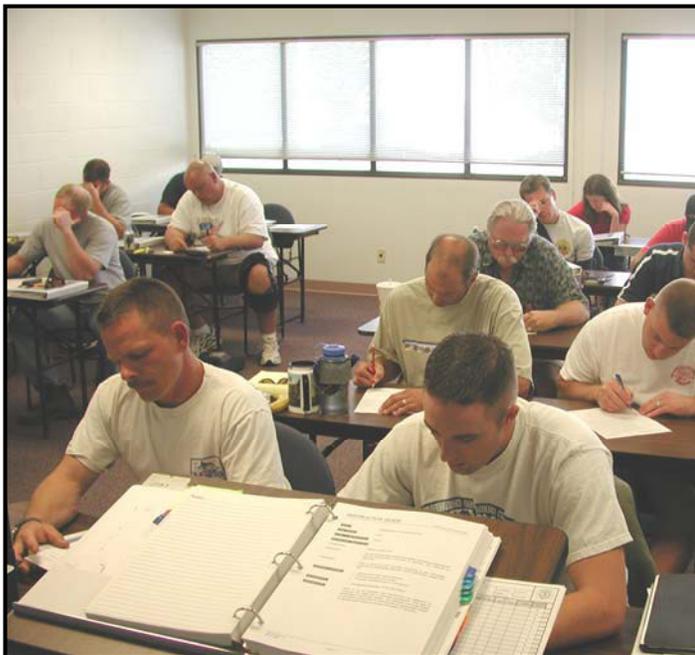


TRAINING INSTRUCTOR 1A

Approved and Adopted by the
Office of State Fire Marshal



Recommended for adoption by the Statewide
Training and Education Advisory Committee
and the
State Board of Fire Services



INSTRUCTOR GUIDE

January 2010



TRAINING INSTRUCTOR 1A

COGNITIVE LESSON DELIVERY

INSTRUCTOR GUIDE



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TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

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State Fire Training

Mission Statement

The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

California Fire Service Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Certification Training Standards, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.

Acknowledgments

State Fire Training coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this guide for adoption by the State Fire Marshal (SFM). This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

Del Walters Director of CAL FIRE	
Tonya Hoover Acting State Fire Marshal	Vacant Assistant State Fire Marshal
Mike Richwine Chief, State Fire Training	Ronny Coleman Chair, STEAC



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Special acknowledgement and thanks are extended to the following members of State Fire Training for their diligent efforts and contributions that made the final publication of this document possible.

Alicia Hamilton
Fire Service Training Specialist III

The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California fire service. We gratefully acknowledge these individuals who served as principal developers for this document.

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"We gratefully acknowledge the hard work and accomplishments of those before us who built the solid foundation on which this program continues to grow."



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Student Profile

Target Group

Personnel preparing for a Company Officer, SFT Registered Instructor, or Certified Training Instructor position.

Prerequisites

None.

Desired Attendance Time Frame

None.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Class Requirements and Space

The characteristics of the classroom and support facilities have a great impact on the learning environment and the instructor's success or failure. For this course, it is advisable for the instructor to adhere as closely as possible to the following guidelines.

Classroom Equipment

- Writing board with markers/erasers
- Appropriate audiovisual training aids and devices

Materials

Unit 1: Introduction

- Course outline
- Progress chart
- Information Sheet 1-1-1: Calendar of Events
- Information Sheet 1-2-1: Student Tracking Sheet

Unit 2: Instructional Methodology, Adaptation, And Delivery

- Group Activity 2-1-1: Fire Instructor Characteristics And Traits
- Group Activity 2-6-1: Instructor Tips for Using Nonprojected Training Aids
- Group Activity 2-7-1: Reviewing And Adapting A Cognitive Lesson Plan
- Individual Activity 2-7-2: Adapting A Cognitive Lesson Plan #1
- Individual Activity 2-7-3: Adapting A Cognitive Lesson Plan #2
- Individual Activity 2-7-4: Cognitive Teaching Demonstration #1
- Individual Activity 2-7-5: Cognitive Teaching Demonstration #2
- Group Activity 2-8-1: Legal And Ethical Concerns
- Group Activity 2-12-1: The Selection and Use of Appropriate Training Aids
- Individual Activity 2-15-1: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Primary Evaluator
- Individual Activity 2-15-2: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Secondary Evaluator

Unit 3: Testing

- None



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Introduction to the Instructor Guide

This publication is intended to serve as an instructor guide. For each topic identified in the course outline, a lesson plan has been developed that contains: a time frame, level of instruction, authority, behavioral objective, materials needed, method of instruction, references, preparation statement, lesson content, and end page. Suggested application methods have been identified throughout the lessons for you to use during your presentation.

- **Time Frame:** The estimated duration required for in-class presentation.
- **Level of Instruction:** Identifies the instructional level that the material was designed to fulfill. You have the latitude to increase the level based on available time, local conditions, and the students' apperceptive base.
- **Authority:** Keyed, when applicable, to the appropriate Certification Training Standard task.
- **Behavioral Objective:** The behavioral objective is a statement of the student's performance desired at the end of instruction. You must ensure that enough information is given in the presentation and/or activities to enable the student to perform according to the goal.
- **Materials Needed:** This should be a complete list of everything you will need to present the lesson, including visual aids, activities, etc.
- **References:** These are the specific references the curriculum development team used when developing the lesson plan. In addition, references may be listed as additional study aids for instructors to enhance the lesson -- books, manuals, bulletins, scripts, visual aid utilization plans, and the like.
- **Preparation:** The motivational statement connects the student with the lesson plan topic through examples or illustrations relating to their occupation, injury, and even mortality. You will need to develop this statement to fit your target audience.
- **Lesson Content:** Includes information used in the four-step method of instruction.

Cognitive Lesson Plans

PRESENTATION	APPLICATION
Everything you say or display Content Instructor notes	Student Participation <ul style="list-style-type: none"> • Questions • Activities • Audiovisual Cues

Psychomotor Lesson Plans

OPERATIONS	KEY POINTS
Specific actions to be performed by the students	The who, what, when, where, why, and how (the "tricks of the trade")
Begin with a verb, followed by a noun	Safety practices



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A – Formative Test Answer Keys

- Formative tests with the answer key; instructor use only.

Appendix B – Formative Tests

- Formative test masters that must be copied for each student. Keep these in good condition to use for future classes.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Course Outline

Course Objectives: To provide the student with...

- a) A variety of methods and techniques for training in accordance with the latest concepts in career education.
- b) Information to select, adapt, organize, and utilize instructional materials appropriate for teaching cognitive lessons.
- c) Criteria and methods to evaluate teaching and learning efficiency.
- d) An opportunity to apply major principles of learning through teaching demonstrations.

Course Content: **40:00**

Unit 1: Introduction

1-1 Orientation And Administration.....1:00

Unit 2: Instructional Methodology, Adaptation, And Delivery

2-1 Fire And Emergency Services Instruction As It Relates To Cognitive Training1:00

2-2 Principles Of Learning1:30

2-3 Defining Levels Of Instruction0:30

2-4 Components Of Learning Objectives0:30

2-5 Employing The Four-step Method Of Instruction As It Relates To
Cognitive Training1:00

2-6 Assembling And Reviewing Instructional Materials As They Relate To
Cognitive Training1:00

2-7 Adapting Cognitive Lesson Materials1:30

2-8 Legal And Ethical Considerations As They Relate To Cognitive Training1:30

2-9 Methods of Instructional Delivery1:00

2-10 Presentation Techniques For Cognitive Training2:00

2-11 Managing The Learning Environment for Cognitive Training1:00

2-12 Selecting And Using Audiovisual Training Aids And Devices.....1:30

2-13 Effective Interpersonal Communications.....1:00

2-14 Student Attitudes And Behaviors.....1:00

2-15 Procedure Used For Evaluating Student Instructor Teaching Demonstrations1:00

Unit 3: Testing

3-1 Introduction To And Administration Of Oral And Written Tests1:00

3-2 Student Progress And Testing Feedback.....0:30

Student Instructor Teaching Demonstrations..... 16:30

Formative Tests..... 3:00

Summative Test..... 1:00



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Texts and References

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition
- Effective Supervisory Practices, ICMA, Fourth Edition
- Corps Business, David H. Freedman, 2000 Edition
- Developing Attitude Toward Learning, Robert F. Mager, 1968 Edition
- How Good People Make Tough Choices, Rushworth M. Kidder, 2003 Edition
- Legal Considerations for Fire and Emergency Services, J. Curtis Varone, 2007 Edition
- Overcoming Test Anxiety, Dennis H. Congos, University of Central Florida
- Telling Ain't Training, Harold D. Stolovitch and Erica J. Keeps, 2002 Edition
- The Instructor, Charles R. Allen
- The Rights of Firefighters, Will Aitchison, Third Edition

Calendar of Events

See Lesson Plan 1-1: Orientation and Administration



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

TRAINING INSTRUCTOR 1A PROGRESS CHART	BEGINNING DATE:							ENDING DATE:						
	CLASS SIZE: Maximum 25 Students													
	16 Students = 1 Master Instructor													
	17-25 Students = 2 Master Instructors or 1 Master Instructor/Qualified Skills Evaluator													
STUDENT IDENTIFICATION	Activity 2-1-1	Activity 2-6-1	Activity 2-7-1	Activity 2-7-2 Adaptation #1	Activity 2-7-3 Adaptation #2	Activity 2-7-4 Demo #1	Activity 2-7-5 Demo #2	Activity 2-8-1	Activity 2-12-1	Activity 2-15-1 Primary Eval #1	Activity 2-15-1 Primary Eval #2	Activity 2-15-2 Secondary Eval#1	Activity 2-15-2 Secondary Eval#2	
1.														
2.														
3.														
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25.														



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

TRAINING INSTRUCTOR 1A PROGRESS CHART	BEGINNING DATE:			ENDING DATE:							
	CLASS SIZE: Maximum 25 Students 16 Students = 1 Master Instructor 17-25 Students = 2 Master Instructors or 1 Master Instructor/ Qualified Skills Evaluator	Formative Test #1	Formative Test #2	Formative Test #3	ATTENDANCE					SUMMATIVE TEST	
					Day 1	Day 2	Day 3	Day 4	Day 5	Minimum 80% Required to Pass	PASS/ FAIL
					STUDENT IDENTIFICATION						
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
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TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 1-1: Orientation And Administration

Time Frame: 1:00

Level of Instruction: Level I

Authority: None

Behavioral Objective:

Condition: Given an oral evaluation

Behavior: The student will define the course requirements

Standard: To the instructor's satisfaction according to the information contained in Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 2-4

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices
- Student Progress Chart

References:

- Calendar of Events
- State Fire Training Procedures Manual, SFT, Current Edition

Preparation: Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. INTRODUCTIONS</p> <p>A. Introduce self and other staff</p> <p>B. Cite background</p> <ol style="list-style-type: none">1. Fire department experience2. Education and training3. Teaching history4. Contact information where instructor can be reached<ol style="list-style-type: none">a) Phone number(s)b) Emailc) Other <p>C. Facilities orientation</p> <ol style="list-style-type: none">1. Classroom location(s)2. Restrooms3. Food locations4. Smoking locations5. Break locations6. Telephones<ol style="list-style-type: none">a) Cell phone use7. Parking8. Emergency procedures <p>D. Student introductions</p> <p>NOTE: Provide slide to remind each student what information to include in the self-introduction.</p>	<p>SLIDE: 1-1-1</p> <p>SLIDE: 1-1-2</p> <p>SLIDE: 1-1-3</p> <p>CLASS ACTIVITY: Students are to introduce themselves.</p> <p>SLIDE: 1-1-4</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 1. Name 2. Department 3. Rank 4. Years of experience 5. Current assignment 6. Reason(s) for taking Training Instructor 1A <p>E. Reasons for student introductions</p> <ol style="list-style-type: none"> 1. Introduce self to class 2. Become accustomed to speaking in front of a group 3. Get more at ease and relaxed with new and unfamiliar atmosphere 4. Networking purposes <p>II. COURSE DESCRIPTION</p> <p>A. Class hours</p> <ol style="list-style-type: none"> 1. 19.5 hours for lecture 2. 16.5 hours teaching demonstrations <ol style="list-style-type: none"> a) Based on 16 students 3. 4 hours for formative and summative tests <p>B. Considerable work</p> <ol style="list-style-type: none"> 1. Numerous activities 2. Substantial homework load <ol style="list-style-type: none"> a) May equal or exceed classroom hours b) All homework must be successfully completed to pass <p>C. Lunch and break times</p>	<p>Why do we have you introduce yourselves at the beginning of a class in this manner?</p> <p>SLIDE: 1-1-5</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>III. CALENDAR OF EVENTS</p> <p>NOTE: Refer students to the Calendar of Events in their student supplement.</p> <ul style="list-style-type: none">A. Relates to the adaptation and application of cognitive teaching materialsB. Time framesC. There will be group discussions and activities throughout the classD. Each student is required to complete two 15-minute cognitive teaching presentations<ul style="list-style-type: none">1. Each based on an adapted lesson planE. Each student is required to evaluate four student instructor teaching demonstrations, two of which will be graded<ul style="list-style-type: none">1. Once as a Primary Evaluator<ul style="list-style-type: none">a) Will lead a group critique2. Once as a Secondary Evaluator<ul style="list-style-type: none">a) Complete an evaluation independently <p>NOTE: Review topics to be covered in each session.</p> <p>IV. COURSE REQUIREMENTS</p> <ul style="list-style-type: none">A. Attendance<ul style="list-style-type: none">1. Must attend the entire course2. Excused absences may be considered for emergenciesB. Classroom and group participation are requiredC. Required text<ul style="list-style-type: none">1. <u>Fire and Emergency Services Instructor</u>, IFSTA, Seventh Edition	<p>SLIDE: 1-1-6</p> <p>What does the calendar of events tell you about your activities?</p> <p>SLIDE: 1-1-7</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>2. <u>Training Instructor 1A Student Supplement</u>, SFT, 2010 Edition</p> <ul style="list-style-type: none">a) Ancillary material not in the required IFSTA textb) All individual and group activities <p>V. STUDENT EVALUATION</p> <p>A. Three formative tests</p> <ul style="list-style-type: none">1. Must complete all three tests2. Tests are not graded<ul style="list-style-type: none">a) Each test will be reviewed and discussed as a group3. Students can keep their tests <p>B. Activities</p> <ul style="list-style-type: none">1. Students must successfully participate in all activities <p>C. Lesson plan adaptation</p> <ul style="list-style-type: none">1. Topic must be emergency service related2. Original lesson plan cannot be handwritten3. Evaluated for<ul style="list-style-type: none">a) Contentb) Spellingc) Grammard) Punctuation <p>D. Adaptation rewrites</p> <ul style="list-style-type: none">1. Students failing the lesson plan adaptation assignment may submit an adaptation rewrite2. A single rewrite opportunity is allowed3. Rewrites must be accompanied by the original paperwork4. The adaptation rewrite will be evaluated by the Primary Instructor for meeting the passing standard	<p>SLIDE: 1-1-8</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>E. Teaching demonstrations</p> <ol style="list-style-type: none"> 1. Each student must deliver two cognitive teaching demonstrations <ol style="list-style-type: none"> a) Each student must pass one of the two cognitive teaching demonstrations b) If a student fails the first teaching demonstration, the second demonstration must be observed by the Primary Master Instructor c) Students who pass their first teaching demonstration may have another Master Instructor or qualified Skills Evaluator observe their second teaching demonstration 2. The Primary Instructor must approve each topic selected by students for their teaching demonstrations <ol style="list-style-type: none"> a) Emergency service related b) No duplications c) Selected teaching demonstrations will be posted on a master list 3. Students must furnish all materials required for their teaching demonstration <p>F. Summative test</p> <ol style="list-style-type: none"> 1. Instructor developed 2. Minimum 50-item test 3. Format will be either completion, short-answer, and/or multiple choice 4. Minimum 80% passing score in order to pass the class <ol style="list-style-type: none"> a) If a student fails the summative test, he or she fails the class and does not meet the prerequisite to attend the next Training Instructor class 5. Retake a summative test <ol style="list-style-type: none"> a) The Primary Instructor may <i>elect</i> to administer a retake exam 	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>b) Must be administered prior to returning the class materials to SFT</p> <p>1) Within 15 days of the class ending date</p> <p>NOTE: Refer students to the Student Tracking Sheet in their student supplement.</p> <p>G. Progress chart</p> <ol style="list-style-type: none">1. Uses student identification numbers instead of names2. Federal law prohibits publication of identifiable student grades <p>a) Family Educational Rights and Privacy Act of 1974</p>	<p>SLIDE: 1-1-9</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Present day demands on the fire service require that fire fighters receive the best possible training in all their duty areas. This course will assist you to become a person who can provide them with the effective training programs so necessary for their performance. No matter what your assignment, if you supervise others at any time, you are an instructor. Your efforts, if they are organized, will improve the fire service in general and your department in specific.

Instructors who know correct teaching techniques can standardize their department procedures, which in turn, improve the attitudes of personnel and the efficiency of the department. The ability of the fire fighters reflects directly on the training program and those who provide the day-to-day training.

If these course requirements seem challenging and the course material that has to be covered appears like a lot in a short period, you are right. Careful diligence is necessary for success. In addition, you should participate in the classroom exercises and group activities fully so you will obtain a greater understanding of the underlying principles being taught, and to be better prepared for the assignments you will be developing at home.

Should you have problems at any time, contact me at a break period or after class. Because of the amount of work and the pace of this course, you cannot afford to fall behind in the lectures, class participation and activities, or homework assignments.

Evaluation:

The student will complete the oral evaluation at a time determined by the instructor.

Assignment:

Review your notes and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 2-4. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 1	1-1	Orientation And Administration	1:00		
	2-1	Fire and Emergency Services Instruction As It Relates To Cognitive Training	1:00	2-1-1	
	2-2	Principles Of Learning	1:30		
	2-3	Defining Levels Of Instruction	0:30		
	2-4	Components of Learning Objectives	0:30		
	2-5	Employing The Four-step Method Of Instruction As It Relates To Cognitive Training	1:00		
	2-6	Assembling And Reviewing Instructional Materials As They Relate To Cognitive Training	1:00	2-6-1	
	2-7	Adapting Cognitive Lesson Materials	1:30	2-7-1, 2-7-2, 2-7-3	
	Day 1 Total			8:00	
			1:00		Formative Test 1
Day 2	2-8	Legal And Ethical Considerations As They Relate To Cognitive Training	1:30	2-8-1	
	2-9	Methods Of Instructional Delivery	1:00		
	2-10	Presentation Techniques For Cognitive Training	2:00		
	2-11	Managing The Learning Environment for Cognitive Training	1:00		
	2-12	Selecting And Using Audiovisual Training Aids And Devices	1:30	2-12-1	
	Day 2 Total			8:00	
			1:00		Formative Test 2
Day 3	2-13	Effective Interpersonal Communications	1:00		
	2-14	Student Attitudes And Behaviors	1:00		
	2-15	Procedures Used For Evaluating Student Instructor Teaching Demonstrations	1:00	2-15-1, 2-15-2	
		Student Instructor Teaching Demonstrations	4:00	2-7-4, 2-7-5 2-15-1, 2-15-2	
	Day 3 Total			8:00	
			1:00		Formative Test 3
Day 4	3-1	Introduction To And Administration Of Oral And Written Tests	1:00		
	3-2	Student Progress And Testing Feedback	0:30		
		Student Instructor Teaching Demonstrations	5:30	2-7-4, 2-7-5 2-15-1, 2-15-2	
	Day 4 Total			8:00	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 5		Student Instructor Teaching Demonstrations	7:00	2-7-4, 2-7-5 2-15-1, 2-15-2	
			1:00		Summative Test
	Day 5 Total		8:00		
Course Total			40:00		



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-1: Fire And Emergency Services Instruction As It Relates To Cognitive Training
- Time Frame:** 1:00
- Level of Instruction:** Level II
- Authority:**
- 2008 Training Instructor CTS #1: Describe Instructional Delivery Elements And Methods
 - 2008 Training Instructor CTS #4: Describe The Instructor's Role, Responsibilities, And Obligations
- Behavioral Objective:**
- Condition:** Given an activity and a summative test
- Behavior:** The student will describe the fire instructor's roles and responsibilities, and instructor characteristics and traits
- Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 1-22 and 77-82, Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 6 and successfully completing Group Activity 2-1-1
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
 - Group Activity 2-1-1: Fire Instructor Characteristics And Traits
- References:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 1-22 and 77-82
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|---------------------|-------------|
| Attention (attract) | Begin |
| Curiosity (arouse) | Association |
| Interest (create) | Students |
| Desire (stimulate) | Experience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. REASONS FOR INSTRUCTOR TRAINING</p> <p>A. Training traditionally provided for fire service Instructors</p> <ol style="list-style-type: none">1. Vocational-type training<ol style="list-style-type: none">a) Basic skills to entry-level personnelb) Specialist level and in-service training to current personnel <p>B. As additional duties and responsibilities have increased, so have educational requirements</p> <ol style="list-style-type: none">1. Increased responsibility to provide academic knowledge<ol style="list-style-type: none">a) Focusing on techniques to deliver adult educationb) Training is often to personnel outside of the fire department2. Instructors must now meet professional qualification standards <p>C. Importance of instruction and training</p> <ol style="list-style-type: none">1. Develop the skills needed to prepare and deliver training through a variety of methods2. Maintain proficiency of required knowledge and skills3. Motivate personnel to achieve their best performance4. Provide challenges for personnel in training activities by teaching them how to make the right choices in given situations	<p>SLIDE: 2-1-1</p> <p>What types of training are fire service instructors typically asked to present?</p> <p>SLIDE: 2-1-2</p> <p>What is the importance of instruction and training?</p> <p>SLIDE: 2-1-3</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>5. Reduce organizational and personal liability through a well-planned training program</p> <p>6. Create evaluation criteria for individual, course and program improvement</p> <p>II. FIRE INSTRUCTOR ROLES AND OBLIGATIONS</p> <p>A. Primary obligations to the students</p> <ol style="list-style-type: none"> 1. Plan, develop, and deliver appropriate training 2. Measure student's knowledge and skills <ol style="list-style-type: none"> a) Perform job-related task analyses b) Evaluate effectiveness of training programs c) Provide feedback to students and supervisors 3. Use interpersonal communication skills <ol style="list-style-type: none"> a) Be an effective communicator and good listener b) Present new knowledge and skills in a positive manner c) Be a role model, mentor, and counselor 4. Provide for the student's safety <ol style="list-style-type: none"> a) Provide a safe training environment b) Teach safe operational practices and safety related topics c) Fulfill duties of an incident safety officer during training evolutions d) Be a role model by adhering to safety policies and practices <p>B. To the organization</p> <ol style="list-style-type: none"> 1. Monitor changes and apply them to the needs of the organization 	<p>SLIDE: 2-1-4</p> <p>What obligations does an instructor have in providing for student safety?</p> <p>SLIDE: 2-1-5</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>H. Ingenuity, creativity, and flexibility</p> <p>I. Empathy</p> <ol style="list-style-type: none">1. The ability to understand the feelings and attitudes of another person <p>J. Conflict-resolution skills</p> <p>K. Fairness</p> <ol style="list-style-type: none">1. Treating all students equally; providing the same learning opportunities <p>L. Personal integrity</p> <ol style="list-style-type: none">1. A personal code of ethics that provides the instructor with specific guidelines for action and decisions <p>M. Appropriate dress and grooming</p> <ol style="list-style-type: none">1. Clothing should not be a distracter2. Should be fresh and clean3. Avoid worn and tattered items4. Appear neat and clean <p>NOTE: Refer students to <u>Group Activity 2-1-1: Fire Instructor Characteristics and Traits</u> in their student supplement.</p>	<p>SLIDE: 2-1-9</p> <p>What impact does dress and grooming have on the teaching/learning process?</p> <p>CLASS ACTIVITY: Complete Group Activity 2-1-1.</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

If the fire service is to keep up with the changes facing it, proper training is necessary. Any member may be required to make a presentation in a competent manner and the officers are responsible for the training of their subordinates. To ensure the best results possible, the fire service needs people who know how to train others.

Instructors should be constantly aware that teaching is communicating, both visually and verbally. Qualities such as empathy, enthusiasm, and credibility can help assure effective communication. Personal characteristics can greatly influence the quality of instruction. General appearance, voice, and personal qualities can either enhance an instructor's presentation or distract the student's attention away from the presentation.

Fire departments today are being asked to meet more and more challenges. We are responding to an endless list of various responses such as structure fires, wildland fires, medical and rescue emergencies, hazardous materials incidents, public protection for disasters, along with fire prevention and public fire education activities. As a result, we must be continuously ready for the assortment of tasks we will be called upon to complete and deliver the training required to accomplish these actions. That can only happen if we have personnel who understand the principles and techniques of teaching and learning and have the skills needed to deliver the training.

The instructor is the one who creates the atmosphere in the training environment and is the one who bridges the gap between subject matter and the people who need or want to learn new knowledge or a new skill. Think of the very best instructor you have ever been exposed to. What special qualities or mannerisms made that instructor stand out from all the other instructors you have ever had? Was it the material that the instructor was presenting, or was it the manner in which the instructor presented the information? The personality and character traits which contribute to success in instructing cannot be scientifically analyzed, but by observing successful instructors in action, we can list certain behavior patterns that are considered positive influences.

Evaluation:

The student will complete the activity and summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 1-22 and 77-82 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 6 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

GROUP ACTIVITY 2-1-1: FIRE INSTRUCTOR CHARACTERISTICS AND TRAITS

Time Frame: 0:15

Materials Needed:

- Writing pads
- Marking pens
- Masking tape

Introduction: This activity provides the students the opportunity to list those actions/responses of instructors that made them feel uncomfortable and those actions/responses of other students that made them feel uncomfortable. The lists generated will be incorporated into the course lessons where appropriate as discussion points. This list will be posted during the class for reference and discussion.

