

f. Facilitate Preparation of Instruction. Effective instruction depends on adequate preparation. Here are some ways the unit training schedule can help instructors prepare for their classes:

(1) The references cited for each subject in the unit training schedule should be specific and pertinent. They should be so selected as to limit the scope of the subjects being taught.

(2) Show the time actually available for instruction in each subject. When two or more subjects are to be taught in different areas during the same day, some training time may be lost in moving from one area to another. The movement time may be only a fraction of an hour, but a 10 or 20 minute time loss can appreciably decrease the effectiveness of a lesson planned for one to two hours. The unit training schedule should account for this movement in some manner. It may be noted in the time or remarks column.

(3) Use the commander's time to compensate for interruptions, to bring units up to standard, and to provide refresher training or retraining where the unit is weak. Commander's time may also be used for inspirational lectures, special inspections, and special ceremonies. The training conducted during commander's time must be adequately prepared; therefore, the unit training schedule should reflect, in addition to commander's time, the subject to be taught.

g. Facilitate Learning.

(1) Remember that the amount of information students retain from a period of instruction is appreciably affected by the circumstances under which the subject is taught. The weather and area activities should be considered because students who are physically uncomfortable or otherwise distracted will gain little from the instruction.

(2) Subjects should be scheduled progressively from facts that are familiar into new, but related, subjects. Closely relate the subjects to their functional application and have the students apply the more simple elements of newly acquired knowledge before confronting them with more complex situations. When applicable, schedule subjects in a sequence comparable to normal operational conditions. For example, give instructions on formations and commands before taking up civil disturbance operations.

(3) "Hands-on", performance-orientated skill training (learn by doing) is always to be preferred over lectures whenever possible.