

## APPENDIX N

### Worksheets/Templates for Development

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#### Table of Contents

These worksheets and templates are designed to work in concert with *Chapter 5 Development* and the Development job aids presented in *Appendix M*.

The following have been provided to you for course development.

Worksheet Number	Title
<a href="#">WS-N.1</a>	Performance Test Checklist (Pages 1 – 2)
<a href="#">WS-N.2</a>	Development Worksheet – Practice Exercises
<a href="#">WS-N.3</a>	Content Development Worksheet
<a href="#">WS-N.4</a>	Course Material Review Worksheet
N/A	Instructor Guide Template  The <i>IGTemplate Reference Guide.pdf</i> is included in the zip file located at the “Instructor Guide (Zipped files)” link on the following intranet web page, from which you will find directions on downloading the IG Template.  <a href="http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Templates.asp">http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/Templates.asp</a>

#### Worksheet Access

Samples of the worksheets are included in this appendix. Refer to the *SOP Downloads (Word Version)* page on TRACEN Petaluma’s internet website for the most recent and usable copies of all Worksheets and Templates:

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/default.asp>

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# WS – N.1: Performance Test Checklist (Page 1)

## PERFORMANCE TEST: <TPO TITLE>

Student Name: \_\_\_\_\_

Class #: \_\_\_\_\_

<b>TPO</b> (RPQ often referenced as well, not required)						
X.X - <Insert TPO >						
<b>Student may use the following:</b> <i>(Click on box to check)</i>		<input type="checkbox"/> Job Aid	<input type="checkbox"/> Reference Material	Other:		
<b>EVALUATION CRITERIA:</b> <i>(Stated outcome of correct performance)</i>						
<b>Accuracy:</b> <i>(list criteria as applicable)</i>			<b>Safety:</b> <i>(list criteria as applicable)</i>			
<b>Time:</b> <i>(list criteria as applicable)</i>			<b>Rate of Production:</b> <i>(list criteria as applicable)</i>			
STEP	Attempt					
	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>	
	Y	N	Y	N	Y	N
1. List steps in order, and numbered if process is a factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All standard font (present tense)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(Phase title - Insert this if you have a phase that allows use of a job aid/reference sheet)</b>						
5. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All standard font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Resulting output as well as process should be captured within PT Checklist <i>(enter more explicit detailed information here about the EO criterion if needed under Additional notes for successful testing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional notes for successful testing:</i> #9 – Additional criterion to determine success/accuracy for this step	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	
Enter testing Scenario used						
Evaluator's Dated Initials:						
Course/School Chief dated Initials (required with 3 <sup>rd</sup> attempt only)						

Continued on next page

## WS – N.1: Performance Test Checklist (Page 2)

### PERFORMANCE TEST CHECKLIST

#### Assessment Record

		Date:
<b>Test #1</b>	<b>Student Performance:</b>	<input type="checkbox"/> Fully Capable <input type="checkbox"/> Not Yet Capable
Feedback:		
Assessment Decision: <input type="checkbox"/> PASS <input type="checkbox"/> REMEDIATE		

Evaluator Signature/Date: \_\_\_\_\_ / \_\_\_\_\_ Student Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

		Date:
<b>Test #2</b>	<b>Student Performance:</b>	<input type="checkbox"/> Fully Capable <input type="checkbox"/> Not Yet Capable
Feedback:		
Assessment Decision: <input type="checkbox"/> PASS <input type="checkbox"/> REMEDIATE		

Evaluator Signature/Date: \_\_\_\_\_ / \_\_\_\_\_ Student Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

		Date:
<b>Test #3</b>	<b>Student Performance:</b>	<input type="checkbox"/> Fully Capable <input type="checkbox"/> Not Yet Capable
Feedback:		
Assessment Decision: <input type="checkbox"/> PASS <input type="checkbox"/> REFER		

Course/School Chief Signature/Date: \_\_\_\_\_ / \_\_\_\_\_ Student Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

*End of PT Checklist.*

# WS – N.2: Development Worksheet-Practice Exercises

<b>WS-N.2</b>		<b>Practice Exercises Worksheet</b>	
<b>Project</b>			
<b>Designer</b>		<b>Date</b>	
<b>Performance</b>			
<b>Tools and Materials</b> <i>All materials required by the conditions</i> <i>Any materials needed specifically for the practice</i>		<b>Feedback</b>	
<b>Highest Level of Simulation (tested to on PT)</b>		<b>Level of Simulation in Practice (any changed conditions, etc)</b>	
<b>Scenario / Additional Criteria</b>			

