision briefing will be organized.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

27A. using enumeration.

-
- 68B. a. Recommendations.
b. Assumptions.
c. Facts bearing on problem.
d. Discussion.
e. Conclusions.

28A. You have undoubtedly heard the overuse in transitions of such words or phrases as "now, we'll go into," "next," "Okay," or "all right." Some instructors begin each new idea with one of these words or phrases. Don't fall into such a habit! Use a variety of meaningful transitional words and statements in your oral presentations. Remember the real purpose of transitions is to emphasize the relationship between points. The important point in using transitions is to use those words or phrases that emphasize the _____ between points.

69A. So far, we've discussed the introduction and the body of an oral briefing. The last part of a briefing is the close. The closing portion of an oral briefing is very simple. For example, if presenting an information briefing on your battalion's new physical fitness program to a group of visiting officers, you might close with: "Sir, I have covered the concept, objectives, and key features of this battalion's new physical fitness program. This concludes my briefing. Do you have any questions?" Which of the following elements are included in the above close?

- a. Call for questions.
- b. Summary of main points.
- c. Summary statement.
- d. Strong closing statement.

28B. relationship.

69B. a and b. A closing statement was also included in the example. A strong closing statement is never used in a briefing.

29A. A major problem you will face as an instructor is that of keeping students interested. One excellent way of doing this is by using stories, real-life experiences, or quotations. Look through service journals for interesting attention-getters. A biography or an autobiography of one of our famous military leaders may prove to be a valuable source. But whatever you do, don't use one of these attention-getters without relating it to the subject! Tie it in! You can add interest to your explanation by using any of the following three attention-getters.

- a. _____
- b. _____
- c. _____

70A. The close for a decision briefing might simply consist of, "Sir, this concludes my presentation." You can then request the commander's questions, comments, and decision. As a review, look at the chart below. Read each element and put an X in each column to which that element would pertain.

Summary of Oral Instruction	Close of Information Briefing	Close of Decision Briefing	Element
_____	_____	_____	Ask for questions.
_____	_____	_____	Answer questions.
_____	_____	_____	Summarize main points.
_____	_____	_____	Make a summary statement.
_____	_____	_____	Ask for decision.
_____	_____	_____	Make a closing statement.

- 29B. a. Stories.
- b. Experiences.
- c. Quotations.

70B.	Summary of Oral Instruction	Close of Information Briefing	Close of Decision Briefing	Element
	X	X	X	Ask for questions.
	X	X	X	Answer questions.
	X			Summarize main points.
		X		Make a summary statement.
			X	Ask for decision.
	X	X		Make a closing statement.

30A. If you want your explanation to be interesting, talk about specific or real-life people, places, and things. In other words, don't talk in generalities. When you explain characteristics and principles, start with the definition and then work down to specific ways of acquiring the characteristic or applying the term. Use situations where the student can identify himself. The good instructor should not deal in abstractions or general statements, but should use _____.

71A. You have now learned the first two steps in planning a briefing.
What are they?

- a. _____
- b. _____

30B. specific or real-life situations.

-
- 71B. a. Make an estimate.
b. Select and organize the content or body.

31A. Another way to keep your explanation interesting is to expand your points with analogies as in the case of the instructor who explained the correct sight pictures as looking like a pumpkin on a fence post. You could also use examples, such as combat examples, to keep the student's interest. List six ways to keep your students' interest.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

72A. The third step in preparing a briefing is preparing the outline or manuscript. The outline or manuscript should reflect the desires of the commanding officer; thus, you can expect them to vary from one unit to the next. The format, review and approving authority should be consistent with the unit's requirements. What could you read to find the format, review and approval requirements for your unit?

- 31B. a. Stories.
- b. Experiences.
- c. Quotations.
- d. Specific explanations.
- e. Analogies.
- f. Examples.

72B. The unit's SOP on briefings.

32A. Your students will probably want to know why they are learning a subject and how the information will affect them. You can stimulate student interest by emphasizing throughout the instruction how the student will use the information. For example, if you are teaching scales and distances as part of map reading instruction, show the student how he will apply this information in the field. Set up a situation where he can lead his men from point A to point B and determine the distance between the two points. If you are teaching a communication class and you have told the students that they must not touch a radio antenna while transmitting, you can emphasize the point by touching a pencil to the antenna to show the high-frequency arc. They'll understand why they are learning this information when they see the pencil-burst into flame. Another way that the instructor can maintain class attention is by constantly emphasizing to the student _____ he must learn this information.

73A. List the first three steps in preparing a briefing.

- a. _____
- b. _____
- c. _____

32B. why.

-
- 73B. a. Make an estimate.
b. Select and organize the content or body.
c. Write an outline or manuscript.

33A. Some instructors think their students are sponges—all they have to do is pass out the information and the students will soak it up. It will never happen! You have to get your students to participate in class. How? Ask questions to keep them mentally alert. Give them problems to solve where they can apply the information you have taught. Ask the students for opinions and ideas concerning the point you are teaching. What three things can you do to get students to participate in class instruction?

a. _____

b. _____

c. _____

74A. Although a good outline or manuscript is essential to an effective briefing, neither will ensure an effective presentation. What can you do to ensure an effective presentation? _____.

- 33B. a. Ask questions.
- b. Give problems.
- c. Ask for ideas and opinions.

74B. Rehearse or practice.

34A. To teach a student, you must stimulate one or more of his five senses. The more senses you stimulate, the more interesting and effective will be our instruction. Oral instruction stimulates the sense of hearing first. You can appeal to their sense of sight by using _____.

75A. Effective oral instruction and effective military briefings require rehearsing. This is the fourth step in your planning. Here are some guides for rehearsing:

- a. Ask someone to listen to your rehearsal. Make sure they have the expertise to critique both content and delivery techniques.
- b. Practice using the training aids and assistants you'll use in the actual briefing.
- c. Rehearse until you can present the material fluently, clearly, and without using your notes.

If you are required to present a briefing from a manuscript rather than extemporaneously, do you need to rehearse? _____.

34B. training aids.

75B. Yes.

35A. You have now learned nine ways to keep a student interested in the subject matter. List the nine ways.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

76A. The last step in preparing an oral briefing is to make a final check of facilities, equipment, assistants, and yourself to make sure everything is ready to go. Don't wait until the very last minute to make this check. If you do, this could happen to you: CPT Nocheck planned his briefing around a series of graphics and statistical tables on overhead-projector transparencies. Just a few minutes before the audience was scheduled to arrive, he went to the briefing room to get the overhead projector but it was missing. CPT Nocheck fumbled through his briefing with no visual aids. Where did CPT Nocheck make his mistake? _____

- 35B. a. Stories.
b. Experiences.
c. Quotations.
d. Specific explanation.
e. Analogies
f. Examples.
g. Stress why the student needs to know information.
h. Class participation.
i. Training aids.
Did you come up with any other ideas? If we have you thinking about the problem, OK!

76B. He made his final check of equipment too late.

36A. So far, in discussing the explanation, we have learned how to organize the material, develop the main points of the lesson, use effective transitions, and keep student interest. Another important item in the explanation is giving emphasis to teaching points. If you have a key point that you want the students to especially note, you can use an attention-getting statement to alert the student. For example, "Here is a point that you should never forget.", "Get this point, gentlemen.", or "Now, get this." These are all statements that alert the student to the importance of a key point. One way to emphasize a teaching point is to use an _____ to alert the student to the importance of the point.

77A. List, in sequence, the five steps you should take when preparing an oral briefing?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

36B. attention-getting statement.

