

# AIR FORCE QUALIFICATION TRAINING PACKAGE (AFQTP)



for  
READINESS  
(3E9X1)

MODULE 32  
INSTRUCTOR FUNDAMENTALS

# TABLE OF CONTENTS

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## MODULE 32

### INSTRUCTOR FUNDAMENTALS

#### AFQTP GUIDANCE

INTRODUCTION.....	iii
TRAINERS GUIDE.....	v
TRAINEES GUIDE.....	vii
IMPROVEMENTS/CORRECTIONS LETTER.....	ix

AFQTP COMPLETION VERIFICATION.....	32-0
------------------------------------	------

#### AFQTP UNIT 4

USE LECTURE METHOD (32.4.1.).....	32-1
USE DEMONSTRATION AND/OR PERFORMANCE METHOD (32.4.2.).....	32-9

#### AFQTP UNIT 5

KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST (32.5.1.).....	32-17
PERFORMANCE TESTS (32.5.2.).....	32-23

#### AFQTP UNIT 7

DEVELOP AND/OR PERSONALIZE LESSON PLANS (32.7.).....	32-29
--	-------

REVIEW ANSWER KEY.....	Key-1
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Career Field Education and Training Plan (CFETP) references from 1 Apr 97 version.
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OPR: HQ AFCESA/CEOT

Certified by: HQ AFCESA/CEO  
(Colonel William R. Pearson)

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**INTRODUCTION**

*Air Force Qualification Training Packages (AFQTPs)* are step-by-step procedural guides describing how to perform a certain task identified in the Specialty Training Standard (STS) portion of the Career Field Education and Training Plan (CFETP). The procedures represent the Air Force's standardized method of accomplishment for personnel in the Readiness specialty. In addition, the authors of these AFQTPs have included hints and personal expertise to aid the trainee in perfecting their skills on the task or the piece of equipment associated with the task.

*AFQTPs do not take the place of on-the-job training.* An AFQTP is intended to:

- Standardize the training procedure for a task/piece of equipment.
- Enhance the On-the-Job Training (OJT) Process.
- Provide 'just-in-time' training for a task/piece of equipment.
- Provide the minimum knowledge on a task/piece of equipment when a unit does not have the equipment.

*Put this package to use.* We hope you'll find it a valuable tool which aids you in becoming a competent Readiness journeyman/craftsman. These AFQTPs were written by subject matter experts in your Air Force specialty and revised and edited by TSgt Brett Heck and TSgt Leonard Howard under the direction and guidance of HQ AFCESA/CEOT. If you have any recommendations for improvement or change, please contact the Readiness Career Field Manager at the address below.

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This AFQTP book contains the following sections:

- **Introduction.** This section gives an overview on the purpose of AFQTPs and their use.
- **Trainer's Guide.** The guide contains information the trainer needs to know in order to manage the trainee's completion of AFQTPs.
- **Trainee's Guide.** The guide contains information the trainee needs to know about completing AFQTPs.
- **Improvements/Correction Letter.** This section contains an *Improvement/Corrections Letter* to make recommendations concerning this training product.
- **AFQTP Completion Verification.** Page for trainee and trainer to verify completion of the AFQTPs for the Readiness AFS.
- **AFQTPs.** This section contains the *Task Training Guide* (step-by-step instructions), background information, review questions, confirmation key, and performance checklist for each Readiness AFQTP. The performance checklists are used by the trainer to verify a trainee has learned the objectives for each AFQTP. (These are not the final tests.)
- **AFQTP Tests.** Element Tests are not included in this book. Initial Element Tests will be sent out on disks to all Unit Training Managers who will manage and control these tests. Upgrade versions of these tests will be made available on future revisions of CerTests. Failure to manage the tests compromises the integrity of the AFQTP evaluation process and the overall training program. Exact testing procedures will be left to the discretion of the individual units. (**Note:** Unit Training Managers should refer to AFI 36-2301, *Professional Military Education*, for specific responsibilities of a Test Control Office.)

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**TRAINER'S GUIDE**

*These Air Force Qualification Training Packages (AFQTPs)* were developed to enhance on-the-job training (OJT) for Readiness personnel. This guide will help you lead the trainee in gaining enough knowledge to perform the specified tasks. It will also aid task certifiers in evaluating trainees for task certification.

*It is important for you and your trainee to know* that an AFQTP does not replace hands-on training, nor will successful completion of an AFQTP meet the requirement for task certification. AFQTPs' intentions are listed in the Introduction Section of this guidebook.

AFQTPs were written for a trainee to satisfy one or more tasks identified in the Readiness Specialty Training Standard (STS). To best instruct the trainee on the tasks, they were divided into numerous AFQTPs. Each AFQTP has a *Task Training Guide* explaining what the trainee must learn (learning objectives), training references, and most importantly, step-by-step instructions the trainee must follow to accomplish the task.

*As the trainer, you play a vital role* in the training process. It is important that you understand and perform your responsibilities and duties in administering the AFQTPs. Your responsibilities are:

- Review the AFQTP with the trainee. You have the flexibility to arrange training for each module, unit, and AFQTP in the order you decide, based on your schedule and local conditions.
- Review the AFQTP with the trainee and:
  - a. Ensure the trainee meets the prerequisites for taking the AFQTP.
  - b. Review the training references with the trainee to better understand each learning objective.
  - c. Ensure the trainee understands the learning objectives. If the trainee has any questions, clarify the AFQTP objective expectations.
  - d. Go over the AFQTP process with the trainee and ensure they understand the requirements for successful completion.
  - e. Establish a time schedule for the trainee to complete the entire AFQTP module.