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## WS-N.3: Content Development Worksheet

WS-N.3		Content Worksheet	
<b>Project</b>			
<b>Designer</b>		<b>Date</b>	
<b>Required / Supporting Information</b>  <i>Safety and/or content required by regulations</i>			<b>Need to Know vs. "Nice to Know"</b>
<b>Skills / Knowledge "gaps"</b>  <i>What is stopping students from practicing now?</i>  KSAs			
<b>Introductory information</b>  <i>What's in it for me (WIIFM)</i> <i>Motivational content</i>			
<b>NEEDED CONTENT</b>			
<b>Source</b>  <i>Available as COTS product?</i>			
<b>Delivery</b>			

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## WS-N.4: Course Material Review Worksheet

WS-N.4		Course Material Review Worksheet	
<b>Project</b>			
<b>Unit</b>		<b>Date</b>	
<b>Lesson</b>			
<b>Applicability</b>	Use with Job Aid, JA-M.5: How to Evaluate Course Materials.		
<b>Lesson content is:</b>		<b>YES</b>	<b>NO</b>
a. Accurate		<input type="checkbox"/>	<input type="checkbox"/>
b. Up-to-date		<input type="checkbox"/>	<input type="checkbox"/>
c. Clearly presented		<input type="checkbox"/>	<input type="checkbox"/>
d. Focused on what the Student <i>needs</i> to know, be, or do		<input type="checkbox"/>	<input type="checkbox"/>
<b>Lesson Content</b>			
<i>Record your observations here. Comment specifically on <u>any</u> item checked <b>NO</b> above.</i>			
<b>Lesson activities are:</b>		<b>YES</b>	<b>NO</b>
a. Interesting and involving		<input type="checkbox"/>	<input type="checkbox"/>
b. Motivational		<input type="checkbox"/>	<input type="checkbox"/>
c. Relevant		<input type="checkbox"/>	<input type="checkbox"/>
d. Realistic		<input type="checkbox"/>	<input type="checkbox"/>
e. Easy to understand		<input type="checkbox"/>	<input type="checkbox"/>
f. Consistent with how the task is performed on the job		<input type="checkbox"/>	<input type="checkbox"/>
g. Pitched at the student's level		<input type="checkbox"/>	<input type="checkbox"/>
<b>Lesson Activities</b>			
<i>Record your observations here. Comment specifically on <u>any</u> item checked <b>NO</b> above.</i>			

## WS-N.4: Course Material Review Worksheet, Continued

WS-N.4 Course Material Review Worksheet			
Project			
Unit		Date	
Lesson			
Lesson Materials and Resources	Too Much	Too Little	About Right
a. Range of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Depth of material covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Level of detail presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptions			
a. What did you like <b>MOST</b> about the lesson?			
b. What did you like <b>LEAST</b> about the lesson?			
Recommendations			
a. If I could change <b>ONE</b> thing about this lesson, it would be...			
b. I think this change is important because...			
Reviewed By:			

*\*Submit completed worksheet to Project Lead, supervisor for review.*

# Instructor Guide Template – 2012

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U.S. Department of  
Homeland Security

**United States  
Coast Guard**



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## Instructor Guide

*[Course Name]*



*[School Name]*

**MONTH YEAR**

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## Instructor Guide Template – 2012, Continued

Instructor Guide

Course Administration

### About This Course

**Source**

This course has been created based on the following key sources of information:

Source:	Provides:
Analysis or EPQ/RPQ (i.e. OS RPQ, dated 02Feb2012)	Performance Objectives (PO)
Curriculum Outline dated, if known	Additional information for course administration such as: <ul style="list-style-type: none"> <li>• Max # students/course</li> <li>• Location</li> <li>• Delivery (resident / exportable)</li> <li>• Equipment / Resource needs</li> <li>• Instructor contact hours</li> </ul> *See below for some of this information.

