

Volunteer Instructor Procedures Manual

Minnesota Trapper Education



**Brought to you by:
The Minnesota Trappers Association
and
Minnesota Department of Natural Resources**



Authority

97B.025 HUNTER AND TRAPPER EDUCATION. (b) The Commissioner shall enter into an agreement with a statewide nonprofit trappers association to conduct a trapper education program. At a minimum, the program must include at least six hours of classroom, electronic, or correspondence instruction and in the field training. The program must include a review of state trapping laws and regulations, trapping ethics, the setting and tending of traps and snares, tagging and registration requirements, and the preparation of pelts. The association shall issue a certificate to persons who complete the program. The association shall be responsible for all costs of conducting the education program, and shall not charge any fee for attending the course.

Persons born after December 31, 1989, who have not been issued a trapping license in a previous license year may not obtain a trapping license without a trapper education certification. The Minnesota Trappers Association will conduct trapper education courses statewide, free of charge to the participants, and issue certification cards that satisfy this trapping license requirement. Contact the MTA at www.mntrappers.org for class information. These courses include a mandatory field training portion that must be completed before certification. Please plan to take certification courses well in advance of the fur trapping season.

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MTA Web Page

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DNR Web Page

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Welcome and Congratulations

Introduction

This *Volunteer Instructor Procedure Manual* provides the foundation for the Minnesota Trapper Education Program. This *Volunteer Instructor Procedure Manual* is reference material pertaining to your instructor duties and activities. This manual and your instructor training will give you the knowledge and preparation necessary to instruct MTA/DNR classes and ease the fears you may have associated with teaching your class. It also will help you know what you are to do, what procedure you are to follow, and what your responsibilities are. As a volunteer MTA/ DNR instructor, you are **not** in private practice, but rather you are a volunteer instructor of the MTA/ DNR Program. You must teach the approved curriculum. You are expected to work cooperatively with your colleagues. As a volunteer instructor, you are in the position of helping students enhance the quality of their lives. Positive behavioral changes will result from your efforts as an instructor.

The MTA/ DNR course curriculum was written by people with many years of experience. They brought years of experience and training with them to formulate the MTA/DNR's mission, philosophy, and curriculum. This manual was written to provide consistency and completeness, and most importantly, to protect the integrity of the Program and the volunteers. This means when you become certified, you agree to teach the MTA/DNR's curriculum as well as to abide by and carry out their policies, rules, and regulations. To ensure that you can accept and carry out your responsibilities as an instructor, do not accept your instructor's certification until you do the following three things.

1. Read and understand the MTA/DNR's
 - a. philosophy,
 - b. goals,
 - c. mission statement,
 - d. policies,
 - e. rules,
 - f. regulations
 - g. curriculum.
2. Read whatever else has been prepared in your instructor procedure manual.
3. Accept, in your own mind and heart that you can live and perform comfortably with the MTA/DNR's role for you. If you can't live with the MTA/DNR's expectations for you, perhaps you should not accept your certification.



MTA/DNR Education Program Goal

The goal for the Minnesota Trapper Education Program is to educate the students on the essentials of personal safety, expected ethical behavior, and high ideals associated with trapping in Minnesota. So the student graduate of this program will demonstrate safe and ethical behavior while participating in it.

DNR's Vision

The DNR's vision is to protect the environment and natural resources while serving the people of Minnesota, now and for future generations.

DNR/MTA Trapper Education Program Synopsis

Six hours of classroom instruction plus four hours of field activity is the standard minimum time frame for a traditional "sit down class." Students learn the principles of safe and responsible trapping techniques, trapper responsibility, personal preparedness, basic wildlife management, wildlife identification and basic outdoor survival. Successful completion of a Minnesota Trapper Education Course is required before license purchase for those who have not been issued a trapping license in a previous license year or those born after December 31, 1989. Students must be 11 or older to take the Minnesota Trapper Education course. Classes are generally offered early fall and early spring. A Minnesota Trapper Education certification is recognized by most states that require trapper education certification.

Trapper Education Correspondence Course Option

The written portion of the Minnesota Trapper Education Course is available to those 11 years of age and older by first requesting the Trapper Education Manual as well as the most current issue of the Minnesota Hunting and Trapping Regulations Handbook. Both can be downloaded at www.mntrappers.org if desired. After thoroughly reviewing the material students may request the written exam in either hard copy or electronic versions. Successful completion of the In Field Training remains in order to receive certification. Please check website for further information.



Unit 1 - Policies

Foreword

Role of the Volunteer Instructor

Volunteers are necessary, effective, and important people within the Minnesota Trappers Association and the Minnesota Department of Natural Resources. The uniqueness and value of volunteers in accomplishing jobs is well acknowledged by society. Volunteer instructors provide valuable training services in their communities and represent a strong, positive force which can help fellow citizens understand the need for safety and the issues facing modern society. Each volunteer is unique. Some volunteers are motivated by a combination of reasons, such as an interest in promoting safe and responsible behavior of users of the out of-doors, personal fulfillment, prestige, or simply, good citizenship. The program recognizes the tremendous strength of a highly motivated instructional team and will do everything within its ability to provide instructors with the support to maintain an efficient and effective work force on its mission.

The compensation for volunteers isn't money. It is the satisfaction and feeling that what they are doing is important—that their contributions save lives, shape the future of outdoor recreation, help to conserve and protect the resources, make a significant difference on the quality of life, and that they are being effective in the proper instruction of others. As a non-paid employee, the volunteer instructor has the right to be assigned to a job that is worthwhile and challenging, to be informed about what is going on within the Association/Agency, and to be provided with training for the job he/she accepts. Besides being responsible to the MTA and DNR, a volunteer instructor is responsible for being dependable, prompt, efficient, neat, and pleasant. To be an effective volunteer requires sincere interest in the program, acceptance of supervision, and adherence to the program policies. The program will provide the best possible training to each volunteer prior to being certified to teach these classes. The program may also offer in-service training for instructors, and instructors will be expected to take advantage of every opportunity to expand their abilities and expertise.

Instructors' Code of Ethics

The instructor serves as a representative of both the Minnesota Trappers Association and the Department of Natural Resources. The mission of the program is to “educate our residents in becoming responsible users of the resources who are conservation-minded and safety conscious.” The instructor shall maintain a professional attitude and exhibit actions which positively support the program and the department. As an example, the instructor often times is placed in situations which he/she is questioned on departmental actions beyond his/her scope of responsibility and knowledge. In these instances, the instructor should direct the inquirer to the proper agency for response. The instructor should not respond in a subjective manner nor express personal opinion publicly while on duty or participating in related activities.



The instructor may not agree with every action/activity undertaken by the Association/ Department or program. However, the program shall not be used as a vehicle to state or demonstrate an individual's personal opinion. It is the primary function of the instructor to accomplish the mission statement in a professional manner and proper environment which will allow the student to gain knowledge in a manner by which he/she is able to formulate his/her own conclusions. Thus, it is important that information presented in the Minnesota program courses shall be presented factually and objectively. It is the instructors' responsibility to ensure compliance to this policy; any deviations shall be reported to the MTA Education Coordinator immediately. Instructor certification includes application documentation and investigation (including initial background check with the Minnesota Criminal Justice System for any "crimes of violence" and ongoing training activities for improvement. The Minnesota instructor is a community-minded individual who is of good character and background, and is continually willing to improve his/her expertise. These characteristics are indicative of the program's integrity.

Program policy requires that all future instructors be subjected to random background checks. It is expected that any instructor who is charged with any "crime of violence" shall immediately notify the MTA Education Coordinator in order that appropriate action be undertaken to preserve the integrity of the program, its mission, and his/her associate instructors. Such appropriate action may include no action, suspension, or dismissal.

MTA/DNR Instructors' Policies

Instructor Job Description Position Title- Volunteer Certified Trapper Education Instructor

Selection of Volunteer Certified Instructors

Instructors will become certified upon completion of their basic instructor training and any other specific training outlined.

Appointment Procedure

1. Meet and maintain instructor qualifications (see qualifications).
2. Must be willing to be subject to a background investigation which includes a criminal background check for "crimes of violence."

Qualifications

The volunteer certified instructor must:

1. Have a basic knowledge of modern fur trapping.
2. Must be a current MTA member in good standing to host a course.
3. Be at least 16 years of age.
4. Complete a Trapper Education Instructor Certification Workshop (or online alternative.) or acceptance by Education Coordinator with proper required documentation.
5. Demonstrate a willingness to devote the necessary time and effort to carry out program responsibilities.
6. Demonstrate the abilities necessary to perform the duties and responsibilities of a volunteer certified instructor. (See duties and responsibilities section.)



7. Demonstrate a devout interest in facilitating course ethics based upon responsibility and respect.

Disqualifications

An individual will not be certified as an instructor, or will be decertified as an instructor, if the individual:

1. Has been convicted of a child protection crime.
2. Has been convicted of a crime or offense that is inconsistent with serving as a role model to children, or adults.
3. Has been convicted of a crime or offense where the conviction tends to take away from the instructor's ability to instill ethical values in students.
4. Is presently under charge or indictment for an offense described in 1–3.
5. Has engaged, or engages in conduct that would tend to bring discredit to the instructional program.
6. Is under a legal restriction or disability that prevents the individual from carrying out one of the duties associated with instructing a particular course.

Responsible To

Minnesota Trappers Association/ Minnesota Department of Natural Resources

Duties and Responsibilities

The volunteer certified instructor shall:

1. Carry out the course of instruction for students following the guidelines and outline from the program.
2. Ensure that program students are well trained, safe, and ethical as demonstrated by written examination and appropriate behavior.
3. Develop a team teaching method of instruction (whenever possible).
4. Follow guidelines and instructions from this manual along with any future additions or revisions from the MTA/DNR.
5. Strive to expand the program by increasing the number of courses offered in their respective communities.
7. Recruit new instructor candidates.
8. Maintain familiarity with new facilitating techniques, learning aids, and program content.

6. REPORTING OF MALTREATMENT OF MINORS,

M.S. 626.556 states, "It is the public policy of this state to protect children whose health or welfare may be jeopardized, through physical abuse, neglect, or sexual abuse." Instructors who recognize or are aware of any students who have been abused in one of these ways will immediately report the information to the local welfare agency, police department, or the county sheriff.

Additional Training



A volunteer certified instructor must attend required refresher training courses as required by the program.

Evaluation

The volunteer certified instructor may be evaluated by the MTA/DNR and/or volunteer certified instructor on the following:

1. Random evaluations
2. Attendance at training events.
3. Student registration forms
4. Student evaluation forms.

Term

Volunteer certified instructors will retain their certification provided they are meeting the requirements of their job description.

Inactive Instructors

Instructors, who do not host, assist hosting or provide In Field Training to students after a period of **two years** will be placed on an inactive list. Inactive instructors will not receive mailings from the program and cannot receive program supplies without special approval by Education Coordinator or MTA Board of Directors.

Recertification After Becoming Inactive

Any instructor, once inactivated, must go through the normal certification procedure that new instructors are required to complete. Generally Instructor Certification Workshops are offered prior the MTA General Membership Meeting usually held in January and annual MTA Convention generally held in July/August. Dates and times for these events are published on the website. An online alternative to instructor certification is currently in development. To begin the process, contact MTA Education Coordinator at www.mntrappers.org for additional opportunities.

Volunteer Instructor Rules of Conduct

Location of Course

All classes should be held in public locations whenever practical. This would include schools, fire halls, civic centers, VFWs, American Legions, Izaak Walton Leagues, conservation clubs, and various firearm facilities. Conducting a class in a non-public place must be approved by the Education Coordinator.

An exception is with Amish students.

Use of Facilities

A member of the instructor team needs to be responsible for determining that the facility is used according to the policies and agreement for its use. This includes what areas and equipment can be used and how each is used. All instructors and participants must be made aware of all building regulations and must follow them. Special care must be taken



to leave the facility in a condition acceptable to the person in charge of granting permission for its use. State law maintains that there is no smoking either in school buildings or anywhere on school grounds.

Supervision of Youth Courses

All youth classes will have one certified instructor and at least one additional instructor or adult present at all times during the course.

Youth must be supervised at all times including before and after class. For all youth that have not been picked up 15 minutes after class dismissal, a call should be made to their parent/guardian.

Touching is Out

Because of the very real problems current in our society concerning improper touching, the MTA/ DNR has made it a policy that no instructor is to touch any student while acting in the position of MTA/ DNR instructor for any MTA/DNR trapper education program. This policy is necessary to protect both you as an instructor as well as the MTA/DNR. Instructors are to use other means than touching to communicate ideas. Instructors are encouraged to demonstrate and verbalize student positions, rather than touching any students.

Rule Statement

Students look to the instructor for leadership and guidance. The instructor should strive to be a sterling example of a safe, mature ethical and responsible person. Professional conduct is the standard for the program. The instructor is a role model representing a positive image to help ensure the future privilege of hunting/outdoor recreation.

Appearance

Instructor appearance makes an impression on students and lends credence to the ethical concepts taught in the course. Instructors should be clean and neat in their appearance.

Conduct

1. The use of alcoholic beverages prior to or during a course or field activity is inconsistent with the purpose of the program and is prohibited.
2. Offensive language must be avoided in the classroom or at any other time related to the program. Complaints of instructors using offensive language during a course may result in the revocation of that individual's instructor certification.
3. Open criticism of other instructors or disagreements between instructors in front of a class is unproductive, detrimental, and leaves a poor impression. Complaints of instructors disagreeing during a course may result in the revocation of that individual's instructor certification. Instructors can settle their differences in private. A classroom is no place to "air dirty linen."
4. Eating or smoking is not appropriate for instructors during periods of classroom instruction—save these activities for break time. Be sure students know of designated smoking and eating areas.
5. Boasting about personal violations of written laws has no place in the program.



