

Georgia Hunter Education Instructor's Self-Study Guide



Welcome to the Georgia Volunteer Hunter Education Instructor's Self Study Program. You will work through this self-study guide over the phone and e-mail with the Hunter Develop Program Manager:

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We are delighted that you have volunteered to help in this most important and worthwhile program. Our goal is to train the safest and most responsible hunters that can be found anywhere in the country. The Georgia Hunter Education Program began in 1964 and since that time has trained over 500,000 people to be safe, responsible hunters. One major factor that has contributed to the success of this unique program has been the involvement of dedicated volunteer hunter education instructors.

When the Georgia General Assembly passed legislation in 1977 that brought into effect mandatory hunter education training for all hunters born on or after January 1, 1961, the volunteer instructor became vital to the ongoing success of the program.

This self-study course is designed to familiarize you with the procedures to be followed by volunteer instructors and to make your job as easy and fulfilling as possible. Should you have questions, please feel free to contact the Hunter Development Program Manager at any time during the self-study course. If you have questions in the future, you should contact your local Region Law Enforcement Office or the Hunter Development Program Office for information.

We wish you success and much satisfaction in this undertaking.

The Department of Natural Resources is an equal opportunity employer and offers all persons the opportunity to compete and participate in each area of DNR employment regardless of race, color, religion, sex, national origin, age; handicap, or other non-merit factors.

GEORGIA HUNTER SAFETY INSTRUCTOR TRAINING PROGRAM

- Lesson 1 Introduction
- Lesson 2 Completion of the Basic Hunter Education Course
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LESSON 1- INTRODUCTION

GOALS OF THE HUNTER SAFETY PROGRAM

There are two primary goals of the Georgia Hunter Education Program:

- Make hunter education training available to every person who hunts within this state.
- Provide the most able and qualified instructors possible to train the safest and most responsible hunters possible, thereby eliminating or reducing the number of injuries and fatalities resulting from firearms, tree stand and bow-hunting incidents.

WHO SHOULD TAKE THE HUNTER SAFETY PROGRAM

Residents and non-residents born on or after January 1, 1961 must successfully complete a hunter education course prior to purchasing a season hunting license. However, a hunter education course is not required to purchase an Apprentice License or a three (3) day Combo Hunting/Fishing License.

Hunters Under Age 12

Hunters under age 12 are not required to complete a hunter education course. However, no one under age 12 may hunt unless under direct supervision, i.e. within sight or hearing of licensed adult (at least 18 years old) hunter. It is unlawful for an adult to permit their child or ward under age 12 to hunt unsupervised. Special restrictions apply to Wildlife Management Areas and National Wildlife Refuges.

Hunters Age 12 - 15

Must complete a hunter education course prior to hunting unless under direct supervision of a licensed adult hunter. It is unlawful for an adult to permit their child or ward (12-15) to hunt without adult supervision unless the child possesses a hunter education certificate while hunting.

Hunters Age 16 - 25

Must present a hunter education certificate when purchasing a season hunting license and must possess the certificate while hunting.

Hunters Over Age 25

Hunters over age 25 and born after January 1, 1961 must meet hunter education course requirements but need not present their hunter education certificate when buying a season hunting license or possess it while hunting.

ROLE OF THE VOLUNTEER

The demand for Hunter Education Classes far exceeds what the paid staff of the Wildlife Resources Division can provide. Our volunteer instructors are a vital and integral part of the Hunter Education Program and we could not deliver over 800 classes to an average of 14,000 students each year without the assistance of our volunteers.

VOLUNTEER MOTIVATION

Each volunteer is unique. There are many reasons volunteers offer their services: identification with a problem, increased knowledge in a field, career exploration, personal fulfillment, or simple good citizenship.

VOLUNTEER COMPENSATION

The compensation for volunteers is not in money. It is the satisfaction and feeling that what they are doing is important, and that their contribution makes a unique difference in the Division's conservation efforts and in the lives of the students they teach. Many volunteers count meeting former students in the community and hearing stories of safe successful hunts as payment far more valuable than monetary compensation.

VOLUNTEER ACTION

Voluntarism is action by people who care. It is giving your time and talents to a worthy cause. Volunteering should be a learning experience and a source of fulfillment.

VOLUNTEER SUPERVISION

The Volunteer Hunter Education Instructor is under the direct supervision of the Conservation Ranger of the county of their service. The Volunteer Hunter Education Instructor is also responsible to their Ranger's work unit Sergeant, the Regional Administrative Sergeant, the Captain of their region and also the Hunter Education Program Administrator. The Volunteer Hunter Education Instructor has the right to take any concern or grievance through the chain of command up to the Division Director.

VOLUNTEER TRAINING

The volunteer shall be provided the best possible training by the Wildlife Resources Division prior to being certified to teach in the program. The division shall also offer in-service training for certified instructors, and the instructors shall be expected to take advantage of every opportunity to expand their abilities and expertise.

VOLUNTEER RESPONSIBILITY

The volunteer has the responsibility to be dependable, prompt, efficient and pleasant...to hold the same standards as a paid employee. To be an effective volunteer requires a sincere interest in the work to be done, acceptance of supervision and adherence to departmental policies.

VOLUNTEER RIGHTS

A volunteer has a right to be assigned to a job that is worthwhile and challenging, to be informed about what is going on within the agency and to be provided with training for the job s/he accepts. They have a right to know if their work is effective. They have the right to be given recognition, commendation and encouragement.

WHY VOLUNTEERS ARE VITAL

Why does the Department of Natural Resources need volunteer hunter safety instructors?

Because there are not enough conservation rangers and time needed to handle the demand for courses and other portions of the program.

Volunteers provide skills and expertise that add to and augment skills and expertise available within the division. Examples of such skills include: specialized knowledge, public speaking skills, wilderness survival skills, and fish and wildlife knowledge and expertise.

WHAT DOES THE PROGRAM HAVE TO OFFER THE VOLUNTEER INSTRUCTOR?

- It provides the instructor with a means of having input into the Hunter Education Program
- It provides the instructor with a means to generate a feeling of accomplishment.
- It offers the instructor an opportunity to help others and to be of service to their community.
- It provides the instructor with a vehicle with which to develop their skills as an instructor.
- It provides the instructor with a means to help insure the future of hunting in Georgia.
- It provides the instructor with a means of helping make a safe sport even safer.
- It provides the instructor with a means of encouraging the recognition of hunting and sport shooting as a viable recreational activity.
- It provides the instructor with the opportunity to save lives.
- It allows the instructor an income tax deduction, which may be claimed, provided proper records are maintained.

WHAT VALUE DOES THE HUNTER EDUCATION PROGRAM PROVIDE TO THE PUBLIC?

- The program puts safer hunters in the field.
- The program puts more responsible hunters in the field.
- The program helps to reduce both hunting and non-hunting related firearm

incidents.

- The program makes training in safety and ethics available on a local basis.
- The program helps improve the image of the hunter.
- The program encourages recognition of hunting and sports shooting as viable recreational activities.
- It sometimes provides a means of getting non-hunters involved with the department and its programs.

JOB TITLE

Volunteer Hunter Education Instructor

RESPONSIBLE TO

County Ranger, Work Unit Sergeant, Administrative Sergeant, Captain and Hunter Development Program Manager

JOB DESCRIPTION

Instruct students of all ages in the Hunter Education Program as prescribed by the Department of Natural Resources.

PRE-CERTIFICATION TRAINING REQUIRED

Satisfactory completion of the prescribed Georgia Hunter Education Instructor's Self Study Course.

IN-SERVICE TRAINING

In-Service workshops as provided by Department of Natural Resources

QUALIFICATION AND SPECIAL SKILLS NEEDED

Applicants for the position of Volunteer Hunter Education Instructor must be at least 18 years of age, of reasonably good health, and high moral character. Background and character checks may be conducted on applicants, and those failing to meet high moral standards may be denied certification. Teaching experience is highly desirable. Other experience which would be valuable in this position include: Gunsmith, firearms safety, shooting sports coaching, and public speaking.

EVALUATION

Periodic teaching evaluations may be made of instructors, completion of periodic evaluations may be requested of students, and periodic evaluations may be completed by other instructors and/or department personnel.

CERTIFICATION RETENTION

Any volunteer instructor who fails to actively participate in the presentation of at least one hunter safety course during each fiscal year (July – June) may be denied certification. Any exception to this policy must be approved by the volunteer instructor's Regional Law Enforcement Office and the Hunter Development Program Manager.

Exceptions may include: extended illness, family difficulties, extreme employment demands (work travel, overtime, more than one job etc.) The division also reserves the right to revoke the certification of any instructor(s) for the violation of any law, failure to perform as required, or failure to follow prescribed procedures

PROCEDURES TO BE FOLLOWED

Each person certified by the division will be expected to comply with the procedures established in this manual and with additional procedures outlined in any correspondence from the division as pertains to the Hunter Education Program.

STANDARD OPERATING PROCEDURES

The Georgia Volunteer Hunter Education Instructor is expected to:

Know the subject being taught and properly prepare himself or herself to provide the students with the very best instruction that individual is capable of producing.

Teach the material found in the Instructor's Guide furnished by the division. If there should be conflict between the instructor's own philosophy and that found in the instructor's guide, the instructor will be expected to expound the philosophy found in the guide, or resign his/her instructor's certification.

Certify only those students who meet the minimum standards laid down by the division and to see that every student certified is possessed of the necessary skills and knowledge to be a safe and responsible hunter.

Make himself/herself available to participate in at least one Hunter Education Course during each fiscal year (July-June).

