

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**

AETC INSTRUCTION 21-112

12 AUGUST 2003



Maintenance

**AETC CIVIL SERVICE AND CONTRACTOR
AIRCRAFT MAINTENANCE TRAINING PROGRAMS**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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This instruction implements AAFP 21-1, *Air and Space Maintenance*. It establishes objectives, standards, procedures, and responsibilities for management of the Air Education and Training Command (AETC) Civil Service Aircraft Maintenance (CSAM) and Contractor Aircraft Maintenance (CAM) Training Programs. This instruction applies to all civil service and contractor personnel who plan, conduct, administer, evaluate, and manage these programs. This instruction does not apply to Air National Guard or Air Force Reserve Command units. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974 authorized by 10 U.S.C. 8013 and E.O. 9397. System of Records Notice F021 AF IL A, Core Automated Maintenance System (CAMS) applies.

Send comments, questions and suggested improvements to this publication on AETC Form 1236, **Request for Improving/Changing AETC Maintenance Regulations/Instructions**, through channels to HQ AETC/LGMMR, 555 E Street East, Randolph AFB TX 78150-4440. Maintain and dispose of records created as a result of processes prescribed in this publication in accordance with AFMAN 37-139, *Records Disposition Schedule*. Attachment 1 contains a glossary of references and supporting information used in this publication.

SUMMARY OF REVISIONS

This instruction is substantially revised and must be completely reviewed. It contains information about the AETC CSAM and CAM training programs, previously in AETCI 21-103, 16 November 1998. It deletes Table 1.1, Critical Maintenance Task Evaluators, Table 1.2, Critical Maintenance Tasks, and Table 1.3, Special Maintenance Tasks; deletes references to training and certification programs contained in other publications such as engine borescope, blade blending, flight control programs, and shop-level pollution prevention; and revises and defines plan of instruction/lesson plan guidance.

Section A—General

1. Objective. The objective is to establish aircraft maintenance training policy and procedures for the maintenance activity. It provides guidance on conducting initial, recurring and advanced training to the level required so maintenance personnel can effectively perform their jobs.

2. General. The maintenance training office (MTO) is the office of primary responsibility (OPR) for aircraft maintenance training programs. However, the program manager (PM) or director of maintenance (DOM) has overall responsibility for all training programs within the organization or activity, and must ensure quality training programs are established, effective, and completed on time according to their statement of work (SOW), performance work statement (PWS), AFI 21-101, *Aerospace Equipment Maintenance Management*, the procedures outlined in their government-accepted training plan, and this publication. The CSAM/CAM training programs do not fall under the purview of AFI 36-2201.

3. Training Resources. The wing leadership and PM or DOM must ensure training resources are available and provided to support MTO course requirements, and to facilitate quality, realistic training. The MTO must identify aircraft, major support equipment, and special test equipment needed for training in the monthly maintenance plan, and ensure they are included in the weekly and daily maintenance schedules. Commit the resources to accomplish required maintenance training in accordance with AFI 21-101.

4. Operational Risk Management (ORM). ORM is a decision-making process to systematically evaluate possible courses of action, identify risks and benefits, and determine the best course of action for any given situation. Consider ORM principles, concepts and techniques in the development, implementation, and application of new or existing training programs. Additional information can be found in AFI 90-901, *Operational Risk Management*, and AFPAM 90-902, *Operational Risk Management (ORM) Guidelines and Tools*.

5. Block Training. The objective of block training is to group as many training requirements as possible into a single training session. Initially, the training session should provide general information that everyone requires, and then reduce to the point where only certain categories of personnel are required to remain in the session. Some examples of courses taught in block training include fire extinguisher, forms documentation, corrosion control, foreign object damage (FOD), security awareness, egress, familiarization, and resource protection, etc.

6. Technical Training and AETC Training Detachment (TD) Courses. Utilize technical training and training detachment courses (when available) as an alternate source of training only when the training capability is clearly beyond that of the MTO. The MTO will develop courses (similar to TD courses) to train and qualify their workforce.

