

## PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE Airmen Success Orientation
BLOCK TITLE Airmen Success Orientation	
COURSE CONTENT	TIME
<p>1. Airmen Success Orientation</p> <p style="padding-left: 40px;">a. Distinguish between passive and active learning.</p> <p style="padding-left: 80px;">(1) Orientation (2) Passive Learning (3) What influences your motivation? (4) Active Learning</p> <p style="padding-left: 40px;">b. Determine the responsibility as a learner in an active learning environment.</p> <p style="padding-left: 40px;">c. Examine where students are currently placed on the spectrum of growth and fixed mindsets.</p> <p style="padding-left: 80px;">(1) Group Activity</p> <p style="padding-left: 40px;">d. Identify characteristics of a growth and fixed mindset.</p> <p style="padding-left: 80px;">(1) Fixed &amp; Growth Mindsets</p> <p style="padding-left: 40px;">e. Given a scenario, compare responses between a growth and fixed mindset.</p> <p style="text-align: center; padding: 10px 0;"><u>SUPPORT MATERIALS AND GUIDANCE</u></p> <p><u>Student Instructional Materials</u> N/A</p> <p><u>Audio visual Aids</u> Power Point Slides: Student Success Orientation Slides</p> <p><u>Training Methods</u> Active Learning</p> <p><u>Training Equipment</u> N/A</p> <p><u>MIR</u> N/A</p>	<p>100min</p> <p>(30min)</p> <p>(10min)</p> <p>(40min)</p> <p>(10min)</p> <p>(10min)</p>

## PLAN OF INSTRUCTION/LESSON PLAN PART I

Instructional Guidance

The majority of instructing Airmen Success Orientation is conducted in a facilitation role. Draw from student's experiences to share ideas and perceptions of content in order to learn material. Resist the urge to answer your own questions. Each exercises is explained in Part II.

SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE Date of presentation	PAGE NO. 1

## LP PART II - TEACHING GUIDE

UNIT TIME: 100 Minutes

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### INTRODUCTION

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**ATTENTION** Good morning! My name is ..... We are going to start this morning off with a little exercise. Everyone stand up and find a partner. You will count to three, taking turns, every other number. (Demonstrate). Any questions? You have one minute, go.... On a scale of one to five, using your fingers, one being easy, five being difficult, show me how difficult that was. We are going to do this again, but this time instead of saying one, you are going to clap. (Demonstrate). You have one minute, go... Using the same scale as before, show me how difficult that was. Why was that more difficult? We are going to increase the difficulty one more time; instead of saying the number two, you are going to stomp. (Demonstrate). You have one minute, go... Using the same scale as before, show me how difficult that was. Now, we are going to go back to the original task of saying 1,2,3. You have one minute, go... How was that? Why was that easier? This is a metaphor for your time here at Goodfellow, can anyone share the metaphor? (We increase intensity every day in training, challenging you to be better than the day before so that when you get into the field, the mission should be easier). Similar to fitness...challenging the body makes your body rise to the occasion and change for the better.

**MOTIVATION** The National Defense Strategy states that the United States' competitive military advantage "...has been eroding, and that the strategic environment has become more complex and volatile than any we have experienced." AETC's role in regaining that competitive advantage is to empower Airmen with the tools they need to take ownership of their learning so they are better equipped to navigate that ambiguous strategic environment. Not only does this "restore readiness...to win any fight, any time," but it also lays the foundation to "develop exceptional leaders...to lead the world's most powerful teams," two of the Air Force's senior leadership's priorities for the Total Force. The training environment is constantly changing, just like the world. In our constantly changing environment, we must adapt.

**REVIEW** N/A

- OVERVIEW**
- a. Distinguish between passive and active learning.
    - (1) Orientation
    - (2) Passive Learning
    - (3) What influences your motivation?
    - (4) Active Learning
  - b. Discuss the responsibility as a learner in an active learning environment.
  - c. Examine where students are currently placed on the spectrum of growth and fixed mindsets.
    - (1) Group Activity
  - d. Identify characteristics of a growth and fixed mindset.
    - (1) Fixed & Growth Mindsets
  - e. Given a scenario, compare responses between a growth and fixed mindset.