Directions:

1. Using the brainstorming method, solicit responses from students for the following question, "What actions/response of instructors made you feel uncomfortable as a student?"
 - Instructors should avoid these behaviors.
2. Using the brainstorming method, solicit responses from student for the following question, "What actions/response of other students made you feel uncomfortable?"
 - Instructors should take measures to eliminate those types of actions that caused students to exhibit these behaviors.
3. You have 15 minutes to complete this activity.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-2: Principles Of Learning

Time Frame: 1:30

Level of Instruction: Level II

Authority:

- 2008 Training Instructor CTS #1: Describe Instructional Delivery And Methods
- 2008 Training Instructor CTS #2: Describe And Demonstrate The Development Of Instructional Materials

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe the domains of learning, learning styles and methods, and the impact the laws of learning have on the teaching/learning process

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 137-160

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 137-160

Preparation: Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. PRINCIPLES OF LEARNING</p> <p>A. Learning theories</p> <ol style="list-style-type: none">1. Have evolved over time, from Socrates to our current practices2. Significant advances have had an affect on us<ol style="list-style-type: none">a) The traditional lock-step method of instruction that is based on how information is presented rather than on how the student receives itb) Charles Allen and the four-step method of instructionc) Malcolm Knowles and the Pedagogy and Andragogy theoriesd) Benjamin Bloom and the mastery learning concept <p>B. Learning is an active process in which students progress through a series of mental steps to bring about a change in behavior</p> <ol style="list-style-type: none">1. To assist students in navigating the learning process, instructors strive to make each step clear and concise by presenting the information in a familiar format and style that is easy to understand2. Instructors must understand the learning processes and principles and know how to use teaching methods that create interest, stimulate motivation, and ensure successful learning <p>II. CHARACTERISTICS OF PEDAGOGY AND ANDRAGOGY</p>	<p>SLIDE: 2-2-1</p> <p>SLIDE: 2-2-2</p> <p>SLIDE: 2-2-3</p> <p>What is the difference between Pedagogy and Andragogy?</p> <p>SLIDE: 2-2-4</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>b) Through the <i>cognitive</i> domain, students gain understanding about a concept or topic</p> <p>c) Cognitive information is usually presented in a technical or factual presentation</p> <ol style="list-style-type: none"> 1) Lecture 2) Discussion <p>d) To describe and illustrate cognitive material and make it interesting, audiovisual materials, demonstrations, and student application activities are used</p> <p>2. Psychomotor (skills)</p> <ol style="list-style-type: none"> a) Psychomotor refers to skills involving knowledge learned through the senses that is applied to physical movement b) Through the <i>psychomotor</i> domain, learning is developed through repeated practice of the skill and successful completion of the skill is measured in speed, precision, and sequence of execution c) The final analysis is the student either can perform the skill or they cannot d) Instructors first demonstrate the skill as students watch <ol style="list-style-type: none"> 1) As students begin to practice; they imitate the instructor's motions e) Through positive reinforcement and continued practice, students develop correct techniques and become proficient in performing the skill 	<p>What types of instructions are best suited to the cognitive domain?</p> <p>SLIDE: 2-2-8</p> <p>How is success or failure measured in the psychomotor domain?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>IV. LEARNING STYLES AND METHODS</p> <p>A. Learning styles are the consistent way a person gathers and processes information</p> <ol style="list-style-type: none">1. Heard (audio) – through lectures or audiotapes2. Seen (visual) – through videos, photographs, illustrations, charts, graphs, maps, and demonstrations3. Touched, handled, and performed (kinesthetic) – through participation in activities, skills, and projects <p>B. Learning methods are the way an individual thinks or processes information</p> <ol style="list-style-type: none">1. Sequential or linear<ol style="list-style-type: none">a) Using a step-by-step, orderly thinking process2. Abstract or symbolic<ol style="list-style-type: none">a) Students use written and spoken words and numbers to represent ideas or objects3. Concrete or real items<ol style="list-style-type: none">a) Students prefer seeing true-to-life visuals and demonstrations, hearing real sounds, and touching textures and shapes4. Global or holistic<ol style="list-style-type: none">a) Seeing the whole picture and forming relationships between concepts, events, or things	<p>SLIDE: 2-2-10</p> <p>What are the basic categories of learning styles?</p> <p>SLIDE: 2-2-11</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>VII. THEORIES OF LEARNING AND REMEMBERING</p> <p>A. Sensory-stimulation theory</p> <ol style="list-style-type: none">1. Developed by Dugan Laird, an author and consultant in the training and development field2. For people to change, they must invest their senses in the process3. Instructors manage this process by stimulating what students see, hear, touch, smell, and taste during a learning session4. Those who promote the sensory-stimulus approach to learning emphasize that the sense of sight takes in the most information with hearing next<ol style="list-style-type: none">a) People learn very little through the remaining three senses, although those senses often stimulate memories <p>B. When combined with other theories, a model was developed that is referred to as the cone of learning</p> <ol style="list-style-type: none">1. This cone illustrates that individuals retain approximately the following amounts of information<ol style="list-style-type: none">a) 10% of what they readb) 20% of what they hearc) 30% of what they seed) 50% of what they see and hear togethere) 70% of what they say or repeatf) 90% of what they say while doing what they are talking about	<p>SLIDE: 2-2-23</p> <p>How can learning and remembering be improved?</p> <p>What is the cone of learning?</p> <p>SLIDE: 2-2-24</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>C. Because people learn more as active participants, the most effective mode of learning is the one that includes receiving or learning a new idea by a combination of methods that causes individuals to participate while learning</p> <p>D. Memory considerations</p> <ol style="list-style-type: none"> 1. What students store in their memory depends on how instructors gain attention, stimulate the senses, and ensure attention to stimuli 2. To make learning memorable, instructors must make learning vivid and interactive 3. Students must relate new information to what they know so that it fits into their mental schema <ol style="list-style-type: none"> a) The mind map that organizes knowledge <p>E. Sensory memory</p> <ol style="list-style-type: none"> 1. The mental storage system for attention-getting sensory stimuli or input <ol style="list-style-type: none"> a) Odors b) Sights c) Sounds d) Sensations 2. A sensory stimulus is either important enough to remember, so commonplace it is disregarded, or unimportant enough that it is forgotten 3. To aid memory, new information must relate to some other known and understood information 	<p>What activities increase learning retention?</p> <p>SLIDE: 2-2-25</p> <p>SLIDE: 2-2-26</p> <p>What is the importance of learning through the senses?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>4. Most people have developed a preference for learning through a particular sense, and everyone tends to learn and remember more easily when information is presented to them in their preferred learning style</p> <p>F. Short-term (working) memory</p> <ol style="list-style-type: none"> 1. The memory component that holds short-term memory is limited to about 20 seconds and seven items or chunks of information 2. Deals with a tiny slice of several sensory events occurring in the present and therefore limits what we receive, process, and remember at the moment 3. Converting short-term memory to long-term memory requires some rehearsal <ol style="list-style-type: none"> a) Time (repetition) and time to find a link or relationship with a similar experience or piece of information in memory 4. When new information is introduced, it can replace the previously learned information <p>G. Long-term memory</p> <ol style="list-style-type: none"> 1. Memory component that holds information for a long time and is considered permanent storage 2. Uses past information to understand events in the present 3. Researchers tend to agree that its capacity is limitless 	<p>SLIDE: 2-2-27</p> <p>How many seconds is needed per item for the short-term memory process?</p> <p>SLIDE: 2-2-28</p> <p>What value does long-term memory have to the teaching/learning process?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>4. Instructors should relate knowledge that the students possess in their long-term memory to new information and concepts</p> <p>VIII. FACTORS THAT AFFECT LEARNING</p> <p>A. General considerations</p> <ol style="list-style-type: none">1. There may be an underlying problem with students who are not having success in class and look for underlying causes2. Individuals may have difficulty learning when they are concerned with real problems such as a death in the family or imaginary problems such as feeling that the group does not accept them3. Some students need assistance from the instructor to overcome or resolve their problems<ol style="list-style-type: none">a) Until then, these students may reach leveling-off points or plateaus in their learning processes <p>B. Generally, obstacles to learning consist of external pressures and concerns that make the ability to focus on learning difficult</p> <ol style="list-style-type: none">1. Frustrations that come from fear<ol style="list-style-type: none">a) Fear of not knowing how to study appropriatelyb) Fear of ridicule by the instructor or classmatesc) Fear of failure if they cannot perform as expected2. Frustrations that come from worry<ol style="list-style-type: none">a) Leaving someone at home who is sickb) Trying to resolve financial problems3. Many frustrations arise from the discomfort of the physical environment or class setting	<p>SLIDE: 2-2-29</p> <p>How do students' personal problems affect learning?</p> <p>SLIDE: 2-2-30</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>proficient at a certain level, or they may find it more difficult to reach a particular skill level</p> <ol style="list-style-type: none">3. Instructors must let students know that these learning plateaus are normal, help them recognize signs of frustration, and work with them to overcome problems4. One solution to the problem is to continue practicing until the skill is thoroughly understood and the procedures become automatic5. Another solution is to take a break, direct students to review and think about the task for a while, and then have the students return to it after a period away from it6. When students cannot get past plateaus, it may be that they have formed improper habits or tried to learn something beyond their abilities	<p>How can learning plateaus be overcome?</p>
<p>IX. APPROACHES TO TEACHING</p> <ol style="list-style-type: none">A. Traditional approach<ol style="list-style-type: none">1. Based on the presentation of information through lectures, readings, and audiovisuals2. Content-based<ol style="list-style-type: none">a) Lesson plans and curriculums are based on specific topics that the student must know and the instructor can teach3. Time-based<ol style="list-style-type: none">a) The time required to teach the material is the same regardless of the learning speed of individual students	<p>What is the traditional approach to instruction?</p> <p>SLIDE: 2-2-32</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p data-bbox="207 489 521 527">B. Mastery approach</p> <ol data-bbox="267 632 1047 1801" style="list-style-type: none"><li data-bbox="267 632 1047 737">1. Mastery is defined as a high-level or nearly complete degree of proficiency in the execution of a skill<li data-bbox="267 758 1047 863">2. The mastery approach to teaching requires that the student successfully master the learning objectives or outcomes of the lesson or course<li data-bbox="267 936 1047 1062">3. Competency-based<ol data-bbox="326 989 927 1062" style="list-style-type: none"><li data-bbox="326 989 927 1062">a) Primary focus is on the successful and accurate completion of the skills<li data-bbox="267 1083 1047 1209">4. Performance-based<ol data-bbox="326 1136 1024 1209" style="list-style-type: none"><li data-bbox="326 1136 1024 1209">a) Success is determined by the performance of the skills by the student<li data-bbox="267 1230 1047 1356">5. Individual-based<ol data-bbox="326 1283 1016 1356" style="list-style-type: none"><li data-bbox="326 1283 1016 1356">a) Training is individualized to meet the learning style of the student<li data-bbox="267 1377 1047 1503">6. Immediate, specific feedback<ol data-bbox="326 1430 1016 1503" style="list-style-type: none"><li data-bbox="326 1430 1016 1503">a) Instructors provide feedback to the individual student when the student performs the skill<li data-bbox="267 1524 1047 1671">7. Modules and multimedia<ol data-bbox="326 1577 1016 1671" style="list-style-type: none"><li data-bbox="326 1577 1016 1671">a) Courses and lessons are divided into blocks that are similar and supported by a variety of audiovisual training aids<li data-bbox="267 1692 1047 1801">8. Instructor-supported<ol data-bbox="326 1745 984 1801" style="list-style-type: none"><li data-bbox="326 1745 984 1801">a) Instructors help students learn the skill and become proficient at it	<p data-bbox="1105 327 1422 474">Review: Name three characteristics of the traditional approach to learning.</p> <p data-bbox="1105 537 1422 611">What is the mastery approach to teaching?</p> <p data-bbox="1105 884 1308 915">SLIDE: 2-2-33</p>



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Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ol style="list-style-type: none">1. Criterion refers to a standard on which a decision or judgment is based2. Measures student performance by comparing it to the standard or criterion stated in the course objectives3. Compares student performance with stated criteria, not with the performance of other students4. Test scores are translated to a pass or no pass/fail grade<ol style="list-style-type: none">a) Pass<ol style="list-style-type: none">1) Performance at or above the criterionb) No Pass/Fail<ol style="list-style-type: none">1) Performance below the criterion	<p>SLIDE: 2-2-38</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Students of instructor training have usually acquired skills and knowledge based on their own training and experience and a desire to teach, which are excellent foundations for teaching. However, in order to become successful instructors, students studying instructor training must also have an understanding of teaching methodology and the basic principles of learning. By having an understanding of the basic principles of learning the student will better understand the effectiveness of various methods. It is through the knowledge and use of the principles of learning that can lead to the development of an atmosphere which will ensure that learning takes place and that a high level of retention will take place.

The instructor needs to have a basic understanding of learning principles. The theory of andragogy addresses adult learning and pedagogy refers to the principles used to teach children. The three domains of learning are cognitive, psychomotor, and affective. The three categories of learning styles are audio, visual, and kinesthetic. Learning methods include sequential or linear, abstract or symbolic, concrete or real objects or items, and global or holistic. Motivation is important and instructors can take positive actions to motivate students. Students may become frustrated and reach learning plateaus. The cone of learning model identifies varying amounts of information individuals remember according to how they receive the information. Memory components include sensory memory, short-term memory, and long-term memory. An understanding of how students remember information enables the instructor to better teach the student. Two common approaches to learning are traditional and mastery. The mastery approach is applicable to the fire and emergency services because it focuses on all students reaching the desired level of performance. The mastery approach uses criterion-referenced assessment.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 137-160 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-3: Defining Levels Of Instruction
- Time Frame:** 0:30
- Level of Instruction:** Level I
- Authority:** 2008 Training Instructor CTS # 2: Describe And Demonstrate The Development Of Instructional Materials
- Behavioral Objective:**
- Condition:** Given a summative test
- Behavior:** The student will identify the levels of instruction used in the fire service, recognize the instructor's role in each level of instruction, and identify the evaluation principles utilized in each level of instruction
- Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 142 and 531 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 9-14
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
- References:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 142 and 531
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|-----------------------------|---------------------|
| A ttention (attract) | B egin |
| C uriosity (arouse) | A ssociation |
| I nterest (create) | S tudents |
| D esire (stimulate) | E xperience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>NOTE: Refer to students to <u>Levels of Instruction</u> in their student supplement.</p> <p>I. LEVELS OF INSTRUCTION</p> <p>A. Also known as levels of learning</p> <p>B. The depth of instruction for a specific skill and/or technical information that enables the student to meet the minimum requirements</p> <p>C. Three levels</p> <ol style="list-style-type: none"> 1. Level I - basic knowledge 2. Level II - competent 3. Level III - highly proficient <p>II. LEVEL I- BASIC KNOWLEDGE</p> <p>A. Student acquires new information</p> <p>B. Instructor is the primary information source</p> <ol style="list-style-type: none"> 1. Presentation emphasizing "what," "where," etc. 2. Assignments 3. Discussions 4. Student feedback <p>C. Evaluations</p> <ol style="list-style-type: none"> 1. Objective tests <ol style="list-style-type: none"> a) Student recognizes or recalls information 	<p>SLIDE: 2-3-1</p> <p>SLIDE: 2-3-2</p> <p>What are "levels of instruction?"</p> <p>SLIDE: 2-3-3</p> <p>Where does Level I information originate from?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>III. LEVEL II - COMPETENT</p> <p>A. Student applies learned knowledge and skills</p> <p>B. Instructor as information source</p> <ol style="list-style-type: none"> 1. Presentation emphasis is switched from "what" to "how" and "why" 2. Students asked to explain concepts, relationships, and principles 3. Students asked to apply knowledge and skills to day-to-day problems <p>C. Evaluations</p> <ol style="list-style-type: none"> 1. Tests may be objective or subjective 2. Manipulative tests focus on competence 3. Student efficiently melds knowledge and skills to accomplish a task or solve similarly structured problems <p>IV. LEVEL III - HIGHLY PROFICIENT</p> <p>A. Student is able to apply knowledge and skills from earlier learning to new situations and problems</p> <p>B. Instructor monitors and facilitates</p> <ol style="list-style-type: none"> 1. Instructor presents increasingly challenging and unique problems 2. Students develop, implement, and evaluate solutions to the problems <ol style="list-style-type: none"> a) Student based knowledge and skill development 	<p>SLIDE: 2-3-4</p> <p>How does the information emphasis change between Level I and Level II?</p> <p>SLIDE: 2-3-5</p> <p>What is the instructor's role in Level III instruction?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>3. Students show mastery of psychomotor skills and can show others how to perform the task</p> <p>C. Evaluations</p> <p>1. Tests may be both objective and subjective</p> <ul style="list-style-type: none">a) Written and performance basedb) Simulated situationsc) Exercisesd) Day-to-day observation of performance	<p>Should Level III testing be limited to objective written tests?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Without a clear understanding of what information the students need to know to succeed, an instructor may provide them with too little or too much detail about a topic. This in turn has long-term consequences on the students' success in the class. The level of instruction is a tool the instructor can use as a guide to determine what information is and is not required in order for the students to meet the objectives at the end of the lesson. This will ensure that the students' needs are met and time is not wasted.

The levels of instruction are a critical concept for an instructor to understand. They shape extent to which a given topic will be covered, and guide the student behavioral objectives tied to the lesson. Utilized appropriately, the levels of instruction guide an instructor to meet the needs of the students in an efficient and consistent manner.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 142 and 531 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 9-14 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-4: Components Of Learning Objectives

Time Frame: 0:30

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS # 2: Describe And Demonstrate The Development Of Instructional Materials

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe the various types of learning objectives, as well as their purpose and components as they relate to cognitive training

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 329-331

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 329-331

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

Attention (attract)

Begin

Curiosity (arouse)

Association

Interest (create)

Students

Desire (stimulate)

Experience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. TERMINOLOGY</p> <p>A. "Learning objectives" is a general term</p> <ol style="list-style-type: none">1. Various lesson plan formats will use different terms to describe learning objectives<ol style="list-style-type: none">a) Student behavioral objectivesb) Performance objectivesc) Instructional objectivesd) Course objectivese) Course outcomesf) Learning outcomesg) Enabling objectivesh) Terminal objectives2. Though terminology differs, all of the above terms describe the same thing<ol style="list-style-type: none">a) The desired student performance3. SFT term for learning objectives<ol style="list-style-type: none">a) Student behavioral objectives <p>II. STUDENT BEHAVIORAL OBJECTIVES</p> <p>A. Statements that describe desired learning results</p> <ol style="list-style-type: none">1. Must be specific2. Must be measurable3. Clearly stated <p>B. Provide a basis for measuring and evaluating through</p> <ol style="list-style-type: none">1. Assessment2. Testing <p>C. Inform students</p>	<p>SLIDE: 2-4-1</p> <p>SLIDE: 2-4-2</p> <p>SLIDE: 2-4-3</p> <p>What type of information do learning objectives need to inform students of?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>C. Performance (behavior) statement</p> <ol style="list-style-type: none">1. Clearly identify what the student is expected to do<ol style="list-style-type: none">a) Stated in observable termsb) Begin with clear action verbs<ol style="list-style-type: none">1) Identify2) List3) Describec) Examples of concise behavioral objectives<ol style="list-style-type: none">1) The student will identify the parts of a 24-foot extension ladder2) The student will <u>list</u> the words contained in the acronym LCES as it applies to wildland firefightingd) Rewrite if vague terminology is present such as<ol style="list-style-type: none">1) Understand2) Comprehende) Example of a vague behavioral objective<ol style="list-style-type: none">1) The student will <u>understand</u> the acronym LCES as it applies to wildland fire fighting<ul style="list-style-type: none">• The word "understand" is not easily measured or observed	<p>SLIDE: 2-4-6</p> <p>What are some examples of "clear action verbs" that lead to easily observable behavior?</p> <p>Why does the word "understand" make this a vague behavioral objective?</p> <p>SLIDE: 2-4-7</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>D. Standards criteria</p> <ol style="list-style-type: none">1. State acceptable levels of student performance<ol style="list-style-type: none">a) Measurable criteriab) Degree of accuracyc) Time limitsd) Safety issues/critical tasks2. Examples<ol style="list-style-type: none">a) With a minimum of 80% accuracy according to the information contained in <u>Essentials of Firefighting</u>, IFSTA, Fourth Edition, Pages 211-214b) Within 5 minutes, with no safety violations according to SWFD Standard Operations Guideline 12-4, Packaging a Nonambulatory Patient in a Litter <p>E. Sample student behavioral objectives</p> <ol style="list-style-type: none">1. Condition<ol style="list-style-type: none">a) Given a diagram of a 24-foot extension ladder with arrows pointing to specific parts2. Behavior<ol style="list-style-type: none">a) The student will write the name of the part on the blank line next to each arrow3. Standard<ol style="list-style-type: none">a) With a minimum of 80% accuracy according to the information contained <u>Essentials of Firefighting</u>, IFSTA, Fifth Edition, Pages 211-2144. Condition<ol style="list-style-type: none">a) Given a multiple choice test	<p>What makes this a good example of a standard statement?</p> <p>SLIDE: 2-4-8</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">5. Behavior<ul style="list-style-type: none">a) The student will identify safety considerations as they relate to blood borne pathogens6. Standard<ul style="list-style-type: none">a) With 80% accuracy according to the information contained in <u>Emergency Care and Transportation of the Sick and Injured</u>, Brady, Eleventh Edition, Pages 18-24 <p>F. Variations of learning objectives</p> <ul style="list-style-type: none">1. Trend towards omitting condition and standards<ul style="list-style-type: none">a) Assumes conditions consist of normal working environmentsb) Assumes standards are complete mastery<ul style="list-style-type: none">1) 100% accuracy	<p>SLIDE: 2-4-9</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Learning objectives, also known as behavioral objectives, are statements of desired student performance. They outline what the students must do, how they will do it, and how well it must be done. Learning objectives assist the students by clearly establishing expectations early in the lesson. They assist the instructor by illustrating what material must be covered to allow the students to succeed.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 329-331 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-5: Employing The Four-step Method Of Instruction As It Relates To Cognitive Training

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS #2: Describe the Development of Instructional Materials

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe the purpose of the four-step method of instruction as it relates to cognitive training

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

Attention (attract)

Begin

Curiosity (arouse)

Association

Interest (create)

Students

Desire (stimulate)

Experience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. THE FOUR-STEP METHOD OF INSTRUCTION</p> <p>A. A method of instruction consisting of four steps</p> <ol style="list-style-type: none">1. Preparation2. Presentation3. Application4. Evaluation <p>B. The purpose of the four-step method of instruction is to provide a consistent and complete framework for lesson delivery</p> <p>C. Preparation (Step 1)</p> <ol style="list-style-type: none">1. Purpose<ol style="list-style-type: none">a) Preparing and motivating the students to learn<ol style="list-style-type: none">1) Establish the relevancy of the lesson to the audience2) The ACID acronym can be used to help develop student motivation<ul style="list-style-type: none">• Attention - Attract• Curiosity - Arouse• Interest - Create• Desire - Stimulate2. Techniques for establishing student motivation	<p>SLIDE: 2-5-1</p> <p>SLIDE: 2-5-2</p> <p>What is the purpose of the four-step method of instruction?</p> <p>SLIDE: 2-5-3</p> <p>What are we preparing during the first step?</p> <p>SLIDE: 2-5-4</p> <p>What are some techniques you can use to attract, arouse, create, and stimulate student motivation?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> a) Relate the new lesson to a previous lesson or knowledge the student has already mastered <ul style="list-style-type: none"> 1) Begin 2) Association 3) Students 4) Experiences b) Ask rhetorical or overhead questions <ul style="list-style-type: none"> 1) Stimulates thoughts and discussions c) Relate personal experiences <ul style="list-style-type: none"> 1) Brief and on-topic 2) Demonstrates real world applicability of the new information d) Cite the benefits of knowledge in the subject area <ul style="list-style-type: none"> 1) Shows the students what is in it for them e) Present new concepts/information f) Deliver a diagnostic quiz <p>D. Presentation (Step 2)</p> <ul style="list-style-type: none"> 1. Purpose <ul style="list-style-type: none"> a) New information and ideas are presented 2. Techniques for presentation <ul style="list-style-type: none"> a) Select appropriate presentation technique <ul style="list-style-type: none"> 1) Illustrated lecture 2) Discussion b) Explain <ul style="list-style-type: none"> 1) Concepts 2) Philosophies 	<p>SLIDE: 2-5-5</p> <p>What are some presentation techniques that lend themselves well to cognitive training?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>3) Principles</p> <p>4) Implications</p> <p>c) Proceed from</p> <ol style="list-style-type: none"> 1) Known to unknown material 2) Simple to complex <ul style="list-style-type: none"> • Straight Ladder • Extension Ladder • Specialty ladders - folding, pompier, etc. <p>d) Use textbooks or other reference material</p> <p>e) Apply active learning principles</p> <ol style="list-style-type: none"> 1) Incorporate visual aids and props 2) Emphasize key points 3) Summarize key points and concepts at end of lesson 4) Provide opportunities for students to think about and use the newly presented information during the presentation <p>E. Application (Step 3)</p> <ol style="list-style-type: none"> 1. This is the most important step <ol style="list-style-type: none"> a) Most learning takes place during this step 	<p>If you were going to teach a class on ground ladder types and features, what is a simple to complex sequence you might employ?</p> <p>Providing opportunities for students to think about and use the newly presented cognitive information during the presentation is called?</p> <p>SLIDE: 2-5-6</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 2. Can be combined with presentation during cognitive training 3. Purpose <ul style="list-style-type: none"> a) Opportunity is provided for students to apply <ul style="list-style-type: none"> 1) Theory 2) Critical thinking 3) Decision making b) Application greatly improves the student's retention of information 4. Techniques for application <ul style="list-style-type: none"> a) Questions <ul style="list-style-type: none"> 1) Direct 2) Overhead b) Discussions c) Activities d) Assignments <p>F. Evaluation (Step 4)</p> <ul style="list-style-type: none"> 1. Purpose <ul style="list-style-type: none"> a) To evaluate the learning process <ul style="list-style-type: none"> 1) Did learning occur? 2) Were objectives met? 2. Methods of evaluating cognitive lessons 	<p>What is the result of application?</p> <p>How can we give students an opportunity to put their new information to use during cognitive training?</p> <p>SLIDE: 2-5-7</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) Written testsb) Oral testsc) Assignments <p>3. To determine if any changes need to be made to the lesson to improve the learning process and fully meet the learning objectives</p>	<p>What evaluation tools work well for evaluating cognitive lessons?</p> <p>What are the results of the evaluation used for?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Cognitive learning can be equated to the fire tetrahedron. You need receptive fuel (students), oxygen (the information), a chemical chain reaction (students processing and applying the new information), and finally, heat and light (the evaluation!) The four-step method of instruction is a tool which provides a framework in which all necessary steps of instruction occur in a consistent and logical order. The first step, preparation, readies the student to be receptive to the new information. The second step, presentation, delivers the new information; while the third, application, allows students to put the new information to use. The fourth step, evaluation, confirms that all objectives were met and learning occurred. The four-step method of instruction has a long and proven history for relaying cognitive information to students in the fire service.