6. All instructors will comply with the policies, guidelines, and rules governing the program.
7. Think and demonstrate safety, ethics, and responsibility.
8. Criticism of the program, the Minnesota Trappers Association/ Minnesota Department of Natural Resources, or individuals associated with the program will not be tolerated.
9. Endorsement of specific manufacturers or products is prohibited. If a product is used or demonstrated, be sure to make students aware that the MTA/DNR does not endorse or recommend any one product over another.

Certification Status

Certification as a Trapper Education Instructor is and must continue to be considered both an honor and a privilege. Both as a group and as individuals, our instructors represent a proud and honorable tradition of volunteer citizen involvement in providing community service. The actions of each individual reflect not only upon his/her fellow volunteers but also upon the Minnesota Trappers Association, Minnesota Department of Natural Resources and the State of Minnesota. Although you are a volunteer, it is because you recognize the responsibility entrusted to you in training the people of our state that instructors have continually insisted upon maintaining the highest standards of professional conduct. It is essential that instructors adhere to the program and policies outlined in this manual. Failure to do so may jeopardize the funding of the entire program and individual certification. Therefore, it is imperative that instructors understand and agree to abide by the Instructors' Creed both in and outside of the classroom. The Instructor's Creed is provided in this manual for your reference.

Items the Volunteer Instructor is Provided

1. Student registration/release forms, handbook, and other materials for the students.
2. All necessary forms for certification and instruction.
3. Information for obtaining videos and other learning aids.
4. The opportunity for volunteers to meet periodically with the MTA Education Director/Coordinator and DNR Personnel.
5. Information on the activities of the program.
6. A periodic review of volunteer performance and an account of volunteer activities.
7. Annual recognition and appreciation for outstanding volunteer service.

Decertification

An instructor may be decertified or become inactive by the program coordinator if:

1. The instructor has falsified any information on the instructor application.
2. The instructor has engaged in any disqualifying or prohibited conduct.
3. The instructor has failed to conduct or assist in a trapper education program for the two proceeding years.
4. The instructor has failed to conduct the program in the manner set forth by policy.
5. The instructor fails, after two notices, to provide the MTA Education Coordinator with the required records of students trained or any expenses incurred.
6. The instructor has been identified by staff or appointed representatives as not adequately instructing the program.



7. Any other grounds which warrant the belief that the educational programs and the customers of such programs would be best served by discontinuing the service of the individual instructor.

Decertification Process and Appeal Procedures

All volunteer instructors serve the MTA and DNR. Decertification, and appeals of decertification decisions, will be conducted using the following procedures:

1. The coordinator will give notice to an instructor when the coordinator believes that decertification is appropriate. The notice will be in writing and will contain reasons for the decertification and a summary of the evidence supporting those reasons. The notice will be sent by United States mail to the address last provided by the instructor. Unless appealed within thirty (30) days of the date that the notice was sent, the decertification will become final.
2. An instructor may appeal the decertification notice. The appeal must be in writing and must be postmarked, or received by the coordinator, within the time frame set forth in Paragraph 1.
3. The coordinator will notify the appellant of the time and place for an appeal hearing within ten (10) days of receiving a written appeal. The MTA Board of Directors will review the matter with the appellant represented and make a ruling. All Board decisions shall be final.
4. The hearing will not exceed three (3) hours in length. At the hearing, the coordinator will present the board with the grounds and evidence supporting decertification. The appellant may testify, present evidence, and make arguments with respect to the coordinator's evidence and the appropriateness of decertification.
5. Within ten (10) days following the hearing, the Board will notify the appellant in writing of their decision. The decision of the Board is final.

Equal opportunity to participate in and benefit from programs of the Minnesota Department of Natural Resources is available to all individuals regardless of race, color, national origin, sex, age, or disability. Discrimination inquiries should be sent to MN-DNR, 500 Lafayette Road, St. Paul, Minnesota 55155-4047 or the Equal Opportunity Office, Department of the Interior, Washington, D.C. 20240.

Evaluation

The purpose of evaluation is to:

- 1) Make the instructor aware of areas needing improvement.
- 2) Make the Association/Department aware of areas instructor needs further training.
- 3) Allow for examination of curriculum changes needed. All courses will include participant evaluations to provide feedback to instructors. A copy of this evaluation is at the end of the manual.

Instructors' evaluations may also be completed by peer instructors. Each instructor may be evaluated periodically and a report submitted Association. Instructors may be asked to observe courses and evaluate the instructor. The instructor will notify the MTA Education Coordinator of any substandard performances observed. Any delay or



discrepancies in submitting reports will also be reported. (See form near the end of this manual.)

Instructor Benefits

Personal satisfaction: As the name “volunteer” would imply, the compensation for classroom instructors, clinic instruction, and instructor mentors is not money. There are no expenses paid or any monetary compensation for volunteer work. (Unless otherwise noted below.) It is in the satisfaction of knowing that what you are doing is important, that your contributions will save lives, and positively influence the attitudes and actions of those who share or will share the out-of-doors with you.

Insurance Coverage for Trapper Education Programs

A certificate of liability insurance will be issued for each trapper education course if requested two weeks in advance specifying the physical location of class activities. It is in everyone’s best interest to secure this certificate in the event of an accident. Although an instructor’s personal auto/homeowners insurance may cover an individual instructor, a certificate of liability insurance will protect both the instructors, the MTA and the DNR more thoroughly. There is no additional charge for this certificate. Requests should be directed to MTA Secretary and/or Education Coordinator (contact information available at www.mntrappers.org) at least two weeks in advance of your scheduled class.

Physically Challenged

Trapper Education Programs will be available to any individual desiring to take a course, regardless of physical ability. Instructors will make reasonable accommodations for any student wishing to take the course. A Correspondence Course option will be made available for those unable to attend a traditional course.

Charges for Class

There are no fees associated with the Trapper Education Program however; instructors may offer to provide refreshments etc. that they may charge a nominal fee to cover expenses only. Reasonable charges for building rentals etc. may be reimbursed by the MTA. An MTA Requisition Form is included in the back of the *Volunteer Instructor Procedures Manual for Minnesota Trapper Education*. Questions regarding items eligible for reimbursement should be directed to Education Coordinator. Copies of requisition forms should be supplied to Education Coordinator for accounting purposes and originals sent to MTA Treasurer.

MTA Treasurer contact information available at www.mntrappers.org

Criteria for Instructor Effectiveness

- Tactful, calm, patient, positive, natural
- Open-minded, willing to accept change, adaptable
- Able to take constructive criticism, willing to learn as individuals and in groups



- Knowledgeable, active in this recreational activity, experienced,
- Safety minded
- Law abiding and respectful of wildlife and recreational resources
- Inspires confidence, trust, and respect
- Able to think quickly, generate new ideas, be inventive
- A good mixer, courteous, with a sense of humor and genuine enthusiasm
- A communicator, facilitator, and a good teacher—able to organize and adapt to situations quickly
- Punctual, prepared, dependable
- Able to get information and ideas from others by careful listening and encouragement. Associates with and learns from positive mentors
- Continues to learn through classes, workshops, conferences, in-service meetings, etc.
- Helps instructors who constantly complain and make excuses
- A good role model and example to students
- A good team member, supportive of program policy, committed to the program, dedicated
- An accurate record keeper, prompt in reporting
- Clean and well groomed

Unit 2 - Be a Successful Instructor

The Instructor's Creed

As a volunteer instructor, I will remember:

- When students are involved, I have taught.
- Most human beings are poor speakers and poor listeners, so I have a challenge.
- Just talking is the least effective teaching method.
- It is easier to teach if you get students involved.
- The bottom line is what they learn—not what I teach.
- The future of outdoor recreation depends on effective education.
- I will develop the art of assisting discovery.
- You can teach a lesson for a day, but if you teach curiosity, you teach for a lifetime.
- Nothing improves hearing more than praise.
- The mediocre instructor tells, the good one explains, the superior one shows, the great one inspires.



- The future of this recreational activity depends upon effective safety, education, and student behavior.

Your Students Say: Tell me and I'll listen, but I may forget. Show me and I'll remember. Involve me and I'll understand.

Multi-sensory Instruction

During the explanation phase of teaching, it is important to take into account that people learn best in three different ways. These are referred to as learning preferences. These preferences are the sense (or senses) one prefers to use to receive and process information. These preferences vary from individual to individual. Some have a visual preference; they prefer to see what they are learning. Others may have an auditory preference where they learn best by hearing. And then there are those with a kinesthetic preference who learn best by being physically involved in the learning. As an instructor you don't have the time to discover each student's preference, but you can ensure that all students' preferences are addressed by using a variety of teaching approaches. Pictures, posters, models, and are effective methods for reaching visual learners. Audiotapes, lecture, questioning, and reading aloud are preferred by auditory learners. Kinesthetic learners prefer role-playing and demonstrations where they are actively involved in the process of learning.

Sequenced Skill Building

Teaching a new skill is made easier with this simple four step approach.

1. **Explain** - Tell students in very precise terms how to perform the new skill.
2. **Demonstrate** - Show them how to perform the skill. Make certain that the demonstrator can perform the skill correctly.
3. **Practice** - Allow the students to try the skill under close supervision of an instructor.
4. **Critique** - Give immediate and specific feedback and reinforcement and check for understanding by asking questions. (See Questioning Types, Techniques, and Tips under Student Summary.) When teaching a new skill, begin by teaching students from a known frame of reference. Try to relate the new skill to a skill they already possess. Provide positive reinforcement throughout the process.

Types of Questions

Questions can be of three basic types: Literal, inferential, and applied. Literal questions require a "right" answer. Inferential questions require students to use the information they possess to make a conclusion about something else. Applied questions require students to utilize acquired knowledge to solve problems.

No matter which type of question you ask, phrase your question so that it requires the student to do one or more of the following:

1. To describe (something);
2. To discriminate (details, differences, similarities)
3. To discover relationships (between things or ideas)
4. To interpret (meanings of an idea: laws, codes, etc.)



5. To generalize (about ideas or behavior); and
6. To evaluate (ideas, issues, procedures)

How We Learn

Research has determined the following to be true:

- We remember 10% of what we read.
- We remember 20% of what we hear (lecture).
- We remember 30% of what we see (visual aids).
- We remember 50% of what we hear and see (video, narrated slide show).
- We remember 70% of what we hear and say (talking together).
- We remember 90% of what we see, hear, say, and do (hands-on).

The mediocre instructor tells, the good one explains, and the superior one shows, the great one inspires.

Questioning Techniques

There are many different questioning techniques. The ones that will be most useful to instructors are signaling, sampling, redirecting, prompting, and clarifying. Signaling is simply asking students to raise their hands or use some other signal. Sampling is posing a question to a group of students and asking for responses from several individuals without giving the correct response until the sample is completed.

Redirecting is the same as sampling, but the question has more than one correct answer and the question is not repeated, nor are any of the responses from the students. Prompting is really a series of hints or clues to help a student who has given an incorrect response to get to the correct answer. Clarifying requires the instructor to help a student flesh out an answer when it is lacking in detail, poorly organized, or incomplete by using questions like: “What else can you add?” “Why do you think that?” “Tell me more.”

Questioning Strategies

1. Tell students you will call on them whether or not they volunteer.
2. Pause 3–5 seconds after asking a question to give students **THINK TIME**.
3. Provide specific feedback and reinforcement to student responses at the appropriate time.

One thing to always remember, an answer of “I don’t know” is an allowable answer for both you and your students. By allowing this answer you are providing a safe atmosphere where students will not be afraid to speak up and take part in class discussions.

Foreword

Knowledge and preparation will ease the fears an instructor may have as he or she instructs the first class. **YOU CAN DO IT.** You are already beginning to prepare simply



by studying this manual. If you are going to instruct, you have to know how to be an instructor. If you are to instruct, then you must dare to learn.

Every one of us is both a student and an instructor. We are at our best when we teach ourselves what we need to learn. The beginning instructor must perform a full complement of duties while learning those duties. You will be expected to perform immediately in your course. The information presented in this section is geared toward the instructor who is instructing youth. Some of the concepts apply to both youth and adult courses. Instructors need to be aware of all the concepts presented within to understand and learn how they can and will “do their best” in the program they instruct.

The most important session is the first, not the final session or the final test. Your success during your course will be determined by what you do during your first session. If the course does not begin with the proper, positive expectations, there may not be a graduation day for a student. The successful instructor establishes “good control” of his or her class in the very first session. Control means you know what you are doing, your classroom procedures, and your responsibilities as an instructor. Control does **not** involve threats, intimidation, or dictatorship.

A Successful Instructor

There are three characteristics of a successful instructor:

1) He or she has positive expectations for student success. It is essential that the instructor exhibit positive expectations to all students; 2) He or she is an extremely good classroom manager; and 3) He or she uses teaching lessons to help students learn.

Positive Expectations

An expectation is what you believe will or will not happen. It is knowing what you can or cannot achieve. **Positive Expectation: An optimistic belief that whomever you instruct or whatever you do will result in success or achievement.**

If you want positive results from being an instructor, you must keep certain responsibilities in focus. It is your responsibility to work with your fellow instructors, associate with and learn from positive mentors, continue to learn through update workshops and in-service meetings, and avoid instructors who constantly complain and make excuses. You will be expected to do your job with the same enthusiasm that you expect from your students. Your expectations of your students will greatly influence their achievement in your course and in their lives. All living things live to survive. They spend their entire day, instinctively, seeking food and shelter and escaping their predators. Humans have an additional instinct which is **success**. This is what makes humans different from all other living things. There is absolutely no research correlation between success and family background, race, national origin, financial status, or even educational accomplishments. There is but one correlation with success, and that is **ATTITUDE**.

Unit 3 - Instructing Youth



It may be dangerous to teach as you were taught. Some of us were taught by teachers who either were not effective teachers or did not know the current research on successful instruction. Successful instructors have the power and the ability to invite students and fellow instructors to learn together. A person who is asked or complimented is **INVITED** to learn.