**Instructional Settings**

This course will be delivered in various settings depending on the tools and equipment needed for each lesson. You need to check and reserve the settings in advance. **Developer Note: Edit the following example text as applicable for your course.**

This course is delivered as a resident course as well as road-show exported to the following locations: xxx, yyy, zzz.

**Class Size**

# students are the maximum for this class.

**Location**

This course is delivered at [location / unit]. Also note whether it is exportable (e.g. delivered as a road show, etc).

**Developer Note: Ensure that if you replace this paragraph, you do not inadvertently delete the associated block label. If this happens, use the Block Label button on the **Add-Ins** tab to replace and rename it to the correct block label heading. **This applies to all block headings in this template.****

[Course Name]

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[School Name]

## Instructor Guide Template – 2012, Continued

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Instructor Guide

Course Administration

### About This Course, Continued

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**Course Length** This course requires # training days. The approximate allocation of times is listed at the beginning of each unit or lesson.

---

**Security Classification** **Developer Note: Describe any security classifications/requirements associated with this course; for example, Security clearance required.**

---

[Course Name]

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[School Name]

# Instructor Guide Template – 2012, Continued

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Instructor Guide

TOC

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[Course Name]

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[School Name]

# Instructor Guide Template – 2012, Continued

Instructor Guide

Course Overview

## COURSE OVERVIEW

### Introduction

---

**Overview** This Instructor Guide is designed for you, the instructor(s), [add text here to give basic overview of the course].

---

### Course Contents

This course consists of the following units:

- Unit 1. [Enter text here].
  - Unit 2. [Enter text here].
  - Unit 3. [Enter text here].
- 

### Performance Evaluations

You will evaluate students on the performance of each task delivered throughout this course. How that performance test will be scheduled, administered, and evaluated is detailed within each lesson and/or in the Performance Test Checklist (PTC) booklet.

---

### Safety

**Developer Note:** Describe any safety concerns associated with this course and/or specify that it will be detailed as necessary within each of the lessons.

Applicability: The safety precautions contained in this course are applicable to all personnel. They are basic and general in nature.

Personnel who operate or maintain equipment during the training must be thoroughly familiar with all aspects of personnel safety, and strictly adhere to every general as well as specific safety precautions contained in operating and emergency procedures, and in applicable governing directives.

---

### Situational Awareness

You are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme fatigue, or exhaustion, or lack of confidence that may impair safe completion of the training session, and shall immediately stop the training, identify the problem, and make a determination to continue or discontinue the training. **Developer Note:** You may wish to include a statement addressing ORM and how you assess risk during training.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

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Instructor Guide

Course Overview

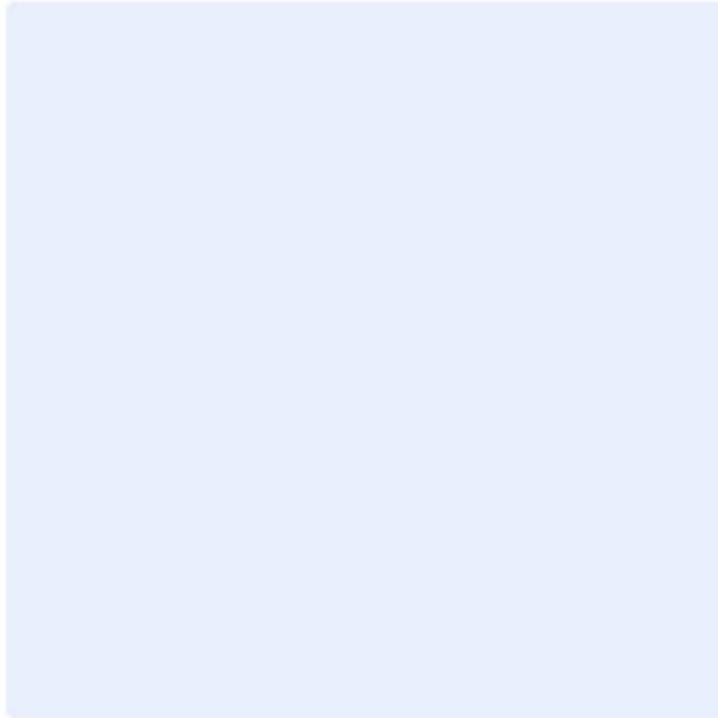
### **Course Map**

---

**Illustration**

The image below illustrates a high-level grouping and sequencing for this course:

Developer Note: This can be used for any pictorial representation that gives the big picture of the course lay-out or content. If there is none, delete this page.



