Learning Focus

The learning focus of the Command style is precision performance - reproducing a predicted response, practice or performance on cue following a set pace and rhythm.

The Anatomy

In the Command style the role of the teacher is to make all decisions and the role of the learner is to follow (to implement) these decisions on cue to achieve precision performance.

Pre-Impact………………… (Teacher)
(planning)

Impact……………………… (Teacher)
(implementation)

Post Impact……………… (Teacher)
(feedback and assessment)

Description

In the Command style, the teacher makes the maximum number of decisions while the learner makes the minimum number of decisions. Hence, all decisions such as subject matter, location, posture, starting time, pace and rhythm, stopping time, duration, feedback, etc. are made by the teacher. The learner's role is to reproduce a precision performance that follows the cues and pace and rhythm that has been established for practicing the content. The goal of this experience is for learners to reproduce and learn to perform the content in a very precise synchronized manner in a short amount of time so that the specific Command style learning objectives can be reached.

Behavior Objectives

When the Command style is achieved, the following behavioral objectives are reached:

▸ To socialize the individual into the norms of the group

▸ To achieve conformity and uniformity

▸ To build group identity and pride

▸ To enhance the espirit de corps

▸ To follow directions on cue

▸ To achieve specific aesthetic standards

▸ To develop habits and routines

▸ To perpetuate cultural traditions, ceremonies, and rituals

▸ To control groups or individuals

▸ To instill safety procedures

▸ To establish the power of the group rather than the individual

▸ To adhere to a particular kind of discipline

▸ Others

Command Style-A
Behavior Objective Notes

Not all of the above list of behavior objectives apply to each and every Command Style episode. All episodes must answer the question: Why are you doing what you are doing in the Command Style? **Why** always influences the order of importance of the above behavior objectives and subject matter objectives.

For example: precision parachuting episode

The first reason (why) the Command Style is selected is safety and the importance of following directions on cue. Then, to achieve a synchronized aesthetic routine, conformity and uniformity are needed; and that enhances the espirit de corps and the socialization of the individuals into the norms of the group...etc.

The content and the behavior expectations (**why**) of each episode determines the ranking of the behavior objectives.

Command Style-A

Subject Matter Objectives

When the Command style is achieved, the following subject matter objectives are reached:

▸ To reproduce a model by immediate performance

▸ To achieve accuracy and precision of performance

▸ To achieve immediate results

▸ To achieve a synchronized performance

▸ To adhere to a predetermined model

▸ To master subject matter skills

▸ To perpetuate cultural traditions and rituals

▸ To use time efficiently

▸ To cover more material

▸ Others

Command Style-A

Not all of the above list of subject matter objectives apply to each and every Command Style episode. All episodes must answer the question:

>   **Why** are you doing **what** you are doing in the Command Style?
>   **Why** are your reasons for doing what (the subject matter) in the Command Style.

For example: precision parachuting

Each of the subject matter objectives listed above apply to this content. Adhering to a predetermined model and reproducing a specific model by immediate performance enhances the behavior objective of safety. each of the other objectives complement content achievement.

The **Why** of each episode. The content and the behavior expectations (**why**) of each episode determines the ranking of the subject matter objectives.

Subject matter selection is a factor of curriculum decisions. The order, sequence of presentation, appropriateness and many other factors must be assessed to determine the worthwhileness of each individual episode.