The four-step method of instruction is a consistent and proven teaching tool. It ensures that the audience is ready, and the information is logically ordered. It provides the students opportunities to use the new information during the lesson to enhance retention, and the lesson is evaluated to ensure that learning took place and the objectives were met. Instructors employing this method provide consistent and complete instruction, setting the stage for their students to succeed during cognitive training.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-6: Assembling And Reviewing Instructional Materials As They Relate To Cognitive Training
- Time Frame:** 1:00
- Level of Instruction:** Level II
- Authority:**
- 2008 Training Instructor CTS #5: Describe and Demonstrate The Assembly of Instructional Materials
 - 2008 Training Instructor CTS # 8: Describe and Demonstrate the Review and Adaptation of Prepared Instructional Materials
- Behavioral Objective:**
- Condition:** Given an activity and a summative test
- Behavior:** The student will describe options for assembling instructional materials, and considerations for reviewing those materials prior to use during instruction
- Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 189-193, 249, 258-262, 271, 339, 353, Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 18, and successfully complete Group Activity 2-6-1
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate nonprojected audiovisual training aids
 - Group Activity 2-6-1: Instructor Tips for Using Nonprojected Training Aids
- References:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 189-193, 249, 258-262, 271, 339, and 353
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|-----------------------------|---------------------|
| A ttention (attract) | B egin |
| C uriosity (arouse) | A ssociation |
| I nterest (create) | S tudents |
| D esire (stimulate) | E xperience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>NOTE: Use nonprojected audiovisual training aids during this presentation (do not use PowerPoint). Your presentation will prepare the student to discuss the use of nonprojected training aids. Refer to Group Activity 2-6-1.</p> <p>I. ASSEMBLING INSTRUCTIONAL MATERIALS</p> <p>A. Lesson plans, ancillary components, audiovisual training aids defined</p> <ol style="list-style-type: none">1. Lesson plan<ol style="list-style-type: none">a) An instructional document that outlines the information and skills to be taught2. Ancillary components<ol style="list-style-type: none">a) Supporting materials to a lesson plan<ol style="list-style-type: none">1) Assignment sheet2) Information sheet3) Study sheet4) Worksheet or activity sheet5) Skill sheet3. Audiovisual training aids<ol style="list-style-type: none">a) Used to enhance the lesson by providing information that appeals to the senses<ol style="list-style-type: none">1) Sight2) Touch3) Hearing <p>B. Sources</p> <ol style="list-style-type: none">1. Developed inside the agency by the Training Division2. Developed outside the agency<ol style="list-style-type: none">a) Neighboring departments	<p>What are some sources where previously prepared instructional materials may be found?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Government agencies <ul style="list-style-type: none"> 1) State Fire Training 2) Department of Homeland Security 3. Purchased <ul style="list-style-type: none"> a) Prepared instructional materials <ul style="list-style-type: none"> 1) Del Mar/Jones and Bartlett 2) International Fire Service Training Association (IFSTA) 4. Other sources <ul style="list-style-type: none"> a) Internet b) Conferences c) Trade journals <p>II. REVIEWING THE LESSON PLAN</p> <p>NOTE: Refer students to the <u>Cognitive Lesson Plan Checklist</u> in their student supplement.</p> <ul style="list-style-type: none"> A. Topic B. Time <ul style="list-style-type: none"> 1. Adequate to accomplish objectives C. Level of instruction <ul style="list-style-type: none"> 1. Adequate to meet student needs D. Authority <ul style="list-style-type: none"> 1. Valid E. Behavioral objectives <ul style="list-style-type: none"> 1. Components <ul style="list-style-type: none"> a) Condition b) Behavior c) Standard 	<p>What are the key areas of a lesson plan to be reviewed?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 2. Guidelines <ul style="list-style-type: none"> a) Clear b) Concise c) Measurable d) Attainable F. Materials needed <ul style="list-style-type: none"> 1. Functioning 2. Adequate for class size 3. Copies made for each student G. References H. Preparation <ul style="list-style-type: none"> 1. Clear 2. Concise 3. Draws students in <ul style="list-style-type: none"> a) ACID BASE I. Presentation <ul style="list-style-type: none"> 1. Information is current <ul style="list-style-type: none"> a) Industry standards b) Technology c) Legal considerations 2. Information is complete <ul style="list-style-type: none"> a) Meets behavioral objectives b) Appropriate to level of instruction 3. Information is specific <ul style="list-style-type: none"> a) Standard operating procedures (SOPs) b) Standard operating guidelines (SOGs) 	<p>What important points are we looking for in the Presentation Step of the lesson plan?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Agency policies 4. Information is logically ordered <ul style="list-style-type: none"> a) Simple to complex b) Known to unknown J. Application <ul style="list-style-type: none"> 1. Active learning techniques are utilized <ul style="list-style-type: none"> a) Questioning techniques b) Student activities c) Group discussions d) Audiovisual cues K. Summary <ul style="list-style-type: none"> 1. Clear 2. Captures key points 3. Reinforces learning objectives L. Evaluation <ul style="list-style-type: none"> 1. Valid 2. Comprehensive 3. Confirms knowledge of learning objectives M. Assignment <ul style="list-style-type: none"> 1. Is one needed? 2. Is it appropriate for the lesson? <p>III. REVIEWING ANCILLARY COMPONENTS</p> <ul style="list-style-type: none"> A. Assignment sheet <ul style="list-style-type: none"> 1. Describes a project the student will have to complete without supervision 2. Contains <ul style="list-style-type: none"> a) Condition b) Behavior c) Standard 3. Results are scored 	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>B. Information sheet</p> <ol style="list-style-type: none"> 1. Handout or fact sheet <ol style="list-style-type: none"> a) Supplemental information not found in the primary text b) Information drawn from multiple texts gathered in one document <p>C. Study sheet</p> <ol style="list-style-type: none"> 1. Instructional document that <ol style="list-style-type: none"> a) Arouses student interest b) Explains specific areas to study c) May include a self-study test <p>D. Worksheet or activity sheet</p> <ol style="list-style-type: none"> 1. Activities that provide opportunities to apply newly learned information 2. Supports learning objectives 3. May or may not be scored 	<p>What are key considerations when reviewing a worksheet or activity sheet?</p>
<p>IV. REVIEWING AUDIOVISUAL TRAINING AIDS</p> <p>A. Appropriate to topic</p> <ol style="list-style-type: none"> 1. Support lesson 2. Reinforce learning objectives <p>B. Easily seen and read</p> <ol style="list-style-type: none"> 1. Visual obstructions eliminated or minimized 2. Large enough to be read from the back of the class 3. Color contrast between background and text 	<p>What are some considerations when reviewing audiovisual training aids?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>C. Equipment</p> <ol style="list-style-type: none">1. Available2. Functioning3. Plan for chance of equipment failure	<p>CLASS ACTIVITY: Complete Group Activity 2-6-1.</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Lesson plans and materials have been developed that cover the majority of subjects taught in the fire service. Instructors must understand the options available for assembling these course materials. Once assembled, these materials need to be reviewed to ensure that they are complete and applicable to the goals of the lesson. This review sets the foundation for the instructor to be able to deliver a course that meets the needs of the agency, and most importantly, the student.

Today's fire service instructor may be tasked with teaching a wide variety of subjects. For the majority of these subjects, course materials are already in existence, and an instructor should understand the options available for assembling these course materials. Once assembled, the instructor must review these materials in order to determine what information is applicable to achieve their objectives. Only after this process of assembly and review is complete, can the instructor begin the process of adapting the materials to suit the needs of the agency, and the students.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 189-193, 249, 258-262, 271, 339, 353 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 18 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Group Activity 2-6-1: Instructor Tips For Using Nonprojected Training Aids

Time Frame: 0:30

- Materials Needed:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 250-272
 - Nonprojected training aids developed and used by the instructor in presenting lesson plan 2-6

Introduction: This activity provides the students the opportunity to discuss the benefits and limitations of nonprojected training aids.

- Directions:**
1. The instructor will lead a discussion on the benefits and limitations of nonprojected training aids.
 2. Each student will point out one benefit and one limitation of the nonprojected training aids used by the instructor while presenting lesson plan 2-6.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-7: Adapting Cognitive Lesson Materials
- Time Frame:** 1:30
- Level of Instruction:** Level II
- Authority:** 2008 Training Instructor CTS # 8: Describe And Demonstrate The Review And Adaptation Of Prepared Instructional Materials
- Behavioral Objective:**
- Condition:** Given an activity and a summative test
- Behavior:** The student will describe the principles of lesson plan adaptation and adapt lesson materials for two cognitive lesson plans
- Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 338, 339, 353 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 20-38, and successfully completing Group Activity 2-7-1 and Individual Activities 2-7-2, 2-7-3, 2-7-4, and 2-7-5
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
 - Group Activity 2-7-1: Reviewing And Adapting A Cognitive Lesson Plan
 - Individual Activity 2-7-2: Adapting A Cognitive Lesson Plan #1
 - Individual Activity 2-7-3: Adapting A Cognitive Lesson Plan #2
 - Individual Activity 2-7-4: Cognitive Teaching Demonstration #1
 - Individual Activity 2-7-5: Cognitive Teaching Demonstration #2
- References:**
- Fire and Emergency Services Company Officer, IFSTA, Fourth Edition, Page 270
 - Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 338, 339, and 353
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. REASONS FOR ADAPTING COGNITIVE LESSON MATERIALS</p> <ul style="list-style-type: none">A. Ensure complete coverageB. Filter nonpertinent informationC. Update content with latest available informationD. Address specific audiencesE. When adaptations are made, the instructor should document<ul style="list-style-type: none">1. The reason for modifications2. Types of modifications3. The result of the modificationsF. When the lesson plan is part of a certification program or course, the instructor should consult with the Training Division before making any modifications that could jeopardize certification <p>II. GENERAL CONSIDERATIONS</p> <ul style="list-style-type: none">A. Reformat as needed<ul style="list-style-type: none">1. Ease of use2. Consistent with agency standardB. Procedures to follow after altering lesson materials<ul style="list-style-type: none">1. Submit altered lesson materials to the Training Division<ul style="list-style-type: none">a) Review and approvalb) Distribution to all instructors	<p>SLIDE: 2-7-1</p> <p>Why might an instructor need to adapt lesson materials?</p> <p>SLIDE: 2-7-2</p> <p>SLIDE: 2-7-3</p> <p>Why should an adapted lesson plan be submitted to your Training Division?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>2. Archive old lesson materials</p> <ul style="list-style-type: none"> a) Reference b) Documentation <p>III. ADAPTING COGNITIVE LESSON MATERIALS</p> <p>NOTE: Refer students to the Cognitive Lesson Materials Checklist and <u>Group Activity 2-7-1: Reviewing And Adapting A Cognitive Lesson Plan</u> in their student supplement.</p> <p>This is a guided discussion to the entire class in adapting this 30-minute lesson plan into a 15-minute lesson plan.</p> <p>Guide the students to determine the revised lesson plan title to be: <i>Components Of Fire Service Extension Ladders.</i></p> <ul style="list-style-type: none"> A. Evaluate title B. Evaluate allotted time <ul style="list-style-type: none"> 1. Content may need to be added or deleted 2. Level of instruction may need to be altered 3. Exercises may need to be altered 4. More time may need to be found to do an adequate job covering topic C. Evaluate level of instruction <ul style="list-style-type: none"> 1. To meet student needs 2. Attainable in allotted time D. Evaluate the authority <ul style="list-style-type: none"> 1. Reference to agency policies and procedures 	<p>CLASS ACTIVITY: Complete Group Activity 2-7-1.</p> <p>What should an instructor consider when adapting a lesson plan to a different allotted time period?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>Review with the students. Provide each student with the date and approximate time they will complete each cognitive teaching demonstration. Allow 30 minutes for set-up, presentation, and evaluation for each student.</p>	<p>HOMEWORK: Prepare for Individual Activity 2-7-4 and 2-7-5.</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Prepared instructional materials are prevalent in fire service training today. It is rare however that these prepared materials are a perfect match for the objectives of the training session. It is therefore incumbent on the instructor to adapt these prepared materials in some way to better accommodate the course objectives. A training session that has been customized to better fit the needs of the students will be more effective than a generic course taken off the shelf.

Instructors will spend a large portion of their time adapting prepared lesson materials prior to giving a presentation. This allows the presentation to be custom tailored to the audience and their needs, making the most use of available training time and resources. A systematic approach to adapting lesson materials will help the instructor best meet the needs of the students.

Evaluation:

The student will complete the activities and summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 338, 339, and 353 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Pages 20-38 in order to prepare yourself for the upcoming test. Complete Individual Activities 2-7-2 and 2-7-3 as homework. Practice your teaching demonstrations. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

GROUP ACTIVITY 2-7-1: REVIEWING AND ADAPTING A COGNITIVE LESSON PLAN

Time Frame: 0:45

- Materials Needed:**
- Cognitive Lesson Plan Adaptation Checklist
 - Student Adaptation Worksheets
 - Pen or pencil

Introduction: This activity provides the students the opportunity to review and adapt a cognitive lesson plan. The instructor will lead the class through the process.

- Directions:**
1. Review the attached lesson plan.
 2. Determine the adaptations required to revise the lesson plan to meet the following condition:
 - 15-minute time frame
 3. Evaluate each component for required modifications.
 4. In the space provided, make any required changes.
 5. Strike out those portions of the lesson plan that need to be eliminated.
 6. Changes will be discussed as a class when appropriate.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

STUDENT ADAPTATION WORKSHEETS

Topic: Characteristics And Functions Of Fire Service Ground Ladders

Time Frame: 0:30

Level of Instruction: Level II

Authority 2009 Fire Fighter CTS

Behavioral Objective:

Condition: A written test

Behavior: The student will describe the characteristics and function of fire service ground ladders by completing the written test

Standard: With a minimum 80% accuracy according to the information contained in the Essentials of Fire Fighting, IFSTA, Fifth Edition, Chapter 9, Fire Service Ground Ladders, IFSTA, Ninth Edition, Chapter 1, or Firefighter's Handbook, Delmar, Third Edition, Chapter 14

Materials Needed:

- Writing board with markers/erasers
- Appropriate audiovisual training aids

References:

- Essentials of Fire Fighting, IFSTA, Fifth Edition
- Fire Service Ground Ladders, IFSTA, Ninth Edition
- Firefighter's Handbook, Delmar, Third Edition



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Preparation:

The ladder is a basic and important tool of the fire fighting profession. It is imperative that the fire fighter be familiar with a ladder's components and the correct terminology. This understanding is one of the first steps towards proper ladder uses.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>4. Fly section(s)</p> <ul style="list-style-type: none"> a) Upper section of <ul style="list-style-type: none"> 1) Extension ladders 2) Pole (Bangor) ladders 3) Some combination ladders <p>B. Attachment components</p> <ul style="list-style-type: none"> 1. Anchor (halyard) <ul style="list-style-type: none"> a) Part of the ladder which the halyard is attached to 2. Dogs <ul style="list-style-type: none"> a) Also known as pawls and locks b) Devices which hold the fly sections at desired height during use c) Found on all extension ladders 3. Guides <ul style="list-style-type: none"> a) Wood or metal strips on an extension ladder which guide the fly section while being raised b) Sometimes in the form of slots or channels 4. Halyard <ul style="list-style-type: none"> a) A rope or cable used for hoisting and lowering the fly section of an extension ladder b) Minimum 3/8-inch diameter per manufacturer c) Minimum breaking strength 825 pounds 5. Cable (wire rope) <ul style="list-style-type: none"> a) Used in place of halyard on three and four-section extension ladders b) Minimum 3/16-inch diameter (5mm) 	<p>What other terms are used to describe the ladder dogs?</p> <p>Are dogs found on all extension ladders?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) No splices allowed 6. Butt <ul style="list-style-type: none"> a) Also called heel or base b) Bottom end of the ladder c) The end which is placed on the ground d) Used as supporting surface when ladder is being raised 7. Tip <ul style="list-style-type: none"> a) Also called top b) The extreme top of the ladder 8. Heel (butt spurs) <ul style="list-style-type: none"> a) Metal safety plates or spurs attached to heel of a ground ladder to prevent slippage b) Different arrangements for wood, metal, and fiberglass ladders c) Protects the beams d) Most effective on soft surfaces 9. Hooks <ul style="list-style-type: none"> a) Curved, pointed metal devices at the tip of the roof ladder b) Generally used in pairs c) Fold outward from each beam 90° d) Secures a ladder on a pitched roof 10. Protection plates <ul style="list-style-type: none"> a) Plates fastened to a ladder b) Prevents wear where the ladder comes in contact with mounting brackets 	<p>What type of surface provides the best footing for butt spurs?</p> <p>What is the purpose for the hooks on a roof ladder?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>11. Pulley</p> <ul style="list-style-type: none">a) Small grooved wheel through which the halyard is drawn <p>12. Safety shoes</p> <ul style="list-style-type: none">a) Rubber or neoprene spike plates, usually of swivel typeb) Attached to heel of a ground ladder <p>13. Spurs</p> <ul style="list-style-type: none">a) Metal points at the lower end of tormentor or stay polesb) Butt spurs refer to metal plates or spurs at the bottom of a ground ladder <p>14. Toggle</p> <ul style="list-style-type: none">a) A device by which a tormentor pole is attached to a ladder <p>15. Tormentor poles</p> <ul style="list-style-type: none">a) The poles that are attached to long extension laddersb) Also called stay poles <p>16. Stops</p> <ul style="list-style-type: none">a) Wood or metal pieces which prevent fly section from being extended too far <p>17. Tie rods</p> <ul style="list-style-type: none">a) Metal rods running from one beam to the otherb) Found on wooden laddersc) Used to secure beams together <p>18. Truss block</p> <ul style="list-style-type: none">a) Separation pieces between the rails of a trussed ladderb) Sometimes used to support rungs	<p>What is the purpose of the tie rods?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>19. Identification</p> <ul style="list-style-type: none"> a) Serial number <ul style="list-style-type: none"> 1) Each ladder bears a unique identification number b) City inventory <ul style="list-style-type: none"> 1) Unique number for each ladder c) Apparatus or assignment markings <ul style="list-style-type: none"> 1) Apparatus identification 2) May be color coded 3) Identifies length <p>20. Heat sensor label</p> <ul style="list-style-type: none"> a) A label affixed near the top of each section of the ladder <ul style="list-style-type: none"> 1) Turns color at a present temperature 2) Color change indicates the ladder has been exposed to excessive heat <ul style="list-style-type: none"> • Exposure to excessive heat requires testing <p>II. MEASUREMENT OF LADDER TERMINOLOGY</p> <p>A. Angle of inclination</p> <ul style="list-style-type: none"> 1. Refers to the angle of an in-place ladder in relation to the horizontal 2. Approximately 75° <p>B. Designated length</p> <ul style="list-style-type: none"> 1. Total extended length 2. Length marked on ladder <p>C. Working length</p> <ul style="list-style-type: none"> 1. Total length at proper climbing angle 	<p>What is the recommended proper angle of inclination?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>D. Inside width</p> <ol style="list-style-type: none"> 1. The distance measured from the inside of beam to the inside of the opposite beam lock <p>E. Outside width</p> <ol style="list-style-type: none"> 1. The distance measured from the outside of one ladder beam to the outside of the opposite ladder beam <p>F. Maximum extended length</p> <ol style="list-style-type: none"> 1. The total length of an extension ladder or some combination ladders, when all fly sections are fully extended with the dogs (pawls) engaged <p>III. OPERATIONAL LADDER TERMINOLOGY</p> <p>A. Bedded position - Definition #1</p> <ol style="list-style-type: none"> 1. Also called grounded 2. Fully retracted position of an extension ladder <p>B. Bedded position - Definition #2</p> <ol style="list-style-type: none"> 1. Position in which the ladder is carried on the apparatus <p>C. Nesting</p> <ol style="list-style-type: none"> 1. Procedure whereby ladders of different sizes and/or types are racked partially within one another 2. Reduces storage space 3. Most common arrangement <p>D. Pivot</p> <ol style="list-style-type: none"> 1. Method used to turn ladder in vertical position by leaning on one beam <p>E. Retracted</p> <ol style="list-style-type: none"> 1. Another term for bedded position <p>F. Tying off</p> <ol style="list-style-type: none"> 1. Tying knot to secure excess halyard used to extend fly sections of a ladder 	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Fire service ground ladders are designed to perform varying functions. The specific task will determine which types of ladders are to be used. Although these functions are usually similar in different parts of the country, the nomenclature and trade terms may vary considerably. Because of these semantic variations, it is difficult to discuss ladder terms without first having an understanding of their meaning.

Evaluation:

The student will complete the written test at a time determined by the instructor.

Assignment:

Review your notes and read Essential of Fire Fighting, IFSTA, Fifth Edition, Chapter 9, Fire Service Ground Ladders, IFSTA, Ninth Edition, Chapter 1, or Firefighter's Handbook, Delmar, Third Edition, Chapter 14 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

GROUP ACTIVITY 2-7-1: INSTRUCTOR KEY

Topic:	Characteristics And Functions Of Fire Service Ground Ladders Components Of Fire Service Extension Ladders	
Time Frame:	0:30	00:15
Level of Instruction:	Level II	Level I
Authority:	2010 Fire Fighter CTS	No change
Behavioral Objective:		
Condition:	A formative test	
Behavior:	The student will describe the characteristics and function of fire service ground ladders by completing the written test The student will confirm a knowledge of the components of fire service extension ladders	
Standard:	With a minimum 80% accuracy on the formative test according to the information contained in the <u>Essentials of Fire Fighting</u> , IFSTA, Fifth Edition, Chapter 9, <u>Fire Service Ground Ladders</u> , IFSTA, Ninth Edition, Chapter 1, or <u>Firefighter's Handbook</u> , Delmar, Third Edition, Chapter 14	
Materials Needed:	<ul style="list-style-type: none">• Writing board with markers/erasers• Appropriate training aids and equipment Add extension ladder or appropriate AV images	
References:	<ul style="list-style-type: none">• <u>Essentials of Fire Fighting</u>, IFSTA, Fifth Edition• <u>Fire Service Ground Ladders</u>, IFSTA, Ninth Edition• <u>Firefighter's Handbook</u>, Delmar, Third Edition	
Preparation:	The ladder is a basic and important tool of the fire fighting profession. It is imperative that the fire fighter be familiar with a ladder's components and the correct terminology. This understanding is one of the first steps towards proper ladder uses. A fire fighter's life regularly depends on an extension ladder. Several important components comprise the ladder, and your understanding of these will have a direct effect on your ability to use, inspect, and maintain them, in turn affecting the safety of yourself and your crew.	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 4. Fly section(s) <ul style="list-style-type: none"> a) Upper section of <ul style="list-style-type: none"> 1) Extension ladders 2) Pole (Bangor) ladders 3) Some combination ladders B. Attachment components <ul style="list-style-type: none"> 1. Anchor (halyard) <ul style="list-style-type: none"> a) Part of the ladder which the halyard is attached to 2. Dogs <ul style="list-style-type: none"> a) Also known as pawls and locks b) Devices which hold the fly sections at desired height during use c) Found on all extension ladders 3. Guides <ul style="list-style-type: none"> a) Wood or metal strips on an extension ladder which guide the fly section while being raised b) Sometimes in the form of slots or channels 4. Halyard <ul style="list-style-type: none"> a) A rope or cable used for hoisting and lowering the fly section of an extension ladder b) Minimum 3/8-inch diameter per manufacturer c) Minimum breaking strength 825 pounds 5. Cable (wire rope) <ul style="list-style-type: none"> a) Used in place of halyard on three and four-section extension ladders b) Minimum 3/16-inch diameter (5mm) c) No splices allowed 	<p>What other terms are used to describe the ladder dogs?</p> <p>Are dogs found on all extension ladders?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">11. Pulley<ul style="list-style-type: none">a) Small grooved wheel through which the halyard is drawn12. Safety shoes<ul style="list-style-type: none">a) Rubber or neoprene spike plates, usually of swivel typeb) Attached to heel of a ground ladder13. Spurs<ul style="list-style-type: none">a) Metal points at the lower end of tormentor or stay polesb) Butt spurs refer to metal plates or spurs at the bottom of a ground ladder14. Toggle<ul style="list-style-type: none">a) A device by which a tormentor pole is attached to a ladder15. Tormentor poles<ul style="list-style-type: none">a) The poles that are attached to long extension laddersb) Also called stay poles16. Stops<ul style="list-style-type: none">a) Wood or metal pieces which prevent fly section from being extended too far17. Tie rods<ul style="list-style-type: none">a) Metal rods running from one beam to the otherb) Found on wooden laddersc) Used to secure beams together18. Truss block<ul style="list-style-type: none">a) Separation pieces between the rails of a trussed ladderb) Sometimes used to support rungs	<p>What is the purpose of the tie rods?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>19. Identification</p> <ul style="list-style-type: none"> a) Serial number <ul style="list-style-type: none"> 1) Each ladder bears a unique identification number b) City inventory <ul style="list-style-type: none"> 1) Unique number for each ladder c) Apparatus or assignment markings <ul style="list-style-type: none"> 1) Apparatus identification 2) May be color coded 3) Identifies length <p>20. Heat sensor label</p> <ul style="list-style-type: none"> a) A label affixed near the top of each section of the ladder <ul style="list-style-type: none"> 1) Turns color at a present temperature 2) Color change indicates the ladder has been exposed to excessive heat <ul style="list-style-type: none"> • Exposure to excessive heat requires testing <p><i>(Delete all remaining content)</i></p> <p>II. MEASUREMENT OF LADDER TERMINOLOGY</p> <p>A. Angle of inclination</p> <ul style="list-style-type: none"> 1. Refers to the angle of an in-place ladder in relation to the horizontal 2. Approximately 75° <p>B. Designated length</p> <ul style="list-style-type: none"> 1. Total extended length 2. Length marked on ladder <p>C. Working length</p> <ul style="list-style-type: none"> 1. Total length at proper climbing angle 	<p>What is the recommended proper angle of inclination?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>D. Inside width</p> <ol style="list-style-type: none"> 1. The distance measured from the inside of beam to the inside of the opposite beam lock <p>E. Outside width</p> <ol style="list-style-type: none"> 1. The distance measured from the outside of one ladder beam to the outside of the opposite ladder beam <p>F. Maximum extended length</p> <ol style="list-style-type: none"> 1. The total length of an extension ladder or some combination ladders, when all fly sections are fully extended with the dogs (pawls) engaged <p>III. OPERATIONAL LADDER TERMINOLOGY</p> <p>A. Bedded position – Definition #1</p> <ol style="list-style-type: none"> 1. Also called grounded 2. Fully retracted position of an extension ladder <p>B. Bedded position – Definition #2</p> <ol style="list-style-type: none"> 1. Position in which the ladder is carried on the apparatus <p>C. Nesting</p> <ol style="list-style-type: none"> 1. Procedure whereby ladders of different sizes and/or types are racked partially within one another 2. Reduces storage space 3. Most common arrangement <p>D. Pivot</p> <ol style="list-style-type: none"> 1. Method used to turn ladder in vertical position by leaning on one beam <p>E. Retracted</p> <ol style="list-style-type: none"> 1. Another term for bedded position <p>F. Tying off</p> <ol style="list-style-type: none"> 1. Tying knot to secure excess halyard used to extend fly sections of a ladder 	



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Fire service ground ladders are designed to perform varying functions. The specific task will determine which types of ladders are to be used. Although these functions are usually similar in different parts of the country, the nomenclature and trade terms may vary considerably. Because of these semantic variations, it is difficult to discuss ladder terms without first having an understanding of their meaning.

