


Content Segments

- A. SFST Curriculum Package
- B. Overview of the SFST School
- C. Purpose of the Lesson Plans
- D. How to Use the Lesson Plans
- E. Outlines
- F. Teaching Assignments
- G. Questions and/or Concerns



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Session 4: SFST Curriculum Package and Teaching Assignments

Estimated time for Session 4: 2 Hours (depending on class size)

Session Objectives

- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans in the SFST School

Contents

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Session Objectives

- Describe documents that make up a standard curriculum package
- Describe content and format of lesson plans in SFST School



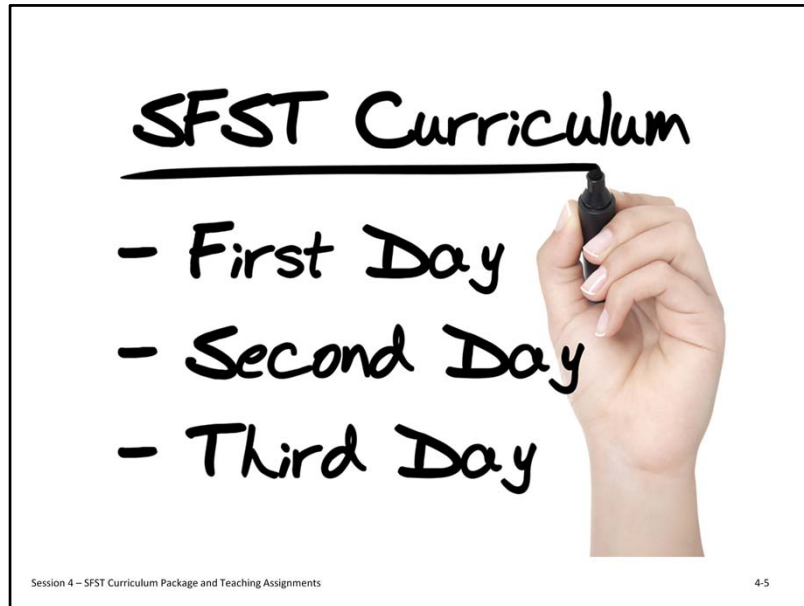
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Session Objectives

At the conclusion of this session, participants should be able to:

- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans in the SFST School




A. SFST CURRICULUM PACKAGE

The full course spans three full days.

- First day is devoted primarily to the first two phases of DWI Detection
- Second and Third days are mainly spent on the three Standardized Field Sobriety Tests

Overview of the SFST School

- For whom is the training intended
- What is the purpose of the training
- What will the participants get out of the training



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B. OVERVIEW OF THE SFST SCHOOL

- **For whom is the SFST training intended?** This training is intended for any police officer who is responsible for DWI enforcement, although other criminal justice professionals may also benefit from the training. (Refer to IACP International SFST Standards)
- **What is the purpose of the training?** To increase arrests for DWI as a means of deterring DWI violators
- **What will the participants get out of the training?** If the participants complete the SFST School successfully, they will better able to:
 - **Detect** evidence of impaired driving
 - **Describe** the evidence clearly and convincingly in written reports and in verbal testimony

Overview of the SFST School

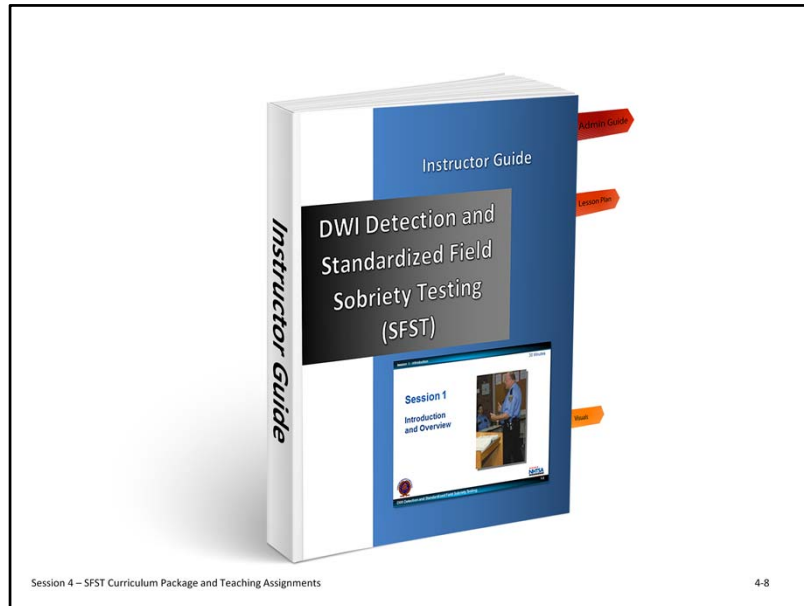
- What subject matter does the course cover
- What activities take place during the training
- How long does the training take