**PRESENTATION:**

1. Student Success Orientation

- a. Distinguish between passive and active learning.

**TRAINING METHOD(s):** Active Learning

**AUDIOVISUAL AIDS:**

Power Point Slides

(1) Orientation

- (a) Personal Introduction

- (b) History of Program

Slide 4: Why is this important?

This is relevant to Airmen at all stages in their careers. We were charged by former General Mattis (retired) to step up our game in PME to make a more lethal force. Only we took it a step further. This is how we get after that at GAFB; to change the instructional environment from CDC's through our Career Development Program, to the classroom, and to additional required annual trainings/briefings.

Slide 5: Evolution of the Student Success Orientation: At the beginning of 2019, the 17 Training Group implemented active learning techniques into all of their training courses, but what we quickly found out was that the students were not ready for that level of engagement. So the 17 TRG hired contractors who specialize in performance psychology and paired them with the 17 Training Support Squadron Faculty Development flight to develop classes to prepare students for the new training environment. It was decided that these classes belonged during student in-processing so that students could implement scientifically proven performance enhancing tips on day one of their time at Goodfellow Air Force Base. These tips take a holistic approach toward wellness and studying to maximize human performance. Before we dive in, let's begin with an activity.

Slide 7: Does everyone have a piece of paper and writing utensil?

From memory, take a minute to draw the front side of a dollar bill...no pulling out a dollar bill...from memory.

Slide 8: Let's compare; how did we do?

How often would you say that you've interacted with or will have interacted with a dollar bill in your lifetime? (One billion times)

If you have interacted with a dollar bill over a billion times in your lifetime, why was this so difficult?

Do you think it would be easier if you were able to

look at the dollar bill for a minute before drawing it?

Let's try....

Slide 9: Was this easier?

What cognitive strategies did you use?

Why was this easier?

You were actively engaged with a purpose.

This was an example of active versus passive learning. Passive being when you had to recall the front side and active where you had to recall the back side with the defining factor being that you were given a specific task that focused your attention and made you engage with the material on a deeper level. In this case, visually.

## (2) Passive Learning

(a) Surface level approach on memorizing facts and learning by rote

Slide 10:  
Surface level approach ... How many times have you recited the Airmen's Creed? How many times have you truly thought about each line in the Airmen's Creed and what it means to you? This is a key difference between passive and active.

(b) Goal is passing the test, not retain information

The goal is to pass the test ... Stanford did a study using passive learning, then had the students take a test. They scored 60%. Then they retested them four weeks later. They scored 24%. Think of the implications in the Air Force that this study produces since a lot of Air Force training has been conducted passively via power points for days.

(c) Comfortable due to familiarity

Comfortable...students are comfortable with this because for the most part, that is all they know since the majority of their educational experiences has been high school and elementary school.

(d) Easier does not mean better

Easier does not mean better...

(AV) One side of the room watch what the instructor is doing...mannerisms, actions, words

Other side of the room watch what the students are doing...mannerisms, actions, words.

Slide 11:

(OH) What was the instructor doing?

(OH) What were the students doing?

(OH) Why were the students acting in this way?

(OH) What do you think this has to do with passive learning?

(OH) Whose job is it to make it fun in the classroom?

(FU) Why?

(OH) What would happen if you were in this classroom and I told you that you would be performing the task in the field tomorrow?

(FU) How would your actions change?

(3) What influences your motivation?

- (a) Value: how important is this goal to you
- (b) Nature of the environment: how helpful it is
- (c) Belief in your ability to succeed
- (d) Boost motivation/positive emotions, and learning with these three steps:

- 1 Use the learning strategies that are going to be taught in the next section
- 2 Adopt a Growth Mindset
- 3 Monitor self-talk
- 4 Attribute results to your action that got you there
- 5 Rest, nutrition, exercise

(4) Active Learning

- (a) Greater student interaction and involvement
- (b) Take responsibility for learning
- (c) Higher-order thinking
- (d) Deeper connections in the brain
- (e) “Tell me and I forget; teach me and I may remember; involve me and I learn.” –Ben Franklin

b. Determine the responsibility as a learner in an active learning environment.