[Course Name]  
Name]

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[School

# Instructor Guide Template – 2012, Continued

Instructor Guide

Unit 1. [Name]

## UNIT 1. [NAME]

### Introduction

---

#### Overview

**Developer note:** Give a brief overview of what this unit includes.

This unit consists of the following lessons, which are further described below:

- Lesson 1. [Lesson Name]
  - Lesson 2. [Lesson Name]
  - Lesson 3. [Lesson Name]
- 

#### Lesson 1. [Lesson Name]

Upon successful completion of this lesson, the students will be able to do the following: **Developer Note:** If this is a preview lesson, then reword to reflect that and remove reference/bullets to any tasks/POs.

- 1a. [Task or Topic Name 1]
  - 1b. [Task or Topic Name 1]
  - 1c. [Task or Topic Name 1]
- 

#### Lesson 2. [Lesson Name]

Upon successful completion of this lesson, the students will be able to do the following: **Developer Note:** If this is a preview lesson, then reword to reflect that and remove reference/bullets to any tasks/POs.

- 2a. [Task or Topic Name 1]
  - 2b. [Task or Topic Name 1]
  - 2c. [Task or Topic Name 1]
- 

#### Lesson 3. [Lesson Name]

Upon successful completion of this lesson, the students will be able to do the following: **Developer Note:** If this is a preview lesson, then reword to reflect that and remove reference/bullets to any tasks/POs.

- 3a. [Task or Topic Name 1]
  - 3b. [Task or Topic Name 1]
  - 3c. [Task or Topic Name 1]
- 

[Course Name]  
Name]

1

[School

## Instructor Guide Template – 2012, Continued

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Instructor Guide

Unit 1. [Name]

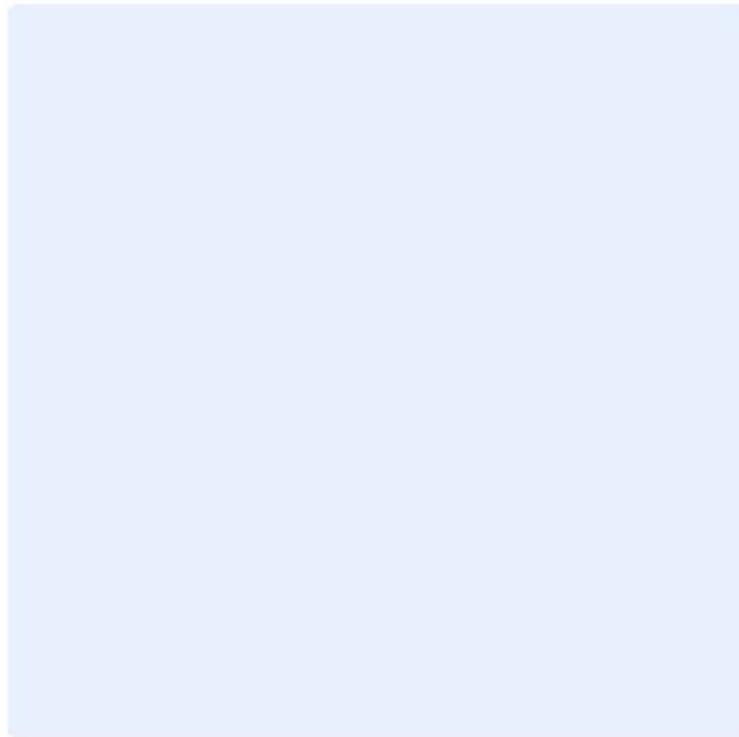
### Introduction, Continued

---

#### **Unit Map**

The image below illustrates a high-level grouping and sequencing for this unit:

Developer Note: This section can be used for any pictorial representation that gives the big picture of the unit lay-out or content. If there is none, delete this page.



[Course Name]  
Name]

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[School

# Instructor Guide Template – 2012, Continued

Unit 1. [Name]

Lesson 1. [Name]

## Lesson 1. [Name]

### Introduction

---

#### Overview

Developer Note: This should provide a general overview of the lesson, to include a list of the main tasks or topics to be covered which aligns with map titles in this section.