Involve the local Conservation Ranger in his/her classes, only if to allow the Ranger to introduce himself/herself to the student and say a few words.

Notify your associates or the individual to whom you are responsible, as soon as possible, if unavoidably delayed or unable to keep your schedule.

Be available to assist other instructors.

Be committed to the Hunter Education Program, its goals and objectives.

Be punctual and dependable and carry out duties promptly and reliably.

Use equipment only if work assigned and only at authorized times.

Maintain a professional attitude.

Be friendly, warm and courteous to all students.

Be neat and accurate.

Please wear your khaki uniform shirt, name tag and slacks.

Be recognized in his/her community as a person of high moral character.

Refrain from the use of profanities, obscenities, and other unbecoming language.
Refrain from smoking or chewing tobacco except during scheduled breaks.

Refrain from the use of alcoholic beverages or non-prescribed drugs before and during class sessions.

Complete records painstakingly. Incomplete or inaccurate records cause unnecessary problems for the program.

Submit required reports promptly.

Accept evaluation and continually broaden his/her knowledge of safe and ethical hunting practices and pass this improved knowledge onto the students.

Enroll no more than 50 students per class with one instructor present. Whenever possible there should be two instructors per class. This will facilitate faster test grading and provide for better classroom management. Classes with more than 50 students should have adequate space and an adequate number of instructors for the number of students enrolled, as approved by the respective region supervisor.

Accept the guidance and decisions of the Hunter Education Coordinator and Region Law Enforcement Supervisor.

Develop his/her own training aids to replace or supplement those provided by the department.

Make every effort to attend in-service workshops and training sessions provided by the Department of Natural Resources.

Maintain a pleasant working relationship with the paid staff, and stay within the bounds of volunteer responsibility.

Maintain the dignity and integrity of the Department of Natural Resources with the public.

Stick to the basics.

Use a positive approach whenever possible.

Use personal experiences only to make a definite point (avoid "war stories").

THE DEPARTMENT OF NATURAL RESOURCES CAN BE EXPECTED TO:

Provide registration cards, handbooks and other materials for distribution to the students.

Provide written examinations and answer sheets for use by students. All students will be required to make a minimum grade of 76 on the written exam in order to be certified.

Provide audio- visual materials, training firearms and other training aids, as required for the course.

Assist in the procurement of a site for conducting a hunting education class.

Provide periodic in-service workshops for volunteer instructors.

Keep volunteer instructors informed of developments and activities through the use of newsletters, memorandums, letters or other forms of correspondence.

Review volunteer performance on a regular basis, keep an account of volunteer activities and provide a letter of recommendation when requested.

Give volunteers an opportunity to meet periodically with departmental personnel who have responsibility for administration of the Hunter Education Program.

Recognize and commend outstanding service of volunteer instructors.

LESSON 1 – INTRODUCTION

ASSIGNMENT:

Study Lesson 1 and make a phone appointment with the Hunter Development Program Manager to discuss the answers to the following questions:

1. What are the two primary goals of the Georgia Hunter Education Program?
2. For whom is the hunter education course mandatory?
3. Describe the Chain of Command for a Volunteer Hunter Education Instructor. (i.e. who does the volunteer report to?)
4. What is the responsibility of the volunteer Hunter Education Instructor described in the Introduction of the Georgia Hunter Education Instructor Training Program Manual?
5. What is the responsibility of the Wildlife Resources Division to the volunteer Hunter Education Instructor?

6. What is required of a volunteer instructor to maintain their certification?

To schedule a phone appointment with the Program Manager, contact Walter Lane at 770-761-3010 or Walter.Lane@dnr.state.ga.us

LESSON 2- COMPLETION OF THE BASIC HUNTER EDUCATION COURSE

ASSIGNMENT:

Each instructor trainee must complete the basic hunter education course and score at least 80% on the Georgia written examination. If the instructor trainee has previously completed the hunter education course, they need only take the exam again and score at least 80%. If the instructor trainee has never taken the basic hunter education course, they may complete the course electronically and complete the 2-hour review course with the Hunter Development Program Manager or attend the full 10-hour class of their choice. They should inform their course instructor that they are an instructor trainee and that a copy of their exam needs to be sent to the Hunter Development Program Manager. To schedule a phone appointment with the Program Manager, contact Walter Lane at 770-761-3010 or Walter.Lane@dnr.state.ga.us

LESSON 3 - THE TODAY'S HUNTER STUDENT MANUAL AND THE TODAY'S HUNTER A TEACHING GUIDE TO SAFE AND RESPONSIBLE HUNTING

ASSIGNMENT:

Review the Today's Hunter Student Manual and the Today's Hunter a Teaching Guide to Safe and Responsible Hunting (hereafter referred to as the Today's Hunter Teaching Guide).

After reviewing the Today's Hunter Teaching Guide you should be able to describe:

- The steps you should take to be prepared to teach a hunter education course
- How you plan to teach the material (i.e. teaching "do's and don'ts")
- How you plan to use the principles of learning methods in your classes
- How you will prepare your classroom
- How you would begin a class.

Please complete the Hunter Education Course Class Plan in the teaching guide and be prepared to discuss your class plan with the Hunter Development Program Manager (if possible, please send a copy of your class plan to the Hunter Development Program Manager before your phone appointment.)

Finally be prepared to discuss and answer questions regarding the Objectives, Course Outline and Review Questions for Chapters 1-9 in the Today's Hunter Student Manual and your Today's Hunter Teaching Guide.

To schedule a phone appointment with the Program Manager, contact Walter Lane at

LESSON 4 – PRINCIPLES OF INSTRUCTION

Instructors who acquire a working knowledge of teaching theory are much more likely to be a success as an instructor. To attain a high degree of effectiveness as an instructor a person must be familiar with the nature of learning, the instructional process, and the fundamental principles or techniques for creating an effective teaching/learning situation.

The desired outcome of instruction is student learning. If students are no better equipped to do something at the end of a lesson than they were before the lesson, it can be said that no learning has resulted from the instruction. It is the instructor who must accept final responsibility for student learning, and if learning does not occur then the instructor is well advised to look first to himself and to his presentation for the cause.

Learning is a process of acquiring new knowledge, skills, techniques, and appreciations that permits an individual to know or perform something he/she could not do before. Learning is, for the most part, an active process. Learning is not passive absorption of ideas. Students need to be given purposeful, worthwhile things to do. They must be kept active both mentally and physically.

Learning can be viewed as the change that takes place in an individual as a result of external stimuli acting upon the psychological and physical faculties. The five human senses are the conduits through which an individual is stimulated. It is by way of sight, hearing, touch, smell and taste that the student makes contact with things all about themselves. As a product of these contacts with the environment, the student indulges in responses that lead to the acquisition of new knowledge, skills or attitudes. It is an important responsibility of the instructor to create learning situations that afford sufficient stimulation of the senses, so that desired student responses are produced. Lessons should appeal to a variety of human sensory organs. It is for this reason that practical exercises, training aids, demonstrations and other diversified teaching techniques contributed to effective learning.

The outcome of student learning can be placed into three categories: Knowledge, Skills, and Attitudes. Knowledge is often designated as an awareness of facts, principles, meanings, concepts, ideas and relationships. For the hunter, knowledge is knowing the principles of the safe handling of firearms under conditions found in the field, knowing when and where to hunt, and knowing the individual rights of property owners.

Skills refer to the physical and mental abilities to carry out the knowledge that has been acquired. These include certain habits, manipulations and adjustments. Skills can also involve mental abilities that include problem solving, critical thinking, analysis, synthesis, and judgment.

Attitude, a third outcome of student learning, includes ideals, preferences and values.

Attitude is thinking firearm safety, respect for property, sportsmanship, and fair play, so that doing the proper thing is a natural reflex.

The process of instruction is a three-stage process. It includes a presentation by the instructor, application by the student and evaluations. Within this three-stage framework, the instructor applies specific instructional methods and techniques for achieving the most productive teaching/learning situation possible.

In the first stage of the process the student gains the concept of the subject. He/She can do this by completing a study assignment, by listening to an explanation, by participating in a discussion or by watching demonstration. For most subject presentation consists of a combination of these activities. In general sense the activities require study by the student with a certain amount of telling and showing by the instructor.

The student needs to be given an opportunity to apply new concepts gained by them during the presentation stage. It is during the second stage, called the application stage, that learning is most productive. A conscious and successful performance by the student in the application stage is a critical moment in the learning process. In planning for and conducting instruction during the application stage, the instructor should always keep in mind that it is not so much what he or she does or says that is important, but rather what he or she causes their students to do on their own.

The instructor monitors student performances to keep them informed of their progress and to prevent them from practicing incorrect responses. This is known as student evaluation. Evaluation involves testing of some type. A method of testing is to administer a formal examination at the end of a lesson, at the end of a series of lessons, or at the end of the training course itself. While the formal examination is an important type of evaluation, the most beneficial type is informally administered. Informal evaluation takes place during an instructional period. It occurs concurrently with the presentation and application stages. Informal evaluation can be accomplished by oral questions to the class, following an explanation or demonstration of a key teaching point, or by close observation of students during practical work. The informal evaluation method permits the instructor to detect errors and make on-the-spot corrections. This permits the instructor to check student understanding of previous instruction.

STUDENT MOTIVATION

In order for a student to be taught, he or she must want to learn. To develop in the student a desire to learn, and to sustain that desire, the instructor must find instructional methods that will cause students to pay attention during the presentation. A number of techniques can assist in motivating students to learn.