7. Operating Instruction (OI). The MTO will develop and publish an OI that describes local policy and procedures for managing the maintenance training programs they are responsible for administering and controlling. Provide HQ AETC/LGMMR with a copy of the published operating instruction, and revisions to the government-accepted training plan. If not already described and published in other instructions, supplements, or the government-accepted training plan, ensure the following topics are included in the OI:

7.1. Production frequency and distribution of automated training products.

7.2. Procedures for updating the Maintenance Information System (MIS) training subsystem (CAMS/GO81/QMIS).

7.3. Personnel in and out-processing procedures.

7.4. Procedures for requesting training (internally and externally).

7.5. Duties and responsibilities of MTO personnel, if applicable.

7.6. Program management processes, procedures, responsibilities, training resources, products, temporary duty (TDY) processing, scheduling procedures, formal training policy and procedures, etc., for aircraft maintenance training programs prescribed in this instruction, as applicable.

Section B—Organizational Responsibilities

8. Program Manager (PM) or Director of Maintenance (DOM). The PM or DOM will ensure:

- 8.1. Maintenance training programs are implemented, efficiently managed, and fully supported.
- 8.2. The MTO is the single point of contact for maintenance training programs.
- 8.3. Facilities and equipment (offices, classrooms, dedicated hangar space, etc.) are provided to support maintenance-training programs.
- 8.4. Highly qualified maintenance technicians/instructors are assigned or attached to the MTO. Assign instructors based on the training needs of the CSAM/CAM. Personnel selected must possess superior job knowledge, experience, communication skills, and a desire to instruct.
- 8.5. Maintenance personnel who are not 100 percent task qualified when initially hired, promoted, or transferred to a new position, receive required qualification training.
- 8.6. Funds are provided to support maintenance-training programs.
- 8.7. Aircraft and support equipment are provided to the MTO to support training.
- 8.8. MTO submits aircraft maintenance formal school training requirements in accordance with the Education and Training Course Advisory (ETCA).

9. Work Center Supervisors Responsibilities. Work center supervisors will:

- 9.1. Conduct personnel initial evaluations within 60 days of assignment to the work center.
- 9.2. Establish work center training requirements.
- 9.3. Develop a training plan that depicts how assigned personnel will be trained.
- 9.4. Ensure training programs for their areas are administered, controlled, managed, and supported.
- 9.5. Notify the MTO of which tasks constitute their work center training requirements. Load work center training requirements into the MIS when the majority (51 percent or more) of personnel in the work center require the training.
- 9.6. Ensure duty related training that applies only to select personnel within a work center is individually loaded against them in the MIS.
- 9.7. Ensure work center training requirements identified in the MIS are reviewed and validated at least annually.
- 9.8. Identify training requirements/deficiencies to the MTO.
- 9.9. Ensure personnel requiring training are properly identified, scheduled, released for training, and completed on time.
- 9.10. Coordinate all training matters, requests, and requirements through the MTO.
- 9.11. Notify the MTO of training program changes that require MIS update.

Section C—Maintenance Training Office (MTO)

10. Maintenance Training Office (MTO) Responsibilities: The MTO will:

- 10.1. Ensure personnel are adequately trained to perform their duties.
- 10.2. Provide the PM or DOM and the wing or vice commander a status of training report at least every 90 days. The report may be presented as a formal briefing, written report, or combination of both. As a minimum, the report will include the following:
 - 10.2.1. Task qualification status.

10.2.1.1. Number of employees fully position qualified.

10.2.1.1.1. New employees.

10.2.1.1.2. Employees transferred to a new position and are not fully qualified in the new position (may be as a result of a promotion, temporary medical condition, manning shortage, etc.).

10.2.1.1.3. Show where new and transferred employees (in training) are assigned by specialty/position and work center.

10.2.2. Scheduling effectiveness.

10.2.2.1. Total number of employees scheduled for training.

10.2.2.2. Total number of no shows (employees scheduled, but do not show for training).

10.2.2.3. Total number of overdues (employees are overdue training if it is not completed by the last day of the training due month, unless designated by other directives).