- 1a. [Task or Topic Name 1]
  - 1b. [Task or Topic Name 2]
- 

#### Objective

In this lesson you will cover the following:

Performance Objective(s)

---

#### References

The following are references for this lesson when the detail information is desired:

- [Enter text here].
  - [Enter text here].
  - [Enter text here].
- 

#### Instructional Settings

The lesson will be delivered in the following settings:

- [Enter text here].
  - [Enter text here].
  - [Enter text here].
- 

#### Materials

You need the following materials to support delivery of this lesson:

- [Enter text here].
  - [Enter text here].
  - [Enter text here].
- 

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

Unit 1. [Name]

Lesson 1. [Name]

### Introduction, Continued

**Time and Staffing Delivery Requirements**

The following are suggested times and staffing requirements for the various activities of this lesson. Minor adjustments are allowable.

Activity	Time Estimate	I:S Ratio	Description / Notes
Lecture (Content)			If any supporting PPT, include name/location of that here.
Demonstration			
Practice #1			If any unique staffing requirements, include explanation here.
etc			
Performance Test			
<b>Total training time:</b>			

[Course Name]  
Name]

[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### **Content Overview**

---

#### **Introduction**

Developer Note: This block section should include a general overview of the content to be delivered in support of the POs listed previously, as well as tie in recall of any prerequisite information.

---

#### **Opening Activity**

Developer Note: this should provide a general overview of the lesson, as well as any gaining attention activities.

---

#### **Lecture (Content)**

Enter necessary text which supports delivery of a presentation / lecture or preview content to support a specific task/topic delivery that follows.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### 1a. [Task or Topic Name 1]

---

**Overview**

Developer Note: This should include a general overview of the content to be delivered in support of this particular task or topic.

---

**Preparation Checklist**

Developer Note: Instructional actions to prepare for delivery of the lesson, including:

- [Enter text here].
  - [Enter text here].
- 

**Job Aid**

You need the following job aid that supports the performance and delivery of this task:

Job Aid Name / location– delete this section if there is no job aid.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### 1a. [Task or Topic Name 1], Continued

---

**Demonstration**

Developer Note: Provide the procedures instructors should follow in conducting the demonstration, what the students should do, any supporting lecture or content delivered during the demonstration, etc. If there is no demonstration, delete this page.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

Unit 1. [Name]

Lesson 1. [Name]

### Practice

---

#### Preparation

Developer Note: Provide description of what preparations the instructor must do to prepare for administration of practice exercises.

---

#### Administration

Follow the steps below to administer the practice:

1. [Enter instructions here].
  2. [Enter instructions here].
  3. Example 1: Answer any questions as needed.
  4. Example 2: Emphasize the time limit for the practice.
  5. Use the checklist (in the Performance Test Checklist (PTC) booklet) to evaluate the student against the standards to which they will be expected to perform to during the final assessment.
  6. Evaluate and give feedback to the students as outlined below.
- 

#### Evaluation Process

Follow the instruction below to evaluate the practice:

1. Inform the student of the practice result:

IF	THEN
Go	Inform the student they are ready to proceed to the Performance Test.
No Go	Give feedback: <ol style="list-style-type: none"> <li>1) Review the practice with the student.</li> <li>2) Explain the discrepancies.</li> <li>3) Answer any questions.</li> <li>4) Administer another practice until the student succeeds in practice.</li> </ol>

2. Return the PTC booklet to the student.
- 

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### 1b. [Task or Topic Name 2]

---

**Overview**

Developer Note: This should include a general overview of the content to be delivered in support of this particular task or topic.

---

**Preparation Checklist**

Instructional actions to prepare for delivery of the lesson, including:

- [Enter text here].
  - [Enter text here].
- 

**Job Aid**

You need the following job aid that supports the performance and delivery of this task:

Job Aid Name / location– delete this section if there is no job aid.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### 1b. [Task or Topic Name 2], Continued

---

**Demonstration**

Developer Note: Provide details on how the instructors should carry out the demonstration, what the students should do, any supporting lecture or content delivered during the demonstration, etc. If there is no demonstration, delete this page.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

---

Unit 1. [Name]

Lesson 1. [Name]

### Practice

---

#### Preparation

Developer Note: Provide description of what preparations the instructor must do to prepare for administration of practice exercises.