As a fire fighter, it is critical that you know and understand the tools you are using. An extension ladder has several parts that must work together to keep it safe and functional. You must know each component, what it does, and how to inspect it to ensure you will be able to use the ladder safely and effectively at the scene of an emergency. Any confusion or error based upon lack of knowledge can have tragic consequences.

Evaluation:

The student will complete the formative test at a time determined by the instructor.

Assignment:

Review your notes and read Essential of Fire Fighting, IFSTA, Fifth Edition, Chapter 9, Fire Service Ground Ladders, IFSTA, Ninth Edition, Chapter 1, or Firefighter's Handbook, Delmar, Third Edition, Chapter 14 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-7-2: ADAPTING A COGNITIVE LESSON PLAN #1

Time Frame: Homework

- Materials Needed:**
- Materials for your first cognitive lesson
 - Fire and Emergency Services Instructor, IFSTA, Seventh Edition
 - Cognitive Lesson Materials Checklist
 - Pen or pencil

Introduction: This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

- Directions:**
1. Assess your lesson materials using the Cognitive Lesson Materials Checklist.
 2. Make legible revisions on your hard copy documents.
 - Topic is still accurate.
 - Objectives need to match your revisions.
 - Lesson plan content has consistency and continuity
 - Lesson plan content needs to match time allotment
 - All lesson plan components are present
 3. Bring your original documents and a second complete package for your instructor.
 4. Bring all the materials you will need for your teaching demonstration.
 5. Due: _____
 6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
 7. You will use these adapted materials for your upcoming teaching demonstration.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-7-3: ADAPTING A COGNITIVE LESSON PLAN #2

Time Frame: Homework

- Materials Needed:**
- Materials for your second cognitive lesson
 - Fire and Emergency Services Instructor, IFSTA, Seventh Edition
 - Cognitive Lesson Materials Checklist
 - Pen or pencil

Introduction: This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

- Directions:**
1. Assess your lesson materials using the Cognitive Lesson Materials Checklist.
 2. Make legible revisions on your hard copy documents.
 - Topic is still accurate.
 - Objectives need to match your revisions.
 - Lesson plan content has consistency and continuity
 - Lesson plan content needs to match time allotment
 - All lesson plan components are present
 3. Bring your original documents and a second complete package for your instructor.
 4. Bring all the materials you will need for your teaching demonstration.
 5. Due: _____
 6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
 7. You will use these adapted materials for your upcoming teaching demonstration.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-7-4: COGNITIVE TEACHING DEMONSTRATION #1

Time Frame:

Homework

Materials Needed:

- Adapted lesson plan
- Appropriate audiovisual training aids and devices
- Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
- Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Introduction:

This activity provides the student with the opportunity to deliver a cognitive lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as, seating arrangement, lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

Directions:

1. Your teaching demonstration is scheduled for:

_____ (Enter Day, Date, and Approximate Time)

2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation Form.
4. Prepare to teach a 15-minute presentation from your adapted cognitive lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. **Video use is limited to a maximum of two minutes.**
 - Conclude with a summary and assignment, if appropriate.
5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-7-5: COGNITIVE TEACHING DEMONSTRATION #2

Time Frame: Homework

- Materials Needed:**
- Adapted lesson plan
 - Appropriate audiovisual training aids and devices
 - Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Introduction: This activity provides the student with the opportunity to deliver a cognitive lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as, seating arrangement, lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

- Directions:**
1. Your teaching demonstration is scheduled for:

(Enter Day, Date, and Approximate Time)
 2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation form.
 3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation form.
 4. Prepare to teach a 15-minute presentation from your adapted cognitive lesson plan following the four-step method of instruction.
 - Include a clearly stated student behavioral objective.
 - Use presentation methods and teaching strategies that create interest and involve the students.
 - Follow your lesson plan.
 - Use a minimum of two forms of an audiovisual training aid to enhance and reinforce teaching points. **Video use is limited to a maximum of two minutes.**
 - Conclude with a summary and assignment, if appropriate.
 5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
 6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation

Student Instructor: William James Demo #: 1st [] 2nd
 Topic: Types of Fire Service Ground Ladders
 Date: October 31 Level of Instruction: II
 Student Evaluator: Colleen Buhler Primary Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Used the chevron design. Dimmed the lights.</i>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Clearly stated</i>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Good flow of material, referred back to what students had already learned then proceeded with new material.</i>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Maintained good eye contact with the entire class.</i>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> A
Comments: <i>Used slides effectively.</i>					



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> P or F <input type="radio"/> A
Comments: <i>Used overhead questions frequently but exclusively. Vary it up a little!</i>				
6. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> P or F <input type="radio"/> A
Comments:				
7. EVALUATION:	Not Evaluated in Training Instructor 1A			
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> P or F <input type="radio"/> A
<input checked="" type="radio"/> A - Critical Component: Failure on this component results in failure of the teaching demonstration				

Primary or Secondary Student Evaluator: 14:40 Actual Teaching Time

Grade: Pass Fail

Comments: *Really good demo! Watch saying "fantastic" so often and vary your types of application questions.*

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass Fail

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation

Student Instructor: Bill Buckner Demo #: [] 1st [] 2nd
 Topic: Defensive Tactics at Residential Structure Fires
 Date: October 31 Level of Instruction: //
 Student Evaluator: Mark Ferreira Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>		<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Standard classroom setup. Closed the blinds, room was dark.</u>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard			<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Did not state the condition or the standard.</u>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>		<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Showed a video clip to create interest and it worked!</u>					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown			<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Content did not match lesson topic title. Material seemed disorganized.</u>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>		<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Good volume. Slow down a little. Watch the "OKs".</u>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms			<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</u>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>		<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <u>Good video clips. Prepared the class well before each.</u>					



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback			<input checked="" type="checkbox"/>	P or <input checked="" type="radio"/> <input type="radio"/>
Comments: <i>Only question to the students was "Do you have any questions?"</i>					
<i>No student-to-student interaction at all.</i>					
6. SUMMARY			<input checked="" type="checkbox"/>		<input checked="" type="radio"/> or F
Comments:					
7. EVALUATION:	Not Evaluated in Training Instructor 1A				
8. ASSIGNMENT			<input checked="" type="checkbox"/>		<input checked="" type="radio"/> or F
- Critical Component: Failure on this component results in failure of the teaching demonstration					

[] Primary or [] Secondary Student Evaluator: 15:30 Actual Teaching Time
 Grade: Pass [] Fail []

Comments: *Good vocal volume but no eye contact.*
Forgot most of the SBO.
Had no active learning environment going on.

Master Instructor or Skills Evaluator: _____ Actual Teaching Time
 Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-8: Legal And Ethical Considerations As They Relate To Cognitive Training

Time Frame: 1:30

Level of Instruction: Level II

Authority:

- 2008 Training Instructor CTS #4: Describe The Instructor's Role, Responsibilities, And Obligations
- 2008 Training Instructor CTS #9: Describe And Demonstrate The Use Of Audiovisual Equipment And Materials

Behavioral Objective:

Condition: Given an activity and a summative test

Behavior: The student will describe the laws, regulations, and ethical considerations that apply to fire service instruction

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 61-82, Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 42 and successfully completing Group Activity 2-8-1

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices
- SFT Instructor Code of Ethics/Conduct (one for each student)
- Group Activity 2-8-1: Legal And Ethical Concerns

References:

- Digital Millennium Copyright Act of 1998
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 61-82
- Hazardous Materials Incident Commander, OES/CSTI, 1999 Edition, Chapter 5

Preparation: Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>NOTE: Divide the students into small groups. Refer students to <u>Group Activity 2-8-1: Legal and Ethical Concerns</u> in their student supplement.</p> <p>I. LEGAL CONSIDERATIONS AND THEIR EFFECT ON THE INSTRUCTOR</p> <ul style="list-style-type: none"> A. Personal liability B. Agency liability <p>II. LEGAL TERMINOLOGY</p> <ul style="list-style-type: none"> A. Code <ul style="list-style-type: none"> 1. Body of law designed to regulate the topic to which it relates <ul style="list-style-type: none"> a) Health and Safety Code B. Regulation <ul style="list-style-type: none"> 1. A rule or similar directive issued by an administrative agency <ul style="list-style-type: none"> a) Administrative agency <ul style="list-style-type: none"> 1) Office of State Fire Marshal b) Rules <ul style="list-style-type: none"> 1) Title 24, Part 9 California Fire Code C. Standard <ul style="list-style-type: none"> 1. Any rule, principle, criterion, or measure established by an authority 2. May have the force of law if adopted by the authority having jurisdiction (AHJ) 	<p>SLIDE: 2-8-1</p> <p>CLASS ACTIVITY: Complete Group Activity 2-8-1.</p> <p>SLIDE: 2-8-2</p> <p>How can legal and ethical issues affect an instructor?</p> <p>SLIDE: 2-8-3</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>III. APPLICABLE U.S. LEGISLATIVE LAWS</p> <p>A. Title VII of the Civil Rights Act of 1964</p> <ol style="list-style-type: none">1. Prohibits discrimination during the employment process<ol style="list-style-type: none">a) Hiringb) Shift assignmentsc) Training and educationd) All other conditions of employment2. Also prohibits harassment<ol style="list-style-type: none">a) Sexual harassmentb) Hostile work environments3. Also created the Equal Employment Opportunity Commission (EEOC)<ol style="list-style-type: none">a) Based upon the fact that everyone should be treated fairlyb) These laws apply to protected groups<ol style="list-style-type: none">1) Protected groups are those that have experienced past workplace discrimination:<ul style="list-style-type: none">• Ethnic minorities• Females• Elderly <p>B. Affirmative action</p> <ol style="list-style-type: none">1. A program designed to correct past and current inequities in hiring members of underutilized and minority groups	<p>SLIDE: 2-8-4</p> <p>What are some examples of protected groups?</p> <p>What is affirmative action?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>C. Americans with Disabilities Act (ADA)</p> <ol style="list-style-type: none"> 1. Prohibits the discrimination against a qualified individual with a disability during the employment process <ol style="list-style-type: none"> a) Disabled person <ol style="list-style-type: none"> 1) One who has a physical or mental impairment that limits one or more life activities, has a record of such impairment, and is regarded as having the impairment 2) Hearing impairment 3) Learning disabilities (i.e., dyslexia) b) Qualified individual with a disability <ol style="list-style-type: none"> 1) Person with a disability who, with or without reasonable accommodations, can perform the essential functions of the position c) Reasonable accommodations <ol style="list-style-type: none"> 1) Making facilities readily accessible to and usable by individuals with disabilities 2) This may include <ul style="list-style-type: none"> • Acquiring or modifying equipment • Providing qualified readers or interpreters • Any other reasonable accommodations <p>IV. STATE AND LOCAL GOVERNMENT LAWS</p> <ol style="list-style-type: none"> A. State - legislative law B. Local government - ordinances 	<p>What disabilities might you encounter while teaching?</p> <p>What are reasonable accommodations?</p> <p>SLIDE: 2-8-5</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>1. A law that applies to people, things, and activities in a jurisdiction</p> <p>a) Commercial/residential sprinklers</p> <p>b) Defensible space in the interface</p> <p>V. TRAINING AND ATTENDANCE RECORDS</p> <p>A. Clerical purposes</p> <p>1. ISO ratings</p> <p>2. Fire Fighter I and II documentation</p> <p>B. Liability purposes</p> <p>1. SCBA fit testing</p> <p>2. Injury and fatality investigations</p> <p>C. Record retention length</p> <p>1. Varies greatly with record type and state/local laws</p> <p>2. Agencies and instructors must become familiar with applicable laws for specific types of records</p> <p>D. Privacy</p> <p>1. Family Education and Privacy Act (1974) prohibits release of confidential information</p> <p>a) Test Scores</p> <p>b) Personnel Records</p> <p>c) Individual training records</p> <p>d) Medical files</p> <p>e) Social security numbers</p>	<p>What are some examples of local ordinances?</p> <p>SLIDE: 2-8-6</p> <p>Why is it important to keep accurate records of training and attendance?</p> <p>What kinds of information should be kept confidential?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) Trip Hazardsb) Blocked fire exits <p>E. Tort law</p> <ul style="list-style-type: none">1. A wrongful act other than a breach of contract that injures another2. Failure to exercise due care for which damages may be obtained <p>F. Vicarious liability</p> <ul style="list-style-type: none">1. Blame for actions of one person can be transferred to another person or organization <p>G. Joint and several liability</p> <ul style="list-style-type: none">1. Liability is shared among several2. Entire judgment can be imposed against any "tortfeasor"3. Deep pockets – many get sued – few pay	<p>SLIDE: 2-8-9</p>
<p>VII. COPYRIGHT</p> <p>A. Copyright laws protect the works of artists, photographers, and authors</p> <ul style="list-style-type: none">1. Giving them exclusive rights to publish2. Can recover damages from any infringements <p>B. Fair Use Doctrine</p> <ul style="list-style-type: none">1. Allows copying for material used in a "reasonable manner"2. Reasonable manner may include the following considerations<ul style="list-style-type: none">a) Preparation for instructionb) One time use of material for classroom discussion	<p>SLIDE: 2-8-10</p> <p>What is the purpose of copyright laws?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Does not substitute for book purchases d) No students are charged for material above copying costs <p>C. The Digital Millennium Copyright Act of 1998</p> <ul style="list-style-type: none"> 1. President Clinton signed into law this act because of the impact of the internet and digital copying of original work by authors, artists, and photographers created a need for new liability limitations concerning copyright infringement 2. Limits on-line copyright infringement liability <ul style="list-style-type: none"> a) Educational institutions, instructors, and research graduate students performing research have limited exemptions from liability b) Must provide information materials describing and promoting compliance with copyright law <p>D. Instructors must use proper citations when using others work to support instruction regardless of copyright</p> <p>E. Photos and video used to support instruction must not invade the privacy of individuals in the media</p> <ul style="list-style-type: none"> 1. To avoid this <ul style="list-style-type: none"> a) Take picture and video in public places b) Ensure pictures and video directly support the instructional topic c) Have subjects sign permission slips (model releases) d) Explain the intended use of pictures and video to subjects and allow them to preview the pictures or video prior to use 	<p>SLIDE: 2-8-11</p> <p>Should you have any concerns about incorporating photos and video specific to your agency/response area into your cognitive lessons?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>VIII. STUDENTS RIGHTS</p> <p>A. Each student has substantive rights established by law</p> <ol style="list-style-type: none">1. Family Educational Rights and Privacy Act (1974)<ol style="list-style-type: none">a) Privacy of records and test scores2. Americans with Disabilities Act (1990)<ol style="list-style-type: none">a) Equal access to the learning environment and materials being taught3. Title VII of the Civil Rights Acts (1964)<ol style="list-style-type: none">a) Fair and equal treatmentb) Nonhostile learning environment free of discrimination and harassment4. Additional substantive student rights<ol style="list-style-type: none">a) Disagree with the instructor or institutionb) Safe learning environments	<p>SLIDE: 2-8-12</p> <p>Do students have rights?</p>
<p>IX. INSTRUCTOR ETHICS</p> <p>A. Ethics are philosophical principles that are used to determine correct and proper behavior by members of a society</p> <ol style="list-style-type: none">1. A glue for civilization <p>B. Origins of personal ethics</p> <ol style="list-style-type: none">1. Family2. Religion3. Education4. Peers	<p>How would you define ethics?</p> <p>SLIDE: 2-8-13</p> <p>Where do a person's ethics originate?</p> <p>SLIDE: 2-8-14</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>C. Causes of unethical conduct</p> <ol style="list-style-type: none"> 1. Financial reasons 2. Advancement reasons 3. Exploitive mentality <p style="margin-left: 40px;">a) Favors demanded from students for passing grades</p> <p style="margin-left: 40px;">b) Taking credit for student's work or ideas</p> <p>D. Formal ethics programs contain</p> <p>NOTE: Distribute a copy of SFT's Instructor Code of Ethics/Conduct to each student (available on SFT's website).</p> <ol style="list-style-type: none"> 1. Written code of ethics <ol style="list-style-type: none"> a) Organizational <u>and</u> individual codes b) Define acceptable and unacceptable behavior c) Establish standards of practice 2. Training in making ethical decisions <ol style="list-style-type: none"> a) Recognize and define the situation <ol style="list-style-type: none"> 1) What is it? 2) What caused it? 3) Who is involved? 4) What are the potential results? 	<p>SLIDE: 2-8-15</p> <p>What are some ways in which unethical people might exploit their position of power as an instructor?</p> <p>SLIDE: 2-8-16</p> <p>SLIDE: 2-8-17</p> <p>What are some questions that can help to recognize and define a situation?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>b) Obtain the facts</p> <ul style="list-style-type: none">1) Objective investigations <p>c) List all options</p> <ul style="list-style-type: none">1) Brainstorm <p>d) Compare all options to established criteria</p> <ul style="list-style-type: none">1) Are the options<ul style="list-style-type: none">• Legal• Moral• Justifiable <p>e) Select the best option</p> <p>f) Assess the decision subjectively</p> <ul style="list-style-type: none">1) Would your agency approve?2) Would your family approve?3) Would the media approve? <p>g) Implement the decision</p>	<p>What are some questions that can help assess the decision?</p> <p>CLASS ACTIVITY: Review lists of student generated legal and ethical concerns. Discuss any that were not covered in the curriculum.</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Instructors regularly face legal and ethical dilemmas during instruction. These legal and ethical questions can have a major impact on the agency the instructor represents, as well as the instructor themselves. A competent instructor will become knowledgeable about the legal and ethical considerations for the topics they instruct. With this knowledge the instructor can make educated decisions, and limit personal as well as agency liability during instruction.

Legal and ethical situations occur every day in the classroom and on the drill ground. Good instructors can prepare for these situations by becoming familiar with basic legal and ethical considerations and developing a system for making sound ethical decisions. With this knowledge, an instructor can minimize liability and function effectively when legal and ethical situations occur during instruction.

Evaluation:

The student will complete the activity and summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 61-82 and Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 42 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

GROUP ACTIVITY 2-8-1: LEGAL AND ETHICAL CONCERNS

Time Frame: 0:15

Materials Needed:

- Writing board/pads
- Pens

Introduction: This activity provides the students the opportunity to list legal and ethical concerns they may have as new instructors. The lists generated will be incorporated into the lesson where appropriate as discussion points. At the end of the lesson, the lists will be reviewed to ensure that all legal and ethical concerns have been addressed.

Directions:

1. Each group will be assigned a writing board and pens.
2. Half of the groups will list **legal** concerns they can foresee as instructors teaching cognitive lessons.
3. The other half of the groups will list **ethical** concerns they can foresee as instructors teaching cognitive lessons.
4. You have 5 minutes to complete this activity.
5. Be prepared to discuss your lists with the class.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-9: Methods Of Instructional Delivery
- Time Frame:** 1:00
- Level of Instruction:** Level II
- Authority:**
- 2008 Training Instructor CTS #1: Describe Instructional Delivery Elements And Methods
 - 2008 Training Instructor CTS #6: Describe The Elements Of The Learning Environment

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe various methods of instructor-led and technology-based delivery techniques

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 219-232 and 277-282

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Company Officer, IFSTA, Fourth Edition, Pages 270-273
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 219-232 and 277-282

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>2. Effective method for providing</p> <ul style="list-style-type: none"> a) Facts b) Rules/regulations c) Clarifications d) Examples e) Definitions <p>3. Advantages</p> <ul style="list-style-type: none"> a) One speaker can reach people in any size group b) Format is familiar to students <ul style="list-style-type: none"> 1) They are aware of what to expect and what is expected of them c) Can be delivered through distance learning and extend beyond the limits of a single classroom <p>4. Disadvantages</p> <ul style="list-style-type: none"> a) Limited student/instructor interaction b) Lack of student feedback as information generally only flows one way c) Limited use of senses involved in receiving the information <p>5. Overcoming the disadvantages</p> <ul style="list-style-type: none"> a) Generate student interaction by posing questions to students and allowing them to answer b) Include discussion, illustration, demonstration, and activities into the lecture 	<p>SLIDE: 2-9-4</p> <p>What are two advantages of this method?</p> <p>SLIDE: 2-9-5</p> <p>What is a disadvantage of the lecture method?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">c) Avoid presenting too much information at onced) Provide supplemental information in handouts and reference lists/materials <p>B. Illustrated lecture method</p> <ul style="list-style-type: none">1. A lecture in most classrooms is really an illustrated lecture 2. Using visual aids to illustrate main points3. Directed toward the student's senses of sight and hearing <p>C. Discussion method</p> <ul style="list-style-type: none">1. Allows interaction between instructor and students<ul style="list-style-type: none">a) Instructor talks with the group, not to the groupb) To be effective, students must have a basic knowledge of the subjectc) Works best for small groups of 10-15 students 2. Guided discussion<ul style="list-style-type: none">a) Instructor presents a topic to a group b) Ideas are discussed in an orderly exchange and are controlled or guided by the instructorc) The intent is to gain knowledge from other group members, modify their own ideas, or develop new ones	<p>SLIDE: 2-9-6</p> <p>What makes this method different from the lecture method?</p> <p>SLIDE: 2-9-7</p> <p>What is a benefit of the discussion method?</p> <p>SLIDE: 2-9-8</p> <p>What is the instructor's role during a guided discussion?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>d) The instructor's role is to guide the discussion and meet the lesson objective</p> <p>3. Problem solving conference</p> <p>a) Directs group thinking towards the solution of a common problem</p> <p>b) Students must know the scope, limits, and purpose of the conference</p> <p>c) Goal is to have the group develop an understanding and recognition of the topic</p> <p>d) Cannot be spontaneous</p> <p>1) Must have a stated purpose, an agenda, a specific time, and location</p> <p>e) Students must be willing to share ideas and trust that the group's consensus is better than a single idea of a student</p> <p>f) The instructor must not enter into the discussion except to state or restate problems, questions, state the case, or summarize</p> <p>D. Demonstration method</p> <p>1. The act of showing how to do something or how something operates</p> <p>2. It is a basic means for teaching psychomotor skills</p> <p>3. Instructors must allow extra time for preparation and cleanup</p>	<p>SLIDE: 2-9-9</p> <p>What are some considerations when setting up a problem solving conference?</p> <p>SLIDE: 2-9-10</p> <p>SLIDE: 2-9-11</p> <p>What is the purpose of the demonstration method?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> • Based upon their own past experiences and education • Limits the effectiveness of case studies to experienced fire service personnel <p>3) Discussing the case study</p> <ul style="list-style-type: none"> • Review lessons learned • Strategize solutions for use on future problems/incidents <p>B. Role-play</p> <ol style="list-style-type: none"> 1. A scenario in which students portray characters to simulate real world interpersonal communications <ol style="list-style-type: none"> a) Examples <ol style="list-style-type: none"> 1) EMS scenarios 2) Training a new information officer to interact with media and citizens 2. Useful to teach and reinforce the affective domain 3. Guidelines for conducting role-play <ol style="list-style-type: none"> a) Instructor responsibilities <ol style="list-style-type: none"> 1) Explain purpose and desired outcomes 2) Establish rules and timeframe 3) Explain student roles and responsibilities 4) Guide discussion as needed 	<p>What do students base their analysis of a case study on?</p> <p>SLIDE: 2-9-16</p> <p>What domain of learning do you think role-play is especially effective at addressing?</p> <p>SLIDE: 2-9-17</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>b) Student participation</p> <ol style="list-style-type: none">1) Playing a character, taking notes, observing, etc.2) Discussing role-play<ul style="list-style-type: none">• Lessons learned• Strategize solutions for use on future problems/incidents <p>C. Brainstorming sessions</p> <ol style="list-style-type: none">1. A teaching method in which a group of students is given a problem or situation and a timeframe in which to determine a solution to it2. Effective only when students have adequate knowledge of subject matter3. Guidelines for conducting brainstorming sessions<ol style="list-style-type: none">a) Instructor responsibilities<ol style="list-style-type: none">1) Introduce the topic2) Establish the timeframe3) Act as a facilitator<ul style="list-style-type: none">• Record all ideas• Allow everyone to speak• Encourage creativity• Encourage piggybacking• Evaluate and prioritize issues after ideas are exhaustedb) Student participation<ol style="list-style-type: none">1) Allow everyone to speak	<p>SLIDE: 2-9-18</p> <p>Can any group of people use brainstorming to solve a problem they have no knowledge of?</p> <p>SLIDE: 2-9-19</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2) Respect each member of the group3) Contribute ideas to the facilitator <p>D. Simulations</p> <ul style="list-style-type: none">1. Activities that allow students to participate in scenarios that represent real life situations<ul style="list-style-type: none">a) Examples<ul style="list-style-type: none">1) Computer based training2) Tabletop exercises2. Guidelines for conducting simulations<ul style="list-style-type: none">a) Instructor responsibilities<ul style="list-style-type: none">1) State purpose and desired outcomes of simulation2) Establish rules and timeframe3) Facilitate completion of simulationb) Student participation<ul style="list-style-type: none">1) Interaction with other students during simulation2) Discussion following simulation <p>E. Field and laboratory experiences</p> <ul style="list-style-type: none">1. Activities in which students have an opportunity to inspect, use, test, and evaluate equipment or processes in either actual installations or laboratory settings<ul style="list-style-type: none">a) Examples<ul style="list-style-type: none">1) Demonstration on fire behavior2) Building sprinkler systems	<p>SLIDE: 2-9-20</p> <p>Name a few types of commonly used fire service simulations?</p> <p>SLIDE: 2-9-21</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>2. Guidelines for conducting field and laboratory experiences</p> <ul style="list-style-type: none"> a) Instructor responsibilities <ul style="list-style-type: none"> 1) State the purpose and expected outcomes 2) Guide discussion as needed 3) Provide for safety as needed b) Student participation <ul style="list-style-type: none"> 1) Discussion 2) Problem solving <p>IV. TECHNOLOGY-BASED TRAINING</p> <p>A. Becoming increasingly popular</p> <ul style="list-style-type: none"> 1. Increased number of nontraditional students 2. Increased use of personal computers 3. Increased demand for specialized courses with limited enrollment 4. Decreased funding in training budgets 5. Improved sophistication in computer-based simulations and technology-based delivery systems <p>B. Types of technology-based training</p> <ul style="list-style-type: none"> 1. Computer-based training 	<p>In what way does an instructor need to pay extra attention to managing the classroom environment during field and laboratory experiences?</p> <p>What are some reasons for using technology-based training?</p> <p>SLIDE: 2-9-22</p> <p>SLIDE: 2-9-23</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> a) Also known as <ul style="list-style-type: none"> 1) Computer-based learning 2) Computer-based instruction 3) Computer-managed instruction 4) Computer-based education b) May be used refer to all types of e-learning, but mostly used for training/education delivered on PowerPoint® or DVD <ul style="list-style-type: none"> 1) Multimedia training is any interactive text, image, and sound presentation ranging from simple PowerPoint® to complex interactive training simulation 2. Computer-assisted instruction uses the computer to provide multimedia training <ul style="list-style-type: none"> a) Tutorial b) Simulation c) Games d) Remedial training 3. Web-based training <ul style="list-style-type: none"> a) Training and education delivered via the internet 4. Browser-based training <ul style="list-style-type: none"> a) Term used to describe material that requires a web browser to access the training 5. Some training programs can access information from both a web site as well as a CD-ROM <ul style="list-style-type: none"> a) These courses are sometimes called hybrids or hybrid-CD-ROMs 	<p>What are some uses for computer-assisted instruction?</p> <p>SLIDE: 2-9-24</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>V. OTHER INSTRUCTIONAL METHODS</p> <p>A. Self-directed learning</p> <ol style="list-style-type: none">1. Students are given a set of objectives to complete, but they do them at their own pace through their own methods of learning2. This method places the responsibility for achieving the course objectives solely on the student3. Instructors are not involved in the delivery of the training, but is generally available to<ol style="list-style-type: none">a) Answer questionsb) Evaluate learning achievementsc) Guide the student4. The instructor and student schedule several meetings to examine the progress of the independent study5. May require the student to use technology based training aids <p>B. Individualized instruction</p> <ol style="list-style-type: none">1. The process of matching instructional methods with learning objectives and individual learning styles that enable a student to achieve lesson objectives2. Individualized instruction is based on the following three premises<ol style="list-style-type: none">a) Student needs and preferred learning stylesb) Learning objectives or competencies required by the occupation	<p>SLIDE: 2-9-26</p> <p>What is self-directed learning?</p> <p>What is the instructor's role?</p> <p>SLIDE: 2-9-27</p> <p>What is individualized instruction based on?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">c) Instructional strategies and media that fit the needs of the student <p>3. Instructional methods used</p> <ul style="list-style-type: none">a) Learning activity packets that include sequenced activities and reading assignmentsb) Tutorial instruction that provides one-on-one teaching/learning relationships with an instructorc) Programmed learning provides information in small sequential steps, followed by questions that reinforce learning	<p>SLIDE: 2-9-28</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Selecting appropriate instructional method is part of the teaching delivery process. The instructor should choose the best possible method of teaching that will assist the students to achieve instructional goals. Instructors should not limit themselves to a single method of instruction but rather, use a variety of methods that allow for individual differences and for maintaining interest in the teaching/learning process.