10.2.2.4. Number of employees overdue.

10.2.2.5. Instructor production and utilization (by course).

10.2.2.5.1. Example: APG, 41 students graduated, 100 percent utilization (41 scheduled, 41 graduated).

10.2.2.5.2. Example: Propulsion, 15 students graduated, 94 percent utilization (16 scheduled, 15 graduated).

10.2.2.5.3. Example: Avionics, 9 students graduated, 90 percent utilization (10 scheduled, 9 graduated).

10.3. Serve as the OPR to provide, coordinate, and acquire training (internally/externally).

10.4. Ensure timely submission of training schedules to the plans, scheduling and documentation (PS&D) section for inclusion in the weekly or monthly flying schedule. Include aircraft configuration, support equipment, date, time, and location required for training.

10.5. Ensure MTO supply custodians manage supply and equipment accounts in accordance with AFMAN 23-110, *USAF Supply Manual* (as applicable).

10.6. Maintain composite toolkits (when required) in accordance with AFI 21-101.

10.7. Establish and maintain a technical order (TO) file (when required) according to TO 00-5-1, *Air Force Technical Order System*, and TO 00-5-2, *Technical Order Distribution System*.

10.8. Review all locally developed training programs and courses annually for accuracy, currency, and applicability.

10.9. Establish procedures with quality control (QC) to review QC summaries for training deficiencies or trends.

10.10. Assist supervisors and trainers in preparing the training plans.

10.11. Develop and maintain a current listing of CSAM/CAM training courses that describes course number, course duration, a brief course synopsis, and course prerequisites.

10.12. Ensure tests maintained are controlled, secured, reviewed and inventoried at least annually. Restrict access to test materials to only personnel designated in writing.

10.13. Use the MIS training subsystem as the primary system for managing, documenting, and scheduling training for assigned personnel. The goal is to use the MIS to the fullest extent possible so training needs can be determined, validated, scheduled, and documented as required.

10.13.1. Manage MIS training subsystem operation and utilization to include the management and production of products, policy, and procedures. Do not duplicate data loaded into MIS in other automated systems or manual forms.

10.13.2. Coordinate with the database manager (DBM) to establish a schedule to produce the following training management products used to manage training programs (recommended frequency indicated):

10.13.2.1. Training Forecast ([TMA] quarterly). Used to forecast and schedule training requirements.

10.13.2.2. Training Course Code Listing ([TQE] semiannually). Identifies all MIS course codes, narratives, frequency, duration, etc.

10.13.2.3. Special Certification Roster ([SCR] quarterly). Use to control and monitor certification and inspection programs. Run and distribute this product to affected work centers at least quarterly.

10.13.2.4. Course Status Report ([CSR] as required). Identifies specific course information.

10.13.2.5. Maintenance Personnel Roster ([MPR] as required). Used to identify employee numbers, work centers, supervisors, squadrons, organization IDs, etc.

10.13.2.6. Consolidated Training Report ([CTR] as required). Identifies class rosters, class schedules, etc.

10.13.2.7. Uncompleted Event List ([UEL] as required). Lists all training events that are uncompleted during the period of report.

10.14. Ensure work center training requirements are identified and entered in MIS (as applicable).

10.15. Establish, load, change, or delete MIS course codes, and review them annually for accuracy and validity.

10.16. Establish procedures to ensure training completion and task qualifications/certifications are properly documented before they are entered into the MIS. As a minimum, MTO personnel will ensure only authorized personnel sign source documents manually or electronically, such as:

10.16.1. AF Form 2426, **Training Request and Completion Notification.** Use to request or record training actions, and must be signed (manually or via e-mail) by the supervisor or designated representative to be valid.