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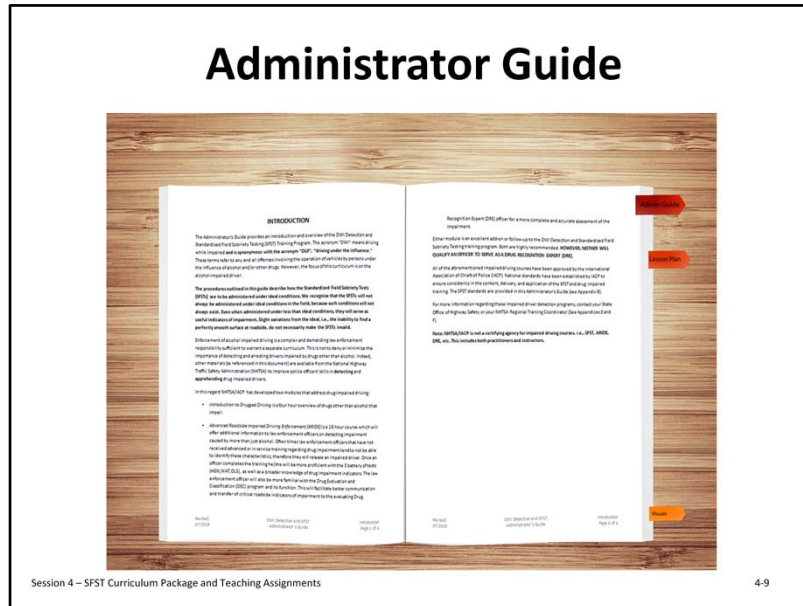
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- **What subject matter does the course cover?**
 - Scope of the DWI problem
 - Concept of General Deterrence
 - DWI Legal Environment
 - Three Phases of DWI Detection
 - Clues of Impairment Associated with each Phase
 - Concepts and Principles of the SFSTs
 - Guidelines for Processing Suspects, Preparing Reports and Delivering Testimony
- **What activities take place during the training?** The major learning activity in the SFST Course is hands-on practice
- **How long does the training take?** You should not attempt to conduct a version shorter than two days and a two-day School should be devoted exclusively to the three tests. The ideal is a Three-day School.



The Instructor guide contains three things:

- Administrator Guide
- Lesson Plans
- Visuals



The Administrator Guide is intended to provide an introduction to and an overview of the course.

- The Administrator Guide begins with a section called “Purpose of this Document,” a brief description of the Guide
- The next section, “Overview of this Course,” gives some very important information about what the SFST School covers and who should attend
- The last section, “A Synopsis of the Curriculum,” gives a brief summary of the lesson plans and the visuals

As instructors, it is essential you be thoroughly familiar with the Administrator Guide.

Purpose of the Lesson Plan

- Help you get ready to teach
- Help you stay on track
- Ensure consistency of training



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C. PURPOSE OF THE LESSON PLANS

Lesson plans have three main purposes.