-
- 77B. a. Make an estimate.
b. Select and organize the content or body.
c. Write an outline or manuscript.
d. Rehearse.
e. Make a final check.

37A. Another way to alert your students to an important point is by using summaries. You've learned that a summary is a way to make a transition. A summary can also serve to emphasize the ideas that you have taught up to that point. For example, "We have discussed the principle of the objective and the principle of mobility. Now let's examine another principle, which is particularly important to the commander, the principle of security."

List the two ways of emphasizing teaching points.

a. _____

b. _____

78A. Are the five steps used to prepare an oral briefing applicable when preparing oral instruction?_____.

- 37B. a. Attention-getting statement.
b. Summary.

78B. Yes.

38A. We considered the use of training aids to hold student interest. Training aids may also serve to provide emphasis to a point. For example, if in teaching the Principles of War you not only explain the principles, but also illustrate them using training aids, your instruction will have a greater impact on your students. Another way to emphasize a point is to illustrate with a _____.

79A. Here are some tips you should use when you present an oral briefing:

- a. Be accurate.
- b. Be factual.
- c. Be flexible.
- d. Be formal.
- e. Be prepared to answer questions.
- f. Use visual aids.
- g. Do not ask rhetorical questions.
- h. Do not summarize in detail.
- i. Do not emotionalize.

Which of the above briefing tips are not necessarily applicable to oral instruction?

38B. Training aid.

79B. d, g, h, and i.

39A. A fourth way to emphasize a point in your explanation is to speak it forcefully. Make it sound important. Sound like you believe it! In other words, use good speech techniques. Thus far, we have listed four ways of emphasizing a point. List them.

a. _____

b. _____

c. _____

d. _____

80A. A commander who is being briefed asks the question, "How many of your men are participating in the off-duty education program?" The briefer replies, "I think, Sir, around 50." A check of the records reveals that only 15 men are participating. Which briefing tips did the briefer ignore?

a. _____

b. _____

c. _____

- 39B. a. Attention-getting statement.
b. Summary.
c. Training aids.
d. Good speech techniques.

-
- 80B. Be factual.
Be accurate.
Be prepared to answer questions.

40A. Have you considered using repetition to emphasize an important point? If you wanted to teach the importance of clearing the weapon, you wouldn't mention that point once and forget about it; you would stress the point several times. In all classes on weapons, the precaution of clearing the weapon should be stressed until the soldier becomes aware of its importance, and it becomes an automatic procedure for him. You may add to the effectiveness of your repetition by using an example, a story, or a demonstration. For example, you could demonstrate your point of how important it is to clear the weapon by having a blank cartridge in the chamber of an unloaded weapon and squeezing it off after an inspection. This demonstration would definitely get their attention and help them see why they should always make sure their weapon is cleared.
State the technique of giving emphasis discussed in this frame.

81A. A briefing officer who leans on the lectern and adds a bit of humor now and then ignores which briefing tip(s)?

40B. Repetition.

81B. Be formal.

41A. There is one final technique of emphasizing points during the explanation. The last technique is to ask questions. Do you remember when we discussed ways to develop interest? We pointed out that oral questions could be used to perk up the interest of the class. Oral questions will also serve to emphasize a point. For example, in teaching the second step of the "Lifesaving Measures of First Aid," which is to stop the bleeding, you can ask a question to emphasize the use of the tourniquet by saying, "Now, I've told you that we never loosen the tourniquet once we have applied it to the patient. I said that we leave it to competent medical personnel to decide whether the tourniquet will be loosened. Why do you not loosen the tourniquet periodically, SGT Smith?" A good way to emphasize key points in the explanation is by asking _____.

82A. Here's another situation: A briefer had prepared a 15-minute briefing for the division commander and the G1. He planned to give equal coverage to the following main points.

- a. Battalion strength, losses, and gains.
- b. Grade imbalances.
- c. Status of MOS qualification.
- d. AWOL and delinquency rate.
- e. Special services program.

Just before the briefing was to begin, the division commander told the briefer: "Your G-1 has already filled me in on your personnel data; however, I am vitally interested in MOS qualification. I have plenty of time and would like to be thoroughly briefed on this subject. I want to know what has been done in the past and what the battalion's projected plans are for getting all its personnel prepared for SQTs." The briefer would be mentally prepared for this sudden change if he considered which briefing tip? _____.

41B. questions.

STOP--RETURN TO PAGE 3 AND CONTINUE WITH FRAME 42A.

82B. Be flexible. Anticipate such situations in your planning.

CONTINUE WITH THE PRACTICE EXERCISE ON PAGE 85.

III. Practice Exercise-Lesson 1, Objectives 1 and 2

1. The three main parts of an oral presentation are--
 - a. Explanation, demonstration, and application.
 - b. Lecture, conference, and demonstration.
 - c. Application, examination, and critique.
 - d. Introduction, explanation, and summary.
2. An instructor's first concern in introducing a lesson should be--
 - a. Reasons.
 - b. Objectives.
 - c. Procedures.
 - d. Class attention.
3. Which of the following elements must be included in the introduction?
 - a. The standards to be achieved, the procedures to be followed, and a need to know.
 - b. A statement of the objectives and the need to know as it applies to the student.
 - c. A review of previous instruction, the procedure to be followed, and the standards for the class.
 - d. Identification of the instructor, a greeting to the class, and the title of the subject.
4. A fictional class was opened with this introduction: "In this class you will learn how to use grid coordinates in locating positions on a map. You will be expected to know how to locate points on a map and how to give coordinate readings of points. We will have the first hour of our instruction here in this classroom. During the next hour of instruction, we will go into the field and use our maps to locate positions on the ground using grid coordinates." Which essential element is lacking in the above introduction?
 - a. Objectives.
 - b. Reasons.
 - c. Procedure.
 - d. Review.
5. Which purpose of an introduction to a lesson is not appropriate to the introduction of a briefing?
 - a. Attention or greeting.
 - b. Stimulate interest in subject.
 - c. Set forth objective or scope.
 - d. None of the above.

6. For a lesson on the external nomenclature of a weapon, which system of organization would be most appropriate?
 - a. Main headings or groups.
 - b. Chronological.
 - c. Functional or logical sequence.
7. The formula for developing main points in oral instruction is SEW. What do the letters S-E-W stand for?
 - a. State the point, expand, and wrap up.
 - b. State the point, examine students, and wrap up.
 - c. Summarize preceding point, explain next point, and wait for questions.
 - d. State objective, exemplify, and weigh student responses.
8. Which of the following statements best describes the function of transitions?
 - a. Ensure smooth progression from one point to the next.
 - b. Alert audience to conclusion of a main point.
 - c. Alert audience to beginning of a new point.
 - d. Emphasize relationship between points.
9. Which transitional device would not be appropriate to oral briefings?
 - a. Enumeration.
 - b. Rhetorical question.
 - c. Transitional words and phrases.
 - d. Progressive display of aids.
10. Which of the following ways of maintaining audience interest is appropriate for both oral instruction and oral briefings?
 - a. Ask rhetorical questions.
 - b. Give examples.
 - c. Quote great leaders.
 - d. Use specific or real-life situations.
11. When you use jokes and personal experiences to create interest in your explanation, the most important requirement is that they are--
 - a. Related to the subject.
 - b. Factual and accurate.
 - c. Original.
 - d. Reliable laugh-getters.
12. Which is appropriate to both oral instruction and oral briefings?
 - a. Repetition.
 - b. Use of such statements as, "This is important!"
 - c. Emphatic gestures.
 - d. Rehearsals.