---

#### Administration

Follow the steps below to administer the practice:

1. [Enter instructions here].
  2. [Enter instructions here].
  3. Example 1: Answer any questions as needed.
  4. Example 2: Emphasize the time limit for the practice.
  5. Use the checklist (in the Performance Test Checklist (PTC) booklet) to evaluate the student against the standards to which they will be expected to perform to during the final assessment.
  6. Evaluate and give feedback to the students as outlined below.
- 

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

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Unit 1. [Name]

Lesson 1. [Name]

### Practice, Continued

---

**Evaluation Process**

Follow the instruction below to evaluate the practice:

1. Inform the student of the practice result:

IF	THEN
Go	Inform the student they are ready to proceed to the Performance Test.
No Go	Give feedback: <ol style="list-style-type: none"> <li>1) Review the practice with the student.</li> <li>2) Explain the discrepancies.</li> <li>3) Answer any questions.</li> <li>4) Administer another practice until the student succeeds in practice.</li> </ol>

2. Return the PTC booklet to the student.

---

**Lesson Review**

Developer Note: You may choose to include a lesson review before any assessment is administered, especially if the lesson/task is complex. If there is none, delete this section.

---

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

Unit 1. [Name]

Lesson 1. [Name]

### Assessment

#### Preparation

Follow the instruction below to prepare for the performance test:

1. Prepare the performance test scenarios for each student.
2. Remind students to bring their Performance Test Checklist (PTC) booklet to the assessment.
3. Review instructions for administration found in the PTC booklet (Instructor version). **Developer Note:** The instructions for administering the performance test in the PTC booklet should not be duplicated in the IG, unless the design decision for the course calls for all instructor materials to be packaged in one booklet.
4. [Enter text here].

#### Administration

**Developer Note:** These directions should be in the PTC booklet for administration of every performance test. If specific guidance for this performance test is necessary, expand on that here. Otherwise, delete this section.

#### Evaluation Process

Follow the instructions below to evaluate the performance test:

1. Use the PTC booklet to evaluate the student's performance.
2. Inform the student of the test result:

IF	THEN
Go	Sign and date for successful completion of the task on the Course Sign-Off Sheet.
No Go	<ol style="list-style-type: none"> <li>1) Review the test with the student.</li> <li>2) Explain the discrepancies.</li> <li>3) Schedule remediation, as necessary.</li> <li>4) Schedule the next attempt at PT.</li> </ol> <p><b>Note:</b> If the third attempt is necessary, you must inform the School Chief.</p>

3. Return the PTC booklet to the student.
4. Enter the results into the SKILLS database.

[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

Unit 1. [Name]

Lesson 1. [Name]

### Summary and Review

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**Review**

Developer Note: A summary and review section *is required* and can be used after a lesson, series of lessons or a whole unit for the purpose of enhancing retention and transfer before moving on to next block of instruction. Edit the content provided below as necessary and appropriate for your review.

Review with students, topics discussed and provide opportunity to complete any exercises to enhance retention and transfer of the skills/knowledge just learned, to apply to follow-on lessons.

- [Topic 1]
- [Topic 2]
- [Topic 3]

**Group Discussion (Q&A)**

Allow students adequate time to discuss all the issues in this lesson. It may be helpful for instructors to capture these commonly asked questions / answers below for future lesson delivery or course updates.

Questions	Answers

**Assignment**

Instruct the students to complete the following assignments as review from this lesson and/or preparation for next lessons. Indicate when students should submit the assignments:

- [Enter text here].

[Course Name]  
Name]

[School

## Instructor Guide Template – 2012, Continued

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Appendices

Appendix A. [Name]

### APPENDICES

Appendix A. [Name]

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[Course Name]  
Name]

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[School

## Instructor Guide Template – 2012, Continued

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Appendices

Appendix B. [Name]

**Appendix B. [Name]**

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[Course Name]  
Name]

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[School

# Instructor Guide Template – 2012, Continued

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Instructor Guide

Back Cover

**USCG Training Center Petaluma**

[School Name]

[Address Line 1]

[Address Line 2]

POC: [Enter text.]

(000) 000-0000



[Course Name]  
Name]

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[School

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