10.16.2. AETC Form 666, **Change to Inspector/Special Certification Listing.** Use to add/delete personnel to the SCR.

10.17. Authorize (as applicable) work center supervisors to update MIS for work center-conducted training. Do not authorize work center supervisors to update any training administered, controlled, or scheduled by the MTO.

10.18. Establish, change, update, close, or delete all MTO scheduled classes in MIS.

10.19. Establish manual backup procedures in case of extensive MIS downtime.

10.20. Ensure qualified individuals are assigned (full-time) or attached (part-time) maintenance instructor (MI) duty. Evaluate the capabilities of maintenance personnel for instructor duty and recommend approval/disapproval to the PM or DOM. When trained personnel requirements (TPR) do not warrant full-time instructors, use attached MIs to teach specialized or unique courses. These part-time instructors are assigned to their respective sections and conduct training using approved lesson plans.

10.21. Ensure instructors receive a class roster before class start date.

10.22. Ensure instructor and equipment availability prior to scheduled training.

10.23. Ensure necessary supplies, tools, equipment, classrooms, and personnel are available for scheduled MTO classes.

10.24. Maintain the following documents on file for at least 1 year or until no longer applicable:

10.24.1. Class rosters.

10.24.2. Course code creation/deletion documentation.

10.24.3. Training documentation, for example, forecasts, training schedules, etc.

10.24.4. Maintenance instructor appointment letters.

10.24.5. Messages or memorandums, requests for TDY instructor assistance, special or contractor external formal training requests, etc.

11. AETC Resident Course Quota and AETC TDY Instructor Assistance Procedures:

11.1. In addition to procedures prescribed in the ETCA, CSAM, and CAM use the following guidance:

11.1.1. Fully justify requests; describe why the CSAM/CAM MTO does not have the capability to provide required training; describe the mission impact if training is not provided; include a signed statement by the PM/DOM that unit funds are available to defray student/instructor TDY costs and course tuition costs (CAM only).

11.1.2. Additionally, requests must include the course number, title, and primary and alternate dates training is desired.

11.2. The CSAM will:

11.2.1. Submit requests for resident course quotas to the local civilian personnel flight/office for processing, and provide HQ AETC/LGMMR, 555 E Street East, Randolph AFB TX 78150-4440, an information copy.

11.2.2. Submit requests for AETC TDY instructor assistance to HQ AETC/LGMMR, and provide the local civilian personnel flight/office an information copy.

11.3. CAM will submit requests for resident course quotas and AETC TDY instructor assistance to the applicable administrative contracting officer (ACO) for approval and certification. Once approved, the ACO will forward the request according to the ETCA, and provide an information copy to HQ AETC/LGMMR, 555 E Street East, Randolph AFB TX 78150-4440.

11.4. HQ AETC/LGMMR coordinates with HQ AETC/DPS and other training managers/providers (as applicable), validates the training requirement, and facilitates procuring the requested training.

Section D—Training and Certification Programs

12. Test Facility Operator Training Program. Maintenance personnel selected for test facility operation must receive qualification training, and be evaluated and certified according to AFI 11-218, *Aircraft Operations and Movement on the Ground*, and AFI 21-101. Use locally developed plans of instruction, procedures, and written tests to conduct test facility operator training.

13. Aerospace Ground Equipment (AGE) Operator Training Program. Operation of powered AGE, by model and type, requires initial qualification training, and a practical evaluation. Upon assignment to the unit, personnel who operate AGE (except AGE personnel) must receive initial qualification training. Previous qualifications require a supervisory evaluation during the initial evaluation process. During this evaluation, the supervisor certifies that individuals are still qualified to operate the required equipment or refresher training is needed. Designated personnel conduct initial and refresher training.

14. Aircraft Installed Engine Run Training Program. Maintenance personnel selected for engine start and run duties must receive qualification training, and be evaluated and certified according to AFI 11-218 and AFI 21-101. Use locally developed plans of instruction, procedures and written tests to conduct run training.

