SECTION 0: LESSON OVERVIEW

Lesson Information

Lesson Title: *Object_HERE Verb_HERE*

Program of Instruction (POI): *NUMBER-TOPIC_NAME / Version 1.0*

Developer Point of Contact : first.last@email.tld

IMPORTANT

Training Material Classification: UNCLASSIFIED

Distribution Restriction:

%%Delete all but appropriate%%

- A. Approved for public release; distribution is unlimited.
- B. Distribution authorized to U.S. Government agencies only.
- C. Distribution authorized to U.S. agencies and their contractors only <INSERT REASON>. This determination was made on <INSERT DATE>.
- D. Distribution authorized to the DOD and DOD Contractors <INSERT REASON>. This determination was made on <INSERT DATE>.
- E. Distribution authorized to DOD component only <INSERT REASON>. This determination was made on <INSERT DATE>.
- F. Further dissemination only as directed by <INSERT Office Symbol and Address> or higher authority. This determination was made on <INSERT DATE>.

Destruction Notice:

- N/A for the project: automatically rendered based on Distribution Restriction

Foreign Disclosure:

%%Delete all but appropriate%%

- FD1 - This training product has been reviewed by the training developer in coordination with the <INSERT ORG> foreign disclosure officer. This training product can be used to instruct international military students in all approved countries.
- FD2 - This training product has been reviewed by the training developer in coordination with the <INSERT ORG> foreign disclosure officer. This training product can be used to instruct international military students when specific criteria are met.
- FD3 - This training product has been reviewed by the developers in coordination with the <INSERT ORGANIZATION> foreign disclosure officer. This product CANNOT be used to instruct international military students.

SCOPE OF LESSON

This 2-hour lesson is an introductory level orientation to Commissary anti-robbery procedures. The **end state** of this lesson **is for new Commissary employees to be able to recall the necessary steps to take in the event of a robbery at the store. The** author's intent **is that new employees learn anti-robbery principles and procedures and choose appropriate actions during a series of scenario-based exercises. By the end of the lesson, new employees should have a solid grasp of the actions to take if the store is being robbed. This lesson is common to all Commissary departments and** links to other parts of the curriculum** by reinforcing the character attributes of accountability and responsibility.

Learning Objectives

Terminal Learning Objective (TLO):

> **Action**: Approved_Verb Object Qualifier **Condition**: **Standard**: Approved_Verb Object Qualifier Level of Proficiency

Enabling Learning Objective (ELO) / Learning Step Activity (LSA):

> **Action**: Approved_Verb Object Qualifier **Condition**: **Standard**: Approved_Verb Object Qualifier Level of Proficiency

References

1. Reference_1
2. Reference_2

SECTION 1: ADMINISTRATIVE DATA

Instructional Guidance

Conduct of Lesson | **NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identifying reference material. - Watch the robbery video until it bores you. This is important because, during the Concrete Experience, you should be observing the students. - Before the lesson, set up one easel in each corner of the classroom. Place a marker set with each easel, and affix one scenario sheet (face down) to each easel. - Before class, play the video completely through one time. This will reduce computer lag.

1. The importance of this lesson: (Why)

Insert how this ties to the student's goals and mission, or how it makes their current operations easier, or more effective.

2. What we want our students to Achieve: (Outcomes/Standard)

Choose anti-robbery measures that are appropriate to the scenario based on your interpretation of both the scenario itself and the job aid. Choices must align with the anti-robbery principles taught in the lesson.

3. A Possible Technique to Achieve the Outcome

1.

4. AAR Guidance for this Lesson

1.

Lesson Requirements

Instructor Requirements

An instructor must:

1. Review the entire lesson plan for each lesson they will cover.
2. Be able to obtain, access, and be familiar with the required material and equipment.

An instructor must attend the following training:

1. TRADOC-approved faculty course
2. {INSERT_Course}

An instructor should:

1. Have received this block of instruction as a student
2. Participated in this instruction as an assistant instructor for this lesson
3. Participated in the AAR for this lesson

Additional Support

Required or Requested Support

Guidance for Assistant Instructors

Equipment and Material Required for Instruction

Lesson Material, Ammo, Expendable, etc.

Equipment	Student Ratio	Instructor Ratio	Quantity	Expendable
#MacOS-Computer, #MacOS-Keyboard, #MacOS-Touchpad	1:1	1:2		no
#Slides			1	no
#Projector			1	no
#Terminal_app	1:1	1:2		

Pre-Requisite Tasks

1.