Invite Students to Learn

Invitational learning is centered on the following propositions:

1. People possess untapped potential in all areas of human development.
2. People are able, valuable, and responsible and should be treated accordingly.
3. People, places, policies, procedures, and programs all invite people to realize their fullest potential.

An invitation is a message that states that the person being invited is responsible, able, and valuable. We all need to convey to our students and our fellow instructors that **“you are important to me as a person**

An instructor will ask his or her students to learn by using one of the following four invitations. Which one will you use?

1. No Invitation

You deliberately demean, discourage, defeat, and dissuade students. You never smile.

2. Don't Mean to be Negative

You are oblivious to the fact that you are negative to people. You feel that you are well meaning, but are seen by others as chauvinistic, condescending, racist, sexist, patronizing, or thoughtless. You probably keep your arms folded when interacting with students.

3. Positive Without Realizing So

You are the “natural-born instructor.” You are generally well liked and effective but are unaware of why you are successful; you do not have a consistent philosophy for instructing. When something does not work in the classroom, you are unable to analyze what went wrong. You are usually affable, and this characteristic often hides the fact that your students may not be learning to their fullest potential. You are sincere and try very hard. You bubble with excitement.

4. Deliberately Positive Instructor

You have a professional attitude, work diligently and consistently, and strive to be a more successful instructor. You have a sound philosophy for instructing and can analyze the process of student learning. Most important, you are purposely and clearly invitational. You know what it means to be invitational, and you work at it. Help yourself be a deliberately inviting instructor by understanding the following verbal comments, personal behaviors, and thoughts.

When you apply the power of **POSITIVE EXPECTATIONS** and **INVITATIONAL LEARNING**, you become a very powerful and successful instructor.

Verbal Comments



Encouraging

“Good morning.”
“Congratulations.”
“I appreciate your help.”
“Tell me about it.”
“How can I help you?”
“Yes.”

Negative

“Keep out.”
“It won’t work.”
“Not bad for a girl.”
“I don’t care what you do.”
“You can’t do that.”
“I said so, that’s why.”

Your Thoughts

Encouraging

“Sometimes I have to think what to say.”
“Making mistakes is all right”
“I could learn to do that.”

Negative

“I never know what to say.”
“I’m so slow to catch on.”
“Why am I so stupid?”

Personal Behaviors

Encouraging

Smiling
Listening
Holding a door
Thumbs up or “high five”
Remembering a student’s special event
Waiting your turn

Negative

Looking at your watch
Yawning
Letting a door swing behind
Sneering
Forgetting an important date
Shoving

The successful instructor has a statement of positive expectation ready for the first session. Let your first message spoken be one of welcome and positive expectations for your course. You do not get a second chance at a first impression.

Earning Students’ Respect

Instructors can help their students achieve what is needed from the course if the students respect the instructor. An instructor can gain student respect by:

1. **Addressing a student by name.** Your name is very important to you. It identifies and dignifies you. A person’s name is precious and personal. It is that person’s property. Pronounce the student’s name correctly. When you use a person’s name, you are saying to that person, “You are important”. You are important enough for me to identify you by name. Use name tents/name tags so you can address each student by his or her name.
2. **Say “Please,” please.** Kindness begins with the word *please*. Cultured, polite, and well-mannered people know and automatically use the word *please*. It has become a learned behavior. Repetitive use of the word *please* is important if a student is to learn to use the word please in his or her life. *Please* is usually used when you ask someone to do something for you. Thus the most effective way to use please is to precede the word with the person’s name to whom you are addressing the request.
3. **Appreciating what the student did; saying thank you.** You really cannot use *please* without using *thank you*. “Thank you” says to the other person that you appreciate his or



her effort and kindness. End a statement of gratitude and appreciation for someone respecting your wishes with *thank you*. “Thank you” is the perfect transition; it paves the way to the next request, lesson, or task. It makes whatever you want done next so much easier. The most effective way to use *thank you* is to follow it with the person’s name.

4. **Smiling.** If you truly want to achieve maximum effectiveness when you use a person’s name and say “please” and “thank you,” **you smile**. It is another behavioral trait that is learned. A smile is the most effective way to create a positive climate, to disarm an angry person, and to convey the message, “Do not be afraid of me; I am here to help you.” There is no need for a great big smile; a controlled, slight, disarming smile is all you need. Accompany the smile with the name of the person at whom you are smiling. As you smile and speak, use momentary pauses. This is called timing. Every performance is timing. This is the “pregnant” pause before speaking an important or emotional line or delivering the punch line.

Your Classroom

The characteristics of a well-managed classroom include:

1. Students are deeply involved with their work, especially with academic, instructor-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

Essential Components of Your First Session

To assure a great course, have team members stand at all entrances to the building that your classroom is in so all students will have a warm, friendly welcome to your course. Have team members and/or signs in halls, if necessary, to help students find your classroom.

Instructing Starts When Students Enter Your Classroom

Begin teaching your procedures and routine the moment you meet your students at the door the first session. Observe how your students enter the classroom. You may observe students that “horse around” when they enter. As soon as you observe what you judge is an inappropriate action, ask the student to return to the door and enter appropriately. You do not send the student **out of the room** but rather **to the door**. “Out of the room” is a negative connotation. Use the following steps to teach your procedure: 1) Calmly but firmly ask the student to return to the door or go to the door; 2) Tell the student why—explain why his or her action or behavior was inappropriate; 3) Give specific directions—explain how you want the student to enter; 4) Check for understanding—ask if the student understands your request; and 5) Acknowledge the understanding and ask the student to demonstrate that he or she knows how to enter your room properly. Remember the importance of using the student’s name, please, thank you, and your smile.

Team members can discuss and practice for possible situations that may occur in their course prior to the first class. Instructor team members can be prepared to handle situations (without disruption) while other team members are instructing.



It is a mistake to let any misbehavior go with the thought that you will have time to deal with it later. Successful instructors know that it will be much more difficult to correct misbehavior at a later date. Whenever you see inappropriate student conduct, use a procedure similar to the method described above to help the student learn the appropriate conduct.

For a person to learn something new, you need to repeat it on average eight times. For a person to unlearn an old behavior and replace it with a new behavior, you need to repeat the new behavior 28 times. Twenty of those times are used to eliminate the old behavior and eight of the times are used to learn the new behavior.

Your Important First Words

There are two major things you want to state at the outset of the first session: your name and your expectations. Expectations are discussed in the section on Student Behaviors. It behooves you not only to tell the students your name but to pronounce it so that they will call you by the name you want. Students want to know who you are as a person and if you will treat them as a person. It is important that you alleviate any fears they may have about being in your course. The best way to do this is to smile, exude care, and communicate positive expectations.

Use the following outline to help you prepare your 3 minute opening dialog with your students:

1. Welcome them to your class.
2. Your name.
 - a. State your name.
 - b. Write it on a board or have your name tent for them to see.
 - c. Help your students with its pronunciation if necessary.
 - d. Inform your students how you wish to be addressed, that is, what you want them to call you.
3. Your background related to the program.
 - a. Your training as an instructor.
 - b. Your years of instructing the course.
 - c. Your efforts to improve as an instructor additional training sessions and self-learning you have completed.
 - d. Your experience as a person related to the course. Remember those of you involved in one of the courses related to hunting/trapping; hunting/trapping should not be viewed as a competitive sport so avoid the score card, that is, how many of each species you have harvested, etc. focus should be on the sporting aspects of trapping with less emphasis on the economic.
 - e. Your love and enjoyment of helping new or inexperienced persons learn to do things right. That you love to teach, enjoy teaching, and that you are proud to be an instructor.

Student Behaviors

The three most important student behaviors that must be taught early in the course are:

- 1) Discipline,



- 2) Procedures,
- 3) Routines.

In a classroom, an instructor wants student discipline and respect that will minimize classroom disturbances and maximize learning. The most successful courses are those where the instructor has a clear idea of what is expected from the students and the students know what the instructor expects from them. Expectations can be stated as rules. The function of a rule is to encourage or prevent behavior by clearly stating students' and instructors' expectations. One way is to tell students what the rules are. However, a more effective way and a way in which the instructor will get better cooperation from the students, is to engage students in a discussion during the first class. To get better interaction, divide the class into small groups. Refer to course outline for each specific course. Begin by putting up two sheets of paper on the wall and write "Student Expectations" on one sheet and "Instructor Expectations" on the other. Ask the students, in their individual groups, to list some of their ideas of what they expect from the class. Refer students to their name tents which already have some class rules on it. Allow them two or three minutes. Then ask for responses from the groups and begin recording. Discuss each item. Then proceed to share your expectations and list them on the appropriate sheet. Following are some ideas to assist you in this process. Safely and responsibly, or what ever requirement you set up for the course. The rules or expectations that you have just established will mean more to the students and be more effective when they realize there are consequences either positive or negative based on their compliance with these expectations. The best time to explain consequences for their behavior is when you are explaining your expectations of them. The consequences you establish and enforce should be suitable and proportional to the violation; that is, the penalty should fit the crime. Choose consequences that are uncomfortable for the student but be careful not to ridicule or shame the student, especially in front of their peers. Remember, students do not want to be made to look stupid or foolish, but they must be responsible for their actions and behaviors. Tell the student that the consequence was the result of his other choice when they say, "Why are you picking on me?" or "What did I do?" or "Everyone else is doing it. Why me?" Answer these questions with "Because you chose to break the rules." Do not argue with the student. The next step is a very important one. At this time, explain to the parents the expectations you have established for the classroom and that expulsion from the class is the ultimate consequence if the inappropriate behavior continues. In this way you inform and involve the parent/guardian in the behavior problem. By inviting all the parents to attend the classes with their student, it may help to eliminate behavior problems and also informs the parents/guardians what their students are learning. This can also be very beneficial for follow up mentoring of the students because the parent(s)/guardian(s) are now more aware of the safety procedures when they take their youth hunting, shooting, or trapping. Instructors who have a student that continues to break a rule or rules are to notify the parent/guardian as well as the MTA Education Coordinator of the situation. The parent/guardian must accompany the student during all future course activities. The student will not be allowed to participate in future course activities without his or her parent/guardian.

When you are having a problem with a student, immediately inform the parent/guardian of the problem and inform them of the rules you established with the students.



Some Possible Student Expectations:

- Certification
- Fun
- Learning (something new and helpful)
- Experience with traps and furs
- Respect
- A controlled and organized classroom
- Not have peers reject them
- Not made to look bad or stupid
- An adult-like experience
- Safe, class and/ or field activity
-

Some Possible Instructor Expectations:

- Students will pay attention and learn the importance of the program.
- Students will learn the concepts and behaviors necessary to be accepted by Minnesota residents.
- That students will respect you, your team of instructors, and their classmates.
- That you know each student will do well in the course.
- Students will cooperate with classroom procedures and rules.
- Students will actively participate in all classroom, exercises, homework assignments, and tests.
- Students will attend all of the classes.
- Students will think safety all the time and have fun learning.

Explain and give examples of each of your expectations. Attention, attendance, and participation all deal with the students' attitude about the class and their behavior. This is the time to discuss with your class what is expected for attendance, and how you want them to participate. Discuss, emphasize, and explain respect. Explain how you respect them for wanting to learn about a subject that is near and dear to you. Share with the students how you are willing to take time to share your knowledge and experience and they can show their respect by being a good, attentive class. Now is the time to discuss what is required to earn certification. Explain to them that they are expected to do all homework assignments; students in youth courses are to conduct themselves in an adult-like manner in both the class and during any field activities, and successfully complete a written examination. Most importantly, inform the students that no matter how well they score on any tests, the final decision for certification rests with you. Explain to the students that before you certify them you must be convinced that they are ready to handle the responsibility of running an active trapline.

Instructing Procedures

Explain: State, explain, model, and demonstrate the procedure.

1. Define the procedure in concrete terms.
2. Demonstrate the procedure; don't just tell.
3. Demonstrate a complex procedure step by step.



Rehearse

Rehearse and practice the procedure, step by step, under your supervision. You might call this “guided practice.” After each step, make sure that the students have performed the step correctly. The student should be able to perform the procedure automatically without instructor supervision.

For example, here is a suggested procedure to quiet your students. Explain: “Students, when I want your undivided attention, I have a procedure I want you to follow. When you see me hold up my open hand and say, “**Give me five,**” it means that you are to do the following five things”:

1. Your eyes on me
2. Your voice silent
3. Your body still
4. Your ears listening
5. Your undivided attention

The “Instructor” Look or Stare

An instructor’s look, signal, or body language may be all it takes to get students on task

- STARE—really stare—at the student to stop the misbehavior.
- If the student does not stop, calmly WALK to the student.
- LEAN over and WHISPER to the student.
- SAY the student’s name.
- TELL the student what you want the student to do.
- SAY, “Thank you.”
- STARE at the student and WAIT three seconds.
- Leave the student with an affirming SMILE.

Useless, Meaningless Phrases Sometimes Used to Discipline

These are **NOT** recommended for your use

Cool It., Knock it off. Shape up. Buckle down. Behave yourself. Watch out. Straighten up. Act you age.

Get your tail in gear. Listen up. Sit on it. Park it here. Hang it up. Pack it in. Button up. Bite your tongue.

Turn it off. Hold it down. Come off it. Get the lead out. Pipe down. Watch it. Zip your lips.

Are you cruising’ for a bruising’? Enough. Simmer down. Get on the ball. Shape up or ship out. Stifle it.

Get your act together.

Procedures and Routines

A **procedure** is simply a method or process for how things are to be done in the classroom. It is the responsibility of the instructor to have procedures clearly stated. Most behavior problems in the classroom are caused by the instructor’s failure to instruct



students how to follow procedures. Some of the procedures that an instructor might want to instruct:

- (1) How to quiet a class and have the students' attention.
- (2) How the students are to ask you for help.
- (3) How students are to complete their core group activities.
- (4) How to have a class working until dismissal time.
- (5) How to dismiss a class.