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*The AFQTP Process is as follows:*

- Unit Training Manager will issue each trainee copies of the AFQTPs applying to their AFS. Each shop will maintain a binder with all the AFQTPs, without the answer keys.
- Trainer reviews the AFQTP list with the trainee going over the different modules, units, and AFQTPs.
- Trainer and trainee determine a time schedule for the trainee to complete the entire AFQTP module. Do not leave it open-ended. Remember, the objective of the AFQTP program is for the trainee to gain knowledge, so allow sufficient time for the trainee to learn each task thoroughly.
- Included as part of the trainee's AFQTP package are review questions and a confirmation key. Trainees will answer the review questions upon completion of the learning objectives. The trainee can use the *Task Training Guide* and additional technical references in order to answer the questions. The trainee will then verify their answers using the confirmation key. It is highly recommended that the trainer remove this confirmation key from the back of the module prior to administering the QTP to the trainee.
- Upon notification from the trainee that they are ready to test, the trainer will first evaluate the trainee's readiness using the AFQTP's performance checklist. Once you are satisfied the trainee understands the learning objective, arrange with the Unit Training Manager for the trainee to take the AFQTP test. To pass, The trainee must score a minimum of 80%. The trainer will review any missed questions with the trainee to ensure understanding of the material.
- If the trainee does not meet the learning objectives, the trainer and the trainee need to review the missed areas until the trainee meets the objectives. Conduct feedback sessions with the trainee on each AFQTP as often as you feel is necessary.
- After the trainee successfully completes an AFQTP, the trainee may proceed onto the next AFQTP within the module/unit. Upon the trainee's successful completion of an entire AFQTP, the trainer and trainee will sign the AFQTP Completion Verification page. The trainer will enter a completion notification on an AF Form 623a, *On-the-Job Training Record Continuation Sheet*, in the trainee's training record.

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**TRAINEE'S GUIDE**

*These Air Force Qualification Training Packages (AFQTPs)* were developed to enhance your on-the-job training (OJT). They provide you with the standardized steps necessary to complete the mandatory tasks identified in the Specialty Training Standard (STS) section of your Career Field Education and Training Plan (CFETP). AFQTPs are not intended to replace hands-on training or substitute for task certification.

Subject matter experts (the authors) have made the learning process more effective by subdividing the training material into teachable modules, units, and AFQTPs. Your trainer has the flexibility to arrange training for each module/unit/AFQTP in the order that best meets your schedule and local conditions. Each AFQTP has a *Task Training Guide* which identifies the training references, prerequisites, tools, learning objectives, and the step-by-step procedures for accomplishing the task.

*Prior to beginning an AFQTP* there are a number of things you should do:

- Ensure your trainer explains the AFQTP process and your responsibilities in that process.
- Review the module/unit/AFQTPs and the *Task Training Guide* with your trainer.
- Review the training references to better understand the objective of each module and to ensure you meet all the prerequisites. If you have any questions about the objective or learning expectations, ask your trainer. Ask early on so you do not flounder through an AFQTP only to learn you misunderstood the learning objective.

***AFQTP Testing***

Each AFQTP has review questions to help determine if you achieved the learning objectives. You can use the *Task Training Guides* or technical references when completing the review questions. A review question confirmation key is also included with each AFQTP. The review questions provide immediate feedback, thereby reinforcing learning. Ask your trainer to explain any questions you don't understand. Refer to applicable references for more detailed information.

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When you feel you are ready to test on an AFQTP, inform your trainer. The trainer will use the performance checklist to evaluate your mastery of the learning objectives. If your trainer determines you are ready, you will be scheduled to take the AFQTP test. Your Unit Training Manager will administer the test, you must score a minimum of 80% to successfully pass an AFQTP test. After you successfully pass the AFQTP test, you and your trainer will sign the AFQTP Completion Verification page. In addition, the trainer will enter the completion on an AF Form 623a, *On-the-Job Training Record Continuation Sheet*, in your training records.

***Keep in mind, passing an AFQTP does not relieve you of the responsibility to become hands-on certified, if required.*** If you do not successfully accomplish an objective, your trainer will review the missed areas with you. You will be given additional time to learn the material until the objective is successfully met.

**HINT:**

Within normal workload constraints, set aside sufficient time to work on the package. Studies into effective training programs indicate that the best trainees reserve the same time each day to complete their study. Pace yourself, establish a schedule, and stick to it. Give yourself top priority to become qualified.

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**IMPROVEMENTS/CORRECTIONS LETTER**

MEMORANDUM FOR HQ AFCESA/CEXR

FROM:

SUBJECT: Improvement/Correction to AFQTP 3E9X1-XX.XX

1. *List any improvements/corrections you may have about this AFQTP. Please be specific as to the page, reference, and element.*
2. *Please include your name, organization, address, DSN and fax so we can contact you if we have any questions or need some clarification with your recommendations.*

(Send your comments to the address listed in the *Introduction* section of this guidebook.)

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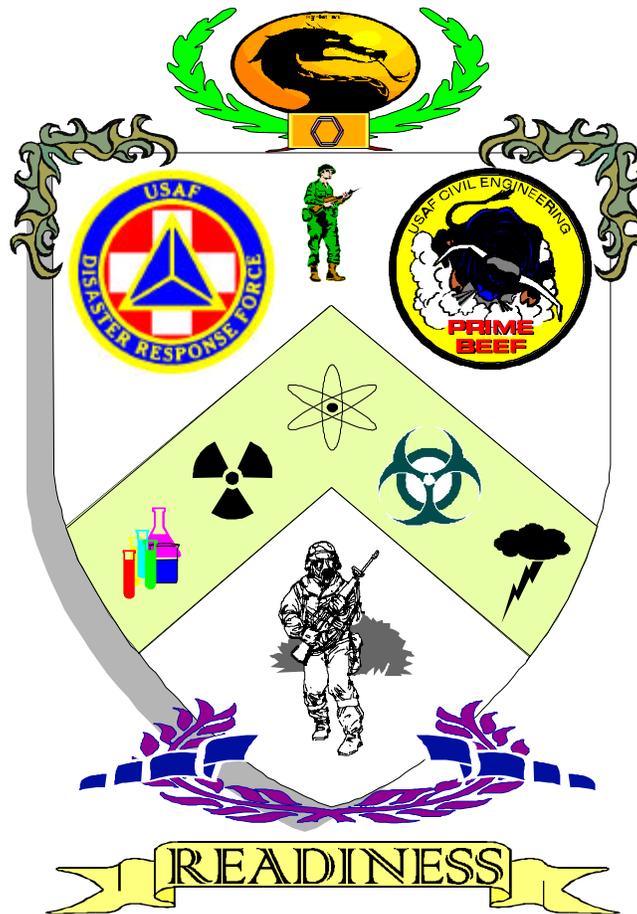
# MODULE 32