Instructors must be able to provide training on a wide range of fire and emergency services topics. At the same time, instructors must understand and apply instructional delivery techniques that make the information clear and easy to understand for any student. Finally, instructors must provide a learning environment that meets the needs of students while meeting the requirements of the organization.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 219-232 and 277-282 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-10: Presentation Techniques For Cognitive Training
- Time Frame:** 2:00
- Level of Instruction:** Level II
- Authority:** 2008 Training Instructor CTS #3: Describe And Demonstrate The Presentation Of Psychomotor And Cognitive Lesson Plans
- Behavioral Objective:**
- Condition:** Given a summative test
- Behavior:** The student will describe the techniques and characteristics for delivering a presentation, effective verbal and nonverbal communication techniques, and strategies for developing an active learning environment, as they relate to cognitive lesson delivery
- Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 92-93 and 232-246
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
- References:**
- Fire and Emergency Services Company Officer, IFSTA, Fourth Edition, Page 270-271
 - Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 92-93 and 232-246
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|-----------------------------|---------------------|
| A ttention (attract) | B egin |
| C uriosity (arouse) | A ssociation |
| I nterest (create) | S tudents |
| D esire (stimulate) | E xperience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. PRESENTATION TECHNIQUES COMPONENTS</p> <ul style="list-style-type: none">A. Presentation preparationB. Oral communication skillsC. Nonverbal communication skillsD. Display of proper attitudes and valuesE. Use of active learning principles <p>II. PRESENTATION PREPARATION</p> <ul style="list-style-type: none">A. Preparation will help to improve a presentation<ul style="list-style-type: none">1. Builds confidence in presentation2. Helps instructor relax3. Allows for evaluation and elimination of flaws and weaknesses in presentation techniquesB. Techniques<ul style="list-style-type: none">1. Check presentation materials<ul style="list-style-type: none">a) Become familiar with lesson planb) Ensure materials are<ul style="list-style-type: none">1) Complete2) Properly ordered3) Correct for topic2. Practice the delivery of a presentation<ul style="list-style-type: none">a) Builds instructor confidence3. Videotape the practice presentation	<p>SLIDE: 2-10-1 SLIDE: 2-10-2</p> <p>SLIDE: 2-10-3</p> <p>How does preparation improve an instructor's presentation?</p> <p>SLIDE: 2-10-4</p> <p>What are the benefits of watching a videotaped practice presentation?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>a) Review for</p> <ul style="list-style-type: none">1) Oral communication skills2) Nonverbal communication skills3) Proper display of attitudes and values <p>b) Make changes as appropriate</p> <p>4. Get plenty of rest the night before</p> <p>5. Select appropriate clothing for delivery</p> <p>6. Anticipate potential problems</p> <ul style="list-style-type: none">a) Plan solutions <p>7. Be yourself</p> <p>III. ORAL COMMUNICATION</p> <p>A. Vocal characteristics</p> <ul style="list-style-type: none">1. Volume<ul style="list-style-type: none">a) Projectedb) Amplified2. Clarity<ul style="list-style-type: none">a) Use clear and distinct speechb) Use proper grammarc) Enunciate3. Rate<ul style="list-style-type: none">a) Average rate is 130-150 words/minute<ul style="list-style-type: none">1) Higher rate can be more persuasiveb) Rate must be based on audience<ul style="list-style-type: none">1) Fast enough to maintain interest and focus2) Not too fast to lose understanding<ul style="list-style-type: none">• Slow pace for new information• Slow pace for key points or note taking	<p>SLIDE: 2-10-5</p> <p>How can an instructor improve vocal clarity?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Pause periodically <ul style="list-style-type: none"> 1) Students can maintain their thoughts 2) Students can think about what they heard 3) Provides an opportunity for student questions 4. Inflection <ul style="list-style-type: none"> a) Variations in pitch of the voice <ul style="list-style-type: none"> 1) Emphasize important points 2) Avoid monotone delivery B. Vocal interferences <ul style="list-style-type: none"> 1. Also known as "aversives" 2. Distractions that clutter a speaker's presentation <ul style="list-style-type: none"> a) Detract from the content 3. Filler words/phrases <ul style="list-style-type: none"> a) Examples <ul style="list-style-type: none"> 1) "Uh" 2) "Um" 3) "You know" b) Can leave an impression of lack of education c) Distract from content 4. Slang <ul style="list-style-type: none"> a) Students will not take instructor seriously 	<p>Why should an instructor pause periodically?</p> <p>SLIDE: 2-10-6</p> <p>What are vocal interferences?</p> <p>What are the consequences of vocal interferences or aversives?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 5. Profanity <ul style="list-style-type: none"> a) Unprofessional b) Can create hostile work environment C. Appropriate use of humor <ul style="list-style-type: none"> 1. Creates relaxed atmosphere 2. Gains student attention 3. Avoid inappropriate humor <ul style="list-style-type: none"> a) Can offend audience members 4. Acceptable humor can vary audience to audience 	<p>SLIDE: 2-10-7</p>
<p>IV. NONVERBAL COMMUNICATION</p> <ul style="list-style-type: none"> A. Critical component of presentation <ul style="list-style-type: none"> 1. Must match and support verbal message 2. Can overpower the verbal message B. Components of nonverbal communication <ul style="list-style-type: none"> 1. Eye contact <ul style="list-style-type: none"> a) Reinforces instructor interest b) Reinforces instructor concern that students understand the message 2. Facial expression <ul style="list-style-type: none"> a) Match and support verbal message 3. Gestures <ul style="list-style-type: none"> a) Match and support verbal message 4. Mannerisms <ul style="list-style-type: none"> a) Avoid distracting mannerisms 	<p>SLIDE: 2-10-8</p> <p>SLIDE: 2-10-9</p> <p>What are some components of nonverbal communication?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>1) Pacing</p> <p>2) Playing with or tapping pens</p> <p>3) Jingling keys</p> <p>4) Chewing gum</p> <p>5. Posture</p> <p>6. Poise</p> <p>7. Instructor enthusiasm</p> <p>a) Keeps students interested</p> <p>b) Motivates them to learn</p> <p>c) Can be expressed through</p> <p>1) Eye contact</p> <p>2) Facial expressions</p> <p>3) Voice inflections</p> <p>V. DISPLAY OF PROPER ATTITUDES AND VALUES</p> <p>A. Beliefs, values, and attitudes involve the affective domain</p> <p>B. Transmission can occur in two ways</p> <p>1. Teaching</p> <p>a) Describe</p> <p>b) Provide examples</p> <p>c) Explain consequences</p> <p>2. Personal actions</p> <p>a) Instructor actions serve as model</p> <p>1) Example</p> <ul style="list-style-type: none">• Wearing proper safety equipment	<p>What are some distracting mannerisms?</p> <p>SLIDE: 2-10-10</p> <p>What learning domain do the words "attitudes" and "values" best apply?</p> <p>SLIDE: 2-10-11</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>3. Provide continuous feedback about student progress</p> <ul style="list-style-type: none">a) Let them know what is expectedb) Let them know how they are doingc) Coach and encourage <p>F. Reinforcing learning</p> <ul style="list-style-type: none">1. Reinforce the information<ul style="list-style-type: none">a) Repeatb) Emphasizec) Review2. Behavioral reinforcement<ul style="list-style-type: none">a) Positive reinforcement<ul style="list-style-type: none">1) Positive feedback2) Good gradesb) Negative reinforcement<ul style="list-style-type: none">1) Low grades <p>G. Questioning</p> <ul style="list-style-type: none">1. Purpose<ul style="list-style-type: none">a) Promotes<ul style="list-style-type: none">1) Active learning2) Discussion3) Critical thinkingb) Stimulates interest and curiosityc) Provides feedback on student<ul style="list-style-type: none">1) Knowledge	<p>SLIDE: 2-10-17</p> <p>What is an example of positive reinforcement?</p> <p>Why ask questions?</p> <p>SLIDE: 2-10-18</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 2) Understanding 3) Retention d) Serves as a control device <ul style="list-style-type: none"> 1) Disruptive students 2) Nonparticipating students 2. Types of questions <ul style="list-style-type: none"> a) Rhetorical <ul style="list-style-type: none"> 1) Addressed to entire group 2) Stimulates thinking and discussion 3) Does not necessarily need an answer b) Closed <ul style="list-style-type: none"> 1) Limited number of possible answers c) Open <ul style="list-style-type: none"> 1) Many acceptable answers d) Direct <ul style="list-style-type: none"> 1) Asked directly to a single student e) Overhead <ul style="list-style-type: none"> 1) Asked to entire group f) Relay <ul style="list-style-type: none"> 1) A question from a student is redirected back to the rest of the class g) Redirected <ul style="list-style-type: none"> 1) Specific questions asked by the instructor to allow a student to see the answer to a question the student has asked. 	<p>SLIDE: 2-10-19</p> <p>What do you think the difference is between an "open" and "closed" question?</p> <p>How can a question be redirected?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>4. Instructor responses</p> <ul style="list-style-type: none">a) Correct answers<ul style="list-style-type: none">1) Use positive reinforcementb) Partially correct answers<ul style="list-style-type: none">1) Reinforce the correct portion of the answer2) Redirect the question back to the student or class for the incorrect portion of the answer<ul style="list-style-type: none">• Be prepared to provide to correct answerc) Incorrect answers<ul style="list-style-type: none">1) Acknowledge the student's effort2) Redirect the question to others or provide the answerd) Answering student questions<ul style="list-style-type: none">1) Relay the question back to the other students<ul style="list-style-type: none">• It is possible someone will know the correct answer2) Answer the question if on topic and appropriate<ul style="list-style-type: none">• If off topic or out off sequence, defer the question until break or later in the course	<p>SLIDE: 2-10-23</p> <p>How can an instructor handle a partially correct response?</p> <p>SLIDE: 2-10-24</p> <p>What actions should be taken if the instructor does not know the answer?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>3) When the instructor does not know the answer</p> <ul style="list-style-type: none">• Do not bluff• Defer the question and research for the correct answer <p>VII. CONSIDERATIONS FOR USING ANCILLARY COMPONENTS</p> <p>A. Information Sheets</p> <ol style="list-style-type: none">1. When possible, distribute at end of the presentation to minimize distraction2. If distributed during the presentation<ol style="list-style-type: none">a) Pause class until all copies distributedb) Introduce and discuss the handoutc) Bring closure prior to returning to the presentation <p>B. Worksheets/Study Sheets/Assignment Sheets/Activity Sheets</p> <ol style="list-style-type: none">1. Need to be introduced2. Be familiar with the task so you can answer any questions the students may have3. Due dates and times must be identified4. Distribute at the end of class or as indicated by your lesson plan	<p>SLIDE: 2-10-25</p> <p>SLIDE: 2-10-26</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Think of the best instructor to whom you have ever been exposed. What special qualities or mannerisms made that teacher stand out in your mind? Was it the information that the instructor presented, or was it the manner in which the instructor presented the information? This person was not born a highly effective instructor, they had to work hard to understand and apply the principles involved in effective information presentation. With study and practice of these effective presentation techniques, you may someday become an instructor that your students will remember and emulate.

Anyone can stand in front of a class and read a lesson plan. To truly be effective while presenting cognitive information, one must blend several elements; adequate preparation, oral and nonverbal communication skills, displays of attitudes and values, as well as implementation of active learning principles. Neglect any one area of this recipe and your presentation will be lacking. It is only through study, understanding, and practice that an instructor can become an effective presenter.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 92-93 and 232-246 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-11: Managing The Learning Environment For Cognitive Training

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS #6: Describe The Elements Of The Learning Environment

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will identify considerations and describe techniques for managing both interior and exterior learning environments encountered during cognitive lesson delivery

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor , IFSTA, Seventh Edition, Pages 206-215

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 206-215

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. PHYSICAL SETTINGS</p> <ul style="list-style-type: none">A. Inside environments<ul style="list-style-type: none">1. Classroom2. Apparatus bay3. AuditoriumB. Outside environments<ul style="list-style-type: none">1. Drill ground2. Off-site locations<ul style="list-style-type: none">a) Wildlandb) Rescuec) Acquired structures <p>II. INSIDE ENVIRONMENT</p> <ul style="list-style-type: none">A. Seating<ul style="list-style-type: none">1. Should be arranged to match the type of instruction2. General considerations<ul style="list-style-type: none">a) Course needs<ul style="list-style-type: none">1) Note taking2) Group exercises3) Audiovisualb) Student comfort<ul style="list-style-type: none">1) Padded chairs2) Metal chairs<ul style="list-style-type: none">• Provide break every 45-50 minutesc) All students should be able to see and hear the presentation	<p>SLIDE: 2-11-1</p> <p>SLIDE: 2-11-2</p> <p>What type of inside environments will you encounter as an instructor?</p> <p>SLIDE: 2-11-3</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>d) Do not crowd students at tables</p> <p>e) Return seating to original arrangement at conclusion of lesson.</p> <p>3. Arrangement</p> <p>a) Fixed seating</p> <ol style="list-style-type: none">1) Auditorium or theater<ul style="list-style-type: none">• Well suited to illustrated lecture• Accommodate large groups• Good instructor-student interaction• Poor student-student interaction• May lack writing surfaces• May require sound system <p>b) Fan</p> <ol style="list-style-type: none">1) Well suited to illustrated lecture2) Any size group3) Students can see and hear easily4) Effective for small groups <p>c) Classroom</p> <ol style="list-style-type: none">1) Well suited to illustrated lecture2) Any size group3) Students can see and hear easily	<p>If you rearrange a classroom to better suit your needs, what should you do prior to leaving?</p> <p>SLIDE: 2-11-4</p> <p>What are some limitations of auditorium seating?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>i) Circled chairs</p> <ol style="list-style-type: none">1) Suited to discussion<ul style="list-style-type: none">• Encourages group participation2) Small to medium sized groups3) Difficult for note taking <p>B. Lighting</p> <ol style="list-style-type: none">1. General considerations<ol style="list-style-type: none">a) Know location of controlsb) Know operation of controls2. Fluorescent is the preferred lighting source<ol style="list-style-type: none">a) Less eye-strainb) Does not glare3. Incandescent<ol style="list-style-type: none">a) Dimmer switch<ol style="list-style-type: none">1) Use during projected audiovisual presentations<ul style="list-style-type: none">• Clarity of images• Note taking abilityb) Remove bulbs if necessary<ol style="list-style-type: none">1) Above screens/monitors4. Outside light<ol style="list-style-type: none">a) Adjustable blindsb) Adjustable curtains <p>C. Temperature</p> <ol style="list-style-type: none">1. General considerations<ol style="list-style-type: none">a) Know location of controls	<p>SLIDE: 2-11-5</p> <p>Why is fluorescent lighting preferred?</p> <p>SLIDE: 2-11-6</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Know operation of controls <ul style="list-style-type: none"> 1) May need to contact the building engineer c) Have room temperature set <u>prior</u> to students' arrival d) Advise students to dress for conditions 2. HVAC systems <ul style="list-style-type: none"> a) May have limited range of adjustment b) May cause distracting noise 3. Alternate ventilation <ul style="list-style-type: none"> a) Windows <ul style="list-style-type: none"> 1) Outside noise b) Fans D. Noise level <ul style="list-style-type: none"> 1. General considerations <ul style="list-style-type: none"> a) Distraction can limit student learning b) Find, monitor, and eliminate or limit noise 2. Personal phones/pagers <ul style="list-style-type: none"> a) Remind students to silence or turn off 3. Emergency dispatch radios <ul style="list-style-type: none"> a) Reduce volume b) Advise students of possible interruption 4. Classroom equipment <ul style="list-style-type: none"> a) Turn off if possible 	<p>If the instructor cannot locate or operate the controls, what should he or she do?</p> <p>What is a consequence of opening a window?</p> <p>SLIDE: 2-11-7</p> <p>How should an instructor address personal phones and pagers?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) Relocate5. Outside noise<ul style="list-style-type: none">a) Eliminate if possibleb) Relocate if possiblec) Close windowsE. Audiovisual equipment<ul style="list-style-type: none">1. General considerations<ul style="list-style-type: none">a) Should support instruction, not distract from itb) Ensure that all students can see <u>and</u> hear audiovisual training aids<ul style="list-style-type: none">1) Visual obstructions2) Adequate lightingc) Ensure function of all equipment and materials prior to class presentation2. Projected training aids<ul style="list-style-type: none">a) Ensure proper image size<ul style="list-style-type: none">1) Large enough for group2) Not extending off screenb) Ensure focusc) Eliminate keystoneingF. Other classroom considerations<ul style="list-style-type: none">1. Power outlets<ul style="list-style-type: none">a) May need power strips or extension cords<ul style="list-style-type: none">1) Code compliantb) Avoid overloading outlets/circuits<ul style="list-style-type: none">1) Fire hazard	<p>SLIDE: 2-11-8</p> <p>What could cause a student to be unable to see the training aid?</p> <p>SLIDE: 2-11-9</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>III. OUTSIDE ENVIRONMENT</p> <p>A. General considerations</p> <ol style="list-style-type: none">1. Limited application to cognitive training<ol style="list-style-type: none">a) Cognitive information encountered during psychomotor trainingb) Unplanned outside sessions<ol style="list-style-type: none">1) Power outages2) Facility shut downc) Challenges to outdoor cognitive instruction<ol style="list-style-type: none">1) Difficult to hear2) Difficult to take notes3) Distractions4) Difficult to control the group <p>B. Managing the outside learning environment</p> <ol style="list-style-type: none">1. Visit site prior to class session for planning<ol style="list-style-type: none">a) Accessb) Parkingc) Hazardsd) Bathroom facilitiese) Refreshments2. Weather conditions<ol style="list-style-type: none">a) High temperature/humidity<ol style="list-style-type: none">1) Rehab facilities	<p>SLIDE: 2-11-10</p> <p>What are some of the challenges when instructing outside?</p> <p>SLIDE: 2-11-11</p> <p>What are some logistical considerations to assess during a site visit?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Inclement weather <ul style="list-style-type: none"> 1) Shelter c) Cancel/reschedule session for safety concerns 3. Terrain <ul style="list-style-type: none"> a) Safety concerns <ul style="list-style-type: none"> 1) Off limit areas 4. Vehicle traffic <ul style="list-style-type: none"> a) Limit/block traffic to provide for safety <ul style="list-style-type: none"> 1) Apparatus placement 2) Cones, barricades, vests 3) Law enforcement 5. Equipment noise <ul style="list-style-type: none"> a) Turn off b) Amplify instructor voice 6. Light levels <ul style="list-style-type: none"> a) Time of day will change light conditions <ul style="list-style-type: none"> 1) Excessively bright <ul style="list-style-type: none"> • Glare may require sunglasses 2) Low light <ul style="list-style-type: none"> • Provide some instruction inside • Light area with portable lighting 7. Site space <ul style="list-style-type: none"> a) Adequate size for <ul style="list-style-type: none"> 1) Instructional area 2) Parking 	<p>What can an instructor do to provide for safety when teaching near traffic?</p> <p>SLIDE: 2-11-12</p> <p>What steps can an instructor take to adapt to low light levels?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) If area is too small<ul style="list-style-type: none">1) Safety considerationsc) If area is too large<ul style="list-style-type: none">1) Set geographic boundaries8. Exposures<ul style="list-style-type: none">a) Buildingsb) Other groups<ul style="list-style-type: none">1) Are you a distraction to them?2) Are they a distraction to you?9. Environmental laws and codes<ul style="list-style-type: none">a) Research and comply10. Access<ul style="list-style-type: none">a) Two means of access/egressb) Site map may be required	<p>How can other groups affect your instruction?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

The instructional process begins long before the first student arrives for the lesson. It is the instructor's responsibility to manage the learning environment to provide a setting in which the students are safe, comfortable, and can concentrate on the learning experience. The best instructor in the world will have little effect if the students cannot focus on the lesson.