Active Learning FAQs

Application:

- 1 Will active learning be difficult?
- 2 What is the responsibility of my

(OH) What are you motivated for on a daily basis?

(OH) What motivates you?

Share personal story of motivation and tie to current task/job

Slide 12:

“Involves students in doing things and in thinking about what they are doing. “ Jeb Clay

Greater student interaction ... for some, this can be very uncomfortable which is why we are talking about it now.

Airmen understand that the process of learning is on them. They control what they learn.

When you read new material, you synthesize it in your brain to make sense of it by comparing ideas to what you already know. You analyze the material to make sure it makes sense. Then you evaluate if what makes sense to you fits what you read. You think through concepts and understand the why behind them. It's not just memorization by rote.

This leads to deeper connections in the brain.

There was a controlled Trial of Active Versus Passive Learning Strategies in a Large Group Session and what they found was that teachers were able to get through traditionally teacher-driven content in 50% of the time with no detrimental effects on knowledge acquisition or attitude enhancement. Think of the implications Air Force-wide? If we could conduct all our traditional training in just 50% of the time!

(OH) What does “Education is becoming not having” mean? “Intelligence is a process, not a thing” David Shenk (2010, p. 29)

Slide 13: Activity: Split the room into 5 groups assigning one question to each group. Have the Airmen brief what they discussed and allow cross talk between groups to happen to draw different perspectives on each question.

instructor?

- 3 What is my responsibility as a learner?
- 4 Do I still have to study?
- 5 How do I interact with my instructor?

c. Examine where students are currently placed on the spectrum of growth and fixed mindsets.

(1) Group activity

Application:

- (a) I believe that talent is overrated
- (b) I believe that you are successful if you outperform those around you
- (c) I prefer to engage in tasks that I know I will be successful in
- (d) A setback is a sign of not enough skill in the task
- (e) Criticism is a sign that I'm not any good at the task

d. Identify characteristics of a fixed and growth mindset.

(1) Fixed & Growth Mindsets

(a) Fixed mindset

- 1 According to the fixed mindset, however skilled or talented you were when you were born is the limit of your potential. You cannot change or improve

(OH) why is this information important to you?

The goal is to have the students logic out each question so that they have a firm understanding that the onus of learning is on the student.

Slide 14: Rebus Puzzle. Place students on break while this slide is up. When they come back from break, see what they solved. Explain that a Rebus Puzzle is a great way to prime the brain to learn in the morning. It is similar to a warm-up before exercising. It gets the synapses in the brain firing and ready to take in information and form new connections. Ask if anyone found that others were easier once they figured a first one out and if they formed any cognitive strategies to solve any of them.

Slides 15-19:

Activity: Have students get up and congregate at the back of the room. Read statements and have students move to one side of the room or the other side depending on whether they agree or disagree with the statement. Generate discussion based off of each statement. The goal is to have the students think critically about each statement and generate respectful conversation, while exploring each statement in depth. Do not allow them to stand in the middle. A best practice is to have one side provide a response, then the other side, and continue back and forth. Spend no more than 7-8 minutes on each statement.

Slide 20: Dr. Carol Dweck, professor of psychology at Stanford University conducted a study in the 70's on why certain people are motivated or driven to reach goals. She found that people commonly held one of two mindsets about intelligence: they believed it was fixed or that it could grow.

The questions we went over earlier were carefully crafted to bring out a fixed or growth mindset stance. Each question was to gain a self-awareness about whether you may have a fixed or a growth mindset.