A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines. The main reasons why students do not follow procedures:

- 1) They do not know the procedures;
- 2) They have not been trained to follow the procedures; and
- 3) The instructor has not thought through what happens in the classroom.

The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate. If students know what they are to learn, you increase the chances that the students will learn. The use of objectives increases the chances that the student will learn.

Assignments and Objectives

The instructor's job is to uncover, not cover, the subject matter. One way to do this is to have short lessons with assignments that are structured and precise about what the students to accomplish. The shorter the assignment, the MORE likely the student will complete it. The longer the assignment, the LESS likely the student will complete it. (The outline for each course has lessons prepared for you to use.)

Objectives are what a student must achieve in order to accomplish what the instructor states are to be learned, comprehended, or mastered. Objectives do two things: assign and assess. **Assign:** Objectives give directions or tells a student what is to be comprehended or mastered in an assignment. **Assess:** Objectives tell the instructor if additional study is needed to master an objective.

Accomplishment

Getting the student to learn is the priority of the instructor. Learning has to do with what the instructor is able to get the student to accomplish. Learning occurs only when the students demonstrate accomplishment. You are instructing for accomplishment, and you want everyone to succeed.

Reinforce

Re-instruct, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine. Reinstruct the correct procedure if rehearsal is unacceptable, and give corrective feedback. Praise the students when the rehearsal is acceptable. For example, immediately rehearse the same procedure of wanting to get the class' attention by asking a student what raising my hand and saying **"give me Five"** means. Throughout the course, this new procedure must be rehearsed, and if necessary, reinforced a few times until all the students are conforming to the rule. For example, when students are working in small groups, give them two minutes to turn to another student and have them



ask each other question or discuss a topic of your choosing. To test how well the students are complying with the procedure, after one minutes, hold up your hand and say, “give me five.” Thank the students when they follow the procedure. This same procedure will be very useful in courses that require that you have the students in an outdoor setting.

Instructing Students to Learn

There is only one way for a student to learn. The student must put in effort; the student must work to learn. Learning does NOT come from the instructor doing the work, such as **lecturing, leading a discussion, or showing a video**. A successful instructor knows how to manage the time allocated to maximize student time and effort. To increase student learning and achievement, increase the amount of time the student is working. To increase the amount of time the student works to learn:

1) Inform the student what they are to do when they begin each class. The successful instructor starts the session immediately with an assignment, not roll call. The prime time in class is the first few moments in the session. 2) Instruct procedures and routines to minimize interruptions and maximize uninterrupted learning time. 3) Constantly monitor students so as to keep them on task.

Praise the deed, rather than the person, is an effective way to praise what the person did, and then encourage the person to do the achievement or deed again. When you do this you help the student to do two things: 1) the student accepts responsibility for having done the task; and 2) the student accepts ownership of the accomplishment.

The Difference Between a Procedure and an Assignment

Procedures: Tell a student what to do.

Assignments: Tell a student what to accomplish.

A good assignment states what a student is to accomplish or achieve when the assignment is FINISHED. Tell a student what you want accomplished. Then give the student a procedure to help accomplish the assignment.

Exams

The major reason for giving an exam is to find out if the students have accomplished the objectives of the assignment. The students must have been given a list of criteria or objectives at the beginning of their assignment telling them what they are responsible for accomplishing. An exam tells you if the student needs corrective help. If a student should miss a question, remediate or give corrective action.

Administering Examinations

Approximately 40 percent of the high school graduates read at the fifth grade level. Because of this, an instructor may choose to read aloud the examination questions to either all the students or just those that request it. Hand the examination to the students. Then have a team member, who is a good reader, read each question clearly. Advise students that they may work ahead of the reader, i.e., at their own pace if they so desire. Another option for giving the examination is to allow students to take the exam on their own without having it read aloud. This allows students uninterrupted quiet time to proceed at their own rate. However, some students may have some reading



comprehension difficulty. In order to tactfully provide for students with reading difficulties, be sure to have students fill out any special needs they might have on the registration form during sign-up night. Avoid embarrassing students in front of their peers. Make sure that you tell parents and students about this option during sign up. Prior to the examination night, make arrangements with those students that would like to have the test read to them. This might be done in another room or at the back of the room. This method, however, may require additional helpers to administer the examination.

Methods for Correcting Student Examinations

A number of options exist for correcting examinations. Traditionally each exam is corrected by the instructor. Examinations should be corrected as soon as all students have completed the exam. In youth courses, use caution if team members begin correcting before all students have completed their examinations. This may cause some students to hurry which could result in these students not doing their best. Consider instructing the students to indicate that they have completed their examination by closing the exam and turning it upside down while sitting quietly until all have finished. A successful instructor will practice this procedure before the students begin the examination. Instructors that have developed student respect and that have used classroom procedures will have a quiet and orderly classroom. The main purpose of an examination is to determine if the objectives have been mastered by each student. It is important that the examination be corrected immediately so that each student will determine and understand the correct answer. An option for correcting examinations completed by youth is the instructor collects the answer sheet from each student seated in the back row. The instructor then instructs the remaining students to hand their answer sheet to the student in back of them while the instructor takes the answer sheet from the student in the back of the row to the student in the front row. Students are then directed how to mark any answers that are incorrect on the answer sheet that they are correcting. The advantage of this method as compared to handing the tests out either to the left or the right, is that the students cannot see their exams being scored and will be much less likely to be distracted while looking over at their paper to see how they are doing. The instructor then reads the correct answers while the students correct the examination they have. Each student should initial the answer sheet they corrected and return it to the owner while the instructor brings the answer sheets from the front of the row to the owner in the back row. After each student understands the correct answer to the question they had wrong, the instructor can collect and record the students' results. In adult courses, the instructor can make mention of "respect and responsibility" that was a part of the objectives of the course and have each student correct their own answer sheet as the instructor reads the correct answers. Again, allow each student to understand any answers that they had incorrect before the instructor collects the answer sheets. As soon as all exams have been corrected, they are returned to the owner who will determine and understand the correct answer. With a traditional closed book exam a passing score on the written exam is 70% in the case of instructors opting to allow students to look up answers (open book exam), students must achieve 80%.



Unit 4 - Instructing Adults

How Adults Learn Differently From Youth

Understand that adults do learn differently from youth. Youth often are beginners and inexperienced. They also do not have the varied and vast experiences to build on as adults do.

Jane Zahn in *Differences Between Adults and Youth Affect Learning*, stated:

“Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction times, different attitudes, values, interests, motivations, and personalities. Therefore, those who are assisting adults to learn must be aware of these differences and adjust teaching and the learning environment accordingly.”

Assisting the Adult Learning Process

Consider these categories from a youth’s perspective if teaching youth.

The instructor needs to incorporate a number of factors into their planning for and facilitating of adult learning. The following ten (10) areas are presented to aid you.

Create a Climate Conducive to Learning

The physical environment should be one in which adults feel at ease. Provide comfortable chairs, good lighting, adequate ventilation, comfortable room temperatures, good acoustics, and attractive decorations. An informal arrangement will help to promote interaction. Allow program flexibility and take frequent breaks. The instructor should be appropriately dressed. Even more importantly, the psychological climate should be one which causes adults to feel accepted, respected, and supported. It is, likewise, important to remove any symbols of childishness (chairs in rows, lectern, and small chairs) which may be a hindrance to learning. A room with adult-sized chairs and with tables at which three to five students can be seated at is ideal. Place the tables in a semi-circle of rows like the spokes of a wagon wheel or “tail fan of a strutting turkey,” that is, with an end of each row of table(s) toward the direction of the facilitator. This will allow students to turn toward the facilitator and yet discuss with their group during cooperative learning exercises. It eliminates the structured environment that can hamper adult learning. This can be a positive change for youth. Help them feel like they are special, young adults and that this is not “school.”

Facilitate Rather Than Teach

When instructing youth, it is important to remember they have less experiences to relate to and need more guidance than adults do. The “teacher’s” role, when instructing adults,



becomes all the more one of a procedural technician, resource person, co-inquirer, catalyst, and guide. For both youth and adults, you want to allow the students to develop a personal sense of responsibility for their own learning. You cannot teach anyone anything; you can only create a climate for learning. Sharing your own personal experience with a sense of humor as well as intensifying all interpersonal relationships within the group will help to create a sense of community, of mutual trust, and respect.

Create a Need

Adults learn best when they see that their learning meets a need. Youth benefit from this also. Throughout the presentation, continually emphasize for the student, “What’s in it for me?” Explain how these new skills can affect their lives. You are exposing students to develop new possibilities for self-fulfillment.

Emphasize Experimental Techniques

Use techniques such as brainstorming, group discussion, role-playing, skills-practice, the case study method, action projects, demonstration, and simulation exercises to tap the experiences of the adult learners. The more active the learner’s role in the process, the more they will learn. These same techniques, with a little more information-provided “experience,” stimulate youth to learn also.

Relate all New Learning to Past Experience

Encourage students to share their own personal experiences and the stories to help them make connections between new learning and past experience. Also, whenever a new concept is introduced, relate it back to an earlier concept or to the overall progression of material in the learning process. Always relate goals and objectives to both the overall sequence of the class as well as to the real life situations of students. Every adult’s stock of prior learning and experience coheres into a unique mechanism through which new experiences and models are filtered. With guidance, youth can also share their experiences. Keep them on track and watch the time.

Give the Students Choices

Allow them to be involved in the learning process as much as possible. This creates a feeling of sharing and mutual respect which is especially important to adults. To enhance this, make sure that the students know what is expected of them and that they are generally successful in any activities. Keep on schedule, do not allow time to be wasted, give clear directions to reduce confusion, and plan ahead to control distractions and disruptions.

Emphasize Practical Application

Help students see how these learning skills can be applied in real life. Practice real life situations and encourage them to report on how they will use the skills in daily living. Also encourage discussions of and commitments to personal strategies and actions to help students remember to use new skills learned.



Give Recognition, Approval, and Encouragement

There is great value of positive reinforcement in youth and adult learning. Learn students' names quickly (use name tents), use good eye contact, and give each student your full listening attention when he or she is speaking.

Humor Increases the Amount of Learning

A comedian you need not be. However, humor keeps learning fun and increases the ability of a person to retain what is new to them. Keep the humor non-offensive to all. A relaxed and pleasant climate, work-orientated climate is the goal.

Learning is Enhanced by Repetition

Periodic reviewing of what has been learned will increase retention. Inform your students of what they will learn, and then involve them in learning the concept, and then review what they have learned. This process will yield the best retention of the concept.

The purpose of instructing is to help all people succeed, not to remind people continually that they are failures. The greater the time students work together and the greater the responsibilities students take for their work, the greater the learning. Cooperative learning is a win-win situation. Everyone wins: Students, the instructor, and instructor team.

Cooperative learning refers to a set of instructional techniques whereby students work in small, mixed-ability learning groups. The students in each group are responsible not only for the material being taught in class but also for helping their group mates learn. In its simplest form, cooperative learning is:

- (1) The instructor presents a lesson to the students.
- (2) The student groups are given activities to master the objectives.
- (3) The instructor instructs groups in study strategies.
- (4) The students work together to help one another master the objectives.

In cooperative groups, students help one another complete an activity the instructor has assigned. It is a structured situation. During the activity, the students clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork. The reason cooperative learning is so successful is that the context of a work group is more important than the *content* of the group. If you have a group of people who care for and are committed to one another, they are going to achieve the goal of the activity much more quickly than if each was to attempt the task alone.



Unit 5 - Cooperative Learning

Establishing Cooperative Learning Groups

The question is not how to divide the class but rather how quickly and effectively the class will divide itself when the students are asked to do so. Effective grouping is dependent on two major factors:

1. **The class climate.** Quite simply, if the students dislike the course or the instructor or are not successful, grouping will be difficult. It is important that all the determinants of successful student cooperation be in place before the class is divided into groups.
2. **The explanation.** How quickly students move into groups depends on how explicitly the instructor explains how and why groups will be formed. There is no need to solicit class input on grouping because there will be no permanent groups in the class. Simply tell your students the following: the class will be divided into groups many times. Each time there is a need for a group, the size of the group will depend on the nature of the activity. Some activities may take two people; others may take four or more. Therefore, please do not ask if you can work with any particular person because the groups are not permanent or pre-assigned.

Your message to each student is:

1. There is only one person in the world you need to compete against, and that is yourself.
2. Strive each day to be the best person possible.
3. Your mission in life is not to get ahead of other people; your mission is to get ahead of yourself.
4. But while you are competing against yourself, you are expected to work with everyone else in this classroom cooperatively and respectfully.

Each time the class is divided into groups, the length of the group activity will depend on the nature of the activity. Some activities may take two minutes; others may take 15 minutes or most of a session. When the activity is finished, the group will be disbanded. Therefore, please do not ask how long you must be in a group. You will be in a group until the activity is finished. The cooperative system encourages everyone, regardless of ability, background, or handicap to work at top capacity. The number of people in a group must equal the number of jobs in the group. The reason some students do nothing or copy from other students is that they do not have specific tasks or jobs.

Quite simply, all research indicates that cooperative learning leads to higher achievement for all students. No research states otherwise.

A Successful Course



Successful courses are those where there are cooperative instructors that pull together, where instructors are working toward a common goal of course improvement. Instructors should observe one another's instructing and strive to help one another to improve. Experienced instructors should regularly share with new colleagues the practices that have worked effectively for them. If the student cannot demonstrate learning or achievement, then WE have failed the student; we then need to determine what can be done to help the student meet the course objectives.

This MTA/DNR program exists and volunteer instructors are used for one reason only: to help students achieve.