## INSTRUCTOR FUNDAMENTALS

### *AFQTP Completion Verification*

AFQTP	Trainer's Signature	Trainee's Signature	Date Completed
32.4.1. Use lecture method			
32.4.2. Use demonstration and/or performance method			
32.5.1. Knowledge based tests such as written/Cer Test			
32.5.2. Performance tests			
32.7. Develop and/or Personalize Lesson Plans			

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**MODULE 32**

**AFQTP UNIT 4**

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**USE LECTURE METHOD**

**(32.4.1.)**

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**USE LECTURE METHOD**

*Task Training Guide*

<b>STS Reference Number/Title:</b>	32.4.1., Use lecture method
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• Air Force Manual 36-2236 Guidebook for Air Force Instructors</li> </ul>
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum a 3E931 AFSC.</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• Using an RTP or locally developed lesson plan the trainee will be able to identify and use the lecture instruction method to conduct a class</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• Trainee will be able to identify and use the lecture method of instruction to conduct a class or lecture.</li> </ul>
<b>Notes:</b>	

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## USE LECTURE METHOD

**Background:** The Teaching Lecture Method of instruction has traditionally been the most common and popular teaching method in the military. The lecture method can be used in many situations (e.g., To provide an earthquake preparedness briefing to the base populace in the base theater or you could be giving an informal lecture to the Disaster Preparedness Support Team (DPST) explaining the required actions for an upcoming exercise.) Since the vast majority of the presentations Readiness personnel deal with are teaching classes this AFQTP will focus on how to prepare and present a typical class using the lecture method.

**Types of Lectures.** A teaching lecture is a formal or informal presentation of information, concepts or principles presented by a single individual.

**Formal Lecture.** Normally communication in a formal lecture is one sided, from the instructor with little or no verbal participation from the students. Because it is so impersonal a formal lecture is usually reserved for those occasions when you are speaking to a large audience. A formal lecture is normally structured and rehearsed but it should still be presented in a conversational voice with a minimum use of notes.

**Informal Lecture.** The audience for an informal lecture is usually smaller than for a formal lecture and therefore allows for more interaction between the instructor and the students in the form of questions and discussions throughout the class. A chemical warfare class is an excellent example of an informal lecture. The delivery style used in an informal lecture is even more conversational than in a formal lecture. The majority of lectures that Readiness personnel will do will fall into this category.

**Preparing for a lecture or class.** *When you are tasked to prepare a lecture or class several steps should be followed to make this process effective and easy:*

**Step 1: Determine the purpose of your class or presentation.** Ask yourself why am I giving this lecture? Is my purpose to teach, to entertain, to provide information. Your objective should be student or audience centered, in other words dont think of your objective in terms of what you want to teach but what you want your students to learn or know.

**Step 2: Analyze your audience.** When faced with the responsibility of preparing and presenting a lecture a primary requirement is to analyze your audience. Your analysis of your audience will greatly influence how you plan your presentation. During audience analysis several questions must be answered:

- What is the rank, age, gender and experience level of the audience?
- What do the students already know about this subject?
- What do the students need to know about this subject?

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After you have completed your audience analysis you are ready to prepare your lecture.

*Lecture preparation can be broken down into a step-by-step process, as follows:*

**Step 1: Determine what you already know about the subject.**

- The source of your knowledge comes from your own experiences, the experiences of others which you can gain through talking to them and written and observed material. What you already know will probably provide you with more information than you will have time to present but if your knowledge of the subject is not sufficient it is vital that you use all the resources available to you to ensure your knowledge level allows you to present an informative and effective class or lecture. An in depth knowledge of your subject is vital when using the informal lecture method, you never know when a student will ask that one question you have never heard before.

**Step 2: Decide whether to use a formal or informal lecture to present your material.**

- Remember your audience analysis will help you to determine how to present your material. The method you chose should be suited to the needs of the student.

**NOTE:**

The majority of the presentations given by readiness personnel are readiness related classes which have standardized lesson plans known as Readiness Training Packages (RTPs) that will dictate organizational pattern and teaching method used. If you are tasked to prepare a presentation not covered by a RTP refer to AFM 36-2236 *Guidebook for Air Force Instructors* for guidance on preparing speeches, briefings and lesson plans.

**Step 3: Prepare for Class.**

- Experience has shown that the better prepared you are for a class the better your class will flow. Preparation begins well before the students arrive. The following are a few things to consider when preparing for your class:
  - Is the classroom clean and organized?
  - Are all of your handouts/visual aids on hand and in order?
  - Is your lesson plan current and complete?
  - Are you aware of the latest changes to equipment and procedures?
  - Is a class sign-in roster available?

**Step 4: Conducting the class. The majority of lectures can be broken into 4 areas**

- Administrative Overview
- Course Overview
- Body
- Conclusion

**An explanation of each area follows:**

**Administrative Overview:** This is the time to provide your students with a briefing covering the administrative details of the class such as:

- **Introduction:** This is the time to introduce yourself, let your students know a little about you, your qualifications, past assignments, or anything that will help set the class at ease.

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- Safety briefing. Cover fire alarms/drill, where to meet if the class evacuates the building, emergency exits.
- Latrine locations
- Telephone locations/policy
- Classroom eating/drinking policy
- Class Duration
- Smoking areas

**Course Overview:** The course overview is broken into three areas:

- **Attention Step.** This is the time to get your students attention, let them know why they are attending this class (regulatory/wing requirement). Let them know why they need the information you are providing them and why it is important.
- **Motivation Step.** In order to have a successful class it is important to motivate your student to learn and retain what you are teaching. This is one of the most important times in your class. The average student needs to have a reason to want to learn. A good way to motivate your students is to use a story or example of a current world situation that pertains to your class.
- **Overview.** This is where you tell your students what you are going to cover in the class, be sure to cover all areas that will be taught.

**Body of the Class:** This is the heart of your lecture. The body of your lecture is broken down into several areas including:

- **Instructional Blocks-** These are the individual blocks of instruction for each area of your class. If you mentioned it in your overview you should have an instructional block for that area.
- **Transitions-** Transitions are a very important part of any lecture. They allow you to change from one subject to another by tying the two together.  
Example: “We have just covered the symptoms of a liquid blister agent on the skin now lets talk about how to decon it if you are contaminated”
- **Interim summaries-** Interim summaries are “mini” reviews of subject areas that were previously covered in a class. A good time to do an interim summary is right before or after a break or just prior to transitioning to a new instructional block.

