Unit	1065
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BC **Forest Safety**

In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material.

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Feedback is welcome and may be sent to training@bcforestsafe.org.

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Unit Introduction

By the end of this unit, you will be able to demonstrate knowledge of:

- Classroom and field instruction
- Classroom and field management

Section 1065-1: Classroom or Field Instructions

What you will learn in this section

By the end of this section, you will be able to demonstrate knowledge of the following key points:

1.1 Ground rules for facilitating learning

1.2 Use the training venue to maximize learning objectives

1.3 Use media and training aids

Key Point 1.1: Ground Rules for Facilitating Learning

Facilitating learning

The focus of facilitation is to transfer knowledge. A Trainer has the knowledge and skills and must transfer them to learners in a way that they can understand and learn, and then apply what they have learned.

Facilitating learning involves selecting the instructional techniques and creating meaningful learning plans, but this alone will not ensure the transfer of knowledge. Many other factors are involved.

Qualities of Good Trainers

When facilitating always:

- Have a clear focus
- Select and direct learning activities
- Use group instruction
- Use active teaching for basic skills
- Be inclusive
- Foster a safe environment

Have a clear focus

Good Trainers have their goals well-defined. They know what is important and ensure learners accomplish what is needed to meet the objectives.

Select and direct learning activities

This is important in courses that have specific standards and expectations to be successful. An effective Trainer will be able to select the best way to help the learners learn.

Use group instruction

Effective Trainers generally use group work to help students learn basic skills. They encourage cooperative work in the group to help learners internalize the new material.

Use active teaching for basic skills

This quality involves demonstration, practice, and feedback.

Inclusive

An effective Trainer will have learners involved in the lesson and give them a chance to participate through activities, questions, and feedback.

Safe

Effective Trainers make sure the training that takes place is safe from an environment, psychological, and procedural perspective for all learners.

Don't be afraid of silence or letting the learners participate. A good acronym is **WAIT**
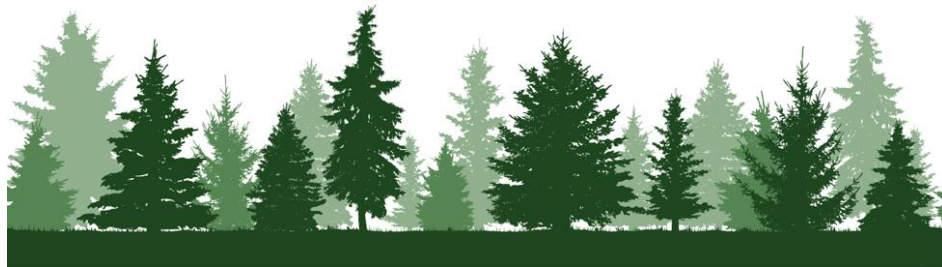
W - Why

A - Am

I - I

T - Talking

Key Point 1.2: Use Training Venue to Maximize Training Objectives

Training venue

An important part of being a Trainer is to use the training venue, whether it is the classroom or the field training site, to its full potential for the benefit of the learners.

When developing a learning plan, a Trainer decides ahead of time which activities will take place during the lesson and the details of each lesson component. To add value to the lesson, the Trainer can use the venue to augment the learning experience and provide the learners the opportunities to develop skills, knowledge, and attributes in their own way.

As discussed previously, all learners rely on different domains of learning, cognitive, psychomotor, and affective. Each learning objective can achieve a variety of learning domains by using the training venues available to the Trainer.

For example, after reviewing a list of tree hazards in a classroom-type session, the Trainer takes the learners to the field training site. At the field training site, the Trainer and the learners walk through the area. The learners are asked to point out as many tree hazards as they can identify. The Trainer gives feedback to the learners or points out hazards missed by the group to ensure all tree hazards at the field site are identified and discussed properly.

In the example above, the Trainer used the two venues differently but in a manner that helped students learn through different domains of learning. The quieter classroom venue is a good place to deliver initial information in a lecture, using various media to show a full list of tree hazards. Learners can take notes and are comfortable to listen. The students work on their knowledge. Taking the class to the field and walking through the field site with the class allows the learners to look at real-life examples and use their senses in a real-life situation to confirm their learning.

Trainers can make a great impact on the learners by looking for learning moment opportunities in the various training venues. Generally, learning moments are selected by the Trainer ahead of time to help with specific learning objectives from an occupational standard. Sometimes they come up unpredictably during a lesson as a result of a dynamic training environment or through learner's performance or questions.

Trainers who pay attention to what is happening at the training venue are very successful in improving the quality of the training for their learners.

A few considerations for Trainers when trying to maximize the training objectives through the learning venue:

- Safety is always the priority, so all safety requirements must be in place prior to the lesson
- The classroom venue allows each learner to see clearly the Trainer and training aids and is organized to optimize student contact for the specific lesson
- In the field, the learners must easily be monitored and controlled by the Trainer for all activities, whether it is an individual activity or a group activity
- The venue allows for quick interventions when required
- Communication between the Trainer and the learner is always two-way and immediate
- Learning moments are identified and discussed as they are encountered
- When required the venue is modified to accommodate the learner's level

Key Point 1.3: Use Media and Training Aids

Media and training aids

As discussed previously, there are a variety of media and training aids available to a Trainer. Knowing why, when, and where to use the appropriate resource is important to producing good learning and training results and to adding variety to your lessons.