Cooperative Learning Activities and Techniques

Base Groups

The sole purpose of a Base Group is to make each student feel that he/she is an important part of the class. Students will support and encourage one another in the short time they are together. Hopefully they will make two or three new "friends" who have helped each other learn.

Dividing a Class into Base Groups

After determining how many students you need in a group, select from one of the following to form Base Groups:

1. Have the students "number off."
2. If you have pre-registered the students, that is, you know who will be in your class; you can have their names on name tents and code the name tent. They will know from the code which group they are in.
3. You can pre-number their name tent or student manual, that is, place a number code on name tents or students' manuals so when the student receives either, they will know what group they are in.

Rules for Base Group Activities

There are a number of rules each member of a Base Group must know and follow. The rules need to be explained and posted for students to understand and see. The rules could be posted on a chalk or poster board, on a sheet of paper placed at each desk, or printed on the name tents.

The rules include:

1. All members must participate.
2. All members have a chance to speak without interruption.
3. All members must listen quietly to instructions.
4. Never criticize someone else's opinion or idea.
5. If a group member has a question, he/she asks if other group members know the answer. If no group member knows the answer, the whole group should raise their hands to ask for help from the instructor.

Jobs for the Base Group



Each student in a base group must have a job. The following details the Roles of **Facilitator, Recorder, Spokesperson, and Timer:**

Facilitator (Encourager)

- Responsible for starting and stopping discussion as instructed by the leader
- Initiates and helps keep the group on task
- Watches the time to assure that the group completes its task
- Assures that everyone is able to participate—no one dominating; no one excluded
- Reminds people to listen as others are talking
- Encourages people to respect and use their different perspectives and views

Recorder

- Writes the response of each student as they address each question
- Writes rapidly
- Writes legibly
- Listens for key words; does not edit—uses exact words
- Captures the basic ideas, essence
- Doesn't worry about spelling

Spokesperson/Question Asker/Reporter

- Listens carefully to the discussion
- Understands what you are expected to report
- Reports the key points as requested at the end of the session

Use of Base Groups

Base Groups can be used for a number of activities. Many of the activities described below require Base Groups. Base Groups can be Focus Groups where the instructor presents a question/situation where each group develops a group response.

Turn To Your Neighbor (TTYN)

An instructor may ask students to TTYN to answer a question as opposed to asking one student to answer. TTYN permits **all to participate** and **all to work** instead of waiting for someone else to answer. Remember, students must work to learn.

Group Practice

Help increase student retention of new words. When students are in groups, say the new words so the students hear the word pronounced correctly. Have the students repeat the words several times out loud to each other within their groups. Also have the students write the word. Sometimes it is helpful to remember new terms and definitions by associating the word with an action, jingle, or acronym.

“Four-inch” Voices

Base Group activities require students to communicate with group members. Instructors have to realize that “noise” is necessary for base groups to function. However, students need to be instructed to use “four-inch voices” when talking in their group. That is, a



student must talk with a voice volume that group members will hear them only if they are four inches from each other.

Instructor Duties While Base Groups are Working

While groups are talking in their base group activities, it is not break time for the instructor. Instructor team members should be “wandering” around the classroom, intervening when necessary, answering questions, keeping students on task, complimenting groups that are working well, watching and listening for appropriate behaviors.

Cooperative Learning of New Terms (Jigsaw Learning)

There are times when definitions of terms unfamiliar to your students need to be learned. You could lecture the definition; however, we remember only 20 percent of what we hear. We remember 90 percent of what we hear, see, say, and do. The best method of learning is to teach the concept. You can use a cooperative learning technique to facilitate the best learning of new terms by having your students teach each other new concepts. In advance, prepare a page listing nine new terms with their definitions. (Option: List the terms and have the students use their manual, etc., to find and learn the terms.) Arrange the terms on a page so the page can be cut into three parts with three terms on each part. (Note: many recommended terms and associated materials are provided for you in the lesson plans.) Divide your students into groups of three. Provide a list of three different terms to each person in the group. Direct the person to teach their three terms to the other two group members. The other members, in turn, teach their three terms to the group. This way each student will learn nine new terms by hearing, seeing, saying, and teaching. After allowing an adequate but short time for this, collect the terms and provide each student with a quiz where they match the definition to the correct term. The quiz is a learning tool for the students. Correct and discuss the quiz to reinforce what they learned as well as to determine that the new concepts have been learned.

Using Videos and CDs/DVDs as Learning Aids

To use videos and CDs/DVDs as a learning aid, you, along with the instructors involved with your course, must first determine what your students need to learn from the video or CD/DVD you are considering using. Preview the CD/DVD with your fellow instructors to determine what is to be learned from it. The facilitator of the video or CD/DVD must **present a summary** of what the students will see with emphasis on the **points they are to learn**. This will focus the students’ attention on these points. As most video or CDs/DVDs are 30 or more minutes in length, break the viewing of them into segments of about five minutes or less. Many will be two minutes or less.

Develop questions that you want your students to answer as they view each section. You can prepare a handout with the questions, the questions can be displayed on a board, or you can verbally present them to the students. Allow students to work with their neighbor, if they so choose, to determine the answers to the questions. Show the first segment then stop and allow the students to answer the questions. Discuss the responses



to the questions as a large group assuring the students have learned what you determined is necessary for that segment. Continue by relating what they will see next and what questions they should answer. Show the section. Stop the video or CD/DVD and discuss the questions once again as before.

Continue this format for each section. Note: to make better use of the limited time you have with the students, show only the parts of a video or CD/DVD that contains information you want students to learn.

Introduction of a Presenter/Guest Speaker

Too often presenters are invited to a class and are not properly introduced to the students. It is important that students understand what the presenter's background and special interests are. Proper introduction is also good class etiquette. It shows respect for the presenter, who is generally giving of their free time. Approach your presenter well in advance of their introduction and obtain the following information: (1) name and its proper pronunciation, (2) home town, (3) occupation, job description, title, or job responsibility, (4) educational background if applicable, and (5) background information regarding their presentation. At the completion of the presentation, be prepared to lead the applause and offer immediate "thanks."

Use of Name Tents/Name Tags

Giving recognition and positive reinforcement of what a student says will enhance their learning. By using a name tent or individual name tags, you will be able to respond to the individual student personally by addressing them by their first name. You or a team member must have a marker(s) that will write clearly with thick lines. You and all team members need to have **your** name tent/name tags prepared and in place prior to the start of your first session. Use them as examples of how you desire the student to do theirs. You may want to prepare these in advance for those who preregister. This will save time and commotion, as well as, assist you in determining the presence of those who did preregister. Have the preregistered student pick up their name tent/tag and other materials as they enter your classroom. You may want to collect the name tents/tags at the conclusion of each session and have your students pick theirs up as they arrive for the next session. By doing this, you will know who has not arrived or is absent at each session. This will eliminate other more time-consuming methods of taking role. The team instructor who is responsible for taking role can simply record the names of the name tents/tags not picked up at each session.

Rules/Directions for Brainstorming

This procedure is used when there is a need for many responses to a question or problem. The relevance of the responses is not important, i.e., the responses need not be the best.

1. Divide students into groups of three to five. Have each group do self-introductions and then select a facilitator, recorder, and a reporter. (See 5-3 for the duties of each job.)



2. Provide paper for the recorder to write the responses of the group. Have each group determine who will be the recorder.
3. Inform the groups that you will be asking “the question.” When you ask the question and say, “GO,” the person situated to the right side of the recorder responds first with any answer that “comes to mind.” As quickly as this person comments, the person to their right continues with their response in the same manner. This continues around the group with the recorder responding with their turn. Then the first person again responds with a second answer. Continue around the group with responses as many times as possible. If a person does not have a response, quickly move to the next. The skipped person can respond in the next round.
4. Inform the group that there are no good, bad, correct, or incorrect answers; the goal is to accumulate as many responses as possible.
5. Determine that the students understand what is to happen, that is, ask them if they do.
6. Provide any necessary background for the question you have selected to brainstorm. Ask the question. **Say “GO.”**
7. Allow **two to three minutes for the “brainstorming”** or until conversation seems to be slowing. Then stop the students.
8. Have each group determine which of their answers is the most important. Have them **prioritize their top five answers**. Allow a few minutes for the completion of this. Check on each group to determine how they are doing. Encourage them to proceed quickly.
9. You may provide each group with a large sheet of paper and marker and have them list their prioritized responses on it. Then you can hang each group’s responses where all can see. Or you can ask each group for their **five responses**. **List them** on a chalkboard, overhead, or large paper so all can see.
10. Select and assign a different response to each group and ask each to determine a solution. Allow a few minutes, checking with each group to control their completion of the task.
11. Allow each **group to share their solution and ask for the feelings of all students to the response**. You are the facilitator; stimulate discussion, keeping your opinion until everyone has had his or her chance to respond.
12. **Summarize** the points the students should learn and indicate how each will affect their life.

Developing Quality Responses to a Question or Problem

The use of this procedure will result in quality responses to a question or problem.

- Use groups of three to five. Have each group select a facilitator, recorder, and spokesperson.
- Provide each group with the question or problem they are to address. You may choose to display it on a board, have it printed on a handout, or other means where all groups will have it to use.
- Ask each group to develop a list of possible answers or solutions. Allow groups time to discuss.
- Use a random system to have the reporters present a response they have developed. Discuss each proposal to determine students understand and agree it is a valid response. List the responses on the board.



- Provide students with a means that they can record the question/problem and the solution the groups determine. You may choose to use a worksheet with space for the recording of results or other methods of your choosing. This will reinforce the learning of the subject.

Using a Lecture-Type Presentation

A lecture presentation, which could include audiovisual mediums, can be facilitated to generate significant questions for your presenter and will also enhance students' learning. Research shows that just listening and seeing allows for limited learning (50 percent). However, there are situations for the use of lecture presentations. Lecture provides large amounts of **new** information in a short time period. When a lecture presentation is used, use the directions that follow to amplify the learning of your students.

Preparation: The person responsible for this type of learning experience must: (1) determine that the presenter will allow and comprehends the following method. If necessary, explain to them how you will facilitate their lecture session, and (2) facilitate the completion of the procedure.

Facilitation: Facilitate the group using the following steps:

1. Divide the students into groups of five. Attempt to divide the students so they are seated around a table with people they do not normally affiliate with.
2. Provide each group with explanations of the duties of the team members and rules for answering the questions (questions are at the end of this section). Have each group determine who will complete each duty.
3. Provide each group with the three questions they are to address upon completion of the presentation. (You can reproduce as needed.) You may provide the questions on a board and/or a paper placed at each table.
4. Introduce the presenter and allow them the allotted time to complete their presentation. Keep them on their agreed time schedule.
5. Have each group answer the three questions.
6. Facilitate the sharing of answers between groups. Using a random format, call on the Spokesperson/Question Asker for their responses. Regulate the time schedule. If you are limited for time, ask only what questions they have for the presenter, omitting their responses to questions 1 and 2. Have them address their questions directly to the presenter. When you need to conclude the session, ask for one last "burning" question from any group.
7. Thank the presenter and lead the applause of appreciation for the presenter.

Questions to Answer After the Presentation

1. What did we hear?
2. What is our reaction to what we heard?
3. What questions do we want to ask the presenter to increase our understanding of what we heard?

Rules for Answering the Questions

- Each person in the group gives their response to each question
- Do not discuss ideas
- Do not judge ideas (good or bad)
- Repeat ideas are fine



- “Piggybacking” off someone else’s idea is fine
- Wait for the silences to end; the greatest creativity follows
- The more ideas, the better

Situations Exercise

Situations Exercise is used to allow students to respond to a given “situation” which permits them to practice what they have learned and to reinforce it. They report their response to the group, and, as a result, the group’s learning will also be strengthened. To complete this exercise, follow these steps:

1. Divide students into groups of two doing so with the intent of having individuals work together that have not done so in previous exercises or who are not well acquainted with each other. Position students (sitting next to each other) around a circular table setup. That is, all students have eye contact with each other, no head table or podium. You, as the facilitator, should sit in the circle. If you have a very large number of students, include three per group. Having many small groups will require a long time period for completion of this exercise.
2. Explain that each group will receive a “situation.” Each group is to determine how they would react if they found themselves in their “situation.” They will report to the rest of the class what their “situation” is and their response. The class is to question or offer alternative responses for the “situation” and discuss.
3. Provide each group with a different “situation” and allow a short period of time for each group to determine their response. You, as the facilitator of this exercise, must regulate the use of time. Note: In some lesson plans, a series of situations are included.
4. Randomly, call on groups to report what their “situation” is and their reaction. Allow questions and feedback from the entire group. **Express your opinion only** after students have expressed theirs and only when you judge that there is another important reaction to consider. **Ask questions, when necessary**, of both the reporting and questioning students to keep good discussion progressing.

Skits

Skits are similar to the situation exercise except it includes more action and creativity through an acted-out situation. Assign the same “one-line scenario” to each group. Group size will depend upon the approximate number of people needed for the skit. For example, an assignment of “you ask permission to trap” needs four to five; a person to “set the stage” verbally for the audience as well as keep track of the allotted time, a landowner, and one or two trappers. The assignment can be given before a break/meal time or before the next meeting of the students. Each of the groups will develop their skit, but only one or two of the groups will actually be called on to present their skit. The remainder of the groups will use the situation exercise process to respond to the skit.



Your Minnesota Hunting and Trapping Regulations Handbook Exercise with a Conservation Officer

The purpose of this exercise is to get the student using the regulations handbook for their chosen outdoor activity. By using predetermined questions, presentations will be similar in most courses in Minnesota. Also, it is a “hands-on” activity which should allow the student to retain more of what is taught.