**HINT:**

An Interim summary can be used as a transition.

Example: “During the last block we talked about how to properly don, clear and seal and MCU-2A/P chemical protective mask. Are there any questions on these procedures?”

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**Conclusion:** Your conclusion should normally contain three key components; a Summary; a Motivation step; and finally Closure.

- **Summary-** Your summary should be a complete review of all the areas you covered during the class. A good way to do this is to put your overview slide back up and briefly hit the high points of each area.
- **Remotivation-** Just prior to ending your class you need to re-motivate the students, remind them why the information presented is important.

Example: “You have just completed Chemical Warfare Initial training, remember your ability to quickly and effectively use the information and training provided could be the difference between surviving a chemical attack and going home in a body bag”

- **Closure-** Once you have presented all required materials and all the students have met the requirements of the class, close the class by thanking the students for their attention and time. It is a good idea to ask the students one more time if they have questions and remind them that if they have questions later, to call your office.

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**Review Questions**  
for  
**Use Lecture Method**

Question	Answer
1. What are the two types of lectures?	a. Formal and Informal b. Formal and Briefing c. Informal and Impromptu d. none of the above
2. Transitions are used to change from one instructional block to another?	a. True b. False
3. During which step do you provide the students with a safety briefing?	a. Course Overview b. Introduction c. Summary d. Attention Step
4. When can an interim summary be done?	a. During your closure b. Before or after a break c. During a transition d. B & C

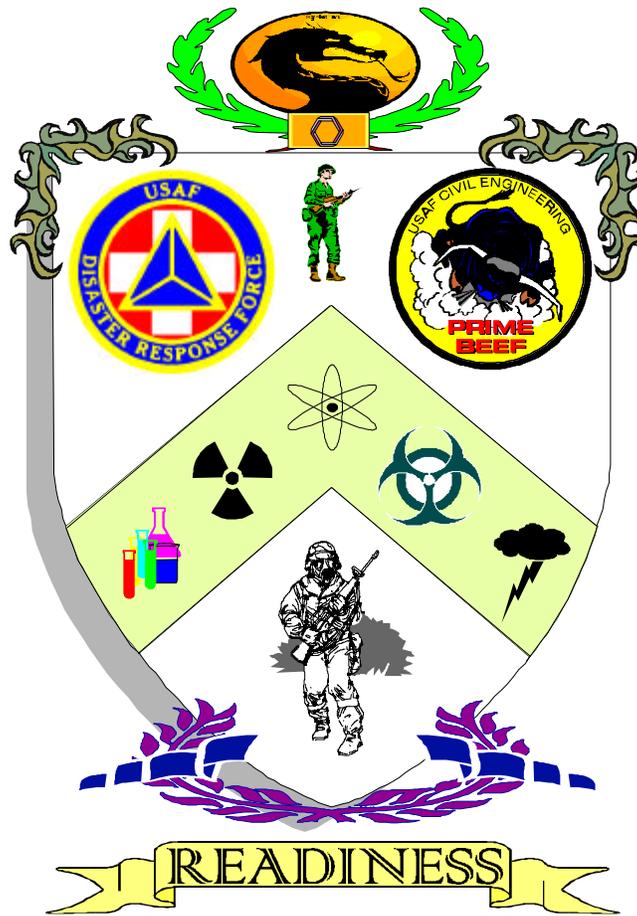
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## USE LECTURE METHOD

Performance Checklist		
Step	Yes	No
1. Did the trainee determine the purpose of his presentation and analyze his projected audience based on that purpose?		
2. Did the trainee properly prepare the classroom for the presentation?		
3. Did the trainee do an administrative overview?		
4. Did the trainee do a course overview?		
5. Did the course overview have an attention, motivation and an overview step?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 32**

**AFQTP UNIT 4**

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**USE DEMONSTRATION AND/OR PERFORMANCE METHOD**

**(32.4.2.)**

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## USE DEMONSTRATION AND/OR PERFORMANCE METHOD

*Task Training Guide*

<b>STS Reference Number/Title:</b>	32.4.2., Use demonstration and/or performance method
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• Air Force Manual 36-2236 Guidebook for Air Force Instructors</li> </ul>
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum a 3E931 AFSC.</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• The trainee will be able to identify and use the demonstration performance instruction method.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• In a classroom environment the trainee will be able to conduct a class using the demonstration performance method</li> </ul>
<b>Notes:</b>	

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## USE DEMONSTRATION AND/OR PERFORMANCE METHOD

**Background:** The teaching lecture method of instruction has traditionally been the most common and popular teaching method in the military, however many classes taught by readiness personnel are a combination of the lecture and the demonstration performance methods and some classes are taught using only the demonstration performance method. For guidance on using the lecture method of instruction refer to AFQTP 32.4.1. The demonstration performance method is a hands on teaching method that requires a great deal of interaction between the instructor and the students. This method is best used with smaller classes. An example of a subject that would best be taught using this method is Contamination Control Area Attendant training. The basic fundamentals of instruction apply whether you are using a lecture or demonstration performance method of instruction.

**NOTE:**

The majority of the presentations given by readiness personnel are readiness related classes which have standardized lesson plans known as Readiness Training Packages (RTPs) that will dictate organizational pattern and teaching method used. If you are tasked to prepare a presentation not covered by a RTP refer to AFM 36-2236 *Guidebook for Air Force Instructors* for guidance on preparing speeches, briefings and lesson plans.

**Preparing for a class.** *When you are tasked to prepare a lecture or class several steps should be followed to make this process effective and easy, including:*

**Step 1: Determine the purpose of your class or presentation.**

- Ask yourself why am I giving this class? Is my purpose to teach, to entertain, to provide information. Your objective should be student or audience centered, in other words don't think of your objective in terms of what you want to teach but what you want your students to learn or know.

**Step 2: Analyze your audience.**

- When faced with the responsibility of preparing and presenting a class a primary requirement is to analyze your audience. Your analysis of your audience will greatly influence how you plan your presentation. During audience analysis several questions must be answered:
  - What is the rank, age, gender and experience level of the audience?
  - What do the students already know about this subject?
  - What do the students need to know about this subject?