SHOW A NEED

It cannot be assumed that students will recognize the importance of learning safe firearms handling. Oftentimes important issues seem unrelated to the program topic.

This is particularly true when the student hears of the issue for the first time while in a training situation. Instruction must therefore include valid reasons for learning information, and an explanation must be made to the student as to how topics taught will be of value to the student.

Before instruction is presented, the student must be made to realize that he or she holds a personal responsibility for learning. It is just not enough that a student be physically present for training. He or she must also be mentally prepared to learn. The instructor should check student progress frequently and encourage each student to apply himself or herself in the learning process. When a student is made to feel responsible for learning, they will sense an imperative to learn more.

CREATE INTENT

If attention is to be gained and held, student interest must be generated. The use of examples and illustration will promote student interest. The more interesting the training materials, the more probable it is that the students will retain information. The instructor, however, must not lose sight of the responsibility to teach. When there is a conscious effort to make training material interesting, there is a danger that the instructor becomes more concerned with entertaining students rather than providing meaningful information that relates to established training objectives.

PROVIDE OPPORTUNITY FOR SUCCESS

Early success in training has the effect of motivating students. A person's success encourages them to make greater effort and achieve additional success. For the average person success brings satisfaction. Satisfaction arising out of success leads toward a desire for more success. During the early stages of a training program instructors are well advised to put students to work in activities they can complete successfully.

GIVE RECOGNITION AND CREDIT

Activities of this type provide strong incentives for greater and more intense learning. A student desires, and has the right to expect, credit for work well done. Instructors should mention the good points of a student's work and not necessarily dwell entirely on mistakes. It is always a good idea to start with favorable comments and then lead to suggestions for improvement. A powerful incentive for the human animal is the concept of reward. The opposite of reward, punishment, is an undesirable form of motivation for students. The end result of punishment can breed a refusal to learn the subject matter with which the punishment was associated. When the incentive is positive or rewarding, there is a strong likelihood that learning will be effective.

AVOID INVOLVING EMOTIONS

Feelings and emotional responses that interfere with efficient learning should be avoided. Such feelings unquestionably affect learning. People who are angry, resentful, frightened or otherwise distressed are difficult to teach.

INSPIRE COMPETITION

Competition, when it is friendly, will stimulate learning. Competition between two or more groups or teams can achieve a higher degree of learning if the intensity of the competition does not get in the way of learning goals. When possible, group competition is preferable to individual competition. A form of individual competition that can be effective is to require a student to compete against his or her own past record.

PROVIDE OBJECTIVES

Learning is more successful when the student knows exactly what he/she is to learn and what is expected of them. At the outset of each period of instruction, the instructor should set forth a goal or goals that the student is expected to achieve. Furthermore, the student should be told how each lesson fits into the overall plan of instruction and how the course of instruction will be of value.

INDUCE A RESPONSE

A student learns from his own responses. In other words, the student learns from what they do. Learning by doing can consist of listening, observing, reading, recalling, taking notes, reciting, writing, practicing, or solving problems. The strength of the learning is a function of how many different senses are activated by the student while he is engaged in a learning activity. Also, the nature of the activity has an important impact upon the intensity of the learning. For example, a student who actually practices a skill will learn more than a student who has read about the skill in a book. The three-stage process of presentation/application/evaluation revolves around the instructor's ability to involve students in a variety of "doing" situations. Every period of instruction should be planned to require the student to respond frequently, correctly and in a form which the instructor can evaluate.

REINFORCE THE LEARNING

Successful learning demands that a student know whether the response has been right or wrong. This instructional principle is the heart of the evaluation stage. Reinforcement is a well-established principle in the psychology of learning. For a student to know that their response is correct strengthens the response and tends to fix it firmly in their mind. A student should also be informed when they make an incorrect response. They should be given sufficient opportunity to correct an incorrect response. Ideally, the student should know whether they are right or wrong immediately after each response. The longer the delay between response and knowledge of results, the weaker the reinforcement when possible, and the student should be told at the moment of response whether their response is incorrect. When handled properly, this method of correcting mistakes on the spot can prevent a student from developing an incorrect skill habit. It can also help the student to keep from making the same mistake at a later time when mistakes can have potentially damaging consequences.

Instruction should be planned so that evaluation is concurrent with the presentation and application stages. Immediate correction of errors is important to successful learning. A formal examination at the end of an instructional unit or phase of training does not

provide powerful reinforcement, because of the delay between student response and the student being praised of the correctness of the response.

PROVIDE REALISM

An instructor should insure that learning activities relate closely to situations as they exist when in the field. Insofar as is practicable, material used in a learning activity should be identical to material used by the hunter in real life. The use or application of materials in training should be as realistic as the activity will allow. A cautionary point needs to be made regarding material presented in training. During the introductory stage of instruction realism should not be allowed to get in the way of learning. Realistic situations in many cases should be introduced only after the student has mastered basic principles and techniques. Instruction during the introductory or presentation stage can be spiced up with "Here is what this means to you," or "You can use this knowledge when you are in the field."

Learning is based on experience. New experiences are most often interpreted on the basis of past experiences. A person seeing a television for the first time may call it a picture that talks and moves. This is likely because the describer interprets the new object in terms of things learned in the past. An instructor can explain many new things by using illustrations drawn from past experiences of students. Past student experiences will, of course, vary widely. An instructor should, therefore, recognize that not all students would attain to an explanation exactly the same meaning as other students. Illustrations or teaching points must be selected and presented carefully so that all students will obtain the desired meaning. Instructors can draw from common experiences and use illustrative examples to amplify important teaching points. This principle is most often appropriate during the introductory stage of teaching. Students who have learned knowledge or acquired skills from previous units of instruction can be reminded of what they learned previously and be told how this previously taught material relates to the new material presently being covered.

Learning is complete only when the student has acquired the knowledge and skills that will enable them to apply correctly the things learned. This statement is of such profound importance in hunter education training that it is considered a fundamental precept. The hunter safety instructor must not only concern themselves with the teaching of skills and knowledge that contributes directly to lesson objectives, but he must also be alert to the development of correct attitudes. Attitudes determine how effectively a student will apply the skills and knowledge acquired through training. Having a full understanding of all the knowledge and a complete mastery of all the skills taught in training does not guarantee a student will apply those skills and knowledge when they arrive in the field. The formation of healthy attitudes during training will carry over into the hunting environment and influence the actions of the former student.

The instructor must be alert to every facet of the student's development. The instructor must recognize that the trainee will earn many things in addition to material presented as part of the lesson. Setting a good example, showing a positive attitude and having a

genuine interest in the students, as individuals are appropriate attitudes of an effective instructor. The instructor must refrain from making incidental or side remarks, personal opinions or criticisms that do not contribute directly to establish learning objectives. Since attitudes are formed from instruction, some prior consideration needs to be given to what attitudes are likely to result from a particular lesson or instructional method. A good instructor will act upon these considerations and make every effort to contribute to the development of positive attitude in students.

LESSON 4 – PRINCIPLES OF INSTRUCTION

ASSIGNMENT

Study Lesson 4 and make a phone appointment with the Hunter Development Program Manager to discuss the answers to the following questions:

1. The outcome of student learning can be placed into three categories; what are these 3 categories?
2. The process of instruction is a three-stage process. What are the three stages of this process?
3. In order for a student to be taught, he or she must want to learn. Describe five ways to develop a student's desire to learn.

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LESSON 5 – TEACHING TECHNIQUES

TRAITS OF A GOOD INSTRUCTOR

There are certain basic characteristics that are essential to successful teaching. These are important characteristics and should be possessed by all hunter education instructors. They are:

Knowledge Of The Subject

It should be obvious to everyone that if a person is to train another, he must know his subject thoroughly. As far as possible, an instructor should have both hunting experience and a thorough knowledge of the literature and training aids to be used. The instructor will make a serious mistake if he assumes that hunting experience alone will give sufficient knowledge to teach, without further preparation and continuous study of all training literature available. A good instructor will always know more about a subject than time to teach it and should always be ready to answer virtually any question on the subject.

Positive Personality

Knowledge of how to instruct is one of the prerequisites to good instruction and is the reason that much care should be given to the content of hunter education courses. The instructor must know and be able to apply the principles, methods, and techniques of instruction that are found here and throughout this manual.

Personality has been defined by someone as the sum total of all those things about an individual to which other people respond, favorably or unfavorably. A good personality...one that gets a favorable response...is not some mysterious inborn quality. It is a quality that can be developed by concentrating on and improving specific features of the personality. Each instructor should strive to develop in *himself* those characteristics that will contribute to successful teaching, such as sincerity, enthusiasm, and knowledge, and to avoid those characteristics that may interfere with effective instruction, such as indifference, fault-finding, and egotism.

Leadership Ability

Instructors, who are good leaders, can develop proper habits, attitude, appreciation, and traits of character in their students as well as teach the basic information required in the course. An instructor with leadership ability will see that discipline is maintained and that his class's run smoothly at all times.

An effective leader will manage his classes properly. Management includes detailed planning of the course, obtaining and distributing various materials, keeping records, reducing waste, making reports, and accomplishing all other details that are necessary for effective teaching. Courses must be properly planned and managed if they are to be taught effectively.

Professional Attitude

The instructor who has the proper professional attitude is an asset to the program and to himself. He continually adds to his storage of knowledge and skills in his subject and makes every effort to improve his teaching ability.

Everything an instructor says and does during class, as well as the manner in which he says and performs, reflects his attitude toward the student, the Department of Natural Resources, and the Hunter Education Program. An attitude has a tremendous influence on student attitude and morale, for students tend to adopt both the attitude of the instructor and the point of view toward the training.