13. Which of the following indicates the essential elements and normal sequence for the final summary of a lesson?
 - a. Clarification of questions, summary of main points, and closing statement.
 - b. Concluding summary statement and invitation for questions.
 - c. Summary of main points, clarification of questions, and closing statement.
 - d. Summary of main points, discussion, and strong closing statement.
14. Which of the following best defines the underlying purpose of all types of briefings?
 - a. An oral staff study.
 - b. A concise generalization of a factual subject.
 - c. A concise speech to convince.
 - d. A presentation to inform.
15. During which planning step for a briefing should you determine the name, rank, assignment, and special interests of the principal members of the audience?
 - a. Estimate.
 - b. Selecting and organizing material.
 - c. Rehearsal.
 - d. Final check.
16. When planning a briefing, which principal factors should you consider your estimate?
 - a. Purpose and scope, audience, time, organization, and final check.
 - b. Type of briefing, audience, facilities, time, and organization.
 - c. Purpose and scope, audience, time, facilities, and SOP.
 - d. Type of briefing, audience, time, equipment, and rehearsal requirements.
17. Which of the following elements are common to the introduction of both information and decision briefings?
 - a. Security classification, procedure, and recommendations.
 - b. Procedures, recommendations, and greetings.
 - c. Greeting, self-identification, and scope or purpose.
 - d. Recommendations, greeting, and security classification.
18. A decision briefing would differ from an information briefing in its--
 - a. Use of visual aids.
 - b. Organization of content.
 - c. Factuality of content.
 - d. Formality of presentation.

19. Which one of the following presentation techniques is not appropriate for oral briefings.
- Be accurate.
 - Be factual.
 - Ask rhetorical questions.
 - Be flexible.
20. Which of the following best illustrates the briefing tip to be formal?
- Maintain attention or parade-rest position.
 - Remain at lectern and let assistant handle aids.
 - Speak with an even voice and avoid inflection.
 - Be erect, alert, and serious.

IV. Solutions to Practice Exercise

1. A. Not selected. Demonstration and application are phases of performance training.
B. Not selected. Lecture and conference are different ways of conducting oral presentation, and demonstration is a phase in performance training.
C. Not selected. Application is a phase of performance training and examination and critique are part of the evaluation process after desired learning has been attained.
D. Selected. These are main parts of an oral presentation. (see page 3, frame 1A.)
2. A, B, and C. Not selected. Anything an instructor says before he obtains the attention of the class is of little value.
D. Selected. (see page 5, frame 2A.)
3. A. Not selected. A statement of procedures is not a MUST.
B. Selected. Both objectives and student need are a MUST. (see page 19, frame 9A.)
C. Not selected. Standards are normally part of the objective. However a review and procedure are not always applicable and therefore not essential.
D. Not selected. None of these is essential.
4. A. Not selected. The introduction included the objectives.
B. Selected. Remember the three essential elements of an introduction are attention, objectives, reasons. (see page 19, frame 9A.)
C. Not selected. The instructor included procedure in his introduction but it is not an essential element.
D. Not selected. It was not included but it is not always applicable and is not an essential element.

5. A. Not selected. A greeting is appropriate to a briefing.
B. Selected. Establishing need or creating interest is not required in a briefing. (see page 17, frame 49A.)
C. Not selected. Scope of the briefing must be stated.
D. Not selected.
6. A. Selected. The best way to organize external nomenclature of a weapon is under main headings or by groups. (see page 33, frame 16A.)
B. Not selected. Chronological organization is used when the subject relates to dates and times.
C. Not selected. Organization by functional or logical sequence is used to explain how something works.
7. A. Selected. See page 41, frame 20A.
B, C, and D. Not selected.
8. A. Not selected. Transitions should progress smoothly between points but it is not their real function.
B and C. Not selected. Transitions may indicate the conclusion of a point and the beginning of a new one but again it is not their real function.
D. Selected. See page 57, frame 28A.
9. A, C, and D. Not selected. All of these are appropriate to an oral briefing.
B. Selected. See page 77, frame 79A.
10. A, B, and C. Not selected. These are used during instruction but not in a briefing.
D. Selected. See page 61, frame 30A.
11. A. Selected. Jokes and personal experiences serve no real purpose and are time-wasters if not related to the subject. (see page 59, frame 29A.)
B, C, and D. Not selected. Jokes are not usually factual or original. Personal experiences may or may not be laugh-getters. They don't have to be funny to create interest.
12. A, B, and C. Not selected. These are appropriate to oral instruction but not to briefings.
D. Selected. Rehearsal is appropriate under any circumstance. (see page 69, frame 75A.)
13. A. Selected. (See page 7, frame 44A.)
B, C, and D. Not selected.

14. A, B, and C. Not selected. An oral staff study is not a briefing although parts of it may constitute a briefing. Also, a briefing is not a generalization or a speech.
D. Selected. All briefings are intended to inform in some way, even if you ultimately want a decision. (See page 13, frame 47A.)
15. A. Selected. The estimate is your first step in preparing for a briefing. Among the things you determine is the make-up of the audience. (See pages 27-29, frames 54A and 55A.)
B, C, and D. Not selected.
16. A, B, and D. Not selected.
C. Selected. See page 27, frame 54A.
17. A, B, and D. Not selected.
C. Selected. (See page 50, frame 65B.)
18. A, C, and D. Not selected. These are common elements.
B. Selected. Organization of the content of an information briefing is based on logical sequence supported with factual information. Organization of the content of a decision briefing uses the same organization as that of the body of a staff study. (See page 51, frame 66A and page 53, frame 67A.)
19. A, B, and D. Not selected. All of these are appropriate to oral briefings.
C. Selected. You should never ask rhetorical questions when presenting an oral briefing. (See page 77, frame 79A.)
20. A, B, and C. Not selected.
D. Selected. See 81, frame 81A.

LESSON TWO

OBJECTIVE 1

TASK: Use Proper Questioning Techniques.

CONDITION: Provided subcourse booklet IS 1703, with situational examples of proper questions and question techniques applicable to oral instruction.

STANDARD: Questions used must--

- a. Have a purpose.
 - b. Be understood by the student.
 - c. Emphasize one point.
 - d. Require a specific answer.
 - e. Preclude guessing.
-

I. LEARNING ACTIVITY--OBJECTIVE 1.

Upon completion of this learning activity, you will be able to state the purposes, characteristics, and types of questions that are used in oral presentations and discussions, and be able to properly phrase a question.

- 1A. There are four major reasons for using questions in instruction. One reason is to stimulate students' interest and make them think. You know from your own experience as a student that when the instructor or teacher asked you a question, you became directly involved in the class, thereby increasing your interest and motivating your thinking.

One reason then is that student _____ increases when questions are asked because his _____ is stimulated.

-
- 34A. Another purpose for a small-group discussion is to solve problems. Even though problems vary in difficulty, the goal is solution. Indicate the purpose of each type of small-group discussion.

- a. Information discussion: _____
- b. Problem-solving discussion: _____

1B. interest...thinking.

34B. Information--to exchange information.
Problem-solving--to arrive at a solution.

- 2A. Secondly, based on the students' responses to your questions, you can determine how effective your instruction has been and thereby adjust the level of your instruction.

A second reason for using questions is to enable you to determine the _____ of your instruction and to _____ the level of your instruction to meet class needs.