After you have completed your audience analysis you are ready to prepare your lecture. Lecture preparation can be broken down into a step-by-step process, as follows:

**Step 3: Determine what you already know about the subject.**

- The source of your knowledge comes from your own experiences, the experiences of others which you can gain through talking to them and written and observed material.

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What you already know will probably provide you with more information than you will have time to present but if your knowledge of the subject is not sufficient it is vital that you use all the resources available to you to ensure your knowledge level allows you to present an informative and effective class or lecture. An in-depth knowledge of your subject is especially important when using the demonstration performance method because the nature of this methods drives students to ask many questions.

**Step 4: Prepare for Class.**

- Experience has shown that the better prepared you are for a class the better your class will flow. Preparation begins well before the students arrive. The following are a few things to consider when preparing for your class:
  - Is the classroom clean and organized?
  - Are all of your handouts/visual aids on hand and in order?
  - Is your lesson plan current and complete?
  - Are you aware of the latest changes to equipment and procedures?
  - Is a class sign-in roster available?

**Step 5: Conducting the class. The majority of classes can be broken into 4 areas.**

- Administrative Overview
- Course Overview
- Body
- Conclusion

**Administrative Overview:** This is the time to provide your students with a briefing covering the administrative details of the class such as:

- Introduction. This is the time to introduce yourself, let your students know a little about you, your qualifications, past assignments, or anything that will help set the class at ease.
- Safety briefing. Cover fire alarms/drill, where to meet if the class evacuates the building, emergency exits.
- Latrine locations
- Telephone locations/policy
- Classroom eating/drinking policy
- Class Duration
- Smoking areas

**Course Overview:** The course overview is broken into three areas:

- **Attention Step.** This is the time to get your students attention, let them know why they are attending this class (regulatory/wing requirement). Let them know why they need the information you are providing them, and why it is important.
- **Motivation Step.** In order to have a successful class it is important to motivate your student learn and retain what you are teaching. This is one of the most important times in your class the average student needs to have a reason to want to learn. A good way to motivate your students is to use a story or example of a current world situation that pertains to your class.

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- **Overview.** This is where you tell your students what you are going to cover in the class, be sure to cover all areas that will be taught.

**Body:** This is the heart of your class. The body of your class is broken down into several areas including:

- **Instructional Blocks-** These are the individual blocks of instruction for each area of your class. If you mentioned it in your overview you should have an instructional block for that area.
- **Transitions-** Transitions are a very important part of any class. They allow you to change from one subject to another by tying the two together.

Example: “We have just covered the symptoms of a liquid blister agent on the skin now lets talk about how to decon it if you are contaminated.”

- **Interim summaries-** Interim summaries are “mini” reviews of subject areas that were previously covered in a class. A good time to do an interim summary is right before or after a break or just prior to making a transition to a new instructional block.

**HINT:**

An Interim summary can be used as a transition.

Example: “During the last block we talked about how to properly don, clear and seal and MCU-2A/P chemical protective mask. Are there any question on these procedures?”

**Conclusion:** Your conclusion should normally contain three key components; a Summary; a Motivation step; and finally Closure.

- **Summary-** Your summary should be a complete review of all the areas you covered during the class. A good way to do this is to put your overview slide back up and briefly hit the high points of each area.
- **Remotivation-** Just prior to ending your class you need to remotivate the students, remind them why the information presented is important.  
Example: “You have just completed Chemical Warfare Initial training, remember your ability to quickly and effectively use the information and training provided could be the difference between surviving a chemical attack and going home in a body bag.”
- **Closure-** Once you have presented all required materials and all the students have met the requirements of the class, close the class by thanking the students for their attention and time. It is a good idea to ask the students one more time if they have questions and remind them that if they have questions later, to call your office.

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**USING THE DEMONSTRATION PERFORMANCE METHOD:** As stated earlier the demonstration performance method of instruction is a hands-on teaching method. There are four phases used when teaching a demonstration-performance block they are:

- **Explanation-** During this phase the instructor tells the students how to perform the task. An important consideration during the explanation phase is the language used by the instructor, remember to speak to the level of your students. Avoid using unnecessary jargon and acronyms that the students may not understand. You should ensure that you clearly describe the actions the students are expected to achieve. Remember clear communication is the key. It may be appropriate to use visual aids during this phase. If visual aids are used, ensure they are readable, accurate and that all students can see them.
- **Demonstration-** During this phase the instructor will show the students how to perform the task or skill. During the demonstration it is important to demonstrate the task or skill correctly the first time and exactly the way the students will be expected to perform it. When the task is demonstrated incorrectly you may lose credibility and the students may have difficulty in later steps. To avoid confusion the skill or task should be taught in the same sequence that it was explained in.
- **Performance/Supervision-** There are two approaches you may use during this phase, the independent approach and the controlled approach. When using the independent approach allow the students to practice the entire task or skill at their own pace. This approach is best used on small simple tasks. In the controlled approach students practice each task step (or small group of steps) after seeing it demonstrated. During this phase you should be looking for common mistakes and take the time to re-teach the area of difficulty.
- **Evaluation-** The most important consideration in the evaluation phase is the development of an appropriate method of evaluation or written test (see AFQTP 32.5.1. & 32.5.2.). To be valid the rating method must accurately measure the achievement of the objective. When beginning the evaluation phase you should give clear, complete instructions to the students, emphasize the acceptable standards for the evaluation (time, accuracy, quality etc.) Be sure to allow enough time for the students to complete all phases of the evaluation. After the evaluation, take the time to offer tips and suggestions on areas that need improvement.
- **Conclusion-** The conclusion to a demonstration performance lesson has the same three steps as a lecture lesson: a summary; a remotivation; and a closure.

Trainer should provide feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

Remember when using the demonstration performance method of instruction it is your job to ensure your student understands what the task is, what steps need to be accomplished in order to complete the task, and the standards expected of them to complete the task. By using the instructor fundamentals taught in the at the Readiness school and discussed in this AFQTP, you will be able to become an effective instructor.