Interest In Serving

Hunter education training is often a thankless job; however, there is always that hope that one word you speak or what you do may someday save a life. This hope is reward enough.

HOW YOU CAN IMPROVE

An instructor can improve himself only by constant effort. The fact that a person has been teaching for some time does not necessarily mean that he has improved his teaching during this time.

In the effort to improve, the instructor must begin with an appreciation of the basic element of good instruction. He or she must set certain standards for himself.

Analyze Your Own Characteristics

Self-evaluation and self-analysis are essential for improvement. The instructor should constantly attempt to evaluate his O\MI teaching results and analyze his own characteristics to find out just what his strengths and weaknesses are. The instructor should discover strengths and build on them, and he should also look for weaknesses and correct them.

Seek Assistance

An instructor cannot always evaluate their personal work objectively. He should encourage others to constructively criticize the instruction and then welcome suggestions. Instructors, senior instructors, and supervisory personnel of DNR can often help to identify an instructor's strengths and weaknesses more readily than the instructor themselves.

Observe Other Instructors

The instructor must be able to maintain their own individuality while improving their technique. The instructor should observe other instructors for the purpose of learning from them, but should not imitate even the most capable instructor to any great extent. It is not unusual to find two highly competent instructors with radically different personalities and who use entirely different ideas, yet both do a superior job of teaching. Instructors should try to determine what they do well and develop techniques based on their known abilities.

Strive To Improve

The instructor's interest in hunter education and the attitude toward their work are best judged by the effort made to improve. After each class session the good instructor will ask himself or herself what can be done to improve the teaching technique. The instructor will not be satisfied with anything but the best. They will be constantly alert for methods for self-improvement, and improvement to the student's learning.

Instructor-Student Relationship

To be successful, instructors must have the respect of their students. Instructors gain the respect of their students by displaying proper attitudes toward them. The respected instructor displays interest that is sincere and objective. They respect the personality of each student. Students are quick to appreciate and respect instructors who know their subject and who have the ability to present effective instruction. They are equally quick to detect the incompetent.

THINGS TO AVOID

Do Not Bluff To Cover The Lack Of Knowledge

An instructor must know the subject thoroughly, but even then, questions may arise that he or she cannot answer. If they do not know the answer, they should admit it and search for the correct answer and give it to the class as soon as practicable.

Do Not Use Profanity Or Obscenities

Profanities and obscenities are crutches used by those who are not capable of expressing himself/herself. When the instructor uses such language, they do not only show a need for a crutch, but they also lose their dignity and the respect of the class.

Do Not Use Sarcasm Or Ridicule

Since the students are helpless to retort, they become very resentful. When an individual is resentful, his mind is closed to learning.

Do Not Talk Down To A Class

The instructor should make the class feel that he or she considers himself or herself fortunate to have acquired the experience and knowledge that they wish to share with the student.

Do Not Lose Patience

Your responsibility is to do whatever necessary to see that the students are trained as safe hunters or qualified instructors.

Presenting Oral Instruction

The key to oral instruction is effective communication between the instructor and the student. Here we will deal with the organization and presentation of oral units of instruction. The work is divided into three parts: The introduction, the explanation, and the summary or review. This is the basic way to organize an oral presentation. Someone has described it as: "Tell the students what you are going to tell them and then tell them what you have told them."

DEVELOPING A LESSON INTRODUCTION

By means of the introduction, the instructor sets the stage for the presentation. The introduction should establish contact between the instructor and the class and arouse student interest in the subject, and discloses the scope and objectives of the subject.

To establish contact and to arouse interest and attention...use one or more of the following:

- Good speech techniques.
- An opening statement that is effective.
- A reference to previous instruction, when applicable and any reference of special

- interest to the class.
- A startling statement.
 - A story or an example.
 - A rhetorical question.
 - A skit or demonstration.

To disclose the scope and objectives of the subject, tell the class what they will learn and, therefore, be able to accomplish~ (objectives) and why the subject is important to them (reasons).

Elements Of The Introduction

The objectives of the lesson and the reasons for learning the lesson should always be included in the introduction. Other elements, which should be included, are a review of any previous instruction, and the procedure to be followed in conducting the lesson. These elements follow no set order, and the instructor should not develop a stereotyped pattern. For each lesson he should have in writing, or clearly in his mind, what he intends to say in his introduction and then be sure that he has included all the necessary and desirable elements.

Objectives Of The Lesson

State briefly and clearly what is to be learned. Insure that students know when they must define terms, identify a component, etc.

Reasons For Learning The Lesson

You are to teach something that could be helpful in saving the student's life, or the life of their companion, so tell them so! Make your reasons convincing. Make students feel that it is important for them to learn the lesson. Use real-life examples and illustrations.

Review Of Previous Instruction

In every unit of instruction that is a continuation of previous instruction, the introduction should contain a tie-in or a brief review of the previous instruction. This is one application of the principle of background and serves to recall information the student has already learned, as well as to place every member of the class on a common level.

Don't overdo it when reviewing. It is not necessary to re-teach the previous lesson.

THE EXPLANATION TO THE LESSON

In the explanation or body of the oral presentation, instructors actually present their teaching points. Subject matter is explained, understanding is developed, and appreciations are stimulated.

Organization Of The Explanation

Explanations must be organized so that the students can follow. An organization that is completely understandable to the instructor, or to someone else familiar with the

subject, may not be logical for presentation to students. Limit the number of main topics you discuss. Help students follow the organization by using training aids that list or illustrate the main points.

Maintaining Student Interest

The instructor must make every effort to vitalize his material so that the interest of his class will be high. He should never state or imply that his subject is dry. When the instructor merely talks, student interest is soon lost. To keep classes active and to promote the learning process, use the following:

- **SPECIFIC EXPLANATION.** The specific and concrete are of interest; the general and the abstract usually are hard to follow and they destroy interest. Be specific and avoid talking around a subject in vague or general terms.
- **STORIES AND EXPERIENCES.** Some instructors are very fortunate in that they have a wealth of stories and experiences that are applicable to their subject matter. These stories vitalize presentation.
- **ILLUSTRATIONS AND EXAMPLE.** People are visual minded; they like ideas presented to them in picture form. Use illustrations and examples, real or hypothetical; they are easily remembered and make abstract ideas clear.
- **QUESTIONS.** Questions bind instructors and students together. They arouse the sluggish; they compel those who hear to seek answers.
- **TRAINING AIDS.** The use of charts, slides, videos, and other training aids helps to keep a subject interesting. Use training aids at points in the oral presentation where the lesson may seem dull. Aids used to vitalize oral instruction help to hold attention, they arouse interest, and they help get teaching points across. (Training aids will be discussed in detail in Sessions 6 and 7.)

Emphasizing Main Points

If main teaching points are not emphasized, the student may not grasp them, or he may soon lose them. One of the most effective methods of gaining emphasis is the use of repetition; this is another reason for using frequent summaries in a lesson. Remember, even repetition has its limits; it must be well done and distributed properly or it becomes monotonous.

SUMMARY OR REVIEW

The summary should be used at any point in the lesson where there is a need for a recapitulation of the points covered. Frequent use of summaries throughout the lesson helps students to keep main points clearly in mind. The lesson should always be concluded with a complete summary...an overall picture of what has been presented in the lesson. This final summary or review is the instructor's opportunity to wrap up the lesson into a compact package for the students. Keep in mind that the review must be brief; do not try to re-teach the lesson. The review should contain at least the following elements:

- Answering students' questions.
- A re-emphasis of important ideas, steps of procedure, and safety precautions, when applicable.
- A strong closing statement. The closing statement should leave a positive impression in the minds of the students. It may include a remark or two on some favorable results that have come from hunter education training. Above all, it must be related to the objectives of the lesson and leave the students with a feeling of having been able to accomplish their mission.

COMMUNICATING

Instructors are encouraged to use their own phraseology and vocabulary and otherwise be themselves; however, they are expected to use good grammar. Even though instructors are given the latitude to be natural, they are not free to differ with the basic philosophy or the material content, or to ignore policy.

Learning is not a group process; it is done individually. Even though the instructor speaks to a group, each student listens, watches and perceives individually. The instructor must say and do many things in varied and repetitious ways to make it possible for each individual in the group to be able to understand. Remember, there may be many differences in background and ability of the students. Remember too, that you must keep your vocabulary on the level of the students; however, do not underestimate the ability of today's young people to comprehend what is being said.

Students cannot be forced to learn. The instructor must make them want to learn. A complete knowledge of the subject, an ability to communicate with the students, involving students in demonstrations, and interesting training aids used with imagination will go a long way toward making a student want to learn.

TEACHING AIDS TO COMMUNICATE WITH STUDENTS

- Remain calm and controlled.
- Never lose your temper.
- Never use profanity. When you feel criticism is warranted, make sure it is properly administered. Consider the possibility that what you said may have been misunderstood by the student before you reprimand him.
- Avoid sarcasm. It only breeds resentment.
- Always explain why things are done.
- Welcome questions. They enhance the clinic by improving the understanding of all involved.
- If you don't know the answer, simply say so. Then find the answer.
- Be enthusiastic and encouraging. Display an interest in your students.
- Be warm and human. Have as much warmth and personal interest as the situation will allow.
- Be patient. Organize well and go slowly. Give the student time to learn.

The instructor participates in the hunter education class for one purpose...to cause the student to learn. The language and examples used to illustrate a point, and every explanation must be in terms that the student can recognize and can understand. Since instructors may be working with 12-year olds one day, and adults the next, they must be able to speak on the level of either. Simplicity is vitally important to any learning process. After all, the student must be able to understand what is said if the learning process is effective, or the student's and the instructor's time has been wasted. In short, keep it simple.