2 Leads to a desire to look skilled, so a fixed mindset tends to:

- a Avoid challenges
- b Give up easily in the face of setbacks
- c See effort as worthless
- d Ignore criticism, useful or not
- e Feel threatened by the success of others

3 Result: plateau early and achieve less than full potential

(b) Growth mindset

1 A growth mindset believes they contain unlimited potential to learn and grow in their abilities and knowledge

2 Having a growth mindset leads to a desire to develop skill, so they tend to:

- a Embrace challenges
- b Persist in the face of setbacks
- c See effort as the key to mastery
- d Learn from criticism
- e Feel inspired by the success of others

3 Result: Reach higher levels of development

- (OH) Why would a fixed mindset avoid challenges?
- (OH) Why would a fixed mindset give up easily in the face of setbacks?
- (OH) Why would a fixed mindset see effort as worthless?
- (OH) Why would a fixed mindset ignore criticism?
- (OH) Why would a fixed mindset feel threatened by the success of others?

- (OH) Why might a growth mindset embrace challenges?
- (OH) Why might a growth mindset persist in the face of setbacks?
- (OH) Why might a growth mindset see effort as the key to mastery?
- (OH) Why might a growth mindset learn from criticism?
- (OH) Why might a growth mindset feel inspired by the success of others?

- (OH) If I have a fixed mindset, why might I feel threatened by a growth mindset?
- (OH) What is the connection between these two mindsets and your time at Goodfellow?
- (OH) Did anyone resonate with these two characteristics? Would you like to share?

Study: David H Uttal (1997): Stereotypes about mathematical ability of Japanese, Taiwanese, and American mothers and students. American mothers rated effort as significantly less important than mothers in Asia did and they rated innate ability as significantly more important as mothers in Asia did. Children tended to hold the beliefs that their mothers held. American parents fixed mindsets may explain two of his other findings: First, he found American parents were satisfied with their children's mediocre



performance, whereas parents in Asia express much less satisfaction with their children's higher achievement. American parents and children believed that children in Asia are more talented in mathematics than American children. American mothers are ambivalent about the value of homework, whereas Japanese and Taiwanese mothers are convinced that homework is important. American fifth graders spent about 4 hours per week doing homework. Whereas Japanese and Taiwanese fifth grades spent 6-11 hours. American children felt embarrassed when they made errors, whereas Japanese and Chinese children remained largely untroubled by their mistakes because they were viewed as opportunities for growth.

Study: Aguilar and colleagues (2014) cite a study by Yeager and colleagues (2013) wherein teachers provided feedback on student essays along with a note that read "I have high standards but I believe you have the potential to meet them, so I am providing this critical feedback to help you meet those standards." Eighty percent of the students who received the note chose to revise their essays whereas just 39% chose to do no revisions when only criticism was provided. "It must be said here that whether or not you have a supportive instructor, criticism can always be used to improve, and you should always submit revisions when given the chance."

Case: LSU's College of Human Sciences and Education master's degree candidate who taught gifted program in mathematics. Students would write IDK on problems that they hadn't already learned. "Why would they do this?" sometimes when students are labeled as gifted, they take on a fixed mindset and may be afraid to try anything that might contradict the idea that they are smart. So instead of facing head-on the confusion that inevitably accompanies meaningful problem-solving, they may instead throw up their hands and say "IDK." Given this tendency, I want to stress to you how important it is that you tackle challenging tasks that feel threatening. Life is about repeatedly going beyond our perceived limitations. If you never allow yourself to feel the fear and self-doubt that everyone experiences whenever our limits are tested, you will never know what you are capable of achieving.

e. Given a scenario, compare responses between a growth and fixed mindset.

(a) Growth & fixed mindset scenarios

Application:

- 1 Scenario 1: you have washed out of your current course
- 2 Scenario 2: An airman in your class is continually struggling to understand course material
- 3 Scenario 3: Your instructor continues to give you feedback that you won't be successful
- 4 Scenario 4: Your course material is easy to comprehend
- 5 Scenario 5: You are having a difficult time adjusting to this environment
- 6 Scenario 6: You failed the most recent test

(b) Four strategies for changing student mindset

- 1 Keep the faith
- 2 Reflect on your successes
  
- 3 Learn the neurobiological basis of the growth mindset

Slide 21:

Activity: Break into 6 groups and discuss an assigned scenario. Determine what would make the scenario a fixed mindset and what would make the scenario a growth mindset. Share with the group.