Managing the learning environment is a critical component of effective lesson delivery. If a student cannot focus on the presentation, due to distractions, no learning will occur. Fire service instructors need to have the ability to assess and manage the learning environment to provide a setting in which their students can succeed.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 206-215 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-12: Selecting And Using Audiovisual Training Aids And Devices
- Time Frame:** 1:30
- Level of Instruction:** Level II
- Authority:**
- 2008 Training Instructor CTS #6: Describe The Elements Of The Learning Environment
 - 2008 Training Instructor CTS #8: Describe And Demonstrate The Review And Adaptation Of Prepared Instructional Materials
 - 2008 Training Instructor CTS #9: Describe And Demonstrate The Use Of Audiovisual Equipment And Materials

Behavioral Objective:

Condition: Given an activity and a summative test

Behavior: The student will describe the selection, use, and maintenance of audiovisual training aids and devices used in instructor-led training

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274 and successfully complete Group Activity 2-12-1

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices
- Group Activity 2-12-1: The Selection and Use of Appropriate Training Aids

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. INTRODUCTION TO AUDIOVISUAL MEDIA EQUIPMENT</p> <p>A. Purpose is to enhance the learning process</p> <ol style="list-style-type: none">1. Presents information to different senses<ol style="list-style-type: none">a) Sightb) Touch <p>II. BENEFITS TO AUDIOVISUAL MEDIA EQUIPMENT</p> <p>A. Enhance student's understanding</p> <p>B. Increase student's acceptance</p> <p>C. Add interest to a lecture</p> <p>D. Clarify, prove, or emphasize a key point</p> <p>E. Enhance memory</p> <p>F. Help students organize ideas</p> <ol style="list-style-type: none">1. ICS charts <p>G. Gain and maintain student attention</p> <p>H. Illustrate a sequence of events or steps in a process</p> <p>I. Save lecture time</p> <ol style="list-style-type: none">1. A picture is worth a thousand words <p>III. SELECTING AUDIOVISUAL MEDIA EQUIPMENT</p> <p>A. Review learning objectives and lesson content</p> <ol style="list-style-type: none">1. If lesson plan is adapted, training aids may need to be changed	<p>SLIDE: 2-12-1</p> <p>SLIDE: 2-12-2</p> <p>An instructor's voice stimulates a student's sense of hearing. What senses do audiovisual aids appeal to?</p> <p>SLIDE: 2-12-3</p> <p>SLIDE: 2-12-4</p> <p>SLIDE: 2-12-5</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>B. Required student performance</p> <ol style="list-style-type: none">1. Meets student's needs <p>C. Class size and interaction</p> <ol style="list-style-type: none">1. Large enough for all students to see<ol style="list-style-type: none">a) Easel chart versus projector and screen2. Allows for all students to participate<ol style="list-style-type: none">a) CPR mannequins <p>D. Pace of learning</p> <p>E. Practice factors</p> <p>F. Evaluative factors</p> <p>G. Budget limitations</p> <ol style="list-style-type: none">1. Cost effective<ol style="list-style-type: none">a) Initial purchaseb) Maintenance costs <p>IV. NONPROJECTED TRAINING AIDS</p> <p>A. Types of low-technology training aids</p> <ol style="list-style-type: none">1. Marker boards2. Illustrations and diagrams3. Duplicated materials and handouts4. Models5. Audiotapes and recordings <p>B. General benefits</p> <ol style="list-style-type: none">1. Easy to use	<p>How can class size affect the selection of audiovisual training aids?</p> <p>SLIDE: 2-12-6</p> <p>What are the benefits of low-technology training aids over high-technology projected training aids?</p> <p>SLIDE: 2-12-7</p>



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<ul style="list-style-type: none">2. Lower chance of malfunction3. Relatively inexpensiveC. General disadvantages<ul style="list-style-type: none">1. Can slow pace of class2. Can put off younger audiencesD. General considerations for use<ul style="list-style-type: none">1. Training aids support instruction<ul style="list-style-type: none">a) They do not replace2. When speaking, talk to the students<ul style="list-style-type: none">a) Not the training aid3. Ensure adequate size or quantity for class size4. Use multiple colorsE. Marker board illustrations<ul style="list-style-type: none">1. Types<ul style="list-style-type: none">a) Chalkboardb) Dry erase marker boardc) Electronic or interactive boardsd) Easel pads2. Advantages<ul style="list-style-type: none">a) Relatively low costb) Low maintenancec) Low potential for equipment failured) Versatility	<p>SLIDE: 2-12-8</p> <p>SLIDE: 2-12-9</p> <p>What are some types of marker boards that a fire service instructor may encounter?</p> <p>SLIDE: 2-12-10</p>



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<p>3. Disadvantages</p> <ul style="list-style-type: none">a) Penmanship issues<ul style="list-style-type: none">1) Spelling2) Legibilityb) Inability to save presentationsc) Can be ineffective with large audiences <p>4. Considerations for use</p> <ul style="list-style-type: none">a) Write only what is necessaryb) Write large and legiblyc) Draw complex diagrams prior to class<ul style="list-style-type: none">1) Keep pictures covered until used2) Completely erase after use <p>F. Illustration or diagram displays</p> <p>1. Examples</p> <ul style="list-style-type: none">a) ICS chartsb) Anatomy chartsc) Mapsd) Flow charts	<p>What types of penmanship issues does an instructor need to consider?</p> <p>SLIDE: 2-12-11</p> <p>How can an instructor keep the pictures from distracting the students?</p> <p>SLIDE: 2-12-12</p> <p>What are some types of illustrations and diagrams commonly used in the fire service?</p> <p>SLIDE: 2-12-13</p>



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<ul style="list-style-type: none">2. Advantages<ul style="list-style-type: none">a) Low costb) Suit a variety of learning stylesc) Exhibits orientations and relationships that are difficult to explain3. Disadvantages<ul style="list-style-type: none">a) Can become distractions4. Considerations for use<ul style="list-style-type: none">a) Do not hold in front of you while instructingb) Place on an easel c) Remove from view when not in use<ul style="list-style-type: none">1) May draw student's attention away from the instructorG. Duplicated materials (handouts)<ul style="list-style-type: none">1. Advantages<ul style="list-style-type: none">a) Reinforces presentation2. Disadvantages<ul style="list-style-type: none">a) Can be a distraction3. Considerations for use<ul style="list-style-type: none">a) Ensure legibilityb) Comply with copyright laws	<p>SLIDE: 2-12-14</p> <p>What should an instructor do with an illustration or diagram once it is no longer in use?</p> <p>SLIDE: 2-12-15</p> <p>SLIDE: 2-12-16</p> <p>What simple things can an instructor do to make handouts easier for the students to use?</p>



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PRESENTATION	APPLICATION
<p>c) Staple multiple pages</p> <p>d) Three hole punch handouts</p> <p>e) Include relevant information</p> <ul style="list-style-type: none">1) Course name/topic2) Date3) Instructor name <p>f) Provide sufficient copies</p> <p>g) Provide space for notes</p> <p>h) Distribute at the proper time</p> <p>H. Models</p> <ul style="list-style-type: none">1. Examples<ul style="list-style-type: none">a) Miniaturesb) Cutawaysc) Anatomical modelsd) Actual tools and equipment2. Advantages<ul style="list-style-type: none">a) Illustrates<ul style="list-style-type: none">1) Mechanical devices<ul style="list-style-type: none">• Fire pumps• Braking systems2) Spatial relationships<ul style="list-style-type: none">• Organs of the abdomenb) Saves lecture time3. Disadvantages<ul style="list-style-type: none">a) May be large/expensive	<p>SLIDE: 2-12-17</p> <p>SLIDE: 2-12-18</p> <p>What types of information are models particularly effective at presenting?</p>



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<ul style="list-style-type: none"> b) May distract students' attention if in view and unused during instruction 4. Considerations for use <ul style="list-style-type: none"> a) Introduce when presenting that piece of equipment b) Follow appropriate safety procedures I. Audiotapes and compact disks <ul style="list-style-type: none"> 1. Advantages <ul style="list-style-type: none"> a) Appeals to sense of hearing b) Presents sounds that cannot be described with words alone <ul style="list-style-type: none"> 1) Lung sounds 2) Apparatus pump cavitation 2. Disadvantages <ul style="list-style-type: none"> a) Possibility of malfunction b) Hearing impaired students 3. Considerations for use <ul style="list-style-type: none"> a) Ensure equipment functions b) Ensure appropriate volume <ul style="list-style-type: none"> 1) Loud enough 2) Not too loud c) Play multiple times if needed V. PROJECTED TRAINING AIDS <ul style="list-style-type: none"> A. Types <ul style="list-style-type: none"> 1. Projectors and screens 2. Visual presentations and displays 3. Television and video 	<p>SLIDE: 2-12-19</p> <p>What types of sounds might need recordings to be effectively presented?</p> <p>SLIDE: 2-12-20</p>



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<ul style="list-style-type: none">4. Slide projectors5. Overhead projectors <p>B. General benefits</p> <ul style="list-style-type: none">1. Vivid images2. Visible to large audience3. Stimulate multiple senses <p>C. General disadvantages</p> <ul style="list-style-type: none">1. Large investment in equipment2. Projection equipment may block some students' view3. May become abused<ul style="list-style-type: none">a) Becomes the presentation instead of supporting the presentation4. Requires electricity and screens<ul style="list-style-type: none">a) Potential for equipment and power failure <p>D. General considerations for use</p> <ul style="list-style-type: none">1. Ensure all equipment connects and communicates2. Eliminate keystoneing <p>NOTE: Demonstrate keystoneing.</p> <ul style="list-style-type: none">a) Adjust screenb) Adjust projector3. Set image size and focus4. Present instruction to the students<ul style="list-style-type: none">a) Not teach to the screen	<p>SLIDE: 2-12-21</p> <p>What are some advantages of projected training aids?</p> <p>What is meant by abusing projected training aids?</p> <p>SLIDE: 2-12-22</p>



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<ul style="list-style-type: none">5. Ensure all students can see the screen6. Ensure safety<ul style="list-style-type: none">a) Electricalb) Firec) Trip hazards<ul style="list-style-type: none">1) Power cords7. Have spare projector bulbs8. Prepare nonprojector-based presentation in case of power failure or equipment malfunction <p>E. Video and multimedia projectors/large screen images</p> <ul style="list-style-type: none">1. Examples<ul style="list-style-type: none">a) Video projectorsb) Multimedia projectors2. Advantages<ul style="list-style-type: none">a) Large, high quality displayb) Can often be used in lighted roomc) Wide variety of images projected<ul style="list-style-type: none">1) Computer screens2) Video3) Photos3. Disadvantages<ul style="list-style-type: none">a) High initial costb) High cost of replacement bulbsc) External speakers may be needed	<p>What are some safety considerations when using projected training aids?</p> <p>SLIDE: 2-12-23</p> <p>What types of things can be projected onto a screen during training?</p> <p>SLIDE: 2-12-24</p>



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PRESENTATION	APPLICATION
<p>F. Visual presenters/displays</p> <ol style="list-style-type: none">1. Combines functions of overhead projector with a multimedia projector2. Advantages<ol style="list-style-type: none">a) Can display a small object to a large audience3. Disadvantages<ol style="list-style-type: none">a) High initial costb) External speakers may be needed <p>G. Television and video presentations</p> <ol style="list-style-type: none">1. Advantages<ol style="list-style-type: none">a) Suited to distance learningb) Widely availablec) Can be produced in-house2. Disadvantages<ol style="list-style-type: none">a) Not easily adaptedb) Not interactive3. Considerations for use<ol style="list-style-type: none">a) Preview video prior to useb) Emphasize key points prior to use and review following usec) Cue to desired pointd) Stop video for discussione) Do not leave room during videof) Video should not exceed 50% of the class session	<p>SLIDE: 2-12-25</p> <p>Do television or video presentations really draw upon active learning principles?</p> <p>SLIDE: 2-12-26</p>



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PRESENTATION	APPLICATION
<p>H. Slide projectors/slides</p> <ol style="list-style-type: none"> 1. Advantages <ol style="list-style-type: none"> a) High resolution 2. Disadvantages <ol style="list-style-type: none"> a) Rarely used b) Difficult to find supplies/support c) PowerPoint® presentations are easier to develop 3. Considerations for use <ol style="list-style-type: none"> a) Preview slides prior to use b) Number the slides in case of a tray spill c) Black out screen or use blank slide to return focus to the instructor during discussions <p>I. Overhead projectors/transparencies</p> <ol style="list-style-type: none"> 1. Advantages <ol style="list-style-type: none"> a) Low cost b) Easy to control flow of information 2. Disadvantages <ol style="list-style-type: none"> a) Low resolution b) Instructor geographically tied to projector 3. Considerations for use <ol style="list-style-type: none"> a) Utilize reveal technique b) Use pointer on stage for emphasis 	<p>SLIDE: 2-12-27</p> <p>Why are slides and projectors becoming rarely used?</p> <p>SLIDE: 2-12-28</p> <p>SLIDE: 2-12-29</p> <p>How can an instructor emphasize a discussion point on an overhead transparency?</p>



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PRESENTATION	APPLICATION
<p>VI. SIMULATORS</p> <ul style="list-style-type: none">A. General benefits<ul style="list-style-type: none">1. Allow training that is otherwise impracticalB. General disadvantages<ul style="list-style-type: none">1. High cost2. Suited for training individuals or small groupsC. Electronic<ul style="list-style-type: none">1. Simulate situations or environments<ul style="list-style-type: none">a) Theatrical smoke machinesb) Alarm/detection systemsD. Display boards<ul style="list-style-type: none">1. Mounted on a board for ease of viewing<ul style="list-style-type: none">a) Vehicle air braking systemE. Smoke simulators<ul style="list-style-type: none">1. Models or software that simulates smoke movement in building such as high rises or shopping mallsF. Computer simulators<ul style="list-style-type: none">1. Simulated scenarios<ul style="list-style-type: none">a) Structure/wildland firesb) Hazardous materials2. Static or dynamicG. Virtual reality<ul style="list-style-type: none">1. Immerses student in simulated environment2. Reinforces procedure or protocol based skills<ul style="list-style-type: none">a) ICSb) EMS skills	<p>SLIDE: 2-12-30</p> <p>Are simulators well suited to large groups?</p> <p>SLIDE: 2-12-31</p> <p>What incidents can be simulated with computers?</p>



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Cognitive Lesson Delivery

Summary:

Imagine using words alone to explain how a dry barrel hydrant works to an individual who has never seen a fire hydrant before. Would it be an effective lesson? Now, imagine explaining it to the same person while showing them a cut away model detailing the hydrant and inner workings. Their comprehension and recall would be vastly improved. Training aids draw student interest by presenting topics in different ways and touching more of the student's senses than words alone can. Your effectiveness as an instructor depends in large part on your selection and use of these materials.

As the saying goes, a picture is worth a thousand words. Proper selection of audiovisual media equipment can make or break a presentation. Used effectively, training aids can add interest and reinforce learning objectives. A quality instructor will use these tools to support the presentation, and give the student the best chance to comprehend and retain the lesson information.

Evaluation:

The student will complete the activity and summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

GROUP ACTIVITY 2-12-1: THE SELECTION AND USE OF APPROPRIATE TRAINING AIDS

Time Frame: 0:30

Materials Needed:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274
- Writing board/pad with markers/erasers

Introduction: This activity provides the students the opportunity to identify the selection and use of appropriate training aids for a cognitive topic.

Directions:

1. Review the cognitive topic your group has been assigned.
2. Select two appropriate training aids, one projected and one nonprojected.
3. Determine how and when to use the selected training aids to gain the greatest instructional benefit.
4. You have 15 minutes to complete this portion of the activity.
5. Select a spokesperson for your group.
6. The spokesperson will present your group's findings.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

- Topic:** 2-13: Effective Interpersonal Communication
- Time Frame:** 1:00
- Level of Instruction:** Level II
- Authority:** 2008 Training Instructor CTS #1: Describe Instructional Delivery Elements And Methods
- Behavioral Objective:**
- Condition:** Given a summative test
 - Behavior:** The student will describe effective interpersonal communication using verbal and nonverbal communication techniques
 - Standard:** With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 85-95
- Materials Needed:**
- Writing board/pad with markers/erasers
 - Appropriate audiovisual training aids and devices
- References:**
- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 85-95
 - Effective Group Discussion, Fourth Edition, John Brihart, William C. Brown Company
- Preparation:** Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.
- | | |
|-----------------------------|---------------------|
| A ttention (attract) | B egin |
| C uriosity (arouse) | A ssociation |
| I nterest (create) | S tudents |
| D esire (stimulate) | E xperience |
- Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> d) Olfactory - smelled e) Gustatory - tasted f) Gestural – motion 3. Medium or channel <ul style="list-style-type: none"> a) Path that the message takes between the sender and receiver <ul style="list-style-type: none"> 1) Face-to-face 2) Fire service <ul style="list-style-type: none"> • Telephone or radio 4. Receiver <ul style="list-style-type: none"> a) Receives the message and decodes or interprets it; frame of reference depends on <ul style="list-style-type: none"> 1) Education 2) Perception 3) Attitude 4) Context 5. Feedback to the sender <ul style="list-style-type: none"> a) The response is important to the continuation of the conversation b) Message’s effect will be obvious to the sender by the auditory, visual, gestural, or tactile response of the receiver c) When feedback is positive, then the desired results will be achieved d) When feedback is negative, then confrontation or misinterpretation may result 6. Interference <ul style="list-style-type: none"> a) Factors that prevent the receiver from fully receiving the message b) May be created by either internal or external sources C. All of the elements except interference are essential for effective interpersonal communication to occur 	



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PRESENTATION	APPLICATION
<p>VI. NONVERBAL COMMUNICATION SKILLS</p> <ul style="list-style-type: none">A. Eye contact<ul style="list-style-type: none">1. Must be appropriate for the situation and culture<ul style="list-style-type: none">a) Some cultures find direct eye contact disrespectfulB. Facial expression<ul style="list-style-type: none">1. Match facial expressions to the messageC. Gestures<ul style="list-style-type: none">1. Control gestures that are annoying or distracting2. Use to emphasize and illustrate the messageD. Poise<ul style="list-style-type: none">1. Accomplished through practice and command of the information or topic in the message2. Use vocal characteristics appropriatelyE. Posture<ul style="list-style-type: none">1. Sitting or standing erect can create the impression of self-confidence and authority2. Slouching or standing with stooped shoulders make the instructor appear insecure, disinterested, or intimidatedF. Personal appearance<ul style="list-style-type: none">1. Maintain a professional appearance at all timesG. Touch<ul style="list-style-type: none">1. Be aware of the effect that touch can have on others, both positive and negativeH. Proximity<ul style="list-style-type: none">1. Be aware of culture differences that determine the use of space and apply it appropriately	<p>SLIDE: 2-13-10</p> <p>What factors must instructors consider regarding the use of gestures?</p>



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Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>VII. COMPONENTS OF LISTENING</p> <ul style="list-style-type: none">A. Listening is the most important of all communication skillsB. Improving your listening skills is essential to effective communicationC. Listening is an active process that includes<ul style="list-style-type: none">1. Attending<ul style="list-style-type: none">a) Paying attention to the message<ul style="list-style-type: none">1) Be ready to listen2) Listen to the complete message3) Maintain eye contact2. Understanding<ul style="list-style-type: none">a) Decoding the message and assigning meaning to it<ul style="list-style-type: none">1) Involves organizing the message into a logical pattern2) Observing the nonverbal clues to help with the meaning of the message3) Asking questions to clarify the meaning of the message3. Paraphrasing<ul style="list-style-type: none">a) Restating the message in different words but keeping the same meaning4. Remembering<ul style="list-style-type: none">a) Critical for the message to have the correct effect and assist in remembering<ul style="list-style-type: none">1) Repeat information2) Take notes3) Use mnemonics	<p>SLIDE: 2-13-11</p> <p>What are the components of listening?</p>



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<p>5. Evaluating</p> <ul style="list-style-type: none"> a) Involves critically analyzing the message to determine how factual it really is; to evaluate a message, the listener must be able to separate facts from opinions b) Facts <ul style="list-style-type: none"> 1) Verifiable data that can support the decision making process c) Opinion <ul style="list-style-type: none"> 1) A generalization that may not be verifiable without additional information d) Responding <ul style="list-style-type: none"> 1) Completes the communication process and means an exchange of roles has occurred; without any response the speaker does not know if the message was received, understood, or will be acted upon <p>VIII. METHODS TO IMPROVE LISTENING SKILLS</p> <ul style="list-style-type: none"> A. Practice <ul style="list-style-type: none"> 1. Take notes at meetings 2. Note highlights of a presentation 3. Focus on the speaker and the message B. Respond to the speaker by asking questions C. If possible, remove barriers to listening in the room where the presentation will take place D. Recreate emergency scene conditions to help identify barriers to listening E. Work to overcome prejudice by accepting others as they are 	<p>What is the difference between facts and opinion?</p> <p>What is one way to improve listening skills?</p> <p>SLIDE: 2-13-12</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Everyone has the fear and the hesitation of standing in front of an audience and presenting or speaking. It is a skill that each person can learn and perfect in time. In this lesson you will learn about communication and classroom environment. Each of these skills will help you in the perfection of interpersonal communication.

Effective interpersonal communication is vital in the fire service. There are six elements that must take place to communicate effectively, sender, message, medium, receiver, interference, and feedback. Instructors should be aware of their audience and use all six elements to communicate.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 85-95 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-14: Student Attitudes And Behaviors

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS #6: Describe The Elements Of The Learning Environment

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe characteristic and demographic factors that affect learning and methods of dealing with disruption from student caused behavior

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 163-186

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 163-186

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

Attention (attract)

Begin

Curiosity (arouse)

Association

Interest (create)

Students

Desire (stimulate)

Experience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



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PRESENTATION	APPLICATION
<p>D. Confidence</p> <ol style="list-style-type: none"> 1. Adult students who enter the fire and emergency services possess a wide-range of self-confidence levels 2. Some may have been away from the school environment for years and have little confidence in their abilities to be successful students 3. Others may be extremely confident in their learning abilities and come from community college or university backgrounds <p>E. Learning style variations</p> <ol style="list-style-type: none"> 1. Adult students may have developed variations in their learning styles because of varied life experiences that include both successes and failures 2. Each style may require a different teaching approach or style. Instructors must provide adult students with a variety of instructional methods, activities, and materials <p>II. DEMOGRAPHIC FACTORS</p> <p>A. Age</p> <ol style="list-style-type: none"> 1. Four general categories of students based on the student's age <ol style="list-style-type: none"> a) Traditionalists b) Baby boomers c) Gen Xers d) Dot coms, Millennials, or Nexters 	<p>What effect does adult learning style variations have on teaching delivery?</p> <p>SLIDE: 2-14-3</p> <p>SLIDE: 2-14-4</p> <p>SLIDE: 2-14-5</p>



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PRESENTATION	APPLICATION
<p>2. Traditionalists</p> <ul style="list-style-type: none">a) Instructors may only have slight contact with this group as studentsb) Born between 1920 and 1944c) Life experiences include the economic boom and bust of the 1920s, the Great Depression, the Dust Bowl of the 1930s, and the tragedy and horror of World War II in the 1940sd) Values include loyalty, patriotism, hard work, and educatione) Tend to be fiscally conservativef) Place a high value on institutions<ul style="list-style-type: none">1) Universities2) Corporations3) Religiong) Bring to the classroom a sense of the history of the organization and the importance of respect for authorityh) Most will leave the workforce by the first decade of the 21st century<ul style="list-style-type: none">1) However, they are a continuing resource for the instructor as classroom speakers and mentors <p>3. Baby boomer</p> <ul style="list-style-type: none">a) Currently, this group composes the largest portion of the native-born population in the U.S.b) Born between 1946 and 1964	<p>SLIDE: 2-14-6</p> <p>How can these individuals contribute to the learning environment or fire service?</p> <p>SLIDE: 2-14-7</p>



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PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Idealistic and place a high value on fairness, equality, hard work, and competition d) Have a history of questioning authority and wanting to know why something is important e) The leadership and upper ranks of fire and emergency services organizations are composed of members of this group f) Life experiences include war, social turmoil, and economic recession and affluence g) Place a high value on education, family, and personal leisure time 	<p>SLIDE: 2-14-8</p> <p>What do baby boomers value?</p> <p>SLIDE: 2-14-9</p>
<p>4. Gen Xer</p> <ul style="list-style-type: none"> a) Children of baby boomers b) Born between 1961 and 1980 c) Require personal flexibility d) Thrive on feedback from instructors and supervisors e) Do not like constant supervision and prefer to work independently f) Entrepreneurs g) Try to balance work and leisure time in their lives h) Have a tendency to bring personal concerns into the classroom i) Because of the mobility of their parents, the high divorce rate in the U.S., and the rapid expansion of urban America, they are accustomed to change 	<p>Who are the Gen Xers?</p> <p>SLIDE: 2-14-10</p>



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PRESENTATION	APPLICATION
<p>B. Gender</p> <ol style="list-style-type: none">1. For many years, the differences between men and women were considered to include the ability to learn<ol style="list-style-type: none">a) Based on the misconception that men and women had different mental characteristicsb) This led to stereotyping by teachers, parents, and male peers that resulted in women being discriminated against in all levels of education2. The true effects of gender on learning are related more to the gender perception of the instructor and student3. Because the fire service has been a traditionally male-dominated occupation, the tendency of instructors and male class members will be to treat females unequally <p>C. Culture and ethnicity</p> <ol style="list-style-type: none">1. Each cultural and ethnic individual or group brings to the classroom a worldview based on customs, behaviors, attitudes, and values2. Instructors need to recognize and understand that there are individual differences in every class3. Instructors should take advantage of any opportunities to attend cultural diversity training programs	<p>SLIDE: 2-14-13</p> <p>What effect do you think gender has on the ability to learn?</p> <p>SLIDE: 2-14-14</p> <p>SLIDE: 2-14-15</p> <p>How does culture and ethnicity affect the teaching/learning process?</p>