REPETITION

Repetition is another important part of the learning process. Each of us can think about some advertising slogan that we never realized we were paying attention to, but hearing it over and over, we learn them anyway. Without thinking about it we may find ourselves humming or singing some catchy little jingle that we've heard on the radio or T.V. Advertisers know the power of repetition and use it skillfully to sell their product.

The reason slogans stick in the mind is because of repetition. They have been seen and heard many times and after hearing something over and over, a person's chance of remembering is greatly improved. Repetition is one of the most important tools of teaching.

While safe firearm handling is a unit in the hunter education course, it is something that should be mentioned at every opportunity. When the parts of a firearm are discussed, the instructor can say, "this is the muzzle, always maintain control of the muzzle, and never point at anything you do not wish to shoot." The two words "muzzle control" are probably the two most important words in the vocabulary of the hunter education instructor and these two words should be repeated just as often as they can be worked into your remarks.

SPEECH TECHNIQUES

Instructors must realize that they are not making speeches, or talking at students, but are really talking with them. The purpose of speech is to communicate ideas. The instructor must establish personal contact with the class and keep that contact. Here are some suggestions that will be helpful.

GET THE ATTENTION OF THE CLASS FIRST

Do not start the class until you have the attention of the students. In some cases, walking to the center of the platform or room will cause the students to quiet down and listen. Sometimes, you will find it necessary to ask for their attention. A simple "Your Attention. Please!" will usually produce the desired result. A great deal of this depends on the age group you are working with.

LOOK AT AND TALK TO YOUR STUDENTS

Observe people in earnest conversation and you will notice that the speaker does not look out the window or at the floor or ceiling. The instructor looks their listeners in the eye. The instructor is probably not conscious that he/she is doing so; the earnestness of this purpose naturally finds its expression in the personal contact. Address your students and not the training aids or the distant landscape. Give every student the feeling that you are looking at and talking directly to him or her. Keep eye contact.

SPEAK IN A CONVERSATIONAL TONE

Do not let your voice reflect an impersonal, indifferent sound or attitude. Make frequent use of the pronoun "you"; identify yourself with students by use of "you and I" or "we". Leave with them the impression that you and they have something in common.

BE ALERT! LOOK ALERT!

Know what is going on in your class. Pay close attention to student's responses. Listen carefully and evaluate comments and answers to your questions. Be quick to spot an inattentive student. Look directly at him/her. Take a step toward the student, or ask them a question. Ask yourself continually, "do my students understand?" Check frequently to make sure they are following you and understand what you are saying.

CONTROLLING NERVOUSNESS

Almost every instructor experiences a certain amount of nervousness prior to his or her first appearance before a class. Nervousness simply indicates that the instructor is aware of the class and is concerned about their reaction to the instruction. Instructors who completely lack nervousness are likely to be stolid, unimaginative individuals who probably will never do more than a mediocre job of instruction. Under control, nervousness usually results in a more enthusiastic and expressive delivery. Most good instructors have devised their own way of making their nervousness work for them instead of against them. Some of the techniques are:

BE THOROUGHLY PREPARED

The first step the instructor can take to overcome nervousness is thorough familiarity with the subject and the plan for teaching it. Then he must realize that the students are there to learn and that they are more interested in the subject than the instructor. Think of the subject and of the learning that should result from the instruction, and the nervousness will take care of itself.

ASSUME THE PROPER MENTAL ALTITUDE

Students expect their instructor to have full knowledge of the subject and be able to teach it effectively. Although students focus their attention upon the instructor, they do not immediately place them on trial. If the instructor has mastered his subject and has made thorough preparation, he has eliminated the real reason for fearing the student's reactions; he has every right to a feeling of self-confidence, which will go far toward making his presentation a success.

HAVE INITIAL REMARKS WELL IN MIND

The first few moments of the class can be the most challenging to get past. It is advisable to have the lesson introduction practiced so that no notes are needed.

REVIEW PREVIOUS INSTRUCTION

By starting with a reference to a phase of training that has been previously completed, the instructor immediately causes the students to focus their attention on something with which they are familiar. The instructor thus meets the students on common ground.

TELL A STORY

Nothing releases tension so easily as a bit of humor injected early in the introduction. Remember though, if you do tell a story, it should make a point that can be related to the subject.

BE DELIBERATE

When a person is nervous, his body activities tend to speed up. Instructors should remember this when they are faced with situations that tend to make them nervous. They should be deliberate in movement and careful not to talk too fast. After a few moments of deliberate control of their activities, the stage fright will pass and the instructor's normal poise and bearing will take over.

MAINTAINING BEARING

Because students react to what they see, hear and understand, each instructor must make certain they meet the expected standards of appearance, bearing, and bodily control. Posture, bodily movements, and gestures can be highly expressive. They can make the difference between an excellent, enthusiastic presentation, which stimulates students to effective learning, and a dull, uninteresting lesson, to which students make a weak response. Any physical attitude assumed, any bodily movement, or any gesture that attracts attention to it is distracting and therefore, is a hindrance rather than an aid. Movements should appear free, natural, and also spontaneous. Remember to be natural at all times.

MAINTAINING GOOD POSTURE

Take a position from which the entire class can see you and from which you can see all of the class. Stand erect, with your weight evenly balanced on your feet. Be physically and mentally alert, but do not stand rigidly as if at attention. Relax. Let the hands and arms hang freely at your sides. The hands do not appear as large and awkward to students as they might seem to you. If you simply cannot let them rest at your side until ready to use them, clasp them in back of you, or let one hand rest on the speaker's stand temporarily. Do not wring and twist your hand nervously. The basic rule to remember is simply moderation. Do not remain glued to one spot, but neither should you be continually on the move. As your skill and experience increases, you will find movement becoming less obvious and more meaningful.

USE GESTURES

A gesture is a movement of any part of the body to convey a thought or emotion, or to reinforce oral expression. Your arms, hands, and body are your principal tools of gesture. When instructing, let your gestures be natural; never rehearse specific gestures for use at definite points in your presentation. They should be spontaneous, arising from enthusiasm, conviction and emotion. Do not try to emphasize every statement with a gesture; to do so will defeat the purpose of a gesture.

AVOID DISTRACTING MANNERISMS

A rule to remember is that instructors should avoid those things that cause the class to turn their concentration to the instructor's mannerisms, when they should be concentrating on the subject matter. Instructors may not be aware of their peculiar mannerisms unless they ask associates for their constructive criticism. Here are some common habits to be avoided:

- The "dying warrior" is the instructor who leans heavily on the lectern, wears an air of exhaustion, and never moves.
- The "fig leaf" is the instructor who stands with hands clasped in front and below the waist, feet immovable.
- The "walkie-talkie" is the pacer who never stands still.
- The "chained elephant" is the instructor who stands with his weight first on one foot and then the other.
- The "change counter" is the instructor who counts the change in his pockets every two minutes, rattling it loudly as he/she does.

ENTHUSIASM

There is no substitute for a physically vital and enthusiastic delivery of instruction. Enthusiasm is contagious. It is evident in one form or another whenever a person is doing something he/she sincerely likes. If an instructor is sold on a subject and conveys this feeling to the class, the students will be kept interested and eager to learn. An enthusiastic instructor will also help his students to develop a favorable attitude and appreciation for the training. The basis for an instructor's enthusiasm is a very thorough knowledge of the material being taught and a belief in its usefulness to the students.

USING THE VOICE

The instructor's voice is their best teaching tool because it is their most direct means of communication to the class. Most individuals have speaking voices adequate for instruction if they learn to manage a few factors that are basic to good speech.

VOICE QUALITY

Voice quality is a characteristic that distinguishes one voice from another. Some voices have a pleasant quality; others may be somewhat unpleasant. However, the average person has a voice quality that can be made pleasant to their listeners, and further developed by overcoming tendencies toward nasality, hollowness, hardness, throatiness and monotone. A monotone has a deadening effect on students. Inflection

will assist in overcoming monotone, in providing proper emphasis, in making the presentation more intelligible, and in providing a pleasing variation that will hold students' attention.

PITCH

Pitch of the voice should be the natural pitch that is used in conversation. The instructor should determine the pitch level at which they can speak with greatest ease and clarity and then vary this pitch to produce emphasis where needed. A variation of pitch breaks monotony and adds some interest to the delivery.

VOLUME OF VOICE

The instructor must speak loud enough for all students to hear without difficulty. On the other hand, too loud a voice is deafening and the hearing of the student soon dulls in self-defense. If the instructor's voice has the proper volume, the students feel comfortable while listening. The instructor should vary the volume with the size of the class and with the conditions under which the instruction is given. They can change volume to accent the proper syllables of words. Proper volume is especially important when teaching outdoors or in a building with poor acoustics. By watching student reaction, an instructor can tell if they are having difficulty in hearing. If there is any possibility that the volume of your voice is not satisfactory, have someone in the rear signal you so that you can adjust your voice to the class.

RATE OF SPEECH

Rate of speech should be governed by the thought, idea, or emotion that is being communicated to the students. Complex material should be presented slowly. The person instructing should also consider the learning ability of the class in determining his speed of delivery. Change in the rate of speaking will create pleasing variations and produce emphasis.

CHOICE OF WORDS

Since language is the most important single tool of the instructor, they must develop a healthy regard for words. Their words must be carefully selected and sentences must be developed clearly and logically. The right word in the right place is the keynote of effective speech as well as effective writing. Consider the educational level of the group you are teaching. Use terms that are common to the vocabularies of your students by using words with which they are familiar.