15. Air Force Engineering and Technical Services (AFETS), Contractor Engineering and Technical Services (CETS) Program. The AFETS/CETS (also known as field service representatives [FSR]) program is managed by the PM or DOM in accordance with AFI 21-110, *Engineering and Technical Services Management and Control*. Utilize AFETS/CETS personnel to the fullest extent to provide training, and fully integrate them into the instructional effort for specialized systems/equipment training. The MTO will coordinate, schedule, and evaluate training provided by AFETS/CETS personnel to ensure training needs are met, and quality training is provided and documented.

16. AFTO Form 781 Series Documentation Training Program. MTO will develop and administer an AFTO Form 781 series documentation training program for all on-equipment maintenance personnel that includes, as a minimum, maintenance documentation procedures, types of discrepancies constituting grounding of aircraft, procedures for clearing discrepancies, and in-processing inspection (IPI) requirements and procedures. Training should emphasize the importance of individual maintenance actions, and include automated forms and their use. Develop a MIS course code for tracking this one-time requirement.

17. Audiovisual Training Program. Training program videotapes, computer base training (CBT) and interactive courseware (ICW) may be very effective in satisfying training requirements. The Joint Visual Information Services Distribution Activity (JVISDA) distributes DOD, Air Force, and major command audiovisual training program materials through online ordering on the DAVIS web site at <http://dodimagery.afis.osd.mil/>. For assistance call DSN 795-7937, or commercial (717) 895-7937.

Section E—Plan of Instruction

18. Plan of Instruction (POI)/Lesson Plan (LP) Guidance. LPs are an approved plan for instruction that provide specific definition/direction to instructors on learning objectives, equipment, instructional media material requirements, and how training will be conducted. The POI/LP converts task and knowledge statements into criterion objectives that consist of a condition, behavior and standard statement. POIs/LPs are required for formalized training courses administered by assigned and attached MTO instructors. The following POI/LP elements meet the minimum acceptable requirements (see Attachment 2 for an example AETC Form 133):

- 18.1. Title of the course/lesson.
- 18.2. Course/lesson length.
- 18.3. Method(s) of instruction.
- 18.4. Course/lesson objectives.
- 18.5. Method(s) of measurement.
- 18.6. Student to instructor ratio.
- 18.7. Instructional equipment/materials.
- 18.8. Instructional reference.
- 18.9. Instructional guidance.
- 18.10. PM, DOM, or MTO supervisor approval of course/LP (signature and date of approval).

19. Lesson Plan (LP) Personalization. LPs should include an introduction, body, and conclusion for each topic, task knowledge, and subject knowledge statement (Attachments 3, 4, 5).

19.1. Instructors maintain approved and current POIs/LPs for each course they are qualified and required to teach.

19.2. LP approval is required prior to initial use and when revised. The PM, DOM, or MTO supervisor approves LPs and annotates the instructor's copy of the LP.

20. Forms Adopted. AF Form 2426, AFTO 781 series, AETC Form 666, AETC Form 1236, and AETC Form 133 (use of AETC Form 133 is not required; however, substitute forms or documents used must include all areas outlined on the AETC Form 133).

JOE F. HARRISON, Colonel, USAF
Deputy Director of Logistics

5 Attachments

1. Glossary of References and Supporting Information
2. Sample AETC Form 133
3. Sample Format for Lesson Plan – Part II, Introduction
4. Sample Format for Lesson Plan – Body
5. Sample Format for Lesson Plan - Conclusion

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFPD 21-1, *Air and Space Maintenance*