-
- 35A. In addition to exchanging information and solving problems, you could use a small-group discussion to train students. When using a small-group discussion for the purpose of training, you would use one or more case study to discuss and learn about the method by which a solution was obtained. The emphasis is on learning the steps used in reaching the solution, not on the solution itself. Ask your students to tell how they think they might have handled the situations portrayed in the case studies. Your own responses, questions, and teaching points then would evolve around the student's reactions to the case studies, the kinds of information required for the solution, and the methods of thinking used in the solution. Why might you conduct a small-group discussion using case studies?
-

2B. effectiveness...adjust.

35B. To train students.

3A. When you ask your students if they have any input to your instruction, you encourage them to contribute their experiences as they relate to the subject being taught. This helps make the lesson more interesting and realistic. When the students contribute their real-life experiences, it elaborates and confirms your instruction. Student participation also stimulates greater interest in the class. A third reason for using questions during instruction is to allow students to contribute their _____.

36A. The battalion AWOL rate has recently risen. Many men are reporting in late from passes and leaves and the general appearance of the men has deteriorated. The battalion commander invites all the company commanders and XOs to meet with him to see what can be done about the situation.
What is the purpose of this small-group discussion? _____

3B. experiences as they pertain to the subject.

36B. Solve problems.

- 4A. There are four reasons for using questions in class. So far, we have considered three of these reasons. The three reasons are to motivate students by stimulating their thinking, to enable you to adjust your instruction to the class level and check your effectiveness, and to allow students to contribute their experiences. Three of the four reasons for asking questions are:
- a. Increase student _____ and stimulate _____.
 - b. Determine _____ of instruction and adjust _____ of instruction.
 - c. Allow _____ of student _____.

-
- 37A. After reading a book on World War II, a group of officers get together in a military history seminar to compare notes on what they have read. What is the purpose of this discussion?
-

- 4B. a. interest...thinking.
- b. effectiveness...level.
- c. contribution...experiences.

37B. Exchange information.

5A. As an instructor, you want to make sure your students remember at least the key points of the lesson. One sure-fire way of discovering what your students have learned is to ask them. Repetitive questions or drilling your students will emphasize the main points that you want them to learn as well as let you know what they know. What is a fourth reason for asking questions?

_____ and

_____.

38A. A class discussion, under your leadership analyzes and refights a famous World War II battle. You carefully and tactfully guide the developing conversation so that the participants do not overlook vital considerations, yet you allow the students to do their own thinking, suggesting, rejecting, and compromising. What is the purpose of this discussion? _____

5B. Emphasize the main points to be learned and let you know what your students have learned.

38B. c. Train students on the methods used to fight the battle.

6A. You have learned four major reasons for asking questions. Let's see if you can apply what you have learned. After explaining to the class the platoon combat formations and their uses, you illustrate a tactical situation on the chalkboard. Then you ask the following question, "Which formation would you use in this situation, SGT Smith?" What is your primary purpose for asking this question?

39A. The first step in preparing to lead a small-group discussion is to study the topic carefully. Studying the topic entails making a determination of the purpose and scope of the topic. Once the purpose and limits or scope of the topic have been decided, you can intelligently direct your reading to pertinent areas. What three things should a discussion leader do when studying the topic.

- a. _____
- b. _____
- c. _____

6B. Increase student interest by stimulating his thinking.

-
- 39B. a. Determine the purpose.
b. Determine the scope.
c. Read up on the topic.

7A. Let's attempt another situation: Following a brief explanation of how to determine range using the mil relation formula, you give your class a problem to solve. Only a few students get the correct answer. Based on the students' response, you realize that you must adjust your instruction to meet the class _____ and that your instruction on this subject has not been _____.

40A. The second step in preparing to lead a small-group discussion is to plan ways of starting the discussion. When planning how to start the discussion, you must consider how much your group knows about discussion techniques. If you have conducted a small-group discussion with these same students before, then you know they are familiar with discussion techniques and you don't need to discuss how small-group discussions are conducted. If you've already discussed the topic with this particular group or you at least know they have discussed it in a previous class, you can plan on them having some knowledge of the subject. This information helps you plan a starting point or opening statement. What two things must you consider when planning how to start a discussion?

a. _____

b. _____

7B. level...effective.

-
- 40B. a. Students' knowledge of discussion techniques.
b. Students' knowledge of the topic.

8A. You want your students to remember what you taught them about how to stop bleeding, including the use of the tourniquet. After your presentation you ask questions on these methods. What's your main reason for asking these questions?

41A. In planning ways of starting a discussion for a group familiar with discussion techniques, you may need only to state the topic, comment on its importance, raise a question, and wait for someone to answer it. As an example: The leader of a military history discussion group plans to open his discussion with the following statements:

- o The topic is World War I, particularly US participation.
- o Ten million men were killed.
- o No previous war approached it in magnitude.
- o New weapons were introduced which were further developed in World War II.
- o What weapons were responsible for the large number of casualties?

What assumption about the group has the discussion leader made?

8B. To emphasize main points and find out how much your students have remembered.

41B. Since the leader started right in giving information about the topic and no tips on how to conduct a discussion, we can assume he knows that the group is familiar with discussion techniques.

9A. During a military history class you ask the following question: "How did the employment of tanks in Vietnam differ from their employment in Korea, SGT Jones?"
Since you know SGT Jones has had tank experience in both wars, you asked him the above question to enable him to _____.

42A. For a group unfamiliar with the topic, you may plan to start the discussion by giving an opening briefing in which you show the group why the topic is important. You may also give the group needed background information, definitions, and limitations (perhaps even a handout). You could get a quick reaction on how the group feels by distributing a short list of yes-no or like-dislike questions. When should the leader offer his discussion group some information about the topic or problem?

9B. contribute his combat experience as it pertains to the subject.

42B. When he feels certain the group is unfamiliar with the topic.

- 10A. Which of the following purposes for asking oral questions were discussed in the preceding frames?
- a. Awaken sleepy students.
 - b. Motivate students by stimulating thinking.
 - c. Keep students under tension.
 - d. Round out the instruction time.
 - e. Enable the instructor to check his effectiveness.
 - f. Give students an opportunity to tell about their military experiences as they pertain to the subject.
 - g. Help students remember important points.
 - h. Give the students an opportunity to tell how they feel about the instruction.
-

- 43A. After carefully studying the topic and planning ways to start the discussion, you should prepare a discussion outline or agenda to guide you during the discussion. CAUTION: Don't bend the discussion to match your outline, but as much as possible, let the subject develop as interest leads it. Have the outline handy should the discussion begin to lose interest or reach an impasse. Why would you prepare a discussion outline?
-

10B. b, e, f, and g.

43B. To use as a guide during the discussion.

11A. Match the appropriate purposes for asking questions to the given examples or statements.

- | | |
|--|--|
| a. "How does the information you just learned compare to the method your unit used at NTC last year, SGT Smith?" | 1. Motivates students by stimulating thinking. |
| b. "Your parts clerk is in the hospital and no one else is familiar with your parts stockage. What would you do, SGT Brown?" | 2. Checks effectiveness of instruction. |
| c. After your instruction on how to stop bleeding, you ask PFC Wills to describe the three main ways to stop bleeding. | 3. Emphasizes main points. |
| d. Instead of giving a summary statement, you ask your students a series of questions. | 4. Provides opportunity for students to give their experiences as they pertain to the subject. |

44A. You should include the following in the discussion outline:

- a. Discussion objective.
 - b. Introductory remarks, such as background information, specific points to be decided, and importance of the subject.
 - c. Questions for discussion.
 - d. Summaries and concluding remarks.
- If you were to tell your class, "We are meeting to determine ways of improving training in our unit", which discussion outline item would you have fulfilled?
-

11B. a-4
b-1
c-2 and 3
d-2 and 3

44B. Discussion objective.