FORMATION OF SENTENCES

Careful selection of words implies that they must be grouped properly in order to express ideas clearly and accurately. Use short sentences. Signal the end of your sentences by voice inflection. Eliminate words and phrases that are unnecessary. Do not pad your sentences and clutter your delivery with trite expressions.

PAUSES

Pauses provide the punctuation of speech. The proper use of pauses accomplishes four things: Students are able to absorb ideas more easily; you get an opportunity to concentrate on your next point; you give emphasis, meaning, and interpretation to your ideas; and you get a chance to breathe. They should be clear and decisive; the "err-r-r," "ah," or "uh-h" in the pause is a mental crutch that instructors cannot afford to use.

ENUNCIATION AND PRONUNCIATION

Instructors must speak clearly and distinctively. Strive for clarity of expression. It *is* not necessary to change your whole pattern of speech. Pronounce or accent each syllable distinctly and clearly. It may be necessary to enunciate more forcefully and more deliberately when instructing a large group than when carrying on a conversation. Avoid slurring, swallowing, or mumbling words.

THINKING WHILE SPEAKING

Speaking is not a purely mechanical procedure. Instructors' words must not only be spoken clearly and distinctly, they must also be chosen and grouped to express clear and definite ideas. An idea to be expressed clearly must first be thought out. Learn to think while standing before the class; think on your feet. During the pause that follows a statement, you can formulate the next sentence. As you speak, think about what you are saying. If you have difficulty finding words to express yourself when standing before your class, try writing the key points of the lesson in short complete sentences. You can clarify your thinking and improve your words by writing the complete text of what you intend to say. However, an outline, rather than the written lesson, should be used when actually presenting the material. As a last resort, memorize key statements.

DEVELOP EFFECTIVE SPEECH HABITS

Instructors will improve their speech only if they carefully analyze it, determine their weakness, adopt a plan for improvement, have a desire to improve, and practice speech improvement. Some of the major concerns in developing effective speech habits are:

- **CRITICAL UNDERSTANDING** First, develop a critical understanding of why the speech of others is either good or needs improvement. While listening to a television or radio speaker, try to analyze the speech techniques employed. In other words, become alert to how others speak.
- **STANDARDS** Establish standards for your own speech. Through such measures as self-analysis, friendly criticism from associates, and listening to your recorded speech, find what your strengths are; work to make them stronger. Learn what your weaknesses are and work to correct them.
- **PRACTICE** Finally, practice good speech at all times. Too often we have one set of techniques for the platform, others for conversation, and still more for home. Good speech should be practiced at all times. Take every opportunity that comes your way to address an audience, and consider every period of instruction an opportunity to improve speech techniques.

LESSON 5 – TEACHING TECHNIQUES

ASSIGNMENT

Study Lesson 5 and make a phone appointment with the Hunter Development Program Manager to discuss the answers to the following questions:

1. What are the traits of a good instructor?
 2. Describe three ways to improve your teaching skills
 3. What are five things to avoid when teaching?
 4. The key to oral instruction is effective communication between the instructor and the student. Describe the three basic parts of a presentation and why they are important to you as a hunter education instructor.
- Teach one section of one of the chapters in the hunter education course to the HDP Manager over the phone (e.g. The “What is a Firearm” section of Chapter 2 “Know Your Firearm Equipment” etc. The instructor trainee may teach any section of any chapter they desire. This mini lesson should include a well-developed introduction, explanation to the lesson and a summary and review. Be sure to use the teaching techniques described in your student guide.

To schedule a phone appointment with the Program Manager, contact Walter Lane at 770-761-3010 or Walter.Lane@dnr.state.ga.us

LESSON 6 – TRAINING AIDS

Successful instruction very much depends upon the effective use of workable training aids. As is the case with a skilled craftsman, the skilled instructor needs to be able to make full use of the tools of the trade. Training aids in the hands of a good instructor are powerful working tools. Not only is the instructor expected to be proficient with the use of training aids, but they are also expected to have skills in the selection and construction of the aids. Training aids are used by instructors because of their recognized value in the enhancement of learning use training aids.

Training aids help the instructor to emphasize important teaching points. In order to get and retain student attention, regarding information being presented during instruction, there must be some appeal to the human senses. Learning begins with stimulation of sensory organs. The more senses that are involved in the learning process, the greater the likelihood that learning will occur. Words, whether in writing or in speech, are often inadequate to convey subtle meaning and understanding. Through skillful use of training aids, an instructor is better able to reach the minds of students by working through more than one sensory channel.

People tend to see alike more than hear or read alike. To illustrate consider a training situation in which members of a class are required to read a description of how a firearm functions. A description of the functions in the written form may be extremely accurate, but few members of the class will receive and retain the same mental picture. The same group, however, when given an opportunity to see the functioning of the firearm will obtain mental images that will be quite similar and will correspond more closely to the actual facts the instructor is attempting to convey. Because of sensory appeal, visual instruction is much more effective than spoken or written words alone.

Interest and vitality are added to instruction through the use of training aids. Student attention is directed toward specific points being present in the lesson. Training aids add variety and clarification to instruction. The use of an actual object, a model or a film not only adds variety to presentation, but also provides some element of realism.

A fundamental reason for using training aids is to make learning easier for students. Good aids help to maintain student motivation and enhance student's state of readiness for learning. Difficult teaching points can be simplified or emphasized through the use of training aids. Student impressions become more intense, resulting in a clearer and longer-lasting comprehension. This is true with slow learners as well as with rapid learners. Uniformity and continuity is an important advantage to be derived through the use of training aids. This is especially true in training situations that require students to recall a certain procedure or steps within a procedure.

Training aids also help students to learn faster. It is nearly impossible to teach most hunting related subjects without training aids. Selection of aids should be preceded by a careful examination of the learning outcomes that are expected to occur as the result of training. This is a basic consideration, because instruction should never be modified to correspond to training aids. Quite the opposite is true.

Training aids are modified to conform to the instruction. An analysis of the expected outcome of training will help to determine at what point in the training process aids can create confusion and detract from student learning. There are many types of aids, and each type has certain advantages and disadvantages.

A variety of aids in the training process will help to increase student learning and interest. An excess of aids or poor timing in the use of an aid, however, can interrupt the flow of ideas being developed in an instructional presentation. The use of more aids than are necessary will undermine rather than support a teaching point. The instructor should continually examine the teaching subject with the goal of improving and developing only those training aids that are supportive of the subject and the methods that are elected for use.

Well-conceived training aids have certain common characteristics. A training aid must be relevant to the subject being taught, and relevant to the background of the class. Training aids should reflect good taste and judgment on the part of the instructor. In

planning for use of a training aid the instructor should consider the topic, the size of the class and the place where the aids will be used. They should also be concerned with knowing at what point during the instruction the aid should be introduced, and that the class will have no difficulty in seeing and understanding its message.

Training aids should be simple and easy to comprehend. They should be geared to the intelligence level of the class. Complicated training aids sometimes have the effect of focusing student attention on the aid rather than on the message expressed by the aid. Unnecessary information and details should be eliminated from aids. Facts and figures contained in aids should be accurate, correct and founded upon established doctrine. Training aids should be portable to the extent that they can be easily carried to and from the teaching area. Aids should also be constructed with durable material that will withstand rough handling. An aid should be simple, neat and practical. A good training aid will illustrate a teaching point without a break in continuity. An aid should be constructed to facilitate use of it in a smooth and convenient manner. Aids that are cumbersome and difficult to handle are distracting.

For an aid to meet its primary requirement, that is, to attract the attention of the student, it should be visibly appealing. Neat, readable labels and correct spelling lend eye appeal and cause important words to stand out. Too many words or poorly spaced words on a training aid will detract from the main idea and lead to confusion for the students. When used carefully, contrasting colors can help to emphasize main points. As is the case with words, the use of too much color can be confusing.

For a training aid to serve its purpose, it must support a relevant teaching point. Since teaching points are directly related to established learning objectives, the aid should contribute logically to the successful achievement of the objectives. Training aids should never be used merely for their eye-catching effect, to kill time or to amuse and entertain students. Too many aids tend to decrease their value in a presentation. The benefit of using an aid must justify the expense and effort of construction. Sometimes an instructor will go to great lengths to design and construct an aid. Elaborate models or cut-a-ways, although attractive to the eye, may in some cases actually detract from training because of their sophistication.

Having a thorough familiarity with aids and being prepared to answer any questions concerning them *is* part of the expected preparation by an instructor. The use of aids should be sufficiently described in lesson plans. Rehearsal, using the lesson plan and aids, should take place for as many times as it is necessary to thoroughly prepare the instructor for the actual presentation in the learning situation. Only through practice can the instructor with respect to a skillful use of training aids achieve thorough familiarity.

When using charts, diagrams, or transparencies as visual aids, it may be useful to tab the pages with clips or similar devices that will assist in identifying the right pages to be used at the right time. Another simple method is to write lightly, preferably in pencil on each page of the aid. This will help the instructor to be aware of the next page he has

planned to present. A simple procedure such as this will help the instructor to maintain a smooth transition from one teaching point to another.

Elaborate aids are often necessary to illustrate highly complicated and technical subjects. When first exposing such an aid to the class it should be briefly explained. The purposes or functions involved in the aid should be described so that students are less likely to miss an important part of the presentation.