Benefits of using media and training aids

Media can make your lessons more interesting and have a greater impact on learners. Some of the benefits are:

- People learn in different ways. Some learn more visually or by handling objects. Almost everyone learns more from the senses than from reading. What we understand is more interesting for us. When the Trainer plans media to engage different learning styles, a greater number of learners will be motivated to learn
- Visuals, such as photographs or video clips, can make the learning experience clearer. A powerful image can have an emotional impact and emotion links to memory. We tend to remember things that we have a connection to
- Use of media adds variety to your lessons and breaks up the read and discuss cycle
- Charts and diagrams can help to simplify complex ideas and increase learner's understanding

Additional tips for using media

Some more tips when using media include:

- Be sure to face learners when using media. Avoid looking at the screen, paper or board
- Ensure learners can clearly see training aids or the media without having to move around or lose focus
- When using technology, always have a back-up plan, such as notes about a website in case the internet is not working
- Don't overdo it! Remember that training aids and media are there to support the learning, not take away the focus of the learning

Section 1065-2: Classroom or Field Management

What you will learn in this section

By the end of this section, you will be able to demonstrate knowledge of the following key points:

2.1 Keep control in the learning environment

Key Point 2.1: Keep Control of the training Environment

As the Trainer, you can keep control of your indoor or outdoor classroom by:

- Establishing rules and discipline
- Motivating students through effective feedback
- Setting clear roles for you and your learners

You can create a safe learning environment by setting personal and professional boundaries and using the body language that contributes to effective classroom management.

SOLER is an excellent acronym to remember how to stand in front of a group.

S – Squarely face the learners

O – Open posture such as open arms

L – Lean toward learners

E – Eye contact

R – Relaxed stance

Positive strategies for classroom management include:

- Telling learners at the beginning of the course what is expected of them

- Have learners give input into expectations for behaviour

- Showing awareness of what is going on by dealing with the disruptive behaviour

- Modelling respectful behaviour

- Staying calm

- Dealing with the learner responsible for the behaviour, not with the whole class

Participants Behaviour	
The Monopolizer Talks incessantly and can dominate the group, and the discussions. Has the potential to disrupt the training. Can also prevent other participants from contributing and learning.	**The Grumbler** Uses the training to raise grievances about the Company, other people, working conditions, etc. This negative approach can undermine the enthusiasm of other participants and interfere with their learning.
The Doubter Similar to the grumbler but seems to be cynical about everything. Often this is an experienced person who has had bad experiences of training in the past – perhaps because it was neither interesting or directly relevant to his or her job This behaviour can destroy the enthusiasm of other participants.	**The Clown** This person finds humour in most situations. The behaviour can help lighten the mood of training sessions. However, it can get out of hand and get in the way of the training. It can also annoy other participants, which means you may not get the best out of them. The clown can also disrupt your timing.
The Diverter This person leads discussions away from the point and can disrupt the flow of the training. This is probably not intentional but can play havoc with your planned topics and timing.	**The Shy One** Contributes little or nothing to any activities or discussions. This may be because they feel intimidated talking in front of other people. Alternatively, they may feel intimidated by at least one other participant attending the training.
The Whisperers Two or more people have private conversations during the training. They may just be trying to clarify a point someone else has made. However, they may be discussing something that has nothing to do with the training. This behaviour can be very disruptive.	**The Attacker** This person may attack you, other participants or the subject. They could do this verbal and/or through their body language. The behaviour could intimidate you and/or fellow participants and disrupt the training.

Self-Quiz

1. What is NOT a good example of a consideration for maximizing learning objectives through the training venue?

   ☐ Production is always the priority for learners

   ☐ Safety of the learner is always the priority

   ☐ Communication is always two-way and immediate

   ☐ Learning moments are identified and discussed as they are encountered

2. What does it mean for the training to be safe?

   ☐ The training taking place is safe from an environment, psychological and procedural perspective for all learners

   ☐ The Trainer is everyone's best friend and there are no confrontations

   ☐ Only easy tasks are being introduced

   ☐ The Trainer does all the hard tasks while the learners watch

3. What is the SOLER model used for?

   ☐ Reminder of a trainer's body language

   ☐ It is a template for lesson plans

   ☐ Method for giving feedback

   ☐ It is a disciplinary tool for the field classroom

Now check your answers on the next page.

Self-Quiz Answers

1. What is NOT a good example of a consideration for maximizing learning objectives through the training venue?

    Answer: **Production is always the priority for learners**

2. What does it mean for the training to be safe?

    Answer: **The training taking place is safe from an environment, psychological and procedural perspective for all learners**

3. What is the SOLER model used for?

    Answer: **Reminder of a trainer's body language**