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**Review Questions  
for  
Use Demonstration and/or Performance Method**

Question	Answer
1. What are the two approaches that can be used in the Performance-Supervision phase of a Demonstration Performance lesson?	<ul style="list-style-type: none"> <li>a. Formal and Informal</li> <li>b. Independent and Supervised</li> <li>c. Controlled and Independent</li> <li>d. Supervised and Controlled</li> </ul>
2. What is the most important consideration during the Evaluation phase?	<ul style="list-style-type: none"> <li>a. The development of an appropriate method of evaluation</li> <li>b. Ensuring enough time for the evaluation</li> <li>c. What rating method to use</li> <li>d. What tips and suggestions to offer</li> </ul>
3. What are the three parts to a conclusion?	<ul style="list-style-type: none"> <li>a. Course overview, introduction, summary</li> <li>b. Introduction, remotivation, closure</li> <li>c. Summary, remotivation and closure</li> <li>d. Summary, remotivivation , conclusion</li> </ul>
4. During the performance-supervision phase which approach is best used for small simple tasks?	<ul style="list-style-type: none"> <li>a. Controlled</li> <li>b. Independent</li> <li>c. Supervised</li> <li>d. None of the above</li> </ul>

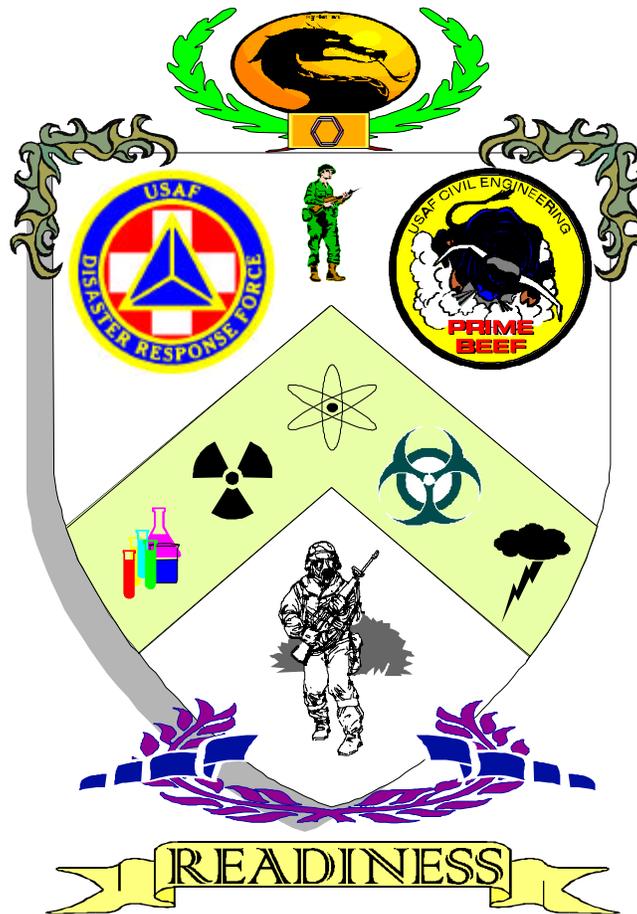
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## USE DEMONSTRATION AND/OR PERFORMANCE METHOD

Performance Checklist		
Step	Yes	No
1. Did the trainee determine the purpose of his presentation and analyze his projected audience based on that purpose?		
2. Did the trainee properly prepare the classroom for the presentation?		
3. Did the trainee do an Administrative overview?		
4. Did the trainee do a course overview?		
5. Did the course overview have an attention, motivation and an overview step?		
6. Did the trainee use proper transitions?		
7. Did the trainee use interim summaries?		
8. Did the trainee do a course summary?		
9. Did the trainee do a re-motivation prior to ending the class?		
10. During the explanation phase did the trainee clearly describe the actions the students were expected to achieve?		
11. During the demonstration phase did the trainee show the students how to properly perform the task exactly the way the students would be expected to perform it?		
12. Can the trainee identify the two approaches used in the performance-supervision phase?		
13. Did the trainee give clear, complete instructions to the students to include acceptable standards for the evaluation (time, accuracy, quality)?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 32**

**AFQTP UNIT 5**

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**KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST**

**(32.5.1.)**

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## KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST

### *Task Training Guide*

<b>STS Reference Number/Title:</b>	32.5.1., Knowledge based tests such as written/CerTest
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• Air Force Manual 36-2236 <i>Guidebook for Air Force Instructors</i></li> </ul>
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum a 3E931 AFSC</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• The trainee will be able to develop and administer a knowledge based test.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• In a classroom environment the trainee will administer a knowledge based test.</li> </ul>
<b>Notes:</b>	

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## KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST

**Background:** Testing is a crucial part of the overall learning process. For the student, it reinforces the subject matter just taught to them. For the instructor it lets them know if they thoroughly covered all the necessary topics in the lesson plan. Fortunately for you the instructor, the Readiness Training Packages (RTPs) contain written test questions for all courses of instruction.

*To properly perform this task, follow these steps:*

**Step 1: Ensure that the test you are administering at the end of a course of instruction is taken from the RTP for that course of instruction.**

**HINT:**

Make sure there are enough pencils for each individual in the class.

**Step 2: Brief instructions and what is expected during the test taking period.**

- No talking during the test.
- What will be the results if a test is failed?
- Where to turn-in the test once it is complete.

**Step 3: Once the testing period is complete and all tests have been turned in review and document the results.**

**Step 4. Look for trends in the testing process such as, answering the same question wrong all the time, and individuals asking “what a question means” during the testing period.**

**HINT:**

If you find numerous students get the same test question wrong, check to see if there is a trend from other classes. Maybe that portion of the lesson plan needs to be beefed up.