1. Divide students into the number of groups there are questions, i.e., one group for each question. Provide each student with the latest copy of the Hunting and Trapping Regulations Handbook.
2. Assign each group a different question to complete by using the regulations handbook.
3. Introduce your conservation officer.
4. Have students record their conservation officer’s phone number and T.I.P. number. This will allow the conservation officer to inform the student how they should contact them. Also, the T.I.P. number provides an opportunity to discuss the merits of the T.I.P. program.
5. Have the conservation officer call on each group for its response to their question. The officer will have the “right answer” to each regulation. The officer can comment on related regulations that the students may need assistance understanding.
6. The officer may have additional regulations for students to look up and discuss.
7. Ask the officer to present/discuss additional topics of their choosing; i.e., work area, job responsibilities, why the different laws and regulations, how laws and regulations are made/changed, new or changes in laws and regulations, problem areas they have, how these students can help the conservation officer protect their recreation, etc.

Reading Assignments

When assigning students to read and study materials, suggest that they highlight or mark the areas of the material that they do NOT know and/or understand. Also they may want to use note cards to help them learn new concepts or topics. They can name the topic or concept on one side of the card and describe or define it on the other. The cards may be used to review the topics which will enhance learning. Ask the students to note areas they do not understand and request that they bring them up at the next session.

It is the responsibility of the instructor in charge of a session to determine what assignments are necessary for the next session. If they are not the facilitator for the next session, they must contact the instructor that is in charge and obtain the assignment and announce it. Required reading assignments should either reinforce previous material or lay foundation for future material.

Unit 6- Course Organization Outline

Use the following outline to guide the “set up” of your course.

I. Instructor Assignments

- A. Who will Teach Each Portion of the Course?



B. Special Invited Instructors

1. Conservation officer
2. First aid or specialty instructors
3. Local police/law enforcement for local regulations

C. Supervision of Youth

1. One certified instructor present at all times and at least one additional instructor or adult
2. Instructors present at all times, that is, before youth arrive and until all have left
 - a. Call parents after 15 minutes
 - b. Contact other responsible adult if parents are unavailable
 - c. Contact local law enforcement agency as last option

II. Facilities (Classroom)

- A. A Public Facility is most preferred over a Private Residence
- B. Proper Lighting and Heating
- C. Seating at Desks or Tables Which are Arranged by You
- D. Free From Distractions
- E. Large Enough to Accommodate the Number of Students

III. Course Schedule

A. Class Considerations

1. Course length as per course guidelines
2. Adequate breaks for participants
3. Announce course schedule three weeks or more in advance
 - a. Newspaper
 - b. Schools
 - c. Radio
 - d. Local TV station or cable access channel
 - e. Community education or recreation program
 - f. MTA web site for classes. This occurs automatically when you advise the Education Coordinator and turn in your Trapper Education Course registration form.

B. Contact Local Conservation Officer

C. Order Supplies Prior to Course Start Date. Fourteen days ahead is absolute minimum.

D. Aids

E. Preregister Students

1. Can be done at:
 - a. School
 - b. Community education
 - c. Area business such as recreational equipment dealer or sporting goods store
2. When appropriate, use preregistration to limit class size
3. Students should have a copy of their social security card, birth certificate or a driver's license

IV. Conduct Course Following Appropriate Lesson Plans and Guidelines

V. After Course Completion



A. Mail or submit student registration forms electronically to MTA Education Coordinator.

Student information will be submitted to DNR for inclusion in ELS (Electronic Licensing System) for trapping license purchase.

B. Distribute Certification Cards to successful students.

C. Cards are generally considered valid after seven working days after submission. Students are encouraged to bring social security card with them to license vendor at time of initial purchase.

VI. Send Thank You to any Sponsoring Organization or Club

Setting Up Your Course

A journey begins with the first step. It is up to you, as a volunteer instructor, to start the journey to complete a course in your area. Any instructor, new or an experienced pro including a conservation officer, can “get the ball rolling.” Instructors have commented that “no one called them” so they have not organized or helped with a course. Commencing a course does not require that you do everything by yourself.

Use the following guideline to make it happen.

1. Contact MTA Education Coordinator and your local conservation officer and inform him/her you want to set up a course. Do this as much as three to six months in advance of when you might conduct the course.

2. Contact other certified instructors in your area informing them of the planning meeting. The MTA website maintains a list of certified instructors.

3. Agenda for a team planning meeting.

a. Determine the starting date of your team’s course.

b. Determine who will act as “lead instructor.” This is the person in charge of completing the forms and paperwork that needs to be forwarded to MTA Education Coordinator. Paperwork must be submitted within 5 days after the class end date.

c. Determine the abilities of each team member that will be a part of your course—“what will they do?”

d. Determine where you will conduct your course. Team members may have to check on availability and hold a follow-up meeting to finalize this.

e. Determine how you will advertise your course. Determine which team members will do what for advertising. This is probably the most challenging part of conducting a course. You may have to schedule additional team meetings to complete this section of your planning.

f. Set a system for pre-registering your students.

g. Determine who will do each section of the course.

You owe it to your students to have more than just one person as the facilitator of your sessions. If you have begun your planning well in advance of your course starting date, you could schedule a later meeting to complete this section. Refer to the outline and supporting material for each session to determine what needs to be arranged. Also arrangements need to be made for audiovisual needs and equipment.

h. Set date(s) for additional planning meetings as needed.



- i. Set the date for an evaluation meeting after the course is completed.

Obtaining Students (i.e., Advertising)

Getting students into your course may be the greatest challenge you will face as an instructor for some trapper education courses. There are a variety of methods you can use to advertise your course. Without question, one-on-one personal contact is the most reliable method. You should use as many techniques as possible to assure you have the number of students you want for your course. You need to use the basic methods of a good salesperson when making personal contact with potential students; you want to become their friend. You first ask them a question you think they have an interest in, for example, something about fur animals, hunting, trapping, survival etc. then let them talk. Friends listen to friends. Then you sell the product, your upcoming course, and ask them to participate. Each time you secure a student, ask them if they know someone else who might be interested in the course. Have them help you bring their friend. Don't overlook their kids, spouses, parents, buddies, etc. Look for those special individuals—the shakers and doers—in your community that can attract many students for you. Get the names of their friends and make personal contact with them also to assure they have all their questions about your course answered correctly and that they will attend. If each team member “works” making personal contact, you can be assured your course will be “filled.” Set up a system of pre-registering your students in advance, if possible. Knowing how many are attending will help you in planning. Also, when you set up for your first session, you will not end up with too few or too many people appearing. Additional methods of advertising can be used in combination with personal contact. Any one of the methods will not fill your course.

Some of the methods are:

1. Advertise in local media. Some local newspapers may give you free space. Be sure you contact the paper well in advance of when you want the ad to run, they need lead-time. Many papers have weekly advertising supplements in which you might be able to advertise. You might talk to the sports editor who could interview you for an article in their sports section.
2. By alerting the MTA Education Coordinator ideally months in advance; your course will be placed on a list that is distributed statewide such as by the MTA web site, links to the DNR website and other media. Getting started early could help you attract some students that otherwise might be unable to attend due to scheduling conflicts later.
3. Radio and television, including local cable companies, often have local events segments that you might use. These, again, require lead-time to get on the air. Be sure to provide information on how the viewer can get more information.
4. You can develop flyers and place them in appropriate locations in your community, such as, sporting goods businesses. This requires legwork, but you could attract a student or two.
5. Use community education programs in your school system. Their advertising goes to most homes in the community. Past experience has shown this may attract a few students.



6. Your local nature centers, sportsman clubs, and service clubs (VFW, American Legion, Elks, Moose, etc.) are good locations to hold your course. You may attract students from these organizations when held in their facilities.
7. Set up a booth advertising a specific course at local county and community fairs. Here is a place for one-on-one contact with potential students. Keep a list of names of potential students or sign them up for your course. Talk to the young outdoor enthusiasts—have them help you sell dad and mom, uncles, friends, etc. on the idea of attending.
8. Ask for time to talk to local civic groups, sportsman clubs, and organizations. Attempt to get the names of those in attendance that are interested and follow up with a personal contact. Better yet, sign them up immediately.
9. Design a “carrot” into your course, by providing a dynamic presenter, a well-known expert, or provide lunch (look to sportsman clubs, etc., for financial assistance) as part of your course.
10. Advertise the fact that many other states now require trapper education as a requirement to buy a non-resident license in their state.
11. If you conduct your course in an area that has a large population and there are other similar courses held throughout the year, coordinate with other teams in the area to allow students choices when they can attend courses.
12. Ask to give a short presentation where the young hunters and prospective trappers can sell their parents, etc., on your course. Volunteer to be a resource person for other types of courses. For example, you may want to give a short presentation at the end of a Firearms Safety Course promoting the Trapper Education Course to prospective students.

Selecting a Meeting Facility

Select:

1. A room that is easily accessible. Ensure that it is handicapped accessible also.
2. A room that is available at the time you need it, including “setup” and “take-down” time.
3. A facility that has adequate parking located within a reasonable distance.
4. A room that will not have distractions nearby, for example, a basketball game in the gym next door or loud talking/music in an adjacent room.
5. A room that is designed for adults with adult-sized chairs and tables if students are adults. Avoid cafeterias that have benches attached to the tables or desks with attached chairs or lab tables attached to the floor. You want a room where you can arrange the tables and chairs to fit your facilitation needs. (Note: When you are done, be sure you return the room to the formation in which you found it.)
6. A room with proper heat and ventilation.
7. A room with proper lighting, preferably one in which the lighting can be controlled during videos.
8. Reminder: The facility should be public whenever practical. With the prior approval of the education coordinator, a private facility **may** be permitted for use especially where unusually small classes are merited. If you need AV equipment, you may want to try to secure a facility that has your equipment needs available. Ask if there is a charge to use such equipment. If you are planning on coffee and snacks, etc., be sure you are allowed to



serve them. Also, find out if you need to bring your own coffee makers and where you can get water to make coffee, etc. Ensure that the room is large enough for the number of anticipated students and activities they will be doing. Is there any out-of-doors space required?

Possible facilities include:

1. School buildings which usually will have all the AV equipment you should need. By checking the room in advance, you should be able to set up with minimum effort. A negative point might be some adults have a stereotype about schools that may cause them to avoid the course.
2. Service club facilities such as the VFW, American Legion, Lions, Moose, Elks, etc. Many of these organizations have meeting rooms that would fit your needs and club members may be more readily attracted to your course when it is held in their facility.
3. Local city or police training (your local CO may be aware of these) or meeting rooms. Many of these facilities are open for public uses.
4. Nature centers and sportsman club facilities—similar to service clubs, you may attract members and supporters to your course.
5. Church meeting rooms have also been used successfully in many instances.

A bit of advice: If the building you are using has a maintenance person on duty, he or she can be your best friend. The maintenance person knows where things are located and has the keys.

Sponsoring Organization

Sponsoring organizations often can provide a facility or funding for videos and other materials. The sponsoring organization should be noted on the roster, given recognition during the course, and thanked after the course is over. Students should also be encouraged to thank the sponsoring organization.

Setup of Classroom

Place three to five (adult size for adults) chairs at a table with the tables arranged like the tail of a strutting turkey so all students are focused at the facilitator. Avoid using head tables, podiums, or lecterns between the facilitator and students. These create a line or barrier that will hinder learning. Use support tables or lecterns for learning aids and notes by placing them to the side of the facilitator. Chalkboards, white boards, poster boards, screens, TV, etc., should be such that all can see and read.

Finding Presenters/Guest Speakers

Course lesson plans contain many hands-on-activities that are designed for the team of instructors to facilitate. You and your team members should each plan and practice facilitating an exercise. As you gain experience, you will be able to facilitate more of the exercises. Caution, however, is in order. You may be, or become, able to “handle” most of the contents by yourself. Consider the students and their potential for learning. It is better if you obtain or let team members or outside people facilitate parts of the course.



You may want to look to local DNR personnel, U.S. Fish and Wildlife personnel, and local experts in the various fields of outdoor recreation, wildlife management, and hunting to present segments of your course. Taxidermists, furriers, fur buyers, Historical Society members etc. are excellent examples of possible resources. You may even have a student in your class, who has knowledge that would qualify him or her as a guest speaker at future classes.

Guidelines to Working With a Guest Speaker

1. Make contact well in advance of the date you want the speaker.
2. Determine if the speaker has the ability and knowledge to present the desired topic.
3. If the speaker is not available, ask if they know someone else.
4. Inform the speaker of what you specifically want them to give their presentation on.
5. Let the speaker know your position with the MTA/ DNR Trapper Education Program to establish your credibility.
6. Be sure the speaker has your address and telephone number for last minute questions or even car trouble on the way.
7. Determine if the speaker is on a tight schedule and needs to be at your class at a specific time. Schedule them accordingly.
8. Be sure the speaker knows when (time and date) they are to speak.
9. Be sure the speaker knows where (city, building, room) they are to speak. Give them special directions. Have someone waiting at the outer door to assist him or her.
10. Be sure the speaker knows exactly what time they are “on” and when they must be done.
11. Inform the speaker that you will be conducting an exercise before and after their presentation which will develop quality questions for them to address.
12. Determine if and what the speaker will need for AV material (be specific: screen, tables, props, writing boards, space, etc.)
13. Send the speaker a reminder one week in advance of their scheduled date. Use a postcard from your community or club if possible.

Thank the speaker at the end of their presentation and follow with a personal letter or note.

Number of Students in a Classroom

A total of 18 to 25 students per classroom is ideal in most situations. The minimum number of students can be set by your team. However, because of the nature of some suggested activities, small numbers will prevent some activities from being completed effectively. Remember to refer individuals to the Correspondence Course Option as a last resort if a class must be cancelled because of poor turnout they will still have to complete the Field Training portion at a later date.

If your team sets a maximum limit of students that will be accepted into your course, then teams must work with their local conservation officer to assist students in finding a course if yours is full.



