

## Communications Fundamentals

**DURATION:** 130 Minutes including 10 minute break (assuming 12 students per instructor)

**TEACHING METHOD:** Presentation by student and feedback by staff and/or student

**READING:** Student Reading

**LESSON OBJECTIVE:** Demonstrate effective communication knowledge and skill both in verbal and written formats.

**Desired Learning Outcomes (DLO):**

1. Demonstrate the ability to create an effective presentation.
2. Demonstrate the ability to speak effectively in at least two CAP related settings.
3. Demonstrate the ability to write effectively in at least three CAP related formats.

**LESSON STRATEGY:** The strategy for this lesson comes in two parts, written and oral. Due to time constraints, instructors should be responsible for no more than 12 students. The time allotted for this lesson may be adjusted based on the assumption of 10 minutes per student and a 10 minute break per hour.

**INSTRUCTOR NOTE:** It is assumed that students will have read the presentation online, successfully completed the quiz online, and have completed the exercises. Furthermore, students will have submitted exercises and received proof of quiz completion before the in-residence class. For this reason, the lesson plan does not refer to the narrative.

- Written - As students enroll, the instructor should contact them to review the requirements in the writing effectively part of the student reading. This will ensure students understand the performance requirements. This contact may be in-person, by phone or email. It is a good time to point out that an email and business style letter are required documents. The required third form may be up to the instructor or the director. Students should submit the first attempt at the written assignments to their instructor no less than 7 days prior to the course. The instructor will review the submissions and return the work to the student for corrections until all the work meets the standard.
  - Consideration - The business style letter may be sent as an attachment to an email. This could fulfill both required assignments. Other methods are acceptable.
  - Consideration - You can have the student provide specific information other functions may require in the memo. That information may include: Do they have any AV requirements for their presentation? Are they bringing a CAP vehicle? Do they have dietary requirements? When will they be arriving? Do they require billeting? Information needed for the MSA, etc.
  - Consideration - Some directors may require this part of the assignment be completed before the student is accepted/authorized to attend the UCC. Other directors may allow students to bring the final draft with them or even make

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- changes once they arrive at the UCC. Having it completed prior to the school allows you to focus on the oral portion and saves class time.
- Consideration - Some students will be able to correctly complete the written assignments on the first attempt. Some students may require three or more attempts before reaching the standard. A deadline of 14 days prior to the UCC for the student's first submission is recommended. This will take both the student's and instructor's schedules and abilities into consideration.
  - Consideration - Because of the amount of effort and time required for this approach, a limit of 12 students per instructor is suggested. However, a lower student/instructor ratio is recommended.
  - Consideration - You may want to point out where in the CAP regulations examples can be found. Others feel a CC should be able to find these on their own.
  - Consideration - If the work is done in MS Word, comment and show revisions functions can make it easier to communicate, point out errors and make changes. Other methods may be used.
  - Oral - Students take turns presenting their two presentations. Each presentation is immediately followed by instructor and our student feedback. Feedback should be in descriptive terms not evaluative terms. Feedback should be given orally and a copy of the evaluation sheet should be provided to the student for reflection.
    - Consideration - Smaller groups of students will shorten the overall time required for presentations. However, smaller groups may result in more groups and the need for additional instructors.
    - Consideration - Elevator speeches can be given while other students register (before the class begins) or during breaks or at meals or at other "non-class times". This is realistic and saves scheduled time, but can be demanding on the instructors.
    - Consideration - The presentation should have been seen by the CC or PDO prior to coming to the UCC. You could ask the student to bring the evaluator's feedback sheet with them. This will help insure the student has practiced. It could be used to waive one of the two presentations. This will save class time. The hard part is making sure the CC or PDO are using the same form and have the same standard as the UCC staff.
    - Consideration - If the student is running a teleconference or other technology based meeting, the UCC instructor could participate and provide feedback off-line. This would count as one of the two presentations and save class time.
    - Consideration - The UCC staff may choose to assign topics for the presentation. The topics could be related to other subjects covered in the UCC. Examples might include: "Successful Fundraising Projects", "Great Squadron Activities", etc. This allows you to double dip on time or cover helpful information not found in the UCC curriculum.
    - Consideration - Each student will present two five minute presentations and receive feedback. A seminar of 12 students could take 120 minutes without breaks to complete this activity. Adding in transition time and AV set up,

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directors may want to spread out block times for this to be accomplished.  
Directors may choose to integrate these speeches into other activities, such as a lunch.

**REVIEW:** Ask students if they have any questions about the reading or on any of their assignments for this unit. If they have questions, answer them. If not, proceed with a short review of being good listeners and giving good feedback. Ask students to share what they struggled most with in preparing for their speaking and writing assignments. Ask them what required the least time/effort. Encourage several students to participate/share.

**BRIDGE:** Tell the students that the class is going to do their presentations. Ask them to show their understanding of the Core Values in how they treat their classmates and respond to their work.

### **STUDENT PRESENTATIONS**

### **FEEDBACK**

**CLOSELY RELATED LESSONS:** Commander's Intent, Developing Our Members