**Step 5. If required update tests.**

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**Review Questions  
for  
Knowledge Based Tests Such as Written/CerTest**

<b>Question</b>	<b>Answer</b>
1. If several students miss the same question on a test it is automatically considered a trend?	a. True b. False
2. If possible, the test you administer should be taken from the back of the RTP?	a. True b. False

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**KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST**

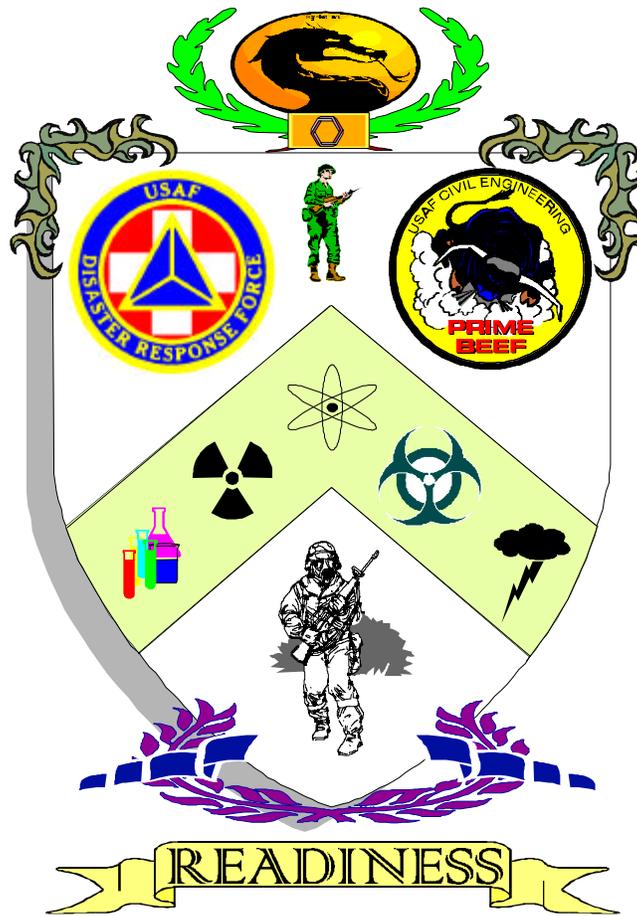
<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
1. Is the trainee familiar with the tools needed to conduct a testing environment?		
2. Is the trainee familiar with the circumstantial factors regarding the students tests, such as what to do about failed tests, briefing test scores, etc?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 32**

**AFQTP UNIT 5**

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**PERFORMANCE TESTS**

**(32.5.2.)**

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**PERFORMANCE TESTS**

***Task Training Guide***

<b>STS Reference Number/Title:</b>	32.5.2., Performance tests
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• Air Force Manual 36-2236 <i>Guidebook for Air Force Instructors</i></li> </ul>
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum a 3E931 AFSC</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• The Trainee will be able to develop and administer a performance based test.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• In a classroom environment the instructor will present, develop and administer a performance based test.</li> </ul>
<b>Notes:</b>	

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## PERFORMANCE TESTS

**Background:** The performance test is the culmination of a Demo/ Performance course of instruction. The performance test is the students chance to complete a task with very little input from the instructor. Grading this type of test can range from a go, no-go, to a grading system that deducts point for errors during the task.

*To properly perform this task, follow these steps:*

**Step 1: Give clear and complete and concise instructions to students, including a review of the task steps if necessary.**

**NOTE:**

Provide any equipment or materials that are required to complete the test.

**Step 2: Proceed with the test.**

**NOTE:**

Provide enough time to students to successfully complete all tasks being tested.

**SAFETY:**

**STOP THE TEST AT ANYTIME A SAFETY HAZARD EXISTS!**

**Step 3: At the conclusion of the evaluation, you should record the student performance and brief each student on the results.**

**NOTE:**

Withhold comments to individual students until all have completed the evaluation.

**Step 4: Conduct an overall class review.**

**Step 5: Document and maintain testing results of entire class.**

**NOTE:**

Look for any trends in your test results and if necessary revise the course of instruction.

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**Review Questions  
for  
Performance Tests**

<b>Question</b>	<b>Answer</b>
1. A performance based test can be graded as 'Go/No -Go.'	a. True b. False
2. You should withhold comments to individual students during the test?	a. True b. False

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**PERFORMANCE TESTS**

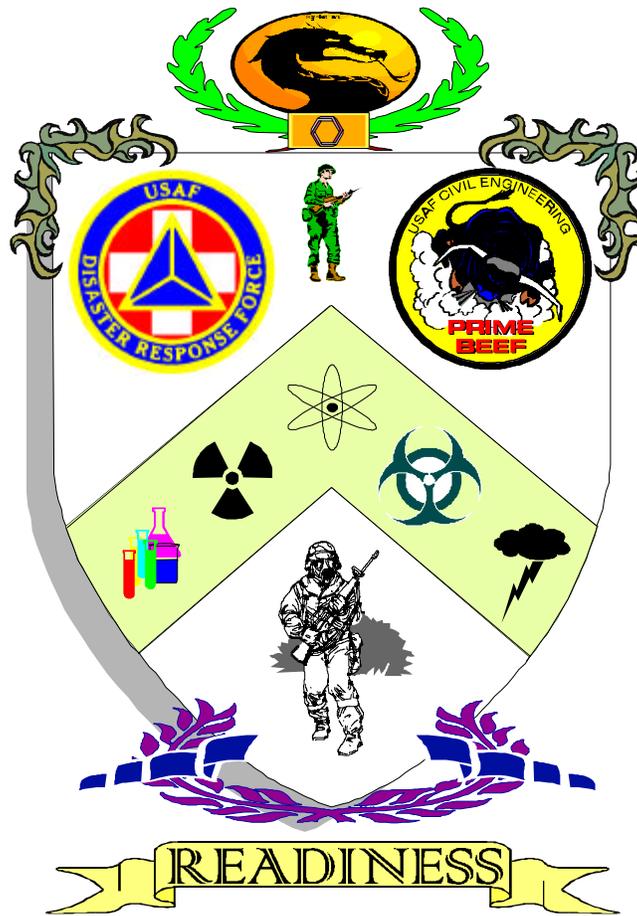
<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
1. Does the trainee understand his/her role and responsibilities as an instructor during interaction with students?		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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**MODULE 32**

**AFQTP UNIT 7**

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**DEVELOP AND/OR PERSONALIZE LESSON PLANS**

**(32.7.)**

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**DEVELOP AND/OR PERSONALIZE LESSON PLANS**

*Task Training Guide*

<b>STS Reference Number/Title:</b>	32.7., Develop and/or Personalize Lesson Plans
<b>Training References:</b>	<ul style="list-style-type: none"> <li>• CDC 3E951, AFM 36-2236</li> </ul>
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Possess as a minimum a 3E931</li> </ul>
<b>Equipment/Tools Required:</b>	<ul style="list-style-type: none"> <li>• Master lesson plan.</li> </ul>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• Using the master lesson plan for a course of instruction, personalize the lesson to enhance classroom presentation.</li> </ul>
<b>Samples of Behavior:</b>	<ul style="list-style-type: none"> <li>• Personalize lesson plans for classroom instruction</li> </ul>
<b>Notes:</b>	

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## DEVELOP AND/OR PERSONALIZE LESSON PLANS

**Background:** Although the Air Force provides standardized lesson plans for most courses of instruction you will have to teach, you can personalize these lesson plans to suit your style as an instructor. Adding current information from other sources or personal experiences will enhance the class. You may also find it necessary to add to your lesson plan because of changes in procedures or Technical Orders.

