

Writing an Effective Lesson Plan

What is the purpose of a lesson plan?

- Provide a **guide** for the CFI to accurately and **efficiently** present a lesson.

What should be included in a lesson plan?

- Short, concise bullet points.
- Reminders of scenarios to cover, videos to show, points to state.
- References and sources of information (useful for your own studying, but also to provide customer with further information).
- Heavy use of **visual aids** (diagrams, drawings, models, pictures, videos, etc).
- Questions— engage your student.

What are the steps to writing a new lesson?

- Set an objective for the lesson plan.
- Determine blocks of learning — break the lesson down into small manageable pieces.

How should a lesson plan be organized?

- General Organization
 - Introduction/Objective
 - Attention
 - Motivation
 - Overview
 - Development
 - Past to present
 - Simple to complex
 - Known to unknown
 - Most frequently used to least used
 - Conclusion
 - Completion standards (may not be stated to student, a checklist for you)
- Flow of lesson should be logical, easy to follow and understand.

How do I know if I have a good lesson plan?

- The best way is practice! This exposes holes in your knowledge, and helps you find a better way to organize material.
- If you have to filter through your lesson plan while teaching it, it needs to be reworked (see examples).

Priority of Visual Aids (in my opinion)

- Law of Intensity: Get as close to the real thing before falling back on hand drawings, verbal explanations.
 - Real Helicopter → Models → Pictures/Videos → Handwritten/Drawings

What about writing maneuver lesson plans?

- Purpose/Objective
- Setup (specific numbers, altitudes, airspeeds)
- Actions/Maneuver Steps (specifics)
- Common Errors

Cautions

- It is easy to spend many hours on lesson planning, only to find that it doesn't work, or you don't like it. You should practice every lesson before presenting it until you are comfortable with the flow and your knowledge of the areas.
- A lesson plan is not a substitute for knowledge. The items in a lesson plan should be thoroughly understood by you, the CFI.
- Stick to FAA publications, this is what the FAA is testing you and your students on.

Questions to Ask Yourself

- How am I going to get my student to remember this?
- Why is this important? What's the application of what you're teaching? You are not just presenting info, but motivating the student.

Examples:

Poor Example:

Dynamic Rollover:

Dynamic rollover is a state where a helicopter pivots around a skid until its rollover angle is reached. At this point, main rotor thrust continues to pull the helicopter around the pivot point, and recovery is impossible (5-8°).

The requirements for dynamic rollover are a pivot point, rolling moment, and power applied. To recover from a dynamic rollover situation, lower collective, because cyclic will not be able to stop it.



Better Example:

1. Dynamic Rollover (HFH 11-12)

- a. Definition: Tendency for helicopter to roll as it pivots around skid/wheel. (**video**)
- b. Requirements:
 - i. Pivot point
 - ii. Power applied
 - iii. Rolling moment
- c. Critical angle: 5-8°
- d. Recovery: **Lower Collective** (*WHY: limited cyclic control, collective reduces thrust of entire disc*)

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- Example 2 allows quick viewing of the content without filtering out words.
 - To present from the first example, one would have to stop and read exactly what it is saying.
 - Consider font size and type to make it easier for you to glance at during your presentation.
 - Use formatting to remind yourself of key points that may or may not be presented (i.e. the parenthesis in the above example).
 - "Whys" and "Hows" will help your student understand and remember.