AFI 11-218, *Aircraft Operations and Movement on the Ground*

AFI 21-101, *Aerospace Equipment Maintenance Management*

AFI 21-110, *Engineering and Technical Services Management and Control*

AFI 90-901, *Operational Risk Management*

AFMAN 23-110, *USAF Supply Manual*

AFMAN 36-2234, *Instructional System Development*

AFMAN 37-139, *Records Disposition Schedule*

AFPAM 90-902, *Operational Risk Management (ORM) Guidelines and Tools*

Abbreviations and Acronyms

ACO—administrative contracting officer

AETC—Air Education and Training Command

AFETS—Air Force engineering and technical services

AFI—Air Force instruction

AFMAN—Air Force manual

AFPAM—Air Force pamphlet

AFPD—Air Force policy directive

AGE—aerospace ground equipment

CAM—contractor aircraft maintenance

CAMS—Core Automated Maintenance System

CBT—computer based training

CETS—contract engineering technical service

CSAM—civil service aircraft maintenance

DBM—database manager

DOM—director of maintenance

ETCA—education and training course advisory

FSR—field service representative

GO81—Core Automated Maintenance System for Mobility

ICW—interactive courseware

JVISDA—joint visual information services distribution activity

LP—lesson plan

MIS—Maintenance Information System

MOI—maintenance operating instruction

MTO—maintenance training office

OPR—office of primary responsibility

ORM—operational risk management

PM—program manager

POI—plan of instruction

PWS—performance work statement

QC—quality control

QMIS—Quality Management Information System

SCR—special certification roster

SOW—statement of work

TD—training detachment

TDY—temporary duty

TO—technical order

TPR—trained personnel requirements

Terms

Awaiting Action (AWACT)—A code used in MIS to alert personnel that training is due completion. There are two types of AWACT: AWACT with a due date and AWACT without a due date.

AWACT Without a Training Due Date—This AWACT means that initial training has not been performed.

AWACT With a Due Date—This type of AWACT indicates that training of a recurring nature is due completion. This AWACT will change to OVERDUE if not completed by the last day of the month.

Certification—The process that authorizes individuals to perform special tasks after they have been trained and demonstrated proficiency.

Course Status Report (CSR)—The CSR is a MIS background product that identifies the course status for a specific course identifier.

Consolidated Training Report (CRT)—The CRT is a MIS background product that identifies personnel scheduled for training.

Maintenance Information System—This is the approved, automated information system used to manage and track the training requirements for the organization. These may consist of CAMS, IMDS, GO81, QMIS, or another system approved by HQ AETC/LGMMR or higher headquarters.

Overdue Training—Any training listed in MIS not completed by the last day of the training due month, unless designated by other directives.

Proficient—The condition or state where a person can perform a task correctly and completely without supervision.

Qualification Training—Training designed to qualify a person in a specific duty position.

Recurring Training—Refresher training periodically required ensuring personnel are qualified.

Special Certification Roster (SCR)—Roster that identifies personnel authorized to perform critical tasks and production inspector duties.

Attachment 2
SAMPLE AETC FORM 133

PLAN OF INSTRUCTION/LESSON PLAN PART I				
NAME OF INSTRUCTOR FRED SCHULTZ		COURSE TITLE T-1 ENGINE RUN TRAINING		
BLOCK TITLE T-1 ENGINE RUN TRAINING				
COURSE CONTENT				TIME
INSTRUCTION:		MEASUREMENT		
Demonstration, Performance & Practical Lessons		Oral, Practical, and Written		
1. INTRODUCTION				15 Min
2. TASK KNOWLEDGE REQUIREMENTS				
Given technical information and procedures, the student must take a two-part closed book examination scoring 100% on Boldface Emergency Procedures , and score a minimum of 90% on the T-1 Engine Run Examination.				12 Hrs
3. TASK PERFORMANCE REQUIREMENTS				
a. Using appropriate T-1A Aircrew Training Device (ATD), the student must demonstrate proficiency by operating the ATD engines with no instructor assist, and satisfactorily perform emergency procedures without reference to technical information.				
b. Demonstrate on a T-1A aircraft all aspects of engine operation and emergency shutdown procedures, without error and no assistance, to a qualified engine run certifier, instructor pilot contractor, or AFETS/CET representative.				15 Min
4. CONCLUSION				
TIME		TOTAL COURSE/LESSON		22 Hrs
<u>STUDENT/INSTRUCTOR RATIO: 1:1</u>				
INSTRUCTIONAL EQUIPMENT/MATERIALS: T-1A aircraft, ATD training device (simulator), T-1A engine run test, communication headset, ground cord, flashlight, inspection mirror, and white cotton gloves.				
INSTRUCTIONAL TECHNICAL REFERENCE: 1T-1A-2-70JG-00-1, AFI 11-218, AFI 21-101				
INSTRUCTION GUIDANCE: Throughout this POI/Lesson Plan the instruction will have instructional guidance for all objectives to be accomplished.				
SUPERVISOR APPROVAL OF LESSON PLAN				
SIGNATURE AND DATE		SIGNATURE AND DATE		
POI NUMBER	BLOCK	UNIT	DATE	PAGE NO