If there are 30 to 50 students to participate in your course, divide the students into two groups and use one of the following suggestions:

1. Obtain two classrooms adjoining or very close to each other. For each session, a facilitator or team of facilitators presents the first part of the session in one classroom while another facilitator or team of facilitators presents the second part of the outline in the other classroom. At the break, students switch classrooms and the teams facilitate their presentation to the other group of students. (**Note:** At the beginning of the first session, all students could meet in one room for any general instructions or announcements before splitting into their assigned classrooms.)
2. Divide students into two groups and have one of the groups attend a “repeat” session the following day or another day in the same week.

For those communities that have over 50 students in a session, use the following suggestions.

1. Conduct the course twice during a calendar year. Consider a course that starts about the conclusion of the winter sports activities in the school system—typically around March. Give preference to students that are older for this session. Conduct a second course at the beginning of the fall school term (September).
2. Develop an additional team(s) that will conduct a course at the same or very similar time in another quadrant of the community. Teams need to work together in determining dates and times as well as keeping a balance in class size. Instructors that live in a community with a high population need to work closely with their local conservation officer so that students will have access to a course when they need one.

Building a Team in Your Community if None is Present

What if... You are trained, primed, and ready to host a course and there is no team to help you?

Steps for building a team when none is present in your community (or when there is need for another team)

1. Meet with your local conservation officer. The two of you develop a list of community members (the “shakers” and “doers”) that could assist you in completing a course.
 - a. All similar volunteer instructors in your area—current and inactive.
 - b. Local volunteer instructors for other courses, but who may have an interest in your course.
 - c. Local fish and game club representatives.
 - d. Representative from statewide conservation organizations.
 - e. 4H shooting sports leader.
 - f. Community education director.
 - g. Key members of service clubs, i.e., VFW, American Legion, Elks, Lion, etc.
 - h. Individuals that are known as avid participants in the recreation your course teaches.
2. Secure a meeting site, set a date, and send invitations.
 - a. Invite the community members from the list you have developed.



- b. Invite the individuals to a meeting to discuss the “future of hunting or fur trapping,” etc.

Instructor Meeting

1. Make use of name tents/name tags for all and briefly introduce yourself as a new instructor.
2. Introduce your conservation officer if present.
3. Brainstorm the question, “What do trappers do...?” as you learned in your instructor training session.
4. Record the responses on a board/paper.
5. Establish the need for trapper education.
6. Have each instructor introduce himself or herself and explain their position with the organization they represent.
7. Explain that one of the objectives of the trapper education course is to help new trappers to affect their behavior to prevent the unacceptable behaviors from happening.
8. Explain how you need help in setting up and facilitating a course.
 - (a) Building/room for course.
 - (b) Students for course.
 - (c) Financial assistance, printing, mailings, compasses, coffee, treats, etc.
 - (d) Speakers for sessions.
9. Ask each participant how he or she could assist you, or how their organization could provide assistance.
10. Attempt to establish a calendar of other DNR education courses and clinics.
11. Set additional meetings as required.
 - a. Confirm that facilities, advertising, presenters, etc., are as planned.
 - b. Team members practice their segments of the course.

When you find potential new team members, assist them in getting the necessary instructor training. Have them contact their local conservation officer, and then the MTA Education Coordinator for instructor training opportunities.

Building a Tradition

You will find it to your advantage to “build a tradition,” that is, establish a time and location in your community each year when and where you will conduct your course. Community members will come to expect it. In the event that you do not have an approximate date set for your next course, then do so at your post-evaluation team meeting. Send in your Trapper Education Course Announcement Form so the tentative dates can be placed on the MTA website www.mntrappers.org

New Instructors

During the first (few) sessions of adult courses (or if adults attend with a youth in a youth course) explain the need for new instructors and the self-satisfaction one gets from being a volunteer instructor. As a course begins and, as needed, periodically ask for helpers. Some will help with logistical items and find it rewarding. Even if they don’t want to become an instructor, ask if they would be willing to help with the next course. When



someone expresses interest in becoming a volunteer instructor, or when you find it necessary to recruit additional instructors, what qualifications should a volunteer have? Consider what students learn is very much dependent upon the instructor. The answer to this question becomes one of central importance. The following qualifications are suggested as guidelines for recruiting new instructors:

Background

Is this person an acceptable role model for young people? Is this person well thought of in the community or neighborhood?

Attitude

Why does this person want to be a volunteer instructor? Instructors are needed who sincerely like young people and wish to help them become safe and responsible sportsmen and women. Also, this person should have real concern about the future of our outdoor traditions, and should show evidence of a commitment to the training program for an extended period of time.

Personality

Is this person able to establish a rapport with young people and effectively communicate with them? Does this person have the patience and ability to place himself/herself in the student's situation? Also, is this person willing to cooperate and work as a team with other instructors?

Experience

Does this person have several years of first-hand experience with the subject matter he/she intends to teach? Experience as a hunter/trapper or an outdoor enthusiast?

Knowledge

Does this person know the subject matter, course goals, and procedural guidelines? If not, is this person willing and able to learn?

INSTRUCTOR REMINDER – How Do We Learn Best?

The answer from any student to the above question is likely to be, "We learn best when it is fun!"

Learning becomes more fun when it relates to our personal lives, our everyday environment, and when we become actively involved in the process.

Self-evaluation for Instructors

1. Did I Check the Physical Aspects of my Classroom?

Good instructors make every effort to improve the environment. They insist on:

- a) Good lighting,
- b) Proper heat,
- c) Good ventilation,



- d) Good equipment, and
- e) adult-sized tables and chairs in an adult setting arranged in a nonrestrictive manner.

2. How Well do I Learn Names?

Good instructors:

- a) Use name tents/name tags regularly,
- b) Address questions and respond to individuals.
- c) Limit the size of the class to a teachable number:

3. Am I Punctual and do I Expect Punctuality?

Good instructors begin and end their sessions exactly at the advertised time. They realize that students have many commitments. They do not humiliate anyone who might be late.

4. Am I an Example of Good Manners and Neatness?

Good instructors recognize that they are leaders and a good example has value.

5. Do I Address the Class Effectively?

Good instructors make sure to

- a) Talk to everyone.
- b) Avoid personal mannerisms, particularly those that are distracting.

6. Do I Follow the Recommendations of the Manual for Instructors?

Good instructors develop their own method of presenting the curriculum. They realize all instructors are not the same, but that the contents of the class must be similar wherever it is presented in Minnesota.

7. Do I Keep my Classroom Neat at all Times?

Good instructors realize they are using facilities often at no charge to the program and must keep them so they are accepted by the students and so they will be allowed to use them next time.

8. Do I Prepare Learning Aids Before the Session Starts?

In order to make the best use of learning time, a good instructor has the learning tools ready before the session calls for them. They also know when and how to use them to facilitate learning, not as a crutch to take pressure off of the facilitator. They also have all materials, manuals, etc., available when needed.

9. Do I Create a Learning Situation?

Good facilitators know that students must be guided to think about what they have learned. They stimulate group discussions and employ questions freely. They use problems to enhance learning.

10. Do I Stress Practical Applications?

Good instructors recognize that all learning must be applied and give examples of uses to which information can be put.

11. Do I Let Students “Learn by Doing”?

Good instructors realize that lectures and demonstration have their place but that students learn after practice and limit their lectures and demonstrations so as to give the student’s time to “learn by doing.”

12. Does Each Student Know What is to be Accomplished Each Session?

Good instructors find that they get the best response when they acquaint their students with the objective for each session in advance.

13. Do I Observe Sound Principles of Learning?

Good instructors recognize that:



- a) It is desirable to move from the simple to the more complex, from the known to the unknown,
- b) They are working first with people, and second with subject matter.
- c) Students must be motivated.
- d) Frequent review is necessary to ensure retention.

14. Do I Summarize at the End of Each Session?

Good instructors summarize by listing the main points on a display and question students orally.

15. Do I Make Full Use of Test Results?

Good instructors recognize that tests:

- a) Provide another learning opportunity for the student,
- b) Help students review and organize subject matter,
- c) Help students determine knowledge of the subject matter,
- d) Help students determine progress, and
- e) Help instructors find weak areas in their teaching.

FINAL NOTE: Most instruction can best be accomplished by the “team teaching” approach. Use members of your instructor team effectively so that you can take a break. Your students will also appreciate the change in voice tone, volume, delivery, etc. In very few instances is it necessary to facilitate a class alone.

Unit 7 - “Helps” for Instructors

Classroom Etiquette

Why Classroom Etiquette?

- 1. Your class is conducted in a professional manner.
- 2. Proper etiquette makes circumstances easier for both you and your students.
- 3. Learning is more organized.
- 4. Etiquette helps the learning process by raising the students’ expectations.

Do’s

- 1. Use temporary signs or station instructors to direct students to your classroom.
- 2. Be ready to help guest speakers into the classroom and set up their props if necessary.
- 3. Set up audiovisual materials, video screens, props, etc., so all can see and hear. Have these ready when needed. Know where the light switches are and arrange for assistance in their operation if needed.
- 4. Start on time, stay on your time schedule, see that your speakers start and finish at the agreed time. If you allow a speaker additional time, be responsible to cut your time. Complete the class at the scheduled time.
- 5. Facilitate question and answer times. “Protect” your guest speaker from students that have a personal “axe to grind.”



6. Allow for difference of opinion. Express your opinion after your students have had an opportunity to express theirs. Make sure that students know the difference between your opinion and the stance or policy of the MTA/DNR. You are a volunteer, however, you are a representative of the MTA/DNR and students will take what you say as their collective view.
7. Inform students about rules and regulations of the facility you are using such as: when and where they may smoke (adults), entries and exits that are to be used, and what is off limits. Point out the location of the rest rooms, water fountains, pop machines, etc.
8. Speak at the proper volume and tactfully assist other speakers in using the correct volume.
9. Dress in a professional manner— avoid overkill. Avoid clothing that distracts and that which advertises or promotes groups or products.
10. Be aware of impairments or problems students may have such as sight, hearing, reading, writing, etc. Be prepared to assist them as needed.

Don'ts

1. Disturb the class by talking to fellow instructors, etc., during a presentation or video/DVD.
2. Disturb the presentation by setting up, taking down, AV equipment.
3. Distribute materials before the facilitator or speaker has given their okay.
4. Add to or lead a facilitator or speaker during their presentation. Save your “two cents” until a question and answer period or your time slot.
5. Assume everyone knows the presenter and give them the “Here’s Joe” introduction.
6. Assume everyone will agree with you and you decide situations for them.

The Importance of “Body Language” in Instruction

What Is It?

Body language is communication without words. It includes a number of techniques such as facial expressions, posture, hand and body movements, use of a person’s space, and ways of reacting to the situation and environment.

It Is Important

Talking may convey less than 35 percent of your message. Success in relating with people often depends on your ability to use body language. Body movements are usually combined with words and can affect your total message. Correct use of body language is determined by those involved, the setting, and situation.

Body Signals

Body language is composed of **facial expressions, eye contact, head movements, arm and hand gestures, and posture.**

Facial Expression



Your facial reaction is worth a thousand words. Facial expression is most revealing. Your face is your ambassador to everyone you contact. It should be mobile and reflect your character, credibility, and emotional well being. Your goal should be to show your positive feelings and conceal your negative feelings. As facial reaction is involuntary, controlling it is difficult under stressful situations unless you practice. Your lips tense, you frown, your eyes glare, and your brows arch. Facial muscles lack coordination and strength without regular exercise. Facial exercises—open your mouth wide and stretch your face, move your mouth from side to side, clamp your mouth shut, and raise your chin high. Exercise your face just prior to giving instruction. It releases tension and makes you look alert. A smile is your ticket to success. Keep it natural, comfortable, and ordinary, without a smirk or wide grin. Look in your mirror and move your lips until you find the smile that looks natural to you, then practice it until it becomes second nature. Learn to control your upper face by assuming various expressions and studying your face in front of a mirror. When you find an expression you like, hold it, remember the way it feels, and then practice effective expressions when alone. A series of such expressions which you can use when you want will be most useful and effective.

Eye Contact

When talking to a group, direct eye contact indicates sincerity, credibility, and trustworthiness. Staring at the wall or glancing quickly from face to face results in the opposite effect. In one-on-one situations, maintain strong eye contact 95 percent of the time with only momentary glances away. Indicate your interest in a conversation with an easy direct gaze, but do not stare or overpower with your eyes. You can focus your eyes on the person's nose or between their eyebrows in lieu of looking directly into their eyes; they will not be able to distinguish the difference.

Head Movement

Looking or holding your head down indicates submission. Holding your head up and steady indicates self-confidence.

Arm and Hand Gestures

Arms and hands can shape and frame your entire body. Arms and elbows held too closely to your body indicate tension. Arms folded across your chest signals an unwillingness to communicate or to listen to other people's words. Flailing your arms while speaking or walking about may spark awkwardness or hostility. Use your arms naturally. Hand movements exposing your palms, means openness and receptiveness. The back of your hand is a negative signal. Clenched fists, rigid hand slicing, and use of the side of your hand are very strong emphasis and should be used sparingly to reinforce only the most important points. Avoid finger pointing, keep your fingers together when gesturing. Open fingers indicate weakness or lack of control. Use gestures to make points but never constantly. Students will watch your hands and miss what you are saying or doing.

Posture



Stand tall. Slumping and shuffling gives the impression that you lack both confidence and self-discipline. A too erect posture conveys rigidity. While using a mirror, shift your weight until the tension in your back and neck muscles is at a minimum and you are comfortable. Pull your shoulders up and back, elevate your head slightly, and take a few steps. Watch yourself in the mirror until you are satisfied with how you look.

Credits These notes were adapted from an article by James C. Gray, Jr., the author of *The Winning Image*, United Airline Magazine, May 1982. Excerpted from *Image Impact: The Business and Professional Man's Personal Packaging Program*. ©1983 by Jacqueline Thompson.

