

## CWA Beginner Level 16-Week Lesson plan:

Sessions 1- 9:

- At least 2-3 days prior to each session send the students a sheet of characters to use for sending practice. Each character should be repeated five times in a group (e.g., EEEEE). The student should send each group of 5 perfectly. If a mistake is made the student is told to resend that group until it is sent 5 times perfectly. Each session adds the new characters assigned for that session and keep the prior characters on the list. At session 10, move on to Bob Carter's Scales (i.e., everyday sending practice).
- Begin each session by sending the class the characters that were assigned for that session, as well as characters from previous sessions. Use a show of hands as to who copied them, work with the student having issues (i.e., not raising his hand). Have one of the students identify the character and send it back. Make sure each student gets his turn. As you progress, be sure to add in and stress common two-character combinations that they will hear sent together (e.g., er, th, wh, ll, ly, etc.).
- For copy practice, send words from the homework for this session and words from prior sessions as a review of the prior sessions. Frequently a one or two word hint as to what is coming is really helpful. I tell the students that in a QSO, most of the terms they will hear will be heard in context and context helps with copying, so the hints aren't an undue advantage, it also helps student confidence.
- After the first session, I also add in typical abbreviations and any prosigns, using the characters they have learned so far. As the number of characters is increased, we also add in state abbreviations (with less Farnsworth), then ARRL Sections.
- After some "copy only" practice, I send words, student by student, asking them to say what they copied (even if they missed some of what was sent) and asking them to re-send the word back to the class.
- As part of the class, speak words and have the students, in turn, send those words. This is great head sending practice.
- End each class by the advisor sending the characters that are assigned for the next session, sending each several times before telling the class what character is being sent. The idea is to learn the sound, then to associate the sound with the character.

Starting at about Session 7, I have the class send as much of their call sign, first name and QTH (city and state) as they can, given the characters learned so far. Once they have all the characters for each of those items, I tell them to send them, each as a group of 5 with no errors. If they make a mistake, they are to start that "group" over. This continues to be part of the homework thereafter.

With Session 9, we begin the process of learning about QSOs by giving them short pieces of QSOs to practice sending, in addition to the usual sending homework (this is added to the homework for the remainder of the semester):

- CQ DE [YOUR CALL SIGN] K

- TNX FER CALL <BT>
- UR RST [339/559/579/589/599/5NN] [339/559/579/589/599/5NN] <BT>
- NAME IS [YOUR FIRST NAME] [YOUR FIRST NAME] <BT>
- QTH IS [YOUR CITY STATE] [YOUR CITY STATE] <BT>
- HW CPY? DE [YOUR CALL SIGN] K
- TNX FER QSO AND HPE CU AGN 73 DE [YOUR CALL SIGN] SK

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Items separated by a “/” are alternatives. You should be able to handle each alternative, but you would typically only send one not more than one.

In class, have the students practice having a DX QSO, a SOTA/POTA exchange, and having an SST QSO so they can participate in that contest. Explain that in terms of QSO complexity, DXing, SST, and chasing SOTA/POTA, are the easiest for copying and sending, given the semi-rigid format of those QSOs.

Starting at about session 11, we also conduct parts of QSOs in class between the students. The last session or two, we will also attempt a full QSO between the students in class but be aware that doing so takes a great deal of class time.