

Training into Action – Events of Instruction

A resource for improving training in wildland fire

Developed by Heather Heward – [SparkED Resources](#)
Using [Gagne’s Nine Events](#) of Instruction as a framework

Sponsored by South Dakota Wildland Fire



The following examples should generate other ideas on how to creatively and effectively deliver more engaging and informative training.

Event of Instruction	Possible Activity
Get attention	<u>Media</u> - Show a video or picture emphasizing the topic's importance.
	<u>Build the scene</u> – Have students visualize they are in a situation where they will need the information from the class. Ex. “you are the IC of a type 5 fire, the fire is spreading rapidly and you just had two aircraft and 3 engines arrive on scene. What are some thoughts you are having? This training will help build the skills to respond to this type of situation.”
	<u>Icbreaker</u> – Ask questions that will help the students get to know each other or help set them up for learning in the class Ex. “what are the characteristics of a good squadboss”.
Inform the students of the objectives	<u>Upgrading objectives</u> – Review the list of action verbs from Blooms and see if a word better captures what you will do in training. You can upgrade but not downgrade the level of skill. Ex. The objective says to “identify” you design the training to “demonstrate”.
	<u>Paraphrase in common language</u> – Instead of reading the objectives, tell the student what they will be able to do or answer by the end.
	<u>Begin with the end in mind</u> – Review the expectations of the final at the beginning so students can see how the content relates to the final activity of the course.
Stimulate recall of prior learning	<u>Brain dump</u> – Have students write down or share what they already know about the topic in a group. Ex. “write down what you know about the factors that influence fire behavior”.
	<u>Assessment</u> – Give the final assessment from the prerequisite course. Ex. give the S190 assessment before taking S290. Better yet, give them a sheet of terms they learned in 190 and have them study it before taking the assessment).
	<u>Play a game</u> – Right down questions they learned from previous courses and have them pull from a hat or use a game of jeopardy to answer them.
Present the content	<u>Repeat content</u> – Present multiple versions of the same content, especially more challenging concepts.
	<u>Mix it up</u> – Use a variety of approaches—PowerPoint, large group discussion, small group discussion, videos, individual worktime, intentional stories, etc.
	<u>Provide reference material</u> – Hand out material that students can follow along with and turn back to after the class. (ex., a cheat sheet for how to take weather).
Provide learning guidance	<u>Scale the material</u> – Break the concepts into small doable elements and then build in depth and complexity as the course progresses.

	<p><u>Relate material</u> – Whenever possible, relate the new material to concepts that students already know, either from previous training or from life (ex. teach about inversions by asking them if anyone has camped in a meadow and been very cold).</p>
<p>Elicit performance</p> <p>The examples here show various ways to meet some of the most common action verbs in objectives.</p> <p>Base your strategy on the objective you want to meet.</p>	<p><u>Identify</u></p> <ul style="list-style-type: none"> • As an individual or group, have them write down the answers to a prompt (Ex. what should you consider when evaluating a tree you have been asked to fall). Then reveal the answer and discuss what they did not consider or what the presentation is missing. • View or read a scenario and have students record what they see in the scenario related to the prompt (Ex. watch the Lessons Learned video and record how the 10 and 18 were not followed). <hr/> <p><u>Discuss</u></p> <ul style="list-style-type: none"> • Large group discussion – ask for or call on students to answer <ul style="list-style-type: none"> ○ TIP: If a question has a “right” answer – ask students to volunteer to answer ○ If a question is opinion or observation based, CALL out students to answer. This will increase engagement in the students that are anxious about being wrong in class. • Small group discussion – Gather students in groups to discuss a prompt. Have them designate someone to share what they discussed. <hr/> <p><u>Demonstrate</u></p> <ul style="list-style-type: none"> • Model what right looks like, have students prepare to demonstrate with a group, then mix the group and have them share with different class members. (Ex. each group gets a different briefing scenario, and students prepare the briefing in their groups. Then you mix the groups so that in a presentation group, each student is presenting a different briefing). • Have students bring a real-world activity that they can work on during the training (ex. creating a leadership development plan or revising a burn plan).
<p>Provide feedback</p>	<p><u>Set expectations for learning</u> – Prepare students to give and receive critical feedback by acknowledging that it is hard but very important to practice so we can learn and get better.</p> <hr/> <p><u>Be specific</u> – Tell students what they did well and what could improve. Help them see what they want to repeat or do differently.</p>
<p>Assess performance</p>	<p><u>Make it known</u> – Make sure students know what they will be asked to perform from the beginning so they can prepare throughout the class and absorb more of the material.</p> <hr/> <p><u>Make it real</u> – Design assessments as close as possible to what they will do on the job. This includes the resources they will have. (ex. avoid asking them to recall information they will have a reference for in the field).</p> <hr/> <p><u>Leverage the assessment</u> – Most students have some anxiety about assessments. Leverage that anxiety to encourage them to study the material and increase their attention and retention. Make the assessment questions to emphasize important points and review the assessment as a group.</p>
<p>Enhance retention efforts</p>	<p><u>Be active</u> – Very few students will take the time and energy to initiate a conversation after class. Make a specific plan for connecting the students with mentors and peers.</p> <hr/> <p><u>Mentors</u> – Become a mentor or help them identify a mentor. Make a plan for when the mentor will check in with them.</p> <hr/> <p><u>Peers</u> – Facilitate students to form relationships and outline how they can connect and support each other.</p>