12A. Now that you know why questions are used, let's talk about how to properly phrase them so that your students can give you the desired responses. A properly phrased question should incorporate five characteristics. One characteristic is a purpose. The question, "What do you think about these principles of learning, LT Jones?" has no specific purpose; unless LT Jones was asleep and needed to be awakened. Your questions will have a more specific purpose if you write them into the lesson outline however and whenever and they should be asked. A properly phrased question will _____.

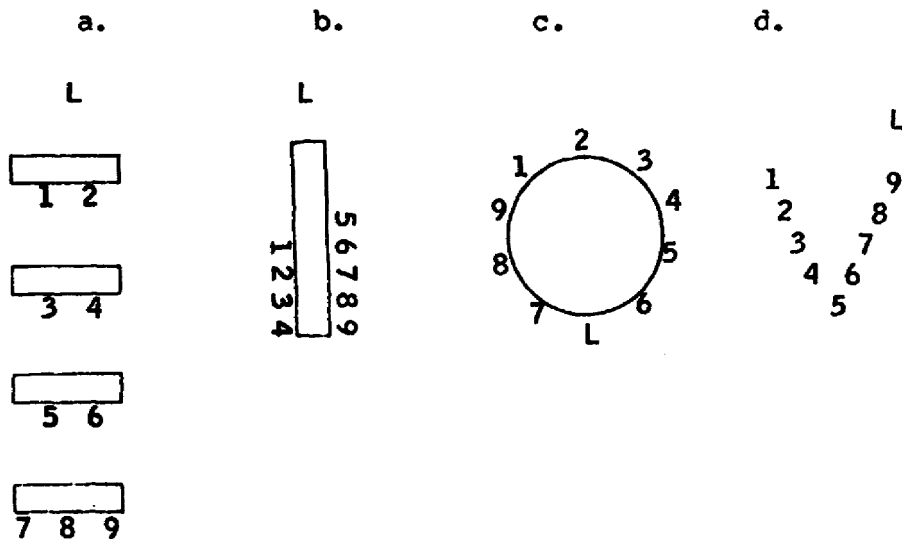
45A. Your fourth step in preparing for the discussion is to select needed training or discussion aids. Select aids appropriate to the room, group size, and subject. The aids should be simple, easy to see, limited to one main point, and free from excessive lettering or decoration. If you were preparing to lead a discussion about Vietnam, what discussion aid would you want?

12B. have a purpose.

45B. Map.

13A. Another characteristic of a good question is that it is easily understood. You can make sure that your students understand your questions by using everyday language and terms with which your students are familiar. What is wrong in the following example? An instructor teaching a map reading class to basic trainee personnel asked the following question: "What is the airline distance between RJ250 and BM740, PVT Smith?"

46A. Your final preparation step is to arrange for physical facilities. Find a room big enough to hold the group, arrange for the participants to sit facing each other, create an informal atmosphere, arrange aids so that they can be easily seen and plan to sit among the participants so that they view you as part of the group. You do not want to be separated from the students. Which of the following shows the best arrangement for a small-group discussion?



13B. The question is not easily understood because at this stage of training, the student will probably have difficulty grasping technical abbreviations.

46B. c.

14A. A third characteristic of a good question is that it emphasizes one point. Avoid asking a question that needs two answers and has more than one point to it. For example, this is a poorly phrased question: "What is the initial fire command for an M60 tank and what are the crew duties?" How could you better ask this question?

47A. Now that you have learned how to prepare for a discussion, let's see what you remember. List the preparation steps in the sequence you should consider them.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

14B. "What are the duties of an M60 crew once an initial fire command is given?" (This question emphasizes only one point: what the M60 crew responsibilities are in a given situation.)

-
- 47B. a. Study the topic carefully.
b. Plan ways to start the discussion.
c. Prepare a discussion outline.
d. Select needed training and discussion aids.
e. Arrange for physical facilities.

15A. A properly-phrased question draws a specific answer. If the student knows the material and you properly phrase your question, then the student will be able to give you a specific answer. If a student does not know the material, but you ask a question that is too broad, such as "What does an instructor do in a class?", the student might be able to bluff his way through the question and you might not know that he hadn't learned the main points of the lesson.

Rephrase the above sample question so that it will require a specific answer.

48A. Good preparation techniques alone will not yield an effective discussion; you must also conduct the discussion properly to ensure effective results. You must carry out the following four steps to make your discussion worthwhile: open the meeting, present or obtain facts and ideas, weigh the facts and ideas, and summarize. What four steps must you complete to conduct an effective small-group discussion?

- a. _____
- b. _____
- c. _____
- d. _____

15B. What are the three parts of an oral presentation that an instructor must use in his class? (This question requires the specific answer: The instructor must use an introduction, an explanation, and a summary in his oral presentation. The broad question might simply be answered: The instructor gives an oral presentation or the instructor teaches.)

-
- 48B. a. Open the meeting.
b. Present or obtain facts and ideas.
c. Weigh facts and ideas.
d. Summarize.

16A. A fifth characteristic of a well-phrased question is that it precludes guessing. A question that requires a yes or no answer allows the student to guess, thereby having a fifty-percent chance of answering correctly. A well-thought-out answer is of more value to you than one that requires a 50-50 guess. What is the fifth characteristic to a good question?

49A. There are a couple things you need to do to open the meeting. First of all, you need to help the group feel at ease with each other. Introduce any new members, make a few informal but brief comments, or tell an appropriate story. You'll be surprised how the resulting ease and informality will greatly contribute to the progress of the discussion. What are three techniques that you could use to put the group at ease when opening the meeting.

- a. _____
- b. _____
- c. _____

16B. It precludes guessing.

-
- 49B. a. Introduce new members.
b. Make a few brief, informal comments.
c. Tell an appropriate story.

17A. Without referring to previous frames, can you recall the five characteristics of a properly worded question? List them below.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

50A. You should also use the opening of the meeting to state the purpose of discussion and to tell what you want to accomplish (objectives). This is also the time to bring the group up-to-date with brief, background statements. Example: "In our series of discussions on military history designed to develop your professional background, we have discussed the Revolutionary War, the Civil War, and the Spanish-American War. Today our discussion will center on US participation in World War I. We'll examine our problems of manpower and logistics and the tactics used." Identify the purpose and objective in the example opening statement.

Purpose: _____.

Objective: _____.

- 17B. a. Has a purpose.
b. Is understood by the students.
c. Emphasizes one point.
d. Requires a specific answer.
e. Precludes guessing.

50B. Purpose: continue to develop professional background.
Objective: examine US participation in World War I particularly our problems of manpower and logistics and the tactics used.

- 18A. Which of the following questions exemplify the characteristics of a good question?
- a. "How many mils are there is a circle, SGT White?"
 - b. "Can this weapon be fired manually or semi-automatically, SGT Brown?"
 - c. "What should a good platoon sergeant do whenever possible, SGT Black?"
 - d. "Outline the organization of the armor battalion and state the equipment organic to it, SGT Smith."
 - e. What keeps an M1 tank from overheating, SFC Jones?"
 - f. "In what manner may the instructor use interrogatory techniques to assess the attitudinal responses of his students, SEC Bowers?"
 - g. "What is the best procedure for asking a direct question, SGT Tally?"