Attachment 3**SAMPLE FORMAT FOR LESSON PLAN - PART II, INTRODUCTION**

A3.1. Lesson Plan Format - Introduction. This page identifies the lesson plan format (Introduction) when personalizing the instructor POI.

LESSON PLAN INTRODUCTION

COURSE NUMBER

LESSON INTRODUCTION

ATTENTION: Use the attention step to alert the students that the trainer is ready to begin the lesson. Use it to gain the attention of the students.

OVERVIEW: An overview provides an explanation of what to expect during the lesson. It normally includes an explanation of the objectives and the major teaching steps. The overview provides a roadmap to help the student follow the lesson.

MOTIVATION: Use the motivation step to gain the students' interest in the training. This step may be combined with the attention step. The trainer should explain why it is important for the students to learn the information that is presented during the training session.

Transition: The transition step allows the trainer to move from the introduction to the body of the instruction. Use it to focus the students' attention on the first major teaching step.

Sample Lesson Plan - Introduction (Personalization)

Attachment 4**SAMPLE FORMAT FOR LESSON PLAN - BODY**

A4.1. Lesson Plan Format - Body. This page identifies the lesson plan format (body) when personalizing the instructor POI.

LESSON PLAN BODY**PRESENTATION/EXPLANATION:*****Example:***

Body. The body identifies the objective, teaching steps and sub-steps. For longer blocks/units of instruction use interim summaries as needed.

2a. Symbols

1. Refer to slide 1.
2. Explain that each symbol indicates varying degrees of severity of write-ups.
3. Stress importance of using the correct symbol.

Transition: Use to tie up one thought and proceed into another.

Example: Now that we know what symbols are used in documentation, let's continue with some actual documentation. Any questions?

2b. Documentation

1. Use slide 2 and fill it in on the board while explaining procedures to students.
2. Ask questions while completing the form.

Question: What symbol is used to indicate a write-up that would ground an aircraft?

NOTE: Instructional guidance is not required but may be used if the instructor requires additional appropriate information.

Sample Lesson Plan - Body (Personalization)

Application/Performance: (None or as applicable)

Evaluation: (None or as applicable)

Attachment 5**SAMPLE FORMAT FOR LESSON PLAN - CONCLUSION**

A5.1. Lesson Plan Format - Conclusion. This page identifies the lesson plan format (conclusion) when personalizing the instructor POI.

LESSON PLAN CONCLUSION

CONCLUSION: After the last teaching step of each objective, a summary of the information presented is performed. The conclusion contains a summary, re-motivation, and closure.

SUMMARY: The summary is used to remind the students of the objective and the major teaching steps of the lesson. This step allows the students to review the information learned and clear up any misconceptions. The summary should reemphasize safety and the use of TOs, if applicable, and reiterate the importance of understanding material presented, and summarize key points. Any other items deemed appropriate by the instructor may be included. Do not introduce new material.

REMOTIVATION: The re-motivation step allows the trainer to remind the students why it is important to remember what was taught and how the information applies to them.

CLOSURE: The closure statement lets the student know the lesson is over.

NOTE: Do not use the conclusion to introduce new information.

Sample Lesson Plan - Conclusion (Personalization)