*To properly perform this task, follow these steps:*

### **Step 1: Review lesson plan for each course of instruction.**

**NOTE:**

- Look for any technical or procedural changes that need to be updated.
- Look for course material that can be enhanced by your personal experience or additional information that reinforces the subject matter.

### **Step 2: Add any technical changes required to update lesson plan.**

### **Step 3: Add any additional information to the right hand column that will enhance subject matter.**

**NOTE:**

As a minimum, lesson plans have to be reviewed once a year. Take this opportunity to ensure the lesson plan is technically correct and that any information you have added to your lesson plan is still current.

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**Review Questions  
for  
Develop and/or Personalize Lesson Plans**

<b>Question</b>	<b>Answer</b>
1. Why should an instructor personalize a lesson plan for a specific course of instruction?	a. It can enhance classroom presentation b. Keeps the instructor busy constructing lesson plans c. There is no reason to personalize a lesson plan since they are already provided by the Air Force d. None of the above
2. Personal experience on the subject matter can be used to personalize a lesson plan?	a. True b. False

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**DEVELOP AND/OR PERSONALIZE LESSON PLANS**

<b>Performance Checklist</b>		
<b>Step</b>	<b>Yes</b>	<b>No</b>
1. Using the master lesson plan, was trainee able to personalize it using additional current information from other sources.		

**FEEDBACK:** Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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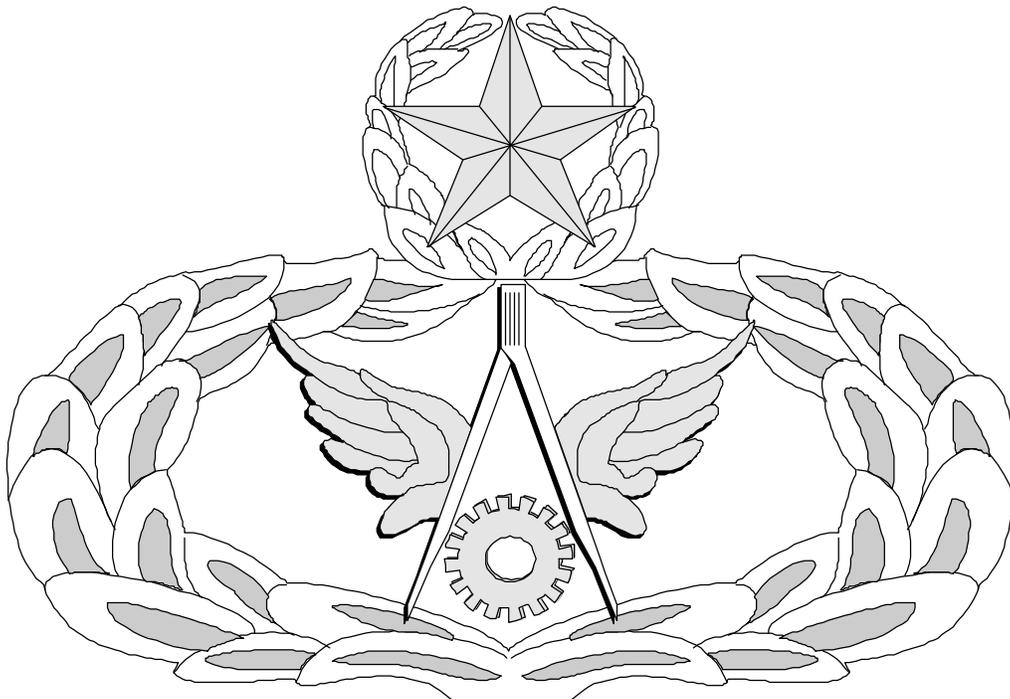
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# Air Force Civil Engineer

## QUALIFICATION TRAINING PACKAGE (QTP)

### REVIEW ANSWER KEY



For  
READINESS

(3E9X1)

MODULE 32

INSTRUCTOR FUNDAMENTALS

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Key-1

USE LECTURE METHOD

(3E9X1-32.4.1.)

Question	Answer
1. What are the two types of lectures?	a. Formal and Informal
2. Transitions are used to change from one instructional block to another?	a. True
3. During which step do you provide the students with a safety briefing?	b. Introduction
4. When can an interim summary be done?	d. B & C

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## USE DEMONSTRATION AND/OR PERFORMANCE METHOD

(3E9X1-32.4.2.)

Question	Answer
1. What are the two approaches that can be used in the Performance-Supervision phase of a Demonstration Performance lesson?	c. Controlled and Independent
2. What is the most important consideration during the Evaluation phase?	a. The development of an appropriate method of evaluation
3. What are the three parts to a conclusion?	c. Summary, remotivation and closure
4. During the performance-supervision phase which approach is best used for small simple tasks?	a. Independent

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**KNOWLEDGE BASED TESTS SUCH AS WRITTEN/CERTEST**

(3E9X1-32.5.1.)

<b>Question</b>	<b>Answer</b>
1. If several students miss the same question on a test it is automatically considered a trend?	b. False
2. If possible, the test you administer should be taken from the back of the RTP?	a. True

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**PERFORMANCE TESTS**

(3E9X1-32.5.2.)

<b>Question</b>	<b>Answer</b>
1. A performance based test can be graded as "Go/No -Go."	a. True
2. You should withhold comments to individual students during the test?	a. True

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DEVELOP AND/OR PERSONALIZE LESSON PLANS

(3E9X1-32.7.)

Question	Answer
1. Why should an instructor personalize a lesson plan for a specific course of instruction?	a. It can enhance classroom presentation
2. Personal experience on the subject matter can be used to personalize a lesson plan?	a. True

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