51A. The second step in conducting a small-group discussion is to present or obtain facts and ideas. You should make sure that facts are clearly presented and well thought through. Allow enough time for the ideas and opinions to be digested. Ask questions that will make the group think about what they are saying. For instance, if the group is throwing out ideas fast and furiously, and some of these ideas are only half-baked (not fully thought out), you could ask the question, "Has anyone thought about this aspect of the topic?"

What's your purpose in asking the above question?

18B. Questions a, e, and g are properly worded.

Explanation:

a is properly worded because it requires a specific answer and SGT White, by virtue of rank, has been in the Army long enough to understand the term "mils".

b gives an unprepared student the opportunity to guess.

c is too broad. The unprepared student could bluff.

d requires two answers with two points

e is properly worded because it precludes guessing by asking for a specific answer.

f is poor because it uses uncommon words that the student will most likely not understand.

g is a good question because it emphasizes one point and requires a specific answer.

51B. To ensure clear thinking by slowing down the discussion and giving the group time to think.

19A. Plan your questions in advance, normally during the preparation phase of your presentation. Think them out carefully. Ask yourself the following questions:

- o Why do I want to ask this question? (What is its purpose?)
- o Will my students understand my question? (Do I use common words and terms as well as material they should know?)
- o How many points is my question emphasizing?
- o Does my question ask for a specific answer? (Or is it too broad?)
- o Will my students be able to guess at the answer?

Once you are satisfied with your question, write it into your lesson plan exactly how and when you want to ask it. It is best to write out your questions and place them in your _____ at the point you wish to ask them.

52A. When a student is giving his idea or opinion, he should be able to give his complete thought or idea before he is interrupted. You may think his idea is "half baked" when it is actually "incomplete". When a student is giving his idea or opinion, other students may disagree and feel so strongly about their own opinion that they interrupt the idea before it is complete. You should make sure this does not occur. The time allotted to create (think up and hear new ideas) must be separate from the time allotted to evaluate (assess the value of each idea). Here's a hypothetical situation: Student A is in the process of explaining his idea when Student B interrupts to disagree, causing Student C to also disagree. Student A becomes angry trying to defend his idea, which has not been totally explained, and refuses to finish his thought. The discussion begins to die at this point. What went wrong in this situation? _____.

19B. lesson plan.

52B. The discussion leader allowed creating and evaluating to go on at the same time.

20A. There are many types of questions you could ask. The type question you choose will depend on your purpose. Questions are most commonly directed to a particular student. This method is called direct questioning. The question, "How many mils are there in a circle, SGT Jones?" is an example of a _____ question.

53A. To help the group remember the points developed, you can appoint a member to act as a recorder. He simply records, on a chalkboard or on an overhead-projector blank slide, the ideas as they are developed. The group members can then visually track their thinking. What purpose does the recording of group ideas serve? _____

20B. direct.

53B. Helps members remember the points developed by enabling them to visually track their thinking.

21A. You would generally use a direct question to spot-check the effectiveness of your instruction, to stimulate students' thinking and interest, or to get a student to contribute his experience as it pertains to the subject. Why would you use a direct question?

- a. _____
- b. _____
- c. _____

54A. To get a full presentation of facts and ideas from the group, you need to stimulate and direct the discussion. Questioning is a good way of getting ideas and facts from the group. Plan how and when you want to ask your questions. Questions are important to your discussion outline; for instance, during a discussion of innovations of World War I, the group has already discussed the machine gun, barbed wire, the flamethrower, and the tank. At this point you might ask the question, "Has anyone given any thought to the influence of heavy-artillery bombardment on the development of trench warfare?" What's your purpose in asking the above question?

- 21B. a. Spot-check the effectiveness of your instruction.
b. Stimulate student thinking and interest.
c. Get students to contribute their experiences as they pertain to the subject.

54B. To stimulate and direct discussion by getting ideas from the group.

22A. When using a direct question, you ask the question, pause slightly, and call on a student (by name to answer the question. You pause to cause all of the students to think about the answer before asking a specific individual to reply.

What is the procedure for asking a direct question?

- a. _____
- b. _____
- c. _____

55A. After the group has presented its facts and ideas, the members are ready for a third major activity--weighing the facts and ideas. Here your job is to help the group evaluate and analyze ideas by screening, condensing, or adapting the ideas. A useful technique is to condense ideas into concise statements and have the group weigh proposed action against objectives. For instance, during a discussion of World War I mobilization, one of the statistics uncovered was the number of men each country had mobilized. The leader then makes the statement, "Despite the allied 2-to-1 numerical superiority, Germany was able to carry on effectively for over 4 years."

What did the discussion leader do with the facts brought out by the group? _____.

- 22B. a. Ask the question.
b. Pause slightly.
c. Call on a student (by name) to answer the question.

55B. He condensed the facts and made an additional observation.

23A. You could use direct questioning with several students simultaneously. This technique draws the students' interest, makes the students think (especially if they think there is a chance you'll call on them), and brings a bit of competition into the class. Each student hopes his answer is correct. Once you've gathered several possible answers, be sure to tell which answer was correct. Why would you want to directly question several students in turn before you reveal the correct answer?

56A. During the period of weighing facts and ideas, your job as a leader is to draw answers or conclusions from the group, not to answer the questions yourself. Usually answers given by the group will have group acceptance. Why should you try to get the group to weigh and conclude their own facts and ideas?

23B. It draws student interest, makes the students think (especially if they think there is a chance you'll call on them), and brings a bit of competition into the class.

56B. To allow group acceptance or agreement.

24A. If you do not want to call on a specific individual to answer your question, you would ask an overhead question. This type question is addressed to the entire class to initiate and stimulate discussion. It is most commonly used to open class discussion, but can be used at any time during the lesson. If you wanted to begin your class with a discussion involving the entire class, what type question would you ask?

57A. The final activity is to summarize. Even though you summarize frequently throughout the discussion by your questions and statements, you need to tie everything together at the end. Summarizing consists of four steps:

- a. Summarize agreements or conclusions.
- b. Indicate action needed at a certain point.
- c. Make follow-up assignments, if appropriate.
- d. Make a concluding statement.

What would the following questions accomplish: "Well, what are we going to do about it?" or "Where do we go from here?"

24B. overhead.

57B. Indicates that there is additional action to be taken.

25A. When you choose the overhead-type question, you will stimulate discussion. Keep in mind that questions are used for various reasons. Remember that you are teaching a lesson with an objective. In other words, don't forget to get to the point. When you use the overhead-type question, call on several students, discuss a little, and then lead them around to the point of your lesson. If you ask an overhead question that stimulates the entire class to the point that they all want to answer or contribute something, what should you do?

58A. Given the situations in the next seven frames that deal with your actions during a discussion, tell what your actions might be in each situation.

SITUATION 1:

The group starts to bring out facts and ideas in your discussion guide. What are you going to do?

YOUR ACTIONS:

25B. Stay in charge of the class and lead the discussion around to the point or objective of the lesson.

58B. If the ideas are fruitful, let the discussion go on. Regard the discussion guide as a guide only; don't be bound by it.

26A. The third type of question is the relay question. When a student asks you a question, you may reword it slightly or restate it verbatim and pass it on to another student for reply. This method helps you maintain a student-centered lesson.

What three types of questions have we discussed so far?

- a. _____
- b. _____
- c. _____

59A. SITUATION 2:

After each member briefly brings out a fact, a lull develops. What do you do?

YOUR ACTIONS:

- 26B. a. Direct.
- b. Overhead.
- c. Relay.

59B. Condense what has been said and then use any previously prepared questions from your discussion guide to stimulate more discussion.