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Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) Academic skills disorders<ul style="list-style-type: none">1) Difficulty reading, writing, and calculatingc) Miscellaneous learning disabilities<ul style="list-style-type: none">1) Difficulty performing fine motor skills, learning nonverbal skills, and other difficulties <p>3. Instructors should look for the following indicators of learning disabilities in individuals</p> <ul style="list-style-type: none">a) Problems with concentrationb) Problems with memoryc) Problems with auditory and visual perceptiond) Problems with oral languagee) Difficulty in speaking, listening, and writingf) Problems in reading, such as word recognition and comprehensiong) Problems in mathematical areas such as calculation and reasoning <p>4. Methods for helping students with learning disabilities</p> <ul style="list-style-type: none">a) Tutoringb) Developing individualized instructionc) Providing feedback on progress	<p>SLIDE: 2-14-20</p> <p>What might be some indicators that a learning disability may be present?</p> <p>SLIDE: 2-14-21</p> <p>SLIDE: 2-14-22</p> <p>What should an instructor do before assuming that a student has a learning disability?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>5. Before selecting a method for helping a student, instructors should eliminate the possibility of other impediments</p> <ul style="list-style-type: none">a) Visual or hearing impairmentsb) Color-blindnessc) Disadvantages created by economic, environmental, or cultural factors <p>6. Instructors who recognize that individuals are having difficulties in a program should consult the policies of their organization or school</p> <p>C. Gifted students</p> <ul style="list-style-type: none">1. The U.S. Office of Education defines gifted and talented individuals as those who have outstanding abilities and are capable of high performance2. Instructors should seek to recognize gifted adult students and work to emphasize their positive traits while reducing those that may be a barrier to learning<ul style="list-style-type: none">a) Gifted adult students will usually accomplish more than is expected of average students, and they may study and learn very well without much supervisionb) Methods of motivating and maintaining the interest of above-average students include giving them assignments that challenge their levels of ability and keeping them busy with creative and stimulating activities in classc) Another approach for instructors is to use a gifted adult student as a tutor for a low literacy level, learning disability, or slow student	<p>SLIDE: 2-14-23</p> <p>What is the definition of a gifted student?</p> <p>What are some methods for motivating a gifted student?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>D. Slow learners or slow students</p> <ol style="list-style-type: none">1. The terms slow learner or slow student includes those with borderline intelligence, which is defined as the minimum intelligence required for a person to function normally and independently in the world2. Instructors will usually be able to identify slow students soon after beginning a class3. For students who do fall into the category of slow learner, the instructor may need to arrange for the following methods of assistance<ol style="list-style-type: none">a) Private conferencesb) Special assignmentsc) Different types of study assignmentsd) Individual instruction4. Instructors may need to reevaluate and revise the subject matter or instructional methods used so that these individuals are able to meet the course objectives and requirements5. Always provide positive feedback as students accomplish course objectives <p>E. Nondisruptive, nonparticipating students</p> <ol style="list-style-type: none">1. Shy or timid<ol style="list-style-type: none">a) May be hesitant or at a loss for words when expected to respond or participate and may actually be afraid to participate during class discussionb) Avoid calling on timid individuals for discussion or response until the student is comfortable in the classc) These individuals should be encouraged to participate in informal discussions	<p>SLIDE: 2-14-24</p> <p>What can an instructor do to assist a slow learner?</p> <p>SLIDE: 2-14-25</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>d) Talk with these students during breaks to help them become comfortable</p> <p>2. Quiet or bored</p> <p>a) Many quiet students may be above-average in ability but because of circumstances they may drift mentally</p> <p>1) Uninteresting subject matter</p> <p>2) Unfamiliar terms</p> <p>3) Boredom</p> <p>4) Long and technical lectures</p> <p>b) Redirect attention</p> <p>1) Ask direct questions</p> <p>2) Begin activities that require student participation rather than just listening</p> <p>c) Be alert for signs of daydreaming and boredom</p> <p>3. Uninterested</p> <p>a) Display little energy and attention</p> <p>b) Be curious about the lack of interest in these students</p> <p>1) Seek to determine if the student is having difficulty in handling personal or other problems</p> <p>F. Disruptive, nonparticipating students</p> <p>1. Talkative and aggressive</p> <p>a) Talkative, aggressive, and extroverted individuals can monopolize a discussion</p>	<p>SLIDE: 2-14-26</p> <p>What may cause this?</p> <p>SLIDE: 2-14-27</p> <p>SLIDE: 2-14-28</p> <p>What impact can a talkative student have on a class?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) The first approach for an instructor is to make a private appeal to the student<ul style="list-style-type: none">1) When this approach does not alter the student's behavior, the instructor may assign a special project to the studentc) In almost every class, there is a small group who prefer to talk among themselves rather than participate in the current activity or discussion<ul style="list-style-type: none">1) Instructors should tell the disruptive students that special problems can be discussed after class rather than taking time away from the whole class <p>2. Show-off</p> <ul style="list-style-type: none">a) These individuals use a group situation to perform and gain attention for themselvesb) The class should be called to order and the main points of the discussion or skill reviewed as a means to redirect attention from the show-offc) When the show-off tries to respond to all questions, the instructor should state that the other students need an opportunity to respond firstd) When this technique fails, a very direct and effective solution to this problem is to tell the show-off that the classroom is not the place for this type of behavior and disruptions of any kind will not be toleratede) When problems persist, always follow the organization's discipline policies and procedures	<p>SLIDE: 2-14-29</p> <p>Why do some students act as a show-off?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. Establish a learning attitude3. Organize and prepare4. Use effective coaching techniques5. Stimulate interest and learning through motivation methods6. Manage disruptive behavior quickly, tactfully, and fairly7. Facilitate learning <p>E. Handling behavior issues</p> <ul style="list-style-type: none">1. Attempts to force individuals into acceptable behavior generally fail<ul style="list-style-type: none">a) Instructors must provide appropriate guidance and positive reinforcement that stimulate and motivate students to perform properly2. Some undesirable behaviors will simply stop; some will not3. When it does not stop, the following L-E-A-S-T method of progressive discipline is suggested<ul style="list-style-type: none">a) Lean it alone<ul style="list-style-type: none">1) Notice whether the behavior goes away; it could be an example of an isolated occurrenceb) Eye contact<ul style="list-style-type: none">1) Look at the student long enough to make eye contact, which can be very effectivec) Action<ul style="list-style-type: none">1) Take action when the behavior continues2) The type of action depends on the problem itself	<p>SLIDE: 2-14-33</p> <p>SLIDE: 2-14-34</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>d) Stop the class</p> <ul style="list-style-type: none">1) Discuss the problem with the student because at this point the student is interrupting the class too often <p>e) Terminate the student</p> <ul style="list-style-type: none">1) Expel the student from the class when the discussion of the problem was not effective <p>V. BEHAVIOR MANAGEMENT TOOLS</p> <p>A. Instructors have a number of tools available to help manage individual students</p> <ul style="list-style-type: none">1. Counseling2. Coaching3. Providing peer assistance4. Mentoring <p>B. Counseling is designed as a means to redirect students and help them adjust to certain situations</p> <ul style="list-style-type: none">1. When it is the instructor's job to counsel students, it is usually to discuss progress in class2. Counseling sessions between students and instructors must be done in private3. Students must believe the instructor is sincerely interested in solving their issue or problem4. Counseling can involve resolving both learning and behavior issues	<p>What are the components of the LEAST method?</p> <p>What tools are available to help instructors manage individual students?</p> <p>SLIDE: 2-14-35</p> <p>SLIDE: 2-14-36</p> <p>SLIDE: 2-14-37</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

The instructor must always maintain a student-focused attitude in order to be successful as an educator. To focus on students, instructors must recognize the personal characteristics that students possess, recognize them as individuals, and master techniques in managing student's behavior.

A student's characteristics are general and fairly constant factors that influence how and why a student learns in a particular way. They are based on a student's life experiences, background, current job, and family situations, and the value that the student places on the learning experience. Individual students displaying a variety of characteristics require instructors to master various techniques for managing student behavior.

The instructor must remember the reason they are teaching - the student. Students have different characteristics, demographic factors, and learning abilities. Understanding various student characteristics, recognizing that students are individuals, and applying the tools necessary to manage all types of student behavior are essential to instructors. Even in adult classes, behavior issues will arise. The instructor must know how to professionally deal with issues involving behavior. Some behavioral issues are the result of actions of the instructor while others are the result of actions of the student.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Edition, Pages 163-186 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 2-15: Procedures Used For Evaluating Student Instructor Teaching Demonstrations

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS # 12: Describe And Demonstrate The Methods Of Student Instructor Evaluation

Behavioral Objective:

Condition: Given an activity and a summative test

Behavior: The student will describe and demonstrate procedures for evaluating student instructors including providing feedback, making constructive suggestions for improvement, and completing an evaluation form

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 359-362 and successfully completing Individual Activities 2-15-1 and 2-15-2

Materials Needed:

- Writing board pad with markers/erasers
- Appropriate audiovisual training aids and devices
- Blank Student Instructor Cognitive Teaching Demonstration Evaluation Form
- Individual Activity 2-15-1: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Primary Evaluator
- Individual Activity 2-15-2: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Secondary Evaluator

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 359-362

Preparation: Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. STUDENT INSTRUCTOR EVALUATIONS</p> <p>A. The purpose is to assess the effectiveness of a presentation and to provide constructive criticism for improvement</p> <ol style="list-style-type: none">1. Focused on objective criteria<ol style="list-style-type: none">a) Easily defined or observable<ol style="list-style-type: none">1) What you saw2) What you heard3) Examples<ul style="list-style-type: none">• She spoke with good clarity and volume• He made eye contact with students in the front row but did not look at the rest of the class2. Avoid subjective criteria<ol style="list-style-type: none">a) Not easily defined or observable<ol style="list-style-type: none">1) What you felt2) Examples<ul style="list-style-type: none">• He spoke well• Her eye contact was O.K. <p>NOTE: Refer students to the Student Instructor Cognitive Teaching Demonstration Evaluation Form, Sample Passing Student Instructor Evaluation, Sample Failing Student Instructor Evaluation in their student supplement.</p>	<p>SLIDE: 2-15-1</p> <p>SLIDE: 2-15-2</p> <p>What makes something objective?</p> <p>What is an example of an objective statement?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>5. Presentation techniques</p> <ul style="list-style-type: none"> a) Verbal communication <ul style="list-style-type: none"> 1) Volume 2) Clarity 3) Lack of interferences b) Nonverbal communication <ul style="list-style-type: none"> 1) Eye contact 2) Gestures 3) Lack of distracting mannerisms c) Audiovisual training aids <ul style="list-style-type: none"> 1) Easily seen 2) Support presentation 3) Used effectively 4) Operated properly d) Active learning environment <ul style="list-style-type: none"> 1) Frequent use of questioning techniques 2) Active student/instructor interaction 3) Active student/student interaction <p>6. Appropriate time management</p> <p>III. EVALUATION PROCEDURES</p> <p>A. Before the evaluation</p> <ul style="list-style-type: none"> 1. Review the evaluation materials <ul style="list-style-type: none"> a) Evaluation form 2. Become familiar with the evaluation criteria 	<p>What criteria will we be using to evaluate the instructor's use of training aids?</p> <p>SLIDE: 2-15-5 SLIDE: 2-15-6 SLIDE: 2-15-7 SLIDE: 2-15-8 SLIDE: 2-15-9</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>B. During the evaluation</p> <ol style="list-style-type: none">1. Have the evaluation criteria available for review2. Take notes<ol style="list-style-type: none">a) Positive feedbackb) Suggestions for improvement <p>C. After the evaluation</p> <ol style="list-style-type: none">1. Finalize the evaluation form2. Provide objective feedback to student instructor3. Note strengths4. Mention areas of possible improvement<ol style="list-style-type: none">a) Provide constructive suggestions <p>NOTE: Refer students to <u>Individual Activity 2-15-1: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Primary Evaluator</u> and <u>Individual Activity 2-15-2: Evaluating A Student Instructor's Cognitive Teaching Demonstration As The Secondary Evaluator</u> in their student supplement.</p>	<p>What aspects of the presentation will the evaluation give the student instructor feedback on?</p> <p>CLASS ACTIVITY: Complete Individual Activities 2-15-1 and 2-15-2.</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Your student instructor presentations are the most important part of this course. The only way to become an effective instructor is to give a presentation, have that presentation evaluated, and make positive changes based upon what you have learned. As a student in this class, you will both evaluate your fellow students and be evaluated by them.

Understanding basic evaluation principles and techniques will allow you to better assess each other's presentation and suggest improvements.

The teaching evaluations you will receive and deliver in this class will be an invaluable tool to assist you on your way to becoming an effective instructor. Participating in this process will allow you to begin to see what works and what does not work when you are presenting instruction. These evaluations will help you hone your techniques and become the most effective instructor possible.

Evaluation:

The student will complete the activities and summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 359-362 for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-15-1: EVALUATING A STUDENT INSTRUCTOR'S COGNITIVE TEACHING DEMONSTRATION AS THE PRIMARY EVALUATOR

Time Frame: 0:30

- Materials Needed:**
- Blank Cognitive Teaching Demonstration Evaluation Form
 - Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Pen or pencil

Introduction: This activity provides the student the opportunity to observe student instructor teaching demonstrations and provides feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1A course and give constructive, positive feedback to their fellow students.

- Directions:**
1. Review the blank Student Instructor Cognitive Teaching Demonstration Evaluation form.
 2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category.
 3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed.
 4. As the **Primary Evaluator**, you will present your findings (using your completed evaluation form) and then lead a class discussion on the student instructor's performance.
 5. Be prepared to discuss your overall experience with the class.
 6. Submit your completed evaluation to your Primary Instructor when requested.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

INDIVIDUAL ACTIVITY 2-15-2: EVALUATING A STUDENT INSTRUCTOR'S COGNITIVE TEACHING DEMONSTRATION AS THE SECONDARY EVALUATOR

Time Frame: 0:30

- Materials Needed:**
- Blank Cognitive Teaching Demonstration Evaluation Form
 - Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation
 - Pen or pencil

Introduction: This activity provides the student the opportunity to observe student instructor teaching demonstrations and provides feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1A course and give constructive, positive feedback to their fellow students.

- Directions:**
1. Review the blank Student Instructor Cognitive Teaching Demonstration Evaluation form.
 2. Review the Sample Passing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category.
 3. Review the Sample Failing Student Instructor Cognitive Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed.
 4. As the **Secondary Evaluator**, you will present your findings as requested by the Primary Evaluator.
 5. Be prepared to discuss your overall experience with the class.
 6. Submit your completed evaluation to your Primary Instructor when requested.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Student Instructor Cognitive Teaching Demonstration Evaluation Form

Student Instructor: _____ Demo #: [] 1st [] 2nd
 Topic: _____
 Date: _____ Level of Instruction: _____
 Student Evaluator: _____ Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions				P or F
Comments:					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard				P or F
Comments:					
3. PREPARATION	ACID BASE				P or F
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown				P or F
Comments:					
4b. Verbal Communication	Volume, clarity, interferences				P or F
Comments:					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms				P or F
Comments:					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively				P or F
Comments:					



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback			P or F
Comments:				
6. SUMMARY				P or F
Comments:				
7. EVALUATION:	Not Evaluated in Training Instructor 1A			
8. ASSIGNMENT				P or F
- Critical Component: Failure on this component results in failure of the teaching demonstration				

[] Primary or [] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 3-1: Introduction To And Administration Of Oral And Written Tests

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS #10: Describe And Demonstrate The Testing Process

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe the advantages and disadvantages of the types of oral and written tests, and explain the process of administering each

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 306-315 and 389-402

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 306-315 and 389-402

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

A ttention (attract)	B egin
C uriosity (arouse)	A ssociation
I nterest (create)	S tudents
D esire (stimulate)	E xperience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. WRITTEN TESTS</p> <p>A. Purpose</p> <ol style="list-style-type: none">1. To measure student understanding and retention of technical information and to evaluate student accomplishment of the cognitive learning objectives <p>B. Can be objective or subjective</p> <ol style="list-style-type: none">1. Objective<ol style="list-style-type: none">a) Measures cognitive learningb) Limited to recall and recognition2. Subjective<ol style="list-style-type: none">a) Measures cognitive learningb) Measures analysis, evaluation and interpretation <p>II. TYPES OF WRITTEN TESTS</p> <p>A. Multiple-choice</p> <ol style="list-style-type: none">1. Objective2. One of the most versatile tests3. Consists of<ol style="list-style-type: none">a) Stem<ol style="list-style-type: none">1) The questionb) Choices or alternatives<ol style="list-style-type: none">1) One answer2) Three distracters3) Discriminate between students who know the answer and those who do not	<p>SLIDE: 3-1-1</p> <p>What is the purpose of a written test?</p> <p>SLIDE: 3-1-2</p> <p>SLIDE: 3-1-3</p> <p>SLIDE: 3-1-4</p> <p>Are multiple-choice tests objective or subjective?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>5. Advantages</p> <ul style="list-style-type: none">a) Covers a wide range of subject matterb) Easy to scorec) Can promote student interest and discussion points <p>6. Disadvantages</p> <ul style="list-style-type: none">a) 50% chance of correctly guessing the answerb) Cannot test higher learning levels <p>C. Matching</p> <ul style="list-style-type: none">1. Objective2. Variation of multiple-choice tests <p>3. Good at testing subject matter such as</p> <ul style="list-style-type: none">a) Whob) Whatc) Whered) When <p>4. Consists of</p> <ul style="list-style-type: none">a) Problem statement in one column<ul style="list-style-type: none">1) Word2) Phrase3) Imageb) Response options in a second column	<p>What is one major disadvantage of a true/false test?</p> <p>SLIDE: 3-1-8</p> <p>What types of information are matching tests suited for measuring?</p> <p>SLIDE: 3-1-9</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>5. Advantages</p> <ul style="list-style-type: none">a) Minimize guessing correctlyb) Cover large amount of material <p>6. Disadvantages</p> <ul style="list-style-type: none">a) Cannot test higher learning levels <p>D. Short answer/completion</p> <p>1. Subjective</p> <ul style="list-style-type: none">a) No single answer providedb) A variety of answers may appear <p>2. Measures</p> <ul style="list-style-type: none">a) Whob) Whatc) Whend) Wheree) How <p>3. Consists of</p> <ul style="list-style-type: none">a) Short answer<ul style="list-style-type: none">1) A question that requires an answerb) Completion<ul style="list-style-type: none">1) An incomplete statement with key words omitted <p>4. Advantages</p> <ul style="list-style-type: none">a) Can cover a wide range of topicsb) Minimizes ability to guess the correct answer	<p>SLIDE: 3-1-10</p> <p>What makes a short-answer/completion test subjective?</p> <p>SLIDE: 3-1-11</p> <p>What are some advantages of a short-answer/completion test?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. Used to measure<ul style="list-style-type: none">a) Comprehensionb) Applicationc) Analysisd) Synthesise) Evaluation3. Consists of<ul style="list-style-type: none">a) Introductory material<ul style="list-style-type: none">1) Text2) Graphs3) Maps4) Charts5) Etcb) Test items including<ul style="list-style-type: none">1) Multiple-choice2) True/false3) Short answer/completion4) Matching5) Essay4. Advantages<ul style="list-style-type: none">a) Material tested in great depthb) Higher levels of learning testedc) Interesting and appealing to students5. Disadvantages<ul style="list-style-type: none">a) Test items are difficult to construct	<p>What can be used as introductory material?</p> <p>SLIDE: 3-1-15</p> <p>What are the disadvantages of interpretative exercises?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>b) Time consuming c) Require a high level of student reading ability</p> <p>III. ORAL TESTS</p> <p>A. Students are asked questions and must supply answers verbally</p> <p>B. Usually administered one-on-one between instructor and student</p> <p>C. Not commonly used in the fire service</p> <p>D. Two purposes</p> <ol style="list-style-type: none">1. To determine knowledge<ol style="list-style-type: none">a) Closed questions<ol style="list-style-type: none">1) Requires a single brief answer2. To determine how a student will react under pressure<ol style="list-style-type: none">a) Open questions<ol style="list-style-type: none">1) Long answers that may lead to other questions2) Both accuracy and presentation are judged<p>E. Advantages</p><ol style="list-style-type: none">1. Evaluates verbal communication skills2. Can test higher levels of learning<p>F. Disadvantages</p><ol style="list-style-type: none">1. Time consuming2. Difficult to score due to subjectivity	<p>SLIDE: 3-1-16</p> <p>What are open questions used for?</p> <p>SLIDE: 3-1-17</p> <p>What are some advantages of oral tests?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Evaluation is the final step in the four step method of instruction. As an instructor, you will be responsible for administering, scoring, grading, reporting, and providing test security during the evaluation step. Understanding the types of tests, their respective strengths and weaknesses, and techniques for administering each will aid you in this endeavor. The results of the testing process will give you an insight into the strength of your course content, your student's abilities, and the effectiveness of your instruction.

Evaluation is a critical component of the four step method of instruction. As an instructor you will be responsible for test administration on a regular basis. With the knowledge of test types and administration techniques you will be able to deliver tests effectively, allowing for an environment in which properly prepared student can succeed.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 306-315 and 389-402 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Topic: 3-2: Student Progress And Testing Feedback

Time Frame: 0:30

Level of Instruction: Level II

Authority: 2008 Training Instructor CTS #11: Describe And Demonstrate The Procedures For Student Feedback

Behavioral Objective:

Condition: Given a summative test

Behavior: The student will describe the different types of feedback used by instructors and the techniques employed to provide positive feedback on evaluation results

Standard: With a minimum 80% accuracy on the summative test according to the information contained in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 315-317

Materials Needed:

- Writing board/pad with markers/erasers
- Appropriate audiovisual training aids and devices

References:

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 315-317

Preparation:

Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.

Attention (attract)

Begin

Curiosity (arouse)

Association

Interest (create)

Students

Desire (stimulate)

Experience

Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>I. FEEDBACK</p> <p>A. Instructors continually give feedback to their students</p> <p>B. Instructor feedback may be based on informal or formal evaluations</p> <p>C. Informal evaluations</p> <ol style="list-style-type: none">1. Occurs daily through the interaction between instructors and students2. Provides immediate feedback to the student and help enforce learning as it occurs3. Takes the form of<ol style="list-style-type: none">a) Coachingb) Counseling4. The continual contact that informal evaluations provide between the student and instructor gives the student<ol style="list-style-type: none">a) An accurate idea of the progress a student is making in the courseb) What is expected by the instructor <p>D. Formal evaluations</p> <ol style="list-style-type: none">1. The result of the evaluation and testing process2. Instructors discuss the test results with students<ol style="list-style-type: none">a) Privatelyb) Explaining the positive and negative results of the student's test scores	<p>SLIDE: 3-2-1</p> <p>SLIDE: 3-2-2</p> <p>What two basic forms of instructor feedback evaluations are used?</p> <p>SLIDE: 3-2-3</p> <p>SLIDE: 3-2-4</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<p>3. In some cases, an entire class or group of participants may be given feedback on the test results</p> <ul style="list-style-type: none">a) This situation occurs when the performance being tested involves teams or multiple groupsb) Example<ul style="list-style-type: none">1) A group is receiving feedback from a post-training critique used for multiunit or multiagency training <p>II. POSITIVE FEEDBACK</p> <p>A. Stresses the strengths of a student's attempt at completing an activity or performance evaluation</p> <p>B. Positive feedback results in the following student behavior changes</p> <ul style="list-style-type: none">1. Becoming or remaining motivated2. Changing or correcting inappropriate behavior3. Acquiring new beliefs, values, or attitudes4. Improving skills and knowledge5. Increasing self-confidence, awareness, and esteem6. Feeling accepted into the organization and profession <p>C. To accomplish these positive results, instructors must ensure that feedback has the following elements</p> <ul style="list-style-type: none">1. Prompt and timely2. Encouraging3. Specific<ul style="list-style-type: none">a) Focused on one skill or behaviorb) What is correct or incorrect	<p>SLIDE: 3-2-5</p> <p>What are some signs students are responding to positive feedback?</p> <p>SLIDE: 3-2-6</p> <p>SLIDE: 3-2-7</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) How incorrect skills or behaviors can be corrected d) Clear and easily understood e) Objective and focused on the action and <i>not</i> the student f) Relevant to the action, behavior, or knowledge <p>III. NEGATIVE FEEDBACK</p> <p>A. Instructors should be aware that feedback could have a negative result when it is not provided correctly</p> <p>B. Negative results can occur when feedback has the following elements</p> <ol style="list-style-type: none"> 1. Feedback too vague or general <ul style="list-style-type: none"> a) Feedback leaves the student to wonder what can be done to correct the skill or behavior 2. Subjective <ul style="list-style-type: none"> a) Not based on fact or specific criteria b) Directed personally at the individual and not the skill or behavior 3. Examples late in delivery <ul style="list-style-type: none"> a) Positive feedback loses its sincerity or importance if it is delayed b) Negative feedback is disconnected from the action and seems unimportant <p>C. Critical of the student and <i>not</i> focused on correcting the skill or behavior</p> <p>D. One-sided with instructors providing the criticism and solution</p>	<p>SLIDE: 3-2-8</p> <p>Can anyone give an example of negative feedback?</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

PRESENTATION	APPLICATION
<ul style="list-style-type: none">3. Apply facts and ideas to different situations4. Critique and find solutions5. Explore and discover new methods of application <p>C. Guiding this type of discussion, more lesson material may be covered than would have otherwise</p> <ul style="list-style-type: none">1. Students have truly learned the material2. Students can then apply the material appropriately in a variety of situations<ul style="list-style-type: none">a) Rather than in staged classroom situations only3. This instructional method allows students to build their knowledge from what they discover and then associate it with the class material and skills	<p>SLIDE: 3-2-11</p>



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Summary:

Instructor to student feedback is an important component of the instructional process. It is the tool that allows the student to understand how they are progressing through the material, and what they must do to meet the learning objectives. Without this feedback, a student may be surprised to find at the end of the class that they were on the wrong track all along. One of the most important tasks the instructor must accomplish while teaching is to provide enough meaningful feedback to the students.

Students and instructors deliver feedback to each other throughout a course of instruction. The student's progress is monitored and guided through observations made by the instructor. Through these observations, instructors provide meaningful feedback to students. Feedback is communicated through counseling or coaching methods to guide and correct student behavior. Students understand what was done right and what behavior they need to continue to improve. When this communication is constructive it helps the instructor by confirming that learning has taken place and helps determine instructional effectiveness.

Evaluation:

The student will complete the summative test at a time determined by the instructor.

Assignment:

Review your notes and read Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 315-317 in order to prepare yourself for the upcoming test. Study for our next session.



