

Teaching ideas and demonstrations for the HE Instructor

In this document you will find a variety of ideas and demonstrations you can utilize within your courses that will actively engage your students. Keep in mind if you use any of these ideas, prepare ahead of time and account for time when presenting to the class.

HE Specific

Mouse Traps and Firearms: Pass a set mouse trap around the room. Note the care each student takes passing it to one another. Then pass one of the dummy firearms or toy gun around to demonstrate how students do not take the same amount of care with the firearm as they do with set mouse trap.

Cool Hand Luke: Take a 5 gallon bucket, fill it $\frac{3}{4}$ full of ice and then fill with water. Let sit. Have a student submerge their hand into bucket of 10 seconds. Have him/her remove hand from bucket. Drop 5 pennies in the bucket and allow pennies to sink to bottom. Instruct the student that they will have 15 seconds to retrieve all 5 pennies. This allows the student(s) to experience how hypothermia affects muscle control.

PCV Pipe and Paper Towel Roles: Cut a PVC pipe the same length as an empty paper towel role. Use the pieces to demonstrate the differences between smooth bores and rifled bores in firearms.

Mock phone call: Set up a scenario for students that you are a 16 year hunter getting ready to head to the woods to hunt. Pretend that you receive a phone call from MOM and demonstrate the details of a hunting plan through the one-way conversation between the young hunter and his/her mom.

Putting things in order: Using index cards, write down a scenario and on separate index cards write down steps to respond to the scenario. Give

scenario and steps to groups. Give groups 1 ½ minutes to correctly the steps in order in response to the scenario. Make sure one statement/step is incorrect. Have students share their scenarios and order of steps to class. Great in teaching ethics and first-aid.

My Bucket is Too Full: To demonstrate carrying capacity, take a small bucket and fill with plastic ducks or Easter eggs (do not fill past the top of bucket). Using plastic cups labeled with things that can affect carrying capacity. As you pour more water (affects) into bucket the ducks/eggs (species) will begin to float. The more water add, the more they float, and eventually overflowing the bucket, which will represent what happens with carrying capacity is exceeded.

Watch that muzzle: Using stakes of wooden rods, paint one end red. This will denote which end of the stake/rod is the muzzle end. Use this when demonstrating firearm carries or zone-of-fire without using the dummy firearms and possibly setting a student up for accidentally point a training firearm at someone.

Once upon a time: The use of storytelling is a great hook when teaching, but never replace the material and core concepts with stories. Before telling a story as yourself: Is the story relevant to what I am teaching?

Non-Specific

Picture Prompt: Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. You can also use the image for students to identify using terms from the lecture, or name the processes or concepts shown. Also works well as a group activity. Do not give the 'answer' until they have explored all options.

Empty Outlines: Distribute a partially completed outline of the lecture and ask students to fill it in. Useful at the start or end of the class.

Total Physical Response (TPR): Students either stand or sit to indicate their answers to instructor's questions.

Hand Held Response Cards: Distribute cards that can be held up to respond to questions. Cards can be denoted by letters or colors (ie. green card is true, red card is false).

Pop Culture: Use current events from pop culture related to the topic to increase student interest and create a segway of discussion into the relate concept or objective.

Make Them Guess: Introduce a new concept by asking a question using little known facts. Allow students to blind guess for a while before giving an answer to increase curiosity. Instead of asking a questions, use an actual unknown object for discussion. Ask things like, what would this be used for?

Make It Personal: During discussion times, make notes of things students say that you can connect back to a later concept that allows you to refer back to that particular student.

Focused Listing: List several ideas related to the main objective. Helpful for starting new topics.

Pass the Chalk: Provide chalk or a soft toy; whoever has it must answer the next question, and then they pass it on to another student of their choice.

Real World: Discuss with class a topic or concept that relates to a real world application or product. Using focused listing, have students or groups list out what they know about the application or product.

Pro and Con Grid: Students list out the pros and cons for a given subject.

Harvesting: After an activity ask students to reflect on:

WHAT (they learned)

SO WHAT (why is it important)

NOW WHAT (how does it apply to me)

What/How/Why Outlines: Write brief notes answering what/how/why questions which analyzing a conception or objective.

Video Demonstrations: Using video, record demonstrations ahead of time to use in class. Make demos available to students through media outlets like YouTube.

Movie Clips: Show brief segments of popular movies to illustrate a point, start a conversation, have students hunt for what the movie gets wrong, etc.

Question and Answer Cards: Make index cards for each student, half with questions and half with answers. Shuffle cards and have students find

their appropriate partner by comparing questions and answers on their own cards.

Who Am I? Tape a term or name on the back of each student, out of view. Each student then wanders about the room, posing yes/no questions to the other students in an effort to guess the term on his/her back.

Role Playing: Assign roles of a scenario to a group of students. Have students act out scenario and allow the rest of the students critique and ask questions.

Role Reversal: Teacher role-plays as the student, asking questions about the content. The students collectively act as the teacher, and must answer the questions. Works well as a test prep or review.

Jury Trial: Divide the class into various roles (including witnesses, jury, judge, lawyers, defendant, prosecution, audience) to deliberate on a controversial subject.

Other Resources: HE Tools and IHEA website

HE Tools

You can download a free copy of HE Tools to your computer at:
<http://www.huntercourse.com/hetools/>

HE Tools has variety of information and animation that can be used in your classroom.

IHEA Website

You can access the IHEA website at:
<http://ihea-usa.org/>

Once you are at the IHEA website, click on Instructors tab and then scroll down to Instructor Resources. The new window will list a variety of ideas and resources for hunter education instructors, including past newsletter articles from Teaching 101 and Make It/Teach It.