1. Help you get ready to teach

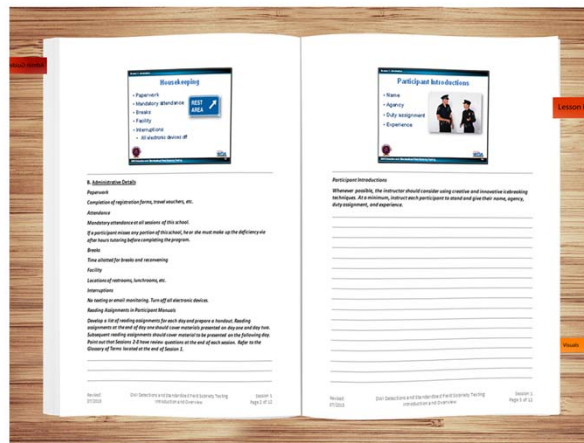
- Ensure you have all the needed materials and resources
- Familiarize yourself with the lesson plans thoroughly before you attempt to teach a session
- Ensure you understand what the participants should become able to do
- Ensure you understand the information to present to the participants
- Ensure you can perform the skills and procedures you are to demonstrate to the participants

2. Help you stay on track

- Don't try to memorize the lesson plans
- Don't be afraid to refer to the lesson plans while you are teaching; they are intended to help you

3. Ensure consistency of training

Format of the Lesson Plans



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Format of the Lesson Plans

- The lesson plans for the SFST Course are organized on a session-by-session basis
 - There are 16 sessions in the SFST Curriculum
 - Each session has its own set of lesson plans
 - Session 1 is “Introduction and Overview”
- The first page of each set of lesson plans is the cover page
 - The cover page gives the number and titles of the session and indicates the approximate amount of time the session requires
 - For example, Session 1 of the SFST Curriculum requires approximately 30 minutes
- The second page of a set of lesson plans is the outline page
 - The outline page lists the learning objectives for the session, i.e., states what the participant will be able to do after successfully completing the session
 - The outline page also lists the content segments of the session which correspond to the major topics covered
 - Finally, the outline page indicates the major types of learning activities that take place during the session
- The main purpose of the outline page is to help you prepare to teach
 - If you are assigned to begin teaching a session, you should start by reviewing the session’s objectives with the participants

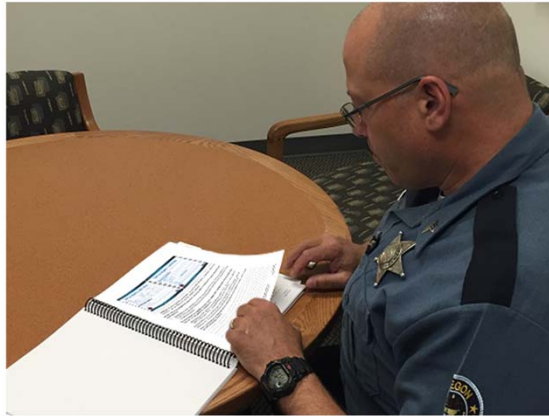
Next, preview the content and the learning activities.



D. HOW TO USE THE LESSON PLANS

- Read the lesson plan
- Personalize the lesson plan
- Use the lesson plan to prepare

Read the Lesson Plan



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Read the Lesson Plan

- Begin by reading not only the portion you have been assigned to present, but the entire curriculum. You will need to become familiar with the content materials as well as understand where and how it fits in the course.
- If you do not understand the material, you may need to research other written material or talk with another instructor familiar with the subject matter

Personalize



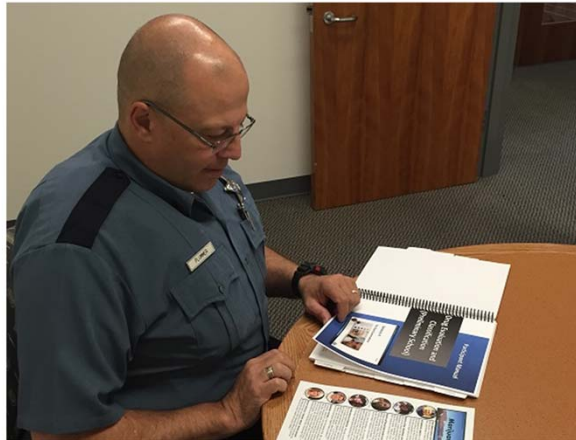
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Personalize

- The instructional notes area of the lesson plan can be used to insert your own examples relevant to the material being taught. This is also where you can note the prepared questions to ask the class. Personal experiences add impact and increase retention of content material. Adding our own examples incorporates our own personality and style to the training delivery.
- The lesson plan should have your own notes and questions incorporated in the instructional notes. Make sure you know how the slides read and when they are to be used. You should also have any other training aids such as props, etc., available for you to practice using. If you plan to use prepared easel/easel pads, this is when you will need to prepare them.