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Formative Test #1 Answer Key

INSTRUCTIONS: This is a 24-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
- b. fire service
- c. state legislature
- d. NRA

1. Which of the following statements **best** describes the instructor as a role model?
- a. The instructor's job is to teach, not to be a role model
 - b. The instructor's influence is limited to the classroom
 - ▶ c. The instructor's influence goes beyond the classroom
 - d. The instructor's actions do not need to match his or her words

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 14

2. The general concept that refers to all forms of knowing including perceiving, imagining, reasoning, and judging is known as
- ▶ a. cognition
 - b. analysis
 - c. theorizing
 - d. knowledge

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 141

3. The depth of instruction for a specific skill and/or technical information that enables the student to meet the minimum requirements for the job, best describes
- a. student behavioral objectives
 - ▶ b. level of instruction
 - c. domains of learning
 - d. principles of learning

Answer found in Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 9



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. Which of the following terms is a description of the minimum acceptable behavior that a student must display by the end of an instructional period?
- a. Prerequisites
 - b. Learning goal
 - ▶ c. Learning objective
 - d. Level of instruction

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 323

5. Which of the following two steps in the four-step method of instruction are often combined?
- a. Preparation and presentation
 - ▶ b. Presentation and application
 - c. Application and evaluation
 - d. Evaluation and summary

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 195

6. What term is used to describe an instructional document that outlines the information to be taught and the resources needed for an instructional period?
- a. Instructional summary sheet
 - b. Lesson summary
 - c. Course outline
 - ▶ d. Lesson plan

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 321

7. Which of the following is an important characteristic of an effective instructor?
- ▶ a. Desire to teach
 - b. Spontaneity
 - c. Humility
 - d. Sense of humor

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 16



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

8. Which of the following laws of learning stresses the idea that the more an act is practiced, the faster and surer the learning becomes?
- a. Readiness
 - ▶ b. Exercise
 - c. Recency
 - d. Effect

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 146

9. What word **best** describes the emphasis of Level II instruction?
- a. What
 - b. Where
 - c. Who
 - ▶ d. Why

Answer found in Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 11

10. Which of the following is a component of a learning objective that describes the situation, tools, or materials required for a student to perform a single specific action or behavior?
- ▶ a. Condition description
 - b. Needs assessment
 - c. Material statement
 - d. Resources statement

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 330

11. Which step in the four-step method of instruction is intended to motivate students to learn?
- ▶ a. Preparation
 - b. Presentation
 - c. Application
 - d. Evaluation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 193



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

12. Which step in the four-step method of instruction does the instructor present the information using an orderly, sequential outline?
- a. Preparation
 - ▶ b. Presentation
 - c. Application
 - d. Evaluation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 195

13. As an instructor, your primary obligation is to the
- a. fire service
 - b. training mandates
 - ▶ c. student
 - d. curriculum

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 10

14. Which of the following is an assumption of the theory of Andragogy?
- a. Lack of Life experience
 - b. External motivation
 - c. Preconceived biases
 - ▶ d. Readiness to learn

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 138

15. The type of instruction that covers the basic skills for entry level personnel as well as specialized training for current personnel is best described as
- a. continuing education
 - ▶ b. vocational training
 - c. psychomotor training
 - d. in-service training

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 9

16. The art of teaching adults is called
- ▶ a. Andragogy
 - b. Pedagogy
 - c. vocational educational
 - d. cognitive training

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 138



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

17. Which of the following verbs indicates a measurable outcome when used in a learning objective statement?
- a. Understand
 - ▶ b. Identify
 - c. Comprehend
 - d. Learn

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 331-332

18. The background knowledge and experience to teach a subject and its skills best describes
- a. credibility
 - b. capability
 - ▶ c. subject competency
 - d. subject proficiency

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 18

19. Which of the following is one of the domains of learning?
- a. Andragogy
 - b. Pedagogy
 - ▶ c. Affective
 - d. Mastery learning

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 141

20. What is the most important obligation that an instructor has to a student?
- ▶ a. Safety
 - b. Honesty
 - c. Providing current, accurate information
 - d. Providing students feedback on their progress

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 11



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

21. Which of the following is **not** a basic component of a learning objective statement?
- a. Description of the conditions
 - b. Performance statement
 - c. Standards criteria
 - ▶ d. Materials needed

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 330

22. An active process in which students pass through a series of mental steps to bring about a change in behavior best describes
- a. experience
 - b. education
 - ▶ c. learning
 - d. adaptation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 139

23. During which step of the four-step method of instruction does most learning take place?
- a. Preparation
 - b. Presentation
 - ▶ c. Application
 - d. Evaluation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 195

24. A handout made up of supplemental information not found in the primary text best describes
- a. a study sheet
 - b. a skills sheet
 - c. a worksheet
 - ▶ d. an information sheet

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 339



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Formative Test #2 Answer Key

INSTRUCTIONS: This is a 28-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
 - b. fire service
 - c. state legislature
 - d. NRA
-
-

1. The legal responsibility of liability applies to

- a. organizations, but not instructors
- b. instructors, but not organizations
- ▶ c. both organizations and instructors
- d. neither organizations or instructors

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 70

2. Which presentation method provides information directed toward the students' senses of sight and hearing?

- a. Lecture
- ▶ b. Illustrated lecture
- c. Guided discussion
- d. Conference

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 222

3. Which of the following questioning techniques is used to stimulate thinking or motivate participants and does not necessarily have an oral response?

- a. Open
- b. Closed
- c. Relay
- ▶ d. Rhetorical

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 244



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. Which of the following is the easiest, most frequently used, and most versatile nonprojection-type equipment?
- a. Model
 - b. Audio recording
 - ▶ c. Marker board illustration
 - d. Duplicated material

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 258

5. Sounds, words, and phrases that clutter a speaker's presentation such as "um" and "you know" are known as
- a. verbal crutches
 - b. interrupters
 - ▶ c. interferences
 - d. distracters

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 233

6. Which of the following only have the force of law if they are adopted by the agency having jurisdiction?
- a. Codes
 - b. Regulations
 - ▶ c. Standards
 - d. Guides

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 62-63

7. An advantage of the lecture method is
- a. it encourages student-to-student interaction
 - ▶ b. one speaker can reach any size group
 - c. the sense of hearing is used in receiving information
 - d. a two way flow of information is achieved

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 221



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

8. The concept of involving students in doing things and thinking about what they are doing best describes
- ▶ a. active learning
 - b. application
 - c. student interaction
 - d. reinforcement of learning

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 238

9. Which of the following seating arrangements positions the students in fixed seating that permanently faces the stage or lectern and permits only the interaction between students and instructor?
- a. Fan
 - b. Chevron
 - ▶ c. Auditorium or theater
 - d. Horseshow or U-shape

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 207

10. Which of the following is an excellent medium for illustrating mechanical or spatial concepts?
- ▶ a. Models
 - b. Charts
 - c. Illustration or diagram displays
 - d. Duplicated materials

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 262

11. All of the following are types of questions **except**
- a. relay
 - ▶ b. indirect
 - c. direct
 - d. closed

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 244



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

12. Title VII of the Civil Rights Act of 1964 prohibits discrimination in the following areas **except**
- a. gender
 - b. race
 - c. religion
 - ▶ d. disability

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 64-65

13. Showing how to do something or how something operates or acts best describes
- ▶ a. a demonstration
 - b. an illustration
 - c. an application
 - d. an operation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 224

14. The situation in which a projected image is wider at one edge than the opposing edge is called
- a. warping
 - b. projection distortion
 - ▶ c. keystoneing
 - d. oblique projection

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 268

15. When an instructor serves as a role model for the students in terms of expressing proper attitudes and values, he or she is teaching in which domain?
- a. Cognitive
 - b. Psychomotor
 - ▶ c. Affective
 - d. Didactic

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 236

16. What is the preferred method of primary lighting in a classroom?
- a. Natural
 - b. L.E.D.
 - c. Incandescent
 - ▶ d. Fluorescent

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 209



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

17. The **best** audiovisual training aid to use with a large group is a

- ▶ a. multimedia projector
- b. TV monitor
- c. easel chart
- d. scale model

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 264

18. Which of the following terms **best** describes the situation where blame for the actions of one person can be placed on another person or agency?

- ▶ a. Vicarious liability
- b. Legal liability
- c. Transferability
- d. Foreseeability

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 71

19. Which one of the following is **not** a component of instructor preparation for the presentation?

- a. Practicing the delivery
- b. Getting plenty of rest the night before
- ▶ c. Memorizing the questions on the test
- d. Selecting appropriate clothing

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 234-235

20. The instructional method in which students are given a set of objectives to complete and they do them at their own pace through their own method of learning best describes

- a. individualized instruction
- ▶ b. self-directed learning
- c. web-based training
- d. blended electronic learning

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 230



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

21. Which of the following seating arrangements would be best suited to a guided discussion?
- a. Fan
 - b. Classroom
 - c. Chevron
 - ▶ d. Horseshoe or U-shape

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 207

22. Which of the following laws prohibits an instructor from displaying grades with identifiable student information?
- a. EEO law
 - b. Title VII of the Civil Rights Act
 - ▶ c. Family Educational Rights and Privacy Act
 - d. Judiciary law

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 66

23. The variation in the pitch of a voice used to emphasize important information is called
- ▶ a. inflection
 - b. alliteration
 - c. interferences
 - d. oscillation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 233

24. What is the maximum percentage of time a video should be shown during an instructional period?
- a. 20%
 - b. 30%
 - c. 40%
 - ▶ d. 50%

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 267



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

25. What is the **best** tool to display a small item to all students at the same time?

- a. Multimedia projector
- ▶ b. Visual presenter/display
- c. The item itself
- d. Illustration

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 266-267

26. Which of the following is **not** a step in preparing the learning environment prior to the start of class?

- a. Evaluating lighting
- b. Minimizing any distracting noises
- ▶ c. Establishing the course objectives
- d. Adjusting the seating arrangement

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 206

27. Eye contact, facial expressions, gestures, poise, and posture are components of

- a. active instruction
- b. dynamic instruction
- c. synergistic communication
- ▶ d. nonverbal communication

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 92

28. The term "reasonable accommodations" is applicable to which law?

- a. Age Discrimination in Employment Act
- ▶ b. Americans with Disabilities Act
- c. Equal Pay Act of 1993
- d. Affirmative action

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 65



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix A: Formative Test #3 Answer Key

INSTRUCTIONS: This is a 23-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
 - b. fire service
 - c. state legislature
 - d. NRA
-
-

1. A guideline for improving nonverbal communication includes

- a. avoiding direct eye contact
- b. eliminating inflection from the communication process
- ▶ c. matching facial expressions to the message
- d. avoiding acknowledging cultural differences

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 93

2. What is the first step in dealing with a student who is talkative and aggressive?

- ▶ a. Make a private appeal
- b. Call the student's counselor
- c. Make a public appeal in the classroom
- d. Stop the class and discipline the student

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 174

3. The ability to precisely and clearly explain concepts and processes through a systematic presentation of material is defined as

- a. instruction
- b. conciseness
- c. delivery
- ▶ d. clarity

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 17



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. How often should breaks be given during classes in which the students are sitting in uncomfortable chairs?
- ▶ a. Every 45-50 minutes
 - b. Every 90 minutes
 - c. Every 2 hours
 - d. Every 2½ hours

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 207

5. The term used to describe the act of the receiver responding to a message is
- a. answering
 - b. replying
 - c. reaction
 - ▶ d. feedback

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 88

6. Which age category has the tendency to bring personal concerns into the classroom?
- ▶ a. Gen-Xer
 - b. Dot Comer
 - c. Baby Boomer
 - d. Traditionalist

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 167

7. Which of the following type of laws is usually the result of a legal precedent?
- a. Historical law
 - b. Legislative law
 - ▶ c. Judiciary law
 - d. Administrative law

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 67

8. Which of the following is an active learning technique for generating student motivation?
- a. Provide extra credit for participation
 - b. Encourage competition among students for scores
 - c. Occasionally change the classroom setup
 - ▶ d. Frequently ask thought provoking questions

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 240



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

9. Which one of the following is most closely associated with Level II instruction?
- a. Basic knowledge
 - b. Highly proficient
 - ▶ c. Competent
 - d. Skilled

Answer found in Training Instructor 1A Student Supplement, SFT, 2010 Edition, Page 11

10. The route that the message takes between sender and receiver is called
- ▶ a. a medium or channel
 - b. the pathway
 - c. the circuit
 - d. an avenue

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 87

11. Which one of the following learning disabilities identifies a student that has difficulty reading?
- a. Dyscalculia
 - b. Dyspraxia
 - c. Dysgraphia
 - ▶ d. Dyslexia

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 171

12. Which type of student has internal incentives or motivations for learning a subject?
- a. Children
 - b. Gen-Xers
 - c. Baby Boomers
 - ▶ d. Adults

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 138

13. The ability to understand the feelings and attitudes of another person best describes
- ▶ a. empathy
 - b. compassion
 - c. integrity
 - d. caring

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 20



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

14. Which of the following best defines decoding the message and assigning a meaning to it?
- a. Remembering
 - ▶ b. Understanding
 - c. Attending
 - d. Receiving

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 95

15. The practice of placing a new student under the guidance of a more experienced professional or student is defined as
- a. coaching
 - b. counseling
 - ▶ c. mentoring
 - d. peer assistance

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 182

16. Which of the following grants the privilege of copying materials to someone other than the owner of the copyright without consent?
- a. Common law
 - b. Section III of the Copyright Act
 - c. Appendix A of the Copyright Act
 - ▶ d. Fair Use Doctrine of the Copyright Act

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 73

17. Which learning method involves an individual using a step-by-step orderly thinking process that has both a beginning and an end and includes analyzing, classifying, reasoning, and tracking?
- a. Structured
 - ▶ b. Sequential or linear
 - c. Global or holistic
 - d. Ordered

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 146



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

18. What instructional device or tool establishes the steps that an instructor will take to complete the various objectives and ultimate goal of the course?
- ▶ a. Lesson plan
 - b. Course outline
 - c. Planning sheet
 - d. Sequencing chart

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 190

19. A major benefit to using audiovisual training aids is that they
- a. are cost effective
 - b. are easy to use
 - c. can serve as the primary means of instruction
 - ▶ d. enhance student understanding

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 250

20. A statement made by an instructor, commending a student for meeting expected criteria is an example of what active learning technique?
- a. Behavioral affirmation
 - ▶ b. Positive behavioral reinforcement
 - c. Closed loop communication
 - d. Feedback

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 242

21. The acronym ACID BASE is best applied to which step of the four-step method of instruction?
- ▶ a. Preparation
 - b. Presentation
 - c. Application
 - d. Evaluation

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-195



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

22. In which of the following instructor-led presentations must a student have a basic knowledge of the subject before the class begins?
- a. Lecture
 - b. Illustrated lecture
 - ▶ c. Discussion
 - d. Demonstration

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 223

23. "Given a written test, the student will identify characteristics and functions of rescue knots with a minimum of 80% accuracy according to the Essentials of Firefighting, IFSTA, Fifth Edition, Pages 296-299." The preceding statement is an example of a
- a. performance requirement
 - ▶ b. learning objective
 - c. testing standard statement
 - d. performance specification

Answer found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Page 329



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix B: Formative Test #1

Name: _____ Date: _____

INSTRUCTIONS: This is a 24-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
 - b. fire service
 - c. state legislature
 - d. NRA
-
-

1. Which of the following statements **best** describes the instructor as a role model?
 - a. The instructor's job is to teach, not to be a role model
 - b. The instructor's influence is limited to the classroom
 - c. The instructor's influence goes beyond the classroom
 - d. The instructor's actions do not need to match his or her words

2. The general concept that refers to all forms of knowing including perceiving, imagining, reasoning, and judging is known as
 - a. cognition
 - b. analysis
 - c. theorizing
 - d. knowledge

3. The depth of instruction for a specific skill and/or technical information that enables the student to meet the minimum requirements for the job, best describes
 - a. student behavioral objectives
 - b. level of instruction
 - c. domains of learning
 - d. principles of learning



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. Which of the following terms is a description of the minimum acceptable behavior that a student must display by the end of an instructional period?
 - a. Prerequisites
 - b. Learning goal
 - c. Learning objective
 - d. Level of instruction

5. Which of the following two steps in the four-step method of instruction are often combined?
 - a. Preparation and presentation
 - b. Presentation and application
 - c. Application and evaluation
 - d. Evaluation and summary

6. What term is used to describe an instructional document that outlines the information to be taught and the resources needed for an instructional period?
 - a. Instructional summary sheet
 - b. Lesson summary
 - c. Course outline
 - d. Lesson plan

7. Which of the following is an important characteristic of an effective instructor?
 - a. Desire to teach
 - b. Spontaneity
 - c. Humility
 - d. Sense of humor



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

8. Which of the following laws of learning stresses the idea that the more an act is practiced, the faster and surer the learning becomes?
- Readiness
 - Exercise
 - Recency
 - Effect
9. What word **best** describes the emphasis of Level II instruction?
- What
 - Where
 - Who
 - Why
10. Which of the following is a component of a learning objective that describes the situation, tools, or materials required for a student to perform a single specific action or behavior?
- Condition description
 - Needs assessment
 - Material statement
 - Resources statement
11. Which step in the four-step method of instruction is intended to motivate students to learn?
- Preparation
 - Presentation
 - Application
 - Evaluation



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

12. Which step in the four-step method of instruction does the instructor present the information using an orderly, sequential outline?
- Preparation
 - Presentation
 - Application
 - Evaluation
13. As an instructor, your primary obligation is to the
- fire service
 - training mandates
 - student
 - curriculum
14. Which of the following is an assumption of the theory of Andragogy?
- Lack of Life experience
 - External motivation
 - Preconceived biases
 - Readiness to learn
15. The type of instruction that covers the basic skills for entry level personnel as well as specialized training for current personnel is best described as
- continuing education
 - vocational training
 - psychomotor training
 - in-service training
16. The art of teaching adults is called
- Andragogy
 - Pedagogy
 - vocational educational
 - cognitive training



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

17. Which of the following verbs indicates a measurable outcome when used in a learning objective statement?
- Understand
 - Identify
 - Comprehend
 - Learn
18. The background knowledge and experience to teach a subject and its skills best describes
- credibility
 - capability
 - subject competency
 - subject proficiency
19. Which of the following is one of the domains of learning?
- Andragogy
 - Pedagogy
 - Affective
 - Mastery learning
20. What is the most important obligation that an instructor has to a student?
- Safety
 - Honesty
 - Providing current, accurate information
 - Providing students feedback on their progress



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

21. Which of the following is **not** a basic component of a learning objective statement?
- Description of the conditions
 - Performance statement
 - Standards criteria
 - Materials needed
22. An active process in which students pass through a series of mental steps to bring about a change in behavior best describes
- experience
 - education
 - learning
 - adaptation
23. During which step of the four-step method of instruction does most learning take place?
- Preparation
 - Presentation
 - Application
 - Evaluation
24. A handout made up of supplemental information not found in the primary text best describes
- a study sheet
 - a skills sheet
 - a worksheet
 - an information sheet



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix B: Formative Test #2

Name: _____ Date: _____

INSTRUCTIONS: This is a 28-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
 - b. fire service
 - c. state legislature
 - d. NRA
-
-

1. The legal responsibility of liability applies to
 - a. organizations, but not instructors
 - b. instructors, but not organizations
 - c. both organizations and instructors
 - d. neither organizations or instructors

2. Which presentation method provides information directed toward the students' senses of sight and hearing?
 - a. Lecture
 - b. Illustrated lecture
 - c. Guided discussion
 - d. Conference

3. Which of the following questioning techniques is used to stimulate thinking or motivate participants and does not necessarily have an oral response?
 - a. Open
 - b. Closed
 - c. Relay
 - d. Rhetorical



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. Which of the following is the easiest, most frequently used, and most versatile nonprojection-type equipment?
 - a. Model
 - b. Audio recording
 - c. Marker board illustration
 - d. Duplicated material

5. Sounds, words, and phrases that clutter a speaker's presentation such as "um" and "you know" are known as
 - a. verbal crutches
 - b. interrupters
 - c. interferences
 - d. distracters

6. Which of the following only have the force of law if they are adopted by the agency having jurisdiction?
 - a. Codes
 - b. Regulations
 - c. Standards
 - d. Guides

7. An advantage of the lecture method is
 - a. it encourages student-to-student interaction
 - b. one speaker can reach any size group
 - c. the sense of hearing is used in receiving information
 - d. a two way flow of information is achieved



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

8. The concept of involving students in doing things and thinking about what they are doing best describes
 - a. active learning
 - b. application
 - c. student interaction
 - d. reinforcement of learning

9. Which of the following seating arrangements positions the students in fixed seating that permanently faces the stage or lectern and permits only the interaction between students and instructor?
 - a. Fan
 - b. Chevron
 - c. Auditorium or theater
 - d. Horseshow or U-shape

10. Which of the following is an excellent medium for illustrating mechanical or spatial concepts?
 - a. Models
 - b. Charts
 - c. Illustration or diagram displays
 - d. Duplicated materials

11. All of the following are types of questions **except**
 - a. relay
 - b. indirect
 - c. direct
 - d. closed



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

12. Title VII of the Civil Rights Act of 1964 prohibits discrimination in the following areas **except**
- gender
 - race
 - religion
 - disability
13. Showing how to do something or how something operates or acts best describes
- a demonstration
 - an illustration
 - an application
 - an operation
14. The situation in which a projected image is wider at one edge than the opposing edge is called
- warping
 - projection distortion
 - keystoning
 - oblique projection
15. When an instructor serves as a role model for the students in terms of expressing proper attitudes and values, he or she is teaching in which domain?
- Cognitive
 - Psychomotor
 - Affective
 - Didactic
16. What is the preferred method of primary lighting in a classroom?
- Natural
 - L.E.D.
 - Incandescent
 - Fluorescent



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

17. The **best** audiovisual training aid to use with a large group is a
- multimedia projector
 - TV monitor
 - easel chart
 - scale model
18. Which of the following terms **best** describes the situation where blame for the actions of one person can be placed on another person or agency?
- Vicarious liability
 - Legal liability
 - Transferability
 - Foreseeability
19. Which one of the following is **not** a component of instructor preparation for the presentation?
- Practicing the delivery
 - Getting plenty of rest the night before
 - Memorizing the questions on the test
 - Selecting appropriate clothing
20. The instructional method in which students are given a set of objectives to complete and they do them at their own pace through their own method of learning best describes
- individualized instruction
 - self-directed learning
 - web-based training
 - blended electronic learning



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

21. Which of the following seating arrangements would be best suited to a guided discussion?
- Fan
 - Classroom
 - Chevron
 - Horseshoe or U-shape
22. Which of the following laws prohibits an instructor from displaying grades with identifiable student information?
- EEO law
 - Title VII of the Civil Rights Act
 - Family Educational Rights and Privacy Act
 - Judiciary law
23. The variation in the pitch of a voice used to emphasize important information is called
- inflection
 - alliteration
 - interferences
 - oscillation
24. What is the maximum percentage of time a video should be shown during an instructional period?
- 20%
 - 30%
 - 40%
 - 50%



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

25. What is the **best** tool to display a small item to all students at the same time?
- Multimedia projector
 - Visual presenter/display
 - The item itself
 - Illustration
26. Which of the following is **not** a step in preparing the learning environment prior to the start of class?
- Evaluating lighting
 - Minimizing any distracting noises
 - Establishing the course objectives
 - Adjusting the seating arrangement
27. Eye contact, facial expressions, gestures, poise, and posture are components of
- active instruction
 - dynamic instruction
 - synergistic communication
 - nonverbal communication
28. The term "reasonable accommodations" is applicable to which law?
- Age Discrimination in Employment Act
 - Americans with Disabilities Act
 - Equal Pay Act of 1993
 - Affirmative action



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

Appendix B: Formative Test #3

Name: _____ Date: _____

INSTRUCTIONS: This is a 23-item multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer. You have 30 minutes to complete the test.

EXAMPLE: The Incident Command System was developed by the

- a. school system
 - b. fire service
 - c. state legislature
 - d. NRA
-
-

1. A guideline for improving nonverbal communication includes
 - a. avoiding direct eye contact
 - b. eliminating inflection from the communication process
 - c. matching facial expressions to the message
 - d. avoiding acknowledging cultural differences

2. What is the first step in dealing with a student who is talkative and aggressive?
 - a. Make a private appeal
 - b. Call the student's counselor
 - c. Make a public appeal in the classroom
 - d. Stop the class and discipline the student

3. The ability to precisely and clearly explain concepts and processes through a systematic presentation of material is defined as
 - a. instruction
 - b. conciseness
 - c. delivery
 - d. clarity



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

4. How often should breaks be given during classes in which the students are sitting in uncomfortable chairs?
 - a. Every 45-50 minutes
 - b. Every 90 minutes
 - c. Every 2 hours
 - d. Every 2½ hours

5. The term used to describe the act of the receiver responding to a message is
 - a. answering
 - b. replying
 - c. reaction
 - d. feedback

6. Which age category has the tendency to bring personal concerns into the classroom?
 - a. Gen-Xer
 - b. Dot Comer
 - c. Baby Boomer
 - d. Traditionalist

7. Which of the following type of laws is usually the result of a legal precedent?
 - a. Historical law
 - b. Legislative law
 - c. Judiciary law
 - d. Administrative law

8. Which of the following is an active learning technique for generating student motivation?
 - a. Provide extra credit for participation
 - b. Encourage competition among students for scores
 - c. Occasionally change the classroom setup
 - d. Frequently ask thought provoking questions



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

9. Which one of the following is most closely associated with Level II instruction?

- a. Basic knowledge
- b. Highly proficient
- c. Competent
- d. Skilled

10. The route that the message takes between sender and receiver is called

- a. a medium or channel
- b. the pathway
- c. the circuit
- d. an avenue

11. Which one of the following learning disabilities identifies a student that has difficulty reading?

- a. Dyscalculia
- b. Dyspraxia
- c. Dysgraphia
- d. Dyslexia

12. Which type of student has internal incentives or motivations for learning a subject?

- a. Children
- b. Gen-Xers
- c. Baby Boomers
- d. Adults

13. The ability to understand the feelings and attitudes of another person best describes

- a. empathy
- b. compassion
- c. integrity
- d. caring



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

14. Which of the following best defines decoding the message and assigning a meaning to it?
- a. Remembering
 - b. Understanding
 - c. Attending
 - d. Receiving
15. The practice of placing a new student under the guidance of a more experienced professional or student is defined as
- a. coaching
 - b. counseling
 - c. mentoring
 - d. peer assistance
16. Which of the following grants the privilege of copying materials to someone other than the owner of the copyright without consent?
- a. Common law
 - b. Section III of the Copyright Act
 - c. Appendix A of the Copyright Act
 - d. Fair Use Doctrine of the Copyright Act
17. Which learning method involves an individual using a step-by-step orderly thinking process that has both a beginning and an end and includes analyzing, classifying, reasoning, and tracking?
- a. Structured
 - b. Sequential or linear
 - c. Global or holistic
 - d. Ordered



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

18. What instructional device or tool establishes the steps that an instructor will take to complete the various objectives and ultimate goal of the course?
- Lesson plan
 - Course outline
 - Planning sheet
 - Sequencing chart
19. A major benefit to using audiovisual training aids is that they
- are cost effective
 - are easy to use
 - can serve as the primary means of instruction
 - enhance student understanding
20. A statement made by an instructor, commending a student for meeting expected criteria is an example of what active learning technique?
- Behavioral affirmation
 - Positive behavioral reinforcement
 - Closed loop communication
 - Feedback
21. The acronym ACID BASE is best applied to which step of the four-step method of instruction?
- Preparation
 - Presentation
 - Application
 - Evaluation



TRAINING INSTRUCTOR 1A

Cognitive Lesson Delivery

22. In which of the following instructor-led presentations must a student have a basic knowledge of the subject before the class begins?
- Lecture
 - Illustrated lecture
 - Discussion
 - Demonstration
23. "Given a written test, the student will identify characteristics and functions of rescue knots with a minimum of 80% accuracy according to the Essentials of Firefighting, IFSTA, Fifth Edition, Pages 296-299." The preceding statement is an example of a
- performance requirement
 - learning objective
 - testing standard statement
 - performance specification