27A. You can also maintain a student-centered lesson by asking a fourth type of question—the reverse question. When a student asks you a question, you reply by asking him another question that will lead him to answer his own question. A modification of the reverse-questioning technique can be used when a student fails to respond to a question that is asked of him. You should not accept an I-don't-know answer. You should attempt to elicit some effort from the student. With skillful questioning and a little prompting, you should be able to eventually draw the correct answer from the student. When using the reverse technique of questioning, you answer the student's question with another _____.

60A. SITUATION 3:

You want the group to know the discussion objective and to have the necessary background information. How do you do this?

YOUR ACTIONS:

27B. question.

60B. Make several brief statements at the beginning of the discussion. Don't go into a long lecture; simply tell the purpose of the discussion and give some facts that are important to begin discussion.

28A. What two types of questions could you use to allow you to remain in the background, and yet develop class participation?

- a. _____
- b. _____

61A. SITUATION 4:
You want the group to think clearly about the topic before jumping to conclusions. What tactic do you use at this point?

YOUR ACTIONS:

- 28B. a. Reverse.
- b. Relay.

61B. Use questions to slow down the discussion and allow the members time to think.

29A. Another type question you could use to stimulate student thinking is the rhetorical question. The most effective way to use the rhetorical question, is to ask the question, pause momentarily to allow your students time to think about the question, and then answer the question yourself.

Which one of the five types of questions does not require the student to voice an answer?

62A. SITUATION 5:

The discussion is stimulating. Many ideas are voiced. You want to be sure that the group is following along well.

YOUR ACTIONS:

29B. Rhetorical question.

62B. Have a recorder list ideas as they are developed. He can use the chalkboard, overhead projector and blank slide, or a notebook. Later, you can use these lists for your summary.

30A. The following is a matching problem. Match the given examples to the appropriate type of question.

- | | |
|--|----------------|
| a. A student asks the instructor a question. The instructor directs the question back to the student. | 1. Direct. |
| b. The instructor asks a question, pauses, and answers it himself. | 2. Overhead. |
| c. "When did you start training, SGT Brown?" | 3. Relay. |
| d. A student asks the instructor a question; the instructor in turn calls on another student to answer the question. | 4. Reverse. |
| e. "What is one purpose for asking questions, SGT Jones?" | 5. Rhetorical. |
| f. "What do you think is the most important military lesson learned from World War II?" | |

63A. SITUATION 6:
You and the group appear to have exhausted your fund of facts. What should you do now?

YOUR ACTIONS:

30B. a-4, b-5, c-1, d-3, e-1, f-2.

OBJECTIVE 2

TASK: Lead Small-Group Discussions.

CONDITIONS: Provided subcourse booklet, IS 1703 and a requirement to lead small-group discussions.

STANDARD: Discussion must include--

- a. The purpose of small-group discussions.
- b. How to prepare and develop activities for small-group discussions.
- c. Procedures to follow in conducting small-group discussions.

63B. Guide the group in evaluating and analyzing ideas by screening, condensing, or adapting the ideas. Try to condense ideas into concise statements and have the group weigh proposed actions against previously stated objectives and criteria. The chalkboard or overhead projector will come in handy.

II. LEARNING ACTIVITY--OBJECTIVE 2.

Upon completion of this learning activity you will be able to explain the purposes of small-group discussions, preparation for the activities during a discussion, and procedures you should follow in conducting a small-group discussion.

31A. In addition to their use in class instruction, questions constitute an important element in a small-group discussion. A small-group discussion is a thoroughly planned, but relatively informal, meeting of a few people who, under the guidance of a leader, participate in purposeful talk about a topic or problem of mutual interest.

List the key features of small-group discussion.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

64A. SITUATION 7:

The time allotted for discussion is running out; only 6 minutes remain. The discussion is still going strong.

What are you going to do?

YOUR ACTIONS:

- 31B. a. planned.
b. relatively informal.
c. guided by a leader.
d. participate or participation.
e. purposeful.

64B. Use questions to tactfully lead the group into the final activity--the summary. Then use the remaining time to summarize agreements or conclusions; indicate action needed or action to be taken; make follow-up assignments if necessary; and make a concluding statement.

32A. A small-group discussion has three major purposes. One of these purposes is to have the participants exchange information about a topic. The goal is to accumulate ideas about a topic so that each member leaves the discussion with a better understanding of the topic. What is one purpose for a small-group discussion?

65A. In summary list the nine steps involved in preparing for and conducting a small-group discussion.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

32B. To exchange information.

-
- 65B. a. Study the topic carefully.
b. Plan ways to start the discussion.
c. Prepare a discussion outline or agenda.
d. Select needed training or discussion aids.
e. Arrange for physical facilities.
f. Open the discussion session.
g. Present or obtain facts and ideas.
h. Weigh (evaluate) the facts and ideas.
i. Summarize.

CONTINUE WITH THE PRACTICE EXERCISE ON PAGE 158.

33A. For the exchange of information to be profitable, members of the group should have some knowledge of the subject. They may acquire this knowledge from reading and learning about it or through personal experience.

How may a participant prepare himself for a discussion whose purpose is to exchange information?

33B. By reading and learning about it or through personal experience.

STOP. RETURN TO PAGE 92 AND CONTINUE WITH FRAME 34A.

III. Practice Exercise-Lesson 2, Objectives 1 and 2.

1. The instructor asks a series of questions, one after the other. His major purpose in asking these questions is to--
 - A. Keep the class alert.
 - B. Maintain student interest.
 - C. Emphasize the main points and see what the students know.
 - D. Provide for maximum student participation.

2. Instead of summarizing the general orders, you call on a student to explain the meaning of the general orders. Your major purpose in asking this question is to--
 - A. Stimulate student interest and make them think.
 - B. Have the students contribute their experiences.
 - C. Reveal students attitudes.
 - D. Emphasize the main points of the lesson.

3. In your class on retrograde movements you have just explained the difference between withdrawal under enemy pressure and not under enemy pressure. Before deciding whether or not to give additional explanation on these two points you decide to first ask questions. Your major purpose in asking these questions is to--
 - A. Stimulate student thinking.
 - B. Adjust your instruction to the class level if necessary.
 - C. Emphasize the main points of the lesson.
 - D. Allow students to contribute their experiences.

4. After explaining and demonstrating how to stop bleeding, you ask several questions on the topic. The answers to these questions help emphasize the main points. These questions also serve to--
 - A. Help you determine students' attitudes about the importance of the material.
 - B. Give the students opportunity to cite their experiences about first aid.
 - C. Develop student ability to solve problems.
 - D. Evaluate the effectiveness of the instruction.

5. An instructor has asked the following question: "What are the major components of the AN/VRC-12 Radio and how do you put the set into operation, SGT Smith?" This question is poor because it--
 - A. Does not require a definite answer.
 - B. Fails to emphasize one main point.
 - C. Encourages guessing.
 - D. Is not understood by the students.

