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| **Skills-Based Training****Mind Mapping** | **Instructor I****Mod 3A** |
| **Delivery Method:*** Live/In-Person
* Instructor-Led
 | **Students:*** 24 Maximum

**Classroom Layout/Orientation:*** 6 Small Groups – Oriented towards the front of the classroom
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| Materials* Dry erase board
* Markers

**Handouts:*** None
* **(NISOH From last week)**
 | **Lesson Time:** * 2 hours with breaks

**Student Attendance:** Required * Please submit attendance roster to Program Coordinator
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| **HOUSEKEEPING*** Remind students to use their name tents

**Moodle/ Online Learning Check-In*** Confirm with the class that all students have completed:
	+ Knowledge Check #2
	+ Case Study #2
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| Skills-Based Training | 3A.1 |
| Lesson Goal* Students will understand basic principles for identifying and managing challenging behavior.
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| Objectives* Describe ways instructors can address individual student needs in fire and emergency services training.
* Describe students' rights in an educational setting.
* Discuss techniques instructors used to manage student behavior.
* Explain strategies used by instructors in dealing with classroom behavior issues.
* Describe ways instructors can take formal disciplinary action.
 | Materials |
| MOTIVATOR | **[ASK] Think about some of your prior experiences as a student.** * Has anyone here ever learned a “hard lesson” during a drill? What did you take away from it?
* What’s more dangerous: real emergency scenes or the training ground? Why?

Introduce the concept of the day’s activity and ask the students to keep the following discussion point in mind throughout the session. |
| REVIEW | **NIOSH LODD Case Study**Walk through steps that led to LODD

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| **Instructor Notes:** While discussing the case study, ensure to avoid the “blame-the-victim” thought processes.The student’s fitness, ability, prior experience in no way absolve the instructional cadre from the responsibility of the safety of the students we’re entrusted to teach. |

**Discuss using these questions or similar:*** What measures can instructors take to ensure that safety protocols are consistently followed during training exercises?
* How can instructors effectively monitor and respond to signs of trainee distress?
* In what ways can communication be improved among training staff and participants to enhance safety?
* How does the training environment influence trainee performance and safety, and what steps can be taken to foster a supportive atmosphere?
* What processes should be in place for evaluating and updating training programs to mitigate risks?
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| INTRO | **MIND MAPPING**Mind mapping is a visual technique used to organize and present information around a central concept. It shows relationships between ideas using branches, keywords, and groupings, often starting with a main topic in the center and expanding outward.Some key benefits of mind mapping:* Encourages active learning and critical thinking.
* Helps learners visually connect related concepts.
* Supports group collaboration and student-led instruction.
* Provides a flexible structure for building lessons or summarizing content.
* Mimics how real-world instructors sometimes have to piece together lesson content without a pre-built plan.
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| ACTIVITY | **MIND MAPPING**Introduce today’s activity: Today we’re going to work in small groups to teach-back the content that you should have read in Chapter 8. You’ll be working together in small groups to present the information for sub-sections in your textbook. **Note: This is not an ideal scenario. Preferably, you’d receive a complete lesson plan and be asked to present from in. In the absence of one, you can use the text as an outline. Sometimes, it’s all you’ll have to work from.****[ASK] What are some ways you can comb your text to create a quick-turn teach back?** **Solicit responses:*** Identify your main points
* Highlight examples that clarify the concept
* Use calibrated questions: What would you ask your students to encourage discussion?
* Close with: Why does this matter?

Assign groups and topics (adjust if more or less than 6 Groups):1. Resources: Safety Guidelines, Regulations, and Information
2. Instructor as a Safety Role Model & Planning for Safe Training
3. Psychomotor Skills Demo & Evolution Control
4. Simple vs High Hazard Evolutions
5. Live Fire Training – NFPA 1403
6. Legal Liability

**Explain Whiteboard Layout** – The Instructor will provide the main groupings and subheadings, but the groups will fill in the dash (-) marks on the board. **Each group will have 20-30 minutes to prepare their “teach back” or “present back” section. Each section should be no more than 5 minutes in length and every student in the group must speak.**Instructor will provide some context and oversight into each of the subheadings and ensure some key takeaways are discussed in each segment. Provide relevant examples or real-world scenarios as you work through each teach-back. |
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