



# Demonstrations in the IW Scheme

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# What are we going to cover

- Where we were – where we are going
- Why we need demonstrations
- What is a good/effective demonstration
- How to incorporate demos in to your training
- Questions

# The journey of the demonstration in IW

Then



Now

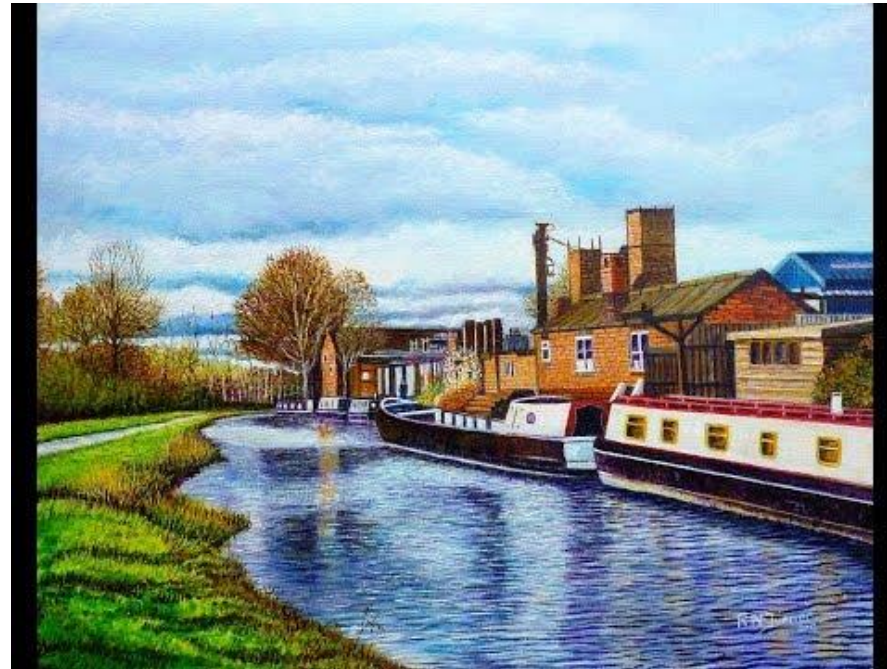
- Previously Demonstrations were never encouraged
- 5 Years ago the IW Helmsman course moved from one day to two days
- One of the main reasons was to give instructors the time to include demonstrations
- We would like to see all instructors using effective demonstrations

Why do we need Demonstrations?

A demonstration is 'an act of showing something by giving proof or evidence'

I hear and I forget  
I see and I remember  
I do and I understand

'A picture paints a thousand words'



# There are many advantages to using an effective demonstration:

- Demonstration can be used to teach skills that are accessible to all types of learners e.g. Kinaesthetic.
- When people learn from demonstration they can pick up the actions and movements which aren't available from just being told verbally.
- Learners are able to use the technique that has been shown to them and which allows the correct technique to be seen and then put into practise.



What is a good demonstration?

# For a demonstration to be effective you need to ensure:

- All students can see and hear. Remember a student won't always say if they didn't see or hear
- Identifying the key points of the manoeuvre and keeping your explanation simple, don't over load them with information.
- Your demonstration must match your explanation
- It needs to be successful, if not it could leave students lacking in confidence "if my instructor can't do it how can I?"

# How to incorporate demonstrations into your training?

# By following the EDICTS model -

- Explain – How, What, Why, Where
- Demonstrate – Clear and concise
- Imitate – Trial and error is one of the best ways of learning as long as safe
- Correction – Feedback on how they did
- Try again – Opportunity to improve
- Summary – Key points and relevant feedback

By following this process student's of all learning styles (VARK) are given the best possible chance of being able to learn and develop a new skill with a high success rate.

# V.A.R.K

- Visual *“I see what you mean”*
- Auditory *“I hear what you say”*
- Reading/Reflectors *“Have you got a hand out?”*
- Kinaesthetic *“Be quite and give me a go!”*

# Time to get a bit active

- In pairs make a paper model
- First time simply describe to partner how it should turn out
- Now have a go at making it
- Then describe and show
- Partner to have another go

Questions?