Prepare

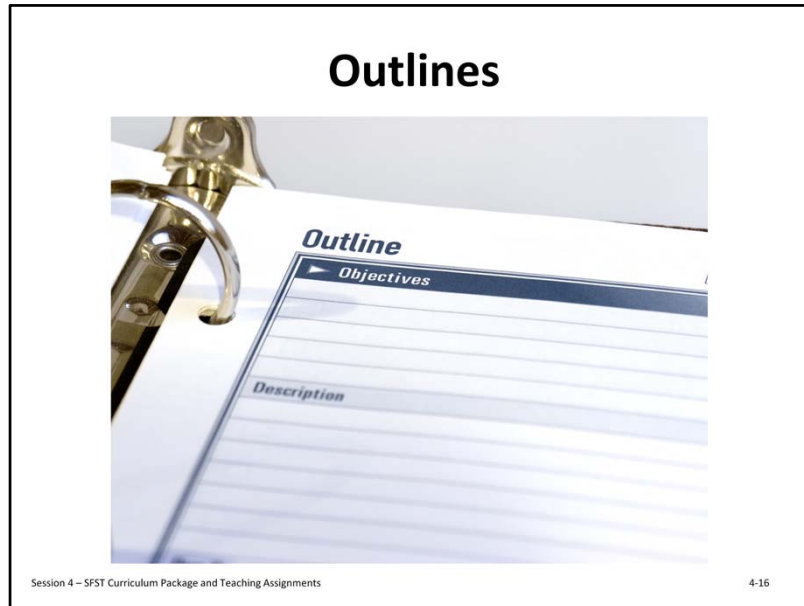


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Preparation

- Start by going through the material just as you would during the presentation, don't try to memorize it
- Some trainers use the "3 to 1" ratio for determining how much time to prepare. This formula means for every hour of instruction, we would need to prepare for three hours. However, remember subject matter knowledge, experience in training others, and individual confidence levels will also influence the amount of preparation time required.
- If possible, practice presenting aloud in the room you will actually be using. This will help you feel more comfortable and familiar with the surroundings. You will also look as if you are used to moving around in that environment.
- If possible, record your practice presentations on video to enable you to see and hear yourself as the participants will. However, because this is not always possible, the next best-practice technique is to audio record your presentation.
 - Here are just some of the advantages of recording yourself:
 - Check voice tone and rate of speech
 - Improve word enunciation
 - Substitute words that are awkward or difficult to pronounce
 - Listen to how we phrase questions and give feedback to responses
 - Practice responding to questions that might be asked
 - Listen for fillers such as "uh's," "and uh," "O.K.," etc.



E. OUTLINES

Content Outline

Describes what is included

- List of facts to be presented
- Outline of procedures to be demonstrated
- Details on concepts to be explained
- Series of ideas to be discussed


Delivery Method Outline

Describes how the content is presented

- Amount of time to be spent on the topic
 - Audio-visual aids to be used
 - Questions to be posed to stimulate participation
 - Procedures for classroom learning activities
 - Indications of points to be emphasized
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What to Take to the Classroom

- Lesson Plans
- PowerPoint Slides
- Training Props or Demonstration Materials
- Reference Materials



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What to Take to the Classroom

- Lesson Plan
- PowerPoint Slides
- Training props or demonstration materials
- Any other reference materials or notes you will be using during your presentation of the material

Trainers should incorporate their individual style into the delivery.

While not all of the techniques we see used by other instructors may seem comfortable for us, we should try to find ways to enrich the learning experience for our participants. Their needs, after all, are why we conduct training.



Small Group Curriculum Activity

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Teaching Assignments



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F. TEACHING ASSIGNMENTS

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Questions and/or Concerns



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G. QUESTIONS AND/OR CONCERNS

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