Training aids should be covered when not in use. This practice prevents an aid from distracting student attention when the aid is no longer needed to support a point under discussion. Simply stapling sheets of paper above or over the aid can achieve covering an aid. If an aid contains lines or printing it is relatively easy to construct strips of paper that can be placed over individual lines and later removed one at a time. Replicas or actual equipment that are used as aids can be covered with cloth or similar material when the aids are not actually in use.

An aid should be displayed so that students can see it. If an aid contains written information, the instructor should in advance test the aid in the actual classroom to make sure that the printed message is readable from all parts of the class seating area. If the seating arrangement does not permit all students to see a training aid, the arrangements should be changed. Obviously, if students cannot see an aid, it is of no value to the learning process no matter how elaborate or effective the training aid may be.

When using an aid the instructor should not become so involved with the aid that their remarks are directed at the aid instead of at the students. Even while assembling or disassembling a piece of equipment, the instructor should maintain eye contact with the students. When using a chart, drawing, diagram, or a chalkboard the instructor should stand to the side of the aid. This will help to eliminate any tendency to talk to the training aid rather than to the class.

A pointer can be useful in directing student attention toward a particular facet of a training aid. A pointer should be held steadily on that portion of the aid the instructor wishes the class to observe. A pointer should be held in the hand that is closest to the aid. This will allow the instructor to establish and maintain eye contact with the students. Holding the pointer across the body tends to place the instructor in a position of talking to the aid rather than the students. When a pointer is no longer needed it should be put away. A pointer is one of those devices which, when not being properly used, can be very distracting.

When more than one instructor is used in a training situation, all instructors should be sufficiently well rehearsed so that they will know exactly what each is to do and when to do it. If one instructor is to assist another instructor by displaying projected aids, a set of prearranged signals should be used so that the projected aids can be turned on, changed or shut off at the appropriate intervals.

There is a wide variety of training aids. Each type of aid has its own special advantages and limitations. Many times, a training aid is constructed for use as a memory guide, but because the aid contains too many points to be remembered it fails to achieve the desired result. Excess of ideas presented at one time or in great detail has the effect of confusing students. Instead of positive learning, the outcome sometimes results in negative learning. The instructor should decide what type aid will best assist student learning.

When teaching involves explanation tools or other materials associated with a particular job, the most realistic training aids that can be used in the teaching process are the actual tools or materials involved in the job. When using actual items as training aids, it is very important that all students have an opportunity to see the training aid completely and fully. In some instances the actual equipment may be too large for the classroom situation. In such cases, the class can sometimes be brought to the equipment. Although actual equipment adds a dimension of realism of training, the instructor should recognize that equipment might not always be the best training aid. For example, the teaching of the components of a shot shell or cartridge might better be taught with pictures, transparencies, slides or other visual aids.

Models are frequently used with or in lieu of actual equipment. Models are recognized representations of a real life place or thing. If possible, a model should be built to scale. A type of model is the mock-up, which is an imitation of the real thing, but not necessarily a recognizable three-dimensional representation. A mock-up does not have to be built to scale nor be very exact with respect to the item it represents. A common form of training aid is the chart, diagram, graph, sketch, cartoon, map or other graphic material that explains a method or technique related to the idea being taught. The effectiveness of graphic training aids is enhanced by use of color and color combinations. Color is used not simply for eye appeal or for contrast, but to differentiate between separate components of a larger system. For example, if training involves an explanation of the components of a rifle cartridge, color codes assigned to various parts of the cartridge will assist the instructor in describing important distinctions and relationships.

A training aid may also be a display. A display can be made a permanent part of the training facility environment, as well as a periodically used teaching device. A permanent display becomes a functional part of learning by helping to create an atmosphere that will contribute to a student's desire for learning. To be functional, a display must be thoughtfully designed, carefully exhibited, and supportive of a worthwhile message.

Many instructors fail to remember the most common and most readily available training aid of all – a dry erase board. The dry erase board is sometimes not used sufficiently, or is misused because of a lack of appreciation for its potential. A dry erase board can serve the instructor in several ways. Topics, questions, sketches, diagrams, outlines,

and other abstractions of teaching points can be written on the dry erase board. Another use to be made of the dry erase board is to project images by means of audiovisual equipment. The images shown on the dry erase board by these means can be amplified with separate writings with a dry erase marker. Photographs, pictures, and other graphic materials can be displayed on a dry erase board in this manner and further explained with added writings or the use of a pointer. When drawings on a dry erase board need to be accurate or exact, templates can be used. The markings placed in advance on the dry erase board helps the instructor to make a rapid yet fairly accurate depiction of the picture he wishes to transmit to the student. This technique will help to provide a clearer and more professional image.

Many dry erase boards are designed as magnetic boards, thus providing a method for adhering to the dry erase board surface other types of visual materials. Poster board strips and other graphic materials can be easily attached to a metallic-backed dry erase board through the use of magnetized strips appended to the rear of the visuals.

The dry erase board can be an excellent medium to facilitate student participation. When answers, suggestions or comments from students are placed on the dry erase board, students are made to feel that they are making a positive contribution to ideas being covered in the training.

When the dry erase board is used as a training aid, the instructor should be sure that everything he needs is obtained before the class meets. It is very easy to overlook the availability of markers, eraser, template, pointer, and other materials intended to be used with the dry erase board during the training. The instructor should check for glare. They should be sure that every student will be able to see materials presented on the dry erase board. Sometimes it will be necessary to check the lighting and use different combinations of light in order to eliminate glare. The lowering or rising of window shades in a classroom will also create or remove glare from a dry erase board. Before starting a class a dry erase board should be clean. A dirty dry erase board gives the impression that the instructor is not prepared or is not concerned with the quality of the materials they present. When information is placed on a dry erase board it should be kept relatively simple and brief. Concise statements or short terms will often serve to make important points. Oral explanations by the instructor can be used to fully explain ideas represented by a single word or small group of words. Materials printed or drawn on the board should be legible. Printing that gradually decreases in size in order for it to fit on the right margin of the dry erase board is distracting to the student. Colors can be used for emphasis and variety. A few well-placed teaching points on a dry erase board are more effective than too many points crowded into a small or limited space. After points have been discussed, the instructor should erase them so that they will not distract from points that are to be made later.

An important part of training involves the use of videos or DVDs. A video is effective in illustrating and demonstrating concepts and activities that are difficult to explain in other ways. Complex combinations of simple skills and knowledge can be demonstrated

through the use of videos. A video that portrays hunters involved in actual field activities can be very effective in explaining a complex subject. Videos can also be useful in stirring emotions and changing attitudes. Videos can potentially teach faster and more fully than the lecture or conference methods, and can reach even those students who have little or no education. To achieve maximum training value, an instructor should follow certain procedures when using a video as a training aid. The video should be carefully studied and previewed in advance. No training video can be expected to be perfect in its content or direction. By previewing, the instructor is able to identify key points in the video that needs to be emphasized. Previewing also allows the instructor to discuss points that were only lightly touched upon in the video or omitted entirely. Careful preview of a video will also identify portions of the video that may be obsolete or require added explanation. Before a video is shown in the classroom situation the instructor should make introductory remarks that will direct student attention toward ideas that are important in the video. Very often a video will have accompanying written material that will assist in the preparation of introductory remarks. Written references provided with commercial videos normally contain a short synopsis and suggested discussion, or examination questions.

Before a class session begins in which a video is used the instructor should make a final check of the video and the audio-visual equipment. The video should be set up in advance and a short portion of the video viewed to be sure that the equipment is functioning. At that point in the instructional period when the video is to be shown, the instructor should make their introductory remarks. The remarks help to insure that the video will produce the intended effect. In this way the students are prepared for important ideas that are about to see during the video. It is desirable to include in the introductory remarks those reasons for showing the videos, the key points to be looked for, and the relatedness of the video to earlier training and training that will follow at a later time. The use of a strong introduction of a video will make the difference between merely showing it for effect as opposed to making the video work in harmony with total instructional goals.

During the showing of the video the instructor may find it useful at some point to stop the video and explain an important concept or emphasize a major idea. Student responses to the video can consist simply of verbal discussions, writing something down on paper, or engaging in some form of physical activity.

At the conclusion of the video the instructor should conduct a critique that will summarize important teaching points presented. In some cases a demonstration by the instructor may help to simplify procedures or techniques that were shown in the video. A very effective follow-up activity to a video is to conduct of applicatory exercises. Such exercises are designed to permit each student to apply skills or knowledge that was shown in the video. When applicatory exercises immediately follow the showing of a video, it may even be advisable to follow-up such exercises with a second showing of the video.

A second showing can be used to critique student performances. It has been found that a second showing of the video appreciably increases students learning and attention, particularly after students have engaged in some form of "hands-on" learning activity.

LESSON 6 – TRAINING AIDS

ASSIGNMENT

Study Lesson 6 and make a phone appointment with the Hunter Development Program Manager to discuss the answers to the following questions:

1. Name three key characteristics of effective training aids described in Lesson 6 of your Self-Study Manual.
2. When a training aid is not in use, what should be done with it? Why?
3. As a volunteer hunter education instructor, you will be provided with videos regarding hunter safety as teaching resources; explain how you would effectively use those videos as teaching aide.

To schedule a phone appointment with the Program Manager, contact Walter Lane at 770-761-3010 or Walter.Lane@dnr.state.ga.us

LESSON 7 - SETTING UP AND CONDUCTING A CLASS

Since Georgia law requires people who hunt to have hunter education training, the need for classes in the various communities is constant. In small communities, one class each fall will probably be all that is needed to train those young people who are beginning to hunt. In larger communities, more classes will be needed to reach all the students needing the training.