Be aware of your own self talk and own processes. You can lie to others, but you cannot lie to yourself. If you think to yourself "I just can't do this", work toward, "I just can't do this yet, but I will keep trying or take a new approach." "Yet" being the key word. "Once you understand that changing your behavior changes your results, you can switch from a fixed mindset to a growth mindset"

There is no reason you can't implement the strategies and have miraculous stories of your own to tell

Activity:

Recall three previous challenges you overcame. The first one should be something you overcame in the past 24 hours. The second one should be within the past 3-12 months. And the third should be something that you are extremely proud of. These successes are examples of both short term and long term obstacles that you have overcome, demonstrating that you possess the resolve within yourself to push through to the end. **YOU CAN DO THIS.** Success breeds success.

The brain communicates through synapse which link brain cells together. The brain can change via synaptic plasticity, whereby connections between particular synapses are strengthened or weakened through a number of processes. Changes also occur via synaptogenesis (creation of synapses), synaptic pruning (destruction of synapses), and neurogenesis (creating of new neurons). Because your brain is built for change, you are the master of your academic fate. Ex: hiking...use a machete to create your own trail.

You travel that trail again the next day, it's easier. The next day, even easier, maybe you begin packing down dirt and clearing debris. The next day the trail is even stronger....same with synapses, the more you use newly acquired knowledge, the stronger the recall through your synapses is.

4 Start easy, end strong

There was a study by two men, Seligman and Maier's in 1967 where two groups received two sets of anagrams. The first group received an easy difficulty, a medium difficulty, and a difficult anagram, in that order. The second group received two anagrams that were impossible to solve, followed by a difficult one. The first group solved the difficult anagram whereas the second group only a couple solved the anagram. "Why is this; what do you think happened?" The first group built their confidence, whereas the second group developed a learned helplessness. They believed that because they couldn't solve the first two, that they wouldn't be able to solve the last one. "How can you use this study to your advantage?" Use the test taking strategy of going through the test and completing the easy questions first. Sometimes answering one question can cue other memory/data recall to help with the more difficult questions. Additionally, it builds confidence.

- (c) "Focus on your efforts toward learning. Grades reflect your behavior and the actions you take. Not how smart you are."

Where do talented people come from?  
Was Einstein known as a genius as a 3 year old?

No, in fact, his family thought he was below average intelligence well into his childhood because he did not learn to talk at the normal pace for most children.

So how did he become the most influential scientist of the 20th century?

Einstein remarked that he was not much smarter than anyone else, rather he was willing to stick to an uncomfortable problem for longer than anyone else was willing to.

He was relentless; difficulty in problems did not stop him from trying to find solutions.

Slide 22:

Activity: Grab a piece of paper and write down 3 key takeaways from today, listed in order of importance.  
(OH) Would anyone care to share?

Application:

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CONCLUSION

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**SUMMARY**

- a. Distinguish between passive and active learning.
  - (1) Orientation
  - (2) Passive Learning
  - (3) What influences your motivation?
  - (4) Active Learning
- b. Determine the responsibility as a learner in an active learning environment.
- c. Examine where students are currently placed on the spectrum of growth and fixed mindsets.
  - (1) Group Activity
- d. Identify characteristics of a growth and fixed mindset.
  - (1) Fixed & Growth Mindsets
- e. Given a scenario, compare responses between a growth and fixed mindset.

**REMOTIVATION**

We have gained an understanding of your specific learning environment, and how your mind best receives information. Next, we are going to explore effective study strategies backed by science. These specific strategies have been shown to increase memory recall while decreasing study time. The learning process begins with having a growth mindset, and utilizing effective note taking strategies. These strategies will help you with memory (information) recall and to streamline your time to make the most of what little time you have at the end of the day for studying. It all starts with having a growth mindset, and effective note taking strategies.

**ASSIGNMENT**

**CLOSURE**

When we come back from lunch or break, be sure to bring a full bottle of water; either two of the small ones or a larger personal one. Also, to get the most out of the next presentation please bring paper, a writing utensil, and a growth mindset.

Legend:

- Application: activity
- (AV) Audio Visual (video)
- (D) Direct Question
- (FU) Follow-up Question
- (OH) Overhead Question

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