Knowledge Required

1.

Skills Required

1.

Supporting Tasks

Tasks Taught

1.

Tasks Supported

1.

Tasks Reinforced

1.

Lesson Timeline

Academic (y/n)	Broad Topic	EST TIME Min	Methods
Instructor		5	Instructor Rehearsal
Instructor		0	Classroom Setup
y		5	Concrete Experience
y		3	Publish and Process
y		10	Generalize New Information
y		3	Develop
y		10	Generalize New Information
y		3	Develop
y		5	Apply
y		3	Assessment / Check On Learning

SECTION 2: LESSON INTRODUCTION

Concrete Experience / Motivator: NOTE: Tell an interesting anecdote based on your experience, or recall a recent current event pertaining to the lesson unit topic to gain the student's attention and motivate them to learn the lesson material. The student should be made aware of the Army's Contemporary Operational Environment factors such as the physical environment, military capabilities, technology, and information.

> Example Paraphrase goes here.

NOTE: Go to Slide X

Instructional Lead-in: "The learning objectives for this block are to…"

NOTE: Go to Slide X

Scope Statement: During this ##.##-hour block of instruction, the students will…

Publish and Process

NOTE: for

SECTION 3: LESSON PRESENTATION

Learning Step Activity (LSA) X: Learning Step Activity (LSA) Title.

SLIDE X

NOTE: Note goes here

Learning Step Activity Text:

1. /MacOS is Proprietary, and one of their terms of use prohibits the virtualization of MacOS on non-MacOS devices. This is also the reason many tech courses and capabilities use MacOS.
2. /Organic capabilities use MacOS as a Commercial off the Shelf (COTS) solution to control devices and allow user interaction. Being familiar with MacOS will enable Operations.

SLIDE 1

NOTE: Note goes here

SLIDE 2

NOTE: Note goes here

SLIDE 3

NOTE: Note goes here

Activity

SLIDE X

NOTE: Note goes here

Development

Question: > /Why is knowing about MacOS and the apple terms of use important for your mission?

Check on learning:

Question: /Are you allowed to Virtualize or Copy MacOS legally?   **Answer:** /No, Apple prohibits Virtualization of MacOS if not on a MacOS Device.

Question: /Can Government owned MacOS Whiteline computers be used for Operations? **Answer:** /Yes. They also have better battery life and are common devices used globally

SECTION 4: SUMMARY

During this block of instruction, we…

1.0-hour block

MOI: Discussion (small or large group)

Check on learning: (Terminal Learning Objective (TLO) Check on learning)

Question: Question?

Answer: Answer.

Review/Summary: During this block of instruction, we…

SECTION 5: STUDENT EVALUATION

Testing Requirement

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer the class to the Individual Student Assessment Plan.

You may include specifics regarding how the TLO will be assessed here, or you can refer the instructor to Appendix B – Assessment Statement and Assessment Plan.

Student Feedback Requirement

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer class questions about the test. Provide remedial training as needed.

If not addressed elsewhere (like in a Test Administration Guide), you may include specific areas of feedback regarding student performance compared to the TLO standards here.

APPENDIX A - Audio Visual Masters

Required Audio-Visual Material and Handouts

Sequence	Media Name	Attachment or URL	Media Type
-	Total Digital Media ZIP		ZIP
		https://url.com	PPT

APPENDIX B - Assessment Statement and Assessment Plan

Assessment Statement:

An abbreviated statement that identifies how the lesson's TLO will be assessed as reflected in the Individual Student Assessment Plan (ISAP).

Assessment Plan:

If not covered in Section V (Student Evaluation), you may do a detailed write-up of the assessment procedures for the lesson in this appendix. You can include or refer to Test Control SOPs, procedures for procuring and grading tests, or procedures for conducting performance assessments. It is OK to include performance checklists here, but DO NOT include written test items or their answers in this appendix.

APPENDIX C - Practical Exercises and Solutions

If the lesson has a stand-alone PE requiring coordination and detailed explanations, it can be written here. The write-up should include basic lesson plan elements, including the PE objective(s), resources, the time required, safety and risk information, and general procedures.

In TDCP, lessons using PE structure will have the PE included in this appendix. If your lesson has a learning step/activity that uses PE as the method of instruction, do not use this appendix.