HOW ARE CLASSES SCHEDULED?

Many volunteer instructors will simply be assisting Conservation Rangers with their classes and will not have a need to be involved with scheduling a class. In some instances, volunteer instructors are the lead instructors for hunter education classes and work with their local Conservation Ranger and their Regional Law Enforcement Office to schedule hunter education classes. Classes **MUST** be scheduled in consultation with your location Conservation Ranger and your Regional Law Enforcement Office. **DO NOT** attempt to schedule a class without consulting with your location Conservation Ranger who will consult with the Regional Law Enforcement Office. Classes have to be entered into the Hunter Education database and advertised on the Wildlife Resources Division's website well in advance of the class and this can only happen if classes are scheduled through the proper channels. It is also important that the class be scheduled through the regional office in case a substitute instructor was required. Please provide your Regional Office with your class schedule for as far in advance as possible.

Providing our students with the greatest number of classes possible advertised as far in advance as possible allows us to provide our students with a high level of customer service. Please schedule all your classes at least 60-days in advance of the class.

WHERE SHOULD THE CLASS BE HELD?

One of the first jobs is to select a site for your hunter education class. Several things should be considered in selecting a site. These include: availability of adequate space, convenience to those who will be attending, including those covered under the ADA (Americans with Disabilities Act), and convenience to the instructor.

The most ideal locations for a hunter education class may include civic centers, churches, scout buildings, community rooms of restaurants and banks, recreation centers, armories and schools.

Remember the more convenient your locations, the more people who will be encouraged to attend.

Alternate sites for classes may be desirable in case of an emergency.

WHAT KIND OF CLASSROOM IS DESIRABLE?

Adequate space should be arranged according to the number of students enrolled in the class. Each student should be provided with sufficient space to allow for a good learning experience. The classroom should be on the ground level for the convenience of the instructor and for availability to handicapped persons. Carrying the required equipment (audio visuals, guns, training aids, ect.) up a flight of stairs can be tiring, time-consuming, and sweat producing. Also, your class may include people who are not physically able to reach upper floor classrooms. Make it as convenient for everyone, including yourself, as you can.

Choose rooms close to the building entrance and convenient to restrooms.

Choose a room that has adequate electrical receptacles and adequate space for audio-visuals, tables and training aids, in addition to space for students.

The most worthwhile classes are those where students take notes. Encourage them to do so by providing a room that has a sufficient number of tables or chair-desks so that students can write. If the room is equipped with chair-desks, make certain at least some are large enough for those adults who might attend.

Remember, the more comfortable you make your students, the more you can expect from them.

WHO SHOULD ATTEND? (Currently under legal review 10/14/11 w/)

The Georgia Hunter Education Program should be open to any person regardless of race, sex or national origin. However, we strongly recommend that students be ten (10)

years of age to be certified. An adult must accompany students under twelve (12) years of age during the course. Small children can have difficulty comprehending the course material and it is recommended that they wait to take the training until they reach the age of 10.

WALK-INS

Please do everything you can to accommodate “walk-in” students. Most students will pre-register for hunter education class and there are times when a student chooses to take a particular class after the course registration period is closed. These students can still participate in the class (provided there is a space for them in the classroom) by taking the class as a walk-in. In the course materials you receive from the regional office, will contain a student information sheet that must be used to record the walk-in student’s information. Have the student complete the information on this form and turn it in to the regional office with the rest of the course paper work.

HOW DO I OBTAIN THE EQUIPMENT NEEDED TO TEACH A CLASS?

Equipment for a hunter education class must be obtained from your Wildlife Resources Division Region Law Enforcement Office. DO NOT commit the Wildlife Resources Division to a class on a particular date until you have checked with your local Conservation Ranger or your Region Law Enforcement Office to assure that the equipment will be available on that date.

Equipment and supplies you can expect include: Audio-visual equipment, tests, answer sheets, training firearms, public benefits affidavits, student’s manuals, certification cards, walk-in sheets, student contact sheet and a class roster, patches, pencils Today’s Wildlife ID Books.

HOW ARE CLASSES ADVERTISED?

Classes MUST be scheduled through your local Conservation Ranger and their Regional Law Enforcement Office. Once you schedule you class through your local Conservation Ranger and their Regional Law Enforcement Office the course will be posted on the Hunter Education Page of the Wildlife Resources Division Website

HOW DO YOU SET UP FOR THE FIRST CLASS?

First, arrive at the class early enough to unload and set up all your supplies and equipment. By the time students begin arriving, you should have everything set up and be ready to greet them as they arrive.

Training aids (particularly training firearms) should be covered with a cloth until you are ready to use them. This avoids the distraction of young people concentrating on the training firearms lying on the table rather than what is being said. When using training firearms, uncover only the one or ones you are using and leave the others covered.

The student's manual and registration card, as well as other "hand-outs," should be

placed on each desk or table for the students before they arrive or else should be available to them as they enter the door.

WHAT IS THE FIRST MOVE?

- Begin on time!
- Introduce yourself and any assistants or resource people who will be assisting in the course.
- Point out the locations of water fountains, restrooms, and emergency exits. Explain the smoking policy.
- Check the class attendance against the class roster and ask any walk-in students to legibly complete the student information sheets. Check these at the first opportunity to make certain they are legible and complete.
- Give the class a brief overview of what will be covered and get your class underway.

FOLLOWING EACH SESSION

Have the students police the classroom and adjoining areas and replace furniture to its proper place.

AT THE CLOSE OF THE CLASS

Record whether each student passed or failed on the class roster. (You will need to add the names of walk-in students to the class roster). Distribute the certification cards to students that passed the test retain the cards of students that did not pass or did not attend. For students who attended as walk-ins that passed the course, record their information on the blank certification cards.

Their temporary certification number will be the class number (e.g. 66157) and the last 4 digits of their social security number. Their permanent certification cards will be available to them a few weeks after the class ended. They can log on to georgiawildlife.com, click on hunting, then hunter education, and then click on the link:

“Replace Your Hunter Education Card”

As required by Georgia Law (O.C.G.A. § 50-36-1), any student that is over 18 must sign the public benefits affidavit self-verifying that they are a US citizen, qualified alien or nonimmigrant lawfully present in the United States. If they have an alien number issued by the Department of Homeland Security they should record it on the form. You DO NOT need to verify their information. As a volunteer instructor, your only obligation is to

ask them to complete the form. Please turn in the public benefits affidavits to the regional office with the rest of the course paperwork.

FOLLOWING THE CLASS

Complete all records and return the class report to the region office immediately after the course is completed. It is of the utmost importance that the Instructors Final Report reaches the region office in a timely manner in order for the student's information to be entered into the state database for student records. Future lost cards will not be able to be duplicated if the class records are not in the system.

Class reports will be checked for accuracy and completeness before going to keypunch. After being keypunched, the complete record of the student's training will be on file. The prompt and correct recording and filing of each student's training information is extremely important.

It is highly desirable to send the host agency or individual a "thank you" note for the use of the facility.

WHAT IF A CERTIFICATION CARD IS LOST OR DESTROYED?

Explain to the students that replacement cards can be obtained by the following two methods:

- Access the Internet website www.georgiawildlife.com and click on "Hunting" then click on "Hunter Education and then click on "Replace Your Hunter Safety Card" I
- Replacements cards may also be obtained by phone (800-864-7275), for a \$5.00 fee. Your card will arrive in the mail within one week from the time payment is received.
- Hunter Replacement cards are not replaced at the Wildlife Resources Division Region offices.

FORMS

INSTRUCTOR'S FINAL REPORT

The Chief Instructor should fill out this form. The top of the report relates to the class as a whole. Record the number of students that actually graduated on the form and then record the number of females certified. Also record the observed racial makeup of the class. This information should be based on visual observation only; do not ask any student their race.

The code of the county where the class was held can be obtained from the county code attachment in this manual.

There are two separate places for listing the participating instructors, one is for volunteers and the other is for rangers. Fill in all information on all instructors assisting in any way with the course. Record the number of miles you drove to teach the class, the instructor's certification number for each instructor and the total number of hours

they spent teaching and administrating the class. The instructor's total should include all hours involved in travel, setting up, conducting the course, administration, and other time spent returning class roster and equipment, ect. Persons who may have assisted in some way and are not certified instructors should not be listed. However, new instructors who have not yet received their Instructor Certification Number should use the control number of 0001 in that column until they are issued a number from the-state Hunter Education office.

LESSON 7 - SETTING UP AND CONDUCTING A CLASS

ASSIGNMENT

Study Lesson 7 and make a phone appointment with the Hunter Development Program Manager to discuss the answers to the following questions:

1. How are Hunter Education Classes Scheduled?
2. What factors should be considered when deciding where a Hunter Education class is to be held?
3. What factors should be considered when decided on the classroom for a Hunter Education Class?
4. What is the minimum age at which a hunter education student can be certified and at what age can students remain in the class unsupervised?
5. How do you obtain the equipment needed to teach a class and what supplies and equipment can I expect?
6. Describe the information that should be included on the hunter education certification card of a walk-in instructor and the process through which they will obtain the permanent certification card.
7. How does a student go about replacing their hunter education certification card?
8. What is the Hunter Education Certificate Public Benefits Affidavit and what is required of the volunteer hunter education instructor regarding the completion of this affidavit.
9. Complete a Final Report for a hypothetical hunter education class and submit it to the Hunter Development Program Manager for approval.

To schedule a phone appointment with the Program Manager, contact Walter Lane at 770-761-3010 or Walter.Lane@dnr.state.ga.us