Instructors' Self Evaluation

We all pride ourselves in a job well done, but sometimes it is difficult to know how well we are doing our job. It is helpful to ask for suggestions from those who view our instructing; our peers and the students of our classes. Constructive criticism combined with self-evaluation should help us to become better instructors. Ask yourself these questions to help you evaluate your performance after each session you are involved in:

1. Did I know what my goals and objectives were?
2. Did I prepare for the session?
3. Did I have all the materials and learning aids that I needed?
4. Did I demonstrate while I taught?
5. Did I seek comments from my students and ask for their suggestions?
6. Am I an enthusiastic instructor? Do I enjoy teaching the class?
7. Did I practice what I teach...safety, respect for, and responsibility to all associated with hunting/trapping and other outdoor pursuits?
8. Did I involve my students in the learning process?

What if an Activist Group Protests Your Class?

Optimistically, you will not encounter activists in your class. If you do, you may find that they will attempt to rile your emotions to react to theirs. They may call you names and decry the tradition of hunting and trapping. They may attempt to enter your classroom with the guise that they have the right of free speech. They do have the right of free speech outside your classroom. Within the room, you are facilitating a legally mandated program with a very well defined curriculum guide. If they choose to enter the classroom, they must do so as students and follow the rules of the class. Use the following guidelines to help you handle such incidents:

1. Advise the group/individual that the MTA/ DNR Volunteer Instructor policy specifically forbids the use of the program as a vehicle for personal opinions, political statements, etc. Inform them that the only program of instruction for use in this class is the one approved by the Minnesota Trappers Association and the Minnesota Department of Natural Resources.
2. Inform the group/individual that they may participate in the program as students only. If they choose to participate as students, they will be expected to follow the standard guidelines and procedures established for student participation. Failure to follow said guidelines may result in dismissal from the class.



3. Report any confrontations or potential confrontations immediately to the nearest local law enforcement authority (police, sheriff, etc.). Do not attempt to physically remove someone from the class by yourself. In the event of confrontation, simply dismiss the session for a few minutes (or longer) until you have an opportunity to contact local law enforcement officials.
4. Contact your local conservation officer and the MTA Education Coordinator as soon as possible to document such activity

Unit 8 - Forms

Responsibilities of the Principal Instructor

Definition of Principal (Lead) Instructor

The principal instructor is the team member who is responsible for completing the required forms. **Policy** states that part of the duties and responsibilities of the instructor is to submit reports, as required, to the MTA Education Coordinator. Each team should select a principal instructor who will be responsible for completing all the necessary forms. In the sections that follow, directions for correctly completing the required forms are outlined. Be sure to complete the forms as directed. On an “available” basis, training aids will occasionally be shipped to the principal instructor in the course by request.

Trapper Education Course Announcement Form

You are encouraged to complete and mail this form as soon as you know you are going to conduct a class. By doing so, your class will be placed on a calendar that will specify all the future classes being planned across the state. It will also be added to the MTA web site. This may assist you in attracting students to your class. You are also encouraged to establish a regular starting date, for example, the first Monday of February, for each year. Potential students in your community will become accustomed to regular starting dates.

1. List name, address and telephone number or email address of lead instructor if you are a new instructor print **NEW**. Your phone number is used for referring student questions or so MTA/DNR can contact you if there is a problem.
2. Record your complete street address where United Parcel Service (UPS) or Speedee Delivery can deliver, **NOT A POST OFFICE BOX**. It could be your home, a business, or other prearranged location.
3. The meeting place is needed in order to give information to the public as to where class will be held. Include the address of the class location, the dates and times it will meet and the county in which it will be held.



Minnesota Trapper Education Program Student Registration and Parental Release Form

1. **FULL LEGAL NAME**, that is, the way the name appears on their birth certificate or on their driver's license. No nicknames. If you are uncertain whether a name is correct, ask when the form is collected. Also, determine that their full middle name is recorded. Some people do not have middle names. Whenever you find something out of the ordinary please put in a note of explanation. It saves the MTA a great deal of time and helps to eliminate confusion and insure a smooth license purchase.

This form also incorporates a participant/parental release. A legal signature is required in order for the student to participate in instruction this is particularly vital because the course includes and In Field Training component. No student will be allowed to participate in the fieldwork without these necessary signatures. The DNR ID number that will be ultimately issued is associated with their full legal name and date of birth; therefore, a copy of their birth certificate, social security card or a driver's license number must be shown as part of their registration to insure accuracy.

2. Also determine that each of the following is recorded:

- A. Date of birth
- B. Sex
- C. County of residence
- D. Complete mailing address
- E. One of the following: MN Driver's License, MN ID Number or DNR Number. (If student has none- leave this portion blank or state "NONE")
- F. Social Security number. (This is optional but especially important for those without any other identification number (E.)
- G. Phone number (inform the student that their number is for your use only)
- H. Height
- I. Weight
- J. Eye Color

NOTE: Any area of concern such as disabilities or special needs should be noted on the back of the Registration Form to maintain confidences of the student/parents/guardian. Although providing such information is optional, the instructor should encourage students/parents/guardians to provide this information. This information can help you as an instructor provide for and meet the individual needs of your students.

THIS IS A LEGAL DOCUMENT WHICH GIVES THE DNR PERMISSION TO GENERATE AN IDENTIFICATION NUMBER FOR GRADUATES OF THE TRAPPER EDUCATION PROGRAM.

All registration forms must be provided to the MTA Education Coordinator within one full week of completion of the course.





Minnesota Trapper Education Student Registration and Parental Release Form

Print or Type Full Legal Name (As appears on Driver's License or Birth Certificate)
Important: By law you are not required to furnish all information requested below. However, to generate a DNR Identification number which will become public record, the below information is required. I hereby give permission to attend the Minnesota Trapper Education Program as specified, and agree to furnish all of the information as requested.

NOTE: The Minnesota Trapper Education program requires an In Field Training component which will include potential hazards such as various volumes of water and/or ice such as lakes streams etc as well as uneven and varied terrains encountered in realistic field situations.

It is understood that permission to attend the Minnesota Trapper Education Program involves instruction by volunteer certified Trapper Education Instructors, as well as the use of these privileges of attendance. I hereby waive any claim or cause of action of any nature arising as a result of, or in connection with, the instructors or use of aforementioned facilities by the below named student, or arising from his or her presence on or about that said facilities of the said organization, its instructors or representatives.

Student's LEGAL Name		Last	First	Middle
Date of Birth (M/D/Y)	Gender	Driver's License # or/Firearms # or/MDNR #	Social Security #	Telephone Number
Complete Mailing Address (No. & Street, RFD, and/or PO Box No, City, State, Zip Code)				
Height (Feet/Inches)	Weight (lbs)	Eye Color	Email (optional)	County

 Signature of Parent, Guardian or Adult Participant (Required)

 Today's Date

 MTA Certified Instructor Name, Address, Telephone Number

 DNR Number and Signature



Obtaining Videos/DVD for Class Use

Lists of videos that may be suitable for classroom use are listed on the MTA website for consideration. In addition, the MTA’s promotional video production “Should I be a Trapper?” is available in both VHS and DVD formats. The National Trappers Association’s production “Destroying the Myth” which covers the foothold trap is also a great resource available in both formats as well. Both productions are generally included in classroom shipments.

What is an Instructor Workshop?

An Instructor Workshop is a single topic program presented in two and one-half- to three-hour session to provide opportunity for new instructor certification and to update current instructors on new developments within the Program. To receive certification, or recertification you must be at least 16 years old and have a valid Minnesota Trapping License or MN Trapper Certification.

Instructor Evaluation Form

Instructor’s Name: _____

Date: _____

Course Location: _____

Section Taught: _____

Actual Time Taught: _____ (hours)

_____ (minutes)

Person Doing Evaluation: _____

This form is intended to assist instructors through an evaluation of their performance while participating in a trapper education program. A low rating on one of the topics indicates that extra effort or attention should be placed on this particular area to improve your teaching skills. Please review all topics before starting this evaluation.

If a topic is not appropriate or nothing was observed to evaluate the topics, then circle the number of the topic.

Rate each topic from 1 to 6 with:

1 = well above average 2 = above average 3 = average 4 = below average

5 = unacceptable 6 = does not apply

1. Professional appearance (neat, clean, no use of tobacco or alcohol)

1 2 3 4 5 6

2. Organized and prepared, start/finish on time (breaks)

1 2 3 4 5 6

3. Speaks clearly, audibly, and inoffensively

1 2 3 4 5 6

4. Presents material in a clear, thorough, and interesting manner



Volunteer Instructor Procedure Manual MTA/DNR

- 1 2 3 4 5 6
5. Speaks from notes/outline instead of reading
- 1 2 3 4 5 6
6. Interprets feedback from students and adjusts instruction accordingly
- 1 2 3 4 5 6
7. Makes students feel at ease and comfortable
- 1 2 3 4 5 6
8. Shows respect for others' viewpoints
- 1 2 3 4 5 6
9. Exact and precise when answering questions (if answer is not known, advises that he/she will find out)
- 1 2 3 4 5 6
10. Controls session, limits inappropriate discussion.
- 1 2 3 4 5 6
11. Knowledge of subject
- 1 2 3 4 5 6
12. Covers subject as outlined
- 1 2 3 4 5 6
13. Works well with others and is dependable
- 1 2 3 4 5 6
14. Uses a variety of teaching methods (i.e., demonstration, lecture, participation)
- 1 2 3 4 5 6
15. Is knowledgeable in the operation and maintenance of equipment used (audiovisual, etc)
- 1 2 3 4 5 6
16. Reflects a strong personal conservation ethic
- 1 2 3 4 5 6
17. Stresses ethics throughout the course
- 1 2 3 4 5 6
18. Displays enthusiasm and is supportive of the program objectives
- 1 2 3 4 5 6
19. Handles problems (late students, delays, interruptions)
- 1 2 3 4 5 6
20. Conducts him/herself in a professional manner
- 1 2 3 4 5 6
21. Comments:

This evaluation was discussed with me by the evaluator.
Signature of person evaluated:



I would like further training in the area of:

Return form to: MTA Education Coordinator

Resignation Form

Please remove me from the roster of active instructors. I have chosen to terminate my position as a Trapper Education Program Instructor for one or more of the following reasons:

I have been unable to devote the time necessary to maintain certification.

I have lost interest in the program.

The program was not what I was told it would be.

I was not properly trained to assume the duties of this position.

The program has not been supportive and has not fulfilled its obligation to me.

Other (please explain):

Name: _____

Address: _____

City: _____ Minnesota,

Zip Code: _____

Signature: _____ Date: _



Minnesota Trappers Association Requisition Form <i>After approved by President or Vice President payment will be made within 10 days.</i> Send this form along with appropriate receipts or other documentation to: MTA Treasurer			
Date Submitted		Amount Requested	
Submitted By			
Pay To			
Mailing Address			
Item		Amount	
Total			
Miles		X \$.30 ~ Total Due	
Approved By		Date Approved	
Check Number		Date Sent	





Trapper Education Course Announcement Form

Location/ MTA District # _____

Class Dates _____

Class Hours _____

Room Number _____

Field Work Dates/Location _____

Pre-Register _____

(Community Ed, Sporting Organization, Instructor, etc.)

Instructor Contact Information _____

Please send or email to MTA Education Coordinator ASAP



Minnesota Trapper Education Course Student Evaluation

Date: _____

Location/MTA District # _____

Lead Instructor: _____

Please take a moment to provide your feedback on this course and the instructors.

Evaluation Scale: (5) Superior (4) Excellent (3) Good (2) Fair (1) Poor

Course

How would you rate this course overall?	5	4	3	2	1
Was the course informative to you:	5	4	3	2	1
Did the date and time meet your needs?	5	4	3	2	1
Was the length of the course acceptable?	5	4	3	2	1
What did you like most about this course?	_____				
What did you like least about this course?	_____				
What is the likelihood you would recommend this course to others?	5	4	3	2	1
How would you rate the facilities and Location?	5	4	3	2	1

Instructors

Were the instructors knowledgeable?	5	4	3	2	1
Were the instructors easy to understand?	5	4	3	2	1
Were the instructors able to answer your questions?	5	4	3	2	1

Field Day

Please rate the field day overall.	5	4	3	2	1
Was the one day course long enough?	5	4	3	2	1
Please rate how confident you are at Making sets on your own.	5	4	3	2	1

Comments:

THANK YOU!





Minnesota Trapper Education Student Registration and Parental Release Form

Print or Type Full Legal Name (As appears on Driver's License or Birth Certificate)
Important: By law you are not required to furnish all information requested below. However, to generate a DNR Identification number which will become public record, the below information is required. I hereby give permission to attend the Minnesota Trapper Education Program as specified, and agree to furnish all of the information as requested.

NOTE: The Minnesota Trapper Education program requires an In Field Training component which will include potential hazards such as various volumes of water and/or ice such as lakes streams etc as well as uneven and varied terrains encountered in realistic field situations. It is understood that permission to attend the Minnesota Trapper Education Program involves instruction by volunteer certified Trapper Education Instructors, as well as the use of these privileges of attendance. I hereby waive any claim or cause of action of any nature arising as a result of, or in connection with, the instructors or use of aforementioned facilities by the below named student, or arising from his or her presence on or about that said facilities of the said organization, its instructors or representatives.

Student's LEGAL Name		Last	First	Middle	
Date of Birth (M/D/Y)	Gender	Driver's License # or/Firearms # or/MDNR #		Social Security #	Telephone Number
Complete Mailing Address (No. & Street, RFD, and/or PO Box No, City, State, Zip Code)					
Height (Feet/Inches)	Weight (lbs)	Eye Color	Email (optional)	County	

Signature of Parent, Guardian or Adult Participant (Required)

Today's Date

MTA Certified Instructor Name, Address, Telephone Number

DNR Number and Signature