6. "Explain the meaning of the first article of the Code of Conduct, SGT Jones." This is an example of which of the following types of questions?
 - A. Direct.
 - B. Overhead.
 - C. Reverse.
 - D. Relay.
7. Which one of the following types of questions does not require the student to voice a response?
 - A. Overhead.
 - B. Reverse.
 - C. Relay.
 - D. Rhetorical.
8. A properly phrased question will have how many characteristics?
 - A. 1.
 - B. 3.
 - C. 5.
 - D. 7.
9. Small-group discussion is a relatively informal meeting in which a group of people participate in purposeful talk about a topic or problem of mutual interest under the guidance of a leader. Which word below completes the description of small-group discussion given in the preceding sentence?
 - A. Planned.
 - B. Formal.
 - C. Free.
 - D. Controversial.
10. The question, "What can be done to improve the esprit de corps in our battalion?", is an appropriate small-group discussion topic to--
 - A. Exchange information.
 - B. Solve a problem.
 - C. Train students.
 - D. Brainstorm new ideas.
11. In addition to determining the purpose of the discussion, the leader, in his study of the topic, should also be concerned with--
 - A. The solution or conclusion for the topic.
 - B. An analysis of the groups' background.
 - C. The scope or limits of the topic.
 - D. The equipment and facilities needed.

12. The members of the group for the discussion on the Army's promotion policy are all experienced personnel technicians. In planning how to start the discussion, the discussion leader should consider not only the group's knowledge of the topic, but also--
- A. Its knowledge of discussion techniques.
 - B. The complexity of the subject matter.
 - C. Its interest in discussing the topic.
 - D. Its understanding of the discussion's purpose.
13. Which one of the following does not normally appear in a small-group discussion outline?
- A. Discussion's purpose.
 - B. Background information.
 - C. Drill-type questions.
 - D. Concluding remarks.
14. The members of your discussion group are beginning to bring up irrelevant and unimportant points. Because questions can be used tactfully to guide discussion, which one of the following questions would you use to suggest to the group that the discussion is wandering?
- A. "We're way off the track. How about getting back to business?"
 - B. "How much importance do you think we should attach to these points of view?"
 - C. "Has anyone given any thought to...?"
 - D. "Is there anything to be gained by further delay?"
15. When you arrange the physical facilities for your group discussion, you should make sure you do not--
- A. Provide an informal setting for the participants.
 - B. Arrange seating so participants can see each other.
 - C. Seat yourself apart from the group.
 - D. Arrange visual aids for easy viewing.
16. When opening the meeting of your discussion group, you tell a humorous story appropriate to the topic. Your major purpose in telling the story is to--
- A. Motivate the group.
 - B. Stimulate members' thinking.
 - C. Disclose the discussion's purpose.
 - D. Put the group at ease.

17. During the creating phase of the discussion, you should remember to--
 - A. Present all the facts yourself in a clear, logical manner.
 - B. Make sure all the facts are clearly presented.
 - C. Have the members present one fact or idea at a time.
 - D. Make sure all the facts are carefully evaluated as they are presented.

18. During the course of the discussion, you should make sure your group can visually track their thinking. To accomplish this, you--
 - A. Summarize frequently during the discussion.
 - B. Ask questions frequently during the discussion.
 - C. Introduce case studies at appropriate times.
 - D. Have a recorder list important points on a chalkboard.

19. You can help the group evaluate the facts and ideas by--
 - A. Asking penetrating questions that will cause the group to think.
 - B. Having the recorder read the important points brought out in the discussion.
 - C. Condensing ideas and having the group weigh the proposed action against the objective.
 - D. Summarizing frequently throughout the discussion.

20. At the end of a group discussion on What Can Be Done to Improve Morale in Our Battalion, several members feel frustrated because they believe the question posed by the discussion topic was not answered. This frustration is most likely attributed to the fact that in your summary of the discussion you failed to--
 - A. Recapitulate agreements or conclusions.
 - B. Indicate action to be taken.
 - C. Make follow-up assignments.
 - D. Close on time.

IV. Solutions to Practice Exercise

1. A, B, and D. Not selected. Instructor questions may be used for all of these purposes but in this particular case, the instructor is employing the drill technique through questioning. The main purpose of using the drill technique is to develop such a complete and thorough knowledge of the subject that students will be able to respond automatically and without hesitation.

C. Selected. See page 100, frame 5A.

2. B, C, and D. Not selected.

A. Selected. In this case, the question is used to draw the student's interest by calling on him to answer which forces him and the other students to think about their answer. See page 92, frame 1A.

3. A, C, and D. Not selected. Since you have already decided that further explanation of the two types of withdrawal is required, it should be apparent that none of these is the primary purpose for your questions at this time.

B. Selected. Logically, since additional explanation is necessary, questioning the class will allow you to determine the areas that the class has not been able to fully grasp. See page 94, frame 2A.

4. A, B, and C. Not selected. None of these is the primary reason for asking questions on the topic at this time. Since you have completed the explanation and demonstration of a specific subject, questioning at this point serves to determine just how effective the instruction has been.

D. Selected. See page 94, frame 2A.

5. A, C, and D. Not selected.

B. Selected. A characteristic of a good question is that it should emphasize one point and should not include two or more questions in one. See page 118, frame 14A.

6. A. Selected. See page 130, frame 20A.

B, C, and D. Not selected.

7. A, B, and C. Not selected.

D. Selected. See page 148, frame 29A.

8. A, B, and D. Not selected.

C. Selected. See page 125, frame 17B.

9. A. Selected. Unless the discussion meeting is properly and thoroughly planned, it is likely to be an uncontrolled gab session with no meaningful and fruitful accomplishment. See page 152, frame 31A.

B, C, and D. Not selected.

10. A, C, and D. Not selected. Although all of these may be valid reasons for a discussion on the subject in question, it is obvious that the primary reason is to find a common answer or, in other words, to solve the problem of improving unit esprit de corps.

B. Selected. See page 92, frame 34A.

11. A. Not selected. This will be an outcome of the discussion.

B. Not selected. This would be placing the cart before the horse. There is no point in analyzing the group's background until the scope or limits of the topic have first been established.

C. Selected. This is the discussion leader's first step in preparation for the discussion. See page 102, frame 39A.

D. Not selected. This is the last item of concern in the preparation.

12. A. Selected. Since the members of the discussion group are knowledgeable in the subject, the only other consideration is their knowledge of discussion techniques. See page 104, frame 7A.

B, C, and D. Not selected.

13. A, B, and D. Not selected.

C. Selected. Drill-type questions are used in instructional presentations in order to develop such a high degree of knowledge that students respond automatically. This is not why small group discussion are conducted. See page 112, frame 44A.

14. A, B, and D. Not selected. Neither of these questions addresses any specific item and leaves the discussion open to continued rambling.

C. Selected. This question redirects the discussion back to the topic. See page 126, frame 51A.

15. A, B, and D. Not selected. This discussion leader should ensure that all of these are provided for.

C. Selected. In arranging facilities, the discussion leader should seat himself with the group to provide less formality and to facilitate control of the discussion. See page 116, frame 46A.

16. A, B, and C. Not selected.

D. Selected. See page 122, frame 49A.

17. A. Not selected. To present the facts yourself is defeating the real purpose of the discussion. The discussion by the participants should bring out the facts.

B. Selected. A function of the group leader is to ensure that all the facts are brought out. By skillful questioning, he should lead the participants themselves to bring out all facts, and to clear up any misunderstandings if necessary. See page 128, frame 52A.

C. Not selected. All facts and ideas should be presented so as not to discourage creative thinking.

D. Not selected. There is a time to create ideas and a time to evaluate. Both should not be done simultaneously. Ideas are collected first, then evaluated.

18. A, B, and C. Not selected.

D. Selected. This is the best means of allowing the group to keep up with its accomplishments. See page 130, frame 53A.

19. A, B, and D. Not selected.

C. Selected. See page 136, frame 56A.

20. A, C, and D. Not selected.

B. Selected. This was the goal of the discussion to begin with. Anything short of that would result in an inconclusive discussion and possible frustration. See page 138, frame 57A.